

Progress on drinking water, sanitation and hygiene in schools

2000-2021 DATA UPDATE

WASH in Schools: Linking Education, Health and Gender
World Water Week, 31st August 2022

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washdata.org

WHO/UNICEF JOINT MONITORING PROGRAMME FOR WATER SUPPLY, SANITATION AND HYGIENE





4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide **safe**, nonviolent, **inclusive** and effective learning environments **for all**

4.a.1 Proportion of schools with: ...**(e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities** (as per WASH indicator definitions)

SERVICE LEVEL	DRINKING WATER	SANITATION	HYGIENE
BASIC SERVICE	Drinking water from an improved source and water is available at the school at the time of the survey	Improved sanitation facilities at the school that are single-sex and usable (available, functional and private) at the time of the survey	Handwashing facilities with water and soap available at the school at the time of the survey
LIMITED SERVICE	Drinking water from an improved source but water is unavailable at the school at the time of the survey	Improved sanitation facilities at the school that are either not single-sex or not usable at the time of the survey	Handwashing facilities with water but no soap available at the school at the time of the survey
NO SERVICE	Drinking water from an unimproved source or no water source at the school	Unimproved sanitation facilities or no sanitation facilities at the school	No handwashing facilities or no water available at the school

Achieving global SDG targets requires an acceleration in current rates of progress



FIGURE 2 Global coverage of WASH in schools 2015-2021 and acceleration required to meet targets by 2030 (%)

Drinking water service levels varied widely between countries and regions in 2021

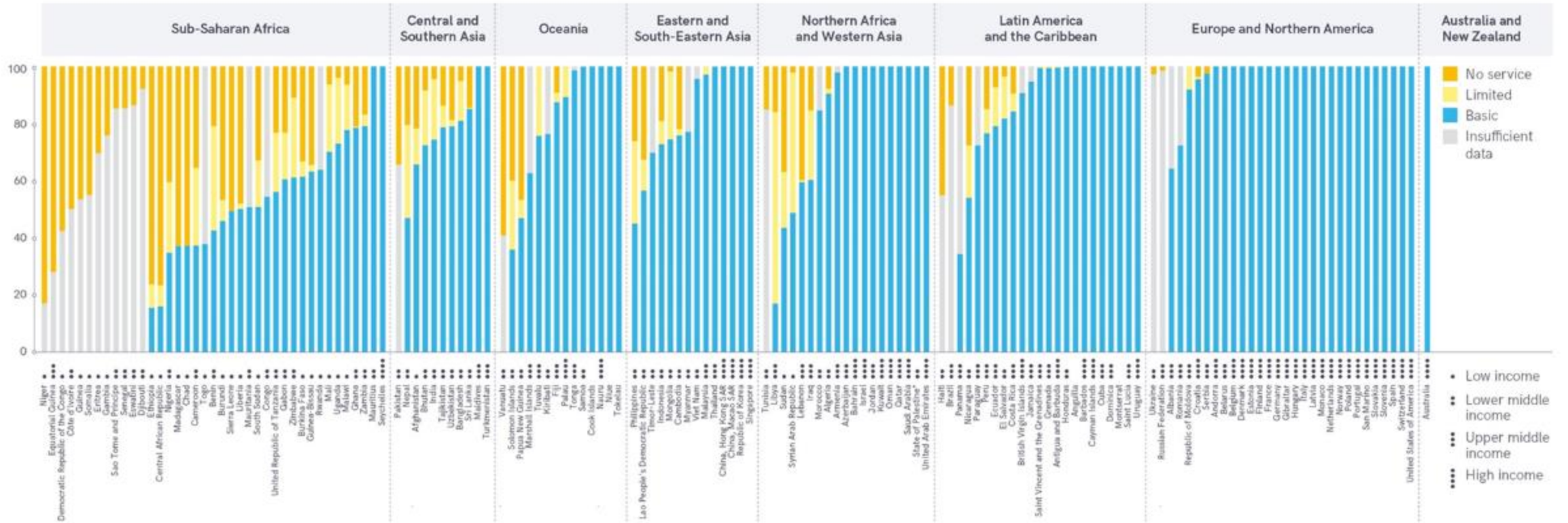


FIGURE 9 National coverage of drinking water services in schools, by country, SDG region and income group in 2021 (%)

* WHO reports refer to 'occupied Palestinian territory' (including east Jerusalem)

Sanitation service levels varied widely between countries and regions in 2021

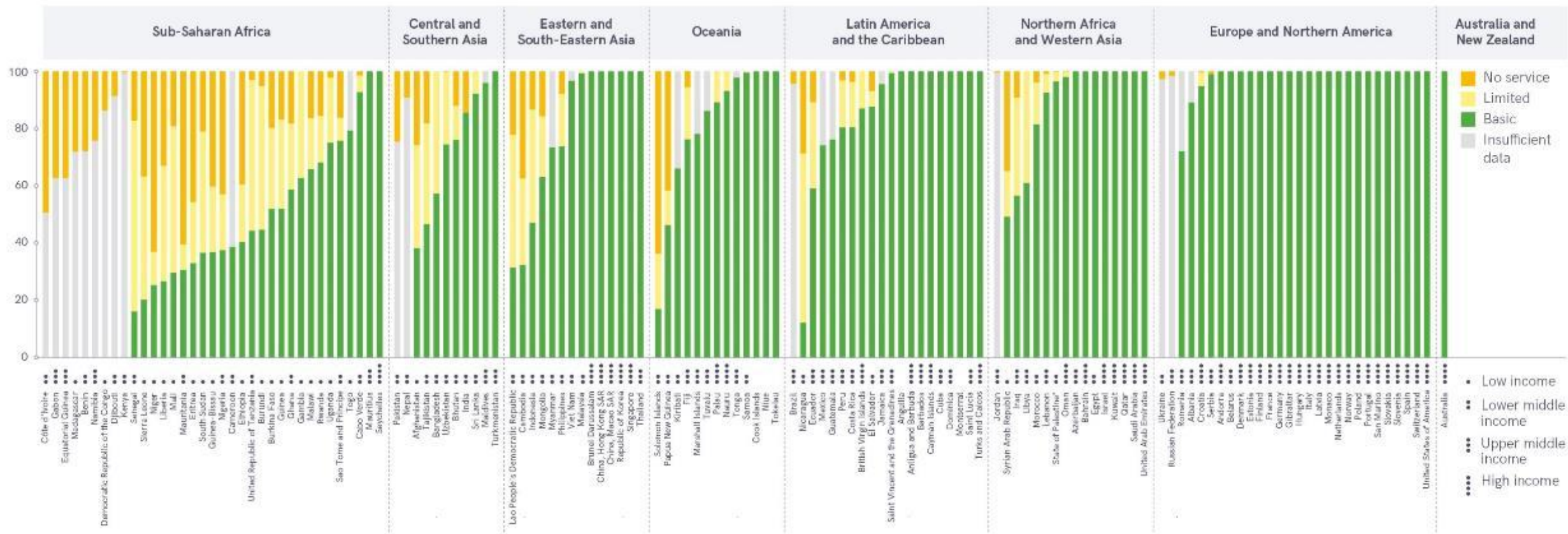


FIGURE 18 National coverage of sanitation services in schools, by SDG region and income group in 2021 (%)

Hygiene service levels varied widely between countries and regions in 2021

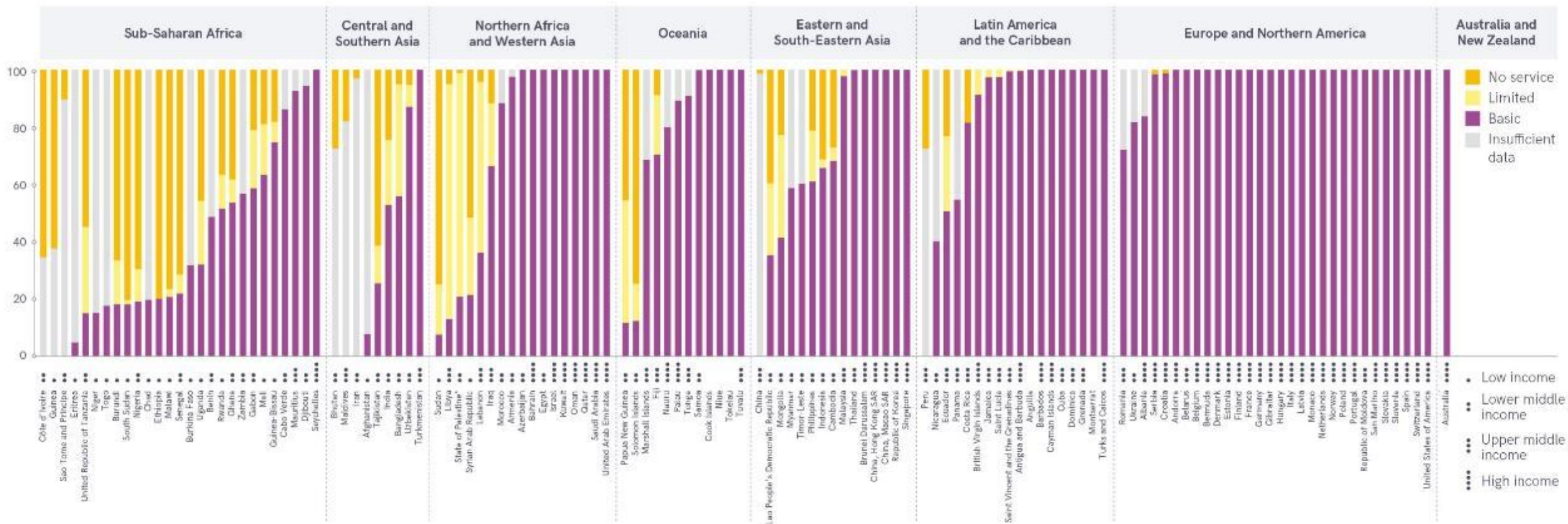


FIGURE 27 National coverage of hygiene services in schools in 2021 (%)

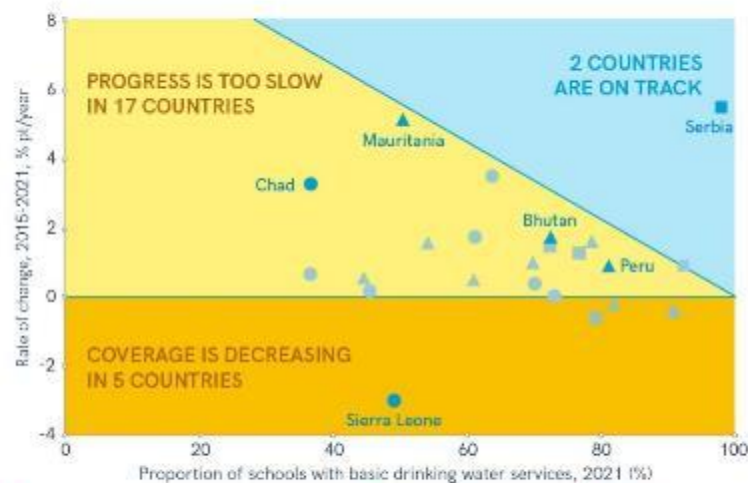
Disaggregated data reveal significant disparities between urban and rural and between school levels



FIGURE 32 Proportion of schools with a basic hygiene service, in rural and urban and by school level in 2021 (%)
Note: Data shown from ten countries with data on rural, urban, primary and secondary schools. Data on pre-primary schools are available for five of these countries.

In many countries with trend data current rates of progress are not sufficient to achieve universal access to basic services by 2030

Only 2 out of 24 countries with trend data that have yet to achieve universal access (>99%) are on track to do so by 2030

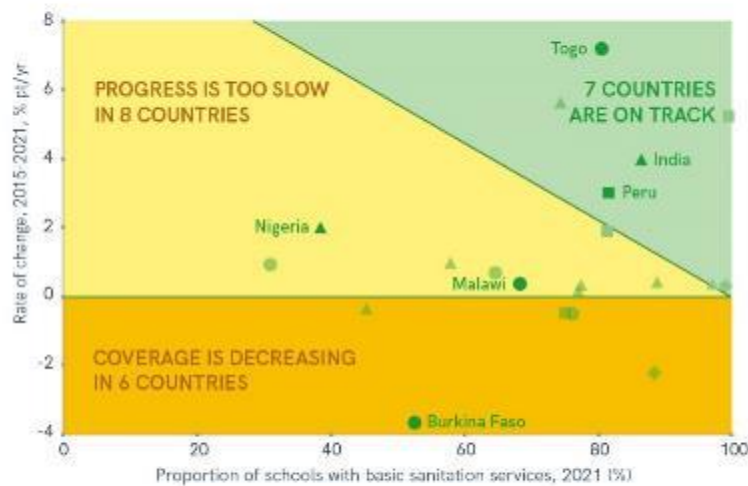


● Low income ▲ Lower middle income ■ Upper middle income ◆ High income

FIGURE 10 Progress towards universal access to basic drinking water in schools 2015–2021, among countries with <99% coverage in 2021

Note: Does not include 61 countries with >99% coverage in 2021, or 7 countries with no estimates for rates of change

Only 7 out of 21 countries with trend data for basic sanitation in schools are on track to achieve universal access (>99%) by 2030

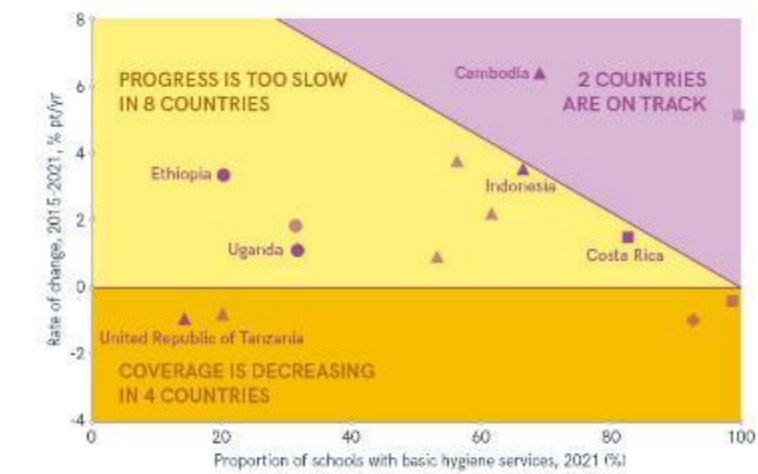


● Low income ▲ Lower middle income ■ Upper middle income ◆ High income

FIGURE 19 Progress towards universal access to basic sanitation services in schools 2015–2021, among countries with <99% coverage in 2021

Note: Does not include 55 countries with >99% coverage in 2021, or 6 countries with no estimates for rates of change.

Only 2 out of 14 countries with data on trends in basic hygiene services are on track to achieve universal access (>99%) by 2030



● Low income ▲ Lower middle income ■ Upper middle income ◆ High income

FIGURE 28 Progress towards universal access to basic hygiene in schools 2015–2021, among countries with <99% coverage in 2021

Note: Does not include 58 countries with >99% coverage in 2021, or 10 countries with no estimates for rates of change.

2 out of 3 children without basic WASH services at school lived in sub-Saharan Africa and Central and Southern Asia

546 million children still lacked a basic drinking water service at their school in 2021

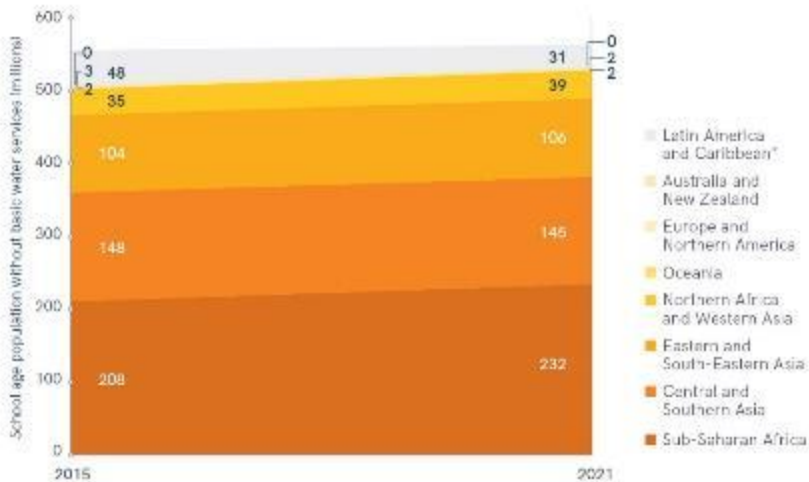


FIGURE 12 School-age population lacking a basic water service at school 2015–2021, by SDG region (millions)

* Data coverage for Latin America and the Caribbean is less than 30%.

539 million children still lacked a basic sanitation service at their school in 2021

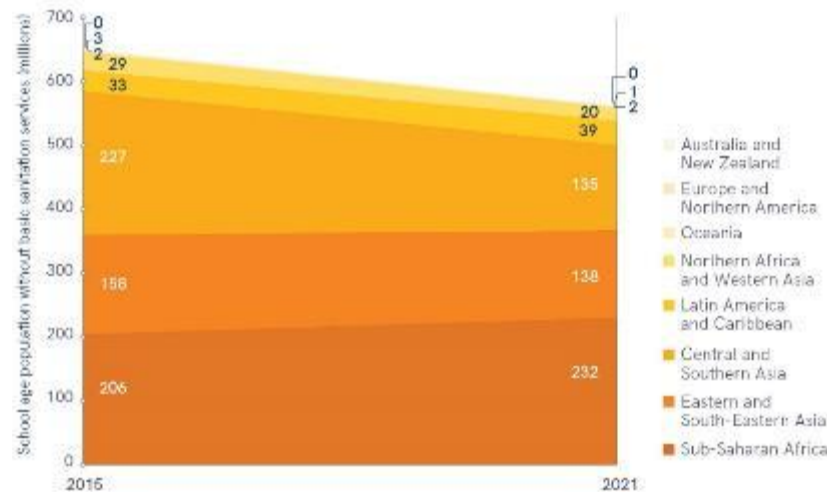


FIGURE 21 School-age population lacking a basic sanitation service at school 2015–2021, by SDG region (millions)

802 million children still lacked a basic hygiene service at their school in 2021

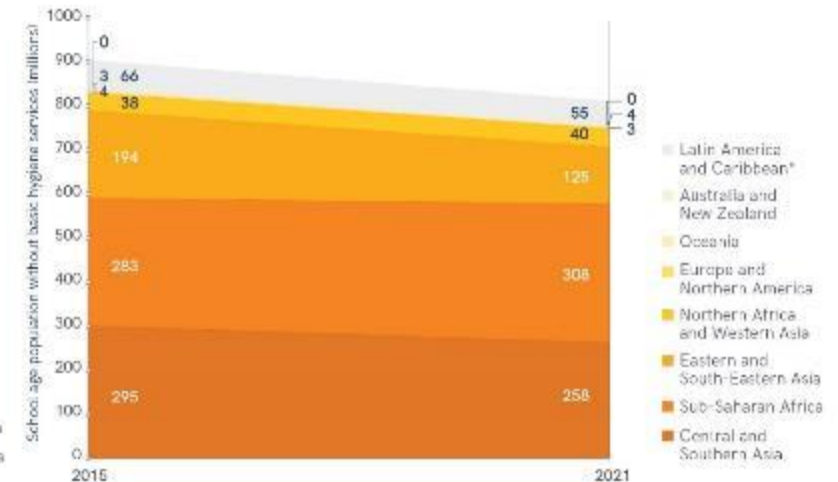


FIGURE 30 School-age population lacking a basic hygiene service at school 2015–2021, by SDG region (millions)

Data coverage for Latin America and the Caribbean is less than 30%.

JMP service ladders for WASH in schools

DRINKING WATER

Advance service: Additional criteria may include quality, quantity, continuity, and accessibility to all users

Basic service: Drinking water from an improved source and water is available at the school at the time of the survey

Limited service: Drinking water from an improved source but water is unavailable at the school at the time of the survey

No service: Drinking water from an unimproved source or no water source at the school

SANITATION

Advanced service: Additional criteria may include student per toilet ratios, menstrual hygiene facilities, cleanliness, accessibility to all users, and excreta management systems

Basic service: Improved sanitation facilities at the school that are single-sex and usable (available, functional and private) at the time of the survey

Limited service: Improved sanitation facilities at the school that are either not single-sex or not usable at the time of the survey

No service: Unimproved sanitation facilities or no sanitation facilities at the school

HYGIENE

Advanced service: Additional criteria may include hygiene education, group handwashing, menstrual hygiene materials, and accessibility to all users

Basic service: Handwashing facilities with water and soap available at the school at the time of the survey

Limited service: Handwashing facilities with water but no soap available at the school at the time of the survey

No service: No handwashing facilities available or no water available at the school

Universal access to basic WASH: few schools meet the criteria for all three basic WASH services



FIGURE 33 Proportion of schools with basic drinking water, sanitation and hygiene services, selected countries (%)



Pandemic preparedness: inequalities in hygiene services

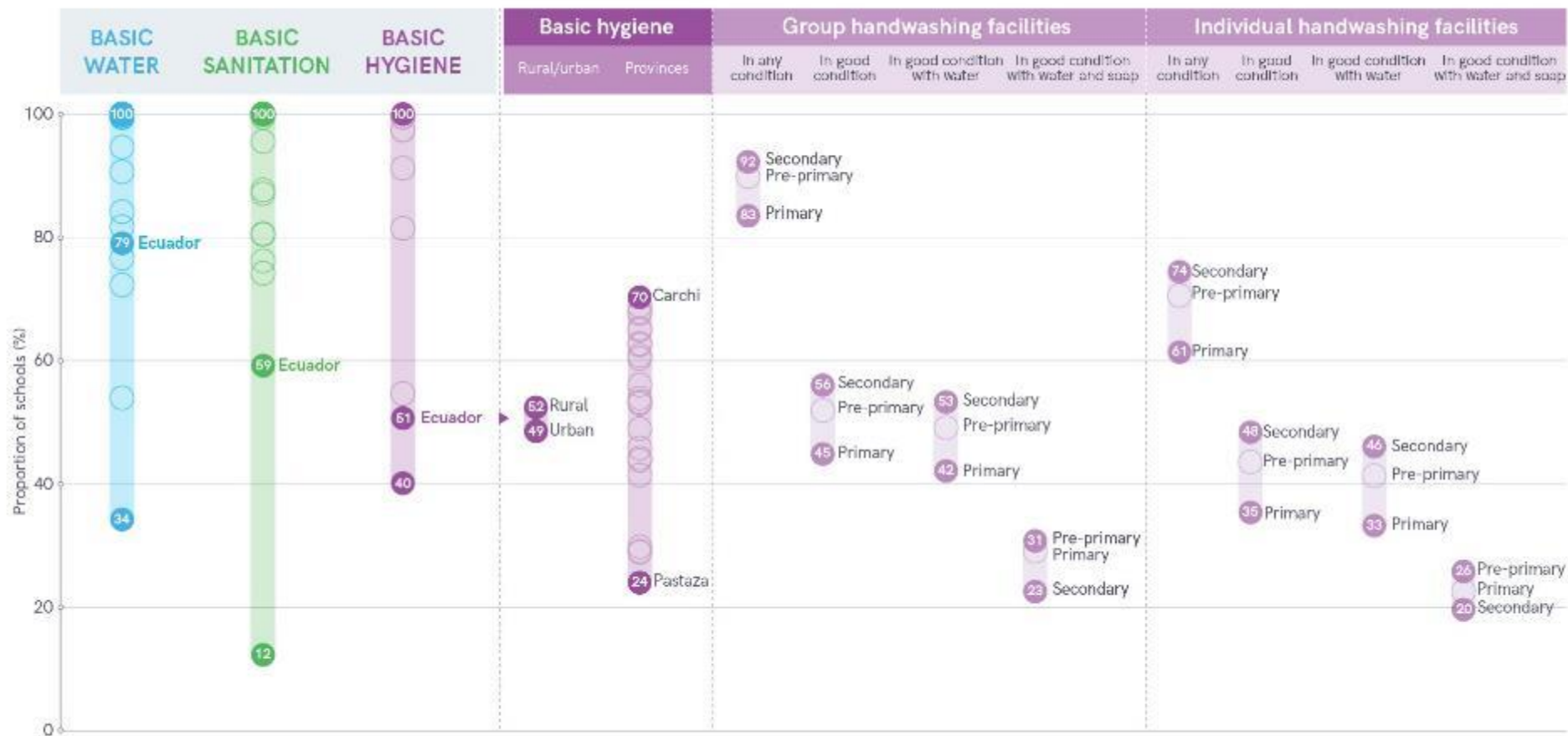


FIGURE 38 Sub-national inequalities in coverage of basic hygiene services and condition of handwashing facilities in Ecuador, 2020 (%)



Pandemic preparedness: hygiene promotion

In Cambodia, availability of group handwashing facilities has increased in all 25 provinces since 2020

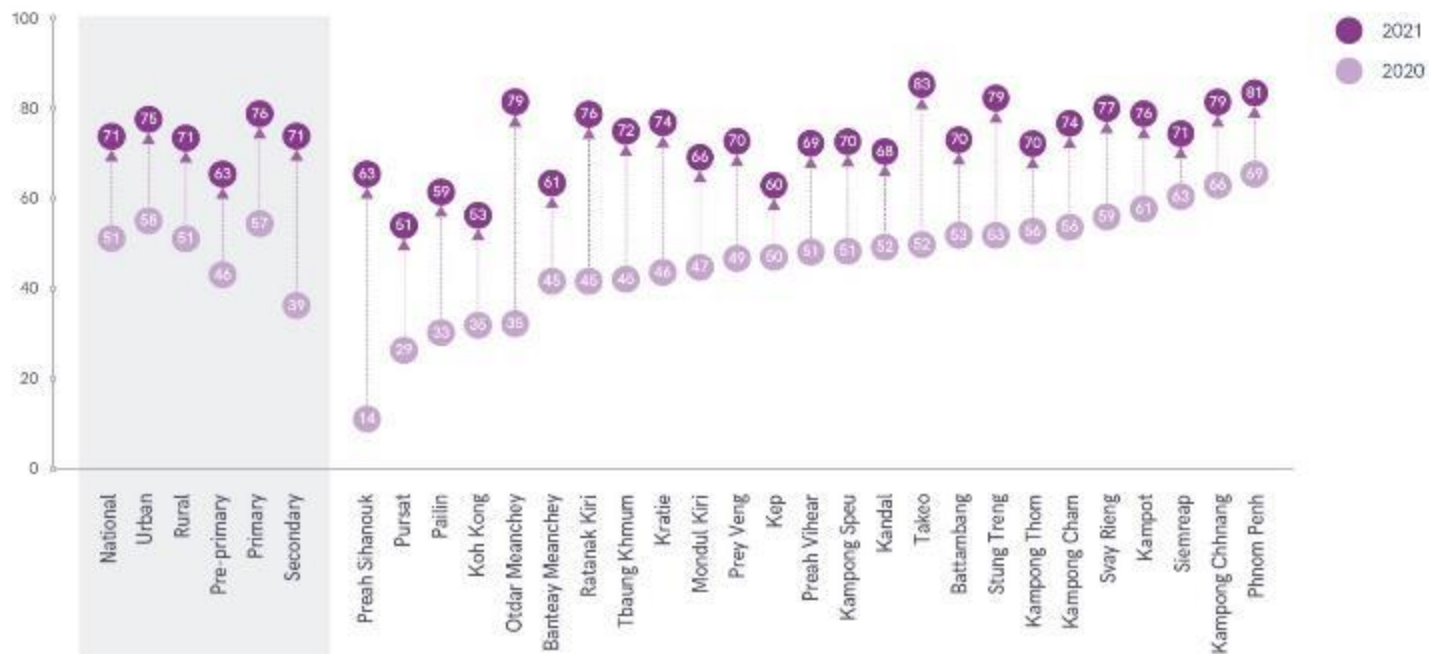


FIGURE 34 Proportion of schools with group handwashing facilities, by province in Cambodia 2020-2021 (%)

In Iran, children were found to be more likely to wash their hands after using the bathroom than before eating

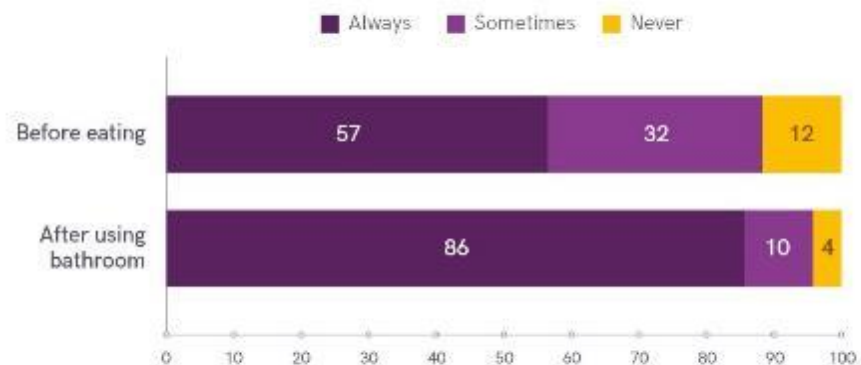


FIGURE 36 Proportion of schools by reported frequency of student handwashing behaviour after using the bathroom and before eating, in Iran in 2016 (%)



Pandemic preparedness: cleaning and waste management

In many countries with data available, more than a quarter of toilets were not clean, and the reported frequency of cleaning varied widely



FIGURE 39 Proportion of schools with any toilet by frequency of cleaning and cleanliness, selected countries with recent data available (%)

In countries with data on solid waste management, many schools burn waste on the premises

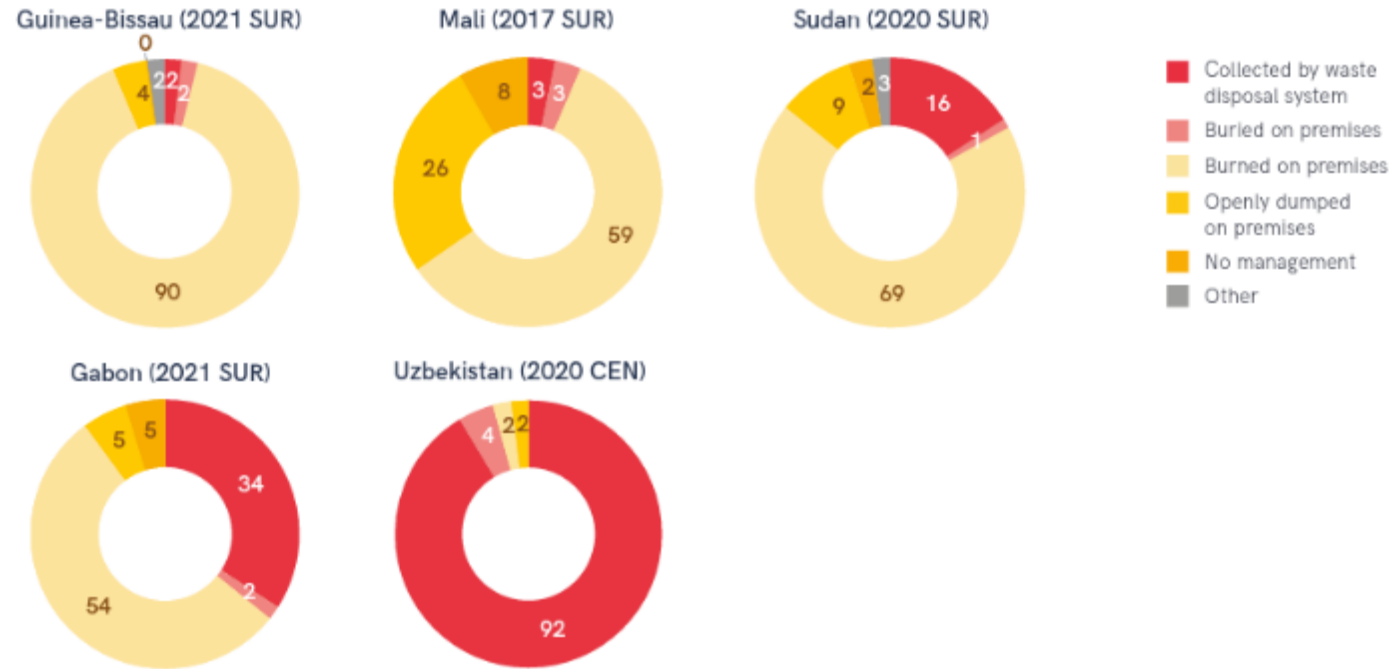


FIGURE 41 Proportion of schools using different methods of solid waste management, selected countries with recent data available (%)



Disability inclusive WASH services: developing definitions and indicators

Country	Source	Year	Question*		
			DRINKING WATER	SANITATION	HYGIENE
Peru	Encuesta Nacional a Instituciones Educativas, INE/ENEDU	2013-present (annual)		<p>Los servicios higiénicos, ¿Cuentan por lo menos con uno que disponga de barandas de apoyo?</p> <p>Los servicios higiénicos ¿Cuentan por lo menos con uno que tenga un espacio libre de obstáculos donde pueda girar una silla de ruedas?</p> <p><i>Is there at least one toilet with support railing?</i></p> <p><i>Is there at least one toilet with obstacle-free space where a wheelchair can turn?</i></p>	
Mali	Enquête de base WASH dans les écoles	2017	<p>Le point de puisage est-il accessible pour les personnes à mobilité ou vision réduite?</p> <p><i>Is the point of use accessible for people with reduced mobility or vision?</i></p>	<p>Y a-t-il au moins une cabine accessible pour les personnes à mobilité ou vision réduite?</p> <p><i>Is there at least one cabin accessible for people with reduced mobility or vision?</i></p>	<p>Sont-ils accessibles pour les personnes à mobilité ou vision réduite?</p> <p><i>Are (the handwashing facilities) accessible for people with reduced mobility or vision?</i></p>
Tajikistan	Poverty Diagnostic of Water Supply, Sanitation and Hygiene Sector in Tajikistan, World Bank	2017	<p>Can students with disabilities or other special needs access drinking water facilities without assistance?†</p> <ul style="list-style-type: none"> • Without any difficulty • With some difficulty • With a lot of difficulty • Not at all 	<p>Can students with disabilities or other special needs access the toilet facility without assistance? Ask ever if there are no students with disabilities at school.</p> <ul style="list-style-type: none"> • Without any difficulty • With some difficulty • With a lot of difficulty • Not at all 	<p>Can students with disabilities or other special needs access the handwashing facilities without assistance?</p> <ul style="list-style-type: none"> • Without any difficulty • With some difficulty • With a lot of difficulty • Not at all
Solomon Islands	National WWS Baseline Survey	2018	<p>Is the primary water source accessible to all students, including small children and those with limited mobility? (multiple response)</p> <ul style="list-style-type: none"> • Yes-small children • Yes-those with limited mobility • There are no children with disability • N/A 	<p>Are the toilets accessible by all students including small children and children with limited mobility? (multiple response)</p> <ul style="list-style-type: none"> • Yes-small children • Yes-children with limited mobility • None of the above 	<p>Are the handwashing facilities accessible to all students including small children and those with limited mobility? (multiple response)</p> <ul style="list-style-type: none"> • Yes-small children • Yes-those with limited mobility • None of the above • There are no children with limited mobility • N/A
United Republic of Tanzania	School Water, Sanitation and Hygiene Assessment	2018	<p>Is drinking water accessible to those with limited mobility or vision?</p>	<p>Is there at least one usable toilet/latrine that is accessible to those with physical disability or impaired vision?</p>	<p>Are the handwashing facilities accessible to those with physical disability or impaired vision?</p>
Nigeria	National Outcome Routine Mapping of Water, Sanitation and Hygiene Service Levels	2019	<p>Is the drinking water source accessible to those with limited mobility or vision?</p>	<p>Is there at least one usable toilet/latrine that is accessible to those with limited mobility or vision? (AND RECORD)</p>	<p>Are the handwashing facilities accessible to those with limited mobility or vision?</p>
Fiji	Education Management Information System (EMIS)	2018-present (annual)	<p>Is drinking water accessible to boys and girls with disabilities?</p>	<p>Are toilets accessible to boys and girls with physical disabilities? (ramp access, hand rails)</p>	<p>Are the handwashing facilities accessible for boys and girls with physical disabilities? (taps and soap within reach)</p>
Gabon	Enquête de base sur la situation EHA dans les écoles du Gabon - Rapport Final	2021	<p>Le point de puisage est-il accessible aux personnes en situation de handicap?</p> <p><i>Is the point of use accessible to people with disabilities?</i></p>	<p>Y a-t-il au moins une cabine accessible aux personnes en situation de handicap?</p> <p><i>Is there at least one cabin accessible to people with disabilities?</i></p>	<p>Sont-ils accessibles pour les personnes en situation de handicap?</p> <p><i>Are (the handwashing facilities) accessible for people with disabilities?</i></p>

* Response options are yes or no, unless otherwise noted.

† Question includes a note: "To be considered accessible, water can be accessed (directly from the source or from a storage container) via a clear path without stairs or steps that is free of obstructions and has age-appropriate handrails, the tap can be reached from a seated position, and the water source/dispenser can be opened/closed with minimal effort with one closed fist or foot."



Disability inclusive WASH services: assessing current status

Coverage of disability-accessible drinking water, sanitation and hygiene often varies between school levels

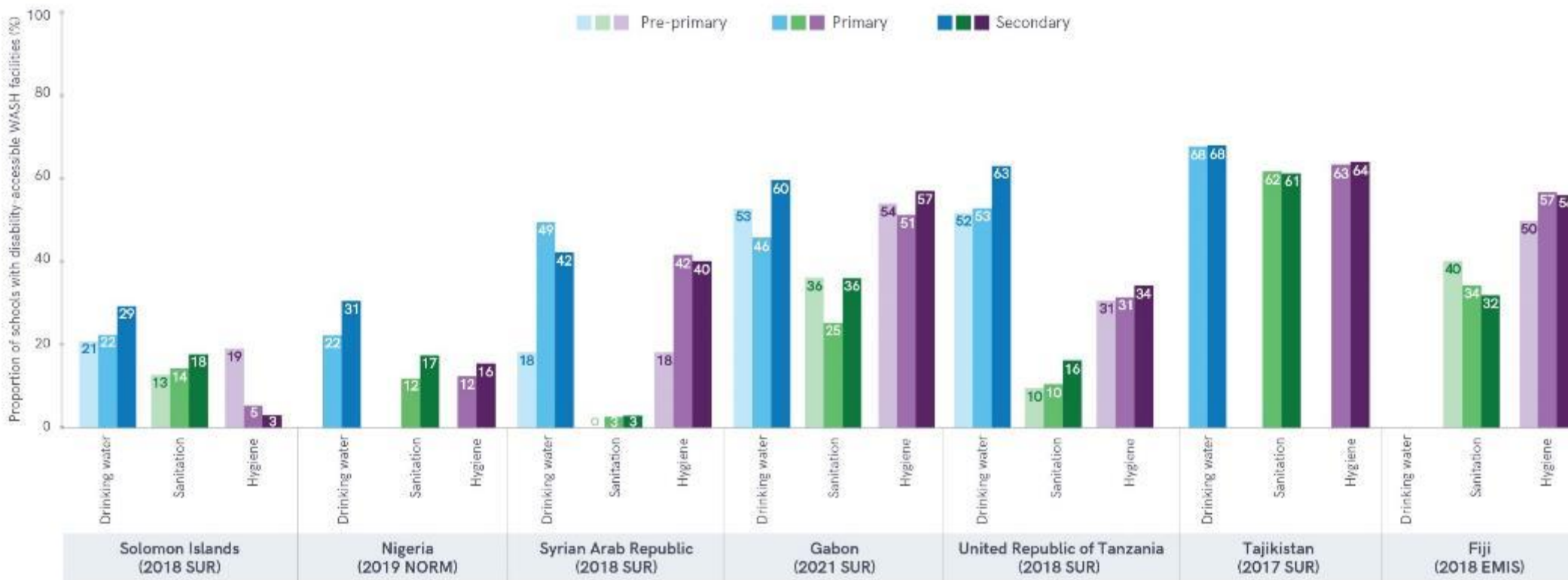


FIGURE 43 Proportion of schools with disability-accessible drinking water, sanitation and hygiene, by school level in selected countries 2017-2021 (%)



Disability inclusive WASH services: analyzing inequalities

Far fewer schools have drinking water, sanitation and hygiene facilities that are disability accessible

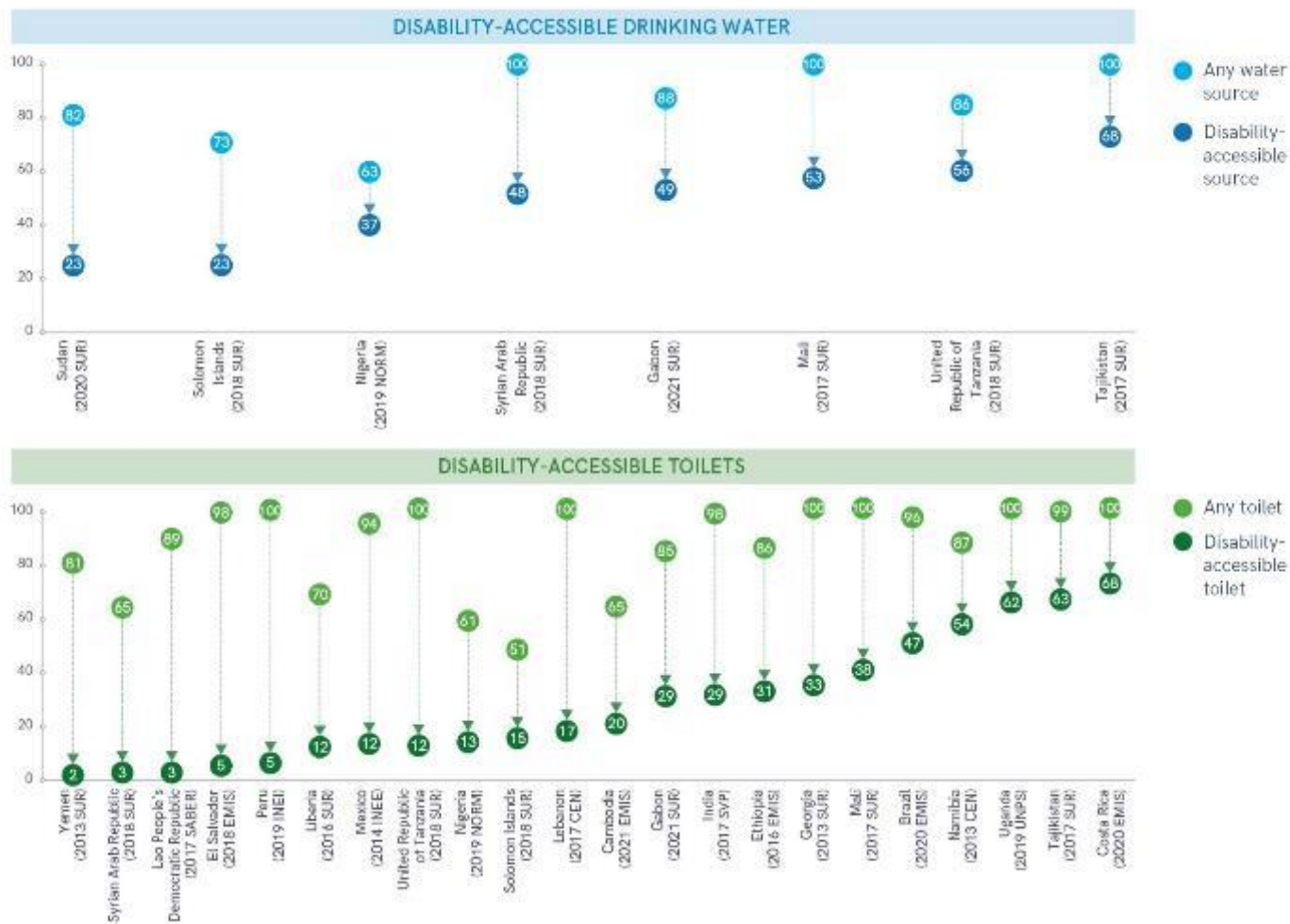


FIGURE 44 Proportion of schools with any facility and with accessible water, sanitation and hygiene facilities, selected countries with national data available 2013-2021 (%)



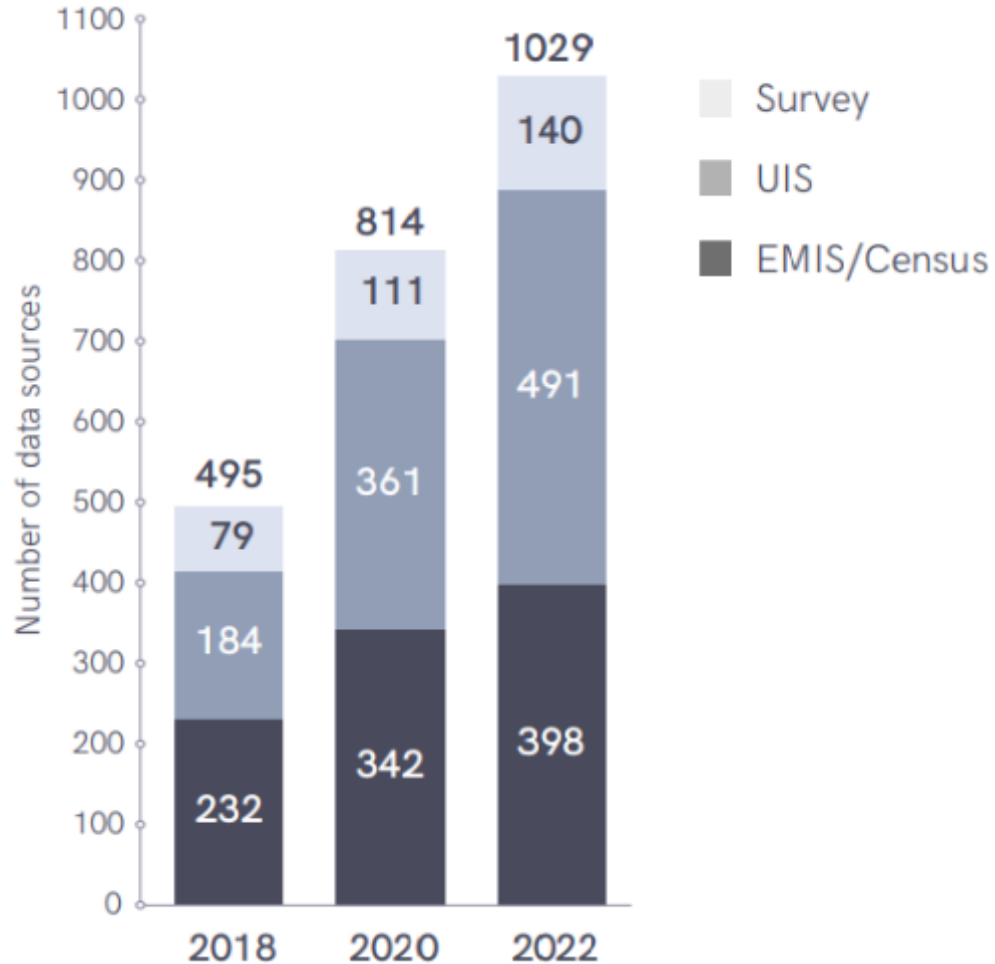
Disability inclusive WASH services: analyzing inequalities

In a third of schools in rural Tajikistan, teachers reported that students with disabilities had difficulties accessing WASH services



FIGURE 46 Proportion of urban and rural schools in Tajikistan in which students with disabilities or other special needs are able to access WASH facilities, by level of difficulty (%)

National data sources used in the JMP 2022 report



- The JMP produces updated estimates on WASH in schools every 2 years
- A total of **1,029** national data sources were used in the 2022 update
- Many data are from EMIS

Download JMP country files to see data used for national estimates: washdata.org/data/downloads (now in multiple languages!)

washdata.org/data/downloads

	Household	School	Health Care Facilities
[+] Australia and New Zealand (2)			
[-] Central and Southern Asia (14)			
Afghanistan	Country file Inequality	Country file	Country file
Bangladesh	Country file Inequality	Country file	Country file
Bhutan	Country file Inequality	Country file	Country file
India	Country file Inequality	Country file	Country file
Iran (Islamic Republic of)	Country file	Country file	Country file
Kazakhstan	Country file Inequality		
Kyrgyzstan	Country file Inequality	Country file	Country file
Maldives	Country file Inequality	Country file	Country file

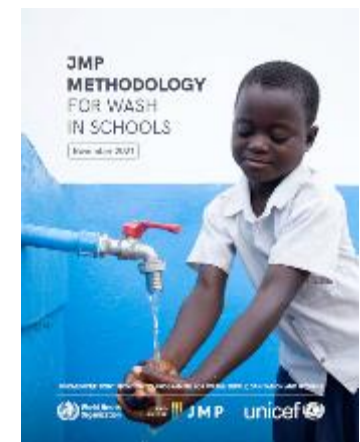


Global availability of data on basic WASH in schools in 2021

% of school-age population (W countries, areas and territories) in 2021	BASIC DRINKING WATER						BASIC SANITATION					BASIC HYGIENE						
	National	Urban	Rural	Pre-primary	Primary	Secondary	National	Urban	Rural	Pre-primary	Primary	Secondary	National	Urban	Rural	Pre-primary	Primary	Secondary
World (234)	60% (133)	26% (22)	55% (30)	9% (16)	61% (124)	59% (112)	60% (123)	26% (27)	54% (29)	7% (16)	61% (114)	61% (108)	57% (121)	23% (21)	50% (25)	6% (12)	55% (131)	57% (106)
SDG regions																		
Australia and New Zealand (2)	83% (1)	0% (0)	0% (0)	0% (0)	86% (1)	81% (1)	83% (1)	0% (0)	0% (0)	0% (0)	86% (1)	81% (1)	83% (1)	0% (0)	0% (0)	0% (0)	86% (1)	81% (1)
Central and Southern Asia (14)	83% (10)	89% (5)	92% (6)	3% (1)	94% (9)	96% (9)	82% (9)	89% (5)	92% (6)	3% (1)	92% (9)	94% (9)	81% (6)	76% (4)	80% (5)	0% (0)	76% (5)	81% (5)
Eastern and South-Eastern Asia (18)	37% (14)	1% (5)	2% (2)	13% (2)	26% (14)	33% (12)	37% (14)	2% (6)	3% (3)	13% (2)	38% (14)	33% (11)	32% (14)	2% (6)	3% (3)	13% (2)	34% (14)	32% (12)
Europe and Northern America (53)	69% (28)	0% (1)	0% (0)	1% (1)	70% (26)	68% (25)	68% (26)	0% (1)	0% (0)	2% (2)	68% (24)	67% (24)	72% (30)	0% (1)	0% (0)	1% (1)	72% (28)	71% (28)
Latin America and the Caribbean (50)	17% (22)	7% (2)	29% (7)	57% (3)	16% (20)	13% (21)	39% (19)	9% (6)	20% (6)	12% (4)	39% (18)	30% (17)	8% (17)	3% (1)	24% (6)	4% (1)	7% (16)	26% (16)
Northern Africa and Western Asia (25)	58% (16)	9% (3)	18% (2)	1% (1)	44% (15)	33% (14)	55% (15)	9% (3)	7% (2)	1% (1)	46% (12)	49% (13)	66% (17)	9% (3)	18% (2)	1% (1)	56% (14)	40% (13)
Oceania (21)	91% (13)	0% (0)	0% (0)	91% (3)	90% (13)	89% (13)	91% (13)	0% (0)	0% (0)	86% (2)	90% (13)	89% (13)	90% (12)	0% (0)	0% (0)	91% (3)	89% (12)	88% (12)
Sub-Saharan Africa (51)	64% (27)	33% (6)	62% (13)	8% (5)	66% (27)	50% (17)	61% (26)	35% (8)	62% (13)	7% (4)	61% (25)	52% (22)	60% (24)	35% (6)	62% (13)	7% (4)	61% (23)	54% (15)
Other regional groupings																		
Landlocked Developing Countries (32)	68% (24)	19% (5)	64% (12)	8% (2)	66% (20)	65% (14)	74% (17)	26% (9)	64% (11)	6% (1)	75% (15)	55% (11)	84% (20)	21% (6)	65% (13)	2% (1)	83% (19)	65% (14)
Least Developed Countries (46)	71% (31)	27% (6)	57% (12)	6% (5)	71% (30)	54% (19)	63% (29)	27% (9)	54% (13)	7% (5)	62% (27)	56% (22)	69% (27)	28% (7)	58% (13)	7% (4)	68% (26)	58% (19)
Small Island Developing States (53)	49% (29)	5% (1)	6% (1)	28% (3)	40% (28)	43% (30)	48% (29)	5% (1)	0% (0)	27% (2)	44% (27)	40% (26)	49% (28)	5% (1)	6% (1)	28% (3)	40% (27)	42% (28)
Fragile contexts (57)	61% (35)	40% (10)	65% (18)	6% (6)	69% (32)	58% (20)	56% (32)	39% (12)	63% (19)	6% (6)	63% (28)	57% (21)	56% (29)	30% (10)	53% (18)	6% (5)	53% (23)	46% (17)
Income groupings																		
Low income (29)	65% (18)	12% (3)	53% (8)	3% (1)	66% (18)	43% (11)	58% (18)	10% (5)	47% (8)	2% (2)	58% (17)	43% (13)	62% (16)	12% (3)	53% (8)	1% (1)	63% (15)	46% (10)
Lower middle income (50)	80% (34)	59% (11)	71% (17)	12% (7)	85% (32)	81% (26)	80% (30)	61% (11)	75% (18)	12% (8)	85% (28)	86% (26)	77% (27)	53% (11)	67% (17)	10% (6)	75% (24)	77% (22)
Upper middle income (55)	14% (32)	3% (3)	4% (5)	11% (7)	10% (27)	11% (27)	20% (27)	3% (3)	2% (3)	4% (5)	17% (23)	16% (22)	12% (28)	1% (2)	3% (4)	2% (5)	8% (23)	15% (26)
High income (82)	76% (44)	1% (5)	0% (0)	0% (0)	74% (42)	75% (43)	75% (43)	1% (5)	0% (0)	1% (1)	73% (41)	74% (40)	76% (45)	1% (5)	0% (0)	0% (0)	74% (44)	75% (45)

Legend: <30% coverage (yellow), 30-49% coverage (light green), 50-100% coverage (dark green)

FIGURE A2 Proportion of relevant school-age population for which data were available on basic WASH services in schools, by region in 2021 (% and # countries)





Thank you!

<https://washdata.org/monitoring/schools>
info@washdata.org

The background of the slide is an abstract composition of overlapping, semi-transparent shapes in shades of red and grey. The shapes vary in size and orientation, creating a dynamic and layered visual effect. A prominent red star-like shape is visible in the upper right quadrant. The overall aesthetic is modern and professional.

Country Example – Malawi

JMP Data Malawi

Malawi

Drinking Water

78%

Basic status

16%

Limited status

6%

No service

Sanitation

66%

Basic status

18%

Limited status

16%

No service

Hygiene

21%

Basic status

3%

Limited status

76%

No service

Year: 2021, Residence / school type: total

Ms. Grace Milner

**Director of Basic
Education in the
Ministry of Education -
Malawi**







Visit at Kalilombe Primary School in Dedza, Malawi









Thank you

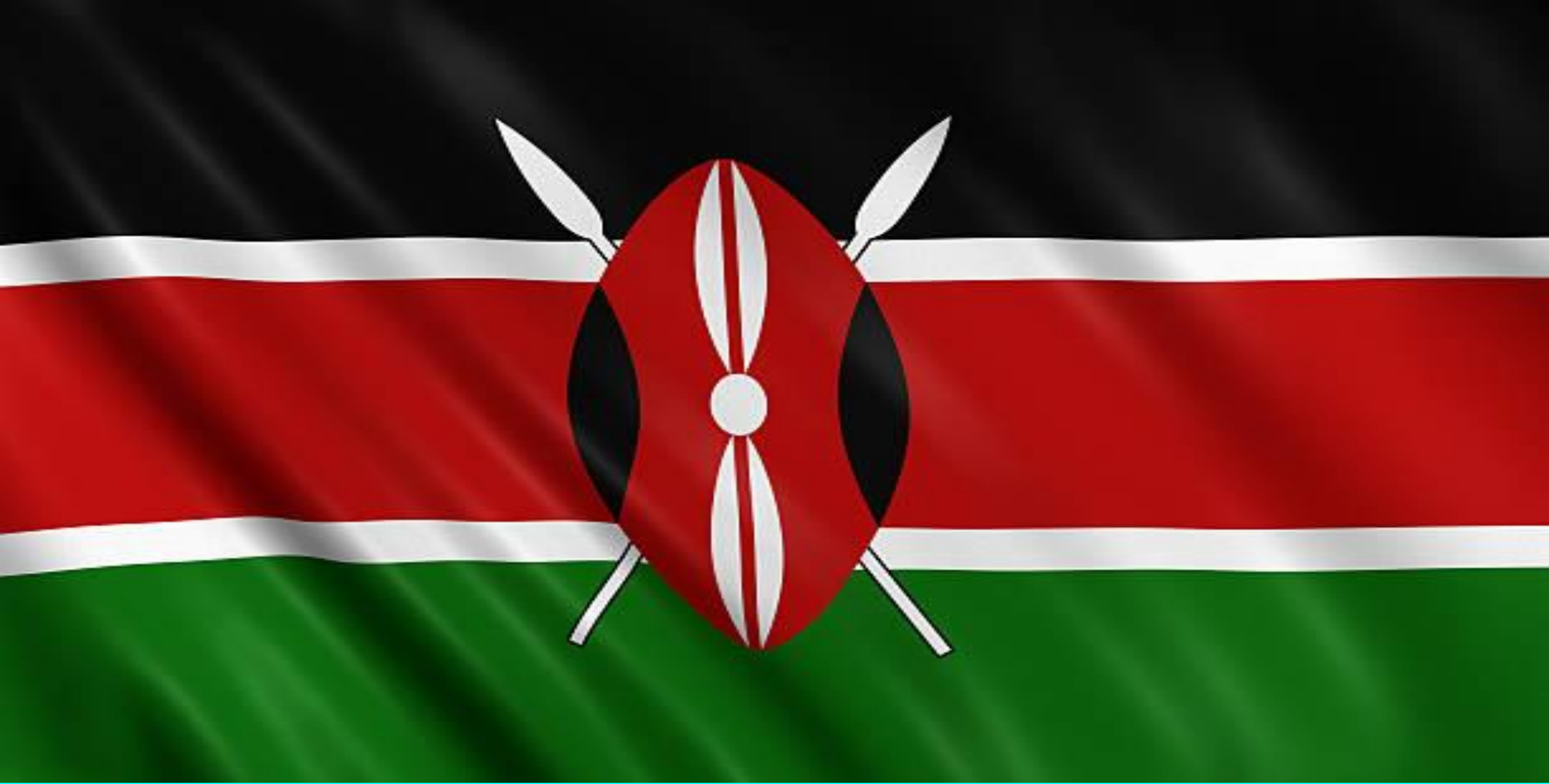
The Kenyan Strategy

**WASH in Schools (WinS) - Linking
Education, Health, and Gender.**

31st August, 2022.

Presented by : Maurice O. Mando, WASH Expert

@Nairobi, Kenya



HERITAGE OF SPLENDOUR

WASH in School Situation in Kenya

- 10 million children are enrolled in public primary schools with an enrolment rate of 84% percent which has been steady for the past few years. **(Ministry of Education, 2020)**
 - About 25% percent of rural primary schools according to JMP figures lack adequate water facilities. ***Millions of Kenyan children go to school in squalor sanitation conditions compromising their health and educational attainment.*** This is significant as primary age children represent 20% percent of the overall Kenyan population. (JMP,2020)
 - **Notable underlying challenges for WinS in Kenya;-incomplete data on school WASH to support national and sub-national planning,complex and unclear institutional arrangements for WinS,National and county budget shortfalls and Capacity challenges.**
-

Pandemic preparedness and response

- COVID-19 pandemic highlighted the need of ensuring access to clean water for basic hand hygiene.
 - Handwashing with soap is the single most cost-effective means to prevent the spread of WASH-related diseases.
 - The guidelines on Health and Safety Protocol for Reopening of Basic Education Institution amidst COVID-19 Pandemic 2020, presses on the need for sustained water supply and a systematic national programme for effective hand hygiene for all.
-

Pandemic preparedness and response

- The global COVID-19 pandemic has affected all sectors including the Ministry of Education, Ministry of Water and Sanitation and Ministry of Health.
 - In Education, prolonged school closures, rapid orientation of teachers, and implementation of new guidelines. COVID-19 highlighted with even greater clarity the gaps and bottlenecks of WinS.
 - It shed light on the challenges, inequities, and shortfalls for attaining universal WASH coverage.
 - The health sector needed to quickly produce and adapt technical guidelines to support safe reopening of schools amid the global pandemic.
-

Policy, planning and implementation arrangements.

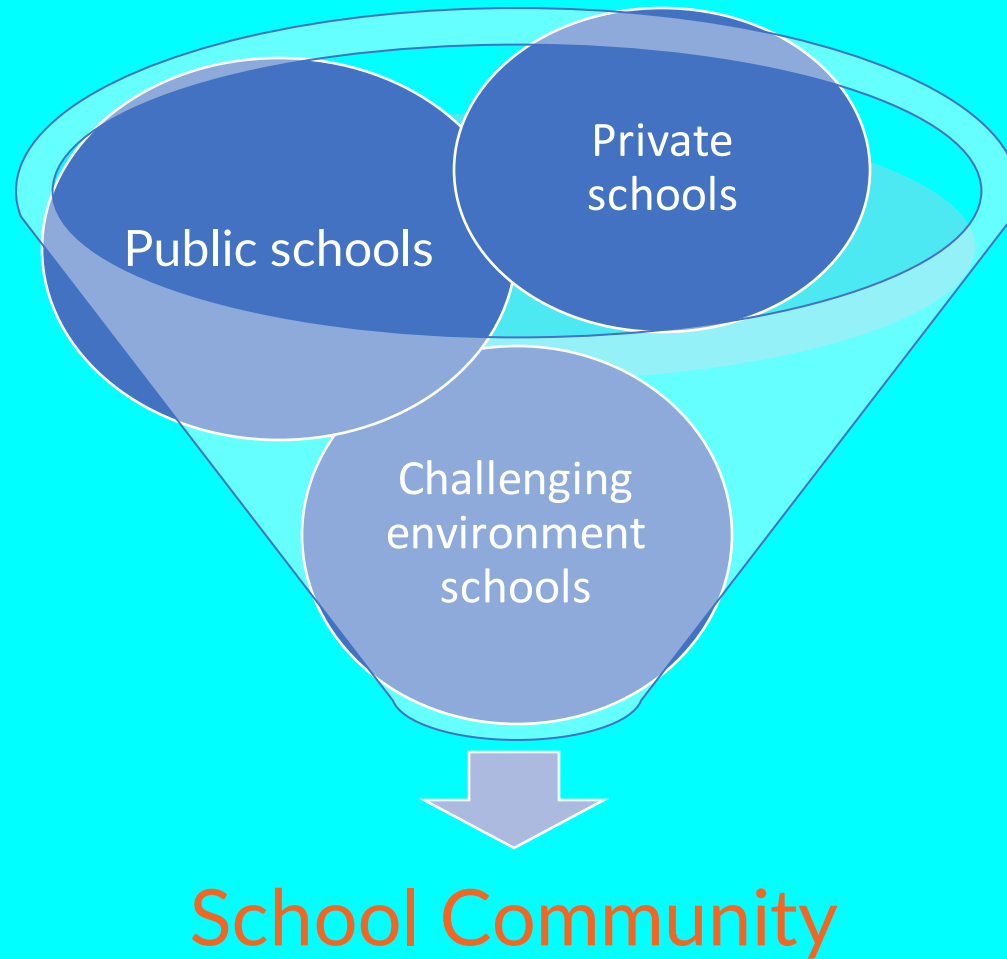
Kenya School Health Policy of 2018; This policy is guided by the Kenya's Vision 2030 which acknowledges that improved health and more so to all learners is a critical driver to the achievement of this vision.

School Health Strategic Plan;-Strategy and the costed action plan and monitoring and evaluation framework provide a road map to implement Water, Sanitation and Hygiene (WASH) in Schools.

The Policy Integrates various Actors;

- Ministry of Education - Quality Assurance to school infrastructure
 - Ministry of Health -Public Health Officers,implementing COVID-19 guidelines
 - Ministry of Water and Sanitation -Providing Infrastructure through WSP.
 - County Government-the host to infrastructure,Board of Managemsent
 - Partners i.e Community Based Organization
 - Civil Society
 - Community
-

Inclusivity in Implementation



School Community

Call to Action

- To support the school community in using their existing resources to provide basic hand washing ,Menstrual Hygiene Management and appropriate water and sanitation facilities for stakeholders.
 - To involve national and international development partners as well as private sector, faith-based groups, MoE and other philanthropic entities in supporting school community.
 - The call to action approach is centered on key thematic areas namely Enabling environment, Institutional arrangements, Capacity building, Monitoring, evaluation, and learning, Budget and financing and Sustainability.
-

Strategic Mission

All learners access appropriate WinS (water supply, sanitation, and hygiene in school) services including menstrual Hygiene, all the time while in school.

All schools reach national standards through sustainable, quality, scalable, equitable, transparent, and evidence-based WinS programming by 2027

Strategic Priorities

1

Enabling environment

2

Institutional arrangements

3

Capacity building

4

Monitoring, evaluation, and learning

5

Budget and financing

6

Sustainability

Resources required , availability and Opportunities

- **National Enabling Environment:**Coordination of various stakeholders including ; Ministry of Water and Sanitation, Ministry of Health and School Community.
 - **Costed Action Plan i.e Strategy 2023-2027,**Each of the six strategic component areas has a corresponding costed action plan.Total estimated cost for all six strategic components is **USD6.5 Million** for a period of sixty months **vis a vis** sufficiency of financing to reach national target(s) of less than 50% of what is needed(Unicef,2018)
 - Transition to new education system of the **Competency Based Curriculum** and **Planning cycle i.e County Intergrated Development Plan(CIDP) and Medium Term Plan(MTEP)**
-

Monitoring and Evaluation

National Education Management Information System (NEMIS)

- The Ministry of Education's, *Departments for School Health and Nutrition and Quality Assurance*, with technical support from the *Ministry of Health and Ministry of Water, Sanitation and Irrigation*, and in collaboration with **UNICEF**, revised WinS indicators so that they were aligned with the SDGs service ladders and could be routinely collected as part of school census.
- While not fully implemented and requiring further *technical and financial resources*, the M&E system exposed data gaps during the pandemic. This *provided the impetus for the Ministry of Education to make revisions for more equitable WinS in Kenya*



Thank You!!
Karibu Kenya....



W.A.S.H. IN SCHOOLS (WINS) LINKING EDUCATION, HEALTH AND GENDER IN THE PHILIPPINES



DR. MA. CORAZON DUMLAO , Chief
BLSS- School Health Division

INTRODUCTION TO THE DEPED WINS PROGRAM



'in collaboration with the WinS TWG partners



WASH IN SCHOOLS
THREE STAR APPROACH



Implemented by:



Save the Children



Policy Objectives

1. Ensure correct knowledge and understanding among learners of effective hygiene and sanitation projects;
2. Improve equitable access to safe water, adequate toilets, and hand washing facilities;
3. Improve hygiene and sanitation practices among the learners to enable them to develop life-long positive hygiene and sanitation behaviors;
4. Ensure that schools are kept clean and safe through school-based solid waste management, proper drainage, the elimination of breeding grounds for mosquitoes to prevent vector-borne diseases, and strengthen food safety ; and
5. Engage public and private partners for program implementation and sustainability.



KEY COMPONENTS OF WASH IN SCHOOLS



The DepED WASH in Schools Program has eight (8) components, namely:

1. Oral hygiene and proper handwashing;
2. Provision of safe and adequate water supply;
3. Provision of usable toilet, handwashing with soap, and drainage facilities;
4. Environmental sanitation (including the elimination of breeding grounds for mosquitoes that carry the dengue virus) and solid waste management;
5. Food sanitation;
6. Menstrual Hygiene Management;
7. Deworming; and
8. Hygiene and sanitation education



THREE-STAR APPROACH MATRIX IN THE PHILIPPINES



Three Star School

Meeting National Standards

- › School facilities and systems upgraded to meet national standards



Two Star School

Incremental Improvements

- › Hygiene education and facilities to promote handwashing with soap after toilet use
- › Improved Sanitation facilities, plus facilities and education for menstrual hygiene management
- › Low-cost point-of-use water treatment introduced in schools.



One Star School

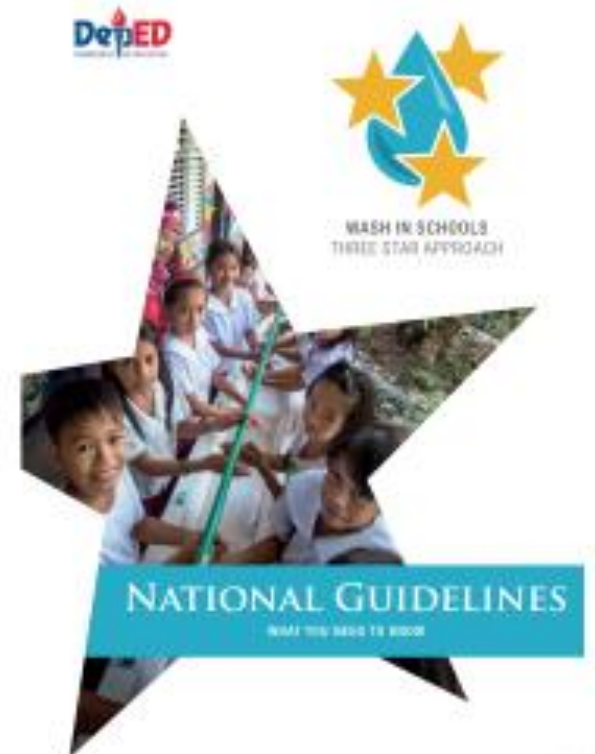
Daily Routines to Promote Healthy Habits

- › Daily supervised group handwashing with soap, normally before the school meal
- › Daily supervised cleaning of toilets, and provision of water and soap (at least one usable toilet for girls and one for boys); no open defecation
- › Daily supervised use of drinking-water bottles by all children

No Star School

The Existing Situation for Many Schools

- › Limited or no hygiene promotion
- › May or may not have WASH infrastructure



WINS MONITORING RESULTS

WinS Monitoring Results Report 2017- 2022



FILE PHOTO

DEPED WINS REPORT: MORE SCHOOLS MAKE GREAT PROGRESS IN WATER, SANITATION, AND HYGIENE CONDITIONS

The number of schools meeting the five WASH indicators and reaching the national standards has tripled from 9% to 26.5% of nearly 40,000 participating schools.

Region VI retained its position as the top region with the highest percentage of schools rising to the national WinS standards with one in every ten schools having a three-star rating.

IN THE NEWS



WASH IN SCHOOLS
THREE STAR APPROACH



WINS MONITORING RESULTS
SCHOOL YEAR 2017/18 TO SCHOOL YEAR 2019/2020



WHO AND UNICEF JMP FOR WASH

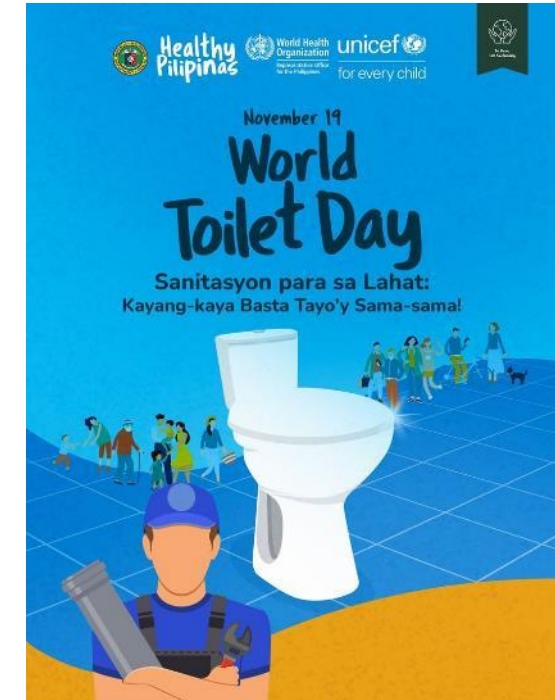


JMP RESULTS FOR WASH IN SCHOOLS

% of schools reaching JMP indicators for WASH in Schools						Estimated no. of children attending schools using TSA as a guidance to reach SDG indicators
Baseline (2018)			Year 2022			
Water	Sanitation	Hygiene	Water	Sanitation	Hygiene	Year 2022
50	39	46	45	74	64	22.200.000

Source: Progress on drinking water, sanitation and hygiene in schools WHO/UNICEF JOINT MONITORING PROGRAMME FOR WATER SUPPLY, SANITATION AND HYGIENE 2000-2021 DATA UPDATE, <https://washdata.org/sites/default/files/2022-07/jmp-2022-wins-data-update.pdf>

Global Handwashing Day World Toilet Day





WINS IN VIDEOS



Handwashing Video



WINS IN VIDEOS



**Infection
Prevention Control
Video: Hands, Face,
Space, Surface**
(available in DepEd TV and
Facebook)



WINS IN VIDEOS



Menstrual Hygiene Management

Menstrual Hygiene Management

(available in DepEd TV and Facebook)

Seal of Excellence Awards Launch during the One Health Week 2021



**Makiisa sa
ONE
HEALTH
WEEK**

Bayanman para sa Kalusugan:
OK sa DepEd, sa Paaralan, at sa Tahanan

SEPTEMBER 6-11, 2021

**FOR THE WINS:
SCHOOLS REACHING FOR THE STARS**
(Launch of the First Wins Seal of Excellence Award)

SEPTEMBER 7, 2021 (TUESDAY) | 3:00 – 4:35 PM

Live via  **LIVE** **DEPED PHILIPPINES**



IPC Jingle Contest “Hand, Face, Space, Surface” Campaign





NATIONAL WINS

- **DepEd Central Office**
- **DepEd BLSS**
- **DepEd BLSS-SHD**
- **DepEd WinS TWG Partners**
 - GIZ**
 - UNICEF**
 - Save the Children**
- **Regional Offices**
- **School Division Offices**
- **Schools**



WASH IN SCHOOLS
THREE STAR APPROACH



WINS



Implemented by:



Save the Children



WinS for the Win!



HANDS-FACE-SPACE-SURFACE Dance Video Challenge



Thank you.



Bureau of Learner Support Services- School Health Division



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SIMRAN GILL - THE ROLE OF THE PRIVATE SECTOR

OUR TARGET

By 2030

Unilever Domestos will help

100 million

people access improved standards
of sanitation and hygiene

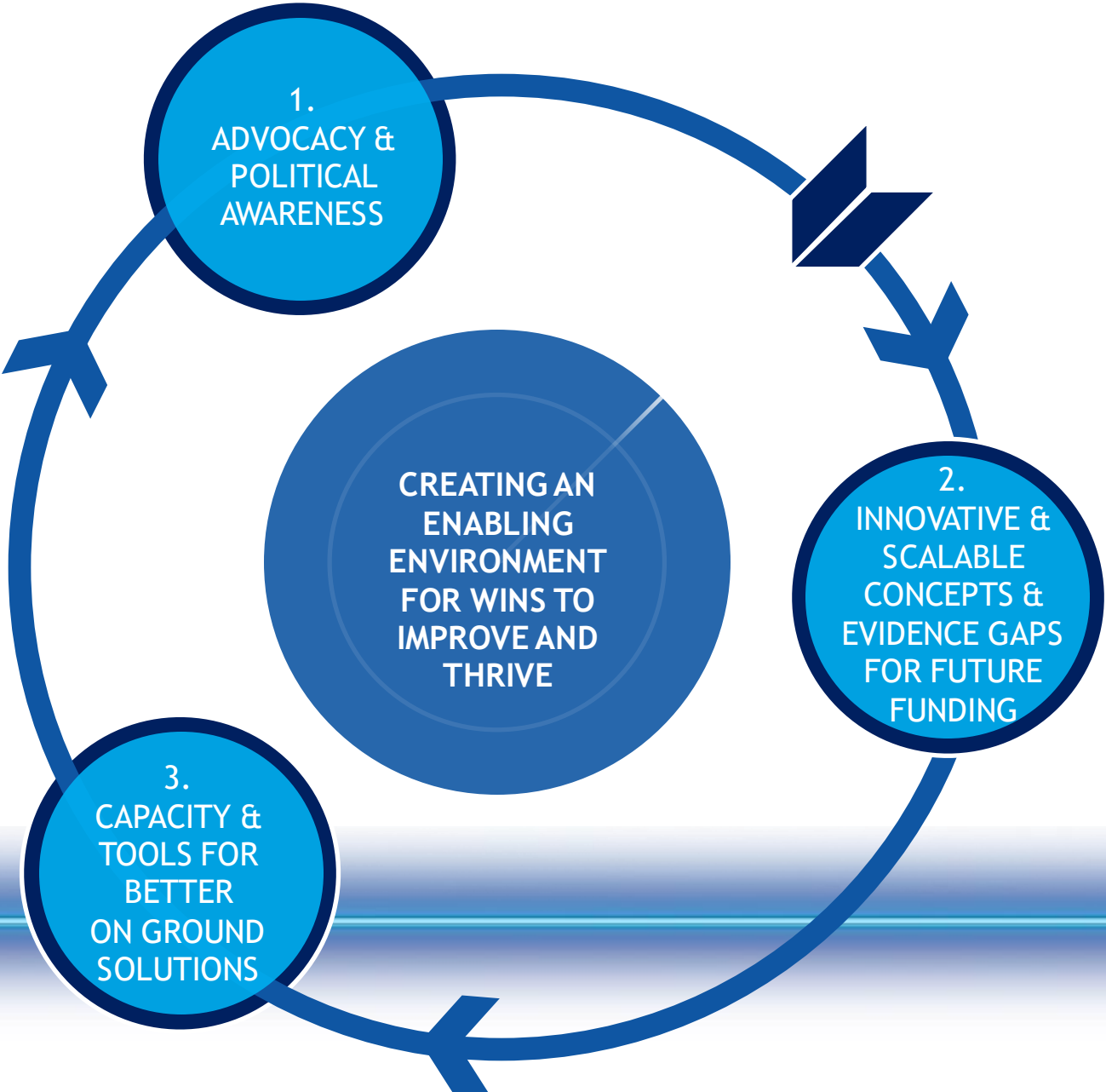


UNSTOPPABLE

WHAT IS THE ROLE OF THE PRIVATE SECTOR IN WINS?



DRIVE SYSTEMIC CHANGE



Video recording: WASH in Schools Video Stockholm WWW (Aug 31)

2022-08-26 20:53 UTC

Recorded by

Kelly Ann Naylor

Organized by

Kelly Ann Naylor

