COURSE CONTENT & WORKBOOK

Training Course on School Health and Nutrition Programmes in Southeast Asia

Imperial College
London

MAHIDOL UNIVERSITY
Since 1888

ACIPAC
Asian Centre of International Parasite Control

JC-GSHR
Japan Consortium for Global School Health Research

PCD
The Partnership for Child Development
Day One (Wednesday, February 13th):
Introductions & Country Information Sharing

Day Two (Thursday, February 14th):
Parasite Control (Lao PDR’s Key SHN Topic)

Day Three (Friday, February 15th):
School Visit, Human Resource Training & Partnerships

Day Five (Sunday, February 17th):
Food & Nutrition, SHN Policy & Programmes

Day Six (Monday, February 18th):
School & Training Centre Visits

Day Seven (Tuesday, February 19th):
Reflection on Field Visit & SHN Action Planning

Day Eight (Wednesday, February 20th):
SHN Action Plans & Evaluation

Appendices:
Draft School WASH Monitoring Checklist

School Health and Nutrition Strategy Framework
   Deworming
   Water, Sanitation & Hygiene
   Malaria and other Tropical Diseases
   Safe & Secure School Environment
Day One (Wednesday, February 13th): Introductions & Country Information Sharing

Venue: Lao-Japan Centre, Dongdok Campus, National University of Laos, Vientiane

Session 1: Opening Ceremony

An opportunity for the course facilitators and participants to introduce themselves, their jobs and their expectations from the course. During this session the participants will be welcomed to Laos and will be introduced to staff from the Government of Laos, Mahidol University, the Partnership for Child Development and the Japan Consortium for Global School Health Research.

Key objective:
- Introductions by the Government Hosts, Faculty of Tropical Medicine, Mahidol University; Partnership for Child Development, Imperial College London; Japan Consortium for Global School Health Research.

Conveners: Assoc. Prof. Jitra Waikagul, Faculty of Tropical Medicine, Mahidol University
Assoc. Prof. Jun Kobayashi, Nagasaki University
Ms. Jane Lillywhite, Partnership for Child Development, Imperial College London

Session 2: School Health: The Global Situation

Globally, countries are at different levels of implementing school health and nutrition (SHN) programmes. Certain activities such as deworming or home grown school feeding are emerging as increasingly important. This session will give an overview of SHN activities globally, how they are being carried out, challenges experienced and the gaps that need to be filled. This is an opportunity for course participants to hear about the latest evidence-based scientific research, and how this can drive development of the regional SHN agenda.

Key objective:
- Learn about the history of SHN.
- Learn about implementation strategies.
- Learn about new areas of intervention in SHN

Ms. Jane Lillywhite, Partnership for Child Development, Imperial College London
Prof. Sir Roy Anderson, Chair of Infectious Disease Epidemiology, Imperial College London

Session 3: Regional School Health Situation

This session will present a summary of the achievements and lessons learnt from school health and nutrition training courses that the Faculty of Tropical Medicine, Mahidol University has been involved with from 1977 - 2005 on behalf of the Asian Centre of International Parasite Control (ACIPAC). This project has created and strengthened school health networks in the region.

Dr. Jitra Waikagul, Department of Helminthology, Faculty of Tropical Medicine, Mahidol University, Thailand
Dr. Jun Kobayashi, Nagasaki University, Japan

Session 4: Country Information Sharing

The afternoon session gives the participants the opportunity to share information on their school health programmes through presentations and question and answer sessions. Each country team will be allocated 10 minutes followed by 5 minutes of questions.

Training Course Participants
Workshop notes - Day One:
**Day Two (Thursday, February 14th): Parasite Control (Lao PDR’s Key SHN Topic)**

**Venue:** Lao-Japan Centre, Dongdok Campus, National University of Laos, Vientiane

**Session 1: An Introduction to Parasite Control in School Health & Nutrition**

This session will discuss the relationship between parasite infection, education, child health and nutrition status. The session will demonstrate the importance of improving the health status of students for schools located in the tropics, partly due to parasitic infections that cause malnutrition in school-age children.

*Prof. Sir Roy Anderson, Imperial College London*
*Dr. Irene Ayi, WACIPAC, University of Ghana*
*Ms. Jane Lillywhite, Managing Director, Partnership for Child Development*

**Session 2: Parasite Control in Lao PDR**

This session will present a historical review parasite control systems in Lao PDR and present current challenges that programmes are facing. The session will also discuss how parasite control services such as deworming and health education in schools can be integrated.

*Dr. Chitsavang, World Health Organization*
*Dr. Bounlay, Ministry of Health, Lao PDR*

**Session 3: Introduction to the FRESH Framework for School Health**

This session will introduce the background and pillars of the Focusing Resources on Effective School Health (FRESH) Framework and will describe how the framework relates to school-based parasite control interventions.

*Mr. Cai Heath, Partnership for Child Development, Imperial College London*

**Session 4: Group Discussions & Presentations Parasite Control Programmes**

The session will discuss lessons learnt on parasite control programming in relation to the four FRESH Pillars. Groups will discuss school-based services, health education, the school environment, partnerships, community engagement, pupil participation and monitoring & evaluation in the context of parasite control. Groups will then feedback and present on their key findings.

*Dr. Chitsavang, World Health Organization*
*Dr. Kamphoua, Ministry of Health, Lao PDR*

**Session 5: Background on SHN Activities in Lao PDR**

This session will provide information on the history and the current situation of the Education system and School Health & Nutrition activities in Lao PDR.

*Aj. Bounhome Nanthavong, Research Institute for Educational Sciences, Ministry of Education, Lao PDR*
Day Three (Friday, February 15th):
School Visit, Human Resource Training & Partnerships

**Venue:** Sokpaluang School, Vientiane, Lao-Japan Centre, Dongdok Campus, National University of Laos & Vientiane

**Session 1: School Visit to Sokpaluang School, School Feeding & Discussion**
A morning visit to Sokpaluang School in Vientiane City will provide the opportunity to observe SHN activities and to discuss with teachers how they have incorporated SHN in their school. Upon return to the training venue we will hear more about school feeding in Laos and will discuss the practices observed at the school.

Ministry of Education & Sports Staff
Mdm. Yangxia Lee, Director of Inclusive Education, Ministry of Education & Sports, Lao PDR

**Session 2: The Development of SHN Programmes: The Example of Japan**
The session will discuss the progression of School Health & Nutrition programmes with a focus on the experience of the Japanese Government.

Prof. Kanako Okada, Chiba University, Japan

**Session 3: Human Resource Training**
This session is a case report from Lao PDR on human resource training and the integration of School Health & Nutrition and Health Education. The session will discuss the health education system as well as the curriculum development process.

Ms. Valadoun, Dr. Khamphan Khamon & Ms. Phetsamone, Government of Lao PDR

**Session 4: Partnership Development & Stakeholder Analysis**
This interactive session will discuss the importance of cross-sectoral collaborations and a series of exercises will cover the concepts of partnership working and stakeholder analysis in SHN.

Ms. Brie McMahon, Partnership Manager, Partnership for Child Development

**Session 5: Human Resource Development in SHN**
This session will let us hear from the course participants on their successes and challenges in relation to human resource development in their SHN programmes. Four countries will be asked to highlight their experiences.

Assoc. Prof. Jun Kobayashi, Nagasaki University, Japan
Day Five (Sunday, February 17th):
Food & Nutrition, SHN Policy & Programmes

Venue: Lao-Japan Centre, Dongdok Campus, National University of Laos, Vientiane

Session 1: Rethinking School Feeding
This session will present current research and contemporary thinking in school feeding as well as how such programs may connect with agricultural development.

Group work will explore the current status and opportunities to strengthen school feeding against five recognised international standards of school feeding as defined by Rethinking School Feeding. These standards are: 1) national policy frameworks, 2) institutional capacity, 3) funding, 4) design & implementation, and 5) community participation.

Mr. Iain Gardiner, Senior Programme Manager, Partnership for Child Development

Session 2: Food and Nutrition Education in SHN
This session will present on good practice in food and nutrition education programmes in schools. Experiences from Thailand will be used to discuss how positive behaviours to reduce non-communicable diseases can be promoted.

Dr. Pimpimon Thongthien, Office of Basic Education Commission, Ministry of Education
Advisor on School Health, Faculty of Tropical Medicine, Mahidol University, Thailand

Session 3: School Health Research
This session will guide participants on how to conduct operational school health research, develop research frameworks and methodology and to share experience of school health research in various aspects. Participants are able to ask and discussion if any research idea could be addressed during the session.

Dr. Jun Kobayashi, Nagasaki University, Japan

Session 4: School Health Policy & Analysis
This session will discuss how school health policy can be effectively analysed and will draw on examples from Thailand and Lao PDR. We will hear from the National University of Laos on how teacher training colleges have been used to improve the quality of health education and will also look at the use of statistical analysis in the SHN context to gather information about child health.

Assoc Prof. Jun Kobayashi, Nagasaki University, Japan
Assist. Prof. Sachi Tomokawa, Shinshu University, Japan
Mr. Bounseng Khanhavong, National University of Laos

Session 5: The ‘Fit for School’ School Health Programme
This presentation will introduce the Fit for School programme which began in the Philippines and is now operating in four Southeast Asian countries. We will hear about the origins of the programme and also hear a report on the new Fit for School programme in Lao PDR.

GIZ, Government of Laos

Sessions 6 & 7: Inclusive Education & Disability in the SHN Context
These sessions will discuss disability in the SHN context and how research can inform both policy and programme implementation. We will hear from the Global Partnership for Education on their recent work in this area from Cambodia as well as Mr. David Clarke who will discuss the linkages between education, disability and gender in Asia.

Ms. Natasha Graham, Global Partnership for Education
Mr. David Clarke, Independent Consultant (UNESCAP)
Day Six (Monday, February 18th):
School & Training Centre Visits

Venue: Vientiane Province (Nongnack and Phonehong Schools and Bankoun Training College)

Field Visits

The morning session will take in visits to two schools to view their school health and nutrition programmes, observe their activities and hear from the school principals. There will be the opportunity to reflect on the experiences of the field visit upon return to Vientiane. We will specifically be looking at child-to-child learning activities at Nongnack School and health education at Phonehong School.

In the afternoon we will move to Bankoun Teacher Training College where we will learn how health education is incorporated in the teacher training process. Participants will stay overnight at a guesthouse in Vientiane Province before returning to Vientiane on Tuesday the 19th of February.

Please use the WASH Checklist and notes pages in this document to make observations.

Workshop notes - Day Six:

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Day Seven (Tuesday, February 19th):
Reflection on Field Visit & SHN Action Planning

Venue: Lao-Japan Centre, Dongdok Campus, National University of Laos, Vientiane

Session 1: Reflections on the Field Visit
This interactive session will facilitate discussion on the best practices and challenges observed during the field visit to Vientiane province. Participants will be asked to reflect on their SHN programming experience at school-level and to share lessons learnt from their own countries.

Session 2: Policy Implementation
This session will look into how to create significant change at the school level through policy implementation. The session will introduce the concept of policy implementation and demonstrate examples of change at school-level. This session will also involve a workshop on policy implementation in the country teams as well as a briefing on how policy implementation can be observed during our school visits later in the course. There will be the opportunity for two or three of the country teams to report back to the group at the end of the session.

Assoc Prof. Jun Kobayashi, Nagasaki University, Japan
Assist. Prof. Sachi Tomokawa, Shinshu University, Japan

Session 3: Constructing a School Health Action Plan for Each Country
This session concludes the development of country SHN action plans through reflection on the experiences that have been shared between the participants and the best practices that we have considered. The action plan will highlight priority actions that participants should take upon their return to their home countries. Please refer to the second half of this document for templates to assist your planning process.

Mr. Iain Gardiner, Senior Programme Manager, Partnership for Child Development
The Partnership for Child Development Team
Day Eight (Wednesday, February 20th):
SHN Action Plans & Evaluation

Venue: Lao-Japan Centre, Dongdok Campus, National University of Laos, Vientiane

Session 1: Country SHN Action Plan Presentations
The course participants will present their key actions to move forward with their SHN programmes when they return to their home country based on the SHN action plan. Each country team will have ten minutes to present their findings.

Mr. Iain Gardiner, Senior Programme Manager, Partnership for Child Development
Mr. Cai Heath, Projects Officer, Partnership for Child Development

Session 2: Evaluation & Discussion on the Next Training Course
The course organisers will lead the discussion on what has been achieved in this year’s short course in school health and nutrition and take suggestions the content for the next course in the region.

Faculty of Tropical Medicine, Mahidol University
Partnership for Child Development, Imperial College London
Japan Consortium for Global School Health Research

Session 3: Closing Ceremony
The course will close with comments from the course hosts and conveners.

Hosts: Government of Lao PDR

Conveners: Faculty of Tropical Medicine, Mahidol University; Partnership for Child Development, Imperial College London; Japan Consortium for Global School Health Research.
### Appendix - Draft School WASH Monitoring Checklist

<table>
<thead>
<tr>
<th>Name of Observer</th>
<th>Name of School</th>
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<table>
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<tr>
<th>Date of Visit</th>
<th>Time of Visit</th>
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<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
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</thead>
<tbody>
<tr>
<td>Is there drinking water available?</td>
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<tr>
<td>What is the water source?</td>
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<tr>
<td>Is the drinking water source functioning today?</td>
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<tr>
<td>Is the drinking water source accessible to all children?</td>
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<tr>
<td>Is the drinking water treated?</td>
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<tr>
<td>Comments / Follow up needed:</td>
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<tr>
<td>Number of functioning latrines or toilets</td>
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<tr>
<td>Cleanliness of latrines / toilets</td>
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<tr>
<td>Are latrines / toilets accessible to all children?</td>
<td></td>
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<tr>
<td>Comments / Follow up needed:</td>
<td></td>
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</tbody>
</table>

#### Water Source Details

- Bring water from home
- Piped to school
- Public tap
- Open well
- Covered well / borehole

#### Drinking Water Source Details

- Protected spring
- Unprotected spring
- Surface water
- Water tanker
- Roof catchment

#### Sanitation Details

- Latrines / toilets for boys
- Urinals for boys
- Latrines / toilets for girls
- Latrines / toilets for teachers
- Unassigned latrines / toilets

- Clean
- Dirty – Faeces present on walls / floor

- Yes
- No
- Don’t Know

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TOTAL (Sum of above numbers)
<table>
<thead>
<tr>
<th>Are handwashing facilities available?</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If Yes, what kind of facilities are available?</th>
<th>Tap</th>
<th>Water bucket / jerrycan</th>
<th>Sink</th>
<th>Other. Specify</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Where are the handwashing facilities located?</th>
<th>Inside the latrine / toilets</th>
<th>Outside of latrines / toilets but within 5 meters</th>
<th>Outside toilets, more than 5 meters from latrines</th>
<th>Other. Specify</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is water available at handwashing facilities today during visit?</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is handwashing facility functioning today?</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
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<tr>
<th>Are handwashing facilities accessible to all children?</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
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<tr>
<th>Is soap or other cleanser available to children today?</th>
<th>Yes</th>
<th>No</th>
<th>Other. Specify</th>
<th>Don’t Know</th>
</tr>
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<tr>
<th>If yes, where is the soap located?</th>
<th>Child brings from classroom</th>
<th>Soap by toilet</th>
<th>Soap by handwashing station if facilities are far from toilet</th>
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<tr>
<th>If soap present, what kind of soap?</th>
<th>Bar Soap</th>
<th>Liquid soap</th>
<th>Water mixed with soap</th>
<th>Other. Specify</th>
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</table>

| Comments / Follow up needed: | |

**Handwashing Observation.** Observe children exiting the latrines / toilets from a distance.
Fill out one line of the table per observed child by checking the appropriate box.

<table>
<thead>
<tr>
<th>Child</th>
<th>Boy</th>
<th>Girl</th>
<th>HW with water only</th>
<th>Rinse one hand with water only</th>
<th>Rinse one hand with soap and water</th>
<th>HW with soap and water</th>
<th>Do not wash hands</th>
<th>Did not see</th>
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</table>
As you progress through the week, please use your observations in the field and learning from lectures to fill out this SHN Strategy framework. This framework will help you to define your long term goals, identify needs, and determine immediate actions upon return to your countries.
## 1. Deworming Services

What **observations** of Deworming services from the field and lectures were you impressed by, i.e. what best practices were observed? Is this relevant to your country program?

How could you see elements of the Deworming program replicated in your country? What **opportunities** exist to implement these elements? What challenges or **threats** might you face?

### Deworming – Engaging with the Community and Pupils

With regards to community and pupil engagement with Deworming activities, what best practices have you **observed**? Is this relevant to your country program?

How could you see elements of the observed community and/or pupil engagement replicated in your country? What **opportunities** exist to implement these elements? What challenges or **threats** might you face?

### Deworming Education

What **observations** of Deworming education were you impressed by, i.e. what best practices were observed? Is this relevant to your country program?

How could you see elements of the Deworming education replicated in your country? What **opportunities** exist to implement these elements? What challenges or **threats** might you face?
Deworming – Stakeholder Analysis

Please list below all of the stakeholders currently and/or potentially involved in Deworming services and education for your country programs:

Example: Teachers
School Principal

Please rank the stakeholders in order of importance, where 1 = most important for your program.

2
1

Please identify what role the stakeholder may play, where F = Financial, T = Technical, P = Policy, I = Implementation, and B = Beneficiary.

I; B
I; B

Please indicate whether the stakeholder is currently engaged (E) or could be potentially engaged (PE).

PE
E

Long Term Roadmap

Deworming

Reflecting on what you have learned, what do you see as the overarching goal of your national Deworming program?

What is required (needs) to strengthen your Deworming services and education in schools?

What actions can you facilitate upon your return home to address these needs?
<table>
<thead>
<tr>
<th>Program Name: Deworming</th>
<th>Goal:</th>
<th>Needs:</th>
<th>Activities</th>
<th>Timeframe</th>
<th>Responsible</th>
<th>Verification of Completion</th>
</tr>
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</table>

## 2. Water, Sanitation & Hygiene Services

What observations of WatSan services* from the field and lectures were you impressed by, i.e. what best practices were observed? Is this relevant to your country program?

How could you see elements of the WatSan program replicated in your country? What opportunities exist to implement these elements? What challenges or threats might you face?

*Note: School based services include provision of potable water, handwashing facilities and separate latrines for boys/girls/teachers; waste disposal; screening, testing, treatment and referral for ailments; information & advice; micronutrient supplementation and school meals, among others.

### Water, Sanitation & Hygiene – Engaging with the Community and Pupils

With regards to community and pupil engagement with WatSan activities, what best practices have you observed? Is this relevant to your country program?

How could you see elements of the observed community and/or pupil engagement replicated in your country? What opportunities exist to implement these elements? What challenges or threats might you face?

### Water, Sanitation & Hygiene Education

What observations of WatSan education* were you impressed by, i.e. what best practices were observed? Is this relevant to your country program?

How could you see elements of the WatSan education replicated in your country? What opportunities exist to implement these elements? What challenges or threats might you face?

*Note: Skills-based health education involves the provision of gender-sensitive health and hygiene messaging and advice, which often accompanies school based health and nutrition services and infrastructure.
Water, Sanitation & Hygiene – Stakeholder Analysis

<table>
<thead>
<tr>
<th>Example: Teachers</th>
<th>School Principal</th>
<th>Please rank the stakeholders in order of importance, where 1 = most important for your program.</th>
<th>Please identify what role the stakeholder may play, where F = Financial, T = Technical, P = Policy, I = Implementation, and B = Beneficiary.</th>
<th>Please indicate whether the stakeholder is currently engaged (E) or could be potentially engaged (PE).</th>
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<td>2</td>
<td>1</td>
<td>i; B</td>
<td>PE</td>
<td>E</td>
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Long Term Roadmap

Water, Sanitation & Hygiene

Reflecting on what you have learned, what do you see as the overarching goal of your national WatSan program?

What is required (needs) to strengthen your WatSan services and education in schools?

What actions can you facilitate upon your return home to address these needs?
<table>
<thead>
<tr>
<th>Needs</th>
<th>Goal</th>
<th>Program Name</th>
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<th>Verification of Completion</th>
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</table>
3. Malaria and other Tropical Disease Services

What observations of Malaria and other Tropical disease services from the field and lectures were you impressed by, i.e. what best practices were observed? Is this relevant to your country program?

How could you see elements of the Malaria/Tropical Disease program replicated in your country? What opportunities exist to implement these elements? What challenges or threats might you face?

Malaria and other Tropical Diseases—Engaging with the Community and Pupils

With regards to community and pupil engagement with Malaria/Tropical Disease control activities, what best practices have you observed? Is this relevant to your country program?

How could you see elements of the observed community and/or pupil engagement replicated in your country? What opportunities exist to implement these elements? What challenges or threats might you face?

Malaria and other Tropical Disease Education

What observations of Malaria/Tropical Disease education were you impressed by, i.e. what best practices were observed? Is this relevant to your country program?

How could you see elements of the Malaria and other Tropical Disease education replicated in your country? What opportunities exist to implement these elements? What challenges or threats might you face?
**Malaria and other Tropical Disease – Stakeholder Analysis**

<table>
<thead>
<tr>
<th>Please list below all of the stakeholders currently and/or potentially involved in Malaria and other Tropical Disease control services and education for your country programs:</th>
<th>Please rank the stakeholders in order of importance, where 1 = most important for your program.</th>
<th>Please identify what role the stakeholder may play, where F = Financial, T = Technical, P = Policy, I = Implementation, and B = Beneficiary</th>
<th>Please indicate whether the stakeholder is currently engaged (E) or could be potentially engaged (PE).</th>
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<tbody>
<tr>
<td>Example: Teachers School Principal</td>
<td>2</td>
<td>I; B</td>
<td>PE</td>
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<td></td>
<td>1</td>
<td>I; B</td>
<td>E</td>
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</table>

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**Long Term Roadmap**

**Malaria and other Tropical Disease – Stakeholder Analysis**

Reflecting on what you have learned, what do you see as the overarching **goal** of your national Malaria and other Tropical Disease control program?

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What is required (**needs**) to strengthen your Malaria and other Tropical Disease services and education in schools?

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What actions can you facilitate upon your return home to address these needs?
<table>
<thead>
<tr>
<th>Needs</th>
<th>Goal</th>
<th>Program Name</th>
</tr>
</thead>
</table>

**Short Term Action Plan**

**Malaria and other Tropical Diseases**

**Program Name:**

**Goal:**

<table>
<thead>
<tr>
<th>Verification of Completion</th>
<th>Responsible</th>
<th>Timeframe</th>
<th>Activities</th>
<th>Needs</th>
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4. Safe & Secure Learning Environment Services & Infrastructure

What **observations** of Safe & Secure Learning Environment services and infrastructure* from the field and lectures were you impressed by, i.e. what best practices were observed? Is this relevant to your country program?

How could you see elements of the Safe & Secure Learning Environment replicated in your country? What **opportunities** exist to implement these elements? What challenges or **threats** might you face?

*Note: Safe school environment infrastructure includes all elements of WatSan but is not limited to this. Fencing/protecting the perimeter of school grounds, mechanisms for monitoring school visitors, clean and safe common/play areas and equipment, and child-accessible facilities for both disabled and non-disabled children are examples. Services may include rubbish removal, regular maintenance of facilities, provision of psychosocial support, and sensitisation activities with students on issues such as bullying, gender, HIV, etc.

Safe & Secure Learning Environment – Engaging with the Community and Pupils

With regards to community and pupil engagement in providing a Safe & Secure Learning Environment, what best practices have you **observed**? Is this relevant to your country program?

How could you see elements of the observed community and/or pupil engagement replicated in your country? What **opportunities** exist to implement these elements? What challenges or **threats** might you face?

Safe & Secure Learning Environment – Policy and Approach

What **observations** of Safe & Secure Learning Environment policies and approaches* from the field and lectures were you impressed by, i.e. what best practices were observed? Is this relevant to your country program?

How could you see elements of the Safe & Secure Learning Environment policies and approaches be replicated in your country? What **opportunities** exist to implement these elements? What challenges or **threats** might you face?

*Note: Policies contributing to Safe & Secure Learning Environments take a non-discriminatory approach, aiming to include all children including those with special needs and disabilities. Countries should address gender, privacy and education access for all at both policy and school level.
### Safe & Secure Learning Environment – Stakeholder Analysis

Please list below all of the stakeholders currently and/or potentially involved in creating a Safe Learning Environment for your country:

<table>
<thead>
<tr>
<th>Example: Teachers</th>
<th>School Principal</th>
<th>2</th>
<th>1</th>
<th>I; B</th>
<th>I; B</th>
<th>PE</th>
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Please rank the stakeholders in order of importance, where 1 = most important for your program.

Please identify what role the stakeholder may play, where F = Financial, T = Technical, P = Policy, I = Implementation, and B = Beneficiary.

Please indicate whether the stakeholder is currently engaged (E) or could be potentially engaged (PE).

### Long Term Roadmap

**School Environment**

Reflecting on what you have learned, what do you see as the overarching goal for your country with regards to Safe & Secure School Environments?

What is required (needs) to strengthen your services, infrastructure and policy/approach to Safe & Secure School Environments?

What actions can you facilitate upon your return home to address these needs?
<table>
<thead>
<tr>
<th>Program Name:</th>
<th>Goal:</th>
<th>Needs</th>
<th>Activities</th>
<th>Timeframe</th>
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Short Term Action Plan
Safe & Secure School Environment
For further school health and nutrition information, tools and resources please visit www.schoolsandhealth.org and www.twitter.com/schoolshealth