DepED
DEPARTMENT OF EDUCATION

WASH IN SCHOOLS
THREE STAR APPROACH

WinS MONITORING RESULTS

SCHOOL YEAR 2017/18 TO SCHOOL YEAR 2020/2021

BACKGROUND

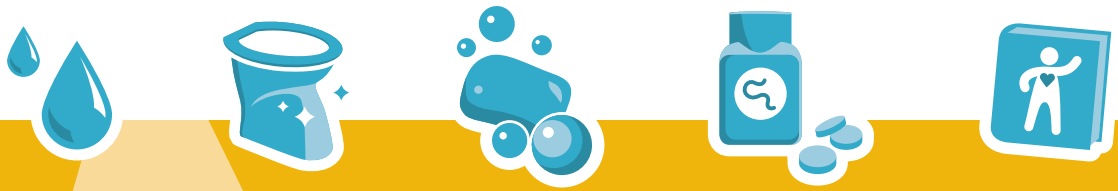
Water, Sanitation, and Hygiene (WASH) in Schools has significantly contributed to the health and well-being of children. In 2016, the Department of Education (DepEd) of the Philippines issued DepEd Order No. 10 series, titled "Policy and Guidelines for the Comprehensive Water, Sanitation & Hygiene (WASH) in Schools (WinS) Program". With this policy, the DepEd expresses its commitment that no school in the country should be left behind and provide clear direction to schools to provide access to safe drinking water, usable gender-segregated toilets, and proper hygiene for all learners. These basic services in schools are prerequisites for a healthy learning environment. This policy sets specific parameters and standards for schools and learning centers nationwide for achieving adequate access to WASH in schools. With this policy, the Philippines has taken a step towards realizing the global target for all schools to reach basic WASH services. This global target is part of the Sustainable Development Goals (SDGs) 4 "to ensure inclusive & quality education for all and to promote lifelong learning".

The WinS program in the Philippines offers a holistic approach to keep learners safe and healthy by creating a clean school environment in which hygiene and sanitation practices among school children are institutionalized. The comprehensive, sustainable, and scalable school-based WinS program focuses on the following areas: water, sanitation, hygiene, deworming and health education.

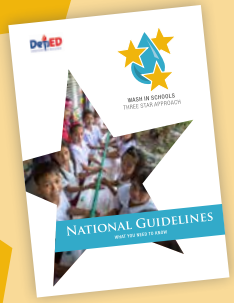
Since the start of the WinS program implementation, DepEd has been using the Three Star Approach (TSA) in order to monitor progress in the schools. The TSA supports countries in taking a stepwise approach to reach national standards for WASH. The TSA includes country-specific national priorities and benchmarks, and methods for rewarding achievements. To realize the WinS policy in schools, DepEd has released implementation guidelines, a Massive Open Online Course to capacitate school heads and school communities, and a monitoring framework, including a digital and incentive-based monitoring and evaluation (M&E) system. The DepEd WinS monitoring system is an online system that allows schools to annually upload their own assessment of their WinS status.

The WinS TSA applies School-Based Management as a pathway for schools and stakeholders to take local action towards improving and sustaining WASH services. The WinS TSA strengthens the capacity of schools to identify their own needs; effectively introduce solutions; manage and sustain WinS; enhance stakeholder involvement; and mobilize local resources. The WinS status of a school is reflected in 17 criteria along five themes: water, sanitation, hygiene, deworming, and health education. For every criterion a school can reach zero to three stars. When a school reaches three stars, this means that it meets the national standards for this criterion. A definition of these criteria is given in Annex 1. The star scores of each indicator are combined into an overall three-star score for the school. However, schools need to meet all the so-called five crucial indicators first in order to reach at least one-star level. These crucial indicators are discussed later in the report.

This report provides an overview of WinS implementation in the Philippines over the four years of monitoring. Data collection began in school year (SY) 2017/18 and continued through SY 2020/21, despite classes being held virtually or via blended learning delivery due to the COVID-19 pandemic in SY 2020/21. This report also includes an overview of schools meeting criteria for infection prevention and control during the COVID-19 pandemic, which are essential for the resumption of face-to-face classes in schools in 2022.



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 by school personnel, education and health stakeholders within government and external organizations. This is reflected in the growing active participation of schools in the WinS monitoring. Although schools are affected by the COVID-19 pandemic, participation in WinS monitoring in the Philippines continued to increase, from 65.6% in SY 2017/18 to 92.9% in the most recent monitoring in SY 2020/21 (Figure 1). The monitoring covers 44,815 schools (out of 48,219) across the country. Participation is still higher in elementary schools (ES) than in secondary schools (SS), although the difference is almost negligible (93.9% vs. 92.1%, respectively). Three of the 17 regions had 100% participation, and most other regions also show high to extremely high participation rates (Table 1).

FIGURE 1. PERCENTAGES OF SCHOOLS PARTICIPATING IN DepEd WinS MONITORING

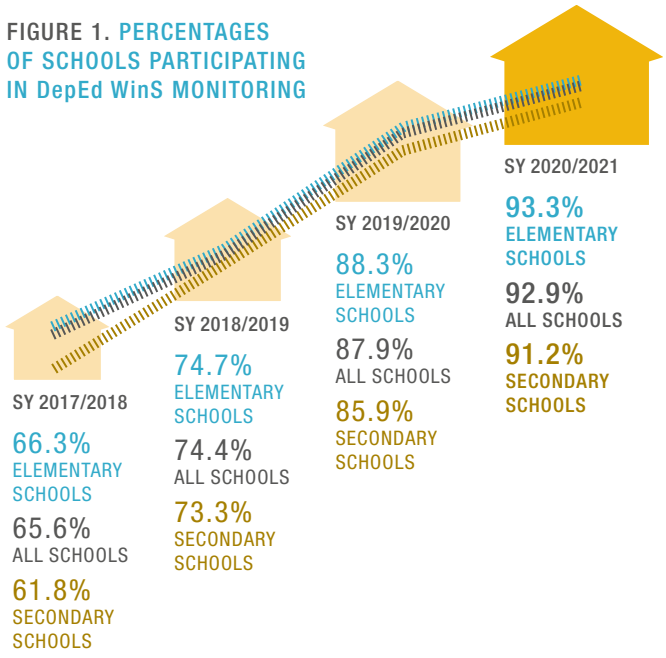


TABLE 1. PARTICIPATION OF SCHOOLS IN DepEd WinS MONITORING

	SY 2017/2018		SY 2018/2019		SY 2019/2020		SY 2020/2021	
	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
BARMM	10	0.5	11	0.5	-	-	-	-
CAR	1,219	64.9	1,606	87.5	1,691	91.7	1,823	99.4
CARAGA	793	38.4	1,246	60.3	1,981	93.8	2,125	99.9
NCR	401	50.4	803	99.5	807	98.3	826	99.9
REGION I	2,612	89.1	2,243	76.2	1,814	61.3	2,533	85.1
REGION II	1,352	51.5	1,283	48.1	469	17.6	1,515	55.4
REGION III	508	14.1	3,309	89.9	3,548	95.4	3,696	96.7
REGION IV-A	2,979	85.7	3,294	93.7	3,534	99.9	3,430	96.1
REGION IV-B	1,532	68.1	2,282	99.4	2,175	93.9	2,285	97.4
REGION V	3,585	93.5	3,525	91.3	3,723	96.6	3,859	100.0
REGION VI	3,981	97.7	4,048	99.4	4,081	100.0	4,258	99.9
REGION VII	1,426	38.3	2,500	65.8	3,568	93.3	3,597	95.7
REGION VIII	3,525	84.2	1,870	44.5	3,536	83.3	3,599	83.7
REGION IX	1,517	60.2	1,986	78.4	2,407	95.1	2,534	100.0
REGION X	2,177	88.7	2,110	85.4	2,478	99.8	2,555	100.0
REGION XI	1,082	53.7	886	43.7	1,939	93.7	2,237	99.3
REGION XII	1,875	85.2	2,003	90.4	2,063	92.1	2,190	95.6

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.

CRUCIAL INDICATORS

There are five crucial indicators in the WinS monitoring that schools need to fulfill first in order to reach at least one star level. These are access to safe drinking water, usable, gender-segregated toilets, existing group hand-washing facility with soap, learners perform daily group handwashing activities and access to sanitary pads.

A lot of improvement can be seen in the proportion of schools that met all these crucial indicators over the past four school years (Figure 2). The percentage has tripled from only 9.0% at baseline to 29.1% in the latest round of monitoring (see page 5 – Figure 3).

In SY 2020/2021:

The latest monitoring data shows that nearly all schools reported having access to drinking water. However, this also includes schools that request learners to bring their own drinking water for the day (21.6%) or have purchased drinking water from refilling stations. Only 67.9% percent of schools nationwide reported availability of drinking water on the school premises. In terms of essential WASH facilities, there is a continuous increase in the percentage of schools with access to usable, gender-segregated toilets and group handwashing facilities with soap. Almost two-thirds of schools (65.5%) now reported to have functional and gender-segregated toilets compared to 49% in SY 2017/18.

Schools with group handwashing facilities with soap doubled from 33.6% at baseline to 68.3% in SY 2020/21. This increase in proportion could be explained by the boost in installing or setting up of hand hygiene stations across the country as handwashing activities have been given emphasis in the DepEd's National Required Health Standards as well as the international guidelines. This is to ensure learners and other school personnel would regularly wash their hands while at the school premises.

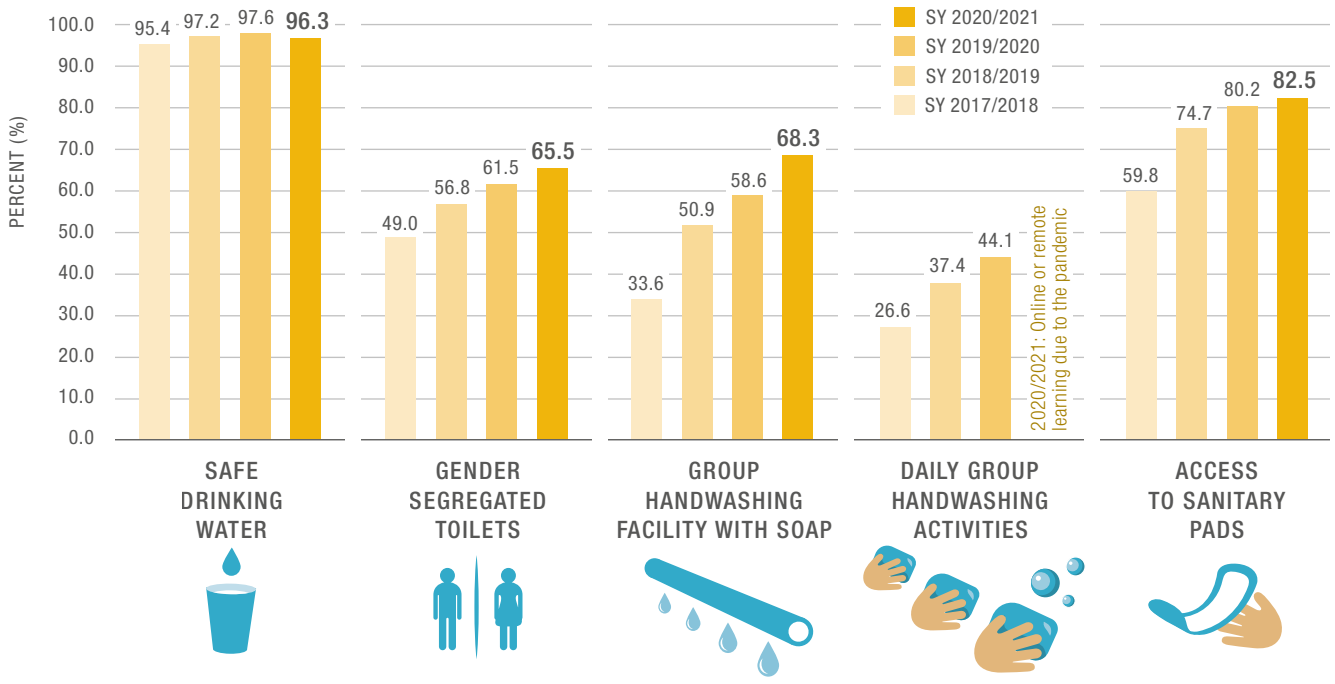
This report does not include the schools' performance on daily group handwashing for SY 2020/21. Classes were held in the Philippines via online or remote learning due to the pandemic, thus learners were not at school to implement the daily handwashing activity.

The proportion of schools which provide access to emergency sanitary pads continued to increase over the past four years, from 59.8% in SY 2017/18 to 82.5% in SY 2020/21. Girls will benefit from this preparation when going back to enjoy face to face learning in near future.

SCHOOLS REACHING NO STAR LEVEL

Despite these great improvements, an overwhelming majority of schools (70.7%) have not yet reached any star level yet in this round of monitoring. Compared to the schools that complied to all crucial indicators and therefore reached a star level, it appears that especially the performing of daily group handwashing activities is the most challenging of the crucial indicators for many schools.

FIGURE 2. COMPLIANCE TO THE FIVE CRUCIAL INDICATORS



Participating in WinS monitoring and complying with the five crucial indicators are just the first steps towards reaching the national WinS standards. With the collective efforts of school heads, teachers, parents and the community, schools need to continuously manage, sustain and improve WinS implementation. The proportion of the participating schools reaching at least one star level has continued to increase amidst the COVID-19 pandemic. It started only with 9.1% of schools in SY 2017/18 to approximately one-third of schools (29.3%) in the most recent monitoring. This now represents about more than 10,000 schools across the country (Figure 3).

This reflects that the ratio of schools with no star is declining significantly for each year of WinS monitoring. While the percentage of schools reaching one-star rating keeps consistent below 5% great improvements can be seen in the percentage of schools that reached two-star or three-star ratings. In SY 2020/21, 21.2% of schools had two stars compared to only 6.0% at baseline. There is also a continuous increase in the proportion of schools with three-star ratings, meaning those that meet the national standards for WinS. This rose from 0.1% at the beginning of WinS implementation to 3.9% in SY 2020/21.

These substantial improvements on star ratings can be observed in most of the regions of the country (Figure 4). Almost all regions show steady increase in the proportion of schools reaching the national WinS standards. Region VI is the region with the fastest development with two out of five schools in the region being three-star schools.

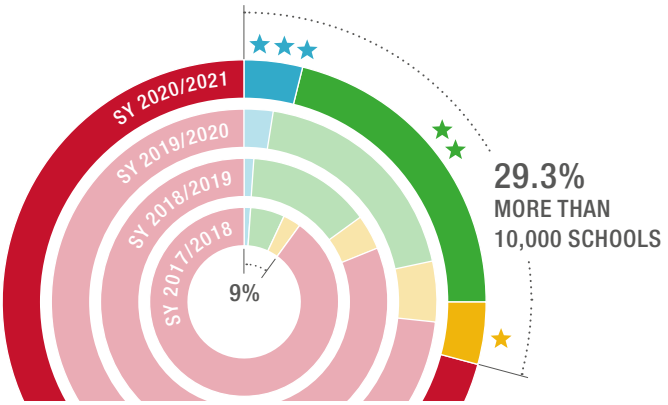
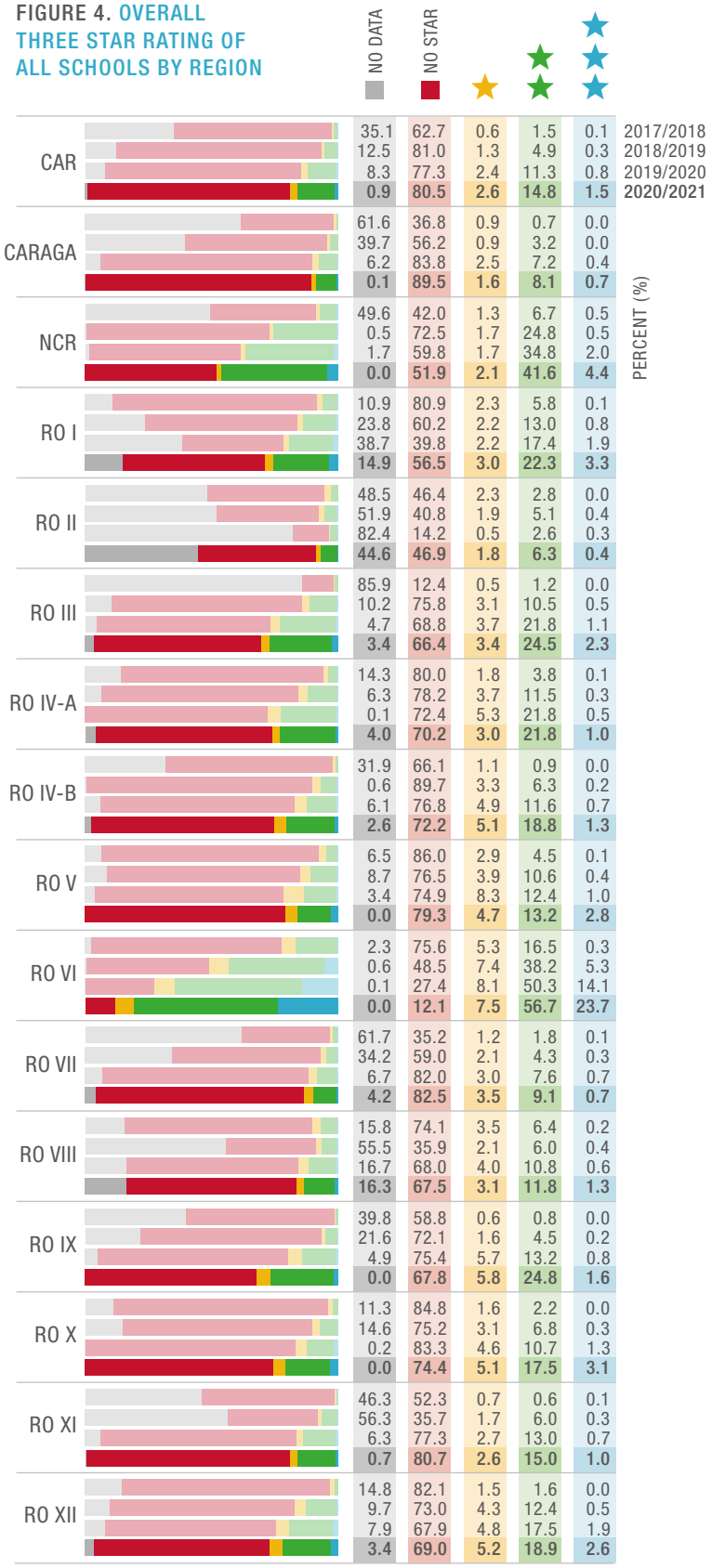


FIGURE 3. OVERALL THREE STAR RATING OF SCHOOLS

SCHOOL YEAR	2017/2018	2018/2019	2019/2020	2020/2021
★★★	0.1%	1.1%	2.4%	3.9%
★★	6.0%	13.9%	19.1%	21.2%
★	2.9%	3.9%	5.0%	4.2%
NO STAR	90.9%	81.2%	73.5%	70.7%

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.

WinS MONITORING STATUS OF SCHOOLS BY THEMATIC AREA

The results of the specific indicators in WinS monitoring have been grouped into the five thematic areas:

- Water
- Sanitation
- Hygiene
- Deworming
- Health education

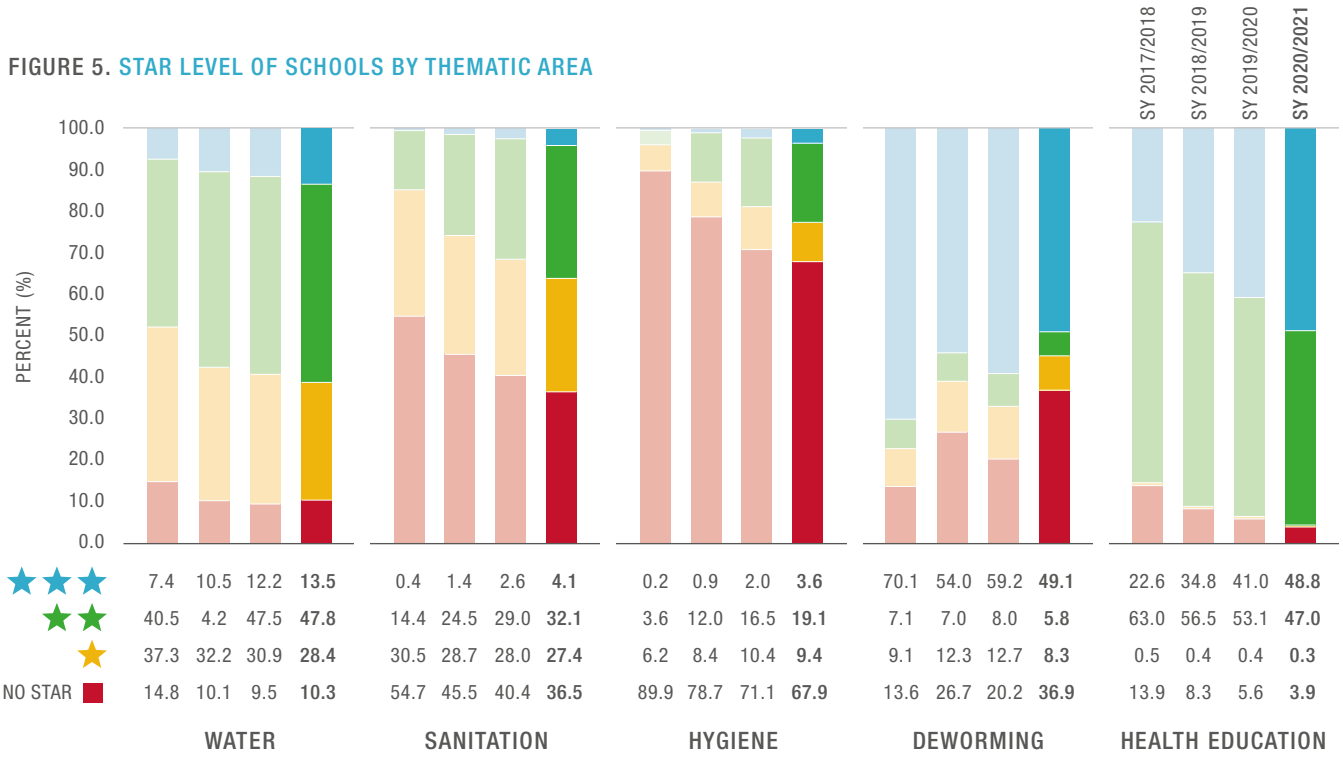
Figure 5 presents the star level of schools by thematic area.

Gradual improvements are seen across the thematic areas of water, sanitation, hygiene and health education. For these areas, a substantial decline in the percentage of schools with no stars has been observed over the last four years, while the percentage of schools with two or three stars has increased. This reflects intensified investments on WASH facilities according to the national required health standards to ensure safe operations of schools.

However, there has been a decrease in the deworming in the most recent year of WinS monitoring; 36.9% of schools had no star in SY 2020/21 compared to 13.7% in SY 2017/18. This may be explained by the fact that schools were closed, making it difficult to administer deworming tablets via schools.

Health education, specifically the availability of information, education and communication (IEC) materials on school premises, has been continuously improved in SY 2020/21, highlighting the importance of WASH in Schools (WinS) against COVID-19 and other infections.

FIGURE 5. STAR LEVEL OF SCHOOLS BY THEMATIC AREA



WinS MONITORING INDICATORS RELATED TO INFECTION PREVENTION AND CONTROL

The COVID-19 pandemic has had a strong effect on society as a whole, but with the closing of schools, children are amongst those that are most affected. The WinS monitoring system includes a number of indicators that can help schools prepare for face-to-face classes and provide a safe environment so that schools can open and stay open. Regular handwashing with soap is a key activity in preventing infectious diseases, which requires infrastructure, such as the availability of functional handwashing facilities and soap. Also, adequate cleaning procedures are essential to prevent the spread of infectious diseases.

Between SY 2017/18 and 2020/21, there have been important improvements in the implementation of WASH measures that are relevant for infection prevention and control. These include improvements in the availability of handwashing facilities, the supply of soap, access to functional gender-segregated toilets.

Handwashing facilities / SY 2019/2020:

Three out of **four** schools meet the national standard of one outlet per 50 or less learners.

Still **one** in **ten** schools has no handwashing facilities at all.

86% of the schools have regular supply of soap.

Since handwashing with soap is a key measure in preventing diseases, these figures show that DepEd is on track in providing the infrastructure and hygiene supplies for safe schools. Figure 6 provides a visual overview of the progress that has been made with regard to the availability of handwashing facilities.

The percentage of schools that has gender-segregated functional toilets in the school premises has increased over the four years of monitoring from SY 2017/18 to 2020/21 (Figure 7). In addition, huge improvements are seen in the percentage of schools that meet the national standard of one functional gender-segregated toilet per 50 learners. This has increased from 13.1% in SY 2017/18 to 23.4% in SY 2020/21. However, there are still steps to be taken since one third of the schools only has shared functional toilets or no toilet facilities at all.

FIGURE 6. RATIO OF SCHOOLS WITH HANDWASHING FACILITIES

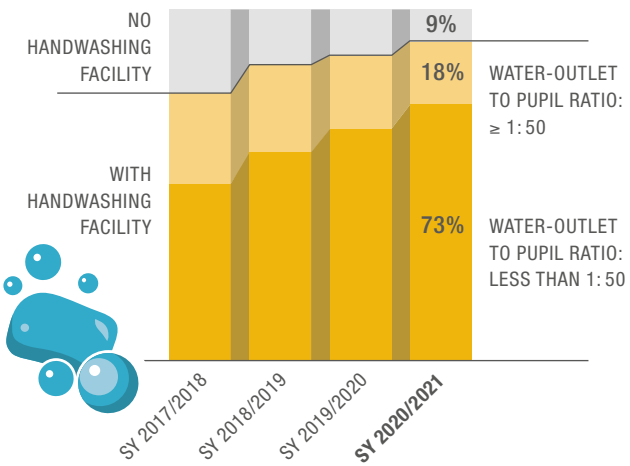
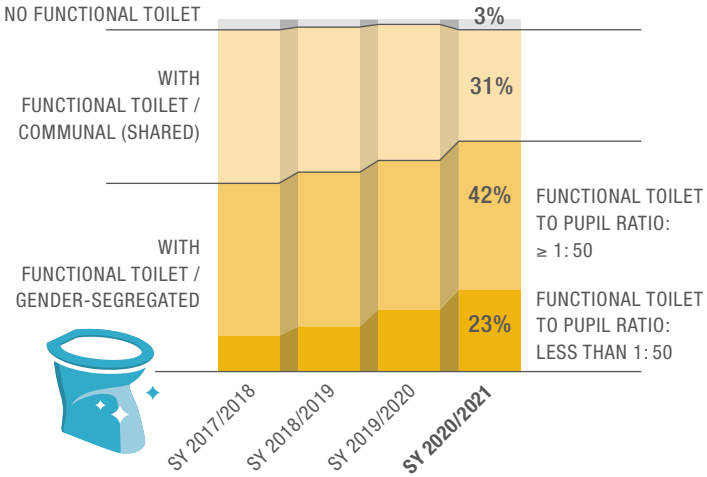


FIGURE 7. RATIO OF SCHOOLS WITH FUNCTIONAL TOILETS



WinS MENSTRUAL HYGIENE MANAGEMENT

Girls continue to face barriers in education. Among the several factors that affect education of girls is access to proper WASH facilities and supplies while in school. The ability to manage menstruation in schools has a positive impact on the education of girls in terms of reducing school absenteeism, increasing participation, and preventing falling behind from lectures. Achieving gender equality entails paying attention to the needs of girls and women. Therefor, addressing menstrual hygiene management (MHM) is an important step towards achieving gender equality. Improving access to female-friendly WASH facilities will enable girls to appropriately manage menstruation while in schools and help to ensure that menstruation will not be a barrier to their education.

MHM-related indicators, specifically water availability, gender-segregated toilets, availability of sanitary pads, and access to information, are part of the WinS monitoring program. Since the baseline monitoring in SY 2017/18, continuous improvements are seen in all indicators relating to MHM (Table 2). However, there are still many steps that need to be taken. Despite the improvements, the number of female learners per functional toilet is still far from the recommended 50.

TABLE 2. MENSTRUAL HYGIENE MANAGEMENT INDICATORS

MHM Indicator	SY 2017/2018	SY 2018/2019	SY 2019/2020	SY 2020/2021
MHM-friendly sanitation facilities				
Average number of students per functional toilet for female	113.1	123.9	101.4	**94.0**
All exclusively female toilets have wrapping materials and trash bins for used sanitary pads, %	33.5%	49.3%	55.5%	**63.9%**
Exclusively female toilets have a washing facility inside the toilet, %	23.1%	45.0%	49.4%	**54.5%**
Detached toilets for girls within view of school building and people, %	46.3%	50.5%	54.0%	**55.6%**
All functional toilets are secure, private and have door with lock, %	80.5%	85.6%	87.4%	**88.9%**
Has rest space for girls with menstrual discomfort, %	35.2%	50.1%	55.3%	**61.3%**
Access to absorbent material				
Sanitary pads available in school, %	19.2%	74.7%	80.2%	**82.5%**
Access to information on MHM				
Has information on proper disposal of sanitary napkins in girl's toilet, %	57.5%	70.8%	75.4%	**80.0%**
Has IEC materials (Information, Education, and Communication) on Menstrual Health for teachers, %	34.5%	45.9%	52.9%	**60.8%**
Has IEC materials on Menstrual Health for learners, %	36.9%	48.8%	56.0%	**63.5%**

WinS 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 Plan (SIP) has grown with almost 5% annually over the last four years and the percentage has moved to over 90% (Figure 8). 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 star levels show that WASH in Schools is now well embedded in schools all over the country.

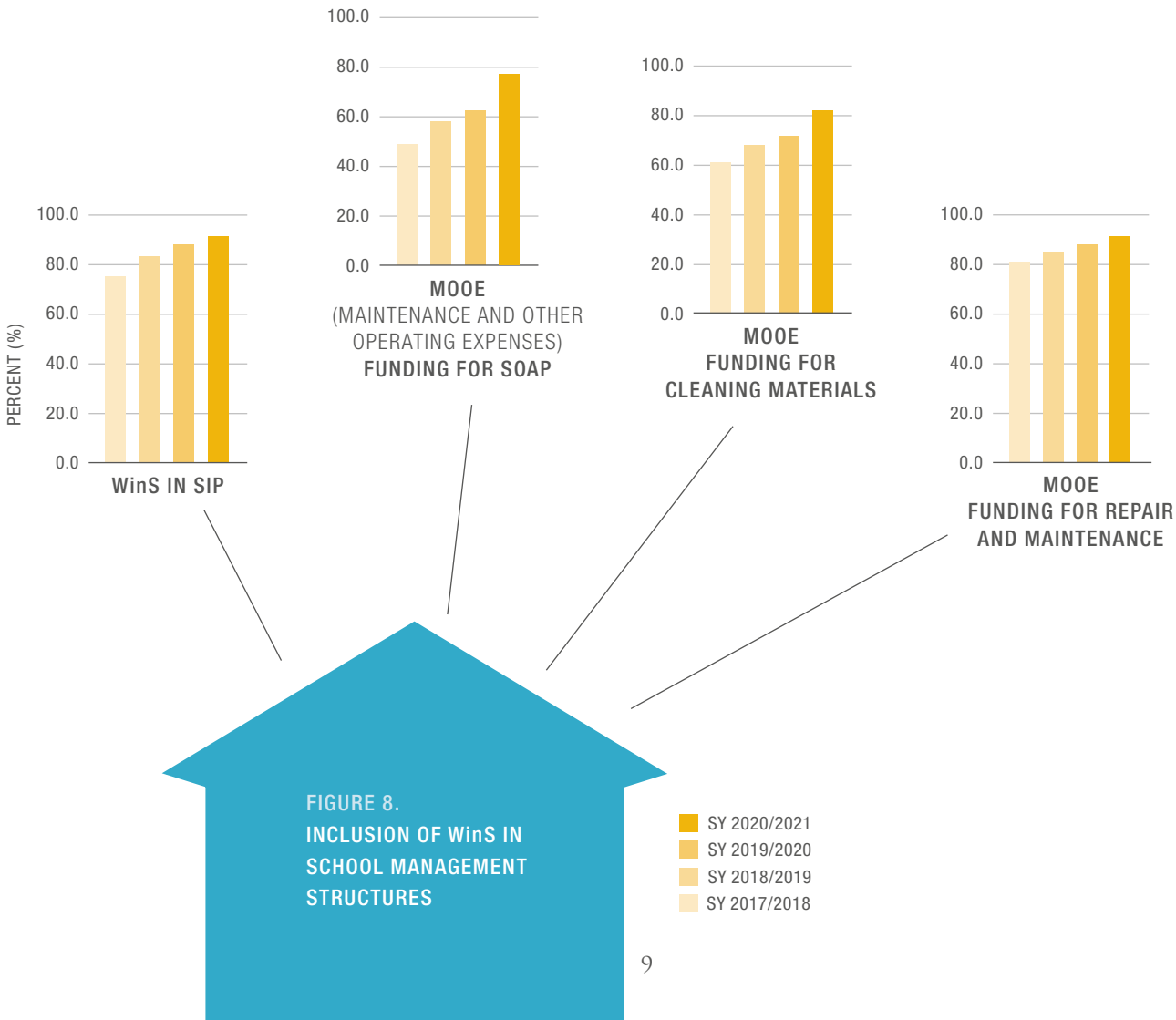


FIGURE 8.
INCLUSION OF WinS IN SCHOOL MANAGEMENT STRUCTURES

WASH in Schools is an essential part of each and every school and needs management capacities at all governance levels. Institutionalization of WinS in the education sector and its management requires clarification of roles and responsibilities on school level, but also on Division and Regional level. New management capacities are key to achieve and sustain Star levels for WinS. DepEd, and its partners GIZ and SEAMEO INNOTECH, jointly developed two Massive Open Online Courses (MOOC) for managers on school and Division level to aquire the skills needed to manage the tasks.

The 'Leading WinS in Schools' MOOC is a 40-hour course specifically designed for school heads and teachers to acquire the information and skills needed to effectively implement WinS on school level. The pilot run of the course was launched at the end of 2019. DepEd WinS Monitoring results indicate that the course has significant impact on the percentage of schools improving their star level after participation in the MOOC compared to schools that did not participate.

1050 schools from 17 target School Divisions participated in the WinS Monitoring in both years 2018/19 and 2019/20. While 274 schools had participated in the MOOC, 776 schools had no MOOC participation. In both groups 11.7% of schools had achieved star level in WinS monitoring 2018/19. After participating in the MOOC 24.4% of schools reached star level in the next round of monitoring, while in the group of schools without MOOC only 18.4% reached star level in WinS Monitoring 2019/20. The increase in percentage of schools reaching star level has doubled in the group of school participating in the MOOC and is statistically significant. Feedback from the participants also showed a high satisfaction with the course. This indicates that the MOOC is an excellent tool to reach a big audience and improve the WASH situation in schools.

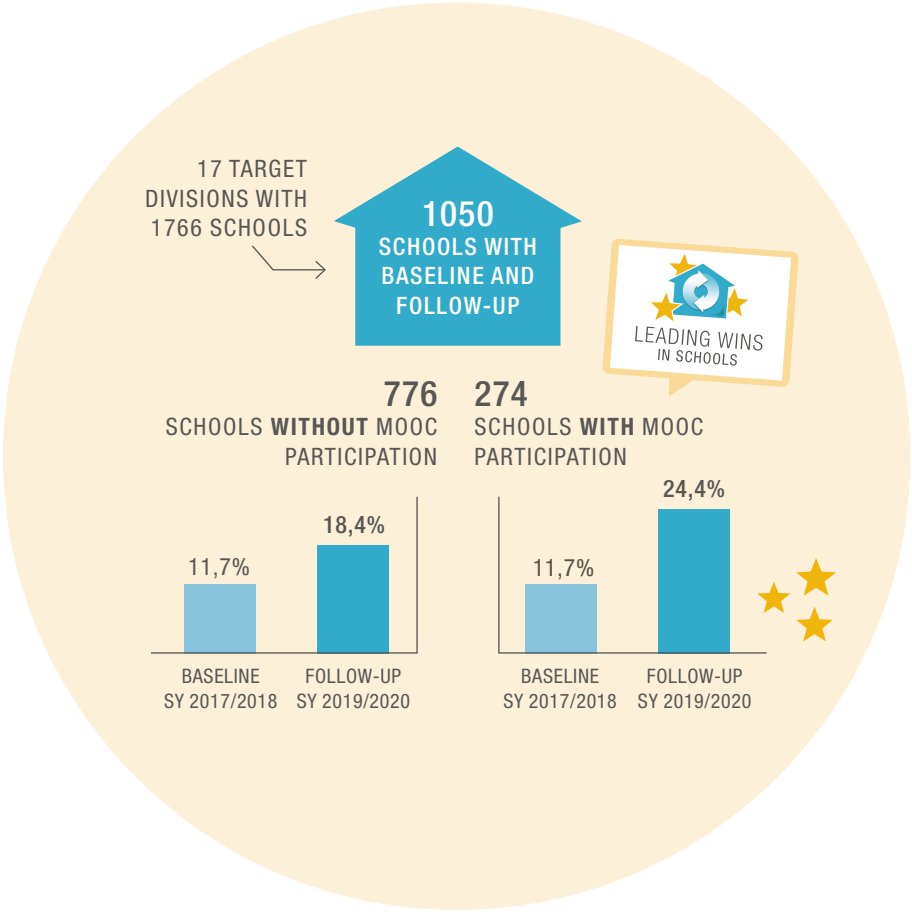


FIGURE 9. PROPORTION OF SCHOOLS REACHING STAR LEVEL (CRUCIAL INDICATORS FOR WinS)

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.

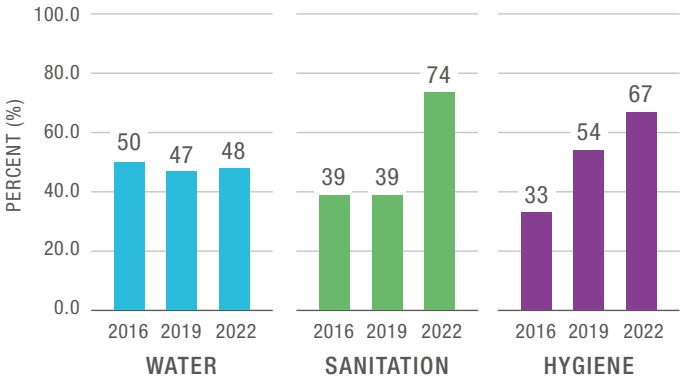
Figure 10 shows the percentage of schools in the Philippines, which reached the SDG basic service levels years 2016, 2019 and 2022, based on the respective SDG definitions:

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**

HIGHLIGHTS
KEY INSIGHTS

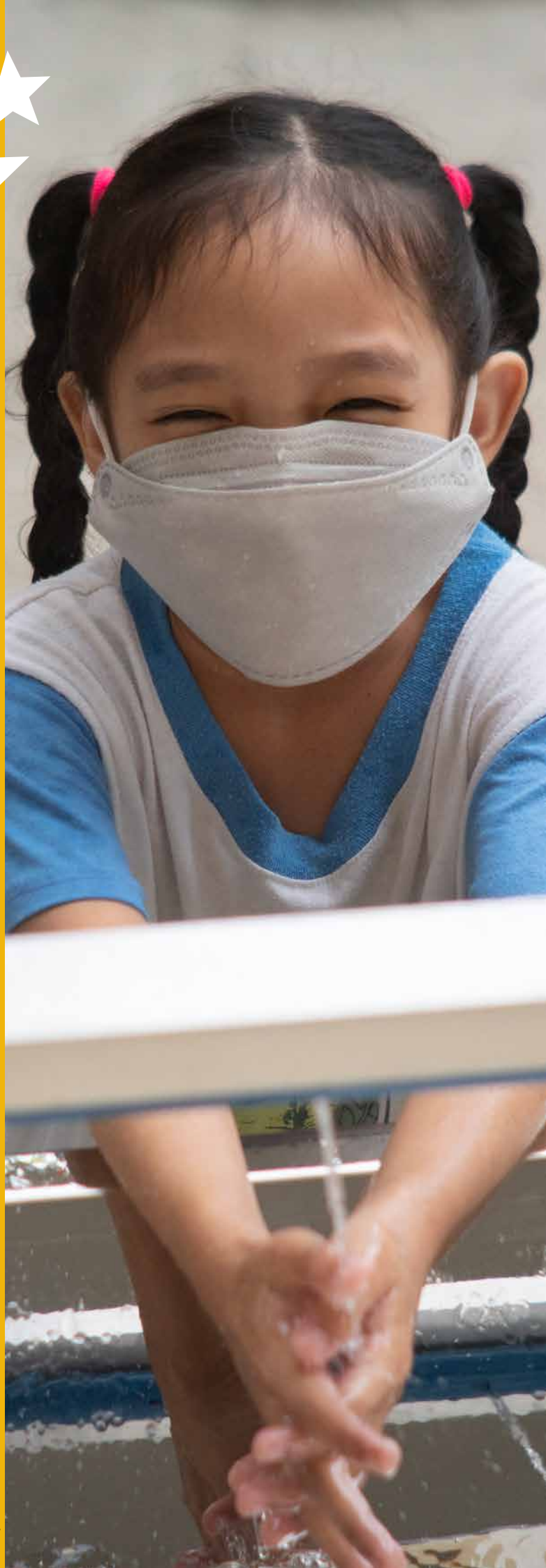
SCHOOLS IN THE PHILIPPINES HAVE MADE GREAT PROGRESS BETWEEN SY 2017/18 AND SY 2020/21 IN PROVIDING SAFE AND HEALTHY ENVIRONMENTS FOR LEARNERS.

The WinS monitoring program has seen an impressive increase in school participation rates, with 92.9% of schools participating in SY 2020/21. 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.

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

There is a steady decline in the percentage of schools that did not reach any star level 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 in their budgets and school improvement plans, which shows commitment to further improve WASH services in schools.

Despite the difficult conditions that the COVID pandemic and the suspension of face-to-face classes caused for schools in the Philippines, DepEd continues to take steps in improving the water, sanitation, and hygiene situation in the schools. The strong increase in participation and positive developments on all indicators show that both the understanding of the importance of and the commitment to WinS is strong and this will support the safe resumption of face-to-face classes in the Philippines.




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

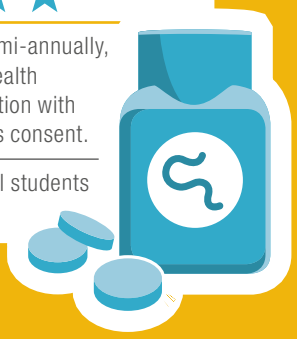
★	★★	★★★
TOILETS		
The overall pupil to toilet seat ratio is **101 students or higher** and there are **at least two** functional and clean toilets that are gender segregated.	The overall pupil to toilet seat ratio is **51–100 students** and there are **more than two** functional and clean toilets that 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.**

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

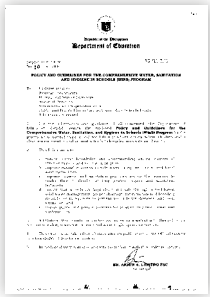
Definition: Proportion of schools (including pre-primary, primary and secondary) with handwashing facilities, *which have* soap and water available

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.

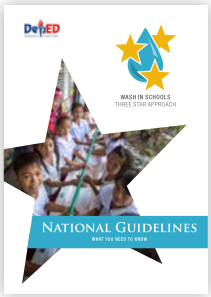
8 Pre-primary schools typically refer to the one year prior to entering formal year 1, while ECD centres include preschools and child care centres, which are typically unattached, community-based programs that provide class-based services for children aged three to five.

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

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

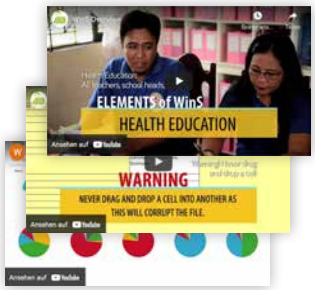
Water / Sanitation / Hygiene / Deworming – How to reach the stars
Four booklets with detailed and practical information on how to get active and improve the star level

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/3dIgxWf*



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: Christine Lüdke, büro lüdke GmbH / Photos: Ivan Sarenas; SEAMEO INNOTECH, PT Y&R MICE / August 2022 / Supported by: GIZ; Save the Children; UNICEF

WITH SUPPORT FROM:

german cooperation
DEUTSCHE ZUSAMMENARBEIT

Implemented by:

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Save the Children

unicef
for every child