



WASH IN SCHOOLS
THREE STAR APPROACH



HYGIENE
HOW TO REACH THE STARS



DEAR SCHOOL PRINCIPAL,

I am delighted to present to you the WASH in Schools (WinS) Three Star Approach Implementation booklets. These booklets shall walk you through the necessary requirements to properly implement the WinS Program of the Department of Education (DepEd).

Healthy learners are better learners. The foundations of health should be laid down in every school – among which are water, sanitation and hygiene or WASH. Addressing WASH in Schools prevents the most common illnesses among school-age children, develops positive behavior and life skills and helps them to learn better and thrive – ultimately affirming their right to health and education. This is the rationale behind the Department of Education WinS Policy and Guidelines (DepEd Order No. 10, s. 2016) that sets into motion the mechanisms to ensure that Philippine schools promote health-seeking behaviors not only in principle but more importantly in practice.

The WinS Booklets offer concrete steps that schools can take to realize this policy. It is anchored on the global concept of the Three Star Approach that helps to prioritize doable essentials to start off and guide your journey to reach the national standards for WinS – one step at a time.

As we strive to provide our learners with quality, relevant and accessible education, let us work together to make positive changes in our learning environments. By working together for health and education, we contribute to the attainment of our common dream for all Filipinos to have better lives and thrive in an equitable society.



Leonor Magtolis Briones
Secretary / Department of Education

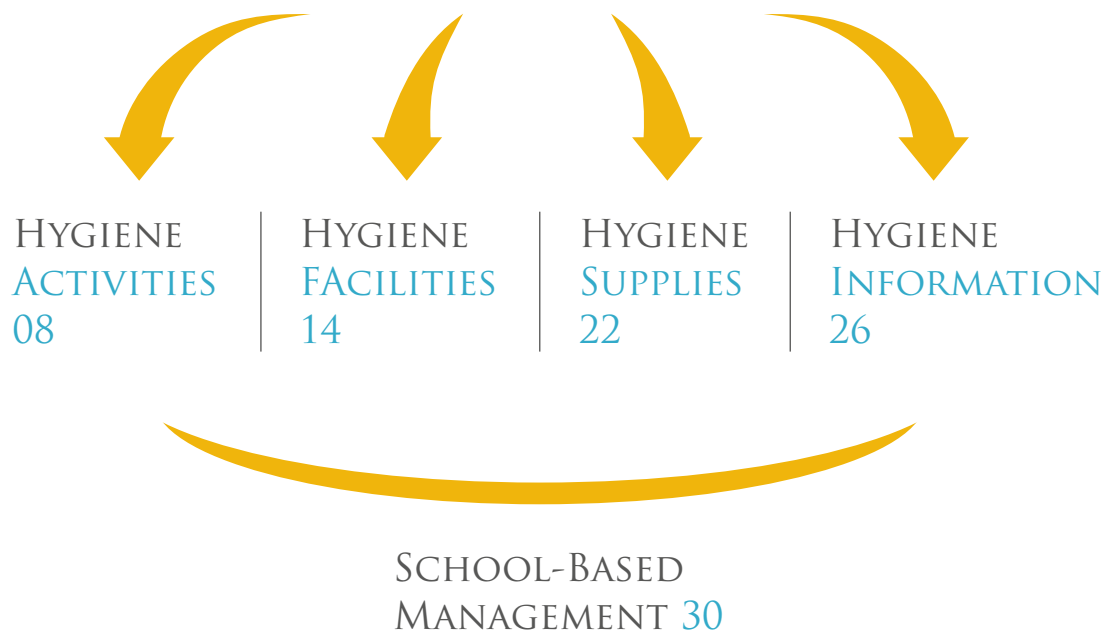




WHY REACH THE STARS? 05

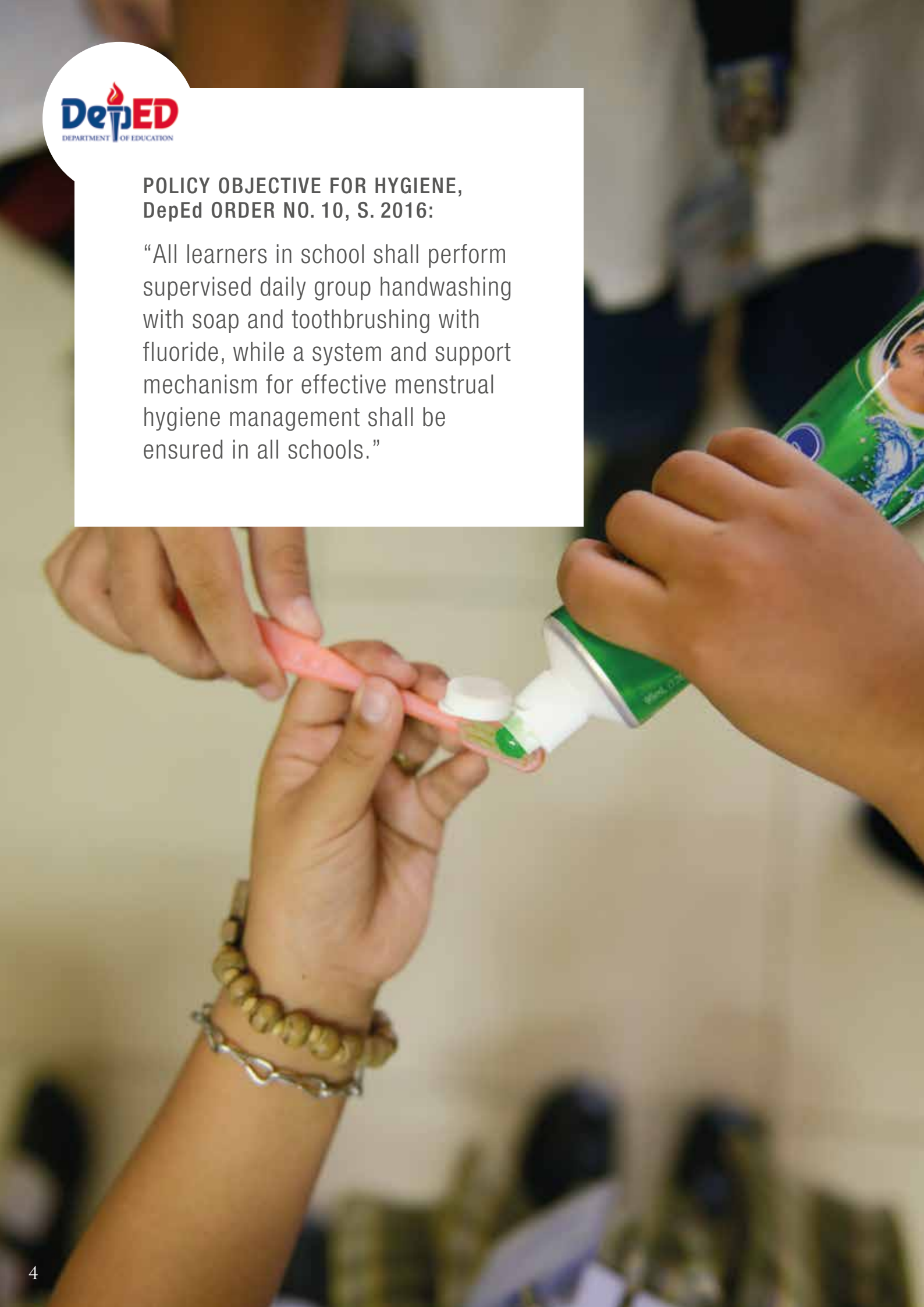
THREE STAR APPROACH
CRITERIA FOR HYGIENE 06

HOW TO IMPROVE? 07



**POLICY OBJECTIVE FOR HYGIENE,
DepEd ORDER NO. 10, S. 2016:**

“All learners in school shall perform supervised daily group handwashing with soap and toothbrushing with fluoride, while a system and support mechanism for effective menstrual hygiene management shall be ensured in all schools.”



WHY REACH THE STARS?



REACHING THE STARS WILL ALLOW YOU TO REALIZE THE FOLLOWING:

HYGIENE PRACTICES

LEARNERS acquire individual hygiene habits formed by daily group hygiene activities.

GIRLS practice proper menstrual hygiene in a supportive school environment.

ALL TEACHERS integrate hygiene practices appropriately in their class activities.

THE SCHOOL COMMUNITY work together to reinforce hygiene habits in-school and at home.

THE SCHOOL ENVIRONMENT enables learners to correctly practice daily hygiene activities.

SCHOOL PERFORMANCE

LEARNER'S WELL-BEING: With better hygiene and health, learners can concentrate on learning and carry themselves more confidently among their peers.

IMPROVED ACCESS: Absenteeism and truancy are reduced because:

- › there are lesser incidences of tooth pain, stomach pains, cough and colds, and other issues related to lack of hygiene.
 - › menstruating girls are able to manage menstruation.
 - › bullying and harassment are prevented.
-

IMPROVED LEARNING:

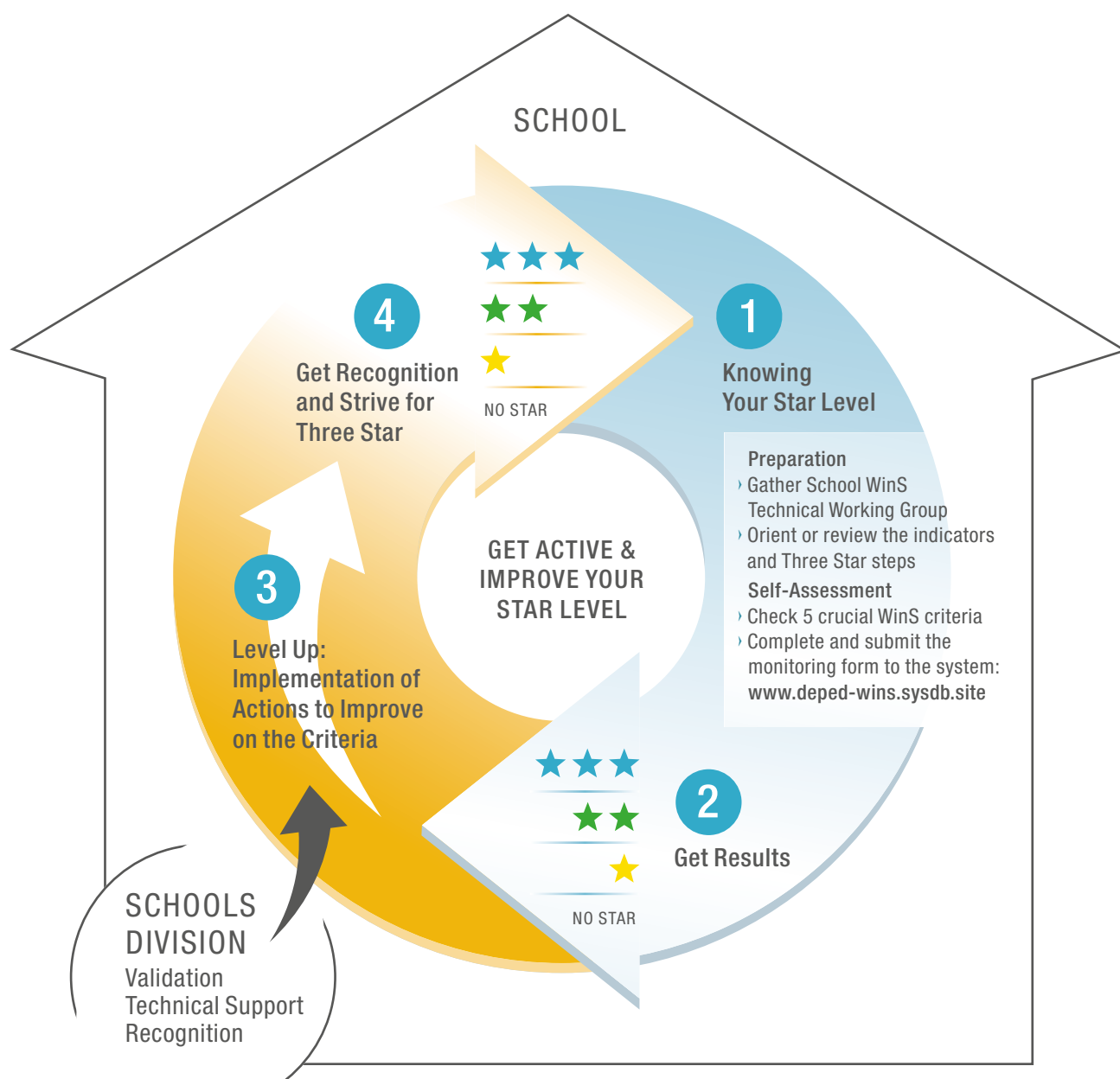
- ! Learners participate better in class activities!
-



THREE STAR APPROACH CRITERIA: HYGIENE ACTIVITIES | FACILITIES | SUPPLIES | INFORMATION

| ★ | ★★ | ★★★ |
|---|---|---|
| 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 learners . | 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 tooth-brushing with fluoride toothpaste for all children is led by teacher/s . | Daily SUPERVISED activity of tooth-brushing with fluoride toothpaste for all children is led by a mix of teachers and learners . | Daily SUPERVISED activity of tooth-brushing 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 learners are available. |
| | | There is a rest space/changing room for MHM that is secure, private and comfortable (not necessarily in the CR). |

HOW TO IMPROVE?



5 CRUCIAL WinS CRITERIA



HYGIENE ACTIVITIES

Group activities establishes norms among learners. Conducting daily group hygiene activities will allow them to develop routines, which ensures the practice of healthy hygiene behaviors in the long run.

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WHAT ACTIVITIES DO I NEED TO DO?



DAILY GROUP HANDWASHING

Handwashing has been recognized as the most important step in avoiding illness and preventing the spread of germs.

Scientific research gathered in several studies showed that handwashing with soap can reduce the rate of diarrhea by 47 % and respiratory illness by 30 %.¹



DAILY GROUP TOOTHBRUSHING

Toothache impacts on food intake because eating is painful. It disrupts sleep, negatively impacts quality of life,² and is the main reason for absenteeism in schools.³

According to the WHO, toothbrushing with fluoride toothpaste is the most realistic way of reducing tooth decay. Research has shown that school-based toothbrushing leads to a 40 % to 50 % reduction in new tooth decay.^{4,5}

HOW TO ORGANIZE THE ACTIVITIES?

- › Schedule hygiene activities per classroom. Depending on your number of group washing facilities, consider shifting or doing the activities (group handwashing and toothbrushing) by batches to allow all learners to perform the activities.
- › Schedule the hygiene activities as much as possible during critical times. Doing the hygiene activities on a daily basis creates a routine. It's important that you do the activities to form habits among learners.
- › Integrate hygiene activities in the classroom schedule at the same time everyday. One class should be able to do activities in 10 minutes.
- › Songs and chants can support the conduct of hygiene activities.
- › As learners get used to doing the activities, student leaders may be asked to lead the activities.



POINTERS: DAILY GROUP HANDWASHING

- › All children will wash their hands with soap at least once a day in school as a group activity. The best time to do this is before eating at recess or at lunch time.
- › Make soap available at the group washing facility all the time. Soap can be placed in a net or stocking and tied to the facility. In cases where soaps are lost or stolen, homeroom teachers can store the soaps when not in use.
- › The teacher can assign and train learners to help their classmates conduct the handwashing activity in an organized manner. A student leader can use a whistle, for example, as a signal to form lines or to go to the facility.
- › Water is only needed at the beginning to wet hands and at the end to rinse hands. Close the water in between while children lather their hands.
- › After about a week, children get used to this procedure and the role of the teacher will be limited to supervision.
- › The teacher should remind the children to wash their hands with soap after using the toilet, after playing, before handling food and before eating.
- › Everyone can join the global movement for handwashing with soap. All you have to do is make it a habit in your own personal and professional life, talk about it among family members, friends and colleagues.



PRACTICE: HOW TO WASH YOUR HANDS



1 Apply soap, create lather and rub all surfaces for 20 seconds.



2 Rub palms together and interlace fingers.



3 Rub the backs of fingers and the fingertips against the opposite palm.



4 Grasp thumb and rub with a twisting motion. Repeat for other thumb.



5 Rub left palm against the back of the right hand and vice versa.



6 Rinse hands with running water.

Dry hands in the air. Do not use a towel. Towels become a source of infection after the first use.



POINTERS: DAILY GROUP TOOTHBRUSHING

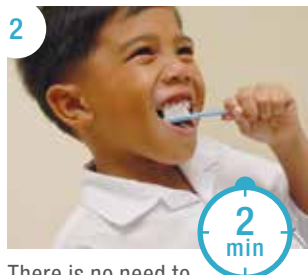
- › Ideally, children should brush their teeth at least twice a day, after having breakfast and before going to bed.
- › School learners are encouraged to learn the habit in school by brushing their teeth at least once a day as a group activity.
- › The teacher can assign and train student leaders to help their classmates conduct the toothbrushing activity in an organized manner.
- › After a week of practice, both group hygiene activities of handwashing and toothbrushing should not take longer than ten minutes of each school day.
- › Children are encouraged to be hygiene champions and to motivate their parents and siblings to brush their teeth twice a day.



PRACTICE: HOW TO BRUSH YOUR TEETH



If you are using a tube of toothpaste, squeeze a pea-sized amount onto the toothbrush. This can easily be done by applying the paste across the head of the toothbrush. When using a dispenser, remove the two locks from the toothpaste dispenser and pump the plunger until the toothpaste comes out. Replace one lock before using. Press the dispenser once to apply a drop of toothpaste onto a dry toothbrush.



There is no need to rinse the mouth before brushing. Brush all teeth, especially your molars, for two minutes.



Spit the toothpaste out. Do not rinse your mouth.



Wipe your mouth using your hands with some water.



Rinse your toothbrush with clean water.



Feel with your tongue if all teeth are smooth and clean.



Return your toothbrush to the toothbrush holder.



SCHOOL-BASED MANAGEMENT

Gather support of your teachers and other school personnel in conducting the hygiene activities by orienting them and planning together with them.

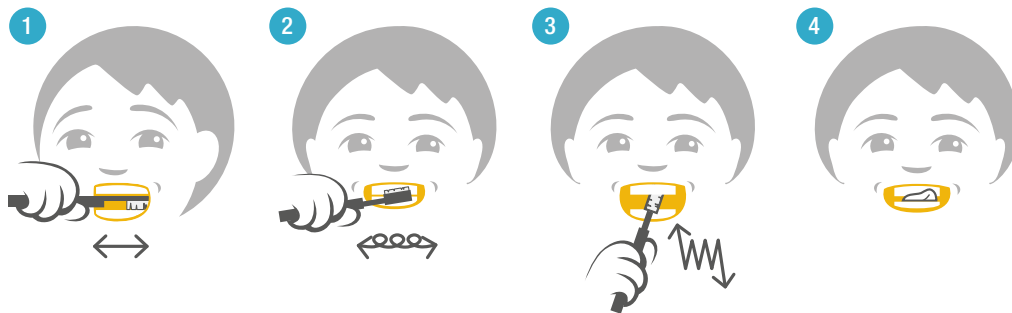
FREQUENTLY ASKED QUESTIONS

Why do we have to wash hands with soap? Soap lather allows the dirt to be rubbed off the hands more effectively than with water alone. Proper handwashing requires soap and uses only a little water. Soap will clean the hands from oil and dirt, which contains germs. If used correctly, all kinds of soap are just as effective for removing germs.

Why is it important not to rinse the mouth after toothbrushing? Rinsing will reduce the positive effect of the fluoride on your teeth. If you feel a need to rinse out the food particles, brush your teeth and rinse, then brush teeth again with fluoride toothpaste, spit out the toothpaste and don't rinse.⁶

Is toothpaste safe to swallow? Toothpaste is not intended to be eaten and children should spit out the toothpaste. However, it is known that children will always swallow some toothpaste, but even when they do so, it is harmless.

What is a good technique for brushing your teeth? Children usually concentrate only on front teeth and forget to brush the molars. Therefore, it is important to train children to brush their teeth in a sequence that covers all tooth surfaces with particular attention to the molars. Research shows that no technique is superior to the other.⁷





HYGIENE FACILITIES

Proper hygiene can only be practiced and nurtured into habits with facilities that are available, accessible, and appropriate. Thoughtfully constructed and well-placed hygiene facilities are used more often and make it worth the effort to be clean.

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| | | There is a rest space/changing room for MHM that is secure, private and comfortable (not necessarily in the CR). |



WHAT FACILITIES DO I NEED?



INDIVIDUAL HANDWASHING FACILITIES

One important element to practicing the habit of handwashing at critical times is the availability of functional wash stations.



GROUP WASHING FACILITIES

Group washing facilities make it possible for 1 classroom to conduct the group handwashing and toothbrushing drills in less than 10 minutes.

Group washing facilities make it unnecessary for learners to queue at individual washing stations, especially during recess and lunch breaks. Group washing facilities saves time.



REST SPACE AND/OR CHANGING ROOM FOR MENSTRUAL HYGIENE MANAGEMENT

Provide a space that can be used by girls to rest and recover from menstrual pains. Facilities should be equipped to ensure girls get the comfort and privacy they need during their period.

POINTERS: BUILDING INDIVIDUAL HANDWASHING FACILITIES



- › Wash stations should be built near areas where it is critical to wash your hands, such as: toilets, canteens and eating areas, play areas, gardens.
- › The wash station should be accessible, appropriate to the height of the learners, and supplied with water and soap.



POINTERS: CONSTRUCTING GROUP WASHING FACILITIES

Feature: The facility should accommodate at least 10 learners at a time.

Number of Facilities: To get started, build at least one facility to reach Star 1. Increase the group facilities to a ratio of 1 facility: 200 learners to achieve Star 2, and 1:100 for Star 3.

Design: Choose an appropriate design by considering your school conditions, including your water source, drainage, space and funds available.

Access to Water: Many schools do not have access to piped water. A good solution is to have a self-contained bucket system. Even if you already have water access, it is recommended to have a manually refillable water bucket. This assures the facility can be used even if there is no running water. Consider using a reservoir or container to ensure constant pressure.

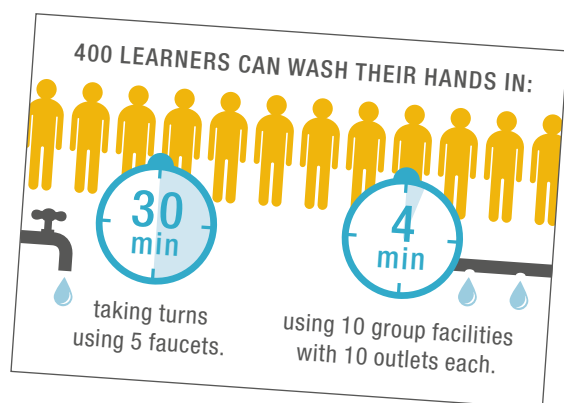
Drainage: Ensure proper drainage. Maintain them by periodically checking for leaks or clogs to avoid stagnant water or flooding. In the absence of a drainage system, wastewater may be drained into plant boxes or soak pits (dug holes of about 1 x 1 x 1 meter in dimension and filled with stones and sand) adjacent to the handwashing facilities.

Material: Facilities can be built from readily available indigenous materials as a low cost option. Tippy taps or pipes with punched or drilled holes reduce water consumption and eliminate costs from buying and maintaining faucets.

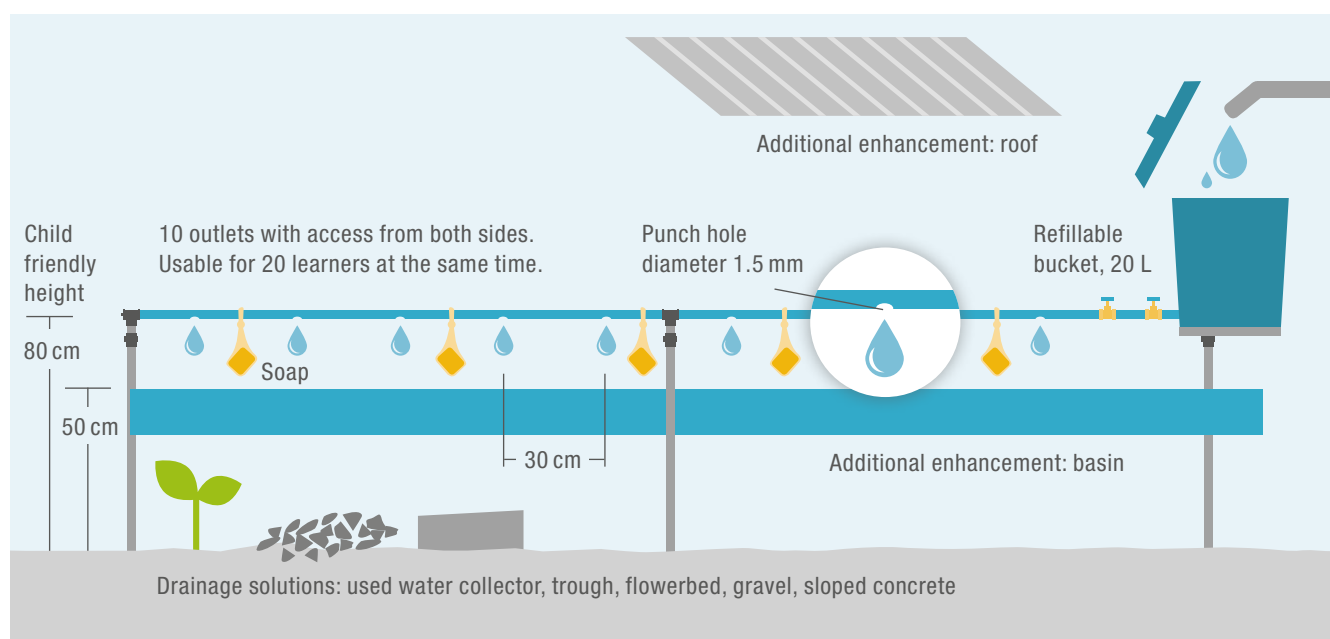
Location: Building facilities close to the classroom reduces the time to perform the group activity. Proper roofing and safe footpaths to and from the facilities enable accessibility at all times and weather conditions. Construction costs can be reduced by using existing drainage or flower beds.

Operation & Maintenance: Assign a regular cleaning and maintenance schedule for the facilities.

Community Involvement: Community involvement is the key for a sustainable facility. The school community is a great source of resources to build, enhance and sustain facilities. Engage stakeholders in the community from the very beginning to discuss what kind of facility fits best in the surrounding and to clarify roles and responsibilities.



IMPORTANT FEATURES: GROUP WASHING FACILITY



EXAMPLE: GROUP WASHING FACILITY LOW-BUDGET SOLUTION



| | |
|---------------------------------------|---|
| Water source | Water brought from home or nearby sources |
| Estimated material costs per facility | PHP 150.00 |
| Estimated labor cost per facility | Time of parents and teachers |
| Time need for construction | 1 day |
| Expected durability | 1–2 years |

BEST FOR SCHOOLS WITH:

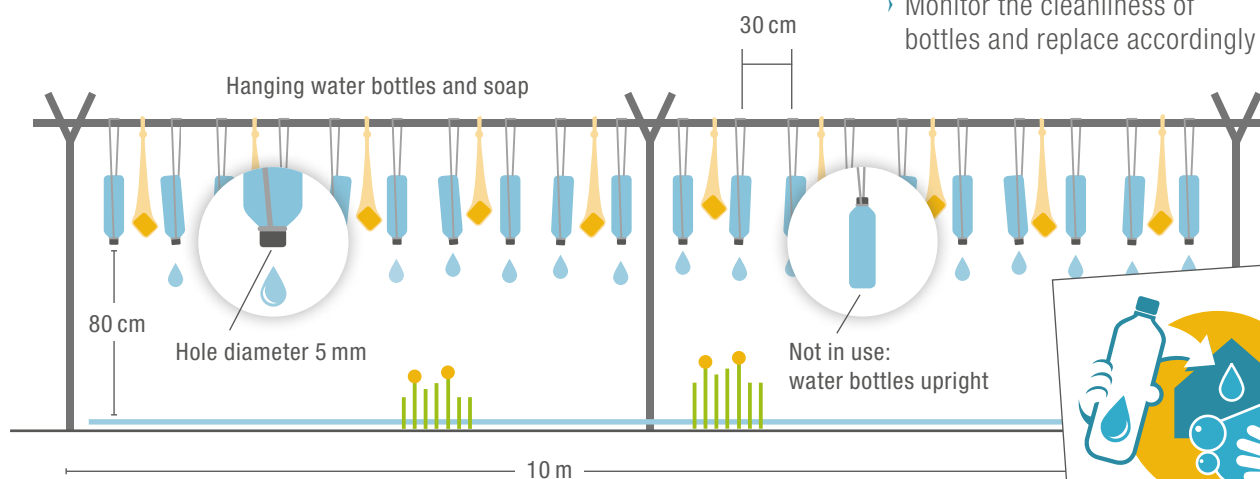
- › Low water pressure
- › No water access yet

MATERIAL:

- › Used water bottles
- › Wood or bamboo
- › Nylon rope or string

OPERATION & MAINTENANCE:

- › Daily refilling of water bottles
- › Cleaning of dirty bottles
- › Replacement of broken bottles
- › Monitor the cleanliness of bottles and replace accordingly



Learners can bring water from their homes to do the group activity at school.

EXAMPLE: GROUP WASHING FACILITY MIDRANGE-BUDGET SOLUTION “WASHaLOT”



| | |
|---------------------------------------|---|
| Water source | Piped water + container |
| Estimated material costs per facility | PHP 3,500 (exclusive of paint) |
| Estimated labor cost per facility | Minimum wage for 1 day or community volunteer |
| Time need for construction | 1 day (prefabricated) |
| Expected durability | 5 – 8 years |

BEST FOR SCHOOLS WITH:

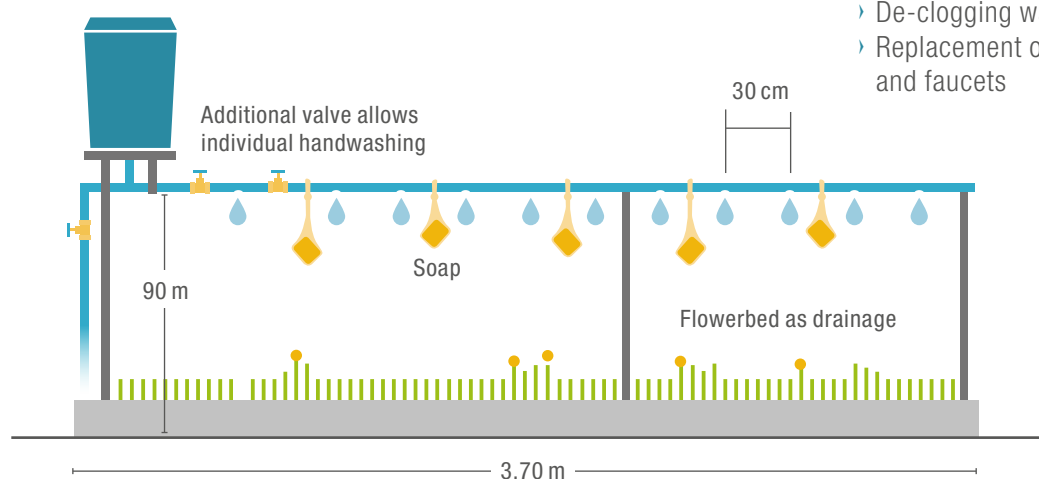
- › Irregular or no water access
- › Low water pressure

MATERIAL:

- › Polyvinyl Chloride or Galvanized Iron pipe
- › Covered plastic container
- › Wooden or metal legs for posts

OPERATION & MAINTENANCE:

- › Daily water refilling
- › Cleaning of plastic container
- › De-clogging water outlets
- › Replacement of valves and faucets



EXAMPLE: GROUP WASHING FACILITY HIGH-BUDGET SOLUTION



| | |
|---------------------------------------|---------------------------------|
| Water source | Piped water system |
| Estimated material costs per facility | PHP 10,000 (for every 6 meters) |
| Estimated labor cost per facility | PHP 5,000 |
| Time need for construction | 10–14 days |
| Expected durability | 5–8 years |

BEST FOR SCHOOLS WITH:

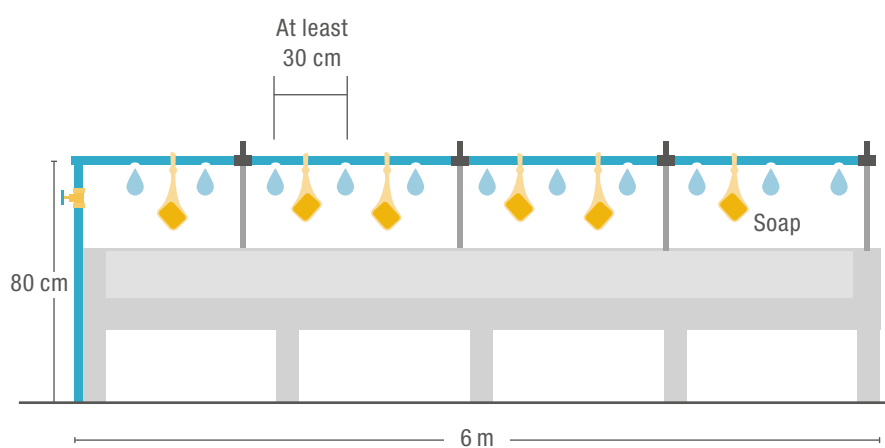
- › Regular water supply with good or consistent pressure

MATERIAL:

- › Polyvinyl Chloride or Galvanized Iron pipe
- › Sand and gravel
- › Cement
- › Steel bars
- › Hollow blocks
- › Tiles

OPERATION & MAINTENANCE:

- › Cleaning of facility
- › Budget allocation for water supply
- › Replacement of valves and faucets



EXAMPLE:
Group washing facility with a footbath to perform footwashing in preparation for religious prayers.



POINTERS: REST SPACE AND/OR CHANGING ROOM

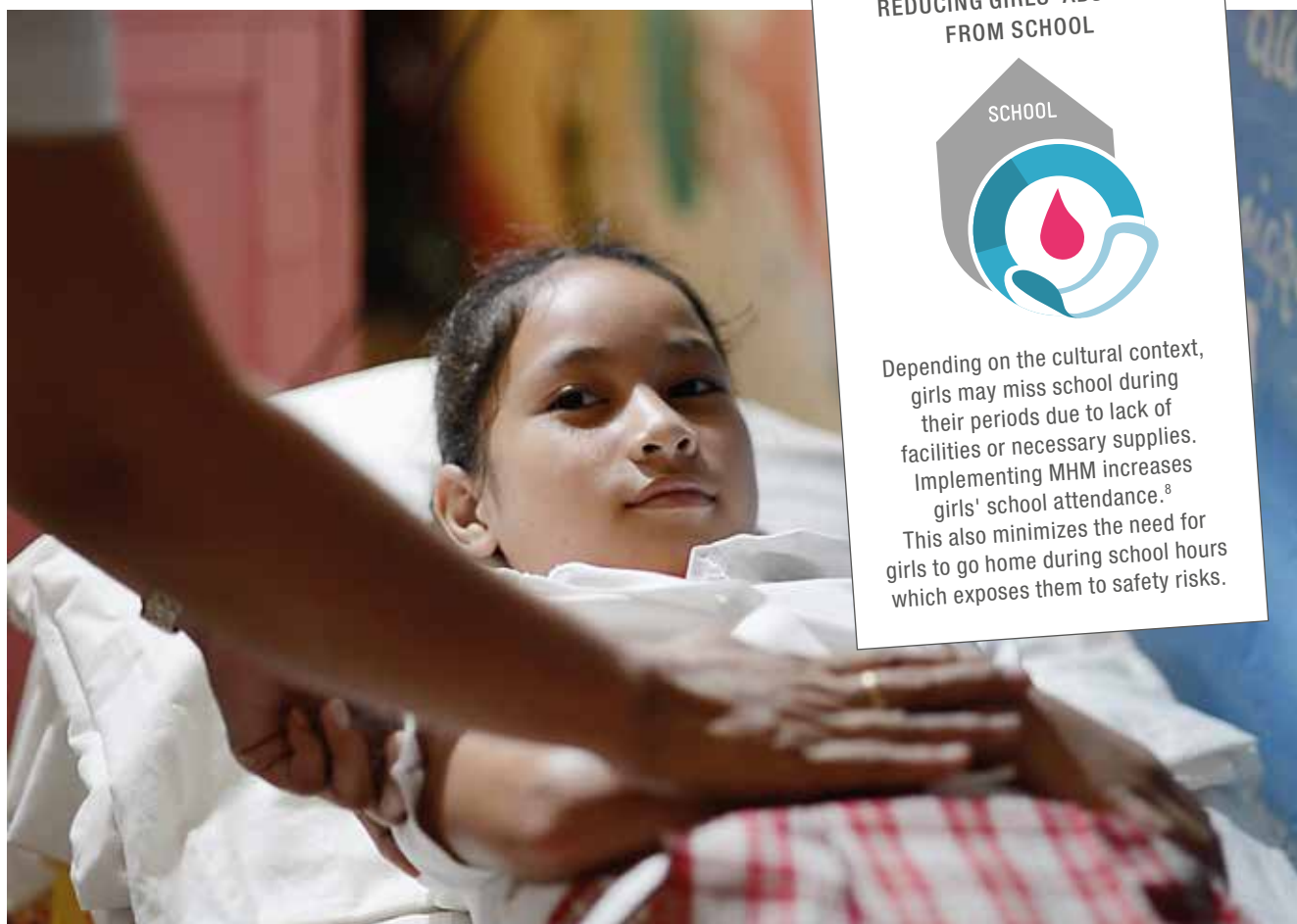
Rest Space/Changing Room:

- › Use existing facilities in your school as a rest space for girls experiencing menstrual pain. This could be the school clinic or a designated appropriate space in the school.
- › The rest space must be secure, private, and comfortable.
- › The rest space can also be used as a changing room. If the rest space is not suitable as changing room, a cubicle in the toilet for girls can be assigned as a changing room.
- › Sanitary pads and hot compress are ideally available in the rest space.
- › Changing rooms should have wrapping materials and a trash bin with cover so used sanitary pads can be properly disposed.

MHM-friendly Sanitation Facilities:

Ensure that sanitation facilities, especially toilets, are helpful for menstruating girls. These should be consistent with WinS standards under sanitation such as:

- › Gender-segregated toilets
- › Toilets have
 - locks inside of the cubicles
 - full-height partitions without holes
 - adequate space (at least 1 x 1.2 meters) for girls to move freely
 - wrapping materials for used sanitary pads
 - trash bins with cover
 - washing facility with soap and clean water inside in at least 1 female toilet
 - functional windows for proper ventilation and privacy at the same time
 - adequate lighting
 - mirror/s
- › Clean the facilities every day.



FREQUENTLY ASKED QUESTIONS

Can we simply use a dipper and ask teachers to pour water over learners' hands? A group washing facility will aid you in conducting the activity in an organized manner. Having one will also save time doing the activities.

We have no water access at our school. Can we still implement the program? Yes, you can. One option is to have an elevated refillable container, usually a water jug, water bucket or repurposed pail, attached to the washing facility. The most basic solution is the Tippy-Tap facility where each learner can use his or her own water bottle to perform the exercise. Only about 250 ml of water are needed per child per day for the activities.

What kind of facility is the best for our school? When choosing a type of facility, you should have the following things in mind: local materials available and resources available, access to water and water pressure, water consumption, number of children in your school, as well as cleaning and maintenance of facilities. No matter what kind of facility you decide to build, the most important thing is that it is functional. You can beautify the facility or improve the basin later on.

TIPS

SCHOOL-BASED MANAGEMENT

Organize a meeting with your School Committee or WinS Technical Working Group to gain their support in planning the construction of group washing facilities.

Assign roles and a budget for the operation, cleaning, and maintenance of the facilities.

Include facility improvements in your School Improvement Plan (SIP), Annual Improvement Plan (AIP) and Annual Procurement Plan (APP).

Mobilize additional resources from parents and community:

- › Communicate the school hygiene status to the LGU or barangay, donors, and civil society groups.
- › Incorporate WinS in the Brigada Eskwela.

HYGIENE SUPPLIES

Ensuring regular supplies of hygiene materials will enable children to properly conduct the hygiene activities.

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WHAT SUPPLIES DO I NEED?



SOAP

200 g soap per learner per school year. This is enough for each learner to wash hands 2 to 3 times a day in school.



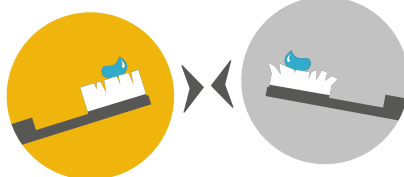
TOOTHBRUSHES & FLUORIDE TOOTHPASTES

1 toothbrush per learner per school year. 60 ml fluoride toothpaste (containing between 1,000-1,500 ppm of fluoride) per learner per school year.



SANITARY PADS

2 packages of sanitary pads per school year available per classroom of grades 4 and above.



THE BETTER TOOTHBRUSH: NEW OR OLD?

There is no difference in the cleaning effectiveness between old and new toothbrushes in the hands of children.⁹ Nevertheless, a toothbrush used once a day in school (about 200 times) should be replaced after one school year.

POINTERS: STORING AND PLACING SOAPS

- › Soap needs to be available at individual and group washing facilities.
- › Attaching soap to the washing facility by hanging it in a nylon stocking or fishnet ensures that the soap stays in the facility, keeps it dry, and prevents it from being dropped during the handwashing activity.
- › A soap holder can also be fastened onto the facility. Make sure that the holder drains well.
- › You may choose to keep the soap in the classroom to keep it from being stolen or exposed to the rain.
- › The school may produce their own liquid soap either as a school, PTCA or community project.



POINTERS: STORING TOOTHBRUSHES

- › Each child should have one toothbrush with a cover per year. These are to be stored in a toothbrush holder, ideally inside the classroom.
- › Each space and each toothbrush should be clearly labeled to avoid mixing up toothbrushes.
- › Keep the toothbrushes in school to make sure these are always available for the daily toothbrushing activity. Use a second toothbrush at home.



INSTRUCTIONS: HOW TO STORE TOOTHBRUSHES



The toothbrush holder should be easily accessible to the children.



There should be spaces between the toothbrushes to avoid cross infection.



The slots should be designed in such a way that the head of the toothbrush is exposed to the air. The cover has little holes to prevent molding.



Toothbrushes should be individually labeled or tagged.



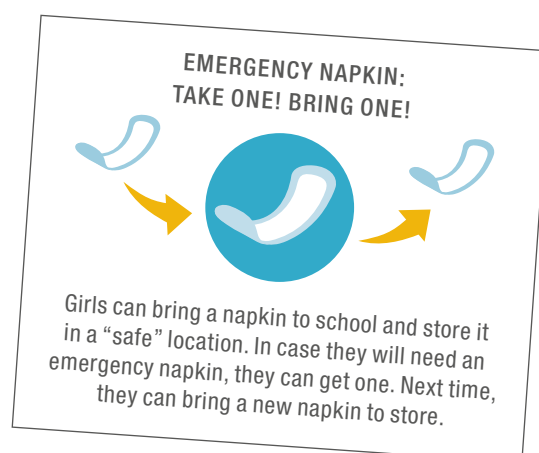
Protect the labels from being erased over time.



As an alternative to labeling, have the children personalize their toothbrushes for easy identification.

POINTERS: STORING SANITARY PADS

- › Store emergency sanitary pads in first aid kits, clinics, guidance counselor's office, or any other pre-identified location within the school.
- › Each class adviser may also keep a sanitary pad for easy access to menstruating girls.
- › Ensure that girls know that sanitary pads are available.





FREQUENTLY ASKED QUESTIONS

When washing hands, can I use any kind of soap? Yes. It is the act of rubbing and rinsing, not the type of soap that physically removes bacteria from the skin. All soaps, not just antibacterial ones, but even laundry and dishwashing soaps, are effective in cleaning our hands. However, laundry soaps have a stronger formula than other soaps and takes longer and more water to rinse off.

What can we do to prevent our soap from disappearing or getting stolen? Keep your soaps secure by putting them in a nylon stocking and tying them to the handwashing facility. This method also keeps the soap dry and prevents them from being dropped during the activity. Teachers and school personnel may opt to place the soap in a secure location when not in use.

Why is it important to use fluoride toothpaste? In many countries, the levels of tooth decay have fallen by over 50 % in the last 20 years. Leading experts around the globe have agreed that this development is almost entirely due to the use of fluoride toothpaste. Salt is not recommended as a substitute for fluoride toothpaste.

Can I use a guava stick to clean my teeth? Yes. In the absence of toothbrushes, a guava stick can be effective for cleaning teeth. Just don't forget to place a drop of fluoride toothpaste on the stick.

Can we make homemade pads or pasador available instead of sanitary napkins? Yes. What is important is that it is replaced with a clean one as needed (after 3 to 5 hours).

TIPS

SCHOOL-BASED MANAGEMENT

Allocate funds and utilize MOOE appropriately.

Discuss with parents and local government the needed supplies to enable hygiene practices.

Assist local partners in thinking of creative ways to produce low-cost supplies (e.g., livelihood project on soap-making).

HYGIENE INFORMATION

Age-appropriate information materials on MHM are key to addressing misconceptions and stigmatization leading to a healthy understanding of normal reproductive health.

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|-----------------------------------|---|--|
| MENTRUAL HYGIENE MANAGEMENT (MHM) | | |
| | 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 learners are available. |



WHAT MHM INFORMATION SHOULD I PROVIDE?



INFORMATION ON PROPER SANITARY PAD DISPOSAL

Discrete disposal of waste can prevent teasing and bullying.

Improper disposal may lead to health hazards and cause environmental harm.

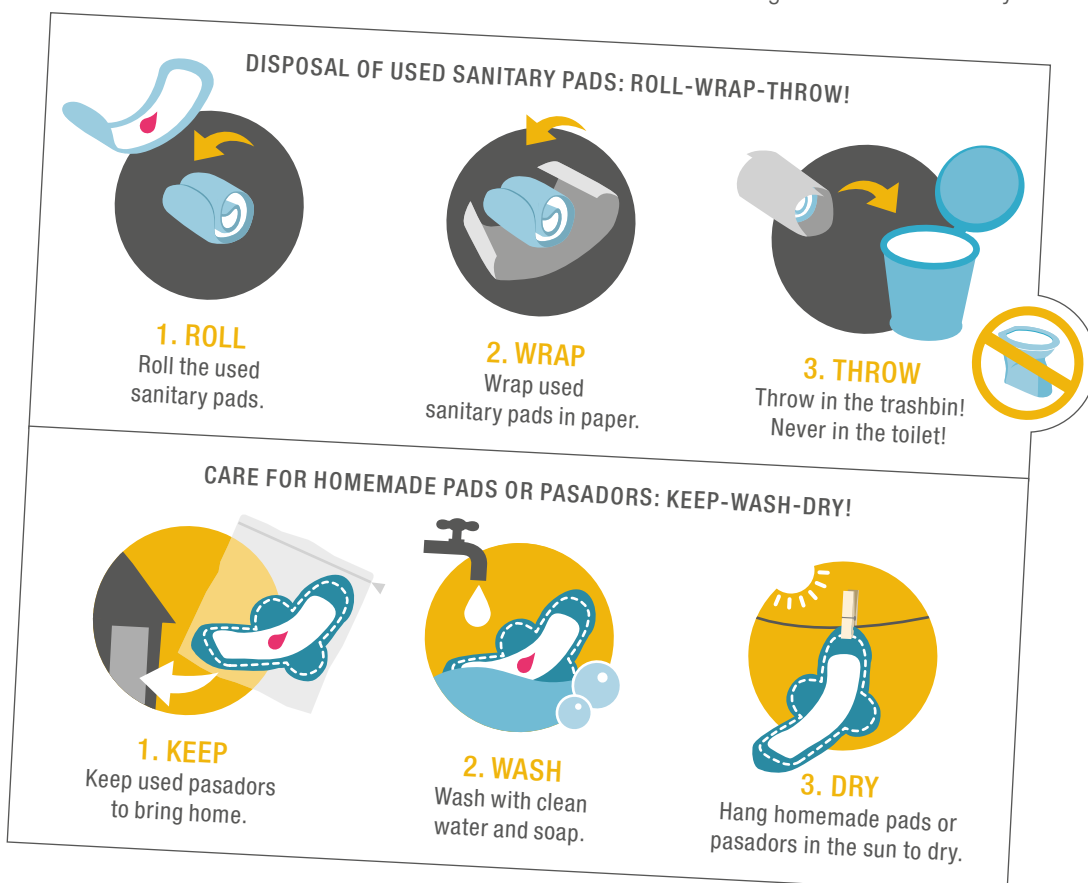


IEC MATERIALS ON MHM FOR TEACHERS AND LEARNERS

Schools provide the perfect entry point to mainstream information on MHM through age-appropriate and culturally-sensitive materials.

Acquire and make MHM materials available in school for teachers and learners. The materials should be accessible at a common place in the school so that learners can look up information at any time or even bring it home.

Ensure that all information and materials come from credible sources. Review DepEd approved books and training materials to check your knowledge.



WHAT KEY HYGIENE MESSAGES SHOULD BE EMPHASIZED?



LEARNERS

- › Everyone should always wash their hands with soap during critical times:
 - After using the toilet
 - Before eating and handling food
 - After handling pets
 - After playing
- › Wash your hands with soap and water for at least 20 seconds following proper techniques.
- › Everyone should brush all surfaces of their teeth especially the molars at least twice a day.
- › All girls go through menstruation. It is a sign of normal growth and development.
- › Girls can keep themselves clean and comfortable during menstruation by:
 - bathing
 - using sanitary pads
 - replacing sanitary pads as often as needed (every 3 – 5 hours)
- › When inside the toilet, dispose used sanitary pads by rolling, wrapping, and throwing in the covered trash bin, not in the toilet bowl, drainage, or outside toilet premises.
- › The spread of fecal germs starts with open defecation and end up being ingested by humans through contaminated hands, food and water. This is why we need to wash our hands after using the toilet and before handling food.



PARENTS

- › The home has the primary responsibility for the formation of children's hygiene habits such as handwashing, toothbrushing, and managing menstruation.
- › The school provides chances to form hygiene habits as part of learning events.
- › Parents should also be knowledgeable of the following:
 - Critical times for handwashing
 - Handwashing and toothbrushing techniques
 - How fecal germs spread
 - Menstrual myths
 - Proper sanitary pad disposal



TEACHERS

- › Having good hygiene habits is one of the most effective measures to promote good health. This is part of ensuring the readiness of children to learn.
- › Group activities develop healthy hygiene habits and social norms. The activities have to be seamlessly integrated in daily class / school activities.
- › Concepts on menstrual hygiene has to be learned by both girls and boys.
- › Hygiene promotion reinforces disaster risk reduction as it builds resilience among pupils and reduces their vulnerabilities in the event of emergencies and crises.



TIPS

SCHOOL-BASED MANAGEMENT

Display hygiene messages in key areas (toilets, canteens, near washing facilities, etc.).

Hygiene messages can be painted on walls as part of beautification projects to help reinforce habit formation.

FREQUENTLY ASKED QUESTIONS

How can we encourage an open discussion on MHM? A first step is for teachers to go through training, so that they are confident with their knowledge and able to share it with learners. When teaching to girls and boys, it's important to make sure that they understand that this is normal and healthy, and to try to elicit empathy and understanding from the learners. Providing an opportunity to ask anonymous questions will also help to foster an open and honest discussion on MHM.

Do we need to provide information materials for boys as well?

Yes, boys have questions about their own changes and about the changes girls go through during puberty. It's important to provide both girls and boys with this knowledge.

What are the common misconceptions about menstruation and how do we address them?¹⁰

WRONG

You cannot take a bath when you have your period.

Eating sour or salty foods can stop your period.

You shouldn't run or move around too much when you have your period.

Menstrual blood is dirty.

RIGHT

Bathing and washing are good habits to maintain proper hygiene during your period. Being in water may help prevent infection during menstruation.

Eating sour or salty foods will not stop your period. Neither will drinking cold liquids. You should eat whatever makes you feel good, including healthy choices.

You do not need to reduce your movements. Increasing physical movements may actually reduce pain. If you have cramps and feel like having more rest, listen to your body's needs.

Menstruation is not a disease or an impurity, it is a natural biological experience of women and girls.

The school head plays a crucial role in ensuring that the basic requirements and standards of the policy are met.

SCHOOL-BASED MANAGEMENT

THREE STAR APPROACH CRITERIA

| ★ | ★★ | ★★★ |
|---|--|--|
| 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 . |



WHAT LEADERSHIP TASKS DO I NEED TO DO?



ORGANIZE THE TEAM



KNOW THE SITUATION



WORK ON SYSTEM-WIDE SOLUTIONS



CHECK AND REPORT ON PROGRESS

ORGANIZE THE TEAM

Important to the SBM practice are the principles of “shared governance, accountability, transparency and strengthening of community channels to facilitate flow of information and expand linkages” (RA 9155 Governance of Basic Education Act).

Thus, it is best practice to establish the School’s WinS Technical Working Group (TWG) – or have the School Governing Council – take accountability for reaching WinS National Standards (Three Star level).

Working with the school team creates a network of committed and task-focused members for implementing solutions.



KNOW THE SITUATION

| | | | | |
|-----------|-------------------------------------|---------------------------------|-----------------------------------|--------------------------------------|
| | Septic Tank *** | Drainage *** | System for Flood *** | Food Handlers *** |
| Hygiene | Group Hand-washing Activity * | Available Soap *** | Group Hand-washing Facility ** | Individual Hand-washing Facility *** |
| | Individual Hand-washing Practice ** | Group Tooth-brushing Activity * | Available Tooth-brush & paste *** | |
| | WinS in SIP/AIP *** | Funding of Supplies * | Sanitary Pads *** | |
| | Disposal of Sanitary Pads *** | IEC Materials for MHM ** | Rest Space for MHM *** | |
| Deworming | Semi-annual Deworming *** | Pupils Dewormed *** | | |

1 Review the hygiene Three-Star Report with the School WinS Technical Working Group (TWG) or School Governing Council.

2 Identify the hygiene indicators that are rated low. These signify the needed improvement – i.e. hygiene supplies, activities, facilities, or information to be provided. Look closely at the rating of the three crucial hygiene indicators: group handwashing facilities, groups handwashing activities and access to sanitary pads.

3 Discuss the factors causing noncompliance to hygiene indicators. If needed ask other teachers and learners about their difficulties in practicing hygiene activities and maintaining hygiene facilities. Find out what they information will help.

THREE CRUCIAL HYGIENE INDICATORS



WORK ON SYSTEM-WIDE SOLUTIONS

1 Set hygiene improvement objectives and targets

- › Prioritize targets based on the consolidation and analysis of gaps and capacities. Put on top those that are both “important and urgent”. **Remember to give attention to the three crucial hygiene indicators.**

2 Identify strategies to address challenges

- › Refer to the relevant pointers in the other chapters of this hygiene booklet.
- › Select strategies that will resolve two or several hygiene improvement objectives at the same time.
- › Identify specific activities, implementation dates and accountable school personnel.
- › There are some cases where the solution to improve the hygiene situation in the school is beyond the school’s control. This situation calls for the technical assistance of the Schools Division Office (SDO). List the support that the school would need from the SDO. Discuss the requirements and agree on actionable items. Other possible strategies and actions are provided below and on page 33.

EXAMPLE: IDENTIFY STRATEGY

0 STAR

SCHOOL HYGIENE REPORT: 0 STAR

- › Twice a week group handwashing activity

CHALLENGES / HINDERING FACTORS

- › Limited recess time to have all learners undergo handwashing activity
- › Only 20 learners can perform group hygiene activities at the same time – given that the school only has two (2) group handwashing facilities.

3 Institutionalize actions for improvements

- › Adjust the regular school plans to accommodate the solutions to improve the hygiene situation in the school. This may be the annual Implementation plan if the improvement actions are within a scope of one year; or the School Improvement Plan (SIP) for long-term solutions.
- › Reflect the requirements in the APP.
- › Adjust the class schedule and school calendar to accommodate important activities, such as group handwashing.



HYGIENE TARGET: REACH 3 STAR LEVEL BY

- › Increase group handwashing activity from 2 days to 5 days a week.
- › Conduct group toothbrushing activity once daily.

RESOLUTION

- › Build and sustain additional four (4) low-budget group handwashing facilities to enable 60 learners to do group hygiene activities at the same time.

STRATEGY

- › Integrate the requirements in the regular school projects and agenda of stakeholders.

SPECIFIC ACTIVITIES

- › Include the handwashing facility requirements in the “Brigada Eskwela” plan.
- › Communicate to PTCA the need for manpower for the regular maintenance of the facilities.
- › Empower children’s clubs to perform health and hygiene promotion related tasks such as assigning them monitoring activities.

OTHER STRATEGIES AND ACTIVITIES THAT CAN BE USED FOR **HYGIENE REQUIREMENTS**

| | SUGGESTED STRATEGIES | SAMPLE ACTION / ACTIVITIES |
|--|--|--|
| Resources for hygiene supplies and facilities (maintenance and operations) | › Use of regular school resources. | › Use regular MOOE for hygiene improvements. |
| | › Work with the team of parents and/or local government to mobilize local sources. | › Assign roles. › Discuss the school's hygiene conditions with the PTCA, local government, or other NGOs or civil society groups. › Advocate for the integration of hygiene improvements in the regular PTCA plan. |
| | › Integrate in regular school projects / programs. | › Integrate requirements to achieve Three Stars. › Develop a Continuous Improvement (CI) project on the hygiene component of WinS. |
| Maintenance of hygiene facilities | › Advocate to community stakeholders. | › Discuss situation during parents assembly. › Organize maintenance teams composed of parents and/or learners. › Assign a budget for the operation, cleaning, and maintenance of the facilities. |
| Hygiene activities | › Mobilize teachers and learners. | › Incorporate critical activities in the class schedule. › Reinforce the value of the activities in the lessons in Health, Science and TLE. › Adjust class schedule to accommodate hygiene activities. |

CHECK AND REPORT ON PROGRESS

1 Check regularly for completed actions based on the timeline of the WinS improvement project.

- › Determine achievement of targets based on identified milestones.
- › Assign the monitoring to the existing school monitoring team or a sub-committee of the School WinS TWG.

2 Update the monitoring system based on actions made to see whether the star rating of your school has improved.

3 Provide feedback and celebrate the progress on WASH in Schools.

- › Provide reports on what has been done during regular school stakeholders' meeting or assembly.
- › Gather school community to celebrate key moments of WASH in Schools, such as Global Handwashing Day, and World Toilet Day.
- › Acknowledge the contribution of various stakeholders.



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ADDITIONAL REFERENCES

MENSTRUAL HYGIENE MANAGEMENT



Growing Healthy.
Things that girls need to know.
Booklet (12 pages) with useful and practical information for girls; International Medical Corps, Save the Children, Unicef
www.susana.org/en/knowledge-hub/resources-and-publications/library/details/2888



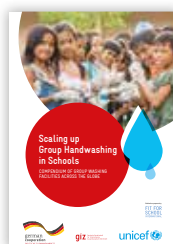
Menstrual Hygiene Management
Operational Guidelines; Save the Children
www.savethechildren.org/content/dam/global/reports/health-and-nutrition/mens-hyg-mgmt-guide.pdf

HYGIENE INFORMATION



Sanitation Posters:
1. How faecal germs spread?
2. How to improve school sanitation?
3. Which tools do you need?
Fit For School, GIZ
www.fitforschool.international/wp-content/uploads/Sanitation_Posters_ARMM_2015.pdf

GROUP WASHING FACILITIES



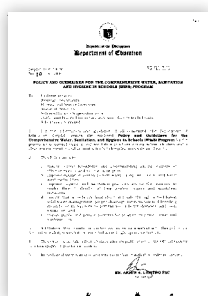
Scaling up – Group Handwashing in Schools
Compendium of Group Washing Facilities Across the Globe; GIZ, Unicef, Fit For School International
www.fitforschool.international/resource/scaling-up-group-handwashing-in-schools-compendium-of-group-washing-facilities-across-the-globe



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Publications and Video; Fit For School, GIZ
www.fitforschool.international/resource/washalot-users-guide-cambodia
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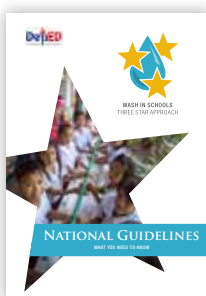
MORE INFORMATION ABOUT WASH IN SCHOOLS AND THE THREE STAR APPROACH



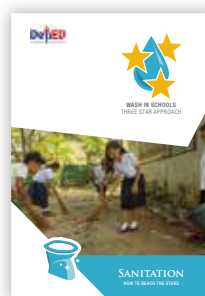
**DepEd Order No. 10, S. 2016,
WinS Policy**
Policy and Guidelines for the
comprehensive WinS Program



Orientation / Monitoring
Videos with more information



**National Guidelines –
What you need to know**
Brochure (6 pages);
overview of all Three Star
Approach criteria



Water / Sanitation / Hygiene / Deworming / Health Education – How to reach the stars

Five booklets with detailed and practical
information on how to get active and
improve the star level



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