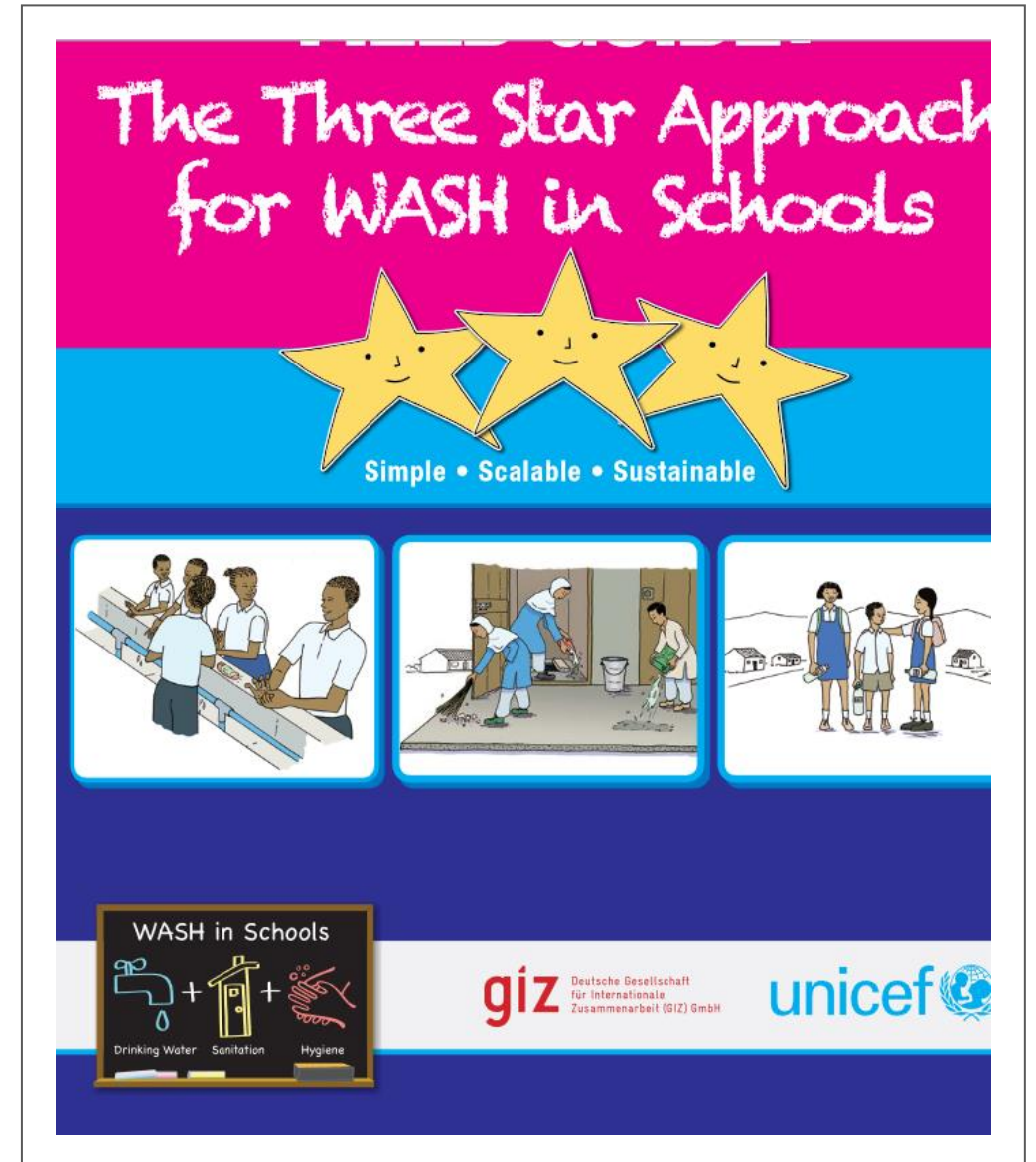


Presentation of the Global Three Star Approach Impact Study

Belinda Abraham

m4E Consultant team commissioned
under GIZ Regional Fit for School
Programme SEA

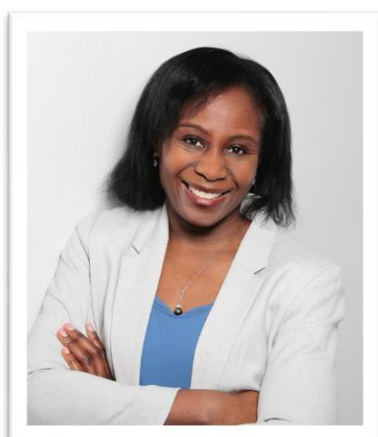
March 2, 2023



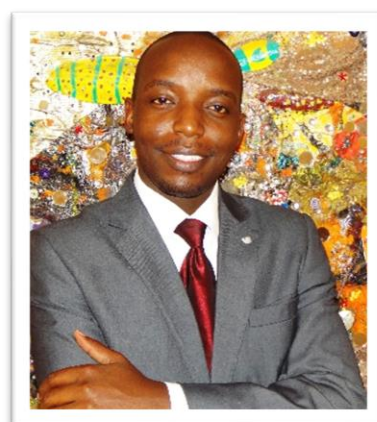
The Study Team



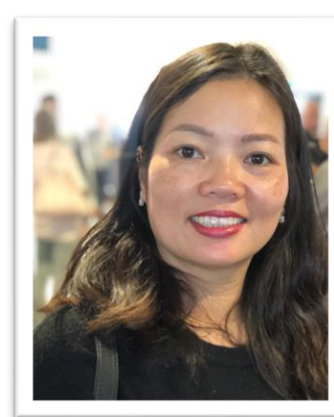
Ayphalla Te,
The Philippines,
Cambodia, and Fiji/
Main Report



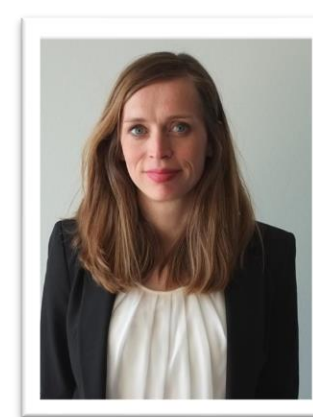
**Belinda
Abraham,**
Chad/ Main
Report



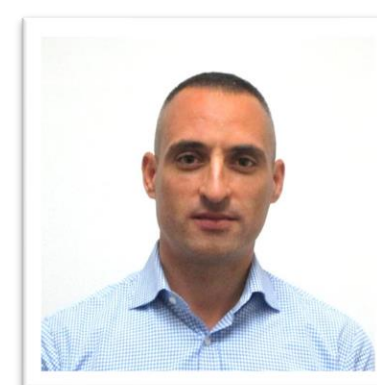
**Dickson Omosa
Kirotnwa,** Kenya,
Uganda, Ghana



Huong Le,
India and Nepal



Kristina Soennichsen
Tajikistan /Main Report



José Gesti
UNICEF Climate
Advisor Consultant
Honduras and
Jordan/Main Report



Contents of Today's Presentation

Study Design

Findings

Lessons Learned

Success Factors

Recommendations

The Three Star Approach Explained



**SDG
TARGETS:
Basic service
level ..**

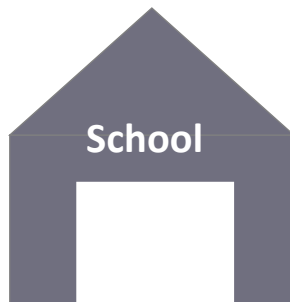
Drinking water from
an improved source

Gender-segregated,
usable toilets

Handwashing facilities
with water and soap



How to get there
?



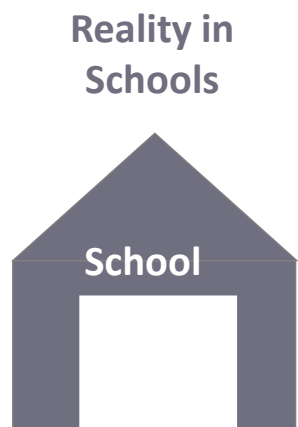
**REALITY IN
SCHOOLS:**

No or limited access to
water and toilets

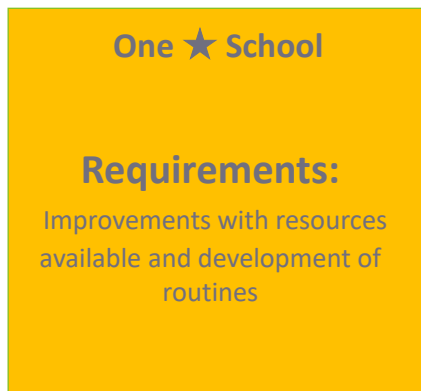
Lack of hygiene
behavior

No or limited WinS
funds

The Three Star Approach for WASH in Schools



Reality in
Schools



One ★ School

Requirements:

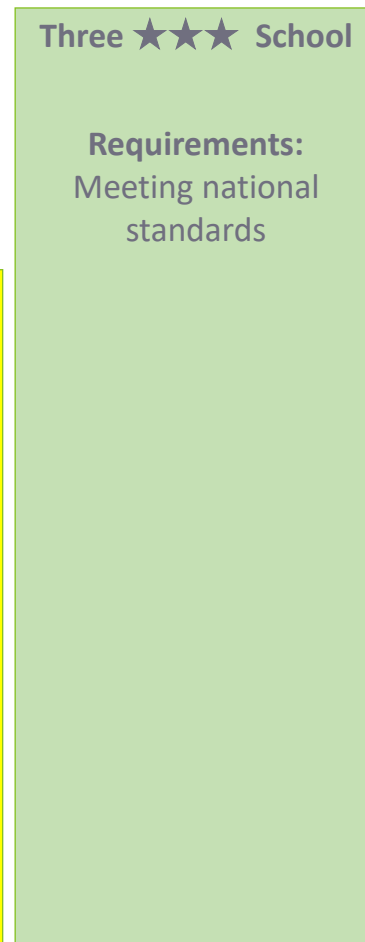
Improvements with resources
available and development of
routines



Two ★★ School

Requirements:

Incremental
improvements
including improved
infrastructure



Three ★★★ School

Requirements:
Meeting national
standards



National Standards
include WinS basic service
level

Source: ILE 2019

Study Design

Aims of the Impact Study



Examines the **Three Star Approach (TSA)**, as one of the tools being used to advance WinS to meet the SDG targets.

- **Which countries worldwide** have adapted and implemented the TSA, (or a similar recognition-based accreditation system),
- The **degree to which the TSA been institutionalised** in the respective contexts,
- What kind of **monitoring systems being used**, and
- What **impact the TSA** has had on implementing WinS programmes and COVID-19 response measures.

Methodology

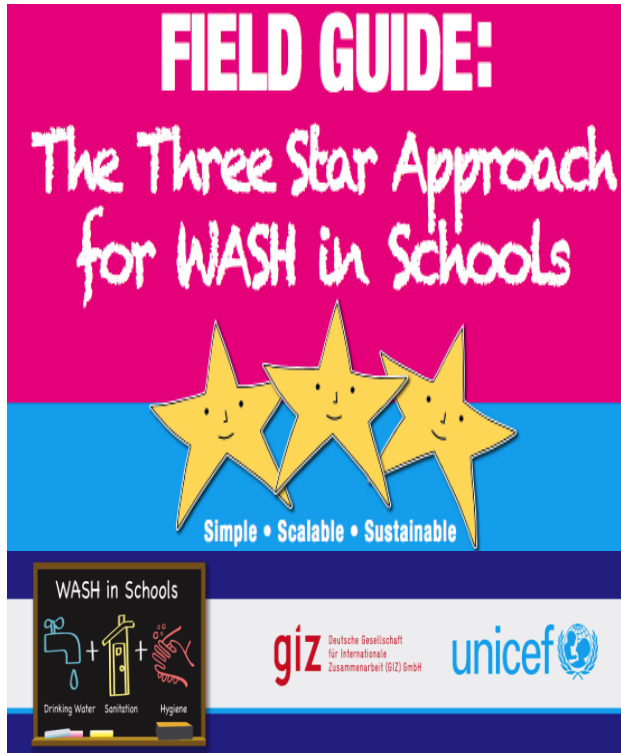
Phase 1: Identify
TSA countries

Phase 2: Assess
the degree of TSA
institutionalization
in countries using
EE matrix

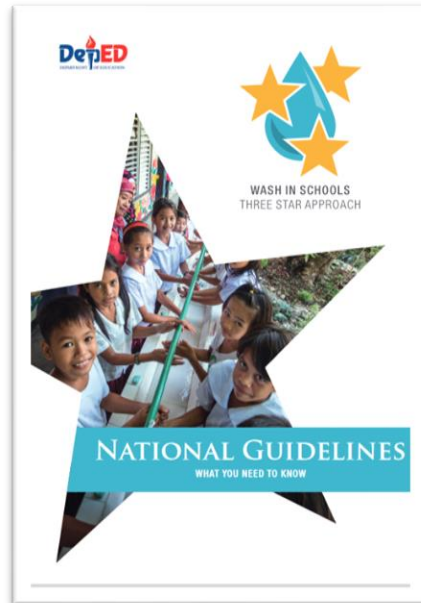
Phase 3: Select 12
countries for in-
depth analysis in
the form of case
studies

Phase 4:
Consolidate and
analyse outcomes
from previous
three phases

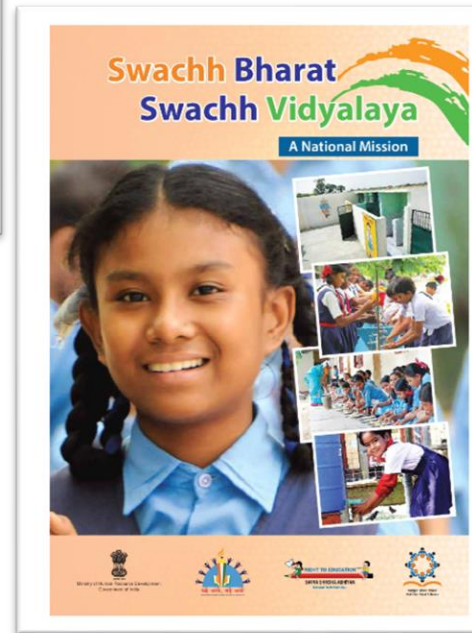
TSA can take many forms



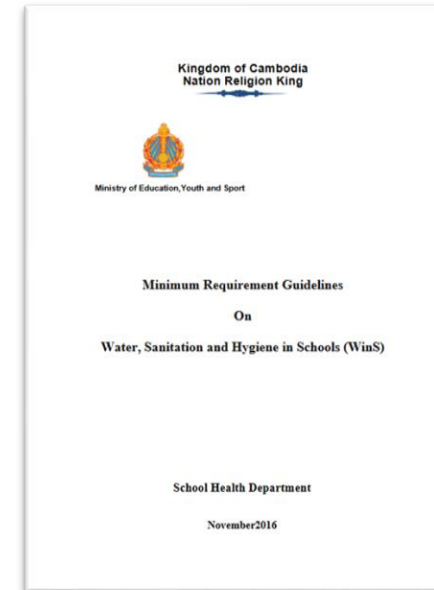
2013



The
Philippines



India



Cambodia



Fiji

Defining the Three Star Approach



Source of picture: Field Guide- The Three Star Approach for WASH in Schools 2013

Presence of a benchmarking system
(based on national monitoring system, clear indicators) to **set direction of a WinS improvement programme**

Presence of an incremental WinS strategy may be aligned to the JMP service ladders.

Presence of an accreditation, or recognition mechanism.

Broad Areas of Investigation under each Enabling Environment (EE) Matrix areas



Policy and Plans

Implementation Arrangements

Budget and Expenditures

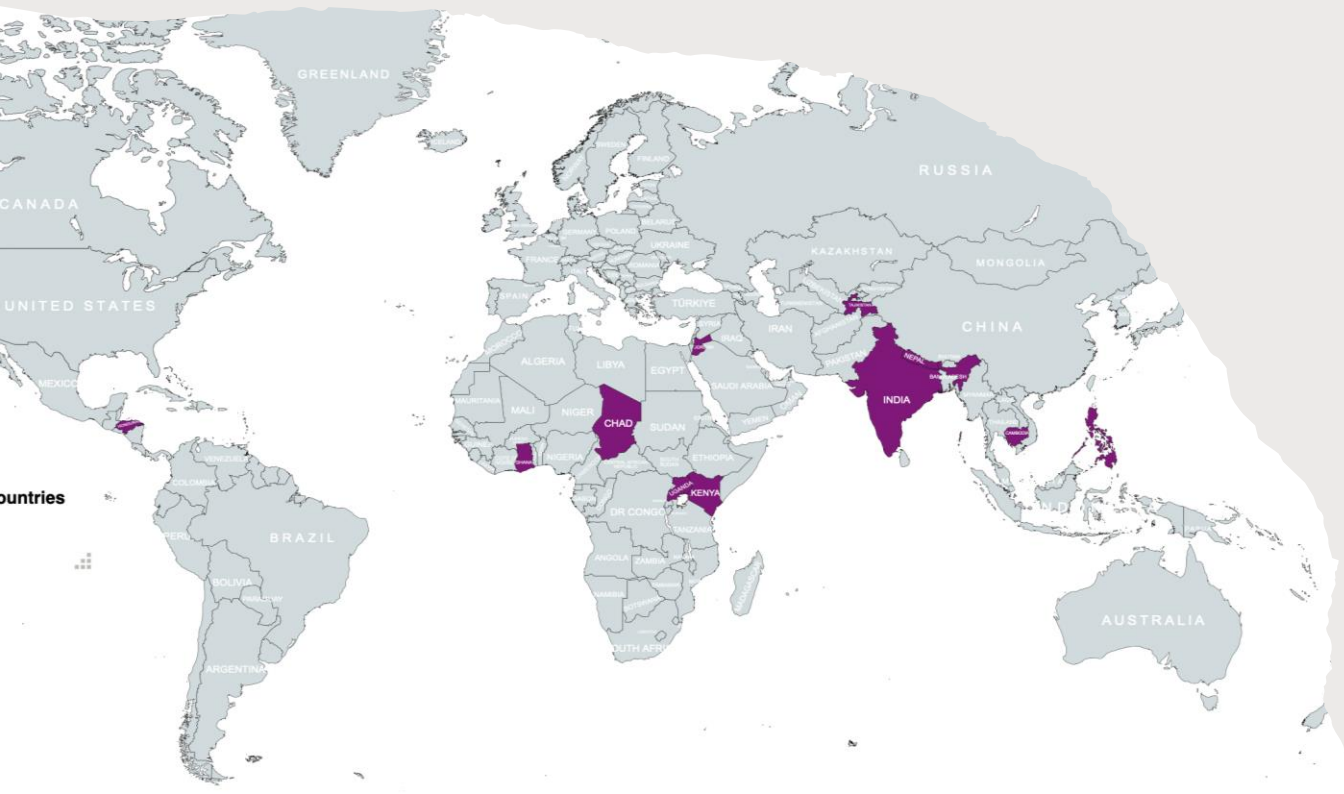
Capacity Building

Monitoring and Evaluation

Pandemic Preparedness and Response

Source of picture: Field Guide- The Three Star Approach for WASH in Schools 2013

12 Countries



Cambodia

Chad

Fiji

Ghana

Honduras

India

Jordan

Kenya

Nepal

The Philippines

Tajikistan

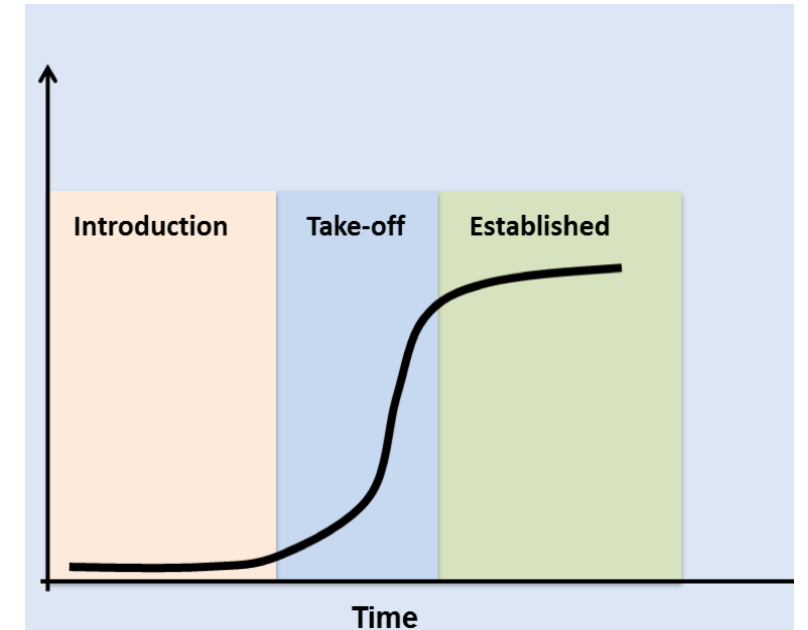
Uganda

Findings

Country Groups

- Inspired by the Innovation diffusion theory

(Source: Professor Everett M. Rogers, 1962)



Introduction

- Ghana
- Honduras
- Kenya
- Tajikistan

Take-off

- Chad
- Fiji
- Jordan
- Nepal
- Uganda

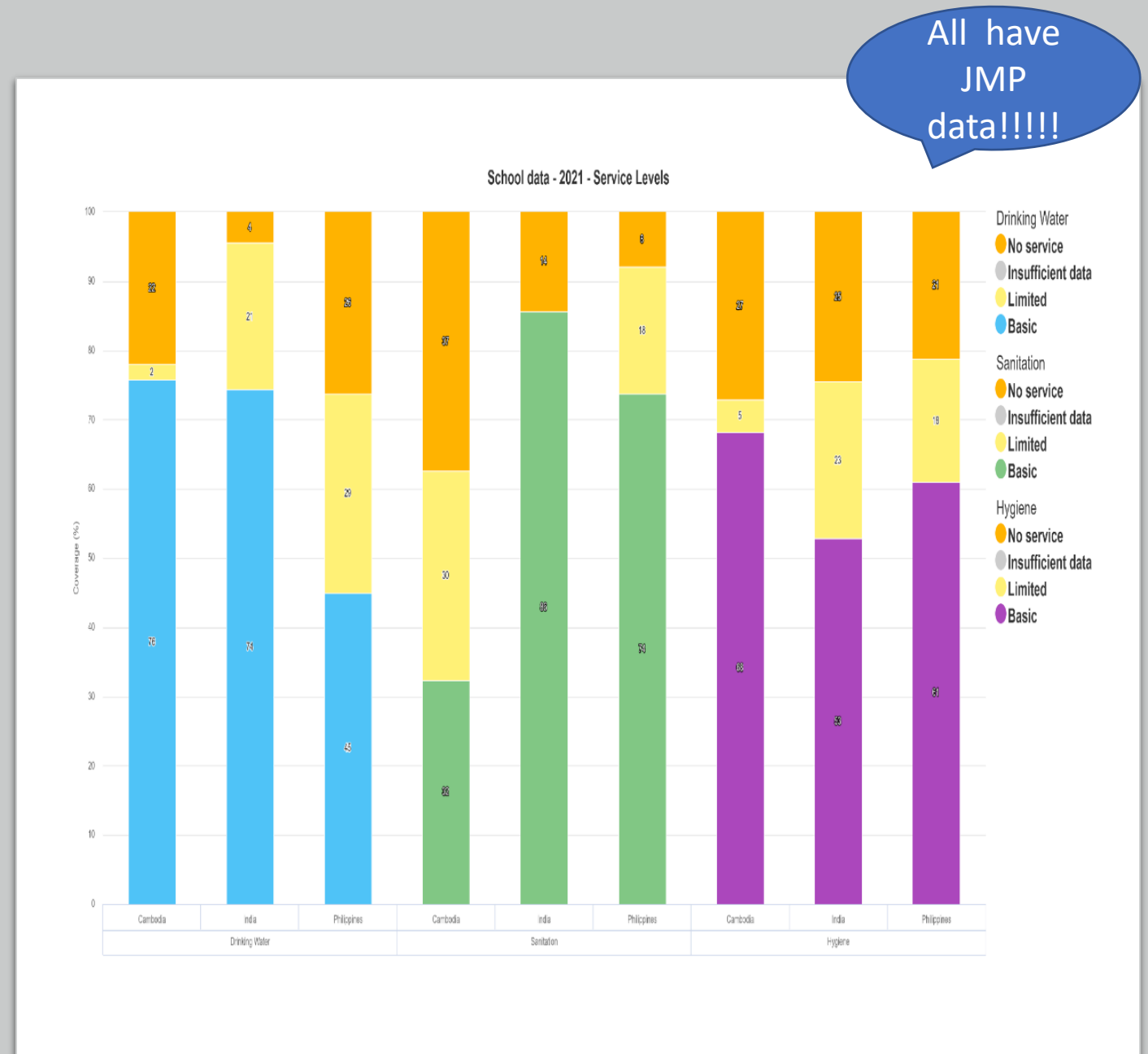
Established

- Cambodia
- India
- The Philippines

Established Countries: Cambodia, India, and the Philippines

Commonalities:

- TSA institutionalised in at least four of the five EE matrix blocks:
 - Policy, planning and mass dissemination
 - Implementation arrangements- MoE in the lead with government WinS positions/ focal persons
 - Capacity building focussed at sub-national levels and linked to teacher training
 - WinS monitoring within EMIS/ school census/ SDG six core questions
 - Rewarding school/ subnational achievements
- National and sub-national governments adopted and implemented TSA part of WinS policies or programmes
- All three countries are on track to meet one or more of the SDG indicators for WinS, (JMP 2022)



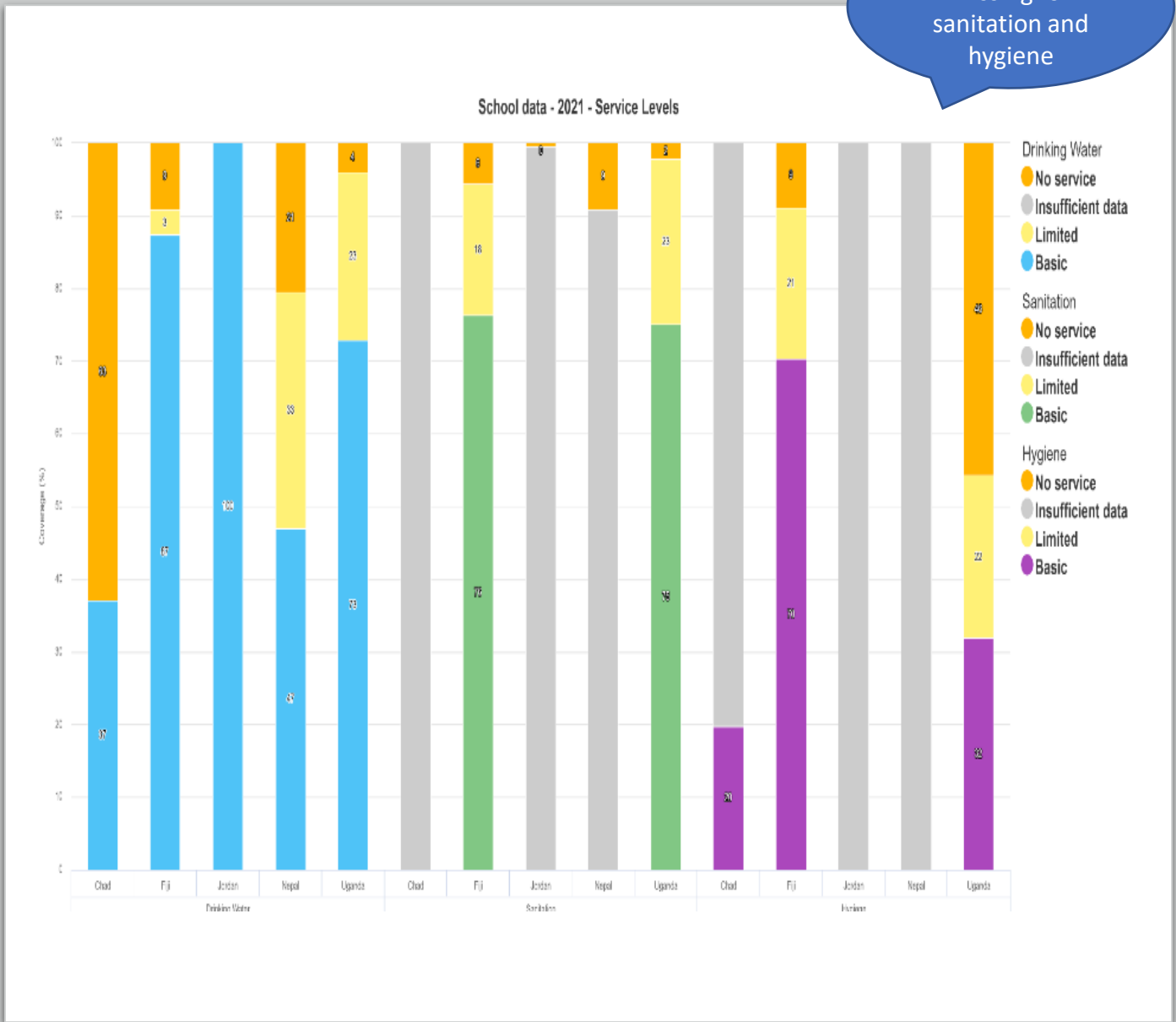
Take-off Group: Chad, Fiji, Jordan, Nepal, and Uganda

Country Commonalities :

TSA in one out of the five EE matrix building blocks, namely policy and planning, (exception is Fiji in M&E)

- Positive momentum on two others, namely implementation arrangements and capacity building.
- Show promising trajectory to institutionalising TSA to reach national WinS goals.
- They collectively lack two of the key drivers:
 1. **Strong political will and WinS champions within the Ministry of Education**
 2. **Mass dissemination or national-wide campaigns**

JMP data is missing for sanitation and hygiene



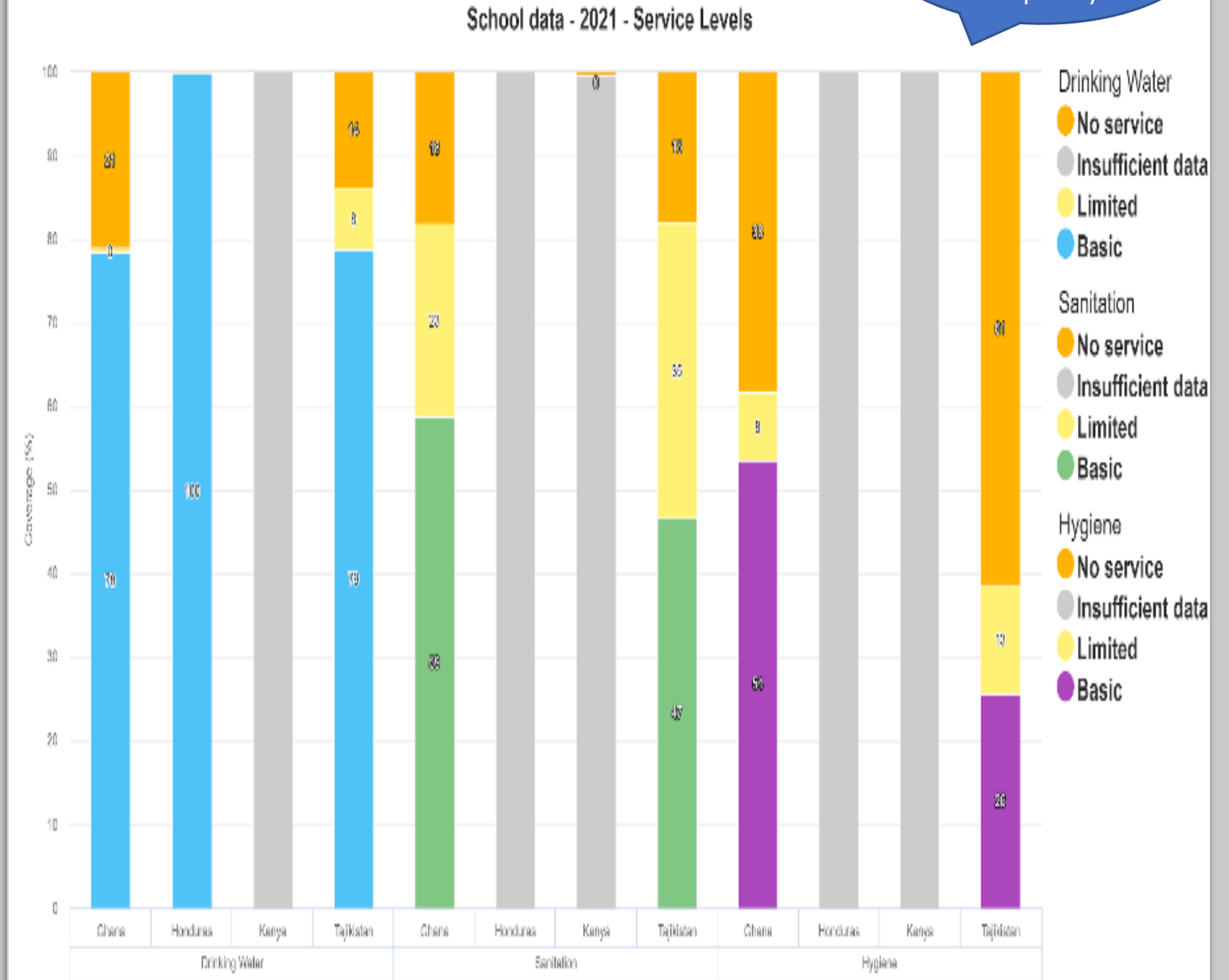
Introduction Countries: Ghana, Honduras, Kenya, Tajikistan

Commonalities/ Differences:

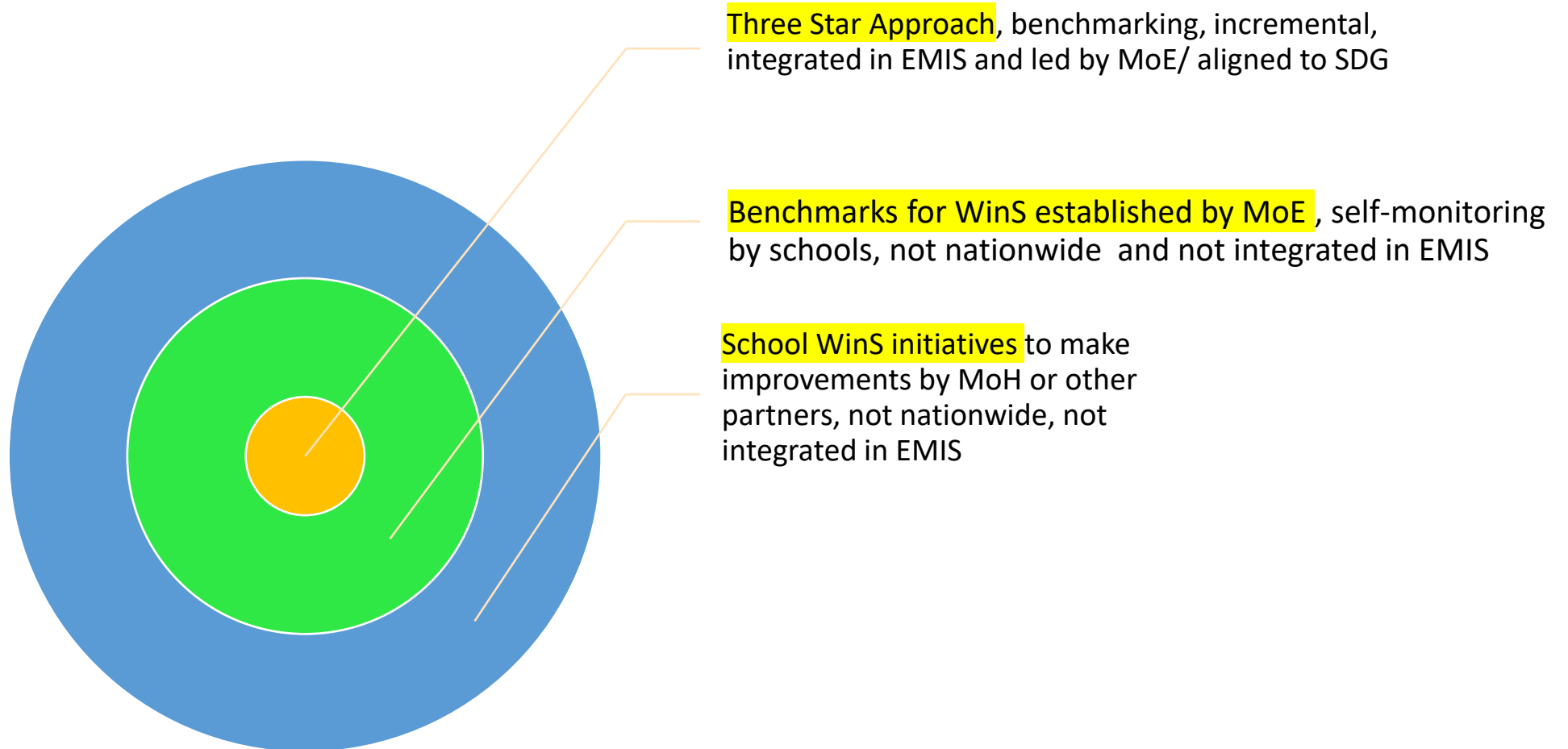
- TSA not fully embraced in the introduction group
- There's a dichotomy between countries that have been introduced to the TSA :
 - Not continue/ adopted (Ghana and Honduras);
 - Further interest (Kenya and Tajikistan).
- Presence or absence of enabling factors, Kenya and Ghana have WinS policy and plans; Tajikistan and Honduras no WinS policies;
- Significant interest for TSA in Kenya and Tajikistan & need to mobilise political or financial support.

TSA's introduction, implementation, and understanding was critical for *fit-for-purpose*

JMP data is missing for some countries completely!



Distinguishing TSA versus WinS benchmarking initiatives



Country Examples

The Philippines, Tchad, Uganda, Ghana

A closer look at The Philippines



Star ratings	Zero - star	One-star	Two-star	Three-star
Percentages of schools	74%	5%	19%	2.4%

Achievements:

34,000 school personnel and education officers in MOOC,
93% of 45,313 elementary and secondary schools participate in monitoring,
COVID-19: DepEd budgets focussed to support poor performing schools

- TSA introduced in 2013, formally adopted by MoE in 2018
- TSA as an integrated support system or a tool for implementation of WinS policy via:
 - programming,
 - quality assurance,
 - monitoring,
 - reporting
 - recognition of WinS improvements and achievements
- TSA institutionalised in all EE blocks-
- Challenges- Too many indicators, schools struggle to make it to one star!

A closer look at Chad/Tchad

Achievements:

- 2019 WinS Strategy was endorsed by the Ministry of Education
- Strategy based on WinS BAT analysis
- TSA is part of WinS Strategy as Flag System/*Le système des drapeaux*
 - *Orange- first step- do-able actions by schools*
 - *Yellow – incremental improvements*
 - *Green- national standards*
- 450 schools of which 250 have met criteria for one or more colours (WVI)

Challenges:

- Strategy with TSA was endorsed three years ago, not fully disseminated
- Limited cascade training
- TSA at pilot level, implemented by 4 NGOs
- Lacks full government buy-in and investment
- Limited donor support
- Only 4 schools meet national standards, green flag level.

A closer look at Ghana



Achievements:

- Ghana Education Service developed the *School Health Education Programme Policy and Strategy Framework* in 2010
 - Disease prevention and control;
 - Skills-based health education
 - Food safety and nutrition education;
 - Safe and healthy school environment
- Two planning instruments for SDG 4 and 6:
 - National Standards for WinS infrastructure and Implementation Model,
 - National Costed Strategy for WinS
- TSA not adopted by GES, but aspects implemented,
 - CRS- *BEST* framework
 - Unilever Continental Partnership/ UNICEF- Tippy Tap Project

Challenges:

- *WinS considered State responsibility*
TSA (parental contributions) not aligned to Free Primary Education principles;
- Inadequate financial resources to translate these policies and planning instruments into practice;
- EMIS WinS data is limited to only the number of facilities available;
- Misalignment among donor partners on WinS approaches.

Lessons Learned

Lessons Learned for TSA replication

Context

EE Matrix analysis/ in-depth knowledge of Ministry of Education

Timing

Aligned to planning and sector review processes

Training

Integrated capacity development initiatives, International Learning Exchange/ Massive Open Online Courses



Source of picture: Field Guide- The Three Star Approach for WASH in Schools 2013

Recommendations

For start-ups and Climate Resilient WinS

Six Success Factors Identified for TSA



Clear responsibilities within the MoE for WinS

High-level political will

Presence of an aligned and coordinated WinS-Technical Working Group

Multi-faceted and massive capacity building efforts

National and subnational plans with WinS monitoring mechanisms

Transparency of WinS data

Source of picture: Field Guide- The Three Star Approach for WASH in Schools 2013

The Three Star Approach for WASH in Schools



Key rules to get started . . .

Policy

- Have a Direction

Scale

- Simplicity will Scale

Alignment

- Work Together

Exchange

- Learn from each other

Monitoring

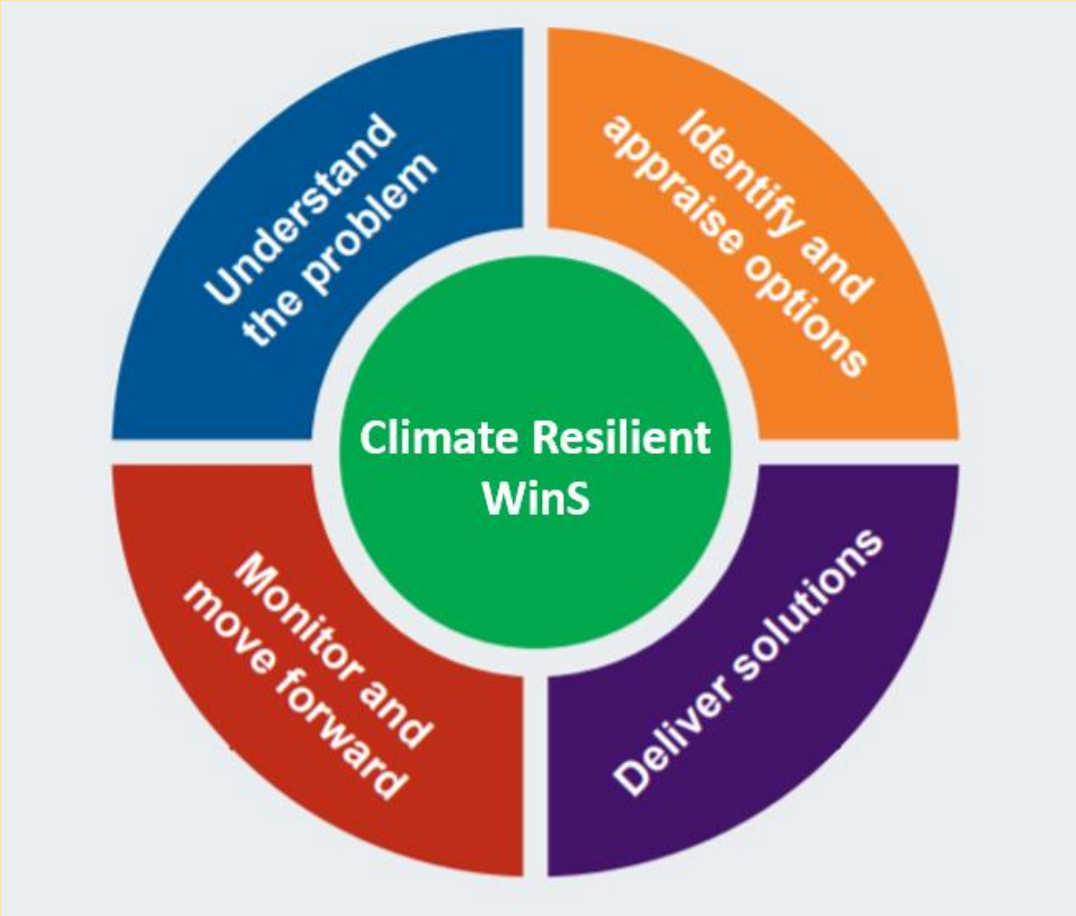
- Measure to make it matter and to get it done

Fun!

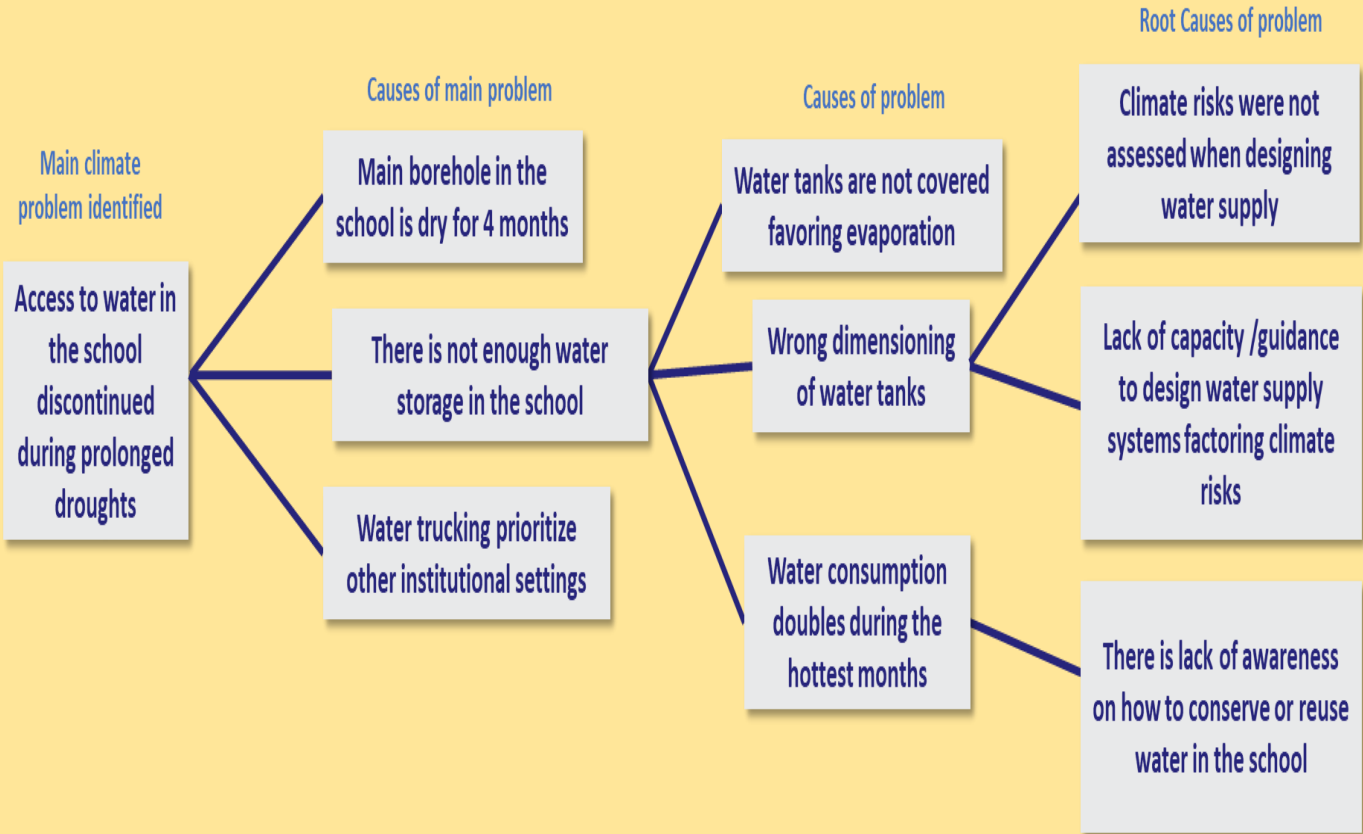
- Reward, recognise and celebrate

Sharing Country Experiences

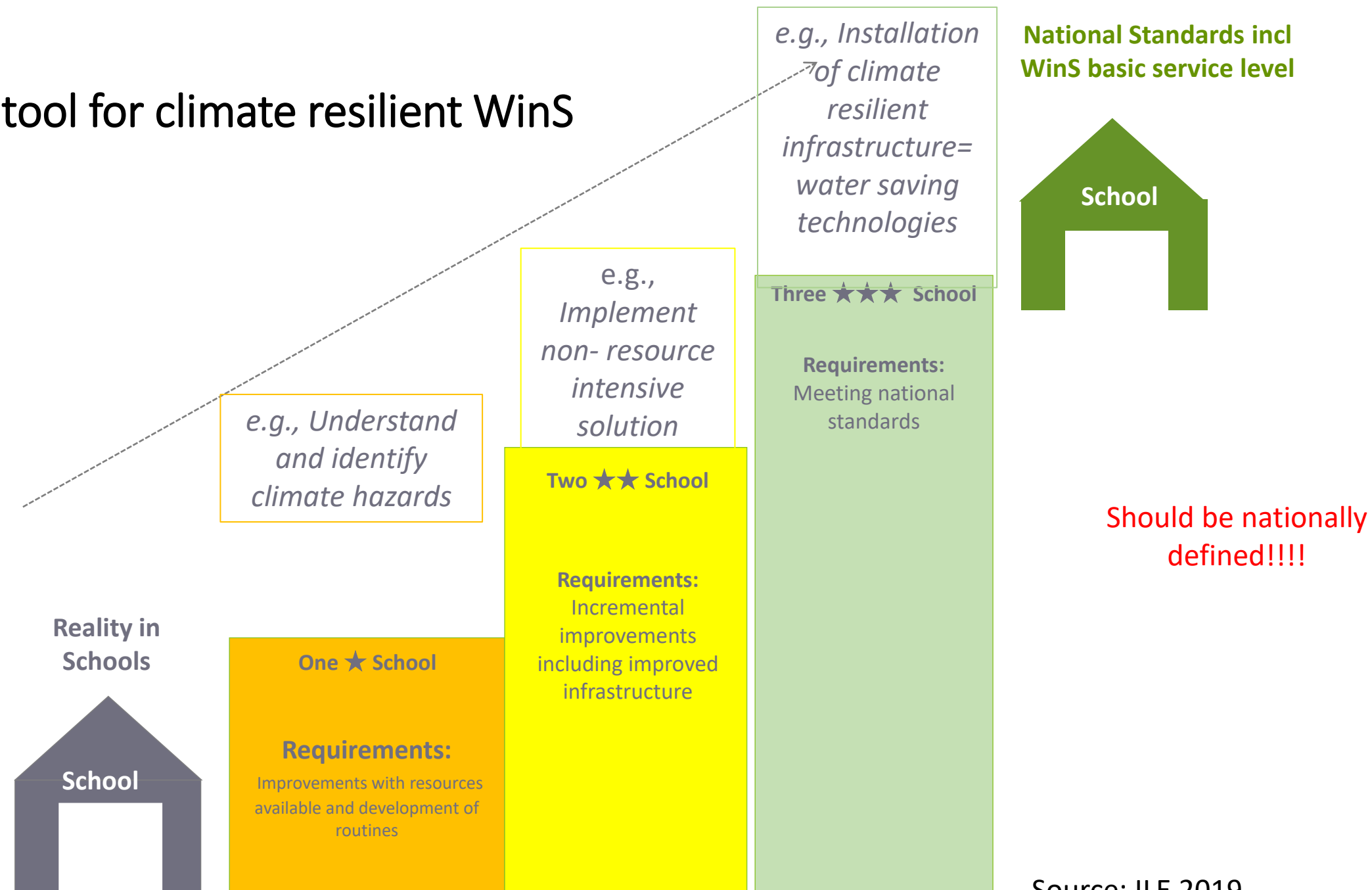
TSA- Integrating Emerging Priorities, Climate Change



Example of problem tree solving to identify climate resilient WinS solutions



TSA as a tool for climate resilient WinS



Thank you for your
attention and open
for questions!

Thank you to all the contributors:

- Ministries of Education and
Departments for WASH
- Regional Fit for School Team, GIZ
- UNICEF
- NGO partners- CRS, GTO, WVI,
etc..
- m4E Team



The WinS Network

www.winsnetwork.org

Who we are?

Global inter-agency network
winsnetwork@giz.de

Objectives:

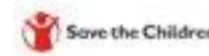
- ✓ To harmonize efforts in WinS
- ✓ To support ministries of Education to improve WinS services by aligning efforts among development partners and NGOs

Working streams:

- Advocacy, policy, and system strengthening
- Monitoring and reporting
- Research and evidence-building
- Gender including MHH
- WinS programming
- Knowledge management, capacity development, learning and exchange

Our core group members: UNICEF, GIZ, Save the Children, WaterAid, the WHO/UNICEF Joint Monitoring Programme (JMP), London School of Hygiene and Tropical Medicine, Emory University, UNESCO

Join as an individual or an organisation. See website for details!



WASH IN SCHOOLS IN FOCUS

COUNTRY EXAMPLES OF
PANDEMIC PREPAREDNESS AND
RESPONSE THROUGH THE LENS OF
ENABLING ENVIRONMENT MATRIX



WinS in Focus: New publication highlighting country examples of Pandemic Preparedness and Response (PPR) through the lens of the Enabling Environment (EE) Matrix

Featured countries and EE Matrix areas are:

- Ecuador and Indonesia in ***Policy and Planning***
- Indonesia and Timor Leste in ***Budget and Expenditure***
- Kenya in ***Monitoring and Evaluation***
- India in ***Implementation Arrangements***
- South Africa, Malawi, and the Philippines in ***Capacity Development.***

Many examples from Africa, Asia and the Pacific!

Underlines the positive momentum created for COVID-19 PPR in schools by governments, development partners and private sector

