Scotland Chikwawa Health Initiative

Health Promoting
School Orientation

School physical environment
“Good health supports successful learning. Successful learning supports health. Education and health are inseparable. Worldwide, as we promote health, we can see our significant investment in education yield the greatest benefits.”

Dr. Desmond O’Byrne
(Health Promotion, Non communicable Disease Prevention and Surveillance, WHO)
Aim

- To enhance educational outcomes
- To facilitate action for health by building health knowledge and skills in the cognitive, social and behavioural domains
Recap of the previous HPS session

• What is a health promoting school?
• How can HPS contribute to health and education?
• How can HPS be of benefit to the:
  – Teachers
  – Learners
  – Parents and the community
  – Businesses
  – Country
What comprises school physical environment?

• Refers to the buildings and all its contents, grounds and equipment in and surrounding the school.

• Basic amenities such as sanitation facilities that prevent transmission of disease; safe drinking water availability; air cleanliness; etc.
School physical environment

*It comprises the following:*

1. Grounds and location
2. Water and sanitation
3. Productive land use
4. Health eating
1. Grounds and location

- Position of the school
  - Should not be near a busy road, market and beer halls.

- Safe, permanent, well-maintained structures
  - Weather proof
  - Free of cracks and damage
1. Grounds and location...

- **Safety of the buildings** - Window panes should not be broken to avoid accidents and injuries.
- **Space** - the classroom space should be adequate for the number of children and not crowded.
- **Lighting** – Classrooms should have enough light for reading & studying.
- **Ventilation** - the buildings should have adequate windows on both sides which provide a well-ventilated learning environment.
1. Grounds and location...

- **Cleanliness** – School building floors, roof and walls should be clean.

- **Fencing** should be included around the school buildings to promote safety of learners and protection of the school land from unmanaged animals. The fence can be grown as a mixed live hedge with different heights of shrubs and thorns.

- **Grounds** – Grounds should be free from hazardous objects like sharp stones, broken glasses, tree stumps, tall grass, and holes.
2. Water and sanitation

• Clean water and adequate sanitation facilities help reinforce the health and hygiene education in school allowing students to practice what they learn.

• They also make the school more welcoming and can increase school attendance and retention, especially amongst girls who require the privacy of single sex toilets particularly during menses.

• Availability of water, hand washing facilities and sanitary facilities foster good health at the schools.
2. Water and sanitation...

- **Toilets** – should be enough according to the number of learners. For example, 1:60 for boys and 1:50 for girls.

- Toilets should be safe, clean, well-maintained, gender and age sensitive, well-ventilated and provide adequate lighting.

- It is also preferred that toilets are designed to properly recycle into compost so that there is no waste produced.

- Latrines should be at least 20m away from class rooms.
2. Water and sanitation...

- **Hand washing stations** - should be functioning properly (i.e. filled with water at all times and soap provided at all stations) at all toilets and food preparation areas.

- **Water supply** – Schools should have adequate safe water for drinking and cleaning for the learners every day of the year. Safe use of refuse and grey water in compost systems, other recycling systems and rubbish pits.
3. Productive school environment

Is this bad or good in a school setting? Why?
3. Productive school environment....

*Productive school environment*

- The Malawi SHN guidelines stipulates role modeling sustainable and productive land use as a teaching resource primarily through agricultural practical work.
- It also encouraged that schools should find out how they can achieve productive land use from their own resources rather than being donor dependent.
3. Productive school environment....

Benefits of having a productive environment around a school:

- To make maximum use of the land and other local resources using a low-input model
- As a platform for creative teaching and learning for teachers, learners and the surrounding communities.
- To grow food, medicines, building supplies, fences, fuel – learners are actively involved in learning about sustainable production and therefore they learn the necessary skills for producing resources they need.
3. Productive school environment...

- To provide products for sale to benefit the school and its community,

- To develop life skills and positively influence food choices and eating habits.

- To provide a platform for environmental health issues,
3. Productive school environment

General guidance for implementation

1. Landscaping used for Teaching and Learning:
   Implementing activities toward a productive School Environment is NOT used for punishment or child labour.

2. Local Resource: Philosophy of using local resources, knowledge, skills, experiences. Requires a thorough identification of all local resources
3. Productive school environment

3. Avoid Donor Dependency:
   Most ‘garden’ programmes have stopped because they relied on outside inputs and incentives to implement. This trend of dependency should be discouraged. The programme itself should be the motivating incentive for integration and implementation.
   Remuneration should not be provided.
3. Productive school environment

4. **Targeting Inputs**: Identification of what real inputs needed after a thorough identification of local resources.

5. **Who contributes which resources outlined clearly**: Clearly communicate the contributions from the various partners, teachers, learners, community, and the government.
3. Productive school environment

6. **Maintenance of resources:**
   Taking care of our resources with care and respect.

7. **Integration:**
   Designs are integrated to support sustainability and maximum use of resources; curricula integration; integration of current development topics and cross cutting issues such as gender and HIV.
Designing a productive school environment...

Step 1: Analyse the current situation and map it.
This is done through a variety of methods such as discussion, research, observation, making transect walks, etc.
Designing a productive school environment...

Useful information

- Climate
- Environment
- Buildings and structures
- Resources
- Productive resources: e.g. local seeds, land, water, time, space, labour, energy

Undertake a SWOT analysis

- Strengths – internal factors such as capacity, resources, etc.
- Weaknesses – internal factors such as lack of capacity, etc.
- Opportunities – outside factors such as policy, environment, etc.
- Threats – outside factors such as policy, storms, bush fires, prevailing wind direction, mismanagement of animals, security
Designing a productive school environment...

Step 2: Set goals:

Develop a clear direction and vision for the issues found in the analysis.
Designing a productive school environment...

**Step 3: Design the school in an integrated way**

- Consider the structures that will be needed – recreation areas, classrooms, teachers homes, animal enclosures, dams, ponds, tanks, shelters, nurseries, etc.
- Incorporate soil and water conservation and water harvesting techniques
- Include animals and their management if appropriate
- Design plants, trees and animal combinations to suit the environmental zones around the school
- Use local resources to save energy and minimize cost.
- Sketch possible design options
- Decide who will be involved (teachers, learners and community)
Designing a productive school environment...

Step 4: Draw up action plan

• Create a scheme of work for implementing and monitoring the project.

• Consider the resource analysis, the changing seasons and the workload on the community during those seasons, school breaks and other factors that affect the timing of activities.

• Define roles and responsibilities, decide on the possible timescale, and quantify the necessary resources.

• Quantify the expected outcomes/targets.
4. Healthy eating

- School food services should be integrated into a school's effort to manage its environment.

- Coordinated with health and nutrition education and with other components of the health-promoting school to reinforce lessons on healthy eating and ensure nutrition support. Projects phases out rather community based feeding programme and household based feeding should be
4. Healthy eating...

- If there is school based feeding programme, it should be given before school, 10:00 am or lunch if class goes through.
- General healthy eating following 6 food group model should also be promoted.
- Schools should not only depend on external sponsored feeding programmes which can leave the schools in suspense.
4. Healthy eating...

- Food-borne disease prevention should be a priority of school food services.
- Food vending at school premises needs to be well-managed, all vendors must be trained by health teams in Health and Nutrition
- It is important to educate school children and food handlers in food hygiene
Healthy eating VS Productive land use

• Are these aspects connected?

• A school with good productive land use supplies its nutritional needs for healthy eating habits

• Do not limit healthy eating to school porridge

• Healthy eating aspects are supposed to be connected to productive land use, hygiene and sanitation and educational goals of an institution
Healthy Eating

• Have the schools with feeding programmes been focusing on sanitation, nutrition and hygiene and combining with productive land use aspects?

• What would be the possible challenges to this?