



**WASH IN SCHOOLS  
THREE STAR APPROACH**



**MENSTRUAL  
HYGIENE MANAGEMENT**



## 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.



WATER ★ SANITATION ★ HYGIENE ★ HEALTH EDUCATION

**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.

**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 as the LGUs, parents, and the rest of the community. Making schools menstruation-friendly institutions will require investment beyond the education sector.



**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.



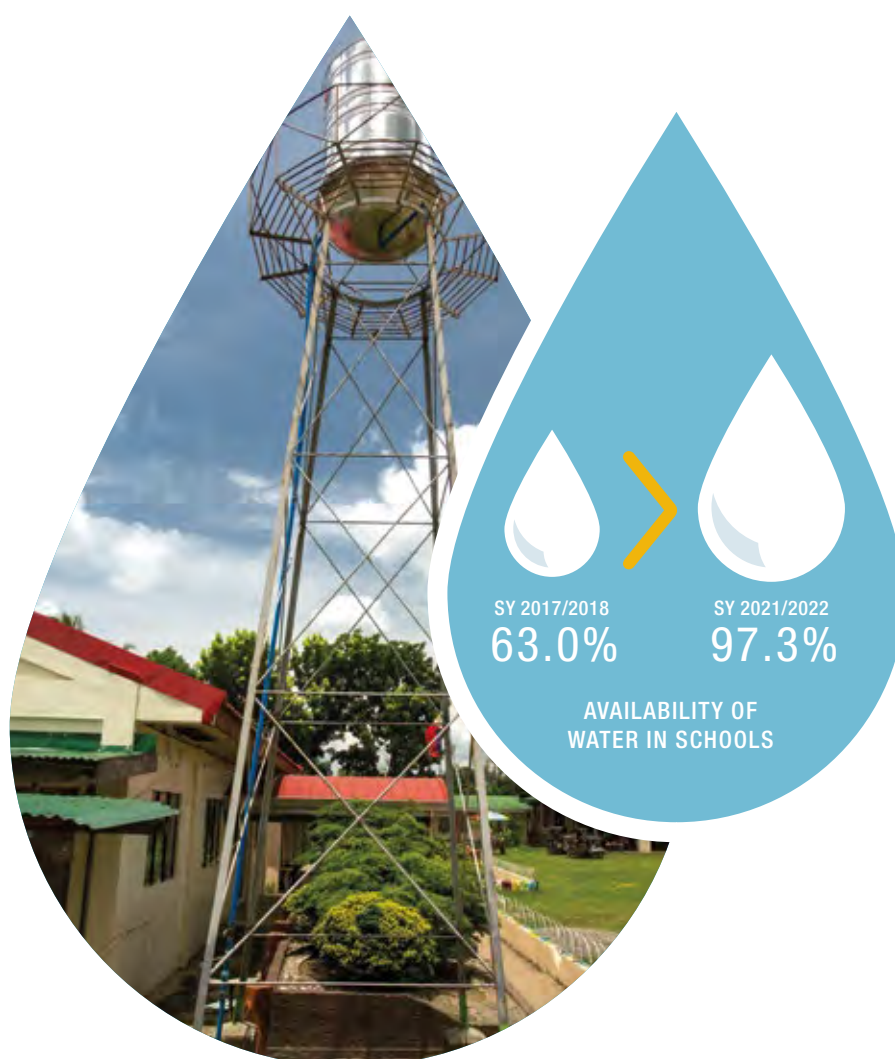


## WinS MONITORING MHM AVAILABILITY OF WATER

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%



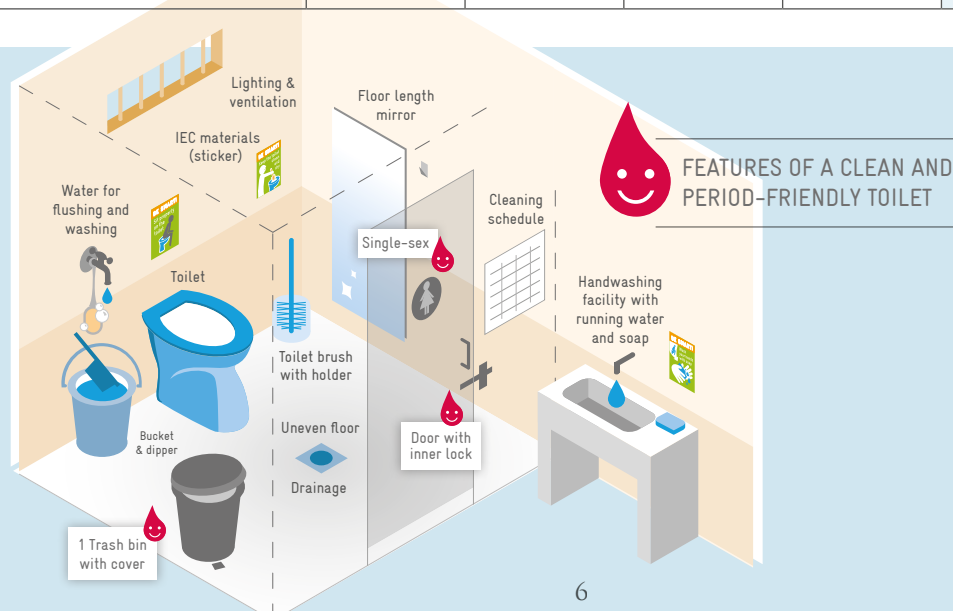
## WinS MONITORING MHM SANITATION FACILITIES

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**

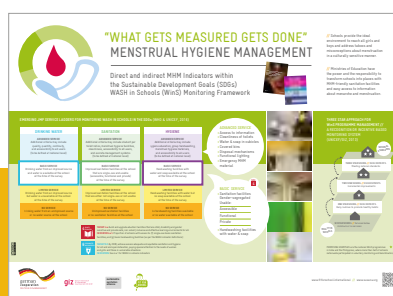
	SY 2017/2018	SY 2018/2019	SY 2019/2020	SY 2020/2021	SY 2021/2022
Total no. of schools ›	30,574	35,005	39,814	44,815	45,390
Has information on proper disposal of sanitary napkins in girls toilet	57.5%	70.8%	75.4%	80.0%	84.6%
Has IEC materials on Menstrual Health					
› for teachers	34.5%	45.9%	52.9%	60.8%	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 WASH in Schools 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](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.

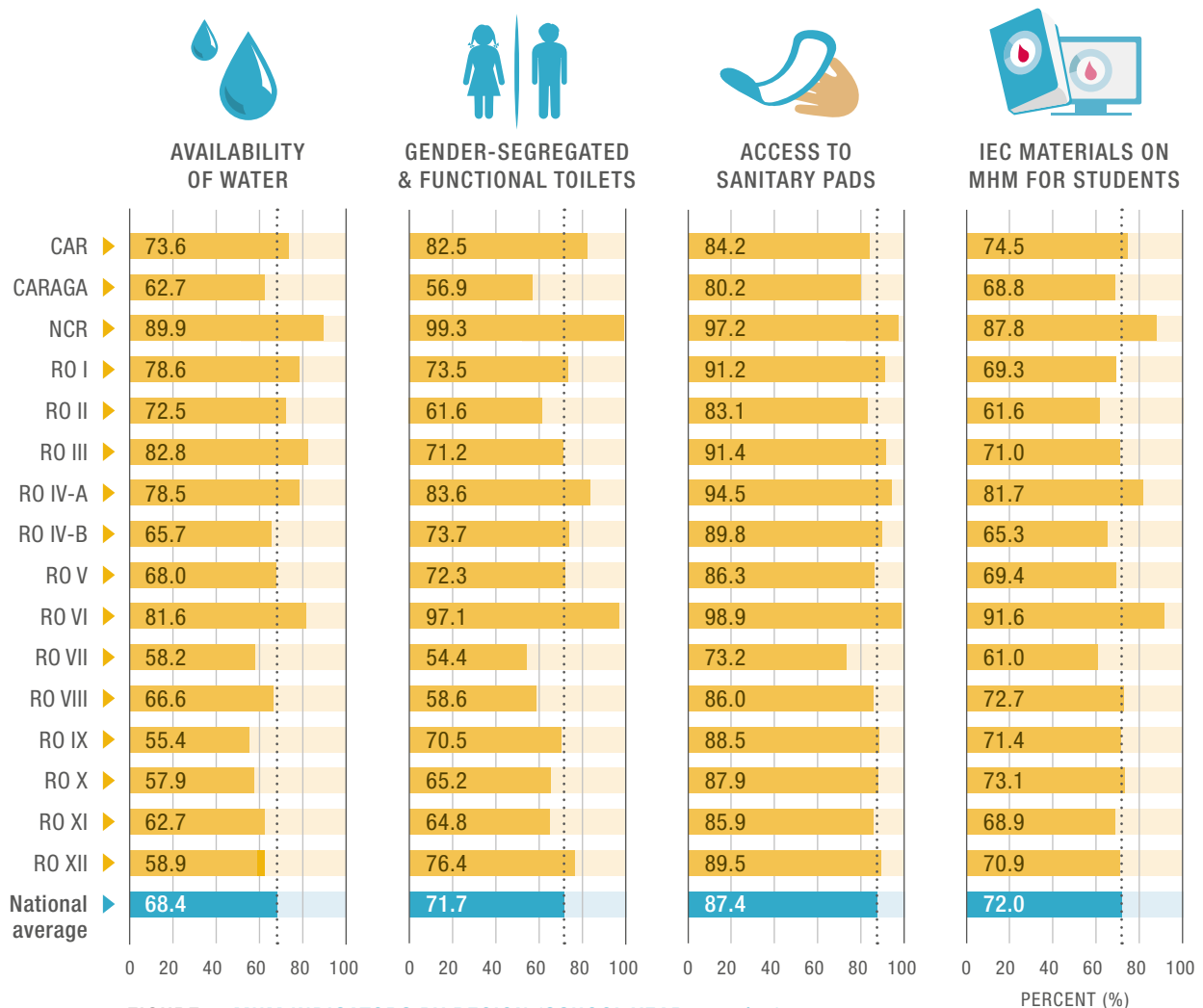


FIGURE 1. MHM INDICATORS BY REGION (SCHOOL YEAR 2021/22)

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## WinS MONITORING MHM INDICATORS BY DEGREE OF URBANISATION

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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.<sup>1,2</sup> 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.<sup>1</sup> 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 toilets. 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.

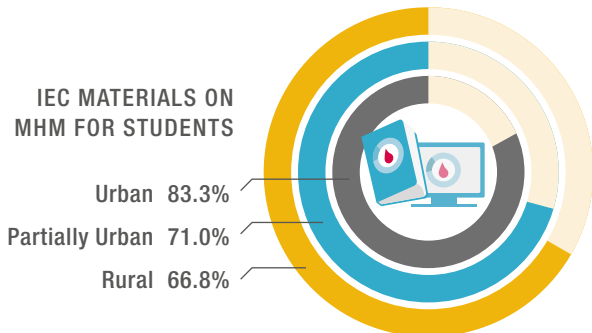
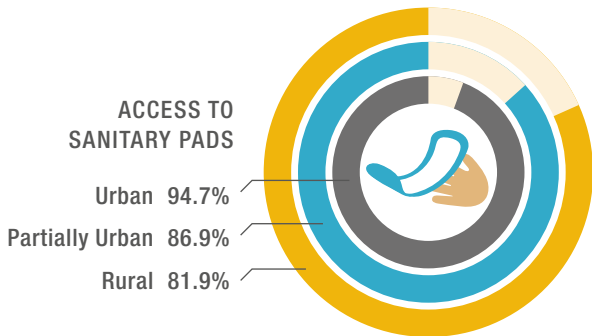
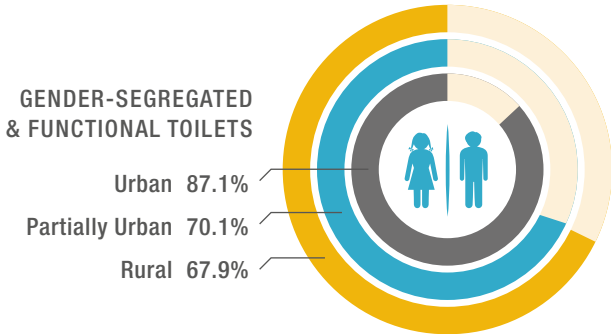
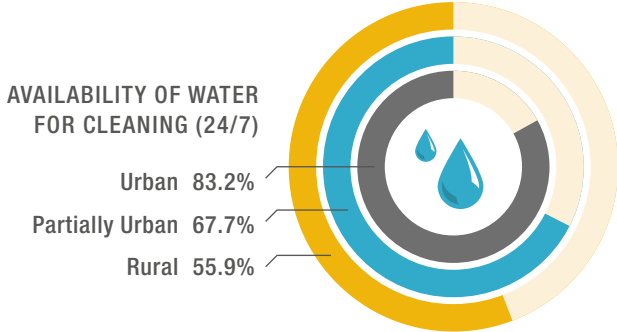
Data on MHM indicators according to the degree of urbanization over time show a generally increasing trend. There is a decrease, however, in the coverage of gender-segregated toilets and sanitary pads in rural areas from SY 2019/20 to SY 2020/21. This may be attributed to the relatively high increase 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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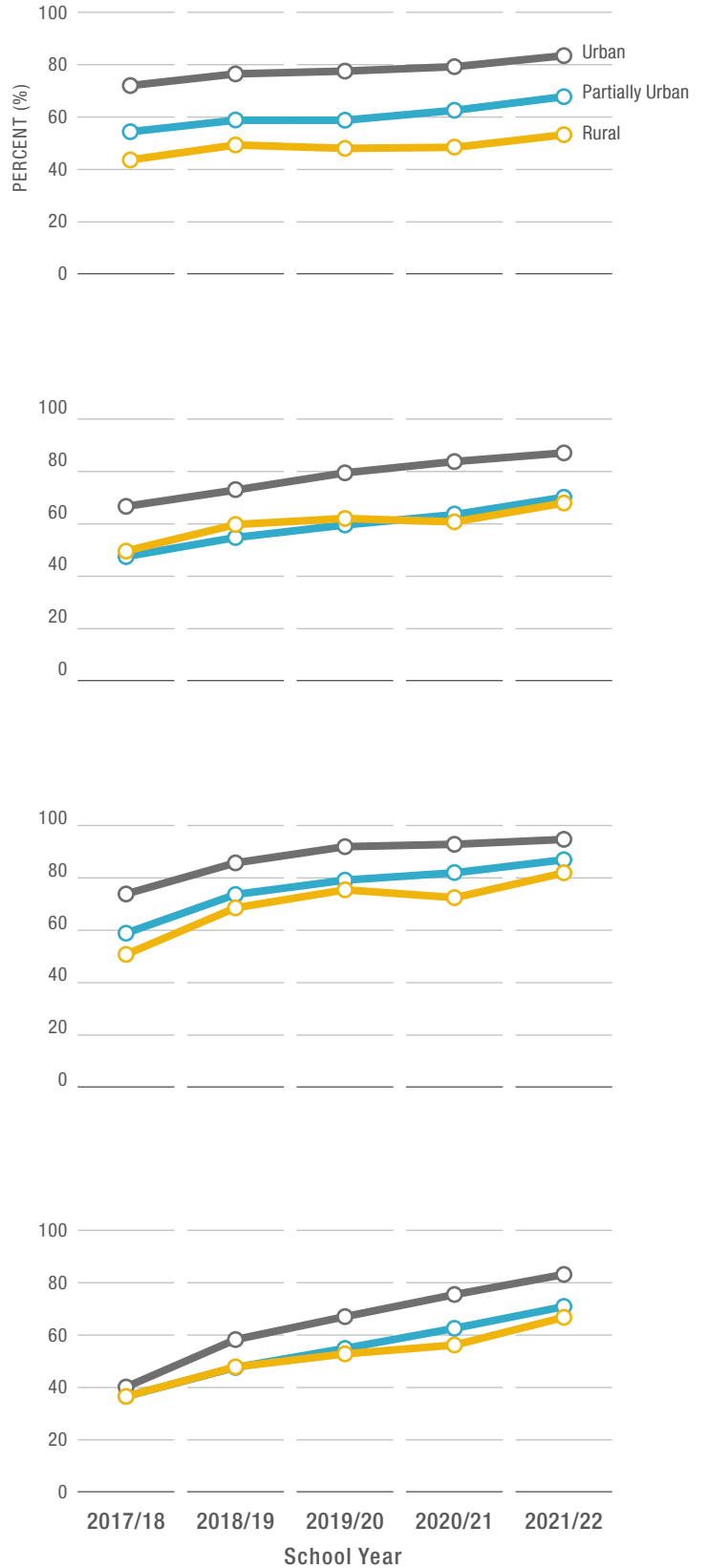
<sup>1</sup> "Applying the degree of urbanization: A methodological manual to define cities, towns, and rural areas for international comparison" European Union/FAO/UN-Habitat/OECD/World Bank, Nov. 2020, <https://ec.europa.eu/eurostat/documents/10186/11395216/DEGURBA-manual.pdf/3a6bab6a-3fb1-4261-ad5b-e604cb67dc0d>

<sup>2</sup> "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 2021/22)**



## 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.<sup>3</sup>

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,<sup>4,5</sup> 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.

<sup>3</sup> "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>

<sup>4</sup> "School size: research based conclusions" The Rural School and Community Trust, n.d., [www.ruraledu.org/user\\_uploads/file/schoolsize.pdf](http://www.ruraledu.org/user_uploads/file/schoolsize.pdf)

<sup>5</sup> 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](http://www.academia.edu), [https://www.academia.edu/42302481/Compliance\\_of\\_Public\\_Elementary\\_Schools\\_in\\_Safety\\_and\\_Security\\_Services\\_Based\\_on\\_School\\_Size](https://www.academia.edu/42302481/Compliance_of_Public_Elementary_Schools_in_Safety_and_Security_Services_Based_on_School_Size). Accessed 5 July 2022.

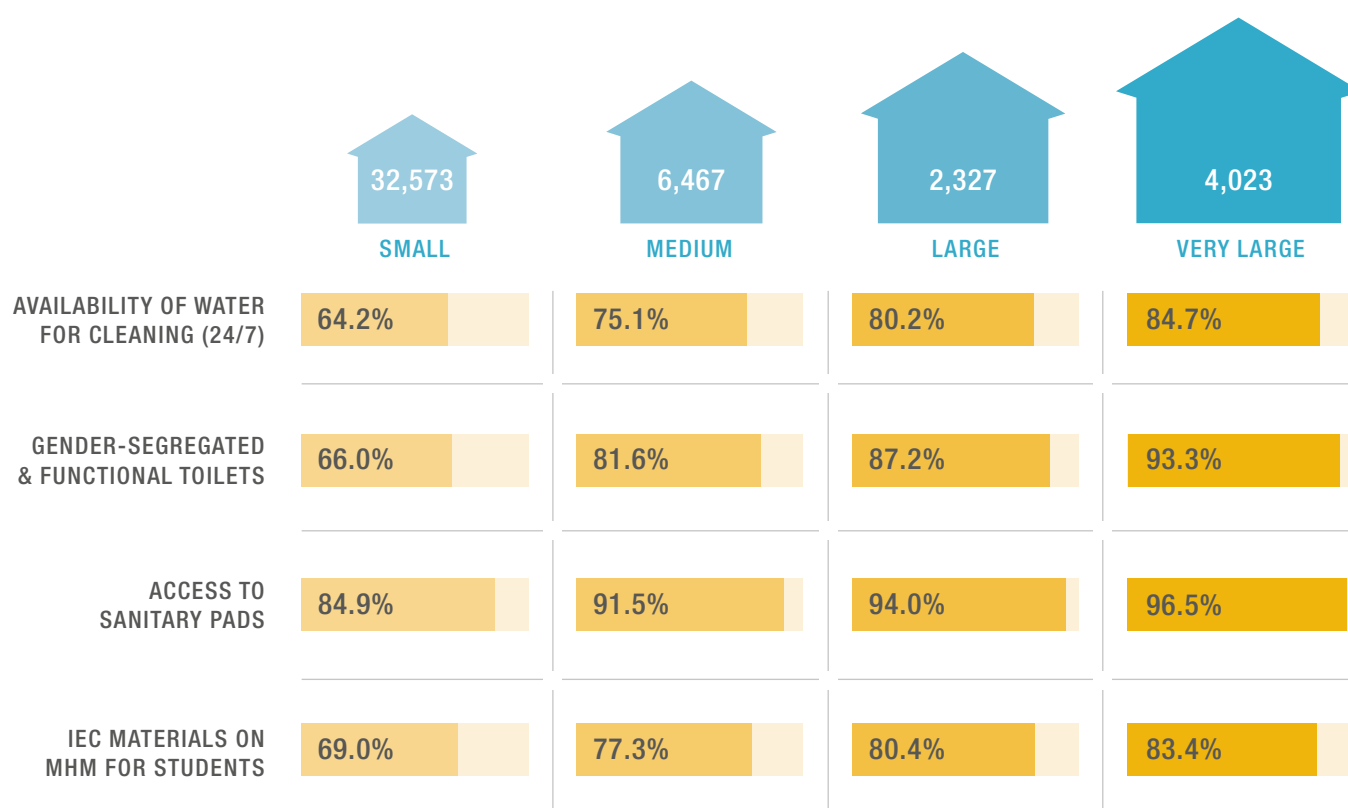


FIGURE 4. MHM INDICATORS BY SCHOOL SIZE (SCHOOL YEAR 2021/2022)

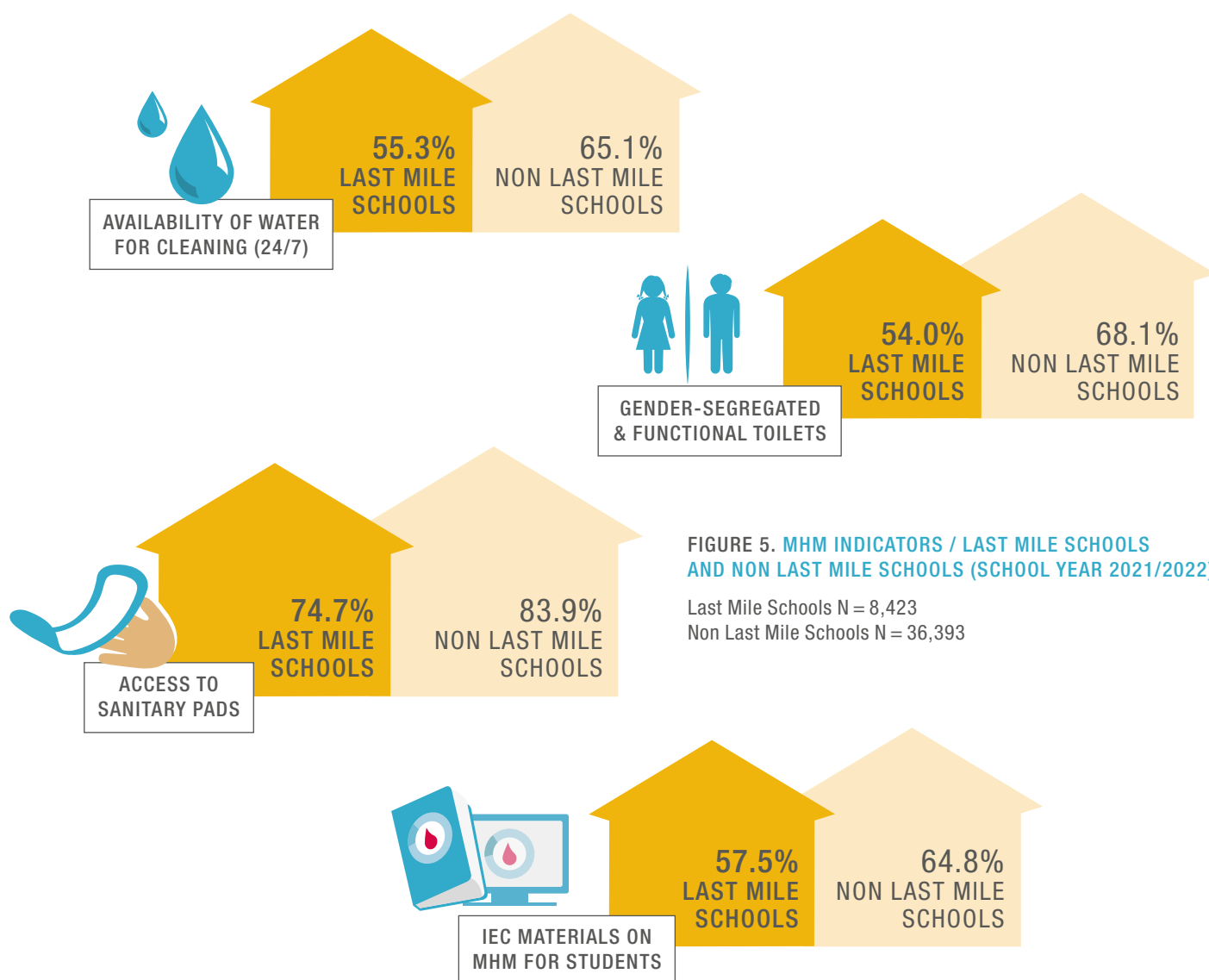


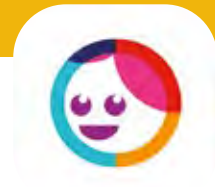
## WinS MONITORING MHM LAST MILE SCHOOLS

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.





## 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.

### 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.

“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.



“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

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:

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

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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

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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.

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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

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

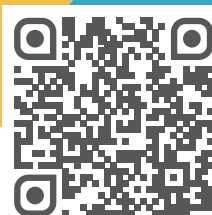


**WinS Monitoring Results and Menstrual Hygiene Management**  
Brochure and booklets; results of the DepEd WinS monitoring in the Philippines



**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>

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<https://wins.deped.gov.ph>

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

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