

REPORT

7TH WATER, SANITATION AND HYGIENE IN SCHOOLS INTERNATIONAL LEARNING EXCHANGE

11-15 NOVEMBER 2019, MANILA, PHILIPPINES



7th WinS ILE convened, organized and supported by:





ABBREVIATIONS

DepED	Department of Education Philippines
DRR	Disaster Risk Reduction
EAPRO	East Asia and Pacific Regional Office (UNICEF)
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
EE	Enabling Environment
EHCP	Essential Health Care Package
EMIS	Education Management Information System
GIZ	Gesellschaft für Internationale Zusammenarbeit GmbH
HQ	Headquarter
HWWS	Handwashing with Soap
iHWWS	Individual Handwashing with Soap
IEC	Information, Education and Communication
ILE	International Learning Exchange
JMP	Joint Monitoring Programme for Water and Sanitation (WHO/UNICEF)
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MHH	Menstrual Health and Hygiene
MHM	Menstrual Hygiene Management
MoE	Ministry of Education
MoEC	Ministry of Education and Culture
MOOC	Massive Open Online Course
O&M	Operation and Maintenance
SBM	School-based Management
SDG	Sustainable Development Goal
SEAMEO INNOTECH	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology
STH	Soil-transmitted Helminthiasis
SuSanA	Sustainable Sanitation Alliance
TBFT	Tooth Brushing with Fluoride Toothpaste
TSA	Three Star Approach for WASH in Schools (UNICEF/GIZ)
TWG	Technical Working Group
UKS	Usaha Kesehatan Sekolah (Indonesian School Health Programme)
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WG	Working Group
WHO	World Health Organization
WinS	WASH in Schools

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THE MANILA ACTION AGENDA FOR WASH in SCHOOLS

WASH in Schools (WinS) is a key element of universal access to both Education for All and WASH for All, as defined in the Sustainable Development Goals (SDGs). Schools are important settings to provide environments where children learn and acquire essential hygiene skills for life; and where their health, growth and overall development thrive in dignity.

In continuation of WinS International Learning Exchanges (ILE), initiated by GIZ and UNICEF in 2012, the 7th ILE is hosted by the Philippine Department of Education (DepEd) and brings together 191 participants from 16 countries of the South/East Asian and Pacific regions. They come from government ministries, international organizations, research institutions and development partner agencies. This document represents consensus among all participants on key areas to accelerate action on WinS in order to achieve universal WinS coverage with at least basic WinS services by 2030 as agreed by all UN member states in the SDGs. Full and detailed reporting of all sessions and discussions are available in this conference report.

All participants thank the Government of the Philippines and the Department of Education for hosting the event and for providing the opportunity to exchange and learn. All participants recognize and reaffirm that access to basic WinS is an integral element of the right of every child; and that WinS services must be based on the principles of equality, child-friendliness and inclusiveness, supported by active learning through skills-based hygiene education and practice in schools.

Participants recognize the important guidance through the Joint Call to Action for WASH in Schools (2012) and agree on four equally important and synergistic priority action areas to accelerate implementation, guided by SDGs 4 and 6.





PRIORITY ACTION AREAS

1

EDUCATION SECTOR OWNERSHIP AND LEADERSHIP

The education sector should own and provide leadership for strategic WinS direction, in partnership with other related sectors and stakeholders depending on national context. The supportive policy environment should be strengthened, accountability fostered, and coordination improved to enable effective collaboration across all levels.

2

NATIONAL WinS STANDARDS ALIGNED WITH SDGs

National WinS Standards should be available and aligned with the WHO/UNICEF JMP service level definitions. Implementation guidelines should be developed with input of all stakeholders, promoting stepwise upgrading of WinS services, scaling-up coverage in a realistic and sustainable manner, as well as recognition of progress through national accreditation or benchmarking systems.

3

MONITORING & EVALUATION

National WinS monitoring systems as part of regular education sector monitoring should be developed or strengthened, using indicators that are aligned with the SDGs¹. Data on WinS should be analysed and reported to global, national, regional, and school levels. Promoting a culture of self-assessment will motivate all schools and trigger action for improvements of WinS services, as well as provide the required information for appropriate budgeting.

4

INCREASED BUDGET ALLOCATION

A national WinS investment strategy with clear long-term government budget commitments based on evidence for life-cycle cost, is key to ensure gradual progress towards universal coverage of all schools.

All participants commit to focusing on these four priority areas by advocating for increased resource allocation; better involvement of all relevant stakeholders, parents, communities and indigenous populations; promoting and communicating science-based interventions; and by strengthening accountability towards accelerated action.

¹) WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP). Core questions and indicators for monitoring WASH in Schools in the Sustainable Development Goals. New York/Geneva: UNICEF & WHO; 2018. <https://bit.ly/2KmlReh>

ALL PRESENTATIONS
OF THE SESSIONS
AND MORE OF THE
7TH WinS ILE



> <https://wins.deped.gov.ph/2019/11/27/235/>

AROUND 60 SLIDE PRESENTATIONS

Taking Wins to Scale towards Achieving SDG 4
Professor Emeritus LEONOR MAGTOLIS BRIONES
Secretary, Department of Education
Programme
7th WinS International Learning Exchange
November 11-27, 2019
Cebu, Philippines

2017 vs 2019 Toilet Ratio

Year	2017	2019
119	107	117
122	107	101

Evaniela Kouassi Komlan
Regional Advisor, WASH
UNICEF SAARC

17 VIDEO PRESENTATIONS

7th WinS ILE Bangladesh Country Video Presentation

7th WinS ILE Vietnam Country Video Presentation

This helps children form healthy habits at school

With the support from the teachers we regularly conduct online education sessions.

A VIDEO OF THE EVENT HIGHLIGHTS
AND PHOTOS OF ALL DAYS

7th WinS ILE Events - Highlight AVP



1. INTRODUCTION

Water, sanitation and hygiene (WASH) are integral aspects of sustainable development. Schools provide an ideal setting for children to benefit from basic WASH services and develop healthy hygiene habits. The Sustainable Development Goals (SDGs) set clear targets for all countries to ensure that schools have drinking water available, usable single-sex toilets, and handwashing facilities with water and soap. The first WASH in Schools (WinS) International Learning Exchange (ILE) was held in 2012 in the Philippines where the Department of Education had introduced the Essential Health Care Package (EHCP), an innovative approach to WinS. The approach focused on school-based management, cleaning routines, hygiene behaviour and less on infrastructure. WinS programmes of most organizations at that time were based in the WASH and rural development sector, usually infrastructure-centered and heavily depending on availability of donor funding. The new approach places the management of WinS as point of departure for all schools, regardless of their infrastructure and available resources. The first ILE in the Philippines was an opportunity for countries to experience this shift first-hand and to exchange implementation experiences among their peers from other countries. Subsequent ILEs were then held in India (2013), Lao PDR (2014), Sri Lanka (2015), Indonesia (2016) and Myanmar (2017). The ILE has since grown into a platform for exchange among WinS practitioners from Ministries of Education across Asia and the Pacific and development partners.

In 2019, the 7th ILE was again held in the Philippines hosted by the Department of Education (DepEd) from November 11–15, 2019, convening 191 participants from 16 countries, including senior government officials and WASH and Education sector practitioners from GIZ, Save the Children, WaterAid and UNICEF.

GENERALLY, THE EVENT AIMED TO:

Facilitate learning on WASH in Schools among countries in Asia and the Pacific towards reaching SDG 4.

Generate momentum and political commitments towards accelerating progress on WASH in Schools in Asia and the Pacific.

Reinforce linkages between Ministries of Education in Asia and strengthen the regional network of WinS practitioners.

MORE SPECIFICALLY, THE OBJECTIVES OF THE EVENT WERE TO:

Review global, regional and country baselines and establish process and timeline for target setting on WinS.

Track country level progress on WinS Enabling Environment framework and establish country action plans to address remaining priority bottlenecks.

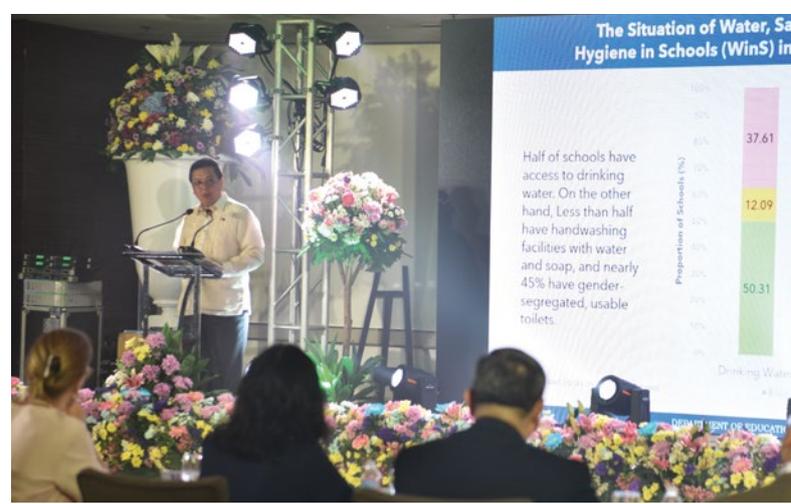
Share the Philippines experience in integrating WinS in the education system and reporting on SDG 4.

Share learnings on WinS governance mechanisms for scale up, especially WinS monitoring and feedback as well as incentive systems.

Identify entry points and contribution of WinS programming to relevant cross-sectoral issues including gender, disability, MHM and environment.

Share learnings on how to achieve and sustain proper hygiene practice among school children.

This report provides a summary of the proceedings of the 7th WASH in Schools International Learning Exchange.



2. OPENING CEREMONY

The 7th ILE was opened by the Philippine Department of Education. Undersecretary Alain Del Pascua delivered the key message on behalf of Secretary of Education Leonor Magtolis Briones. Usec. Pascua welcomed participants and encouraged the spirit of engagement and openness. He also reflected on the first ILE in the Philippines and noted how that event had been a catalyst for DepEd to improve their national WinS programme. Since then, DepEd has released a national WinS policy and established a nationwide WinS monitoring system. He also emphasized the focus of DepEd to ensure that WinS reaches even the most deprived “last mile” schools to ensure all schools in the country have basic WASH services.

Development partners also provided welcome messages. UNICEF Country Representative, Oyunsai Khan Dendevnorov, congratulated the Department of Education on their dedication and leadership in scaling up WinS nationwide. German Ambassador to the Philippines H.E. Anke Reiffenstuel recognized the efforts of development partners in the Philippines to work collaboratively and align efforts to support DepEd with a common voice. The Chief Executive Officer of Save the Children Philippines, Atty. Alberto T. Muyot, emphasized the right of every child to water, sanitation and hygiene.



3. TECHNICAL SESSIONS

3.1 WASH IN SCHOOLS GLOBAL BASELINE REPORT 2018

WinS contributes to SDG targets 6.1 and 6.2 – universal access to WASH – and SDG target 4.a – inclusive and effective learning environments for all. Through these goals, countries target to have drinking water available from an improved source, improved sanitation facilities that are single-sex and usable, and handwashing facilities with water and soap available in all schools by 2030.

In 2018, the WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP) released the Global Baseline Report on WASH in Schools. The report provides baseline estimates at national, regional and global levels on the progress towards realizing the SDG targets for WinS.

Globally, more than two thirds (69%) of schools are meeting the basic service level for drinking water, nearly two thirds (66%) of schools have reached the basic service level for sanitation and only about a half (53%) of schools have realized the basic service level for hygiene. In Asia, these figures vary greatly between countries. Many countries from the South Asia and East Asia and Pacific regions have submitted data to the JMP on some or all aspects of the WinS basic service level. However, there are still some countries who have not submitted any data. For the baseline report, 16 of 35 countries had sufficient data to make an estimate for basic drinking water service; 15 and 13 of 35 countries had sufficient data to estimate basic sanitation and hygiene services, respectively. Available data from the 2018 baseline report, including national, regional and global estimates, are shown on the next page. The next WHO/ UNICEF JMP update report on WinS will be released in mid-2020.

A few countries from the South Asia and East Asia and Pacific countries have already aligned their EMIS questionnaires or similar national monitoring tool with the SDG indicators for WinS. Where countries have not yet aligned monitoring tools with the SDG indicators, the globally recommended core questions are a resource to support alignment so that countries are able to monitor the basic service level for SDG reporting. The JMP is also available to provide technical assistance to countries to support the alignment of monitoring tools.

The global Baseline report can be downloaded on www.washdata.org under the following link:
> <https://bit.ly/3b9ge3j>

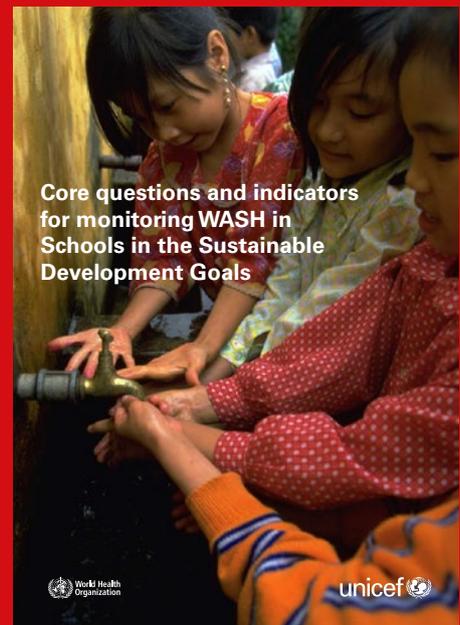
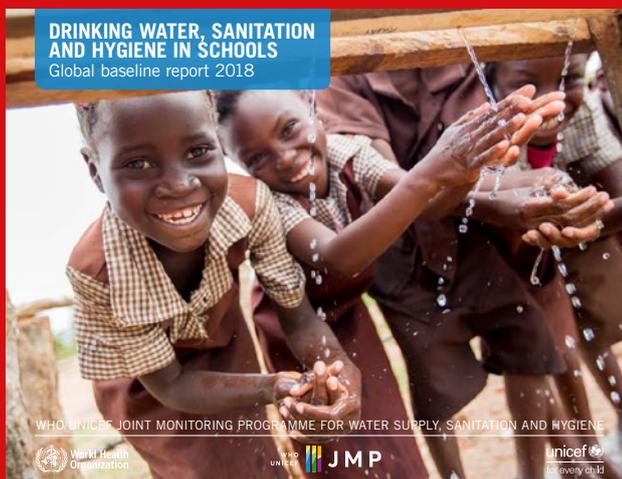
The globally recommended core (and expanded) questions for WinS can be found on www.washdata.org:
> <https://bit.ly/3bavgpx>

For more information, please contact:
> info@washdata.org

Core questions and indicators for monitoring WASH in Schools in the Sustainable Development Goals



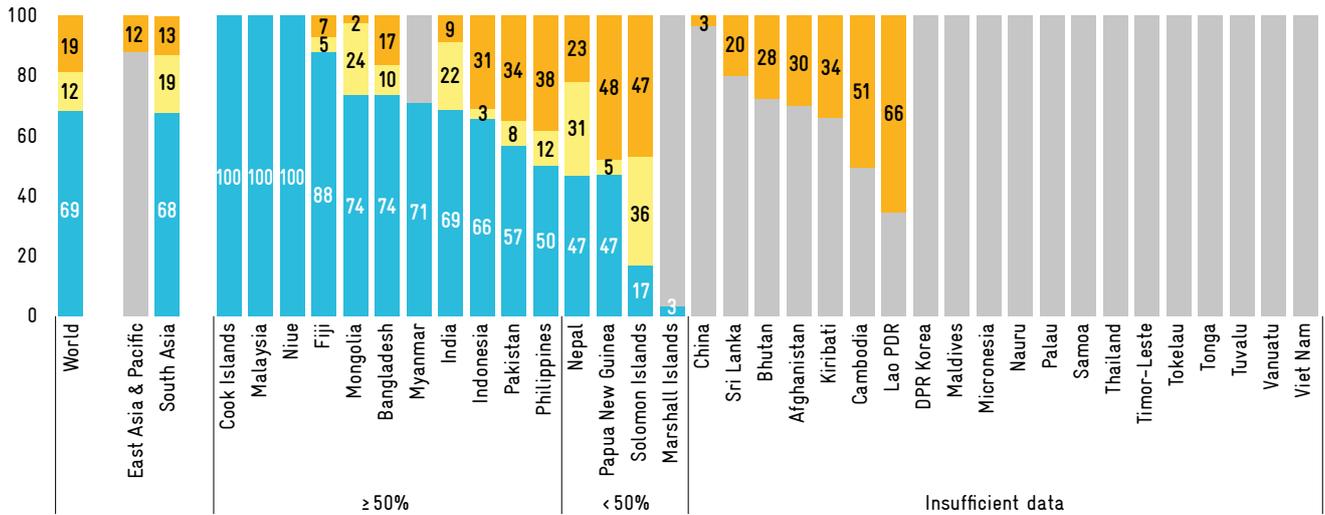
DRINKING WATER, SANITATION AND HYGIENE IN SCHOOLS
Global baseline report 2018





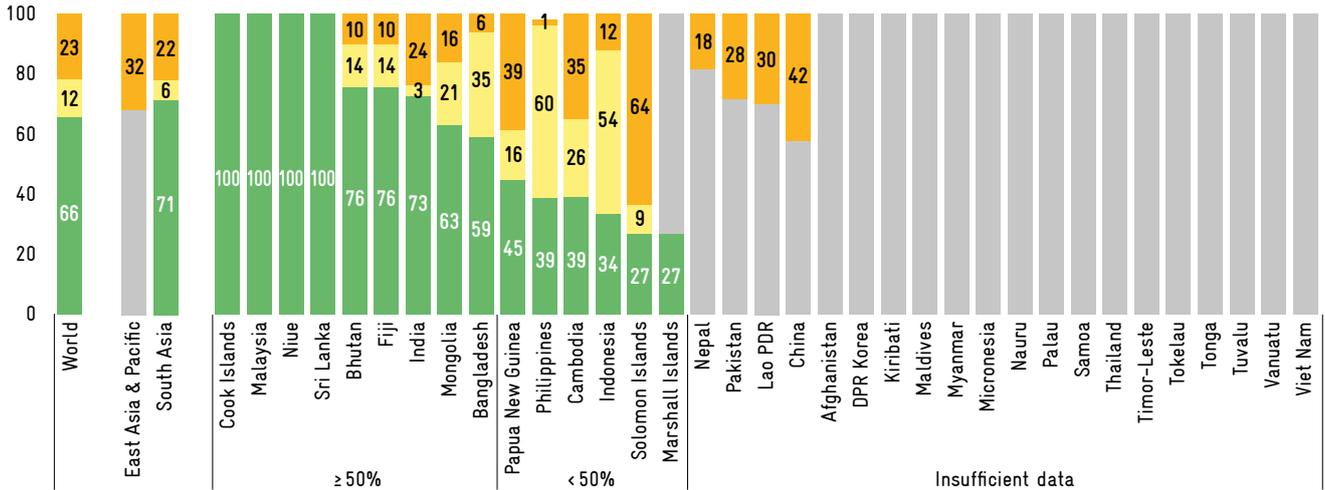
DRINKING WATER

GLOBALLY, MORE THAN TWO THIRDS (69%) OF SCHOOLS ARE MEETING THE BASIC SERVICE LEVEL FOR DRINKING WATER



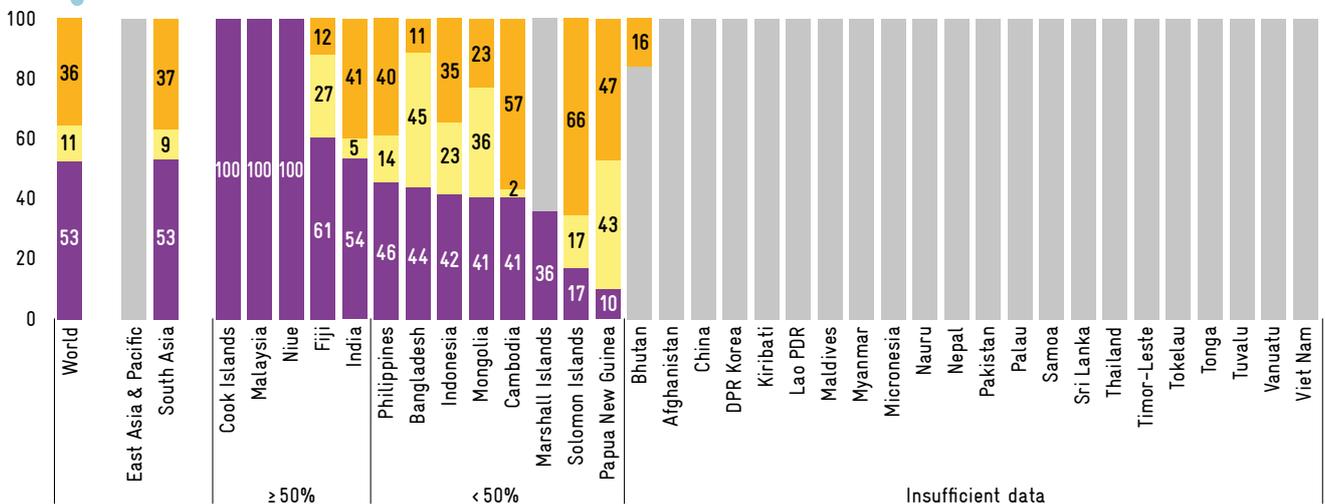
SANITATION

GLOBALLY, NEARLY TWO THIRDS (66%) OF SCHOOLS HAVE REACHED THE BASIC SERVICE LEVEL FOR SANITATION



HYGIENE

GLOBALLY, ONLY ABOUT A HALF (53%) OF SCHOOLS HAVE REALIZED THE BASIC SERVICE LEVEL FOR HYGIENE



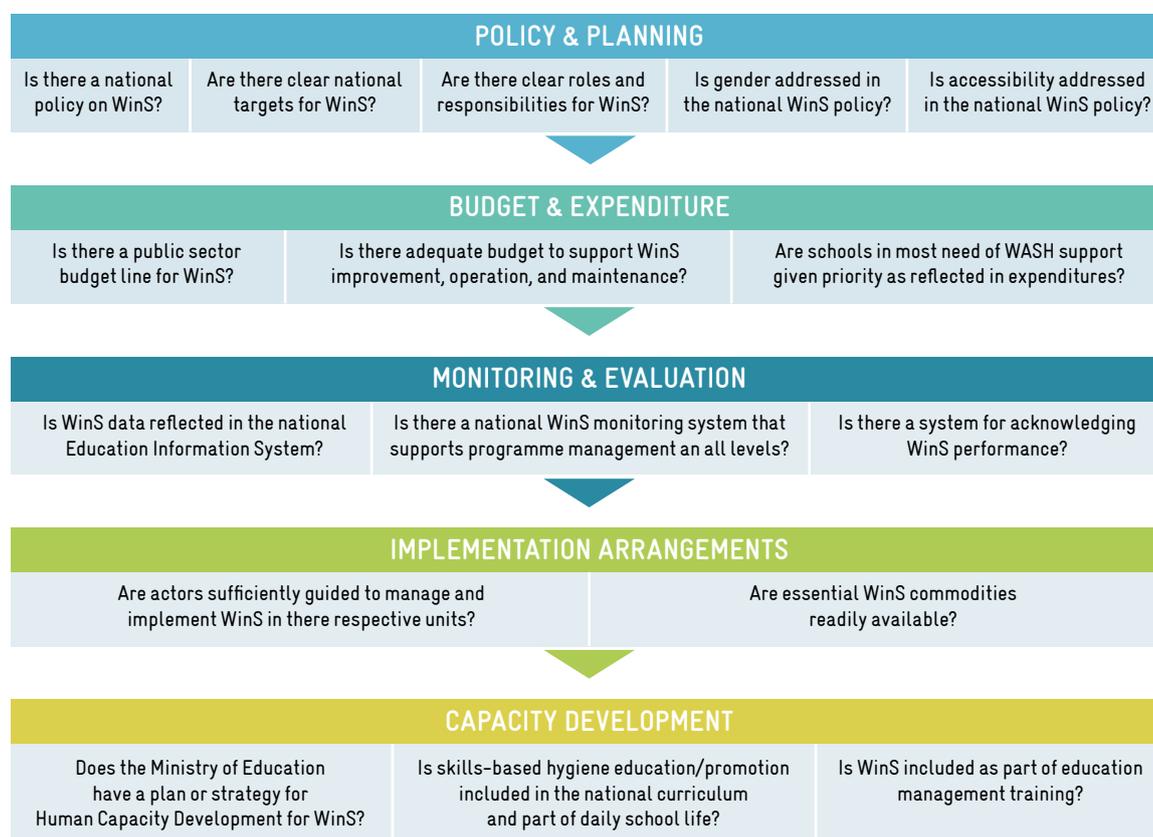
3.2 REGIONAL ANALYSIS OF WinS ENABLING ENVIRONMENT

A strong enabling environment within the institutional setting of each country is needed to create sustainable WinS implementation at scale. A matrix for systematic analysis has been developed in 2016 and countries using this matrix to document the status of WinS in their country. The enabling environment analysis focuses on five key enablers: policy and planning, budget and expenditure, monitoring and evaluation, implementation arrangements, and capacity development (see Figure 1). Participants in the International Learning Exchange use the enabling environment analysis to identify strengths and areas for development for WinS in their own countries.

Since the last ILE in 2017, participating countries have made overall progress in strengthening their enabling environments for WinS. In particular, progress has been made in areas of policy and planning, monitoring and evaluation and capacity development. There are still challenges remaining in some areas. Of the nineteen participating countries, there was only one country that had assessed that all aspects of their implementation arrangements and budget and expenditure are satisfactory for WinS.

Many countries have made notable innovations to improve different aspects of their enabling environment. The Philippines has improved their capacity development strategy by initiating national and regional learning exchanges for school staff to share experiences and learn from their counterparts. Myanmar has improved their monitoring and evaluation by developing a mobile data collection tool to minimize cost and maximize the reach of their monitoring system. Indonesia has also improved their SDG monitoring and now has WinS data available for 220,000 schools. In Timor Leste, infrastructure guidelines are currently being developed to provide standards and technical guidance for schools. In India, the government made funds available to schools through school maintenance grants which contributed to an increase of 400 000 toilets in one year.

FIGURE 1: WinS ENABLING ENVIRONMENT CRITERIA





3.3 GOOD PRACTICES IN WinS POLICY AND GOVERNANCE

MODERATOR:

- > Mohan Peiris, UNICEF ROSA and Irene Amongin, UNICEF HQ

PRESENTATIONS:

- > Session introduction // Mohan Peiris, UNICEF ROSA
- > WinS policy guidelines implemented at national level // Kawsar Sabina, Deputy Director, Directorate of Primary Education, Government Republic of Bangladesh
- > Decentralized accountabilities of WinS service delivery in Sindh province // Dr Fouzia Khan, School Education and Literacy Department, Sindh, Pakistan
- > Implementation of the School Led WASH Improvement Plan // Zahida Stanekzai, UNICEF, Afghanistan (participation from remote)

Governance is a complex topic and is an essential part of the enabling environment for WinS. It underpins the sustainability of all the interventions. Significant progress has been made with WASH interventions in schools including improvement of infrastructure and behaviour change advocacy on hygiene. However, these interventions have often gone into disrepair within a very short time, primarily due to the lack of or weak governance systems. National and subnational level policies and frameworks are not always supported by robust governance structures that ensure their implementation.

Establishing clear structures for the management of WASH with clear roles and responsibilities is an important part of institutionalizing WinS. Country experiences have shown that structures also need to be flexible and adaptable to the specific requirements, be it at national, subnational or school level. These case studies from Afghanistan, Pakistan and Bangladesh exemplify these different WinS governance mechanisms.

In Afghanistan, a school-led WASH improvement plan endorsed by the Ministry of Education was designed to improve the capacity of the school management by promoting a sense of ownership between the school management, teachers, students and parents. Local parent teacher associations are playing an important role in managing WinS at the school level. These groups are responsible for advocating for WinS and for mobilizing and managing funds for the maintenance of WASH facilities.



Reform in the education sector can be slow and complex. Incorporating new aspects of WinS into policy can be a challenge. In Pakistan, a WinS working group was formed within the Sindh provincial government to expedite implementation of a province-wide WinS Strategy that provides schools with guidelines and standards on WinS implementation. To improve service delivery and maximize resources within the decentralized system, the provincial government is also testing scalable models for WinS implementation including clustering schools with a hub school in each cluster to improve implementation efficiency and has revised the Education Management Information System to include WinS indicators in order to improve monitoring.

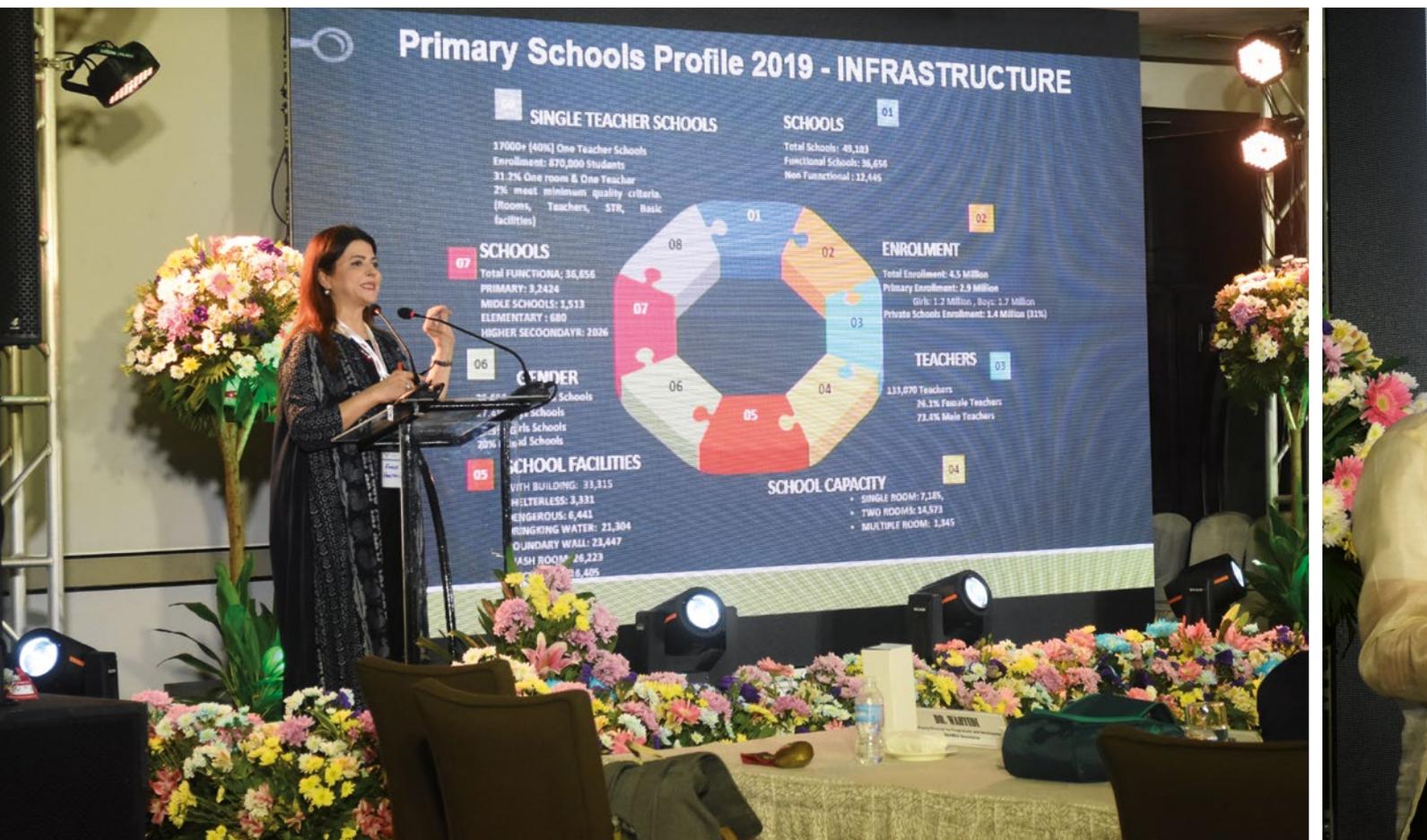
The governance structures for WinS at the national level can often be complex, involving multiple ministries. Within this landscape, policy development can be a challenge. However, clear policies are needed to provide clear standards for schools to align with, so that compliance with these standards can be measured and resources can be allocated. In Bangladesh, there are two separate Ministries of Education: one for primary education and another for secondary education. These ministries have collaborated to issue national standards for WinS which provides clear guidance for schools. Plans are underway to revise this policy to include the SDG targets for WinS. A Menstrual Hygiene Management (MHM) strategy for schools is currently under development. WinS is also being incorporated into the 4th Primary Education Development Program of the ministry.

Budgets for operations and maintenance are often the critical issue for ensuring the sustainability of the infrastructure and interventions provided. These can however be overcome through governance systems incorporating school management committees or private sector engagement in addition to public financing.

Most of the countries now report the existence of a favorable policy environment with a clear WinS policy and national or subnational WinS targets. So far, in the three countries presented here, schools have WASH services that include operation and maintenance activities. These have been made possible by putting in place WinS governance mechanisms and policies that, among its benefits, notably fosters a healthy collaboration between NGOs and governments and within the different government departments/ministries.

While progress has been made in the three countries, some challenges remain, including:

- > Low funding and sometimes poor management of resources
- > Weak monitoring coupled with weak human resource capacities
- > Lack/delays in policy implementation
- > Poor quality of WASH infrastructure and operation and maintenance in some of the countries



3.4 GOOD PRACTICES IN INSTITUTIONAL CAPACITY DEVELOPMENT FOR WinS

MODERATOR:

- › Carmela Ariza

PRESENTATIONS:

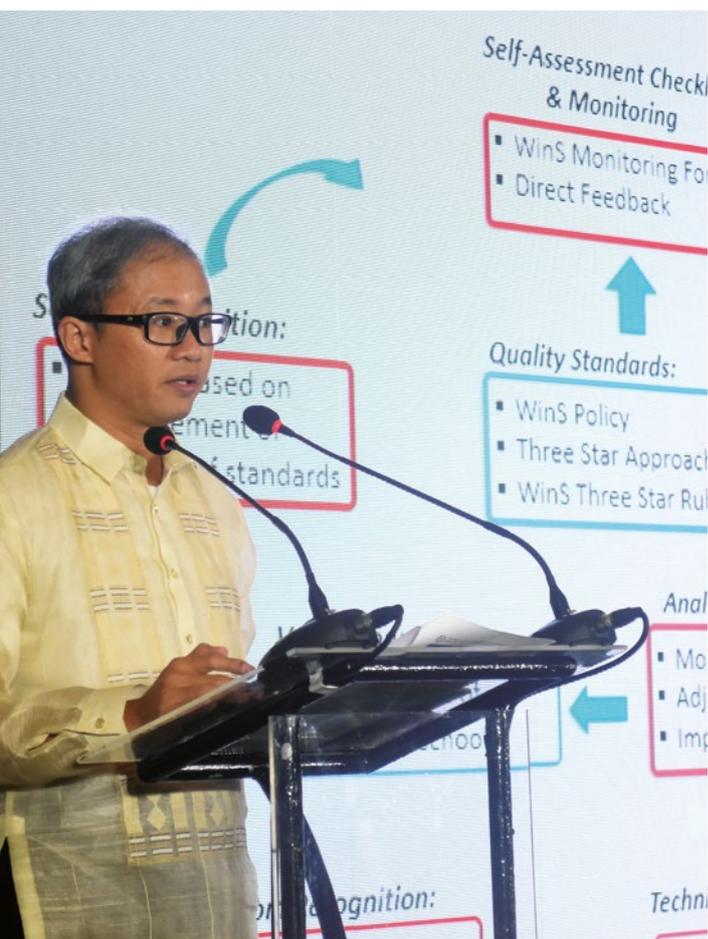
- › Session overview // Hiyas Clamor-Torneo, Coordinator, GIZ
- › Bringing WinS to scale through learning exchanges // Dr Soutsakhone Chanthaphone, Ministry of Health, Lao PDR
- › Capacity development approach in Bhutan // Deki Tshering, Ministry of Education, Bhutan
- › Use of Field Technical Assistance // Dr Ma Gemma Ledesma, Department of Education Region VI, Philippines

Capacity development is important in the context of WinS. The education sector does not typically have technical expertise in WASH, therefore capacity development is needed to ensure that the structures within the education sector are well-equipped to implement and manage WinS. In low- and middle-income countries, schools in geographically isolated areas tend to be particularly challenging to access. In addition, funds for capacity development initiatives can be limited. Ministries of Education have thus developed innovative ways to overcome these challenges and systemically capacitate education structures to implement WinS.

Recent efforts using peer-to-peer learning have been found to be effective. In Lao PDR, efforts have focused on scaling up WinS using a pre-existing district-level clustering system to bring together School Heads in neighbouring schools to exchange experiences. As part of this system, low-cost materials, like videos, are used to standardize messaging and capacitate schools in a systematic way. In the Philippines, learning exchanges have been held at the national and regional levels allowing School Heads and division staff to witness WinS implementation in a context like their own and exchange with their peers on related topics. These exchanges are also used to award well-performing schools in front of their peers as a motivation for schools to continue improving. The monitoring tool in the Philippines which schools use each year sends an immediate feedback loop to reflect the status in relation to other schools and provides technical guidance to direct the user's attention towards the criteria assessed for their star rating.

Meanwhile, new technologies have led to innovations in minimizing costs and reaching schools in remote areas. In the Philippines, a Massive Open Online Course has been developed to capacitate school heads and division staff to manage WinS implementation.

Some countries have established specific roles to support WinS and have targeted these individuals for capacity development. In Bhutan, efforts have focused on strengthening the capacities of School Health Coordinators and WASH Caretakers. Teachers, as role models in the classroom, were also capacitated, and proved to be effective in instilling handwashing behaviours among learners.



3.5 GOOD PRACTICES IN WinS DATA AND PERFORMANCE MANAGEMENT

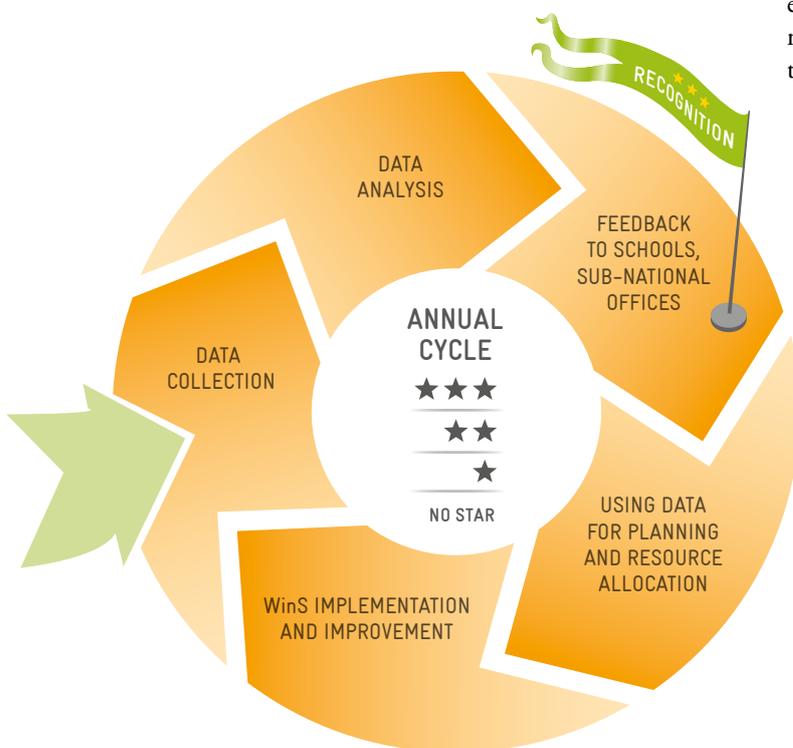
MODERATOR:

- › Juan Alfonso Leonardia, GIZ

PRESENTATIONS:

- › Session overview // Nicole Siegmund, GIZ
- › WASH in Schools Accreditation Systems // Deanna Aizawa, Chief – Planning, Development and Research Division, Chuuk State Department of Education, Federated States of Micronesia
- › Data for financing // Neth Phirum, Ministry of Education, Youth and Sport, Cambodia
- › Data for driving action // Director Abram Abanil, Department of Education, Philippines

In the context of WinS, monitoring provides a powerful tool for guiding and incentivizing improvements. Data collection and analysis is vital for planning and resource allocation to areas where resources are most needed. However, of equal importance is providing feedback to schools regarding their performance. Providing recognition to schools for WinS improvements based on monitoring data provides an incentive to continue improvements.



**FIGURE 2: ROLE OF RECOGNITION
IN THE WinS MONITORING CYCLE**

Ministries of Education are encouraged to incorporate WinS monitoring into their existing monitoring systems. In Cambodia, the WHO/ UNICEF JMP Core questions and indicators for monitoring the SDG targets for WinS have been integrated into the national Education Management Information System (EMIS). In addition, minimum requirements for WinS, aligned with the Three Star Approach, have been established for Cambodia and are monitored together with the annual census form. This data also allows the ministry to identify gaps in WinS infrastructure and allocate resources accordingly.

In the Federated States of Micronesia an accreditation system exists which assesses a broad range of standards regarding the school environment as well as teaching performance and curriculum delivery. WinS has been integrated into this accreditation system to monitor WinS status and categorize implementation based on five levels.

Similarly, in the Philippines, the Department of Education is using the Three Star Approach to monitor the implementation of the national WinS policy. Annual data collection is used as the basis for recognizing schools' gradual WinS improvement, resource allocation, and WinS advocacy. Many of these systems rely on self-assessment, but some countries involve the school community, which allows for triangulation. While validating self-reported data is being done in some countries by supervisors in some contexts (India and the Philippines), it is of utmost importance to ensure that the data is meaningful and being used for management processes on school level, as this is the key to ensuring data reliability.



3.6 GOOD PRACTICES IN FINANCING WinS

MODERATOR:

- > Evariste Kouassi-Komlan, UNICEF EAPRO

PRESENTATIONS:

- > Understanding the basics in financing WASH in Schools and resource needs // Evariste Kouassi-Komlan, UNICEF EAPRO
- > Government investment in WASH in Schools // Zulkarnaen Haryo Nugroho, Ministry of Education & Culture, Indonesia
- > Nepal Government investing in large scale WASH in Schools // Ms Sandhya Chaulagain, Water Aid Nepal

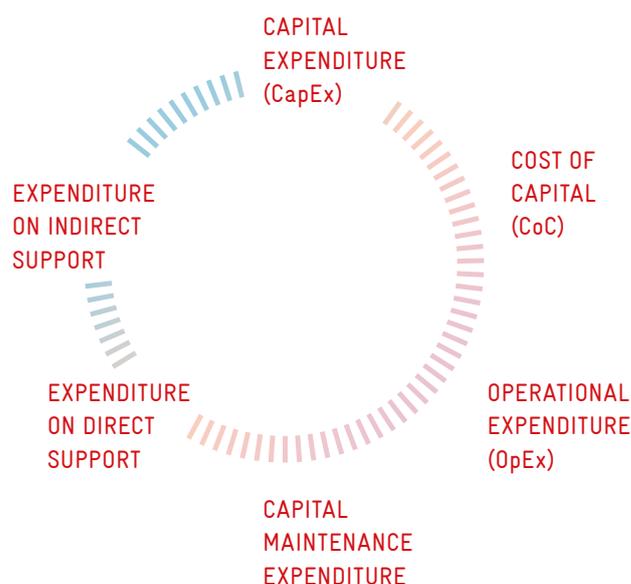
There is a need to invest significantly more into WASH to be able to reach the SDG targets. The estimated capital investment to deliver universal access to safely managed WASH is \$114 billion per year, which means that governments must increase their investment in WASH by up to four times.

A strong case is needed to advocate for increased investment. It is important that Ministries of Education understand the benefits to be able to invest in WinS. WinS can reduce the spread of preventable diseases; reduce absenteeism, especially among girls; and improve the ability of children to learn better in safe environments.

One of the main challenges in financing WinS is the many types of varying expenditures that are needed during the WASH life cycle (see Figure 3). There is initial investment needed to develop a water or sanitation system, as well as costs related to community mobilization, and then expenditure for the actual infrastructure itself. There are recurrent operating expenditures related to labour, management, materials and minor repairs. There are maintenance expenditures needed for asset renewal and replacement and rehabilitation of infrastructure. There are also direct and indirect expenditures for local stakeholders and user groups as well as policy development, capacity development and monitoring.

Financing for WinS comes from different sources, primarily, governments and communities; voluntary contributions; NGOs and the private sector; and, school fees and household contributions. WinS financing tends to be more challenging relative to WASH in communities where financing comes from transfers, taxes and tariffs. For WinS, school fees are sustainable sources but are not sufficient to meet all of the costs for WinS. Community, voluntary and civil society contributions tend to be unpredictable, dependent on student education allocation, and are not always regular.

FIGURE 3: WinS FINANCING LIFE CYCLE



More advocacy is needed to increase sustainable financing for WinS. In Nepal, advocacy with the government has been strong to increase the budget allocation for WinS. Since 2010, the government has invested nearly \$70 million to improve WinS and the surrounding environment of the schools. In Indonesia, advocacy for WinS financing has been data driven. An annual WinS profile is developed based on the EMIS monitoring data of the MOEC of Indonesia. This profile is used to identify gaps and develop a roadmap showing the investment needed to achieve the SDGs on WinS. This school sanitation profile has been financed by UNICEF and uses JMP data.



3.7 MONITORING THE SDGs FOR WinS

MODERATOR:

- › Evariste Kouassi-Komlan, UNICEF EAPRO

PRESENTATIONS:

- › Presentation on WinS indicators and implications for national monitoring systems // Christie Chatterley, WHO/UNICEF JMP
- › Aligning 3 star indicators to SDGs // Mr Ye Lin Myint, Deputy Director of General of Department of Basic Education, Ministry of Education, Myanmar
- › Monitoring the SDGs for WinS // Mr Maneesh Garg, Joint Secretary, Ministry of Human Resource Development, India

The SDGs set a clear target for WinS that all schools must meet the basic service level by 2030, meaning that schools have drinking water available from an improved source, improved sanitation facilities that are single-sex and usable, and handwashing facilities with water and soap. To be able to realize the SDG target for WinS, countries must understand their current status relative to those targets. Monitoring is the first step in this process.

The JMP has developed a succinct set of core questions that can be used to monitor the SDG targets for WinS. All Ministries of Education are encouraged to incorporate the core questions into their national monitoring system, like the Education Management Information System (EMIS). The questions can be modified to suit the country context. The data collected should then be analysed and used for local, national, and global reporting.

In countries using the Three Star Approach for WASH in Schools, it is important to align it with SDG monitoring needs. In Myanmar, a WASH focal group was established to ensure that the SDG indicators were incorporated into both the EMIS and the Three Star Approach.

Many countries are exploring digital solutions to be able to monitor all schools and use monitoring data in a meaningful way. In India a web portal has been developed to monitor WinS and use monitoring data for planning through visualization of data in maps. During the discussion, countries expressed their need for further exchange and specific support to establish and improve monitoring systems.



3.8 TRENDS IN WinS IN THE PHILIPPINES

MODERATOR:

- > Laine Velasco, GIZ

PRESENTATIONS:

- > Presentation on WinS TSA Monitoring Data // Ubo Pakes, University of the Philippines; Marvin Marquez, GIZ
- > Capacity Development through Regional Learning Exchanges and MOOC // Dr Marizon Dumlaog, DepEd, Philippines
- > Philippines WinS Research // Dr Ella Naliponguit, DepEd, Philippines

In 2016, the Philippine Department of Education (DepEd) released the National WASH in Schools policy outlining the standards for WinS in the country. DepEd uses the Three Star Approach as the means to provide stepwise guidance and recognize schools' progress towards realizing these standards.

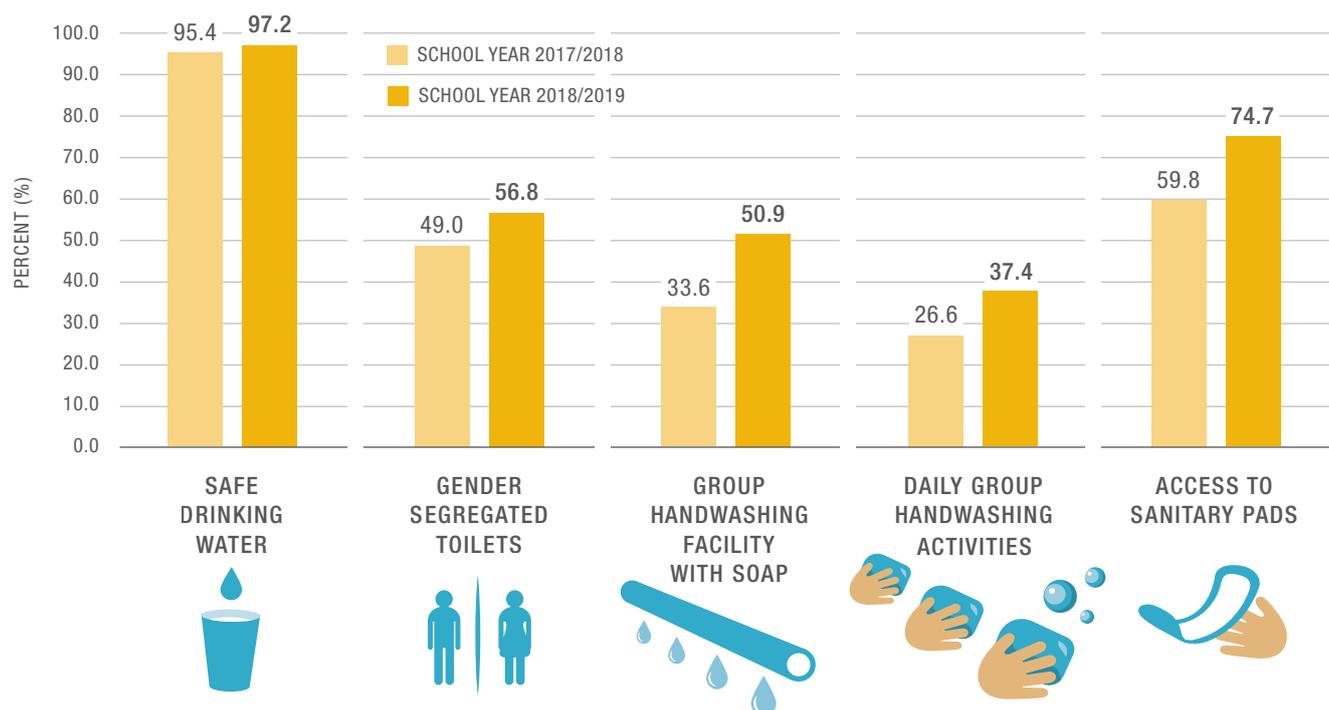
Schools conduct an annual self-assessment that is uploaded into an online monitoring system. The baseline monitoring was conducted in School Year 2017/2018, with nearly two thirds of public schools participating. In the following year, participation has increased by 10% and over 35 000 schools submitted data.

The WinS standards established by DepEd are quite ambitious and go beyond the basic service levels set in the SDG targets. There is space for schools to improve WinS before realizing these standards, yet impressive progress has already been made in the first two years of implementation. In the first year of monitoring, 9% of schools received a star rating. In one year of implementation that figure has doubled and nearly one fifth of schools have received a star rating.

The monitoring data collected in 2018/2019 (see Figure 4) shows that almost all schools are able to provide access to drinking water, either by providing drinking water access on school grounds or organizing children to bring their drinking water from home. However, half of schools still do not have drinking water on school premises. More than half of schools have gender-segregated toilets. Half of schools also have at least one group washing facility with soap and one third of schools practice daily group handwashing. Three quarters of schools have access to sanitary pads.

The DepEd regional offices have used the WinS monitoring data as the basis for planning WinS improvements, allocating resources and developing technical assistance strategies for each division within their respective regions.

FIGURE 4: PHILIPPINE WinS DATA FOR CRUCIAL INDICATORS SCHOOL YEAR 2017/2018 AND 2018/2019



3.9 USING THE THREE STAR APPROACH TO SCALE UP WASH IN SCHOOLS

MODERATOR:

- > Gloria Lihemo, UNICEF ROSA

PRESENTATIONS:

- > Background on the global Three Star Approach // Irene Amongin, UNICEF HQ; Dr Bella Monse, GIZ
- > Mainstreaming TSA at Municipal level // Rakesh Kumar Mallick, UNICEF Nepal
- > Evolution and progress of 5 star based benchmarking of WASH in Schools // Mr Maneesh Garg, Joint Secretary, Ministry of Human Resource Development, India
- > Institutionalising the Three Star Approach // Dr Ella Naliponguit, DepED, Philippines
- > Starting up the TSA // Ms Douangsavanh Soutsaychai, Ministry of Education and Sports, Lao PDR

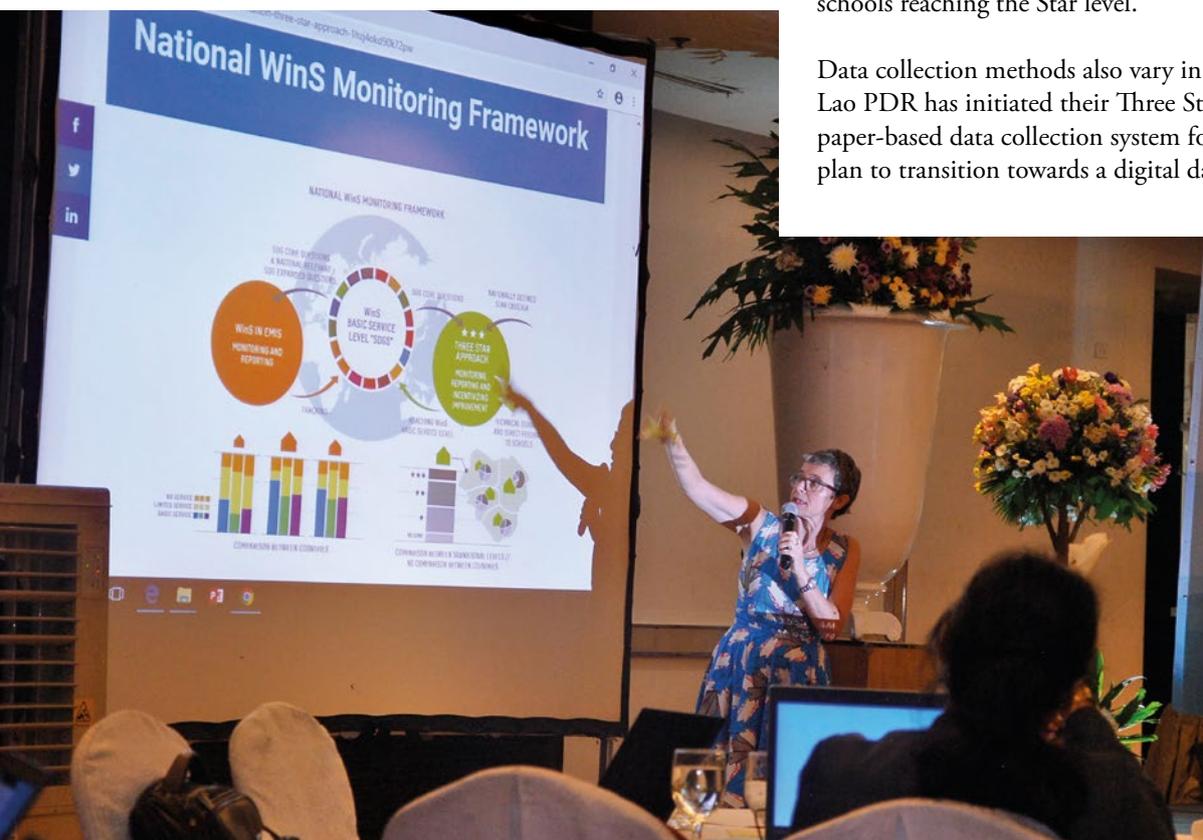
The Three Star Approach for WASH in Schools encourages schools to respectively start their journey on WASH in Schools by making simple, inexpensive and stepwise, incremental improvements on WASH services towards realizing national standards in a scalable and sustainable way. The approach promotes local action and support from communities, teachers and pupils themselves and does not depend on expensive hardware inputs from the education system or external support agencies.

While the SDG targets form the basis for all countries to contribute to universal WASH access, the Three Star Approach is aimed at helping countries improve WASH access in schools and ultimately reach national standards for WASH in Schools. The approach is designed to be adapted to each country's specific context. To ensure alignment between Three Star Approach and SDG Monitoring, it is recommended that the JMP core indicators and questions for monitoring WASH in Schools be integrated using JMP wording into the Education Management Information Systems (EMIS) for national monitoring and should as well be the basis for Three Star Approach for WASH in Schools. In addition, there might be other country-relevant WinS indicators that countries could add to their Three Star Approach matrix and respective WinS monitoring questions.

The Three Star Approach has been adapted and is now being implemented in 41 countries around the world. In India, the approach has been adapted into a five-star system and over 500 000 schools have participated in a self-assessment. A corresponding planning template is provided for the schools to plan next steps for WinS improvement based on their self-assessed data. In the Philippines, schools that upload their data receive a feedback on submission to confirm the star level status in the five different WinS aspects. Schools are thus capacitated to use their Three Star monitoring data to identify their needs and work on improvements. Subnational and national structures are able to see the WinS status of all subnational levels on a dashboard and are using the data to define priorities and mobilize resources.

In Nepal and Sri Lanka, incentives are provided to schools which are recognized as reaching a star category. For example, as of 2019 the Government of Nepal plans to provide sanitary pads to schools as recognition for reaching a star level. While in Sri Lanka, WASH facility improvements are provided for schools reaching the Star level.

Data collection methods also vary in different contexts. Lao PDR has initiated their Three Star system through a paper-based data collection system for simplicity. They now plan to transition towards a digital data collection system.



3.10 GLOBAL WinS PLATFORMS

MODERATOR:

- > Louise Maule, UNICEF Philippines

PRESENTATIONS:

- > Session overview // Louise Maule, UNICEF Philippines
- > Introduction to the WinS Website // Irene Amongin, UNICEF HQ

MODERATED PANEL DISCUSSION:

- > Irene Amongin, UNICEF HQ
- > Therese Mahon, WaterAid
- > Dr Bella Monse, GIZ
- > Christie Chatterley, WHO/UNICEF JMP

There are several initiatives on the global level which allow WinS practitioners to share experiences, access resources and grow their network.

The Global WinS Network comprises over 120 organizations with over 500 members from UN, government agencies, development partners, NGOs, researchers and academia, philanthropists, and the private sector. The network strives to foster a global community of practice and facilitate integrated, sustainable and globally aligned WinS programmes to achieve SDG targets by 2030.

The network works through five working groups each focused on a key topic:

- > **MONITORING AND REPORTING**
Working group lead: Christie Chatterley
- > **EVIDENCE AND KNOWLEDGE GENERATION AND DISSEMINATION**
Working group lead: Matt Freeman and Robert Dreibelbis
- > **ADVOCACY, POLICY AND FINANCING**
Working group lead: Irene Amongin
- > **MENSTRUAL HYGIENE MANAGEMENT AND EQUITY**
Working group lead: Therese Mahon and Marni Sommer
- > **PROGRAMME GUIDANCE:**
Working group lead: Bella Monse and Mohini Venkatesh

These working groups are open to anyone interested in to join and contribute to these topics.

A global WinS website is currently under development. Once established, the website will share updates regarding the latest resources, publications and news from partners on WinS globally. The website will also compile resources and tools from partners on WinS implementation around the world. All are welcome to contribute resources to this website. The website is expected to be functional in 2020.

For more information or to get involved with the Global WinS Network, please contact the respective working group leads related to your area of interest.

Other opportunities to connect and exchange with other WinS practitioners:
WinS Yammer group

- > www.yammer.com/washinschoolsnetwork
- WASH in Institutions working group (WG 7) of the Sustainable Sanitation Alliance
- > www.susana.org



3.11 WASH BEHAVIOUR CHANGE

MODERATOR:

- › Kathy Pizzacalla, GIZ

PRESENTATIONS:

- › Session overview // Kathy Pizzacalla, GIZ
- › Evidence overview // Prof Habib Benzian, New York University, USA
- › Impact of WinS on HWWS and toothbrushing // Prof Denise Duijster, University of Amsterdam, NL
- › Inculcation of handwashing prior to midday meals // Ms Renuka Peiris, School Health and Nutrition, Ministry of Education, Sri Lanka
- › The impact of infrastructure on developing handwashing routines // Nicole Siegmund, GIZ

Behaviour change is a complex topic and is affected by many different factors. Measuring behaviour change is challenging and there is limited conclusive evidence on the effects of WASH interventions in schools on behaviours. However, evidence is clear that knowledge alone is not sufficient to affect individual behaviours.

A study in the Philippines assessed the impact of daily group hygiene activities on individual handwashing and toothbrushing behaviour. The study did not provide evidence that these group activities lead to individual behaviour uptake. However, study's findings do not diminish the relevance of group hygiene activities; they rather emphasize the need for school-based handwashing with water and soap (HWWS) and tooth brushing with fluoride toothpaste (TBFT). The lack of hygiene practices among children at home in both the intervention and control groups emphasized the continued need for supervised group hygiene activities in schools.

The physical environment is an important factor which affects behaviour. Physical cues like nudges use have been shown to be effective. A study in Bangladesh found that nudges, such as painted footprints used to guide children towards washing facilities after toilet use was an effective means to improve individual handwashing. A different study in Lao PDR showed that the presence of group washing facilities in schools was a key factor in improving handwashing practices prior to school feeding activities.

Integrating hygiene activities into existing school routines can be effective to scale up hygiene practices. In Sri Lanka, daily handwashing activities have been integrated into the existing nationwide feeding programme, allowing the practice to become institutionalized.

Although more evidence is still needed regarding the effect of WinS interventions on behaviour change, it is well established that functional infrastructure and supplies are needed. It is also firmly established that WinS interventions are effective in preventing diseases. Moreover, ministries of education have a clear mandate to deliver basic WinS services to realize the SDG target, regardless of behaviour change outcomes.



3.12 MENSTRUAL HYGIENE MANAGEMENT

MODERATOR:

- › Gloria Lihemo, UNICEF

PRESENTATIONS:

- › Session introduction and overview of MHH in Asia and the Pacific // Therese Mahon, WaterAid
- › Overview of global data on MHH in schools // Christie Chatterley, WHO/UNICEF JMP

MODERATED PANEL DISCUSSION:

- › Monitoring MHM // Dr Ella Naliponguit, DepED, Philippines; Dr Fauzia Khan, School Education and Literacy Department, Sindh Government, Pakistan
- › Leave no-one behind // Sandhya Chaulagain, WaterAid Nepal

There is a shift in approach and terminology from Menstrual Hygiene Management (MHM) towards Menstrual Health and Hygiene (MHH). This shift towards MHH recognizes the broadening of the topic to include all aspects of girls' experience of the menstrual cycle. Reproductive health and social protection are better reflected in this term. The term hygiene can also reinforce the misconception of menstruation as a "dirty" process, which can lead to stigma and discrimination. MHH looks beyond providing water and sanitation facilities to also include social support, and knowledge and skills as part of the enabling environment needed for women and girls to manage their menstruation.

There are four pillars of MHH:

-
- › KNOWLEDGE AND SKILLS
-
- › SOCIAL SUPPORT
-
- › FACILITIES
-
- › MATERIALS
-

There is a need to take these aspects to scale while ensuring inclusivity. Equity is one of the biggest issues that needs to be addressed in MHH, for example in disadvantaged areas and humanitarian contexts, as well as for children with disabilities.

Some progress has been made on MHH, yet significant challenges remain. There has been a recent increase in the availability of gender-segregated toilets in schools in South Asia, yet there are still limitations in school participation due to menstruation. Awareness has improved among teachers and parents, yet awareness still needs to be improved in communities. MHH needs to be integrated into the curriculum, but teachers also need to be capacitated to feel confident to deliver this curriculum.

It is important to monitor MHH to understand the current status and track progress. While the JMP provides for expanded questions on MHH that can be integrated into national monitoring systems, only four countries in South Asia and Southeast Asia have submitted national data on MHH to the JMP. Data can be an important catalyst to drive action – making MHH data available can help to prioritize this topic on the national WinS agenda.



3.13 OPERATION AND MAINTENANCE FOR WinS

MODERATOR:

- > Jan Schlenk, GIZ

PRESENTATIONS:

- > Session overview Dr Bella Monse, GIZ
- > Analysis of well-managed school sanitation in Bangladesh // Dr Kazi Asadur Rahman, Save the Children
- > WinS cost categories // Jan Schlenk, GIZ
- > The "O&M – Calculate the Cost" App // Ubo Pakes, GIZ

Operation and maintenance of WASH facilities is complex, particularly in school settings where accountability for cleaning and maintenance are not always well established. A study in Bangladesh found that there were multiple factors that affected the management of school toilets. The quality of construction was found to be important as well as community and government support. Having a WASH Champion within the school like an engaged teacher was also an important factor. In addition, a maintenance plan in schools as well as access to government financial support were particularly helpful in managing toilets.

Covering the costs of the day to day operation and maintenance of WASH facilities can be challenging for many schools. Estimating costs for these needs can be complicated and varies depending on the type of infrastructure in the school and the local setting. Schools need to consider the cost of water, depending on their water source, for individual use of all students as well as for cleaning. Costs of cleaning supplies and soap also vary depending on local market prices.

A mobile application has been developed to support schools to determine these costs. The app is in a testing phase and the final version will be launched in 2020. Once released, schools will be able to input information specific to their school context and determine the amount they would need to budget for WinS O&M in one school year. Once the budget needed for O&M is identified, schools should conduct a resource mapping to identify potential funding sources to sustain their WASH facilities and needed materials.



3.14 INTEGRATING WASH IN ECCD SERVICE DELIVERY

MODERATOR:

- › Reza Hendrawan, UNICEF Indonesia

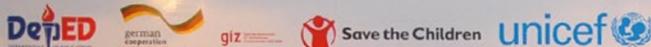
PRESENTATIONS:

- › Framework on WASH in ECCD // Evariste Kouassi-Komlan, UNICEF EAPRO
- › Integrating WASH in Early Learning Curriculum // Karl Zabalsa, National ECCD Council Secretariat, Philippines
- › WASH in Early Childhood Education // Soutsaychay Douangsavanh, Department of Early Education, Lao PDR
- › Shaping the future // Eheteshamul Russel Khan, Project Director, Water, Sanitation and Hygiene Project, DPHE Bangladesh

WASH is needed throughout the entire life cycle of a child, and its preventive benefits are crucial for reducing maternal and child mortality. Early Childhood Development (ECD) settings provide an ideal space for habit formation, particularly since younger children develop habits faster than older children. However, WASH in early childhood settings is not yet well-established.

Public schools tend to fall under the clear authority of Ministries of Education, whereas the governance of early childhood education varies greatly by country. Preschools and daycare centers are not always formalized, and their governance can be highly decentralized and split between different government ministries. This fragmented partner landscape can make it challenging to scale up interventions systematically. As such, the discourse on WASH in ECCD is less advanced than WASH in Schools. However, as both fall under settings-based approaches, the experiences and strategies used for WinS can plausibly be adapted to ECCD. In Lao PDR, the Three Star Approach for WASH in Schools has been adapted and applied to early childhood education with initial success.

Additional capacity development on WASH is needed for workers in ECD settings. Learning exchanges have been used in Lao PDR as a means of peer-to-peer education. In Bangladesh, workers in local community centres, which also provide early learning and pre-primary education, are being oriented to advocate and manage WASH activities. In the Philippines, a child-centred approach has been implemented through the Early Childhood Care and Development Council to engage children and ensure that daily group handwashing becomes a regular routine in early learning settings.



7TH WATER, SANITATION AND HYGIENE IN SCHOOLS INTERNATIONAL LEARNING EXCHANGE

11–15 NOVEMBER 2019, MANILA, PHILIPPINES
CROWNE PLAZA MANILA GALLERIA



3.15 WinS CONTRIBUTION TO DISEASE PREVENTION

MODERATOR:

- › Prof Habib Benzian, New York University, USA

PRESENTATIONS:

- › Session overview // Prof Habib Benzian, NYU, USA
- › Hydration for nutrition and obesity prevention // Dr Marizon Dumlaog, Bureau of Learner Support Services, Department of Education, Philippines
- › Oral Health, Dr Bella Monse, GIZ
- › Soil-transmitted Helminths // Dr Vicente Belizario Jr, Dean of the University of the Philippines College of Public Health

The school is the ideal place to familiarize children with healthy habits and to expose them to disease prevention strategies. By using the school as a platform, all children participate and benefit in the same way. Handwashing is still the most effective intervention to prevent disease transmission and must be integrated in school settings.

Tooth decay is the most prevalent disease among children globally. Prevention and self-care are the only realistic options to address this disease in low- and middle-income settings, where resources for costly dental treatment are limited. A study conducted by the University of Amsterdam and GIZ in 4 countries in Southeast Asia has shown that daily school-based toothbrushing prevented new caries by 24% (18%–39% in different countries, depending on programme fidelity). These figures are in line with studies around the world, where well-implemented programmes have prevented 55% of new caries compared to caries progression in control schools. It is thus recommended that school-based toothbrushing with fluoride toothpaste be integrated into the SDG WinS target advanced service level for countries with high caries burdens.

Water is an essential part of nutrition. Since children spend half of their day in school, they also need half of their daily water intake available in schools. Children need to drink enough water throughout the school day to prevent dehydration, urinary tract infections, tooth decay, and obesity. However, nearly one third of schools globally are not able to provide basic drinking water services. Schools can improve drinking water availability by testing existing water sources and making results public, as well as considering point-of-use water treatment options. Where drinking water sources are not available, schools should consider seeking support from local government and organizing children to bring water from home. School feeding programmes also provide an ideal opportunity to incorporate access to drinking water.

Soil-transmitted helminthiasis (STH) is the most common Neglected Tropical Disease, disproportionately affecting the poor and preschool and school-age children. Schools are the most efficient places to conduct mass deworming, compared to community-based deworming which has lower coverage and is far more costly. Where sanitary facilities are poor, STH prevalence and intensity is higher, resulting in higher stunting. Mass Drug Administration in school settings together with basic sanitation facilities and handwashing with soap is the way forward towards eliminating STH.



3.16 WinS IN DISASTER RISK REDUCTION / CLIMATE CHANGE ADAPTATION

MODERATOR:

- › Evariste Kouassi Komlan, UNICEF EAPRO

PRESENTATIONS:

- › Climate Change, DRR and Emergencies in WASH in Schools programming // Evariste Kouassi Komlan, UNICEF EAPRO
- › Comprehensive School Safety and WinS // Marlon Matuguina, Save the Children, Philippines

Schools need to be prepared for emergency situations and disasters. Children are increasingly feeling the impacts of climate change, disasters, conflict and epidemics. Agenda 2030 recognizes these issues as development concerns. Disaster Risk Reduction (DRR) takes into account the risks presented by climate change as well as other non-climate related risks. Together, both DRR and climate change adaptation aim to reduce vulnerability and enhance resilience in communities.

UNICEF has developed a Climate Resilient WASH Framework for schools with four levels aimed at understanding the problem, identifying and appraising the options, delivering solutions, and preparing for response and recovery.

An assessment of disaster preparedness in East Asia and the Pacific found that WASH capacity was strongest in understanding the risk, having relevant legislation, emergency coordination, and planning processes. In particular, Vietnam, the Philippines and Cambodia had notably strong capacity in risk-informed planning and resilience mainstreaming.

There is a need to align WinS programming and national and subnational DRR plans and policies in the region. There is further need to ensure that DRR and climate change adaptation are adapted into the national curriculum.

Cross-sectoral collaboration is strongly needed in this topic. Schools need to be resilient places, yet education staff typically lack expertise on the topic of DRR. Strong collaboration is needed to ensure that correct expertise is provided to the education sector to integrate DRR. In Pakistan, a cross-sectoral communications strategy was developed for the School Safety Framework which provides a holistic approach to enhance the preparedness, response and recovery of children and teachers in schools.



4. SCHOOL VISITS

On the third day of the ILE, all participants had the opportunity to visit schools and gain firsthand experience on how the Philippines WinS programme is being implemented. Participants were divided into eight groups and visited two schools each, followed by a discussion with representatives of the Department of Education's subnational offices at the division and regional levels. The visits took place in Batangas, Antipolo, Pampanga and Metro Manila. Although WinS implementation varies between schools, common themes emerged during the visits.

The national WinS policy sets out the standards that guide school-level WinS implementation. There was a clear improvement in the schools in their prioritization of WinS following the issuance of the national policy. The corresponding monitoring system is based on the Three Star Approach. The monitoring tool was valuable in providing technical guidance for schools, as school heads were guided as to practical steps that they can take to improve WASH in their respective school based on their monitoring results. That is, schools became aware of their star rating, and knew the criteria needed to move to the next star level. Thus, the star rating was incentive enough for schools to make improvements. Engaging parents in the WinS monitoring process also helped them to understand the standards aimed for by the school and increased their involvement in improving WinS. Their engagement is particularly important as parents are the primary advocates in supporting children to practice healthy behaviours at home.

Strong involvement from subnational offices was important in orienting and capacitating school-level staff on WinS. Strong engagement from division staff in supporting the school management on WinS has been an important factor in fostering understanding and complying with the national standards. Identifying an existing school staff member as the school WinS Coordinator has been both crucial and practical in catalysing efforts to make improvements. Many schools have been able to make low-cost improvements using materials readily available to them. For example, schools used locally-available low-cost materials to construct their own group washing facilities to meet the national standards.

Schools in the Philippines receive funds from the DepEd Central Office for Maintenance and Other Operating Expenses (MOOE) based on their student population. Schools integrate WinS improvements into their Annual Improvement Plan which they then use to budget funds for the upcoming school year. However, MOOE funds are often insufficient to cover the costs associated with maintaining and operating WASH facilities and ensuring that the needed hygiene and cleaning materials are available.



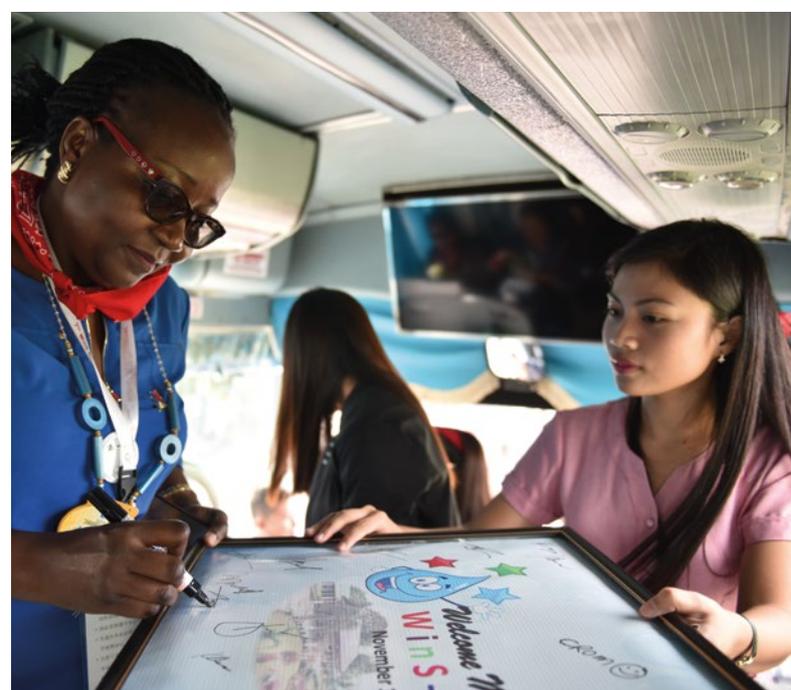
For larger investments which exceed school level funds, community engagement has played a crucial role. Some schools were able to engage the local government units or the private sector to provide funds for WinS infrastructure or hygiene materials. Notably, schools capitalized on the strong involvement of parents in making school improvements. In particular, during Brigada Eskwela, a week-long school maintenance activity prior to start of the new school year, parents and other members of the school community participate in cleaning and prepaing the school for the opening of classes. This sets a tone of engagement for the coming school year.

The strong leadership of the School Head was also a key success factor. The commitment of the School Head to implement the WinS policy was key to ensuring that daily activities like toilet cleaning and group handwashing became daily routines. With very limited time available during the school day, it was important to encourage teachers to allocate time for classes to practice daily hygiene activities.

Toilets which are inside the classroom is a unique feature in Filipino schools for grades 1–3. It was noted that classroom toilets tend to be clean and well-maintained. Accountability for managing classroom toilets is clearly assigned to the respective classroom. Their proximity to the teaching space also means that teachers have an additional incentive to ensure that they are clean. Classroom toilets are best suited for primary classes (kindergarten to grade 3) as older children need privacy which can be difficult to ensure with classroom toilets.

Like in many urban settings, many of the schools have large student populations and have multiple shifts. With many users and diffuse accountabilities, keeping WASH facilities clean and functional can be challenging. Many schools addressed this issue using daily cleaning schedules or informal feedback systems regarding the cleanliness of toilets, for example using a smiling or frowning face image for children to turn over based on their experience using the toilet.

DepEd's national deworming programme is well established, yet efforts are still ongoing to increase participation. Schools are making effort to engage parents and build trust in deworming to meet the national deworming participation target of 85%. Schools engaging the local health office to support efforts to orient and encourage parents have been effective.



5. COUNTRY UPDATES

Each country shared a short video describing the latest developments in WinS in their country since the last ILE. Many countries mentioned a strengthened focus on issues of gender and inclusion through improving menstrual hygiene interventions and ensuring that WASH facilities are accessible for all children. Many countries have improved the availability of sanitary pads in schools, disposal systems for sanitary pads and information available for girls on menstruation. Countries have also directed attention towards ensuring that schools have toilets for children with disabilities. Many countries also reported a gradual improvement in WASH infrastructure with longer term plans to continue improving infrastructure availability in schools. Low-cost innovations in infrastructure are also being incorporated, such as plastic squatting pans to improve the quality of pit latrines. Advocacy for increased budget for WinS is ongoing. Several countries also highlighted improvements in their WinS monitoring systems. Some have integrated WinS indicators into their EMIS. Others have developed national standards for schools to measure progress against.

7th WinS ILE resources:

All country videos can be found on:

> <https://wins.deped.gov.ph/2019/11/27/235/>

6. COUNTRY DIALOGUES

On the fourth day of the ILE, country dialogues were conducted in groups of three countries. Each country identified a challenge their country is experiencing related to WinS based on their Enabling Environment analysis. Countries then presented their challenge to their counterparts following the “Intervision” method, which is a structured method to present a challenge, ask questions, give feedback, get further details and provide solutions. The country dialogues provided the opportunity for direct and structured discussion and cross-learning among countries with roughly similar contexts and experience. The relatively rigid set-up sets clear rules for who gets to speak when, encouraging participants to really listen to each other and understand the problems and questions of each other in order to be able to react to them. Each country provided suggestions to their other group members to address their specific issue based on their own experiences with similar situations.

Some challenges were shared related to coordination among multiple stakeholders. Several countries expressed difficulty in coordinating several different ministries and levels of government to support and implement one common WinS programme. Countries shared suggestions including establishing a coordination mechanism such as a Technical Working Group.

Several countries also identified challenges related to a lack of funding. Although countries have some funds available for WinS, it was not sufficient to cover all costs. Some solutions discussed engaging development partners and ensuring their activities are aligned with the national WinS programme to maximize resources, although it was noted that the over-engagement of development partners can also present challenges of sustainability. It was also discussed that the Three Star Approach is well-suited for use in contexts where funds for WinS are limited. Schools are incentivized to make gradual improvements with the resources available to them.

Another key challenge identified was related to WinS monitoring and the challenges of data collection and consolidation, particularly for schools in remote areas. Suggestions including strengthening capacity at sub-national levels to enable schools to use self-assessment.



7. COUNTRY PLANNING

On the final day of the ILE, each country was given time to plan for their next steps for moving forward with WinS in the coming year. Countries used their results from the Enabling Environment matrix as the basis for their planning. The country teams drew from the learnings of the technical sessions, the school visits and country dialogues to prioritize and delineate key actions. Country plans varied but many countries focused on policy and monitoring and evaluation. Some countries plan to establish or update WinS policies to set targets for schools to strive towards. Many countries intend to improve their WinS monitoring. Some will adapt the Three Star Approach to their context while others planned to integrate the SDG core questions into their EMIS.

Development partners also expressed their intention to focus on mapping out the activities of development partners in the region as a basis to improve collaboration and alignment. There will continue to be a strong global focus to encourage countries to adapt the Three Star Approach to their contexts and technical assistance for monitoring the SDG targets for WinS.

8. MANILA ACTION AGENDA FOR WASH IN SCHOOLS

A participatory process was conducted throughout the ILE, starting in day 2 and over day 3 for participants to agree on a document representing the main priority areas for action and moving forward for WASH in Schools. On the first day of the ILE, high level officials provided inputs regarding their perspectives on priority areas for WinS. It was agreed that a document summarizing WinS priorities would be a useful outcome of this event, and that this document would represent the priorities identified by the participants as individuals.

An initial draft document incorporating many of the insights discussed was presented at the end of the first day of the ILE. Participants provided feedback on the draft and the text was revised accordingly. An updated draft was presented on the fourth day of the ILE. There was consensus that this draft represented the perspectives of participants. The final document, the Manila Action Agenda for WinS is included at the beginning of this report.



9. CONCLUSION

On the final day of the ILE, closing remarks were shared from DepEd, participants, stakeholders and development partners. Several high officials from participating countries shared their insights from the week's activities. There was a consensus that participants had valued the experience and benefited from discussing with WASH practitioners facing similar challenges. It was noted that the field visits were particularly beneficial for learning. Participants also thanked the Department of Education for hosting the event and for their willingness to share their experience.

NICOLE SIEGMUND, PRINCIPAL ADVISOR OF THE REGIONAL FIT FOR SCHOOL PROGRAMME PROVIDING CLOSING REMARKS ON BEHALF OF GIZ.

She recalled the first ILE in 2012 in the Philippines and congratulated DepEd for all the progress they have made since then in scaling up their WinS programme nationwide. She also noted the inspiring way in which the Three Star Approach has evolved since that time and spread to so many countries. She acknowledged the strength of the network that has developed from this annual event and the way in which this network has fostered inter-sectoral collaboration.

LOUISE MAULE, CHIEF OF WASH SECTION PROVIDED CLOSING REMARKS ON BEHALF OF UNICEF.

She reiterated the importance of WinS particularly in the context of the 30th anniversary of the Convention of the Rights of the Child. She also emphasized the importance of strengthening partnerships both with traditional partners as well as new partners. Innovative partnership is particularly important for increasing financing for WinS. She thanked DepEd again for hosting this productive event and all participants for their active engagement.

DR. ISABELITA M. BORRES, REGIONAL DIRECTOR, REGION 9 PROVIDING CONCLUDING REMARKS ON BEHALF OF SECRETARY OF EDUCATION LEONOR MAGTOLIS BRIONES.

She emphasized what a wonderful opportunity it was for the Philippines to host this 7th ILE. DepEd staff from national and regional levels all had the opportunity to participate and strengthen capacity for WinS around the country. She noted the value for the Philippines of being engaged in this network of WinS practitioners. She thanked all participants for coming to the Philippines and sharing their insights and experience.



10. ANNEX

7TH WinS-ILE AGENDA



7TH WinS INTERNATIONAL LEARNING EXCHANGE AGENDA

MONDAY 11.11.2019 // DAY 1 – OPENING AND WinS ENABLING ENVIRONMENT		
08:00–08:30	Registration	
08:30–10:15	Welcome & Opening Ceremony // Room Assignment: Ruby Hall	1a
10:15–10:45	Coffee Break	
10:45–11:00	Conference Overview Moderator: Carmela Ariza	1b
11:00–11:30	Global Overview: WASH in Schools Global Baseline Report 2018 // Room Assignment: Ruby Hall Presenters: Christie Chatterly, WHO/UNICEF JMP and Evariste Kouassi-Komlan, UNICEF EAPRO	2
11:30–12:30	Regional Analysis of WinS Enabling Environment // Room Assignment: Ruby Hall Moderator: Evariste Kouassi-Komlan, UNICEF EAPRO Presentations: <ul style="list-style-type: none"> > EE concept and its application in WinS // Evariste Kouassi-Komlan, UNICEF EAPRO > Summary of regional trends // Evariste Kouassi-Komlan, UNICEF EAPRO Sharing experience from the audience Plenary Q&A	3
12:30–13:30	Lunch Break	
13:30–14:30	Breakout Session: Good Practices in WinS Policy and Governance // Room Assignment: Ruby Hall Moderator: Mohan Peiris, UNICEF ROSA and Irene Amongin, UNICEF HQ Presentations: <ul style="list-style-type: none"> > Session introduction // Mohan Peiris, UNICEF ROSA > WinS policy guidelines implemented at national level // Kawsar Sabina, Deputy Director, Directorate of Primary Education, Government Republic of Bangladesh > Decentralized accountabilities of WinS service delivery in Sindh province // Dr Fauzia Khan, School Education and Literacy Department, Sindh, Pakistan > Implementation of the School Led WASH Improvement Plan // Zahida Stanekzai, UNICEF, Afghanistan Q&A and facilitated discussion	4a
	Breakout Session: Good Practices in Institutional Capacity Development for WinS // Room Assignment: Jade Room Moderator: Carmela Ariza Presentations: <ul style="list-style-type: none"> > Session overview // Hiyas Clamor-Torneo, Coordinator, GIZ > Bringing WinS to scale through learning exchanges // Dr Soutsakhone Chanthaphone, Ministry of Health, Lao PDR > Capacity development approach in Bhutan // Deki Tshering, Ministry of Education, Bhutan > Use of Field Technical Assistance // Dr Ma Gemma Ledesma, Department of Education Region VI, Philippines Moderated Panel Discussion	
14:30–15:30	Breakout Session: Good Practices in WinS Data and Performance Management // Room Assignment: Ruby Hall Moderator: Juan Alfonso Leonardia, GIZ Presentations: <ul style="list-style-type: none"> > Session overview // Nicole Siegmund, GIZ > WASH in Schools accreditation systems // Deanna Aizawa, Chief – Planning, Development and Research Division, Chuuk State Department of Education, Federated States of Micronesia > Data for financing // Neth Phirum, Ministry of Education, Youth and Sport, Cambodia > Data for driving action // Director Abram Abanil, Department of Education, Philippines Moderated Plenary Discussion and Q&A	4b

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CONTINUED MONDAY 11.11.2019 // DAY 1

	<p>Breakout Session: Good Practices in Financing WinS // Room Assignment: Jade Room Moderator: Evariste Kouassi-Komlan, UNICEF EAPRO Presentations:</p> <ul style="list-style-type: none"> > Understanding the basics in financing WASH in Schools and resource needs // Evariste Kouassi-Komlan, UNICEF EAPRO > Government investment in WASH in Schools // Zulkarnaen Haryo Nugroho, Ministry of Education & Culture, Indonesia > Nepal Government investing in large scale WASH in Schools // Ms Sandhya Chaulagain, Water Aid Nepal <p>Moderated Q&A</p>	4b
15:30-16:00	Coffee & Snacks	
16:00-17:00	<p>WinS Directions – Discussion on Key Priorities to Move WinS Forward // Room Assignment: Ruby Hall Moderator: Prof. Habib Benzian, New York University, USA Table discussions on priority enabling environment issues that need to be addressed Feedback and grouping of issues Plenary discussion</p>	5
17:00-18:30	Break	
19:00-21:00	Welcome Reception // Room Assignment: Ruby Hall	6

TUESDAY 12.11.2019 // DAY 2 – GLOBAL INITIATIVES AND TECHNICAL SESSIONS

08:00-08:30	Registration	
08:30-09:00	Welcome and Summary of Day 1	7
09:00-10:00	<p>Monitoring the SDGs for WinS // Room Assignment: Ruby Hall Moderator: Evariste Kouassi-Komlan, UNICEF EAPRO Presentations:</p> <ul style="list-style-type: none"> > WinS indicator and implication in national monitoring systems // Christie Chatterley, WHO/UNICEF JMP > Aligning 3 star indicators to SDGs // Mr Ye Lin Myint, Deputy Director of General of Department of Basic Education, Ministry of Education, Myanmar > Monitoring the SDGs for WinS // Mr Maneesh Garg, Joint Secretary, Ministry of Human Resource Development, India <p>Regional WinS Monitoring BINGO: Christie Chatterley Plenary Feedback and Discussion</p>	8
	<p>Trends in WinS in the Philippines // Room Assignment: Jade Room Moderator: Laine Velasco, GIZ Presentations:</p> <ul style="list-style-type: none"> > Presentation on WinS TSA Monitoring Data // Ubo Pakes, University of the Philippines; Marvin Marquez, GIZ > Capacity Development through Regional Learning Exchanges and MOOC // Dr Marizon Dumlaog, DepEd, Philippines > Philippines WinS Research // Dr Ella Naliponguit, DepEd, Philippines <p>Discussion on significant insights</p>	
10:15-10:30	Coffee Break	
10:30-11:30	<p>Technical Session: Using the Three Star Approach to Scale Up WASH in Schools // Room Assignment: Ruby Hall Moderator: Gloria Lihemo, UNICEF ROSA Presentations:</p> <ul style="list-style-type: none"> > Background on the global Three Star Approach // Irene Amongin, UNICEF HQ and Dr Bella Monse, GIZ > Mainstreaming TSA at municipal level // Rakesh Kumar Mallick, UNICEF Nepal > Evolution and progress of 5 star based benchmarking of WASH in Schools // Mr Maneesh Garg, Joint Secretary, Ministry of Human Resource Development, India > Institutionalising the TSA // Dr Ella Naliponguit, DepEd, Philippines > Starting up the TSA // Ms Douangsavanh Soutsaychai, Ministry of Education and Sports, Lao PDR <p>Q&A and facilitated group discussion</p>	9

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CONTINUED TUESDAY 12.11.2019 // DAY 2

11:30–12:00	<p>Global WinS Platforms // Room Assignment: Ruby Hall Moderator: Louise Maule, UNICEF Philippines Presentation: > Session overview // Louise Maule, UNICEF Philippines > Introduction to the WinS website // Irene Amongin, UNICEF HQ Moderated panel discussion: > Irene Amongin, UNICEF HQ > Therese Mohan, WaterAid > Dr Bella Monse, GIZ > Christie Chatterly, WHO/UNICEF JMP</p>	10
12:00–13:00	Lunch Break	
13:00–14:00	Four Parallel Technical Sessions, 60 Minutes each:	
	<p>Parallel Technical Session: WASH Behaviour Change // Room Assignment: Ruby Hall Moderator: Kathy Pizzacalla (GIZ) Presentations: > Session overview // Kathy Pizzacalla, GIZ > Evidence overview // Prof Habib Benzian, New York University, USA > Impact of WinS on iHWWS and toothbrushing // Prof Denise Duijster, University of Amsterdam, NL > Inculcation of handwashing prior to midday meals // Ms Renuka Peiris, School Health and Nutrition, Ministry of Education, Sri Lanka > The impact of infrastructure on developing handwashing routines // Nicole Siegmund, GIZ Moderated panel discussion and Q&A</p>	
	<p>Parallel Technical Session: Menstrual Hygiene Management // Room Assignment: Jade Room Moderator: Gloria Lihemo, UNICEF Presentations: > Session introduction // Gloria Lihemo, UNICEF > Framing the topic // Christie Chatterley, WHO/UNICEF JMP and Therese Mahon, WaterAid MHM Café / Marketplace: > Guidelines // Gloria Lihemo, UNICEF ROSA > Monitoring MHM // Christie Chatterley, WHO/UNICEF JMP // Dr Ella Naliponguit, DepED, Philippines; Dr Fauzia Khan, School Education and Literacy Department, Sindh Government, Pakistan > Leave no-one behind // Sandhya Chaulagain, WaterAid Nepal > Teacher training / MHM curriculum // Therese Mahon, WaterAid; Zahida Stanekzai, UNICEF Afghanistan Feedback on key take-aways and wrap-up</p>	11a
	<p>Parallel Technical Session: Operation and Maintenance for WinS // Room Assignment: Opal A&B Moderator: Jan Schlenk (GIZ) Presentations: > Session overview // Dr Bella Monse, GIZ > Analysis of well-managed school sanitation in Bangladesh // Dr Kazi Asadur Rahman, Save the Children > WinS cost categories // Jan Schlenk, GIZ > The "O&M – Calculate the Cost" App // Ubo Pakes, GIZ Interactive exercise – testing the app "O&M – Calculate the Cost"</p>	
	<p>Parallel Technical Session: Integrating WASH in ECCD Service Delivery // Room Assignment: Sapphire Moderator: Reza Hendrawan, UNICEF Indonesia Presentations: > Framework on WASH in ECCD // Evariste Kouassi-Komlan, UNICEF EAPRO > Integrating WASH in Early Learning Curriculum // Karl Zabalsa, National ECCD Council Secretariat, Philippines > WASH in Early Childhood Education // Soutsaychay Douangsavanh, Department of Early Education, Laos PDR > Shaping the future // Eheteshamul Russel Khan, Project Director, Water, Sanitation and Hygiene Project, DPHE Bangladesh</p>	

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CONTINUED TUESDAY 12.11.2019 // DAY 2

14:00–15:00	<p>Four Parallel Technical Sessions, 60 Minutes each:</p> <p>Parallel Technical Session: WASH Behaviour Change // Room Assignment: Ruby Hall Moderator: Kathy Pizzacalla (GIZ) Presentations: > Session overview // Kathy Pizzacalla, GIZ > Evidence overview // Nicole Stauf, Health Bureau, Germany > Impact of WinS on iHWWS and toothbrushing // Prof Denise Duijster, University of Amsterdam, NL > Inculcation of handwashing prior to midday meals // Ms Renuka Peiris, School Health and Nutrition, Ministry of Education, Sri Lanka > Dr Asad Rahman, Save the Children, Bangladesh Moderated panel discussion and Q&A</p> <p>Parallel Technical Session: Menstrual Hygiene Management // Room Assignment: Jade Room Moderator: Gloria Lihemo, UNICEF Presentations: > Session introduction // Gloria Lihemo, UNICEF > Framing the topic // Christie Chatterley, WHO/UNICEF JMP and Therese Mahon, WaterAid MHM Café / Marketplace: > Guidelines // Gloria Lihemo, UNICEF ROSA > Monitoring MHM // Christie Chatterley, WHO/UNICEF JMP; Dr Ella Naliponguit, DepED, Philippines; Dr Fauzia Khan, School Education and Literacy Department, Sindh Government, Pakistan > Leave no-one behind // Sandhya Chaulagain, WaterAid Nepal > Teacher training / MHM curriculum // Therese Mahon, WaterAid; Zahida Stanekzai, UNICEF Afghanistan Feedback on key take-aways and wrap-up</p> <p>Parallel Technical Session: WinS contribution to disease prevention // Room Assignment: Opal A&B Moderator: Prof Habib Benzian, New York University, USA Presentations: > Session overview // Prof Habib Benzian, New York University, USA > Hydration for nutrition and obesity prevention // Dr Marizon Dumlao, Bureau of Learner Support Services, Department of Education, Philippines > Oral Health // Dr Bella Monse, GIZ > Soil-transmitted Helminths // Dr Vicente Belizario Jr, Dean of the University of the Philippines College of Public Health Moderated panel discussion</p> <p>Parallel Technical Session: WinS in DRR / Climate Change Adaptation // Room Assignment: Sapphire Moderator: Evariste Kouassi Komlan, UNICEF EAPRO Presentations: > Climate Change, DRR and Emergencies in WASH in Schools programming // Evariste Kouassi Komlan, UNICEF EAPRO > Comprehensive School Safety and WinS // Marlon Matuguina, Save the Children, Philippines Group work: > Identification of key programmatic easy to do actions to address CC, DRR and Emergencies in WinS programming. Four groups are organized: 1. Understanding the disaster and climate risks and impact on WinS 2. Governance and coordination for addressing risks 3. Implementation and monitoring of response 4. Budget and financing arrangements Plenary feedback and discussion</p>	11b
15:00–15:30	Coffee Break	
15:30–16:00	<p>Summary of Technical Sessions // Room Assignment: Ruby Hall Moderator: Carmela Ariza 5-minutes for each technical session expert/moderator plus 5-minute discussion</p>	11c

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CONTINUED TUESDAY 12.11.2019 // DAY 2

16:00–17:00	Preparation for Field Work Moderator: Carmela Ariza Presentations: > Background: Philippines Public Education System // Usec Alain Pascua, DepEd, Philippines > School Visit Briefing: Objectives, schedule, logistics, assignments // Laine Velasco, GIZ	12
19:00	Individual Dinner	

WEDNESDAY 13.11.2019 // DAY 3 – SCHOOL VISITS

07:00	Departure from Hotel	13
17:00	Return to Hotel	
19:00	Individual Dinner	

THURSDAY 14.11.2019 // DAY 4 – SHARING COUNTRY EXPERIENCES ON WINS

08:00–08:30	Registration	
08:30–09:30	Moderated Plenary Discussion, Field Visit Debriefing // Room Assignment: Ruby Hall Moderator: Carmela Ariza General observations & reflections on field visit	15
Films & Discussions 6-minute film per country followed by 10-minute moderated discussions after every 5 films (5 films = 1 block)		
09:30–10:30	Country Updates Block 1	16a
10:30–11:00	Coffee & Snacks	
11:00–12:00	Country Updates Block 2 Continued	16b
12:00–13:00	Lunch Break	
13:00–14:00	Country Updates Block 3 Continued	16c
14:00–15:00	WinS Directions – Key Actions to Move WinS Forward Moderator: Carmela Ariza Individual and table group work to identify key priority actions needed to move WinS forward at country and regional levels	16d
15:00–15:15	Coffee & Snacks	
15:15–17:30	Parallel Sessions: Country Dialogues	
	Group 1: Afghanistan, Myanmar, Sri Lanka // Room Assignment: Ruby A Facilitator: Alexander Winkscha, Mohan Peiris	17a
	Group 2: Bangladesh, Indonesia, India, Philippines // Room Assignment: Ruby B Facilitator: Johann Leonardia, Louise Maule	
	Group 3: Pakistan, Vietnam, Nepal // Room Assignment: Opal A&B Facilitator: Linda Engel, Therese Mahon	
	Group 4: Micronesia-Phonpei State, Micronesia-Chuk State, Papua New Guinea, Timor Leste // Room Assignment: Ballroom C Facilitator: Nicole Stauf, Irene Amongin	
	Group 4: Lao PDR, Bhutan, Cambodia // Room Assignment: Ballroom D Facilitator: Katherine Pizzacalla	
19:00	Individual Dinner	

FRIDAY 15.11.2019 // DAY 5 – ACTION PLANNING AND CLOSING		
08:00–08:30	Registration	
08:30–09:30	Plenary Session: Key insights and Ways Forward // Room Assignment: Ruby Hall Moderator: Carmela Ariza Each country presents their key insight from the consultation	17b
09:30–10:00	Country Action Planning // Room Assignment: Ruby Hall Moderators: Evariste Kouassi Komlan, UNICEF EAPRO; Louise Maule, UNICEF Philippines	Philippines Regional Action Planning // Room Assignment: Opal A&B Moderator: Jon Villasenor, UNICEF
10:00–10:30	Coffee & Snacks (country teams may choose to have working snacks)	
10:30–11:00	Country Action Planning Continued	Philippines Regional Action Planning Continued
11:00–12:00	Country Presentation of Top 2 Priorities for WinS in 2020–2021	Regional Presentation of Top 2 Priorities for WinS in 2020–2021
12:00–13:00	Lunch Break	
13:00–15:00	Closing Ceremony // Room Assignment: Ruby Hall Moderator: Carmela Ariza Review of ILE Week Voices of Children Review of 7th WinS ILE Outcome Statement / Pledge Impressions Formal closing speeches > UNICEF > GIZ > Senior Education Officials from other countries > Philippines Department of Education Certificate Ceremony	19
15:00	Coffee and Networking	

SATURDAY 16.11.2019 // DAY 6 – DEPARTURE

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