



**WASH IN SCHOOLS
THREE STAR APPROACH**



WINS MANAGEMENT
HANDBOOK FOR THE SCHOOLS DIVISION OFFICE (SDO)



WATER ★ SANITATION ★ HYGIENE ★ DEWORMING ★ HEALTH EDUCATION

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INTRODUCTION



WHY A MANAGEMENT HANDBOOK ON WINS?

In recognition of the importance of health, hygiene and sanitation in the school environment, the Department of Education (DepEd) issued Order No. 10, s. 2016 titled “Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene (WASH) in Schools (WinS) Program” to promote a more holistic approach to the prevention of highly preventable diseases covering:

- › oral hygiene and proper toothbrushing;
- › proper handwashing;
- › menstrual hygiene management;
- › food sanitation;
- › deworming;
- › environmental sanitation;
- › provision of safe water, handwashing, toilet and proper drainage facilities;
- › solid waste management;
- › capacity building for program implementers;
- › health education focused on hygiene and sanitation.

National and local governments take responsibility for providing policy support for a healthy school environment. However, it is also necessary to engage school leaders, students, teachers, parents and community groups for the improvement of the school health conditions, including the promotion of WASH behaviors, and operation and maintenance of school facilities. The key to this policy lies in the role and tasks of the various levels of management in the DepEd, especially the Schools Division Office (SDO), being the closest to the school level.

THIS HANDBOOK WAS DEVELOPED TO GUIDE AND HELP SDOs MANAGE THE IMPLEMENTATION OF THE WinS PROGRAM.

Strengthen the capability as a Schools Division Office to help schools in implementing the WinS Program to achieve learning and health outcomes.

Sustain the gains of the program.


Attain the “Seal of Excellence” as an SDO.



HOW TO USE THIS HANDBOOK?


There are five parts to this handbook to discuss a specific aspect of WinS Management that can help you. You may begin reading any of the five parts according to your need.

1. WHAT DOES WINS MEAN FOR THE SDO?




Know the role of the SDO regarding WinS and the benefits in store.

2. WHAT DOES WINS MEAN FOR A SCHOOL?




Learn about WinS implementation in schools from the perspective of school-based management and the Three Star Approach as an integrated system.

3. HOW TO MANAGE DIVISION-WIDE WINS?




Learn about the role of the SDO in managing WinS, and the tools and steps for improvement.

4. HOW TO MAKE THE SDO FIT FOR THE TASK?



Build the SDO's capacity to manage WinS and deliver results following an inside-out approach to developing SDO effectiveness.

5. WHAT ARE THE SUCCESS FACTORS IN WINS IMPLEMENTATION?



Learn from experiences in successful WinS implementation and work towards attaining and sustaining success in WinS and reap its benefits.

WHAT IS WINS AND WHY WINS?

DepEd established WASH in Schools (WinS) as one of the health flagship programs to ensure that Philippine schools promote and practice healthy behaviour. It is also one of the pillars of the Oplan Kalusugan sa DepEd (OKD).

For students to learn, they should have access to clean water and functional toilets, and have the ability to practice proper hygiene. 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 and the Basic Education Development Plan 2030 (BEDP 2030).

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.

Hence, WinS is considered a concern of teachers and the community as a whole.

In 2016, DepEd Order No. 10, "Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program" sets into motion the mechanisms to ensure that Philippine schools promote healthy behaviour in principle and practice. Focusing on provision of clean water, functional toilets and proper sanitation and hygiene practices in schools are essential to achieving learning outcomes and are integral to school operations and improvement.

DepEd Order No. 014, s. 2020, Guidelines on the Required Health Standards in Basic Education Offices and Schools, page 19 DepEd Health and Safety Policies: #4 "To ensure the effective adoption of the proper hand and respiratory hygiene and other safety precautions, the schools shall strengthen the implementation of DepEd Order No. 10, s. 2016, or the Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene (WASH) in Schools (WinS) Program."



DepEd Order No. 10, s. 2016:
Policy and Guidelines for the
Comprehensive Water, Sanitation and Hygiene
(WASH) in Schools (WinS) Program:
“All learners in school shall perform
supervised daily group handwashing
with soap and toothbrushing with fluoride,
while a system and support mechanism
for effective menstrual hygiene
management shall be ensured
in all schools.”



THE POLICY AIMS TO ACHIEVE THE FOLLOWING TARGETS:

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 hand washing 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.

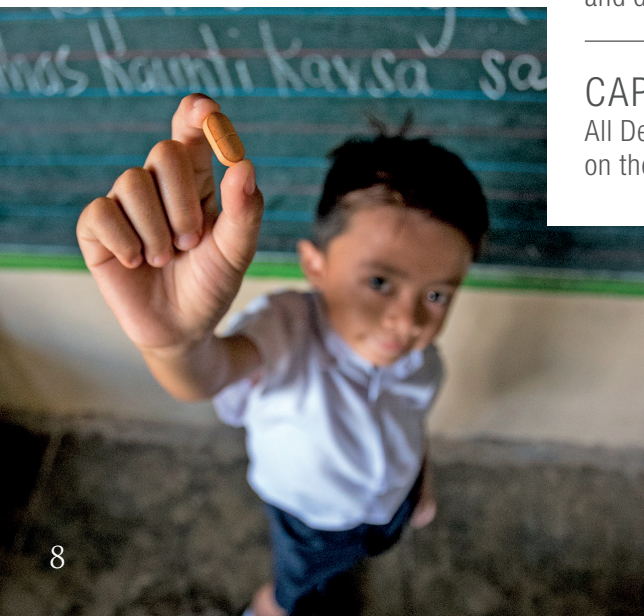


HEALTH EDUCATION

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.

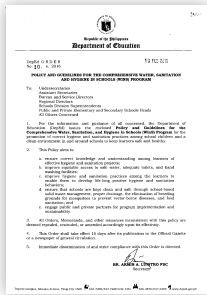
CAPACITY BUILDING

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

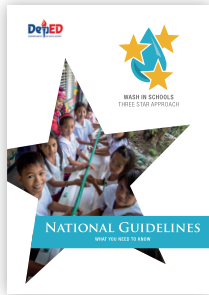




MORE INFORMATION ABOUT WASH IN SCHOOLS AND THE THREE STAR APPROACH



DepEd Order No. 10, s. 2016, WinS 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



LEADING WINS IN SCHOOLS
WASH IN SCHOOLS MASSIVE OPEN ONLINE COURSE

ACCELERATING WINS IN DIVISIONS
WASH IN SCHOOLS MASSIVE OPEN ONLINE COURSE

Learn online! Two WASH in Schools MOOCs:
Factsheet: <https://bit.ly/3kZv4Ai>
MOOC – courses: <https://bit.ly/3dlgxWf>

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



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



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>

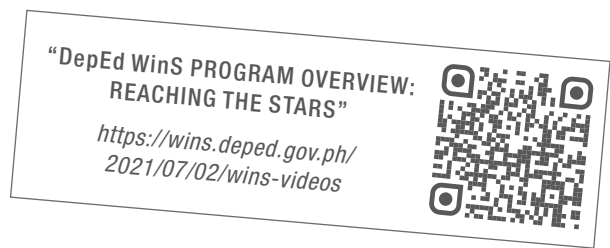
“The School heads have to take charge of so many things in school and they have to take charge of creating an environment that is conducive to learning. In providing for the basic needs of the children the WASH in Schools or WinS is a way to achieve the improvement in the academic achievement of the children. If the basic needs are addressed you are on your way to achieving the other priorities of the school head. By providing for the basic needs like water and sanitation facilities, the health of the children will be improved.”

DR. GEMMA LEDESMA (2019)
REGIONAL DIRECTOR, REGION VI

1. WHAT DOES WINS MEAN FOR THE SDO?



WHAT IS THE ROLE OF THE SDO?



Given that WinS implementation is the accountability of the school, what then is the role of the SDO? The key to understanding the SDO’s role in WinS is to view the responsibilities from the lens of its mandate.

From the perspective of the SDO’s inherent tasks, the SDO will take on the following responsibilities:

- › Giving technical assistance to schools in their WinS implementation.
- › Capacitating schools to implement WinS.
- › Facilitating the involvement of the Local Government Units (LGUs).
- › Monitoring and evaluating the WinS program.
- › Implementing incentive programs to sustain the motivation and creativity to implement.

EXAMPLES OF THE SDO’S RESPONSIBILITIES

Implement the education agenda and policies, manage curriculum implementation.

Build communities of schools and learning centers (LCs).

Provide instructional supervision and technical assistance to schools and LCs.

Execute equitable distribution of resources.

Establish and manage partnerships.

To support the SDOs (as well as the Regions), the Central Office (CO) has instituted the Three Star Approach (TSA) as a step-wise approach to achieving the national standards. It is an integrated mechanism to support all levels of governance (from school to the RO) to assure quality, monitor and recognize performance on WinS.

THE TSA IS SPECIFICALLY DESIGNED TO HELP

- › Schools implement the program by guiding the schools towards stepwise improvement in their WinS condition.
- › Schools Division Offices perform WinS program management, monitoring, and technical assistance to schools.
- › Regional Offices to assure quality and reward performance.

It is an integrated quality assurance, monitoring, and recognition system to support schools towards successful program implementation. It provides the standards or criteria to determine if schools are implementing global standards and practices.

HOW CAN WINS TSA BENEFIT THE SDO?

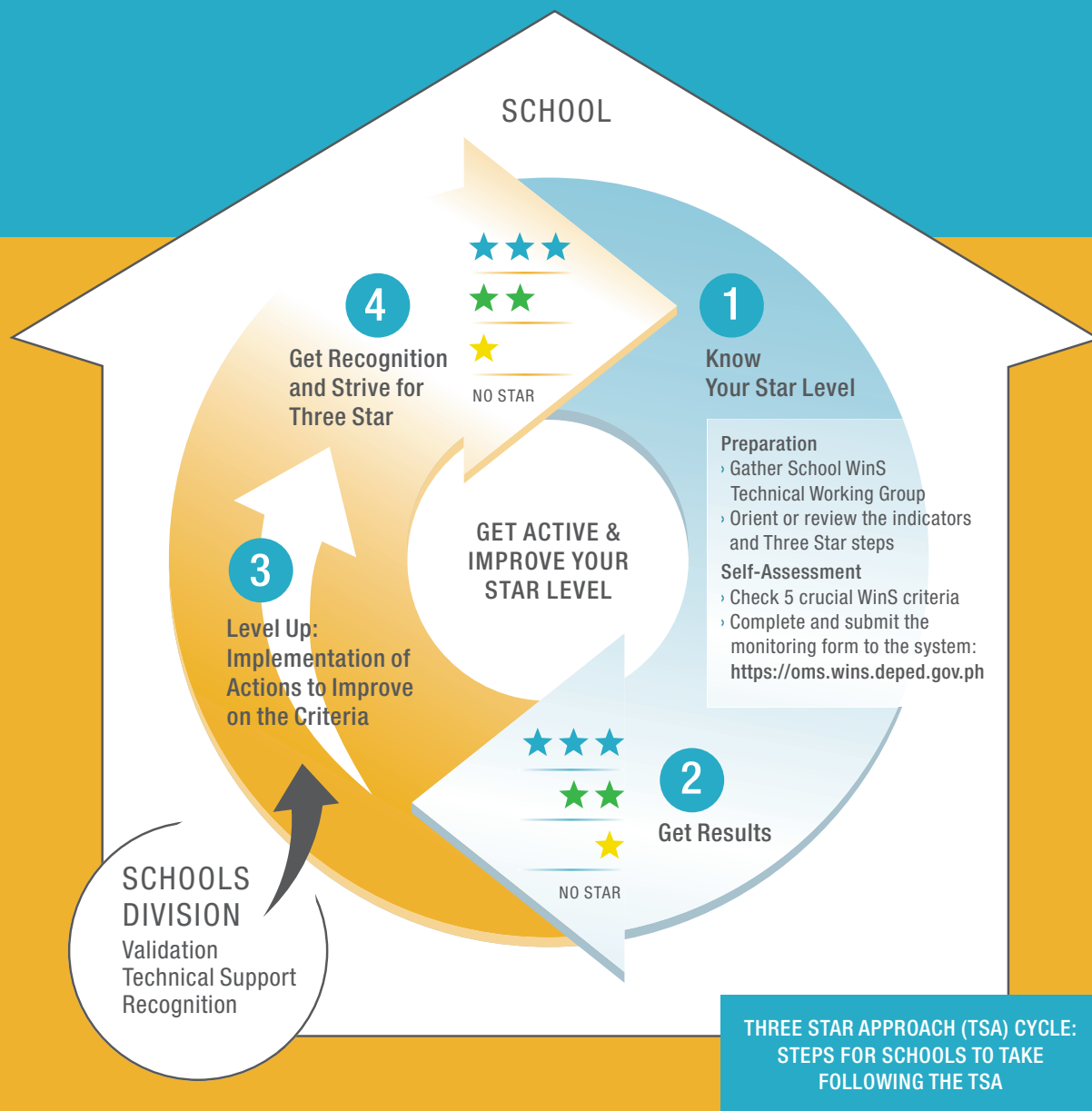
IMPLEMENTING WinS TSA CAN HELP THE SDO

- › Understand the WinS Status in the division and provide technical assistance to priority schools.
- › Achieve division or municipal level aspirations for WinS.
- › Improve relationship between SDO and LGU that facilitates the flow of support to the education sector.
- › Earn the high regard of the local community on the delivery of education services, where parents are enticed to let their kids participate in school.

“A milestone for WinS in the Division of Bago City was reached with 18 schools attaining 3 stars and 27 getting the 2 stars. The strong and committed SBM-WinS Coordinators, teachers, students and administrators played a great part in this achievement. This program of the DepEd will continuously get our support because we believe that this enables all children to achieve their full potential.”

ELEANOR G. SORIANO (2019)
SEPS – SGOD, BAGO CITY DIVISION

2. WHAT DOES WINS MEAN FOR A SCHOOL?



HOW DO SCHOOLS MANAGE WINS?

This section will help to understand what it means for a school to implement the WinS program, to better guide them to attain their vision.

The WinS Policy provides the national standards that will make schools better places for learning and, by doing so, learners are better prepared for their lessons.

The Three Star Approach is a step-by-step process that guides schools to improve or bridge the gap between their current state and the WinS Standards. The TSA offers the operational measures to achieve the WinS objectives in a step-wise manner and a self-assessment mechanism that measures progress and gives guidance on where to focus efforts.

Implementing the TSA is a process of continuous improvement (see TSA cycle on page 12).

IMPROVEMENT 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 integrates WinS Program Implementation with school-based management and follows the annual timeline of the school.

The annual timeline for the WinS program in schools is shown in the diagram on page 15. It follows the regular processes in the schools such as school planning and programming, mobilizing resources, implementing improvements, monitoring and evaluation.

Implementation of WinS begins with a situation assessment. This can be done anytime during the year. Findings from the assessment become the basis for identifying needs regarding WinS and their inclusion in the school plans and budget (January to February) as well as in the Brigada Eskwela action areas (March to May). From June to November, plans on WinS are implemented and towards the end of November, the school's WinS Technical Working Group (TWG) conducts another self-assessment and uploads the data to the Online Monitoring System (OMS).

Any improvement in star level becomes the basis for recognition in December. Uploading of data can be done throughout the year. However, data as of April will be the reckoning time for identifying improvements in the indicators towards November of the same year for recognition 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.

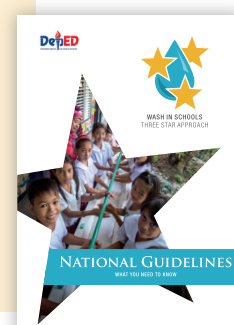
The WinS TSA generates a report that is critical for strategic school improvement planning. This enables the school to program the incremental improvement on WinS over a period of time and the judicious use of the Maintenance and Other Operating Expenses (MOOE) and other resources. The School Improvement 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" <https://bit.ly/3qwpmrh>



3. HOW TO MANAGE DIVISION-WIDE WINS?



HOW CAN WINS BE INTEGRATED IN DIVISION MANAGEMENT?

As the schools follow a timeline in the implementation of WinS, the SDO needs to align itself and harmonize its own schedule with that of the schools. This is to ensure that WinS related matters are embedded into the school's rhythm of annual activities.

The timeline is given in the illustration below. The SDO shall provide technical assistance (TA) in the uploading of a school's WinS data. These data are the basis for the data analysis of the school's situation while needs like solutions and resource requirements should be included in the school plans: School Improvement Plan (SIP), Annual Improvement Plan (AIP) and Annual Procurement Plan (APP). The SDO team helping the school shall also ensure that common and unique needs of the school which requires the help of the SDO are made part of the SDO's Division Educational Plans: Division Educational Development Plan (DEDP), AIP and APP. This could be in the form of competency building interventions, resource mobilization, and partnership building.

In April and May, the SDO monitors the schools' WinS implementation and provides technical assistance on how the schools can acquire needed resources, especially right before school opening when the schools bring together stakeholders and present their needs. From June to November, the SDO continues its tasks of monitoring and providing technical assistance. By November the SDO starts its validation of the schools reporting the achievement of the Three Star level under the Online Monitoring System (OMS). By December, the SDO recognizes schools with improvement in their star level, as well as those who have sustained their Three Star levels. It is also in December where the SDO reviews its own performance and submits a report to the RO.

SDO AND VALIDATION

Validation of WinS Implementation allows the SDOs to ensure that schools are able to comply and meet standards, as well as provide timely assistance and guidance to schools.

Note that in times of prolonged school closures, physical validation can be made optional. Some alternatives to physical validation are document review, pictures, videos, and interviews.





FOR GROUPS OF SCHOOLS, THE DISTRICT, OR DIVISION

Use the information from the WinS Dashboard to understand the situation at the District and Division levels. From the Dashboard, you can identify:

Common Issues

- › Studying the profile of the SDO will reveal common concerns of schools. For example, schools in urbanized areas have large pupils or student population and they may share the concern on “lack of time for the daily group handwashing and tooth brushing due to numerous students and limited facilities”. If this concern is common among several schools, this may require further study for possible options and bringing up the concern to the region for policy considerations.
- › In schools located in the provinces or rural areas, a common or collective concern could be sustainable water source or availability of water testing services. This concern can be brought up with the LGU.
- › A common concern also that has risen regarding facilities are theft and vandalism. This occurrence is common in both urban and rural schools.

Unique Issues

- › Unique requirements are those which a particular school or district has but are not problems for other schools or districts. Some examples are: Lack of material resources such as soap, cleaning materials, sanitary napkins.





THE DepEd WinS MONITORING DASHBOARD

Since the implementation of the WinS program, the DepEd has been collecting WinS data from a steadily increasing number of schools in the Philippines. In order to analyze, visualize and share these data, DepEd has chosen to embark on a digital project using Microsoft PowerBI. This tool makes it possible to share the detailed and aggregated WinS data online to those who need these data in an easy-to-use format, when and where appropriate.

Via a simple selection procedure on the main page, users can select the school type(s), one or more regions and one or more school districts in which they are interested. Based on this selection, a whole array of data can be viewed and, if wanted, copied. As baseline data, the users can gain insights from the following indicators of the selected areas of interest:

The number of schools

The school participation in the WinS monitoring

The Three Star Approach score

The compliance to all crucial criteria

On a more aggregated level, there is information on the compliance to the five crucial criteria. This part of the dashboard consists of a general overview, but has click-through options to gain more insight into the status of compliance to the five crucial criteria (safe drinking water, gender segregated toilets, group handwashing facilities with soap, group handwashing activities and access to sanitary pads). For the five WinS thematic areas (water, sanitation, hygiene, deworming and health education) the same approach is followed, giving the user both a bird's eye view of the criteria as well as option to delve deeper into the details.

The last series of information are the 17 scoring points used to calculate the score in the Three Star Approach. Detail information can be obtained from the following criteria (see page 19), grouped by theme.

The "Understanding your Data" part of the Division Level Massive Open Online Course (MOOC) incorporates this WinS dashboard to empower the learners with data from their SDO.



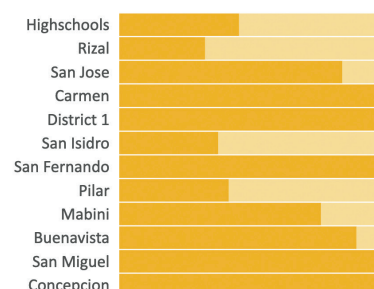
PARTICIPATION OF SCHOOLS



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

level Schooldistrict	Elementary				Secondary				Gesamt			
	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

● yes ● no



AN OVERVIEW OF THE DIVISION LEVEL DASHBOARD, SCHOOL PARTICIPATION

5 CRUCIAL WinS CRITERIA



5 WinS THEMATIC AREAS	ALL 17 WinS CRITERIA
 Water	<ul style="list-style-type: none"> › Safe drinking water › Water testing › Water for cleaning
 Sanitation	<ul style="list-style-type: none"> › Gender segregated toilets › Security of toilets › Daily cleaning of toilets › Funding of repairs › Solid waste management › Liquid waste management › Food hygiene
 Hygiene	<ul style="list-style-type: none"> › Daily group handwashing › Daily group toothbrushing › Funding of repairs and supplies › Access to sanitary pads
 Deworming	<ul style="list-style-type: none"> › Semi-annual deworming
 Health education	<ul style="list-style-type: none"> › IEC (Information, Education, and Communication) materials › WinS activities

“UNDERSTANDING WinS DATA”
 – THIS VIDEO PRESENTS THE STEPS
 INVOLVED IN MONITORING
 THE WATER, SANITATION AND
 HYGIENE (WinS) PROGRAM.



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

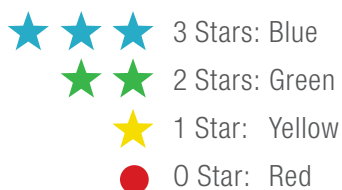
FOR INDIVIDUAL SCHOOLS

- › Use the data from the Enhanced Online Monitoring System (E-OMS) to understand the school's WinS situation.
- › Access the school data on the WinS dashboard or in the WinS OMS.
- › Browse through the data to get a picture of the school's WinS situation, then do the following:

Guide: Facilitate the participation of schools in the WinS online monitoring by guiding them in the process and protocols of submitting their WinS Assessment.

Observe WinS during school visits: You can validate the entries in the E-OMS while visiting the school and seeing it for yourself.

Know the Three Star levels: Understand the levels and the meaning of the colors and graphs. In any report (Three Star Matrix for Schools and Bar Graph presentations) the colors consistently indicate the following:



Water	Safe Drinking Water ★★	Water Testing ★	Water for Cleaning ★	
Sanitation	Segregated Toilets ★★	Security of Toilets ★★★★	Wash Facility for Toilets ★★★★	Wash Facility for MHM ★★★★
	Safety of Detached Toilets ★	Toilets for Disabled ★★★★	Daily Cleaning of Toilets 0 Star	Funding for Repairs ★★★★
	Burning of Waste ★★★★	Segregated Trash Bins ★★	Waste Segregation ★★	Garbage Collection ★★
	Septic Tank ★★★★	Drainage ★★★★	System for Flood ★★★★	Food Handlers 0 Star
Hygiene	Group Hand-washing Activity ★	Available Soap ★★★★	Group Hand-washing Facility ★★★★	Individual Hand-washing Facility ★★★★
	Individual Hand-washing Practice ★★★★	Group Tooth-brushing Activity ★	Available Tooth-brush & paste ★★★★	
	WinS in SIP/AIP	Funding of	Sanitary Pads	

Click to access Three Star Matrix

EXAMPLE OF THE WinS THREE STAR MATRIX FOR SCHOOLS
Indicators are color coded to indicate star rating.

PROBING FOR CAUSES – QUALITATIVE INFORMATION

- › After analyzing the WinS data of the school and zeroing in on the areas with low star ratings, you need to gather qualitative data to be able to explain the low score. You can do this directly by asking those involved in the program (through Focus Group Discussion [FGD] and interview) and use probing techniques or you can go and observe for yourself to see what is happening in the school.
- › Remember to process the data gathered to arrive at the most likely cause. The causes of the low star rating are the issues that need to be addressed and included in planning.

METHODS TO FIND OUT CAUSE OF LOW INDICATORS

Conduct interviews: Ask those involved in the program in the school.

Conduct FGDs: Ask groups of concerned individuals with common experience on the matter (e.g. parents, students, barangay).

Go see for yourself: Go and visit the school.

Use technology: Use technology such as Viber, Facebook Messenger, or email to exchange information with the school.

TIP

TIPS ON PROBING

Ask five consecutive "Whys".

Ask "likely causes".

PLAN FOR SUPPORT

STEP 2

Upon identifying the likely cause(s) of the low star ratings, sit with the SDO WinS TWG to plan out solutions and arrive at actions to solve the problem in a sustainable manner. The plan should include: step by step actions and the expected output, “by whom” and “by when” to identify the accountable person or group the period or deadline for accomplishing the steps.

MATCH SOLUTIONS TO UNIQUE AND COMMON REQUIREMENTS

- › Unique requirements of a school or a district may need customized solutions. For example in a district in Cadiz, there were schools with minimal access to sanitary napkins. The intervention was to teach students “pasador” making in their Home Economics and Livelihood Education (HELE) class. Eventually, this was implemented in the whole district.
- › Common requirements need coordinated solutions – for example in the whole SDO, schools have reported problems in getting water tested. In Camarines Norte, the SDO acted by coordinating with the water district to conduct water quality monitoring.

IDENTIFY AND MOBILIZE GROUPS

- › Identify accountable and responsible staff and mobilizing existing teams to identify activities to address the situation.

SET TIMETABLE

- › Set the timetable for accomplishing the project.

LOOK AT EXPECTED OUTPUT

- › Monitor and measure success by looking at the output.

Part of the technical assistance provided by the SDO to schools is to support them with their own improvement plans. When supporting the individual schools in solving their WinS problem work with them and don't just plan without their involvement.

TYPES OF SUPPORT BY SDO TO SCHOOLS

Technical Assistance (TA) – guiding, coaching and information sharing on management and technical solutions

Provision of facilities and supplies

Linking schools with appropriate partners

SDO issuances and memorandums

TIP

DESIGNING INTERVENTIONS

Involve the school community and/or other schools in understanding the situation of the school, generating ideas, and agreeing on a specific intervention to address the situation.

Ownership of the problem and the solution will make it easy to mobilize stakeholders in the implementation of commonly agreed solutions.

Building on innovations developed by school fosters ownership and motivation.

Because the ideas are local, the resources required to carry out the intervention are more likely available locally. Make use of local resources and affordable materials that will be available in the long-term.

A simple, easy, and enjoyable intervention stands a better chance to become established as a regular school routine or process.

IMPLEMENT WinS PLANS

STEP 3

MOBILIZE STAFF

- › Issue a memorandum order to form and identify members of the SDO WinS TWG or include WinS in the terms of reference of existing working groups on division level.
- › Orient members of the SDO and School WinS TWG and orient new members with each turnover.
- › Utilize existing staff with their organic function (PSDS, SGOD Chief), teams (Liga ng mga Barangay, Local School Board, PTA Federation etc.).

TAKE ACTION

- › Get familiar with the WinS situation in your Division by using the WinS Dashboard.
- › Identify and act on collective concerns by gathering the schools with common concerns to strategize solutions.
- › Act on unique issues by having the SDO WinS TWG brainstorm with the schools concerned.

MONITOR IMPLEMENTATION

- › Periodically collect and analyze school WinS status and provide TA accordingly.
- › Report to the SDO WinS TWG for resolutions and directions.

FOLLOW-UP SUPPORT WITH CORRESPONDING CAPACITY BUILDING

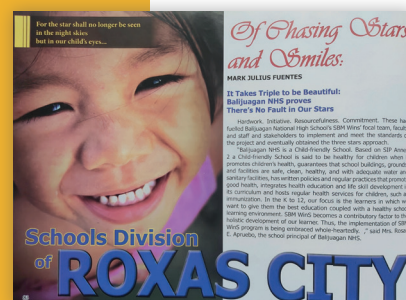
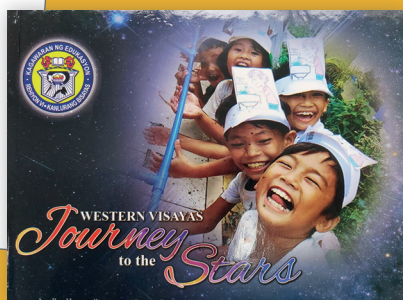
- › Build school capacities to implement WinS by providing appropriate learning resources (i.e., WinS booklets, WinS MOOC) or coordinating stakeholder support.
- › Coordinate with RO to continuously offer opportunities for professional development of school staff.
- › Provide coaching where needed.

DOCUMENT PRACTICES AND REWARD SCHOOLS

- › Follow the TSA guidelines (DM 194, s. 2018) in recognizing school efforts on WinS.
- › Refer to OUA Memo 00-0921-0015 for the WASH in Schools Program's recognition process for the awarding of Seal of Excellence 2021.
- › Document, share, and acknowledge WinS best practices in division-, or region-wide events.

REGIONAL OFFICE 6 WinS COFFEE TABLE BOOK

In 2019, DepEd Region VI published inspiring practices, innovations, and achievements from its schools and divisions on WinS in a coffee table book. The book serves not only to document inspiring practices but it also recognizes exemplary efforts. Region VI is one of the best implementing regions in the country and an inspiration for other DepEd Regions but also international delegates. Not only has the WinS National Learning Exchange in 2018 been conducted in Region 6 but also international visitors came from all over the world to visit the outstanding Wins implementation (school level) and WinS management (regional and division level), amongst others visitors from Bhutan, Uganda and Zambia.



THE DepEd WinS MASSIVE OPEN ONLINE COURSE

To further ramp up the information and education campaign to improve the status of WinS in the Philippines at mass scale, DepEd, together with its development partners, GIZ and SEAMEO INNOTECH, jointly developed the massive open online courses (MOOCs) on WASH in Schools, as a response to the capacity development needs of DepEd's Division offices and schools. The use of digital training solution facilitates a wider audience reach while allowing for flexibility, low maintenance costs, administrative efficiency, and economies of scale.



LEADING WinS IN SCHOOLS is a 40-hour course specifically designed for school heads and teachers to acquire the information and skills needed to effectively implement WinS in their schools.



ACCELERATING WinS IN DIVISIONS has been developed for subnational officials. This is also a 40-hour course aimed at equipping participants with the essential knowledge to help support and manage WinS program implementation.



MOOC FACTSHEET
<https://bit.ly/3kZv4Ai>



MOOC COURSES
<https://bit.ly/3dlgxWf>



STEP 4

MONITOR, EVALUATE AND ADJUST SUPPORT TO SCHOOLS

Monitoring and evaluating the TA provided to schools is one of the areas assessed in the Division Monitoring, Evaluation and Adjustment (DMEA) process of the SDO.

The DMEA is a systematic process of gathering, interpreting and analysing data to help management make decisions about its strategies, programs, projects and activities. It is geared towards continuous improvement and sustainable education outcomes as well as the performance of the SDO as an organization towards efficient and effective fulfilment of its mandate. The focus of the DMEA is the mandate of the SDO, the Key Result Areas and the extent to which its strategies, programs, projects and activities are effective in helping the SDO fulfil its mandate and achieve the desired educational outcomes. One of the areas of the DMEA is evaluating the TA provided to schools. SDO must ensure that WinS is included in the TA provision monitored by the DMEA.



MAKE THE FOLLOWING REPORTS FOR VARIOUS PURPOSES

- › WinS results to the RO to provide data for monitoring and evaluating WinS and formulating regional policies related to WinS.
- › Endorse Schools the “Recognition Award” by the Region and to Central Office for schools attaining the “Seal of Excellence”.
- › Reporting to stakeholders, partners, and donors the status and progress of WinS.

WinS REPORTING UNDER DepEd ORDER NO. 10, S. 2016

SDO School Management Monitoring and Evaluation Section shall include the WinS Policy Implementation in the areas to be monitored together with their periodic monitoring.

The minimum requirement for reporting is for schools to upload the WinS data in the Online Monitoring System by first week of November. The deadline for uploading of WinS data is on March 31 (or end of the school year). There is no need to upload data again at the end of the school year, unless for the purpose of updating the data.

The role of the SDO in WinS reporting is to see to it that schools have uploaded their data every year.

In time, the report to be submitted to CO should reflect WinS inclusion in the SIP and AIP of schools and how it is performing against set targets and performance indicators in the SIP and AIP.

**STEP 6****REFLECT ON THE SDO'S PERFORMANCE**

After reporting the result of WinS program implementation, perform a self-assessment using the Three Star Approach for the Schools Division, that also allows the tracking of improvement over time. The assessment process is described in Part IV as the first step to take in making the SDO fit for the task of managing WinS policy. In the meantime, there is also a Three Star Reward and Recognition for the SDO. It might help to mention here, the types of rewards and criteria for the various rewards. Rewards and recognition to SDOs on WinS policy implementation is as follows.

Recognizing SDO performance by the Region:**CITATION OF APPRECIATION**

- › Given to SDO for having improved in the level of WinS implementation. This means movement to a higher level of implementation from the previous rating year.
- › The Citation of Appreciation shall be signed by the Regional Director.

RECOGNITION AWARD

- › Given to SDO for achieving the indicators on outstanding management and technical assistance to schools and the result of which is the schools' observance of WinS national standards. This translates to reaching a Three Star Level of WinS Program Management.

SEAL OF EXCELLENCE

- › Awarded to a Schools Division Office for having successfully maintained a Three Star Level of WinS Program Management over a period of three straight years.
- › The Seal of Excellence citation shall be signed by the DepEd Secretary.

CRITERIA FOR COMPUTING FOR REWARDS

The RO is responsible for computing for rewards for the SDO. The table below shows the computation:

CRITERIA	CRITERIA WEIGHT
1 Schools' achievement of national standards	20%
2 Improvement of schools in the WinS implementation level	30%
3 Organizational Enablers	50%

The WinS Online Monitoring System can produce the data for computing the rewards:

FOR CRITERIA 1: "Three Star rating of schools" report will show the percentage of schools with 3-star rating.

FOR CRITERIA 2: the "Schools with improvement" report will show the percentage of schools with improvement.

FOR CRITERIA 3: SDO-TSA tool to be filled out and uploaded (Refer to DM 194, s. 2018).



4. HOW TO MAKE THE SDO FIT FOR THE TASK?



Following an “inside-out approach” to effectiveness, this part is about building the SDO’s capacity to manage WinS effectively. It is about looking into how to develop certain aspects of the organization that will enable the achievement of results. Such enablers are:

- › Having the leadership structure.
- › Clear roles and goals.
- › Building partnerships.
- › Strengthening systems and processes that support your work.

It is like a captain preparing the boat and crew for the journey ahead.

**STEP 1****INCREASE SELF-AWARENESS**

Self-awareness helps us to objectively identify our strengths and areas for improvement as an SDO in the context of implementing WinS. It is a system that helps us reflect on how we do things before taking action.

Referring to Enclosure No. 6 to DepEd Memorandum No. 194, s. 2018, accomplish the self-assessment tool designed to identify areas it needs to improve its ability to manage and implement division-wide programs in general, and ultimately achieve the “Seal of Excellence” for the WinS program in particular. Yes, there is also a Three Star Approach in WinS for SDOs. The self-assessment covers 12 organizational elements. Aside from recognizing SDOs for helping schools improve and maintain the Three Star level, the SDOs will also be recognized for building their capability as an SDO to help schools improve their WinS status.

The supporting data in the assessment shall be validated by the Regional Office and the report generated from this shall be the basis for Step 2.



SDO WinS TWG MAIN TASK

Oversee the work of the School TWG, approve its outputs and provide technical assistance as needed.

Actively support the advocacy of the WinS Policy to other sectors.

Monitor school implementation including the integration of WASH in the Curriculum.

ASPECTS OF ORGANIZATIONAL ENABLERS

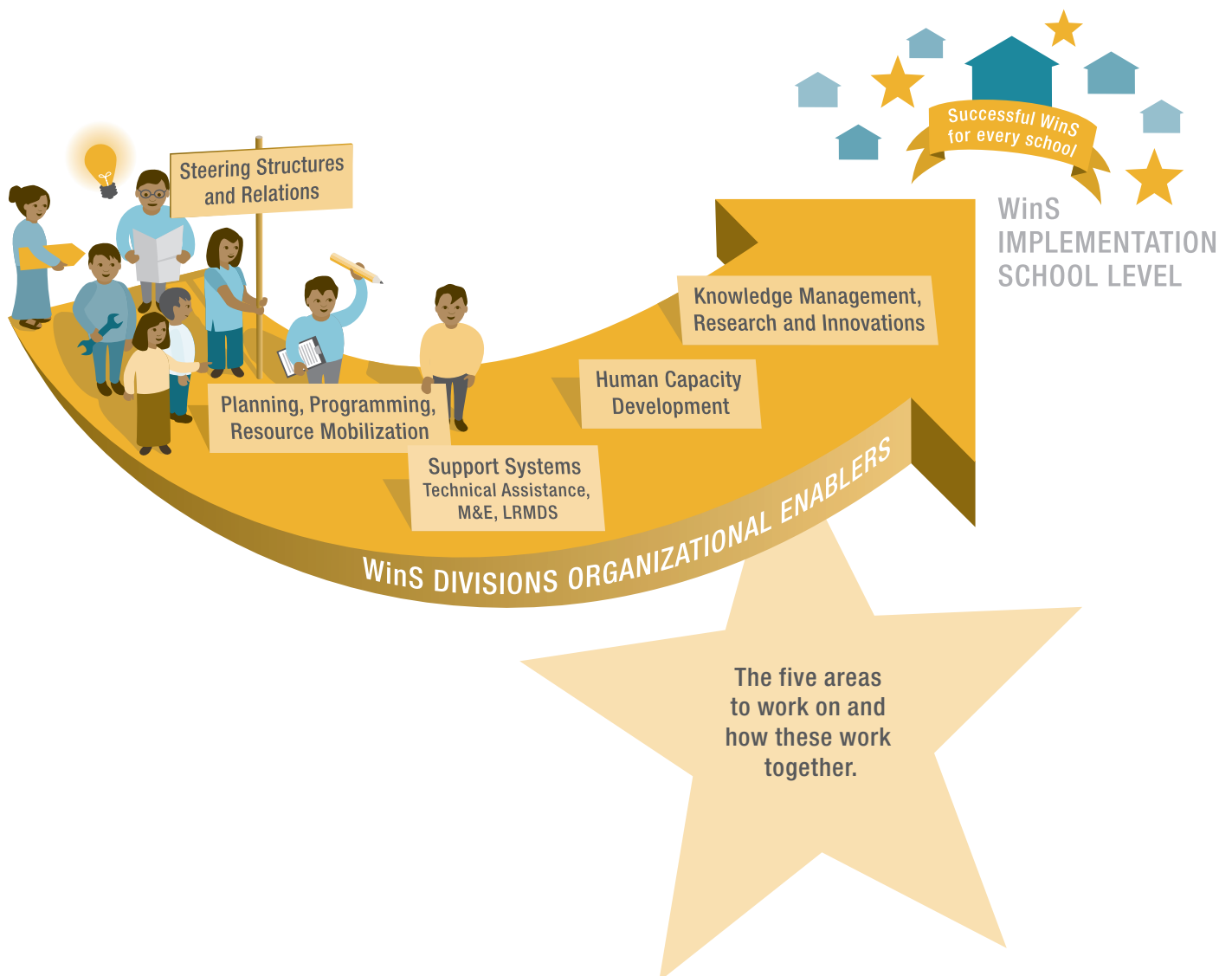
-  **Steering Structures and Relations**
-  **Planning Programming, Resource Mobilization**
-  **Support Systems**
-  **Human Capacity Development**
-  **Knowledge Management, Research and Innovations**

STEP 2

WORK ON ORGANIZATIONAL ENABLERS

Strengthen areas of your organization which we shall call “organizational enablers”. There might be other areas in your organizations that may need strengthening but these are the critical ones for WinS. If designed and implemented appropriately, these areas “enable” the organization to reach targets and deliver results.

The following are descriptions of these five enablers, their importance and what actions you must take to make you more effective in implementing WinS.



Structures and relationships needed to steer WinS implementation.

STEERING STRUCTURES AND RELATIONS

WHAT

The group (may be existing or have to be created) that will steer WinS implementation to achieve its goals first needs to be identified. This group shall function as a decision-making body, determining the budgets, time lines and personnel for the projects they oversee. Every member should have a specific function tied to oversight, recording of decisions, budgeting, or other specific skills needed depending on the project. The group may include partners (e.g. NGOs, LGUs, CSO and INGOs) in implementing the WinS agenda.

WHY

A steering structure is needed to provide direction, support, advocacy to enable the projects which they oversee and bring it to a successful conclusion.

HOW

Issue a memo forming the SDO WinS TWG (per DO 10, s. 2016) or delegate the task of WinS to an existing steering group.

Orient the SDO Wins TWG members on their role, their purpose and the scope of their responsibilities.

Orient SDO WinS TWG on WinS Program and the Three Star Approach to policy implementation.

Provide the opportunity for the SDO WinS TWG to plan what to do to get the program moving and agree on meeting schedules as well as coordination and communication arrangements.

You, as an SDO must also strengthen relationships with external stakeholders to gain support and mobilize resources for schools.

TYPES OF PARTNERS / EXAMPLES

The Local Government and the Local School Board (LSB)

Development partners, experts, Non-government Organizations (NGOs), Civil Society Organizations (CSOs), academia

Government Agencies such as the Department of Health (DOH) and the Department of Works and Highways (DPWH)

Private Business Organizations who are into education and health

STEERING STRUCTURE

The Steering Structure (SDO WinS TWG) does not take over the project from the project manager (the School Head). Rather, it should facilitate the project manager's ability to plan and direct WinS, giving advice and support along the way.

CASE EXAMPLE: STEERING STRUCTURES AND RELATIONS

The issues on WinS are not the sole responsibility of just one group (e.g. Nutrition section) but require inter-functional collaboration. In ANTIPOLO CITY, the Superintendent, together with the Assistant Schools Division Superintendent, spearheads the WinS TWG which is composed of CID, SGOD, and OSDS personnel. CID is headed by its Chief together with the Education Program Supervisors, District Supervisor and Alternative Learning System Supervisor. Chief of the SGOD works with the Planning Research Section, social mobilization networking linkage, human resource development section, and health and nutrition section. While the information technology officers, engineer, and the finance and supply unit constitute the OSDS.

From the start, roles and responsibilities of each group are stipulated in a Terms of Reference anchored to the Division's Key Results Area (KRA). Thus, CID focus on the curriculum integration of WinS, SGOD on the operations, while the OSDS provides assistance in terms of MOOE liquidation and infrastructure.

The TWG of SDO Antipolo City meets regularly to analyze the data collected from schools (e.g. challenges in implementing the WinS program) and jointly come up with possible solutions to assist schools address the challenges.

Having a functional TWG with range of representation and having clear roles is essential in working together to provide directions on WinS management and implementation. Since the roles and responsibilities of personnel involved in the WinS TWG are part of their respective KRAs, working towards the common goal becomes easier and never felt as an additional task.

THE SDO ANTIPOLO CITY WORKS ON WinS WITH CONFIDENCE THAT THE MORE PEOPLE (STAKEHOLDERS) INVOLVED, THE MORE LEARNERS WILL BENEFIT.

SDO WinS TWG MEMBERS

Chair: Schools Division Superintendent (SDS)

Vice Chair: Assistant Schools Division Superintendent (ASDS) Members

Chief, School Governance and Operations Division (SGOD) includes Education, Facilities, School Health and Nutrition

M&E, Planning

Chief, Curriculum Implementation Division (CID)

Education Program Supervisor(EPS): CID Rep

Public Schools District Supervisor (PSDS) Rep

PDO – Disaster and Risk Reduction (DRR)

Representative of School Heads – Elementary and High School

Local Government Unit (LGU) (City/Province Chair of Education/Water/Health)

Federation of Parents-Teachers Association or FPTA

NGOs active in WASH

Social Mobilization and Linkages



PLANNING, PROGRAMMING AND RESOURCE MOBILIZATION

WHAT

Management directions are articulated in the plans, programs and resource allocation of the organization. WinS must be reflected in the plans of the SDO such as the Division Education Development Plan (DEDP-SDO's strategic plan) and in the resource allocation for WinS activities and services (reflected in the SDO's Annual Improvement Plan and/or Annual Procurement Plan).

WHY

Plans allow stakeholders to have a shared understanding of how to arrive at the goals. It provides the basis for allocating resources: financial, human, and material. Plans also enable the organization to address the WinS situation in a strategic manner in the light of the priorities of the organization.


HOW

Understand the WinS data.

Plan and integrate this in the adjusted DEDP; SDO AIP and Annual Procurement Plan (APP).

Develop plans, programs and activities (PPAs).

Mobilize resources for WinS program by communicating, lobbying, or advocating for these needs to partners, stakeholders, and relevant offices.



Articulation of directions, programs and resource commitment to achieve national WinS standards in strategic and operational plans.



CASE EXAMPLE: PLANNING, PROGRAMMING AND RESOURCE MOBILIZATION

The strong partnership of SDO and LGU of CADIZ CITY in implementing the WinS agenda proves that active involvement of partners completes the Division Education Development Plan for efficient allocation and mobilization of resources. Its SDO highlights that the school-based management is the name of the game where they think of ideas and strategies that are “outside of the box” in terms of implementation of programs and projects.

The LGU of Cadiz City has always been a good partner of DepEd through the local school board. From having meager resources, the City is now able to support the SBM WinS by allocating funds for the provision of water and sanitation facilities as its advocacy to clean and healthy living.

WinS requires a lot of potable water inside the school and there are schools that are not connected to good roads. On their shared goal to provide clean and safe water to all schools in Cadiz City, the LGU envisions to invest in machines and equipment while provision of materials (e.g. pipes) is the counterpart of local school board to build infrastructures even to schools in far-flung areas. Through their collaborative effort and efficient mobilization of resources, improvised group handwashing facilities are also turned into permanent structures.

RESOURCE MOBILIZATION IS AN INTEGRAL PART OF THE SUSTAINABILITY OF WinS PROGRAM.

SUPPORT SYSTEMS

WHAT

This refers to support mechanisms that provide the processes and tools to implement plans.

WHY

WinS is an area that should be covered and included in the above as part of the mainstream concerns that affect learning and education.

HOW

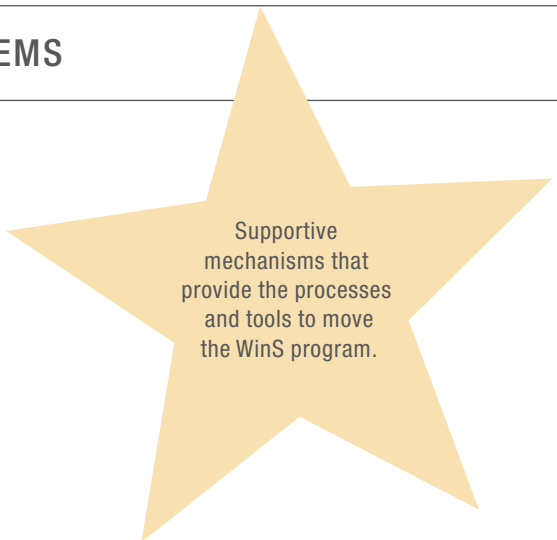
Monitoring and evaluation activities should include WinS status to inform planning improvement and decision making. In implementing the M&E system, the monitoring team uses and analyzes the data from the WinS Online Monitoring System (OMS) and include it in division-wide evaluation reports and activities.

SDO TA teams must cover WinS related-matters in the whole TA process such as:

- › Assess school situation and needs.
- › Plan and strategize with school.
- › Get commitment on the solution.
- › Implement solutions.
- › Assess progress.

SDO Learning Resource Management and Development System (LRMDS):

- › Help schools to access existing WinS materials and where needed to adjust WinS materials to the local context.
- › Use the LRMDS to harness and assure the quality of locally-developed materials for distribution to other schools.



Supportive mechanisms that provide the processes and tools to move the WinS program.

CASE EXAMPLE: SDO MENTORING

Knowing the school's star rating, strengths, and weaknesses is important to provide further support in improving their WinS status. Through this, the SDO of Negros Occidental was able to help schools in their division improve their star rating from 0-star to 3-stars. A mentor-mentee approach was implemented by the SDO wherein high performing schools with 2- or 3-star rating were matched with 0-star schools to jointly work on improving their WinS status. The high performing schools served as mentors or guides to the 0-star schools by sharing best practices and helping address challenges in levelling up their star rating. In addition to this mentor-mentee approach implemented by the division, the SDO conducts regular progress monitoring of the 0-star schools to ensure improvements and further provide guidance in areas with continuing challenges.

To help address budget limitations at the school level, the SDO likewise provides recommendations on possible stakeholders to tap and partner with to augment the available resources in schools. Aside from large secondary schools in Negros Occidental SDO, many large secondary schools in the SDOs of Iloilo, Pangasinan, and Misamis Oriental were able to procure additional supplies and construct additional handwashing and toilet facilities through these stakeholder partnerships.

HUMAN CAPACITY DEVELOPMENT

WHAT

WinS related matters must be included in the learning and development needs identification and those involved in WinS must be provided learning opportunities (e.g. direct training; Learning Action Cell [LAC] sessions; coaching and field exposure, etc.) so that SDO management, supervisors and staff develop their capacity to manage and implement WinS.

WHY

People who know what to do will act or may not act on what they know. But people who don't know what to do will not act or will act wrongly.

HOW

Include WinS in the training needs assessment of both SDO staff and schools.

Include WinS in the programming and In-Service Training (INSET) activities.

Encourage staff working on WinS to participate in learning opportunities on WinS, such as learning exchanges and the WinS MOOC.

Include WinS in the KRAs of the Results-based Performance Management System (IPCR and OPCR).

Refers to capacitating human resource to ensure that the organization has the appropriate and relevant competencies for WinS.

CASE EXAMPLE: HUMAN CAPACITY DEVELOPMENT

SDO Antipolo City ensures that their Key Result Actions (KRAs) include provision of technical assistance and recognizes that capacity building such as trainings is one of the modalities to attain this mandate. It is imperative that, together with the TWG members, school heads, teachers and health coordinators are also provided with capacity development activities to assure that WinS will be implemented effectively in their respective schools.

Several trainings related to WinS were conducted including topics on reproductive health education, teen's health kiosk, child health promoters, school-based feeding program, food safety, as well as operation and maintenance of facilities. The SDO believes that these capacity development activities are opportunities in cascading information about WinS and avenues to answer questions and provide clarifications on details of the WinS program.

What are the results? Conduct of capacity development activities helped the SDO to effectively monitor the progress of the WinS program. The CID together with the SGOD as well as the OSDs personnel are very much involved in assessing the status of the WinS program and everybody are cooperative in coming up with possible solutions to ensure that the program will be implemented.



KNOWLEDGE MANAGEMENT, RESEARCH AND INNOVATION

WHAT

Refers to capturing, documenting and sharing information gleaned from the experience in implementing WinS. This includes conducting studies on WinS-related matters and analyses of WinS data leading to program improvement, documentation and sharing of innovative solutions.

WHY

Development and continuous improvement is a product of learning not only by ourselves but also from others.

HOW

Several activities may be undertaken under WinS program implementation that are related to Knowledge Management, such as:

ORIENTATION

Orientation on WinS provided by the SDO to all the SDO staff and school heads and TWG members, including those involved in filling up the monitoring form and uploading and accessing the data in the WinS Online Monitoring System.

Continuous orientation to new members of the school management and WinS TWG when there are turnover of members.

KNOWLEDGE SHARING

Learning exchange and conferences may be done at the level of the SDO. This is where schools (and SDOs) share their experience and effective practices and solutions to technical problems in WinS. This also means that SDOs must document effective practices to serve as models for other schools and SDOs.

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 on WinS by schools may be showcased during the annual celebration of the Global Handwashing Day (GHD) and World Toilet Day (WTD). In general, the SDOs are required to document any innovations, and the RO would do the 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 OMS provides a database of the performance of schools and SDOs on WinS. This may be referred to, analysed and used as basis for studies.

CASE EXAMPLE: ONLINE LEARNING EXCHANGE

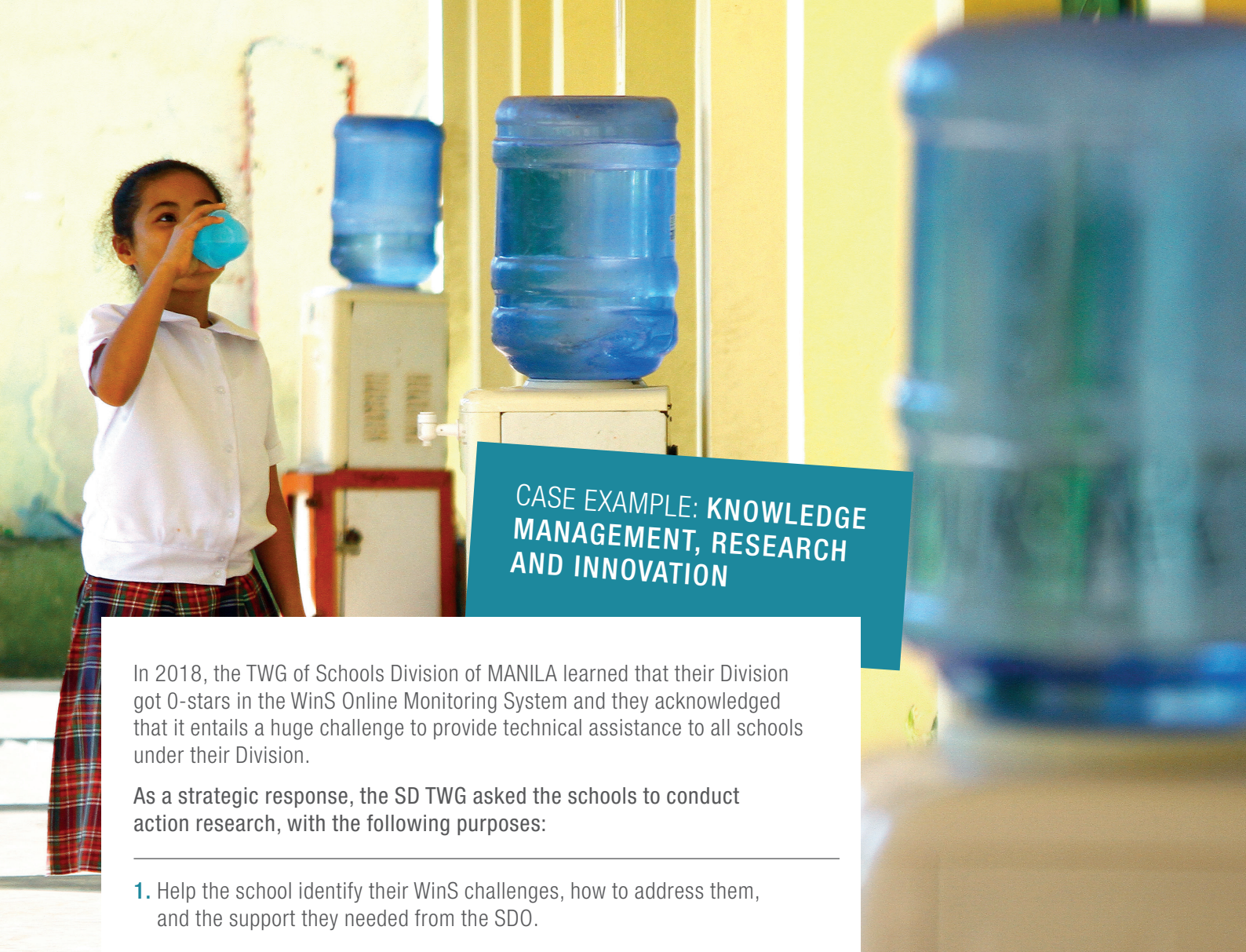
On 24th of March 2021, the DepEd Bureau of Learner Support Services together with the GIZ Fit for School Programme conducted an online learning exchange (OLE) to facilitate the development of WinS management concepts in large secondary schools, which can be implemented in selected schools upon the reopening of classes. The OLE aimed to extract good practices from select 3- and 2-star large secondary schools (model schools) to guide 0-star large secondary schools (promising schools) in improving their WinS status, in turn achieving a 1-star TSA rating.

Successful implementation examples were highlighted through a virtual school visit which included videos from the model schools. The videos showcased the model schools' best practices on WinS, past challenges, strategies to address these challenges, and innovations in place. The promising schools were able to learn from these 'virtual school visits' and identify strategies that can be implemented in their respective schools to improve their TSA rating. Following the virtual school visit, an action planning session was conducted where the promising schools identified strategies to be implemented to improve their WinS status.

The OLE was attended by 78 participants composed of school heads, WinS school coordinators, WinS division coordinators, and WinS regional coordinators from selected areas in Regions I, VI, VIII, and X. Monitoring and mentoring were conducted following the learning exchange to further build the capacities of the schools and support their efforts to improve their WinS status.



Among the 16 0-star schools included in the learning exchange, 14 schools have already improved their star rating from 0 to either 2 or 3 stars.



CASE EXAMPLE: KNOWLEDGE MANAGEMENT, RESEARCH AND INNOVATION

In 2018, the TWG of Schools Division of MANILA learned that their Division got 0-stars in the WinS Online Monitoring System and they acknowledged that it entails a huge challenge to provide technical assistance to all schools under their Division.

As a strategic response, the SD TWG asked the schools to conduct action research, with the following purposes:

1. Help the school identify their WinS challenges, how to address them, and the support they needed from the SDO.
2. Help the school attract possible stakeholders using the data or information to convince them to partner with the school.
3. Promote conduct of research as a means for personal development, career growth, and promotion to school heads and teachers.

The SD TWG was confronted by a major setback: the schools' WinS coordinators and TWG did not have spare time from their respective tasks, thus it will be difficult for them to conduct research. As a solution, the SD TWG provided an action research template to schools to serve as a guide and make the task less arduous.

The SD TWG and the schools WinS TWG meet every month, where the schools share the results of their study, their experiences, and best practices. This initiative provides encouragement and motivation to schools to continually conduct action research for the improvement of WASH conditions in their respective schools. Moreover, results of the action research served as reference for the SD TWG in the identification and provision of appropriate technical assistance to schools.

STEP 3

SEEK HELP FROM THE REGIONAL OFFICE

This step refers to the SDO requesting support from the region in relation to financial and other resources, technical know-how, capability building and linkages. This may be needed if there are WinS related resource requirements that may be beyond the SDO's capabilities but are within the RO's capacity to provide.

WAYS TO COMMUNICATE WinS-RELATED NEEDS TO THE RO

Ensure that WinS needs are reflected in the DEDP, AIP and APP.

Work with Regional FTAD in identifying the needs that may be included in the Regional Education Development Plan (REDP).

Agree on actions to be taken by the RO and SDO to achieve the WinS objectives in the DEDP/AIP/APP and arrive at a performance contract.

Implement agreements and follow-up with the Region as needed.



5. WHAT ARE THE SUCCESS FACTORS IN WINS IMPLEMENTATION?



THINKING ABOUT SUCCESS AND SUSTAINABILITY!

Implementors and program managers of WinS projects have expressed that the following factors are critical to the successful implementation of WinS policies:

LEADERSHIP BY THE REGION AND THE SCHOOLS DIVISION OFFICE

Leadership is a key factor in the success of WinS policy implementation. The Regional Director through 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 advocating WinS, providing the needed resources for capability building, and WinS IEC materials and being 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 is 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 the 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 to the program and program managers and implementers.

UTILIZING THE WinS SYSTEMS AND STANDARDS

DepEd Order No. 10, s. 2016 entitled, “Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene (WASH) in Schools (WinS) Program” defines the standards for water, sanitation, hygiene, deworming, and health education. The key to this policy lies in clarifying the role and tasks of the various levels of management in the DepEd.

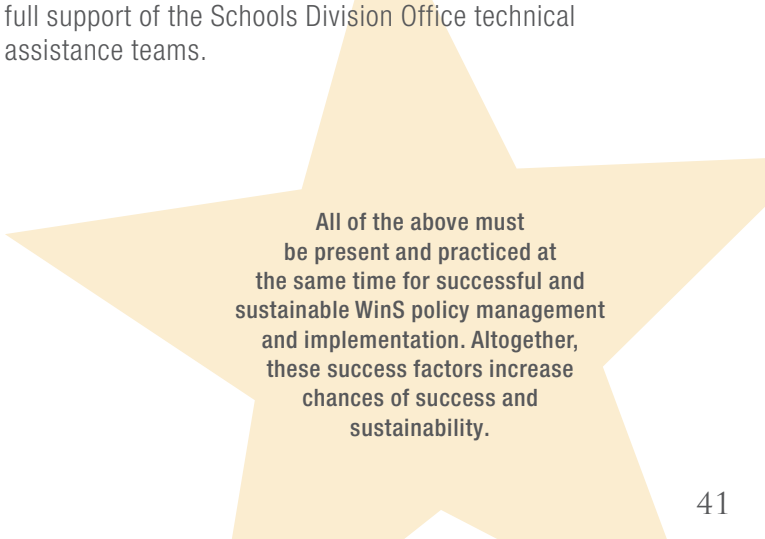
The TSA on the other hand is an integrated quality assurance, monitoring, and recognition system. This means that the TSA provides guidance on concrete steps towards achieving the WinS standards. Regular monitoring of the TSA indicators constantly reminds implementers of what needs to be done to reach the stars and reward them along the way.

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

Integrating WinS in school-based management 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 Schools 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.

CASE EXAMPLE: LEADERSHIP

Leadership in the implementation of WinS program is strongly remarked in Region VI: from its Regional Office to SDOs and down to school-level leadership where impact of the program is directly experienced by our children.

When Mr. Richard Sayco was assigned as Principal III to Bago City Elementary school (BCES), there is only one handwashing facility and the school belongs to 1-star classification of the Three Star Approach. BCES is the central school of the Division of Bago City in Region VI and has a total population of 2,325 students under the care of 69 teachers.

With the goals to provide students with conducive place to learn and to ensure their health and safety, the school made use of the TSA checklist as a guide on what needs to be done, starting with easier to complete then moving forward to other items.

It has not been a smooth ride. Even with clear objectives and strategies in the implementation of WinS program, Mr. Sayco encountered uncooperative faculty members who had doubts of the program. However, instead of giving up, Mr. Sayco set himself as an example of someone who believes that WinS program will lead to the achievement of their goals, a characteristic of a true leader.

With the leadership of Mr. Sayco, the school tapped different stakeholders (e.g. LGU, parents) in the conduct of activities under the WinS program. With their constant encouragement and show of commitment, the involvement of stakeholders in their Brigada Eskwela increased from 85% in 2017 to 110% in 2019. They were also able to collect a good amount through a fund-raising activity, Elementary Day.

And now, 100% of teachers and non-teaching personnel of the school, together with parents and other stakeholders, Bago City Elementary School work together in their SBM WinS Program.

More than the numbers, other schools visit Bago City Elementary School to see the big improvement of school's facilities and learn from them how to effectively implement WinS program to their respective schools.

Mr. Sayco shared that the greatest fulfillment is to see the children bring their hygiene kit with them and they enjoy toothbrushing, especially with peers. Children embrace the routines knowing that this is for their own health.

Bago City Elementary School is now a 3-star school!

THE SUCCESS OF ANY PROGRAM ALSO LIES ON THE VISION OF THE LEADER, AND IT IS IMPORTANT THAT THIS VISION IS TRANSLATED NOT THROUGH AUTHORITY BUT INFLUENCE.

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
CO	Central Office
CSO	Civil Society Organization
DEDP	Division Education Development Plan
DepEd	Department of Education
DM	DepEd Memorandum
DMEA	Division Monitoring, Evaluation and Adjustment
DO	Department Order
DOH	Department of Health
DPWH	Department of Works and Highways
E-OMS	Enhanced Online Monitoring System
EPS	Education Program Supervisor
FGD	Focus Group Discussion
FTAD	Field Technical Assistance Division
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
GHD	Global Handwashing Day
HELE	Home Economics & Livelihood Education
IEC	Information, Education, and Communication
INGO	International Non-Government Organization
INSET	In-Service Training
IPCR	Individual Performance Commitment Review
KRA	Key Results Area
LAC	Learning Action Cell
LC	Learning Centers
LGU	Local Government Unit
LSB	Local School Board
LR	Learning Resources
LRMDS	Learning Resource Management and Development System
M&E	Monitoring and Evaluation
MOOC	Massive Open Online Course
MOOE	Maintenance and Other Operating Expenses
NGO	Non-government Organization
OMS	Online Monitoring System
OPCR	Office Performance Commitment Review
OSDS	Office of the Schools Division Superintendent
PDO-DRR	Project Development Officer-Disaster Risk Reduction
PPA	Programs, Projects and Activities
PSDS	Public Schools District Supervisor
PTA	Parent–Teacher Association
REDP	Regional Education Development Plan
RD	Regional Director
RO	Regional Office
SBM	School-Based Management
SD	Schools Division
SDO	Schools Division Office
SDS	Schools Division Superintendent
SEAMEO	INNOTECH SEAMEO Regional Center for Educational Innovation and Technology
SEPS	Senior Education Program Specialist
SGOD	School Governance and Operations Division
SIP	School Improvement Plan
SMMES	School Management Monitoring and Evaluation Section
TA	Technical Assistance
TSA	Three Star Approach
TWG	Technical Working Group
WASH	Water, Sanitation and Hygiene
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

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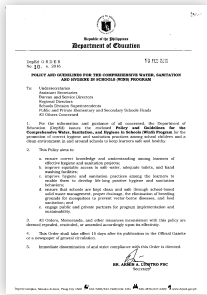
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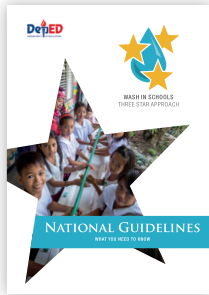
www.deped.gov.ph



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

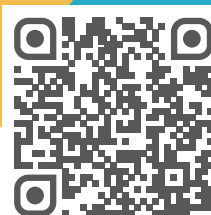
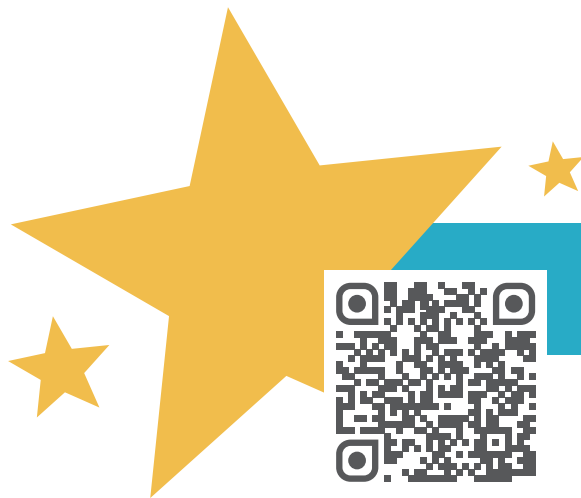
LEADING WINS IN SCHOOLS
WASH IN SCHOOLS MASSIVE OPEN ONLINE COURSE

ACCELERATING WINS IN DIVISIONS
WASH IN SCHOOLS MASSIVE OPEN ONLINE COURSE

Learn online! Two WASH in Schools MOOCs:
Factsheet: <https://bit.ly/3kZv4Ai>
MOOC – 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>

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