

Preparing for the 2nd African
WASH in Schools International
Learning Exchange using the
Enabling Environment Matrix

*Préparation de la 2e édition de
l'Édition africaine*

*WASH dans les écoles internationales
Learning Exchange à l'aide de l'option
Matrice de l'environnement favorable*

TAKING STOCK OF WinS

FAIRE LE POINT SUR WinS



Welcome: *WASH it by Ghetto Kids, Uganda*
Bienvenue : WASH it par Ghetto Kids, Ouganda



The WinS Network

www.winsnetwork.org

Who we are?

Global inter-agency network
winsnetwork@giz.de

Objectives:

- ✓ To harmonize efforts in WinS
- ✓ To support ministries of Education to improve WinS services by aligning efforts among development partners and NGOs

Working streams:

- Advocacy, policy, and system strengthening
- Monitoring and reporting
- Research and evidence-building
- Gender including MHH
- WinS programming
- Knowledge management, capacity development, learning and exchange

Our core group members: UNICEF, GIZ, Save the Children, WaterAid, the WHO/UNICEF Joint Monitoring Programme (JMP), London School of Hygiene and Tropical Medicine, Emory University, UNESCO

Join as an individual or an organisation. See website for details!



The WinS Network

www.winsnetwork.org

Qui sommes-nous ?

Réseau mondial inter-agences

winsnetwork@giz.de

Objectifs:

Harmoniser les efforts dans WinS

Aider les ministères de l'Éducation à améliorer les services de WinS en alignant les efforts entre les partenaires au développement et les ONG

Working streams:

- Plaidoyer, renforcement des politiques et des systèmes
- Surveillance et rapports
- Recherche et collecte de données probantes
- Genre, y compris MHH Programmation
- WinS Gestion des connaissances, développement des capacités, apprentissage et échange

Les membres de notre groupe principal :
l'UNICEF, la GIZ, Save the Children, WaterAid,
le Programme conjoint de surveillance
OMS/UNICEF (JMP), la London School of
Hygiene and Tropical Medicine, l'Université
Emory, l'UNESCO

Adhérez en tant
qu'individu ou en
tant
qu'organisation.
Voir le site Web
pour plus de
détails !





Today's moderator is Belinda Abraham La modératrice d'aujourd'hui est Belinda Abraham

- Over 25 years in the WASH sector working in sub-sahara Africa (Malawi, Burundi, South Africa, Ethiopia) and southeast Asia (Indonesia, Cambodia and Vietnam)
- Presently with Viva con Agua in Germany (*a WinS Network member*) and supporting the WinS Network secretariat
- Plus de 25 ans d'expérience dans le secteur de l'eau, de l'assainissement et de l'assainissement en Afrique subsaharienne (Malawi, Burundi, Afrique du Sud, Éthiopie) et en Asie du Sud-Est (Indonésie, Cambodge et Vietnam)
- Actuellement avec Viva con Agua en Allemagne (membre du 'WinS Network') et soutien au secrétariat du 'WinS Network')



The WASH in Schools (WinS) International Learning Exchange (ILE) gathers governments and stakeholders. The event aims to improve schools' access to safe water, sanitation, and hygiene to achieve Sustainable Development Goals 4 and 6.

L'échange international d'apprentissage (ILE) WASH in Schools (WinS) rassemble les gouvernements et les parties prenantes. L'événement vise à améliorer l'accès des écoles à l'eau potable, à l'assainissement et à l'hygiène afin d'atteindre les objectifs de développement durable 4 et 6.



Preparation for the ILE and a disclaimer

Préparation à l'ILE et clause de non-responsabilité

Thank you for attending this webinar. We value your active participation and appreciate your interest in the ILE program.

While the preparation for the ILE is an essential part of the program, we want to clarify that attending this webinar does not necessarily mean that you are automatically part of the ILE country delegation. The selection process for the delegation is based on various factors, including country-level decisions and budget constraints. We hope this information helps and thank you again for joining us today.

Merci d'avoir participé à ce webinaire. Nous apprécions votre participation active et apprécions l'intérêt que vous portez au programme ILE.

Bien que la préparation à l'ILE soit une partie essentielle du programme, nous tenons à préciser que le fait d'assister à ce webinaire ne signifie pas nécessairement que vous faites automatiquement partie de la délégation nationale de l'ILE. Le processus de sélection de la délégation est basé sur divers facteurs, notamment les décisions prises au niveau des pays et les contraintes budgétaires. Nous espérons que ces informations vous aideront et nous vous remercions encore une fois de vous joindre à nous aujourd'hui.



Webinar Agenda

- 1) Welcome and opening
 - 2) Overview of the four recommendations highlighted in the outcome document from the First ILE in Cote d'Ivoire – Mr. Youssouf Abdel, MoE, Chad
 - 3) Overview of the EE Matrix: components and how to complete the matrix - pre-recorded presentation of Brooke Yamakoshi, UNICEF
 - 4) Country examples from The Gambia, Mr Lamin M. Fadera, Ministry of Health
 - 5) Poster/video guidelines – Natalie Schmitz, ILE organising team
 - 6) Q&A
- 1) Accueil et ouverture
 - 2) Aperçu des quatre recommandations mises en évidence dans le document final de la première ILE en Côte d'Ivoire – M. Youssouf Abdel, ministère de l'Éducation, Tchad
 - 3) Vue d'ensemble de la matrice EE : composants et comment compléter la matrice - présentation préenregistrée de Brooke Yamakoshi, UNICEF
 - 4) Exemples de pays de la Gambie, M. Lamin M. Fadera, Ministère de la Santé
 - 5) Directives pour les affiches et les vidéos – Natalie Schmitz, équipe organisatrice de l'ILE
 - 6) Q&R

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- Overview of the four recommendations highlighted in the outcome document from the First ILE in Cote d'Ivoire –Mr. Youssouf Abdel, MoE, Chad
 - Aperçu des quatre recommandations mises en évidence dans le document final de la première ILE en Côte d'Ivoire – M. Youssouf Abdel, ministère de l'Éducation, Tchad



Résultats : Exemples de pays du Tchad, 10 minutes

- **Contexte de WinS dans Tchad: Deux diapositives PPT recommandées**

Quelle est la couverture de l'eau et de l'assainissement ?

Quels sont les défis à relever ?

Qui sont les ministères et les principaux partenaires au niveau national ?

Comment le ministère de l'Éducation dirige-t-il WinS ?

Comment les autres ministères apportent-ils leur soutien ?

- **Domaines de résultats: Quatre diapositives PPT recommandées**

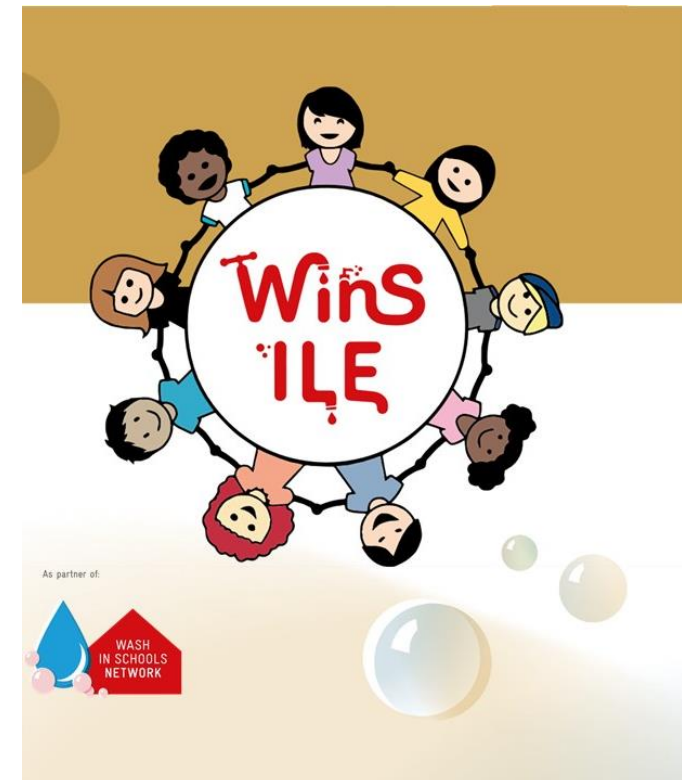
Comment le leadership dans le secteur de l'éducation a-t-il été atteint et quel a été le rôle de la collaboration intersectorielle ? Qui étaient les principaux intervenants impliqués et qui a pris les devants ?

Comment les politiques nationales WinS et les lignes directrices de mise en œuvre ont-elles été élaborées ? Qui étaient les principaux intervenants impliqués et qui a dirigé leur mise en œuvre ?

Comment la surveillance nationale de WinS a-t-elle été effectuée ? Qui étaient les principaux intervenants impliqués et qui a pris les devants ?

Comment le plaidoyer en faveur d'une augmentation de l'allocation budgétaire pour WinS a-t-il été mené ? Qui étaient les principaux intervenants impliqués et qui a pris les devants ?

- En outre, pourriez-vous répondre aux questions suivantes : - *Quelles leçons ont été tirées de la première ILE en Côte d'Ivoire ?* - *À votre avis, quelles sont les réalisations significatives du projet WinS jusqu'à présent ?* - *Que faut-il faire de plus pour améliorer WinS, et comment la deuxième ILE peut-elle soutenir ces efforts ?*





Résultats de WinS au Tchad/ WinS Results in Chad

Presenter:

Abdelaziz Youssouf, WASH Focal Point in Schools



1. Water and Sanitation Coverage in Chad



68% of schools do not have access to safe drinking water



67% of schools do not have adequate toilets



72% of children practice ODF



Dans trois provinces du Tchad²,
8 filles sur 10 disent que leurs installations sanitaires ne permettent pas de gérer leurs règles menstruelles à l'école.

1 Statistical Yearbook 2021 – 2022 (analysis of data from the Statistical Yearbook)
2 MHM survey in three provinces (Mayo Kebbi West, Moyen Chari and Lac), Hydroconseil



2. The main players

1. The Ministry of National Education and Civic Promotion through:
2. National Directorate of Food, Nutrition, School Health and Emergency Actions;
3. Department of Analysis, Foresight and School Mapping.
4. The Ministry of Water and Sanitation;
5. The Ministry of Public Health
6. The Ministry of Finance and Budget.
7. TFPs (UNICEF, WFP, WHO, etc.)
8. National implementing NGOs.

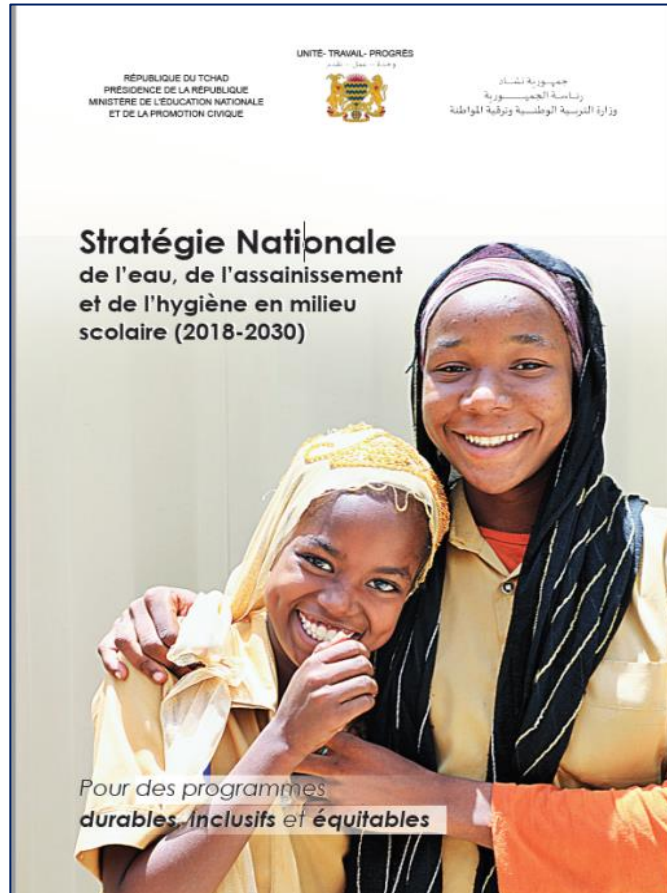


3. Coordination Mechanism

- A national reference framework called the National Alliance for Healthy Schools was created in 2018 and updated in 2023, allowing the MENPC to mobilize stakeholders around a joint vision that is consistent with the PNANSS and the SDGs;
- Adherence to the Water, Sanitation and Hygiene (WASH) strategy, national norms and standards, and their implementation by education sector leaders and communities;
- Political commitment: water, sanitation and hygiene in schools at the top of the evidence-based policy agenda;
- The alliance played a key role in the development of the national EAHMS strategy and WASH tools in schools in 2018



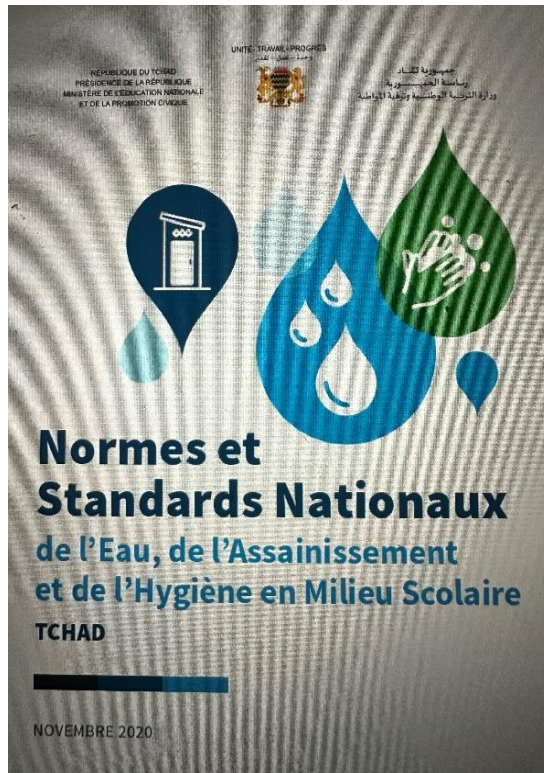
4. National Wins Policy and Guidelines (1/2)



With the aim of achieving SDGs 4 and 6 on WASH in schools, Chad has developed and is implementing a National Strategy for School-Based WASH (2018-2030).

This strategy serves as a benchmark and framework for all actions and programmes within the framework of WASH in schools.

2. National Wins Policy and Guidelines (2/2)



The Norms and Standards have been developed and validated by Chad and aim to ensure that the results in WASH, achieved by 2030, are standardized, harmonized and meet the standards required for the achievement of the SDGs.

To do this, it will:

- * Provide basic national guidelines to be followed in the context of WASH interventions, such as behaviour change standards and technical standards on infrastructure;
- * Framing WASH interventions, in addition to the National Strategy, and facilitating the harmonization of the actions of WASH actors;
- * To create an enabling environment for the development of WASH.

5. Monitoring and evaluation

- Existence of the EMIS (Integrated Education Management System) within the Ministry of National Education and Civic Promotion for the monitoring of education indicators;
- Integrates some Wins indicators, including variables on the hard



6. Challenges

- Absence of a budget line in the MENPC budget dedicated to EAHMS;
- The failure to take into account the themes of water, sanitation, hygiene, MHM, equity, gender, operation and maintenance in the official training system (Teacher Training College) and the Curricula;
- Lack of data on Hygiene and Menstrual Hygiene Management in EMIS



7. Outlook

- Launch of the step-by-step approach in all 23 provinces of priority schools (orange flag);
- Advocating with partners for a WASH program in schools and their commitments;
- Teacher training on WASH tools/materials (including GHM);
- review of the strategy and norms and standards with key stakeholders to mainstream climate resilience;
- Advocating for an EAHMS budget in the education budget
- Advocating for the integration of EAHMS themes into the curriculum



8. Significant achievements of the WinS project after the first ILE

- Revision of the Coordinating Body (National Alliance for Healthy Schools) in November 2023
- Integrating climate resilience into WINS planning;
- Validation of the anthropological study on LAD by the Ministry of Water and Sanitation;
- Taking into account WINS in the preparation of the program and the Funding Request from the Republic of Chad for the attention of the GPE Secretariat through the Partnership Pact





**Choukran
Katir!
Thank you!**



Overview of the EE Matrix: components and how to complete the matrix - pre-recorded presentation of Brooke Yamakoshi, UNICEF

Vue d'ensemble de la matrice EE : composants et comment compléter la matrice - présentation préenregistrée de Brooke Yamakoshi, UNICEF





Lessons from the WinS Enabling Environment Matrix



Implemented by:



Enabling environment for WinS

Indicators

Key Areas of EE and Country Actions	
Policy & Planning	Is there a national policy on WinS that includes gender equality and social inclusion?
	Is there a national roadmap or implementation plan for achieving national targets on WinS?
	Are there clear roles and responsibilities for WinS between Ministries and at national and subnational level?
	Is there a functioning coordination mechanism for WinS that includes multiple ministries, support agencies and civil society?
Financing & Budget	Is there a costing of how much investment is needed to achieve national targets?
	Is there a financing plan that includes mobilizing funding from national and subnational government, development finance institutions, private sector and civil society for WinS?
	Is there a public sector budget line that is adequate for WinS improvement, operation, and maintenance?
	Are schools in most need of WASH support given priority as reflected in expenditures?

Enabling environment for WinS

Indicators

Key Areas of EE and Country Actions	
Monitoring & Evaluation	Is WinS data reflected in the national Education Information System and are definitions sufficient to enable SDG reporting and the production of national estimates through the WHO/UNICEF JMP?
	Is national WinS data regularly reviewed and used to guide programme and investment decisions?
	Is there a system for acknowledging WinS performance?
Inst. Arrangements	Are implementation guidelines available to ensure quality of WinS, including gender equality and disability inclusion as well as climate resilience?
	Are climate risk assessments done to inform the design, accessibility and functioning of WinS services?
Capacity Development	Does the Ministry of Education have a plan or strategy for Human Capacity Development for WinS that is reviewed regularly?
	Is skills-based hygiene education/promotion included in the national curriculum and part of daily school life?
	Is WinS included as part of education management training for school administrators, teachers and subnational officials?

Country enabling environment assessment (2022)

Key Areas of EE and Country Actions											
Policy & Planning	Is there a national policy on WinS that includes gender equality and social inclusion?										
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	Are there clear roles and responsibilities for WinS between Ministries and at national and subnational level?										
	Is there a functioning coordination mechanism for WinS that includes multiple ministries, support agencies and civil society?										
Budget & Expenditure	Is there a costing of how much investment is needed to achieve national targets?										
	Is there a financing plan that includes mobilizing funding from national and subnational government, development finance										
	Is there a public sector budget line that is adequate for WinS improvement, operation, and maintenance?										
	Are schools in most need of WASH support given priority as reflected in expenditures?										
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	Is WinS included as part of education management training for school administrators, teachers and subnational officials?										

Understanding the bottlenecks

- Good progress remains on **normative aspects** (e.g., policies and guidelines) and **centralized levels** (e.g., national level)
 - Quality aspects of gender equality, social inclusion and climate resilience are not always well reflected in the remarks so it was not possible to draw conclusions
- Some countries have clear **WinS targets**, but fewer have done a **costing** on how much is needed to achieve the targets;
- Without a costing, most countries did not have a **clear financing plan** that considers diverse and decentralized sources, and most lacked a way of **prioritizing** the most behind schools;
- Progress continues **monitoring WinS in EMIS sufficient for JMP estimates**, but there remains less progress using **data for decision making** and **providing recognition**.

Country examples from The Gambia,
Mr Lamin M. Fadera, Ministry of Health

Exemples de pays de la Gambie, M. Lamin
M. Fadera, ministère de la Santé



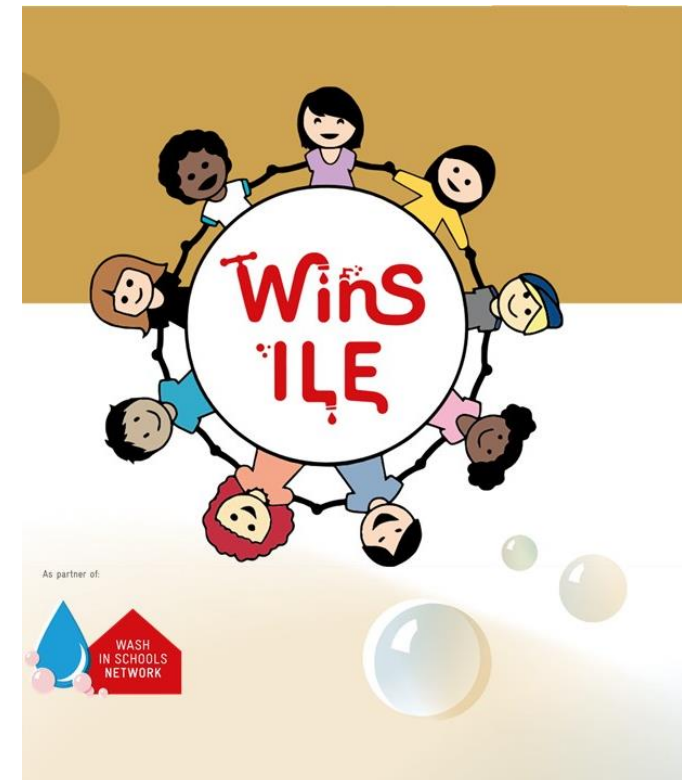
EE Matrix: Country examples from The Gambia, 10 minutes

Background to WinS in The Gambia:

- What is the coverage?
- What are the challenges?
- Who are the ministries and key partners at national level, institutional arrangements for WinS?
- How is Ministry of Education leading on WinS?
- How are the other ministries supporting?

Development of the EE matrix for the first ILE

- Who was involved?
- How was it done?
- Who took the lead?
- What were the learnings in the process, i.e. what did the process of compiling the EE matrix uncover or highlight?
- What would you do different for the preparation for the second ILE?



EE Matrix Country Example

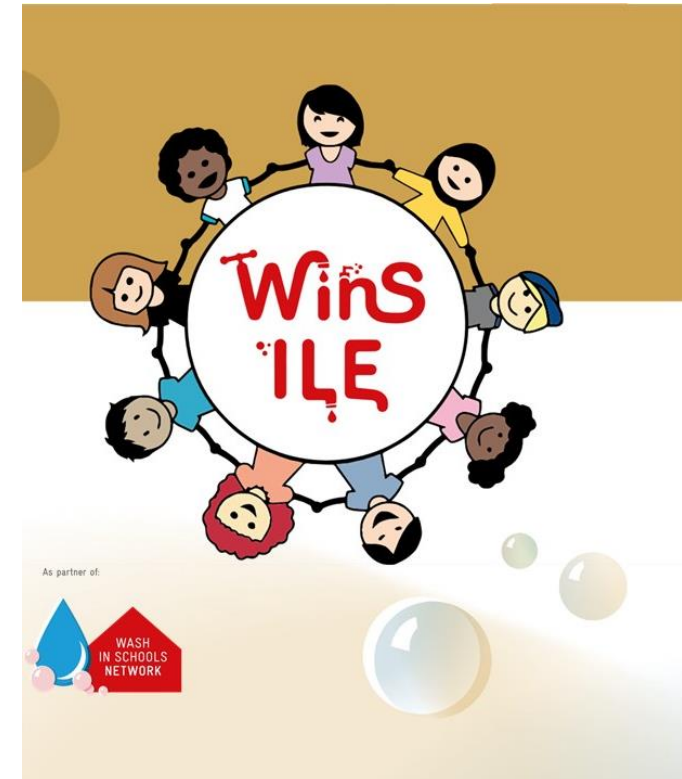
The Gambia



Background to WinS in The Gambia:

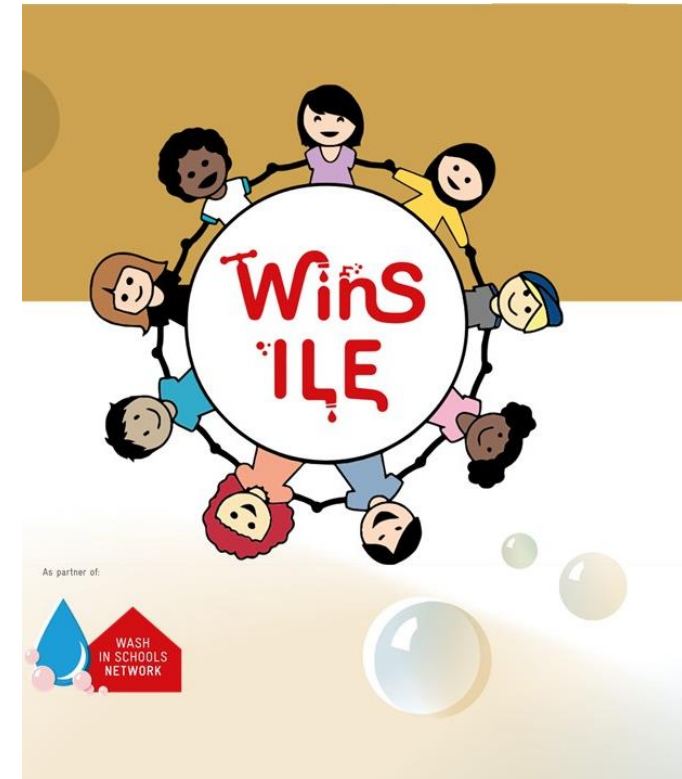
What is the coverage?

- ✓ More than 5% of the schools did not have water source and 2% are with unprotected water source (WASHFIT 2023)
- ✓ 9% of the schools are with pit latrine
- ✓ 42% of the schools are without handwashing station
- ✓ 44% of the hand washing station are neither with water nor soap



What are the challenges?

- ✓ No National policy and strategy for WiNs
- ✓ Weak coordination among stakeholders
- ✓ Government rely on key partners for support to finance WASH in schools
- ✓ Maintenance of WASH facilities in schools is challenge
- ✓ Inadequate sanitary supplies such as soap and other detergents to facilitate hygiene in schools.

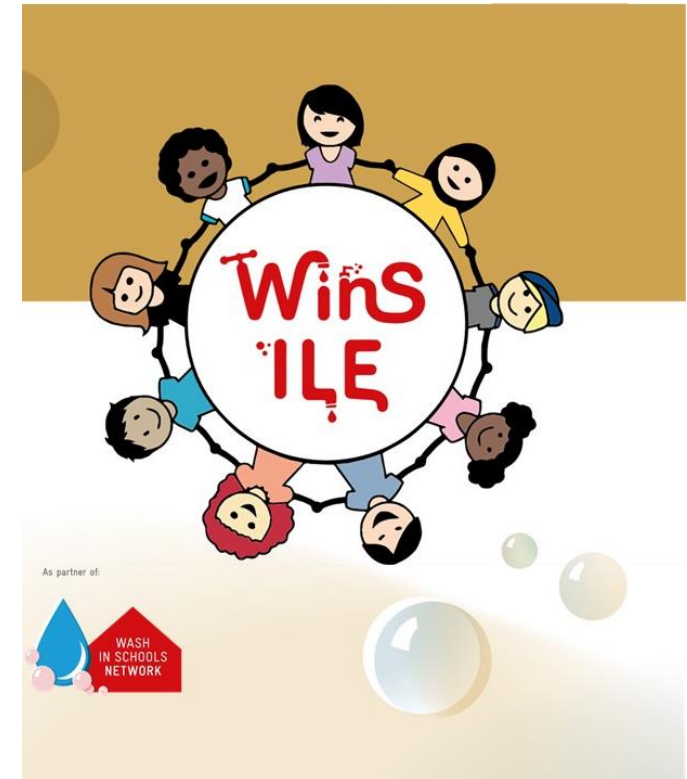


Who are the ministries and key partners at national level, institutional arrangements for WinS?

- Ministry of Basic and Secondary Education, (MoBSE)
- Ministry of Health, (MoH- WASH Unit)
- Department of Water Resources (DWR)

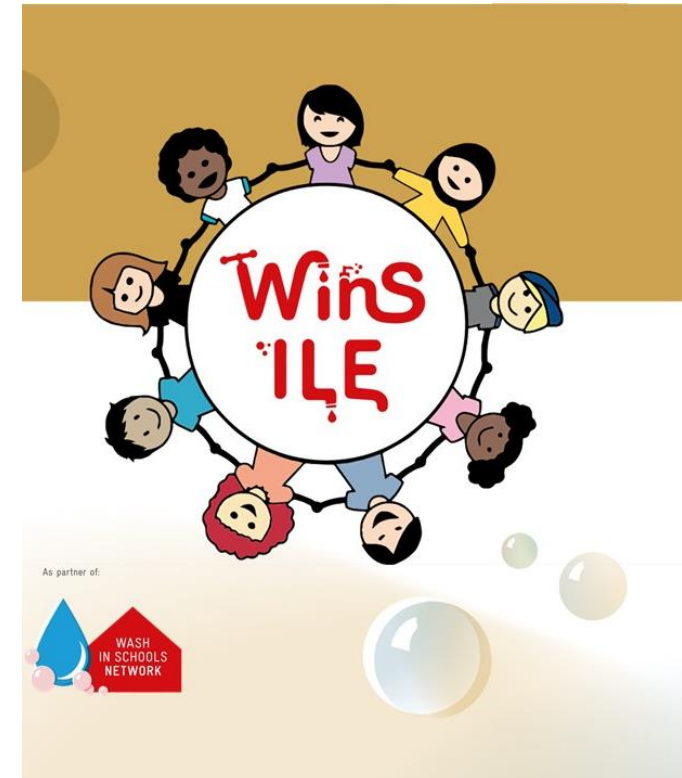
Partners

- UNICEF, MRCHF, CRS, FIOH



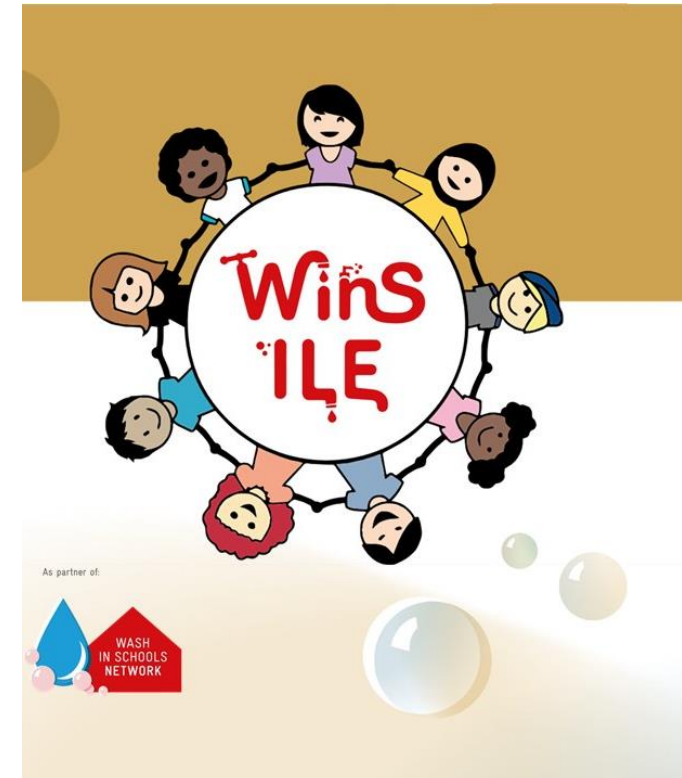
How is Ministry of Education leading on WinS

- ✓ Identification of focal person at the national level
- ✓ Identification of focal person at regional level
- ✓ Identification of focal points in each of the schools
- ✓ Initiate the MOU among MOH, DWR and MOBSE



How are the other ministries supporting?

- ✓ Formation of NTWG and RTWG
- ✓ MOH and DWR support the construction of Sanitation Facilities
- ✓ DWR support the drill of borehole in school
- ✓ Joint monitoring among MOBSE, MOH and DWR
- ✓ Quarterly National and regional WASH technical working group meetings
- ✓ Ministry of Health- WASH Unit gives expert and technical support on health, sanitation and hygiene related matters
- ✓ Department of Water Resources gives technical support on use and maintenance of water supply systems installed in schools



Development of the EE matrix for the first ILE

❑ Who was involved?

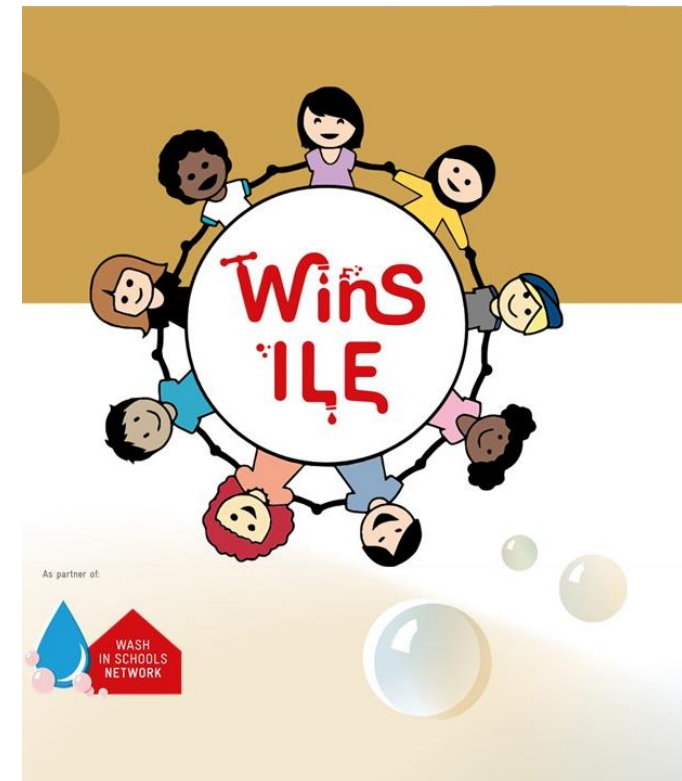
- ✓ Ministry of Health, Department of Water Resources and Ministry of Basic and Secondary Education

❑ How was it done?

- ✓ An introduction meeting with the Director of Planning and Information at Ministry of Basic and Secondary Education
- ✓ Individual work on the Matrix
- ✓ Collective work on the matrix by MOH, DWR and MOBSE

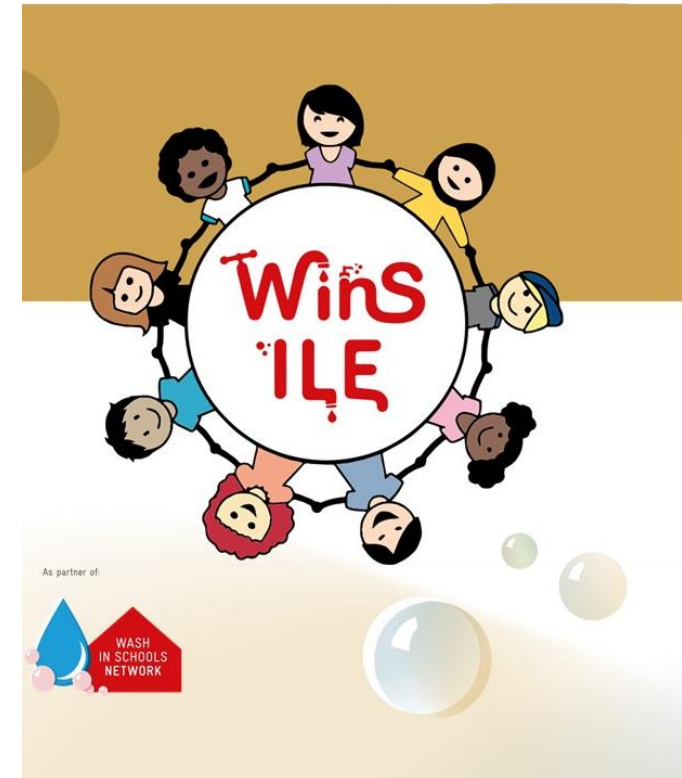
❑ Who took the lead?

- ✓ In the first ILE ministry of Health took the lead



Development of the EE matrix for the first ILE

- ❑ What were the learnings in the process, i.e. what did the process of compiling the EE matrix uncover or highlight?
 - ✓ WinS should be the lead by MOBSE
 - ✓ No single ministry or department can make a meaningful work on WinS
- ❑ What would you do different for the preparation for the second ILE?
 - ✓ MOBSE will lead the preparation process
 - ✓ Improve collective work



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- Poster/video guidelines – Natalie Schmitz, ILE organising team
 - Directives pour les affiches et les vidéos – Natalie Schmitz, équipe organisatrice de l'ILE





Q&A Q&R

Announcement/ Annonce

- Next webinar will take place on the Thursday, **18th of April, 8:30 GMT**
- Le prochain webinaire aura lieu Thursday, le **18 avril, 8h30 GMT**

Country consultation sessions on *The Relevance and Effectiveness of International Learning Exchanges (ILE) to Build Momentum and Political Support for WinS*

Sessions de consultation par pays sur la pertinence et l'efficacité des échanges internationaux d'apprentissage (ILE) pour créer une dynamique et un soutien politique en faveur de WinS





Thank you for joining
the webinar!

Merci d'avoir participé
au webinaire!