



WASH IN SCHOOLS
THREE STAR APPROACH



**MENSTRUAL
HYGIENE MANAGEMENT**

BACKGROUND

The Joint Monitoring Programme (JMP) of the WHO and UNICEF provide a definition for Menstrual Hygiene Management (MHM):

“Women and adolescent girls use hygienic materials to absorb or collect menstrual blood, which can be changed in privacy as often as necessary for the duration of a menstrual period, use soap and water for washing the body as required, and have access to safe and convenient materials to dispose of used materials. They understand the basic facts linked to the menstrual cycle and how to manage it with dignity and without discomfort or fear.”

Inherent in this definition is the need for adequate water, sanitation and hygiene (WASH) services. With girls spending half of their days in school, it is imperative that these services are also available in school settings to enable girls to attend school during their monthly period and to maximize their education.

Usable toilets and handwashing facilities in particular are necessary for girls to manage menstruation in schools. Aspects of MHM are integrated within the existing Sustainable Development Goal (SDG) target for WASH in Schools, under SDG target 4.1.a. This target aims that all schools meet the basic service levels for WASH, meaning that they have drinking water from an improved source available; gender-segregated toilets that are usable (accessible, functional and private); and handwashing facilities with water and soap.

In the Philippines, as of 2016, the JMP reported that 50% of schools in the Philippines meet the basic service level for drinking water, 39% of schools reach the basic service level for sanitation and 46% of schools meet the basic service level for hygiene. To continue to improve these figures, in 2016, the Philippine Department of Education (DepEd) issued the National WinS Policy (DepEd Order 10, Series 2016). Through this policy, all schools are mandated to implement important aspects of MHM, amongst other WinS aspects.

DepEd conducts annual monitoring to track progress of schools implementing the WinS policy. The baseline was conducted in School Year 2017/2018, with two thirds of public schools, about 30 000 schools, participating. The second round of WinS monitoring was conducted in School Year 2018/2019, with three quarters of schools, about 35 000 schools, participating.

This report shows the available data from these two rounds of monitoring which is relevant for MHM.



WATER ★ SANITATION ★ HYGIENE ★ HEALTH EDUCATION

MENSTRUAL HYGIENE MANAGEMENT HAS IMPROVED IN THE PHILIPPINES IN THE FIRST TWO YEARS OF IMPLEMENTATION.

Almost all aspects of MHM improved from baseline to follow-up. This rapid improvement could indicate that responding to the baseline survey drew the attention of schools towards which aspects they should change to improve their school. In this way, the monitoring survey can serve as a technical guide. Following the baseline data collection, many schools were able to allocate resources to improve MHM. This would also indicate that the national standards for MHM outlined in the DepEd WinS policy are feasible for schools to implement on their own the resources available to them.

SCHOOLS ARE SHOWING MORE IMPROVEMENTS IN AREAS WHICH REQUIRE LESS INVESTMENT IN INFRASTRUCTURE AND WHERE THEY CAN USE EXISTING RESOURCES.

There were rapid improvements in availability of trash bins and wrapping materials; as well as simple improvements to toilets (locks, lighting, ventilation). Whereas, improving student-toilet ratio, making washing facilities available in female toilets and proximity of toilets to classrooms require higher investment and have not improved over the first two years of monitoring. This would indicate that initial interventions on MHM can focus on incremental improvements where schools can use existing resources. These initial improvements can already make an important change to the ability of girls to manage menstruation in schools.



SCHOOLS WERE ABLE TO MAKE A DRASTIC IMPROVEMENT IN THE AVAILABILITY OF SANITARY PADS.

The proportion of schools reporting sanitary pads nearly doubled between baseline and follow-up. The drastic improvement in this indicator over a short time indicates that the standard is within the existing means of the school and that the WinS policy mandating schools to ensure availability of sanitary pads was effective to incentivize action.

INFRASTRUCTURE CONTINUES TO BE A BARRIER FOR MHM.

Despite such impressive progress in the Philippines in this short time period, schools still struggle to improve infrastructure needed for MHM. The pupil-toilet ratio for girls was one of the few indicators which worsened over the monitoring period. Construction of additional toilets is often outside the control of the schools and requires more significant investment, often beyond the capacity of the school community. These infrastructure improvements will need longer-term planning and investment from higher levels of the education sector.

WINS MONITORING MHM WATER AVAILABILITY

TABLE 1. WATER AVAILABILITY

	School Year 2017/2018		School Year 2018/2019	
	Elementary Schools	Secondary Schools	Elementary Schools	Secondary Schools
Total no. of schools ›	25,640	4,946	28,914	6,091
Availability of water in schools	63.6 %	60.0 %	72.4 %	71.4 %
› only certain days of the week	17.8 %	13.6 %	15.6 %	11.7 %
› only certain hours in a day	23.9 %	23.4 %	22.0 %	22.4 %
› all school hours	23.9 %	23.4 %	59.4 %	63.3 %

Most schools have water for cleaning available at all times and water availability improved from the baseline to follow-up. While this improvement is promising, more than one third of schools still do not have water available during all school hours. This presents a challenge for menstrual hygiene management in the Philippines, where water is needed for flushing and cleaning of toilets and for personal hygiene.

WINS MONITORING MHM SANITATION FACILITIES

TABLE 2. SANITATION FACILITIES

	School Year 2017/2018		School Year 2018/2019	
	Elementary Schools	Secondary Schools	Elementary Schools	Secondary Schools
Total no. of schools ›	25,640	4,946	28,914	6,091
Average number of students per functional toilet for female	101.6	121.4	123.2	125.8
All functional toilets are secure, private and have door with lock	79.8 %	84.2 %	85.2 %	87.7 %
› all functional toilets have lighting	69.3 %	77.3 %	77.9 %	84.3 %
› all functional toilets have adequate ventilation	70.9 %	78.3 %	78.4 %	84.0 %
All exclusively female toilets have wrapping materials and trash bins for used sanitary pads	30.5 %	59.4 %	46.9 %	60.4 %
Exclusively female toilets have a washing facility inside the toilet	53.9 %	74.8 %	40.1 %	68.1 %
Detached toilets for girls within view of school building and people	42.6 %	65.7 %	47.2 %	66.1 %

NATIONAL STANDARD
1 TOILET FOR EVERY 50 GIRLS
1 TOILET FOR EVERY 50 BOYS



The pupil-toilet ratio for girls has increased since the baseline, meaning that more girls are sharing a single toilet. Both the baseline and follow-up figures do not meet the national standard of 1 toilet for 50 learners.

Despite these challenges with the quantity of toilets, the quality of functional toilets improved from the baseline, with a higher proportion of schools reporting that all functional toilets having lighting and adequate ventilation. In addition, there was also an increase in the proportion of schools where all functional toilets were secure and private with a lock. This aspect of toilet privacy is particularly important for menstruating girls.

Most secondary schools reported to have wrapping materials and trash bins for sanitary pads in all female

toilets, with little change between the baseline and follow-up surveys. In elementary schools, availability of these materials has improved since the baseline, with nearly half of schools reporting to have materials in all female toilets at follow-up.

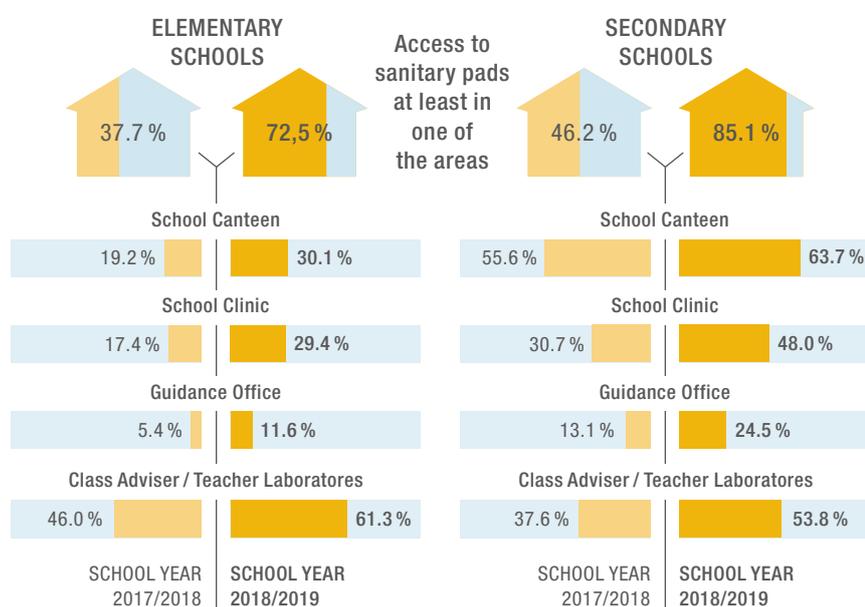
There has been a notable decrease in the availability of washing facilities inside female toilets, in both elementary and secondary schools. This location of the washing facilities is important for menstruating girls when they need to wash their bodies inside the toilet cubicle.

Interestingly, in the category of sanitation, availability of toilets has

not improved yet schools are making efforts to make improvements where they can. While improving the number of toilets may be challenging for individual schools to take on with limited resources, it is promising to see that smaller improvements which affect the experience of the child – like privacy and availability of trash bins and wrapping materials – have been initiated by participating schools. This finding further supports the concept that schools are more able to make incremental improvements using their own resources as an initial step.

WINS MONITORING MHM AVAILABILITY OF SANITARY PADS

FIGURE 1. ACCESS TO SANITARY PADS IN SCHOOL



Total no. of schools: elementary schools 25,640 (SY 2017/2018), 28,914 (SY2018/2019); secondary schools 4,946 (SY 2017/2018), 6,091(SY2018/2019)

Access to sanitary pads increased dramatically between baseline and follow-up. The proportion of schools reporting availability of sanitary pads on school grounds nearly doubled. In Secondary Schools, sanitary pads are most commonly available in the school canteen, whereas in Elementary Schools, sanitary pads are available from the class advisor or teacher laboratory.



WINS MONITORING MHM ACCESS TO INFORMATION ON MHM

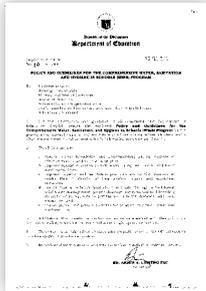
TABLE 3. ACCESS TO INFORMATION ON MHM

	School Year 2017/2018		School Year 2018/2019	
	Elementary Schools	Secondary Schools	Elementary Schools	Secondary Schools
Total no. of schools ›	25,640	4,946	28,914	6,091
Has information on proper disposal of sanitary napkins in girls toilet)	56.9%	60.7%	70.1%	74.4%
Has IEC materials on Menstrual Health				
› for teachers	34.5%	33.5%	46.0%	45.2%
› for students	37.0%	36.4%	48.6%	49.4%
Has rest space for girls with menstrual discomfort	32.3 %	50.0%	47.2%	63.9%
Areas where IEC materials for MHM are available				
› bulletin board	11.9%	16.7%	16.7%	27.0%
› classrooms	30.7%	28.2%	36.9%	37.4%
› toilets	15.2%	19.7%	22.6%	33.2%

Information for the proper disposal of sanitary napkins is available in most elementary and secondary schools and has improved over the first years of monitoring. However, information on menstrual health tailored for teachers or students is available in less than half of schools. The classroom is the most common place where these materials are available. Availability of rest spaces for girls with menstrual discomfort has improved over the monitoring period. This improvement may be due in part to the ability of schools to use existing resources to make this possible. A rest space does not necessarily imply large investments in infrastructure, but space used for other purposes can also be allocated for children to rest.



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 (6 pages);
overview of all Three Star
Approach criteria**



**Orientation / Monitoring
Videos with more information**



**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



**WinS Monitoring Results
Brochure (6 pages); results
of the DepEd WinS monitoring in
the Philippines; school year
2018/2019 in comparison with
school year 2017/2018**



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