Regional Programme
Fit for School
## SDG target for Wins

### Drinking water

<table>
<thead>
<tr>
<th>Service Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced service</td>
<td>To be defined at national level</td>
</tr>
<tr>
<td>Basic service</td>
<td>Drinking water from an improved source is available at the school</td>
</tr>
<tr>
<td>Limited service</td>
<td>There is an improved source (piped water, protected well/spring, rainwater, bottled water), but water not available at time of survey</td>
</tr>
<tr>
<td>No service</td>
<td>No water source or unimproved source (unprotected well/spring, tanker-truck surface water source)</td>
</tr>
</tbody>
</table>

### Sanitation

<table>
<thead>
<tr>
<th>Service Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced service</td>
<td>To be defined at national level</td>
</tr>
<tr>
<td>Basic service</td>
<td>Improved facilities, which are single-sex and usable at the school</td>
</tr>
<tr>
<td>Limited service</td>
<td>There are improved facilities (flush/pour flush, pit latrine with slab, composting toilet), but not sex-separated or not usable</td>
</tr>
<tr>
<td>No service</td>
<td>No toilets or latrines, or unimproved facilities (pit latrines without a slab or platform, hanging latrines, bucket latrines)</td>
</tr>
</tbody>
</table>

### Hygiene

<table>
<thead>
<tr>
<th>Service Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced service</td>
<td>To be defined at national level</td>
</tr>
<tr>
<td>Basic service</td>
<td>Handwashing facilities, which have water and soap available</td>
</tr>
<tr>
<td>Limited service</td>
<td>Handwashing facilities with water, but no soap</td>
</tr>
<tr>
<td>No service</td>
<td>No handwashing facilities at the school or handwashing facilities with no water</td>
</tr>
</tbody>
</table>
Stepwise approach // Start small
// Easy to integrate in school routine // Evidence based //
Cost-effective // Packaged & Focused // Uniform // Templates
// Clear roles and responsibilities
// Practical hands-on learning models and materials (learn by doing) // Have 'absorption capacity' of the system in mind

Work with the system //
M&E & accreditation of stepwise approach // Incentive based (set the right incentives // Discourage 'wrong' incentives – per diem etc.
// Don't take over their role but strengthen capacities // Gov-ernment driven (and funded) // School-based management (SBM)
// Community involvement //
Use enabling policy environment
FIT FOR SCHOOL

Making Children Fit for School: Transforming Schools into Healthy Places

School Management:
- Monitoring
- Routine
- Planning & Budgeting
- Stakeholder Involvement

Activities:
- Handwashing
- Toothbrushing
- Deworming
- Bringing Drinking Water to School
- Cleaning & Maintenance
- Water Facilities
- Group Washing Facilities
- Toilets
- Supplies

Stakeholders:
- School Head
- Teachers
- Students
- Parents
- Community
- Education Office

Infrastructure & Materials
WinS – the Education sector in the lead

Support government partners to sustainably scale up national WinS programs in selected Asian Countries
Regional Programme Fit for School

CAMBODIA
• 10 model schools (7,564 children)
• 546 scale-up schools (~195,000 children)

LAO PDR
• 22 model schools (4,758 children)
• 976 scale-up schools (~ 90,000 children)

PHILIPPINES
• Model Country
• ~9000 schools (~2.9 Mio children)
• Regional Office & Regional Partner SEAMEO INNOTECH

INDONESIA (West Java)
• 12 model schools (7,063 children)
• 164 scale-up schools (~120,000 children)
Thank you!
Outlook and future topics
Relevance

- Agenda 2030 and SDGs, especially SDG 3, 4, 6
- New Asia policy of the BMZ (06/2015)
- BMZ Strategy on education (07/2015)
- Action plan on the rights of children and youth
- Synergy and cooperation potential (within the German development cooperation // with international stakeholders// south-south and triangle cooperations // multistakeholder partnerships)