

SABER-School Health Framework-Rubrics

Policy Lever	Indicator	Latent	Emerging	Established	Advanced
Policy Goal 1: Health-related school policies					
National level policy that addresses school health	School health included in national-level poverty reduction strategy or equivalent national policy	School health not yet included in national-level poverty reduction strategy or equivalent national policy	School health discussed by members and partners during preparation of PRSP but not included in final PRSP	School health included in the PRSP or equivalent national policy	School health included in national-level poverty reduction strategy or equivalent national policy, accompanied by targets and/or milestones set by the government
	Published and distributed national policy covers all four components of FRESH ¹ (health-related school policies, safe school environment, school-based health and nutrition services, and skills-based health education)	National recognition of the importance of school health exists but a national policy has not been published as yet	Published national policy that covers some but not all four components of FRESH (e.g. a policy on HIV in education only); some regional and school-level stakeholders have copies	Published national policy that covers some aspects of all four components of FRESH; almost all regional and school-level stakeholders have copies of the national school health policy and have been trained in its implementation	Comprehensive approach to all four areas promoting inclusion and equity; almost all regional and school-level stakeholders have copies of the national school health policy and have been trained in its implementation and written school-level policies exist that address school health
	Published national policy involves a multisectoral approach	National recognition of the importance of a multisectoral approach to school health exists but a national policy has not been published as yet	Published national policy by the education or health sector that addresses school health	Published national policy by the education and health sectors that addresses school health	Published national policy jointly by both the education and health sectors that addresses school health and includes other relevant sectors (e.g. water, environment, agriculture)

¹ FRESH is a common framework for school health programmes which was internationally agreed upon in April 2000 at the World Education Forum in Dakar, Senegal. The FRESH partners include many international organizations including Child-to-Child Trust, EDC, Education International, Food and Agriculture Organization of the United Nations (FAO), International Red Cross, PCD, Roll Back Malaria Partnership, Save the Children, Joint United Nations Programme on HIV/AIDS (UNAIDS), UNESCO, UNICEF, United Nations Office on Drugs and Crime (UNODC), WFP, WHO and the World Bank.

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Coordinated implementation of a national level policy that addresses school health	Multisectoral steering committee coordinates implementation of a national school health policy	Any multisectoral steering committee coordination efforts are currently non-systematic	Sectoral steering committee from education or health coordinates implementation of a national school health policy	Multisectoral steering committee from both education and health coordinates implementation of a national school health policy	Multisectoral steering committee from education, health, and one or more other relevant sectors (e.g. water, environment, agriculture) coordinates implementation of a national school health policy
Governance of a national school health policy	National budget line(s) and funding allocated to school health; funds are disbursed to the implementation levels in a timely and effective manner	A national budget line or funding does not yet exist for school health; mechanisms do not yet exist for disbursing funds to the implementation levels	National budget line and funding for school health exists in either the health or education sector; school health funds are disbursed to the implementation levels intermittently	National budget line and funding for school health exists in both the health and the education sectors; school health funds are disbursed to the implementation levels in a timely and effective manner	National budget line and funding for school health exists in health, education, and one or more other sectors; school health funds are disbursed to the implementation levels in a timely and effective manner and implementers have the capacity to plan and budget as well as request resources from the central level

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Quality assurance of programming	Situation analysis assesses need for the inclusion of various thematic areas ² , informing policy, design, and implementation of the national school health program such that it is targeted and evidence-based	A situation analysis has not yet been planned to assess the need for the inclusion of various thematic areas and inform policy, design, and implementation of the national school health program	Incomplete situation analysis that assesses the need for the inclusion of various thematic areas; policy, design, and implementation of some thematic areas are based on evidence of good practice	Situation analysis conducted that assesses the need for the inclusion of various thematic areas; policy, design, and implementation of these thematic areas are based on evidence of good practice and are targeted according to situation analyses of what thematic area interventions to target in which geographic areas	Situation analysis conducted that assesses the need for the inclusion of various thematic areas, along with costings; policy, design, and comprehensive implementation of these thematic areas are based on evidence of good practice and are targeted according to situation analyses of what thematic area interventions to target in which geographic areas
	Monitoring and Evaluation (M&E)	Systems are not yet in place for M&E of implementation of school health programming	A M&E plan exists for school health programming and data collection and reporting occurs intermittently especially at national level	The M&E plan for school health is integrated into national monitoring or information management systems and data collection and reporting occurs recurrently at national and regional levels	The M&E plan for school health is integrated into national monitoring or information management systems and data collection and reporting occurs recurrently at national, regional and school levels; baseline carried out and program evaluations occur periodically
Gender	Gender dimension of Health addressed in national education policy (e.g. pregnancy, sexual harassment, privacy and sanitation)	Gender dimension of Health is not yet formally addressed in national education policy	Gender dimension of Health addressed in national education policy but implementation is uneven	Gender dimension of Health is addressed in published education policy and is implemented nationally	Gender dimension of Health is addressed in published education policy, implemented nationally, and the M&E mechanism includes oversight of the gender mainstreaming

² Thematic areas may include: Children with Special Needs; Deworming; Disaster Risk Reduction/Emergences; Education for Sustainable Development; General Life Skills/Social and Emotional Learning; HIV and AIDS; Hygiene, Water and Sanitation; Malaria; School Feeding; Nutrition; Oral Health, Vision and Hearing; Physical Activity; Prevention and Response to Unintentional Injury; Sexual and Reproductive Health; Substance Abuse; and Violence in the School Setting.

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Policy Goal 2: Safe, supportive school environments					
Physical school environment	Provision of safe water in schools	The need for provision of safe water is acknowledged, but standards are absent, and coverage is uneven	The need for safe water provision in all schools is recognised, standards have been established	National surveys (needs assessments) have been conducted to assess whether schools meet the standards for safe water and implementation plans are in place to ensure that all schools achieve these standards.	Plans, based on a needs assessment, are in place to ensure that all schools achieve these standards and plans for monitoring and maintaining these facilities are also in place.
	Provision of sanitation facilities	The need for provision of sanitation facilities is acknowledged, but standards are absent, and coverage is uneven	The need for provision of sanitation facilities in all schools is recognised, standards have been established, but national coverage has not been achieved	National surveys have been conducted to assess whether schools meet the standards for safe water and a plan is in place to ensure that all schools achieve these standards.	Plans, based on a needs assessment, are in place to ensure that all schools achieve these standards and plans for monitoring and maintaining these facilities are also in place.
	Provision of sound school structures (including accessibility for children with disabilities) and school safety	Construction and maintenance of school buildings is unregulated and national standards are lacking on what constitutes sound school structures and school safety	New schools being built have sound structures and school safety issues are taken into account, but coverage is not universal among older schools	Sound school structure standards are set and an update program is in place for older buildings; teachers, schoolchildren, families and other local stakeholders are mobilized to achieve and sustain a healthy school environment	National and local standards for sound school structures are fully implemented building structures are regularly monitored and maintained

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Psychosocial school environment	Issues of stigmatisation (e.g. HIV, disability) are recognised and addressed by the education system	Any responses to issues of stigmatisation in schools are currently non-systematic	Some schools are effectively responding to stigma issues, but coverage is not universal; in-service teacher training on stigma issues is being provided	Stigma is covered in life skills education, pre- and in-service teacher training are being provided universally, and bullying as a result of stigma is effectively dealt with at the school level	Stigma is covered in life skills education, pre- and in-service teacher training are being provided universally, bullying as a result of stigma is effectively dealt with at the school level, and support groups responding to specific stigma issues are in place for both learners and teachers
	Protection of learners and staff from violence (including corporal punishment, fighting, physical assault, gang activity, bullying, sexual harassment, and gender-based violence)	National standards on how to address violence in schools are lacking	National standards on how to address some forms of institutional violence in schools are in place, guidelines are being developed, and in-service training is being provided	National standards and guidelines on how to address some forms of institutional violence in schools are published and disseminated; pre- and in-service teacher training are being provided universally	Mechanisms are in place to respond to all forms of institutional violence in schools
	Provision of psychosocial support to teachers and students who are affected by trauma due to shock (e.g. conflict, orphaning, etc.)	Provision of psychosocial support for learners and teachers affected by trauma due to shock is non-uniform	Some psychosocial support is available to learners and teachers either in school or through referrals but coverage is not universal	Available psychosocial support for learners and teachers is mobilised (either in school or through referral services) and there is provision of appropriate psychosocial support activities for teachers and students in temporary learning spaces and in child-friendly spaces for young children and adolescents	Effective school-based intervention for supporting students' psychosocial well-being is developed and there is provision of appropriate psychosocial support activities for teachers and students in temporary learning spaces and in child-friendly spaces for young children and adolescents; impact on psychosocial wellbeing and cognitive function is being monitored

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Policy Goal 3: School-based health and nutrition services					
School-based delivery of health and nutrition services	The school-based health and nutrition services identified in the situation analysis and outlined in the national policy are being implemented (e.g. deworming, first aid, malaria control, micronutrients, school feeding, vaccination, etc.)	A situation analysis has not yet been undertaken to assess the need for various school-based health and nutrition services	Situation analysis has been undertaken that assess the need for various school-based health and nutrition services but systematic implementation is yet to be underway	Situation analysis has been undertaken, identifying cost-effective and appropriate school-based health and nutrition interventions, some of which are being implemented and taken to scale in a targeted manner in the available budget	All of the school-based cost-effective and appropriate health and nutrition services identified in the situation analysis and outlined in the national policy are being implemented and taken to scale in a targeted manner in the available budget
School-based screening and referral to health systems	Remedial services (e.g., refractive error, dental, etc.)	A situation analysis has not yet been undertaken to assess the need for school-based screening and referral to various remedial services	Situation analysis has been undertaken that assess the need for school-based screening and referral to various remedial services but implementation is uneven	Situation analysis has been undertaken, identifying those cost-effective and appropriate school-based screening and referral to various remedial services that are being taken to scale in the available budget; in-service teacher training is being provided	All of the school-based cost-effective and appropriate screening and referral to remedial services identified in the situation analysis and outlined in the national policy are being implemented and taken to scale in the available budget; pre- and in-service teacher training are being provided
	Adolescent health services	Any referrals of pupils to treatment systems for adolescent health services occur non-systematically	Teacher training for referral of pupils to treatment systems for adolescent health services	Teacher training for referral of pupils to treatment systems for adolescent health services with referral ongoing	Pre- and in-service training of teachers for referral of pupils to treatment systems for adolescent health services with referral ongoing
<p>Tools for more detailed analysis of focus areas (full list available from http://go.worldbank.org/NK2EK7MKV0).</p> <ul style="list-style-type: none"> Brooker, S. 2009. <i>Malaria Control in Schools: A Toolkit on Effective Education Sector Responses to Malaria in Africa</i>. Washington, DC: World Bank; London: Partnership for Child Development. Dixon, R., J. Kihara, A. Tembon, S. Brooker, K. Neeser, K. Levy, A. Fishbane, A. Montresor, D. A. P. Bundy, and L. J. Drake. 2010. <i>School-based Deworming: A planners' guide to proposal development for national school based deworming programs.</i> Conference Edition. Washington, DC: Deworm the World. 					

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<ul style="list-style-type: none"> • Global Atlas of Helminth Infection. www.thiswormyworld.org • World Bank. 2003. <i>Education and HIV/AIDS: A Sourcebook of HIV/AIDS Prevention Programs</i>. Washington, DC: World Bank. • World Bank. 2008. <i>Education and HIV/AIDS: A Sourcebook of HIV/AIDS Prevention Programs; Volume 2: Education Sector-wide Approaches</i>. Washington, DC: World Bank. • World Bank, UNICEF, and Water and Sanitation Program. 2005. "Toolkit on Hygiene, Sanitation, and Water in Schools." World Bank, Washington, DC. • World Bank. 2011. "SABER-School Feeding." Draft Framework Rubrics. 27 April 2011. 					
Policy Goal 4: Skills-based Health education					
Knowledge-based health education	Provision of basic, accurate health, HIV, nutrition and hygiene information in the school curriculum that is relevant to behaviour change	Some schools are teaching some health, HIV, nutrition and hygiene information, but coverage is not universal nor is the information provided	Some health, HIV, nutrition and/or hygiene information is included in the curriculum, but it may not be comprehensive; in-service teacher training is being provided, and the majority of schools are teaching the curriculum covered health information, but coverage is not universal	Curriculum comprehensively covers health (linked to the health issues identified in the situation analysis), HIV, nutrition and hygiene knowledge; pre- and in-service training is being provided; and all schools are teaching the curriculum	Curriculum comprehensively covers health (linked to the health issues identified in the situation analysis), HIV, nutrition and hygiene knowledge; pre- and in-service training is being provided; all schools are teaching the curriculum; and the knowledge is covered in school exams
Age-appropriate and sex-specific life skills education for health	Participatory approaches are part of the curriculum and are used to teach key age-appropriate and sex-specific life skills for health themes ³	Some life skills education is taking place in some schools using participatory approaches, but it is non-uniform and does not cover all of the life skills for health themes	Participatory approaches are part of the national curriculum; some of the key life skills for health themes are covered in the curriculum; in-service training is being provided; and teaching of the participatory approaches is taking place in the majority of schools, but is not universal	Participatory exercises to teach life skills for health behaviours are part of the national curriculum; pre- and in-service training is being provided; and materials for teaching life skills for health in schools are in place and made available and teaching is ongoing in most schools	Participatory exercises to teach life skills for health behaviours are part of the national curriculum; pre- and in-service training is being provided; materials for teaching life skills for health in schools are in place and made available and teaching is ongoing in most schools; and school curricula guidelines identify

³ Essential life skills (social and emotional learning); Basic nutrition and healthy life styles (nutrition, school gardens, and physical activity); Basic health issues (malaria, helminths, influenza outbreaks – these should be linked to the health issues identified in the situation analysis); Basic safety issues (road safety, safety at home and at school, first aid, emergency preparedness); Personal health and hygiene issues (hygiene, oral health, vision and hearing); Physical, emotional and social development and sexual and reproductive health; HIV and AIDS; Substance abuse; Violence prevention; Sustainable development (climate change, resource management, environmental protection, disaster risk reduction); and Gender issues.

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					specific life skills for health learning outcomes and measurement standards, including examinations

SABER-School Feeding Framework-Rubrics

Policy Lever	Indicator	Latent	Emerging	Established	Advanced
Policy Goal 1: Policy frameworks					
Overarching policies for school feeding - sound alignment with the national policy	National-level poverty reduction strategy or equivalent national strategy as well as sectoral policies and strategies (education sector plan, nutrition policy, social protection policy) identify school feeding as an education and/or social protection intervention, clearly defining objectives and sectoral responsibilities	There is recognition of school feeding as an education and/or social protection intervention, but school feeding is not yet included in the published national-level poverty reduction strategy, equivalent national policy, or sectoral policies and strategies	School feeding discussed by members and partners during preparation of national-level poverty reduction strategy, equivalent national policy, or sectoral policies and strategies but not yet published	School feeding included in published national-level poverty reduction strategy or equivalent national policy (including specifications as to where school feeding will be anchored and who will implement); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities	School feeding included in published national-level poverty reduction strategy or equivalent national policy (including specifications as to where school feeding will be anchored and who will implement and accompanied by targets and/or milestones set by the government); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities, including what school feeding can and cannot achieve, and aligned with the national-level poverty reduction strategy or equivalent national strategy

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	An evidence-based technical policy related to school feeding outlines the objectives, rationale, scope, design, and funding and sustainability of the program and comprehensively addresses all four other policy goals (institutional capacity and coordination, financial capacity, design and implementation, and community participation)	There is recognition of the need for a technical policy related to school feeding, but one has not yet been developed or published	A technical policy and situation analysis under development by the relevant sectors that address school feeding	A technical policy related to school feeding is published, outlining the objectives, rationale, scope, design, funding and sustainability of the program and covering some aspects of all four other policy goals, including links with agriculture development	A technical policy related to school feeding is published, outlining the objectives, rationale, scope, design, funding and sustainability of the program and comprehensively covering all four other policy goals with a strategy for local production and sourcing, including links with agriculture development and small holder farmers; policy is informed by a situation analysis of needs and aligned with national poverty reduction strategies and relevant sectoral policies and strategies
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Policy Goal 2: Financial capacity					

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Governance of the national school feeding program - stable funding and budgeting	National budget line(s) and funding are allocated to school feeding; funds are disbursed to the implementation levels (national, district and/or school) in a timely and effective manner	There is recognition of the need to include school feeding in the national planning process, but this has not yet happened; the government is fully reliant on external funds and does not have provision in the national budget to allocate resources to school feeding; there is recognition of the need for mechanisms for disbursing funds to the implementation levels, but these are not yet in place	School feeding is included in the national planning process and national funding is stable through a budget line but unable to cover all needs; there is no budget line at regional and school levels; existing school feeding funds are disbursed to the implementation levels intermittently	School feeding is included in the national planning process and is fully funded through a national budget line; all ministries involved in the program implementation have a budget line or funds allocated; budget lines also exist at regional and school levels; school feeding funds are disbursed to the implementation levels in a timely and effective manner	School feeding is included in the national planning process and is fully funded through a national budget line consistent with the school feeding policy and situation analysis including options for engaging with the private sector; budget lines and plans also exist at regional and school levels, sufficient to cover all the expenses of running the program ; school feeding funds are disbursed to the implementation levels in a timely and effective manner and implementers have the capacity to plan and budget as well as request resources from the central level
Policy Goal 3: Institutional capacity and coordination					
School feeding coordination - strong partnerships and inter-sector coordination	Multisectoral steering committee coordinates implementation of a national school feeding policy	Any multisectoral steering committee coordination efforts are currently non-systematic	Sectoral steering committee coordinates implementation of a national school feeding policy	Multisectoral steering committee from at least two sectors (e.g. education, social protection, agriculture, health, local government, water) coordinates implementation of a national school feeding policy	Multisectoral steering committee from at least three sectors (e.g. education, social protection, agriculture, health, local government, water) coordinates implementation of a national school feeding policy; this government-led committee provides comprehensive coordination (across international agencies, NGOs, the private sector and local business representatives as well) and is part of a wider committee on school health and nutrition

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Management and accountability structures, including staffing - strong institutional frameworks for implementation	National school feeding management unit and accountability structures are in place, coordinating with school level structures	A specific school feeding unit does not yet exist at the national level; coordination between the national, regional/local (if applicable), and schools is lacking	A school feeding unit exists at the national level, but it has limited resources and limited staff numbers and lacks a clear mandate; while coordination mechanisms between the national, regional/local (if applicable), and school level are in place, they are not fully functioning	A fully staffed school feeding unit with a clear mandate exists at the national level, based on an assessment of staffing and resources needs; coordination mechanisms between the national, regional/local (if applicable), and school level are in place and functioning in most instances	A fully staffed school feeding unit exists at the national level, based on an assessment of staffing and resources needs, with a clear mandate, and pre- and in-service training; coordination mechanisms between the national, regional/local (if applicable), and school level are in place and fully functioning
	School level management and accountability structures are in place	Mechanisms for managing school feeding at the school level are non-uniform and national guidance on this is lacking	National guidance on required mechanisms for managing school feeding are available at the school level, but these are not yet implemented fully	Most schools have a mechanism to manage school feeding, based on national guidance	All schools have a mechanism to manage school feeding, based on national guidance, with pre- and in-service training for relevant staff
Policy Goal 4: Design and implementation					
Quality assurance of programming and targeting, modalities, and procurement design, ensuring design that is both needs-based and cost-effective	A functional monitoring and evaluation (M&E) system is in place as part of the structure of the lead institution and used for implementation and feedback	The importance of M&E is recognised, but government systems are not yet in place for M&E of school feeding implementation	A government M&E plan exists for school feeding with intermittent data collection and reporting occurring especially at the national level	The M&E plan for school feeding is integrated into national monitoring or information management systems and data collection and reporting occurs recurrently at national and regional levels	The M&E plan for school feeding is integrated into national monitoring or information management systems and data collection and reporting occurs recurrently at national, regional and school levels; analysed information is shared and used to refine and update programs; baseline is carried out and program evaluations occur periodically

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	Program design identifies appropriate target groups and targeting criteria corresponding to the national school feeding policy and the situation analysis	The need for targeting is recognised, but a situation analysis has not yet been undertaken that assesses school feeding needs and neither targeting criteria nor a targeting methodology has been established as yet	Targeting criteria and a targeting methodology is being developed corresponding to the national school feeding policy; a situation analysis assessing needs is incomplete as yet	Targeting criteria and a targeting methodology exists and is implemented corresponding to the national school feeding policy and a situation analysis assessing needs	Targeting criteria and a targeting methodology exists and is implemented corresponding to the national school feeding policy and situation analysis (including costings for various targeting and designs); M&E information is used to refine and update targeting and coverage on a periodic basis
	Food modalities and the food basket correspond to the objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	There is recognition of the need for national standards for food modalities and the food basket, but these do not exist yet	National standards on food modalities and the food basket have been developed and correspond to two or more of the following: objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	National standards on food modalities and the food basket have been developed and correspond to objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	National standards on food modalities and the food basket have been developed and correspond to objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements; M&E information is used to refine and update food modalities and food basket on a periodic basis

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	Procurement and logistics arrangements are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	There is recognition of the need for national standards for procurement and logistics arrangements, but these do not exist yet	National standards on procurement and logistics arrangements have been developed and are based on three or more of the following: procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	National standards on procurement and logistics arrangements have been developed and are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	National standards on procurement and logistics arrangements have been developed and are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline; M&E information is used to refine and update procurement and logistics arrangements
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Policy Goal 5: Community roles—reaching beyond schools					
Community participation and accountability - strong community participation and ownership (teachers, parents, children)	Community participates in school feeding program design, implementation, management and evaluation and contributes resources (in-kind, cash or as labor)	Systems and accountability mechanisms are not yet in place for consultation with parents and community members on the design, monitoring and feedback of the school feeding program	A school feeding management committee exists but parent and community member participation could be strengthened and awareness on the opportunity to monitor and feedback on the school feeding program is lacking	The school feeding management committee comprises representatives of teachers, parents, and community members and communities have accountability mechanisms to hold school feeding programs accountable at the school level	The school feeding management committee comprises representatives of teachers, parents, and community members and has clearly defined responsibilities and periodic training. Accountability mechanisms are in place by which communities can hold school feeding programs accountable at the school, regional, and national levels