



The Implementation of Water, Sanitation and Hygiene (WASH) in Schools (WinS): An Evaluation

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Abstract: The study evaluated the implementation of the Water, Sanitation and Hygiene (WASH) in Schools (WinS) of Tarlac Province for SY 2017-2019. The study used mixed method research using descriptive method and qualitative approaches. The questionnaire, documentary analysis, focus group discussion, interview and observation were used in the data gathering. The study revealed that WinS implementation on its five (5) areas (water, sanitation, hygiene, deworming and health education) and online monitoring system were highly implemented while the performance of the steering structure and support system were very satisfactory. In addition, the study also revealed that the inclusion of the WinS to other programs namely: Oplan Kalusugan (OK) sa DepED, School-Based Feeding Program (SBFP), Essential Health Care Program (EHCP) and School – Based Management (SBM) System were highly implemented or 60-80 % implementation. Furthermore, the achievements of the 3-star rubrics in the implementation of WinS based on its steps was rated as almost fully attained or 60-80% attainment. There were problems encountered in the implementation of the WinS, thus proposed interventions measures were formulated.

Key Words: Wash in Schools ; Oplan Kalusugan sa DepED; Essential Health Care Program; School-Based Feeding Program, School-Based Management System.

INTRODUCTION

The advocacy on the promotion of correct hygiene and sanitation practices among school children and a clean environment has been the government's priority through the Department of Education to keep the learners safe and healthy, excel academically and develop to be productive citizens in the country.

The world's problematic environment has impacts on children particularly in health and academic performance that trapped in a cycle of diseases and poverty for a lifetime . Nearly 90% of the world's school -aged children live in low and middle income countries where living conditions often result in high prevalence of poverty-related diseases. Whether at school or home, overcrowded buildings, lack of clean water and sanitation facilities, poor awareness and poor personal hygiene practices are the root causes of many diseases; and so is the lack of healthy and balanced diet. Infectious diseases like

diarrhea, respiratory infections, skin diseases, worm infections and dental caries are very common, considered normal, socially accepted therefore neglected. (Monse, 2010).

In the Philippines, the DepEd Order No.65, s. 2009 states that the most common hygiene deficiency related infectious diseases in public schools are due to inadequate water and functional sanitary facilities, if unattended, these will lead to malnutrition, poor physical growth and other diseases like anemia, toothache among others.

In 2016, the Department of Education issued DepED Order No. 10, "Policy and Guidelines on the Comprehensive WASH in Schools Program 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.

The WinS has six goals namely: prevent hygiene related disease, promote health seeking behavior and life skills, improve attendance and participation, help them thrive and learn better,



promote gender equality, affecting children's right to health while its five (5) areas namely: water, sanitation, hygiene, deworming and health education with critical indicators in each areas and the schools will be rated according to the three (3)- star rubrics.

In the Department of Education-Tarlac Province, to facilitate the implementation of the WinS program, advocacy, capacity building to the technical staff, program administrators and implementers, parents and stakeholders were done. WinS monitoring and validation were also done to assess the implementation of the program.

Given the above cited situations, the researcher decided to conduct an evaluation on the implementation of the WinS program in the division. To provide a concrete data and determine the implementation of the program in terms of its areas, online monitoring system, star rubrics, steering structures and support system. In addition, the study also aims to determine the 3- star rubrics rating are being achieved. Furthermore, an intervention measures will be proposed to facilitate and improvement and successful implementation of WinS for the succeeding years.

STATEMENT OF THE PROBLEM

Statement of the Problem

This study evaluated the implementation of Water, Sanitation and Hygiene in Schools (WinS) Program in the Schools Division of Tarlac Province.

Specifically, the study seeks to answer the following questions:

1. How may the WinS Program be described and evaluated in terms of:
 - 1.1.areas
 - 1.2. online monitoring system (OMS)
 - 1.5 steps in the achievement of 3-star rubrics
- 2.)What is the level of implementation of the WinS Program in its inclusion to other programs
 - 2.1 Oplan Kalusugan sa DepED
 - 2.2 Essential Health Care Program (EHCP)
 - 2.3. School-Based Feeding Program
 - 2.4 School-Based Management System (SBM)

- 3.) What are the problems encountered in the implementation of the program?
- 4.) What intervention measures could be proposed to improve the program.

SIGNIFICANCE OF THE STUDY

This study aimed to evaluate the implementation of the WinS Program in the Schools Division of Tarlac Province so that better program implementation would be rendered in the schools of the division for the coming school years. Furthermore, this study would be very significant in providing updated data in laying out better plans, valuable suggestions, recommendations and intervention measures that could help improve the program implementation that is beneficial to the Department of Education – Tarlac Province, learners, health and nutrition personnel, public-private partnerships with Local Government Units, Government and Non-Government Organizations and for future researchers in conducting a most deeper study after years of the implementation of the program that will underscore areas that has not been studied in this research.

METHODOLOGY

This study used mixed method research design using descriptive method and qualitative approaches. The questionnaire was the major instrument of gathering the data needed. The study also used documentary analysis and personal interviews to the respondents to validate the accuracy and reliability of the data gathered. Focus group discussions (FGD) was also conducted to selected respondents and stakeholders in the division to probe into program features or processes that have considerable effect on whether the school attained the programs goal or not. There are 99 respondents of the study. Thirty -three are central school principals for 33 districts in the elementary level, 33 school principals in the secondary level and the 33 school



health personnel. The questionnaire was validated through its face and content by three (3) research experts and reliability tested using the Cronbach's Alpha based on the Standardized items was .965367221 with 82 items Excellent Internal Consistency.

DATA ANALYSIS

Data collected in this study were analyzed using the following statistical techniques: frequency and percentage.

1. The use of **percentage (%)**
2. The mean was also used in the study.

The following were the scale used for the evaluation of the WinS .

Table 1
 Scale for Implementation of WinS Areas and Steps in the achievement of 3-star rubrics rating

Point Scale	Index Limit	Descriptive Rating
5	4.50 – 5.00	Very High Implementation
4	3.50 – 4.49	High
3	2.50 – 3.49	Moderate
2	1.50 – 2.49	Fair
1	1.00 – 1.49	Poor

Table 2
 Scale for Performance of Steering Structure and Support System

Point Scale	Index Limit	Descriptive Rating
5	4.50 – 5.00	Outstanding
4	3.50 – 4.49	Very Satisfactory
3	2.50 – 3.49	Satisfactory
2	1.50 – 2.49	Fair
1	1.00 – 1.49	Poor

Table 3
 Scale for Level of Implementation of WinS Inclusion to other Programs

Point Scale	Index Limit	Descriptive Rating
5	4.50 – 5.00	Very High Implementation
4	3.50 – 4.49	High
3	2.50 – 3.49	Moderate
2	1.50 – 2.49	Fair
1	1.00 – 1.49	Poor

Table 4
 Scale for Problems Encountered by the Respondents

Percentage	Descriptive Rating
81-100%	Always a Problem
61-80%	Almost Always a Problem
41-60%	Occasionally a Problem
21-40%	Seldom a Problem
0-20%	Never a Problem

RESULTS AND DISCUSSION

1. The Description and Evaluation of the Water Sanitation and Hygiene (WASH) in Schools (WinS)

The program has been described and evaluated in terms of its area namely: water, sanitation, hygiene, deworming and health education with 17 scoring points uploading in the online monitoring system, steering structure, support system and its steps in the achievement of the three (3) -star rubrics rating.

1.1. Areas of WinS

The areas of WinS are composed of Water, Sanitation, Hygiene, Deworming and Health Education.

According to the respondents, the overall level of implementation of areas of WinS was highly implemented due to support of the program administrators, program implementers and school



health personnel in partnership with the partnership with the Parents Teachers Association (PTA, Government organization (GO's), non-Government organizations' (NGO's), Local Government Units and Provincial Government of Tarlac to ensure the promotion, improvement and sustenance of the program implementation particularly into the construction of the school health and nutrition facilities in the areas of water, sanitation, hygiene, deworming and health education to continuously meet the standard and requirements needed in each area to provide a school environment that is safe and free of vector-borne diseases leading to a school environment that is conducive to learning.

1.2 Online Monitoring System

Uploading in the Online Monitoring System is a step to determine the school's 3-star rubric rating in accordance to the 5 areas and its 17 scoring points.

The uploading to WinS online monitoring system (OMS) was rated by the respondents as high implementation. According to the respondents, high implementation of the WinS online monitoring system was a result of continuous assistance exerted by the school health personnel in the capacity building and reorientation on the WinS online monitoring system and the hands-on assistance extended by the WinS division focal person. *According to the WinS Accomplishment Report of DepED-Tarlac Province and the UNICEF WinS OMS, the accomplishment of OMS of the division was increased from 0 in 2017 to 86.85% in the elementary level and 68.12% in the secondary level while the 2019 accomplishment in the OMS is still ongoing.*

1.3 Performance of the Steering Structure

The steering Structure are from the division personnel that Provide technical assistance to districts and schools in coordination with partners; conduct training and capacity development for implementers, undertake program advocacy with LGUs; submit an annual report consolidating yearly reports, create a WinS TWG for better implementation of the program and conduct an

annual Performance Implementation Review of the WinS Program. The steering structure are being headed by the Chief of the Schools Governance and Operations and Curriculum Implementation Division (CID).

The Performance of the Steering Structures of WinS very satisfactory due to their untiring support in the advocacy, creation of WinS-TWG in the division and school levels, provision of technical assistance, monitoring and evaluation, submission of the report to the regional office and the conduct of Program Implementation Review.

1.4 Support System

The Support System in the implementation of WinS are Monitoring and Evaluation, Technical Assistance System integrated and SDO Learning Resource Development and Management System)

The support system was rated very satisfactory and it includes the Monitoring and Evaluation system, Technical Assistance System integrated in WinS and the SDO Learning Resource Development and Management System because of the successful implementation of the program in the schools of the division as evidenced by the representation of the division to the 7th International Learning Exchange participated by the delegates in the Asia-Pacific Region

1.5 Steps in the Achievement of 3-star rubric rating

Steps in the achievement of the 3-star rubric rating of Wins is vital to the successful implementation of the program. The steps are the following with its activities: Preparation (Gather School WinS Technical Working Group (TWG) and Orient or review of the indicators and 3-star steps), Self-Assessment (Check 5 crucial WinS indicators, complete the monitoring form and review results), Validation (SDO looks closely at 3-star schools, documents review and visits and observation) Recognition

According to the respondents, there was a high implementation in all the steps in the achievement of 3-star rubric rating because of the support of the steering structure of the division and the very



satisfactory support system, capacity building and technical assistance extended by the health and nutrition personnel, regular and consistent monitoring and validation done by the steering structures and health and nutrition personnel to closely monitor, check, evaluate and validate the schools in their performance of 3-star rubric rating and the performance motivation through the awarding and recognition to the schools.

2. Level of Implementation of the WinS Program in its inclusion to other programs

The WinS implementation is being included or closely implemented with other programs namely: Essential Health Care Program (EHCP), School-Based Feeding Program (SBFP) and School-Based Management (SBM) System. This means that fund for the implementation of the program is interplaying to other program implementation

2.1 Inclusion of WinS in EHCP

Essential Health Care Program, is a cost effective and evidenced based program with its components such as handwashing, toothbrushing and deworming.

The inclusion of WinS in EHCP was highly implemented. According to the respondents it was highly implemented in its five (5) areas such as water, sanitation and hygiene in the conduct of handwashing, toothbrushing activities, deworming and health education which aimed also in promoting the areas of WinS in the schools of the division through the successful partnerships with the Parents Teachers Association (PTA, Government organization (GO's), non-Government organization's (NGO's), Local Government Units and Provincial Government of Tarlac.,

2.2 Inclusion of WinS in SBFP

School-Based Feeding Program is the most budgeted and prime program of DepEd to decrease severely wasted and wasted learners in the education populace. It also aims to achieve the internalization of health seeking behavior to the beneficiaries.

According to the respondents, SBFP in its inclusion to WinS is highly implemented in its areas such as water, sanitation, hygiene, deworming and health education. The successful implementation of the SBFP depends on the provision of the facilities such as handwashing and toothbrushing facilities, conduct of toothbrushing and handwashing activities, funding of supplies, repair and maintenance, conduct of deworming and the health education that facilitate the achievement of the health seeking behavior of the beneficiaries.

2.3 Inclusion of WinS in SBM

School-Based Management System -Wins Conceptual framework focuses on the four ACCESS principles of SBM namely: leadership and governance, management of resources, curriculum instruction and accountability and continuous improvement.

According to the respondents, the WinS inclusion to SBM was highly implemented. They stressed that the four ACCESS principles SBM to Wins such as leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources played a vital role in the successful implementation of WinS in the areas of water, sanitation, hygiene, deworming and health education.

3. Problems Encountered

There were problems encountered in the implementation of the program namely: insufficient Maintenance and Other Operating Expenses for repair and maintenance of health and nutrition facilities, no available funds for securing health and nutrition certificates were occasionally a problem while no available funds for securing health and nutrition certificates, having a hard time to coordinate with other agency particularly in securing health and nutrition certificates, unsupportive parents for the conduct of deworming, Unsupportive parents for the construction of health and sanitation facilities, national standards too high/difficult to achieve, low value/Priority given to projects by the school administrator and Lack of ownership and



accountability of the schools for WASH in schools were considered as seldom a problem.

CONCLUSIONS

The conclusions derived from the findings of the study.

1. The study revealed that the WinS implementation in its areas and steps in the achievement of three (3) -star rubrics rating were highly implemented while the performance of the steering structure and support system were very satisfactory
2. The level of implementation of the WinS in its inclusion to other programs such as Oplan Kalusugan sa DepED, Essential Health Care Program, School-Based Feeding Program and School-Based Management System were highly implemented or 60-80% implementation.
3. There were problems encountered in the implementation of the program.
4. Intervention measures were formulated to address the implementation and sustain the program implementation for the succeeding years.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were offered:

1. The implementation of WinS in DepED -Tarlac Province must be sustained to achieved its very high implementation spearheaded by the Schools Division Superintendent/
2. The Schools Governance Operations Division - School Health Unit through continuous capacity building, providing technical assistance, specific target action planning, program implementation review , monitoring and evaluation to the successful implementation of the program in its achievement to the national standards

collaborating, networking and partnership with the Provincial Government of Tarlac, Local Government Units (LGU's) Government Organization (GO's) and Non-Government Organization (NGO's).

3. Prioritization of the MOOE for the WinS implementation particularly in the health and nutrition facilities and tap stakeholders to help in the construction of the health and nutrition facilities needed in WinS.
4. Allocation of school canteen proceeds for securing the health and nutrition certificates. and request for the conduct of meeting with the Municipal Mayor properly coordinated to the Municipal Councilor in-charge for education to facilitate the smooth application of the above mentioned certificates.
5. Conduct advocacy and consultation on deworming solicit support from the Parents Teachers Association for the construction of health and nutrition facilities.
6. Studies of similar undertaking are encouraged by the researcher giving emphasis on the behavior changes of the learners focusing on the effective carry over of these learned health practices in the school to the home and community of the indigenous peoples.

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