

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION



# SCHOOL HEALTH MINIMUM PACKAGE



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## LIST OF ABBREVIATION

<b>AIDS</b>	: Acquired ImmunoDeficiency Syndrome
<b>GBV</b>	: Gender Based Violence
<b>HIV</b>	: Human Immunodeficiency Virus
<b>IEC/BCC</b>	: Information Educationm Communication/ Behaviour Change Communication
<b>ORS</b>	: Oral Rehydration Solution
<b>OVC</b>	: Orphans and Vulnerable Children
<b>STIs</b>	: Sexually Transmitted Infections
<b>VPD</b>	: Vaccine Preventable Disease



## 1. INTRODUCTION

A comprehensive, holistic approach encourages each school to look at its whole school community and develop an environment and culture that promote healthy ways of living. A Comprehensive School Health framework combines four main elements: Health Education, Health and Support Services, Social Support and the Physical Environment. It involves the active participation of all members of the school community in creating action plans that make their school a healthier place.

The school health minimum package provides the context for effective implementation of access to health services within school health programs. School-based health services, such as micronutrient supplementation and deworming, are likely to be most effective where they are supported by other strategies such as safe and secure environment, provision of safe water and sanitation, effective referral to external health service providers and links with the community.

These core components of the school health minimum package require school-community partnerships as the supporting strategies for the success of school health programmes. These include effective partnerships between the health and education sectors, teachers, parents and health workers, schools and community groups and between the pupils and those responsible for implementing school health programmes.



## 2. TYPES OF SCHOOLS

### 2.1. *Boarding schools*

Boarding schools cater for children who, for various reasons, are unable to return home each day. In boarding schools, all means, sleeping accommodation and washing facilities are provided. It is therefore of critical importance that water, sanitation and hygiene enabling facilities are adequate. Risks of transmission of communicable diseases are raised because of the communal eating, sleeping, and sanitation and hygiene arrangements in boarding schools. Nevertheless, it is possible to provide adequate water, sanitation and hygiene conditions for all children.

### 2.2. *Day schools*

Day schools catering for children of ages 6 to 16 provide academic and, in many cases, recreational activities for children who return home every day, but who may often eat at or near the school. Problems faced by schoolchildren and teachers in this kind of school often include lack of basic water supplies, sanitation and hygiene-enabling facilities; inadequate or hazardous outdoor space; and overcrowded classrooms where there is noise, poor lighting, poor seating, excessive heat or cold, damp and poor indoor-air quality. Funding for improved conditions in schools may be lacking, but there may also be a strong desire and capacity for change among staff, schoolchildren and parents.

### 3. TARGET

These guidelines are written for use by education managers and planners, architects, urban planners, water and sanitation technicians, teaching staff, school board, village education committees, local authorities and similar bodies. These groups are encouraged to work together to set relevant, achievable and sustainable targets for water, sanitation and hygiene in schools.

### 4. AIM

This school health minimum package document offers a guide for creating the minimum conditions required for providing schooling in a healthy environment for schoolchildren, teachers and other staff.

In the area of school health programs, it should be used to:

- develop specific national standards that are relevant to various types of school in different contexts;
- support national standards for School Health & Nutrition and set specific targets at local level;
- plan and carry out any improvements required;
- ensure that the construction of new schools is of acceptable quality; and
- prepare and implement comprehensive and realistic

action plans, so that acceptable conditions are maintained

## 5. OBJECTIVE

To promote School Health programs and services at school level.

## 6. BENEFITS OF THE MINIMUM PACKAGE

### *6.1. Highly cost effective*

The package helps link the resources of the health, education, nutrition, and sanitation sectors in an existing infrastructure, the school. The school system coverage is generally superior to health systems and there is an extensive skilled workforce (teachers and administrators) that already works with the local community.

### *6.2. Increases the efficacy of other investments in child development*

The package is the essential extension and complement to early child care and development programmes. Continuing good health at school age is essential if children are to sustain the advantages of a healthy early childhood and take full advantage of what may be their only opportunity for formal learning.

### ***6.3. Ensures better educational outcomes***

Ensuring good health at school age can boost school enrollment and attendance, reduce the need for repetition, and increase educational attainment. Good health practices can promote responsible behavior that enhances sexual and reproductive health and help avoid HIV and AIDS infections. It is estimated that the burden of disease for school-age children 5 to 14 years old is 11% of the total global burden of disease.

### ***6.4. Improvement of social equity***

As a result of universal basic education strategies, some of the most disadvantaged children - girls, poor rural children and children with disabilities - have access to school for the first time. But their ability to attend school and to learn sometimes is compromised by poor health. These are the children who will benefit most from health interventions, since they are likely to show the greatest improvements in attendance and learning.

## **7. THE SCHOOL HEALTH PACKAGE**

The school health minimum package is divided in four main areas:

- (1) Health Education;
- (2) Health and support services;
- (3) Social support;
- (4) Physical environment.

Areas	Interventions	Details
<b>1. Health Education</b>	<b>Capacity building</b>	At least two teachers per school are trained in school health, with the following modules: <ul style="list-style-type: none"> <li>- Causes and prevention of common diseases</li> <li>- HIV, AIDS and other STIs</li> <li>- Sexual and Reproductive Health and Rights</li> <li>- School health and hygiene</li> <li>- Nutrition and school gardening</li> <li>- Physical education</li> <li>- Psychosocial care and counseling</li> </ul>
	<b>Health clubs</b>	School health clubs will have the knowledge on the following items: <ul style="list-style-type: none"> <li>- Environmental health and hygiene;</li> <li>- Gender-based violence;</li> <li>- Sexual and Reproductive Health and Rights;</li> <li>- Nutrition;</li> <li>- Malaria;</li> <li>- Tuberculosis;</li> <li>- Mental health;</li> <li>- Non-communicable diseases;</li> <li>- Children under five;</li> <li>- Immunization and VPD surveillance;</li> <li>- HIV, STIs and blood borne infections;</li> <li>- Other communicable diseases [infectious diseases]</li> </ul>

<b>Areas</b>	<b>Interventions</b>	<b>Details</b>
	<b>IEC/BCC material</b>	IEC/BCC materials will be disseminated in schools: <ul style="list-style-type: none"> <li>- HIV, AIDS and other STIs;</li> <li>- Sexual and Reproductive Health and Rights;</li> <li>- Alcohol and tobacco abuse (substance abuse)</li> </ul>
	<b>Intergenerational dialogue</b>	Sexuality, STIs, pregnancies, GBV should be discussed in existing channels such as parents meetings
<b>2. Health and support service</b>	<b>GBV referral system</b>	Every school shall have a GBV referral system, with support to victims, fast referral to health centers (for HIV and STIs prophylaxis and psychosocial care), record of cases, and inclusion of GBV in teachers' code of conduct.
	<b>First aid kit</b>	A first aid kit should be available in all schools
<b>3. Social Support</b>	<b>Counseling</b>	Trained teachers and peer educators providing counseling services and psychosocial care
	<b>OVCs, Pregnancy and GBV</b>	Data collection about OVCs , pregnancies and GBV
	<b>Follow-up</b>	Follow-up if above mentioned girls are coming back to school.

Areas	Interventions	Details
<b>4. Physical Environment</b>	<b>Water</b>	Safe drinking water Rain harvesting
	<b>Sanitation</b>	Separate toilets for girls and boys Separate toilets for female and male staff Girls' rooms (sanitary pads, water, soap)
	<b>Hygiene</b>	Hand-washing points Minimum cleaning materials (detergent, soap, broom, etc.) Elimination of breeding places of mosquitoes
	<b>Physical Education</b>	Playground Sports facilities (Toys,...)
	<b>Environment</b>	Compost system Trees Greening Mosquito nets for boarding schools
	<b>Infrastructure</b>	Well-ventilated classrooms Structure for disabled children
	<b>School nutrition</b>	Kitchens Store rooms Improved stoves School gardens Fruit trees Kitchen items (pots, pans, plates, etc.)
	<b>Alternative energy<sup>1</sup></b>	Eco-toilets Biogas Solar energy

<sup>1</sup>These interventions are highly recommended, but are not mandatory, since they depend on the availability of resources.

## 8. FIRST-AID MEDICAL KIT



### **Recommended items in the first aid kit**

Every school should have a first-aid kit, with the following recommended items:

1. Eosine %
2. Dakin
3. 2 Thermometers
4. Paracetamol syrup
5. Paracetamol tablets
6. Acetyl salicylic acid tablets
7. Cotrimoxazole syrup and tablets for throat irritation



8. Some sterile gauzes
9. Lots of non-sterile gauzes
10. 5 cotton and stretch bandages
11. 5 Adhesive tapes or safety pins
12. 5 adhesive plasters, different sizes
13. 5 adhesive plasters, small
14. 5 triangular bandages
15. 5 soap
16. Re-usable or disposable gloves
17. Scissors
18. Matches, candles
19. Torch with battery cells
20. A small container
21. Pen, paper, and notebook
22. 50 ORS packets
23. Sanitation pads
24. Small disposal towels

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