

# Ascend Lot 1 Technical Assistance Training Post-Workshop Report

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## 1. Scope and Objectives of Training

Elimination of WASH impacted NTDs requires significant water and sanitation infrastructure provisions, as well as sustained use of water and sanitation facilities. The engagement of water and sanitation stakeholders is hence key to help plan and deliver water and sanitation infrastructure in endemic areas and can help households and communities adopt improved hygiene practices in order to reduce the occurrence or recurrence of WASH impacted NTDs.

Coordination between the WASH and NTD sectors is often lacking in most NTD-endemic countries. In a number of countries, some coordination aspects have been put in place (such as technical working groups, mutual participation in each other's meetings, etc); however, in practice coordination and collaboration remain weak or irregular, and at times project-dependent. Certain countries, such as Kenya and Ethiopia, have put in place comparatively more robust coordination structures.

As part of Ascend lot 1, the regional WASH and NTDs learning and exchange series aimed to bring together stakeholders engaged in NTD control in the East Africa region through a series of online workshops. The exchange was intended to enable participants to identify barriers to coordination and the possible interventions and coordination mechanisms that can enhance and improve collaboration between WASH and NTDs stakeholders.

### Objectives

Participants will 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 effectiveness of coordination at different levels, and WASH interventions for 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.

### Outputs

- Adapted course outline, with session plans and slidedecks for each session
- 7 online Zoom workshops (see section 2 for details), and their recordings
- A course on the KIT Virtual Grounds learning platform for asynchronous learning in-between session, including all course materials, recordings, Mural digital whiteboards used in-session and additional resources
- Survey monkey and google forms data for participant feedback and needs assessment
- Contribution to NNN-WASH group learning process on the replication of the workshop series in other contexts.
- Post-workshop report

## 2. Format and Logistics

The regional WASH – NTD learning and exchange series of interactive online meetings followed the 5 steps to success outlined in *WASH and Health Working Together: A ‘How-To’ Guide for Neglected Tropical Disease Programmes* and the *National Framework on WASH and NTDs Template* - key resources developed by the NNN and WHO based on extensive experience. Although WASH-focused, the toolkit steps and resources are useful for cross-sector engagement more broadly. These workshops have been hosted as a series of online workshops, led by facilitators (experts) from the NNN Wash Group in collaboration with the Course coordinator and WASH-Expert for lot 1. An additional deep dive session was added to the series to zoom in on the NTD-WASH collaboration framework template as well as a tutorial on how to use the decision matrix tool.

Table 1 below outlines the various sessions:

	<b>Session</b>	<b>Facilitators</b>	<b>Country co-host (TBC)</b>	<b>Planned date</b>	<b>Time (CET)</b>
1	<u>Introductory session setting the scene</u>	Sophie Boisson Yael Velleman	Makoy Yibi logora (South Sudan)	20 October	13:00 – 15:00
2	- <u>Setting the programme vision</u> - <u>Building partnership</u>	Geordie Woods Angelia Sanders	Agnes Kithinji (Kenya)	3 November	13:00 – 15:00
3	<u>Analysing the situation</u>	Margaux Engels Helen Hamilton	Ambakisye Kuyokwa (Tanzania)	17 November	13:00 – 15:00
4	<u>Planning and programme design</u>	Geordie Woods Leah Wohlgemuth	Gilbert Baayenda (Uganda)	3 December	13:00 – 15:00
5	<u>Deep dive session:</u>	Yael Velleman Alexandra Carlin	Gilbert Baayenda (Uganda)	10 December	13:00 – 15:00
6	<u>Implementing &amp; monitoring</u>	Fiona Fleming Michal Bruck	Antenneh Mekonnen (Ethiopia)	15 December	13:00 – 15:00
7	<u>Follow up session – country planning 2021, community of practice and needs assessment</u>	Leonie Postma Yael Velleman	Gilbert Baayenda (Uganda)	2 February 2021	13:00 – 15:00

The session outlines differed per week to do justice to the individual topics, but had some common structure elements: facilitators briefly highlighted the relevant key messages pertaining to the step in the guide the session focussed on. Country experience formed an important second presentation element, with each week featuring a new co-host from one of the lot 1 countries who would present how their respective country had gone about implementing the relevant step. This contextualisation helped to make the guide tangible to the specific country contexts and opened the floor to questions to colleagues with hands on experience in implementing WASH-NTD collaboration structures. Each session contained one or more breakout group discussions where participants from all countries, as well as international experts calling in, would be mixed to discuss specific questions – with the aim of reporting back to the plenary once done. These discussions were often supported by online tools such as EasyRetro, Mural or Mentimeter to allow for improved facilitation of breakout groups and make reporting back easier. Once back in plenary, results were often collated into a prepared Mural digital whiteboard to reflect on and compare breakout group results in real time.

Next to the live (synchronous) Zoom sessions, participants were encouraged to meet in smaller country groups to discuss relevance for their particular setting, prepare homework assignments and review key resources on the accompanying course online learning platform hosted by KIT Royal Tropical Institute known as *KIT Virtual Grounds (KVG)*.

At the end of the course (and as preparation for the follow up zoom meeting which took place early feb 2021), each national team was asked to identify interventions and develop an action plan for improving coordination.

### 3. Attendance

Attendance of the various sessions differed quite substantially, with anywhere between 25-55 participants calling in for the Zoom sessions. Active efforts were made by the WASH advisor and course coordinator to increase participation after an initial dip in participation after the second session. As a means to increase (active) participation, a Whatsapp group was started with a 'country focal point' for each participating country who would be instrumental in organising offline meetings and ensuring their country colleagues would be able to participate in the session. After this initial dip, attendance increased and active participation improved – though some underlying issues with expectation management may need further consideration if the course were to be replicated (please see challenges section below).

### 4. Participant Feedback

Participant feedback for the learning and exchange series was requested at various points during the series: anonymous beneficiary feedback was enabled on KIT Virtual Grounds for each session, specific feedback was asked from country focal points around the mid-point of the course, a Survey Monkey was sent after the last session of the main course (18 responses collected) and a learning session was hosted including country co-hosts to distill learnings.

Key takeaways from the survey:

When asked about their opinion of the workshop, 83% said the series met their expectations, with the remaining 17% saying it partially met their expectations. Some responses as to why expectations were met included:

*“because it endowed me with theoretical and practical instruments in order to carry out a proficiated work in the area of wash and NTDs”*

*“Having Facilitators and cofacilitators with enough hand on experience on WASH NTD”*

*“I was looking into developing a correct mind set on how to think about NTDs and WASH and how to approach this concept. So this course was pretty on point.”*

*“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”*

*“refresher existing tools and over all WASH and NTD working together, and country specific situational analysis, partnership engagement (segmentation of parteners as per their need)”*

For those who selected that the workshop partially met their expectation and/or suggested improvement, the following comments were recorded:

*"My problem was connectivity." X2*

*"For me it's all ok. The biggest problem for us in Mozambique is the language."  
Have it in person (due to field trips, many in the field)*

*"To have more time to learn from experienced experts"*

*"Various scenarios from the first step of approaching stakeholders to the final strategy roll out would have been very useful"*

*"Shorten content in each topic, presentation period can reduce from 2 hours, to 1 and a half, send materials before the session to familiarize with content before training day"*

*"Add examples of successful projects"*

*"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)"*

## 5. Participant Uptake

### What the students learnt

Though the workshop series was not set up as a training per se, no explicit pre- and post testing was included as part of the series. However, a preliminary questionnaire was prepared by NNN-WASH group experts. Some key findings from this survey included:

- Most respondents have no experience with the toolkit, though a significant portion (36%) do use it to some degree, and some cases, often. 24% of respondents indicated that they have used tools from multiple steps.
- They listed a lack of financial resources, effective governance and coordination, and challenges specific to particular endemic areas as the largest barriers to WASH and NTD coordination.
- Respondants were most interested in learning how to improve coordination between WASH and NTD programmes, have a greater understanding of the toolkit, learn more about program design, and learn more about the importance of WASH to fight NTDs.

In the survey monkey sent out after the sixth session, respondents were asked to what extent the workshop had been helpful in realising its objectives. For all objectives, people predominately answered that the workshop was 'very helpful', with "Lead and support national and sub-national level WASH and NTD", "Promote activities between sectors" and "Influence government, ministries, etc. to provide WASH in NTD endemic areas" as the top three scoring objectives.

Some takeaways respondents commented on included:

*“Importance of integrating Wash NTDs activities in all levels”*

*Creating collaborations and involving everyone from the start. X2*

*“The development of the WASH - NTD Framework based on Uganda and Ethiopia Experience”*

*“Facing different challenging, in implementation. sectoral collaboration, for tackling complex problem”*

*“How to plan for an NTD WASH integrative or inclusive strategy”*

*“Wash/NTD collaboration, development of Wash/ NTD framework, toolkit and M&E and reports”*

*“Adaptability, stakeholder engagement”*

*“The variety of experiences, the info about the nat framework and decision matrix, and situation analysis.”*

### Where the knowledge gaps remain

As part of the workshop design, a specific choice was made to offer a broad, international perspective covering the entire process of setting up NTD-WASH collaboration. In practice this meant that while all key issues for all steps were introduced, the course was meant to be a starting point for further country specific follow up rather than a comprehensive guide. The workshop series therefore explicitly set out to map the (country specific) gaps for TA, amongst others through the survey monkey, google forms and follow up session format.

Across all countries/at lot 1 level, multiple participants commented in the survey monkey that they still require additional technical assistance. While it is likely needed for multiple issues, assistance on developing frameworks and strategies, advocacy, and successful collaboration with other sectors were explicitly mentioned.

During the follow up sessions interactive needs assessment, the following country specific gaps were highlighted by participants:

Ethiopia: Lacking resources, need evidence for decision makers, need to mobilize local resources, more advocacy to enhance coordination and hygiene promotion

Kenya: Effective coordination, shared data, joint health messages

Mozambique: Weak intersectoral coordination, lack of trained HR at local level, financial resources

Sourth Sudan: Coordination, information sharing between programmes, address dif priorities

Tanzania: Not having an effective coordination framework, competing efforts between sectors

Uganda: Dif priorities between sectors, timely release of funds, requesting funding

Zambia: Sector collaboration, conflicting planning cycles, forging common metrics

Given the highly context specific nature of needed support for NTD-WASH collaboration, and the different starting points for countries along the process, it could be expected that more tailor made support for specific steps may be needed in each country.

### Implications for Ascend

The above paragraphs have highlighted that there is still a need for follow up, tailor made TA to multiple countries. Whereas this workshop can be seen as an introductory one, the above identified gaps can be interpreted as opportunities to provide more country (group) specific deep dives on e.g. lobby and advocacy, or framework elaboration.

Moreover, for many countries this workshop also coincided with the kick-off of starting the process of ASCEND supported work on the frameworks themselves- sustained support and recaps of important steps could be a good way of supporting these countries as they go through the specific steps.

But as outlined below in successes, the benefit of connecting countries and facilitating south-south exchange could be further acted upon by Ascend by continuing support to e.g. quarterly/half yearly follow up workshops. The opportunity to support the nascent community of practice that was presented in the last session may be an interesting avenue of continuing support.

## 6. Lessons Learned

### Successes

- Building on a validated WHO approved guide, with facilitation support from NNN-WASH members, ensured quality
- Involvement of a diverse group of country participants brought in many experiences
- Co-hosts were able to translate abstract guidelines into relatable, contextualised examples relevant to the participants
- Interactive tools were helpful in stimulating interaction, and tools/exercises could (largely) be adapted to work in low connectivity scenarios
- the reach of this workshop was far larger than could have been achieved through in-person workshops, allowing for a broader group of end-users (both in terms of geography and affiliation) to participate
- The barrier for the facilitators and country co-hosts to lead (and prepare) sessions was lowered by the online format, and the spread out nature of the workshops did not necessitate busy officials to take off a big block of time to participate

Being able to build on a tried and tested WHO approved guide provided an important foundation for this course, both in providing rigour to the sessions as well as legitimacy to the course itself. The active involvement of the NNN-WASH group as a collective, as well as the time donation of individual guide authors to act as facilitators for the various sessions, created a unique opportunity for



participants to get workshops facilitated by the leading experts in the field. Moreover, this enabled the translation of the guide into an online format to be done in conjunction with the key authors involved, thereby ensuring all critical elements were represented in the sessions.

The involvement of participants from 10 countries within the Ascend lot 1 group, as well as some observers from other regions, created a diverse group of stakeholders who could bring in a wealth of hands-on experience and enrich the various discussions. Whereas the guide itself is very strong in outlining technical and procedural considerations, this participation added the crucial contextualisation of these experiences. Participant feedback indicated that walking through country examples made the material far more tangible, as was e.g. the case for the session 4 on planning and programme design where it helped explain the BEST framework and the feasibility matrix.

Building on this, perhaps one of the biggest successes of this workshop series was the involvement of country co-hosts in all of the sessions. The combination of the NNN-WASH group experts outlining the technical steps in the guide with the country co-host providing a contextualisation of how this was done in practice in their setting added an important layer of depth to the sessions – and was widely noted in the feedback as a key success factor.

Despite the limitations imposed by the remote format of the workshop series, the participants generally found that all tools used for the sessions were relatively user friendly and appropriate. Zoom was a useful base platform for the calls that allowed for enough flexibility for the interactive elements of the session. Mentimeter was seen as a useful way of having interactive plenary interactions and icebreakers, without necessitating people to speak up per se. Though participants in several countries experienced issues with accessing Mural directly, as a visual presentation tool used by facilitators in plenary it allowed for real-time representation of discussions – and its shareability after the sessions is a plus too. Although not used by many participants (see section below), the users that did access KIT Virtual Grounds also found it appropriate.

While the online format certainly had its restriction vis-à-vis a more traditional face-to-face format in-country (and many participants indeed still prefer that modality), it is important to highlight that the online modality not merely manages to preserve some elements of physical meetings but also had some key advantages over it: the reach of this workshop was far larger than could have been achieved through in-person workshops, allowing for a broader group of end-users (both in terms of geography and affiliation) to participate. While the interaction between participants wasn't always as meaningful as a physical workshop (see also the last paragraph on challenges below), being able to promote the Community of Practice was a nice way of building on the initial inter-country links made and could result in continued collaboration.

Moreover the barrier for the facilitators and country co-hosts to lead (and prepare) sessions was lowered, and the spread out nature of the workshops did not necessitate busy officials to take off a big block of time to participate (this is likely both a success as well as a challenge, see below). The interaction of stakeholders from various country contexts also enabled some inter-country collaboration to sprout, e.g. in the form of the Kenyan team inviting their Uganda colleague for an exchange visit. In follow up interviews, facilitators and country co-hosts felt as if the series was well coordinated, and that the check-ins before helped them stay on track.

While certainly not fully attributable to the series, it is encouraging to note that several participants indicated that they began joint planning, regional meetings, developed a task force, started developing a National-NTD WASH framework and started advocacy.

## Challenges

- Connectivity issues was the main challenge reported by participants
- The amount of information to be disseminated was high for the relatively limited time available
- Some language issues (particularly for the Mozambican team) were experienced
- The usage of KIT virtual grounds was less integrated than hoped for
- Preparation for some of the session was still seen as relatively time intensive by facilitators
- The online modality of the workshop somewhat impacted the quality of interpersonal interactions

While participant feedback was overwhelmingly positive about the workshop series, a number of challenges certainly affected the course.

The most commonly reported challenge by participants was that they experienced difficulties with connectivity, preventing them to participate in (parts of) sessions. In some cases low connectivity also prevented certain participants to more actively engage in the interactive elements of the sessions, as e.g. the interactive tools would not load. While measures were taken by facilitators to alleviate reliance on these tools (by e.g. sharing the screen and verbally asking input for certain digital post-it notes), this issue has certainly limited active participation for some participants. While most participants participated using their desktop/laptop computers, it appeared as if some participants also called in using their phones – sometimes while being on the move. While the possibility to access sessions on the go is certainly appealing for inclusivity, it may have had some repercussions for the active participation in breakout groups and for using tools.

Some participants highlighted in the survey that the amount of information presented during the session was relatively high for the limited time available. Especially for some of the more elaborate steps in the guide, such as step 4 on planning and programme design, a 2 hour timeslot is relatively short to get all necessary concepts communicated. Extending the session time would likely not have been a good option (2 hours was already seen as relatively long for an online workshop by some).

Some language issues were also communicated, especially by the Mozambique team. While efforts were made to also communicate outside of the sessions with this team, they reported that the English format prevented them to some extent from actively participating in discussions as they felt their English was insufficient.

While not explicitly mentioned as a challenge by the participants, the usage of the KIT Virtual Grounds platform by the participants was relatively low during the sessions itself. It is a bit unclear why this is, but perhaps links to the nature of the learning series itself: as the workshop was not a traditional training or module normally presented in e-learning, the platform took on less of an active role as a companion tool for asynchronous learning and more of a resource platform for irregular use.

From the facilitator side it was also noted that preparation was time intensive. When looking to replicate the series, if it's expected for facilitators to do this on top of their job, they may struggle.

Lastly, while the workshop series certainly enabled a far larger group of users to participate and connect online, the quality of those interpersonal connections (that is the underlying personal relationship) was perhaps more superficial than during a physical workshop. There was a perception among the course coordination team that the online format sometimes created passive participation (i.e. being present and listening in) more than eliciting active participation (i.e. contributing to discussions and offering different examples). Moreover communication between countries, despite the focus on mixed breakout groups, may have been more limited than in a traditional setting. As a result, the workshop series may have actually been more of an interactive webinar series rather than a workshop series in the strict sense. The reasons for this were partly technological and due to a larger group size, but perhaps may also reflect need some differences in expectations on time investment and participation (see also next section on recommendations).

## Recommendations

- country focal points could be more closely involved in the preparation of the series and their role as facilitator for offline sessions better guided.
- Alternatively, and where appropriate, perhaps a NNN-WASH expert could join each country's offline meetings to answer specific questions pertinent to the specific country and guide prepping of the homework.
- the workshop series could be reformatted to focus more on the areas of the WASH and NTD toolkit that countries are struggling with, as opposed to the entire toolkit
- a more explicit focus on onboarding for any new workshop series could help clarify expectations and mitigate any barriers for participants to participate (e.g. IT proficiency)
- future iterations of the workshop series could aim to even further build sessions around country co-hosts
- Countries could be more closely engaged in the development of trainings, e.g. through starting the course development process with a needs assessment and identification of country focal points to act as part of the development team
- When developing a future online activity, it would be good to critically reflect on whether the purpose of the activity is really enabled by the chosen online modality and intended audience.

Based on the above lessons learned around successes and challenges, a number of recommendations can be made for future replication of this series or other workshop series.

First of all, the link between synchronous and asynchronous learning for online workshops needs to be reconsidered. While the participation during Zoom sessions (synchronous learning) was at times difficult in terms of stimulating active participation, overall the attendance and participation of workshop participants was sufficient. Moreover, where participation during synchronous sessions dipped (as it did during the second session), the course coordination team could relatively quickly respond to this by actively reaching out to participants. However, the asynchronous portions of this workshop series, which revolved around participants meeting up with their country colleagues to discuss learnings from the Zoom sessions and prepare next steps, was less visible and the degree to which countries actually met up is unclear. In the survey monkey, few participants (7) answered

about how much they met outside; 5 indicated they had met because of the webinar series (with 2 at 3+ meetings) and 2 indicated they had not met.

Moreover, while there was some guidance on the homework assignments, no clear format was presented for these offline meetings. And while efforts were made to include country focal points as facilitators for their country colleagues, no clear support to this facilitation was foreseen. To address this, it may be useful to consider whether either country focal points could be more closely involved in the preparation of the series and their role as facilitator for offline sessions better guided. Alternatively, and where appropriate, perhaps a NNN-WASH expert could join each country's offline meetings to answer specific questions pertinent to the specific country and guide prepping of the homework. This would require some additional resources to realise, but may enhance overall participation and also enhance the zoom sessions themselves (giving more time for discussion and exchange, as part of the Q&A could be handled in country groups). In the current set up, homework assignments had to be generalized despite the wide variability of progress on WASH + NTD integration. If a more country focussed approach is adopted, these assignments could be more tailor made and could allow learning at levels more helpful to the participants. Moreover in the case of country teams who experience language difficulties, such a facilitated session may help improve materials uptake. A closer alignment could also consider how more use can be made of the KIT Virtual Grounds platform, e.g. by making the assignment workflow more integrated into the platform.

Regarding the focus of the series itself, the workshop series could be reformatted to focus more on the areas of the WASH and NTD toolkit that countries are struggling with, as opposed to the entire toolkit. While it was a great opportunity to have such a wide group of countries involved, it became clear that each country was at a different stage for WASH and NTD coordination. There was a concern that some content covered was not as relevant to countries (further along in coordinating activities). By specifying the series, this could also allow diving deeper on problems that countries (or smaller groupings of countries) face. For that to work, there would likely need to be a high level of interest in learning more about specific elements of the toolkit

As expectation management becomes especially tricky in a more impersonal online format, the course coordination team would recommend a more explicit focus on onboarding for any new workshop series. While attendance of the zoom sessions itself was clearly communicated, again the time investment for the asynchronous part of the workshop was harder to gauge and may have differed significantly per context. Having personal and/or team onboarding be extended to e.g. inception meetings with each team may help further clarify expectations of what active participation is expected for the webinar (versus the more passive participation normally associated with attending a webinar). Moreover, as interactive remote workshops may be quite a novel way of working for certain participants, the onboarding session could be a useful way of better understanding the different levels of IT proficiency of various participants – and adapt the offerings accordingly or introduce additional support materials.

The inclusion of country co-hosts in each session, and resulting contextualisation of the learnings, was likely one of the most significant success factors of this workshop series. While the current format already explicitly included them, future iterations of the workshop series could aim to even further build sessions around country co-hosts. Interestingly, this movement already happened during the workshop series itself: whereas the involvement of the co-host in the first session was relatively unintegrated, by the 6<sup>th</sup> and 7<sup>th</sup> sessions country co-hosts had effectively taken over the

lead of significant parts of the presentations, with expert facilitators enabling and facilitating discussion (rather than presenting and leading sessions).

This primacy of the countries in the workshop series should likely also be more deeply considered in the development process of a series as well. Though input was given by countries on the planned sessions, the ownership of the overall series was still largely in the hands of Ascend international staff and the experts of the NNN-WASH group. A potential solution to this would be to start the course development process with a needs assessment and identification of country focal points to act as part of the development team. By ending the last follow up session with a discussion on further training needs we have tried to set a first step towards this.

When developing a future online activity, it would be good to critically reflect on whether the purpose of the activity is really enabled by the chosen online modality and intended audience. Specifically for this workshop series, there may have been some friction between the intended scope (an interactive workshop with active involvement of all participants over a longer period of time) and the modality (the zoom session with a large group of people from multiple contexts with varying levels of experience and a different focus). The result in our case is that we've certainly achieved a very **interactive webinar series**, but perhaps a true workshop was simply not feasible given the intended audience. As a consequence, if a real workshop would be needed as a follow up, it might be good to ensure participants have reserved dedicated time to work on outputs and that materials have been adapted even more to specific contexts. In terms of audience scope, it could help to consider e.g. whether sub-groups could be formed of countries working on the same step, or even just sessions tailored to individual country teams. If a **interactive webinar series** is intended (and participants certainly seemed to have valued this), then the set up as described above could indeed be useful – but perhaps especially the asynchronous parts need to be reconsidered.

## 7. Next Steps

While the learning and Exchange series itself has been finalised, a number of next steps related to the themes dealt with in the workshop series are envisaged:

- A online advocacy session on WASH-NTD collaboration is planned for the end of March in the context of larger celebrations around World Water Day and the launch of various initiatives. The session will be less of an interactive workshop, but rather showcase the importance of investing in collaboration – including various speakers and examples linked to the ascend.
- As an ongoing activity, Ascend will provide in country support to develop a national framework, improve collaboration at national and sub-national level or support the implementation of national framework, as well as the development and implementation of wash-ntd communication strategies and the development of NTD wash BCC materials
- Initial discussions on extending certain parts of this series are taking place. The benefit of connecting countries and facilitating south-south exchange could be further acted upon by Ascend by continuing support to e.g. quarterly/half yearly follow up workshops.
- The opportunity to support the nascent community of practice that was presented in the last session is also being considered.

## Annex

## Mural

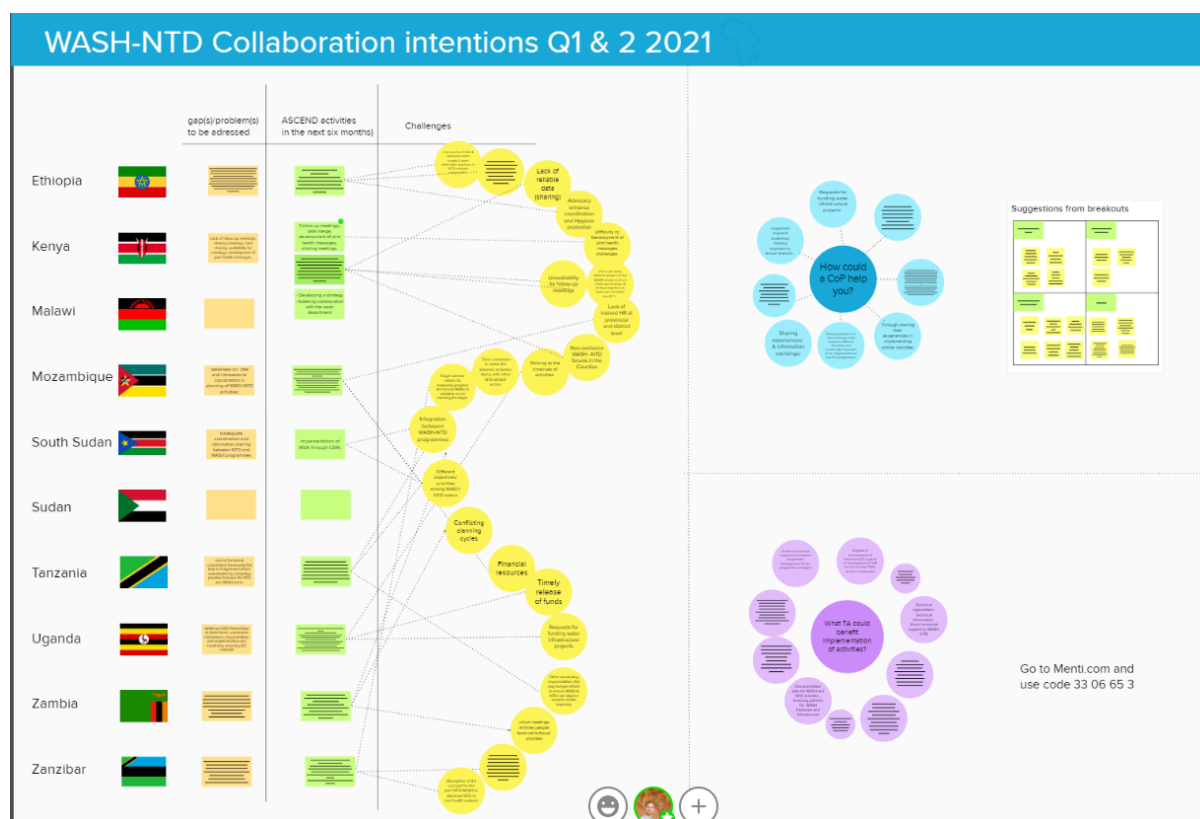


Figure 1: screenshot from Mural used in the follow up session (see link below)

Overview of all Mural's created:

1. Session 1:
  - a. Icebreaker:
 

<https://app.mural.co/t/ascendntdwashworkshop8822/m/ascendntdwashworkshop8822/1602583504364/3c68a6e3d1c2c75ea33ec416143c1d31a5a540a4>
  - b. Exercise:
 

<https://app.mural.co/t/ascendntdwashworkshop8822/m/ascendntdwashworkshop8822/1607598293485/547d5bc2779bb05d94722a32e635cd801a3b51a3>
2. Session 2:
 

<https://app.mural.co/t/ascendntdwashworkshop8822/m/ascendntdwashworkshop8822/1603117399150/1b89654935744570dc4bc7470be10947d5f9a204>
3. Session 3:
 

<https://app.mural.co/t/ascendntdwashworkshop8822/m/ascendntdwashworkshop8822/1604442476361/c67b672abd9a7bfbf7b09c485fb9b8bdc8a2833>
4. Session 4:
 

<https://app.mural.co/t/ascendntdwashworkshop8822/m/ascendntdwashworkshop8822/1606239371266/fd2c6d629ceebbaa12bc6692963d9c7a0f2e292c>
5. Deep dive:
 

<https://app.mural.co/t/ascendntdwashworkshop8822/m/ascendntdwashworkshop8822/1602664254060/ede5da876c3570d6eae473169d629c4b9ea63206>

6. Session 5:  
<https://app.mural.co/t/ascendntdwashworkshop8822/m/ascendntdwashworkshop8822/1607514682301/89bb8a55de99244533ddd5a6f0ae67fb7a3506ee>
7. Follow up session:  
<https://app.mural.co/t/ascendntdwashworkshop8822/m/ascendntdwashworkshop8822/1611928175174/1860c63167a86f433fb2dae3e74eb39c056038d0>
8. Reflection presentation ascend:

Selected break-out session materials :

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?



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



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



Figure 2 Mentimeter interactive slides session 3

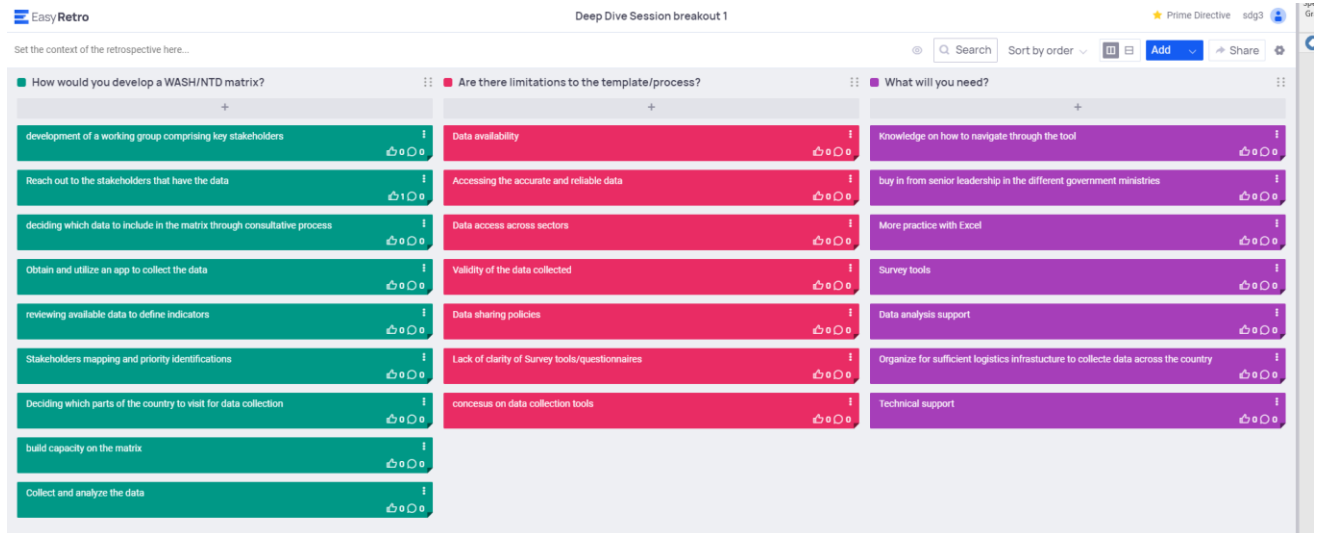


Figure 3 EasyRetro board used as part of the deep dive session