



WASH IN SCHOOLS
THREE STAR APPROACH



WINS MONITORING RESULTS

SCHOOL YEAR 2017/18 TO SCHOOL YEAR 2019/2020



BACKGROUND

Sustainable Development Goal (SDG) 4 aims to ensure inclusive & quality education for all and to promote lifelong learning. Inherent in this goal is to provide every learner the right to a safe and healthy learning environment; particularly equitable access to water, sanitation, and hygiene (WASH) services. Schools should at least meet the basic service levels for WASH – meaning, schools should have available drinking water from an improved source, usable and gender-segregated improved toilets and handwashing facilities with water and soap. The Philippine Department of Education (DepEd) has placed WASH in Schools (WinS) at the center of school-based management (SBM) and has achieved huge improvements in the last three years. The COVID-19 pandemic has further highlighted the importance of WinS as critical to the personal and environmental hygiene necessary for safe operation of schools. Specific pandemic preparedness and response measures need to be integrated into the routines of schools and will position WinS at a new level of SBM.

The Philippine DepEd issued DepEd Order No. 10 series of 2016 entitled “Policy and Guidelines for the Comprehensive Water, Sanitation & Hygiene (WASH) in Schools (WinS) Program”. Through this policy, all schools and learning centers nationwide are mandated to implement important aspects of WinS. The WinS program facilitates institutionalization of WASH practices according to standards that will enhance well-being of the children as well as their families and this might pave the way for new generations of healthy children.

Along with this WinS policy came the implementing guidelines on the use of a digitalized incentive-based monitoring and evaluation (M&E) system. For the WinS monitoring, DepEd has adopted the Three Star Approach (TSA). This is a stepwise approach that allows the school to reach the national standards for WinS by defining national priorities, setting benchmarks, and incentivizing and recognizing achievements. To date, DepEd has been using the online WinS monitoring system that allows the schools upload their own assessment of their WinS status annually.

DepEd conducted its first data gathering in SY 2017/18. Another round followed in SY 2018/19 and the latest monitoring was conducted in SY 2019/20. This report provides an overview of the WinS situation in the Philippines over three years of program implementation.



WATER ★ SANITATION ★ HYGIENE ★ DEWORMING ★ HEALTH EDUCATION

WinS MONITORING PARTICIPATION

Participation in WinS monitoring has increased substantially over the three-year monitoring period, with a 10% increase (about 5,000 schools) each year. The corresponding percentages increased from 65.6% in SY 2017/18 to 74.4% in SY 2018/19 and 87.9% in the most recent monitoring (Table 1). At baseline, elementary schools had a noticeably higher (5%) participation rate than secondary schools. Secondary schools have, however, been able to narrow and close this gap in the succeeding monitoring rounds. Across the regions, Region IV-A and Region VI have highest participation, where nearly all schools participated in the latest monitoring round.

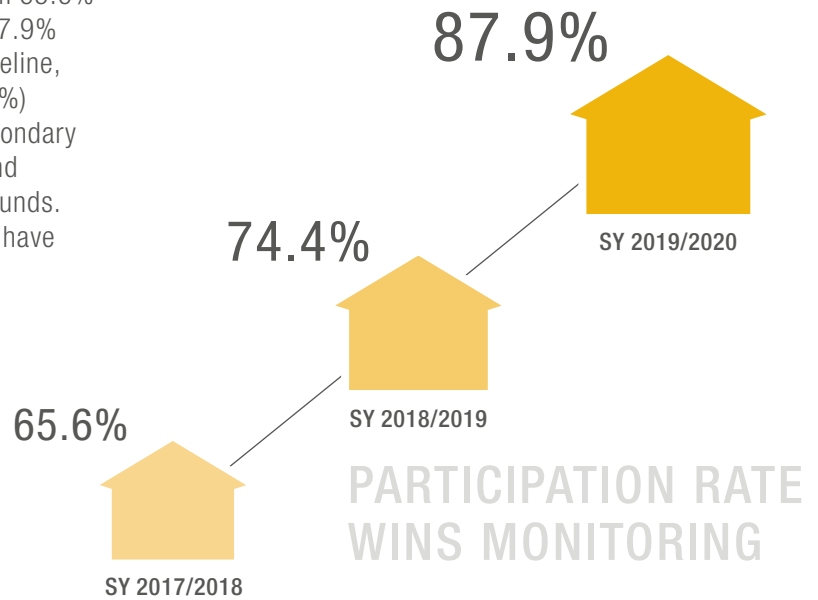


TABLE 1. PARTICIPATION OF SCHOOLS

	School Year 2017/2018			School Year 2018/2019			School Year 2019/2020		
	Elementary Schools	Secondary Schools	All Schools	Elementary Schools	Secondary Schools	All Schools	Elementary Schools	Secondary Schools	All Schools*
Total No. of Schools	38,659	7,986	46,645	38,712	8,311	47,023	36,964	8,373	45,313
Participation in WinS Monitoring:									
› % of Schools	66.3	61.8	65.6	74.7	73.3	74.4	88.3	85.9	87.9
› No. of Schools	25,639	4,935	30,574	28,914	6,091	35,005	32,619	7,195	39,814

* The decline in the overall number of schools in SY 2019/20 is due to BARMM was excluded from the analysis.

WinS MONITORING RESULTS

The WinS monitoring has also been tracking the number and percentage of schools complying with the five crucial indicators. Schools must comply with these non-negotiable WASH indicators first to be eligible for a star level. The Philippines is making impressive progress in WASH as the proportion of schools being able to comply with these five crucial indicators has almost tripled from 9% to 26.5% in within three years. Although all specific crucial indicators have improved significantly between SY 2017/18 and SY 2019/2020, most schools have still more to gain on gender-segregated toilets, supervised daily handwashing, and availability of group handwashing facilities with soap (Figure 1).

In SY 2019/2020:

Almost all schools address the learners need of safe drinking water either by having it on the school grounds or schools are able to arrange for children to bring their own drinking water from home.

However, only **61%** of schools reported availability of safe drinking water on school premises.



Nearly **two out of three** schools have gender-segregated toilets.



Two in five schools perform supervised daily group handwashing.



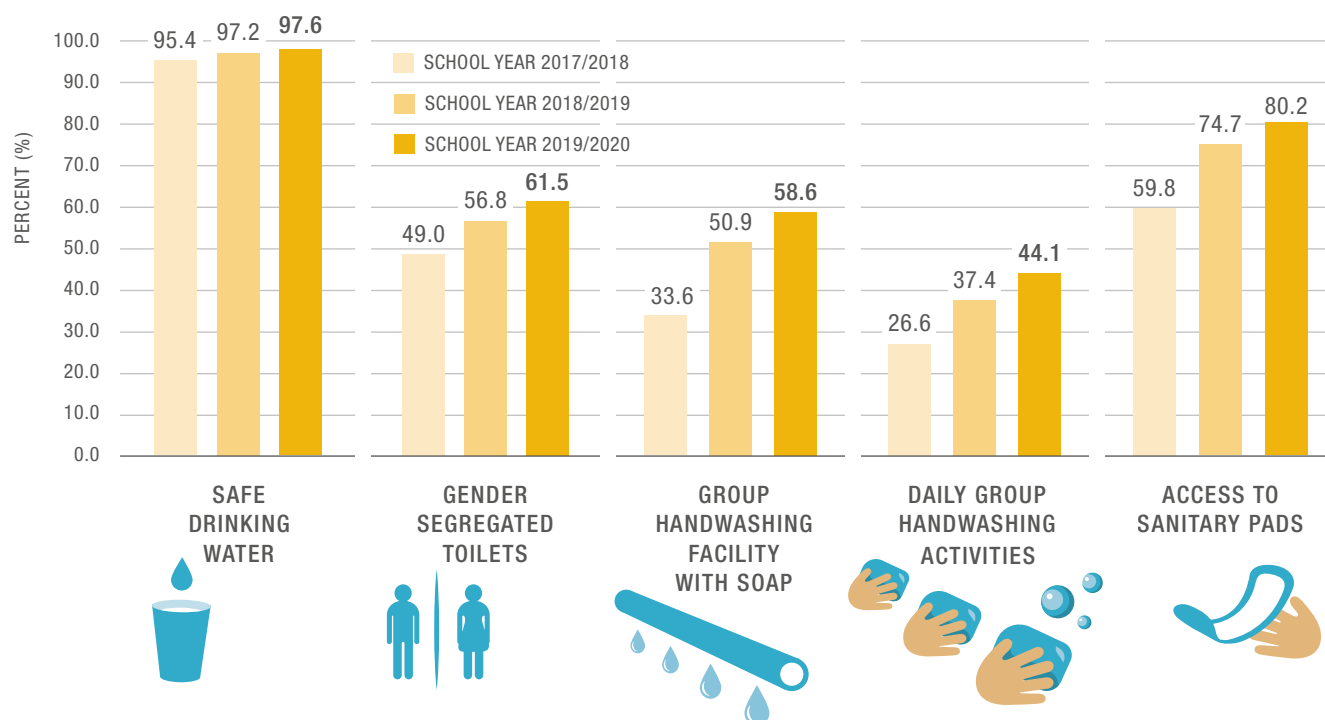
Over half of the schools have group handwashing facilities with soap.



Four out of five schools have access to sanitary pads available to students.



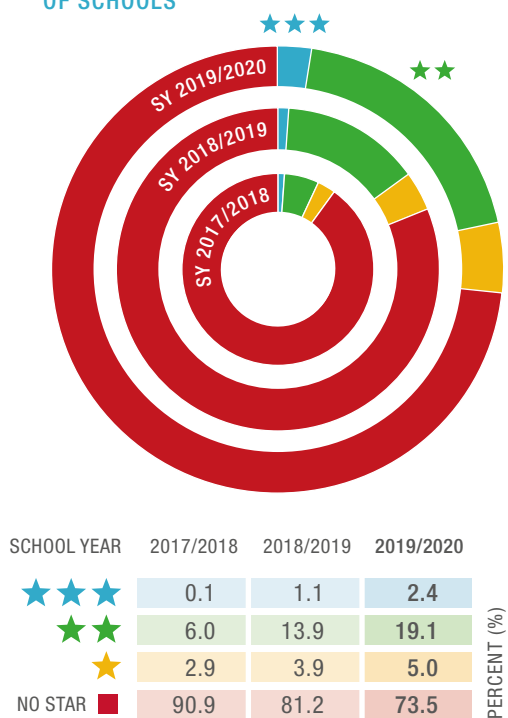
FIGURE 1. COMPLIANCE TO THE FIVE CRUCIAL INDICATORS



WinS NATIONAL STANDARDS

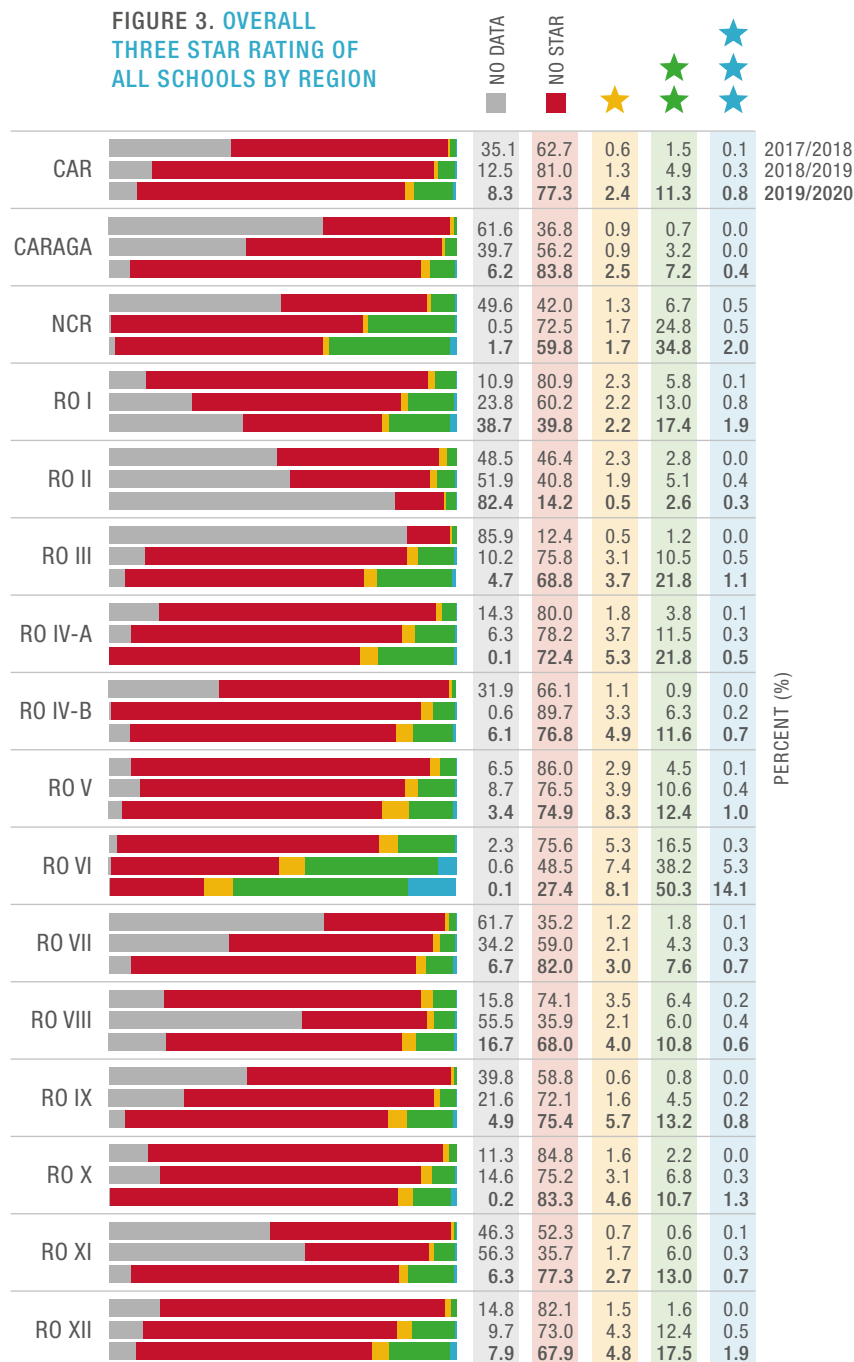
Despite the fact that the Philippines has very high WinS standards, more than a quarter (26.5%) of the participating schools have reached a star level in SY 2019/20 by complying with all the five crucial indicators. Of those schools that have met these crucial indicators, 5.0% reached a one-star level while 19.1% achieved the two-star level. Interestingly, the percentage of schools that met all national WinS standards (i.e., schools with three-star level) rose from a negligible proportion of 0.1% in SY 2017/18 to 1.1% in SY 2018/19 and 2.4% in 2019/20 (Figure 2).

FIGURE 2. OVERALL THREE STAR RATING OF SCHOOLS



Across the regions, Region VI remains with highest percentage of schools that reached the national WinS standards, where one in every ten schools in this region are three-star schools (Figure 3). Bangsamoro Autonomous Region of Muslim Mindanao (BARMM) is not shown in this report as no data is currently available in the region.

FIGURE 3. OVERALL THREE STAR RATING OF ALL SCHOOLS BY REGION



WinS STATUS OF SCHOOLS BY THEMATIC AREA

Apart from the crucial indicators, WinS is further subdivided into five major thematic areas: water, sanitation, hygiene, deworming and health education. Across the monitoring period, schools performed better in areas of water, deworming and health education while sanitation and hygiene practices are improving as well, but less pronounced, as investments take a longer time (Figure 4).

Water: Access to drinking water and water for cleaning does not seem to be a problem among the overwhelming majority of schools. This infrastructure is essential as most of WinS activities such as the use of toilets, menstrual hygiene practices, and daily group handwashing and toothbrushing require water.

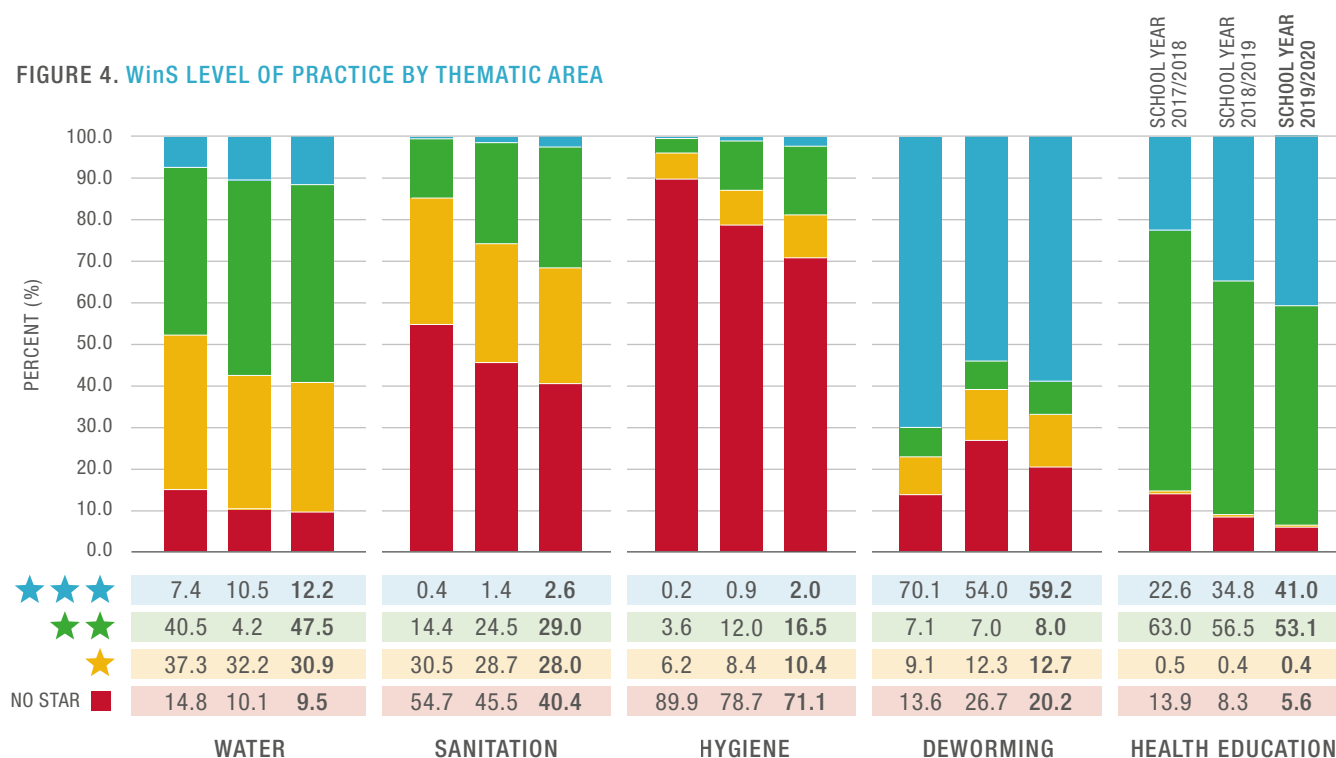
Sanitation and hygiene: Providing sanitation and hygiene services has been seemingly difficult for most schools. Many schools report lacking gender-segregated toilets, secure toilets, and a comprehensive waste segregation system. It is not that schools do not have any existing functional toilets, but communal toilets are more common in schools rather than the ideal single-sex toilets.

For hygiene, supervised daily group handwashing and toothbrushing have been difficult for most schools to implement. The lack of WASH infrastructure – particularly of group handwashing facilities with soap – may partly explain the difficulties faced by the schools in complying with this daily group handwashing activity.

Deworming: There is a sudden drop in the proportion of schools that comply with deworming in SY 2018-2019. This might be attributable to the apprehensions faced by the parents or guardians brought about by an immunization controversy during that time frame. Nonetheless, that seems to be no longer the case as deworming has now caught up with other improved thematic areas of WinS in the latest monitoring.

Health education: In health education, schools reported that teachers have enough instructional materials on WASH readily available for students. More than 90% provide WASH information, education and communication (IEC) materials in strategic places.

FIGURE 4. WinS LEVEL OF PRACTICE BY THEMATIC AREA

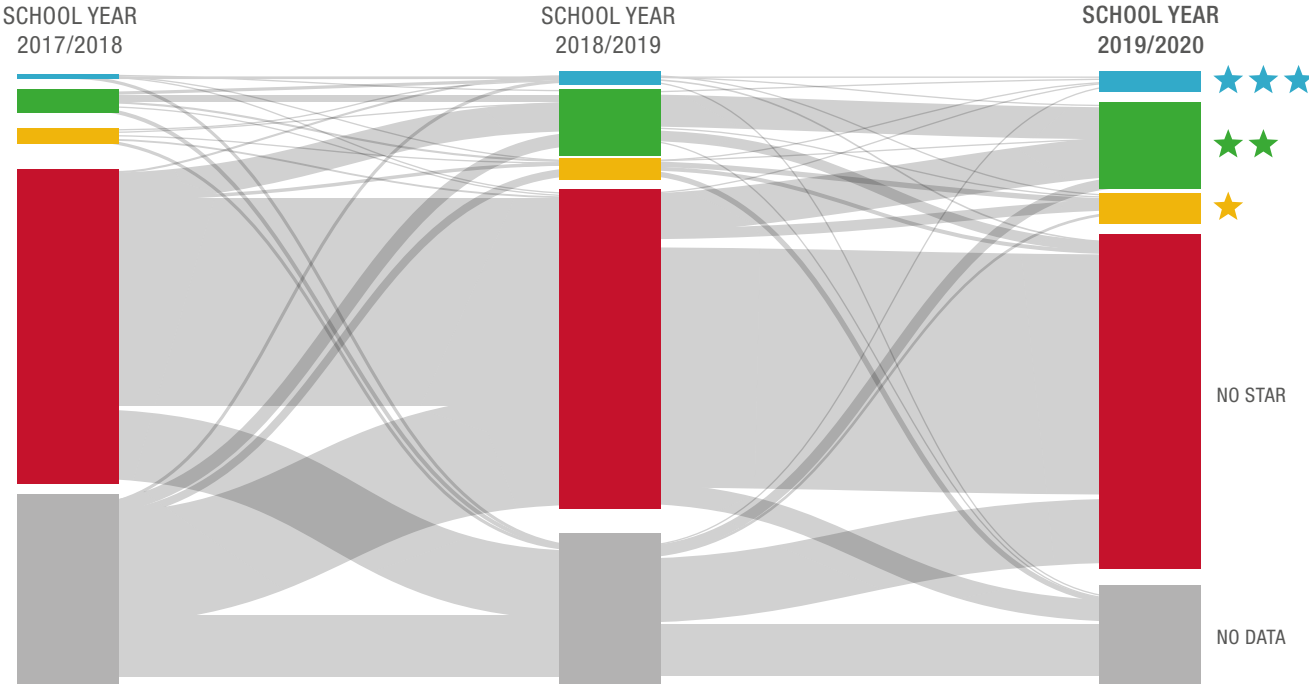


WinS SITUATION / THREE YEAR MONITORING PERIOD

Figure 5 presents the changes in the overall star rating of schools in the country over the three-year monitoring period. Between baseline and the most recent monitoring round, the number of non-participating schools has been reduced by half. Also the proportion of schools that started the process but dropped out has bounced back significantly. This reflects what the program envisions to achieve: to motivate schools to engage in the program and sustain efforts while reducing the number of non-participating schools.

Although the percentage of schools rated no star remains the same over the years, the percentage of schools that have achieved any star levels has improved significantly. The proportion of one-star schools has almost doubled since SY 2017/18. There is a fourfold increase in two-stars schools between baseline and the latest round of WinS monitoring. Finally, the number of schools reaching the national WinS standards has increased drastically from only 41 schools at the baseline to nearly a thousand in SY 2019/20.

FIGURE 5. CHANGES IN THE OVERALL WinS STATUS OF SCHOOLS OVER THE MONITORING PERIOD



WinS AND PANDEMIC PREPAREDNESS

Access to water, sanitation and hygiene services is important for effective infection prevention and control especially in an educational setting. Promoting handwashing activities and maintaining a safe, clean, and healthy learning environment are highly effective measures to reduce the transmission of the COVID-19 virus and other infectious diseases. The WinS program is at the core for safe reopening and operation of schools during this COVID-19 crisis.

Before school closures in the Philippines, the latest monitoring data show that an overwhelming majority of schools (85.2%) are practicing handwashing activities however, only half of these (44.4%) do so on a daily basis and 14.8% of schools that do not practice handwashing at all (table 2).

Difficulties in implementing the daily handwashing routine may be partly due to lack of infrastructure. The proportion of schools with a water outlet-student ratio of less than 1:50 has increased significantly from the baseline. These schools have enough water outlets to accommodate all learners in performing handwashing activities. Around 20% of schools still need to augment their facilities to ensure that learners can wash their hands effectively. Upon school reopening, learners are encouraged to perform handwashing at least 5 times a day (i.e., upon entry and exit and during critical periods such as before snacks/lunch or after using the toilet). The overall lack of infrastructure, which accounts for 13.2% of schools all over the country in the recent monitoring, should be a cause of concern.

Available water for handwashing has greatly improved since the start of the WinS monitoring. Almost 60% of schools now have a regular supply of water for daily handwashing whereas others have supply of water only at certain hours in a day/ on certain days in a week (37.3%). Very few (2.8%) have no water for handwashing activity at all. Meanwhile, schools with a regular supply of soap for handwashing increased from 58.2% to 77.3% this school year.

Schools must be equipped also with a sufficient number of sanitary bins with cover to ensure effective waste management that may lower the risk of transmission. Available trash bins in the classrooms, toilet blocks and other strategic locations, which must be emptied on a daily basis is recommended. In SY 2019/20, almost all schools (96.9%) have trash bins in the classrooms; however, close to one-third of schools reported that they have no trash bins in the toilets.

Adequate consumable resources such as soap and other cleaning and disinfecting materials should be in place as well for safe school operations. A great majority of schools allocated budget for soaps and cleaning materials from their MOOE. Improvements in the utilization of these government funds are expected as all public schools are encouraged to allocate funds for these materials to effectively execute recommended mitigation measures, like ensuring daily handwashing and institutionalizing routine cleaning and disinfection of classrooms, offices, and toilets.

TABLE 2. WinS AND PANDEMIC PREPAREDNESS AND RESPONSE INDICATORS

		School Year 2017/2018	School Year 2018/2019	School Year 2019/2020
Total No. of Schools		30,586	35,005	39,814
Group Handwashing Activity	› Daily (5x a week)	26.8	37.8	44.4
	› Less than 5x a week	42.3	42.8	40.8
	› No group handwashing activity at all	30.7	19.5	14.8
Student per Water-outlet Ratio	› Less than 1:50	50.3	59.3	66.0
	› ≥ 1: 50	26.0	24.6	20.8
	› No handwashing facility (individual & group)	23.6	15.9	13.2
Availability of Water for Daily Handwashing	› Available at all school hours	44.9	60.1	59.9
	› Not regularly available	40.9	36.9	37.3
	› No water for cleaning and handwashing	4.0	3.0	2.8
Supply of soap for Handwashing		58.3	71.2	77.3
Available Sanitary Bins with Cover	› In classrooms	94.7	96.3	96.9
	› In toilets	52.4	65.8	70.2
With Allocated budget from MOOE for	› Soap	48.8	56.1	62.0
	› Cleaning materials	61.0	67.3	71.8

PERCENT (%)

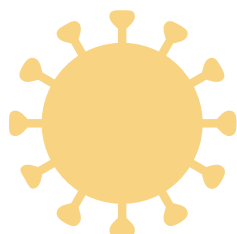


Guided by its Basic Education Learning Continuity Plan (BE-LCP) and in accordance with the Department of Health (DOH) Guidelines on the Risk-Based Public Health Standards for COVID-19 Mitigation, DepEd issued the Guidelines on the Required Health Standards in Basic Education Offices and Schools (DepEd Order No. 14 s. 2020) The Required Health Standards was established to ensure the protection of the health, safety, and well-being of learners, teachers, and personnel and prevent the further transmission of COVID-19.

To ensure the effective adoption of the proper hand and respiratory hygiene and other safety precautions, Schools/CLCs that will be allowed to deliver face-to-face learning shall comply with the standards set in the Policy and Guidelines for the Comprehensive Water, Sanitation, and Hygiene in Schools (WinS) Program (DO No. 10 s. 2016), and strengthen the implementation of the WinS Program.

The implementation of the WinS program and its activities will contribute to the measures being taken by the education sector to protect DepEd staff, parents and other community members frequenting schools (e.g. during distribution of learning materials) while implementing the BE-LCP. Furthermore, the WinS guidelines and its implementation will be a crucial aspect in preparing schools for physical reopening, and ensuring a learning environment that is safe, healthy, and prepared for future disease outbreaks.

With the emphasis that DepEd is giving on the safe reopening of schools, big improvements on these indicators are expected in the next monitoring rounds.



MORE PUBLIC SCHOOLS REPORT WinS DATA EVERY SCHOOL YEAR

DepEd has already engaged 88% of all public schools. This indicates that WinS is gaining more attention among schools and DepEd is under way in realizing the national standards. School administrators and coordinators, along with the staff at subnational levels, seem to realize the importance of WinS program. The Three Star Approach has been a great tool for the school communities to trigger action and to improve their WinS conditions.

SCHOOLS SHOW GREAT IMPROVEMENT IN COMPLIANCE WITH THE FIVE CRUCIAL INDICATORS

From just a few schools (9%) complying with crucial indicators at the beginning of the program to more than a quarter in the recent WinS monitoring, this impressive progress indicates that the national standards for WinS outlined in the in the DepEd WinS policy are possible for schools to implement.



IMPROVING INFRASTRUCTURE- RELATED WinS INDICATOR IS STILL A PARTICULAR CHALLENGE

Public schools improved performance in areas which require less investment in infrastructure such as management of access to drinking water, deworming, and health education as well as greater performance in other measures that include behavioral change management such as handwashing and toothbrushing routine and regular cleaning of sanitation facilities. Schools, however, struggle with sanitation infrastructure which requires investment in construction of toilets and handwashing facilities to meet the ideal student ratio for toilets and handwashing facilities. Hopefully improvements will be seen in these indicators as time progresses.

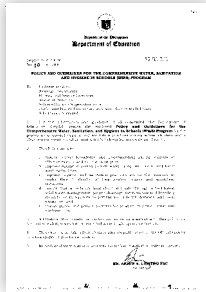
PANDEMIC PREPAREDNESS AND RESPONSE MEASURES

To address COVID-19 response and support schools to comply with guidelines for implementation of pandemic preparedness and response measures, checklists are currently being developed by DepEd. These checklists will help to orient schools and measure the readiness for safe operation. This is important to provide safe and conducive learning environments for students and staff.

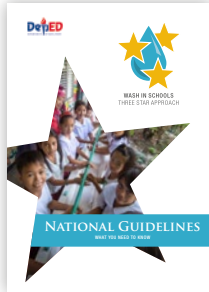




MORE INFORMATION ABOUT WASH IN SCHOOLS AND THE THREE STAR APPROACH



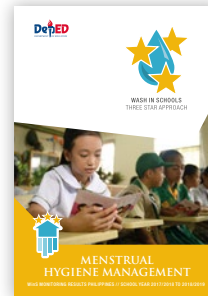
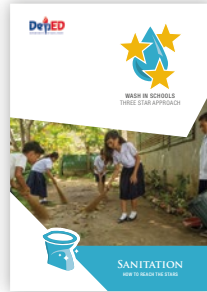
DepEd Order No. 10, S. 2016, WinS Policy and Guidelines
Policy and Guidelines for the comprehensive WinS Program



National Guidelines – What you need to know
Brochure (6 pages); 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



Menstrual Hygiene Management – WinS Monitoring Results
Brochure (6 pages); results of the DepEd WinS monitoring in the Philippines; school year 2018/2019 in comparison with school year 2017/2018

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