

# The Virtual WASH-NTD Learning and Exchange Series: A Process Evaluation Report

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## Section 1. Purpose

Collaboration between neglected tropical disease (NTD) and water, sanitation, and hygiene (WASH) programmes and stakeholders is essential to prevent, treat, and manage NTDs. The World Health Organization (WHO) and the [Neglected Tropical Disease NGO Network \(NNN\)](#) released [WASH and Health Working Together: A 'How-To' Guide for Neglected Tropical Disease Programmes](#) to provide NTD programme managers with guidance on effective engagement and collaboration with the WASH sector. The UK Aid funded Ascend East Africa and South Asia programme held an online *WASH-NTD Learning & Exchange Series* to strengthen this coordination in East and Southern Africa. This series covered the abovementioned WASH and NTD toolkit, and the experiences of countries in using it, to enable participants to promote and lead WASH and NTD coordination at the national and subnational levels.

The purpose of this report is to provide insight on how to replicate or adapt the *WASH-NTD Learning & Exchange Series*. As such, the report will primarily focus on:

- the work required to organize such an event,
- the content included and lesson plans used,
- the strengths and weaknesses of the series,
- and lastly, suggestions for future learning activities on WASH and NTD coordination.

This information was gathered through participant surveys, interviews with series facilitators, and by attending the sessions. This report is not meant to be a replacement for studying the toolkit and adapting it to the relevant contexts. While this workshop focused on WASH and NTD sector coordination, the lessons learned may be relevant for coordination and collaboration between other sectors as well, such as between WASH and nutrition, cholera or maternal and child health.

## Section 2. Introduction – WASH and NTDs Toolkit

Adequate water, sanitation, and hygiene (WASH) infrastructure and behaviours can play a critical role in the prevention, treatment, care and disability management [for all](#) 20 of the neglected tropical diseases (NTDs) prioritised by the World Health Organization (WHO) in the [2021-2030 NTD Road Map](#). WASH is particularly important for the prevention of NTDs such as trachoma, Guinea worm disease, schistosomiasis, and soil-transmitted helminth infections (STH). Engaging WASH stakeholders is vital to plan and deliver WASH infrastructure in NTD-endemic areas and to help communities adopt improved hygiene practices that reduce the occurrence or recurrence of NTDs. While some countries have established relatively robust WASH and NTD coordination structures, coordination is lacking in most NTD-endemic countries and requires ongoing efforts, funding and political will.

Considerable effort has been made worldwide to strengthen coordination between these sectors. The WHO and the NTD NGO Network (NNN) collaborated on the toolkit titled [WASH and health working together: A 'how-to' guide for Neglected Tropical Disease Programmes](#) in 2019, which from here on out

will be referred to as the *WASH and NTDs Toolkit*. This toolkit, which is built upon previous resources<sup>1</sup> and aims to operationalise the Global Strategy on WASH and NTDs<sup>2</sup>, provides disease programme managers, donors, and implementing partners guidance on engaging and collaborating with WASH agencies through the following five steps:

1. Setting the Program Vision
2. Building Partnership
3. Analysing the Situation
4. Planning and Programme Design
5. Implementing and Monitoring

This toolkit has been translated into French and Spanish, utilised in several multi-country programmes, and incorporated into the national planning and implementation of several countries. The toolkit continues to be updated based on country experiences and needs.

“Accelerating the Sustainable Control and Elimination of Neglected Tropical Diseases” (Ascend) is a programme funded by UK Aid to control and eliminate NTDs in 11 countries<sup>3</sup>, in part by strengthening coordination between WASH and NTD sectors. When Ascend country leads conducted a WASH and behaviour change communication (BCC) assessment, all countries reported a need to improve collaboration between the WASH and health sectors, that scaling up WASH interventions in NTD-endemic areas was necessary, and that current WASH and BCC strategies needed to be reviewed and improved. In response, the UK Aid funded [Ascend East Africa and South Asia programme](#) created the regional *WASH-NTD Learning & Exchange Series*. It focused on East and Southern African countries (which will be referred to as Ascend East from here on out).

It was intended to enable participants to identify interventions and coordination mechanisms that could improve collaboration between WASH and NTD stakeholders, by providing an overview of the WASH and NTDs Toolkit and an opportunity for countries to share their experiences. The series comprised seven interactive online Zoom workshops during Autumn 2020, and recordings and other learning materials were made available to participants through a virtual platform to allow for reviewing and asynchronous learning. This series was meant to be an early step in a broader initiative that would provide countries with more targeted technical assistance.

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<sup>1</sup> The main resources used were [WHO’s Water Sanitation and hygiene for accelerating and sustaining progress on neglected tropical diseases: A Global Strategy 2015-2020](#), ICTC’s [Facial Cleanliness and Environmental Improvement](#) toolkit, and NTD NGO Network’s [BEST Framework](#). Additional lessons from experience on the ground were also incorporated.

<sup>2</sup> The first [Global Strategy on WASH and NTDs](#) was published by WHO in 2015, and was succeeded by a renewed, 10-year [strategy in 2021](#).

<sup>3</sup> The countries that [Ascend Lot 1](#)/Ascend East covers are Sudan, South Sudan, Ethiopia, Uganda, Kenya, Tanzania, Zambia, Malawi, Mozambique, Nepal, and Bangladesh.

The objectives of this workshop series were to have participants learn, share, and discuss ways that will inspire and enable them to:

- promote and initiate coordination activities between the NTD and WASH sectors;
- lead and support national and sub-national level WASH and NTD coordination and integration platforms;
- develop supporting guidelines and tools to facilitate coordination;
- design monitoring and evaluation methods and tools for measuring the effectiveness of coordination at different levels, and WASH interventions for the control of NTDs;
- influence government ministries and WASH programmes to prioritise the provision of WASH in NTD endemic areas; and
- influence government NTD and WASH programmes to harmonise BCC messages between sectors.

## Section 3. Workshop Overview

This section highlights how the series was developed and how sessions were held, and provides insight on how much staff time was required for the webinar.

### Series Development

Ascend East began planning for an in-person workshop on the WASH and NTD Toolkit to address gaps in coordination and to help countries develop national frameworks on WASH and NTDs, based on the [experience of Ethiopia](#). Due to the COVID-19 pandemic, however, it was ultimately held remotely. The Ascend Regional WASH Lead reached out to the [NNN's WASH Working Group](#), whose members were involved in toolkit development, to co-develop the series.

An initial call was held with toolkit authors to discuss the content and structure of the series. From July 2020 and throughout the workshop, members of the NNN WASH Working Group and WHO began developing the series' content in collaboration with the Ascend Regional WASH Lead. They settled on general content, potential session facilitators, and possible activities for the lessons. General outlines were made for 5-6 sessions. Much of the original structure of the workshop was decided during two working meetings. However, development continued throughout in response to the reception of the sessions and participant requests. This development process would have taken longer if it had not been for the stepwise nature of the toolkit, the toolkit being in the language of most of the workshop participants, and the facilitators' experience with the toolkit.

Ascend's Regional WASH Lead began mobilizing support and participation from Ascend's East African countries. She approached country leads for suggestions of focal points to serve as country co-hosts for each session. These co-hosts were assigned to their respective sessions depending on their country's progress on WASH and NTDs collaboration. Had she not had an existing relationship with many of these country leads, it would have been difficult to gain buy-in from the countries.

The lead then created the terms of reference for a course coordinator to manage the overall preparation and running of the sessions and the virtual learning platform (KIT Virtual Grounds). The course coordinator began an iterative process with the NNN WASH Working Group members to adapt the content for an online course. He allocated time slots for each activity, suggested where to feature examples from countries, and provided suggestions for making the content more interactive and manageable. The course coordinator, the NNN WASH Working Group members and facilitators went back-and-forth three or four times to develop the sessions.

After the workshop series began in October, the series' facilitators decided that two extra sessions would be useful. They added a deep dive session that covered two new tools – the WASH and NTD Decision Matrix (which collates WASH access and NTD endemicity to prioritise geographic resource allocation) and the National Framework Template; and a reflection session where participants suggested next steps and learned about the new [NTD Programme Managers Community of Practice](#).

## Preparation for Each Session

Each session was planned with two facilitators, one or more country co-hosts, and the course coordinator. Facilitators were WHO staff or NNN WASH Working Group members that were responsible for content from the WASH and NTDs Toolkit. Country co-hosts, who are focal points in ministries of health or WASH in Ascend East countries, highlighted how their country approached implementing the toolkit step being covered.

They used the broad session outlines to adapt or redesign sessions. They determined what material they had time to cover; allocated time slots for toolkit content, country examples, group discussions, and other interactive elements; and created slide decks, virtual whiteboards, and other materials. When allocating time slots for content, one facilitator suggested assuming that they would only cover about one-third as much as they would during an in-person workshop. Another facilitator suggested guiding which aspects to cover by asking what country needs are, what the desired WASH-NTD outputs from Ascend countries could look like, and what support could be provided in the future to meet these needs. This work occurred before, during, and after the two or more preparation calls that began three weeks before a session.

The resulting sessions were well-run but required considerable preparation time. It was difficult to fit an entire toolkit step, real-world examples, and interactive activities into a 2-hour session. This was particularly difficult for the fourth session on planning and program design, which includes a substantial amount of content and tools. Increasing the amount of scripting and preparation as the course went on led to significant improvements but required more preparation time from the session leads. One country co-host suggested that a couple of full work days-worth of preparation were needed for each two-hour session.

The course coordinator estimated that running one session required approximately 3 full workdays from him. About four hours would be spent on the day of the webinar for technical preparations, preparations with facilitators and country co-hosts, running the webinars, and sending reminders. The remaining time (~2.5 days) went to creating a suggested session outline, discussing the session outline 2-4 times with the country co-hosts and facilitators, designing online learning tools (e.g. virtual whiteboards) and activities, creating and reviewing slides, communicating with participants, and

updating the learning platform. Earlier on, these tasks would require up to 3.5 days per session, but with more experience planning sessions they only required about 2.5 days.

Having coordinators that had prior experience presenting on the material reduced the time needed to map out sessions. On the other hand, more time than expected was spent on scheduling the preparatory meetings as the coordinator, facilitators, and country co-hosts were spread throughout Africa, Europe, and the U.S.

Preparation time could be reduced if the sessions are reproduced or adapted. However, the time required for all staff should not be underestimated.

## Workshop Sessions

This subsection is intended to provide a quick overview of what content was covered and how, and to provide insight on work conducted throughout the session. Outlines for session plans are provided in Appendices 1-7, which could be used as a starting point of adopting this series for different contexts.

The seven online sessions held as part of this workshop are highlighted in Table 1. Each two-hour session had a break approximately halfway through. Facilitators covered relevant content from the WASH and NTDs Toolkit for each workshop session. Country co-hosts highlighted experiences from implementing the relevant toolkit step in their countries. This helped contextualize the content covered by facilitators and often made participants more engaged. The course coordinator and the WASH Regional Lead for Ascend East regularly presented, moderated, and managed online tools and time checks.

Session	Facilitators	Country co-host	Step Covered	Date
1. Setting the Scene	Sophie Boisson, WHO Yael Velleman, SCI Foundation	Makoy Yibi Ilogora, South Sudan	All (briefly)	20 October 2021
2. Setting the Programme Vision	Geordie Woods, Sightsavers Angelia Sanders, Carter Center	Agnes Kithinji, Kenya	1 & 2	03 November 2021
3. Analysing the Situation	Margaux Engels, Sightsavers Helen Hamilton, WaterAid	Ambakisye Kuyokwa, Tanzania	3	17 November 2021
4. Planning and Programme Design	Geordie Woods, Sightsavers Leah Wohlgemuth, Sightsavers	Gilbert Baayenda, Uganda	4	03 December 2021
5. Decision Matrix and National Framework	Yael Velleman, SCI Foundation Alexandra Carlin, SCI Foundation	Gilbert Baayenda, Uganda		10 December 2021
6. Implementing & Monitoring	Fiona Fleming, SCI Foundation Michal Bruck, NALA Foundation	Antenneh Mekonnen, Ethiopia Fikre Seife, Ethiopia Nisan Zerai Kesete, Ethiopia	5	15 December 2021
7. Country Planning and Community of Practice	Leonie Postma, Ascend Yael Velleman, SCI Foundation	Gilbert Baayenda, Uganda		02 February 2021

*Table 1. List of sessions, facilitators, and country co-hosts that led each session.*

Each session contained breakout room discussions where participants and facilitators were mixed for discussion. Afterwards, they would talk about the discussion in their breakout rooms with the entire course, often comparing similarities and differences. The online tools listed in Table 2 were used to

increase interactivity during the plenary and breakout sessions. They also allowed visualization of the progress of countries, engagement of key stakeholders, and shared challenges. When participants were unfamiliar with the web tools such as the virtual whiteboards, the workshop leads were ready to assist. Participants were also encouraged to meet with peers from their country between sessions to discuss relevant content, prepare homework assignments, and review key resources.

Tool	Use	Suggestions
Zoom Breakout Room	Separates session into multiple groups. Walked through a problem or example, often with a moderator. For example, brainstormed stakeholders and their level of influence and interest.	Typically smoother with a facilitator to start conversation.
Mural	Collaborative digital workspace to brainstorm and visualize information. For example, shared next steps and challenges or collating answers from different breakout rooms.	Participants often struggled using it, so it was helpful having the moderator ready to directly input others' answers. It was most useful for more complicated exercises.
EasyRetro	Interactive tool for participants to submit and categorize answers. For example, brainstorming challenges and categorizing them as non-negotiable and not in program scope.	While it gives fewer options than Mural, many participants found it easier to use. It was the preferred option for more linear assignments.
Mentimeter	Interactive quiz software for voting on the correct answers, using a word cloud chart e.g. to highlight important stakeholders. Also useful for icebreakers, Q&A, and visualization (e.g. wordcloud).	
KIT Virtual Grounds	KIT Royal Tropical Institute's online platform used to hold course materials (including recordings), asynchronous learning, and for announcements.	

*Table 2. List and description of web tools used during the workshop. This table is not meant to endorse specific programs, but meant to highlight the kinds of web tools used and how they could be used.*

### **Ensuring All Could Participate Despite Challenges with Virtual Tools**

Participants were not always able to use the online tools due to either connection issues or unfamiliarity with them. The facilitators used multiple tactics to ensure they could still participate. Facilitators would share their screens so participants could see what was occurring and were sure to narrate results for those who did not have video. Facilitators would directly input verbal or written comments (in the Zoom chatbox) from participants into online tools like Mural and EasyRetro.

When possible, facilitators chose to use simpler online tools (e.g., those requiring less bandwidth and/or are more user friendly) when additional complexity was not needed. For example, they typically chose to use the EasyRetro tool in breakout rooms as it only required simple typing and dragging. More complicated tools, like Mural, were typically used only when there were multiple facilitators to manage the program and discussion.

After the steps of the toolkit had been covered in the first six sessions, each country team was asked to identify interventions to strengthen WASH and NTD coordination and to develop action plans to improve coordination.

Attendance varied considerably between sessions, with anywhere from 25 and 55 participants (including observers) per session. After a dip in participation in the middle of the series, the coordinator and the Ascend WASH Regional Lead responded by starting a WhatsApp group with country leads. These country leads then reached out to their colleagues to encourage attendance. The pre-existing rapport between the Ascend WASH Regional Lead and country leads likely made this effort to increase country participation more effective.

## Personnel Time Requirements

Preparation time varied between sessions but required approximately three or more full workdays from the course coordinator and facilitators. Most country co-hosts spent approximately 0.5-1 full workday per session, though some spent as much as three workdays.

One of the leading factors for success in this workshop was having an effective course coordinator that dedicated significant amounts of time. The coordinator helped determine what materials could be covered in a session and how to cover them, scheduled meetings with workshop leads, ensured that session preparation was on track, and was essential in keeping momentum during sessions when technical issues were faced. The responsibilities for this position required approximately 36 full workdays. The time required for this position and overall course development could be reduced somewhat if the materials are replicated or adapted, or if activities less directly related to running the course (e.g., reporting) were reduced.

## Section 4. Evaluation of the Series

Feedback on the workshop series was obtained to help organizations plan and improve their own virtual sessions on WASH and NTD coordination. The majority of this reflection focused on what worked well, major challenges faced and suggested changes or improvements. Information was gathered by attending the workshop series, holding two surveys (via SurveyMonkey) for the course participants, and interviewing country co-hosts, facilitators, the course coordinator, the WASH Regional Lead for Ascend, and some participants. More information on the surveys can be found in Appendix 8.

### Successes

The analysis of survey data suggested that participants enjoyed the format and the content. Stakeholders such as Ascend programme staff, including observers from the Ascend West and Central Africa Programme WASH coordination team, and the NNN WASH Working Group members also saw multiple benefits.

**Participants felt that the workshop met their expectations (83%) and that it will help them address challenges covered by the workshop series.** They appreciated having experienced facilitators and

country co-hosts. They also appreciated that the series addressed many challenges that they experience, contextualizing these issues through in-country examples and walk-through exercises. Participants expect that this series will be particularly helpful for leading and supporting WASH and NTD coordination platforms at national and subnational levels, as well as promoting collaboration between the two sectors. One of the two participants that said the workshop did not meet their expectations indicated that this was due to internet connection issues that prevented them from fully participating.

**Participants found that the virtual meeting tools added significant value and were mostly user-friendly.** Multiple participants stated that they appreciated the increased level of interaction these tools (such as virtual whiteboards and voting platforms) provided, in addition to other interactive elements of the workshop. While some participants struggled with connectivity or user-friendliness, tactics like having facilitators directly incorporate answers from those who could not use these tools allowed participants to still participate.

**Many found the duration of sessions (2 hours) and the time between sessions (2 weeks) to be appropriate.** This prevented the content from being overwhelming and made committing to the series easier.

**Certain small touches, such as playing music and having icebreakers and breaks, made the webinar more enjoyable.** They helped start conversations. These icebreakers were also a good opportunity to practice with the interactive online tools used in the sessions.

**The series benefitted considerably from having country co-hosts for each session.** Country co-hosts helped make the content less abstract. They likely increased participation, especially from the countries that co-hosted at some point during the workshop. They provided good ideas both in the planning stages and during the session, pulling from their own experiences using the WASH and NTDs Toolkit. Many participants also saw the achievements of these co-hosts as realistic goals.

**Participants enjoyed being able to walk through examples.** A clear example was in Session 4 where participants were walked through selecting interventions based on the [BEST framework](#) and then narrowing options through the feasibility matrix tool. It allowed participants to understand the breadth of options available and why trade-offs need to be made. Many of these walkthroughs are also directly relevant to problems these NTD programme managers face.

**Basing the series on a WHO-authored toolkit assured participants that the material was high-quality.** Having facilitators from the NNN WASH Working Group also granted additional credibility to the series.

**Each country left with clear ideas on their next steps for WASH and NTD collaboration.** The final session had each country list their next steps and what further information and resources are required. The next steps included sharing meeting invitations (e.g., to relevant WASH government and NGO partners for NTD-specific meetings and vice-versa), developing joint health messages, developing a coordination strategy, moving coordination from the federal to the local level and to new regions, resource mapping, and much more. The participants also specified what technical assistance they wanted, such as assistance developing national frameworks and resource mobilisation for financing the implementation of a WASH-NTD framework.

**Having a dedicated course coordinator was essential to the success of the workshop.** The coordinator ensured that sessions were coherent and consistent, held check-ins with facilitators weeks in advance,

ensured that sessions were interactive, and responded quickly and deftly to any and all technical challenges. As the facilitators' and country co-hosts' time was voluntary, the work of the course coordinator was critical in ensuring that the series progressed smoothly. It also helped that the coordinator had a different background than many facilitators. His background in political economy analysis allowed him to uniquely contribute to developing lesson plans with facilitators. In addition, by having less experience with WASH or NTDS, he was able to point out when information was unclear during check-ins.

**Having staff with existing relationships with country focal points increased buy-in.** The WASH Regional Lead of Ascend East had worked with country leads well before this workshop. This made people more willing to be co-hosts or suggest that their colleagues participate.

**Organizing the workshop was relatively affordable and still managed to reach a large and influential audience.** While adequate funding is needed to manage the program, a workshop centre was not needed, and participants did not have to pay to travel.

**This workshop provided insights for future iterations of the WASH and NTD Toolkit.** It demonstrated which tools were most effective, problems participants had using them, and remaining gaps. As the WASH and NTD Toolkit is a "living" resource, this information can then be used to improve upon the toolkit.

**Relationships between WASH and NTD experts were strengthened.** WASH and NTD stakeholders from these countries collaborated on joint WASH and NTD visions. The NNN WASH Working Group also hopes that participants in these countries will be more comfortable approaching them as a resource or joining as members.

## Challenges

The analysis pointed out some challenges associated with the format, the content covered, the reach, and the time necessary to produce the workshop series.

**Connectivity challenges were one of the most cited problems.** Many participants live in areas with a poor internet connection or would attend while conducting fieldwork. Series' leads were adaptive, but this will be a challenge for any virtual iteration of this workshop until internet connectivity improves.

**While this online series was interactive overall, engagement sometimes lacked.** While sessions were designed with a focus on interactivity, active participation by all remains a challenge inherent in online workshops. In some breakout rooms, the facilitators were the main speakers. This may have been due to connectivity issues, lack of confidence in answering certain prompts, the balance of time and people in the breakout rooms, or other factors. Balancing the duration of breakout rooms was difficult as long breakouts could lead to long silences while very short ones could cut off an engaging conversation. Some breakout rooms had more facilitators and observers than participants, partly because it's difficult to know who will show up to a session.

Engagement may also have been biased towards countries that have made more progress integrating WASH and NTD programming. Many felt as if interaction improved in later sessions, potentially due to increased preparation and participants becoming more familiar with each other and therefore more confident and comfortable in responding to discussion prompts.

**Some participants were more interested in an in-person workshop.** Comments from some participants indicated that some wanted field trips and in-person technical assistance. Participants would likely be more engaged in an in-person workshop. If the series is adapted, critical reflection is needed to ensure that the inherent drawbacks of an online format are justified by their benefits.

**Some participants struggled with language barriers.** English was not the native language for some participants. This series did not provide interpreters. Many participants felt that this series covered a lot of content, which may be harder to retain when sessions are not in their native language.

**Many participants did not complete the homework assignments.** Participants were already busy with their day-to-day job functions and there was no real incentive, such as a certificate. Homework was broad so that all could complete it, regardless of their experience with the toolkit. This may have reduced the perceived benefits of completing homework assignments, as each country was at a different stage in toolkit implementation. As a result, participants may have viewed the homework as pointless. Series' leads are sceptical whether the KIT Virtual Grounds learning platform, on which course materials and session recordings were posted, was used by many participants.

**Few participants were from the WASH sector, despite being about coordinating with the WASH sector.** Only 24% of participants who answered the second survey were from the WASH sector. As many participants from the health sector commented on having trouble engaging with WASH stakeholders, having counterparts (i.e., in the Ministry of Water) attending and engaging would be invaluable. It is unclear if this lack of participation was due to inadequate invitation or another cause.

**Country co-hosts were brought into the workshop preparation process late.** The country co-hosts were brought in early enough that they could influence the sessions that they were involved in, but too late to have much influence on the overall workshop series' structure and content. This made it difficult to establish country ownership and to ensure that content was as helpful as it could have been.

**The workshop was time-intensive for workshop leads.** Many attributed the success of the workshop to the large time commitment made by the course coordinator, the WASH Regional Lead of Ascend East, the facilitators, and the country co-hosts. Some interviewees suggested either compensating facilitators or that work associated with the workshop is added to the facilitators' job descriptions, rather than having to volunteer their time when they are also managing competing work priorities. While members of the NNN did offer their time voluntarily, not doing so may prohibit others from being facilitators in future iterations.

## Suggestions for Change

Multiple suggestions on how to change the workshop series were made. Some are small revisions, whereas others would change the focus of the workshop. Some suggestions are incompatible.

### *Minor changes*

**Ensure that all participants have a needed level of IT competence before beginning the workshop to minimize technical difficulties.** It could be done by holding an additional session or dedicating more time to learning how to use the virtual tools. Small steps, such as beginning with a Zoom etiquette slide, helped.

**Change feedback collection process as to better incorporate more feedback into the sessions.** Surveys at the beginning and end of the course received decent response rates. Other efforts at gaining participant feedback during the course (e.g., session surveys on KIT Virtual Grounds), which could have been used to improve the series, were less successful. Other approaches, like voting during the session or anonymous suggestion boxes, may increase feedback.

**Have an additional person manage Zoom and/or web tools.** This series operated smoothly but required significant multitasking from the course coordinator and facilitators.

**Have more country co-hosts per session.** This would increase relevant examples to highlight, increase participation from countries that are co-hosting sessions, and would allow stakeholders with differing backgrounds to share their perspectives from WASH and NTD coordination at the national and subnational levels. People from the countries being covered could also take on other leadership roles, such as session facilitators or series' leaders. Having more relevant examples could inspire participants to improve WASH and NTD collaboration and give them ideas of how to do it.

**Send session materials to participants before the workshop session.** Each session covered a large amount of content. Having earlier exposure could help with retention and may lead to participants asking more questions. It could also lead to participants feeling overwhelmed. This would require the facilitators and co-hosts to complete session materials in advance, which would be an added challenge.

**Multiple suggestions to increase participation were raised.** Smaller changes could include informing participants that they may be asked about their homework, holding virtual "coffee breaks" to help participants meet one another, sharing presentations in advance, and having breakout rooms be either mostly participants or facilitators (as opposed to observers) instead of evenly distributing everyone. Some larger changes included assigning a facilitator to work offline with countries on a tailored project based on the country's needs, holding virtual office hours, and providing an incentive for completing the workshop, such as a certificate.

**Increase networking between countries.** Most work paired participants from the same country. Collaboration between countries could help countries adopt established solutions to shared problems that they face. There were a few promising instances of intercountry networking. A participant was invited to talk to WASH stakeholders in another country to learn what motivated them to collaborate. In addition, some participants may join the new NTD Programme Managers Community of Practice, which was presented on during the final session.

**Increase the number of sessions or reallocate material.** Participants and facilitators expressed that some content was presented too fast. For example, while participants felt that the 4<sup>th</sup> session was insightful, the facilitators struggled coherently covering so much content in one session.

### *Significant changes*

**Country co-hosts should be more involved with structuring the workshop series.** Country co-hosts were brought in after the structure was established, which limited how much they could contribute. This may help ensure that the material is useful and relatable to the participants. It could also increase country ownership over WASH and NTD coordination. This sentiment was shared by just about all interviewed series' leads (including facilitators and country co-hosts).

**The workshop series could be reformatted to focus on specific sections of the toolkit.** Each country was at a different stage of WASH and NTD coordination. There was a concern that some content covered was not as relevant to countries that were further along in coordinating WASH and NTD programming. A potential alternative would be conducting needs assessments and then grouping countries based on what assistance they request. Instead of focusing on all five steps of the toolkit, they could focus on one or two. This could allow more nuanced coverage of challenges faced.

This approach may require more participants from each country and more resources. It could also hinder cross-country networking where countries learn about and are inspired by approaches that worked in countries that have better WASH and NTD program integration. In the interviews with series' leads, there was no clear consensus on what approach should be taken.

**Provide more tailored technical support based on feedback from the countries.** The series was meant to inform participants about the toolkit as an early step in a broader technical support program from Ascend. The WASH Regional Lead of Ascend East provided some tailored guidance to countries offline, but larger efforts at technical support were hampered by multiple factors. She did not have enough time or other human resources to provide sufficient technical assistance for each country team, and potential cuts to Ascend would prevent future tailored technical support.

Future iterations of the series could have facilitators meet with country teams in between sessions, which could provide some of the one-on-one technical assistance that many countries requested.

## Section 5. Conclusion

Despite the acknowledged role of WASH in the prevention, treatment and care of NTDs, most Ascend East countries reported the need for improved coordination.

The *WASH-NTD Learning & Exchange Series* addressed the need for improved coordination between sectors. It provided participants an overview of *WASH and Health Working Together: A 'How To' Guide for NTD Programmes* and many of its tools. It showcased relevant experience that could improve coordination between sectors, such as identifying relevant stakeholders, establishing frameworks, and selecting interventions that are mutually beneficial to both sectors. Participants also made plans for next steps after the workshop. Participants found this workshop to have met their expectations and felt that it will help them drive collaboration between sectors.

This virtual workshop was relatively low cost to convene, had a large geographical reach<sup>4</sup>, had fewer logistical challenges than an in-person regional workshop, and had a lower carbon footprint. There are still open questions as to what the ideal format for this material is and whether it is better to focus on part of or the entire toolkit. The role of such a learning and exchange series or event should also be considered within the broader context of existing collaborative structures, past experience of participants, and further resource needs to implement the type of collaboration proposed in the toolkit.

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<sup>4</sup> Participants of this workshop were from Ethiopia, Kenya, Malawi, Mozambique, South Sudan, Sudan, Tanzania, Uganda, Zambia, and Zanzibar.

This report can be used as a guide for those looking to adapt the approach used within this series to strengthen coordination between the WASH and NTD sectors in other countries or regions.

## Appendices

Appendices 1-7 contain lesson plans for each session. They include content covered, general highlights of how the content will be presented, and the expected duration of each activity. These were produced before each session, and may not reflect what was actually covered in each session. These lesson plans are intended to be used as templates, to serve as starting points for adapting this series, and to provide insight on interactive methods for teaching the material. Some have more detail on roles and responsibilities for session leads. It is not recommended to follow these strictly. In addition to the lesson plan templates, a description of some activities is provided.

Appendix 8 covers the two surveys conducted during the course.

### Appendix 1 – Session 1: Setting the Scene

Time (CET)	Workshop item	Comment	Course Coordinator (CC)	Facilitator 1	Facilitator 2	Country Co-Host	Ascend WASH Regional Lead (AWRL)	Prep required before session
12:45	Open zoom to facilitators	20 min technical checks before session	Opens as host, assigns co-hosts, walkthrough, start recording	Walkthrough	Walkthrough	Walkthrough		
13:00	Zoom open to participants	Launch poll	Admit participants, share screen					CC: poll
13:05	Introduction to the series – objectives, what we will cover, introducing the facilitators and resources	AWRL kicks off session, introduction facilitators & country co-host					Introduces	

13:10	Housekeeping + Icebreaker	Zoom etiquette, KIT Virtual Grounds & Mural	Screen, shift to etiquette slides + intro slides					
13:30	Mural mapping: Situating countries on the continuum of progress	Using Mural/idea boards, each country convener quickly (2-3 mins) explains where they are in terms of WASH-NTD coordination and present 1 key challenge and/or opportunity.	Mural shared on screen, but edited by facilitators		Quick intro to the continuum, shares the mural	Country co-host kicks off, passes on to next country		CC: made and shared email to convener
13:55	Break			Start sharing on break slide				
14:00	Toolkit introduction: where to start, how to use	Poll	Start breakout group allocation, fire polls --> register who's attending	Share presentation, present	Present			Facilitators: slides, poll questions
14:25	Breakout (mixed): how have you used the toolkit, if at all?	Ensure at least one person per breakout has already used it.	Fire groups, no mural during breakout	Join group 2	Join group 3	Join group 4		Facilitators + CC: exercise slide, guiding questions
14:35	Mural quick review in plenary		Mural shared					

14:45	Set homework for the next seminar: in your country teams, prepare the 'Programme Vision'.  2 slides: explain the vision and how it came about. Did any issues/challenges come up during this process?			Share presentation				
14:50	Close and send to country groups to plan follow up meetings		Send email to all participants, include review link					

## Description of Activities

Participants were able to gain practice using Mural during an icebreaker activity where participants placed a post-it note with their name and fun fact over their respective countries.

Mural was used later to have participants place their countries on the continuum of progress for WASH and NTD collaboration. Participants from each country categorized their country as *having no collaboration*, *having had initial discussions*, *having regular coordination meetings*, and *doing joint planning and implementation*. They added positive factors and examples (green post-it notes) and inhibitive factors (blue post-it notes). Mural was useful for this purpose as it could include more complicated conceptual models (grids), color-coding for different answer types, and was easy to visualize.



The image on the left is the ice breaker on Mural. The image on the right is the Mural activity on the continuum of progress for WASH and NTD collaboration.

## Appendix 2 – Session 2: Setting the Programme Vision

Time (CET)	Workshop item	Comment	Course Coordinator (CC)	Facilitator 1 (F1)	Facilitator 2 (F1)	Country co-Host (CH)	Ascend WASH Regional Lead (AWRL)	Prep required before session
12:45	Open zoom to facilitators	20 min technical checks before session	Opens as host, assigns co-hosts, walkthrough, start recording	Walkthrough	Walkthrough	Walkthrough		
13:00	Zoom open to participants		Admit participants, share screen with etiquette					CC: poll
13:05	Introduction + etiquette + KIT Virtual Grounds	Course coordination, survey feedback	Welcome to facilitators	“You are here” template	PPT slides			
13:10	Where are we now: 2. building partnerships	On collaboration		PPT slides, presenter				
14:20	Kenya presentation on building relationships					PPT slides		

13:25	EasyRetro Breakout: who are groups you can work with in your country 1. list stakeholders 2. vote 3. assign to quadrant 4. discuss messaging (optional)	Mixed, max 10 people, Mural: 1. list stakeholders/entity/actors 2. list of different messages (98-106), link these in web to identified actors	Mural link shared					
13:40	Plenary - reporting back presented in Mural, facilitated conversation on messaging		Facilitated Mural roundup					
14:00	Break	Mural exercise						
14:05	1. Setting the programme vision	Short recap of what we mean here (presentation 1)	Link to menti.com for some slides (word cloud and "what will it take" brainstorm)		PPT slides			
14:15	Improving the vision - country break out - barebones EasyRetro		Attempt based on prefilled list, otherwise reminder for country tag					
14:30	Present your programme vision – Mural African map mapping	Mural exercise --> if slide template allows, and sent in advance, can be prepared in Mural --> feedback integration Mural	Mural to be developed					
14:45	Shared mission + Preparation assignment and close	Finishing up: Programme vision, prepare: analysis		PPT slides				
15:00			Send email to all participants,					

			include review link					
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## Description of Activities

Mentimeter was used to make a word cloud during the plenary. Participants were asked to enter what word they think of for a joint vision for WASH and NTDs. This tool was chosen because it is easy to use, participants are more willing to anonymously share, and it can make interesting visuals.

Before the breakout room, a facilitator discussed how to group stakeholders based on their level of influence and interest. The groups were *to monitor* (low influence and low interest), *keep satisfied* (high influence and low interest), *keep informed* (low influence but high interest) and *actively engage* (high influence and high interest). The facilitator gave an example of seating relatives when making a family dinner.

Participants used EasyRetro to brainstorm and categorize possible stakeholders relevant to WASH and NTD collaboration. After the breakout rooms closed, the entire course came together to discuss the answers from each breakout room. This information was collated using Mural. The course discussed messaging, and then used Mural to link example messages to the listed stakeholders.

What word comes to mind when you think of a joint vision for WASH and NTDs?



Mentimeter

## Building Partnerships - Stakeholder Mapping

1 List stakeholders

2 Map them in terms of their engagement

3 Link messages to stakeholders



The image on the left is the word cloud from Mentimeter. The image on the right is Mural with the stakeholder mapping and messaging exercise.

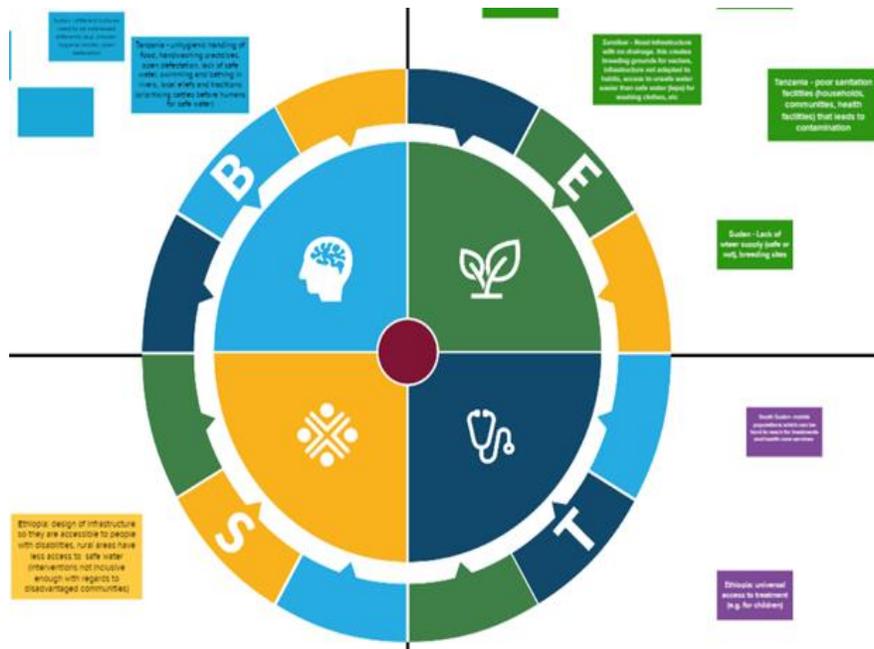


## Appendix 3 – Session 3: Analysing the Situation

Time (CET)	Workshop item	Comment and Staff
12:45	Open to facilitators	
13:00	Open to participants	Good to simplify homework before reminder is sent
13:05	Introduction	etiquette + introductions
13:10	Where are we + intro to Step 3 (purpose) - PPT: “You are here” slide, purpose of the situational analysis, situational analysis overview, (up until country experiences) share some of the tool, highlight some of the lessons	Facilitator 1
13:25	Plenary feedback - Mural needs to be developed --> clarify + simplify homework	CC
13:55	Break	
14:00	Part 2: Zooming in on process of coordination of situational analysis: how to engage stakeholders, create ownership, deal with barriers and opportunities of implementation - slide deck and Mentimeter interaction	Mentimeter
14:15	Tanzania: Experiences with conducting the survey, barriers and opportunities, and how to use it now that it is available. Ideas for other countries on how to start the analysis.	
14:25	Part 3: How to use the situational analysis: share ideas and co-create recommendations on how to activate key decisionmakers, build coalitions, translate findings into concrete improvements, input into national framework (and other policy docs), strengthen and institutionalize partnerships initiated to realise this situational analysis (e.g. coordination mechanisms alluded to in previous step).	Intro slides, then EasyRetro
14:45	Plenary feedback	Mentimeter
14:50	Potential takeaway lessons/advice	
14:55	Assignment + closure	
14:50	Closure + assignment	
15:00	Homework for Session 4	

## Description of Activities

Mural was used to discuss the homework assignment, which was to apply the [BEST framework](#) to challenges participants faced in-country. Participants suggested interventions relevant to *Behaviour* (e.g. reduce open defecation, wear shoes to latrines, improve face and handwashing behaviours), the *Environment* (e.g. improve WASH infrastructure, waste disposal, and eliminate breeding sites), *Social inclusion* (design infrastructure for those with disabilities, improve access to safe water in rural areas, address stigma associated with NTDs), and *Treatment and care* (ensure healthcare facilities have WASH for treatment, sensitize communities on the need of water for treatment).



*Mural activity identifying Behavioural, Environmental, Social Inclusion, and Treatment and Care issues and related interventions.*

Mentimeter was used for an exercise where participants listed stakeholders that should be involved in decision making and implementation at national and sub-national levels and the main challenges faced involving these stakeholders. Some of the many listed examples of stakeholders include WASH and NTD programme managers, sector budget managers, and alliances of disabled people.

Go to [www.menti.com](http://www.menti.com) and use the code 4048 6913

## What are the main challenges in engaging these stakeholders and how to address them?

Mentimeter

Monitoring expenditures in WASH and NTD work

understanding of the value

Scarcity of resources

Budgets allocated and not spent

Corruption of health system

1. Different priorities - Having One NTD WASH Task Force

Recognition of contribution is key

Engaging People Affected by NTDs by requiring their inclusion in WASH Committees at local, regional and national level

How: 1. integrate into their core activities 2. find co-benefit, 3. cultivate champion...

Inadequate advocacy, inadequate funding for the collaboration,

Press ENTER to pause scroll

Avatar icon

*Mentimeter activity listing challenges participants faced when engaging stakeholders.*

## Appendix 4 – Session 4: Planning the Programme Design

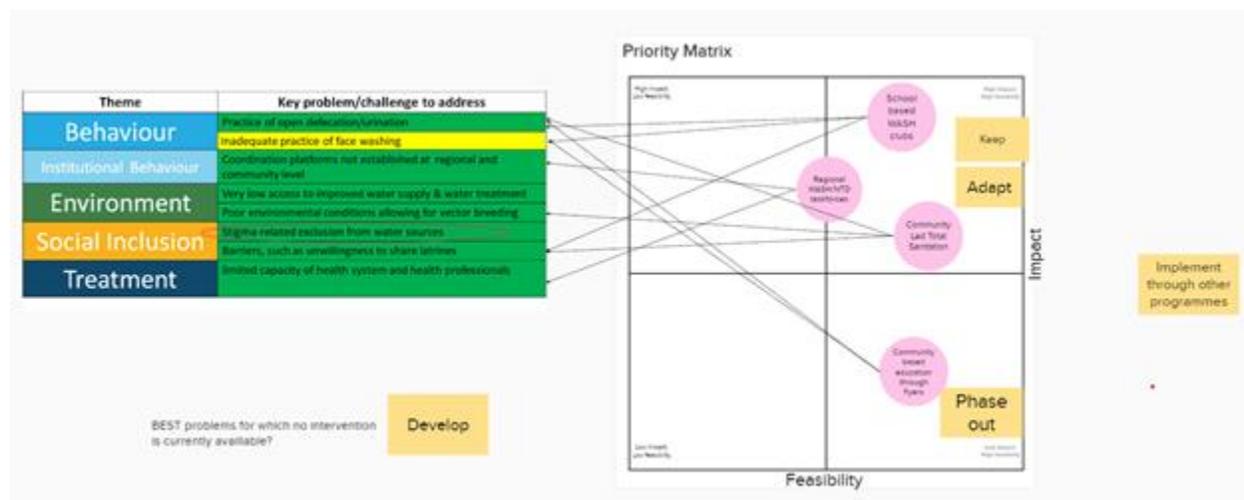
Time (CET)	Workshop item	Comment	Staff
12:45	Open Zoom to facilitators	20-minute technical checks before session	Opens as host, assigns co-hosts, walkthrough, start recording
13:00	Open Zoom to participants		Admit participants, share screen with etiquette
13:05	Introduction + etiquette + KIT Virtual Grounds	Course coordination and survey feedback	Welcome to facilitators, “You are here” slides
13:10	F1 – Where are we now in the process? Phase 4 introduction		
13:15	Co-Host – Practical tips		
13:25	F1 – From the programme vision to shared vision, using Kenya/Ethiopia as an example		
13:35	EasyRetro: Categorizing exercise – 8 choices, 3 columns (Non-negotiables, Key problems within scope, Key Problem outside of scope)	Facilitators, Co-host, AWRL	
13:45	Mentimeter		
14:00	Break		
14:05	Activity intro		
14:10	Activity priority setting Mural – List 4 interventions, Mentimeter		
14:15	Mural feedback and placing interventions in quadrants		
14:20	Plenary part on keep/phase out/adapt		
14:30	Final slides and Q&A		
15:00	Homework for Session 5		

## Description of Activities

For the intro icebreaker, participants used Mentimeter to select which animal best embodies their personality. This familiarized them with Mentimeter and also made them more willing to talk.

The facilitators walked participants through a planning exercise that highlighted a real-world example of addressing joint problems and having to prioritize interventions with limited resources. First, participants went to breakout rooms and used the EasyRetro tool to categorize problems within the BEST framework (behavioural, environmental, social inclusion, or treatment and care). Participants then used Mentimeter to vote on which (of a limited set of) interventions would address those problems.

Assuming that a start-up programme had limited time and funds, the next round of the exercise looked to further limit the number of interventions. Interventions that addressed non-negotiable problems were ranked on both feasibility and impact. After later discussion, the group decided to *keep* or *adapt* all high impact/high feasibility interventions, *phase out* or *implement through other programmes* the remaining interventions, and *develop* interventions within the BEST framework for problems with no intervention. The facilitator also recommended [multiple tools](#) that can be used to further define these interventions.



*Mural activity linking the BEST framework to problems, interventions, and intervention priorities.*

## Appendix 5 – Session 5: Decision Matrix and National Framework

Time (CET)	Workshop item	Comment	Staff
12:45	Open Zoom to facilitators	20-minute technical checks before session	Opens as host, assigns co-hosts, walkthrough, start recording
13:00	Open Zoom to participants		Admit participants, share screen with etiquette
13:05	Introduction + etiquette + KIT Virtual Grounds	Course coordination and survey feedback	Welcome to facilitators, “You are here” template
13:10	Intro to national framework template	PPT - Call to post questions to Ethiopia/Uganda in chat	
13:20	How did it work in Ethiopia?	Include key discussion points – F2 to develop key talking points	
13:30	How did it work in Uganda (more recent, Ascend supported)?	Include key discussion points	
13:40	Q&A/open discussion moment	How to negotiate developing a framework like this? How did Uganda/Ethiopia deal with challenges around political/economic support?	
13:45	Break		
13:50	Rationale for the matrix	F2	
14:00	Intro to the matrix template	F1	
14:15	Live demo		
14:30	Breakout x2 (previous facilitators and Co-hosts)	Group 1 (EasyRetro): 10 min q 1, 10 min q2; Group 2 (Mural): calling out countries, looking at challenges	
14:50	Plenary and wrap up		
15:00		CC: Email country co-hosts	

## Description of Activities

The facilitators walked through the WASH Decision Matrix both by using a PowerPoint presentation and by using Uganda as an example. They discussed that the practitioner would have to define thresholds and indicators, where they would fill in district-level data, what the data output would be, and that it can be inputted into other programmes (e.g. a GIS programme).

## Setting Criteria & Thresholds

**Water, Sanitation and Hygiene (WASH) Decision Matrix: Setting Criteria & Thresholds**

1. Define definitions for district-level data to be used to define the country-specific requirements, regarding criteria used with those as defined for the severity of risk.  
 2. If required, further WDTs can be defined in the 2-level approach for WDTs. Prevalence using "Other 1" and "Other 2". However, please align these with the disease at the sub-level.  
 3. Make sure the required sampling frame was requested.

Disease	Criteria definitions for WDTs Prevalence			
	Vary high	High	Moderate	Low
Trachoma (T1 or T2) (app. 10%)	>10%	10% - 20.9%	10% - 5.9%	<5%
Open defecation sites to 50m (ODS)	NA	>50%	<30% - 50%	<30%
Open defecation sites to 100m (ODS)	NA	>50%	<30% - 50%	<30%
Other 1				
Other 2				

Please define "Other 1" here:   
 Please define "Other 2" here:

Criteria definitions for WASH			
Sanitation			
ODS Status	School		
	Low	Moderate	High
Low	< 5% of sub-districts free from open defecation (ODS)	< 5% of schools have ODS	< 5% of households have ODS
Moderate	< 5% of sub-districts free from ODS	< 5% of schools have ODS	< 5% of households have ODS
High	< 5% sub-districts free from ODS	< 5% of schools have ODS	< 5% of households have ODS

Criteria definitions for WASH			
Hygiene			
Handwashing (HW)	School		
	Low	Moderate	High
Low	< 5% of schools have HW	< 5% of households have HW	< 5% of households have HW
Moderate	< 5% of schools have HW	< 5% of households have HW	< 5% of households have HW
High	< 5% of schools have HW	< 5% of households have HW	< 5% of households have HW

Criteria definitions for WASH			
Water			
Water	School		
	Low	Moderate	High
Low	< 5% of schools have water	< 5% of households have water	< 5% of households have water
Moderate	< 5% of schools have water	< 5% of households have water	< 5% of households have water
High	< 5% of schools have water	< 5% of households have water	< 5% of households have water

Screenshot of the WASH Decision Matrix Excel Tool.

The participants were split into two groups. The first used EasyRetro and brainstormed what is needed to complete a WASH/NTDs matrix and its limitations. The second group used Mural to assess which problems countries face (referring to the Mural activity from Session 1) that could be addressed using this matrix tool.

## Appendix 6 – Session 6: Implementing and Monitoring

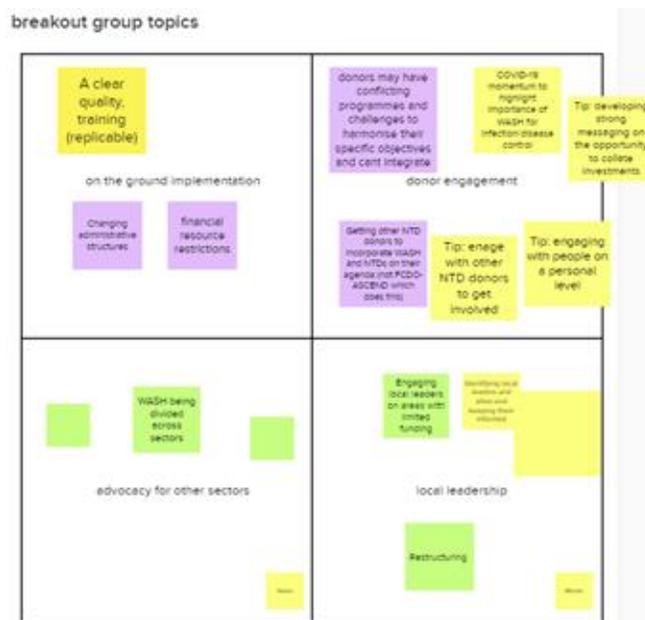
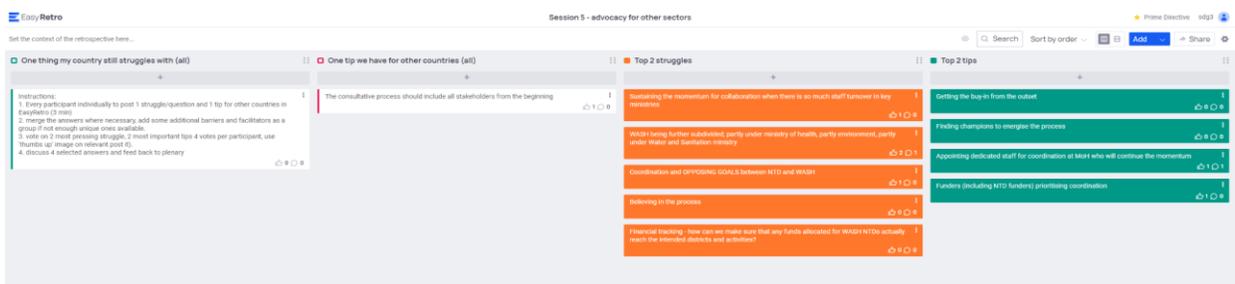
Time (CET)	Workshop item	Comment	Staff
12:45	Open Zoom to facilitators	20 min technical checks before session	Opens as host, assigns co-hosts, walkthrough, start recording
13:00	Open Zoom to participants		Admit participants, share screen with etiquette
13:05	Introduction + etiquette + KIT Virtual Grounds	Course coordination, survey feedback	Welcome to facilitators, “You are here” template
13:10	Intro to Step 5 + situating within process (on the guide, non-country specific)	All country co-hosts	
13:20	We have a national framework: now what? - quick reminder of the framework		
13:25	Implications & implementation at the federal & regional levels		
13:30	Implications & implementation at the zonal level		
13:40	Success and challenges in implementation - Panel Q&A - Mentimeter Q&A, facilitated - Mentimeter part 1	Prepare discussion topics	
13:50	Helpful tips - interactive	On-the-ground implementation, donor engagement, advocacy for other sectors, local leadership - EasyRetro preparation	
14:05	Plenary feedback Mural		
14:10	Break		
14:15	Short overview on monitoring – co-host		
14:20	Ethiopia shares experience on data collection and monitoring (inc. DHIS 2)		
14:30	Biggest success, biggest challenge - Mentimeter part 2	CC to prepare, then the facilitator facilitates	
14:45	Tying the series together – course developer (NNN)	Course developer and AWRL	

14:55	Closure and encourage participants to complete survey		
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## Description of Activities

After three country co-hosts presented on Ethiopia’s high level of WASH and NTD collaboration, Mentimeter was used for participants to submit questions.

All participants then went into breakout rooms to discuss challenges for multi-sectoral collaboration in their countries. They either discussed challenges associated with *implementation*, *donor engagement*, *advocacy for other sectors*, or *local leadership*. Within each breakout room, participants used EasyRetro’s voting function to identify the most common challenges. After the breakout rooms ended, Mural was used to facilitate a discussion for each of those four topics.



The top image is an EasyRetro exercise from the breakout rooms. The bottom image is the Mural activity discussing the four topics.

During the monitoring and evaluation (M&E) discussion, two new tools (M&E Dashboard and M&E Logical Framework) were highlighted.

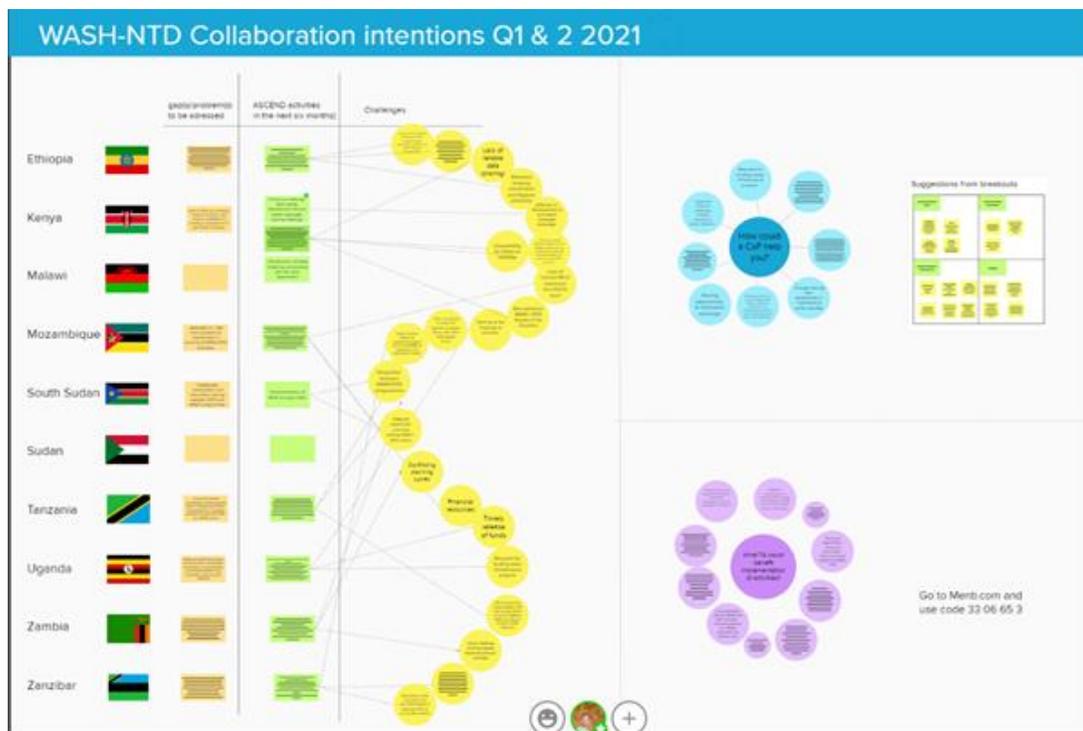
## Appendix 7 – Session 7: Country Planning and Community of Practice

Time (CET)	Workshop item	Comment	Staff
12:45	Open Zoom to facilitators	20 min technical checks before session	Opens as host, assigns co-hosts, walkthrough, start recording
13:00	Open Zoom to participants		Admit participants, share screen with etiquette
13:05	Introduction + etiquette + KIT Virtual Grounds	Course coordination, survey feedback	Welcome to facilitators, “You are here” template
13:05	Welcome back & good intentions declaration intro		
13:10	Batch 1 – 5 country presentations in 3 min each - in Mural, with time schedule and order of countries	Need to prepare document: What is the problem you're solving, what are you planning to do (how?), what is a key challenge you have? what support would you need to realise this vision (both from your colleagues in the community of practice, as well as technical assistance)?	
13:25	Q&A round 1	Mentimeter Q&A	
13:35	Batch 2 - 5 country presentations in 3 min each		
13:50	Q&A round 2		
14:00	Break		
14:05	Community of Practice (CoP) presentation around key questions	<p>What is the CoP?</p> <p>When will it be active? Content within the community?</p> <p>Functions within the CoP (knowledge sharing but also advocacy)?</p> <p>How to build the CoP?</p> <p>How to identify people to join the CoP?</p> <p>How to maintain it?</p> <p>How to secure funds?</p>	
14:20	CoP Forum - 3-4 breakout groups to discuss 3-4 key themes identified in Google Forms		

14:35	CoP plenary feedback - report from breakout		
14:45	Needs assessment for follow up <i>WASH-NTD Learning &amp; Exchange Series</i>		
14:55	Close and launch of CoP for this group	Link with CoP	
15:00			

## Description of Activities

For approximately half of the session, country teams were asked to share main issues that they are trying to address, what activities are planned in the next six months, and the main challenges being faced. Responses were mapped on Mural. As countries listed their challenges and plans, the facilitators drew lines connecting the planned activities to challenges faced. This clearly demonstrated that other countries faced similar problems and that it would be worth connecting with the other country teams.



*This Mural activity had each country list issues, planned activities, and challenges faced.*

After the co-host highlighted the soon to be launched [community of practice](#), participants entered breakout rooms to discuss one of four possible topics. They were *to build a community of practice*, discuss *how to identify possible members*, *how to keep the conversation alive*, and *how to secure both monetary and political support*. After the breakout rooms, these topics were discussed as a class and collated using Mural.

## Appendix 8 – Participant Survey

Two surveys using SurveyMonkey were conducted for this course. One was completed by participants shortly before the first session, and the second was after the sixth session. These were meant to collect quantitative and qualitative data to evaluate participant backgrounds, their opinions on online tools, their feedback on the effectiveness of the course, barriers they commonly face when trying to integrate WASH and NTD programming, and more. This Appendix will highlight some of the participant responses that were used to inform the evaluation of this workshop.

### Survey #1

The first survey had 31 respondents. 7 questions were quantitative and 3 were qualitative.

Most respondents had no experience with the toolkit, though a significant portion (36%) do use it to some degree, and some cases, often. The 36% that have experience mostly responded with 50% or less, though some responded in the 70's and 80's, indicating high use.

Table A8.1 shows barriers faced during WASH and NTD coordination. The second column highlights how many participants faced this barrier (i.e. this is or is not a challenge). The third column represents a distribution of how common participants perceive that challenge to be (e.g. very common, not common).

Issue	How often was it listed as a barrier?	For those listing as a barrier, how common was it?
Financial resources	Most commonly selected	Very common (left skewed)
Governance and coordination	2 <sup>nd</sup> most selected	Very common (left skewed)
Different programmatic objectives	2 <sup>nd</sup> most selected	Relatively normal distribution
Challenges specific to particular endemic areas	Less than half	Very common (left skewed)
Human resources	Less than half	Relatively normal, more saw as somewhat common
Availability of approaches/tools	Least	Varied uniformly

Table A8.1. How many participants saw a challenge as a relevant barrier to them (binary) and how common they thought that challenge was (distribution).

In the short answer section, respondents highlighted their expectations for the workshop and what they will be able to take away.

- Broad wish to improve coordination between WASH and NTD programmes (13 participants)
- Greater understanding of the toolkit (5 participants)
- Learn more about program design, especially applying to local context (5 participants)

- Learn more about the importance of WASH to fight NTDs (5 participants)
- Improve advocacy (3 participants)
- Learn how to obtain financing for WASH and NTDs (1 participants)
- Learn more about what other countries are doing on WASH and NTDs coordination (1 participant)

## Survey #2

The second survey had 18 respondents. This survey had 13 quantitative questions and 8 short answer questions.

Participants were primarily from the health sector (76% from health organizations and 24% from WASH organizations), and most (61%) were from government, with the rest from NGOs.

Views on online tools used were mostly positive. The tools with distributions indicating that tools were the most user friendly were Mentimeter, Zoom polls, and KIT Virtual Grounds. All tools had distributions suggesting that the tools added a lot (most common answer) or some (2<sup>nd</sup> most common answer) value. The largest challenge using these tools was connectivity issues.

Most (83%) said the series met their expectations, with the remaining saying it partially met their expectations. For all objectives, people predominately answered that the workshop was very helpful. From best to worst it went from “Lead and support national and sub-national level WASH and NTD Coordination”, “Promote activities between sectors”, “Influence government ministries, etc. to provide WASH in NTD endemic areas”, and then a tie between “Develop supporting guidelines,” “Design monitoring and evaluation processes,” and “Influence groups to harmonise behaviour change communication messages.”

Respondents were asked to rank the importance of multiple enabling factors for WASH-NTD coordination. They answered that *financial resources* were the most important. After that, they found *advocacy for coordination, commitment and leadership at the ministerial level, joint indicators, and integrated strategy development* equally important. They ranked *knowledge of stakeholders on benefits of coordination and task forces and partnerships* as least important.

In the short response section, participants provided the following answers for what went well:

- “Because it endowed me with theoretical and practical instruments in order to carry out a [proficient] work in the area of WASH and NTDs”
- “Having facilitators and co-facilitators with enough [hands-on] experience on WASH-NTDs.”
- “Because the webinar series addressed the issues faced by WASH/NTD program, i.e. collaboration, implementation issues, among other issues in Kenya.”
- “Examples from countries and lessons on filling the matrix met my expectations.”

They also highlighted a few issues with the online format:

- “KIT was a bit difficult to use for [a] beginner with web-based training programs”
- “My problem was connectivity.”

Participants suggested multiple improvements for the course, including:

- “Various scenarios from the first step of approaching stakeholders to the final strategy roll out would have been very useful.”
- “More interaction between participants; a facilitator per country to assist each team to organise and facilitate meetings between workshops; asking participants to share their homework (before the session).”