Republic of the Philippines
Department of Education
Region VI – Western Visayas
SCHOOLS DIVISION OF CAPIZ

February 28, 2024

DIVISION MEMORANDUM
NO. 122 s. 2024

WASH-IN-SCHOOLS (WinS) MONITORING REPORT AND WINS MENTRUAL HYGIENE MANAGEMENT REPORTS

To: OIC, Office of the Assistant Schools Division Superintendent
Chief Education Supervisor, CID
OIC, Office of the Chief Education Supervisor, SGOD
Public Schools District Supervisors
Heads of Elementary, Public Secondary and Integrated Schools
All Others Concerned

1. Attached is Regional Memorandum No. 134, s. 2024, WinS Monitoring Reports from the Office of Undersecretary for Operations Atty. Revsee A. Escobedo, dated February 19, 2024, re: **Reports and WinS Menstrual Hygiene Management Reports**, which is self-explanatory.

2. Immediate dissemination of this Memorandum is desired.

MIGUEL MAC D. APOSIN EdD, CESO V
Schools Division Superintendent

Encl.: As stated
Reference: Regional Memorandum No. 134, S. 2024
To be indicated in the Perpetual Index
under the following subjects:

SCHOOL HEALTH

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Contact Number: (036) 6518 456 / 0968 869 5867

Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

FEB 26 2024

REGIONAL MEMORANDUM
No. 134 ,s. 2024

WASH-IN-SCHOOLS (WinS) MONITORING REPORT AND WINS MENSTRUAL HYGIENE MANAGEMENT REPORTS

To: Schools Division Superintendents
All Others Concerned

1. Attached is a WinS Monitoring Reports from the Office of Undersecretary for Operations **Atty. Revsee A. Escobedo,** dated February 19, 2024, regarding the ***Wash-in-Schools (WinS) Monitoring Report and WinS Menstrual Hygiene Management Reports,*** which is self-explanatory.

2. Immediate dissemination of this Memorandum is desired.

RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl.: As stated
Reference: Memo dated February 19, 2024
To be indicated in the Perpetual Index
under the following subject

WINS
SCHOOLS
MONITORING
REPORTS

JAM/ESSD-RM/Wash-in-Schools (WinS) Monitoring and Wins Menstrual Hygiene Management Reports/036/Feb. 20, 2024

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DepED
DEPARTMENT OF EDUCATION

WASH IN SCHOOLS
THREE STAR APPROACH

MENSTRUAL HYGIENE MANAGEMENT

WinS MONITORING RESULTS PHILIPPINES // SCHOOL YEAR 2017/2018 TO 2021/2022

BACKGROUND

Girls in many countries around the globe continue to face barriers in education. The ability to manage menstruation in schools has been shown to have positive impact on the education of girls in terms of reducing absenteeism and increasing participation, in turn allowing them to reach their full potential. Investing on menstrual hygiene management is, thus, an important step in advancing women empowerment and achieving gender equality. Improving access to WASH facilities will enable girls to appropriately manage menstruation while in schools and help ensure that it will not be a barrier to their education.

The World Health Organization and UNICEF define menstrual hygiene management as "Women and adolescent girls use hygienic materials to absorb or collect menstrual blood, which can be changed in privacy as often as necessary for the duration of a menstrual period, use soap and water for washing the body as required, and have access to safe and convenient materials to dispose of used materials. They understand the basic facts linked to the menstrual cycle and how to manage it with dignity and without discomfort or fear." Ensuring appropriate menstrual hygiene management is essential in addressing health, education, and rights of girls. Improving water, sanitation, and hygiene in schools is a prerequisite in promoting MHM, particularly among girls and boys alike.

Schools are strategic venues to reach the young generation and impart important knowledge, practices, attitudes, and behaviors in their formative years. Addressing basic human rights and building an environment for optimal education outcomes will help create empowered girls. Empowering girls at an early age will help ensure full and effective participation and equal opportunities for leadership at all levels of decision-making later on in their lives. In 2016, The Philippine Department of Education issued the National WinS Policy through DepEd Order No. 10, s. 2016 entitled "Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene (WASH) in Schools Program". Through this policy, all schools are mandated to implement important aspects of MHM, amongst other WinS aspects. DepEd conducts annual monitoring to track progress of schools implementing the WinS policy. MHM-related indicators, specifically water availability, gender-segregated toilets, availability of sanitary pads, and access to information, are monitored annually. The first round of monitoring was conducted in School Year 2017/18, with two thirds of public schools or about 30,000 schools participating. This increased to 35,000, 39,814, and 44,815 participating schools in School Years 2018/19, 2019/20, and 2020/21 respectively.

This report provides an overview of the status of MHM in the country and presents the latest WinS monitoring results for MHM conducted in School Year 2021/2022. A total of 45,390 schools or approximately 93.5% of public schools in the country participated in this latest round of monitoring. Impressive improvements in the status of all indicators relating to MHM continue to be seen since the baseline monitoring in 2017/18. In addition to the status of MHM in the country, this report also presents the variations of the indicators by region, degree of urbanization, school size, and its status in last-mile schools. The results presented in this report highlight the important role of monitoring and recognizing school standards in providing a female-friendly environment for girls in schools to achieve gender equality.

KEY INSIGHTS

IMPROVEMENTS SEEN HIGHLIGHT THE USE OF MONITORING TO GUIDE SCHOOLS AND ALLOW THEM TO CHECK WHICH ASPECTS NEED TO BE IMPROVED.

Continuous improvements can be seen in all MHM-related indicators from SY 2017/18 to SY 2021/22. Majority of the indicators were shown to have the biggest step in improvement after the first year of monitoring. This highlights the use of monitoring as a tool to assess the status at baseline and provide clear guidance on which areas need further improvement. Identifying priorities is a necessary step in efficient resource allocation. This may, however, be a challenging task to many school heads due to competing priorities in schools. The list of indicators used for the WinS monitoring provides support and clear guidance to school heads on which aspects to prioritize in order to make the most out of their limited resources. Continuous participation in the WinS monitoring is, thus, an essential step in knowing their status and in identifying priorities to continuously improve and track progress to reach the targets related to MHM in schools.

BUILDING MANAGEMENT CAPACITIES TO REDUCE VARIATION IN COMPLIANCE ACROSS REGIONS, DEGREE OF URBANIZATION, AND SCHOOL POPULATION SIZE.

School-based management allows school heads to make decisions related to school operations and to implement strategies accordingly. Building management capacities of school heads is essential in reducing the variation in compliance seen across regions, degree of urbanization of an area, and school population size. DepEd, together with its development partners, GIZ and SEAMEO INNOTECH, 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.

LEADING WINS IN SCHOOLS

ACCELERATING WINS IN DIVISIONS

The **Leading WinS in Schools** MOOC is designed for school heads and teachers to acquire the information and skills needed to effectively implement WinS in their respective schools. The Schools Division Offices (SDOs), on the other hand, may provide further guidance and mentorship to school heads in order to improve MHM indicators in schools. The **Accelerating WinS in Divisions** MOOC was developed for subnational officials aimed at equipping participants with the essential knowledge to help support and manage WinS program implementation.

STRENGTHENING PARTNERSHIPS AND COLLABORATION WITH OTHER STAKEHOLDERS SUCH AS THE LGUS.

One key enabling factor in improving WinS status is stakeholder engagement, which is a main pillar of school-based management. Partnerships and collaboration with various stakeholders are key steps that can be taken to augment the limited resources available at school level. Furthermore, basic WASH services needed for proper MHM, such as water supply and garbage collection, interfaces with local government services and mandates. The local government units' role as partners of schools in improving the health and education of learners should, thus, be further strengthened through partnership and collaboration. The use of WinS monitoring data to advocate for and obtain support from LGUs is a recommended step to jointly improve WASH in Schools, and possibly WASH in communities as well.

INVESTING ON MHM TO SUPPORT GIRLS AND REDUCE GENDER GAP IN SCHOOLS.

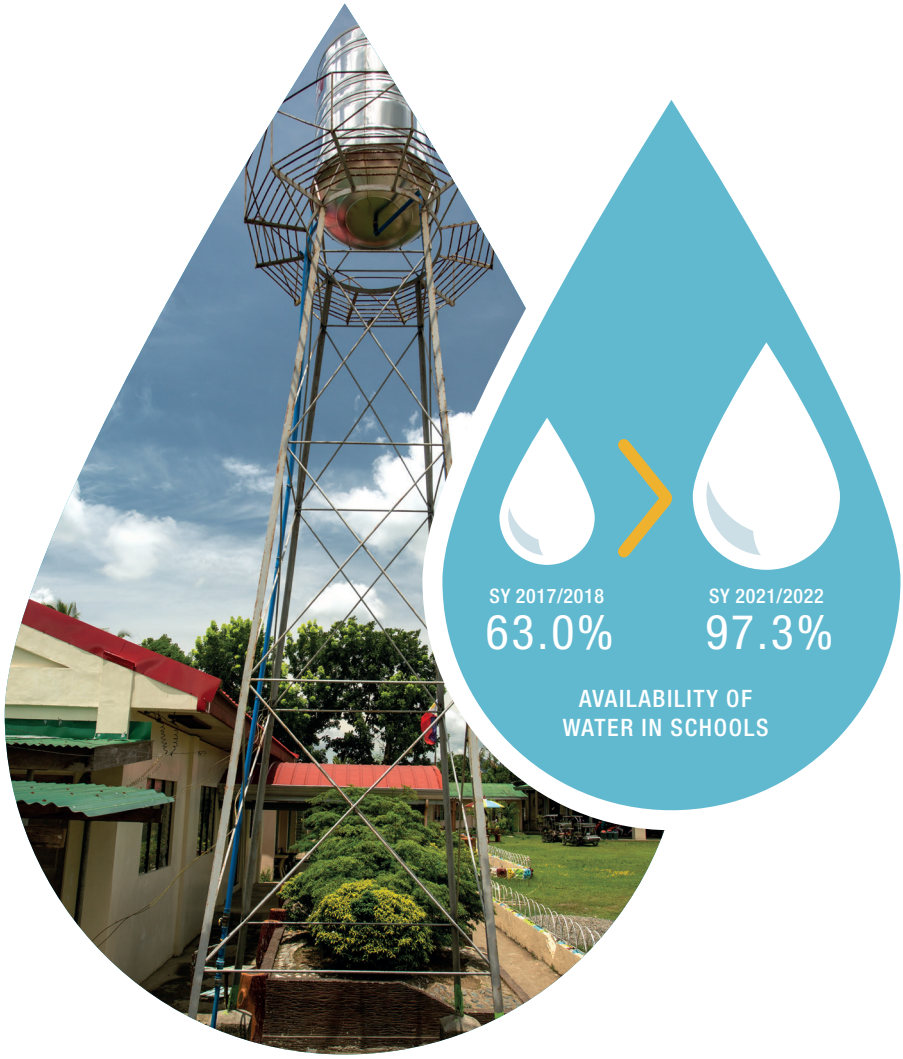
Investing on menstrual hygiene management is an important step towards achieving gender equality. Improving access to WASH facilities enables girls to appropriately manage menstruation while in schools and help ensure that menstruation will not be a barrier to their education. While continuous improvements were seen over the years, there is a need to ensure that all learners are being reached by the interventions, especially those in geographically isolated and disadvantaged areas. Addressing basic human rights and building an environment for optimal education outcomes will help create empowered girls and reduce gender gap in schools. The commitment to advance MHM to support the health and wellbeing of girls while in schools is not just the job of the Department of Education, but should be a collaborative effort among various stakeholders such the LGUs, parents, and the rest of the community. Making schools menstruation-friendly institutions will require investment beyond the education sector.

WinS MONITORING MHM AVAILABILITY OF WATER

Monitoring data for SY 2021/22 show continuous increase in the availability of water in schools from baseline in SY 2017/18. More than a third of the schools, however, still lack water at ALL school hours. This translates to approximately 14,300 schools nationwide. It is important that water is made available at all school hours to help ensure appropriate menstrual hygiene management of girls while in schools.

TABLE 1. AVAILABILITY OF WATER IN SCHOOLS

	SY 2017/2018	SY 2018/2019	SY 2019/2020	SY 2020/2021	SY 2021/2022
Total no. of schools ›	30,574	35,005	39,814	44,815	45,390
Availability of water in schools	63.0%	72.2%	81.8%	89.6%	**97.3%**
› only certain days of the week	17.1%	14.9%	15.5%	14.9%	**12.9%**
› only certain hours in a day	23.8%	22.0%	21.8%	18.3%	**16.1%**
› all school hours	55.1%	60.1%	59.9%	63.3%	**68.4%**

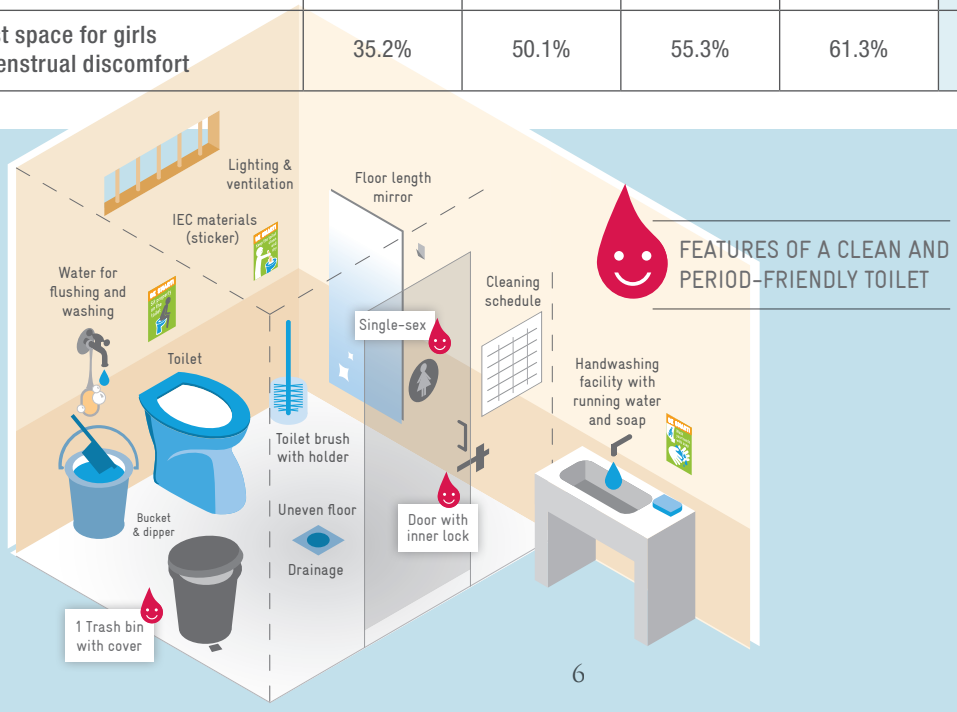


WinS MONITORING MHM SANITATION FACILITIES

The latest monitoring results show that there are more toilets available for students in SY 2021/22, hence less girls sharing toilets with boys in schools. Monitoring data also show continuous improvement in terms of the quality of facilities as shown by the steady increase in the availability of toilets with locks, lighting, and adequate ventilation. A slight increase in the availability of detached toilets for girls within view of school building and people can also be seen. Ensuring that facilities for girls are within school premises and within view of people and having toilets with locks will help create a safe and private environment for girls to manage their menstruation. There is also continuous increase in the availability of toilets with wrapping materials and trash bins for used pads. Availability of rest space for girls with menstrual discomfort was likewise shown to have continuous increase which indicates feasibility of using existing resources to comply with the standards; approximately 14,000 schools, however, still don't have rest space available for girls. Lastly, while the latest monitoring data show general improvement in the indicators, approximately half of schools nationwide still do not have washing facilities inside toilets for girls. Having a washing facility inside female toilets is important to allow girls to better manage menstrual hygiene while in schools. This can be done even with limited resources.

TABLE 2. MHM-FRIENDLY SANITATION FACILITIES

	SY 2017/2018	SY 2018/2019	SY 2019/2020	SY 2020/2021	SY 2021/2022
Total no. of schools ›	30,574	35,005	39,814	44,815	45,390
Average number of students per functional toilet for female	113.14	123.87	101.40	94.00	88.0
All functional toilets are secure, private and have door with lock	80.5%	85.6%	87.4%	88.9%	91.2%
› all functional toilets have lighting	70.6%	79.0%	80.8%	82.9%	86.5%
› all functional toilets have adequate ventilation	72.1%	79.4%	81.6%	83.3%	86.7%
All exclusively female toilets have wrapping materials and trash bins for used sanitary pads	33.5%	49.3%	55.5%	63.9%	72.0%
Exclusively female toilets have a washing facility inside the toilet	23.1%	45.0%	49.4%	54.5%	60.8%
Detached toilets for girls within view of school building and people	46.3%	50.5%	54.0%	55.6%	60.1%
Has rest space for girls with menstrual discomfort	35.2%	50.1%	55.3%	61.3%	68.9%



WinS MONITORING MHM AVAILABILITY OF SANITARY PADS

There is a slight increase in access to sanitary pads from SY 2020/21 to SY 2021/22, and a huge increase from the baseline data in SY 2017/18. Data also show that teachers are the main sources of girls to get emergency access to sanitary pads. While this is a good indication of the commitment of school teaching staff to make MHM supplies accessible to learners, it is also important that these supplies are also made available independent of teachers' personal support. Emergency pads should be part of the supplies available in each and every school.

Lastly, while the program only monitors availability of sanitary pads, it must be noted that there are different options to manage menstruation, such as the use of menstrual cups, tampons, and reusable pads. In 2021, the Department of Education, supported by GIZ, produced a broadcast video which includes a segment on reusable pad making as a sustainable supply solution.

TABLE 3. AVAILABILITY OF SANITARY PADS

	SY 2017/2018	SY 2018/2019	SY 2019/2020	SY 2020/2021	SY 2021/2022
Total no. of schools ›	30,574	35,005	39,814	44,815	45,390
Sanitary pads available in school (at least in one of the following areas)	19.2%	74.7%	80.2%	82.5%	87.4%
› School canteen	25.1%	36.0%	38.5%	39.6%	42.3%
› School clinic	19.5%	32.6%	37.2%	43.0%	53.8%
› Guidance office	6.7%	13.8%	17.1%	20.9%	28.6%
› Class adviser/ teacher laboratories	44.6%	60.0%	67.9%	72.3%	79.6%

TUTORIAL ON HOW TO MAKE A REUSABLE PAD
Watch Pia Wurtzbach, Miss Universe 2015, talk about menstrual hygiene management with Mik-Mik and Kiko. Learn about some of the common misconceptions surrounding menstruation and join them in making your own reusable pad!

https://bit.ly/3D50r60

POSTER: MAKING REUSABLE PADS
The poster also provides guidance on the step-by-step process of making a reusable pad.

https://bit.ly/2SbxNuK

WinS MONITORING MHM ACCESS TO INFORMATION ON MHM

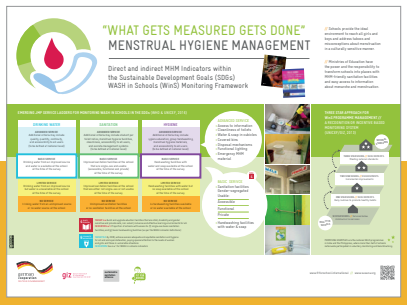
Information on menstruation and proper management, as well as proper disposal of sanitary pads increased from SY 2020/21 to SY 2021/22. Most common area where information education, and communication (IEC) materials for MHM are available is in the classroom. Continuous increase is seen in the availability of IEC materials both for teachers and students. This round of monitoring for SY 2021/22, two thirds of schools have IEC materials for teachers and students available within school premises.

TABLE 4. ACCESS TO INFORMATION ON MHM

	SY 2017/2018	SY 2018/2019	SY 2019/2020	SY 2020/2021	SY 2021/2022
Total no. of schools ›	30,574	35,005	39,814	44,815	45,390
Has information on proper disposal of sanitary napkins in girls toilet	57.5%	70.8%	75.4%	80.0%	84.6%
Has IEC materials on Menstrual Health					
› for teachers	34.5%	45.9%	52.9%	60.8%	69.8%
› for students	36.9%	48.8%	56.0%	63.5%	72.0%
Areas where IEC materials for MHM are available					
› bulletin board	12.7%	21.0%	25.3%	31.5%	39.4%
› classrooms	30.3%	39.9%	45.2%	51.5%	58.7%
› toilets	15.9%	27.5%	34.2%	42.9%	53.2%

MAKING REUSABLE PADS LEARNING GUIDE
Poster and booklet (7 pages)

MHM – WinS MONITORING RESULTS SY 2017/2018 TO 2018/2019. Brochure (6 pages); overview of all Three Star Approach criteria



"WHAT GETS MEASURED GETS DONE" MENSTRUAL HYGIENE MANAGEMENT
1 page poster; direct and indirect MHM indicators within the SDG WinS Monitoring Framework

GROWING HEALTHY – THINGS THAT GIRLS NEED TO KNOW
Booklet (12 pages); guide for young girls on MHM

MHM RESOURCES CAN BE ACCESSED ON THE DepEd WEBSITE:
https://wins.deped.gov.ph/2021/05/10/mhm_resources

WinS MONITORING MHM INDICATORS BY REGION

The latest monitoring data shows variation in compliance across regions. NCR tops all the regions in the indicators on the availability of water and gender-segregated toilets, while region 6 has highest percentage of schools with available IEC materials and sanitary pads. In terms of water availability at all school hours, only 7 out of the 16 regions are above the national average (68.4%), six of which are in Luzon. In terms of availability of gender-segregated toilets, data shows that NCR and Region 6 both have high coverage at almost 100%. The rest of the regions, however, have lower coverage resulting to a national average of 71.7%. Availability of sanitary emergency pads is generally high in majority of the regions. In RO VII, however, more than a quarter of schools still do not have sanitary emergency pads available for learners. For the availability of IEC materials for learners, more than half of the regions (10 out of 16) are below the national average (72.0%). There is also generally low coverage across all regions, except for NCR and RO VI.

While the variation in data across regions can be influenced by several factors, such as available resources and geographical location of schools in the regions, strong leadership from school heads and subnational offices is a major driver in compliance to the indicators. School-based management is a key component of the WinS Program which allows school heads to implement the program with flexibility and using available resources. Building the management capacities of school heads, particularly in fostering partnerships and collaboration with stakeholders such as the local government units, is a recommended step to augment the limited resources in schools and improve compliance to MHM indicators.

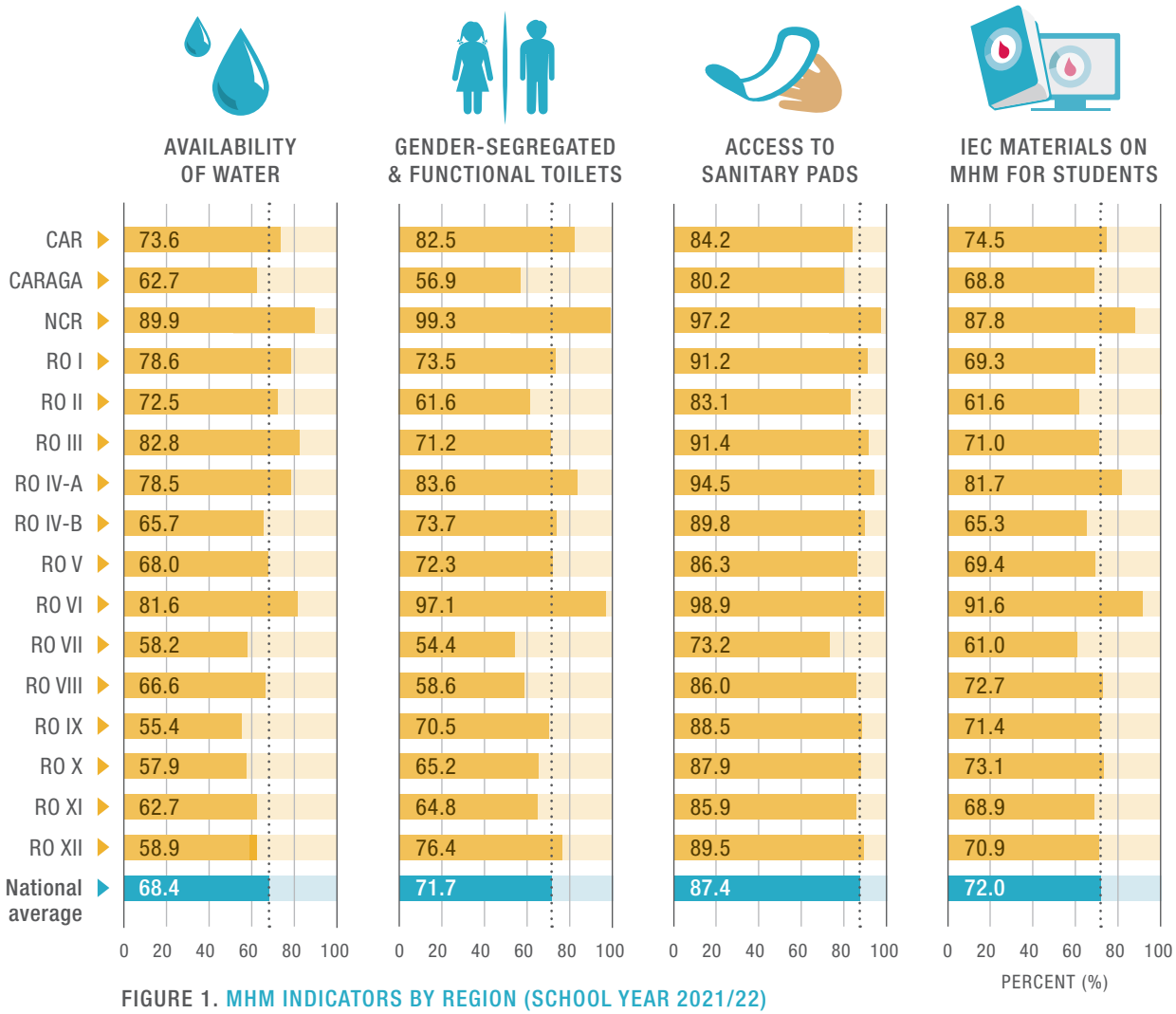


FIGURE 1. MHM INDICATORS BY REGION (SCHOOL YEAR 2021/22)

WinS MONITORING MHM INDICATORS BY DEGREE OF URBANISATION

The degree of urbanization of areas influences compliance to MHM indicators. Rural areas are intrinsically important which necessitates special focus due to their fundamental difference from urban areas. Research shows that widespread income inequality, lack of efficient physical and technological infrastructure, more costly public and private services, and more difficult access to services compared with urban areas are some of the characteristics of rural areas.[1,2] Remoteness of most rural areas also affects access to services in general.

The latest monitoring data shows much higher coverage in urban areas compared with rural areas and partially urban areas. This is consistent with published reports showing lower access to services in rural areas compared with urban areas.[1] The monitoring data shows that half of the schools in rural areas don't have available water at all school hours and close to half have no gender-segregated toiles. More than a quarter of the schools in rural areas still don't have access to sanitary pads. Lastly, close to half of the schools in rural areas have no IEC material despite availability from DepEd channels. The low coverage of IEC materials in rural areas suggest that while there are several MHM resources available online, these are not well promoted in certain areas. Many rural areas may also be hard to reach which suggest distribution issues, particularly due to geographical location.

Considering challenges with distribution as well as promotion of materials from the DepEd website, other strategies to disseminate information and education materials should be explored. In 2021, the Department of Education, through the support of GIZ, in collaboration with UNICEF and Save the Children, produced a broadcast video on MHM. This was aired on National TV through the various DepEd TV channels with the aim of reaching as many learners as possible despite the physical closure of schools due to the COVID-19 pandemic. Several information and resources were also shared online through various social media platforms such as Facebook and YouTube. These other modes of information dissemination, while not considered in the data reported by schools, should further be strengthened to reach as many learners as possible.

Data on MHM indicators according to the degree of urbanization over time show a generally increasing trend. There is a decrease, however, in the coverage of gender-segregated toilets and sanitary pads in rural areas from SY 2019/20 to SY 2020/21. This may be attributed to the relatively high increase in the number of participating schools from rural areas which are expected to begin at 0-star level. Despite the increasing trend, the figures show slower improvement in infrastructure-related indicators which highlight the need for more investment in these respective target areas to enable girls to manage menstruation in schools.

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1) "Applying the degree of urbanization: A methodological manual to define cities, towns, and rural areas for international comparison" European Union/FAO/UN-Habitat/OECD/World Bank, Nov. 2020, *https://ec.europa.eu/eurostat/documents/10186/11395216/DEGURBA-manual.pdf/3a6bab6a-3fb1-4261-ad5b-e604cb67dc0d*

2) "How Do We Define Cities, Towns, and Rural Areas?" World Bank Blogs, blogs.worldbank.org, 10 Mar. 2020, *https://blogs.worldbank.org/sustainablecities/how-do-we-define-cities-towns-and-rural-areas.*

FIGURE 2. MHM INDICATORS BY DEGREE OF URBANIZATION (SCHOOL YEAR 2021/22)

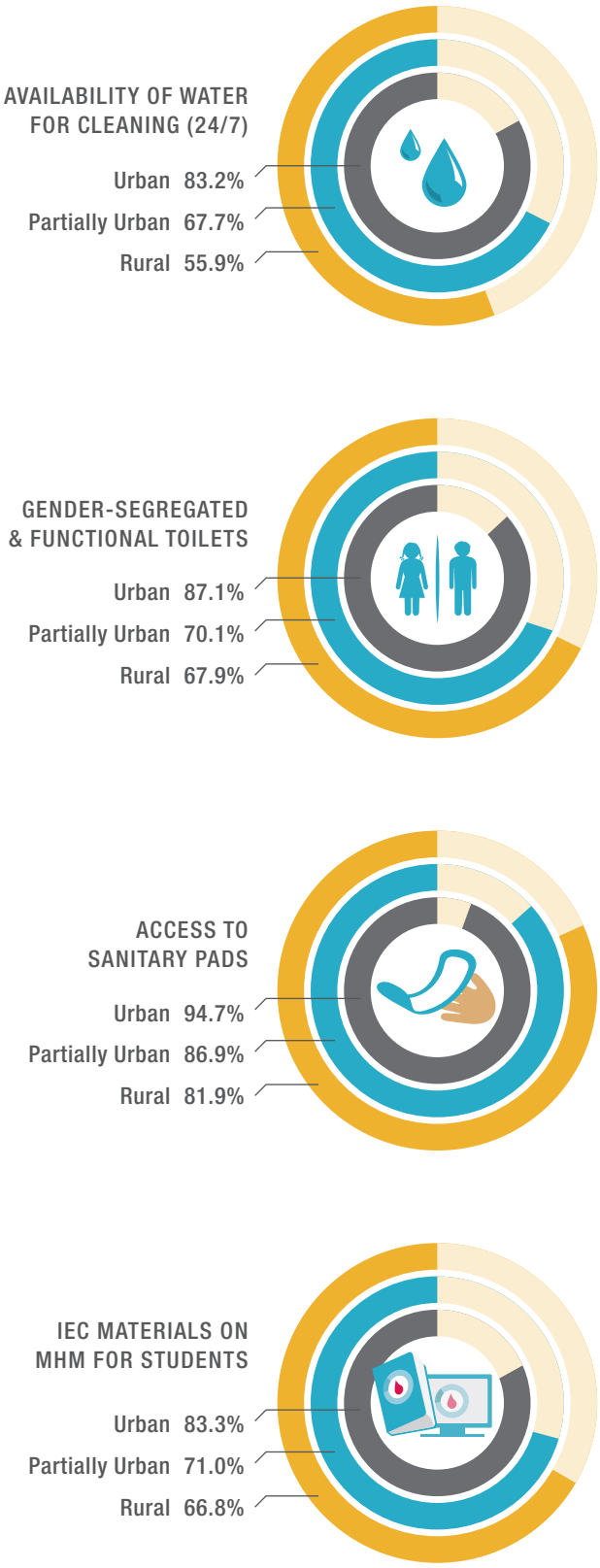
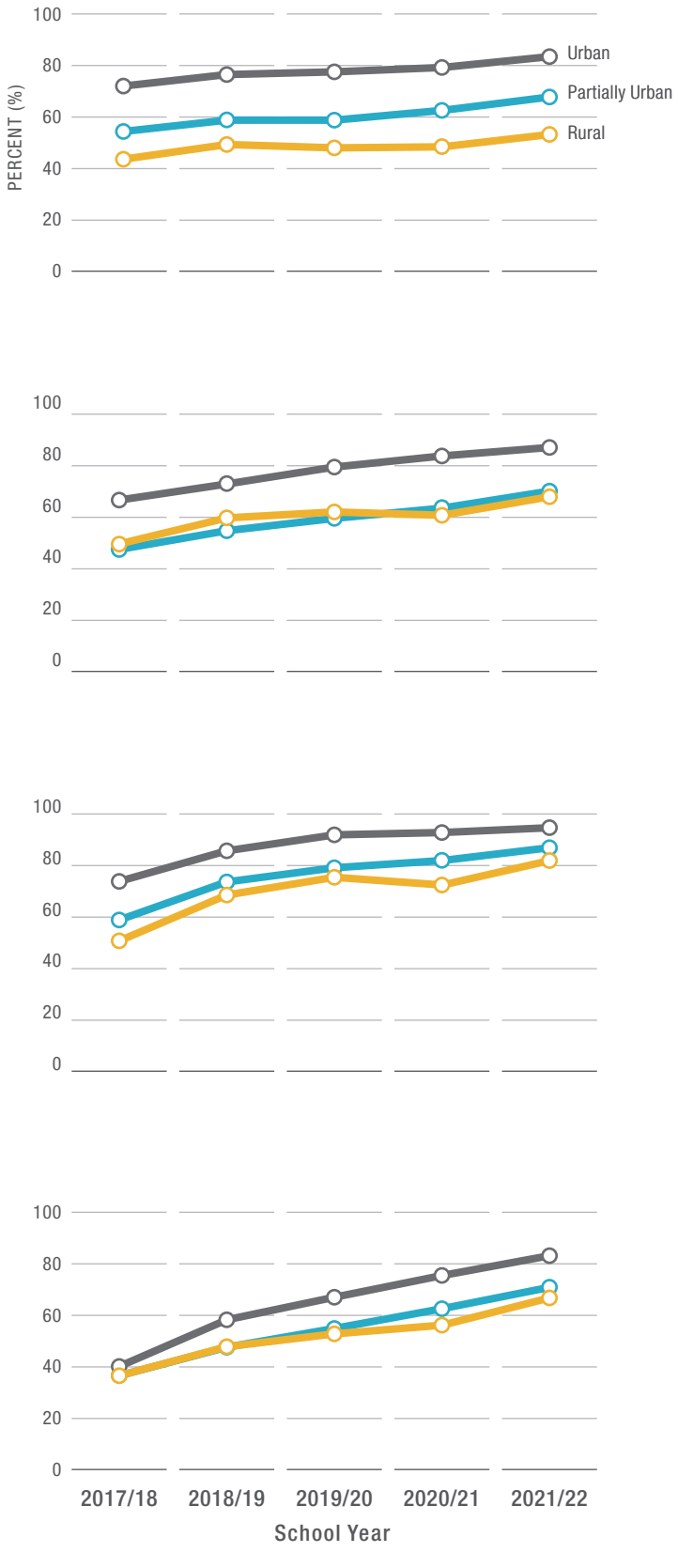


FIGURE 3. MHM INDICATORS BY DEGREE OF URBANIZATION OVER TIME (SCHOOL YEAR 2017/18 TO 2021/2022)



WinS MONITORING MHM INDICATORS BY SCHOOL SIZE

School size is a critical factor in compliance to the indicators set by the Department of Education. Research shows that a small population and size make school improvements more effective due to easier manageability compared to groups with bigger population.[3]

The latest monitoring results, however, show that the larger the school, the better the compliance to the indicators. A marked difference can also be seen between large/very large schools and small schools in terms of availability of gender-segregated toilets. While the data is in contrast with other studies where school size has negative correlation with compliance and outcomes,[4,5] it must be noted that internal structures and processes within DepEd may contribute to the results e.g. school heads from smaller schools transferred to larger schools, hence with more management experience. This again highlight the need to build management capacities of school heads to improve compliance with the MHM indicators. Small schools are likewise more common in rural areas which were shown earlier to have lower coverage in all indicators.

3) "Applying the degree of urbanization: A methodological manual to define cities, towns, and rural areas for international comparison" European Union/FAO/UN-Habitat/OECD/World Bank, Nov. 2020, *https://ec.europa.eu/eurostat/documents/10186/11395216/DEGURBA-manual.pdf/3a6bab6a-3fb1-4261-ad5b-e604cb67dc0d*

4) "School size: research based conclusions" The Rural School and Community Trust, n.d., *www.ruraledu.org/user_uploads/file/schoolsize.pdf*

5) Statistics Center, Research and. "(PDF) Compliance of Public Elementary Schools in Safety and Security Services Based on School Size | Research and Statistics Center – Academia.Edu." (PDF) Compliance of Public Elementary Schools in Safety and Security Services Based on School Size | Research and Statistics Center – Academia.Edu, *www.academia.edu*, *https://www.academia.edu/42302481/Compliance_of_Public_Elementary_Schools_in_Safety_and_Security_Services_Based_on_School_Size*. Accessed 5 July 2022.

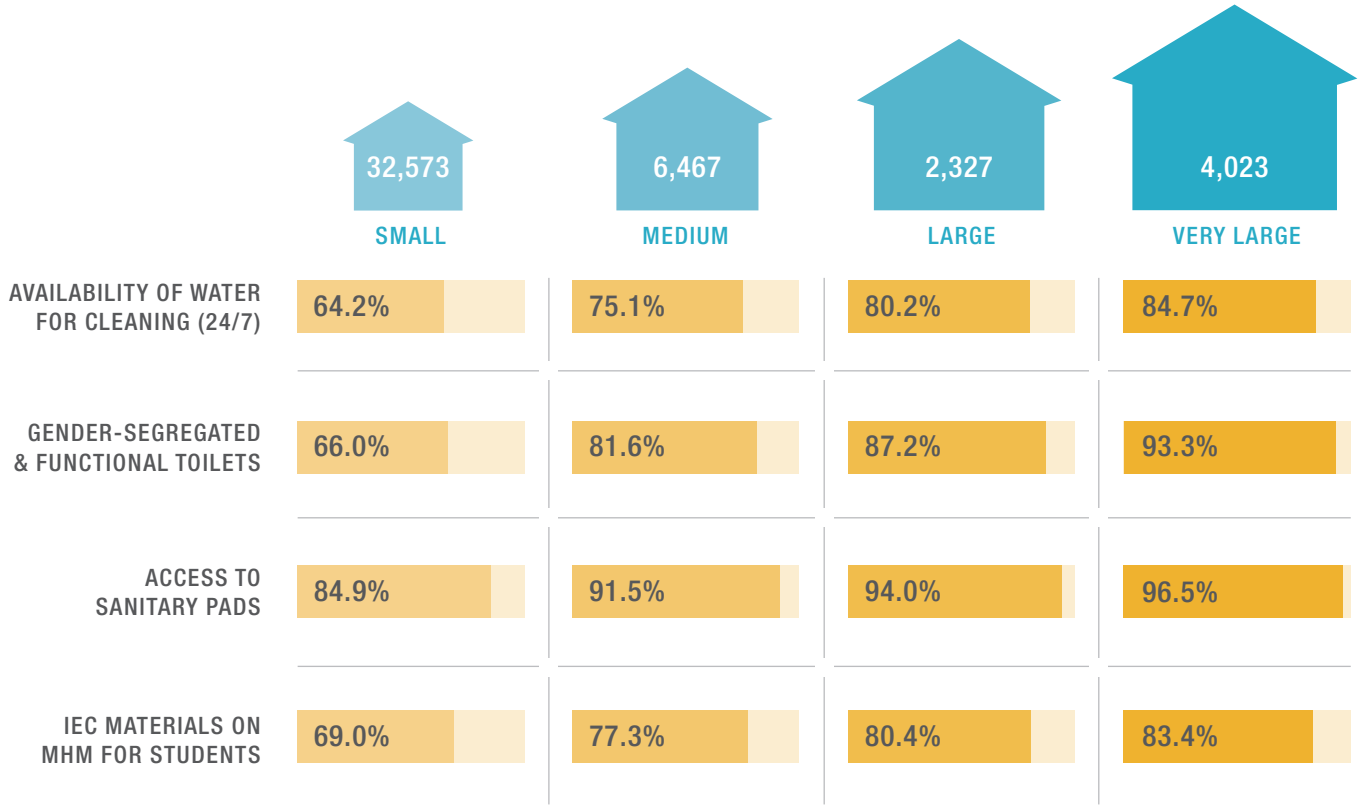


FIGURE 4. MHM INDICATORS BY SCHOOL SIZE (SCHOOL YEAR 2021/2022)

WinS MONITORING MHM LAST MILE SCHOOLS

To reach geographically isolated and disadvantaged areas (GIDA), the Philippine Department of Education developed the Last Mile Schools Program to provide these areas with unhampered and equal access to quality education. Last Mile Schools are schools that have less than four classrooms, have no electricity, are located more than an hour away from the town center, are not easily accessible, have multi-grade classes, have less than five teachers, have a student population of less than 100 learners more than 75% of which are indigenous people, and that are challenged by peace and order situation in the area.

Monitoring results show that all MH indicators are significantly lower among last mile schools compared to their non-last mile counterparts. Approximately half of the last mile schools, have water available 24/7, IEC materials for MHM, and gender-segregated toilets. Almost a quarter of the schools also do not have access to sanitary pads. The biggest gap between last mile and non-last mile schools can be observed in MH indicators related to infrastructure such as gender-segregated usable toilets and water for cleaning and washing, with approximately 10% difference.

The last mile schools comprise almost a fifth of the total participating schools. Reaching the last mile schools is, therefore, important to improve the status of WinS at the national level and to ensure that all learners, particularly those living in geographically isolated and disadvantaged areas, have access to appropriate facilities while in schools.

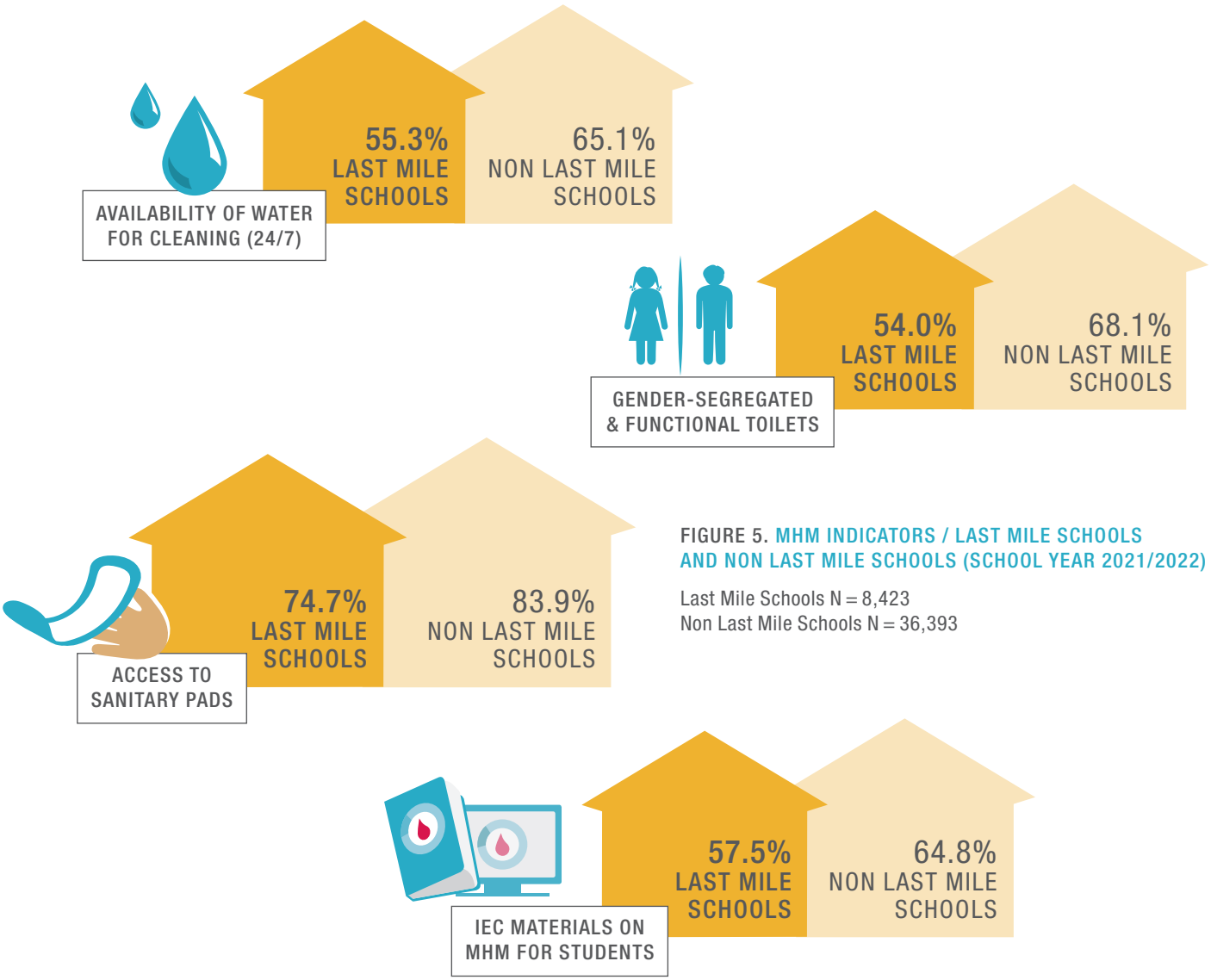


FIGURE 5. MHM INDICATORS / LAST MILE SCHOOLS AND NON LAST MILE SCHOOLS (SCHOOL YEAR 2021/2022)

Last Mile Schools N = 8,423
Non Last Mile Schools N = 36,393

OKY PHILIPPINES PERIOD TRACKER APP: STRESS-FREE MENSTRUATION FOR FILIPINO GIRLS

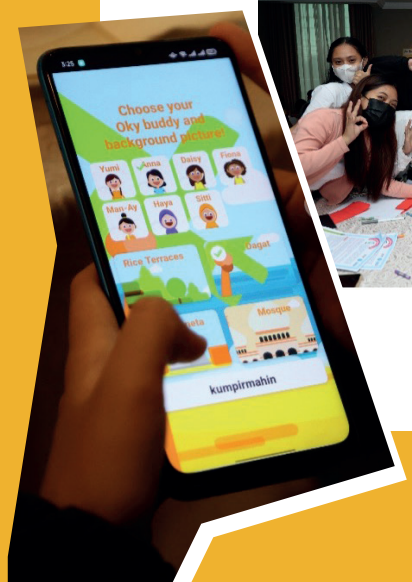
Oky, the world's first-ever period tracker app made for and by girls, has made its way to the Philippines. Originally co-created by UNICEF with adolescent girls in Indonesia and Mongolia, Oky has been localized in the Philippines to provide a period tracker app that is culturally sensitive and responsive to the realities of adolescent Filipino girls and young women. Now downloadable for free from Google Play Store (and soon on the App Store), Oky Philippines (Oky PH) was initially launched for Bangsamoro girls in Cotabato City on March 16, 2023 and subsequently launched nationwide in Manila on May 26, 2023.

WHAT IS IN OKY?

Oky PH provides girls with a personalized period tracker, an encyclopedia in Taglish with information on menstruation and their sexual and reproductive health and rights, a Help Center listing nearby health facilities, and overall, a fun, interactive way of learning about and managing their periods. For Muslim girls, the Oky encyclopedia provides Islamic perspective on menstruation and reproductive health and rights.

"Oky is different from other menstrual tracking app because it can answer our questions about menstrual health and hygiene." said 14-year-old Firdausa from Cotabato City.

Oky PH can be used offline after downloading. It can also be shared offline through Bluetooth or Shareit. It is recommended for users to connect to the Internet as often as possible in order to receive updates, participate in user activities and surveys, and provide feedback.



CO-CREATED WITH GIRLS AND APPROVED BY GOVERNMENT

The localization of Oky in the Philippines has been facilitated by Plan International Philippines, with support from the Australian Government, and in collaboration with key government agencies. The localization involved in particular:
1. Series of consultations with 290 girls and their close circles from the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), Samar, Occidental Mindoro and Manila and from diverse groups (Muslim, Christian, IP, children with disabilities).
2. Validation of the Oky content and design with the same groups of girls.

Oky PH is approved and endorsed for nationwide use by the Department of Education, Department of Health, Commission on Population and Development, National Youth Commission, and the BARMM Regional Government. In the case of BARMM, UNICEF and Plan worked with the Ministry of Basic, Higher and Technical Education, Ministry of Health, Ministry of Social Services and Development, Bangsamoro Youth Commission, and the Bangsamoro Darul-Ifta to ensure Oky's adherence to Islamic teachings and practices even as it promotes the empowerment of girls and young women.

THE CHANGE WE WANT TO SEE

Oky PH app aims to enable users to better able plan for their menstruation; distinguish myths from facts and learn new things about menstrual health and hygiene; have increased knowledge about sexuality and reproductive health (SRH) services in the Philippines and how to access them; and have more positive attitudes towards menstruation, SRH, and their bodies.

OKY PH ROLL OUT AND PROMOTION

Oky PH is now being rolled-out through school, community and online channels. A network of Oky Youth Campaigners is also being formed and capacitated to help disseminate and influence their peers in downloading and using Oky PH. The project partners are organizing orientations to their respective frontline personnel (e.g., teachers, health personnel, community workers) to use Oky PH to enhance their methods and reach in SRH education and adolescent development.

"I hope more people get to download Oky because it's very helpful not just to track periods but also to know more about their sexual and reproductive health," said 20-year-old Alex from Quezon City.

DepEd's WASH IN SCHOOLS PROGRAM FOR MENSTRUAL HYGIENE MANAGEMENT WINS FIRST PLACE AT THE 2022 GIZ GENDER COMPETITION

Gender reloaded:
Vision needs Attitude –
Attitude meets Action

DepEd's WASH in Schools Program for MHM wins first place at the GIZ (German Development Cooperation) Gender Competition 2022. The Program's entry talked about its efforts on MHM as an important step towards achieving gender equality and how improving access to water, sanitation, and hygiene services will enable girls to appropriately manage menstruation while in schools to help ensure that it will not be a barrier to education. The entry included:

the monitoring results of MHM-related indicators, specifically water availability, gender-segregated toilets, availability of sanitary pads, and access to information,

the various efforts of DepEd in mainstreaming the topic of MHM within the education sector e.g. the massive open online course, DepEd TV broadcast video, and MH Day celebrations, and

its collaboration with various partners in promoting MHM to help close gender gap in schools.

The awarding ceremony was held on March 11, 2022 as part of GIZ Gender Week celebration on March 7–11, 2022.

GIZ is an important development actor and a partner in implementing the 2030 Agenda, the United Nations Security Council Resolution 1325 on Women, Peace and Security, the EU Gender Action Plan 2021–2025 and the BMZ 2030 Reform Strategy. The GIZ gender competition 2022 was launched in line with the organization's gender strategy, the signing of the Women's Empowerment Principles, and the organization's elaborate gender architecture.

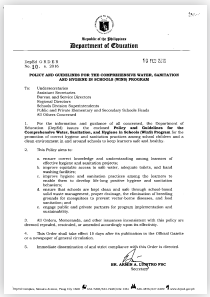
https://bit.ly/46ka0us

A total of 110 entries were submitted from different countries around the world and were evaluated according to the following criteria:

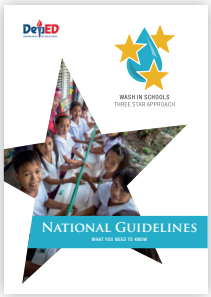
- promoting gender equality,
- gender as a quality feature of the program's work,
- gender and results-based monitoring, and
- cooperation.

Winning the top prize of the GIZ gender competition highlights DepEd's commitment in creating a female-friendly environment in schools to achieve gender equality.

MORE INFORMATION ABOUT WASH IN SCHOOLS AND THE THREE STAR APPROACH



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



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

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

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

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

IMPRINT: Department of Education DepEd Complex, Meralco Ave. Pasig City, Metro Manila, Philippines /

Design: Christine Lüdke, buero luedke GmbH / Photos: Ivan Sarenas; SEAMEO INNOTECH, PT Y&R MICE / June 2023 / Supported by: GIZ; Save the Children; UNICEF

https://wins.deped.gov.ph

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

WITH SUPPORT FROM:

german cooperation
DEUTSCHE ZUSAMMENARBEIT

Implemented by:

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Save the Children

unicef for every child

DepED
DEPARTMENT OF EDUCATION

WASH IN SCHOOLS
THREE STAR APPROACH

REACHING THE STARS:
5-YEAR ASSESSMENT
of WASH in Schools Implementation in the Philippines

WINS MONITORING RESULTS

SCHOOL YEAR 2017/2018 TO SCHOOL YEAR 2021/2022

BACKGROUND

Water, Sanitation and Hygiene (WASH) in Schools program in the Philippines has improved significantly over the past years of implementation and contributed to the health and well-being of school children. The program started in 2016 through the DepEd Order No. 10 S-2016 titled "Policy and Guidelines for the Comprehensive WASH in Schools (WinS) Program". This policy has able to set specific parameters and standards for schools and learning centers all over the country to achieve the basic services for WASH in Schools and to reach the nationally defined WinS standards.

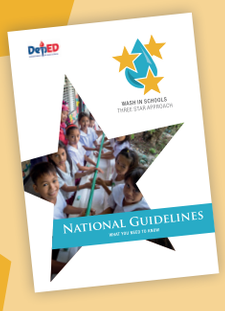
DepEd adopted the Three Star Approach (TSA), a stepwise approach supporting the schools to reach the national standards for WinS. This approach, that includes country-specific national priorities, benchmarks and and methods for rewarding achievements, has also been used by other countries. To realize this, DepEd has developed implementation guidelines, capacity development tools such as the Massive Open Online Course (MOOC) for WinS, a monitoring and evaluation (M&E) framework and system for rewarding and incentives.

This program has also been contributing to the global target that all schools nationwide have available basic WASH services. This global target is part of the Sustainable Development Goals (SDG) 4 – to ensure inclusive and quality education for all and to promote lifelong learning.

Recently, in 2022, DepEd committed itself to the realization of the healthy learning institutions (HLIs) as envisioned in the Universal Health Care (UHC) Act in 2019. This groundbreaking HLIs initiative of DepEd, in collaboration with Department of Health and other concerned government agencies, is set to transform schools to healthy places nationwide by prioritizing well-being and health of learners as well as teachers and non-teaching personnel. Under this initiative schools will have to comply with a comprehensive set of standards with a comprehensive set of standards including WASH.

This report provides overview of WASH in Schools implementation in the Philippines over the past five years of implementation. This examines specifically specific indicators that have shown substantial improvement and identifies areas with existing gaps that need attention and specific interventions.

WATER ★ SANITATION ★ HYGIENE ★ DEWORMING ★ HEALTH EDUCATION



DepEd released a brochure on the WinS monitoring process which shows a message from the Secretary of Education, orients readers on Three Star Approach cycle, the Three Star criteria and how School-Based Management serves as a pathway for schools to take action. This brochure as well monitoring reports over previous years and other WinS resources can be downloaded: **https://wins.deped.gov.ph/category/wins-resources**

WinS MONITORING COVERAGE AND PARTICIPATION

The importance of WinS is increasingly recognized on all levels of education governance in the Philippines. This is reflected in the growing active participation of schools in the WinS monitoring over the years. Participation has continued to increase from only 65.6% at the beginning to 93.5% in the most recent monitoring (SY 2021/22) (Figure 1). There are 45,390 schools already (out of 48,523) across the country that have taken part in the WinS monitoring.

Out of the 17 regions, six have already achieved 100% participation while nearly all regions have 90% or higher participation rates (Table 1). However, some regions like Region II, BARMM, and Region VII are lagging behind, with participation rates of 64.0%, 73.6% and 79.6%, respectively this school year. Some low participation rates can be traced to specific SDOs with virtually no participation rates.

FIGURE 1. PARTICIPATION RATES OF SCHOOLS IN DepEd WinS MONITORING

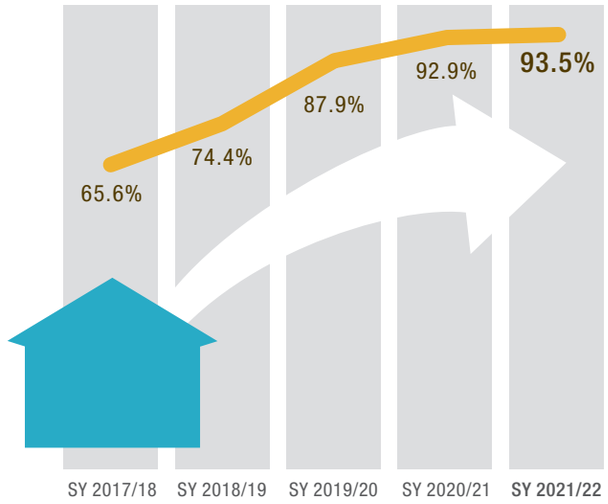


TABLE 1. PARTICIPATION OF SCHOOLS IN DepEd WinS MONITORING BY REGION

	SY 2017/18		SY 2018/19		SY 2019/20		SY 2020/21		SY 2021/22	
	No. of Schools	% of Schools	No. of Schools	% of Schools	No. of Schools	% of Schools	No. of Schools	% of Schools	No. of Schools	% of Schools
ALL REGIONS	30,574	**65.6**	35,005	**74.4**	39,814	**87.9**	44,815	**92.9**	45,390	**93.5**
BARMM	10	**0.5**	11	**0.5**	–	–	–	–	1611	**73.6**
CAR	1,219	**64.9**	1,606	**87.5**	1,691	**91.7**	1,823	**99.4**	1,831	**98.4**
CARAGA	793	**38.4**	1,246	**60.3**	1,981	**93.8**	2,125	**99.9**	2,131	**100.0**
NCR	401	**50.4**	803	**99.5**	807	**98.3**	826	**99.9**	842	**100.0**
REGION I	2,612	**89.1**	2,243	**76.2**	1,814	**61.3**	2,533	**85.1**	2,704	**91.1**
REGION II	1,352	**51.5**	1,283	**48.1**	469	**17.6**	1,515	**55.4**	1,761	**64.0**
REGION III	508	**14.1**	3,309	**89.9**	3,548	**95.4**	3,696	**96.7**	3,795	**98.9**
REGION IV-A	2,979	**85.7**	3,294	**93.7**	3,534	**99.9**	3,430	**96.1**	3,570	**100.0**
REGION IV-B	1,532	**68.1**	2,282	**99.4**	2,175	**93.9**	2,285	**97.4**	2,350	**99.6**
REGION V	3,585	**93.5**	3,525	**91.3**	3,723	**96.6**	3,859	**100.0**	3,883	**100.0**
REGION VI	3,981	**97.7**	4,048	**99.4**	4,081	**100.0**	4,258	**99.9**	4,251	**98.7**
REGION VII	1,426	**38.3**	2,500	**65.8**	3,568	**93.3**	3,597	**95.7**	3,544	**92.8**
REGION VIII	3,525	**84.2**	1,870	**44.5**	3,536	**83.3**	3,599	**83.7**	3,409	**79.6**
REGION IX	1,517	**60.2**	1,986	**78.4**	2,407	**95.1**	2,534	**100.0**	2,538	**100.0**
REGION X	2,177	**88.7**	2,110	**85.4**	2,478	**99.8**	2,555	**100.0**	2,608	**99.9**
REGION XI	1,082	**53.7**	886	**43.7**	1,939	**93.7**	2,237	**99.3**	2,252	**100.0**
REGION XII	1,875	**85.2**	2,003	**90.4**	2,063	**92.1**	2,190	**95.6**	2,310	**99.4**

Note: data from the BARMM region is included in the national data, but is excluded from the regional presentations and analysis in SY 2019/20 and SY 2020/21.

DepEd sets five specific parameters on WinS that the schools need to comply with first to reach at least one-star level. Failure to meet at least one of them will result in a no-star rating. These are access to drinking water, usable gender-segregated toilets, existing group handwashing facility with soap and water, learners perform daily group handwashing activity, and access to sanitary pads.

Huge improvements can be seen in meeting these indicators, with the proportion of schools meeting all these crucial indicators increasing from only 9.1% at baseline to 41.6% in the latest round of monitoring (Figure 2).

Nearly all schools have access to drinking water (97.4%), but this includes those schools that allow students to bring their own drinking water from home (21.6%). Slightly more than two-thirds (67.9%) reported availability of drinking water stations on school premises.

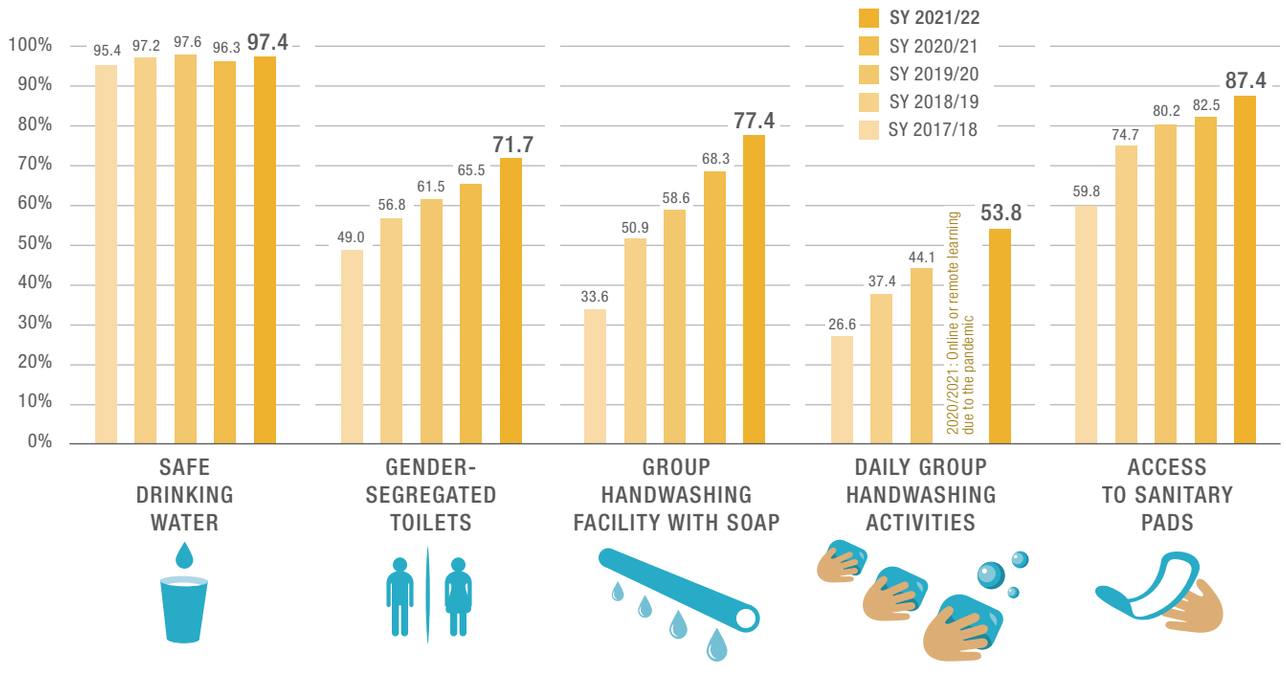
There is a continuous improvement in the percentage of schools with access to usable gender-segregated toilets and group handwashing facilities with soap and water. More than two thirds (71.7%) of schools reported that have functional, gender-segregated toilet facilities compared to only close to half in 2017/18.

Schools with group handwashing facilities with soap more than doubled from 33.6% at baseline to 77.4% in SY 2021/22. This huge increase can be due in part to the boost in installing or setting up hand hygiene stations in all schools across the country as frequent handwashing activity among learners, teachers and school staff is highly recommended under the frame of pandemic preparedness and response. This improvement in infrastructure also could be attributed to higher participation of teachers and other school personnel in Infection Prevention and Control (IPC) Massive Open Online Course (MOOC). By equipping educators and staff with the necessary knowledge and skills, the promotion of hand hygiene practices has been strengthened and integrated into school routines. Likewise, the proportion of schools performing handwashing activities has doubled from 26.6% at the beginning of WinS monitoring to 53.8% in the latest round.

Providing access to emergency sanitary pads has also increased from 59.8% to 87.4%.

The trends show that conducting daily group handwashing remains the most challenging crucial indicator to meet by the schools. Only about half of the schools all over the country are performing this activity. Integrating group handwashing activities into the daily routines of a school requires a combination of availability of hardware in the schools (group handwashing facilities), availability of water and soap, together with management efforts in organizing such daily handwashing activities.

FIGURE 2. PERCENT DISTRIBUTION OF SCHOOLS THAT COMPLY WITH EACH OF THE FIVE CRUCIAL INDICATORS OVER THE YEARS



Over the past five years, schools reaching at least one-star rating, which means meeting all crucial indicators, significantly improved from 9.1% to 41.7% (Figure 3). This reflects that the share of schools with no-star rating has decreased substantially each year. Initially, over 90% of participating schools had no-star level but after four years, it reduced to less than 60%. The proportion of schools with one-star rating remains consistent at around 5% for the past five years while the share of schools with two-star rating continued to increase, from only 6.0% at baseline to roughly a third of schools (29.8%) recently. There have also been huge improvements in schools reaching the national WinS standards, increasing from a negligible 0.1% to about 7% in SY 2021/22.

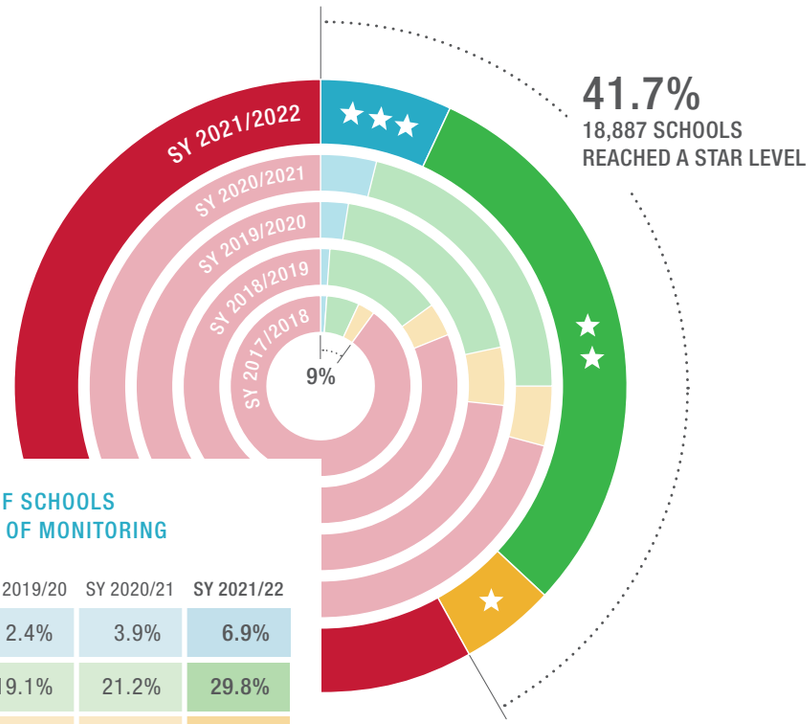
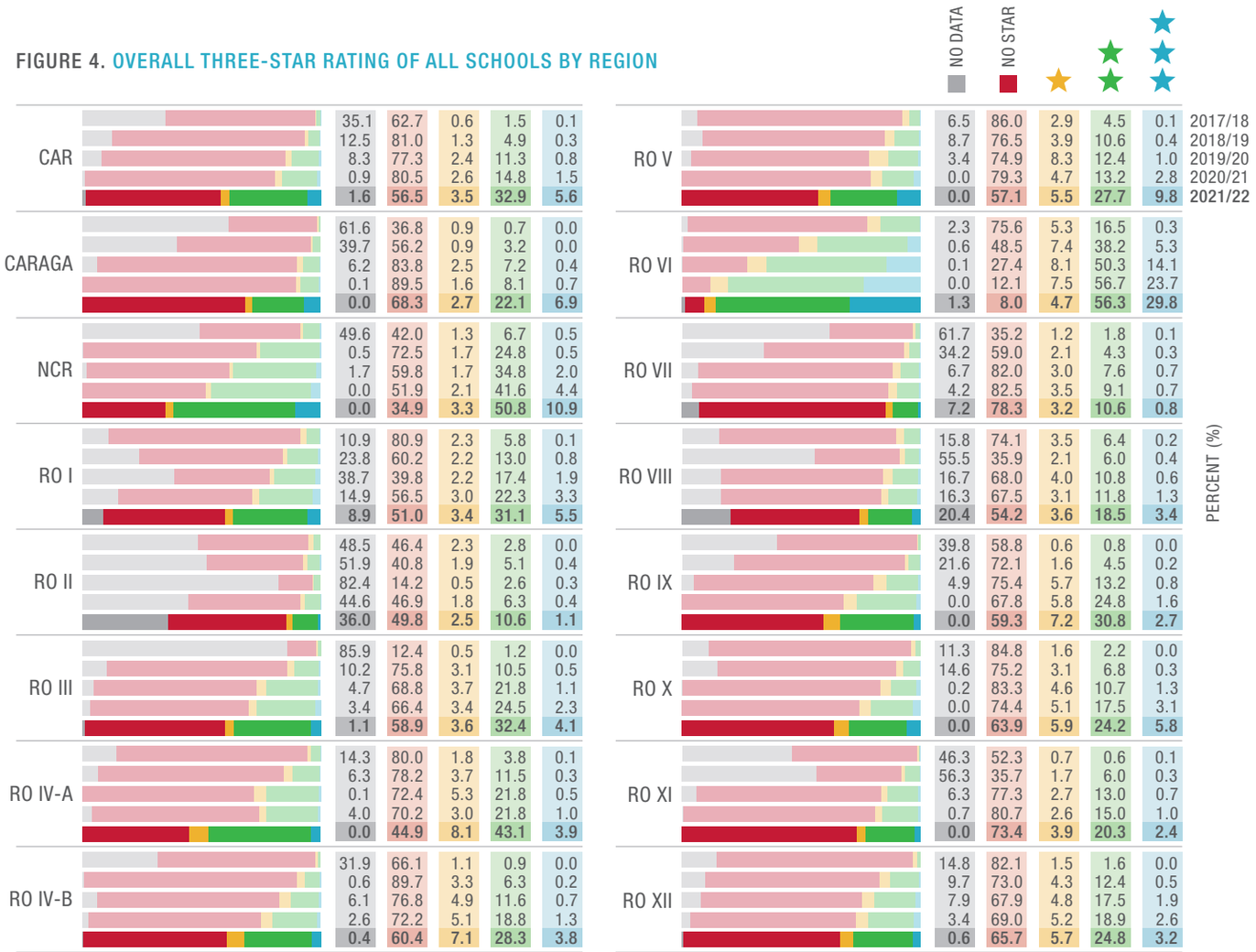


FIGURE 3. OVERALL STAR RATINGS OF SCHOOLS OVER THE PAST FIVE SCHOOL YEARS OF MONITORING

	SY 2017/18	SY 2018/19	SY 2019/20	SY 2020/21	SY 2021/22
★★★	0.1%	1.1%	2.4%	3.9%	6.9%
★★	6.0%	13.9%	19.1%	21.2%	29.8%
★	2.9%	3.9%	5.0%	4.2%	5.0%
NO STAR ■	90.9%	81.2%	73.5%	70.7%	58.4%

Figure 4 (below) and Figure 5 (page 7) show the regional differences in the improvement of proportion of schools reaching any star level during the five-year WinS monitoring. Most regions at baseline had very few schools reaching at least one-star rating, except for Region VI, NCR, and Region I. After five years, the share of schools reaching any of the star ratings increased substantially. Region VI and NCR showed the greatest improvement, with Region VI increasing from roughly 35% in 2017/18 to more than 75% and NCR from about 10% only to around 60% in the latest round of monitoring. Only slight improvements could be seen in RO II and RO VII in percent of schools with at least one-star rating, which may be specific regions/areas for interventions if the aim is to increase the percentage of schools all over the country that reached at least the basic WASH services in schools.

FIGURE 4. OVERALL THREE-STAR RATING OF ALL SCHOOLS BY REGION



Note: data from the BARMM region is included in the national data, but is excluded from the regional presentations and analysis.

Specific WinS indicators in the Philippines are clustered into five thematic areas – water, sanitation, hygiene, deworming and health education. A substantial decline in the percentage of schools with no stars can be observed in areas of water, sanitation, hygiene, and health education, reflecting intensified investments in WASH facilities to meet national required health standards for safe school operations post-pandemic (Figure 6). However, looking at the magnitude of the decline, the WinS element hygiene remains a challenge. This is consistent with has been shown in the crucial indicators on group handwashing activity earlier. Performing group handwashing activity among learners and provision of group handwashing facilities are the most difficult indicators to achieve. Further analysis of the data reveals that a significant gap between elementary and secondary in implementing hygiene activities. In SY 2017/18 only one-thirds of elementary schools (30%) reported that students perform group handwashing activities while only 10% of secondary schools reported that they were doing the group handwashing activities. In five years, the percentages have grown to about half schools with still more elementary than secondary schools performing the activity.

Also worth noting is the significant decline in deworming over the past five years, as more than a third of schools still have no-star rating in this area. Based on anecdotal reports from WinS coordinators and teachers, the challenge in meeting this indicator is their dependency on the supply of deworming tablets from rural health units (RHUs). If there is any issue with the supply side, it is quite difficult for schools to achieve the required ratio of dewormed students.

Health education, specifically the availability of information, education, and communication (IEC) materials on school premises, has shown consistent improvement, specifically highlighting the importance of IEC materials on WASH in Schools (WinS) against COVID-19 and other infections.

The development of the portion of schools reaching at least one-star level shows big developments in the country.However, there are big differences between the regions on both the ratio of schools reaching any star level as well as the speed in which this development takes place. Annex 3 shows that this is also the case at other subnational levels.

FIGURE 5. IMPROVEMENT IN ANY STAR RATINGS BY REGION

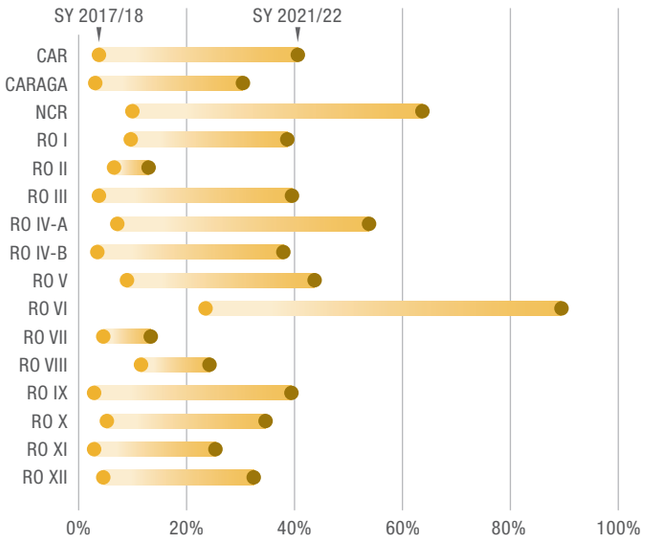
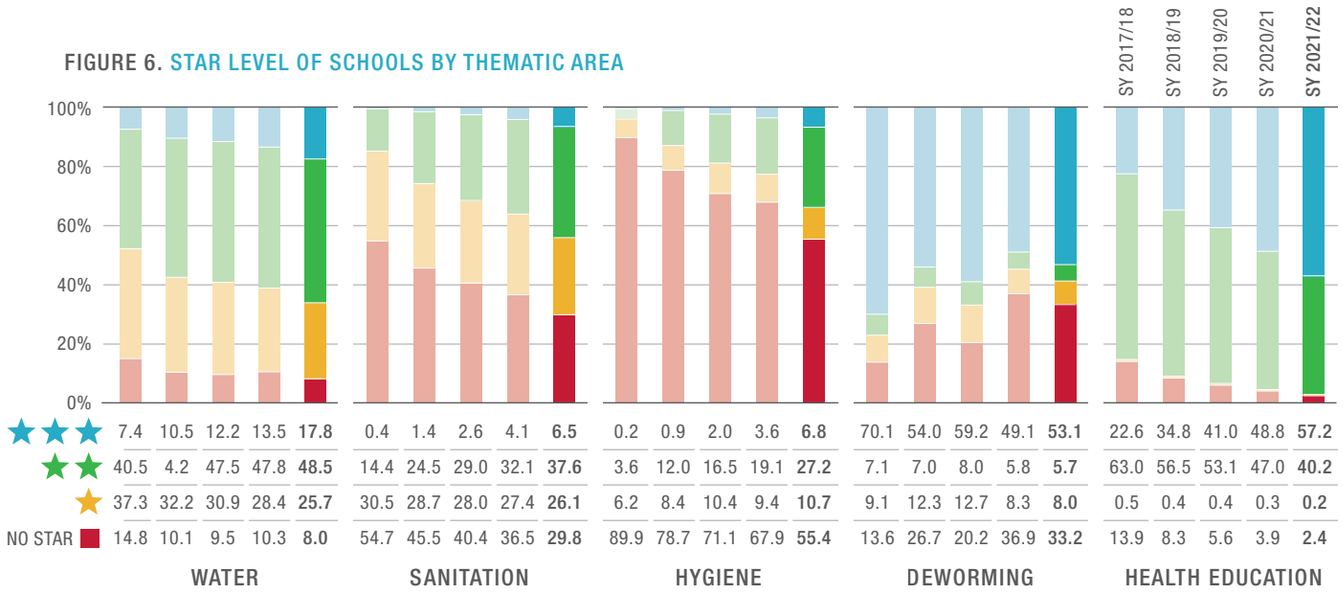


FIGURE 6. STAR LEVEL OF SCHOOLS BY THEMATIC AREA



WinS MONITORING SPECIAL INDICATORS / INFECTION PREVENTION AND CONTROL (IPC)

In SY 2021/22, nearly three in four schools (73%) meet the national standard for handwashing facilities (1 water outlet per 50 or less learners). Meanwhile, 92% of schools report a regular supply of soap. But concerning is that about one in ten schools nationwide still have no handwashing facilities at all. Despite the figures indicating significant progress in the infrastructure and hygiene supplies for most of the schools, provision of washing facilities for these 10% of schools is needed.

A quarter of schools have now (25%) met the national standard of one functional gender-segregated toilet per 50 learners or less. Meanwhile, about 40 per cent of schools in the current year of monitoring did not meet the required ratio. There is a significant decline in schools without gender-segregated toilets but with shared functional toilets. Only 801 schools this school year (or equivalent to 1.8%) do not have any toilets at all.

Since 2021, DepEd is running a Massive Open Online Course (MOOC) to train school heads and teachers on IPC. 76,000 school heads and teachers have been enrolled and the course was successfully completed by 56,500 participants, which presents a 75.3% completion rate. MOOCs have proven to be a great tool for human capacity development at scale at low cost and high quality.

FIGURE 7. RATIO OF SCHOOLS WITH HANDWASHING FACILITIES

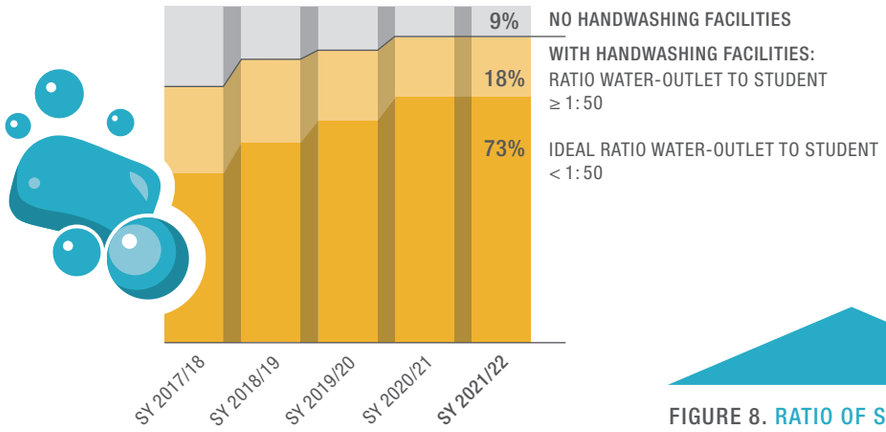
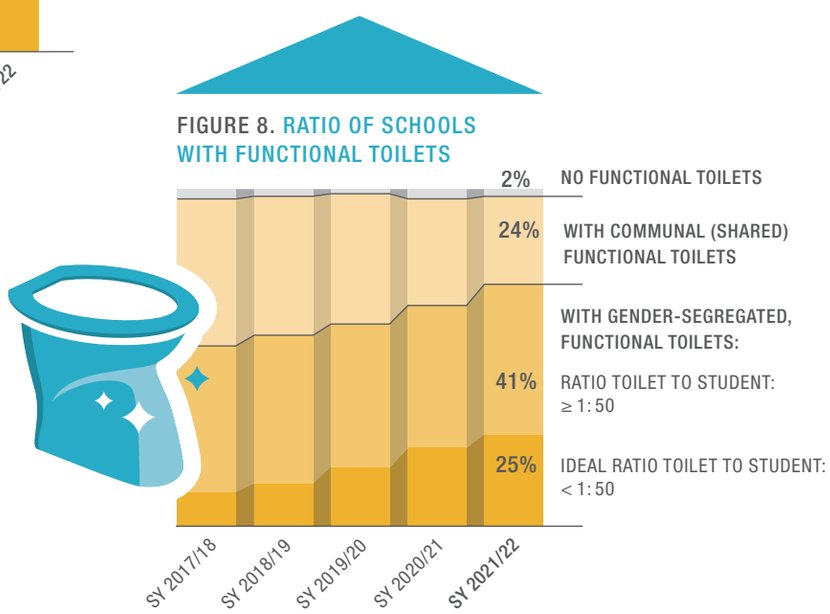


FIGURE 8. RATIO OF SCHOOLS WITH FUNCTIONAL TOILETS



WinS MONITORING SPECIAL INDICATORS / INSTITUTIONALIZATION

A good indication for the institutionalization of WinS in the schools is the fact that more and more schools are managing the financial aspects of WinS as expressed by inclusion of WASH into regular planning and budgeting processes. The proportion of schools that have integrated WinS as part of their school improvement plans (SIP) has grown by almost 4% annually over the last four years and the percentage has moved to 94% (Figure 9). In addition, sustainable funding for soap, cleaning materials and funds for repair and maintenance have seen a substantial increase.

These figures, in combination with the high level of participation in the WinS monitoring program and the steady increase in % in reaching star levels, show that WASH in Schools is now well-embedded and institutionalized in schools all over the country.

To further improve WinS implementation nationwide, DepEd, together with its development partners, GIZ and SEAMEO INNOTECH, has developed two Massive Open Online Courses (MOOCs) for its workforce to support the management of WinS programming specifically the implementation aspects and monitoring. The MOOCs are digital learning solutions that incorporate the use of social media, discussion fora, peer learning, videos, and other digital interactive media to facilitate learning for education sector officials (division-level MOOC), principals, teachers, and non-teaching staff (school-level MOOC).

A study conducted by London School of Hygiene and Tropical Medicine (LSHTM) in collaboration with GIZ and DepEd, evaluating associations of the school-level MOOC and WinS implementation revealed that schools with course completers made significant improvements with their scoring points in the annual WinS monitoring compared to those schools with non-completers (publication in preparation).

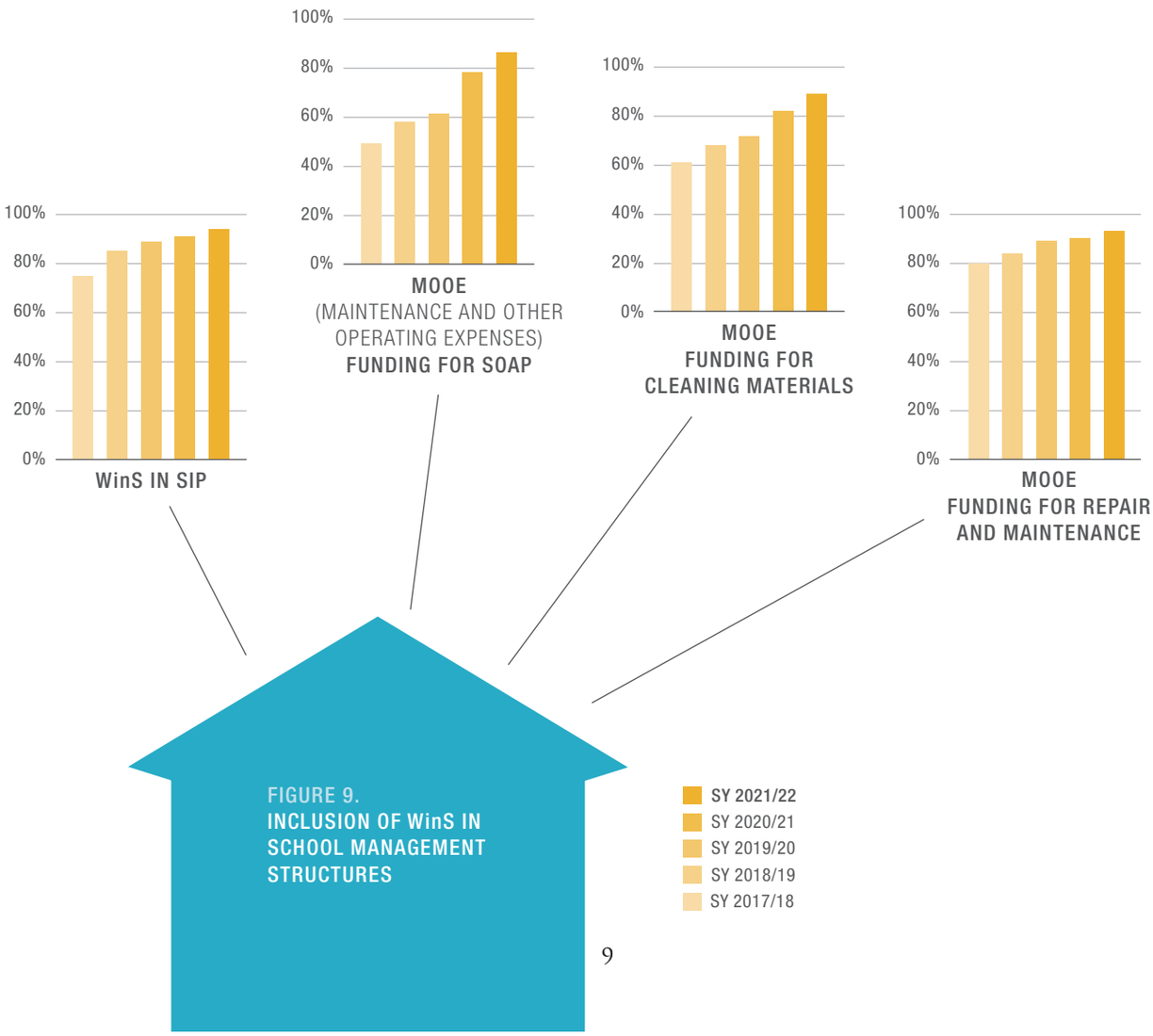


FIGURE 9.
INCLUSION OF WinS IN SCHOOL MANAGEMENT STRUCTURES

WinS MONITORING SPECIAL INDICATORS / MENSTRUAL HEALTH AND HYGIENE

Girls continue to face barriers in education, and one significant factor is the access to proper WASH facilities and supplies while in schools. Several studies show that managing menstruation effectively positively impacts girls' education by reducing absenteeism, increasing participation, and preventing falling behind in lectures. Achieving gender equality entails paying attention to the needs of girls and women. Therefore, addressing Menstrual Health and Hygiene (MHH) is an important step towards achieving gender equality. Improving access to female-friendly WASH facilities will empower girls to appropriately manage menstruation while in schools and help to ensure that menstruation will not be a barrier to their education.

MHH-related indicators, specifically water availability, gender-segregated toilets, availability of sanitary pads, and access to information, are part of the WinS monitoring program since its beginning. The Priority List of Indicators for girls' Menstrual Health and Hygiene is a an internationally accepted list of MHH related indicators. Table 2 gives an overview of the WinS OMS indicators that can be aligned with this international standard.

Since baseline, continuous improvements can be seen in all MHH related indicators. However, many steps still to be taken. Currently, only about 50% of schools in the country have clean and functional toilets with washing facilities and with facilities for the hygienic disposal of sanitary pads. Despite these improvements, the average number of female learners per functional toilet is 88, which is still far from the recommended 50.

TABLE 2. SCHOOLS REACHING MHH-RELATED INDICATORS

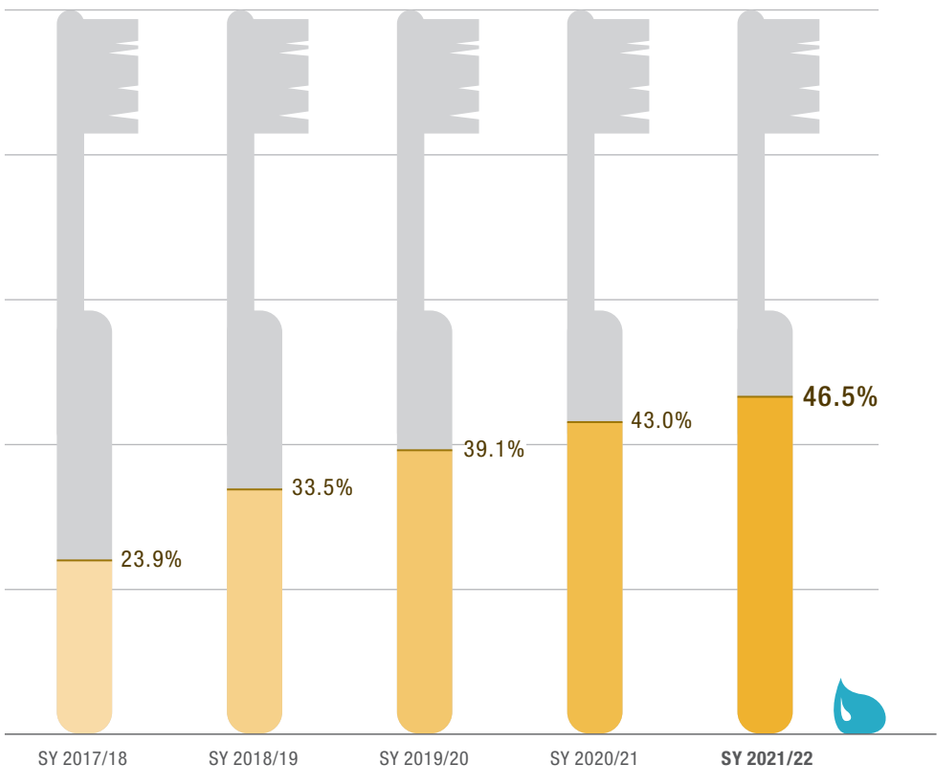
	SY 2017/18	SY 2018/19	SY 2019/20	SY 2020/21	SY 2021/22
Indicators					
Schools with menstrual materials available for girls in case of an emergency.	19.2%	74.7%	80.2%	82.5%	**87.5%**
Schools (primary/secondary) with improved sanitation facilities that are gender-segregated and usable (available, functional, and private) at the time of the survey	27.5%	37.7%	51.0%	56.3%	**63.1%**
Schools (primary/secondary) with improved sanitation facilities that are gender-segregated, usable (available, functional, and private), lockable from the inside, have covered disposal bins, and have discreet disposal mechanisms at the time of the survey	14.0%	25.3%	35.7%	45.1%	**54.1%**
Schools (primary/secondary) that have water and soap available in a private space for girls to manage menstruation	23.1%	45.0%	49.4%	54.5%	**60.8%**
Schools where education about menstruation is provided for students from age 9	36.9%	48.8%	56.0%	63.5%	**72.0%**
Average numbers of students per functional and exclusive female toilet	113.1	123.9	101.4	94	**88.3**

Priority List of Indicators for Girls' Menstrual Health and Hygiene:
Technical Guidance for National Monitoring. (2022).
Global MHH Monitoring Group. Columbia University. New York
www.susana.org/en/knowledge-hub/resources-and-publications/library/details/4970#

Oral diseases are largely preventable, but tooth decay still affects most children in Asia resulting in pain, discomfort and infection that adversely affects overall health, wellbeing, and nutritional intake. DepEd is proud to be a trailblazer for pioneering global public health strategies on oral health. The main measure is tooth-brushing with fluoride toothpaste in schools and learning centers, at the core of prevention efforts, recommended by the newly released WHO Global Oral Health Strategy (2022).

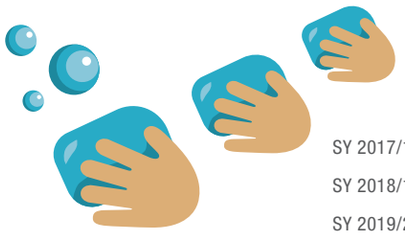
Schools play a pivotal role in the prevention of oral diseases and the promotion of oral health. Through daily group toothbrushing with fluoride toothpaste learners benefit from the preventive effect of fluoride and develop good oral hygiene behaviors. Organizing the intervention as group activity is not only fun for the children but also facilitates implementation in the school setting. The proportion of schools that perform daily toothbrushing activities has almost doubled over the monitoring period. However, a big step has still to be taken with more than half of the schools in the Philippines (53.5% or 24,284 schools) do not yet perform this activity with the learners daily.

FIGURE 10. SCHOOLS CONDUCTING DAILY TOOTHBRUSHING ACTIVITIES



Integration of group activities in the daily school routines has the potential to change the health of the population by instilling habits in learners. Daily group handwashing with water and soap and daily toothbrushing with fluoride holding toothpaste are good examples of this. However, as Figures 11 and 12 show, many schools struggle with these indicators. Compliance to these indicators depend not on a single factor but require the availability of hardware (sufficient outlets for group handwashing and toothbrushing), the availability of water, soap and toothpaste and the management effort to organize these activities at a daily basis as a routine in the school.

FIGURE 11. SCHOOLS PERFORMING GROUP HANDWASHING ACTIVITIES



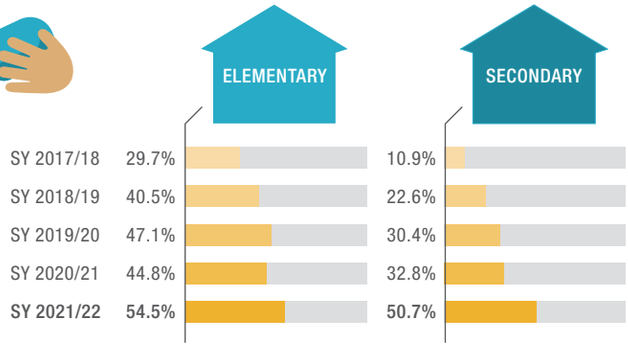
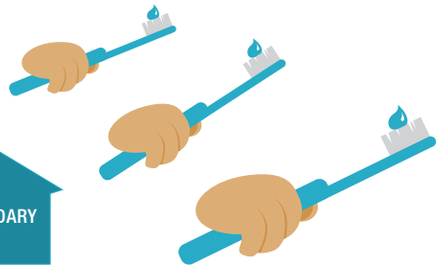
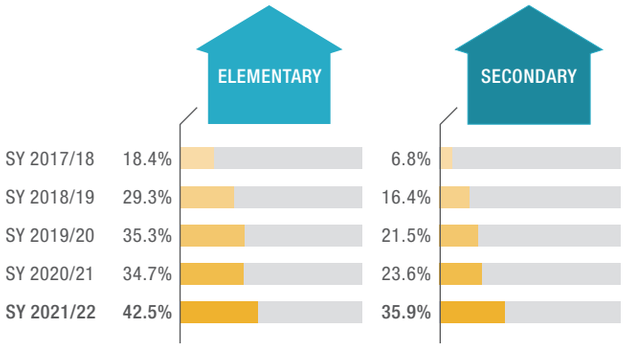


FIGURE 12. SCHOOLS CONDUCTING GROUP TOOTHBRUSHING ACTIVITIES





WinS GLOBAL CONTEXT – JOINT MONITORING PROGRAM OF WHO AND UNICEF

At the global level, the Joint Monitoring Program (JMP) of the World Health Organization (WHO) and UNICEF provided harmonized indicators and core questions to collect data on 'basic' drinking water, sanitation and handwashing in schools and come up with a global report on the status of WASH in Schools presenting comparable national coverage estimates and SDG monitoring results. The JMP uses data from multiple data sources from each country in preparation of the bi-annual report.

As surveys around the world and even within a country use different questions, the data from each source are often not comparable with each other and they are not always harmonized with the SDG indicators for WASH in schools. Therefore the JMP data and WinS data differ from each other.

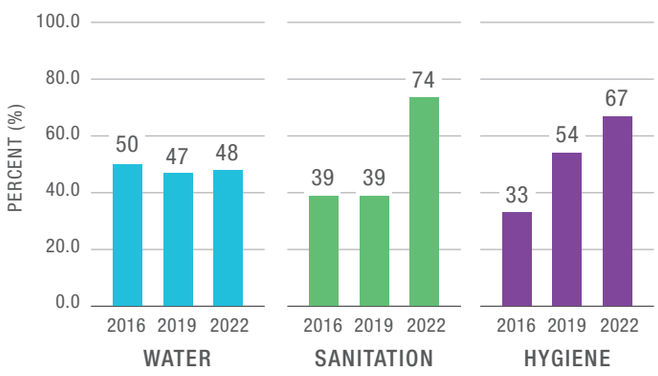
Figure 10 shows the percentage of schools in the Philippines, which reached the SDG basic service levels years 2016, 2019 and 2022, based on the respective SDG definitions:

Water. The basic service level for water is defined as the proportion of schools (including pre-primary, primary and secondary) with drinking water from an improved water source available at the school.

Sanitation. The basic service level for sanitation is defined as proportion of schools (including pre-primary, primary and secondary) with improved sanitation facilities at the school, which are single-sex and usable.

Hygiene. The basic service level for hygiene is defined as proportion of schools (including pre-primary, primary and secondary) with handwashing facilities, which have soap and water available.

FIGURE 10. PERCENTAGE OF SCHOOLS IN THE PHILIPPINES REACHING THE SDG BASIC SERVICE LEVELS



Data sources: WHO-UNICEF Joint Monitoring Programme Report on WASH in School 2016, 2020. Note: the 2022 data are preliminary, official figures will be released in April 2022

The figures in the graphic below show that following the calculations of the JMP, access to basic drinking water is only achieved by half of the schools due to the fact that students bringing water from home does not comply with provision of drinking water on school premises. However, according to the WinS data, nearly all schools, which do not have drinking water on school premises manage this gap by requesting children to bring drinking water from home. It is important to mention, that bringing water from home is an interim solution and it is important to join forces with LGUs and other partners to reach the goal that ALL schools should have access to drinking water on school premises by 2030.

Huge increase in proportion of schools with improved sanitation facilities at the school, which are single-sex and usable were seen in SY 2020/21 monitoring data. This can in part be explained by the fact, that the entire WinS movement within the education sector has tremendously increased the awareness on the importance of gender segregated, functional and clean toilets, which provide privacy. Schools have been trained on operation, maintenance and routine cleaning procedures and budget is available within the MOOE. Schools have been encouraged to integrate WinS into the planning processes to be demonstrated in the school improvement plans (SIP).

According to the JMP figures, access to basic hygiene shows significant improvement, which might be partly explained by the fact, that the pandemic has created momentum for hygiene and that schools comply with the required health standards which include handwashing stations with water and soap available.

Despite different figures due to differences in data sources and calculations, the JMP and the DepEd WinS monitoring show comparable trends for basic water, basic sanitation, and basic hygiene, which reflect the impressive improvement of WinS in the Philippines.

The detailed definitions and more information on the core questions of the JMP can be found in the WHO and UNICEF brochure "Core questions and indicators for monitoring WASH in Schools in the Sustainable Development Goals for the JMP" which can be found on https://washdata.org: **https://bit.ly/394RvB4**

KEY INSIGHTS AND RECOMMENDATIONS

SCHOOLS IN THE PHILIPPINES HAVE MADE GREAT PROGRESS BETWEEN SY 2017/18 AND SY 2021/22 IN PROVIDING SAFE AND HEALTHY ENVIRONMENTS FOR LEARNERS.

The WinS monitoring program has seen an impressive increase in school participation rates, with 93.5% of schools participating in SY 2021/22. This shows how the importance of WASH in the education sector, and the commitment from the central offices to regions, to division down to the school level has grown in a relatively short period.

However, there are big differences between and inside regions and there are still a few School Division Offices (SDOs) where almost no school participates in the Wins Monitoring program. A few targeted interventions in just a few specific SDOs could be successful to increase participation rates towards 100% nationwide.

THERE HAS BEEN A STEADY INCREASE IN THE OVERALL STAR LEVELS OF SCHOOLS NATIONWIDE.

The percentage of schools which did not reach any star level declines steadily to less than 60% and there is also a steady growth of the schools with a two- or three-star rating. Establishing daily routines for group handwashing activities appears to be a major factor that hampers the schools from reaching a star level. However, since handwashing with soap is a key factor in preventing diseases, DepEd has been investing in providing implementation guidelines and funds to improve and maintain access to adequate hygiene facilities and supplies.

More and more schools are also anchoring WinS into their budgets and school improvement plans, which is a strong indicator for institutionalization of WinS in the education sector. There are still many schools without gender-segregated and functional toilets, with more than two shared or communal toilets. A practical solution of assigning one of these shared toilets to boys and one to girls could easily improve the compliance to this crucial indicator and more schools could reach a star level.


ANNEX

ANNEX 1

WHY REACH THE STARS?

Prevent hygiene-related diseases!
Promote positive behaviour and life skills!
Help the students to learn better and thrive!
Promote gender equality!
Affirm children's right to health and education!

Three Star Criteria

Hygiene

★	★★	★★★
HANDWASHING		
Daily SUPERVISED group handwashing with soap for all children is led by **teacher/s**.	Daily SUPERVISED group handwashing with soap for all children is led by a **mix of teachers and students**.	Daily SUPERVISED group handwashing with soap for all children is led by **student leaders**.
Regular supply of soap for handwashing.	Regular supply of soap for handwashing.	Regular supply of soap for handwashing.
At least **one** functional group handwashing facility with soap.	Pupil to group handwashing facility with soap ratio of **1:200 for one shift**.	Pupil to group facility with soap ratio of **1:100 for one shift**.
		There are **individual handwashing facilities with soap in strategic areas** in the school (e.g. near canteen/eating areas, play areas and toilets).
		The practice of individual handwashing with soap is done during critical times.
TOOTHBRUSHING		
Daily SUPERVISED activity of toothbrushing with fluoride toothpaste for all children is led by **teacher/s**.	Daily SUPERVISED activity of toothbrushing with fluoride toothpaste for all children is led by a **mix of teachers and students**.	Daily SUPERVISED activity of toothbrushing with fluoride toothpaste for all children is led by **student leaders**.
Regular supply of fluoride toothpaste for the toothbrushing activity.	Regular supply of fluoride toothpaste for the toothbrushing activity.	Regular supply of fluoride toothpaste for the toothbrushing activity.
ENABLERS		
Repair and maintenance requirements are reflected in the School Improvement Plan (SIP) and Annual Improvement Plan (AIP).	Repair and maintenance requirements are reflected in the School Improvement Plan (SIP) and Annual Improvement Plan (AIP).	Repair and maintenance requirements are reflected in the School Improvement Plan (SIP) and Annual Improvement Plan (AIP).
Soap, toothbrush and toothpaste are provided by the school through DepEd funds only (i.e. MOOE).	Soap, toothbrush and toothpaste are provided by the school through **DepEd funds** complemented by **external partners**.	Soap, toothbrush and toothpaste are provided by the school through **DepEd funds** complemented by **external partners**.
MENSTRUAL HYGIENE MANAGEMENT (MHM)		
Sanitary pads are accessible in the school.	Sanitary pads are accessible in the school.	Sanitary pads are accessible in the school.
	There is **information on proper disposal** of sanitary pads in the girls toilet.	There is **information on proper disposal** of sanitary pads in the girls toilet.
	DepEd approved IEC materials on menstrual hygiene management for **teachers** are available.	DepEd approved IEC materials on menstrual hygiene management for **teachers and students** are available.
		There is a rest space/changing room for MHM that is secure, private and comfortable (not necessarily in the CR).

Sanitation

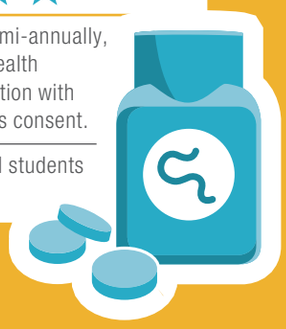
★	★★	★★★
TOILETS		
The overall pupil to toilet seat ratio is **101 students or higher** and there are **at least two** functional and clean toilets that are gender-segregated.	The overall pupil to toilet seat ratio is **51–100 students** and there are **more than two** functional and clean toilets that are gender-segregated as needed based on enrolment.	The functional pupil to toilet seat ratio **(by gender)** is **50 students or less**.
Toilets are secure, private, with door and lock, have lighting, adequate ventilation and wrapping materials for used pads.	Toilets are secure, private, with door and lock, have lighting, adequate ventilation and wrapping materials for used pads.	Toilets are secure, private, with door and lock, have lighting, adequate ventilation and wrapping materials for used pads.
	There is a **handwashing facility with soap within or near the toilets**.	There is a **handwashing facility with soap within or near the toilets**.
	There is a facility for washing **IN at least one female toilet** for MHM.	There is a facility for washing **IN female toilets** for MHM.
	Detached toilets are located **within view** of school building and people.	**Detached** toilets are located **within view** of school building and people.
		There is a **toilet accessible to persons with limited mobility**.
Daily cleaning of toilets, and handwashing and other water facilities.	Daily cleaning of toilets, and handwashing and other water facilities.	Daily cleaning of toilets, and handwashing and other water facilities.
Funding for regular maintenance and repair of toilets, handwashing and other water facilities **comes from the regular school budget (i.e. MOOE) and/or other DepEd funds**.	Funding for regular maintenance and repair of toilets, handwashing and other water facilities **comes from the regular school budget (i.e. MOOE) and/or other DepEd funds**.	Funding for regular maintenance and repair of toilets, handwashing and other water facilities **comes from the regular school budget (i.e. MOOE) and/or other DepEd funds**.
WASTE MANAGEMENT (SOLID WASTE & WASTEWATER MANAGEMENT)		
No burning of waste.	No burning of waste.	No burning of waste.
Segregated trash bins with cover are **available in all classrooms**.	Segregated trash bins with cover are **available in all classrooms and toilets**.	Segregated trash bins with cover are **available in all classrooms, toilets, canteens, offices, clinics, play areas, gardens, hallways, and gyms**.
Waste segregation is **practiced**.	Waste segregation is **practiced**.	**Comprehensive** waste segregation **system is in place**, such as policy, facility and practice, and sanctions for non-compliance.
No garbage collection services BUT school has **compost facility** for biodegradable waste and safe disposal of non-bio-degradable waste such as properly fenced refuse pits (burying).	Garbage is collected at least **once a week** OR school has **compost facility** for bio-degradable waste and safe disposal of non-biodegradable waste such as properly fenced **refuse pits** (burying).	Garbage is collected at least **twice a week** OR school has **compost facility** for bio-degradable waste and **materials recovery facility (MRF)** for recyclable waste.
Functional septic tank is available for all toilets.	Functional septic tank is available for all toilets.	Functional septic tank is available for all toilets.
Functional drainage from kitchen and wash areas to ensure that there is no stagnant water in the school.	Functional drainage from kitchen and wash areas to ensure that there is no stagnant water in the school.	Functional drainage from kitchen and wash areas to ensure that there is no stagnant water in the school.
		In case the school is in a flood prone area, a system (policy, practices, people, process, & structure) **is in place** to ensure that there is no stagnant water in the school.
FOOD SAFETY		
All food handlers are **oriented and practice food safety measures**.	All food handlers should have a **health certificate**.	All food handlers should have a **health certificate** and for schools with **canteen, an updated sanitary permit**.

Water

★	★★	★★★
WATER FOR DRINKING		
Safe drinking water is not provided by the school. **Children are required to bring their own** drinking water.	Safe drinking water is provided by the school **but supply is not regular**.	Safe drinking water is provided **for free for all children** in the school **at all times**.
The school **coordinates** with the relevant agency/office to test the quality of water.	The quality of water is tested **once every calendar year** in coordination with the relevant agency/office.	The quality of water is tested **more than once every calendar year** in coordination with the relevant agency/office.
WATER FOR WASHING, CLEANING & OTHER PURPOSES		
Regardless of source, water for cleaning is available **only for certain days of the week**.	Regardless of source, water for cleaning is available on a **daily basis but only on certain hours of the day**.	Regardless of source, water for cleaning is available on a **daily basis in all school hours**.

Deworming

★	★★	★★★
Deworming is done semi-annually, in the presence of a health personnel, in coordination with DOH, and with parent's consent.	Deworming is done semi-annually, in the presence of a health personnel, in coordination with DOH, and with parent's consent	Deworming is done semi-annually, in the presence of a health personnel, in coordination with DOH, and with parent's consent.
50 – 74% of school students were dewormed.	**75 – 84%** of school students were dewormed.	At least **85%** of school students were dewormed.



Health Education

★	★★	★★★
IEC materials are present **only** in the **schoolboard or wall**.	IEC materials are present **in classrooms and strategic places** (e.g. canteen, play areas, toilets, handwashing facilities, etc.).	IEC materials are present **in classrooms and strategic places** (e.g. canteen, play areas, toilets, handwashing facilities, etc.).
There are **organized teams and accountable units** to promote WinS (e.g. TWGs, student clubs).	There are **organized teams and accountable units** to promote WinS (e.g. TWGs, student clubs).	There are **organized teams and accountable units** to promote WinS (e.g. TWGs, student clubs).
	WinS is **part of INSET**.	WinS is **part of INSET**.
		Available WinS learning / instructional materials in support of teaching WinS in the K to 12 curriculum.
	Advocacy is done during GPTA assembly.	There are **planned and organized activities** for parents/stakeholders for learning and advocating WinS.
	WinS is part of the extra-curricular program of students.	**WinS is part of the extra-curricular program of students.**

https://washdata.org/report/jmp-core-questions-monitoring-wash-schools-2018

2 GLOBAL WINS INDICATORS

2.1 Normative definitions of SDG indicators for WinS

The core indicators define "basic" drinking water, sanitation and handwashing facilities. Global monitoring will include data on pre-primary, primary and secondary schools, where possible. Early Childhood Development (ECD) centres[8] will not be included in global monitoring at this stage, due to data collection challenges associated with the unregistered status of many centres. However, this should not preclude monitoring WASH in ECD centres as part of national efforts and these will be included in future global monitoring.

1. Proportion of schools with basic drinking water

Definition: Proportion of schools (including pre-primary, primary and secondary) with drinking water from an improved *water source* available *at the school*

Element	Normative definition
improved	The main drinking water source is of an "improved" type. An "improved" drinking water source is one that, by the nature of its construction, adequately protects the source from outside contamination, particularly faecal matter (JMP definition[9]). "Improved" water sources in a school setting include: piped, protected well/spring (including boreholes/tubewells, protected dug wells and protected springs), rainwater catchment, and packaged bottled water. "Unimproved" sources include: unprotected well/spring, tanker-trucks, and surface water (e.g. lake, river, stream, pond, canals, irrigation ditches) or any other source where water is not protected from the outside environment.
available	There is water from the main drinking water source available at the school on the day of the survey or questionnaire.

2. Proportion of schools with single-sex basic sanitation

Definition: Proportion of schools (including pre-primary, primary and secondary) with improved *sanitation facilities at the school, which are* single-sex *and* usable

Element	Normative definition
improved	The sanitation facilities are of an "improved" type. An "improved" sanitation facility is one that hygienically separates human excreta from human contact (JMP definition[9]). "Improved" facilities in a school setting include: flush/pour-flush toilets, pit latrines with slab, and composting toilets. "Unimproved" facilities include: pit latrines without slab, hanging latrines, and bucket latrines, or any other facility where human excreta is not separated from human contact.
single-sex	There are separate toilet facilities dedicated to female use and male use at the school. Note: may not be applicable in pre-primary schools.
usable	Toilets/latrines are accessible to students (doors are unlocked or a key is available at all times), functional (the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets), and private (there are closable doors that lock from the inside and no large gaps in the structure) on the day of the survey or questionnaire. Note: lockable doors may not be applicable in pre-primary schools.

3. Proportion of schools with basic handwashing

Definition: Proportion of schools (including pre-primary, primary and secondary) with handwashing facilities, *which have* soap and water available

Element	Normative definition
handwashing facilities	A handwashing facility is any device or infrastructure that enables students to wash their hands effectively using running water, such as a sink with tap, water tank with tap, bucket with tap, tippy tap, or other similar device. Note: a shared bucket used for dipping hands is not considered an effective handwashing facility.
soap and water	Both water and soap are available at the handwashing facilities for girls and boys on the day of the questionnaire or survey. Soapy water (a prepared solution of detergent suspended in water) can be considered as an alternative for soap, but not for water, as non-soapy water is needed for rinsing. Note: ash or mud may be available for hand cleansing but is not an acceptable alternative to soap for global monitoring.

8 Pre-primary schools typically refer to the one year prior to entering formal year 1, while ECD centres include preschools and child care centres, which are typically unattached, community-based programs that provide class-based services for children aged three to five.

9 See wssinfo.org for more information on the JMP definitions for "improved" facilities, as well as current categorizations.

ANNEX 3 REGIONAL INSIGHTS IN WinS

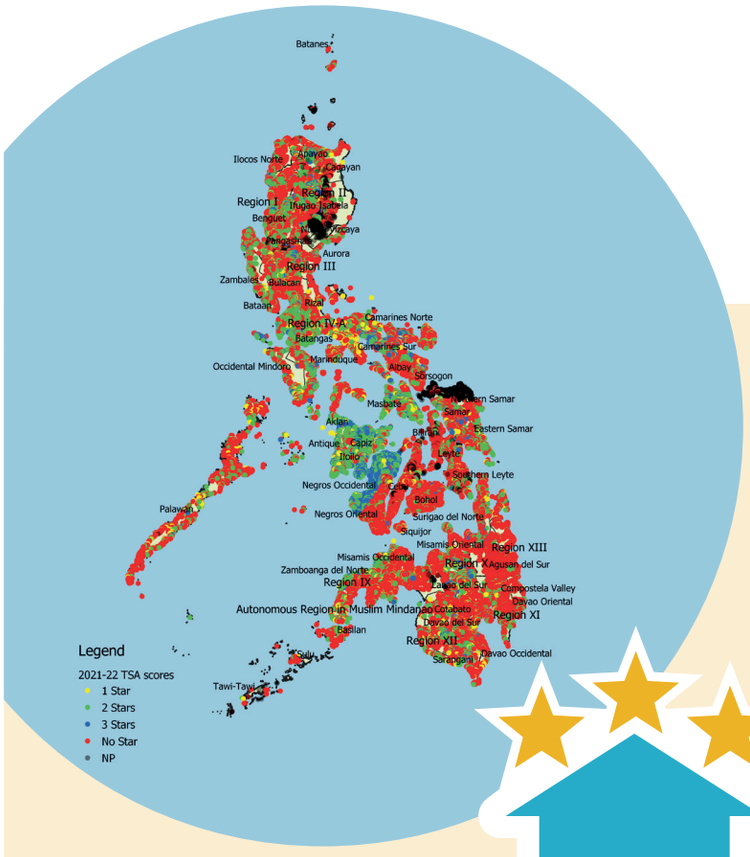
Whereas the report gives an overview of the WinS status on a national level, there are many regional differences that reflect the diversity of the Philippines. Until now these have not been reported on in the national reports. This annex tries to do justice to the many regional aspects of Wash in Schools in the Philippines.

The map is based on the GPS locations of schools that have been collected. However, data collection has not yet been finished and the data also contain some known errors which make it appear that schools are in a different part of the country or even the sea. Since we have GPS locations from about 85% of the schools in the country, the data give a good insight, but should also be treated both with care and as indicative.

This annex shows a map with the overview of school locations and their overall TSA score in SY 2021/22.

The map shows that there are big differences, not only between the regions, but also between the Divisions in one Region. For instance, Region VI stands out clearly with the high proportion of 2-Star and 3-Star schools. A closer look however reveals that the proportion of 3-Star schools appears to be higher in Negros Occidental as compared to the islands of Panay and Guimaras. The contrast on Negros Island between Negros Occidental (Region VI) with a high proportion of 3-Star schools and Negros Occidental with mostly 0-Star schools is big.

Regional differences like this can be observed on many regions showing clearly that both national and regional leadership is needed for a successful implementation of WinS.



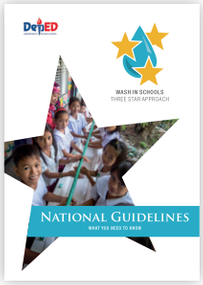
To gain more insights in the WinS achievements and characteristics of the Regions and SDO's, a selection of the data from the WinS-OMS for 2021/22 (and previous years) has been published in dashboards. Using these dashboards, information on participation, crucial indicators, thematic areas and seventeen specific indicators can be visualized at national, subnational, and school levels.

THE DASHBOARDS CAN BE ACCESSED THROUGH
https://wins.deped.gov.ph/homepage/wins-monitoring-dashboards

NOTES

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; school year 2019/2020 in comparison with school year 2017/2018

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

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

IMPRINT: Department of Education DepEd Complex, Meralco Ave. Pasig City, Metro Manila, Philippines /

Design: büro lüdke GmbH / Photos: Ivan Sarenas; SEAMEO INNOTECH, PT Y&R MICE / November 2023 / Supported by: GIZ; Save the Children; UNICEF

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