



THE THREE-STAR APPROACH TO WASH IN SCHOOLS

*Delivering Water, Sanitation and Hygiene Education in Schools
Amidst the COVID Pandemic*

Department of Education



Critical Gaps in WinS implementation remain

Key Challenges to WASH in Schools



- Hygiene knowledge \neq practice
- WASH \neq facilities
- Construction, but no maintenance
- Poor utilization of WinS data in planning and prioritization
- Lack of participation of school and local actors in WinS processes
- Schools in underserve resource scarce areas



Shifts in Programming Approaches in WASH in Schools

Addressing WASH in Schools Challenges: *Focus on Behaviour and Participation*

Traditional Approach	New Approach
Knowledge-based (Awareness)	Skills-based daily activities (Practice)
Supply/infrastructure-driven	Focus on hygiene behavior change and operation and maintenance
Dependent on big public or private sector subsidy	School and community mobilization
Often high investment	Low cost
Project-driven (piece-meal)	Incremental milestones, at-scale

The Three-Star Approach: Incremental Progress for WASH in Schools

BEHAVIOUR
CHANGE

No star



One star

Daily routines to promote healthy habits

- Daily use of drinking-water bottles by all children
- Access to handwashing facility and soap
- Daily group handwashing with soap
- At least 1 functional toilet *each* for girls and boys; no open defecation
- Sanitary pads available for adolescent girls

Two star



Incremental Improvements

1-star plus:

- Additional toilets and handwashing facilities
- Low-cost point of use water treatment in schools and water quality testing
- Additional facilities for menstrual hygiene management
- Solid waste management

Three star



Meeting national standards

- School facilities and systems upgraded to meet national standards

How does the Three Star Approach Enable WASH in Schools?

- Phased approach: provides milestones that schools can achieve by stages
- Begins and progresses with what the school can afford and mobilize
- Incremental achievement: lends to progressive rating, levels of recognition and incentivization
- Operationalizes School-Based Management approach





LEARNING CONTINUITY AND WASH IN SCHOOLS



WinS Three Star Approach and COVID Response

Rationale for WASH in Schools in Learning Continuity

❖ Distance learning

- Readiness of the child to learn
- Learning environment in the home
- Enabling parents to support and be models of hygiene practice
- Safety of teachers

❖ Return to school

- Creating a safe and clean environment through critical infection prevention and control measures
- Reducing vulnerabilities and increasing resilience of children through adequate facilities and proper hygiene practice

Reaching children at home

Case: Menstrual Hygiene Management of adolescent girls as priority in learning delivery

- Periods do not stop for pandemics.
- Puberty does not stop for pandemics.
- Pandemic further aggravates challenges in MHM.
- School closure: Lost opportunity to reach and empower girls and boys
- Home schooling: opportunity to engage parents/adults in MHM/CSE
- Averting MHM learning loss – more girls and boys with optimal life chances



Reaching the Stars of School Reopening

- Assessing suitability of target school for the school reopening pilot based on star level
- Planning and budgeting for school readiness
- Mobilization of community stakeholders – generating a shared reality for action
- Intensive updating and monitoring – adaptable information system and school-led information governance



Policy: Required Health Standards for COVID Mitigation

DepED Order no. 14 s. 2020

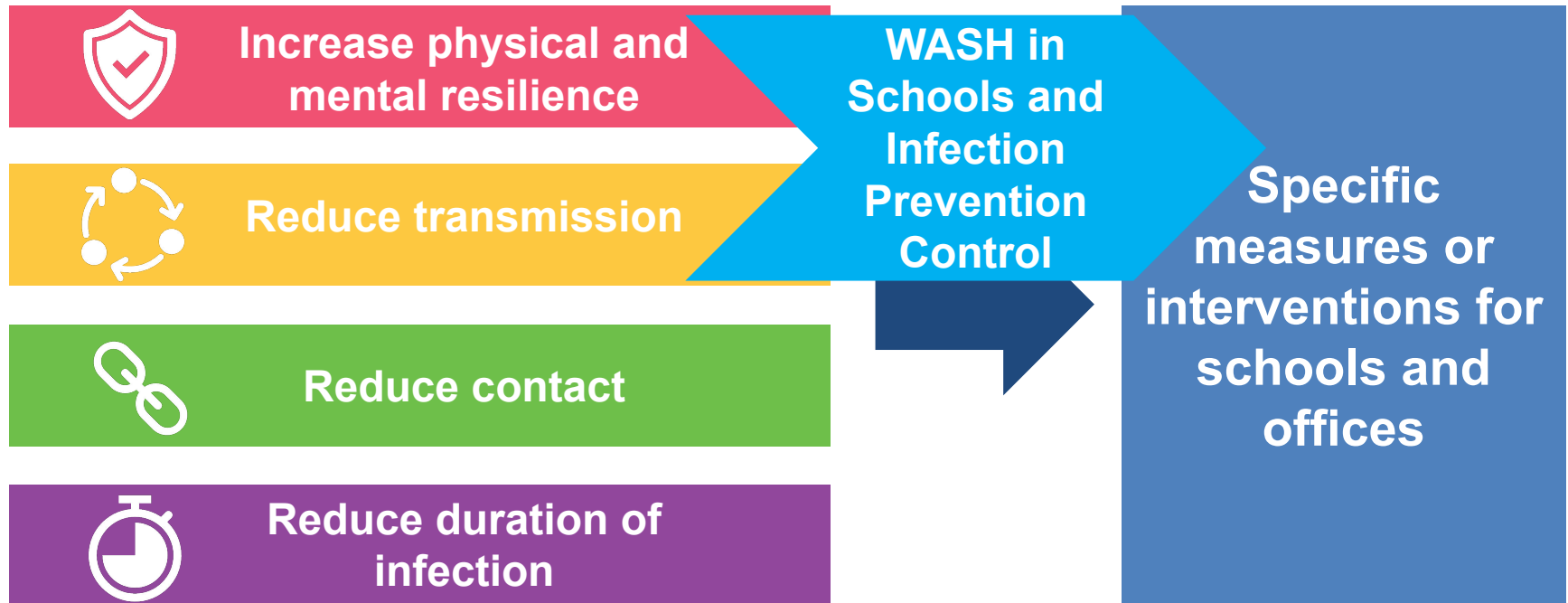
- **Shall be adopted** by the DepEd CO, ROs, SDOs, and all public and private elementary and secondary schools/CLCs
- **Primarily** based on the DOH AO 2020-0015 or the *Guidelines on the Risk-Based Public Health Standards of COVID-19 Mitigation*





Required Health Standards Framework

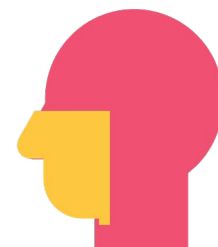
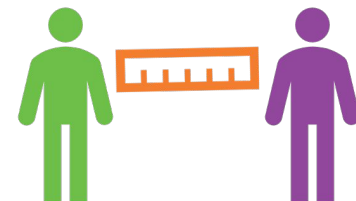
4 COVID-19 Mitigation Objectives





WASH-related Measures

- ✓ Respiratory Etiquette and Other Protective Measures
 - Physical distancing
 - Respiratory hygiene
 - Use of face mask
 - Hand hygiene
- ✓ Physical arrangement of offices and classrooms
 - Proper ventilation – open windows
 - Barriers between office cubicles
 - Prescribed classroom lay-out
- ✓ Ensure availability of face mask, tissue, trash bins, water and soap & hand sanitizers





WASH-related Measures

- ✓ Establish and maintain proper sanitation and hygiene facilities
 - Footbaths at entrance
 - Toilets with soap and water
 - Handwashing stations
- ✓ Cleaning, disinfection and proper waste disposal
- ✓ Disseminate information on hygiene, health, and prevention





Infection Prevention and Control in Schools

Implementation of DepED WASH in Schools Program

- Water
- Toilets
- Hand Hygiene – Group and independent handwashing
- Oral hygiene
- Menstrual Hygiene Management
- Deworming
- Food safety
- Health Education



General Infection Prevention and Control Measures

- Social distancing
- Respiratory hygiene
- Cleaning and Disinfection

Group Hygiene Activities?

Yes, certainly!

- *Physically distanced GHWFs*
- *Strategic locations in school and classroom entrances/walkways*
- *Skills-based approach*
- *Social norm setting - peer expectation*
- *Efficiency – upholds importance and doability of hygiene practice*
 - Organized and time-economical
 - Optimal use of supplies and facilities

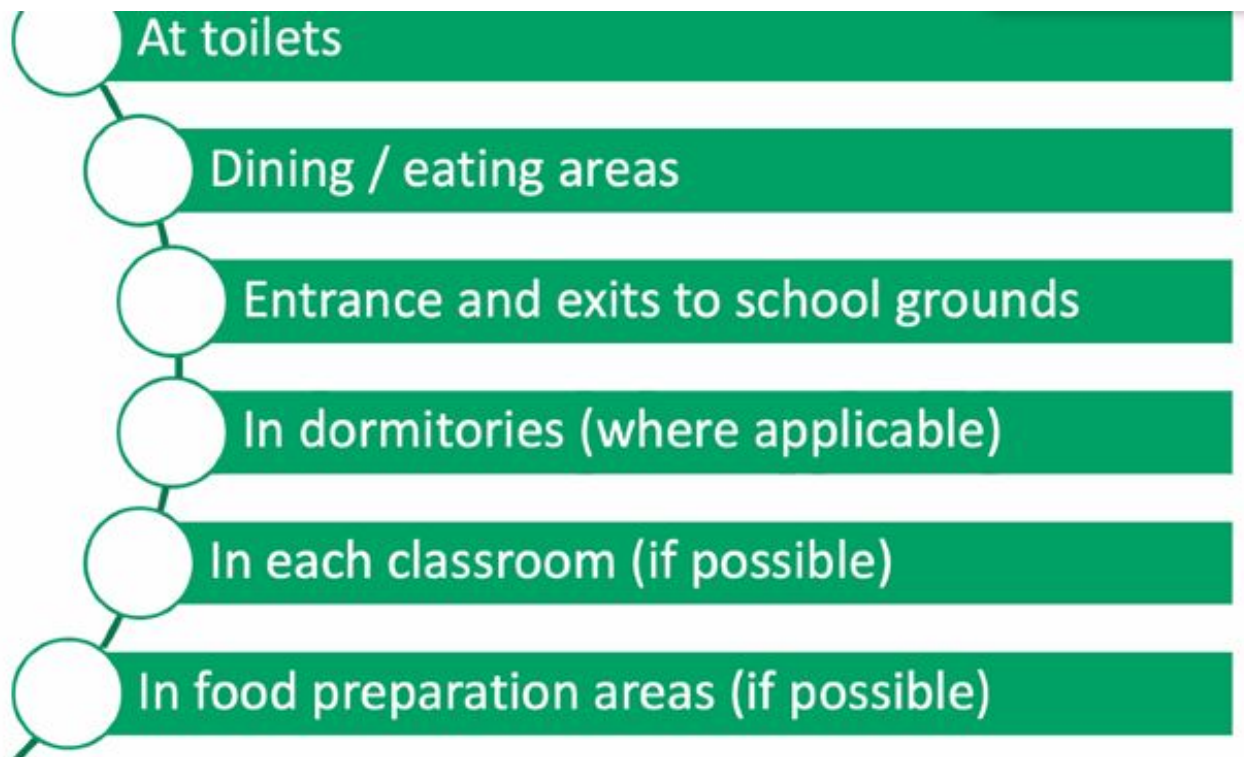




School-specific Critical Times for Handwashing

Frequent handwashing with soap

- After toilet use
- Before eating
- Before food preparation
- When entering and leaving the school
- At regular intervals





TRIGGERING HANDWASHING PRACTICE

- **FACT:** Most students know when and how to wash hands, but do not translate into actual practice.
- **Need:** Behavioral triggers for handwashing practice
 - Messaging on fear (Hala!) of COVID and disgust (Kadiri!) for unwashed hands
 - Visual cues to prompt handwashing – “nudges”
 - Footprints leading to handwashing stations
 - Arrows that point to handwashing stations
 - Colorful handwashing stations
- **Note:** Triggers require handwashing supplies and facilities are available, accessible, functional and child-friendly.





DESIGN CONSIDERATIONS FOR COVID CONTEXT

When constructing hand washing facilities, follow below design considerations:

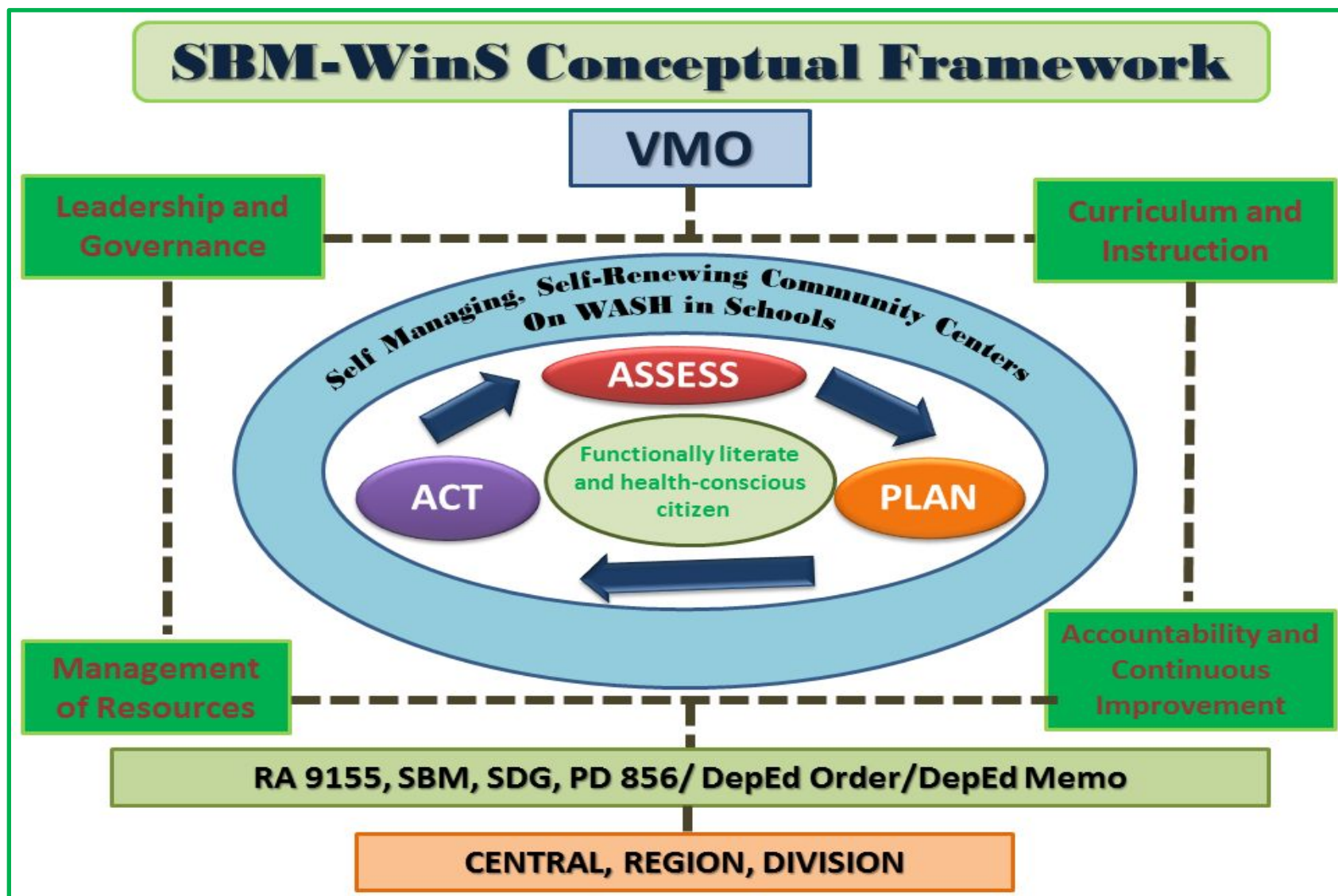
- Strategic locations – entrances (school/classrooms), eating areas, in/near toilets, play-areas, waiting areas
- Physical distancing
 - faucets at least 1 meter apart
 - Avoid face-to-face; if not, partitions needed
- Tap can be turned off with arm or foot
- There should be disability accessible hand hygiene options
- If not connected to a piped water system, size and quantity should be appropriate to number of users
- Water quantity at least 0.5-2L per person
- Grey water should be captured and safely disposed
- Easy to repair and parts can be sourced locally
- Water does not need to be drinking water quality
 - Rainwater catchment
 - Wells; pumps



Courtesy of DepED Region 6



SCHOOL-BASED MANAGEMENT FOR WINS AND IPC OF COVID





SCHOOL-BASED MANAGEMENT FOR WinS AND IPC OF COVID

1. Leadership and Governance

- localization of COVID-related policies
- mobilization of WinS-COVID IPC TWG/committee
- participation in DepED and LGU coordinating systems
- integration of WinS-COVID IPC to the REDP/DEDP/SIP and LGU response plans
- capacity-building on WinS-COVID IPC to implementers and action teams



2. Curriculum and instruction

- integration of WinS-COVID-related competencies MELCs implementation
- Development of DLPs/tools for learning delivery on WinS-COVID under the blended approach
- Development of approaches and tools to support parents in home-schooling
- inclusion of handwashing and other applicable IPC activities in the daily class program



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SCHOOL-BASED MANAGEMENT FOR WinS AND COVID IPC

3. Accountability and Continuous improvement

- clear identification of roles and responsibilities for WinS-COVID IPC
- use of checklists for quality implementation WinS and IPC measures in schools and offices
- mobilize monitoring teams at school, division and regional levels
- assessment of learning outcomes related to WinS and broader health education
- establish WinS-COVID IPC-related indicators in performance accountability system



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SCHOOL-BASED MANAGEMENT FOR WinS AND COVID IPC

4. Management of Resources

- Assessment of WinS Three Star status and other COVID-required supplies and facilities
- Mobilizing external support for augmenting material resources and personnel
- institutionalizing budgeting and procurement for WinS-COVID needs in resource management system



INTENSIFYING WinS Vs. COVID: DepEd REGION 6

- **Policy: RM 099 s. 2020:**
“Intensifying the WASH in Schools Program”
 - WinS program for COVID response
 - Additional IPC measures
 - WinS Readiness Checklist adapted from WinS Three Star indicators
- **Monitoring and Technical assistance**
 - Twice a year accomplishment of WinS Readiness Checklist
 - Use in school planning and monitoring and TA delivery by Division Offices

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REGIONAL MEMORANDUM
No. 099 s. 2020

INTENSIFYING THE WaSH IN SCHOOLS (WinS) PROGRAM

To: Schools Division Superintendents
Division SBM-WinS Coordinators
Schools District Supervisors
All Public and Private Elem. and Sec. School Heads
All others concerned

1. Corona Virus Disease (Covid-19) pandemic has placed the whole nation in crisis. Learners and teachers alike became vulnerable to acquiring the disease when exposed to the public, threatening to compromise the teaching-learning process. Proper handwashing, sanitation and hygiene is the best defense against the spread of this pandemic – all are what School-Based Management, Water, Sanitation and Hygiene in Schools (SBM-WinS) advocate. Washing of hands really saves lives.

2. Anent this, DepEd Regional Office VI is enjoining all schools to intensify the implementation of SBM-WinS program by implementing the following but not limited to:

- All schools must install handwashing facilities with soap and water at the entrance for the learners, teachers and school visitors to handwash upon entering and leaving the school.
- In addition to the introduced critical times for handwashing (before and after eating, after using the toilet, before preparing foods, after playing/gardening/working and after touching/using chemicals), mandatory washing of hands upon entering the school and when leaving for home will be considered as the additional critical times for handwashing, thus, must be done regularly.
- Alcohol and other disinfectants must be available at the entrance of schools.
- Schools must be equipped with thermal scanners to monitor body temperatures of everyone coming in to schools.
- Foot bath must be installed at the school's entrance for learners, teachers and visitors to disinfect footweares before entering.
- All schools must organize liquid soap making activities for sustainability of supplies.
- Require everyone to use face masks at all times. Schools must be ready to provide if learners forget to bring or cannot afford to have one. Schools must implement measures to ensure compliance hereof without depriving learners of their right to enter the school and attend classes.
- All schools and Schools Division Offices (SDOs) are advised to install "hands-free" models of handwashing facilities to minimize if not totally avoid transmission of germs and viruses. Enhancement of the recommended model is highly encouraged.
- All learners must be provided with personal hygiene kits, adding a washable face mask on top of the regular contents of WinS hygiene kits.

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INTENSIFYING WinS Vs. COVID: DEPED REGION 6

- **Revisiting of SIP and AIP** for planning, budgeting and resource mobilization for COVID IPC measures
- **Supply intervention**
 - School-led construction of pedal-operated HWFs
 - Liquid soap-making for sustainable supply
- **Capacity-building**
 - School-led research and development of WinS facilities designs
 - Knowledge sharing



INTENSIFYING WINS Vs. COVID: DEPED REGION 6

Pedal-operated (hands-free) individual and group handwashing facilities





SBM for Construction of WASH Facilities

Scenario: *Construction of facilities funded and procured by the national government or by external partners*

Traditional approach and pitfalls

- One-size fits all design
- Contractor-built
- School as mere recipient
 - No or minimal participation in project process
 - No ownership, no accountability by school
- Faulty implementation
 - Poor location and accessibility
 - Gaps in functionality
- Poor operation and maintenance (O&M)
 - Lack of school-level investment on O&M
 - No sustainability





SBM for Construction of WASH Facilities

Scenario: *Construction of facilities funded and procured by the national government or by external partners*

Ensuring functionality and sustainability

- School participation in project planning and decision-making
 - Appropriate design/modifications for specific context - - access to water supply; age and height of users; PWD access; physical distancing
 - Location and accessibility
 - Monitoring and quality assurance
- School planning for operation and maintenance
 - Adjustment of SIP, AIP and APP to cover attendant costs - water consumption; soap supply, repair and maintenance
 - Provisions for accessibility and functionality – e.g. pathways, roofing, water collection and storage, security, drainage
- Cultivating handwashing practice
 - Integration in lessons (MAPEH, EPP) and daily class program (HW at start and end of class day)
 - Installation of “nudges”



**Questions, insights, stories and
comments, please!**