WASH IN SCHOOLS
THREE STAR APPROACH

STEERING WinS

MANAGEMENT HANDBOOK FOR REGIONAL OFFICES (RO)

WATER ★ SANITATION ★ HYGIENE ★ DEWORMING ★ HEALTH EDUCATION

Introduction

Why a Management Handbook on WinS?

Crucial to the success of the delivery of basic education is ensuring that learners, in all aspects of their well-being, are ready for schooling and ably engaged in learning. As such, the Department of Education (DepEd) issued DepEd Order No. 10, series of 2016 entitled "Policy and Guidelines for the Comprehensive Water, Sanitation, Hygiene (WASH) in Schools (WinS)" as guidance to education leaders to manage and implement a holistic approach to the prevention of highly preventable diseases.

The WinS Policy provides the objectives and standards for the "promotion of correct hygiene and sanitation practices among school children and a clean environment in and around schools to keep learners safe and healthy". It also spells out the role and responsibilities of each level of governance that will collectively achieve the objectives of the policy.

THIS HANDBOOK WAS DEVELOPED TO ASSIST IN STEERING THE WinS PROGRAM IN THE REGION, AND IN MANAGING COMPLIANCE TO WinS QUALITY STANDARDS. THE SUGGESTIONS IN THIS HANDBOOK ARE MEANT TO:

Strengthen the capability of the Regional Office (RO) to help Schools Division Offices (SDOs) help the schools in implementing the WinS Program to achieve learning and health outcomes.

Sustain the gains of the program.

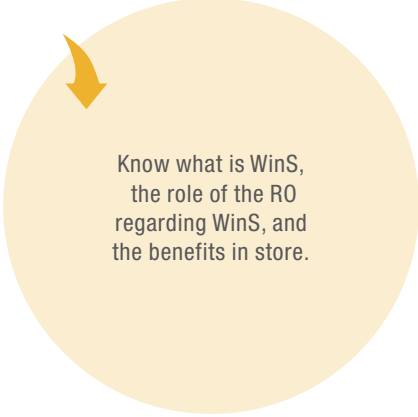This handbook has an introduction and three parts that
can be read in no specific order, depending on your need.
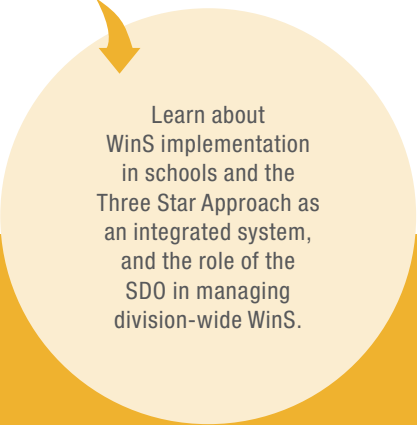
INTRODUCTION

WHY A MANAGEMENT HANDBOOK ON WINS?

WHY WINS?

WHAT IS WINS FOR THE REGION?

Know what is WinS,
the role of the RO
regarding WinS, and
the benefits in store.

1.

WHAT IS WINS FOR THE SCHOOLS AND THE SDOS?

Learn about
WinS implementation
in schools and the
Three Star Approach as
an integrated system,
and the role of the
SDO in managing
division-wide WinS.

2.

HOW DO WE STRATEGICALLY STEER REGION-WIDE WINS?

Learn about
the roles and responsibilities
of the RO in steering WinS,
and how to support
the SDOs and build
their capabilities.

3.

HOW DO WE ENSURE SUCCESS AND SUSTAIN EFFORTS?

Be inspired
by success factors from
the experience of those
who achieved success
in implementing WinS.

Why WinS?

WASH in School (WinS) is one of the DepEd's flagship programs to ensure that Philippine schools promote and practice health-seeking behaviour. This is based on the premise that healthy learners and a healthy learning environment are requisite to quality education.

Alongside pedagogical conditions, learners' access to clean water, functional toilets, and proper hygiene are basic requirements for schools to make learning happen. Poor WASH conditions in school make children prone to infectious diseases and illnesses such as diarrhea, intestinal worms and acute respiratory infections. These diseases have serious impacts on children's education like missing school often and affecting their educational performance. WASH is particularly important during pandemics like COVID-19, where handwashing with soap remains one of the cornerstones in preventing the spread of deadly viruses. As such, compliance to the WinS Policy is emphasized in DepEd's Learning Continuity Plans.

WASH services are essential to realizing the inherent human right to dignity and supports non-discrimination particularly in terms of sex and social origin. It also fulfils rights of children to clean water to drink, healthy food and a clean and safe environment, and to develop in the best possible way.

VISION OF WinS:

In essence, the vision of WinS is for healthy learners able to practice and sustain health seeking behavior while actively engaged in learning in a clean, safe and sanitary environment. This makes WinS the concern not only of health officers in the Department of Education but also of educators, school administrators, and the whole community.

MORE INFORMATION ABOUT WASH IN SCHOOLS AND THE THREE STAR APPROACH

DepEd Order No. 10, S. 2016, WinS Policy
Policy and guidelines for the comprehensive WinS Program

National Guidelines – What you need to know
Brochure; overview of all Three Star Approach criteria

Water / Sanitation / Hygiene / Deworming – How to reach the stars
Four booklets with detailed and practical information on how to get active and improve the star level

WinS Monitoring Results and Menstrual Hygiene Management
Brochure and booklets; results of the DepEd WinS monitoring in the Philippines

Learn online! Two WASH in Schools MOOCs:
Factsheet: *https://bit.ly/3kZv4Ai*
Courses: *https://bit.ly/3dlgxWf*

Three WinS Videos

DepEd WinS Program overview: reaching the stars (2019)

WinS program monitoring: know your star (2018)

Understanding WinS data

https://wins.deped.gov.ph/ 2021/07/02/wins-videos

⭐ *https://wins.deped.gov.ph/category/wins-resources*

WATER

All schools shall have an organized system to produce adequate and safe drinking water as well as clean water for handwashing, toilet use, toothbrushing, menstrual hygiene management, and cleaning purposes available to all students during school hours.

SANITATION

All schools shall have adequate, clean, functional, safe and accessible, gender-segregated toilet facilities that meet the pupil-to-bowl ratio as stipulated in the Philippine Sanitation Code – maintain cleanliness and safety in and the immediate vicinity of school premises through school-based solid waste management, proper drainage, and the elimination of all possible breeding ground for mosquitoes, to prevent vector-borne diseases, and ensure safety in food handling and preparation.

HYGIENE

All students in school shall perform supervised daily handwashing with soap and toothbrushing with fluoride, while a system and support mechanism for effective menstrual hygiene management shall be ensured in all schools.

DEWORMING

At least 85% of all students shall be dewormed semi-annually.

HEALTH EDUCATION

All teachers, heads of schools, facilities coordinators and health personnel shall be oriented on the DepEd WinS program. Trained teachers can conduct Health Education in coordination with community leaders during orientations and Parent-Teacher Association (PTA) meetings. All students shall have a higher awareness of correct hygiene and sanitation practices and develop positive health behaviors.

CAPACITY BUILDING

All DepEd WinS program implementers shall undergo orientation on the program as needed.

What is WinS for the Region?

If WinS is implemented by schools through School Based Management (SBM), what is the role of the SDO and the RO in WinS?

THE ROLES AND RESPONSIBILITIES OF THE SDO AND RO IN THE WinS POLICY ARE CONSISTENT WITH THEIR OWN ROLES AND FUNCTION IN RA 9155 WHEREIN:

Schools implement the program.

Schools Division Offices perform WinS Program Management, Monitoring, and Technical Assistance to schools.

Regional Offices does quality assurance and performance recognition.

The Regional Office of the Department of Education is accountable for steering SDOs towards the achievement of WinS goals and targets of the region. These goals are attained by working with the local government units and educational stakeholders.

RO PRIMARY ROLES FOR WinS:
› Region-wide WinS program steering
› Assuring quality of implementation
› Recognizing accomplishments of SDOs

1. What is WinS for the Schools and the SDOs?

SCHOOL

4 Get Recognition and Strive for Three Star

NO STAR

1 Know Your Star Level

Preparation
› Gather School WinS Technical Working Group
› Orient or review the indicators and Three Star steps

Self-Assessment
› Check 5 crucial WinS criteria
› Complete and submit the monitoring form to the system:
https://oms.wins.deped.gov.ph

GET ACTIVE & IMPROVE YOUR STAR LEVEL

3 Level Up: Implementation of Actions to Improve on the Criteria

SCHOOLS DIVISION
Validation
Technical Support
Recognition

2 Get Results

NO STAR

THREE STAR APPROACH (TSA) CYCLE: STEPS FOR SCHOOLS TO TAKE FOLLOWING THE TSA

The School and the Three Star Approach

AS AN APPROACH TO SCHOOL'S CONTINUOUS IMPROVEMENT TOWARDS ACHIEVING THE NATIONAL STANDARDS, THE TSA IMPROVEMENT CYCLE CONSISTS OF THE FOLLOWING STEPS:

1. Know Your Star Level
- › **Preparation:** Establishing a WinS Technical Working Group
- › **Self-Assessment**

2. Get Results

3. Level UP: Implementation of Actions to Improve on the Criteria

4. Get Recognition and Strive for Three Star

The process (page 10) adheres with DepEd's School-based Management principles of Transparency, Accountability, and Shared Responsibility. WinS is therefore integrated in the regular processes and timeline of the school – i.e. school planning and programming, resource mobilization, implementing improvements, monitoring and evaluating performance.

To support the field offices, Central Office issued DepEd Memo No. 194, s. 2018, which established a system for measuring compliance to standards, monitoring progress, and rewarding performance known as the "Three Star Approach (TSA)". The TSA is an integrated mechanism to support all levels of governance (from school to the RO) to assure quality, monitor and recognize performance on WinS. It is a stepwise approach for achieving the WinS national standards. Specifically, the TSA is designed to help schools and division and regional offices with their roles and responsibilities under the WinS Policy.

Implementation of WinS begins with a situation assessment and uploading of data on the current status of WinS in the school. The schedule for uploading begins November of every year per DepEd Memo 194, s. 2018. The report generated from the self-assessment becomes the basis of the school for planning, programming and working on resolving gaps and challenges on WinS standards. The improvement actions can be reflected in the School Improvement Plan (SIP), the Annual Implementation Plan (AIP), the Annual Procurement Plan (APP) and School plans as well as in the Brigada Eskwela action areas (March to May). Working on a yearly self-assessment (November) will allow schools to track progress and for the SDO to recognize performance in December.

SCHOOL-BASED MANAGEMENT (SBM) FOR WATER, SANITATION AND HYGIENE IN SCHOOLS

Cognizant of DepEd Order No. 10 "Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene (WASH) in Schools (WinS) Program", clean water, functional toilets and proper hygiene practice in schools are essential to achieving learning outcomes and are integral to school operations and improvement. Leveraging on Republic Act 9155, "Governance of Basic Education Act of 2001," the WinS Three Star Approach (TSA) applies SBM as a pathway for schools and stakeholders to take local action towards improving and sustaining WASH services.

THE WinS TSA

- › strengthens the capacity of schools to identify their own needs;
- › effectively introduces solutions;
- › manages and sustains WinS;
- › enhances stakeholder involvement;
- › mobilizes local resources.

The WinS TSA generates a report that is critical for strategic school improvement planning. This enables the school to program the incremental improvement on WinS over a period of time and the judicious use of the Maintenance and Other Operating Expenses (MOOE) and other resources. The School Improvement Plan (SIP) serves as a vehicle to impress priorities for WinS and harness the participation of stakeholders, particularly the local government units, in effective and strategic local actions. It focuses the agenda of existing modalities for mobilizing stakeholder support, such as the Brigada Eskwela, Adopt-a-School Program and the Local School Board, on WinS.

The weaving of WinS TSA in SBM, therefore, promotes ownership, transparency, and accountability in ensuring healthy learning environments leading to the achievement of educational goals and objectives.

For details, refer to the brochure "Three Star Approach: National Guidelines" and the DepEd Order No. 10, s. 2016. *https://bit.ly/3qwpmrh*
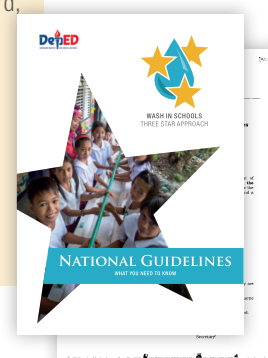
The SDO and TSA

For the SDO, achieving the vision of WinS sets the foundation needed for schools to collectively achieve the desired education performance goals of the division. The SDO, as the main provider of support to the school, shall align their technical assistance (TA) activities to the school's WinS timetable and implementation plan.

THEREFORE, THE SDO SHALL PROVIDE TECHNICAL ASSISTANCE TO SCHOOLS ON THE FOLLOWING AREAS:

› Uploading of a school's WinS data and analysis of report.

› Determining the solutions and key action areas (i.e. Activities, supplies, information and facilities) to comply with the WinS standards.

› Integrating the WinS improvement actions in the school plans (SIP, AIP and APP).

› Applying the WinS Improvement Cycle.

Furthermore, understanding the schools' WinS reports would enable the SDO to identify the common and unique challenges and need of the schools. The corresponding TA actions of the SDO shall be reflected in the SDO's Educational Plans (DEDP, AIP, APP). The SDO's TA actions could be in the form of competency building interventions, resource mobilization and partnership building.

WHEN ALL PLANS HAD BEEN SET, THE SDO CAN FOCUS EFFORTS:

In April and May
› To monitor schools' implementation of plans and provide technical assistance on resource generation and mobilization, especially as they prepare for school opening (e.g. Brigada Eskwela).

From June to November
› To monitor progress and provide continuing technical assistance.

In November
› In validating the three-star entries of the schools in the Enhanced Online Monitoring System (E-OMS).

In December
› In determining the schools that deserve recognition for their efforts to improve and/or sustain their star level. It is also in December when the SDO reviews its performance and submits a report to the RO.

ANNUAL TIMELINE – SDO ACTION TO SUPPORT SCHOOL WinS IMPLEMENTATION				
Regular SCHOOL Processes / Activities	**SCHOOL WinS Milestone Activities**		**SDO Support to School**	**SDO Regular Processes / Activities**
SCHOOL SIP and AIP Review	SCHOOL WinS Data Analysis and Planning using the TSA	**School Year** 4th Quarter (Jan–March)	SDO-wide: › Review of WinS Results (using the TSA), WinS Strategic and Activity Plans – Identify Gaps	SDO-wide: › Review of Strategic and Activity Plans, including APPs › Identify Performance Gaps
SCHOOL SIP Adjustment or AIP Development Planning and Implement Brigada	SCHOOL WinS Planning Include WinS Requirements in the Brigada Plan	**School Break** (e.g. April–May)	SDO-wide: › Activity Planning › Initiate WinS Capacity Development	SDO-wide: › Strategic and Activity Planning › Capacity Development Activities
SCHOOL Plan Implementation, Monitoring and Quarter Plan Adjustments	SCHOOL WinS Implementation, Monitoring Input to School overall Monitoring of Plans SCHOOL WinS Data Collection Upload to the WinS E-OMS	**School Year** 1st Quarter 2nd Quarter 3rd Quarter School Year December / EO 3rd Quarter	SDO-wide WinS Program: › SDO Technical Assistance to Schools on WinS Implementation › Facilitate Partnership with LGUs / other Agencies on WinS › Facilitate the Use of TSA SDO Recognition of Schools WinS Performance	SDO-wide Management of Programs: › SDO Technical Assistance to Schools › Partnership with LGUs / other Agencies on DepEd Programs › Program Monitoring and Evaluation SDO's Annual Recognition of Schools

STEPS FOR MANAGING AND IMPROVING WinS AT THE DIVISION LEVEL

STEP 6
REFLECT ON THE SDOs PERFORMANCE

STEP 5
REPORT RESULTS TO THE REGIONAL OFFICE

STEP 4
EVALUATE SUPPORT TO SCHOOLS

STEP 3
IMPLEMENT WinS PLANS

STEP 2
PLAN FOR SUPPORT

STEP 1
UNDERSTAND THE DATA

Following the timeline on page 12, SDOs may follow the suggested steps.

The Role of the Regional Office

While the role of the SDO is to provide oversight (program management), monitoring and technical assistance to the schools, the RO's role is to assure quality, review or localize policies and processes as suited to the context of the region. These lines of work between the SDO and RO is based on the mandate per RA 9155. Following this logic, ROs shall dovetail SDO activities as shown on page 15.

The RO, as the main provider of support to the SDO shall align their TA activities to the SDOs WinS timetable and implementation plan.

THE RO SHALL ASSIST THE SDOs IN THE FOLLOWING AREAS:

› Monitoring progress of SDO's provision of technical assistance to schools.

› Providing technical assistance to the SDOs

› Integrating the WinS strategic plans or improvement actions of the SDO in the region educational plans (REDP, AIP and APP) and relevant investment plans

› Monitoring policy implementation and adjusting regional policy according to the context and situation of the divisions.

› Recognizing performance of SDOs on WinS.

› Capacity Building of SDOs and schools.

Furthermore, RO shall also plan on WinS for the region, coordinate with regional stakeholders (such as the Regional Development Council) and submit a report on WinS consolidated from the SDOs and suggestions for adjustments in the national WinS policy to the Central Office (CO) Bureau of Learner Support Services – School Health Division (BLSS-SHD).

THE RO CAN FOCUS EFFORTS:

In January to March
› Reviewing the WinS strategic plans of the divisions vs. the SDO WinS results (prior year).
› Planning for region-wide WinS Program, with special focus on capacity development.

In April and May
› Building capability on WinS (region-led or technical assistance to SDO initiated efforts).
› Monitoring SDO's implementation of plans and provide technical assistance on resource generation and mobilization.
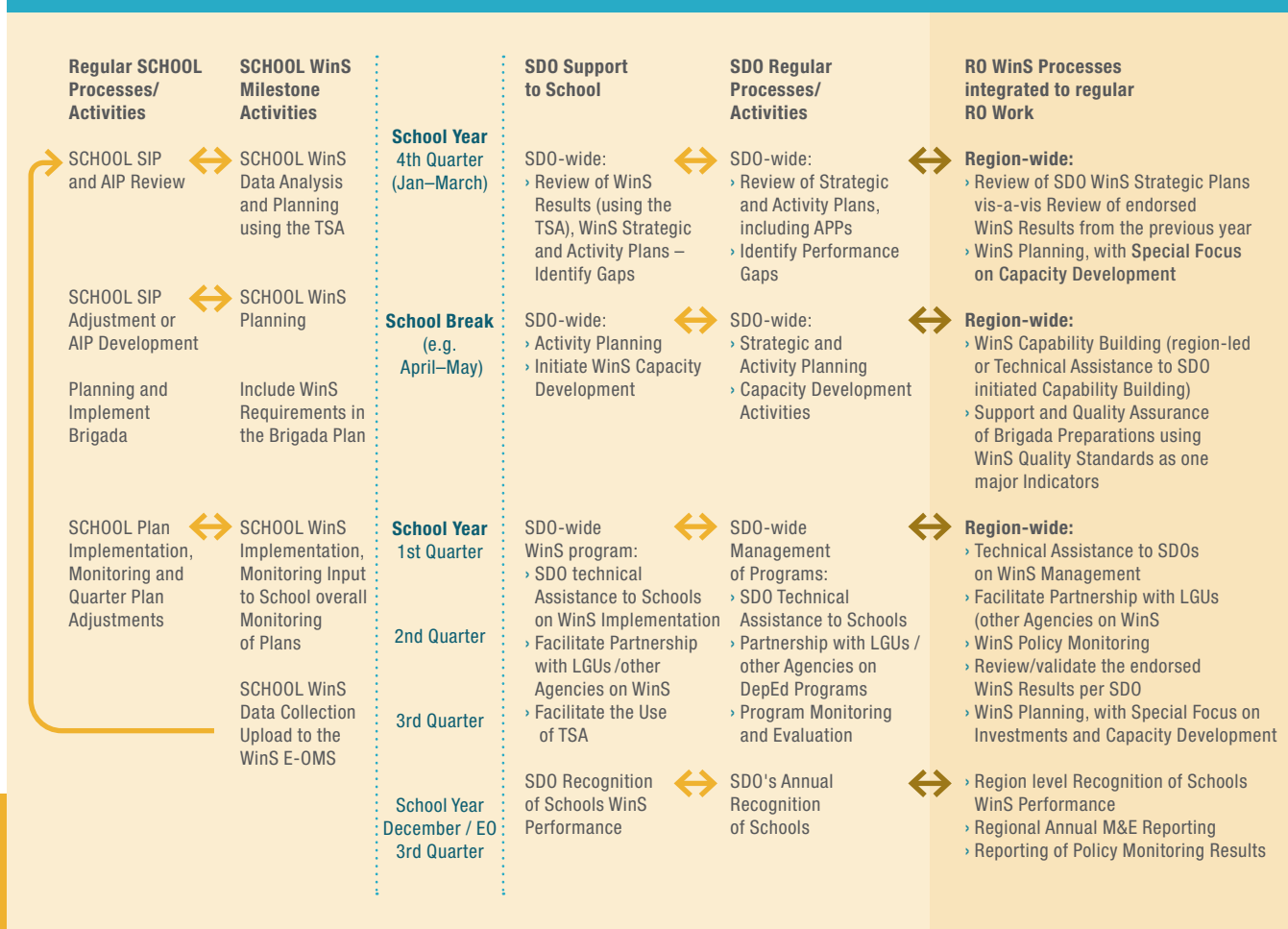› Assuring compliance to WinS quality standards during school opening preparations (e.g. Brigada).

From June to November
› Providing technical assistance to SDOs on WinS management.
› Facilitating partnership with Local Government Units (LGUs) / other agencies on WinS.
› Monitoring WinS Policy.
› Reviewing /validating the endorsed WinS results per SDO.
› WinS Planning, with special focus on investments.

In December
› Determining the SDOs that deserve recognition for their efforts to improve and/or sustain WinS.
› Reviewing its performance and report submission to the CO where results of the WinS Program are shared.

ANNUAL TIMELINE: RO ACTIONS TO SUPPORT SDO AND SCHOOLS IN WinS

Regular SCHOOL Processes/ Activities	SCHOOL WinS Milestone Activities		SDO Support to School	SDO Regular Processes/ Activities	RO WinS Processes integrated to regular RO Work
SCHOOL SIP and AIP Review	SCHOOL WinS Data Analysis and Planning using the TSA	**School Year** 4th Quarter (Jan–March)	SDO-wide: › Review of WinS Results (using the TSA), WinS Strategic and Activity Plans – Identify Gaps	SDO-wide: › Review of Strategic and Activity Plans, including APPs › Identify Performance Gaps	**Region-wide:** › Review of SDO WinS Strategic Plans vis-a-vis Review of endorsed WinS Results from the previous year › WinS Planning, with **Special Focus on Capacity Development**
SCHOOL SIP Adjustment or AIP Development	SCHOOL WinS Planning	**School Break** (e.g. April–May)	SDO-wide: › Activity Planning › Initiate WinS Capacity Development	SDO-wide: › Strategic and Activity Planning › Capacity Development Activities	**Region-wide:** › WinS Capability Building (region-led or Technical Assistance to SDO initiated Capability Building) › Support and Quality Assurance of Brigada Preparations using WinS Quality Standards as one major Indicators
Planning and Implement Brigada	Include WinS Requirements in the Brigada Plan				
SCHOOL Plan Implementation, Monitoring and Quarter Plan Adjustments	SCHOOL WinS Implementation, Monitoring Input to School overall Monitoring of Plans	**School Year** 1st Quarter 2nd Quarter 3rd Quarter	SDO-wide WinS program: › SDO technical Assistance to Schools on WinS Implementation › Facilitate Partnership with LGUs /other Agencies on WinS › Facilitate the Use of TSA	SDO-wide Management of Programs: › SDO Technical Assistance to Schools › Partnership with LGUs / other Agencies on DepEd Programs › Program Monitoring and Evaluation	**Region-wide:** › Technical Assistance to SDOs on WinS Management › Facilitate Partnership with LGUs (other Agencies on WinS › WinS Policy Monitoring › Review/validate the endorsed WinS Results per SDO › WinS Planning, with Special Focus on Investments and Capacity Development
	SCHOOL WinS Data Collection Upload to the WinS E-OMS				
		School Year December / EO 3rd Quarter	SDO Recognition of Schools WinS Performance	SDO's Annual Recognition of Schools	› Region level Recognition of Schools WinS Performance › Regional Annual M&E Reporting › Reporting of Policy Monitoring Results

2. How do we strategically steer region-wide WinS?

In order to institutionalize and steer WinS implementation, each Functional Division shall work together to integrate and mainstream WinS into the following regional systems and mechanisms.

REGIONAL MECHANISM 1:
Direction Setting, Planning and Programming

REGIONAL MECHANISM 2:
Technical Assistance

REGIONAL MECHANISM 3:
Quality Assurance and Policy Monitoring

REGIONAL MECHANISM 4:
Knowledge Management, Research and Innovation

Planning is the setting of goals and targets by the Regional Office based on an informed understanding of the situation of the region as well as each of its schools divisions. It includes the region's long- and short-term strategies to achieve these goals, and how it will operationalize these strategies and support implementation by bringing together the needed financial, material, human and other resources.

THREE TYPES OF PLANS DEVELOPED AT THE REGIONAL LEVEL

The Regional Education Development Plan (REDP) is a six-year plan comprised of programs, projects, and activities (PPA) which are reviewed and adjusted every year.

The Annual Implementation Plan (AIP) translates the PPA into operational terms on an annual basis and identifies the budget needed for the plans to materialize. It is submitted to Central Office on the third quarter of every year.

Annual Procurement Plan (APP) is a plan that integrates all the necessary materials to be purchased by the organization, their costs, and timetable.

On an annual basis, all regional AIPs are consolidated by the Central Office to create the national plan to be part of the DepEd budget proposal to Congress. Once approved, this is funded through the General Appropriation Act (GAA). However, funding for the achievement of the goals is not limited to the GAA. The region can mobilize resources from partners, donors and funding agencies to finance what is needed beyond what is provided in the GAA.

Plans enable us to focus our efforts and resources to achieve our goals in a strategic manner. It allows us to keep track of progress towards the WinS vision and goals while enforcing accountabilities from responsible entities.

Including WinS related goals in the region's plans places WinS among the region's priorities. This ensures that resources are allocated for the tasks, technologies and competencies needed to meet these goals.

The region can either include it in the financial and budget plans to be submitted to Central Office or mobilize resources within the Regional Development Council (RDC). The region has also access to and can tap educational partners, donors and other stakeholders to provide technical expertise as well as other needed resources.

For example, if water is a problem in the region or any province in the region, then the DepEd Regional Director can take this up with the Regional Development Council whose members are governors of the provinces in the region and regional heads of national government agencies and agree on strategic solutions.

DepEd ORDER No. 10, s. 2016:

"Funding for the effective and sustainable implementation of the WinS Program shall be sourced from the budget for school MOOE, in accordance with the school-based management system mandated in the Republic Act No 9155. Specifically, the MOOE budget shall finance the proper maintenance and repair of school hand-washing, toilet, water supply, waste disposal facilities and the provision of a regular supply of drinking water as well as clean running water for hygiene and sanitation purposes."

Planning for WinS follows the same planning process of the region focusing on WinS-related matters. The process includes:

› Analyzing the current WinS situation
› Setting objectives and actions
› Mobilizing resources

ANALYZING WinS SITUATION

The analysis shall be based on two grounds:

› **Compliance of schools with the WinS policy through the TSA**
› **Organizational capacities of the SDOs which can be obtained from examining the Division TSA** (Enclosure No. 6 to DM No. 194, s. 2018)

The Education Support Services Division(ESSD) shall analyze data from both sources as well as in conjunction with each other to see cause and effect relationships.

In WinS planning, the ESSD and the Policy, Planning, and Research Division (PPRD) need to collaborate closely. The understanding of the WinS situation and the strategies to improve the situation shall come from the ESSD. Whereas, the PPRD shall integrate these into the overall plan of the region in terms of Key Result Areas (KRAs) and Performance Indicators. By doing so, the other Functional Divisions can support the strategies set by the ESSD. For instance, strategies for promoting hygiene behavior among learners have to be worked out between the ESSD and the Curriculum and Learning Management Division (CLMD) so that the appropriate curriculum standards and policies are set and disseminated.

The SDO TSA and school TSA data are all taken into account and correlated, and plans are made to address the cause(s) of the low score. For instance, in the online monitoring, it is seen that less than 50% of schools in an SDO have encoded WinS data and none of the schools have been validated by the SDO. Meanwhile, upon cross-checking with the SDO TSA, the ESSD observes that the SDO scored low in:

› Functional WinS TWG
› TA System includes WinS
› WinS is included as a learning topic in professional development

Thus, ESSD can request the Field Technical Assistance Division (FTAD) to include provision of Technical Assistance to the SDOs on making their WinS TWG functional. It can also request to include WinS in the SDO's provision of TA to schools, foremost of which is to help schools encode and upload their WinS data on the TSA online monitoring system.

ESSD can also ask the Human Resources Development Division (HRDD) to include the conduct of needs assessment as well as scheduling an orientation and training on WinS to the SDOs.

Aside from looking at the online data which is a form of quantitative analysis, ESSD shall also determine the root cause or key problem to help prioritize areas for improvement. ESSD may get the help of FTAD to dig deeper into the causes of the low score by interviewing key people in the SDO or conducting an Focus group discussion (FGD). Results of these analyses will inform the plans and priorities of the region.

SETTING OBJECTIVES AND ACTIONS

Based on the priority improvement areas, PPRD and ESSD articulates objectives for WinS in the region. RO shall then define key strategies and identify accountable offices or persons. Part of the basis of identifying responsibilities must be aligned with the mandate of the key offices assigned based on the office KRA and the position KRA.

For example, if the SDO has a need to develop their capacity to provide technical solutions to the problems of the school such as "repair of solar pumps" or "design of handwashing facilities given limited space" then the HRDD of the region must look for the technical resource who will design a training so they can offer it to the concerned participants.

As such, HRDD includes this in their Work and Financial Plan (WFP) so that they can get the necessary resources for its conduct.

Each functional division of the RO shall include WinS matters when preparing their annual WFP.

The illustration below shows how WinS shall be made part of the ROs AIP and WFP of the Functional Divisions.

OTHER EXAMPLES OF SDO NEEDS, RO SOLUTION AND IDENTIFIED RO FUNCTIONAL DIVISION (MUST INCLUDE THIS IN THEIR WFP)		
SDOs Need	**RO Solution**	**RO Functional Division**
How to help schools use the TSA OMS	Capability Building for SDO	PPRD, Information Technology Officer (ITO) with HRDD
How to help schools develop teaching-learning materials on MHM	Capability Building for SDO	ESSD, CLMD with HRDD
How to help schools design low cost toilets	Technical Assistance for SDO	FTAD with ESSD Engineer
How to help schools mobilize the resources of the community	Technical Assistance	FTAD with ESS Resource Mob EPS

THREE STAR APPROACH (TSA) DATA MAY SHOW THAT MOST SCHOOLS ARE ZERO OR ONE STAR ONLY, THEN A WinS GOAL CAN BE INCLUDED IN THE REDP SUCH AS:

GOAL:

Institutionalize WinS in all schools through SBM and Three Star Approach (source: RO6 AIP 2018)

TARGETS MAY BE AS FOLLOWS:

75% of schools have improved start rating by at least one star or maintained their 3 star rating

50% of SDO have reached 3 star level in WinS management and implementation.

PROCESS FLOW FOR INCLUDING WinS IN THE PLANS OF THE REGION

WinS SITUATION ANALYSIS → PRIORIZATION → WinS PLAN → REDP AIP → DepEd PLANS / GAA

REDP AIP → KRA / WFP OF RO FUNCTIONAL DIVISION
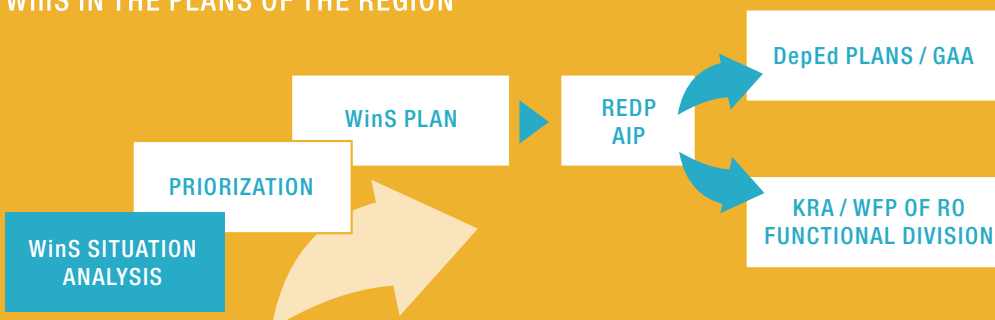
MOBILIZING RESOURCES

As mentioned earlier, the GAA may be insufficient to support the WinS plan. Hence, the region should consider resource generation and mobilization that will complement the conditions in Schools Divisions. This maybe done through:

Partnerships or representation to Regional Development Council and Local Government.

Encouraging the use of department-wide mechanisms such as Adopt-a-School Program, Brigada Eskwela, and formalized agreements with development partners.

In performing resource generation and mobilization, the Region may monitor these efforts to ensure equitable distribution of resources and may submit recommendations to Central Office.

CASE EXAMPLE: PARTNERSHIP WITH DEVELOPMENT AGENCIES

Region VI has facilitated and coordinated the support from a number of external stakeholders:

› UNICEF supported the EHCP program for 2 SDOs (Antique and Guimaras) from 2010 to 2013.

› UNICEF supported the Panay Cluster SDOs and the RO since 2014, focusing on WinS in post-disaster situations after typhoon Yolanda. They distributed hygiene kits, water containers and provided funding for workshops and trainings. They introduced a post-disaster TSA with 8 indicators. A baseline and endline monitoring was done in 2015/2016. The RO was provided with one staff from IMC (International Medical Corps) to oversee and support the implementation of the capability building activities of UNICEF.

› "Save the Children" and "A Single Drop for Safe Water Incorporated" also supported the SDOs in selected areas affected by typhoon Yolanda in 2014/15 with distribution of hygiene kits and workshops.

› GIZ Fit for School Program provided the RO with a technical advisor for 2 years 2016 to 2018 to support the regional implementation of the new WinS policy.

Technical assistance is any form of professional help, guidance or support provided to a client so that they can be more effective in the performance of their functions leading to continuous improvement. In the case of DepEd, it is the RO who provides technical assistance to the SDO and the SDO to the schools towards improvement in learning outcomes and school governance.

Provision of technical assistance by the RO to the SDOs on WinS matters is an active process of working with the SDO in assessing their WinS situation using the TSA tools in order to identify and prioritize needs and ways by which the region can help the SDOs.

Region's technical assistance to the SDOs is a way to enable the SDOs to meet the challenges of WinS management and implementation, perform better, sustain gains, and meet their target and goals. In the context of WinS, this means getting an SDO to work on their organizational enablers so that all schools under their care reach "three-star level". This will lead to the SDO being recognized and eventually given the "Seal of Excellence", symbolizing that in their SDO (and region) they have healthier and better learners.

HOW DO WE PROVIDE TECHNICAL ASSISTANCE IN THE CONTEXT OF WinS

The prerequisites of technical assistance are the principles of self-determination, results orientation, cooperation and collaboration between the RO and the SDO. The two areas of concern with TA provision are:

Content (see page 22)

Process (see page 24)

The region's main source of information on where it can focus its technical assistance is the SDO TSA monitoring system (See Enclosure No. 6 to DM No. 194, s. 2018). The SDO's Self-Assessment Report provides a star level rating which covers three criteria as follows:

Helping schools improve in the WinS implementation level.

Helping schools achieve national standards.

Putting in place the SDO's "Organizational Enablers".

The first two criteria indicate the results of the SDO's technical assistance to their schools while the last criterion focuses on current enablers in the SDO that will facilitate WinS management and support to schools.

They are called "organizational enablers" because if designed and implemented appropriately, they enable an organization to reach targets and deliver results.

THESE ENABLERS ARE:

- **Steering Structures and Relations**

- **Planning Programming, Resource Mobilization**

- **Support Systems**
  - › Technical Assistance (TA)
  - › Monitoring and Evaluation (M&E)
  - › Learning Resource and Materials Development System (LRMDS)

- **Human Capacity Development**

- **Knowledge Management, Research and Innovations**

Schools are unable to improve implementation level because they are having difficulty uploading their TSA data. The cause & effect analysis show that some schools are having difficulty navigating through the system and others have no access to a computer and/or internet. Hence, it is expected that the SDO shall step in to provide formal training and coaching in uploading their data, and mobilize resources for schools to have a computer and internet access. However, the SDO is unable to respond to the school's needs because:

› THERE IS NO TWG TO MANAGE WinS IN THE SDO

› WinS IS NOT PART OF THE SDO'S TA AGENDA

› THERE IS NO EARMARKED FUNDS FOR WinS CAPABILITY BUILDING

The above three fall under the organizational enablers "Steering Structures and Relationships", "Planning, Programming and Resource Mobilization", "Human Capacity and Competence" of which the SDO would have gotten low scores in the Self-Assessment".

These enablers relate with and impact each other, leading towards the successful implementation of WinS at the school level.

For this to happen the results generated from monitoring, knowledge management, research and innovation are needed by the SDO steering structures in formulating plans and allocating resources.

In addition, the SDO should also have:

Competence to support schools and

SDO support systems for managing WinS.
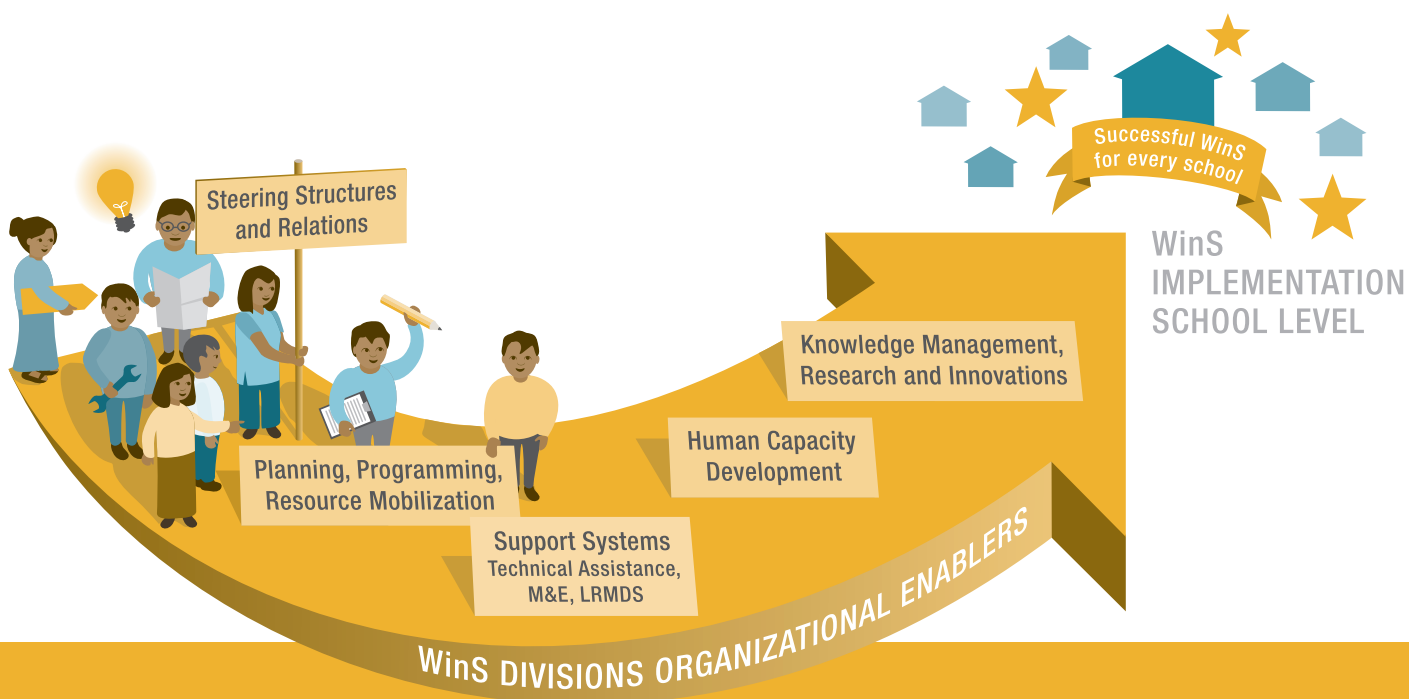
ORGANIZATIONAL ENABLERS AND
THEIR RELATIONSHIP TO EACH OTHER TOWARDS
IMPROVING SCHOOL WinS IMPLEMENTATION

STEPS IN PROVIDING TA

The process of providing TA is a journey taken by the RO TA provider and the client SDO. Thus, the RO FTAD shall keep in mind that the SDO has prime responsibility and accountability in the process, respect their capability and pace, provide alternatives and leave the decision-making in the hands of the SDO.The illustration below suggests a process for providing TA which focuses on four steps:

STEP 1	KNOW THE SITUATION

Use the SDO TSA Self-Assessment Report to analyse what is happening in the SDO. Focus specially on the "organizational enablers" and where the SDO got low scores. Validate the self-assessment report and engage the SDO in identifying causes for the low score (see Root Cause Analysis Tool: Tree Diagram, page 25).

STEP 2	PLAN TO HELP

Together with the SDO, plan and agree on the approach to solving the problem and identify the action steps that will be taken.

Prioritize the strategies and action steps, identify the office or person responsible for implementing the action and set time tables for completing the action.
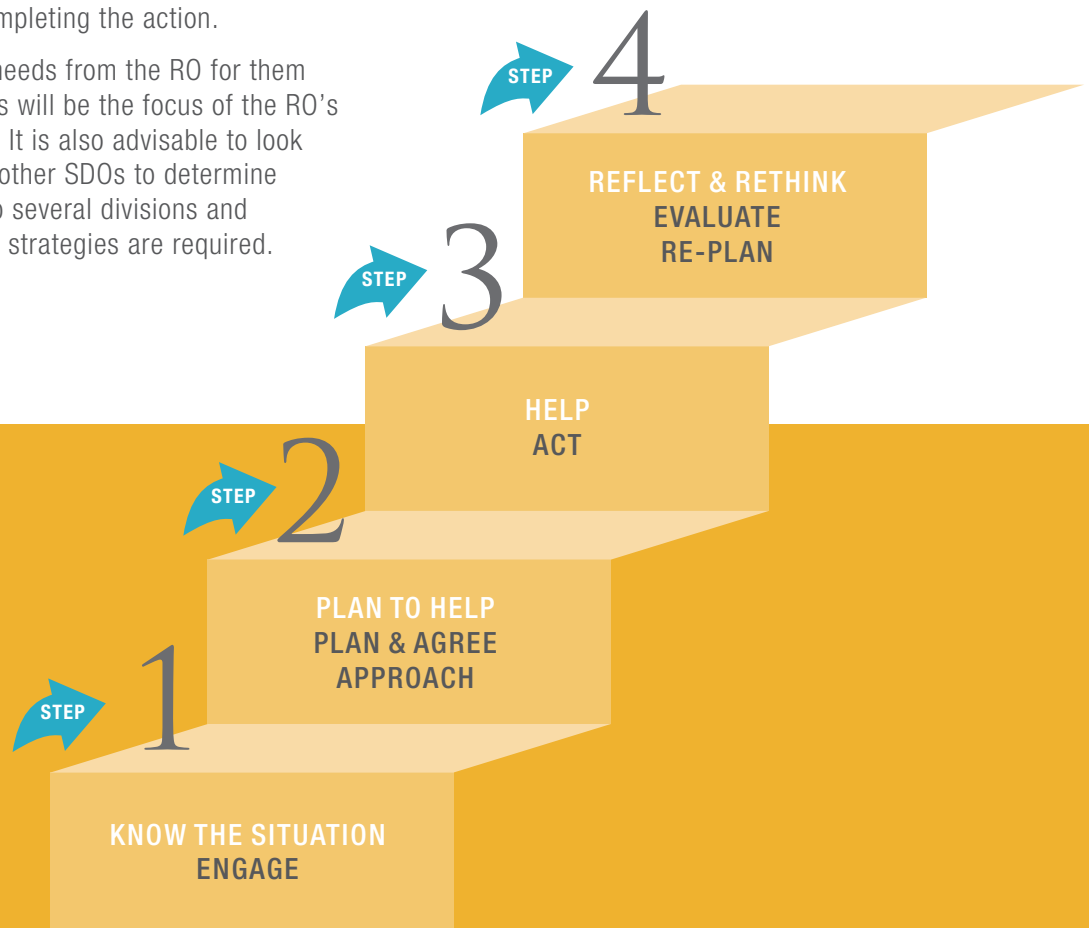
Determine what the SDO needs from the RO for them to carry out their plan. This will be the focus of the RO's Technical Assistance Plan. It is also advisable to look at the TA requirements of other SDOs to determine issues that are common to several divisions and ascertain whether broader strategies are required.

STEP 3	HELP

Provide the help needed by the SDO from the RO, as soon as feasible. See the list on types of "help" or TA that can be provided.

STEP 4	REFLECT AND RETHINK

This step allows you to pause at certain milestones (e.g.midterm and end of TA plan) and assess whether the TA provided is progressing as it should and/or has achieved the expected results (refer to changes based on the Self-Assessment Report). This is the opportunity to adjust or institutionalize strategies accordingly.

STEP 4

REFLECT & RETHINK
EVALUATE
RE-PLAN

STEP 3

HELP
ACT

STEP 2

PLAN TO HELP
PLAN & AGREE
APPROACH

STEP 1

KNOW THE SITUATION
ENGAGE

Information Sharing on Policies, Guidelines, Directions, Instructions through Meetings, Conferences, DepEd Memoranda
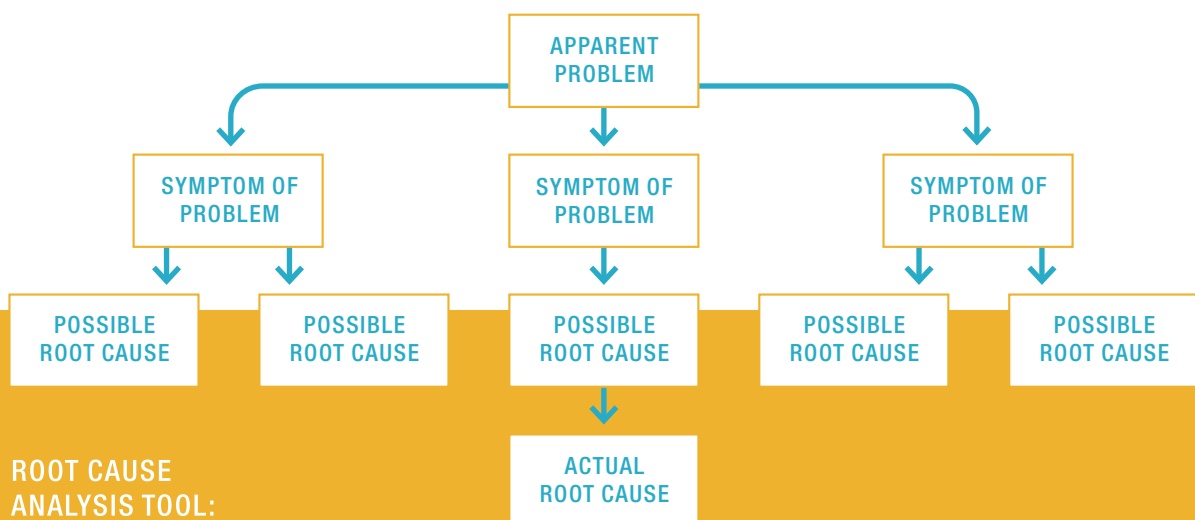
Capability Building in the form of Orientation, Training, Workshops, Coaching/Mentoring, Seminars or Conferences, Tools

Help in Work Management such as:
› **Planning the Work**
› **Standards Setting**
› **Monitoring Implementation**
› **Assessing and Adjusting**
› **Implementation**
› **Evaluating Work Accomplishments**

Help in Group Management such as:
› **Giving of Assignments**
› **Building & Sustaining Teams**
› **Monitoring Work and Time Utilization**
› **Managing Performance of People**

ROOT CAUSE
ANALYSIS TOOL:
TREE DIAGRAM

APPARENT PROBLEM

SYMPTOM OF PROBLEM

SYMPTOM OF PROBLEM

SYMPTOM OF PROBLEM

POSSIBLE ROOT CAUSE

POSSIBLE ROOT CAUSE

POSSIBLE ROOT CAUSE

POSSIBLE ROOT CAUSE

POSSIBLE ROOT CAUSE

ACTUAL ROOT CAUSE

The National Capital Region (NCR) conducted a regional workshop on providing technical assistance on WinS. Gathering together all the 16 SDOs in NCR, they analyzed the TSA-OMS data which showed that only 50% of schools uploaded their WinS data on the E-OMS.

Data also showed that in NCR, 42% of the schools have no stars, 1% had 1 star, 6% had 2 stars and 0.5% had 3 stars.

Upon doing cause analysis, they found out that only 8% of the schools were able to meet the 5 crucial indicators. They further analyzed that the SDOs needed a memo from the region to prioritize WinS. This regional memo would give the SDOs the authority to channel resources for conducting orientations and capability building for school TWGs, and making WinS part of the TA agenda.

The RO then identified the objectives of their TA efforts which set the WinS improvement targets for the SDO, so that by the end of the TA, the following would have been achieved:

› All SDOs have the capacity to provide TA to schools on the WinS Policy, Standards, and Data.
› All SDO personnel are knowledgeable on WinS and their obligations in helping the schools.
› ALL SDO – CID and SGOD collaboratively support schools to improve on their star level.

The RO then came up with a consolidated TA plan that hinges on the plans of the respective SDOs.

THE TA PLAN:

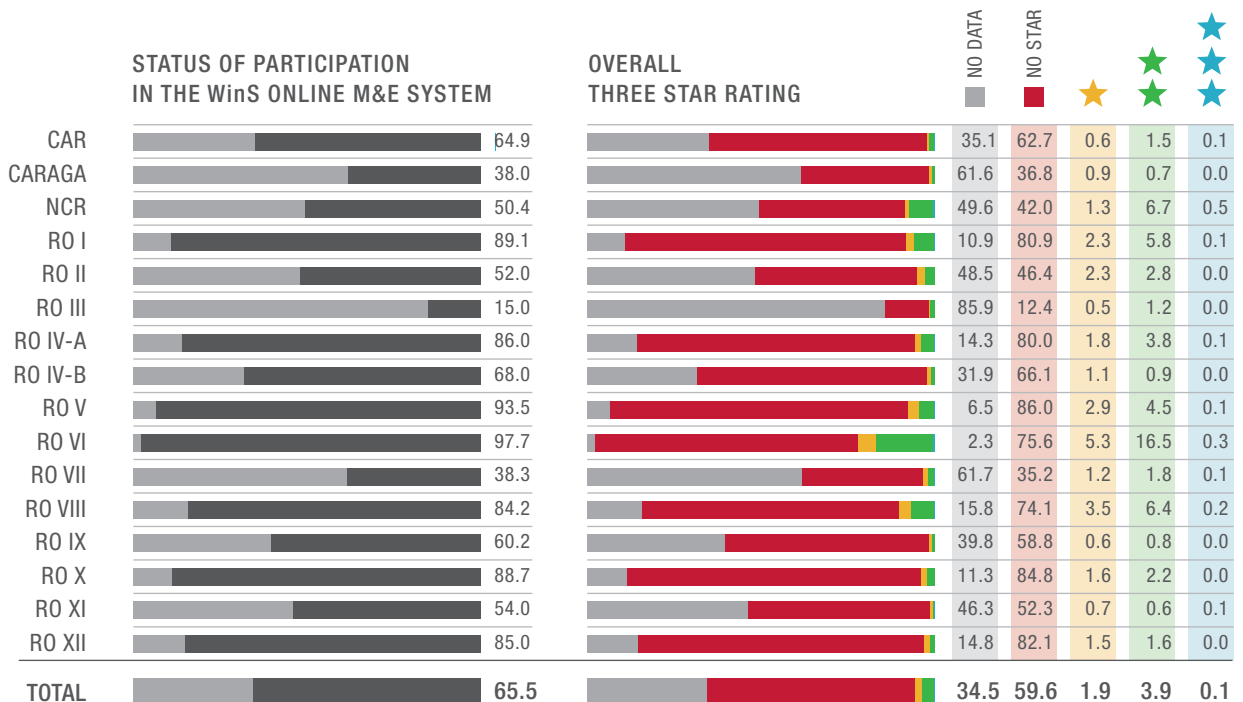Identifies the WinS Objectives of the SDO.

Enumerates the planned actions or tasks the SDO will undertake to achieve the objectives and the time it aims to complete them.

Identifies the help SDO needs from the RO.

Outlines the actions to be done by the RO in response to the TA needs of the SDOs.

Identifies the accountable office/person to respond to the TA needs.

ALL SCHOOLS BY REGION / SY 2017–2018

STATUS OF PARTICIPATION IN THE WinS ONLINE M&E SYSTEM

OVERALL THREE STAR RATING

Region	Participation	NO DATA	NO STAR	★	★★	★★★
CAR	64.9	35.1	62.7	0.6	1.5	0.1
CARAGA	38.0	61.6	36.8	0.9	0.7	0.0
NCR	50.4	49.6	42.0	1.3	6.7	0.5
RO I	89.1	10.9	80.9	2.3	5.8	0.1
RO II	52.0	48.5	46.4	2.3	2.8	0.0
RO III	15.0	85.9	12.4	0.5	1.2	0.0
RO IV-A	86.0	14.3	80.0	1.8	3.8	0.1
RO IV-B	68.0	31.9	66.1	1.1	0.9	0.0
RO V	93.5	6.5	86.0	2.9	4.5	0.1
RO VI	97.7	2.3	75.6	5.3	16.5	0.3
RO VII	38.3	61.7	35.2	1.2	1.8	0.1
RO VIII	84.2	15.8	74.1	3.5	6.4	0.2
RO IX	60.2	39.8	58.8	0.6	0.8	0.0
RO X	88.7	11.3	84.8	1.6	2.2	0.0
RO XI	54.0	46.3	52.3	0.7	0.6	0.1
RO XII	85.0	14.8	82.1	1.5	1.6	0.0
TOTAL	**65.5**	**34.5**	**59.6**	**1.9**	**3.9**	**0.1**

QUALITY ASSURANCE

In education, quality assurance means that all aspects in the delivery of basic education are fit for its intended purpose and are done in an efficient and effective manner.

For WinS, RO monitoring must focus on the application of processes leading to compliance with the national WinS Standards.

For example, the TSA sets as standard "daily group handwashing". Policy monitoring would check on how efficient and effective are the schools and the SDOs in:
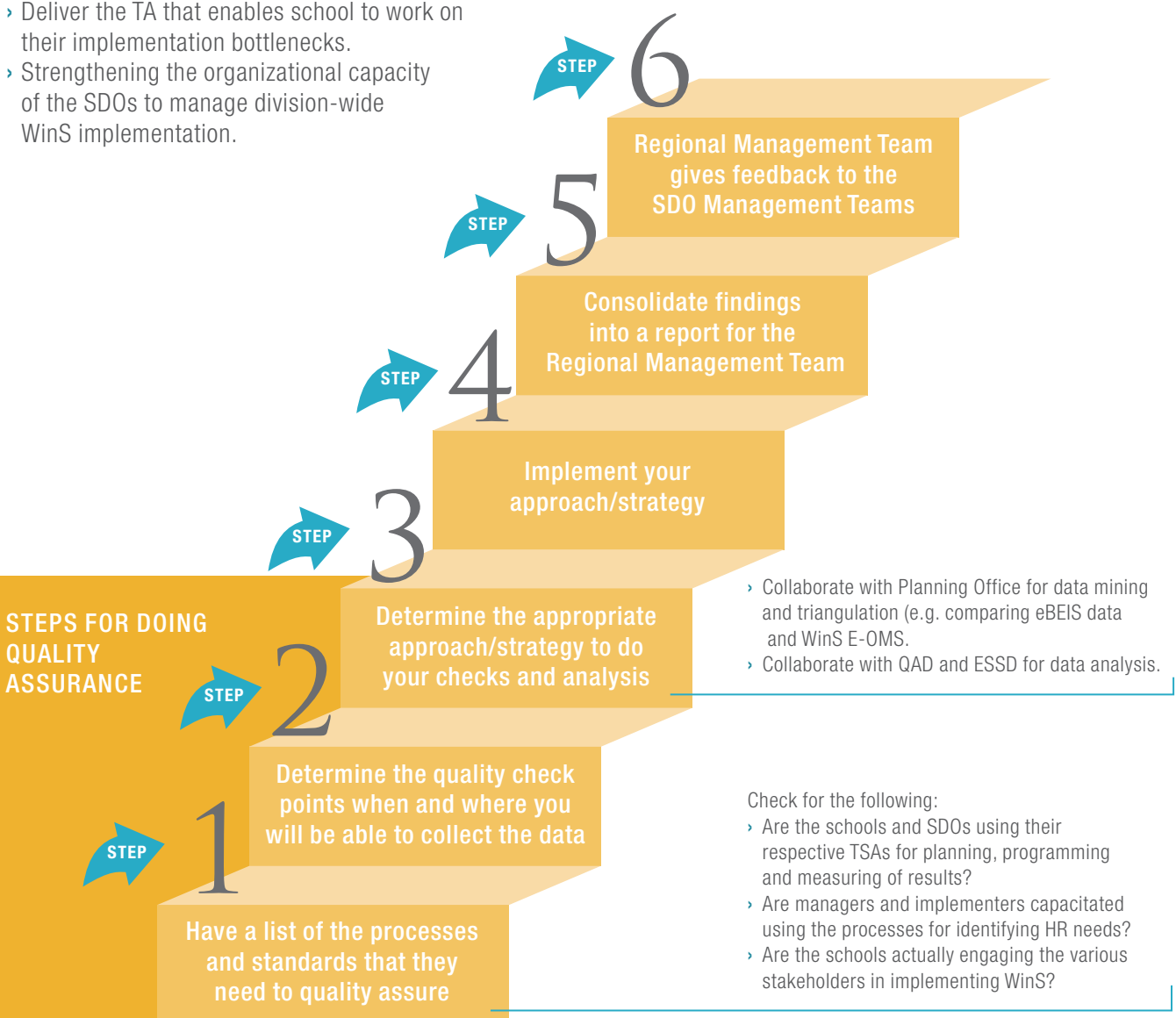
› Using the WinS support systems (e.g. TSA as monitoring and recognition process) to effectively plan and continuously improve with their WinS practices.
› Deliver the TA that enables school to work on their implementation bottlenecks.
› Strengthening the organizational capacity of the SDOs to manage division-wide WinS implementation.

As gate keepers of standards, the QA role of the Region is most important in WinS implementation. This is mainly due to the nature of DepEd Order No. 10, s. 2016 – being a policy of standards on WASH in Schools.

The QA will provide the checks and benchmarks for the schools and SDOs to determine the extent to which they have complied with standards in making schools more conducive for learning by:

Enforcing compliance to policies and standards using the TSA.

Rewarding compliance, especially during regional performance recognition affairs.

STEP 6 Regional Management Team gives feedback to the SDO Management Teams

STEP 5 Consolidate findings into a report for the Regional Management Team

STEP 4 Implement your approach/strategy

STEP 3 Determine the appropriate approach/strategy to do your checks and analysis

› Collaborate with Planning Office for data mining and triangulation (e.g. comparing eBEIS data and WinS E-OMS.
› Collaborate with QAD and ESSD for data analysis.

STEPS FOR DOING QUALITY ASSURANCE

STEP 2 Determine the quality check points when and where you will be able to collect the data

Check for the following:
› Are the schools and SDOs using their respective TSAs for planning, programming and measuring of results?
› Are managers and implementers capacitated using the processes for identifying HR needs?
› Are the schools actually engaging the various stakeholders in implementing WinS?

STEP 1 Have a list of the processes and standards that they need to quality assure

MONITORING

For WinS monitoring, the RO shall also use the school TSA results and the SDO-TSA results to identify areas for improvement in WinS Policy DepEd Order No. 10.

School TSA results are aggregated by SDOs and WinS area to see where gaps are wide and shall hence be prioritized. The monitoring data will be used by the SDOs to identify their gaps and design their WinS action plan, which becomes part of the overall SDO TA plan. In turn, RO monitors the performance of the SDO to identify:

TA needs of the SDO from the Region

Areas of the policy to be reviewed and improved

Data to be gathered for quality assurance and recognizing performance

TA NEEDS OF THE SDO FROM THE REGION

Data gathered from the monitoring of WinS implementation are fed back to the Regional Field Technical Assistance Division (FTAD)/ WinS Coordinator for purpose of providing technical assistance.

MONITORING WinS POLICY FOR THE PURPOSE OF POLICY REVIEW AND IMPROVEMENT

Policies are "definite course of action or plans adopted to guide decisions and achieve outcomes". A policy is a "statement of intent" which are implemented as "procedures."

Policy Monitoring are actions taken to ensure that the policy is being implemented as planned and if it is not then to gather data to help improve the policy and/or procedures.

Policy monitoring ensures achievement of the results intended by the policy, identification of hindrances to policy implementation, and taking corrective action on the procedures and on the policy itself. It also seeks to improve the relevance and applicability as well as feasibility of the policy

PARTICIPATION OF SCHOOLS

WASH IN SCHOOLS
THREE STAR APPROACH

DepED
DEPARTMENT OF EDUCATION

YOUR SELECTION : SCHOOL YEAR 2019-20 // ALL SCHOOLS // MULTIPLE REGIONS // MULTIPLE DIVISIONS

level	Elementary				Secondary				Gesamt			
Schooldistrict	yes	%	no	%	yes	%	no	%	yes	%	no	%
Highschools					7195	85,9	1178	14,1	7195	85,9	1178	14,1
Ormoc IX	10	100,0	0	0,0					10	100,0	0	0,0
Aborlan Central	12	85,7	2	14,3					12	85,7	2	14,3
Aborlan East	9	90,0	1	10,0					9	90,0	1	10,0
Aborlan West	7	100,0	0	0,0					7	100,0	0	0,0
Abra De Ilog-Paluan	45	100,0	0	0,0					45	100,0	0	0,0
Abucay	3	25,0	9	75,0					3	25,0	9	75,0
Abulug	0	0,0	25	100,0					0	0,0	25	100,0
Abuyog East	21	95,5	1	4,5					21	95,5	1	4,5
Abuyog North	19	100,0	0	0,0					19	100,0	0	0,0
Abuyog South	19	100,0	0	0,0					19	100,0	0	0,0
Acharon	2	100,0	0	0,0					2	100,0	0	0,0
Adams-Pagudpud	16	76,2	5	23,8					16	76,2	5	23,8

yes no

Highschools
Rizal
San Jose
Carmen
District 1
San Isidro
San Fernando
Pilar
Mabini
Buenavista
San Miguel
Concepcion
District II
San Francisco
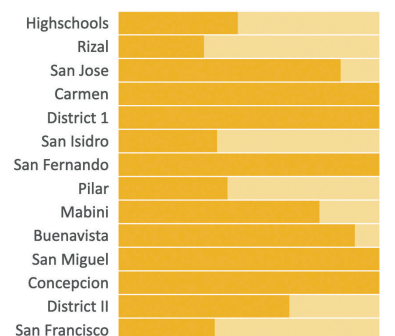
An overview of the Division level dashboard, school participation

The main mechanism for this activity is the online Monitoring System of the TSA. The use of the TSA is mainly lodged under ESSD. However, the Quality Assurance Division (QAD) can benefit from the use of the mechanism and the reports generated by the TSA to determine compliance to quality standards and contributions to regional objectives and outcomes. The results from the TSA online system and the WinS Monitoring Dashboard can be analyzed by the Regional Planning office for the purpose of policy monitoring (or monitoring policy compliance). Hence, the task of monitoring WinS is a shared work among QAD, ESSD, and Planning Office.

Also, in the in the course of providing technical assistance, the SDO may raise concerns of schools on the WinS policy. These concerns are raised to the FTAD Chief or WinS Coordinator who will gather together these concerns, analyze and make recommendations to the regional management team.

At the end of the year, as stated in DepEd Order No. 10, s. 2016, the region must conduct a WinS performance review and submit a report to Central Office. This can be done by convening the SDOs for a regional policy review workshop. Included in the report are recommendations for policy changes, adjustments or enhancements.

Policy adjustments may be made by the region if the adjustment is needed based on the situation of the locality and does not go against the standards set by Central Office. If national standards are affected, recommendations must be brought up to SHD, BLSS-SHD of the DepEd Central Office.

MONITORING AND EVALUATION FOR RATING AND RECOGNITION

The "System for the Three Star Approach for Wins Program Management" had been prepared to assist each of the Regional FTA Teams in computing for the overall rating the SDO's WinS Management practice. The frame used to determine the star-rating per criteria is presented in Enclosure No. 6 to DepEd Memorandum No. 194, s. 2018. Regional FTA will collaborate with ESSD on the list of SDOs who may be recognized and awarded for having attained the score deserving of an award. They will forward their recommendation to the Regional Director.

Upon approval of the Regional Director, the Regional office shall award the SDOs the appropriate citation or recognition based on their final Three Star Rating.

Specific to those deserving the Seal of Excellence award, the Region shall endorse to Central Office via the BLSS-SHD the names of the SDOs to receive such recognition. As a suggestion, the actual awarding of SDOs can be given during any annual event of the Regional Office which it is appropriate to include performance recognition.

CASE EXAMPLE: **LOCALIZING NATIONAL POLICY**

NCR Regional Office localized DepEd Memorandum (DM) No. 194, s. 2018 by coming up with a policy on documenting promising and best practice operationalizing the DM's policy on TSA.

Knowledge Management (KM) is the process of creating, sharing, using and managing the knowledge and information of an organization. It refers to a multidisciplinary approach to achieving organisational objectives by making the best use of knowledge. (Introduction to Knowledge Management, University of North Carolina at Chapel Hill, 2007)

KM together with Research and Innovation, helps the RO improve its performance. The sharing of lessons learned and integration of efforts and continuous improvement can help the region move SDOs and Schools to reach Three Star levels. Learning is the key to solving WinS related problems and knowledge Management is an enabler of organizational learning.

CASE EXAMPLE:
KNOWLEDGE MANAGEMENT

KM is an important factor in Region VI.

In 2016, RO VI identified the need for translating existing IEC (Information, Education and Communication) materials into the local dialects and developing new IEC materials also in the local dialect. It partnered with UNICEF who helped fund the activities to translate the IEC materials. More than a total of 40,000 copies of different IEC materials were printed and distributed to the SDOs in 2018. They can also be found on the Learning Resource Management and Development System (LRMDS) portal.

Then the need to develop a WinS learning resource package (LRP) was identified to be used in teaching and learning WinS related concepts and behaviors. UNICEF also provided funding for the workshops to develop the Learning resource package (LRP). The development started out with 18 lessons wherein each SDO was assigned to develop one. A total of 10 lessons were finalized. These learning resources were first used in an extra-curricular activity under the "children teaching children" scheme. Selected student leaders from three pilot SDOs were invited to a workshop to each learn how to deliver one or two of the lessons. This training of trainers was then repeated on district and school level, so eventually each school would have a kid trainer. A review of the LRP was undertaken after the pilot rollout before it was eventually uploaded to the LRMDS portal and rolled out to all Panay cluster SDOs.

RO VI commitment to knowledge management saw the year 2018 as milestone year for the conduct of learning exchange conferences in several SDOs and one in August for the Region. In November, RO 6 hosted the first National Learning Exchange (NLE) in Iloilo where all regions in the Philippines sent participants to learn about best and effective practices implemented in schools and SDOs. Participants also visited schools in Guimaras, Iloilo Province and Iloilo City SDOs.

Inspired by what they saw in the NLE, end of 2018 data showed higher participation rate nationwide in the WinS online monitoring system data uploading and an increase in star levels in crucial indicators from the previous year.

HOW DO WE DO KNOWLEDGE MANAGEMENT IN THE CONTEXT OF WinS?

Several activities have been undertaken and may be undertaken in the WinS program implementation that are related to Knowledge Management as follows:

ORIENTATION

Orientation on WinS provided by the Region to all the RO staff and to the SDO starting with the Schools Division Superintendent (SDS), the Assistant Schools Division Superintendent (ASDS), the School Governance and Operations Division (SGOD) and Curriculum Implementation Division (CID) Chiefs.

Orientation of the SDO TWG members and those involved in filling out the monitoring form and accessing the data in the Enhanced WinS Online Monitoring System.

KNOWLEDGE SHARING

Learning exchanges and conferences may be done at the level of the SDO and the Region. This is where schools (and SDOs) share their experience and effective practices and solutions to technical problems in WinS. This means that SDOs must document effective practices to serve as models to other schools and SDOs. The RO may also participate in National and International Learning Events.

Developing learning materials on WinS as well as translating existing IEC materials into the local dialects enable the sharing of knowledge to others. New IEC materials in local dialect can also be developed. This can also be made available in the Learning Resources (LR) Portal.

HARVESTING

Research: With the SDO-TSA tool, the SDOs are encouraged to undertake one research study on a WinS related topic each year. This could be an action research (qualitative only) or a more quantitative research as outlined in the Basic Education Research Fund (BERF) guidelines. SDOs are encouraged to submit their proposal for funding to the RO and could also ask for TA on the research if needed. SDOs are also encouraged to share their study results with other SDOs and the RO.

DOCUMENTATION

Innovations by schools are encouraged during the annual celebration of the Global Handwashing Day (GHD) and World Toilet Day (WTD). The RO can provide incentives through prizes for the best implementing school for GHD and WTD so that schools became creative, e.g. how to improve their facilities and raise awareness of external stakeholders. In general, the SDOs are required to document any innovations and the RO would be in charge of validation.

Monitoring and Evaluation results from School data showing adherence to standards and good practices leading to the achievement of WinS standards should be documented and published for future reference.

ARCHIVING AND WinS DATABASE

The WinS Online Monitoring System (OMS) and Dashboard provides a database of the performance of schools and SDOs on WinS. This may be refered to, analysed and used as basis for studies.

3. How do we ensure Success and sustain Efforts?

Thinking about Success and Sustainability!

In the first few years of implementing the WinS policy and using the Three star Approach, the following have been found to be critical to the success and sustainability of its implementation:

LEADERSHIP BY THE REGION AND THE SCHOOLS DIVISION OFFICE

Leadership is a key factor in the success of WinS policy implementation in the field. The Regional Director and then the Schools Division Superintendent articulating that WinS is a priority area of the region and the division, issuing a memo to provide legal basis for such, and forming the steering committee at the Regional Office and at the Schools Division Offices are critical first steps. Leaders must be seen as advocating WinS, providing the needed resources for capability building and WinS IEC materials, and be visible in WinS activities. Leaders must recognize and reward progress and improvement in WinS implementation.

CLEAR ROLES, GOALS AND RESPONSIBILITIES

Identifying key personnel to manage and monitor WinS policy implementation and making WinS part of their functional responsibility are critical to success. When there are movements or reassignments of personnel handling WinS, there must be a clear turnover of WinS tasks and the passing on of requisite knowledge and skills to the new staff who will take on the work of WinS. These are key to sustainability of WinS implementation.

PROVISION OF RESOURCES FOR WinS

Financial and material resources are needed to implement WinS. These resources can be provided to the schools, SDOs and Regions through the DepED planning and budgeting systems, through the local government, and through partners, donors, and stakeholders. Provision of resources is an important support mechanism for the program, its managers and implementers.

UTILIZING THE WinS SYSTEMS AND STANDARDS

The WinS National Standard and Three Star Approach focuses and guides the action of schools, SDOs and ROs. The creation of the systems and standards makes it easier to implement and manage the WinS program. Schools and SDOs that have utilized the system have progressed in their efforts at WinS.

INTEGRATION OF WinS IN THE REGION, SCHOOLS DIVISION AND SCHOOL'S MANAGEMENT PROCESSES AND PRACTICES

Including WinS in the plans, calendars, budgets, performance management and rewards systems institutionalizes WinS activities in their day-to-day life.

UTILIZING THE SBM APPROACH

Making WinS part of SBM has had track records of success in schools. Key to successful and sustainable WinS implementation is having an active and committed School Head who can engage the support of Internal and External Stakeholders and who has the full support of the School Division Office technical assistance teams.

All of the above must be present and practiced at the same time for successful and sustainable WinS policy management and implementation. Altogether, these success factors increase chances of success and sustainability.

NOTES

34

LIST OF ABBREVIATIONS

AIP   Annual Implementation Plan
APP   Annual Procurement Plan
ASDS   Assistant Schools Division Superintendent
BERF   Basic Educational Research Fund
BLSS   Bureau of Learner Support Services
BLSS-SHD Bureau of Learner Support Services
         – School Health Division
CID   Curriculum Implementation Division
CLMD   Curriculum and Learning Management Division
CO   Central Office
DepEd   Department of Education
DEDP   Division Education Development Plan
DM   DepEd Memorandum
DO   Department Order
eBEIS   Enhanced Basic Education Information System
EHCP   Essential Health Care Program
E-OMS   Enhanced Online Monitoring System
EPS   Education Program Supervisor
ESSD   Education Support Services Division
FGD   Focus group discussion
FTAD   Field Technical Assistance Division
GAA   General Appropriation Act
GHD   Global Handwashing Day
GIZ   Deutsche Gesellschaft für Internationale
         Zusammenarbeit (GIZ) GmbH
GHD   Global Handwashing Day
HR   Human Resources
HRDD   Human Resources Development Division
IEC   Information, Education, and Communication
IMC   International Medical Corps
ITO   Information Technology Officer
KM   Knowledge Management
KRA   Key Results Area
LGU   Local government unit
LR   Learning Resources
LRMDS   Learning Resource Management and Development System
LRP   Learning resource package
MHM   Menstrual Hygiene Management
M&E   Monitoring and Evaluation
MOOC   Massive Open Online Course
MOOE   Maintenance and other Operating Expenses
NCR   National Capital Region
NLE   National Learning Exchange
OMS   Online Monitoring System
PPA   Programs, Projects and Activities
PPRD   Policy, Planning, and Research Division
PTA   Parent-Teacher Association
QA   Quality Assurance
QAD   Quality Assurance Division
RA   Republic Act
RDC   Regional Development Council
REDP   Regional Education Development Plan
RO   Regional Office
SBM   School-Based Management
SDO   Schools Division Office
SDS   Schools Division Superintendent
SEAMEO INNOTECH   Southeast Asian Ministers of Education
         Organization – Regional Center for Educational
         Innovation and Technology
SGOD   School Governance and Operations Division

SHD   School Health Division
SIP   School Improvement Plan
TA   Technical Assistance
TSA   Three Star Approach
TWG   Technical Working Group
UNICEF   United Nations International Children's Emergency Fund
WASH   Water, Sanitation and Hygiene
WFP   Work and Financial Plan
WinS   WASH in Schools
WTD   World Toilet Day

REFERENCES

Department of Education Memorandums and Official Releases concerning WASH in Schools
https://wins.deped.gov.ph/2021/05/25/deped-memorandums-on-wash-in-schools

DepEd Order No. 10, s. 2016 – Policy and guidelines for the comprehensive water, sanitation and hygiene in schools (WinS) program

DepEd Order No. 014, s. 2020 – Guidelines on the required health standards in basic education offices and schools

OUA Memo 00-0521-0145 – Water, Sanitation and Hygiene (WASH) in Schools Monitoring Program for SY 2020–2021

OUA Memo 00-0921-0015 – WASH in Schools Program's recognition process for the awarding of Seal of Excellence 2021
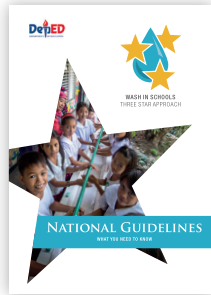
IMPRINT

MORE INFORMATION ABOUT
WASH IN SCHOOLS AND THE THREE STAR APPROACH

DepEd Order No. 10, s. 2016, WinS Policy
Policy and guidelines for the comprehensive WinS Program

National Guidelines – What you need to know
Brochure; overview of all Three Star Approach criteria

Water / Sanitation / Hygiene / Deworming – How to reach the stars
Four booklets with detailed and practical information on how to get active and improve the star level
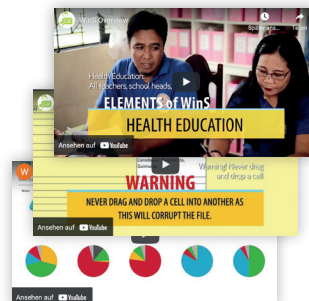
WinS Monitoring Results and Menstrual Hygiene Management
Brochure and booklets; results of the DepEd WinS monitoring in the Philippines

Learn online! Two WASH in Schools MOOCs:
Factsheet: *https://bit.ly/3kZv4Ai*
MOOC – Courses: *https://bit.ly/3dIgxWf*

Three WinS Videos

DepEd WinS Program overview: reaching the stars (2019)

WinS program monitoring: know your star (2018)

Understanding WinS data

https://wins.deped.gov.ph/2021/07/02/wins-videos

https://wins.deped.gov.ph

https://wins.deped.gov.ph/category/wins-resources

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