



WASH in schools – Strengthen the evidence



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Intervention



- Daily supervised handwashing with soap prior to recess



- Daily supervised toothbrushing with F-toothpaste

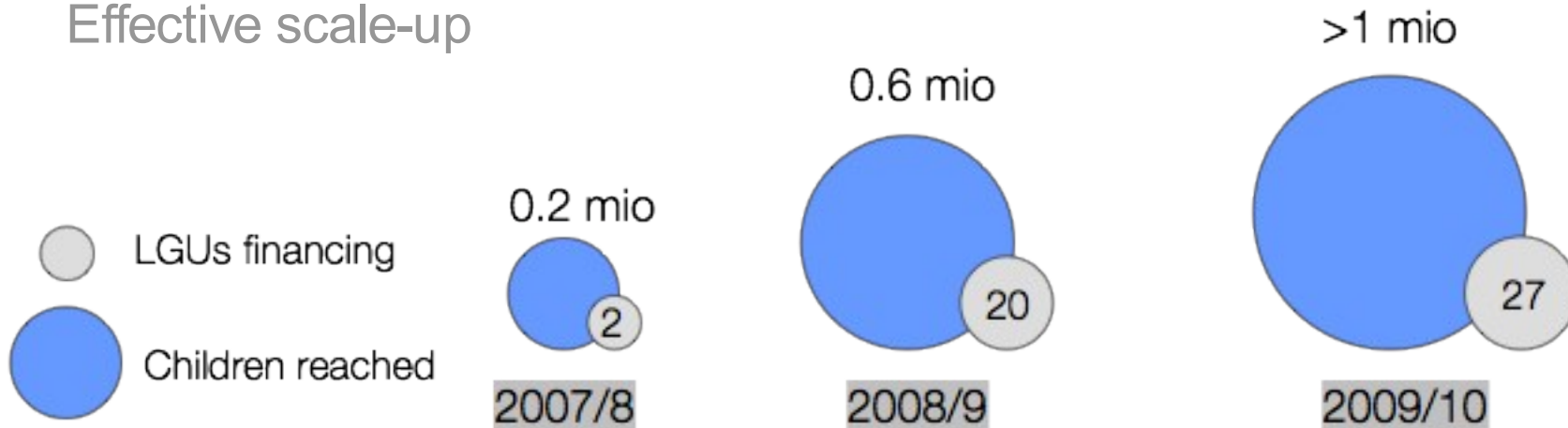


- Bi-annual de-worming of all children



Fit for School – putting policy into action

- Intersectoral collaboration – health, education, nutrition, water and sanitation
- Sustained funding by local government units (LGUs)
- Advocacy & supportive policies at all levels
- WASH facilities as pre-condition for program participation and daily group activities
- Effective scale-up





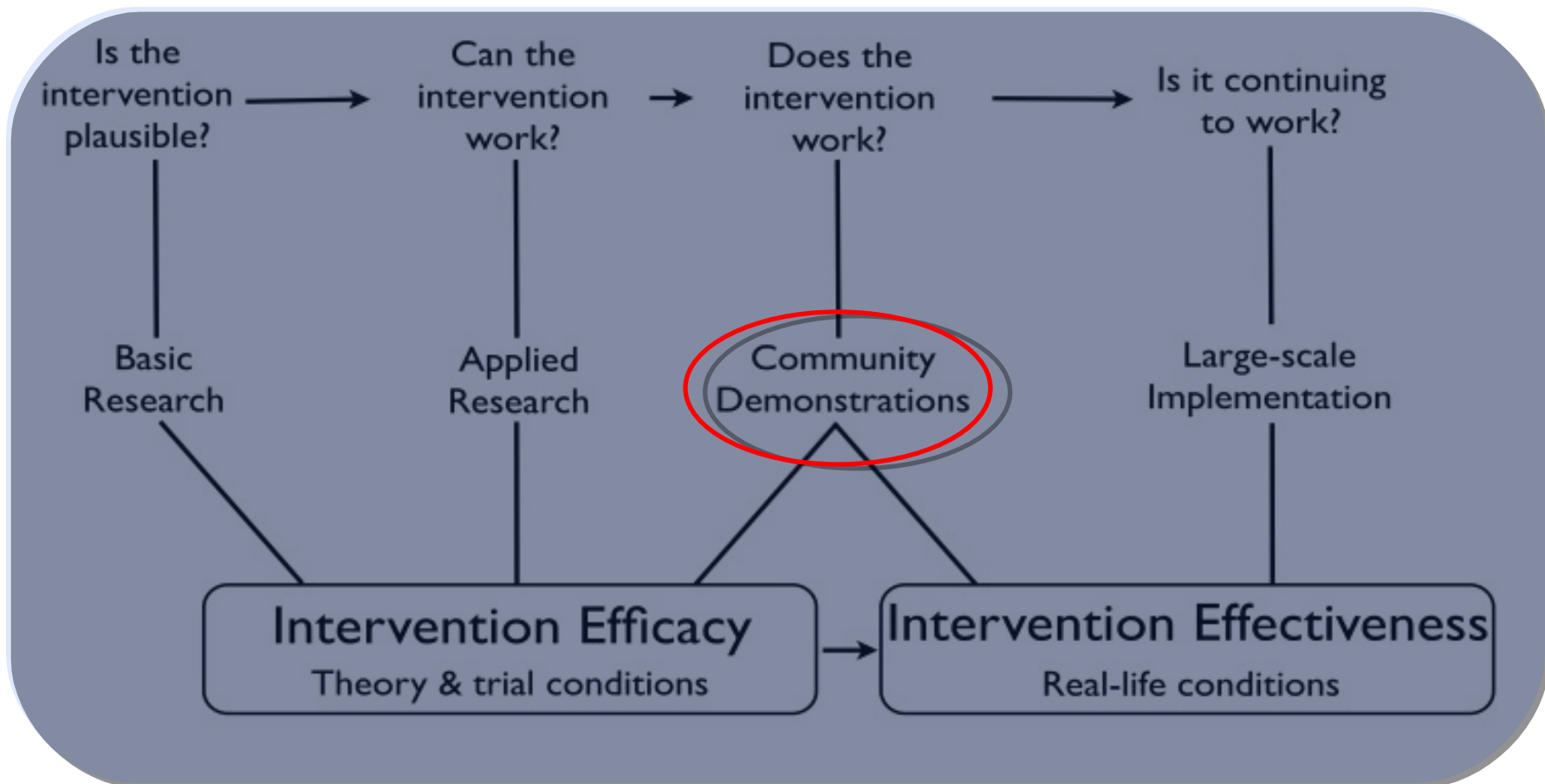
But – do we really know...

- how many children are covered?
- the full impact of the program?
- how children benefit from the program?
- how well the program is implemented?
- what the challenges are?
- if the program's goals are reached?

We need evidence!



Providing evidence – what do we measure, when and where?



(modified from Rose, 1992)



Monitoring & Evaluation concept

- **Impact M&E:** Longitudinal clinical trial measuring health and education indicators in selected intervention schools compared to a control group



- **Process M&E:** Measuring implementation quality in all schools, involving parents and the community





Impact M&E in a community demonstration site

- Baseline data:
 - Prevalence of underweight children: 28%
 - Prevalence of children with worm infestation: 45%
 - Prevalence of heavy intensity worm infestation: 17%
 - Caries prevalence: 97%
 - Oral infections: 75%
 - Children experiencing pain: 15%
 - School attendance: no baseline data
 - School performance: School Readiness Test



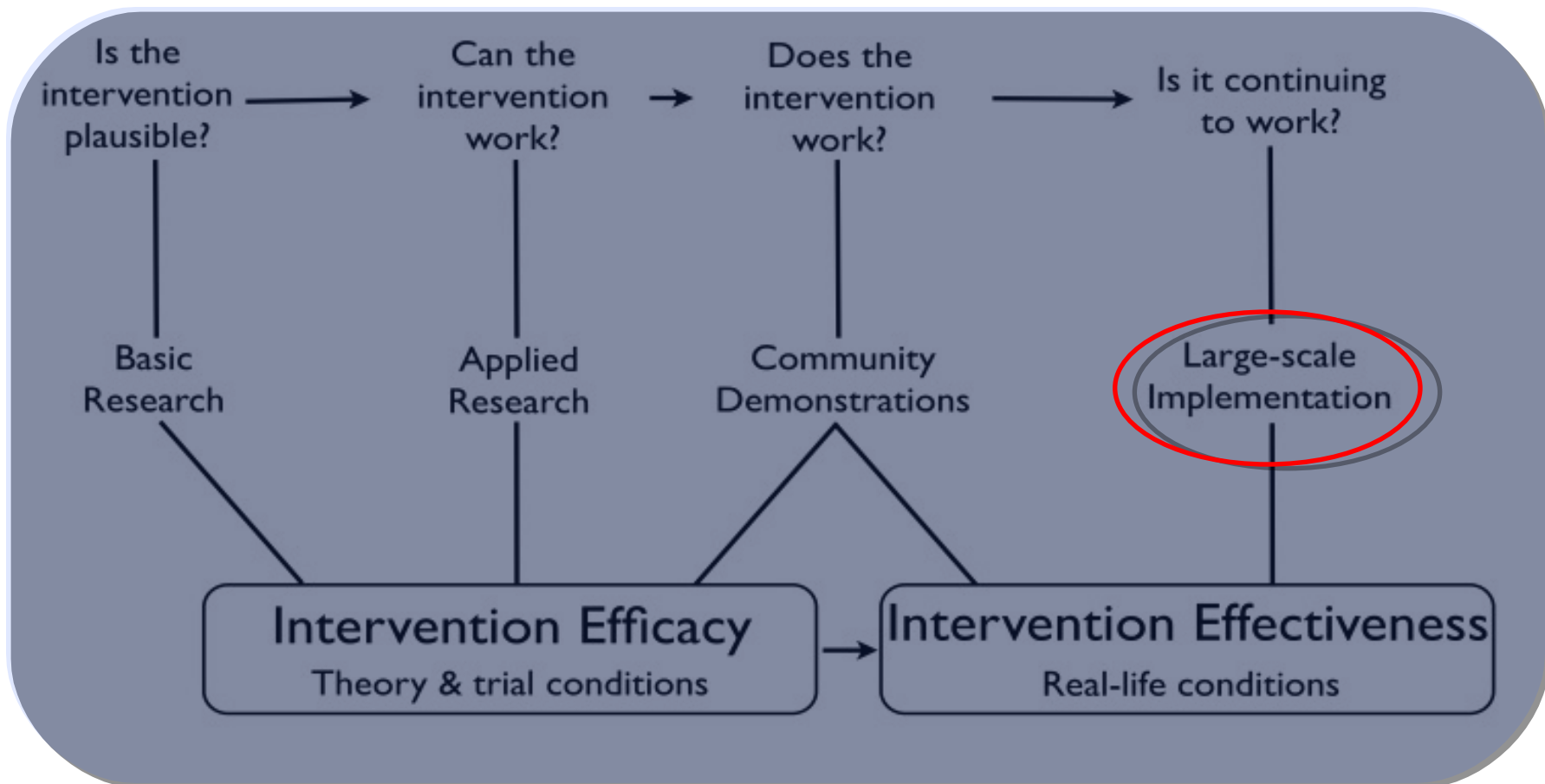
Community demonstrations – preparing for large-scale implementation

- Identify prerequisites, enhancing and constraining factors
 - Practical implementation model
 - Clear guidelines
 - IEC materials
- Prepare for scale-up
 - Clarification of roles and responsibilities among different stakeholders and written agreements
 - Supportive school health policies at all administrative levels
 - Incorporation into performance assessment of education system





Providing evidence – what do we measure, when and where?



(modified from Rose, 1992)



Large-scale implementation – Process M&E

- Measuring implementation quality at school level
 - Availability, functionality and use of washing facilities
 - Availability of program supplies (soap, toothpaste, toothbrushes, de-worming pills)
 - Assessing level of awareness / orientation of teachers
 - Scoring actual washing skills and institutionalization within schools
- Making implementation quality transparent at divisional level
 - Percentage of schools participating and average score
 - Identifying weak and strong areas





Incentives, quality and scale-up – using Process M&E creatively

- Process M&E motivates and involves stakeholders at local level
 - Ensures ownership and collaboration
 - Guides program implementation and management
 - Identifies room for improvement at school level
- Process M&E creates transparency and accountability
 - Through inclusion into performance assessment system of DepEd
 - Through creating a healthy competition to win Fit for School Award





Fit for School - Best features

- Simplicity of program design
- Ownership and participation
- Affordability and scalability
- Institutionalization
- Small investment – high impact with the potential of benefitting every Filipino Child

www.fitforschool.ph

