

Capacity Development for WASH in Schools

14 March 2023 | Thematic Session

1ST AFRICAN
WASH IN SCHOOLS
INTERNATIONAL
LEARNING EXCHANGE



As partner of:



Session Agenda



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



Capacity Development for WinS

Strategies and Methods to Develop
Institutional and Individual Capacity for WinS

Nicole Siegmund, GIZ



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National
Level

National Policy & Standards for
WASH in Schools

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

WinS Management & Coordination Tasks

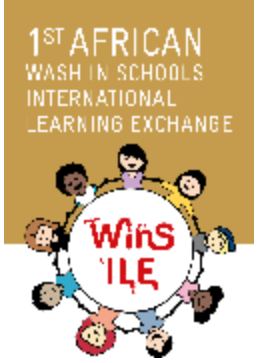


WinS Management & Implementation Tasks



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

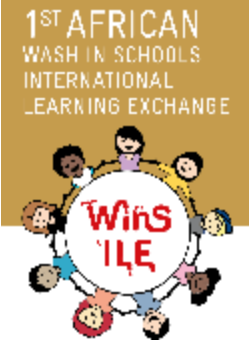
- Wide array of training methods applicable to a wide range of contexts
- Applicable to challenging environments relying on local delivery
- Easy to review, validate, and adapt
- Offers opportunity for feedback

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



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

Department of Education WASH in Schools Monitoring System		
C. Sanitation		
8, How many toilet seats are available for children in the school? Do not include toilet seats for teachers.	Male	Female
Functional		
Not Functional		
9, Are all functional toilets secure, private and have door with lock?		
Do all functional toilets have lighting? (includes natural light or alternative sources)		
Do all functional toilets have adequate ventilation?		
10, Do all exclusively female toilets have wrapping materials and		



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')



ESKWELANG UNSTOPPABLE AWARDS RECOGNIZES SCHOOLS' EFFORTS FOR MAINTAINING CLEANLINESS FOR STUDENTS



Are there other methods that you have experienced/ applied?

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Massive Open Online Courses (MOOCs) for Capacity Building at scale



Henning Göransson Sandberg, Programme Manager,
Stockholm International Water Institute (SIWI), Sweden



As partner of:

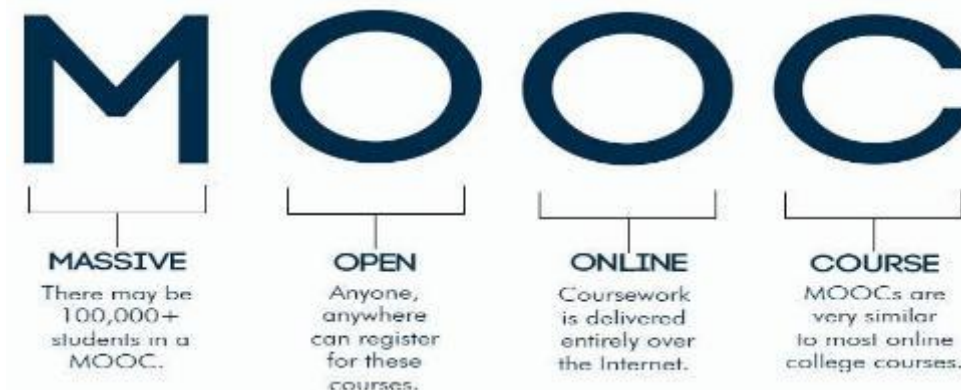




What is a MOOC?

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.

My Courses



Infection Prevention and Control in Schools

CAPNET - IPCS
Started - Nov 22, 2022

⚙️ 🐦 📘

[Resume Course](#)



Infection Prevention and Control in Schools

CAPNET - IPCS
Started - Jul 11, 2022

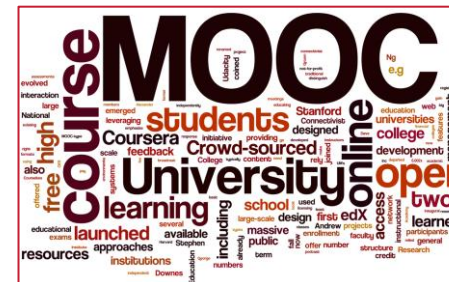
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[Resume Course](#)



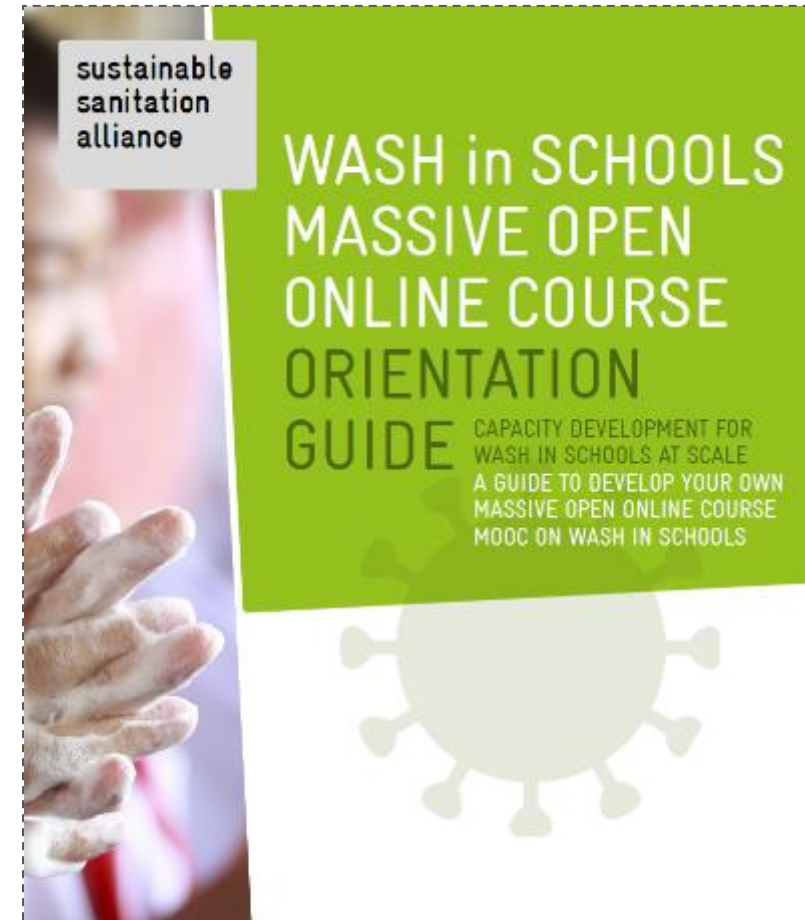
Why use MOOCs?

- 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

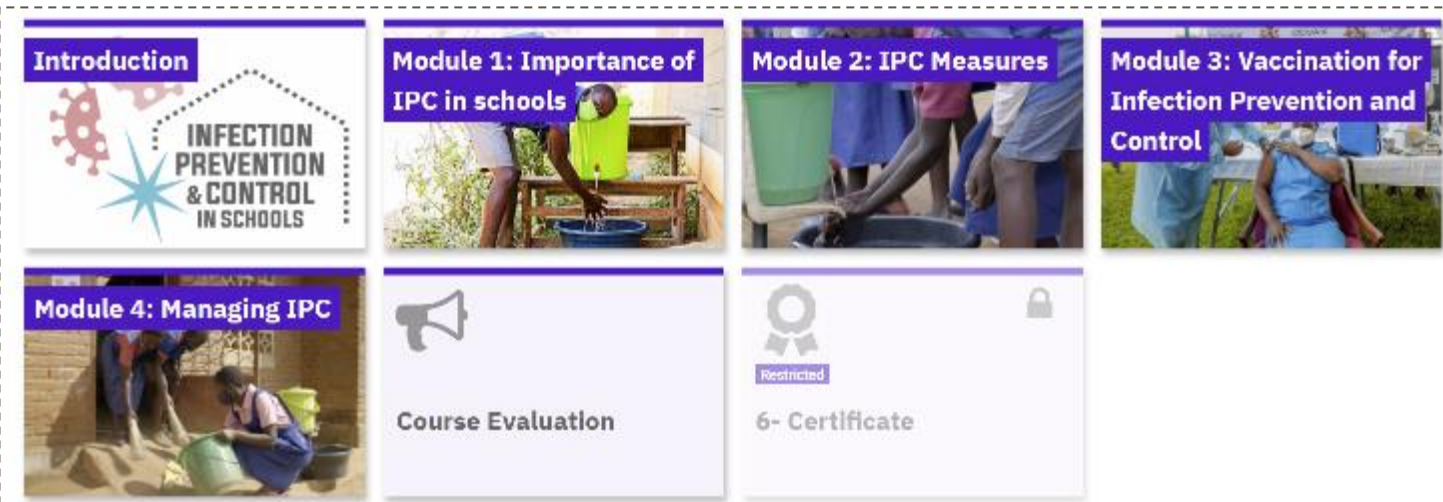
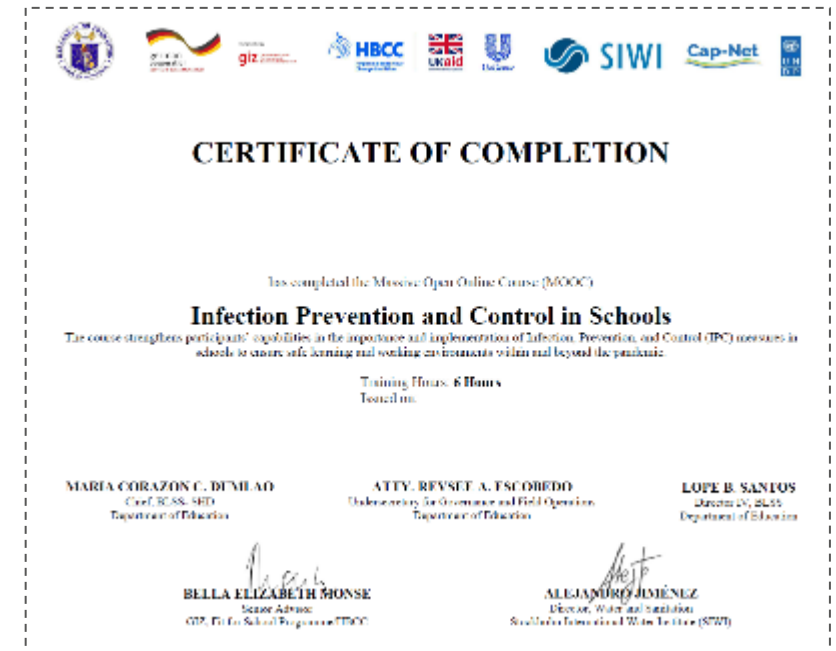
- Learner engagement and completion rates
 - E.g. well-designed courses, endorsed by government, proof or certificate of completion, tailored and contextual content
- Learner time commitment
 - E.g. quizzes instead of peer learning or essay assessments
- Manage the course complexity
 - E.g. refer to 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



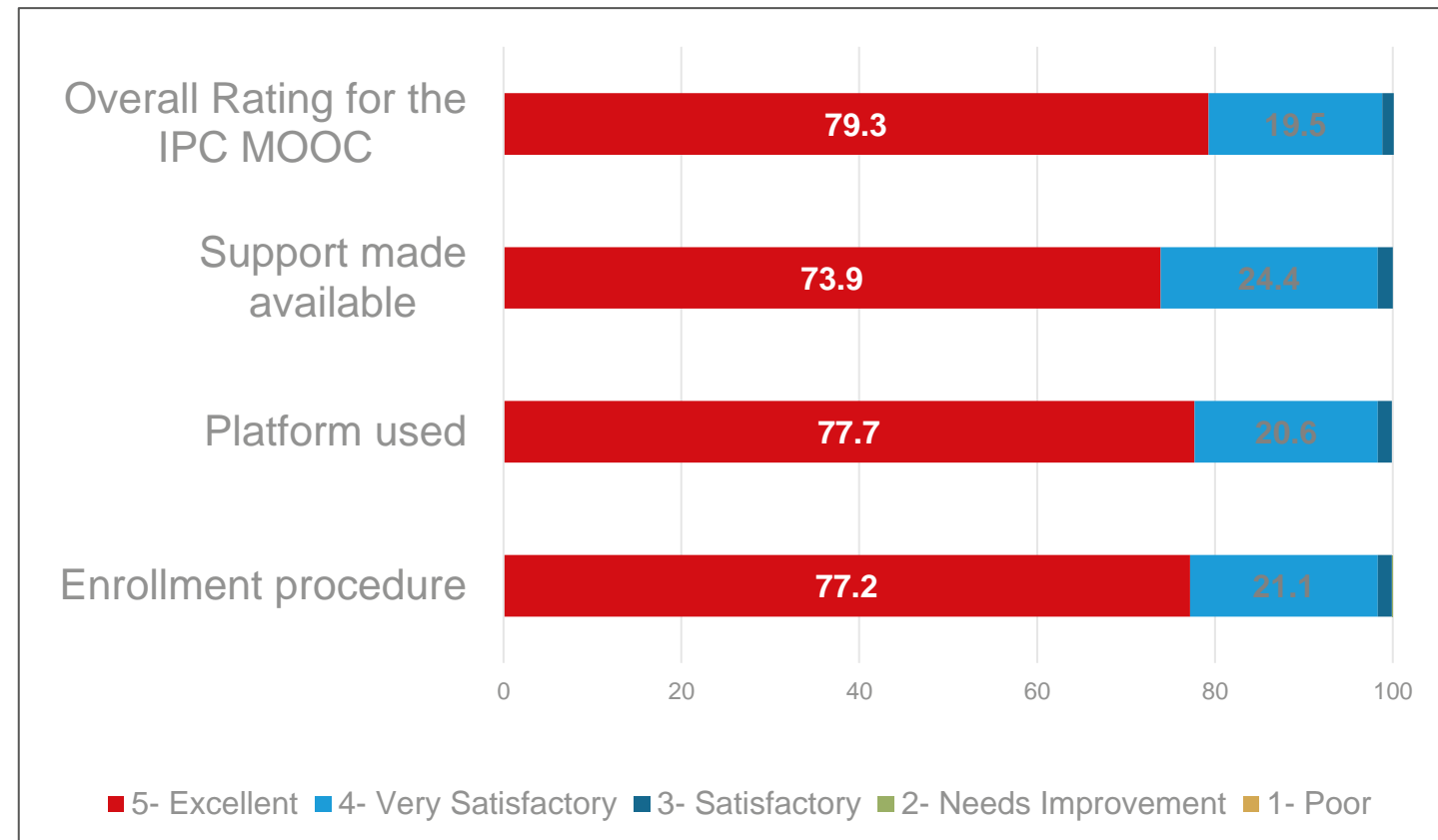
Five countries: Indonesia, the Philippines, Cambodia, Malawi and South Africa

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

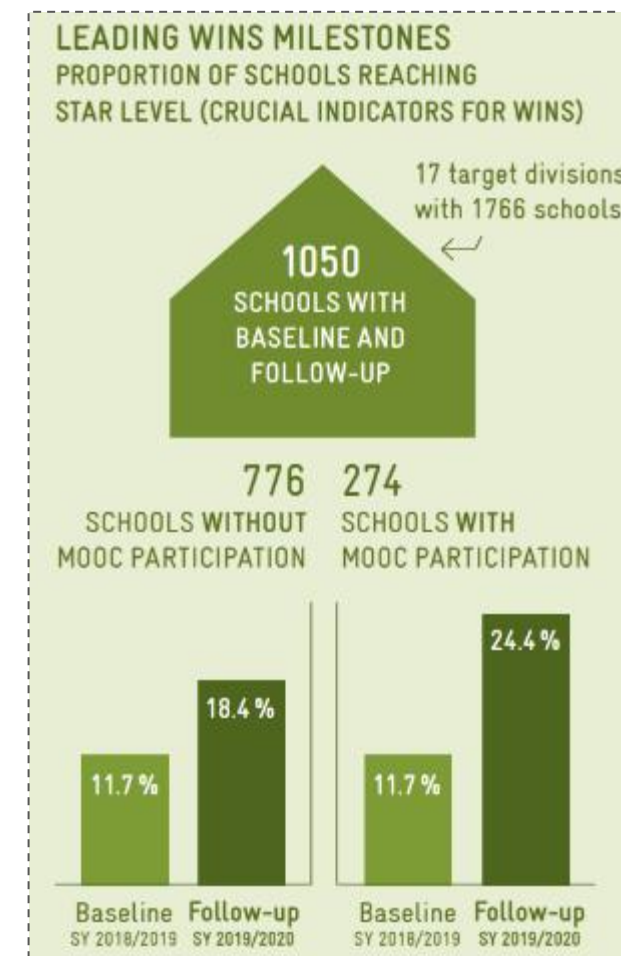
- Target audience is teachers and school staff
- Course offered August to September 2022
- 34,689 enrolled; 22,823 course completions (66%)
- 46% said course exceeded expectations





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

2.3 Physical distancing and visitors to the school

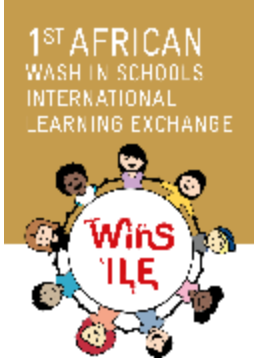
This video presents a school tour and shows how to implement the IPC measure of physical distancing. These examples come from the COVID-19 pandemic, but they are equally relevant for any similar disease when physical distancing needs to be observed. In this video, we will learn about how to implement social distancing and the school environment for this. This includes school traffic management by establishing crowd management measures, reminding students of keeping the distance, using up all the space in the classrooms to distance the students as much as possible and suspending activities that would require large gathering.

Watch the video below.



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

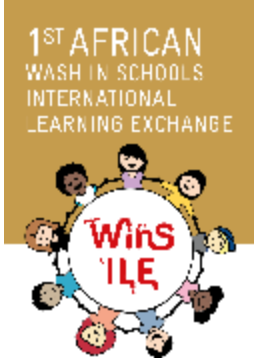


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Challenge – why a MOOC on IPC?

- 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



Importance
of IPC
in Schools

1.



Vaccination
for Infection
Prevention and
Control

3.



IPC
Measures

2.



Managing
IPC

4.



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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



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UGANDA'S APPROACH

National WINS Guidelines

- WinS Models that work“ (<https://www.winsnetwork.org/resources/wins-models-work-uganda>) – GIZ Support
- Revised draft Menstrual Hygiene Management Reader for Secondary schools (GIZ).
- Guidelines for implementing the Three-Star approach for WASH in schools (UNICEF Supported).
- National Micro-planning handbook for WASH in public primary and secondary 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

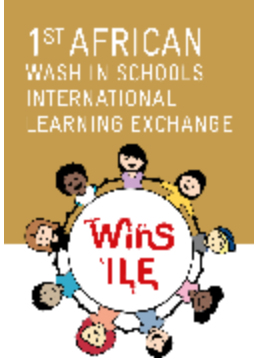
Apac team visited model
school in Kampala
📍 share effective practices



Toilets Making the Grade[®]

Competition (GIZ S4M supported)

www.toilets-making-the-grade.org

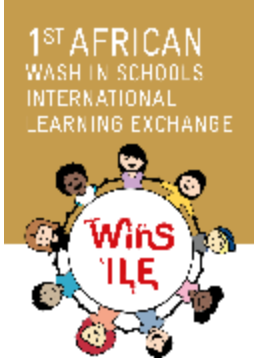


- 225,000 pupils in 4 competitions since 2018 in Kampala, Apac and Lira
- Inspires **cost-efficient school-driven improvements** in WINS through **team-work** and **self-analysis**
- Builds capacity to solve WINS problems long-term
- ❓ along **3-star goals** and enables **self-reporting**



Toilets Making the Grade[®]

Capacity Building for..



Schools to

Improve and maintain own healthy sanitation and hygiene practices



Local Government, NGOs and Donors to

Make interdepartmental inspections to receive insights into sanitation and underlying issues

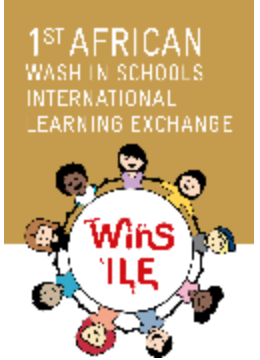
Implement national standards (3 star approach)

Increase sustainability of their investments into infrastructure

Increase political will to accelerate SDG progress

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



As partner of:





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



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





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.



Scan to access the member registration form

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





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Thanks for your attention!

You may contact us at winsnetwork@giz.de



Thank you!

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