



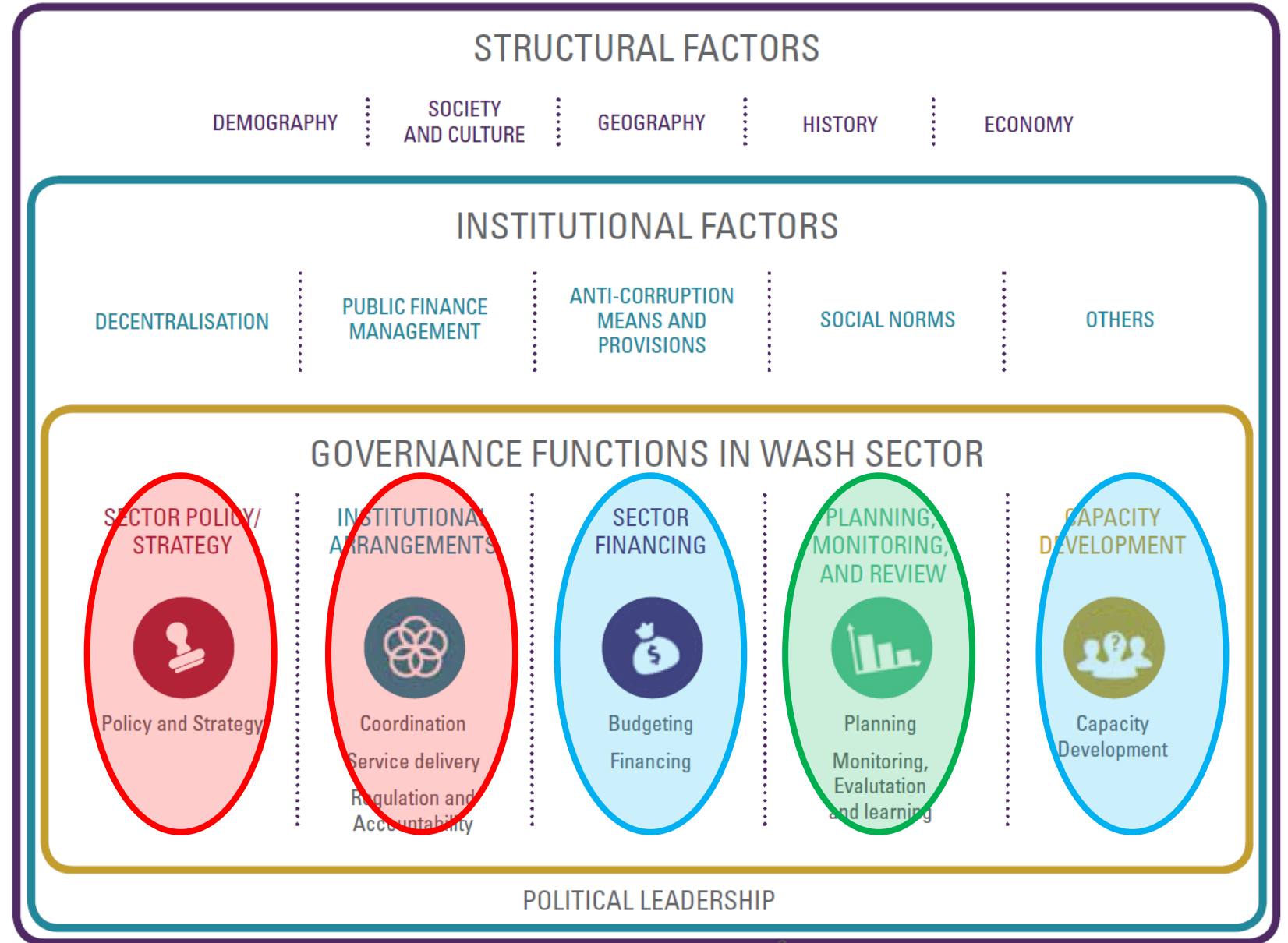
Lessons from the WinS Enabling Environment Matrix



Implemented by:



FIGURE 3 Contextual Factors Surrounding Enabling Environment Functions¹⁷



Enabling environment factors

Resources

Information

Accountability

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?	Green	Green	Green	Yellow	Yellow	Yellow	Green	Blue	Blue	Red
	Is there a national roadmap or implementation plan for achieving	Green	Green	Green	Yellow	Green	Green	Red	Red	Green	Red
	Are there clear roles and responsibilities for WinS between Ministries and at national and subnational level?	Green	Yellow	Green	Yellow	Yellow	Yellow	Blue	Blue	Green	Green
	Is there a functioning coordination mechanism for WinS that includes multiple ministries, support agencies and civil society?	Yellow	Green	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Green	Red
Budget & Expenditure	Is there a costing of how much investment is needed to achieve national targets?	Yellow	Green	Yellow	Yellow	Yellow	Red	Red	Yellow	Yellow	Green
	Is there a financing plan that includes mobilizing funding from national and subnational government, development finance	Green	Green	Yellow	Yellow	Green	Red	Red	Red	Yellow	Green
	Is there a public sector budget line that is adequate for WinS improvement, operation, and maintenance?	Green	Yellow	Yellow	Red	Yellow	Yellow	Red	Yellow	Green	Green
	Are schools in most need of WASH support given priority as reflected in expenditures?	Yellow	Green	Yellow	Red	Yellow	Yellow	Red	Yellow	Yellow	Yellow
Monitoring & Evaluation	Is wins data reflected in the national education information system and are definitions sufficient to enable SDG reporting and	Green	Green	Yellow	Yellow	Green	Yellow	Yellow	Yellow	Yellow	Green
	Is national WinS data regularly reviewed and used to guide programme and investment decisions?	Green	Green	Yellow	Yellow	Yellow	Red	Red	Yellow	Yellow	Green
	Is there a system for acknowledging WinS performance?	Blue	Green	Yellow	Red	Yellow	Yellow	Yellow	Red	Yellow	Yellow
Implementation Arrangements	Are implementation guidelines available to ensure quality of WinS, including gender equality and disability inclusion as well as	Green	Green	Green	Green	Yellow	Green	Yellow	Green	Yellow	Red
	Are climate risk assessments done to inform the design, accessibility and functioning of WinS services?	Yellow	Yellow	Yellow	Green	Yellow	Green	Yellow	Yellow	Yellow	Red
Capacity Development	Does the Ministry of Education have a plan or strategy for Human Capacity Development for WinS that is reviewed regularly?	Yellow	Green	Yellow	Yellow	Green	Yellow	Yellow	Yellow	Green	Yellow
	Is skills-based hygiene education/promotion included in the national curriculum and part of daily school life?	Green	Green	Yellow	Yellow	Yellow	Green	Yellow	Green	Blue	Yellow
	Is WinS included as part of education management training for school administrators, teachers and subnational officials?	Green	Green	Yellow	Yellow	Green	Green	Blue	Yellow	Green	Yellow

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**.