

FRESH

Achievements and Next Steps

Jane Lillywhite and Cai Heath



Focusing Resources on Effective School Health



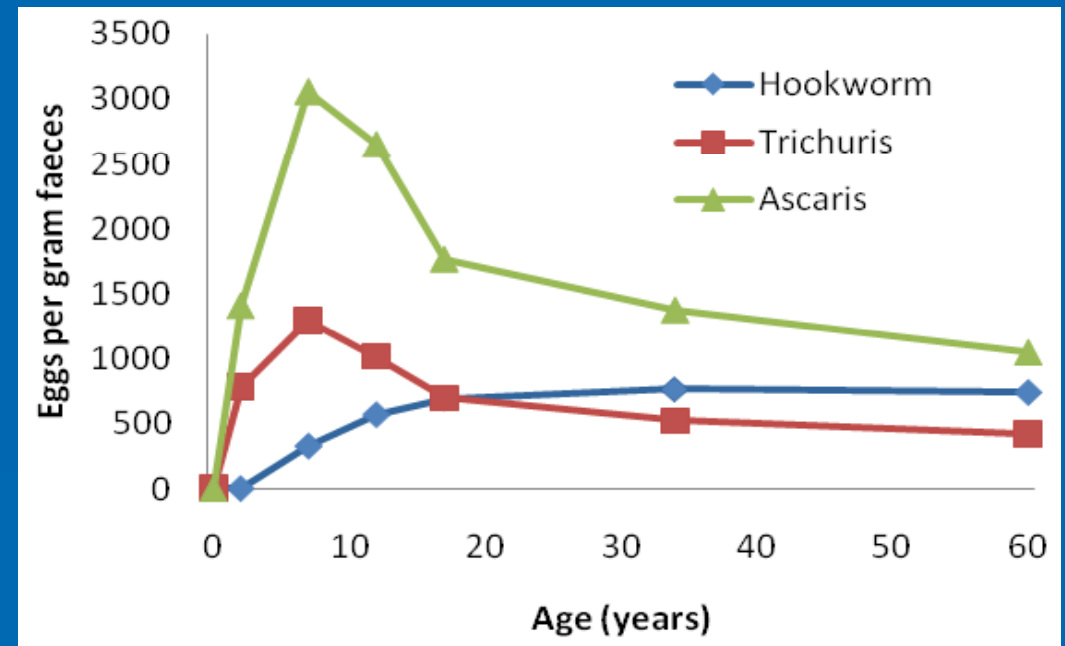
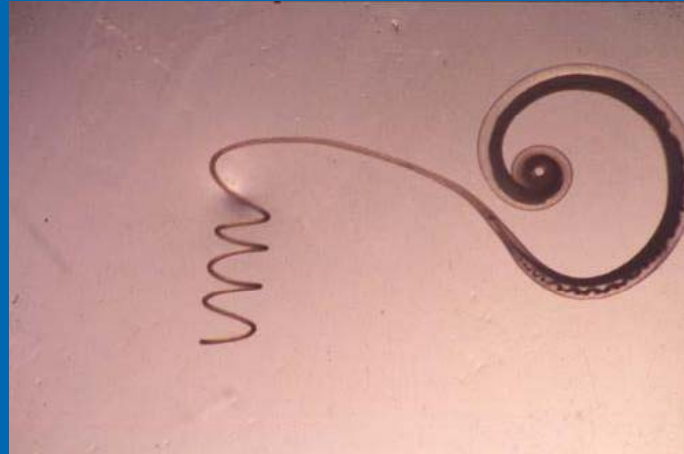
Highly prevalent conditions affect school-age children's health and education

	Prevalence	Total cases (millions)	IQ points lost per child	Lost years of schooling (millions)
Worms	30%	169	3.75	201
Stunting	52%	292	3	284
Anemia	53%	298	6	524

Source: Jukes *et al.* (2008)



Over 600 million school-age children are infected with worms worldwide.



- Evidence shows that simple, school-based health and nutrition interventions can have significant impact on health, **nutrition**, education and long-term development.
- In terms of access to education, such interventions have been shown to increase attendance by 25%.
- **In terms of quality, such interventions improve the ability of the child to absorb the education on offer.**



HISTORICAL PERSPECTIVE



International Conventions about School Health

- **1880:** the Third International Congress on Education in Brussels addressed school hygiene as one of the plenary topics.
- **1995 :** WHO'S Expert Committee Recommendation on Comprehensive School Health Education and Promotion.
- **1995:** WHO - formal launch of the Global School Health Initiative (GSHI)
- **1997:** Jakarta Declaration of the Fourth International Conference on Health Promotion



Frameworks

- **The Health-Promoting School** (stimulated by the Ottawa Charter, 1986)
- **The Child-Friendly School** (UNICEF)
- **Focusing Resources on Effective School Health**



FRESH

- **2000 :**

FRESH (Focusing Resources on Effective School Health) (WHO, UNICEF, UNESCO, World Bank), was launched jointly at the EFA Conference in Senegal in April 2000.

- Encompasses the fundamental principles and best practice of earlier frameworks /approaches
- Now has over twenty partner agencies and organisations



MAIN OBJECTIVES OF FRESH



Objectives

It is aimed at:

- Promoting safe schools for children and promoting quality EFA
- Helping identify and address health-related problems that interfere with enrolment, attendance and learning.
- Increasing awareness within the education community of the value of school health programmes.



COMPONENTS OF FRESH



FRESH

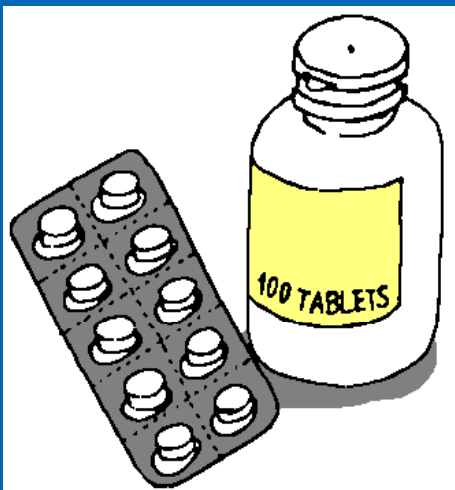
Safe and sanitary school environment



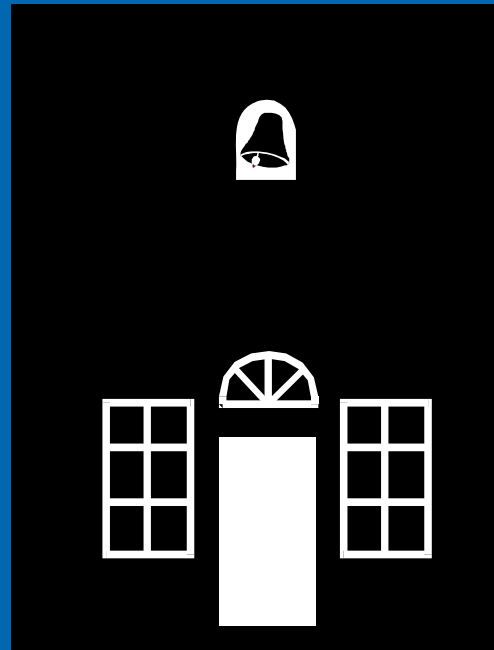
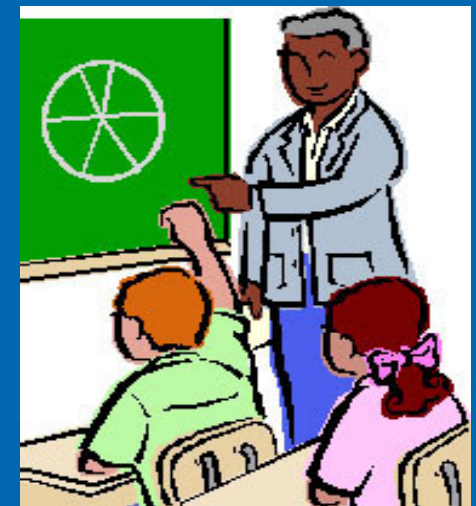
School health and nutrition policy



School based delivery of health services



Skills based health education

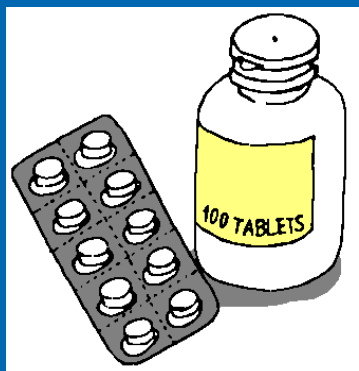


School Health Policy

- Policies for **health education** in schools
- Policies for **water and sanitation** in schools
- Policies for **deworming** e.g. using teachers to administer albendazole
- Teachers as **role models**

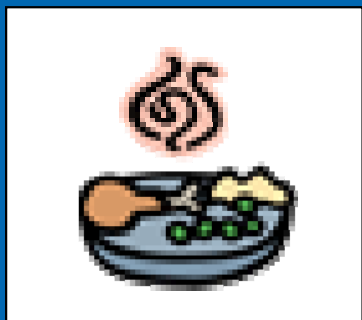


School Based Health Services



- Use of teachers to administer simple drugs

- School feeding initiatives



- School based health and disability screening



Skills Based Health Education



- Sanitation, health, hygiene education
- Life skills

Supported by policies, school based health services, water and sanitation facilities



Safe and Sanitary School Environment

- Access to safe water
- Gender sensitive sanitation facilities accessible to all
- Psychosocial support
- Clean school yards



When the 4 components are made available in schools **together**, the prospects for the achievement of long term, sustainable solutions are increased.



SUPPORTING STRATEGIES



FRESH Supporting Strategies

- Effective partnerships between the education and health sectors and civil society at all levels
- Effective community partnerships
- Fully engaged students
- Effective M+E strategies





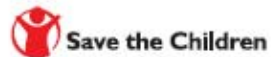
Monitoring and Evaluation Guidance for School Health Programs

Eight Core Indicators to Support FRESH
(Focusing Resources on Effective School Health)

June 2013



United Nations
Educational, Scientific and
Cultural Organization



World Bank



World Health
Organization



PCD
The Partnership for
Child Development



SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS (SABER): SCHOOL HEALTH AND SCHOOL FEEDING





SABER

Shines a light on the policies that matter

Disaggregates the system into key policy domains

Identifies the policies that matter most

Defines these policies simply and clearly

Assesses the strength of these policies

Facilitates benchmarking

Shares these findings to promote joint learning



PCD
The Partnership for
Child Development

See where your
policies are today

Decide where you want to
take your policies tomorrow



PCD

The Partnership for
Child Development

Assess policy domain

Collect policy data

Examine top performers
& rapid improvers

Draw on theory

Review evidence

Identify indicators



Policy Goals

Status

1. Health-Related School Policies

School health is published in the national poverty reduction strategy. There is also a published national policy on school health. There is a national budget line yet it may not be effective. There is an M&E plan yet it is not integrated into a wider national monitoring system.

Advanced



2. Safe, Supportive School Environments

National standards for the provision of safe water in schools have been established, yet there are no national standards for sanitation facilities. The coordinators that address institutional violence and stigmas may not be very effective due to inadequate resources.

Established



3. School-Based Health and Nutrition Services

Health interventions are in place from the situation analysis, though not all interventions are scaled up.

Advanced



4. Skills-Based Health Education

Ghana's national curriculum on health is partially developed.

Established



[Draft prepared from questionnaire completed by staff of the Ministry of Education, Ministry of Health and the Ministry of Agriculture]



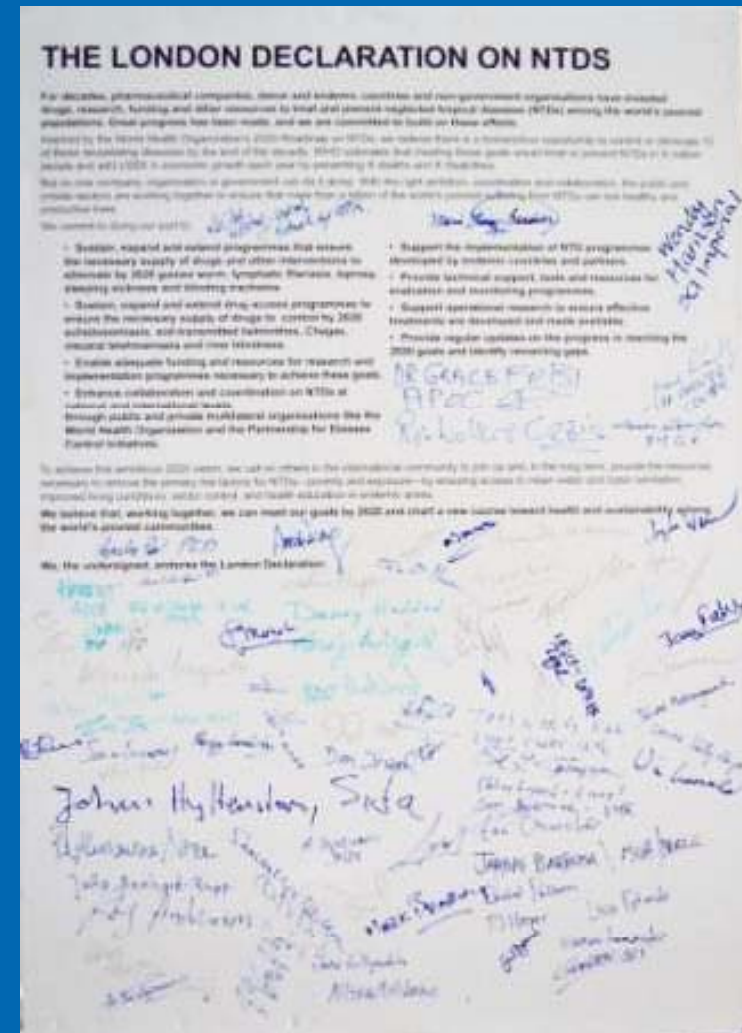
NEW DEVELOPMENTS



London Declaration, January 2012

- PCD was one of many co-signatories of the London Declaration
 - donors
 - pharmaceuticals
 - multilateral agencies

pharmaceutical partners J& J and GSK committed to extending their combined annual donations of 600 million deworming treatments for school-age children at risk of STH through 2020.



Key Issues for STH control by chemotherapy

- **After repeated rounds of treatment when prevalence and intensity fall:**
 1. Can the interval between treatments rounds increase, and by how much?
 2. When can you stop?
 3. Is elimination in a defined area possible by chemotherapy alone?



London Centre for Neglected Tropical Disease Research

- Collaboration between
 - Imperial College
 - London School of Hygiene and Tropical Medicine
 - Partners
- Building on combined strengths in tropical infectious disease epidemiology and control
- Addressing research questions and providing technical support to achieve NTD public health goals
- Supported by GlaxoSmithKline

Imperial College
London

LONDON
SCHOOL OF
HYGIENE
& TROPICAL
MEDICINE





发展方向
人类发展

学校供餐计划反思：

社会安全网、儿童发展与教育部门

撰写人员

Donald Bundy
Carmen Burbano
Margaret Grosh
Aulo Gelli
Matthew Jukes
Lesley Drake



РАЗРАБОТКА НАПРАВЛЕНИЙ
Развитие человека

Новые подходы к школьному питанию:

*социальная защита, детское развитие
и образовательный сектор*

Дональд Банди, Кармен Бурбано, Маргарет Грош, Ауло Джели,
Мэтью Джукс и Лесли Дрейк



DIREÇÕES DO DESENVOLVIMENTO
Desenvolvimento Humano

Reformulando a Alimentação Escolar:
Redes de Segurança Social, Desenvolvimento Infantil e Setor Educacional

Autores
Donald Bundy
Carmen Burbano
Margaret Grosh
Aulo Gelli
Matthew Jukes
Lesley Drake



DIRECTIONS EN DÉVELOPPEMENT
Développement Humain

RÉSUMÉ

Repenser l'alimentation scolaire

*Filets de protection sociale, développement de l'enfant
et éducation nationale*

Donald Bundy, Carmen Burbano, Margaret Grosh, Aulo Gelli,
Matthew Jukes et Lesley Drake



Rethinking School Feeding

*Social Safety Nets, Child Development,
and the Education Sector*

Donald Bundy, Carmen Burbano, Margaret Grosh, Aulo Gelli,
Matthew Jukes, and Lesley Drake



Disability screening through the education system

A recent study in Cambodia screened over 13,000 school children for vision problems.

The study showed that teachers could use a simple test to screen children for spectacles with 100% accuracy.

Children received their spectacles on-site from a small team of specialists.



The 2nd Oxford Conference on Vision for Children in the Developing World

University of Oxford, April 2011



The Partnership for Child Development



CONCLUSION

- Multisectoral collaboration
- Comprehensive approach to SHN
- Creation of communities of best practice

