



Three Star Approach country example: *Philippines*



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Three-Star Approach Matrix in the Philippines



Three Star School

Meeting National Standards

- › School facilities and systems upgraded to meet national standards



Two Star School

Incremental Improvements

- › Hygiene education and facilities to promote handwashing with soap after toilet use
- › Improved Sanitation facilities, plus facilities and education for menstrual hygiene management
- › Low-cost point-of-use water treatment introduced in schools.



One Star School

Daily Routines to Promote Healthy Habits

- › Daily supervised group handwashing with soap, normally before the school meal
- › Daily supervised cleaning of toilets, and provision of water and soap (at least one usable toilet for girls and one for boys); no open defecation
- › Daily supervised use of drinking-water bottles by all children

No Star School

The Existing Situation for Many Schools

- › Limited or no hygiene promotion
- › May or may not have WASH infrastructure



What motivates participation?

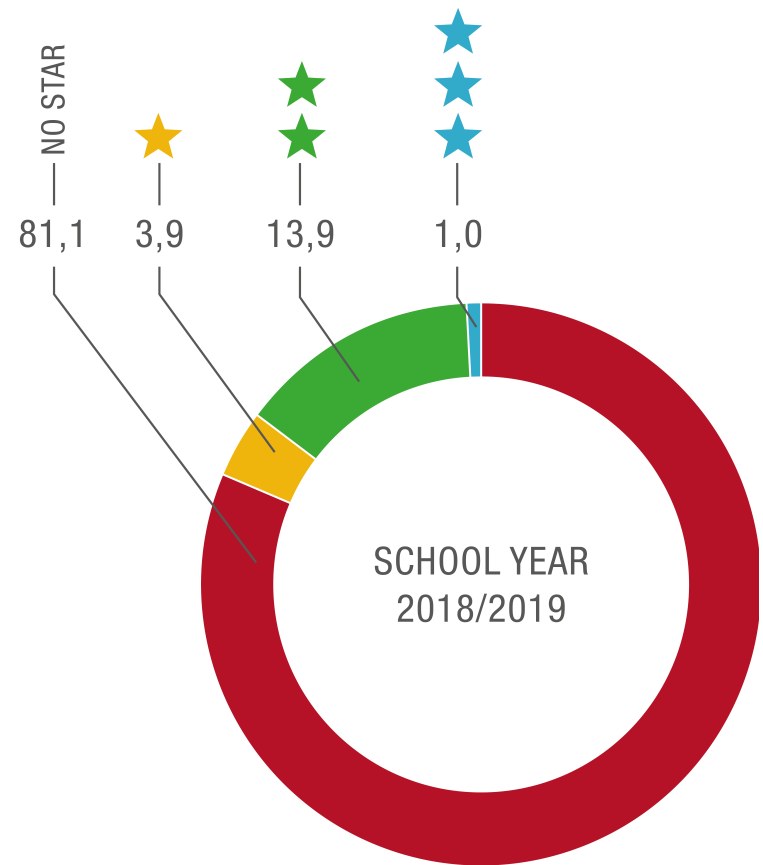
- Transparency and Accountability
- Recognition of performance
- Incentives and fund allocation



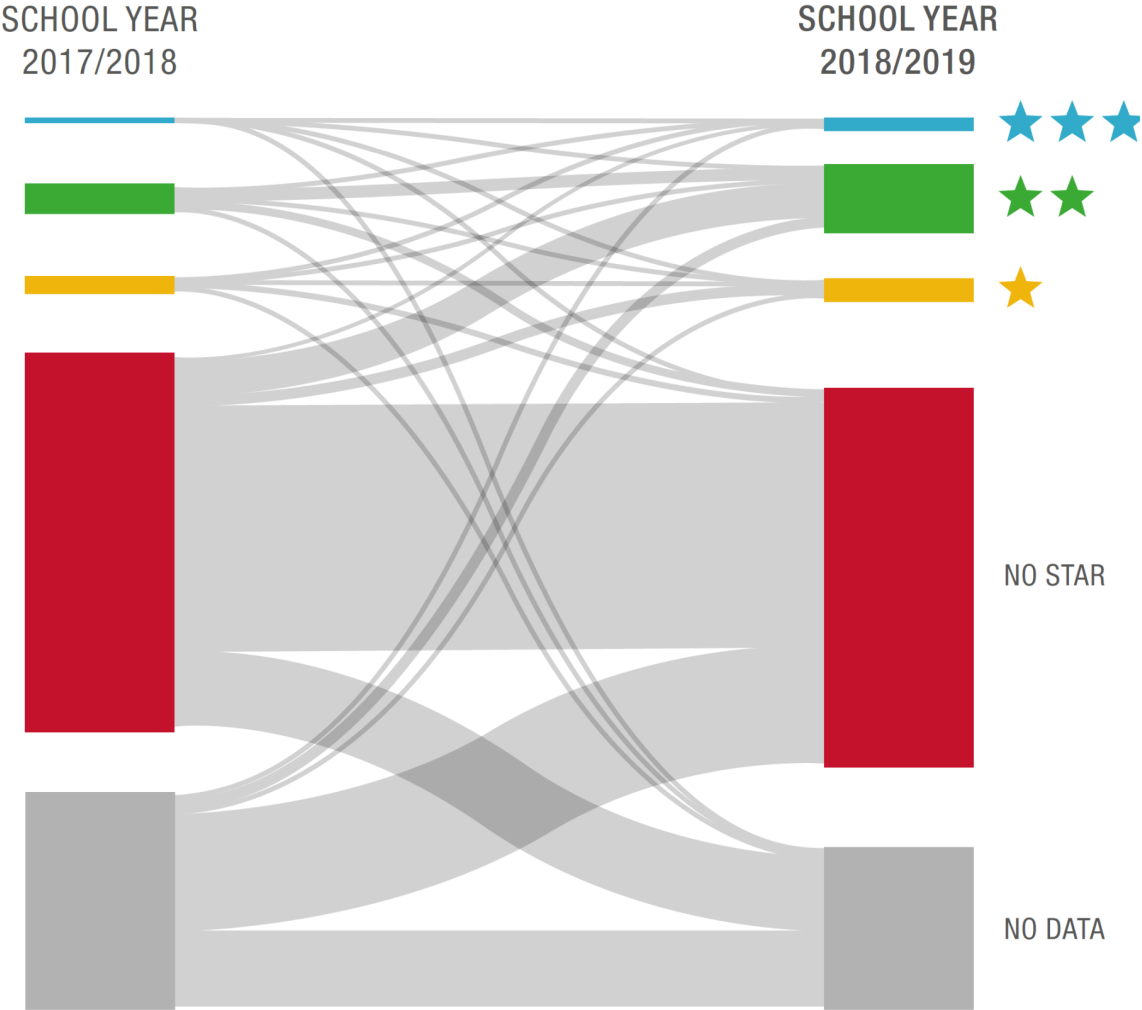


Scope and Coverage

- The Philippines has conducted two rounds of WinS Monitoring: school years 2017-2018 and 2018-2019.
- In 2019, there are around 35,000 schools (74.4%) have participated in TSA in the Philippines.
- Currently, about 20 percent of participating schools reached a star level.



Changes in the TSA rating from baseline to follow-up





Impacts of TSA data

- TSA has enabled schools, division and regional offices to include WinS among their priorities.
- The TSA provides a checklist, what to focus on
- It invites various actors and stakeholders such as LGUs and private sector to engage in WinS
- School-based management WinS trains schools to use data for:
 - Identify their needs
 - Seek solutions at their level
 - Allocate and mobilize resources
 - Track progress on school, division, regional, & national level.



Challenges

- Limited capacity of DepEd personnel on Water, Sanitation and Hygiene (WASH) as this is not a traditional expertise of teaching staff.
- IT infrastructure – schools tends to defer assessments due to lack of computers and limited internet services in certain areas
- WinS is seen as an ‘health issue’. There is a need to convince other DepEd sectors/offices of the importance and the multisectoral dimensions of WinS.



Way forward

- Innovative building capacity approaches such as Massive Open Online Course (MOOC) as learning delivery for WinS for school heads and coordinators.
- Benchmarking and fostering culture of learning exchanges among peers at subnational levels
- Continuous building partnerships with public and private sectors to mobilize financial and technical resources for WinS.



Thank You!

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