



WASH IN SCHOOLS
THREE STAR APPROACH



SANITATION
HOW TO REACH THE STARS



DEAR SCHOOL PRINCIPAL,

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

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

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

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



Leonor Magtolis Briones
Secretary / Department of Education

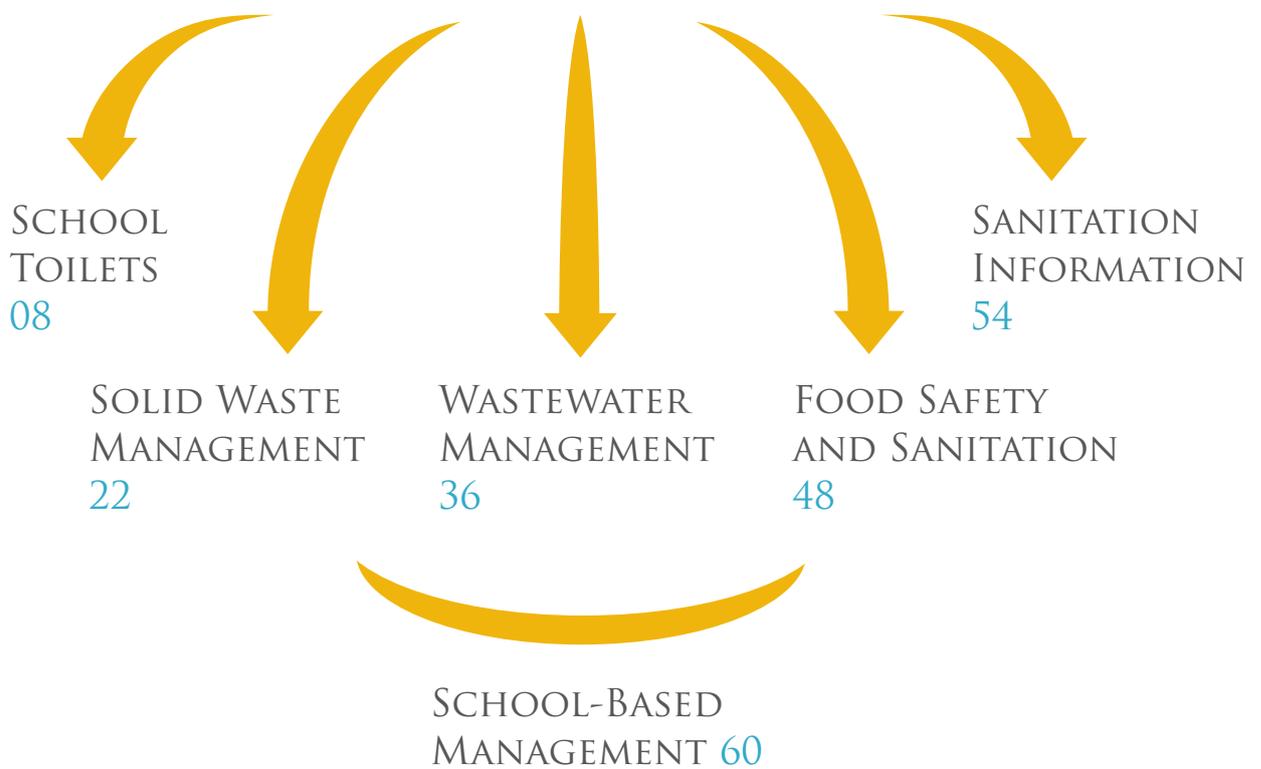




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**POLICY OBJECTIVE FOR SANITATION,
DepEd ORDER NO. 10, S. 2016:**

“All schools shall have adequate, clean, functional, safe, and accessible toilet facilities that meet the pupil-to-bowl ratio as stipulated in the Philippine Sanitation Code; maintain cleanliness and safety in and the immediate vicinity of school premises through school-based solid waste management, proper drainage, and the elimination of all possible breeding grounds for mosquitoes to prevent vector-borne diseases; and ensure safety in food handling and preparation.”

WHY REACH THE STARS?



REACHING THE STARS WILL ALLOW YOU TO REALIZE THE FOLLOWING:

SANITATION PRACTICES

LEARNERS share the responsibility of caring for the toilet and other sanitation facilities which are part of the learning environment that enable them to be safe and comfortable in school.

ALL TEACHERS integrate the value and practices on sanitation in their class and homeroom activities. They initiate action amongst school stakeholders for the maintenance and operation of sanitation facilities.

THE SCHOOL COMMUNITY work together to address sanitation issues; take responsibility for the operation and maintenance of school sanitation facilities; and promote sanitation practices beyond school environment.

SCHOOL PERFORMANCE

LEARNERS' WELL-BEING is ensured given that the school has well-maintained facilities to respond to basic sanitation requirements, and practices are in-place to reduce threats from life-threatening vector-, water-, and food-borne diseases.

IMPROVED ACCESS: Truancy rates are reduced because:

- › there is less incidence of gastrointestinal and vector-borne diseases;
 - › menstruating girls are able to manage menstruation issues.
-

IMPROVED LEARNING

- ! Learners participate better in class activities as they are assured of a healthy, safe and comfortable learning environment.
-

THREE STAR APPROACH CRITERIA: 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 hand-washing and other water facilities.

Daily cleaning of toilets, and hand-washing and other water facilities.

Daily cleaning of toilets, and hand-washing 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**.

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WASTE MANAGEMENT (SOLID WASTE & WASTEWATER MANGEMENT)

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.

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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.

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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

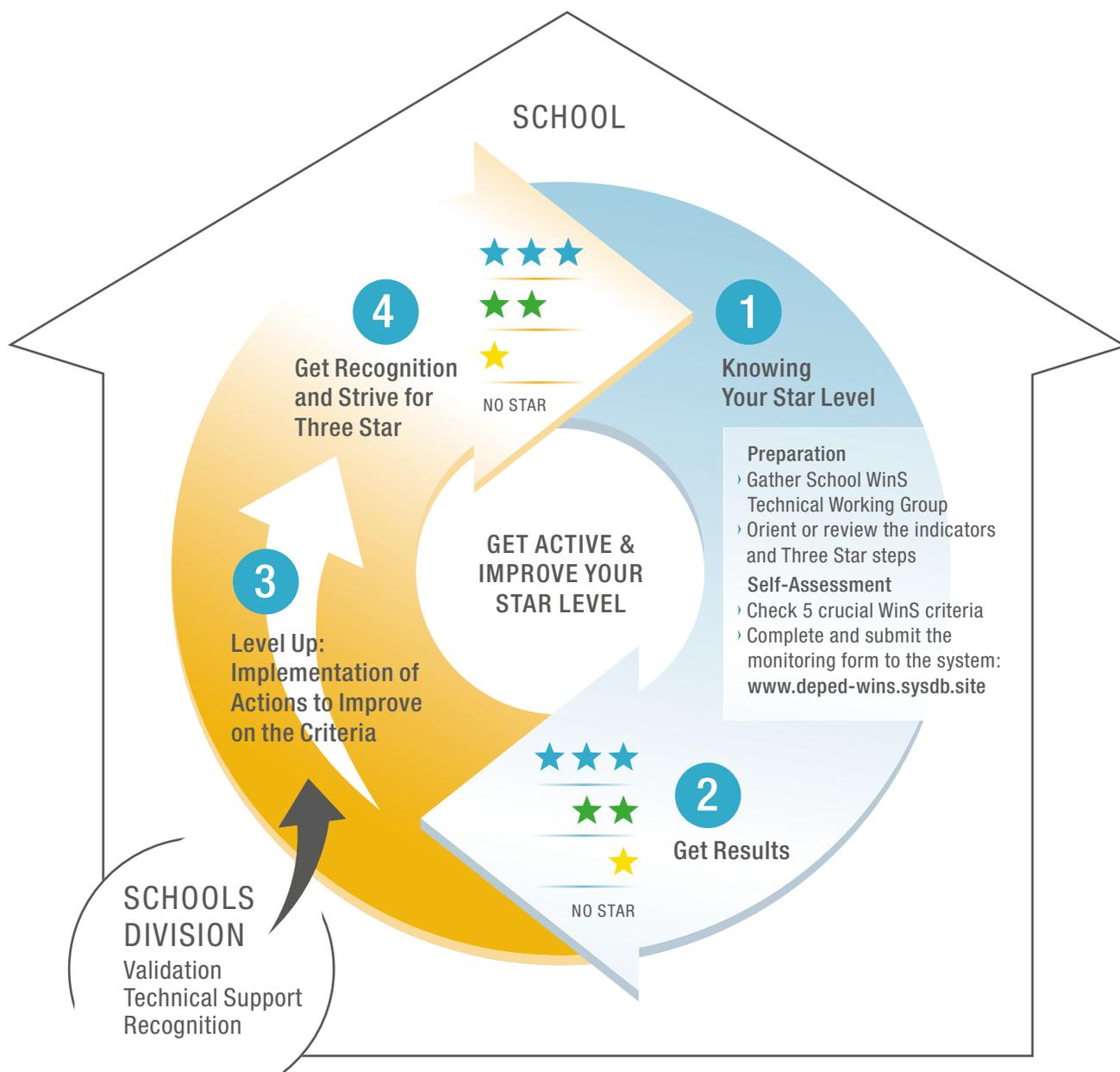
All food handlers are **oriented and practice food safety measures**.

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**.



HOW TO IMPROVE?



5 CRUCIAL WinS CRITERIA

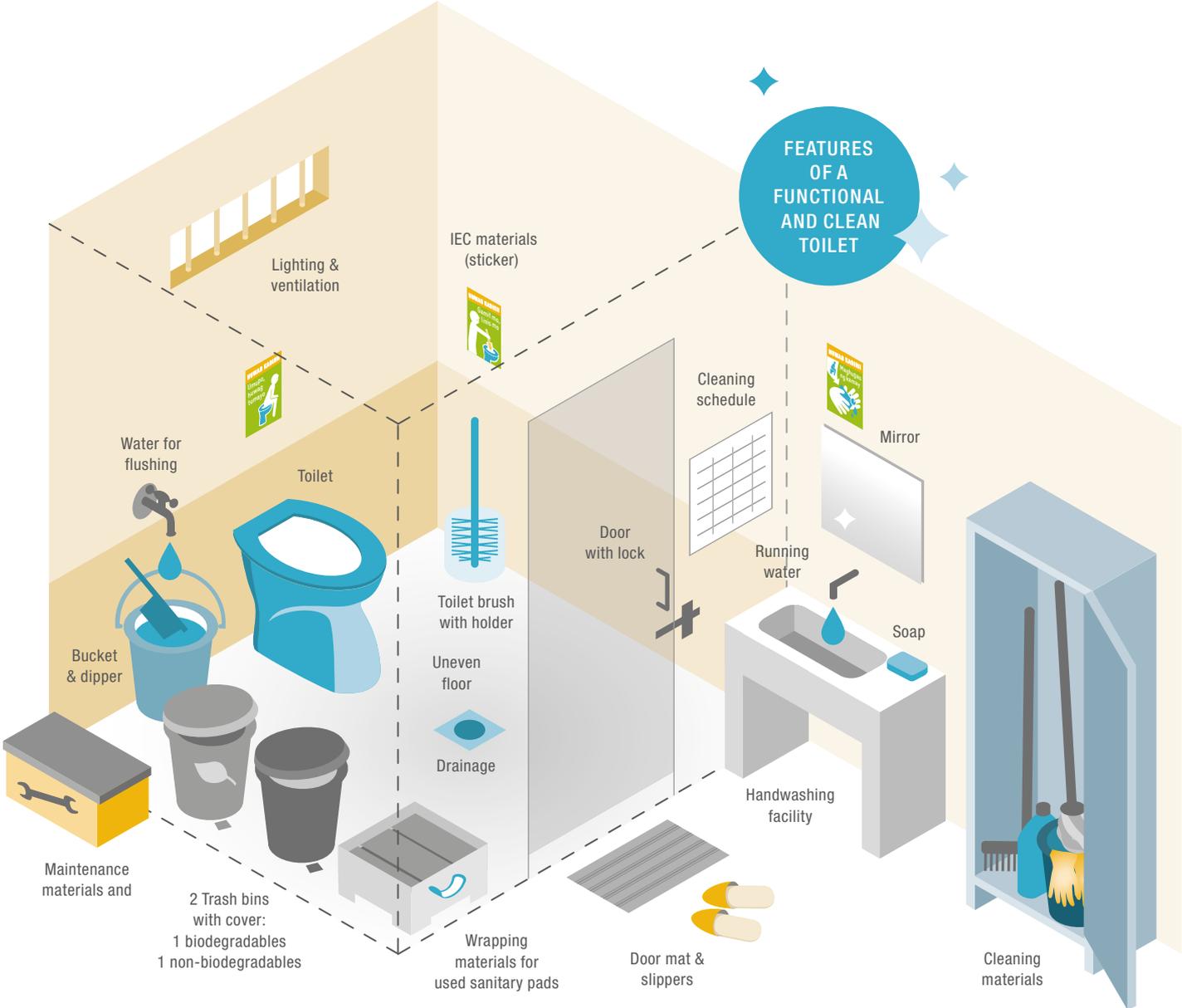


SCHOOL TOILETS

Toilets that are clean and well-maintained will encourage learners to use them properly and keep them clean and functional. Proper toilet use will help prevent spread of germs and diseases and promote healthy habits and good grooming.



WHAT DO I NEED FOR A FUNCTIONAL AND CLEAN TOILET?



SCHOOL TOILETS: ACTIVITIES

THREE STAR APPROACH CRITERIA		
★	★★	★★★
TOILETS		
Daily cleaning of toilets, and hand-washing and other water facilities.	Daily cleaning of toilets, and hand-washing and other water facilities.	Daily cleaning of toilets, and hand-washing and other water facilities.

WHAT ACTIVITIES DO I NEED TO DO?



ORIENT LEARNERS AND TEACHERS ON THE PROPER USE OF TOILETS

Every learner and teacher must know how to use the toilets correctly and clean after use. Keeping a clean toilet is everyone's responsibility and should not only be the responsibility of the cleaner, but also the user. Consider that not all of the learners have facilities at home.



ENSURE TOILETS ARE ALWAYS CLEANED PROPERLY

Daily cleaning is important to ensure that the toilets will encourage learners to use them, reduce open defecation practices and peeing in public.



ENSURE REGULAR MAINTENANCE

Regular maintenance will increase the lifetime of the toilets, keep them functional and prevent them from breakdown and expensive repairs.



POINTERS: PROPER USE OF TOILETS

Each person in the school community is able to use the toilet in the intended way and knows how to flush.

Learners learn in school how to use the toilet correctly and how to clean up after each use. Everyone should be able to flush the bowl after use. Using the toilet brush right after use can be requested from Grade 3 students and above.

Teachers remind the learners to keep the toilets clean and to wash their hands with soap afterwards when they ask for permission to use the toilet.

Each toilet cubicle needs to be equipped with water, bucket and dipper to flush the toilet after use, toilet brush and trash bins with cover. Soap should be available in the nearby washing facility.

Cleaning of the bowl is done with the toilet brush to remove all feces and stains. Tissue paper and sanitary napkins have to be thrown into the trash bins with cover and NOT in the toilet.

FOR LEARNERS: PROPER TOILET ETIQUETTE



> **ENTER:** Wipe your shoes or slippers on the floor mat before entering. Use bathroom footwear, if provided. Lock the cubicle door when you enter.

> **USE:** Avoid messing the toilet seat. Boys should stand close to the bowl when urinating. Do not step on the toilet seat.

> **CLEAN:** Clean up after yourself. Do not throw anything into the bowl. Remember to flush. Wipe off any stains from the bowl. Wash your hands with soap after using the toilet.

> **MAINTAIN:** Inform your teacher if supplies are missing, lacking or if something is broken.

POINTERS: PROPER CLEANING OF TOILETS

The school has to have a system for cleaning of toilets and handwashing facilities, that ensures that there are:

- › **Individuals or groups for Grades 3 and above assigned to do the cleaning**
- › **Schedules for cleaning posted near the toilet**
- › **Resources and materials for cleaning**

Learners assigned to clean do it as a group activity and as a form of learning (valuing toilet cleanliness, taking care of facilities, importance of a clean and functional toilet). They should be supervised by a teacher, and should be oriented on proper cleaning techniques. Involve them in cleaning activities:

- › Each class contributes to the cleanliness of the facilities.
- › Regularity is better than overtaxing: Assign different learners to different tasks for every day of the week according to the Cleaning and Maintenance Planner.
- › Organize fun activities for learners and the community like designing posters and Cleaning and Maintenance Planners.
- › When assigning cleaners, remember to involve boys and girls alike.

Schedules are prepared by the school, showing who is responsible for what and when it is time for cleaning. This information should be posted in strategic locations (near toilets, corridors, outside classroom), and the designated cleaners must be oriented on their roles.

Checklists on what needs to be inspected could be prepared by the school and posted near the toilets. If no janitor is available, teachers, age-appropriate learners and parents have to take part in the cleaning activities. If funding is available, the school can hire a utility worker or janitor to do the cleaning. Teachers or facilities coordinators can routinely check the work of the janitor.



CLEANING SAFETY TIPS

Cleaners should wear protection (e.g., gloves, face masks).

Assign one set to a designated cleaner.

Many cleaning agents pose health risks if used improperly. Keep them out of reach of children, especially those below Grade 4.

Everyone should be oriented on the proper use of cleaning materials and safety precautions. Corrosives like bleach and muriatic acid should **ONLY** be handled by adults.

Everyone should be oriented on first aid measures, what to do, and where to seek help in case of accidents, injuries or overexposure to cleaning agents.



CLEANING MATERIALS & SUPPLIES

Cleaning materials can be made of recycled materials to save cost such as used plastic containers for trash disposal, just make sure there is a cover. In the absence of commercial products, locally-available materials can be used.

Cleaning materials should be child-friendly, with regards to dimensions and weight, and environment-friendly.

Use tools with handles (mops and brushes with handle) to lessen the effort in cleaning.

Cleaning materials should be kept in designated storage areas for proper stowage, access, and safety.

Record of materials and consumables should be made available to determine whether and when replenishment or replacement is needed.

Supplies needed for the proper use and maintenance of the toilet and washing facilities may be purchased using the MOOE.

Water (either piped, or stored in containers) should be present near the toilets to make sure that learners are able to flush the toilet after use and that proper behaviour is practiced.

Soap should be available at the handwashing stations.

POINTERS: PROPER MAINTENANCE OF TOILETS

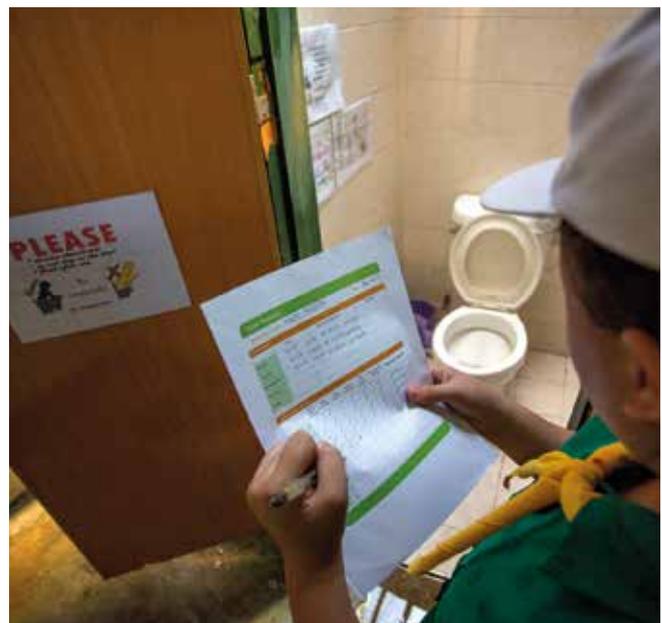
Simple tasks like refilling water for cleaning and flushing or check-ups can easily be performed by learners.

Daily check-ups ensure cleaning quality and raises the awareness of the school community to have clean WASH facilities.

Small repairs should be done immediately.

For heavy repairs and problems, which school resources could not cover, the school needs to cooperate with the Schools Division Office Physical Facilities Supervisor, parents, barangay officials, LGU, professionals and partner agencies.

Proper documentation ensures that responsibilities within the school community are defined and carried out, and that resources for cleaning and maintenance are available.



RECOMMENDATION: USER'S KIT FOR IMMEDIATE CLEANING



Material:

- 1 toilet brush
- 1 trash bin with cover
- 1 dipper
- 1 bucket

Consumables:

- Cleaning detergent
- Soap



RECOMMENDATION: CLEANERS'S KIT



Material:

- 1 bucket (medium sized) with handle
- 1 toilet brush with long handle
- 1 floor brush with handle
- 1 rag or cleaning cloth
- 1 floor mop
- 1 rubber gloves or alternatives
- 1 facial mask or alternatives

- 2 segregated garbage bins with cover/lid

Consumables:

- Detergent powder
- Bleach
- Soap



MAKE SURE
THAT CLEANERS
WASH THEIR HANDS
WITH SOAP
AFTER CLEANING
THE TOILET.

RECOMMENDATION: MAINTAINER'S KIT



Tools:

1 screwdriver

1 toilet pump

1 hammer

2 pipe wrenches

Consumables:

Hook looks

1 can sealant

2 teflon tapes

Extra faucets

Lead-free paint

SCHOOL TOILETS: FACILITIES

THREE STAR APPROACH CRITERIA		
★	★★	★★★
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 .



Toilets that are adequate, functional, secured and accessible to all learners will encourage their use. Having usable toilets is not just about health, but also about dignity, comfort and basic rights.

WHAT FACILITIES DO I NEED?



TOILET BOWL

- › The toilet bowl should be installed at a height and position that is easy for children to use. Smaller children should be assisted in using toilets when these are too big for them.
- › Glazed toilet bowls are encouraged for easy cleaning.
- › If applicable, toilet bowls should have a seat and cover for hygienic use.



HANDWASHING FACILITY

- › A handwashing facility should be inside or near toilets, and have soap and water.
- › Toilets for girls should have washing facilities located inside for privacy.
- › Handwashing facilities should be within the height easily reached by children.



WATER SUPPLY

- › Toilets should have water for flushing and cleaning.
- › Girls would require clean water for washing themselves and their underwear during their menstruation.
- › If there is no piped supply, water buckets or drums should be provided. Make sure that the height would allow a child to fetch water with a dipper.



SEPTIC TANK

- › Toilet facilities should be connected to a septic tank. (see wastewater management subchapter for more details).



WRAPPING MATERIALS IN GIRLS' TOILETS

- › Provide old newspapers or scratch papers for wrapping used sanitary pads.



TRASH BINS

- › Two trash bins with cover should be provided inside or near toilets for non-biodegradable and biodegradable wastes. Especially for the girls' toilets, trash bins for disposing used sanitary pads are highly encouraged.



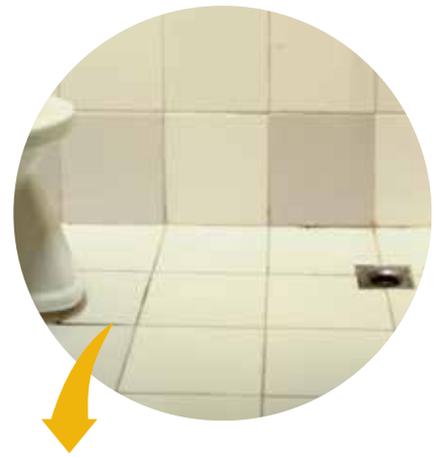
DOORS

- › Toilets should have doors that could be locked from the inside to prevent someone from entering while in use.
- › Main doors should fit the door frame to ensure privacy.
- › Existing wooden main doors without vents may be cut a few cm from the bottom to allow ventilation, and could be covered with slats or a screen. There should be an open space under the cubicle door in case learners got locked inside.
- › Doors (if not using a door knob) should have handles on both sides at a height easily reached by a child.



LOCKS

- › Door handles with keys are not recommended.
- › Use door handles with child-friendly locks – ask the local store for this type of door handle.
- › Simple locks could be installed either from low cost materials (wooden locks) or from cheap ready-to-install locks such as hook and eye or barrel bolt.
- › Door handles and locks should be within the reach of children, especially early graders.



FLOOR

- › Using bright coloured non-slip floor tiles (DepEd recommended) makes the interior brighter and easy to clean.
- › If there is no budget for the installation of tiles, bare concrete can be grinded and glazed for a smooth finish and easy cleaning. However, concrete toilet floors can absorb odor and may become slippery when algae forms.
- › Floor drains with cover should be installed to prevent debris or waste from clogging the drain.
- › Toilet floors should be uneven to ensure that water flows into the drainage.



WALL

Walls should be smoothed and painted with bright colors (DepEd recommended) to amplify lighting. Walls should be tiled 2 feet from the flooring.



LIGHTING AND VENTILATION

Toilets should be properly lighted. With access to electricity, light bulbs could be installed. Low cost options include installing at least one panel of translucent roofing, or improvised light-bulbs made of used PET bottles with diluted chlorine. Install windows that will allow daylight and air inside. Window covers should allow privacy while allowing air to flow inside the toilet.

POINTERS: TOILET TO PUPIL RATIO

Gender-segregated toilets: The national standard requires gender-segregated toilets for all age groups (male and female toilets) with a specified ratio (1 toilet: 50 learners per gender). If resources allow, a higher ratio of toilets to girls could be considered due to their specific needs during menstruation and their duration of use.

For schools with limited resources, younger children may share common toilets, while toilets for adolescents can be prioritized for gender-segregation. The low number of toilets may be increased over a period of time as resources allow.

Shared in-classroom toilets for Kinder to Grade 3 have the benefits of being safer and better-maintained as the class takes ownership of the facility. Gender-segregated toilets should be arranged for Grades 4 and up as learners become more conscious with their privacy.



NATIONAL
STANDARD
1 TOILET
FOR EVERY
50 BOYS

1 TOILET
FOR EVERY
50 GIRLS

POINTERS: TOILETS FOR CHILDREN WITH LIMITED MOBILITY



- › The school should assign at least one toilet for PWD.
- › PWD-friendly toilet features may include:
 - enough space for wheelchair access
 - handles on the interior walls
 - entrances wide enough for wheelchairs to enter
 - ramps and railings leading to the toilet entrance,
 - signages
- › All learners and school personnel should be sensitized and oriented on prioritizing children (and teachers) with disabilities in providing access to and in using the toilet.

FREQUENTLY ASKED QUESTIONS

Can we mix bleach with dishwashing detergent or powdered soap? Do not mix bleach with other cleaning agents as combining them could produce toxic gases or make them ineffective. Always read and follow manufacturer's instruction carefully.

Many toilets in our school are broken and dirty and we do not have budget. Where can we start? It is important that the school community gives attention to this, assesses the situation and takes action to improve it. It is important not to wait but start with small and doable actions such as cleaning the toilets, setting up trash bins made from recycled materials and installing door locks. This will start the improvement process.

Our learners live in communities with very limited toilet facilities. For some families, the usual community practice is to pee and poo along shorelines or rivers. What can we do to teach them how to use the toilet properly?

Encourage the class advisers to orient learners on the proper toilet etiquette as seen on page 11 of the Sanitation Booklet. The schools can include "proper toilet etiquette" as one of the key topic in the homeroom program during the first quarter of the school year. The homeroom period may be the appropriate time to teach the learners how to properly use the toilet and to wash their hands when they seek permission to use the facility. Having IEC materials in the toilet facilities can serve as reminders on specific actions on the use and maintenance of the toilet.

Some students throw stones into the toilet bowl and vandalize walls.

What do we do about these? Keeping the toilet clean and well-maintained is the responsibility of everyone in the school. Hence, the accountability of making sure that toilets are functional has to be shared by everyone. As an example, there are schools that assigned a specific grade level/section to specific toilet blocks. The assigned grade level/sections checks on a regular basis (e.g., before, during or after breaks) the cleaning and maintenance of the toilets assigned to them. Having assigned toilet monitors can reduce vandalism of the toilet facility and inculcate the value of cleanliness and taking care of their surroundings.

SCHOOL-BASED MANAGEMENT

TO LESSEN THE EFFORT AND TIME NEEDED IN CLEANING THE TOILETS:

- › If resources permit, make floor mats and extra slippers available at the toilet. Learners can wear and use them before entering the toilet.
- › Periodically orient learners on proper toilet use including flushing the toilet after every use, throwing waste inside trash bins, not stepping on the toilet bowl, and reminding each other to do so.
- › Make IEC materials on proper use and cleaning visible in strategic areas, especially near or inside toilets.
- › Make first aid kits readily available for emergencies such as allergic reactions to cleaning agents.

School management should seek professional or technical support in improving toilet facilities or constructing new ones.

Toilet functionality should be monitored, and repairs or replacement of materials should be done immediately as needed.

Children, especially those with disabilities and special needs, should ideally be consulted with regards to their access to the toilet facilities.

Children may be involved in monitoring the functionality of toilets, and in providing feedback for immediate action by the school management.

SOLID WASTE MANAGEMENT



HOW TO ORGANIZE A SCHOOL MATERIALS RECOVERY SYSTEM?

- › Identify the sources of solid waste in school and identify collectors or users of recycled or re-usable solid waste among the school stakeholders.
- › Conceptualize a materials recovery system (MRS) for the school given the existing resources and practices.
- › Identify the types of MRS suitable to the school setting – this could be a Materials Recovery Facility (MRF)

inside a school, community-based MRF accessible to school, junkshops and agricultural-business sectors that collect biodegradable solid waste to produce fertilizers and feeds that can be used for the school vegetable garden (Gulayan sa Paaralan).

A complete system of recovering waste that can still be of use and is a strategy within School-based Solid Waste Management. It may include:

- › Segregation of solid waste by learners and teachers
- › Collection and handling of segregated solid waste
- › Storing the segregated waste into a Materials Recovery Facility (MRF) and disposal of residual waste
- › From the MRF, waste can be re-used or sold to recycling companies to generate resources for school programs

MATERIAL RECOVERY SYSTEM (MRS)



● **COMPOSTABLE WASTES**
Biodegradable wastes from food, gardens and animals. In schools: mainly leftover foods, fruit and vegetable peelings and trimmings from food preparation, fallen parts of plants and trees.

● **RECYCLABLE WASTE**
Any waste that is free of contamination and can still be converted for suitable beneficial use. In schools: used paper, plastic containers with recyclable markings, metals, discarded glass.

● **SPECIAL WASTE**
Hazardous waste which requires safe handling and storage, and special treatment. In schools: not regularly generated, may include paints and thinners, worn-out furniture, non-functioning electrical supplies and equipment.

● **RESIDUAL WASTE**
Solid wastes that cannot be composted or recycled. These require technologies and facilities for management and disposal. In schools: used sanitary pads, worn out rags, cartons with plastic liners used for packaging food and beverages.

SOLID WASTE MANAGEMENT: ACTIVITIES

THREE STAR APPROACH CRITERIA		
★	★★	★★★
SOLID WASTE MANAGEMENT		
No burning of waste.	No burning of waste.	No burning of waste.
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.

Solid waste should be properly managed to eliminate health and safety hazards to learners. The practice of segregation at source is the key step towards effective solid waste management.

The Philippine Republic Act 9003 (Ecological Solid Waste Management Act of 2000) mandates proper solid waste management practices for all entities and individuals.



WHAT ACTIVITIES DO I NEED TO DO?



IMPLEMENT PROPER WASTE SEGREGATION

Proper waste segregation involves sorting out garbage into separate containers:

- › Recyclable items can be sold.
- › Waste from the kitchen and the garden can be made into compost.
- › Remaining garbage (called “residual waste”) can be collected by government service providers and sent to sanitary landfills or appropriate disposal facility.



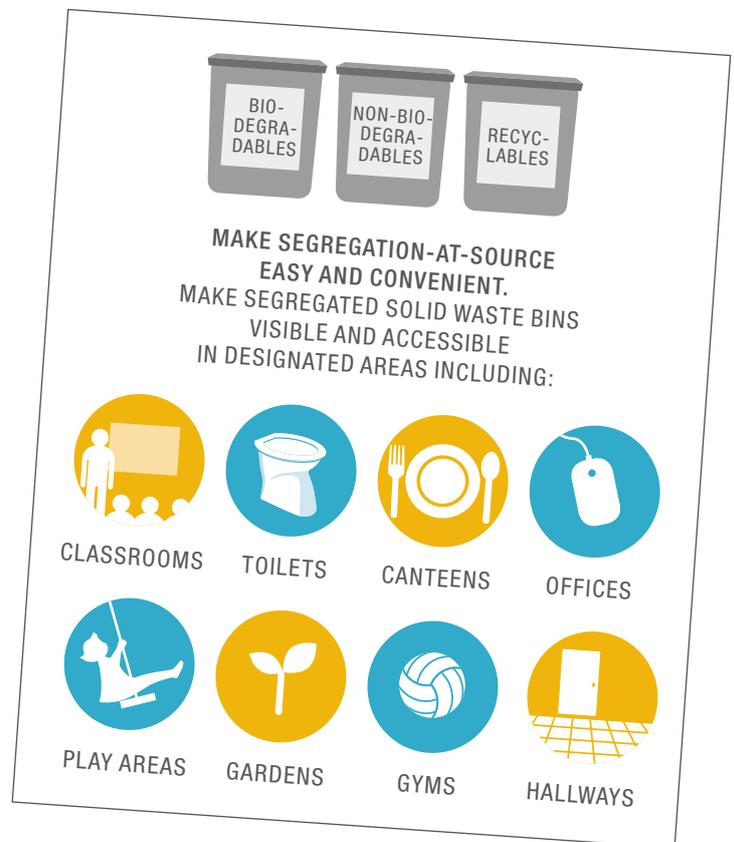
POINTERS: SEGREGATED SOLID WASTE COLLECTION



- › Collection should be done daily by the assigned school personnel provided with appropriate protective equipment or clothing.
- › Collection schedules may be organized by the school for each type of segregated solid waste. The schedules should be coordinated with the barangay when applicable.
- › Although it used to be common practice, the burning of dried leaves, branches, and vegetation is no longer allowed under the Clean Air Act. Solid waste from plants should be composted in the composting facility inside the school or brought to a community composting facility.
- › The proper disposal of hazardous wastes should be coordinated with the barangay.
- › The collection of residual, non-recyclable, and non-compostable wastes should be coordinated with the barangay or city/municipal garbage collection service.
- › For schools that have no access to collection services, a combination of composting, MRF for biodegradable and recyclable waste is recommended. Refuse pits may be used for residual waste.

HOW DO I ORGANIZE WASTE SEGREGATION IN MY SCHOOL?

- › A key step to solid waste management is to segregate at the source. Everyone – teachers, school staff, and learners – should be oriented on how to identify and segregate trash as it leaves their hands into compostable, non-recyclable, recyclable and special or hazardous waste.
- › A resource person from the environment or health office working on solid waste management or sanitation could be tapped to conduct the orientation.
- › Information on waste segregation should be disseminated to parents, nearby families and barangay to ensure consistency of practice within and outside of the school.
- › Separate containers for each type of waste must be available inside the school premises to allow solid waste segregation.
- › The school solid waste segregation system could be promoted during flag ceremonies, during classes, cleaning activities, and during school meetings and assemblies.
- › Solid waste segregation should be coordinated with the barangay and other stakeholders such as junkshops and recyclers so that school waste recycling, collection, and disposal activities could be integrated into the barangay solid waste management plans.



POINTERS: WASTE SEGREGATION

Orientation on solid waste segregation

should be given to all learners and school staff.

Colour-coded garbage bins with cover are recommended. Labelling or placing photos is encouraged if resources permit.

Three covered trash bins for biodegradable, non-biodegradable and recyclable wastes could be established, as a minimum. Collection and sorting could be organized and conducted by designated school personnel to further segregate the waste.

Recyclables must be properly cleaned before storing them in their respective receptacles.

Proper behavior and waste segregation policies should continuously be promoted and enforced by the school to sustain waste segregation practice.



SOLID WASTE MANAGEMENT: FACILITIES

THREE STAR APPROACH CRITERIA

★	★★	★★★
SOLID WASTE MANAGEMENT		
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.

Segregation and proper disposal can only be practiced and nurtured into habits if appropriate facilities are accessible and strategically placed within the school premises. Materials recovery systems and solid waste collection services should be a collaborative effort between the school and the community for it to be effective and efficient.



WHAT FACILITIES DO I NEED?



COMPOSTING FACILITY

A composting facility is one of the inexpensive ways of using compostable or biodegradable waste through the natural decomposing action of micro-organism from soil and enzymes.

Composting enables the school to produce soil conditioners and even fertilizers for plants and gardens.



MATERIALS RECOVERY FACILITY

An MRF is a structure that allows the sorting and recovery, of segregated waste for recycling or re-use, and the temporary storage for special waste prior to collection and disposal.



REFUSE PIT (ON-SITE DISPOSAL)

Burying is a temporary solution for schools where the collection of residual solid waste is very challenging and no technologies are available for the proper management and disposal within the community.

This facility should be established with proper precautions to prevent accidents and minimize foul odors, pests, and damage to the environment.

POINTERS: COMPOSTING

- › Build at least one composting facility and implement solid waste segregation to reach Star 1. The number or capacity of composting facilities can be increased depending the biodegradable waste generated and recovered by the school.
- › The composting facility should be able to accommodate the amount of biodegradable waste that the school generates.
- › Choose an appropriate type of composting facility or method depending on the school condition, space, and availability of funds.
- › It takes two to three weeks to complete the composting process. Composting facilities should have access to air and water for the the process to proceed.
- › Indigenous materials can be used as a low cost option for building a composting pit. Used drums, pails, stacked old tires, a pit, or a properly fenced pile will do for composting.
- › The composting facility may be built or located within the MRF area, near the school garden, or agricultural subject classrooms, and in areas safe for learners. Composting pits should not be located in flood prone areas.
- › A designated school personnel should be assigned to supervise the composting facility. Operation and maintenance will depend on the composting method. At the minimum, there should be proper drainage to prevent the composting area from getting muddy and inaccessible and the contamination of nearby water sources.

POINTERS: MATERIALS RECOVERY FACILITY



- › The MRF is NOT a dumpsite and should not be used for holding residual waste. Unsegregated trash should not be sorted in the MRF for hygienic and environmental reasons.
- › The facility should be located in a covered area where recyclable materials can be stored. It can also contain the composting facility, when possible.
- › The MRF should have:
 - Proper drainage
 - Entrance doors that can be locked
 - Sufficient lighting and ventilation
 - Proper storage areas depending on the type of recyclable waste being collected by the school.
 - Hallways
 - If possible, it should be near a handwashing station and/or water source.
- › It should always be kept clean and odor-free. No flies, rats and animals should be present. It should have a system for managing the flow of leachate from biodegradable waste.
- › The number of partitions will depend on the types of recyclable waste being recovered by the school (e.g., plastics, glass, metal and paper). These partitioned areas should be properly labeled.
- › Only designated school personnel or teachers may access the MRF to prevent accidents and injuries from happening to learners.
- › School heads or the Solid Waste Management (SWM) committee (if present) may decide on the schedule for collecting the recovered materials from the school in coordination with barangay, local garbage collection services, or with appropriate city/municipal office.

**CHOOSE A SITE WITH AT LEAST
9 TO 12 SQUARE METERS.**

The size of your MRF should consider the size of the school, available space and volume of waste.

POINTERS: REFUSE PIT



- › Refuse pits are NOT intended for biodegradable solid waste. However, it is recognized that in school and community settings, the absence or delays in collection may force the schools to dump residual waste in the open or burn them. While burying residual waste is discouraged, it is a temporary option for schools until waste collection services are available.
- › In the absence of solid waste collection services, build at least one refuse pit along with segregation to reach Star 1. The number or capacity can be increased depending on the quantity of residual waste that is produced by the school.
- › Indigenous materials can be used to build the refuse pit as a low cost option. Used drums, or pails, could be alternatives in storing residual waste.
- › If collection services are available, residual waste could be packed in used sacks or bags prior to disposal to the pit to facilitate stacking and transfer.
- › A school personnel or teacher should be assigned to supervise the refuse pit.
- › Situate the refuse pit in an open space away from the school buildings and areas where learners conduct outdoor activities. The pit should also be at least 25 meters away from a ground water source.
- › The dimension of the refuse pit will depend on the space available, but should at least be 1 meter deep.
- › The site should be properly fenced and labeled with warning signs.
- › Once full, the refuse pit can be temporarily covered by plastic sheeting or soil. It should be marked so that it can be easily located, thus allowing the waste to be excavated when collection is available.
- › The school should proactively advocate for collection services from the LGU or find ways to transport refuse waste to proper disposal sites.

SOLID WASTE MANAGEMENT: SUPPLIES

THREE STAR APPROACH CRITERIA

★	★★	★★★
SOLID WASTE MANAGEMENT		
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.



Proper equipment for solid waste management allows waste to be contained and handled safely, while reducing the effort for cleaners and users alike. The availability of proper equipment allows cleaning tasks to be carried out in a dignified, professional manner.

WHAT SUPPLIES DO I NEED?



TRASH BINS WITH COVER

- 3 trash bins with lid:
- › 1 for biodegradable
 - › 1 for non-biodegradable
 - › 1 for recyclables



SOLID WASTE MANAGEMENT KIT

- 1 set of SW management kit per school or per cluster of buildings (for large schools)



SCHOOL PERSONNEL PROTECTION EQUIPMENT

- 1 set of protection equipment per personnel handling or managing solid waste, compost pits and MRF

POINTERS: TRASH BINS

- › Place at least three trash bins with a fitting cover for biodegradable waste, non-biodegradable waste and recyclables in each classroom to reach one-star.
- › The trash bins should be made of durable, non-porous material so that it protects from vermin while allowing for easy cleaning.
- › Depending on resources, the quantity can be increased to include critical areas for promoting waste segregation, such as toilets, canteens, eating areas, and hallways.
- › To improve compliance with the school's waste segregation policy, the school can use colour-coded trash bins and place labels and/or photos of the type of trash intended for each bin.



RECOMMENDATION: SOLID WASTE MANAGEMENT KIT



3 pieces 100 litres to 150 litres container with cover

Temporary storage during collection. Alternative is a mobile collection bin (with wheels) but maybe costly.

Broom stick

Can add handle for convenience.

Dust pan

Alternative is used cans re-used for dust pan.

Shovel

For use in composting facility or maintaining refuse pit.

Push cart or trolley (if resources permit)

For transport of collect solid waste.

RECOMMENDATION: PERSONNEL PROTECTIVE EQUIPMENT FOR HANDLING SOLID WASTE



Facial mask

Hand gloves

Wrist covers or long sleeve shirts

Rubber boots

Apron

FREQUENTLY ASKED QUESTIONS

Can I set-up a refuse pit in a flood prone area?

No, flooding will disperse the waste into the environment and may cause harm to humans.

Can I combine compost and residual waste in the same pit? No, the composting process might not ensue if compost is mixed with certain types of residual waste.

How do I handle and dispose of sanitary pads?

Used sanitary pads is classified as biomedical waste and should be discretely handled, properly sealed, and labelled accordingly for collection. Biomedical waste in schools would normally include:

- › Used sanitary pads and toilet paper.
- › Used gauze, dressings, cotton swabs and cotton balls, and expired or discarded medicines from school clinics.

The school may coordinate with stakeholders and inquire about locally-available facilities for the disposal of biomedical waste, such as incinerators, but the garbage collection service should be knowledgeable of its proper disposal.

Our garbage has not been collected for over a week now. What can we do to address this?

While the school continues to coordinate with the barangay garbage collection service, the impact of the problem may be mitigated by one or a combination of the following measures:

- › Strictly implementing a solid waste management system as described in this chapter and aiming for a zero-waste school.
- › Requesting learners, teachers and other school staff to take their garbage home with them.
- › Advocate for everyone to lessen the amount of garbage they produce, especially residual waste.

TIPS

SCHOOL-BASED MANAGEMENT

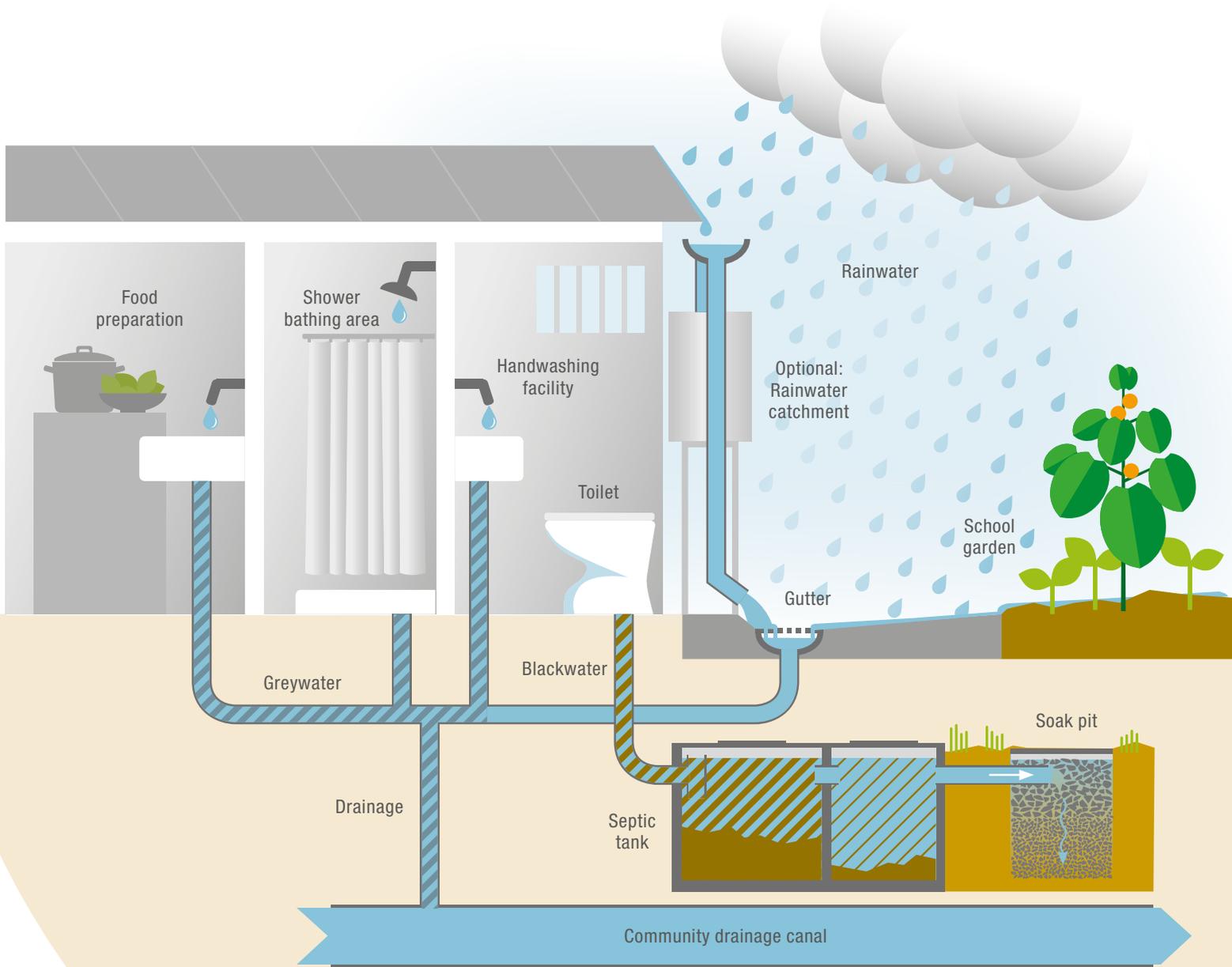
MOBILIZE ADDITIONAL RESOURCES FROM THE PARENTS, COMMUNITY AND LGU:

- › Communicate the sanitation status and SWM plan of the school to LGUs, junkshops, private recyclers and agri-businesses.
- › Request support from LGU to strengthen the solid waste collection system.
- › Promote and incorporate improvements in SWM during Brigada Eskwela.
- › Utilize barangay assemblies as opportunity for educating members of the school community.

WASTEWATER MANAGEMENT



WASTEWATER SOURCES AND DRAINAGE SYSTEM



GREYWATER

May consist or is a combination of wastewater from: handwashing facilities, drinking stations, food preparation areas, showers or bathing areas, toilets (excluding black water from toilet bowls).

It can be directly disposed but may also be re-used for flushing toilet bowls or watering plants that are not used for food.



BLACKWATER

A combination of human feces and urine with or without flushing water.

Inside a septic tank, a mixture of these is called "sludge" or "faecal sludge". Sludge contains a lot of bacteria and germs, and needs proper treatment after desludging and before disposal.

WASTEWATER MANAGEMENT: FACILITIES

THREE STAR APPROACH CRITERIA

★	★★	★★★
WASTEWATER MANAGEMENT (SEPTAGE AND DRAINAGE MANAGEMENT)		
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.



The proper management of wastewater in school helps to keep it free from injuries, disease-carrying pests, and offensive odors. The key to a functional wastewater management system lies in proper its planning, design, and construction, periodic monitoring, and timely maintenance.

WHAT FACILITIES DO I NEED?



FUNCTIONAL SEPTIC TANK

Schools produce wastewater from faeces, urine and water used for flushing the toilet bowl. If toilets are connected to functioning septic tanks, wastewater generated can be partially treated to lessen pollution to the environment and the exposure of the school and community to diseases and other health hazards.



FUNCTIONAL DRAINAGE SYSTEM

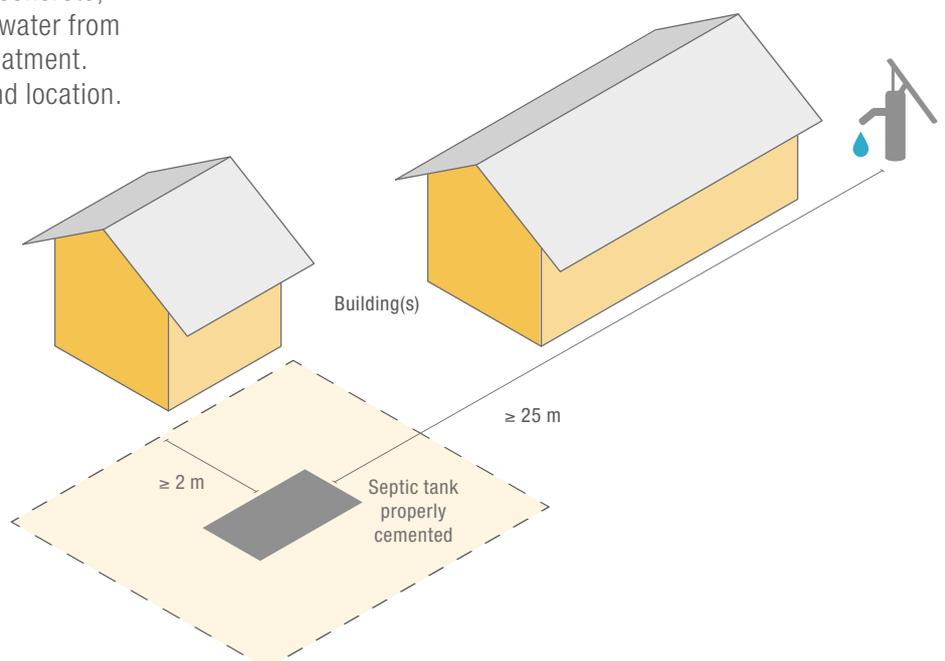
A school drainage system if not properly managed may lead to accidents and injuries, public nuisance, and become breeding grounds for pests that spread disease. The key to a functional drainage system in school lies in its proper planning, design, construction, and maintenance.

SEPTIC TANK

A septic tank is a watertight chamber, usually constructed below ground, made of either concrete, fiberglass, PVC or plastic into which wastewater from the toilet bowl(s) flow for on-site partial treatment. Cost of construction depends on its size and location. Septic tanks made of concrete are most commonly used.

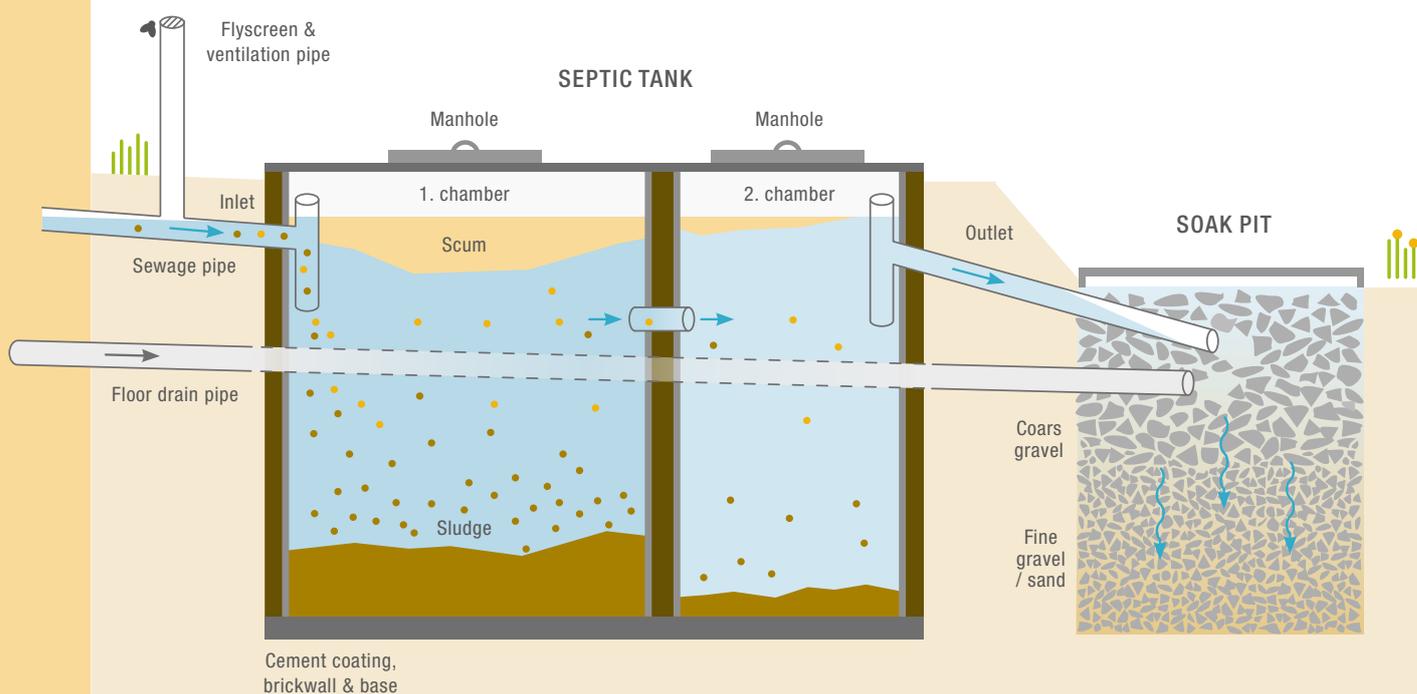
The septic tank is not located underneath buildings. It should be located at least 25 metres away from the groundwater sources. It should be 2 metres away from the school building or toilet facility it is serving.²

It is not recommended to construct septic tanks in areas where there is a high water table or that are prone to flooding.



HOW DOES A SEPTIC TANK WORK?

- › Septic tanks allow human waste to settle and be digested by bacteria. In general, the “digestion” process removes 50 % of solids, and reduces the amount of harmful microorganisms present in the waste water.
- › As human waste, urine, and flushing water enters the first chamber of the septic tank, liquid waste flows to the second chamber while heavier solids sink to the bottom. Solids that settle to the bottom are digested and turns into “sludge”.
- › From the second chamber the water flows into the public sewer system or a soak pit where it is dispersed into the soil. See page 44 for the description of a soak pit.
- › With years of usage, solids accumulate and fill the tank such that it can hold less and less waste. At this point, the accumulated sludge needs to be removed by a desludging service to restore the treatment capability of the septic tank.



POINTERS: OPERATION & MAINTENANCE OF A SEPTIC TANK

- › All toilets in school should be connected to a proper septic tank.
- › Schools need to assign a designated teacher or personnel to inspect septic tanks at least twice a year.
- › Care should be taken not to discharge harsh chemicals such as chlorine into the septic tank as it will affect the treatment system.
- › Sludge levels need to be monitored to ensure that the tank is functioning well. Depending on the capacity of the septic tank and the number of users, it should be emptied or desludged every 2 to 5 years or as it fills up.
- › If available, only trained and authorized service providers (with business and sanitary permits and registered under the city/municipal environment office) should be allowed to desludge the septic tank. This is to ensure that the waste removed from the septic tank will be disposed into a proper treatment facility prior to final disposal.
- › Some local water districts and operators may provide free desludging services to schools as part of their barangay services. Ask your local government.

HOW TO SOLVE FUNCTIONALITY PROBLEMS ON SEPTIC TANKS?

	SOLUTION	PREVENTIVE MAINTENANCE
<p>CLOGGED SEPTIC TANK OR PIPE CONNECTION</p> 	<p>Inspect the septic tank and pipes for any clogs.</p> <p>Remove materials clogging inlet and outlet pipes with a de-clogging tool.</p>	<p>Inspect septic tanks at least twice a year.</p> <p>Avoid throwing trash into toilet bowls and urinals that may cause clogging.</p> <p>Ensure availability of trash bins inside or near toilets to promote proper disposal of trash.</p>
<p>FULL OR OVERFLOWING SEPTIC TANK</p> 	<p>Seek assistance from the municipal/city health office to desludge if the digestive chamber is full.</p>	<p>Inspect septic tanks at least twice a year. If resources permit, desludge the septage when it is $\frac{3}{4}$ full.</p>
<p>ODOROUS SMELL COMING OUT OF THE VENT OF THE TANK</p> 	<p>It is natural for septic tanks to produce gas. Temporary close the toilet connected the septic tank and soak pit; increase the length of the vent pipe.</p>	<p>Ensure that the vent pipe's tip is higher than the height of the roof.</p>
<p>DAMAGED SEWER PIPES</p> 	<p>Temporarily close the toilet and evacuate the affected learners or staff from the premises.</p> <p>Find a skilled worker or certified service provider to assist the school in repairing or replacing the damaged pipes.</p> <p>Disinfect the area where wastewater might have leaked with household bleach.</p>	<p>In some situations, sewer pipes connected to the septic tank are damaged due to excavation or disasters. The school needs to ensure that pipe lines are marked or the school has a copy of the construction plans so that these could be easily located.</p>

DRAINAGE SYSTEM

Drainage Systems convey and remove wastewater away from school grounds. Drainage is usually accomplished by canals or soak pits, or a combination of both.

Drainage Canals

Canals should be covered to prevent falls and injuries. They should be properly sloped to prevent pooling of stagnant water and connected to a dispersal system outside the school.

In cases where concrete drainage canals do not exist, schools may construct earth canals as a temporary solution.

Wastewater Drainage: Soak Pits

A soak pit, also known as a soakaway or leach pit, is a covered and porous-walled chamber that allows water to slowly soak into the ground. This is recommended for soil that can absorb water easily, and not in clay or rocky soil.

It is low cost and can be constructed with locally available materials.

POINTERS: OPERATION & MAINTENANCE OF DRAINAGE SYSTEMS

- › Drainage in the school is meant for conveying grey water and rainwater out of the school premises into a safe and appropriate dispersal system.
- › These should be cleaned and kept free of trash or any materials that can block the flow of wastewater.
- › A proper drainage system will help prevent the formation of stagnant pools and flooding inside the school which can serve as mosquito breeding sites or spread diseases by mere contact with dirty water.
- › The drainage canal should be of sufficient width, covered for safety, and provided with access ports for maintenance purposes.
- › There are several ways to maintain the drainage inside the school:
 - Regular inspection and checking of school drains by assigned school personnel or by learners and ensuring these are not blocked
 - Regular cleaning of drains by removal of trash or materials that may cause clogging
 - Solid waste segregation and promotion of proper disposal may prevent trash from ending up into drainage systems
- › Be aware of the topography around the school that may affect or contribute to school flooding.

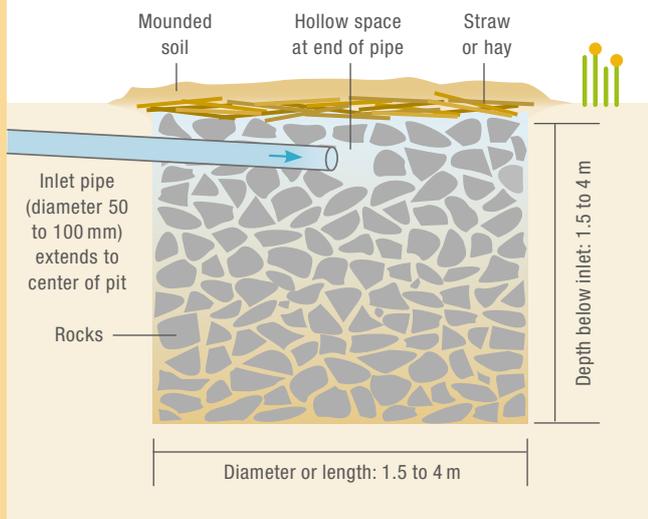


HOW DOES A SOAK PIT WORK?

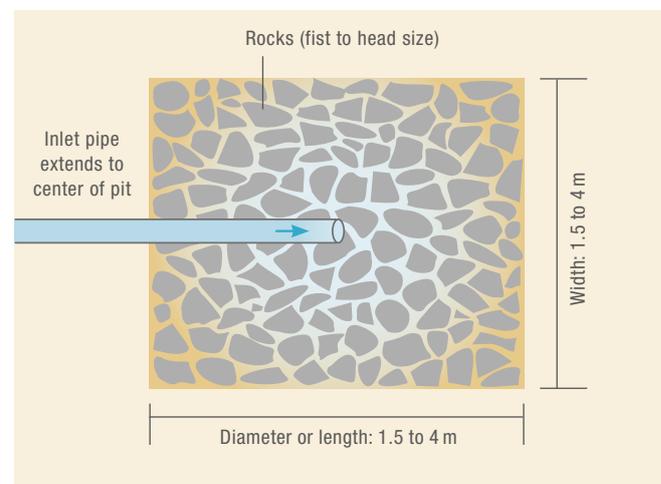
- › Liquid (or effluent) that comes out from the outlet of the septic tank goes into the soak pit.
- › Small particles are filtered by the soil and gravel, and organic materials are digested by bacteria present on the soil.
- › A soak pit is not intended for treating raw wastewater coming from toilets, and it is only used for dispersing wastewater that has undergone partial treatment inside a septic tank.
- › A soak pit is appropriate for appropriate for rural and peri-urban areas with low population densities. It is not recommended to areas that are flood-prone or with a high water table.

Design considerations

- › The soak pit should be between 1.5 to 4 m deep, but as a rule of thumb, never less than 2 m above the groundwater table.
- › It should be located at a safe distance from a groundwater source (ideally more than 25 meters)
- › The soak pit should be located away from areas where people or transport pass, so that the soil above and around it is not compacted.
- › It can be lined with used drums with holes, bamboo or wood poles to provide support and prevent collapse, or left unlined and filled with coarse rocks and gravel. The rocks and gravel will prevent the walls from collapsing, but will still provide adequate space for the wastewater to flow through.
- › A layer of sand and fine gravel should be spread across the bottom to help disperse the flow.
- › A removable (preferably concrete) lid should be used to seal the pit until it needs to be maintained.



SOAK PIT // SIDE VIEW



SOAK PIT // TOP VIEW

POINTERS: OPERATION & MAINTENANCE OF SOAK PITS

- › A well-sized soak pit should last between 3 and 5 years without maintenance.
- › To extend the life of a soak pit, it is only used for dispersing wastewater that has undergone partial treatment (in this case, from a septic tank)
- › As particles clog the pit, the performance of the soak pit deteriorates. When the soak pit begins to overflow, the material inside the soak pit can be excavated and refilled.

HOW TO SOLVE FUNCTIONALITY PROBLEMS ON SOAK PITS?

	SOLUTION	PREVENTIVE MAINTENANCE
<p>CLOGGED DRAINS OR CONNECTING PIPES</p> 	<p>Inspect drainage canals and its connecting pipes for or any clogs.</p> <p>Remove clogging materials using a de-clogging tool.</p>	<p>Inspect drainage systems at least once a week</p> <p>Avoid throwing trash into the drainage or on school grounds as these may cause clogging.</p> <p>Ensure availability of trash bins within the school premises to promote the proper disposal of trash.</p>
<p>ODOROUS SMELL COMING OUT OF THE VENT OF THE TANK</p> 	<p>Inspect drainage canals for any stagnant water that may have accumulated due to clogs, and remove the clogging material(s).</p> <p>If foul odor persists, there might be dead animals inside that should be safely removed and disposed properly.</p>	<p>Ensure that the drainage canal is properly inclined, and is free from clogs or obstructions.</p>
<p>DAMAGED DRAINAGE CANALS</p> 	<p>Find a skilled worker or certified service provider who could assist the school in repairing or replacing the damaged drainage canals.</p>	<p>Drain pipes should be properly constructed and marked accordingly.</p>
<p>SOAK PIT BECOMES FULL AND WASTEWATER STARTS TO OVERFLOW</p> 	<p>Temporarily close the toilet connected to the septic tank and soak pit. Personnel with proper protection should inspect the outlet connected to the soak pit if these are clogged and remove any clogging material from the pipe.</p> <p>If the soak pit walls and bottom are observed to be covered with a hardened crust, thus making them ineffective, the soak pit needs to be cleaned.</p>	<p>Inspect the soak pit regularly for signs of malfunction or foul odour. Do not construct a soak pit in hard or rocky soil, or in areas prone to flooding.</p> <p>The soak pit cover should be partially elevated from the ground level; the pit should be covered to prevent water from flooding the pit during rains.</p>

OPTIONAL FACILITY: GREASE TRAP FOR CANTEENS

- › Grease traps should be installed outside the food establishments such as in school canteens and kitchens whenever practical.
- › Greywater from kitchen enters the grease trap first before going to the drainage system. Fats, oil and grease, that float can be removed from the grease trap. This prevent lines from accumulating these and clogging drainage systems.
- › Grease traps have to be inspected weekly and cleaned as needed.

RECOMMENDATION: GREYWATER RE-USE

- › Greywater from handwashing facilities are low polluted and could be re-used provided that it can be done in a way that doesn't create further health risk. From group handwashing facilities, it could be collected and transported with a bucket, which could be used for flushing toilets. Ask the local health office for further information.
- › Re-use and recycling of water promotes water conservation and care for the environment. The re-use of grey water reduces clean water use for sanitation purposes, and may decrease consumption. For school connected to water utilities, savings from water utility bills could be used for other school programs.

IMPORTANT INFORMATION: 4S OF DENGUE PREVENTION

1. SEARCH AND DESTROY

- › Cover trash bins, and other containers.
- › Clean and replace water in flower vases once a week.
- › Trash that collect water (e.g., bottles, tin cans, jars, and old tired) should be turned over or disposed of.
- › Cover holes around the school with soil or sand.
- › Do not keep plants that collect water.

2. SELF-PROTECTION MEASURES

- › Use mosquito repellants.
- › Wear long sleeves or jackets to prevent mosquito bites.
- › Trash that collect water (e.g., bottles, tin cans, jars, and old tired) should be turned over or disposed of.
- › Cover holes around the school with soil or sand.

3. SEAK EARLY CONSULTATION

- › Consult your nearest healthcare center or hospital if you have fever for two days.

4. SAY "YES" TO FOGGING ONLY DURING OUTBREAKS

- › Fogging should only be done when there is an impending and during outbreaks.



SCHOOL-BASED MANAGEMENT

Organize a meeting with your School Committee or WinS Technical Working Group to discuss the results of the assessment. Gain their support in planning or mobilizing resources in building or upgrading septic tanks for your school toilets, when needed. Seek the assistance of LGU or the city government.

Whenever construction is needed, coordinate with SDO Physical Facilities Engineer, Municipal/City Health Office and Engineering Office, or from other partners with appropriate capacities in costing and designing septic tanks. This could be included in the school SIP and AIP.

Assign tasks for the maintenance of septic tanks. Budget for desludging existing facilities should be anticipated, or should be included in the SIP and AIP.

Mobilise additional resources from the parents and community for:

- › Communicating the sanitation status of the school to the LGU
- › Requesting support from the LGU and other stakeholders in the construction, improvement, and maintenance (including desludging) of septic tanks.

Seek the assistance of the SDO Physical Facilities for other technical assistance requirements.

FREQUENTLY ASKED QUESTIONS

What other products can I use in place of concrete septic tanks?

There are available technologies and products in the market today that could be used instead of concrete septic tanks. These could either be temporary solutions (in case the school has no septic tanks and resources are limited) or permanent alternatives to concrete septic tanks. The school needs to seek the assistance from their physical facilities engineer or the municipal/city health office for recommendations on appropriate alternatives. Available products or materials may vary depending on the area where the school is located.

If desludging services are not available, are there other safe and environment-friendly alternatives?

There are safe, environment friendly, and locally available alternatives for desludging and septage treatment. Consult your local health office, provincial sanitary engineers or other partners who might have knowledge and capacity to install these or train the community or school personnel to do so.

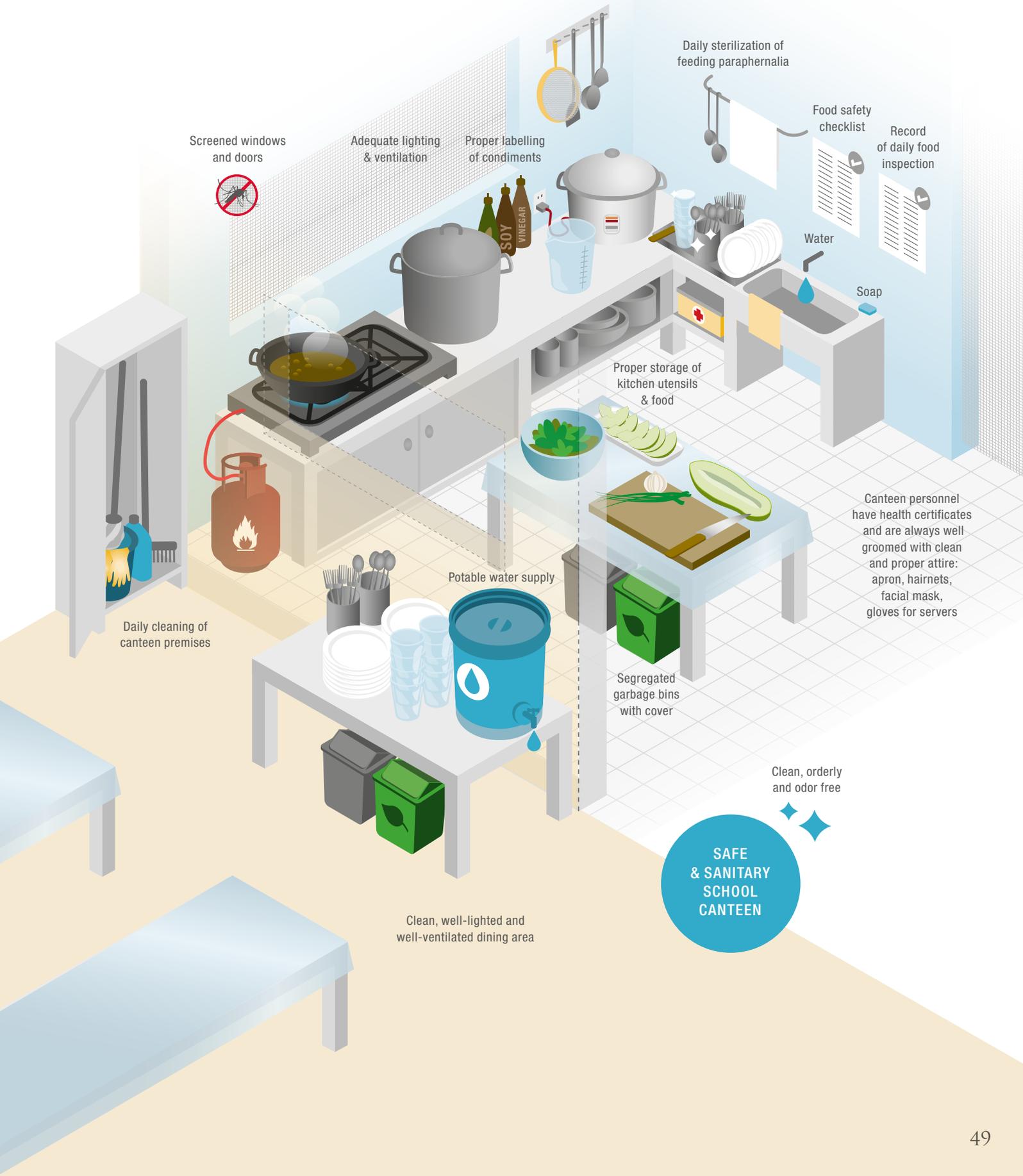
What are my options for septage management if my school is prone to flooding?

Design enhancements, such as elevated septic tanks and toilet facilities can be implemented to ensure that toilets are accessible and functional during normal flooding. Seek the assistance of a physical facilities or a municipal/city engineer for guidance.

FOOD SAFETY & SANITATION



WHAT DO I NEED FOR A SAFE AND SANITARY CANTEEN?



Screened windows and doors



Adequate lighting & ventilation

Proper labelling of condiments



Daily sterilization of feeding paraphernalia

Food safety checklist

Record of daily food inspection

Water

Soap

Proper storage of kitchen utensils & food

Canteen personnel have health certificates and are always well groomed with clean and proper attire: apron, hairnets, facial mask, gloves for servers

Daily cleaning of canteen premises

Potable water supply

Segregated garbage bins with cover

Clean, orderly and odor free

SAFE & SANITARY SCHOOL CANTEEN

Clean, well-lighted and well-ventilated dining area

FOOD SAFETY & SANITATION: ACTIVITIES

THREE STAR APPROACH CRITERIA		
★	★★	★★★
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.

In a school setting, proper food storage, preparation, and distribution need to be observed to keep it safe and fit for consumption. Food served and sold in schools should be free from germs, toxins, and chemicals that are harmful to humans.

FOOD PREPARATION AND/OR DISTRIBUTION AREA:

Not all schools have canteens and may only manage feeding programs or selling of nutritious food items through an agreement with school head/principal and/or the school teachers' cooperative.

The school needs to ensure food storage, preparation, distribution and eating areas should observe food safety and sanitation.

The school should orient accredited vendors or concessionaires on proper food handling and may require health certificates to sell food during break time.

Refer to DepEd Order No. 13, series 2017 for color coding of food when orienting vendors.

WHAT ACTIVITIES DO I NEED TO DO?



ORIENTATION ON FOOD SAFETY AND SANITATION

- › All accredited vendors or concessionaires, school staff, and parents involved or assigned in food handling and preparation should be oriented on food safety and sanitation. This can be done by the division school nurse, staff from the local health office (e.g., sanitary inspectors/engineers, nurse or doctors), or by partnering with institutions that deliver trainings on food safety and sanitation.
- › Refer to the DepEd Food Safety Handbook for more detailed guidance in ensuring the safety of food in your school.



FOOD AREA MONITORING

- › The school should implement daily monitoring activities to ensure that food safety measures are practiced. To guide the monitoring of school food services, the DepEd Food Safety Handbook provides a Record of Daily Food Inspection and the Food Safety Checklist in School Canteens.
- › Regular monitoring of the school food service, including the type of food served, environment, and the hygiene practices of food service personnel and food handlers, helps guarantee food safety. The school needs to ensure proper food storage, preparation, and distribution, and eating areas should observe proper food safety and sanitation.



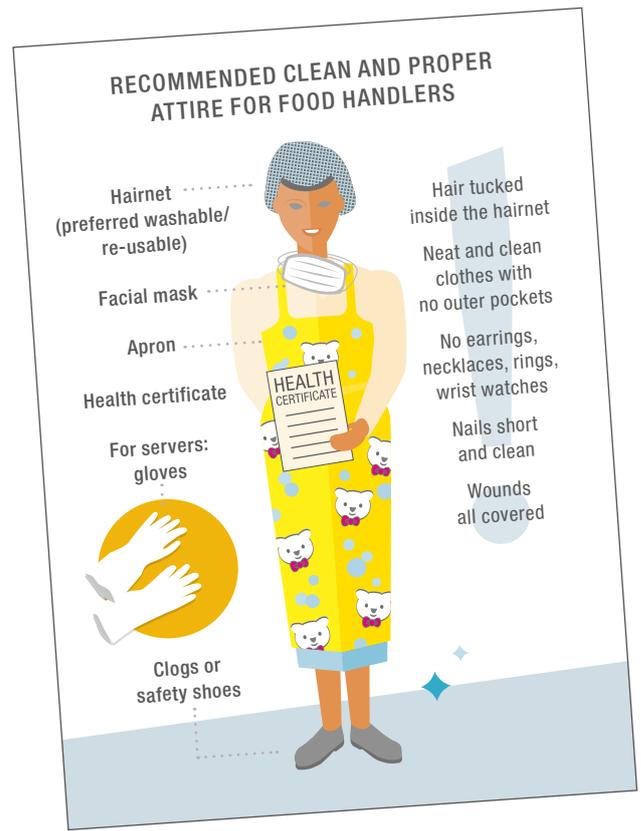
ENSURE THAT ALL FOOD HANDLERS HAVE UPDATED HEALTH CERTIFICATES

- › No person should be employed in any food establishment without a health certificate issued by the local health authority. The health certificate is issued only after the required physical and medical examinations have been performed and immunizations have been given at prescribed intervals.
- › The health certificates should be clipped in the upper left front position of the garment of the employee while working.
- › The health certificate should be renewed at least every year or as often as required by local ordinance. Health certificates are non-transferable.
- › This applies to all persons involved in the preparation, processing, selling, and serving of food, including canteen staff and vendors.



ENSURE THAT ALL FOOD ESTABLISHMENTS HAVE UPDATED SANITARY PERMITS

- According to the Sanitation Code of the Philippines (Presidential Decree 856;522), no person or entity shall operate a food establishment for public patronage without securing a permit from the local health office.
- The health certificate should be renewed at least every year or as often as required by local ordinance.
- This applies to all establishments (including canteens, businesses, and vendors) engaged in the processing, selling, and serving of food and drinks to learners in school.



RECORD OF DAILY FOOD INSPECTION (RDFI)

School: _____
Date: _____

Menu for the Day:

A. Foods prepared inside the school:

Food	Cost	Time Prepared	Prepared by

DepEd FOOD SAFETY HANDBOOK PROVIDES A RECORD OF DAILY FOOD INSPECTION AND THE FOOD SAFETY CHECKLIST IN SCHOOL CANTEENS

FOOD SAFETY CHECKLIST IN SCHOOL CANTEENS

- Sanitary Permit
- Health certificates of canteen personnel
- Wearing of clean and proper attire (apron, hairnets) of canteen personnel
- Canteen personnel practice good grooming and personal hygiene
- Provision of hand-washing facilities
- Provision of potable water supply
- Dining area is clean, well-lighted and well-ventilated
- Canteen is generally pest-free, odor-free, with screened windows and doors
- Daily sterilization of feeding paraphernalia (spoons, forks, cups and glasses)
- Proper storage of foods, kitchen utensils
- Proper labeling of condiments
- Daily cleaning of canteen premises
- Provision of covered garbage cans/practice waste segregation
- Record of daily food inspection signed by canteen teacher and noted by the Principal

Monitored by: _____
Name: _____
Designation: _____
Date of visit: _____

EHS FORM NO. 102-A

Logo of City/Municipality _____

Office of the City/Mun. Health Officer _____

Reg. No. _____
HEALTH CERTIFICATE

Pursuant to the provision of P.D. 522, P.D. 856 and CH _____
§ _____ this Certificate is issued for

NAME: _____
OCCUPATION: _____
AGE: _____ SEX: _____ NATIONALITY: _____
PLACE OF WORK: _____

I.D. PICTURE _____ SIGNATURE _____
1 X 1 CSD/SE-IN CHARGE _____
(CHO/MHO)

IMPORTANT
THIS HEALTH CERTIFICATE IS NON-TRANSFERABLE. ALWAYS WEAR YOUR CERTIFICATE IN THE UPPER LEFT SIDE FRONT PORTION OF YOUR GARMENT WHILE WORKING. VALID ONLY UNTIL THE NEXT DATE OF EXAMINATION, AS INDICATED BELOW.

Date of Issuance _____ Date of Issuance _____

IMMUNIZATION

Date	Kind	Date of EXP.
X-RAY		
Date	Kind	Result
STOOL & OTHER EXAM. RQD.		
Date	Kind	Result

HEALTH CERTIFICATES BACK AND FRONT: LIGHT GREEN COLOR FOR NON-FOOD HANDLERS

EHS FORM NO. 102-A

Logo of City/Municipality _____

Office of the City/Mun. Health Officer _____

Reg. No. _____
HEALTH CERTIFICATE

Pursuant to the provision of P.D. 522, P.D. 856 and C _____
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IMMUNIZATION

Date	Kind	Date of EXP.
X-RAY		
Date	Kind	Result
STOOL & OTHER EXAM. RQD.		
Date	Kind	Result

SCHOOL-BASED MANAGEMENT

Organize a meeting with your school committee or WinS Technical Working Group to gain their support for the orientation and training of staff and parents on food safety and sanitation, and improving the school's canteens and food preparation and feeding areas.

Food safety and sanitation activities should be included in the SIP and AIP and as part of canteen management (for schools with canteens).

Mobilize additional resources from the parents, community and other stakeholders.

Request support from LGU to strengthen solid waste collection system, issue health certificates to food handlers, and conduct school canteen inspections.

Promote and incorporate school facility improvements during Brigada Eskwela.

Coordinate with the barangay regarding policies of DepEd on vendors or possible adoption of DepEd policies on food safety and sanitation as local ordinance.

FREQUENTLY ASKED QUESTIONS

How can canteen personnel avail of a health certificate? The local health office is the only agency authorized and mandated by law to issue health certificates. Application and issuance requires a physical examination, laboratory tests, and an orientation on food safety and sanitation. Availing of health certificate allows the school to reach the 1st and 2nd stars, and contributes to achieving 3 stars. The school may opt to use canteen funds to subsidize applications for health certificates of canteen personnel.

Should I allow food vendors to sell to school children? Generally, vendors are not allowed to sell or bring food inside the school. Only accredited concessionaires or vendors may sell food as long as they follow DepEd regulations on healthy food. Outside the school, coordination with the barangay and local health offices is needed to ensure that unsafe foods are not being sold to children. Food establishments or businesses selling food to children should have the proper permits (business permit, sanitary permit) and their personnel should be qualified to prepare and handle food (e.g., health certificate).

SANITATION INFORMATION



WHAT INFORMATION SHOULD I PROVIDE?



INFORM PARENTS OR LEGAL GUARDIANS

Knowledge and practice on proper sanitation should be reinforced by the school and at home.



INFORM LEARNERS

Forming the right sanitation behaviour starts with teaching learners on the how to properly segregate waste, use the toilet, practice hygiene and eat nutritious food.



INFORM TEACHERS

Teachers play a critical role in imparting knowledge and practices on sanitation as well as in enforcing the right behaviours.

INFORMATION FOR PARENTS OR LEGAL GUARDIANS

The home is the most appropriate place to reinforce knowledge and practices that children learn from school on:

- › Personal hygiene
- › Consuming safe and healthy food and beverages
- › Proper toilet use
- › Proper waste segregation and disposal
- › Caring for the environment

Parents and legal guardians should also be knowledgeable on:

- › Handwashing with soap after using the toilet and handling waste
- › Handwashing with soap before preparing food, before eating, and before feeding a child
- › Types of food that are nutritious and safe to eat
- › How consumption of unsafe food may cause diseases and impact health

- › Environment-friendly lifestyle and avoiding buying things that are not needed
- › Types of solid waste, proper segregation and recycling/re-use at home
- › How improper solid waste disposal may cause flood, harm, diseases, and pollution
- › Barangay programs on solid waste management and sanitation

Parents should teach their children not to buy food from vendors that may sell unsafe food.

Parents should teach their children to respect all people, including those whose livelihoods involve waste management (e.g., waste collectors, waste pickers, magbobote, etc.).

INFORMATION FOR LEARNERS

Learners should know that:

- › Improper waste disposal may lead to flooding, injuries, diseases, and pollution.
- › Stagnant water inside the school creates breeding grounds for mosquitoes that may carry deadly diseases like dengue and malaria.
- › Wastes can be classified as recyclables, compostable, residual waste and special waste. They should practice proper segregation and recycling/re-use at home and in school.
- › Consumption of unsafe food and improper hygiene can cause diseases or illness.

Learners should participate in disseminating information on the proper disposal of trash.

Proper precautions and hygiene practices should be observed in activities involving learners such as:

- › Proper handwashing with soap after using the toilet and handling garbage, and before eating or handling and preparing food
- › Use of gloves and masks, whenever necessary and possible
- › In case of injuries or illness, seek proper medical attention

Learners should be given opportunities to plan and implement activities related to solid waste management and care for the environment such as:

- › Participate in the development of the school solid waste management plan and policies.
- › Disseminate the school SWM plans and programs to fellow learners in order to get their feedback, cooperation, and participation.

INFORMATION FOR TEACHERS

Having clean school surroundings and proper waste management are effective measures for good health and a health-promoting environment. This is part of ensuring learner's readiness to learn and the environment that school provide conducive to their learning.

Schools provide the perfect entry point for mainstreaming information on proper SWM and reinforce community level programs.

All learners should practice:

- › Proper handwashing and good personal hygiene
- › Proper toilet use and etiquette
- › Proper waste disposal and segregation

All learners should know the types of food that are nutritious and safe to eat.

KEY MESSAGES

WASTE SEGREGATION

- › Proper segregation allows the recovery of recyclable and reusable waste.
- › Improper disposal may lead to health hazards and pollute the environment.

NO BURNING OF WASTE

- › Burning of solid waste will causes air pollution and discomfort and illness in humans.
- › Burning of solid waste may cause fires or lead to accidents.

WASTE AVOIDANCE AND THE 3 R'S OF SOLID WASTE MANAGEMENT

AVOIDANCE

- › Buy only things you need and avoid items with heavy packaging.
- › Avoid disposable goods such as throwaway razors, pens, diapers, etc.
- › Do not mix strong chemicals or toxic waste with regular garbage.
- › Avoid products that are made from non-renewable resources.

REDUCE

- › Find creative ways to re-use things and have broken items fixed.
- › Reduce the amount of unnecessary packaging.
- › Use alternatives to products with hazardous or toxic content.

RE-USE

- › Consider reusable products.
- › Maintain and repair durable products.
- › Re-use bags containers and other items.
- › Borrow, rent or share items used infrequently.
- › Sell or donate goods instead of throwing them out.

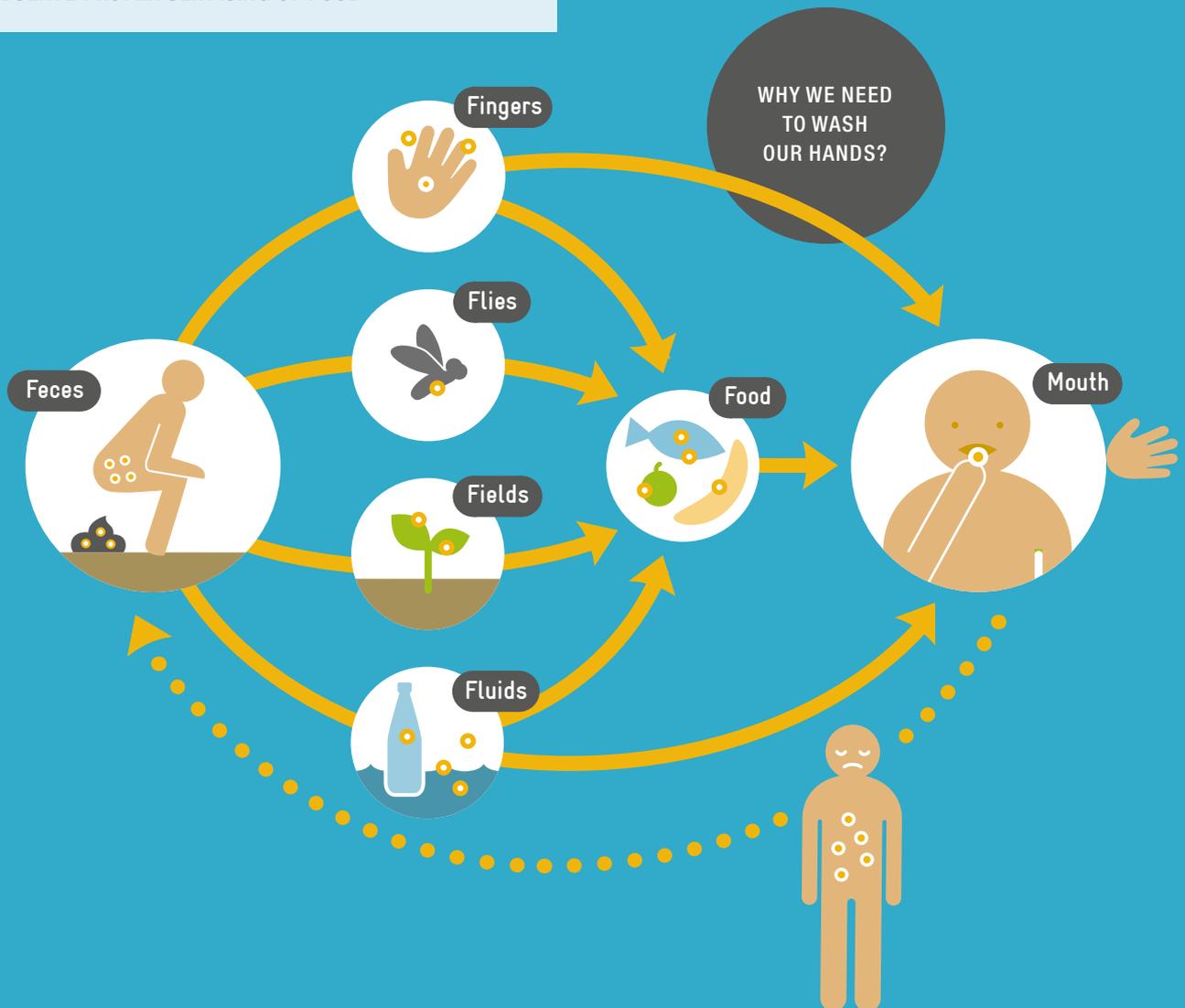
RECYCLE

- › Choose recyclable products and containers and recycle them.
- › Select products made from recyclable materials.
- › Compost yard trimmings, food scraps and other biodegradable wastes.

7 KEY CONCEPTS OF CLEANLINESS WITH REGARD TO FOOD HANDLING & PREPARATION

The school staff or personnel preparing or handling food should know:

- 1 BE CLEAN
- 2 OBSERVE GOOD PERSONAL HYGIENE
- 3 BUY GOOD QUALITY FOODS
- 4 STORE FOODS PROPERLY
- 5 COOK FOOD THOROUGHLY
- 6 USE SAFE WATER
- 7 OBSERVE PROPER SERVICING OF FOOD



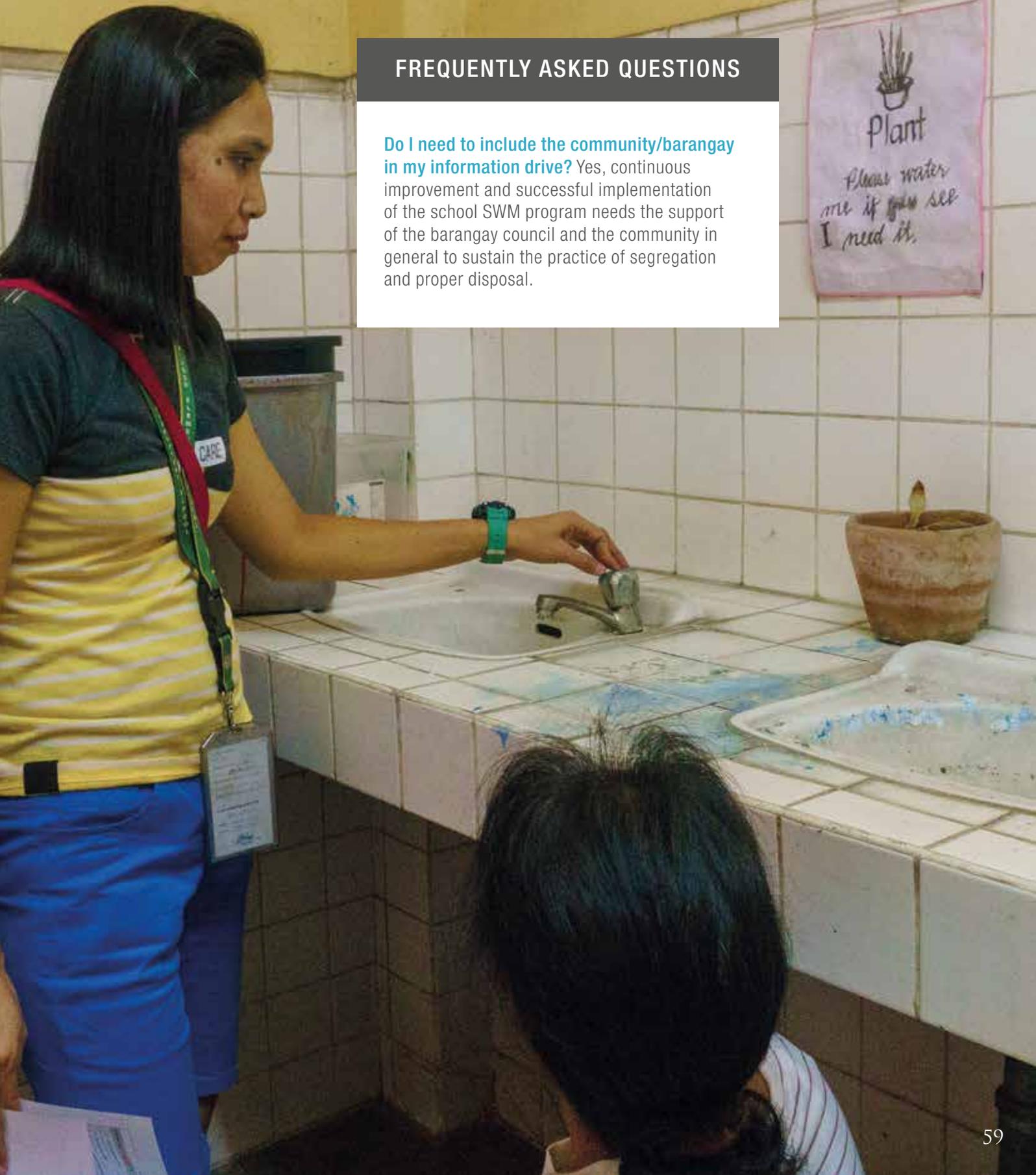
TIP

SCHOOL-BASED MANAGEMENT

IEC materials, warnings and sanctions for non-compliance should be visible in common areas within the school.

FREQUENTLY ASKED QUESTIONS

Do I need to include the community/barangay in my information drive? Yes, continuous improvement and successful implementation of the school SWM program needs the support of the barangay council and the community in general to sustain the practice of segregation and proper disposal.



SCHOOL-BASED MANAGEMENT



HOW TO ACHIEVE THE INDICATORS?



ORGANIZE THE TEAM



KNOW THE SITUATION



WORK ON SYSTEM-WIDE SOLUTIONS



CHECK AND REPORT ON PROGRESS

ORGANIZE THE TEAM

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

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

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



KNOW THE SITUATION

1 Sanitation standards require meeting quite a number of indicators that can be categorized under:

- › Functional toilets
- › Waste management (solid and liquid)
- › Food safety and sanitation

In addition, funding of repairs is a general requirement to meet all three aspects of sanitation. The matrix below summarizes the ingredients needed to meet the WinS sanitation indicators,

TOILETS	WASTE MANAGEMENT	FOOD SAFETY
<p>TOILET FACILITIES:</p> <ul style="list-style-type: none"> › Pupil to toilet seat ratio › Security and safety of toilets › Handwashing facility in toilets › Availability of gender segregated toilets and toilets for people with disability › MHM requirements in toilets <hr/> <p>TOILET FUNCTIONALITY</p> <p>OPERATION AND MAINTENANCE:</p> <ul style="list-style-type: none"> › Daily cleaning of toilets › Regular maintaining of toilets 	<p>SYSTEMS FOR:</p> <ul style="list-style-type: none"> › Waste disposal (e.g., collection, material recovery facility) › Alternative disposals (e.g., use of compost, refuse pit) › Waste segregation › Drainage <hr/> <p>FACILITIES:</p> <ul style="list-style-type: none"> › Material recovery facility › Compost/refuse pit › Septic tanks › Soak pit <hr/> <p>MAINTENANCE:</p> <ul style="list-style-type: none"> › Equipment and materials for cleaning › Orientation of users 	<ul style="list-style-type: none"> › Orientation of food preparation and handlers › Certificates



Being able to organize the school community around these aspects will enable the school to comply with the WinS sanitation indicators.

The school can gauge their WinS status on sanitation once the School WinS Technical Working Group (TWG) or School Governing Council have encoded the results of the monitoring/self-assessment activity of the WinS Three Star Approach.

The school's Three-Star Report on the sanitation indicators is automatically generated by the Excel version of the monitoring tool.

Sanitation	Segregated Toilets ★★★	Security of Toilets 0 Star	Wash Facility for Toilets ★	Wash Facility for MHM ★★★
	Safety of Detached Toilets ★★★	Toilets for Disabled ★★★	Daily Cleaning of Toilets ★★★	Funding for Repairs 0 Star
	Burning of Waste ★★★	Segregated Trash Bins ★★	Waste Segregation ★★	Garbage Collection ★★★
	Septic Tank 0 Star	Drainage ★★★	System for Flood ★★	Food Handlers 0 Star

2 Identify which of the indicators are rated high and low. The ratings provide a guide as to which requirements the school should focus on to achieve improvement/s.

Discuss with the WinS TWG the factors why the school is unable to comply with indicators. The following questions are offered as guide to identify the factors:

- › **Facilities:** What facilities do we need to repair, replace or build? (e.g., toilets with handwashing facilities and functional septic tanks; MRF; compost pit/refuse pit/soak pit).
- › **Sanitation:** What sanitation practices/systems should the school set in place to sustain the functionality of sanitation facilities and make the school suitable for learners? (e.g., toilet safety and security; waste segregation and collection; drainage; cleaning practices; and food handling and preparation)

› **Supplies:** What supplies should be regularly available to operate and maintain the necessary sanitation and food preparation facilities? (e.g., cleaning supplies and materials, trash bins, food safety equipment)

› **Information:** What key information or value messages should be communicated to the school community to motivate common action towards improvement?

Find out what other information should be gathered to determine bottlenecks. Underlying issues should be determined for a more strategic resolution towards improvement. These may include: funding support; lack of commitment for improvement; misbehavior among learners (e.g., toilet vandalism).

WORK ON SYSTEM-WIDE SOLUTIONS

1 Having determined the indicators to work on, determine the objectives and improvement targets.

This can be done by consolidating all challenges and/or causes of the sanitation problems in school. It will be helpful to determine the crucial targets based on the following sanitation areas:

- › Toilets
- › Waste management (solid and wastewater)
- › Operation and maintenance of sanitation facilities
- › Food preparation and handling
- › Funding for maintenance and repairs
- › Information and key messages

The school should keep in mind that while some sanitation aspects are easier to address, there are underlying indicators that are crucial to achieve other indicators. For instance, orienting learners and parents on proper toilet use and etiquette are very important in ensuring maintenance of functional toilets and septic tanks.

Hence, select improvement targets that resolve both clearly evident and underlying issues to ensure improvements are system-wide and strategic.

You can opt to tabulate, the school situation and strategies to be able to have a map of problems and solutions:

SAMPLE TABLE: SANITATION SITUATION AND IMPROVEMENT OBJECTIVES

SANITATION TOPICS	SITUATION	OBJECTIVES
TOILETS		
WASTE MANAGEMENT (SOLID AND WASTEWATER)		
OPERATION AND MAINTENANCE OF SANITATION FACILITIES		
FOOD PREPARATION AND HANDLING		
FUNDING FOR MAINTENANCE AND REPAIRS		
INFORMATION AND KEY MESSAGES TO LEARNERS, TEACHERS AND PARENTS		

2 Identify strategies to resolve challenges and hindering factors.

Once the TWG has identified the main issues and improvement objectives, brainstorm on possible solutions to achieve the improvement targets/objectives. The earlier sections of this Sanitation booklet will help you with tangible solutions.

- › Select strategies that will achieve the improvement objectives and/or at the same time resolve underlying issues and challenges.
- › Identify specific activities, implementation dates and accountable school personnel.
- › There are some cases where the solution to the sanitation situation in the school is **“outside the school’s control”**. This situation calls for the technical assistance of the Schools Division Office (SDO). List down the support that the school would need from the SDO. Discuss the requirements and agree on common actionable items. (refer to pages 21, 35, 47, 53 and 55 for SBM suggestions)
- › One important resource in resolving and improving **sanitation in school is obtaining technical assistance from the Schools Division Office and Municipal/City Health Office for expert advice.** In addition, collaborating with the school community (parents, teachers and learners), local government officials and partners (e.g., sanitation providers) will lighten the burden of implementing your solution.
- › Think of ways to integrate the values of shared responsibility and cleanliness into extra-curricular learner activities. Remember to keep it fun and meaningful.



3 Institutionalize improvement actions.

- › **Adjust the regular school plans** to accommodate the resolutions to improve the Sanitation situation in the schools. This may be the Annual Implementation Plan if the improvement actions are within a scope of one year; and the School Improvement Plan (SIP) for long-term solutions.
- › **Schedule regular cleaning and maintenance routines** as part of the school day or week. Encourage the use of checklists to make inspection convenient and thorough at the same time.
- › **Allocate funds and staff** for the maintenance of sanitation systems. It will help to save-up for big expenses early on. For instance, when the symptoms for desludging the septic tanks are starting to manifest, save-up or allocate budget for a year-end service
- › **Communicate important messages** to learners, school community and staff that will bring about mindfulness in the use of sanitation facilities and food preparation. It is important to emphasize this topic in the regular school program such as homeroom, guidance and non-curricular activities and programs.

CHECK AND REPORT ON PROGRESS

- 1 Periodically check the achievement of identified milestones towards achieving the targets of improving the sanitation situation of the school.
- 2 Provide the school community with a copy of the progress towards improving the sanitation situation of the school to keep everyone interested in pursuing school WinS Targets.
- 3 It is important to discuss the work with the WinS TWG so that the team will be able to adjust plans as needed.
- 4 In the event that the school WinS TWG considerably improved the sanitation situation of the school, it is good practice to recognize performance and celebrate successes.



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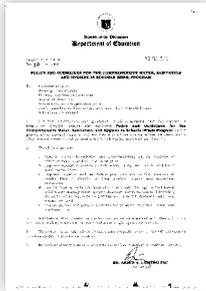
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MORE INFORMATION ABOUT WASH IN SCHOOLS AND THE THREE STAR APPROACH



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



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



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

Five booklets with detailed and practical
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