

## **Implementation of the Comprehensive Water, Sanitation and Hygiene in School (Wins) Program**

**Melchora Dollesin**

Sorsogon State College, School of Graduate Studies  
Sorsogon City, Philipenes  
melchora.dollesin@deped.gov.ph

### **Abstract**

A well-implemented Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program are essential in the successful pursuit toward the achievement of quality education among schools. However, the result of the online monitoring system of the Department of Education along this program in 2016 revealed that elementary schools in Bacon District were all rated zero star which showed a very poor implementation. To address this problem, various interventions were conducted among schools in the district in partnership with the Local Government Unit of Sorsogon City for the last three years. To assess the extent of its implementation for school year 2017-2019, this study was conducted to a total of 99 respondents composed of 33 School Heads, 33 WinS Coordinators and 33 key teachers taken from the 33 schools in the district. The descriptive survey method was used in this particular study using the questionnaire-checklist as the main instrument in gathering the data. The gathered data were tabulated, analysed and interpreted using frequency count, weighted mean and ranking. The result showed major activities undertaken by the schools to implement the WinS Program on its five different components: water access, sanitation, hygiene, health education and deworming. The extent of implementation of the Comprehensive Water, Sanitation and Hygiene in School (WinS) Program as perceived by the School Heads, WinS Coordinators and teachers along water access, hygiene and health education were *implemented* while along sanitation and deworming were *highly implemented*. While it was true that significant improvement was noted in the implementation of the program for school year 2017-2019, there were still problems met by the schools in the district. A strong collaboration among different stakeholders of the schools specifically in the provision of WinS facilities and supplies in addition to the promotion of hygiene and sanitation practices could help improve and sustain the WinS Program.

**Keywords:** water access, sanitation, hygiene, health education and deworming

## 1. Introduction

The implementation of the Comprehensive Water Sanitation and Hygiene in Schools (WinS) Program as spelled out in DepEd Order No. 10 s. 2016 is paramount in the successful pursuit toward the achievement of quality education among schools specifically among public schools in the country. The United Nations Millennium Goal 2.A is to “ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schools”. Inadequate water and sanitation in the school environment have been reported as a major hindrance toward the achievement of this goal. The absence of these resources had been conceived to have potential detrimental effects on health and school attendance (Mathekgana, et al., 2001).

Local and foreign studies revealed that many schools in low-income countries have inadequate access to water facilities, sanitation and hygiene promotion (McMichael, 2019). The high incidence of diarrheal diseases and other communicable diseases among children due to poor personal hygiene and sanitation remains a concern on the public health agenda in most countries (Steiner-Asiedu et al., 2011). The Department of Education online monitoring system on the implementation of WASH in Schools in 2016 revealed that elementary schools in Bacon District were all rated zero star where three stars is the highest. This implied a poor implementation of the program.

Moreover, the province of Sorsogon was also noted in a recent survey to occupy the second in rank among the provinces in the whole country with the most worm-infected children with ages five and below (DOH, 2017). This quite alarming issue had propelled the Division of Sorsogon City being part of the province to be more serious in its campaign to lessen if not totally eradicate this problem among its constituents. To help address this challenge, the Division of Sorsogon City through the leadership of the Schools Division Superintendent has been exerting its effort in partnership with the local government unit and other concerned stakeholders to provide all elementary and secondary schools assistance for the implementation of the WinS Program in compliance with the policy and guidelines reflected in D.O. No. 10, s. 2016.

Bearing in mind the belief that provision of adequate and safe water supply, proper hygiene and sanitation in addition to the formation of hygienic habit via education will help address the stated problems above and with the assistance provided by the local government unit and other stakeholders, the researcher conceived the idea that there is a need to study the extent of implementation of the Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program in Bacon District for school year 2017-2019.

## 2. Objectives of the Study

The study assessed the extent of implementation of the Comprehensive Water, Sanitation, and Hygiene in Schools (WinS) Program in Bacon East District, school year 2017-2019.

Specifically, it aims to: (1) determine the activities undertaken by the school to implement the Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program along water access, sanitation, hygiene, health education and deworming; (2) determine the extent of

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implementation of the Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program as perceived by School Heads, WinS Coordinators and teachers along the identified variables; and (3) find out whether there is a significant difference among the perceptions of the respondents in the implementation of the WinS Program.

### 3. Research Methodology

**Research Design:** This study assessed the extent of implementation of the Comprehensive Water, Sanitation and Hygiene in School (WinS) Program in Bacon District, school year 2017-2019. The study utilized the descriptive-survey method of research. The respondents of this study were 33 school heads, 33 WinS coordinators and 33 teachers in Bacon District. The main instrument used in gathering the data was the questionnaire checklist which were gathered and retrieved personally by the researcher. The data that were gathered were subjected for analysis and interpretation using frequency, rank, weighted rank and ANOVA.

**Respondents:** Respondents were the primary sources of data in the study. These were composed of 33 school heads, 33 WinS Coordinators and 33 teachers. Total enumeration was used to identify the schools in Bacon District which is composed of 33 schools, 19 in Bacon West and 14 in Bacon East. The researcher used purposive sampling for the school heads and WinS coordinators while simple random sampling was used to identify the teacher-respondents.

**Instruments:** The instrument used by the researcher in data gathering was a survey questionnaire. The respondents were given a range of categories in which to express their feelings or opinions. The questionnaire was composed of three parts. The first part involved the activities implemented by the school to implement the Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program along water access, sanitation, hygiene, education and deworming. The second part was on the extent of implementation of the Comprehensive Water, Sanitation, and Hygiene in Schools (WinS) Program as perceived by school administrators, WinS Coordinators and teachers in terms of water access, sanitation, hygiene, health education and deworming.

The questionnaire prepared by the researcher was submitted to the thesis adviser and to the panel of evaluators for comments, suggestions and possible corrections. To ensure its reliability and validity, a dry-run testing was conducted on August, 2019 among three schools in Sorsogon City Division. These schools were Panlayaan and Peñafrañcia Elementary Schools, Sorsogon West District and Ambrocio J. Labrador, Sorsogon East District with three school heads, three WinS coordinators and three teachers. The respondents in the dry-run were not included in the final survey of the study.

**Process:** The collected data were analyzed, interpreted and treated by the use of appropriate statistical tools and measures. To determine the activities implemented along WinS Program, frequency and rank were used. To determine the extent of implementation of the Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program as perceived by the school heads, WinS coordinators and teachers in terms of the identified variables, the weighted mean was computed. The results were interpreted using the following range and description:

3.5 – 4            - highly implemented

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- 2.5 – 3.49 - implemented
  - 1.5 – 2.49 - moderately implemented
  - 1.49 and below - less implemented

Meanwhile, ANOVA was utilized to determine the significant difference among the perceptions of the respondents in the implementation of the WinS Program.

#### 4. Result and Discussion

The following presented the activities undertaken by the schools to implement the Comprehensive Water, Sanitation and Hygiene in Schools (WinS) program along water access, sanitation, hygiene, health education, and deworming. To analyze the data, frequency and rank were used.

**Water Access.** Among the different activities being undertaken by the schools along water access, the accessibility of water for handwashing, tooth brushing and cleaning purposes got the highest rank of 1 and frequencies ranging from 29-31. This was followed by the provision of regular supply of safe drinking water with a common frequency of 29 for all the respondents.

This reflected that more or less 90% of the schools recognized the importance of having a regular water supply and were committed in achieving the target speculated in DepEd Order No. 10 s. 2016 which states that all schools should have an organized system to make adequate and safe drinking water as well as clean water for handwashing, toilet use, menstrual hygiene management and cleaning purposes available to all students during school hours.

The conduct of regular monitoring of water quality with frequencies of 19, 25 and 22 was rank 3. Water quality testing makes sure that water is safe and meets local and international standards. It is important because it identifies contaminants and prevents water borne diseases (Brathwaite, 2017). Ensuring safe and accessible drinking water in schools is a national health priority and a responsibility of school administrators, teachers and parents.

Considering that there were still a number of schools that failed to undertake water quality testing, this finding impact the need of the Schools Division Office and District Offices to partner with local policy makers in ensuring that all schools and public water system are able to comply with all primary drinking regulations.

Installation of rainwater catchment with frequencies of 11, 13 and 10 was rank 4. This indicated that among the activities conducted along water access, installation of rainwater catchment was given the least priority and/ or only a few schools have installed rainwater catchment. Pursuant to Section 902-904 of the National Building Code, rainwater catchment shall be installed in schools to ensure water supply for proper hygiene and sanitation during emergencies.

It is also one of the basic requirements and standards that must be put in place and followed in schools specifically in areas that have no access to regular water supply. Moreover,

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rain water harvesting in a proper way can be a permanent solution to the problem of water crisis in different parts of the world ([www.eartheclipse.com](http://www.eartheclipse.com)).

**Sanitation.**Based on the result, elimination of breeding grounds for mosquitoes was rank 1 with common frequency of 33 for all the three respondents. This was followed by segregation of disposal of waste materials as rank 2 with frequencies of 33, 32 and 32 respectively.

These findings implied that with the outbreak of dengue cases, schools in Bacon District were mobilizing appropriate and regular activities to eliminate breeding grounds for mosquitoes. Thus, proper waste management was one big step toward keeping the school surrounding clean and free of mosquitoes.

Other indicators had varying ranks from the three respondents however looking closely to their frequencies ranging from 28-32, it could be concluded that these indicators were almost of equal importance from among the three respondents. It is assumed that schools in Bacon District believed that prioritizing these activities will help protect human health, extend life span and is documented to provide benefits to the economy (WHO, 2017).

Therefore, posting of information on proper hand washing, maintenance of cleanliness in toilets and hand washing facilities, access to functional toilets, adherence to waste water disposal, prohibition of burning of waste in school premises and compliance to the standards along food preparation and handling in schools were all given attention among schools in the district. All these activities constitute toward the attainment of sanitation which is defined as the provision of facilities and services for people to be hygienic.

Provision of soap and/ or hand washing liquid with frequencies of 25 for school heads and WinS coordinators and 27 for teachers was rank 9. This meant that there were schools who were incapable of providing these supplies to the pupils and school personnel. This finding was supported by Didier (2001) who explains that schools are unable to provide hand washing materials such as soap because they do not have money to pay for them.

**Hygiene.** The result showed that construction of group hand washing and tooth brushing facilities was rank 1 with frequencies of 33 for school heads and WinS coordinators and 31 for teachers. On the other hand, ensuring security of toilets was rank 2 while provision of information on proper disposal of sanitary pads and cleaning of reusable pads to girl students was rank 3.

The result showed that the activities along construction of facilities were the top priorities among schools in Bacon District. Prioritizing the construction of these facilities was an indication that schools were aware and committed to improve sanitation which is very essential as revealed by WHO (2007) that schools with inadequate hand washing facilities can become high risks for children and staff. While proper design of toilets and use of toilets specifically on proper disposal of sanitary pads and cleaning of reusable must also be given attention.

Conduct of supervised daily group hand washing, provision of tooth paste, tooth brushes, soap and sanitary pad and ensuring menstrual hygiene management by providing guidance and support of female students had varying ranks but with closer frequencies ranging from 24-28 as rank by the three respondents. This meant that these activities were relevant in the formation of positive habits toward becoming hygienic which indicated that practices along hygiene could

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never be achieved in the absence of hygiene supplies, facilities and support specifically from adults like teachers.

These findings were supported by Patel, et al (2012) in their study along the impact of hygiene curriculum and installation of simple hand washing in Rural Kenyan Primary Schools. They revealed that students who were given hygiene interventions exhibited sustained improvement in hygiene knowledge and a decreased risk of respiratory infections than those who were not subjected to the intervention.

Provision of space to rest and recover from menstrual pain with frequencies ranging from 21-24 respectively was rank 7. This meant that with the continuous increase of enrolment in some schools in the district, there were schools which were incapable of providing a room or even a space to rest and recover from menstrual pain due to classroom shortage.

**Health Education.** Result showed that integration of WinS concepts in the lesson was rank 1 with the highest frequencies of 32, 33 and 33 for all the three groups of respondents. This implied that the three respondents believed that the school was a good venue to deliver key concepts and practices along water, sanitation and hygiene.

The promotion of personal hygiene and environmental sanitation within schools can help children adopt good habits during formative years of their childhood. Children are more receptive to new ideas because they are at an age when they can be influenced to cultivate the habits of good personal hygiene (Mooijiman et al., 2009).

Conduct of advocacy campaign was rank 2 with frequencies of 31 from school heads and WinS coordinators and 30 for teachers. This meant that this activity could be very helpful in the dissemination of information specifically along hygiene and sanitation.

This finding was supported by Curtis and Cairncross (2003) when they affirmed that the key to increasing the practice of hand washing with soap is to promote behavioral change through motivation, information and education. There are variety of ways to do this including high-profile media campaign, peer-to-peer education technique, hygiene lessons for children in school and the encouragement of children to demonstrate good hygiene to their families and communities.

Ensuring access to learning materials along WinS program with frequencies of 28, 27 and 23 was rank 3. This revealed that a big number of schools provide learning materials to pupils as their way of imparting WinS concepts. Conduct of hygiene trainings for teachers and pupils got the lowest rank with frequencies 19, 18 and 17. This meant that more or less only half of the schools in Bacon District are engaged in the conduct of hygiene trainings for teachers and pupils.

The finding was similar with the study conducted by Ganguly, (2009) on the effectivity of trainings for teachers in WASH in Schools. The result showed that resources required to provide teaching and learning, particularly in relation to hygiene education were frequently absent in schools. Training was an important element in social mobilization. It was recommended that to ensure the efficiency and effectiveness of the program, training utilizing participatory approach must be observed. The participatory approach to training is based on the concept that professionals learn more effectively when they are presented with activities which take into account their knowledge and experience and which meet their needs.



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**Deworming.** With the very close frequencies of 32, 32 and 33, the data manifested that all the activities along deworming were equally undertaken by the schools in Bacon District except the involvement of health personnel in the conduct of deworming which got frequencies of 28 and 29 and the last in rank. This meant that there were few schools which did not involve the health workers in the conduct of deworming.

This finding was supported by the result of the semi-annual deworming in Bacon District which was 94.36% in SY 2017-2018 and 88.69% in SY 2018-2019. The result for two school years exceeded the 75% accomplishment target of the Department of Education. The decrease however in SY 2018-2019 was associated with the dengvaxia controversy/issue as stated in the reason for not taking deworming tablet on parents' permit of pupils who failed to take.

The finding was an indication that much efforts were being done by school personnel in Bacon District in their advocacy to lessen the number of worm-infested children in the division and/or in the whole province of Sorsogon so as to withdraw the banner as rank 2 in the number of worm-infested children particularly ages 0-5 in the country.

The following presented the extent of implementation of the Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program as Perceived by School Heads, WinS Coordinators and teachers along the identified variables. The weighted mean was computed to determine the extent of implementation.

**Water Access.** The result showed that the extent of implementation in terms of water access got an overall weighted mean of 2.80 for school heads, 2.73 for WinS Coordinators and 2.68 for teachers respectively, all described as *implemented*.

Based on the result, it can be noted that three out of the four indicators presented were agreed by the respondents as *implemented* except for the installation of rainwater catchment and/or water source which got the lowest weighted mean of 1.70 for the two groups of respondents, School Heads and WinS Coordinators and 1.55 for teachers described as *moderately implemented*.

The indicator stating accessibility of water for handwashing, tooth brushing and cleaning purposes got the highest weighted mean for the three groups of respondents ranging from 3.33 to 3.52. This was followed by the statement provision of regular supply of safe water and then regular monitoring of water quality.

A close analysis of the result revealed that all the three respondents agreed that accessibility of water for handwashing, tooth brushing and cleaning purposes gained the highest weighted mean of 3.52 for School Heads, 3.42 for WinS Coordinators and 3.33 for teachers with an adjectival description of *implemented*. This meant that School Heads, WinS Coordinators and teachers gave more preference on providing access to water for handwashing, tooth brushing and cleaning purposes over provision of regular supply of safe drinking water.

This finding was strengthened in an interview conducted among selected respondents composed of School Heads, WinS Coordinators and teachers that access to water for handwashing, tooth brushing and cleaning purposes was more important than provision of safe and clean water for drinking, regular monitoring of water quality and installation of rainwater catchment because of the huge volume of water consumption for these purposes. Providing

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appropriate mechanism for provision of safe and clean water for drinking such as letting the pupils bring their own drinking water and providing safe water in refillable containers were much easier and less expensive.

The result implied however that there is a need for school to exert more effort to be able to comply with the policy and guidelines of DepEd Order No. 10 s. 2016 or the Comprehensive Water, Sanitation and Hygiene in School (WinS) Program. Thus, providing access to safe and clean water is a must for every school.

**Sanitation.** The extent of implementation of WinS Program in terms of sanitation with an overall weighted mean of 3.60 for School Heads, 3.53 for WinS Coordinators was *highly implemented* while for teachers with an overall weighted mean of 3.47 was *implemented*. As reflected, access to functional toilets, segregation and disposal of waste materials and elimination of breeding grounds for mosquitoes were among the indicators with the highest weighted mean ranging from 3.55-3.82 with an adjectival description of *highly implemented* for all the three groups of respondents.

Other indicators with an overall weighted mean of 3.52-3.64 described as *highly implemented* for at least two groups of respondents were maintenance of cleanliness in toilets and handwashing facilities for School Heads and WinS Coordinators and compliance to the standards along food preparation and handling in school for WinS Coordinators and teachers.

Provision of soap and/or handwashing liquid with a weighted mean of 3.64 and adherence to waste water disposal with a weighted mean of 3.55 both for School Heads and prohibition of burning of waste in school premises with a weighted mean of 3.55 for WinS Coordinators had adjectival description of *highly implemented* for at least one group of respondents.

A closer analysis of the result revealed elimination of breeding grounds for mosquitoes and access to functional toilets and segregation and disposal of waste materials were the top three indicators and got the highest weighted mean ranging from 3.64-3.82 described as *highly implemented* while adherence to waste water disposal, provision of soap and or handwashing liquid and posting of information on proper handwashing and use of toilet facilities had the lowest weighted mean ranging from 3.15-3.52 and with adjectival description of *implemented* for two groups of respondents.

Findings implied that with the outbreak of dengue cases, schools in Bacon Districts were mobilizing appropriate and regular activities to eliminate breeding grounds for mosquitoes, provide access to functional toilets and practice proper segregation and disposal of waste materials. This meant that maintenance of a safe and clean school environment pursuant to Division Memorandum No. 192 s. 2016 or the Policy and Guidelines on the Implementation of Project Ligtas-Eskwela which was anchored to the Child-Friendly School Principle was a priority of every school in the district. Result also implied that the respondents should give attention to some indicators that were described as *implemented* for two respondents such as adherence to waste water discipline, provision of soap and/ or handwashing liquid and posting of information on proper handwashing and use of toilet facilities.



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**Hygiene.** The extent of implementation of WinS Program along hygiene with an overall weighted mean of 3.18 for School Heads, 3.00 for WinS Coordinators and 3.31 for teachers was *implemented*.

The highest weighted mean of 3.61 for school heads, 3.50 for teachers both described as *highly implemented* and 3.45 for WinS Coordinators described as *implemented* was given to the activity along construction of handwashing and tooth brushing facilities. This was basically true because of the monetary assistance amounting to twenty thousand granted to all schools in Sorsogon City by the Local Government Unit taken from the Special Education Fund intended solely for the provision of WinS facilities.

Conduct of supervised group daily handwashing with soap and daily tooth brushing with fluoride toothpaste, provision of toothpaste, toothbrushes, soap and sanitary pads, provision of information on proper disposal of sanitary pads and cleaning of reusable pads to girl students and ensuring menstrual hygiene management by providing guidance and support of female teachers with weighted means ranging from 2.82-3.45 as rated by the three groups of respondents had an adjectival description of *implemented*. This finding was parallel with the result of the study of Alexander, et al. (2014) which stressed that improving the roles and responsibilities of teachers may improve services and promote sustainability of WASH implementation.

Provision of space to rest and recover from menstrual pain got the lowest weighted mean of 2.48 for School Heads, and 2.21 for WinS Coordinators both described as *moderately implemented*. It could be noted however that for teacher respondents, this particular activity got a weighted mean of 3.55 with a description of *highly implemented*.

Parallel to this finding was the result of the study conducted by Appiah-Brempong, et al. (2018) on school hygiene facilities in Ghana. The study showed a facility deficiency in many schools. Of the 37 schools, 33% had students washing their hands, 24% had students using a single cotton towel to dry hands after handwashing and only 16% of schools had a functional water facility.

**Health Education.** The extent of implementation of WinS Program along health education with an overall weighted mean of 3.22 for School Heads, 3.23 for WinS Coordinators and 3.03 for teachers was *implemented*. It can also be noted that among the activities implemented, the integration of WinS key concepts in the lesson got the highest weighted mean of 3.67 for School Heads, 3.70 for WinS Coordinators both described as *highly implemented* and 3.36 for teachers described as *implemented*.

Conduct of advocacy campaign during PTA assembly with a weighted mean of 3.61 for WinS Coordinators was described as *highly implemented*, 3.48 for School Heads and 3.20 for teachers both described as *implemented* was second in rank. On the other hand, provision of education materials with a weighted mean ranging from 3.06 to 3.27 were rated *implemented* while conduct of WinS training to teachers and pupils got the lowest weighted mean of 2.59 for School Heads described as *implemented*, 2.33 for WinS Coordinators and 2.39 for teachers both described as *moderately implemented*.

This finding was similar with the study conducted by Ganguly (2009) on the effectivity of trainings for teachers in WASH in Schools. The result showed that resources required to

provide teaching and learning, particularly in relation to hygiene education are frequently absent in schools. Training is an important element in social mobilization.

**Deworming.** The extent of implementation of the WinS Program with an overall weighted mean ranging from 3.88 to 3.93 was *highly implemented*. Conduct of deworming semi-annually, securing parental consent and feeding of school children before deworming were the top three activities among schools with weighted means ranging from 3.91 to 3.97 and described as *highly implemented*. Involvement of health personnel with a weighted mean of 3.82 to 3.94 was also *highly implemented* while ensuring proper referral and handling on adverse events got the lowest weighted mean ranging from 3.73 to 3.82 but still described as *highly implemented*.

The result bore significant relationship in the performance of Bacon District for the past two years which had far exceeded the 75% national target. This also manifested the commitment of school personnel together with the Department of Health to address health challenges among school children like soil transmitted helminthiasis with a goal to improve their health and nutrition.

The significant difference among the perceptions of the respondents in the implementation of the WinS Program was determined utilizing ANOVA. The result showed that the F-computed value along water access was 0.268, along sanitation was 2.62, along hygiene was 2.065, along health education was 0.958 and along deworming was 0.624 respectively. This result showed that the F-computed value of each component was within the critical value of 3.091 when the degrees of freedom are 2 and 96 at 0.05 level of significance. Hence, the null hypothesis could not be rejected. Therefore, there was no significant difference among the perceptions of the respondents on the extent of implementation of the WinS Program along water access, sanitation, hygiene, health education and deworming. This meant that the three groups of respondents had the same or similar perceptions on the implementation of the program along water access, sanitation, hygiene, health education and deworming.

## 5. Conclusion and Recommendation

There were major and specific activities being undertaken by the schools to implement the Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program in Bacon District along water access, sanitation, hygiene, health education and deworming. Extent of implementation of the Comprehensive Water, Sanitation and Hygiene in School (WinS) Program as perceived by the School Heads, WinS Coordinators and teachers along water access, hygiene and health education were *implemented* while along sanitation and deworming were *highly implemented*. There was no significant difference among the perceptions of School Heads, WinS Coordinators and teachers on the implementation of the WinS program.

From the findings and conclusions given, the recommendations were:

1. School managers should ensure that construction of water facilities, sanitation facilities and provision of WinS supplies be included in the preparation of school budget, school work and financial plan and annual procurement plan.
2. Partnership among capable and concerned, internal and external stakeholders for the provisions of adequate WinS facilities and supplies be strengthened.
3. Provision of hygiene kit for every learner be mobilized.

4. Incorporation of the conduct of daily group handwashing and tooth brushing activities in the school class/master program be adopted by all schools.

5. Monitoring of school personnel along the conduct of WinS activities such as daily group handwashing and tooth brushing be done to ensure utilization of school WinS facilities in addition to developing proper healthy habits among school children.

6. More trainings and seminar utilizing participative approach for the School Heads, WinS Coordinators teachers and parents especially on sanitation, hygiene and health education be conducted in partnership with the Department of Health.

7. Organization of WinS Club among pupils, capacitating and empowering them through the guidance of school heads and WinS coordinators to lead in the conduct of WinS activities be done in every school.

8. A functional school policy created, agreed, properly disseminated and approved by all concerned specially the school personnel, parents and/or guardians and school children along the WinS program implementation be put in place.

9. Further researches on the Comprehensive Water, Sanitation and Hygiene in School (WinS) Program be conducted to validate the findings of the study.

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