Capacity Development for WASH in Schools

14 March 2023 | Thematic Session
## Session Agenda

<table>
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<tr>
<th>Time</th>
<th>Topic</th>
<th>Presenter/Moderator</th>
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<tr>
<td>5 Min</td>
<td>Welcome and introduction</td>
<td>Grace Mwanza</td>
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<tr>
<td>15 Min</td>
<td>WinS Capacity Development: Strategies and Methods</td>
<td>Nicole Siegmund, Fit for School Africa Initiative, GIZ</td>
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<tr>
<td>15 Min</td>
<td>Accelerating WASH in Schools through Massive Open Online Courses (MOOC)</td>
<td>Henning Göransson Sandberg, SIWI, Sweden</td>
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<td>15 Min</td>
<td>MOOC on WinS and Infection prevention and control, Malawi</td>
<td>Ms Maureen Tembo, Ministry of Education, Malawi</td>
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<td>10 Min</td>
<td>Brief Q&amp;A Session on MOOC</td>
<td>Grace Mwanza</td>
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<td>15 Min</td>
<td>Empowering Teams for WinS, Uganda</td>
<td>Dr Cleophus Mugenyi, Commissioner for Basic Education, Ministry of Education and Sports, Uganda</td>
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<td>10 Min</td>
<td>Short presentation of WinS Network with focus on capacity development offers</td>
<td>Presenter: Marge Lim, WinS Network Secretariate</td>
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<td>40 Min</td>
<td>Panel discussion and Q&amp;A Session</td>
<td>Moderator: Grace Mwanza All Presenters</td>
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Capacity Development for WinS

Strategies and Methods to Develop Institutional and Individual Capacity for WinS

Nicole Siegmund, GIZ
National Policy & Standards for WASH in Schools

WinS Management & Coordination Tasks

WinS Management & Implementation Tasks

National Level

Sub-national level (Provinces, Cities, Districts, Divisions)

School Level
WinS Capacity Development Modalities presented today

1. Training of Trainers (ToT)
2. Manuals, Videos, Checklists
3. Online Modalities
4. Local Learning Exchanges
5. WinS Monitoring
6. Awards & Competition
1) Training of Trainers (ToT)

Advantages

• Wide array or training methods applicable to a wide range of contexts
• Applicable to challenging environments relying on local delivery
• Easy to review, validate, and adapt
• Offers opportunity for feedback

Disadvantages

• Dilution of messaging with each level for cascade training
• Difficult to monitor fidelity or quality of delivery
• High costs to conduct trainings, especially at scale
• Limited reach compared to other methods
2) Manuals, Videos, Checklists

Advantages

• No loss of message fidelity
• Low cost
• Wide reach/Scale
• Direct implementation guidance

Disadvantages

• Limited review and validation
• Difficult to revise after final publication
• Difficult to get feedback & evaluate impact
3) Online: Training, MOOC, Webinars, Social Media

Advantages

• Low to no incremental cost
• No loss of message fidelity
• Wide to massive reach
• Allows structure for building knowledge

Disadvantages

• Limited training delivery methods
• Require internet access and basic hardware
• Low completion rates
• Relatively high investment costs for MOOC (but low ‘per user costs’)
4) National & Local Learning Exchanges

Advantages

• Promotes Communities of Practice
• Sharing of inspiring examples (school or sub-national level)
• ‘To see is to believe’
• Cost effective if combined with existing structures

Disadvantages

• Needs commitment and local initiative
• Limited reach, unless it is used as national/sub-national approach
• Costs (esp. national events)
5) WinS Monitoring

Advantages

• System approach
• All schools participate and get exposed to indicators (expectations)
• No additional costs

Disadvantages

• Needs an established national WinS monitoring system
• Needs integrated feedback mechanism for schools
6) Awards and Competitions

Advantages

• Focused attention on specific topics (e.g. clean toilets)
• Triggers action if aligned to national policy and WinS monitoring results
• Incentive for schools to participate
• Possibility for partnership with private sector

Disadvantages

• Usually requires external support
• Resource, work and time intense to set up structures
• Possible source of tensions (‘unhealthy competition’)
Are there other methods that you have experienced/ applied?
Massive Open Online Courses (MOOCs) for Capacity Building at scale

Henning Göransson Sandberg, Programme Manager, Stockholm International Water Institute (SIWI), Sweden
What is a MOOC?

Massive Open Online Courses (MOOCs) are online distance-learning courses designed to cater to large groups of learners because of three defining characteristics:

- **MASSIVE:** self-paced to accommodate hundreds to thousands of learners.
- **OPEN:** low costs or being offered for free.
- **ONLINE:** hosted in an online platform (anyone with internet access can participate).
What does a MOOC look like?

- Self-paced, flexible learning methodology
- Modules of content, readings, instructional videos, exercises and activities, and other types of media
- Interactivity with instructors and peers through discussion boards or set activities.
- Weekly assessment and auto-graded quizzes to evaluate performance.
Why use MOOCs?

- SDG 4 and SDG 6
- COVID-19
- Translate and disseminate government guidance
- Massive reach
- Low cost per learner
- Interactive and inspiring way to learn
Requirements for developing a MOOC

• Engagement with, and ownership of, the government
• Project team
  • e.g. including project manager, content experts, designer or course and materials, including videos and infographics
• Time and resources to develop and test materials
• Time and resources to film on location

FIT FOR SCHOOL (2022). WASH in Schools massive open Online Course - Orientation Guide. GIZ, SuSanA, FIT FOR SCHOOL, SEAMEO INNOTECH, FIT FOR SCHOOL AFRICA INITIATIVE
Challenges in using MOOCs

• Learner engagement and completion rates
  • E.g. well-designed courses, endorsed by government, proof or certificate of completion, tailored and contextual content

• Learner time commitment
  • E.g. quizzes instead of peer learning or essay assessments

• Manage the course complexity
  • E.g. refer to follow-up materials, link the MOOC to other trainings

• Internet connectivity and computer literacy needed
  • E.g. Offline elements and compatibility, low-tech solutions
Example: Recent development of MOOCs on the importance of IPC

Five countries: Indonesia, the Philippines, Cambodia, Malawi and South Africa

Modules on “The Importance of IPC”, “IPC Measures”, “Vaccination for IPC”, and “Managing IPC”, based on country guidelines and policies
Case Study 1: IPC course in the Philippines

- Target audience is teachers and school staff
- Course offered August to September 2022
- 34,689 enrolled; 22,823 course completions (66%)
- 46% said course exceeded expectations
Case Study 2: Evaluation of MOOC in the Philippines “Leading WinS”

• 40-hour course specifically designed for school heads and teachers
• Launched in 2019 until November 2021: 22,510 enrolled and 10,921 completions (49%)
• Learning information and skills needed to effectively implement WinS in their respective schools:
  • Understanding WinS and its importance.
  • Assessing the current WinS situation in their respective schools
  • Creating a roadmap toward the national standard
  • Finding ways to ensure WinS sustainability
• Course activities: Videos, Surveys, Discussion forums, Peer review assessment, Reflection writing, Hands-on exercises
To conclude: Factors of success of MOOCs

• Availability of lecture videos and self-assessment tools
• High networking and communication between learners
• Government endorsement and ownership:
  • E.g. website hosting, dissemination and updating for relevance and sustainability
• That learners are able to practically implement learnings:
  • E.g. having have time to complete the MOOC, access to material referenced, and support from superiors and colleagues
Thank you!

henning.goranssonsandberg@siwi.org

qr.link/V9Jqmb
MOOC on WinS and Infection prevention and control (IPC), Malawi

Maureen Maguza Tembo, Deputy Director SHN Department, Ministry of Education
Challenge – why a MOOC on IPC?

- Covid-19 Pandemic -> new rules and regulations on IPC
- Ensuring uninterrupted learning even in times of school closures
- Guidance and capacity development for schools was needed
- Modality that can reach many with uniform messages
- Cholera outbreak 2023 – content could be included
Process of developing a MOOC for Malawi

Translating global recommendations and the different national guidelines from the Ministry of Education, Health and Water relevant for IPC (School Health and Nutrition Policy and Guidelines, COVID-19 Guidelines, etc.) into clear action points for the teachers

Use a local school setting and their equipment as a visual example for manageable IPC measures
1. Importance of IPC in Schools
2. IPC Measures
3. Vaccination for Infection Prevention and Control
4. Managing IPC

Certificate of Completion

Log in

Email

Password

Forgot Password?

Next

You don't have an account yet?
Register here

Login as a guest
Scaling it up, Lessons learned and Next steps

• Promotion efforts by the MoE
• Integration into different platforms
• Using different channels of promoting the course to teachers
• Cooperation with the Teacher Training Colleges
Thank you!
EMPOWERING TEAMS FOR WinS

FEATURING UGANDA
UGANDA’S APPROACH

National WINS Guidelines

- Revised draft Menstrual Hygiene Management Reader for Secondary schools (GIZ).
- Guidelines for implementing the Three-Star approach for WASH in schools (UNICEF Supported).
- O&M Manual for WASH in Schools (UNICEF supported).
EMPOWERING TEAMS FOR WinS

Capacity Development approaches implemented in Uganda:

- Training of Trainers (ToT)
- Operation & Maintenance (O&M) Training
  strengthen maintenance staff at schools
- Peer Exchanges
- Toilets Making the Grade® School Competition
Trainings (GIZ S4M supported)

1) Training of Trainers: head teachers, city and local government, senior teachers
   • To train school level i.e., parents, teachers, learners and School Management Committees.

   Topics
   • Operation and Maintenance of WINS facilities,
   • Menstrual Health for Adolescents
   • Hygiene Promotion / awareness creation

2) Care takers training on maintenance of WASH facilities
Peer Exchanges (GIZ S4M supported)

Apac Small Towns + Kampala City education officers: exchanging ideas and mutual learning

Apac team visited model school in Kampala
分享有效实践
Toilets Making the Grade®

Competition (GIZ S4M supported)

- 225,000 pupils in 4 competitions since 2018 in Kampala, Apac and Lira
- Inspires cost-efficient school-driven improvements in WINS through team-work and self-analysis
- Builds capacity to solve WINS problems long-term
- Along 3-star goals and enables self-reporting
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<th>Schools to</th>
<th>Local Government, NGOs and Donors to</th>
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<tr>
<td>Improve and maintain own healthy sanitation and hygiene practices</td>
<td>Make interdepartmental inspections to receive insights into sanitation and underlying issues</td>
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<td>Increase sustainability of their investments into infrastructure</td>
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<td>Increase political will to accelerate SDG progress</td>
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<td>Implement national standards (3 star approach)</td>
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Toilets Making the Grade® Competition

„TMG is a very good way of planning that enables schools to identify and solve their own sanitation issues within the limited resources they have.“
National MoES

Way forward | Capacity for WINS

- Promotion of effective practices
- Development of WASH infrastructure designs for schools
- Integrating WASH in national Music Dance and Drama
- National upscale of Toilets Making the Grade®
THANK YOU // MERCI // ASANTE
from UGANDA
WinS Network and capacity development offers

Marge Lim, WinS Network Secretariat
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 WinS 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
- WinS monitoring and reporting
- Research and evidence-building
- Mainstreaming gender inclusion and equity, including MHH
- Guidance on WinS programming
- Knowledge management, capacity development, learning and exchange
WinS Network website

A knowledge hub for global guiding documents on WinS

WinS Network publications:
Practical guiding documents for WinS and COVID-19 response
# Chat, Listen, Exchange webinar series

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

You may contact us at winsnetwork@giz.de
Thank you!