



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

**WASH IN SCHOOLS  
THREE STAR APPROACH**



# WINS MONITORING RESULTS

SCHOOL YEAR 2017/2018 TO SCHOOL YEAR 2021/2022

## BACKGROUND

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

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

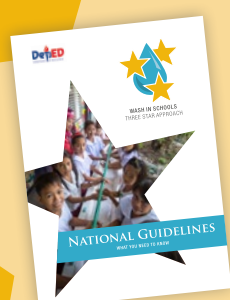
This program has also been contributing to the global target that all schools nationwide have available basic WASH services. This global target is part of the Sustainable Development Goals (SDG) 4 – to ensure inclusive and quality education for all and to promote lifelong learning.

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

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



WATER ★ SANITATION ★ HYGIENE ★ DEWORMING ★ HEALTH EDUCATION



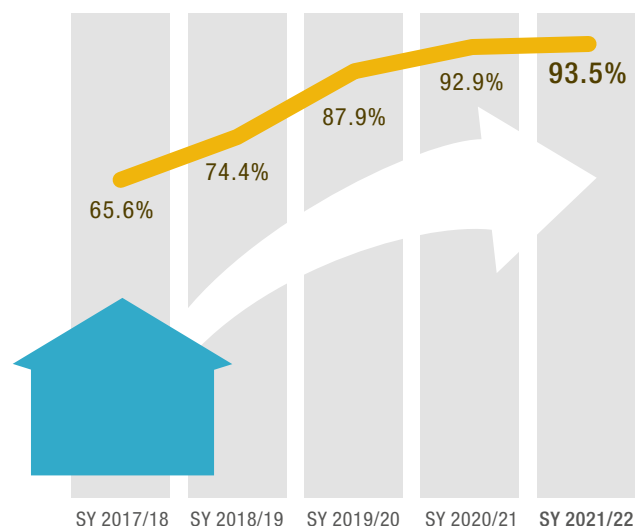
DepEd released a brochure on the WinS monitoring process which shows a message from the Secretary of Education, orients readers on Three Star Approach cycle, the Three Star criteria and how School-Based Management serves as a pathway for schools to take action. This brochure as well monitoring reports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

## WinS MONITORING COVERAGE AND PARTICIPATION

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

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

**FIGURE 1. PARTICIPATION RATES OF SCHOOLS IN DepEd WinS MONITORING**



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

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

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

## WinS MONITORING RESULTS / CRUCIAL INDICATORS

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

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

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

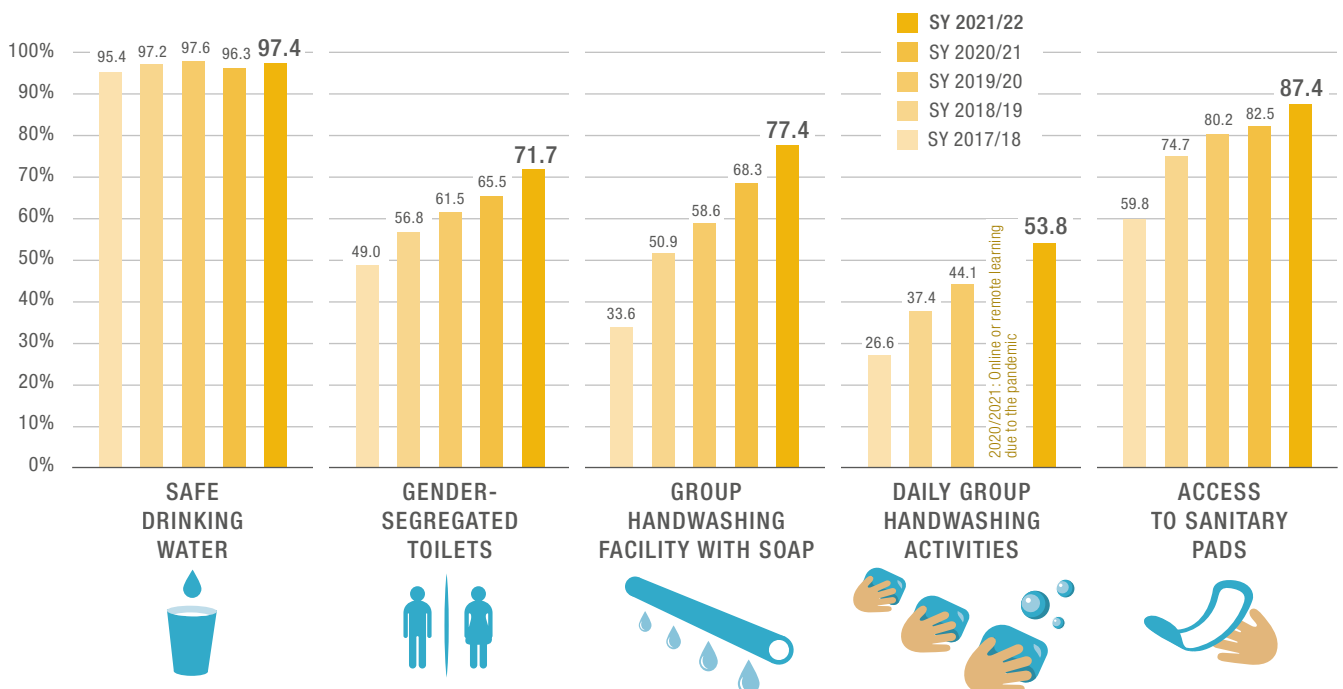
There is a continuous improvement in the percentage of schools with access to usable gender-segregated toilets and group handwashing facilities with soap and water. More than two thirds (71.7%) of schools reported that have functional, gender-segregated toilet facilities compared to only close to half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

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

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

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

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



## WinS MONITORING RESULTS / NATIONAL STANDARDS

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

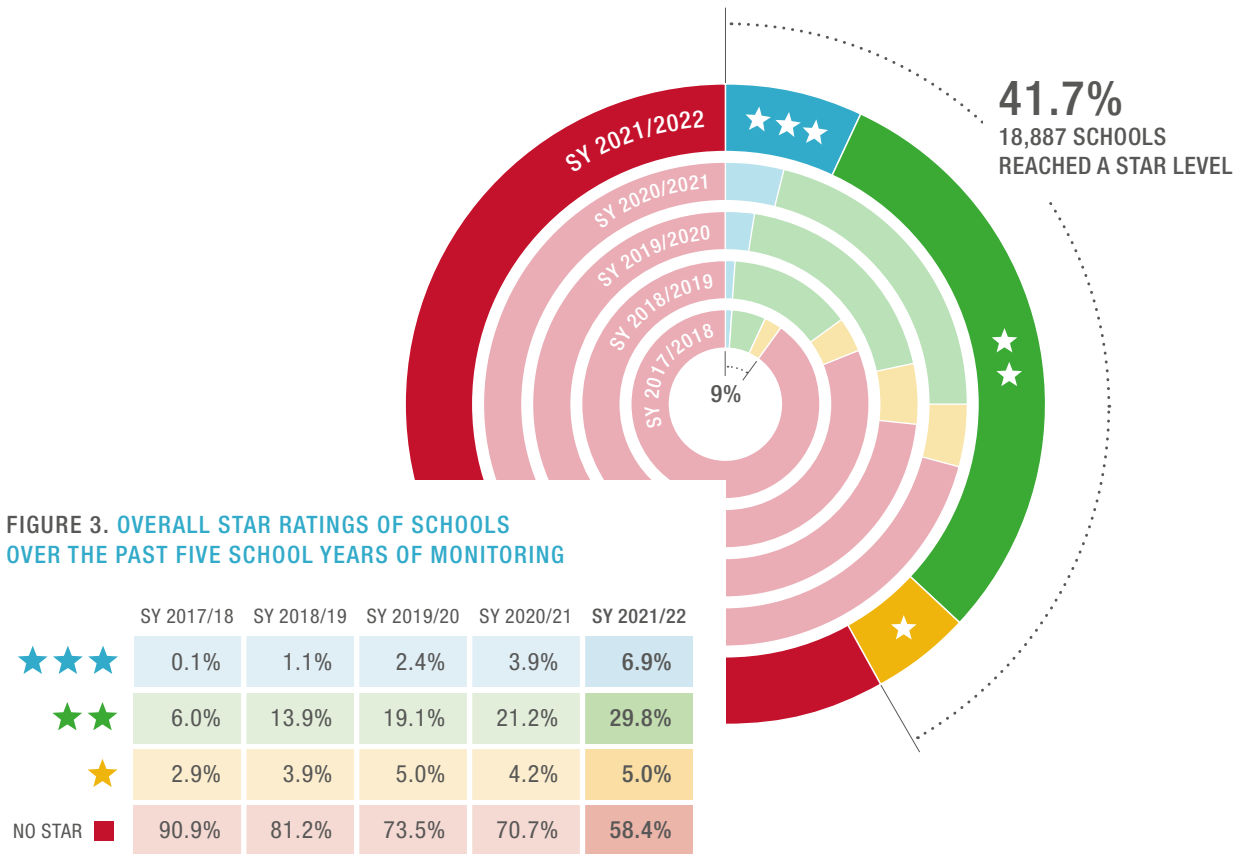
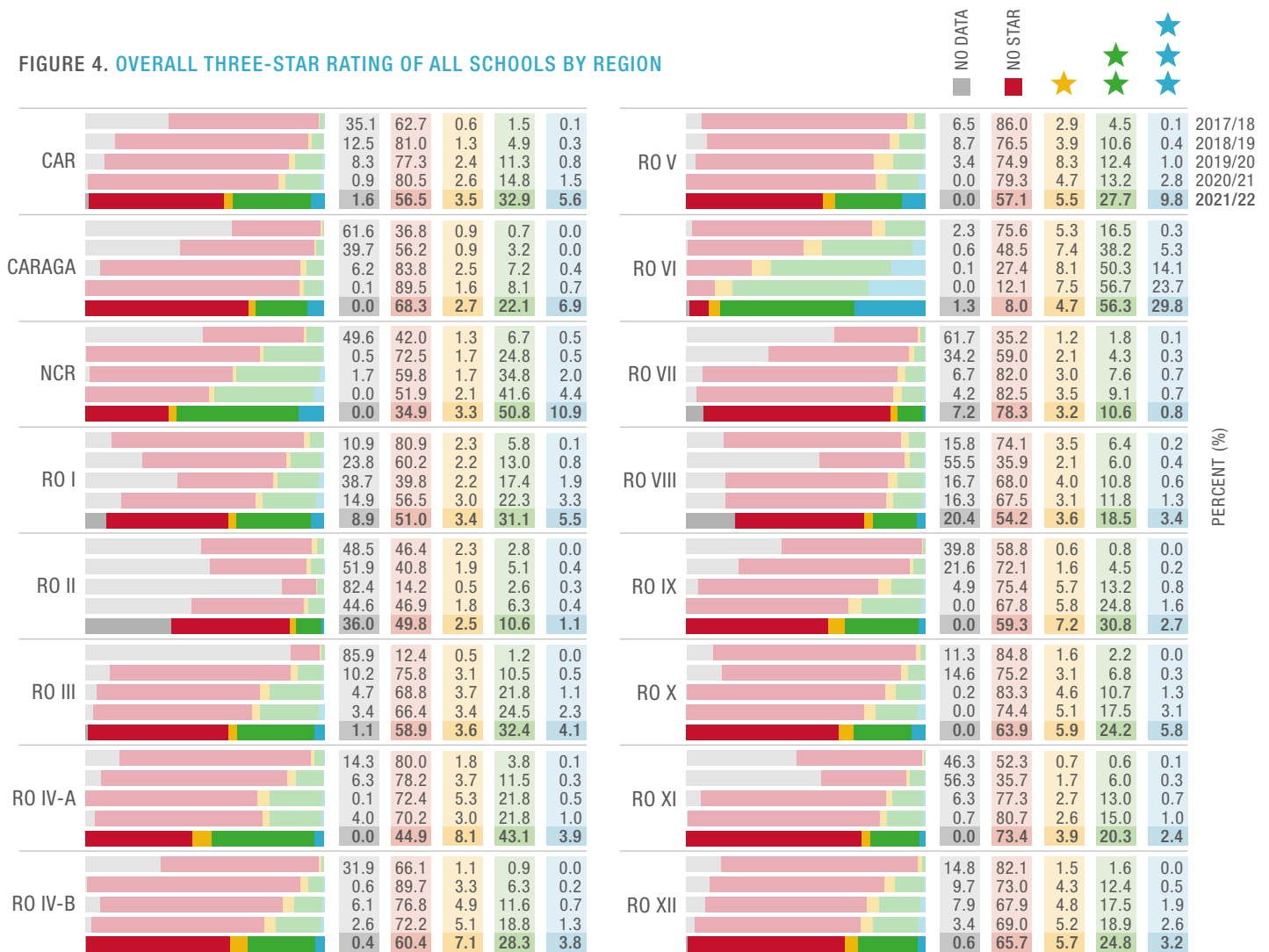


Figure 4 (below) and Figure 5 (page 7) show the regional differences in the improvement of proportion of schools reaching any star level during the five-year WinS monitoring. Most regions at baseline had very few schools reaching at least one-star rating, except for Region VI, NCR, and Region I. After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

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



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

## WinS MONITORING RESULTS / THEMATIC AREAS

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

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

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

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

FIGURE 5. IMPROVEMENT IN ANY STAR RATINGS BY REGION

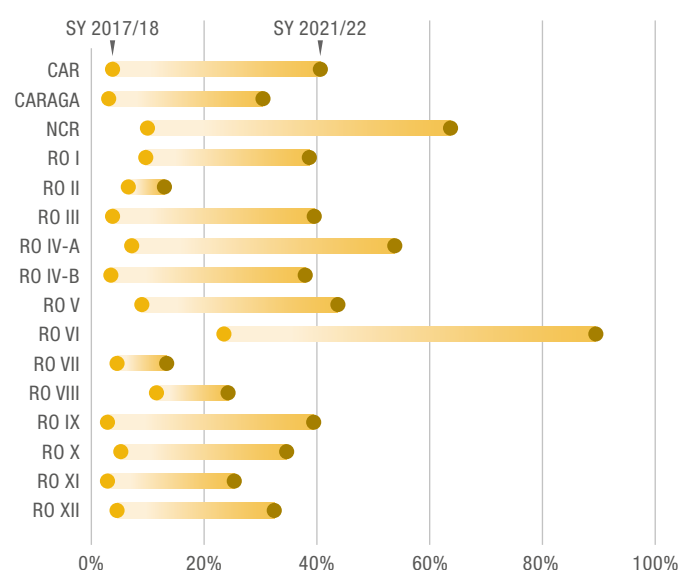
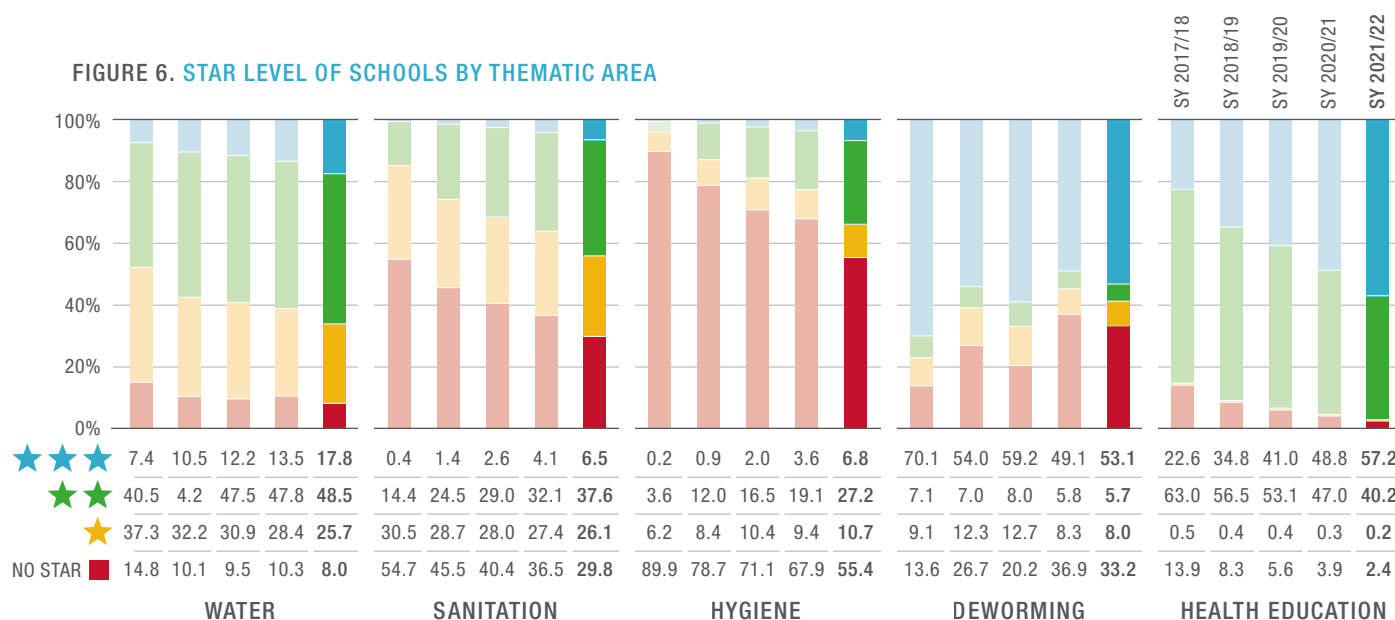


FIGURE 6. STAR LEVEL OF SCHOOLS BY THEMATIC AREA

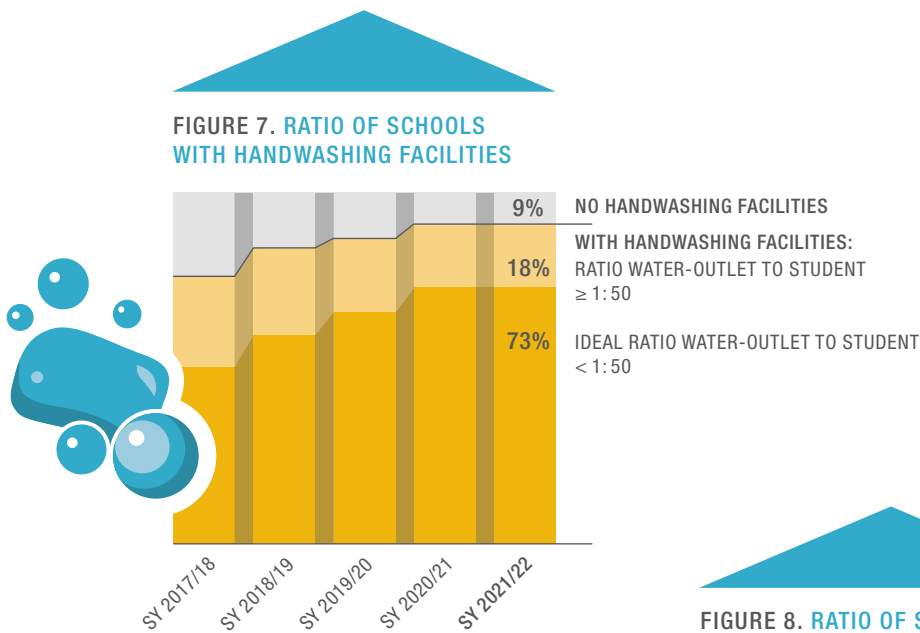


In SY 2021/22, nearly three in four schools (73%) meet the national standard for handwashing facilities (1 water outlet per 50 or less learners). Meanwhile, 92% of schools report a regular supply of soap. But concerning is that about one in ten schools nationwide still have no handwashing facilities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

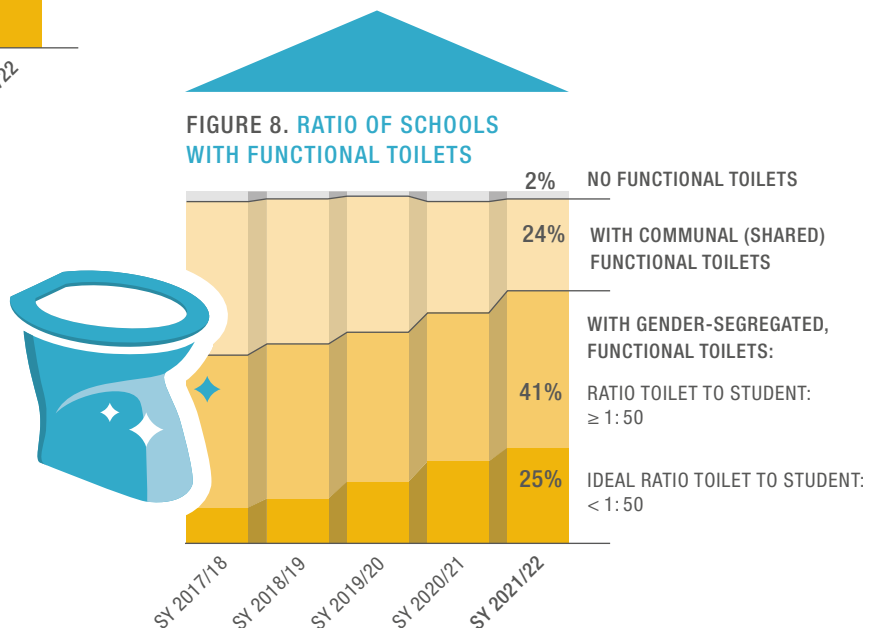
A quarter of schools have now (25%) met the national standard of one functional gender-segregated toilet per 50 learners or less. Meanwhile, about 40 per cent of schools in the current year of monitoring did not meet the required ratio. There is a significant decline in schools without gender-segregated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

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

**FIGURE 7. RATIO OF SCHOOLS WITH HANDWASHING FACILITIES**



**FIGURE 8. RATIO OF SCHOOLS WITH FUNCTIONAL TOILETS**





## WinS MONITORING SPECIAL INDICATORS / INSTITUTIONALIZATION

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

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

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

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



## WinS MONITORING SPECIAL INDICATORS / MENSTRUAL HEALTH AND HYGIENE

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

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

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

TABLE 2. SCHOOLS REACHING MHH-RELATED INDICATORS

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

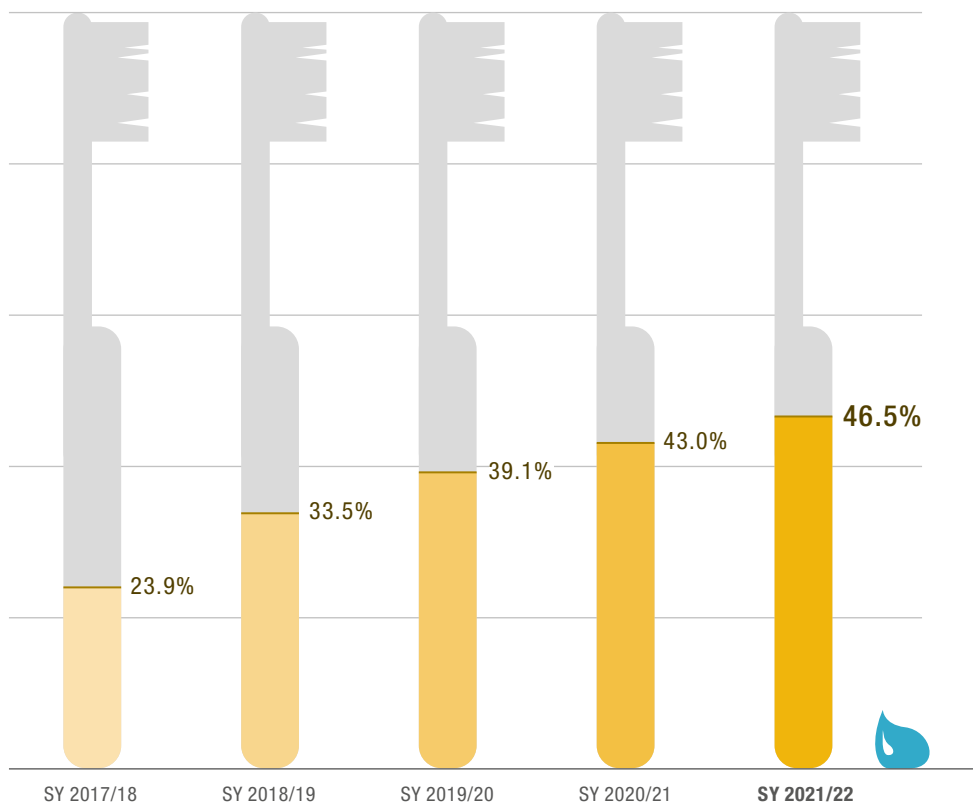
Priority List of Indicators for Girls' Menstrual Health and Hygiene:  
 Technical Guidance for National Monitoring. (2022).  
 Global MHH Monitoring Group. Columbia University. New York  
[www.susana.org/en/knowledge-hub/resources-and-publications/library/details/4970#](http://www.susana.org/en/knowledge-hub/resources-and-publications/library/details/4970#)

## WinS MONITORING SPECIAL INDICATORS / ORAL HEALTH

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

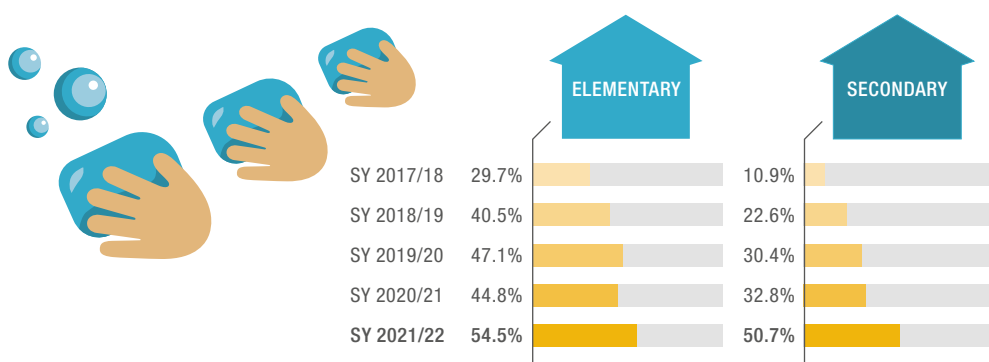
Schools play a pivotal role in the prevention of oral diseases and the promotion of oral health. Through daily group toothbrushing with fluoride toothpaste learners benefit from the preventive effect of fluoride and develop good oral hygiene behaviors. Organizing the intervention as group activity is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

FIGURE 10. SCHOOLS CONDUCTING DAILY TOOTHBRUSHING ACTIVITIES

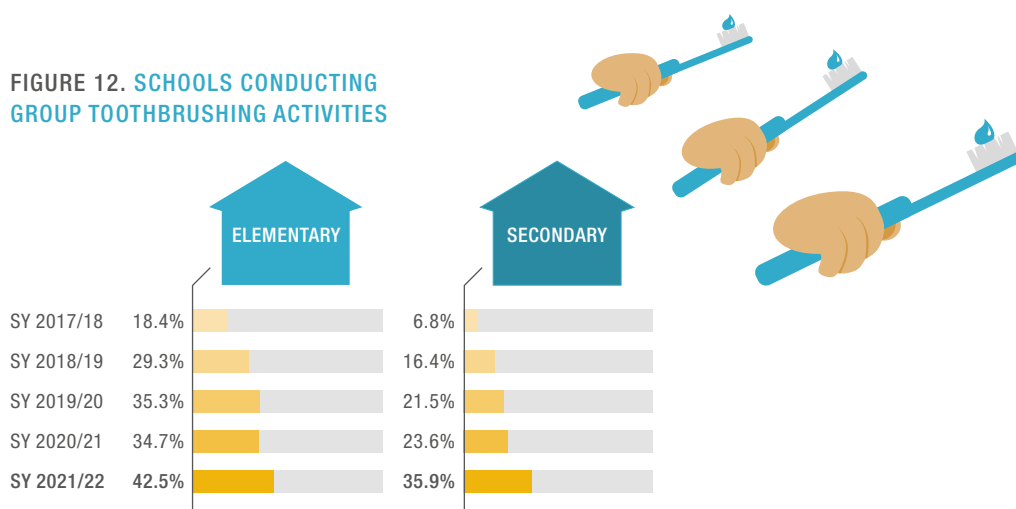


Integration of group activities in the daily school routines has the potential to change the health of the population by instilling habits in learners. Daily group handwashing with water and soap and daily toothbrushing with fluoride holding toothpaste are good examples of this. However, as Figures 11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

**FIGURE 11. SCHOOLS PERFORMING GROUP HANDWASHING ACTIVITIES**



**FIGURE 12. SCHOOLS CONDUCTING GROUP TOOTHBRUSHING ACTIVITIES**



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.

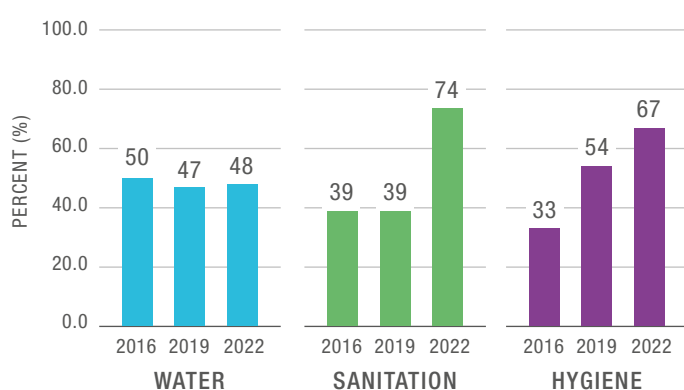
The figures in the graphic below show that following the calculations of the JMP, access to basic drinking water is only achieved by half of the schools due to the fact that students bringing water from home does not comply with provision of drinking water on school premises. However, according to the 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.

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

## KEY INSIGHTS AND RECOMMENDATIONS

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

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

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

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

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

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

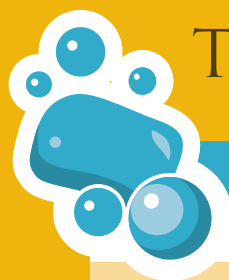






**WHY REACH THE STARS?**

- 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

★	★★	★★★
<b>HANDWASHING</b>		
Daily SUPERVISED group handwashing with soap for all children is led by <b>teacher/s</b> .	Daily SUPERVISED group handwashing with soap for all children is led by a <b>mix of teachers and students</b> .	Daily SUPERVISED group handwashing with soap for all children is led by <b>student leaders</b> .
Regular supply of soap for handwashing.	Regular supply of soap for handwashing.	Regular supply of soap for handwashing.
At least <b>one</b> functional group handwashing facility with soap.	Pupil to group handwashing facility with soap ratio of <b>1:200 for one shift</b> .	Pupil to group facility with soap ratio of <b>1:100 for one shift</b> .
		There are <b>individual handwashing facilities with soap in strategic areas</b> in the school (e.g. near canteen/eating areas, play areas and toilets).
		<b>The practice of individual handwashing with soap is done during critical times.</b>
<b>TOOTHBRUSHING</b>		
Daily SUPERVISED activity of toothbrushing with fluoride toothpaste for all children is led by <b>teacher/s</b> .	Daily SUPERVISED activity of toothbrushing with fluoride toothpaste for all children is led by a <b>mix of teachers and students</b> .	Daily SUPERVISED activity of toothbrushing with fluoride toothpaste for all children is led by <b>student leaders</b> .
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.
<b>ENABLERS</b>		
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 <b>DepEd funds</b> complemented by <b>external partners</b> .	Soap, toothbrush and toothpaste are provided by the school through <b>DepEd funds</b> complemented by <b>external partners</b> .
<b>MENSTRUAL HYGIENE MANAGEMENT (MHM)</b>		
Sanitary pads are accessible in the school.	Sanitary pads are accessible in the school.	Sanitary pads are accessible in the school.
	There is <b>information on proper disposal</b> of sanitary pads in the girls toilet.	There is <b>information on proper disposal</b> of sanitary pads in the girls toilet.
	DepEd approved IEC materials on menstrual hygiene management for <b>teachers</b> are available.	DepEd approved IEC materials on menstrual hygiene management for <b>teachers and students</b> 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-biodegradable waste such as properly fenced refuse pits (burying).

Garbage is collected at least **once a week** OR school has **compost facility** for biodegradable 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 biodegradable 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**.

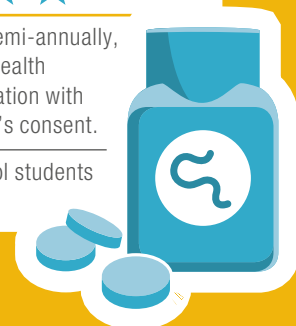
All food handlers should have a **health certificate** and for schools with canteen, an **updated sanitary permit**.





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

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.
<b>50 – 74%</b> of school students were dewormed.	<b>75 – 84%</b> of school students were dewormed.	At least <b>85%</b> of school students were dewormed.



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

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<sup>8</sup> 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 <sup>9</sup> ). “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 <sup>9</sup> ). “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.

<sup>8</sup> 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.

<sup>9</sup> See [wssinfo.org](http://wssinfo.org) for more information on the JMP definitions for “improved” facilities, as well as current categorizations.

## ANNEX 3 REGIONAL INSIGHTS IN WinS

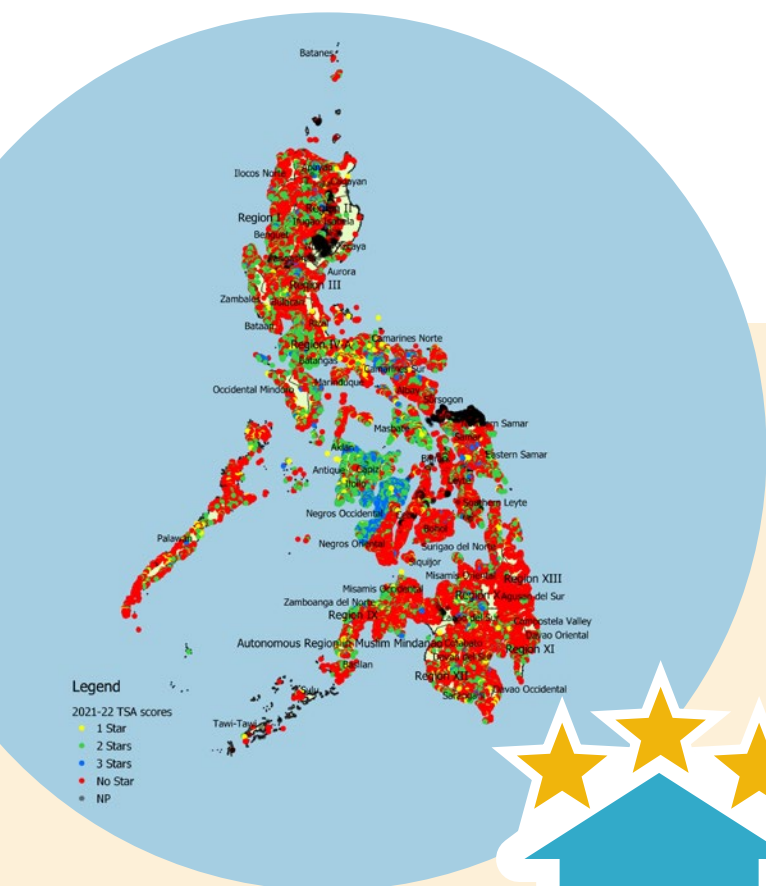
Whereas the report gives an overview of the WinS status on a national level, there are many regional differences that reflect the diversity of the Philippines. Until now these have not been reported on in the national reports. This annex tries to do justice to the many regional aspects of Wash in Schools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

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

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

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

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



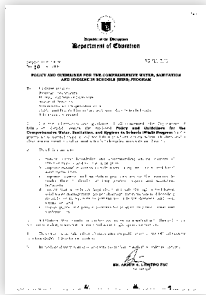
To gain more insights in the WinS achievements and characteristics of the Regions and SDO's, a selection of the data from the WinS-OMS for 2021/22 (and previous years) has been published in dashboards. Using these dashboards, information on participation, crucial indicators, thematic areas and seventeen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



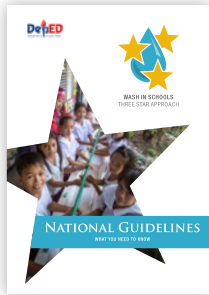
THE DASHBOARDS CAN BE ACCESSED THROUGH  
<https://wins.deped.gov.ph/homepage/wins-monitoring-dashboards>



## MORE INFORMATION ABOUT WASH IN SCHOOLS AND THE THREE STAR APPROACH



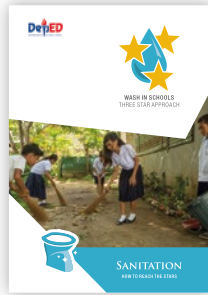
**DepEd Order No. 10, S. 2016, WinS Policy**  
Policy and guidelines for the comprehensive WinS Program



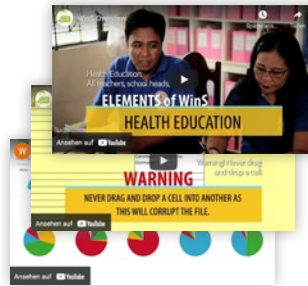
**National Guidelines – What you need to know**  
Brochure; overview of all Three Star Approach criteria



**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



**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>

**LEADING WINS IN SCHOOLS**  
WASH IN SCHOOLS MASSIVE OPEN ONLINE COURSE

**ACCELERATING WINS IN DIVISIONS**  
WASH IN SCHOOLS MASSIVE OPEN ONLINE COURSE

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

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