Welcome to the webinar-
we will start shortly.

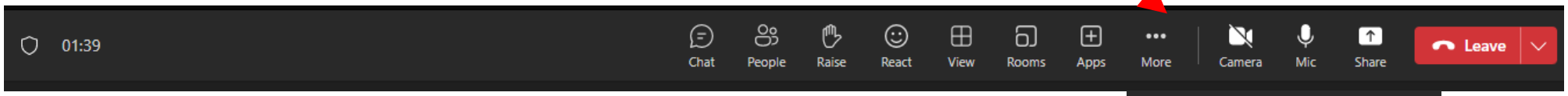
Please enter your name and the country you are joining us from in the chat box.

In the meantime, enjoy watching the Masaka Kids Africana, Uganda

Enabling live caption to French

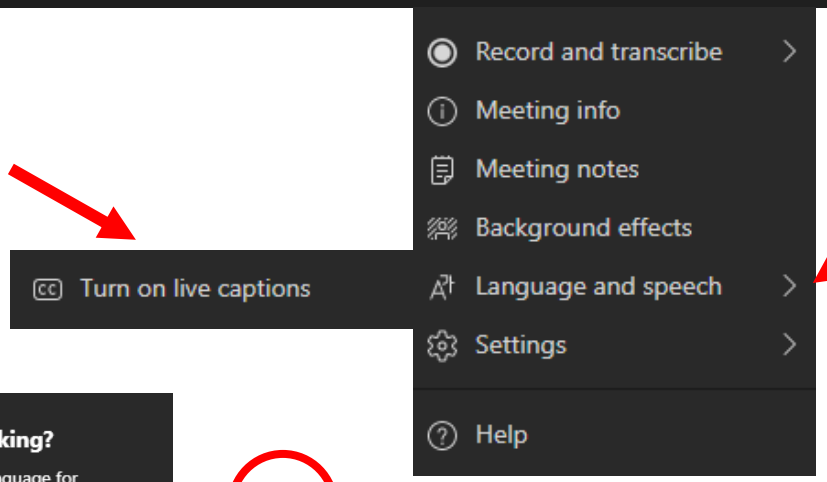
1 Click the three dots on the topmost tab

(Cliquez sur les trois points de l'onglet le plus haut.)



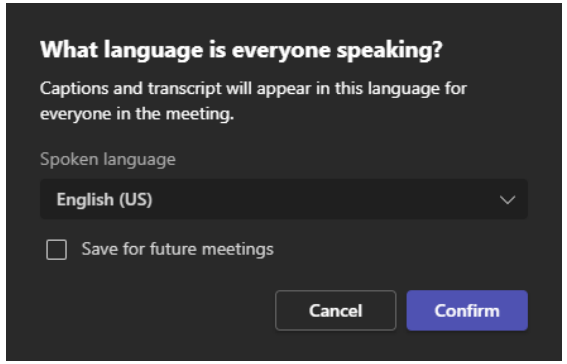
2 Click the arrow beside language and speech to show options

(Cliquez sur la flèche à côté de langue et de parole pour afficher les options)



3 Click turn **ON** live captions

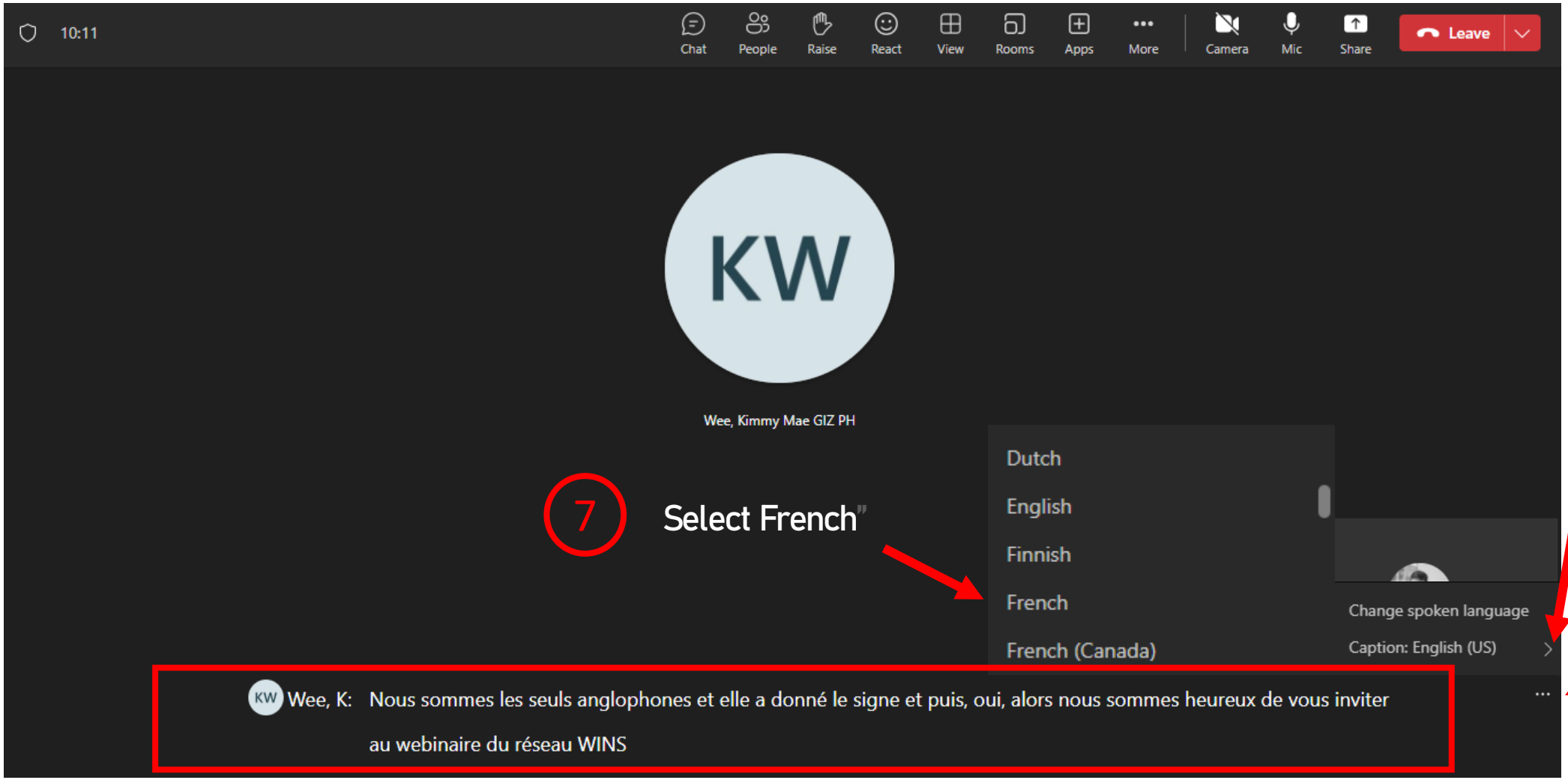
(Cliquez sur activer les sous-titres en direct)



4 A dialog box will pop-up. Click **CONFIRM**

*(Une boîte de dialogue s'affiche. Cliquez sur **CONFIRMER**)*

Enabling live caption to French



6

Click the the side arrow beside the "Caption"

(Cliquez sur la flèche latérale à côté de "Caption")

5

Click the three dots on the bottom right of the screen

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WASH IN SCHOOLS NETWORK

Introduction of the global WASH in Schools Network

german cooperation
DEUTSCHE ZUSAMMENARBEIT

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

unicef for every child

Save the Children

WaterAid

EMORY ROLLINS SCHOOL OF PUBLIC HEALTH

The WinS Network

Who we are?

Global inter-agency network aiming to harmonize efforts and promote alignment among development partners and NGOs supporting Ministries of Education to improve WASH in schools services.

Our core group members:

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

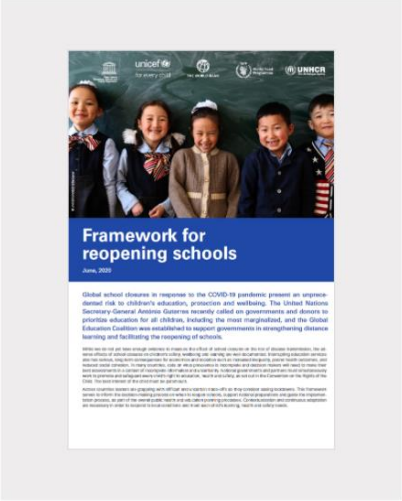
The WinS Network

Working streams:

- Advocacy, policy support, and system strengthening
- WASH in schools monitoring and reporting
- Research and evidence-building
- Mainstreaming gender inclusion and equity, including menstrual health and hygiene
- Guidance on WASH in schools programming
- Knowledge management, capacity development, learning and exchange

WinS Network website
www.WinSNetwork.org

A knowledge hub for global guiding documents on WASH in schools



Framework for reopening schools

UNICEF, World Food Programme, UNHCR, The World Bank

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

WHO

PUBLICATION DATE: JUNE, 2018

What's next? Lessons on education recovery: Findings from a survey of Ministries of Education amid the COVID-19 pandemic

PUBLICATION DATE: JUNE, 2021

Progress on drinking water, sanitation and hygiene in schools: Special focus on COVID-19

WHO/UNICEF JMP

PUBLICATION DATE: JUNE, 2020

WinS Network publications: Practical guiding documents for COVID-19 response

Past events on WinS: Chat, Listen, Exchange webinar series

Date	Title/Topic	Presenters
11 Mar 2022	Understanding the Education Sector from a WASH Perspective	Ghana, Kenya, Laos, Netherlands
21 Apr 2022	Hygiene Behaviour Change for WASH in Schools during a Pandemic	India, Uganda, Nepal, Bangladesh, Ethiopia, PH
19 May 2022	Digital Innovations on WASH in Schools: Applying Digital Tools for WASH in Schools M&E	Cambodia, Indonesia, PH
16 Jun 2022	WASH in Schools Strategy Development during a Pandemic	Ghana, Kenya, Mozambique
30 Jun 2022	Handwashing Facility Designs during the Pandemic	HappyTap, SATO/Lixil, WASHaLOT

Upcoming events: Chat, Listen, Exchange webinar series

Date	Title/Topic
16 Feb 2023	An overview of the enabling environment matrix: a tool in support of WinS programming
2 Mar 2023	Presentation of the results of the WASH in Schools Three Star Approach study
20 April 2023	WinS ILE Africa: Looking back and moving forward
May to July 2023	Watch out for announcements on the WinS Network website and/or mailing list!

WinS Network partners and members

- **As an individual,** you can join the WinS Network by filling out the [member registration form]. You will receive updates on WinS Network activities and can contribute to the Network's activities.

- **Organizations can become partners** of the WinS Network by sharing WinS Network's vision and openness to engage in activities.

BECOME PART OF THE WinS NETWORK!

Scan to access the member registration form

WASH IN SCHOOLS NETWORK

An overview of the Enabling Environment Matrix

16th February 2023

german cooperation DEUTSCHE ZUSAMMENARBEIT

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

unicef for every child

Save the Children

WaterAid

EMORY ROLLINS SCHOOL OF PUBLIC HEALTH

Dr Bella Monse

Fit for School, GIZ

- Dentist by training, specialized in school health promotion, health, and WASH in Schools (WinS) policy and research. Bella holds a PhD degree in Global Oral Health from Radboud University of Nijmegen, the Netherlands.
- Since 2011, she works on the GIZ Fit for School Programme to support Ministries of Education to develop, implement, and scale up effective school health and WASH in Schools (WinS) programs in Southeast Asia.
- Since 2016, Bella works with part of her time at the GIZ Sector program Sustainable Sanitation and co leads the working group on 'WASH in Institutions' at the SuSanA Network and leads the working group 'Program Guidance' in the Global WinS Partnership Network.

Introducing the Enabling Environment Matrix

- A tool to help country teams to prepare for International Learning Exchange (ILE)
  - Identify collectively important areas to move forward for WASH in schools
  - An agreement on areas to focus
  - Simplifies the complex multi-sectoral nature of with WinS to give clear direction
  - Motivates and engages government and development partners- with Ministry of Education in leadership
- *Colour coding*: traffic light assessment is subjective, and no 'right' answer, rather to discuss and engage stakeholders

WASH in Schools – COUNTRY ACTION PLAN - 9th INTERNATIONAL LEARNING EXCHANGE 2022

Country:

Leading Ministry (Government focal point) / Agency: ..... **Focal person(s):** ..... **Email:** .....

Ministries and organizations participating in the review of the action plan: .....

Review Process: Ongoing national processes /meetings used (e.g Joint Annual Reviews, sector coordination meetings, etc.): .....

Key Areas of EE and Country Actions (1)		Most significant Barriers / Bottlenecks (2)	Proposed Actions (as of April 2021) (3)	Indicators of Success (What are the key achievements/milestones upon which the status evaluation was based?) (4)	Focal Institution (5)	Status as of Aug 2022 *Please choose one of the options:* No progress/ barriers Progress, but slow/constraints Good progress/On track Complete	Achievements as of ILE 2022	Proposed Actions for 2022/2023	Additional comments on Progress / Achievements / Enablers and links to resources (2022/2023)
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?								
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 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?								
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								
	Is national WinS data regularly reviewed and used to guide programme and investment decisions?								
	Is there a system for acknowledging WinS performance?								
Implementation Arrangement	Are implementation guidelines available to ensure quality of WinS, including gender equality and disability inclusion as well as climate								
	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?								
Innovation							Please do not provide any color code on the innovations		

Additional comments on relevant issues related to WASH in schools:	

Participants:

Name: _____ Organisation: _____ Position: _____

Name: _____ Organisation: _____ Position: _____

Name: _____ Organisation: _____ Position: _____

Name: _____ Organisation: _____ Position: _____

Dr Maria Corazon Dumlao

Chief Health Program Officer, Department of Education, Philippines

- Dr. Maria Corazon Dumlao is a medical doctor by profession and has been actively involved in the public health sector and education for already 27 years.

- She currently heads the Philippines' school health programmes of the Department of Education as its Chief Health Programme Officer of the School Health Division under the Bureau of Learner Support Services.

SULONG EduKALIDAD

WASH in Schools Enabling Environment Matrix

Dr. MARIA CORAZON DUMLAO
Chief, Bureau of Learner Support Services
Department of Education

WASH IN SCHOOLS

Children have a **basic right** to have access to safe drinking water, basic sanitation and hygiene or WASH in schools (WinS).

14-18 November 2016, Jakarta, Indonesia – The Ministry of Education and Culture (MOEC) in Indonesia hosted the 5th WASH in Schools International Learning Exchange (WinS ILE)

Enabling Environment

1) **Policy and planning** (sector policy and planning)

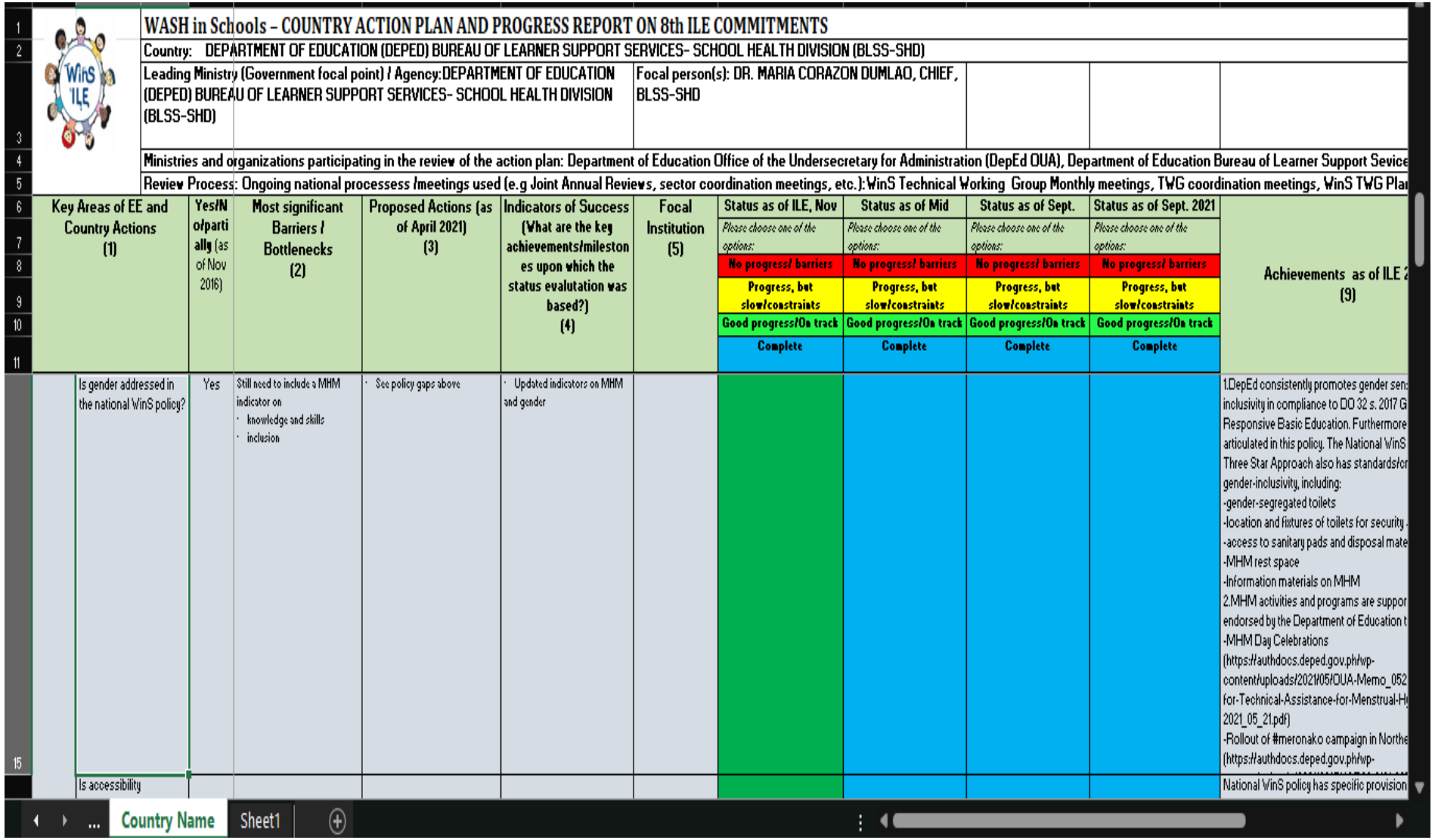
2) **Budget and Expenditure** (sector budgeting and financing)

3) **Monitoring and Evaluation** (planning, monitoring and review (covering separately sector planning and sector monitoring, evaluation and learning)

4) **Implementation Arrangements** (institutional arrangements (covering sector coordination, service delivery arrangements, regulation and accountability)

5) **Capacity Development** (sector capacity development)

6) Innovation (added later)*



WASH in Schools – COUNTRY ACTION PLAN AND PROGRESS REPORT ON 8th ILE COMMITMENTS

Country: DEPARTMENT OF EDUCATION (DEPED) BUREAU OF LEARNER SUPPORT SERVICES- SCHOOL HEALTH DIVISION (BLSS-SHD)

Leading Ministry (Government focal point) / Agency:DEPARTMENT OF EDUCATION (DEPED) BUREAU OF LEARNER SUPPORT SERVICES- SCHOOL HEALTH DIVISION (BLSS-SHD)

Focal person(s): DR. MARIA CORAZON DUMLAO, CHIEF, BLSS-SHD

Ministries and organizations participating in the review of the action plan: Department of Education Office of the Undersecretary for Administration (DepEd OUA), Department of Education Bureau of Learner Support Sevice

Review Process: Ongoing national processess /meetings used (e.g Joint Annual Reviews, sector coordination meetings, etc.):WinS Technical Working Group Monthly meetings, TWG coordination meetings, WinS TWG Plar

Key Areas of EE and Country Actions (1)		Yes/No/partially (as of Nov 2016)	Most significant Barriers / Bottlenecks (2)	Proposed Actions (as of April 2021) (3)	Indicators of Success (What are the key achievements/milestones upon which the status evalutation was based?) (4)	Focal Institution (5)	Status as of ILE, Nov	Status as of Mid	Status as of Sept.	Status as of Sept. 2021	Achievements as of ILE 2 (9)
							Please choose one of the options:	Please choose one of the options:	Please choose one of the options:	Please choose one of the options:	
							No progress/ barriers	No progress/ barriers	No progress/ barriers	No progress/ barriers	
							Progress, but slow/constraints	Progress, but slow/constraints	Progress, but slow/constraints	Progress, but slow/constraints	
							Good progress/On track	Good progress/On track	Good progress/On track	Good progress/On track	
							Complete	Complete	Complete	Complete	
	Is gender addressed in the national WinS policy?	Yes	Still need to include a MHM indicator on · knowledge and skills · inclusion	· See policy gaps above	· Updated indicators on MHM and gender						1.DepEd consistently promotes gender sen inclusivity in compliance to DO 32 s. 2017 G Responsive Basic Education. Furthermore articulated in this policy. The National WinS Three Star Approach also has standards/cr gender-inclusivity, including: -gender-segregated toilets -location and fixtures of toilets for security -access to sanitary pads and disposal mate -MHM rest space -Information materials on MHM 2.MHM activities and programs are suppor endorsed by the Department of Education t -MHM Day Celebrations (https://authdocs.deped.gov.ph/wp-content/uploads/2021/05/OUA-Memo_052 for-Technical-Assistance-for-Menstrual-H 2021_05_21.pdf) -Rollout of #meronako campaign in Northe (https://authdocs.deped.gov.ph/wp-
	Is accessibility										National WinS policy has specific provision

Country Name | Sheet1

WASH in Schools Technical Working Group (TWG)

- Department of Education
  - Bureau of Learner Support Services
  - Bureau of Learner Support Services – School Health Division

- WASH in Schools TWG Partners
  - UNICEF
  - Save the Children Philippines
  - GIZ

Some examples of WASH in Schools achievements that was supported by the EE Matrix:

1. DepEd Policy on WASH in Schools
2. Budget on WASH in Schools
3. WinS Infrastructure
4. Capacity Development
5. Knowledge/Resource Map

Thank you!

blss.shd@deped.gov.ph

deped.gov.ph

(+63) 2 632-9935

3F Mabini Building. DepEd Complex
Meralco Avenue, Pasig City 1600

Belinda Abraham

An international development specialist with over 20 years experience in the WASH and education sectors in Sub-saharan Africa and Southeast Asia. *Worked with UNICEF, GIZ, and a number of international NGOs in seven countries*

- American national
- MSc. International Development Planning, University of Guelph, Canada
- BA (International Development) and BSc.(Biology), Dalhousie University, Canada

Presently:

- *Supporting the global WinS (WASH in Schools) Secretariat*
- *Working with German-based NGO Viva Con Agua Sankt Pauli on Institutional Fundraising.*
- *Consulting with M4E German based consultancy firm undertake Global Three Star Approach Study*

WinS in Focus

Drawing examples of the Pandemic Preparedness and Response using the Enabling Environemtn Matrix

Belinda Abraham

on behalf of WinS Network/ WG7 Lead SuSanA

POST PANDEMIC,
A CONTINUED FOCUS ON WinS:

Assessment and reporting of WASH in schools-related conditions within a country

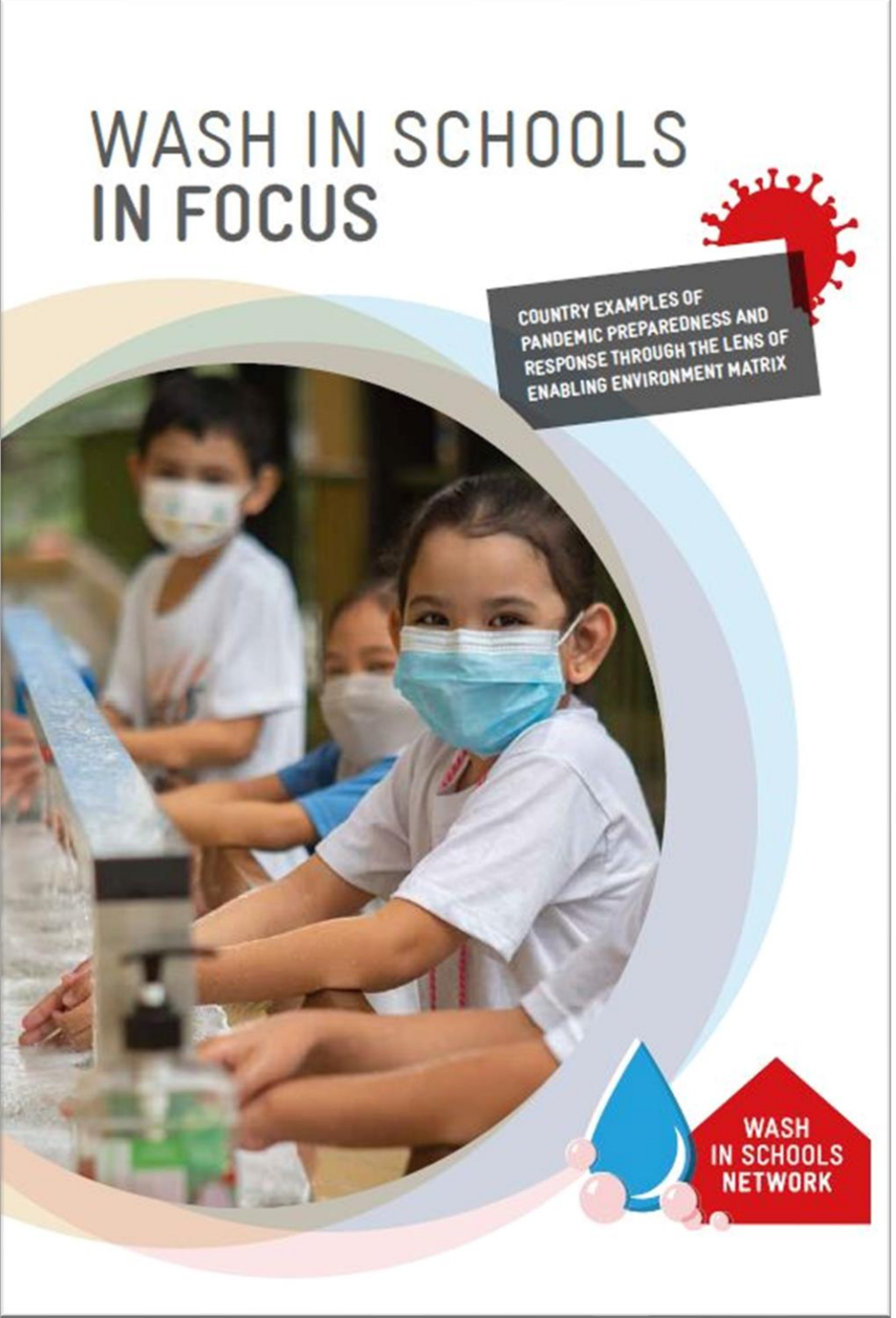
Ministries of Education

School Health/
WASH departments

Development Partners

EE Matrix Tool

Agreement for action and a *basis for WASH in schools reporting!*



WinS in Focus: New publication highlighting country examples of Pandemic Preparedness and Response (PPR) through the lens of the Enabling Environment (EE) Matrix

Featured countries and EE Matrix areas are:

- Ecuador and Indonesia in ***Policy and Planning***
- Indonesia and Timor Leste in ***Budget and Expenditure***
- Kenya in ***Monitoring and Evaluation***
- India in ***Implementation Arrangements***
- South Africa, Malawi, and the Philippines in ***Capacity Development***.

WinS policies and plans: COVID-19 pandemic triggered a heightened awareness

Existing challenges:

- *Lack of leadership by Ministry of Education (MoE), slow development and dissemination of WinS guidance to schools*

Good country examples:

- *Ecuador: MoE established n*ational hygiene protocols within 10 days - following nationwide WinS assessment of 16,000 schools and training of 22,000 children
- Other examples in **Solomon Islands** and **Indonesia** with HBCC partners to expedite guidelines development and dissemination.

Budget and Expenditure

Challenges: Insufficient financing and inadequate budgeting for WinS

Good examples from **Indonesia** and **Timor Leste**:

1. Revise existing funding mechanism for WinS
2. Create new funding modalities or mechanisms for WinS
3. Direct funding to needy schools based on WinS situational analysis or assessments

In 2021, the Indonesia government adjusted the existing education financing mechanism to respond to the pandemic. It revised guidelines for the BOS Kinerja (Operational School Fund) (*https://bit.ly/3yj8N7W*) with the aim of supporting schools with additional, flexible funding for 'improving the quality' of WASH facilities and basic hygiene in schools.

INDONESIA IN FOCUS

BUDGET AND EXPENDITURE

Since the reopening protocols required basic hygiene, improved water and sanitation access, and meeting certain environmental health and cleanliness criteria, schools, education offices and local governments were able to use BOS funds more flexibly for WinS.

In addition to these regular school funds, there is additional BOS operational funding aimed at 'penggerak' schools – those which have particular sanitation and hygiene needs. These BOS funds are meant to address the needs of each school with:

- Flexibility
- Efectiveness to meet educational goals
- Efficiency to attain optimal results in student learning at minimal costs
- Accountability and transparency.

With this flexible and increased funding, the Ministry of Education, Culture, Research, and Technology strengthened technical assistance and monitoring to support schools to reopen. This represented a considerable investment for the country, with education accounting for 20% of overall state spending in 2021[2].

TIMOR LESTE IN FOCUS

BUDGET AND EXPENDITURE

In March 2021, the Ministry of Education, Youth and Sports of Timor Leste, with support of development partners and the Global Partnership for Education, created the Fundu Ki'ik (small grant scheme). Schools could directly apply to the grant scheme for funds up to USD 1,000 to improve water supply, sanitation and hygiene to support a safe learning environment and prevent COVID-19 and other diseases.

Fundu Ki'K grant helped, for example, to repair broken facilities and provide basic water supplies. One school reported that it had running water for the first time in a decade after receiving these funds for water pump repairs!

This nationwide grant helped schools access the funds directly, and enabled them to take responsibility and find suitable local solutions[3].

9

2) Source: https://kemdikbud-go-id.translate.goog/site/detailpost/dana-bos-afirmasi-dan-kinerja

3) Source: https://timorleste.unicef.org/en/153355-clean-water-flows-school-rural-timor-leste-first-time-ten-years

Monitoring and Evaluation

Challenges:

- Inadequate or nonexistent WinS data availability,
- No systematic WinS information collection
- Not integrated within Education Management Information Systems (EMIS)

Good examples:

- WinS data was used as a basis for school re-opening
- Existing M&E tools, Three Star Approach, facilitated earlier re-opening of schools and programme decisions.
- Created greater case for investments in WinS M&E, case of **Kenya**

Implementation Arrangements

Challenges:

- Complexity in coordination of WinS with many government and development partners
- Inadequate leadership by Ministry of Education for WinS, no focal points, or led by other ministries health or rural development

Good examples:

- Ministry of Education leadership backed by development partner alignment
- Establish national wide government-led initiatives to spearhead implementation, case of **India**

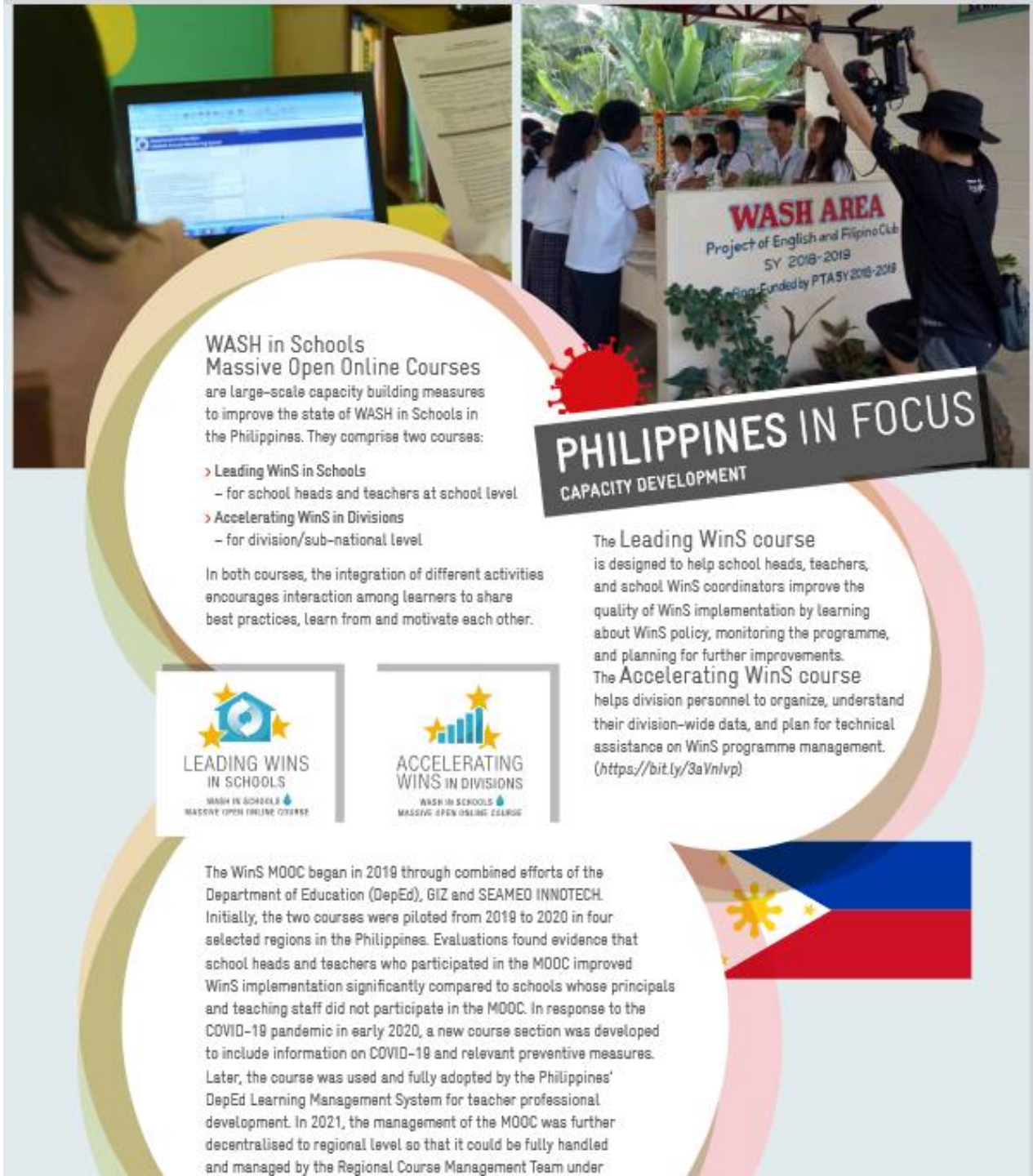
Capacity Development

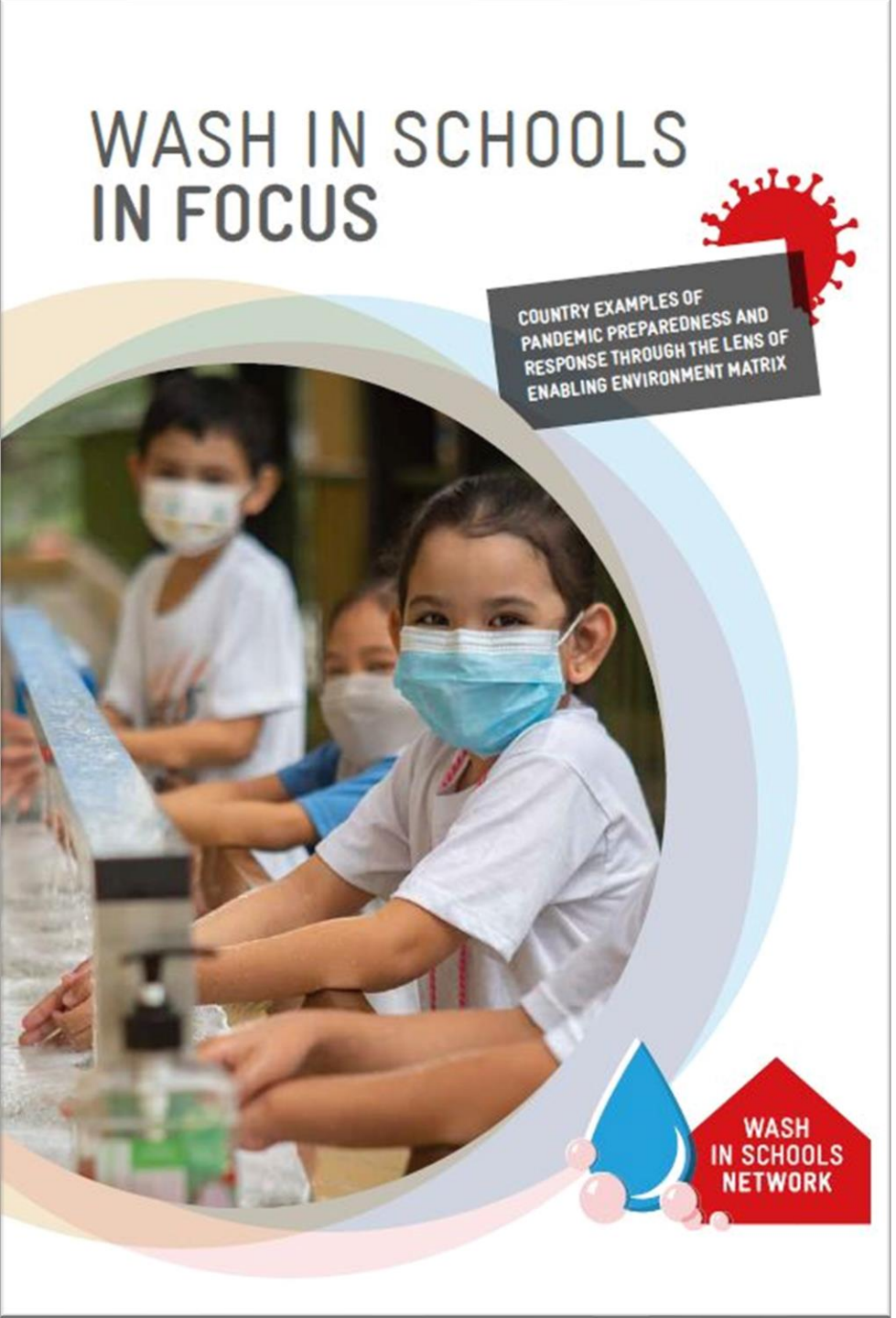
Challenges:

Massive WinS training is costly and difficult to effectively disseminate to schools, especially in remote areas

Good examples:

- Massive open online training- reaches thousands of teachers e.g., **the Philippines**
- Working with teacher training institutes, e.g., **Malawi**
- Capacity development is not only training but also institutional and material readiness- e.g., assessment in **South Africa** importance of facilities and hygiene materials availability.





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- India in ***Implementation Arrangements***
- South Africa, Malawi, and the Philippines in ***Capacity Development*.**

Many examples from Africa, Asia and the Pacific!

Underlines the positive momentum created for COVID-19 PPR in schools by governments, development partners and private sector!!!!

Thanks for your attention!

You may contact us at winsnetwork@giz.de

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giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

unicef for every child

Save the Children

WaterAid

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