sustainable sanitation alliance

WASH in SCHOOLS MASSIVE OPEN ONLINE COURSE ORIENTATION GUIDE

CAPACITY DEVELOPMENT FOR WASH IN SCHOOLS AT SCALE
A GUIDE TO DEVELOP YOUR OWN MASSIVE OPEN ONLINE COURSE MOOC ON WASH IN SCHOOLS

ABBREVIATIONS

ADDIE	Analyze, Design, Develop, Implement and Evaluate
BLSS	Bureau of Learner Support Services
DepEd	Department of Education
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
ICTS	Information, Communication, and Technology Services
KEEP	Knowledge and Education Exchange Platform
MOOC	Massive Open Online Course
NEAP	National Educators Academy of the Philippines
NGO	Non-Government Organization
PTA	Parents and Teachers Association
SBM	School-Based Management
SDG	Sustainable Development Goals
SDO	Schools Division Office
SEAMEO INNOTECH	SEAMEO Regional Center for Educational Innovation and Technology
SHD	School Health Division
SuSanA	Sustainable Sanitation Alliance
TA	Technical Assistance
TSA	Three Star Approach
TWG	Technical Working Group
UNICEF	United Nations International Children's Emergency Fund
WASH	Water, Sanitation and Hygiene
WinS	WASH in Schools

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1. BACKGROUND AND RATIONALE

This guide will provide insights on preconditions and principles for developing a national WinS MOOC based on the Philippines' WinS MOOC experience, practical examples on structure, content and course outline of a typical WinS MOOC, and recommendations for adapting these processes in your institution's context.

RATIONALE AND AIMS OF THIS GUIDANCE

MASSIVE OPEN ONLINE COURSES (MOOCS) ARE ONLINE DISTANCE-LEARNING COURSES DESIGNED TO CATER TO LARGE GROUPS OF LEARNERS BECAUSE OF THREE DEFINING CHARACTERISTICS:

MASSIVE
They are often self-paced with instructional content and pre-designed activities so they can accommodate hundreds to thousands of learners.

OPEN
Commonly interpreted as a course's accessibility due to lower costs or being offered for free.

ONLINE
The course is hosted in an online platform, where anyone with internet access can participate.

In 2019, Class Central reported that 13,500 MOOCs have been made available and offered by over 900 universities all over the world. Just like traditional courses, learners can obtain credits and even degrees through this modality.[1] With their potential of allowing education for a great number of people – regardless of their prior qualification – it contributes to access to quality education, as aligned with UN Sustainable Development Goal 4 ("Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"), not just for schools and universities but also for professional development.

This guidance aims to inform readers on how to develop their own MOOC on Water, Sanitation and Hygiene (WASH) in Schools, or what is often referred to as WinS. The guidance is based on the successful implementation of the MOOCs entitled "Leading WinS" (for School Implementers) and "Accelerating WinS" (for Division/Sub-national Level Implementers) that were co-developed by the GIZ Fit for School Programme, the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) and the Philippines' Department of Education (DepEd).

Inspired by the experiences in the Philippines, the GIZ programmes Sustainable Sanitation and Sustainable Water Policy, and the Sustainable Sanitation Alliance (SuSanA) – together with the above-mentioned actors – envision to disseminate the learnings from the Philippines globally and to provide a guidance for development partners that want to develop a MOOC for their respective countries.

The emergence of COVID-19 has underlined the role of WinS as a pandemic preparedness and response strategy; thus, creating an even greater demand for capacity building on WinS in the education sector.

THIS GUIDANCE ON HOW TO DEVELOP YOUR OWN MOOC HAS THE FOLLOWING AIMS AND OBJECTIVES:

- Provide guidance on the design and development of a national WinS MOOC.
- Explain the set-up and process of design and development using the WinS MOOC of the Philippines as an example.
- Inform readers about the benefits and limitations of a WinS MOOC.

Against the background of the global outbreak of COVID-19, the guidance includes recommendations on how a MOOC can be a useful instrument to accompany the safe reopening of schools worldwide.

The guidance is targeted at development partners working in the field of WinS and who are interested in developing a WinS MOOC together with their national partners.

[1] By the Numbers: MOOCs in 2019 as retrieved from: www.classcentral.com/report/mooc-stats-2019/

ABOUT MOOCs

In general, a MOOC follows a self-paced format in which participants learn through reading of modules or content, viewing instructional videos and other types of media, instead of attending live sessions. Then, participants interact with instructors and peers through discussion boards. Depending on the MOOC, there may be weekly assignments (assessed by other students) or auto-graded quizzes. MOOCs are designed for an unlimited number of participants or learners. Anyone can enroll, access lessons using a laptop, desktop or a smartphone, and collaborate and interact with other learners online.

From a learner's perspective, the MOOC offers a lot of flexibility, as participants can study at their own time and pace. Courses are usually for free or at a low cost. Since it is online, these courses provide opportunities to learn, engage and collaborate with fellow learners. They are also an alternative way to the formal education system for receiving certification/credits.

From a developer's perspective and depending on the context of development, a MOOC offers flexibility in design. There is no need to maintain physical facilities, and any course can be efficiently administered. With a wide audience, the course's economies of scale can be realized. However, implementing a MOOC requires the use of an online platform as a "virtual venue" for interaction and activities.

Developers must also be aware that MOOCs often have low completion rates[2], as participant's motivation to attend the course might be low. A well-designed course can be key to mitigate these disadvantages.

As face-to-face training is difficult to organize in the times of COVID-19, distance-learning formats such as MOOCs are becoming increasingly important and can be a necessary mode of capacity development.

[2] Khalil, H. & Ebner, M. (2014). MOOCs Completion Rates and Possible Methods to Improve Retention – A Literature Review. In Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2014 (pp. 1236-1244).

WASH IN SCHOOLS (WinS) IMPLEMENTATION IN THE PHILIPPINES

The Department of Education (DepEd), which is host to over 23 million learners from all over the Philippines, has a central role in ensuring quality education in a healthy environment. Together with its partners, DepEd implements a range of programs on creating a conducive learning environment.

In 2018, the Department of Education, through Department Order No. 28, s. 2018, launched a flagship program called Oplan Kalusugan (OK) sa DepEd (translated as Operation Health in DepEd), as a convergence of its health programs, plans, policies and activities. The policy puts a spotlight on DepEd's major school health and nutrition programs including a School-based Feeding Program, a National Drug Education Program, Adolescent Reproductive Health Education, Medical, Dental and Nursing Services, and a Water, Sanitation and Hygiene in Schools (WinS) Program.

The program is led by the Bureau of Learner Support Services (BLSS) and the School Health Division (SHD), with guidance from the Office of the Undersecretary for Administration. The bureau coordinates with technical working groups established at the Regional, Divisional, and School Levels.

Since 2011, the German Federal Ministry for Development and Economic Cooperation (BMZ) has commissioned the GIZ Regional Fit for School Programme to support education ministries in the Philippines, Lao PDR, Cambodia, and Indonesia to implement strategies designed to improve WASH in Schools. This targets to achieve SDG 4, which aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" and SDG 6 to "Ensure access to water and sanitation for all."

In the Philippines, the GIZ Fit for School Programme has partnered with SEAMEO INNOTECH in its initiatives on promoting WASH in Schools. SEAMEO is an intergovernmental organization of Southeast Asian countries aimed at cooperation in the areas of science, culture and education. INNOTECH, one of the 26 SEAMEO centers, is focused on research and capacity building programs in the area of educational innovation and technologies. Among the outputs of this partnership are the designs of a set of clear models and implementation guidelines that allow the education sector to integrate simple preventive measures into everyday school life, such as daily handwashing with soap as a group activity; daily toothbrushing with fluoride toothpaste as a group activity; regular cleaning of school toilets, washing facilities and schoolyard; and deworming treatments in schools every six months.

The progress of achieving these goals is measured through the "Three Star Approach" (UNICEF/GIZ, 2013), a stepwise approach to reaching that the National Standards for WinS (See Figure 1). Each star level indicates that a school has reached particular criteria on WinS.

In 2013, an initial assessment (participated in by 30,574 out of 46, 645 Schools) on WASH in Schools in the Philippines reported that only 9% of schools who participated in the monitoring reported to have reached at least 1 star, and less than 1% have reached 3 stars. This report cited some key learnings, which includes 6 functions of WinS Monitoring: capacity building, recognizing performance, creating demand, planning and resource allocation, fostering accountability and transparency and strengthening policy implementation (Making WASH in Schools More Sustainable Vol. III Case Stories from SuSanA Partners).

To further accelerate progress and to improve the status of WASH in Schools at mass scale, GIZ together with the Department of Education and SEAMEO INNOTECH initiated and jointly developed two Massive Open Online Courses (MOOC) on WinS targeted at the Department's Division offices and schools. The use of digital training solutions facilitates a wide audience reach, while allowing flexibility, low maintenance costs, administrative efficiency, and economies of scale.

THREE STAR APPROACH FOR WASH in SCHOOLS

★ ★ ★ **THREE STAR SCHOOL** MEETING NATIONAL STANDARDS	› School facilities and systems upgraded to meet national standards
★ ★ **TWO STAR SCHOOL** INCREMENTAL IMPROVEMENTS	› Hygiene education and facilities to promote handwashing with soap after toilet use › Improved sanitation facilities, plus facilities and education for menstrual hygiene management (MHM) › Low-cost point-of-use water treatment introduced in schools
★ **ONE STAR SCHOOL** DAILY ROUTINES TO PROMOTE HEALTHY HABITS	› Daily supervised group handwashing with soap, normally before the school meal › Daily supervised cleaning of toilets, and provision of water and soap (at least one usable toilet for girls and one for boys); no open defecation › Daily supervised use of drinking-water bottles by all children
NO STAR SCHOOL THE EXISTING SITUATION FOR MANY SCHOOLS	› Limited or no hygiene promotion › May or may not have WASH infrastructure

FIGURE 1: The Three Star Approach for WASH in Schools (UNICEF/GIZ, 2013)

LEADING WINS IN SCHOOLS
WASH IN SCHOOLS MASSIVE OPEN ONLINE COURSE

ACCELERATING WINS IN DIVISIONS
WASH IN SCHOOLS MASSIVE OPEN ONLINE COURSE

These two MOOCs are called "Leading WinS" and "Accelerating WinS". The initial run has reached more than 1,000 heads of schools, division officers and teachers in the Philippines, and more will follow. Results from the pilot implementation showed an increase in the percentage of participating schools reaching a star level.

Due to the COVID-19 outbreak, DepEd adopted the basic education learning continuity plan for school year 2020–2021 (Dep. Ed. Order No. 12, s, 2020). This plan has provided DepEd the guidelines for learning continuity by focusing on the curriculum's most essential learning competencies. It also includes setting up the Learning Resources and Platforms Committee, which is tasked to oversee the various initiatives to deliver the curriculum and make quality learning resources available and delivery platforms accessible. The plan also delays implementation of face-to-face classes until safe conditions are restored, all in coordination with government agencies in charge. In terms of WinS, this means two things:

Typical face to face training of WinS proponents will not be possible.

Once schools resume to face to face classes, WinS practices are already in place to prevent further spread of COVID-19.

THIS IS BOTH A CHALLENGE AND AN OPPORTUNITY TO INCREASE AWARENESS AND ADOPTION OF WASH IN SCHOOLS THROUGH "LEADING WinS" AND "ACCELERATING WinS" MOOCS.

2. DESIGNING AND DEVELOPING THE WinS MOOC: THE PHILIPPINE EXPERIENCE

This section shows a comprehensive walkthrough of the key considerations in designing and developing a National WinS MOOC. There are two main subsections:

THE PROJECT TEAM

This first subsection provides an in-depth description of the various roles and responsibilities in a MOOC design and development process.

THE MOOC DEVELOPMENT PROCESS AND TECHNOLOGY

The second sub-section provides a detailed discussion of each step of the MOOC development process and the technological assumptions of such an endeavor.

The Philippines' MOOC on WinS development will be referred to throughout the section in order to provide concrete examples and relevant resources/templates.

THE PROJECT TEAM

Before embarking on MOOC design and development, one initial step is to organize the right team. This ensures consideration of all aspects that contribute to the MOOC's quality. The team composition may be affected by the number and nature of partnerships between the institutions involved in the overall MOOC development. In the Philippine MOOC experience, the institutions involved were GIZ, SEAMEO INNOTECH and the Department of Education.

The GIZ served as proponent or initiator of the MOOC development. Meanwhile, SEAMEO INNOTECH served as the expert service provider in the overall design and development of the MOOC, as it has been GIZ's institutional partner in its Southeast Asian initiatives, and it has extensive experience in online course development and management. The Department of Education served as a collaborator, to implement these MOOCs in the Schools Division Offices (SDO) and schools under the department.

REGARDLESS OF THE INSTITUTIONAL ARRANGEMENTS, THE FOLLOWING ARE THE CORE ROLES AND FUNCTIONS ESSENTIAL IN THE DEVELOPMENT OF THE MOOC:

OVERSIGHT COMMITTEE

Since MOOC design and development is a collaborative and iterative process, at the onset, there needs to be an established approving body which the MOOC design and development team will consult and seek approval from. This body usually consists of leaders from the proponents' organization. This will help ensure that the project continues to adhere to the set goals and intended outcomes.

For Philippines' WinS MOOC, this body is represented by three institutions involved in the development:

- SEAMEO INNOTECH – the Learning Management Office Manager
- GIZ – the Programme Manager of the Fit for School Programme
- DEPARTMENT OF EDUCATION – the Chief of the Division of the WinS from the Bureau of Learning Support Services.

THE CORE PROJECT TEAM

AS SEAMEO INNOTECH IS IN CHARGE OF THE MOOC DEVELOPMENT, INNOTECH FORMED THE CORE PROJECT MANAGEMENT TEAM. THE CORE TEAM IS COMPRISED OF:

› Project Manager
› Learning Designer
› Multimedia Producer
› Content Experts
› Information Technology Support

NOTE

The role of the project manager, learning designer and multimedia producer evolves as the MOOC development moves through different phases such as design, development and implementation. These changes in roles and responsibilities will be discussed in greater detail in the discussion on the development process.

PROJECT MANAGER

The project manager coordinates with all stakeholders of the project and ensures that the project continues to address the set objective and that development and implementation is done efficiently and effectively. It is ideal that the project manager belongs to the proponents' organization because their knowledge on internal protocols and procedures will be an advantage.

KEY ROLES OF THE PROJECT MANAGER:

› Ensures that all project activities are executed as planned (within budget, timeline and policies)
› Coordinates with the oversight committee, partners and stakeholders
› Provides inputs and reviews learning design and content execution
› Facilitates and coordinates logistical and administrative requirements of the project
› Presents project status to various audiences and stakeholders

The project manager is also usually in charge of the marketing of the course as well as documentation and presentation of the project.

The project manager works very closely with the learning designer and the multimedia producer. Their role is to facilitate the execution of the learning design and the development of multimedia materials within the overall project plan.

In the case of the Philippines' WinS MOOC, this role was taken on by the project manager of SEAMEO INNOTECH's MOOC initiatives. At the time of the WinS MOOC development, the project manager has 18 years of experience in designing and developing distance learning and online learning courses and programs. The project manager also served as co-learning designer.

The marketing of the course or recruitment of learners was assigned to the Bureau of Learning Support Services of the Department of Education since the target learners are under the Department. Meanwhile, GIZ took the role on overall documentation of the project.

LEARNING DESIGNER

The learning designer provides the instructional design perspective. This person helps frame the course learning outcomes to ensure that the instructional content and activities are aligned with them. It is best that this role is taken by someone who is adept in the area of curriculum design, instructional strategy (pedagogy/andragogy) and assessment.

In the case of the Philippines' WinS MOOC, this role was taken by an education technology expert who has a master's degree in Educational Administration and years of experience in teacher professional development and education technology.

KEY ROLES OF THE LEARNING DESIGNER:

› Works with the subject matter experts in converting content to MOOC
› In charge of creative and pedagogical treatment of content
› Writes or edits instructional text, assessments, video script and other essential narratives required for the MOOC

The learning designer works very closely with the project manager since the design of the course has to fit within the overall project plan. This person also works closely with the multimedia producer to ensure that the learning design is executed as intended in the multimedia materials.

MULTIMEDIA PRODUCER

The multimedia producer provides creative direction and supervises the pre-production, production and post-production process, particularly of the videos. Since most of the content in MOOCs are presented in video format, a multimedia producer with a strong background in audio-visual production would contribute to the overall quality of the produced media.

In the case of the Philippines' WinS MOOC, this role was taken by a film and commercial director, producer and writer.

KEY ROLES OF THE MULTIMEDIA PRODUCER:

- Oversees the creative direction of multimedia content
- Directs the actual production and post-production

The multimedia producer works very closely with the learning designer and project manager, since producing these videos has to be within the learning design and the overall project plan.

CONTENT EXPERT

Although the learning designer will design the structure and write most of the actual course content, he/she may not necessarily be a content expert. In that case, there needs to be a content expert/a group of content experts that the team can consult to ensure accuracy and integrity of the instructional materials and activities.

In the case of the Philippines' WinS MOOC, the content or subject matter experts are the project implementers. These are GIZ as the proponent of Fit for School that supports WinS, and the Bureau of Learner Support Services of the Department of Education, in charge of the nationwide implementation of WinS.

INFORMATION TECHNOLOGY SUPPORT

Since the MOOC is an online course, it needs to be hosted in a learning management system or platform.

The project manager coordinates with the KEEP team for the platform requirements of the course. The KEEP Team, through their own learning designer, provided technical support to the project team in hosting the course.

In the Philippine experience, the WinS courses are lodged in the Knowledge and Education Exchange Platform (KEEP) managed by the Chinese University of Hongkong, the same platform that SEAMEO INNOTECH is using as MOOC platform.

TIPS ON BUILDING YOUR TEAM

- Although the roles above are ideally taken by different persons, there may be cases wherein a MOOC project team might be smaller, and members might be fewer. In these cases, some might take on several roles.
- Additional roles may be necessary in other instances. For example, although it was not mentioned above, internally, the project manager had a team of 2 staff members from SEAMEO INNOTECH who supported her in some documentation and coordination work. In the production and post-production phase, additional short-term roles also contributed to the team. These include videographers, video editors, and a voiceover talent.
- In choosing a multimedia producer, it would be best to find someone who has experience and expertise in the type of media envisioned as part of the course (in the case of the Philippines' WinS MOOC video). A different set of expertise and experience may be needed for other media like graphics or digital games.

THE MOOC DEVELOPMENT PROCESS

The MOOC development process outlined in this section is based on the ADDIE Model (Hannum, 2005). ADDIE is an acronym for the 5 main phases of the MOOC Design and Development Process.

ADDIE MODEL:

PHASE 1: ANALYZE – CONTEXT / CONTENT / CONTACT

PHASE 2: DESIGN

PHASE 3: DEVELOP

PHASE 4: IMPLEMENT

PHASE 5: EVALUATE

See Figure 2.

Although the model is presented sequentially in this section, teams will encounter that it is actually a non-linear, iterative process. This means that a team may need to go back and forth between different phases when necessary.

PHASE 1: ANALYZING

Beginning with an analysis phase allows the team to deeply understand the needs of the participants, which will form the foundation for the assumptions used in the course design, development and implementation.

CONTEXT

UNDERSTANDING THE CONTEXT IS IMPORTANT IN DEVELOPING A MOOC. THERE ARE TWO CONTEXTS THAT NEED TO BE LOOKED INTO:

› Project Context
› Learner Context

The project context refers to the project scope, elements, processes, partnerships, policies, people and resources that will be considered, utilized or followed for the MOOC development. This project context will impact the would-be design of the course.

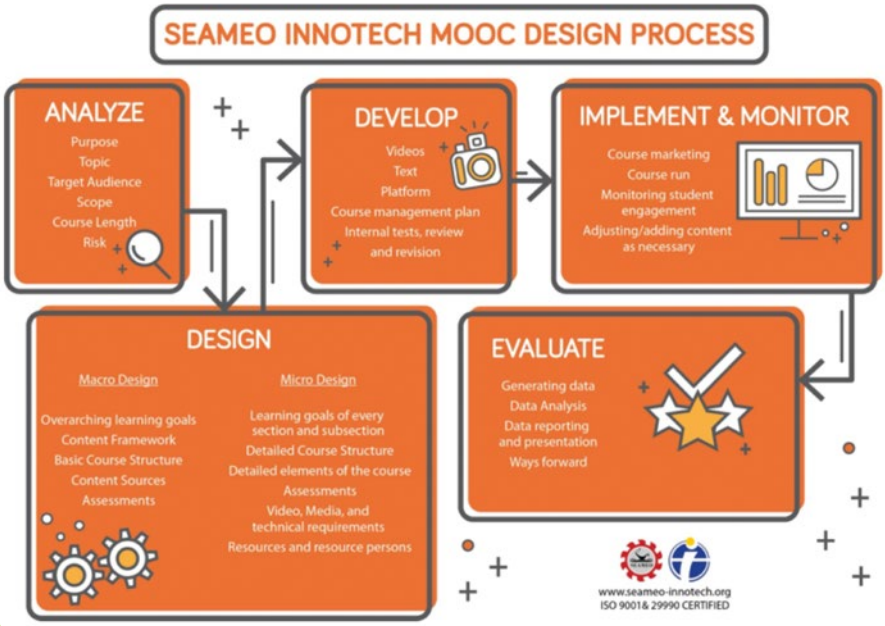


FIGURE 2: The MOOC development process

ADDIE MODEL

PROJECT CONTEXT

The project context is clarified and determined from discussions between the institutions involved in the MOOC development. In the Philippine experience where three institutions are involved, it was important to clarify the delineation of roles between institutions. Setting the project context helps the project team to define the scope of the MOOC development initiative.

SOME OF THE MAJOR DECISIONS THAT ARE CLARIFIED DURING THIS STAGE INCLUDE:

Number of courses to be developed
In the Philippines, two MOOCs were developed:
› for school-level WinS coordinators and
› for the division-level coordinators.

Budget and its components
In some cases, the manner of liquidation of funds may need to be discussed.

Timeline from design to implementation
The timeline will depend on many factors. The first consideration is the actual commencement of the project activities. This is usually tied up to confirmation of available resources or funds. In the Philippine experience, the design to development stage was six months. After this, the implementation of the pilot course follows. The duration of the implementation will depend on the design of the course. In the Philippines, the course was designed to run for two months. As this is a pilot project, a project evaluation follows after the course is implemented. The timeline for the project evaluation will depend on the evaluation design (e.g. processing of data assuming the evaluation was done through a survey, to be followed by the preparation of an evaluation report).

Technical requirements
Including platform to be used.

Persons involved from the different institutions
and their specific roles and accountabilities.

Prospective project milestones
For example:
› Defined project scope
› Developed course design
› Developed course content
› Promoted/marketed the course
› Piloted WinS MOOC
› Evaluated the course

Potential risks
For example deviations from project timeline, deviations from original expectations or goals.

Coordinative mechanisms
They will be put in place to ensure smooth coordination between institutions involved (e.g. project steering committee).

Anything else that needs to be considered
For example unique requirements from any of the institutions.

LEARNERS CONTEXT

Apart from the perspective of the project's context, the analysis phase also begins with data gathering activities to learn more about the target learners' context. This can be done through focus-group discussions, interviews and/or observation or immersion activities. The aim is to gain deeper understanding of the context of the target participants. It would be best if at least the Project Manager, Learning Designer and Multimedia Producer take part.

KEY QUESTIONS

› Who are the target participants of the MOOC?
› From where are the participants of the MOOC?
› Why would they want to participate in this MOOC?*

* Since MOOCs are mostly self-paced, understanding what might motivate learners to participate is of utmost importance. This means that apart from potential extrinsic motivating factors like certification or credits to be used for career growth, the content itself should be practical and relevant enough to the specific needs of the participants.

FIGURE 3: The project team with participants in a focused-group discussion (Photo courtesy of SEAMEO INNOTECH)

In the case of the Philippines' WinS MOOC, the following activities were conducted as part of this phase:

FOCUSED-GROUP DISCUSSION WITH SCHOOL LEADERS AND WinS IMPLEMENTERS

SCHOOL VISITS

OBSERVATION IN THE WinS LEARNING EXCHANGE

Through the context-building activities, the team aims to better understand the context of WinS implementers through conversations and observations of best practices and the challenges that they face. Here are some examples of insights the team gained in the context-building process.

Who are the target participants of the MOOC?
MOOC implementation teams in the school and division who have 0 to 1 star. They are just starting out, and may have heard of WinS, but they need to know how to go about actually assessing, implementing and evaluating the program. A lot of them are worried that WinS might take a lot of work and resources.

Why would they want to participate in this MOOC?
The main reason may be that the course will be accredited by the Professional Regulations Commission (PRC) Board for teachers, adding to the required Continuing Professional Development Units necessary to maintain a teaching license. However, another possible reason is that the schools they belong to will inevitably assess their WinS conditions, pursuant to a Departmental Order. The course will guide them through the necessary process.

The insights from this research work also informed the general structure and direction of the course. For example, one key insight that emerged is that the first step most Three Star School implementers took is to advocate WinS to various stakeholders. In the WinS MOOC, this is one of the first modules that participants will go through.

CONTENT

From the analysis of the participants' context, the team can then begin to identify the scope of the course content – prioritizing what's important and addressing the needs of the participants through the content. This is best done through an exchange of ideas between the project manager, learning designer and content expert/s. Each one plays a crucial role:

PROJECT MANAGER

The project manager guides the team in ensuring that the proposed scope is aligned with the intention of the project and its resource limitations.

LEARNING DESIGNER

The learning designer ensures that the content presented considers the relevance to the participants' need and is cognizant of their context.

CONTENT EXPERT

The content expert ensures that the content is in-line with strategies of the Ministries of Education.

KEY QUESTIONS

- What are the "need to know" or most important knowledge and skills for participants of the course?
- How to present the course content so that participants will immediately see its relevance?
- Are there existing materials that will or can be used?

In the case of the Philippines' WinS MOOC, data shows that many regions are still at 0 to 1 star, so there is a need to advocate the program itself and to disseminate the core information on implementing WinS (this insight was confirmed in the Analysis phase). The MOOC was used to ensure consistent messaging of the core information of the WinS program.

The project also initially only called for the development of one MOOC to be participated in by both School implementers and Division Implementers. However, in the analysis phase, the team realized the need to clarify roles among these two governance levels. Despite common roles between school and division personnel (e.g. WinS Elements and Three Star Approach), their roles still diverge. Because of this, it was decided that two different courses will be developed, instead of just one.

This addresses one of the key questions in the analysis stage: **How can the course be relevant to the target learners?**

At this point, the team also identified that the existing WinS booklets can be used as part of the course's resources, although some content from them may need to be translated to video format to make it more understandable for the target learners.

Based on the analysis phase, the following was the approach taken by the Philippines' WinS MOOC team in framing the MOOC content:

SCHOOL LEVEL MOOC:
LEADING WINS IN SCHOOLS

DIVISION LEVEL MOOC:
ACCELERATING WINS IN DIVISIONS

See next page.

SCHOOL LEVEL MOOC
Leading WinS in Schools

THE TEAM IN THE PHILIPPINES DECIDED FOR THE FOLLOWING STRUCTURE FOR THE MOOC FOR TEACHERS AND HEADS OF SCHOOLS:

1. Introduction
2. Understanding WinS
3. Assessing WinS
4. Improving WinS
5. Sustaining WinS
6. Synthesizing WinS

The structure provides a stepwise learning approach from understanding the importance of WinS, assessing the current situation, improving the WinS status, providing a plan for a long-term sustainability, and presenting the learnings to stakeholders. (See Figure 4 below)

This generic structure can be used for other countries.

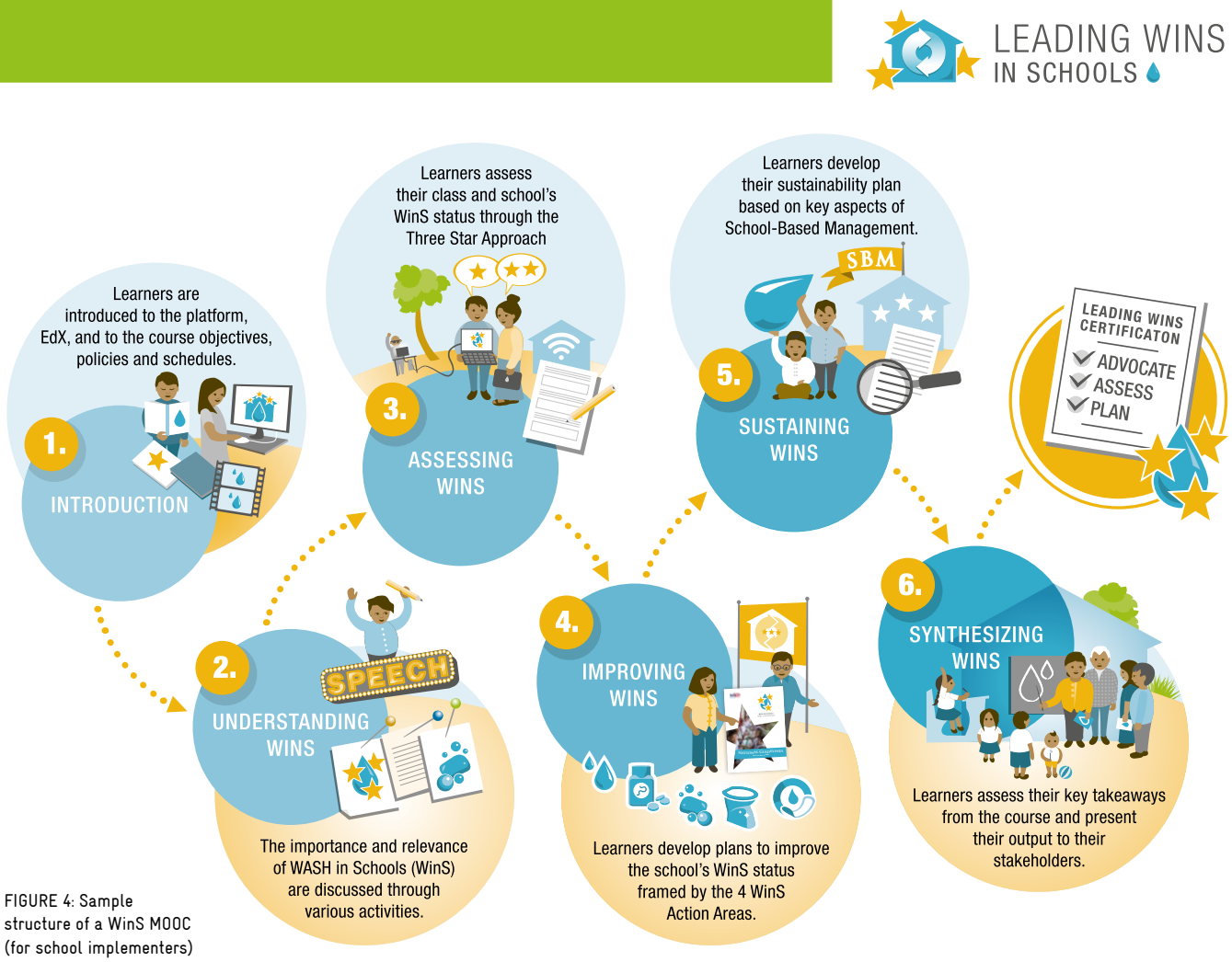


FIGURE 4: Sample structure of a WinS MOOC (for school implementers)

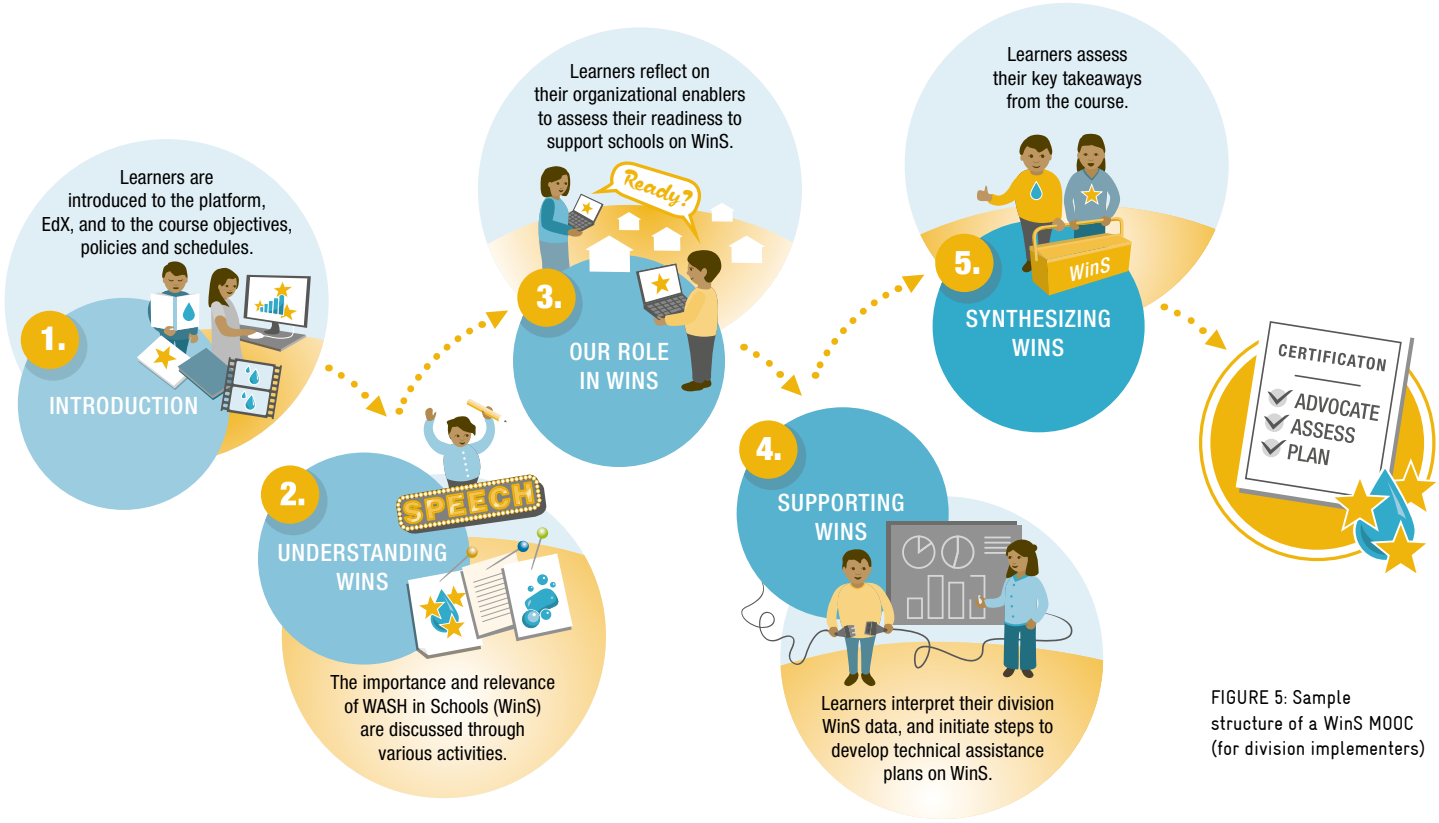


FIGURE 5: Sample structure of a WinS MOOC (for division implementers)

ACCELERATING WINS IN DIVISIONS

DIVISION LEVEL MOOC
Accelerating WinS in Divisions

FOR THE MOOC "ACCELERATING WinS IN DIVISIONS" WHICH TARGETS OFFICERS AT THE SCHOOL'S DIVISIONS, THE FOLLOWING STRUCTURE WAS CHOSEN:

1. Introduction
2. Understanding WinS
3. Our Role in WinS
4. Supporting WinS
5. Synthesizing WinS

(See Figure 5 above)

CONTACT

Finally, before proceeding to design and development, the team needs to establish the assumptions regarding when and how participants will access the course. This will help set the parameters for the design and development stage since this is where the following are identified (sometimes these are already determined beforehand). This can be determined through a survey from the population of the actual participants, or from institutional knowledge about the population.

KEY QUESTIONS

- What is the target completion rate?
- How long is the total duration of the course?
- What kind of learning platform will be used and which assumed type of device will the participants use?
- How the course will be marketed to participants?
- What form of certification will be used? What are the certification criteria? Who signs the certificate?

In the case of the Philippines' WinS MOOC, SEAMEO INNOTECH already had data about the target participants (Department of Education Teachers and Leaders) based from previous MOOCs, the same assumptions were used:

How long is the total duration of the course?
› 40 hours – to yield a significant number of CPD (Continuing Professional Development) points

What kind of learning platform will be used and which assumed type of device will the participants use?
› Mostly laptops, on Open edX

How the course will be marketed to participants?
As a CPD accredited course for capacity development to understand and improve the school's WASH conditions

TIPS ON INSTRUCTIONAL DESIGN

Beginning with an analysis of the learners' context, relevant content and contact assumptions ensure a more learner-centered design approach than a content-based approach. In a content-based approach, designers often pre-identify the content that they want participants to learn. This is often based on existing literature or experts. However, in a learner-centered design approach, the actual needs of the learners take precedence. Therefore, the content included is aimed to be presented in service of meeting the needs.

PHASE 2: DESIGNING

THIS SECOND PHASE IS FRAMED BY TWO KEY MILESTONES. THESE TWO DOCUMENTS SERVE AS BLUEPRINTS FOR THE COURSE DEVELOPMENT PROCESS.

› Macro Learning Design
› Micro Learning Design

MACRO LEARNING DESIGN

In this design document, findings and insights from the analysis (Content, Context and Contact) stage inform the writing of an overview of the course.

THE MACRO LEARNING DESIGN INCLUDES THE FOLLOWING:

The course overarching learning goals

Approach to content structure and assumption

The general course structure and flow, including:
› Section titles
› Key output for the section
› Key content per section
› Initial set of learning activities

This document is primarily prepared by the learning designer, in close collaboration with the content expert/s and project manager. The Macro Learning Design is then presented to the oversight committee for their approval.

NOTE

It is important that the oversight committee signs off on this document so that expectations are clearly set before more details are to be thought of.

In the case of the Philippines' WinS MOOC, the analysis phase confirmed that most schools were at 0 to 1 star. There was first a need to create greater awareness on why WinS was important, present this to relevant stakeholders, and learn about how to actually implement it. Thus, it led to focus on a general WinS course overview to clarify the basics and aims to get schools started.

The following page shows an excerpt of the Macro Learning Design for the Accelerating WinS Course.

MICRO LEARNING DESIGN

In this design document, findings and insights from the analysis (Content, Context and Contact) stage inform the writing of an overview of the course.

Upon approval of the Macro Learning Design, the team proceeds to the writing of the Micro Learning Design. The Micro Learning Design provides a more detailed blueprint of the whole course. Inputs from the presentation of the Macro Learning Design are also used to inform the proposed instructional materials and strategies in this document. In this part of the process, the multimedia producer is involved so that he/she can weigh in in terms of the production needs and creative execution of the proposed content.

THE MICRO LEARNING DESIGN CONTAINS THE FOLLOWING DETAILS:

The course overall learning goals

The evidence of learning/assessments aligned to these goals.

The specific course structure and flow, including:
› Section Title
› Section Learning Goal
› Key output per section
› Content sequence and media in content
› Estimated Learning time

TIPS ON INSTRUCTIONAL DESIGN

In describing the activities under content sequence, one good practice is to begin each statement with the verb - or the action that the learner will do in the course. For example - Use "Watch a video" and "Read the article", instead of just saying "Video on __" and "Article on __". Beginning with the verb allows the team to envision what participants will actually be going through as learners.

MACRO LEARNING DESIGN

In the case of the Philippines' WinS MOOC, The following is an excerpt of the Macro Learning Design for the Accelerating WinS Course. The Accelerating WinS course was designed for Division level coordinators of WinS. The Division Level coordinator are in charge of providing technical assistance to schools implementing WinS.

ACCELERATING WinS IN THE DIVISION MACRO LEARNING DESIGN / CONTENT OUTLINE

Course overarching learning goals
› INSPIRE the Division Office WinS supervisors/team to strengthen WinS in their respective divisions.
› INFORM the Division Office WinS supervisors/team about their key roles in implementing WinS.
› Assist the school-based Division Office WinS supervisors/team to INITIATE concrete actions towards improving WinS implementation.

Approach to the content structure
› The proposed content structure is based on the manual structure for SDOs (Schools Division Office), and as much as it is appropriate, parallels the GIZ WASH IN SCHOOLS MOOC designed for school leaders/school WinS TWG.

Assumptions
› Learners of the course are the ones responsible managing WinS in their respective divisions.
› Some participants may be new to the assignment/not as familiar with the WinS program.

MODULE 0: INTRODUCTION TO THE COURSE

MODULE 1: UNDERSTANDING WinS (SAME AS SCHOOL-BASED COURSE)

KEY OUTPUT

A presentation outline
For a WinS introduction in schools from their respective divisions, which include the following:
› Key message to inspire schools in improving/continuing WinS implementation
› Role of the SDO in supporting school's respective WinS implementation

KEY CONTENT

Why WinS?
› Relevant Policies – DepEd Orders, SDGs, OK sa DepEd – with added focus on mentions of the role of the SDO
› Stories/Examples of the benefit of WinS/ unfortunate realities because of the absence of WinS – SDO perspective – challenges/difficulties in the Division level, benefits for the SDO (beyond the interest of the schools/empowered schools-the division has the power to affect change in the schools)
› WinS situated in common issues of the school (like Dropout rate, Academic Achievement) – SDO perspective – participation rate, completion rate

5 elements of WinS

Overview of the role of the SDO

LEARNING ACTIVITIES

Watching of videos
› Introduction to WinS – includes an overview of the 5 elements
› Short film/documentary about why there is a need for WinS (to be taken from the MOOC for School Level Coordinators)
› Overview of the role of the SDO – from a Department of Education official

Reading of excerpts from the relevant documents (Department Orders, SDGs and the like)

Participation in discussion forums
› Brainstorm about how to best inspire schools to give focus on WinS initiatives
› Process anecdotes from short films/other videos

See Appendix 1 to view the full Macro Learning Design. Sample Macro Learning Design – Accelerating WinS in the Division.

As an example, in the case of the Philippines' WinS MOOC, the following was the Micro Learning Design Document used for the Accelerating WinS MOOC.

ACCELERATING WinS IN THE DIVISION MICRO LEARNING DESIGN / TARGET LEARNERS: WinS TWG (TECHNICAL WORKING GROUP) IN THE DIVISION

Course overall learning goals
After the course, learners will be able to:
› Advocate WinS to their respective school leaders.
› Assess the Division Office WinS Team's capacity to successfully support WinS.
› Design a technical assistance plan to improve the implementation of WinS in their divisions.

Evidences of learning/assessment
In the course, the learning objectives will be validated in the following activities:
› Submission of a draft short pitch to schools and division office partners.
› Completion of a self-assessment on readiness of the organization to support WinS. (Three Star Approach Monitoring)
› Submission of an Organizational Enablers Improvement Plan.
› Submission of a Technical Assistance Plan.

MODULE 1: INTRODUCTION

SECTION LEARNING GOALS (In this section, learners should be able to)

"DO"
› Confidently navigate the course.

"KNOW"
› How to Navigate edX
› What the course content/structure looks like
› Course policies and expectations
› Who the other course participants are

"FEEL"
› Ready to start the course"

CONTENT DESCRIPTION/ACTIVITIES

Watch a video
› Navigating edX

Take a quiz
› About navigating edX

Watch the Intro Video
› The short film from the School Level MOOC can be used as an introductory video.

Read an infographic
› Contents include all the course components and suggested study schedule.

Fill up the about you form
› Online form to gather basic information about participants as well as their motivation for joining the course.

Invitation to Join Facebook Group
› Throughout the course, participants may share about course related experiences and content in a Facebook group outside the course. Link to Facebook group will be provided for participants to join. Here, participants will also be invited to introduce themselves in the Facebook group.

ESTIMATED LEARNING TIME (IN HOURS)
› **2 hours**

Continued next page – MODULE 2 ››

MODULE 2: UNDERSTANDING WinS

SECTION LEARNING GOALS (In this section, learners should be able to)

"DO"
› Advocate WinS to their respective school leaders.
› Explain why WinS is important in the context of schools.

"KNOW"
› 5 Thematic Elements
› Relevant References and Policies
› Factors that lead to successful implementation of WinS in the School Level (What is WinS for schools?)

"FEEL"
› Curious, Disturbed, Excited to implement

KEY OUTPUT
› Write a short pitch- How would you explain the importance of WinS to schools in a "pitch".

CONTENT DESCRIPTION/ACTIVITIES

Post in a Padlet Wall
Participants will post 2 images with a short description to answer the following questions:
› In your dealings with school implementers, what usually comes up in discussions when asked about WinS?
› Within your Division, what usually comes to mind when they think of WinS?
*The Padlet Wall will follow a 2-column format so that impressions from the schools can be separated from impressions from the Division."

Watch a video (KNOW)
› Introduction to WinS featuring a DepEd Regional Director (where schools are performing well in WinS)
› Overview of the 5 elements – Water, Sanitation, Hygiene, Health Education, Deworming

Read the WinS Brochure

Participate in a discussion forum - the 5 elements
› Which of the 5 elements would be easy for schools to fulfill? Why?
› Which of the 5 elements would be challenging for schools to fulfill? Why?
› Read in-course text - Transition from 5 elements to successful school implementation

Introduce the school's Three Star Approach and improvement cycle as a path that schools follow in improving WinS and fulfilling the 5 elements.
This will be the lead-in to introduce the Case Study:
› What does the improvement cycle look like in an actual school scenario? Let's watch the following video case study featuring a Three Star School.
› In watching the video, observe and take note of the contributing factors to the school's successful implementation.

Watch a case study video (to feature a school from Bago City) – featuring the School Head and WinS Technical Working Group
› The short video case study features a leader/school that has successfully implemented WinS.
› The intention here is to show the Division participant what a successful WinS Implementation looks like.
› In the course, after watching this video, the WinS School Timetable can be included as an overview of a school's journey. (Reference: Schools Division office Manual)

Participate in a discussion forum
Instructions: The video shows the story of a school that has successfully implemented WinS.
› What do you think were the factors shown in the case study that led to the school's successful implementation?
› In your Division, can you think of a school that has successfully implemented WinS? What were the factors that led to the success?
› Read infographic on how WinS fulfills other policies beyond DepEd citing relevant policies and documents (same as the school level course)

Continued next page ››

Answer a question - other policies - Discussion Forum

› In your division, are there other relevant policies that you think may be connected to the fulfillment of WinS?
› In DepEd or in local government? Cite the particular policy and include a link to where you can find it. Submission will be through Mentimeter, so other participants can see it.

Write a short pitch - How would you explain the importance of WinS to schools in a "pitch"

Imagine that you accidentally saw a new school head in your Division Office – someone who has not heard or has implemented WinS:
› What would you say about WinS? Write a script for your pitch.

DO A WINNING Challenge! on Facebook: School Groufie

› One of the best ways to really appreciate the importance of WinS is for us to step into the shoes of our school implementers.
› In this section's challenge, participants will be asked to visit a school in their Division that is doing well in their WinS implementation (2–3 stars).
› In your visit, try to find out as much as you can about how the school got to this point – focus on finding out what were the effective strategies they employed.
› Take a selfie or groufie with the school team, try to take it in one of the WinS areas (handwashing area, outside a Comfort Room, resting area, etc.). Then share it in our FB group.

ESTIMATED LEARNING TIME (IN HOURS)

› **8 hours**

See Appendix 2 to view the full Micro Learning Design. Sample Micro Learning Design – Accelerating WinS in the Division.

Upon completion, this Micro Learning Design is once again presented to the oversight committee for approval.

TIPS ON INSTRUCTIONAL DESIGN

› The types and sequences of activities will depend on the approach taken on instructional design. In the case of the Philippines' WinS MOOC, an active learning approach was taken to ensure that each module recognizes and provides an opportunity to surface prior knowledge/experience, present relevant content, reflect on new knowledge/skills and practice its application.

› Since the intention of the course is to urge the WinS MOOC implementers into action, modules also considered asking participants to actually perform WinS implementation activities. Since most teachers and school leaders from the Philippines' Department of Education are active on social media, the team proposed to have a DO A WINNING CHALLENGE and share their experiences in a Facebook Group.

Please find on the next pages an example of how these instructional intentions were incorporated into the design.

EXAMPLE

INSTRUCTIONAL INTENTION

MODULE 2: UNDERSTANDING WinS (FROM THE WinS MOOC SCHOOL LEVEL COURSE)

Clear learning objectives per module

Identification of key content

SECTION LEARNING GOALS:

"DO"
› Advocate WinS to their respective school leaders.
› Explain why WinS is important in the context of schools.

"KNOW"
› 5 Thematic Elements
› Relevant References and Policies
› Factors that lead to successful implementation of WinS in the School Level (What is WinS for schools?)

"FEEL"
› Curious, Disturbed, Excited to implement

CONTENT DESCRIPTION/ACTIVITIES

Relate to prior knowledge/ experience

Post in a Padlet Wall
Participants will post 2 images with a short description to answer the following questions:
› In your dealings with school implementers, what usually comes up in discussions when asked about WinS?
› Within your Division, what usually comes to mind when they think of WinS?

Introduce new information

Watch a video (KNOW)
› Introduction to WinS featuring DepEd Regional Director Gemma Ledesma
› Overview of the 5 elements – Water, Sanitation, Hygiene, Health Education, Deworming"

Read the WinS Brochure

Reflect on information introduced

Participate in a discussion forum - The 5 elements
› Which of the 5 elements would be easy for schools to fulfill? Why?
› Which of the 5 elements would be challenging for schools to fulfill? Why?
› Read in-course text – Transition from 5 elements to successful school implementation

Practice skills learned/Apply knowledge to authentic situations

End of module output
Write a short pitch– How would you explain the importance of WinS to schools in a "pitch".
› Imagine that you accidentally saw a new school head in your Division Office – someone who has not heard or has implemented WinS:
› What would you say about WinS? Write a script for your pitch.

DO A WINNING Challenge! on Facebook: School Groufie
› One of the best ways to really appreciate the importance of WinS is for us to step into the shoes of our school implementers.
› In this section's challenge, participants will be asked to visit a school in their Division that is doing well in their WinS implementation (2–3 stars).
› In your visit, try to find out as much as you can about how the school got to this point – focus on finding out what were the effective strategies they employed.
› Take a selfie or groufie with the school team, try to take it in one of the WinS areas (handwashing area, outside a CR, resting area, etc.) . Then share it in our FB group.

A selfie is a photograph taken by oneself.
A groufie is a group selfie.

In the case of the Philippines' WinS MOOC, the following features of the learning platform were utilized to ensure that the learning experience will be active and interactive:

Posting of videos, text and other content laid out in a page

› Discussion Forums
› Quizzes
› Word Cloud activity
› Peer review assessment (allows participants to randomly review a co-participant's submission)

Apart from the features above, the following external applications were also utilized.

› Google forms – for surveys
› Padlet – a virtual board where participants can post virtual notes with images and text.
› Facebook Groups – for the Facebook Challenges at the end of each module.*
› WinS Monitoring Form Submission Portal – a replica of the actual portal used for the submission of the WinS Monitoring Form was created so that the participants will experience the process of submission without doing so in the actual live portal.

INSTRUCTIONAL DESIGNER

The instructional designer, as the one who initially lays the blueprint of the course structure and activities, should already be familiar with the affordances of using the platform. This means that in the writing of the proposed learning activities, it already takes into consideration what is possible given the learning platform's features and constraints.

* Facebook Challenges – The inclusion of an optional Facebook Challenge in the Philippines WinS MOOC served two main purpose:
1. By having participants post about their initiatives, the team hopes to encourage other schools who are not as active to participate.
2. The tasks given for the Facebook Challenges often takes more time to do – e.g. visiting another implementing school. By making this an optional activity instead of a required component of the course, it allows for the participants to complete the course within the expected time frame.

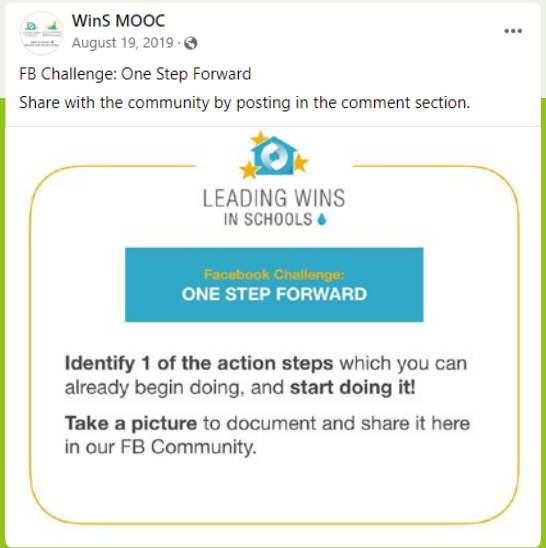


FIGURE 6: Screenshot taken from the LEADING WinS Facebook

PHASE 3: DEVELOPING

THIS THIRD PHASE INVOLVES 2 MAIN TASKS:

› Development of Videos and other Digital Content
› Development of the course on the actual learning/content management platform

In the case of the Philippines' WinS MOOC, the intention to develop video content was to "mooctify" the existing resources already available (digital and printed brochures and guides). The video format allowed the team to introduce bite-sized and concise overviews from experts, as well as to effectively present stories of actual WinS implementation not just to inform but to inspire the target learners as well.

DEVELOPMENT OF VIDEO CONTENT

MOOC video production may be done in several configurations. In the Philippines' WinS MOOC implementation this was primarily managed by SEAMEO INNOTECH through the Project Manager. In some cases, institutions may choose to outsource video production to commercial studios or do it themselves.

SOME OF THE CONSIDERATIONS TO TAKE IN DECIDING THE VIDEO PRODUCTION CONFIGURATION INCLUDES:

› The capability of the video production provider
› Cost
› Required coordination and management

In the Philippine MOOC experience, SEAMEO INNOTECH already has extensive experience in multimedia content development specific to the education context.

FIGURE 7: Video shoot with a content expert (Photo courtesy of SEAMEO INNOTECH)

FIGURE 8: Video shoot on location (Photo courtesy of SEAMEO INNOTECH)

VIDEO PRODUCTION TEAM

As the project moves to the materials development stage, the roles and responsibilities of the core project team evolves. The following serves as a guide in the general roles and responsibilities of the different members of the core project team as it relates to video production:

Project Manager

The Project Manager is overall in charge of ensuring that the project is completed as planned. In the context of video production, the project manager's role evolves. The role involves a combination of learning design and project activity management.

This includes:

› Reviews and edits the script prepared by the Learning Designer
› Writes the scripts for "secondary" videos: trailer, short film, synthesis, orientation videos
› Disseminates the script to appropriate project team members/stakeholders as necessary
› Acts as Line Producer (manages the budget of production)
› Acts as Production Manager (supervises physical aspects of production including personnel, technology, scheduling)
› Acts as Production Coordinator (information nexus of production responsible for organizing logistics such as hiring and contracting of crew, equipment, resource persons, talents, travel arrangements)
› Acts as Location Manager (responsible for finding and securing permits and other requirements of locations)
› Provides inputs on editing
› Translates the videos
› Organizes feedback sessions

Learning Designer

The learning designer is overall in charge of ensuring the pedagogically sound execution of content. In the context of the video production, the Learning Designer performs the following roles:

› Writes the script
› Conducts the interview
› Ensures sufficient collection of data from the production
› Ensures consistent video production is consistent with the script and aligns with other course contents

Multimedia Producer

The Multimedia Producer is overall in charge of the creative execution of the videos consistent with the learning design. In the context of video production, the multimedia producer performs the following roles:

› Provides overall guidance in the creative execution of videos as a whole such that there is a common theme running in the course videos
› Provides overall guidance on the creative execution per video
› Edits video script to provide creative spin and treatment
› In production, responsible for overseeing the creative aspects of video production, including controlling the content and flow of the narrative, directing the performances of resource persons or actors, selecting the locations in which the film will be shot, and managing technical details
› Directs video editing and sound rendition

Content Expert

The content expert(s) continue to serve the role of validating the accuracy of the content. In the production phase, additional content experts may also be invited to participate and to be interviewed as part of the video materials, and/or to assist in identifying practices and scenes that may contribute to the production of the instructional material.

Since video production will probably be one of the significant activities of the team, it would be best that they are well planned to ensure that the process goes smoothly, and resources are not maximized.

In the case of the Philippines' WinS MOOC, GIZ and DepEd also collaborated with the project manager to manage administrative and logistical preparations that may be required by the institution. The invitation for DepEd partners to be involved in this process was also meant to build ownership, since the course would eventually be turned over to them.

It should be noted that in the Philippine's WinS MOOC implementation, the project manager acts as co-learning designer and as such performs some of the functions of the learning designer as may be necessary.

BEST PRACTICES

VIDEO PRODUCTION/FILMING

THE FOLLOWING DETAILS THE GENERAL BEST PRACTICES IN THE WORKFLOW OF VIDEO PRODUCTION. THE PROJECT TEAM IS ENCOURAGED TO:

1. CONDUCT AN INITIAL MEETING WITH POTENTIAL RESOURCE PERSONS

Based on the micro learning design, it would be best for the team to come up with a short list of Resource persons.

To help determine the suitability of the suggested resource persons in the shortlist, the project team is encouraged to conduct an initial interview with said potential resource persons. When a face-to-face interview is not possible, alternatives such as an online or phone interview can be explored. This ideally involves the project manager, learning designer and multimedia producer. The project manager and learning designer look out for specific stories and ideas that the resource person can contribute, while the multimedia producer assesses considerations in terms of delivery.

Moreover, the project manager should ensure that the resource person/s is willing to be part of the filming under the conditions set by the proponents, including fees, time schedule, scope of engagement and other related conditions.

See Appendix 3 for Video Production Checklist.

2. USE A VIDEO PRODUCTION CHECKLIST

To ensure an efficient video production process, the project team is encouraged to refer to a video production checklist.

Particular attention should be given to those that have contractual arrangements such as those with resource persons, outsourced project staff, rental of services and other similar activities covered by contracts.

3. PROVIDE A PRE-FILMING BRIEF

The project team should ideally brief stakeholders who are involved in the filming (such as venue coordinator for filming location). A briefing note must explain the production flow, people and students who will be involved, schedule, expectations and roles and responsibilities of each organization involved.

4. CONDUCT A PRE-FILMING MEETING

Convened by the project manager, the project team should ideally conduct a pre-filming meeting prior to each shoot. This meeting may be done face-to-face or online. It is best that all members of the crew/team who will conduct the filming be present for this meeting. The meeting should also include the outsourced staff hired for the shoot, e.g. director of photography, lightsman, soundman, production assistant.

5. DEVELOP A COMPREHENSIVE BUDGET

A comprehensive budget will allow production to proceed smoothly. Thus, it is important to be able to anticipate costs. At the minimum, the following cost details should be factored in the budget as needed:

- Professional fee of members of the project team
- Professional fee for resource persons
- Professional fee of outsourced crew
- Rental of equipment if the institution does not have its own
- Props
- Vehicle (airfare, land, onsite)
- Accommodation
- Meals
- Editing (usual costing is per video)
- Voice over talent (usually paid depending on length of script)
- Overseas production
- Director of photography (usually paid on a per filming day basis)
- Gaffer(lights)/sound recordist (usually paid on a per filming day basis)
- Production assistant

As with any video production project, the pre-production, production and post-production process is followed in the development of video content for MOOCs. Here are some considerations along the three phased process:

6. PRE-PRODUCTION

Resource Persons

- Documentation. All documentation required for the resource persons should ideally be prepared, which includes contracts, requests for payments, logistical arrangements, permission requirements and others.
- Briefing. All resource persons must be properly briefed prior to filming about the scope and execution of the filming including expectations from them (e.g. what to wear). When necessary, send to them an advance copy of the script or a "briefing note" providing details of what will happen during the filming.

Film Crew and Equipment

- Documentation. All documentation required for the film crew and use of equipment, specifically those outsourced are ideally prepared beforehand including contracts, requests for payments, logistical arrangements, permission requirements and others.
- Briefing. All film crew members must be properly briefed prior to filming about the scope and execution of the filming. Ideally, conduct a pre-filming meeting prior to the shoot where everyone who will be involved in the filming is present.

Scriptwriting

See Appendix 4 for Sample Working Script used for LEADING WinS.

The script serves as a guide for the preparation and the actual filming. Thus, the project team is required to prepare a script prior to filming. In cases where the exact soundbites are not pre-determined (such as in case studies where the soundbites evolve from the interview), a "working script" should be prepared. The working script is a matrix of intended flow of the video, including equivalent questions for various stakeholders and resource persons to correspond to the intended flow. The working script should be coupled with a filming itinerary which provides details of the shots and footages needed to support the script.

See Appendix 5 for Sample Filming Script for LEADING WinS).

When the soundbites can be predetermined, a filming script should be prepared and distributed prior to filming to help the resource persons/ subjects to prepare.

See Appendix 6 for Sample Editing Script for LEADING WinS).

After the filming is conducted, an editing script is prepared. The editing script is the script the video editor will refer to for the initial edit. The editing script is developed from the transcripts taken during filming.

Succeeding videos edits should after the first draft be based on comments on the actual video outputs. Once the final video version is determined, a transcript is prepared together with the corresponding English translation. The transcript and English translations are the basis for the subtitles that will appear on the video.

7. PRODUCTION

Consent – Different countries may have different guidelines and policies regarding data privacy. It is important to be aware of these policies. In the Philippines, filming subjects fill a "consent form" to give their approval for the footages where they appear to be used by the project team. For filming subjects who are minors (17 years old and below), the parents fill the consent form.

8. POST PRODUCTION WORK

Editing Process

› The full transcription of the videos filmed should ideally be made available shortly after the shoot (In the Philippine WinS MOOC, this was set at 3 days after the shoot). The transcripts will be read and reviewed by the learning designer and multimedia producer – and will be the source for the final editing script. The editing script will provide the main guidance for the video editor.
› Ideally, the first draft edit is available as soon as the filming is completed (In the Philippine WinS MOOC experience, this was set at one week after filming). The draft video may not necessarily include graphics and background music yet. This is mainly a stitching of the video clips based on the editing script. A draft video allows the project team to see how the video is developing. This allows the team a better opportunity to suggest enhancements early on in the post-production process. The team can also focus on reviewing the video in terms of content, flow and length, and not yet in terms of how engaging the visuals are.
› After the first draft, the video editor, guided by the multimedia producer, works on continuous review and edits until the video is final.
› The initial video review process is often done by the core team (project manager, learning designer, multimedia producer, content expert/s) before they are presented to the oversight committee.

Editing standards

In finalizing the videos, certain standards are best put in place. This includes considerations such as: proponents' and partners' logos to be included in the videos; acknowledgments in the videos produced (e.g. Ensuring spelling and content accuracy of graphics, where the names and positions of resource persons are shown) and making sure that other content used (e.g. Graphics, images and music) abide by copyright laws.

Video files

When the output is final, ideally the video editor turns over both the high-resolution file and the project file used in editing the video (this should be agreed upon with your video editor prior to the engagement). The project file allows the proponents to make further edits to the video in the future, when necessary.

Another consideration in producing videos is the management of files. It would be best to consistently follow some practices in terms of storage, exchange and access of files. In the case of the Philippines WinS MOOC, these included:

› One backup external hard drive for all files – this is where all files are stored, and nothing should be erased.
› One to two external hard drives for files deployed to outsourced editors – This is the hard drive that is passed on to the editors and back to the team for review.
› One external hard drive for all master copies of final outputs.

Throughout the process, the project manager coordinates closely with the multimedia producer and the instructional designer, as well as with other people involved in the preproduction, production and post-production phases. Occasionally, the content expert(s) are also consulted to validate the content that needs to be included or excluded. Upon completion of the videos, they are presented to the oversight committee for approval. Revisions are then made based on the comments from the panel.

DEVELOPMENT OF OTHER LEARNING MATERIALS

Apart from video content, other materials may also need to be produced or sourced. These may include digital graphics, guides, readings, etc. This is mainly produced by the learning designer, in coordination with the project manager/graphic designers. As with the video content, these materials are also validated by the content expert(s).

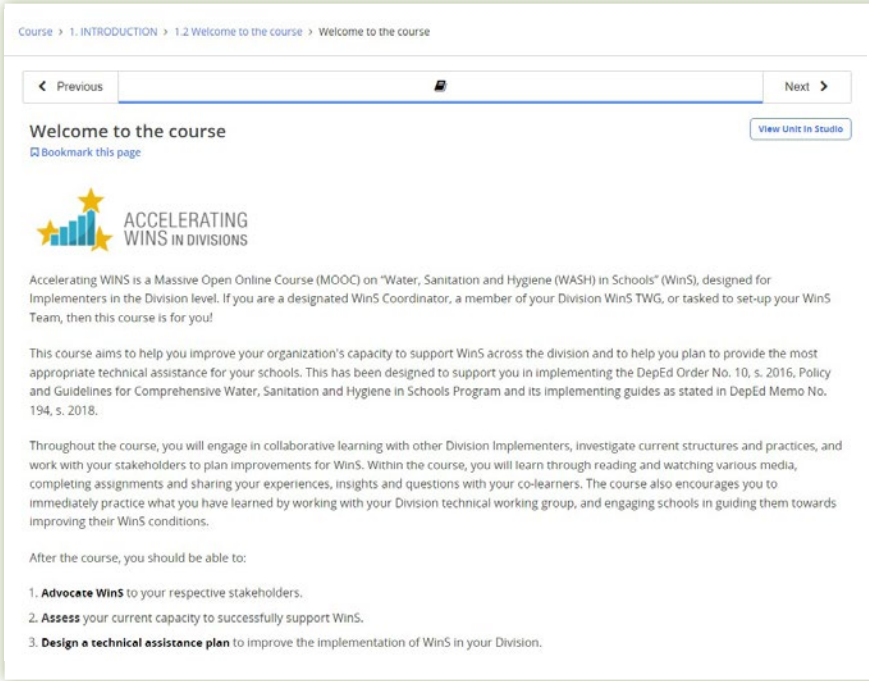
PUTTING IT TOGETHER IN THE PLATFORM

In this final stage of the development process, the actual MOOC is laid out in the selected platform. This is primarily led by the learning designer, in close coordination with the project manager and content experts.

Apart from following the outline written in the Micro Learning Design, here the learning designer will also need to write transition statements, question items (for assessments) and other necessary details to ensure a well-structured presentation in the course.

Upon completion, this is reviewed by the project manager and content expert and is presented to the steering committee for approval.

FIGURE 9: Welcome page of Accelerating WinS MOOC



In the case of the Philippines' WinS MOOC development, the following tasks were done:

1. Lay-outing of course pages including logo, footer and other visual presentation elements
2. Writing of narratives, instructions and transition statements
3. Uploading of videos to a video service platform (in the case of the Philippines' MOOC, videos were hosted on Youtube), and embedding of videos on the learning platform.
4. Embedding and linking of external applications and sites (e.g. Padlet, Google Slides, Google Forms)
5. Uploading of additional references

TIPS ON INSTRUCTIONAL DESIGN

- In line with research in online learning, clear and concise conversational language is often favored in the writing course instructions. When applicable, the use of diagrams, infographics and images were also incorporated to enhance learning.
- In the development phase, it would be best to make sure that alignment to the objectives of the course and to the insights gained from the Analysis phase are kept in mind. The Micro Learning Design serves as an overall blueprint to have handy in the processes that ensues in this phase.

PHASE 4: IMPLEMENTING

THIS FOURTH PHASE INVOLVES TWO MAIN TASKS:

› Course Management
› Learner Support

In MOOCs, since they are designed to be a self-paced course, the learning designer takes a backseat in this process. This is oft en taken on by the project manager and/or the team from the proponents of the project. In a self-paced course, learners will be asked to go through a series of activities, as laid out and explained on the platform. This presupposes that the learners will clearly understand all the instructions and will be comfortable enough to navigate the learning platform, but this is often not the case. Therefore, making available support mechanisms for learners is of utmost importance to ensure that every learner can fully participate.

Read more about the course management and learner support on the next page ››

In the case of the Philippines' WinS MOOC, the project manager from SEAMEO INNOTECH and the team members from GIZ take the lead. The Learning Designer is also on hand, should there be any necessary revisions in the course content.

In the case of the Philippines' WinS MOOC, its first run was participated in by selected personnel from the Department of Education. Therefore, enrollment was done through close coordination with the DepEd Central Office, who then sent out a formal memorandum for participants in the division and schools to enroll. For the first run, 17 school's division offices were asked to identify participants who can participate on a mandatory or voluntary basis. It was also stated that members of the WinS TWG should be given priority. The memorandum also included specific instructions on the registration process.

However, the succeeding runs of the Philippines' WinS MOOC followed an open enrollment model. Therefore, in partnership with the Department of Education's NEAP (National Educator's Academy of the Philippines), the course was promoted through the WinS Facebook Page.

Course management and learner support were done by the GIZ Team, in close coordination with the Department of Education's NEAP (National Educators Academy of the Philippines) and BLSS-SHD (School Health Division).

TIPS ON PROJECT MANAGEMENT

In managing the course implementation, the team needs to be strategic in balancing between course management limitations and providing support. For example, in issuing certificates, someone has to be in charge in taking care of collating the data, checking for completion, and issuing the certificate. Since the intention is to run the course as a MOOC, it should be expected that the number of participants would be in the hundreds or thousands. In setting up the types of support to provide, the target size of the cohort should be considered to help determine what is necessary and doable.

	COURSE MANAGEMENT	LEARNER SUPPORT
BEFORE THE START OF THE COURSE RUN	Before the course begins, the primary task of the team is to manage enrollment, and if the course was designed for open enrollment, to market the course to its target participants. The WinS MOOC was made available for free. It should be noted that making the course available for free will not guarantee enrollment in the course. Course participation is largely a product of the learner's motivation.	At this stage, learner support is often about assisting learners in the registration process and troubleshooting access to the course's platform. The WinS MOOC was made available for free. It should be noted that making the course available for free will not guarantee enrollment in the course. Course participation is largely a product of the learner's motivation.
DURING THE COURSE RUN	As a self-paced course, there isn't a need for actual course instructors to facilitate learning during the course run, most especially because activities and prompts designed are self-reflective. However, there is a need to monitor and encourage participation. Some strategies to do this include: › Reviewing discussion posts and occasionally replying to some comments. › Sending an email digest to all participants to update them on their progress and other pertinent reminders. › Monitoring learner engagement. › Making necessary content revisions. › Monitoring the Facebook Page Winning Challenge engagement. This includes encouraging learner participation on the challenges.	Here, learner support is mainly to assist in troubleshooting technical difficulties encountered by participants in going through the course components, and/or clarifying instructions when necessary. Course monitoring and provision of learner support were conducted through the following channels: › KEEP Platform – periodic email blasts to all learners encourage them to continue doing the activities, synthesize some discussions and answer common concerns received. › Facebook – used for responding to individual learner queries, responding to commonly received concerns and disseminating information. › Email – used for responding to individual learner queries. It is important to make sure these said channels are regularly checked to promptly address participants' concerns.
AFTER THE COURSE RUN	At the tail end of the course run, the team's work shifts to monitoring course completion and preparing certificates. This entails finding the relevant data from the learning/content management system and coordinating with participants who have successfully completed the course. › Review learner portfolio. › Prepare master list of learners who will receive a certificate. › Disseminate e-certificates.	Here, learners will often have queries about the sending of certificates and ensuring that their participation is validated.

PHASE 5: EVALUATING

This last phase is to evaluate the MOOC implementation. Here, the intention is to check the actual implementation against the intentions and goals set for the MOOC development project. This can be done through the collection of quantitative and qualitative data from the learners in an end of course evaluation survey. This data can be analyzed and used to inform succeeding iterations and runs of the MOOC.

In designing your evaluation instrument, it is important to identify what types of data you will need – the more data you collect, the more you need to process. Therefore, it is prudent to make sure that the data collected are limited to what you would like to find out about the learners' experience.

In the case of the Philippines' WinS MOOC, before the actual course run, a pilot review was conducted involving select participants from SEAMEO INNOTECH, GIZ and the DepEd NEAP and DepEd BLSS. Feedback from this pilot review informed revisions in course content that were implemented in time for the actual live enrollment. This was the first type of evaluation that was conducted in the process.

The following types of data were gathered to comprise the end of course evaluation:

1. **Course Enrollment.** Target number of enrollees, Actual number of enrollees, enrollment rate (percent of actual/target)
2. **Learners' Profile.** Age, Gender, Educational Attainment, Occupation, School level, Role (WinS coordinator or not), Reasons for Participation
3. **Course Completion Rate.** Number of those who completed/Number of enrollees
4. **Feedback of Learners about the course.** KEEP Platform, Support made available to the learners, Course Proper
5. **Impact of on WinS Condition in participating schools.** Comparison of a control group with the intervention group (schools who participated)

Here are some excerpts from the evaluation report of the first run of the Leading WinS and Accelerating WinS MOOCs, as well as some insights that can be drawn from them:

COURSE ENROLLMENT

- Of the targeted **3,480** participants, a total of **978** learners signed up for the course, which is equivalent to an enrollment rate of **28.1%**.
- The enrollment rate for mandated divisions was higher compared to invited divisions, with **21.8%** mandated learners registering in the course while only **12.1%** of invited learners registered.

Timely issuing and efficient disseminating of DepEd memo may improve course enrollment rate. In addition, continuous accreditation of the MOOC courses in the PRC as a Continuing Professional Development (CPD) initiative is highly recommended to engage more learners to enroll and complete the course.

COURSE COMPLETION

- The completion rate in this pilot was relatively high for an online course. Of the 978 learners who signed up for this course, **17.8%** of them have successfully produced the required outputs.
- Interestingly, completion is higher among invited learners than those mandated, with **38.5%** versus **21.0%**.

See Appendix 7 for the full report, WinS MOOC Report.

TECHNOLOGY RESOURCE REQUIREMENTS

An underlying assumption of the design and development process are some decisions on technology resources that determine the scope and limitations of the project.

SELECTION OF THE PLATFORM

A RANGE OF PLATFORM PROVIDERS ARE CURRENTLY AVAILABLE. AMONG THEM ARE:

› Coursera
› edX
› FutureLearn
› Udacity

When deciding for a certain platform, two lenses can be considered: the lens of the developer/ proponents and the lens of the user/learner. The final decisions rests on a good balance between the two. Here are some considerations when looking at this decision through the two lenses:

› DeveloperProponent perspective
› User/Learner perspective

DEVELOPER/PROPONENT PERSPECTIVE

Costs for hosting the MOOC– In the case of the Philippines' WinS MOOC, an existing relationship between SEAMEO INNOTECH and The Chinese University of HongKong made the KEEP Platform freely available for use.

Availability of the technical capacity to manage the platform within the team – in the case of the Philippines' WinS MOOC, Layouting on OpenEdX often entailed html coding– this meant that the Learning designer should be familiar with it.

Availability of features aligned to the instructional approach – In the case of the Philippines' WinS MOOC, the discussion boards was one key feature that was deemed non-negotiable in the platform to be selected. Another consideration was how videos are presented on the platform. In OpenEdx, the video embedding feature was one of the important considerations.

VIDEO PRODUCTION REQUIREMENTS

APART FROM THE PRODUCTION OF VIDEO MATERIALS, SOME ADDITIONAL CONSIDERATIONS INCLUDE:

› Equipment availability (or costs of rental)
› Storage of digital footage
› Budget for logistical requirements – this may determine the team's capacity to produce certain types of media (ex. a lower budget may mean less on location shoots or less animation in post-production)

In the case of the Philippines, SEAMEO INNOTECH, having already developed MOOCs and implemented online courses over the years, handled the technology requirements on the development and implementation.

USER/LEARNER PERSPECTIVE

Accessibility – In the case of the Philippines' WinS MOOC, the availability of video transcriptions for learners was one of the basic needs identified, to ensure that reading a transcription was an available alternative to watching video content in the course.

User experience (ease of use) – In the case of the Philippines' WinS MOOC, the technical profile of the DepEd Personnel was considered. Further research on this was not necessary because the KEEP platform has already been used by DepEd Personnel in previous MOOCs ran by SEAMEO INNOTECH. This comes as an advantage for participants who may have previously taken these courses.

INTEGRATION OF PANDEMIC PREPAREDNESS AND COVID-19

The COVID-19 pandemic was not covered in the Philippine implementation of the WinS MOOC. The Philippine Department of Education has implemented a learning continuity plan as a response to the pandemic in which no face-to-face classes are currently allowed. The possibility of face-to-face classes in the future is being considered in areas with no or very low COVID cases.

With or without face-to-face classes, the WinS MOOC is more important than ever. Its comprehensive discussion, not only on the elements of WinS, but also in its advocacy for the school, parents and community in general on the importance of health, sanitation and hygiene is highly relevant and timely.

The MOOC, through its power to deliver content and elicit engagement among learners can serve as a dissemination vehicle to advocate for and communicate the COVID response and protocols as prescribed by the Department of Education and other government agencies.

3. RECOMMENDATIONS FOR IMPLEMENTATIONS AND ADAPTIONS IN OTHER COUNTRIES

INSTITUTIONALIZATION

In order to ensure sustainability of the MOOC, ownership is recommended to be under a National organization. With this strategy, the MOOC becomes an integral part of a national/institutional framework. In the Philippines, the following key steps were taken:

- The National Educators Academy of the Philippines and Bureau of Learner Support Services – School Health Division of the Department of Education were identified as the ones to continue to run the WinS MOOCs. Thus, these two offices were involved in the process of design, development, and implementation. Identifying these counterpart groups in the Department of Education was a crucial step to ensure that this effort can be sustained. Apart from exposure to the process, these teams were also trained to revise/adjust content necessary for future runs.

- The Professional Regulation Commission (PRC) requires teachers to comply with the accumulation of 15 Continuing Professional Development (CPD) units within 3 years for the renewal of their professional license. In acknowledgement of the valuable contribution of WinS MOOC on participants' capacity development, the course was applied for accreditation in the PRC. The units granted will also serve as an incentive for completing the course, while enriching their knowledge on WinS and improving their capacity in implementing the program.

- Another measure for sustainability is to ensure that the MOOC will continue to be hosted in a platform for succeeding runs. On this matter, technical transfer of the courses to the DepEd server was recommended as part of its institutionalization. The process is being coordinated to and facilitated by the DepEd Information, Communication, and Technology Services (ICTS).

RECOMMENDATIONS AND REALIZATIONS FROM THE EXPERIENCE OF THE PHILIPPINES' WinS MOOC

Experience of the development of the MOOC in the Philippines showed that a proper design of the MOOC is crucial for its success. During the design process, the following aspects were considered:

LEVEL OF COMPLEXITY

The complexity of your MOOC is directly impacting the time needed for the course management. During the design process, be sure about the availability of time and human resources to manage the course and interact with participants. Tasks that you need to review and assess are more time-intensive than multiple-choice tests or peer-reviewed tasks. This also plays an important role for the certification of the MOOC. When defining the minimum requirements and the process for certification, make sure that you have enough human resources to take care of it. A key learning from the Philippines is: keep it as simple as possible.

LEARNER ENGAGEMENT

MOOCs have usually much lower completion rates than face-to-face courses. It is therefore of utmost importance to motivate participants to keep going during the course and create a motivating and positive spirit. Small games and fun exercises are usually a good way to ease up your MOOC and get participants engaged. Of course, the type of games and exercises can be adapted for each country based on its own cultural strengths and practices. The MOOC for the Philippines for example worked with a complementary Facebook Group on WinS. For some tasks, participants were asked to take a "Groufie" of staff & pupils of a school where WinS is implemented well, and post it on Facebook Group or to post their personal WinS slogan.

TEST-RUN / PILOT

Once you have developed your own national WinS MOOC, make sure to do a test-run with a small group of participants. They will provide useful feedback that you can use to fine-tune your MOOC. Then, piloting in a sample target population is needed to assess user acceptance or reception to the courses, relevance and timeliness of the courses, and appropriateness of materials.

CERTIFICATION

If course participants get a certificate, note a few considerations for certification. For example, in the case of the Philippines' WinS MOOC, it was agreed upon that the course certificate should provide credits for Continuing Professional Development for Teachers. This meant ensuring that the course design abides by the criteria set by this certifying body.

EXPERTISE / YOUR TEAM

For the development of the MOOC, it is useful to compose a team with different skills. These include key experts on WinS, Education, M&E, content development and IT. Furthermore, it is crucial to involve key partners in the process e.g. the Ministry of Education (focal point for WinS/Hygiene), the national Technical Working Group on School Health or WinS and other development partners and NGOs.

TIMELINE

Don't underestimate the time needed to develop a MOOC. In the Philippines it took 18 months. For sure there will be cases where less time is needed, but the engagement of different actors and expertise in the team (see above) is usually what requires a long planning horizon.

COSTS / RESOURCES

Costs to develop a WinS MOOC vary from country to country and depend on the type of MOOC you do (e.g. videos taken in a professional studio or low-cost videos). The major cost items are the cost of filming and production of materials and the platform. Institutions may choose to build their own online course platform but this will require significant resources and maintenance. There are also commercial online platform providers that usually charges depending on the number of learners.

RESPONSE TO PANDEMIC AND OTHER EMERGENCIES:

Covid-19 is impacting the operation of schools worldwide and schools have to adapt their hygiene management to ensure the safe reopening and operation of schools during the times of a pandemic. It is recommended to include this in the content of WinS MOOC.

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THE 17 GOALS | Sustainable Development. (n.d.). Retrieved from https://sdgs.un.org/goals

FURTHER READINGS

ARTICLE ON WASH IN SCHOOLS MOOC IN THE PHILIPINES
www.fitforschool.international/wash-in-schools-mooc-in-the-philippines-1st-successful-pilots-completed

WinS MOOCS ON THE DepEd PHILIPPINES PLATFORM
https://training.deped.gov.ph/course/index.php?categoryid=34

LEADING WinS MOOC ON THE KEEP PLATFORM
https://course.keep.edu.hk/course/297904

ACCELERATING WinS MOOC ON THE KEEP PLATFORM
https://course.keep.edu.hk/course/284493

SEAMEO INNOTECH Website
www.seameo-innotech.org

APPENDICES

APPENDIX 1
ACCELERATING WinS IN THE DIVISION SAMPLE MACRO LEARNING DESIGN / CONTENT OUTLINE

Course overarching learning goals
› INSPIRE the Division Office WinS supervisors/team to strengthen WinS in their respective divisions.
› INFORM the Division Office WinS supervisors/team about their key roles in implementing WinS.
› Assist the school-based Division Office WinS supervisors/team to INITIATE concrete actions towards improving WinS implementation.

Approach to the content structure
› The proposed content structure is based on the manual structure for SDOs (Schools Division Office), and as much as it is appropriate, parallels the GIZ WASH IN SCHOOLS MOOC designed for school leaders/school WinS TWG.

Assumptions
› Learners of the course are the ones responsible managing WinS in their respective divisions.
› Some participants may be new to the assignment/ not as familiar with the WinS program.

MODULE 0: INTRODUCTION TO THE COURSE

MODULE 1: UNDERSTANDING WinS (SAME AS SCHOOL-BASED COURSE)

KEY OUTPUT

A presentation outline
For a WinS introduction in schools from their respective divisions, which include the following:
› Key message to inspire schools in improving/continuing WinS implementation
› Role of the SDO in supporting school's respective WinS implementation

KEY CONTENT

Why WinS?
› Relevant Policies – DepEd Orders, SDGs, OK sa DepEd – with added focus on mentions of the role of the SDO
› Stories/Examples of the benefit of WinS/ unfortunate realities because of the absence of WinS – SDO perspective – challenges/difficulties in the Division level, benefits for the SDO (beyond the interest of the schools/empowered schools–the division has the power to affect change in the schools)
› WinS situated in common issues of the school (like dropout rate, academic achievement) – SDO perspective – participation rate, completion rate

5 elements of WinS

Overview of the role of the SDO

LEARNING ACTIVITIES

Watching of videos
› Introduction to WinS – includes an overview of the 5 elements
› Short film/documentary about why there is a need for WinS (to be taken from the MOOC for School Level Coordinators)
› Overview of the role of the SDO – from a Department of Education official

Reading of excerpts from the relevant documents (Department Orders, SDGs and the like)

Participation in discussion forums
› Brainstorm about how to best inspire schools to give focus on WinS initiatives
› Process anecdotes from short films/other videos

MODULE 2: WHAT IT MEANS TO ME OR IMPLICATIONS TO ME AS AN ORGANIZATION

KEY OUTPUT

Assessment of capacity to support WinS/organizational enablers and identification of action points
› Three Star (elements of the Three Star Approach that concerns the Division)

KEY CONTENT

TSA (Three Star Approach) of SDOs

Organizational enablers
› Steering structures and relations, support systems, planning, programming and resource mobilization, knowledge management, research and innovations, human capacity development

LEARNING ACTIVITIES

Watching of videos
› Three Star Approach – division level
› Montage of division coordinators talking about criteria in the "self-assessment"
› Case study of a Division featuring organizational enablers

Self-assessment reflection

Discussion forums
› Sharing of current practices across the organizational enablers

MODULE 3: ASSESSING WinS

KEY OUTPUT

Situational analysis of WinS in their respective divisions

KEY CONTENT

Three Star Approach of the schools
› What is a WinS compliant school?

Best practices in getting data from schools

Understanding and making sense of school data

LEARNING ACTIVITIES

Watching of videos
› Overview of expectations from a school compliant of the Three Star Approach/action areas
› Getting, understanding and making sense of data across schools in the Division
- TA (Technical Assistance) agenda setting
- Performing focused investigations
- Processing qualitative information

Read sample analyses

Discussion forums
› Challenges and sharing of practices

Case study quiz (to practice analyzing data)

MODULE 4: IMPROVING WinS

KEY OUTPUT

Technical assistance plan/timeline based on the situational analysis from previous section

KEY CONTENT

Technical Assistance (TA)
› Effective TA
› Modes of TA
› Planning (By school? By district?)
› Implementing (specific support to unique issues, acting on collective concerns)
› Evaluating TA

LEARNING ACTIVITIES

Watching of videos
› Planning for TA. What is effective TA and what are the modes of TA?
› Implementing TA. Challenges and strategies/best practices
› Evaluating TA

Discussion forums
› Sharing of insights from experiences of providing TA

MODULE 5: SUSTAINING WinS

KEY OUTPUT

Sustainability plan for their respective divisions

KEY CONTENT

Accountability/Recognizing performance

Setting up support networks/partnerships

Handling Policy

LEARNING ACTIVITIES

Watching of videos
› Strategies for sustaining WinS
- Accountability/Recognizing Performance.
  Feature best practices such as having a local learning exchange
- Setting up networks/partnerships (ex. development partners, NGOs, CSOs, academia, public-private partnerships, local Government)
- Handling policy (localizing national policy, data gathering for policy review, providing feedback for improvement of national policy)

Discussion forums
› Sharing of insights from experiences of providing TA

MODULE 6: IMPROVING WinS

KEY OUTPUT

Key takeaways from the course

KEY CONTENT

Summary of key learnings for the course

LEARNING ACTIVITIES

Watching of videos
› Summary Video

Discussion forums
› Sharing of key learnings

APPENDIX 2
ACCELERATING WinS IN THE DIVISION SAMPLE MICRO LEARNING DESIGN / TARGET LEARNERS: WinS TWG (TECHNICAL WORKING GROUP) IN THE DIVISION

Course overall learning goals
After the course, learners will be able to:
› Advocate WinS to their respective school leaders.
› Assess the Division Office WinS Team's capacity to successfully support WinS.
› Design a technical assistance plan to improve the implementation of WinS in their divisions.

Evidences of learning/assessment
In the course, the learning objectives will be validated in the following activities:
› Submission of a draft short pitch to schools and division office partners.
› Completion of a self-assessment on readiness of the organization to support WinS. (Three Star Approach Monitoring)
› Submission of an Organizational Enablers Improvement Plan.
› Submission of a Technical Assistance Plan.

MODULE 1: INTRODUCTION

SECTION LEARNING GOALS (In this section, learners should be able to)

"DO"
› Confidently navigate the course.

"KNOW"
› How to navigate edX
› What the course content/structure looks like
› Course policies and expectations
› Who the other course participants are

"FEEL"
› Ready to start the course

CONTENT DESCRIPTION/ACTIVITIES

Watch a video
› Navigating edX

Take a quiz
› About navigating edX

Watch the Intro Video
› The short film from the School Level MOOC can be used as an introductory video.

Read an infographic
› Contents include all the course components and suggested study schedule.

Fill up the about you form
› Online form to gather basic information about participants as well as their motivation for joining the course.

Invitation to join Facebook group
› Throughout the course, participants may share about course related experiences and content in a Facebook group outside the course. Link to Facebook group will be provided for participants to join. Here, participants will also be invited to introduce themselves in the Facebook group.

ESTIMATED LEARNING TIME (IN HOURS)
› 2 hours

MODULE 2: UNDERSTANDING WinS

SECTION LEARNING GOALS (In this section, learners should be able to)

"DO"
› Advocate WinS to their respective school leaders.
› Explain why WinS is important in the context of schools.

"KNOW"
› 5 thematic elements
› Relevant references and policies
› Factors that lead to successful implementation of WinS in the school level (What is WinS for schools?)

"FEEL"
› Curious, disturbed, excited to implement

KEY OUTPUT

Short pitch
› Write a short pitch: How would you explain the importance of WinS to schools in a "pitch."

CONTENT DESCRIPTION/ACTIVITIES

Post in a Padlet Wall
Participants will post 2 images with a short description to answer the following questions:
› In your dealings with school implementers, what usually comes up in discussions when asked about WinS?
› Within your Division, what usually comes to mind when they think of WinS?

* The Padlet Wall will follow a 2-column format so that impressions from the schools can be separated from impressions from the Division."

Watch a video (KNOW)
› Introduction to WinS featuring a DepEd Regional Director (where schools are performing well in WinS)
› Overview of the 5 elements – Water, Sanitation, Hygiene, Health Education, Deworming

Read the WinS brochure

Participate in a discussion forum – the 5 elements
› Which of the 5 elements would be easy for schools to fulfill? Why?
› Which of the 5 elements would be challenging for schools to fulfill? Why?
› Read in-course text – Transition from 5 elements to successful school implementation

Introduce the school's Three Star Approach and improvement cycle as a path that schools follow in improving WinS and fulfilling the 5 elements.
This will be the lead-in to introduce the case study:
› What does the improvement cycle look like in an actual school scenario? Let's watch the following video case study featuring a Three Star School.
› In watching the video, observe and take note of the contributing factors to the school's successful implementation.

Watch a case study video (to feature a school from Bago City) – featuring the School Head and WinS Technical Working Group
› The short video case study features a leader/school that has successfully implemented WinS.
› The intention here is to show the Division participant what a successful WinS Implementation looks like.
› In the course, after watching this video, the WinS School Timetable can be included as an overview of a school's journey. (Reference: Schools Division office Manual)

Continued next page ››

Participate in a discussion forum
Instructions: The video shows the story of a school that has successfully implemented WinS.
› What do you think were the factors shown in the case study that led to the school's successful implementation?
› In your Division, can you think of a school that has successfully implemented WinS? What were the factors that led to the success?
› Read infographic on how WinS fulfills other policies beyond DepEd citing relevant policies and documents (same as the school level course)

Answer a question - other policies - discussion forum
› In your division, are there other relevant policies that you think may be connected to the fulfillment of WinS?
› In DepEd or in local government? Cite the particular policy and include a link to where you can find it. Submission will be through Mentimeter, so other participants can see it.

Write a short pitch - How would you explain the importance of WinS to schools in a "pitch"
Imagine that you accidentally saw a new school head in your Division Office
– someone who has not heard or has implemented WinS:
› What would you say about WinS? Write a script for your pitch.

DO A WINNING Challenge! on Facebook: school groufie
› One of the best ways to really appreciate the importance of WinS is for us to step into the shoes of our school implementers.
› In this section's challenge, participants will be asked to visit a school in their Division that is doing well in their WinS implementation (2-3 stars).
› In your visit, try to find out as much as you can about how the school got to this point – focus on finding out what were the effective strategies they employed.
› Take a selfie or groufie with the school team, try to take it in one of the WinS areas (handwashing area, outside a Comfort Room, resting area, etc.).
Then share it in our FB group.

ESTIMATED LEARNING TIME (IN HOURS)
› 8 hours

MODULE 3: OUR ROLE IN WinS

SECTION LEARNING GOALS (In this section, learners should be able to)

"DO"
› Assess the Division Office WinS Team's capacity to successfully support WinS

"KNOW"
› Three Star Approach for the Division Level
› 3 Roles of the division: Program Management, Technical Assistance, Steering Structures and Relations
› Organizational enablers
› Accomplishing the Division TSA Form

"FEEL"
› Confident to move forward.

KEY OUTPUT

Organizational Enablers Improvement Plan

CONTENT DESCRIPTION/ACTIVITIES

Answer a Poll question
› Out of the Division roles listed below, which do you think is the most important role of the Division office in the management of WinS?
› Why? (A list of the Divisions roles will be presented for them to choose from – ref. Page 8 of DepEd Order No. 10)

Watch a video (KNOW). The role of the Division featuring a Regional Director and Division Implementers.
Contents include:
› Three Star Approach for the Division Level
› Roles of the division: Program Management, Technical Assistance, Steering Structures and Relations
› 5 Organizational Enablers

Read in-course text to transition to Wash in Schools Monitoring Form for WinS Program Management
› Infographic about the role of the division – review
› Short write-up about the Division TSA Monitoring Form

Accomplish or review your Wash in Schools Monitoring Form for WinS Program Management
› Template will be made downloadable, and a submission portal will be made available.
› TSA Monitoring Form to be attached.

Participate in a discussion forum on Organizational Enablers.
› Instructions: Based on your review or accomplishment of the TSA monitoring tool, which of the organizational enablers discussed would you say is your Division's strong point and which one would you say needs to be improved? In sharing about your strong point, also share about what you think helped you attain it.

Submit an Organizational Enablers Improvement Plan
› Template/Actual questions for the plan is to be written (based on tips to be introduced in previous material)
› Pending: Peer review questions
› We need to clarify what this content is.

DO A WINNING Challenge! on Facebook: TWG groufie
› One of the crucial things in managing Division-wide WinS is having the right people in your TWG. Introduce your TWG to our learning community.
› Take a groufie with your TWG and introduce them in our FB group.
› Do the org enablers improvement plan with your TWG.
› Template for org enablers improvement plan

ESTIMATED LEARNING TIME (IN HOURS)
› 8 hours

MODULE 4: SUPPORTING WinS

SECTION LEARNING GOALS (In this section, learners should be able to)

"DO"

› Design a technical assistance plan to improve the implementation of WinS in their divisions.

"KNOW"

› UNDERSTAND PHASE: Interpret, analyzing and validating WinS School data
› How to DETERMINE what type of Technical Assistance to provide
› Completing the TA PLAN (given a template)

"FEEL"

› Encouraged, ready to implement

KEY OUTPUT

TA (Technical Assistance) Plan

CONTENT DESCRIPTION/ACTIVITIES

Post in a word cloud activity - Perceived roles of Technical Assistance

› How would you describe your role in providing technical assistance to schools? Submit 3 words to describe it.

Read in course text about Technical Assistance in WinS

Engage, set targets, decide on the type of TA, assign and commit
› Content: Relevance of technical assistance of Division Office in implementing WinS
› Overview of the "Understand – Determine type – Plan – Implement – Evaluate" (may be presented in graphical form)
› Set expectations that this section will cover "Understand – Determine – Plan"
› An infographic that shows the TA steps would be good to have here:
  · Transition to Understand Phase
  · Do we call these "Phases of TA"?

Answer Question based on a screenshot of division sample data (in a graph)

› Learners will be shown a screenshot of a division data graph (sample) and will be asked. Based on this sample data, what can you say about the schools in this Division? Jot down 3 observations.
› Feedback to be given after question: This is usually our starting point. To begin to understand the WinS Situation of your schools, you have to begin with the data, and more importantly – to be able to interpret and analyze the data. Why do you think what you observed were what caught your attention?
› Do you think they are the right elements to focus on?
› Transition to video: In the following video, you will learn about the "Understand" phase by unpacking what it means to interpret, analyze and validate the data.

Watch a video (HOW) – Strategies and Tips to gain UNDERSTANDING (Power BI*)

› The video will unpack what it means to interpret, analyze and validate data using Power BI and why this is important in understanding your Divisions' WinS Situation.

* Microsoft Power BI is the platform being used by the Philippines' Department of Education to give WinS Implementers access to the data on WinS Monitoring.

Take a quiz about interpreting and analyzing data (3 sets of data)

› In this quiz, learners will be presented with scenarios/sample aggregated data. Then, they will be given options to test how they would interpret them.

Review your school data and fill up part 1 of the TA Plan

› Link or instructions to where they can get their division data can be included here.
› In the instructions, include asking participants to validate at least 1 school's data.

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Discussion Forum - What would you do?
› Given the data that you have interpreted, analyzed and validated, share about 3 initial ideas as to what you can do.
› This will serve as a transition point to determining the type of technical assistance.
› Transition to case study: Watch the following case study and identify how technical assistance was provided.

8. Watch a video (HOW) – Case study Division of QC – Steps in Planning for TA (Technical Assistance)
Contents include:
› 3 types of TA:
· Providing information
· Capacity building
· Supporting group and work management
› Choosing the right TA:
· Based on the data interpreted, analyzed and validated in the UNDERSTAND PHASE, TAs for all vs. Individual School TAs (when to choose which one).
· If not too much, you can include "Engage, Plan, Commit, Act, Reflect"

Before the video, in course text will present the definition of TA, the 3 types of TA and an overview of the steps in planning for TA.
Transition point: In the following video case study, notice how the Division Implementer goes through the steps, and try to identify the type of TA/TAs provided.

Read other resources for TA (Grouped by Types of TA)
› Here, we can include links or access to existing materials that can support the TA work of the Division. Ex. Toilet operations and maintenance, etc.
› List and categorize resources/toolbox
› How should Division Implementers use these materials to guide schools? How to use the toolbox?
› What materials do we want to include?

Read in-course text about other considerations in completing the TA Plan
(if the above materials have not covered all necessary elements)

Submit your TA Plann

DO A WINNING Challenge! on Facebook
One on One with a specific school TWG
› Identify 1 of the action steps in your TA plan which you can start doing!
› Take a picture and share it in our FB group*.

* Ex. Choose 1-2 materials from the resources provided and discuss with the school.

ESTIMATED LEARNING TIME (IN HOURS)
› 16 hours

MODULE 5: SYNTHESIZING WinS

SECTION LEARNING GOALS (In this section, learners should be able to)

"DO"
› Synthesis key takeaways from the course

"KNOW"
› Summary of the course contents
› Procedure to complete the course/claim a certificate

"FEEL"
› Accomplished

CONTENT DESCRIPTION/ACTIVITIES

Revisit and Resubmit your Organizational Enablers Improvement Plan
› Based on your TA Plan, revisit your organizational enablers improvement plan. Edit it to make sure you've put all you need in place, to effectively provide the TA plan.
› In the resubmission, participants will be asked for their particular edits, and why did they feel the need to do so.

DO A WINNING Challenge! on Facebook: Your WinS Slogan
› Based on what you have learned in the course, come up with your Division WinS Slogan. Your WinS Slogan should be a sentence or a phrase that will help you and your Division Team remember what you think is most important in supporting WinS in your level. Share it with our learning community.

Read course summary

Submit a course evaluation form
(question about the 1 thing they learned that they found most helpful will be asked in this form)

Read instructions for completion and claiming of certificate

ESTIMATED LEARNING TIME (IN HOURS)
› 4 hours

TOTAL ESTIMATED LEARNING TIME FOR THE COURSE:
› 40 hours

APPENDIX 3
VIDEO PRODUCTION CHECKLIST

PRE-PRODUCTION WORK

ON RESOURCE PERSONS (RPS) AND VIDEO SUBJECTS

› Identify specific subject(s), determine fees if any
› Send letter/communication to concerned subject
› Lock in schedule with RPs
› Secure necessary documentation (e.g. curriculum vitae) of RPs
› Prepare contracting requirements if any

ON PRODUCTION CREW AND EQUIPMENT

› Prepare contracting requirements as may be necessary

EQUIPMENT

› Check availability equipment. Facilitate rental of equipment as may be necessary.

SITE PREPARATIONS

› Prepare permission requirements for venue
› Prepare logistical and administrative requirements (transportation, meals and the like)

SHOOTING DAY WORK

› Manage people, locations, meals
› Pay services, secure receipts
› Ensure consent forms are signed
› Document shoot through photos and videos

POST PRODUCTION WORK

5. DEVELOP A COMPREHENSIVE BUDGET

› Manage transcription of videos
› Coordinate file copying. Give copies to those who need the raw video copies
› Develop script
› Edit videos
› Coordinate dubbing/VO
› Presentation of finished product

APPENDIX 4
SAMPLE WORKING SCRIPT

CASE STUDY:
THE ROLE OF LEADERSHIP IN SUCCESSFUL IMPLEMENTATION

VIDEO TO BE FEATURED IN THE COURSE SECTION 6.1 LEADING WINS

SUBJECT: Bago City Elementary School (Mr. Richard Sayco, Principal)

OBJECTIVE: Show how the effective leadership is essential in ensuring a successful WinS implementation

As a result of interviews from the first shoot in 5 schools in Iloilo, it became clear that the success of WinS depends on having a committed school leader. As such, this case study of a successful school will focus not only on documenting the success of the school but will pay particular attention to the school leader.

The qualities of an effective WinS leader that are intended to be highlighted in the video include:
› Principal is the driver: He/she should have a clear vision and be able to orchestrate/drive the implementation of plans.
› Strong coordination with stakeholders/ Collaborates with internal (teachers, students) and external (PTA, Local government, Other partners) stakeholders
› Monitor/Document outcomes so that this can be presented to gain further support

STORY STRUCTURE	QUESTIONS/TRIGGERS NOTE: Additional questions may be asked in between depending on response elicited from the RP.		
	SCHOOL LEADER	**INTERNAL STAKEHOLDER (1 TEACHER)**	**1 KEY STAKEHOLDER** either a parent or LGU official which may be identified by the principal
I. Background about the school	› **Can you give us a brief background about your school?** School population, socio-economic situation of learners attending the school, school achievements, etc. Not all soundbites may be used but will be basis for visuals and/or background information to be included in the course.		
II. Why WinS III. How WinS started Quick narration about getting the right team together, assessing, analyzing and deciding on actions to be taken Leadership qualities that may be highlighted: › initiative/pro-activeness › sense of wanting to do something about the problem › strategic orientation/thinking (i.e., process of prioritization)	› **Can you tell us about how your WinS journey started?** › **How did WinS start in your school?** PROBING QUESTIONS: › **As a school leader, we know you have to oversee many initiatives in your school – why focus on WinS?** › **Why give importance to WinS?** › **Why act on it right away?** › **What will be the consequence if you had forgone or delayed working on your WinS initiative?** › **What was your vision for WinS?** › **How did you build a team?** › **How did you determine who should be a part of it?**	› **Can you talk us through your journey?** › **From assessing where you are, analyzing your status and deciding on actions to be taken. How did you prioritize what to do?** Probing questions will be asked to further unpack the questions above – ex. Do you remember how you started? Who were part of the conversation? Did you meet as a TWG? Did you go around the school together? etc. › **What was the process you went through?**	› **As a parent in the school/government official what convinced you to take part in the WinS program?** › **Describe how you worked with the school in this program.**

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›› Continued

STORY STRUCTURE	QUESTIONS/TRIGGERS		
	SCHOOL LEADER	INTERNAL STAKEHOLDER (1 TEACHER)	1 KEY STAKEHOLDER
II. Why WinS III. How WinS started	› Can you talk us through your journey? › From assessing where you are, analyzing your status and deciding on actions to be taken. How did you prioritize what to do? ON ASSESSING SCHOOL WinS STATUS: › What is the WinS TSA rating of the school? › Did the school achieve this rating at the onset? › If not, what was your rating before? › What was your reaction when you found out your WinS TSA rating? ON ANALYZING RESULTS: › What were you good at? › What were your areas for improvement? ON PRIORITIZATION: › What did you do with your WinS TSA results? › How did you prioritize what to do? › What was the process you went through?		
IV. Implementing/ Improving WinS › Challenges faced › Innovations to overcome challenges › Effects of WinS – students, home, school Leadership qualities that may be highlighted: › determination › perseverance › motivating others/ stakeholder mobilization	› Implementing the changes you wanted to happen? › How did you address them? › Who were the stakeholders involved? (this is where we'll find out who their key stakeholders were) › What was the role of stakeholders in improving WinS? › As a school leader, how did you engage them? › WinS was one of the criteria during the Brigada Eskwela last year. › What improvements have you made on WinS during the Brigada? › Based on your experience and observation, how has WinS affected: · Learners in your school? · Your teachers? · The wider community? › What do you think is something you did as a leader that helped motivate your stakeholders to help out?	› What was the role of the school leader to ensure the success of your WinS Initiative?	
IV. Sustaining WinS › Institutionalizing efforts › Continuing partnerships › Creating a culture/habit Leadership qualities that may be highlighted: › motivating others › making work easier for everyone /efficiency	› As a school leader, how can you ensure that these initiatives continue? › How do you ensure that your goals for WinS are continuously met? › What did you do to integrate WinS in your school management processes/ cycle (i.e., plan, do, check, act; in performance management; in resource mobilization; in school routines/ schedule/ calendar)? › Your school has attained the national standards (Three Star). What are your future plans for WinS? › What would you say is a kind of leadership that is necessary to drive a successful WinS implementation?	› What was the role of the school leader to ensure the success of your WinS Initiative?	› As part of the PTA/local government, how can you help ensure that the successful implementation of WinS continues? › As PTA, how did the principal motivate you to continue supporting WinS?

APPENDIX 5
SAMPLE FILMING SCRIPT

INTRODUCTION TO WinS SCRIPT AS OF FEBRUARY 2, 2019
SECTION 2.1 UNDERSTANDING WinS

PRE-CONTENT INTERVIEW QUESTIONS FOR THE REGIONAL DIRECTOR
Goal is to get her comfortable and to let her start talking about her personal experience so that the manner by which she explains will be ideally carried over in the main content questions.

› Ma'am can you tell us your own WinS Story. How did you first learn WinS? What came to mind the first time around? How did you go about deciding Region 6 will do it and really succeed doing it? Describe to us your thought process.
› Region 6 is by far the only Region that demonstrated widescale implementation, was this a conscious decision? What was the vision?
› As in any other project, challenges are expected. From your perspective what was the greatest challenge for this project?

NOTES

TARGET SOUND BYTES:
Subject may expound as she feels necessary. Actual rendering of soundbites may change.

INTERVIEW QUESTIONS/TRIGGER:
Additional questions may be asked in between depending on response elicited from the RP.

TARGET SOUND BYTES	INTERVIEW QUESTIONS/ TRIGGERS
What comes to mind when you think of school? Grades. Activities. Attendance. Students. Teachers. Classrooms.	**Usually ma'am, school heads have many different priorities – academics, teacher training, etc. When it comes to school these are what come to mind, not necessarily the WinS related concerns. Why do you think this is so?**
What about toilets, handwashing facility, deworming? Perhaps the connection to learning and school is not too obvious, at first. But, all these and more make up a healthy and "ready" learner.	**How is WinS connected to these 'learning' related concerns? (What do we mean to say that one of the goals of WinS is to help make up a healthy and ready learner?)**
This is where WinS comes in, or more commonly known as WASH IN SCHOOLS. Based on DepEd Order No. 10, s. 2016, WinS is a DepEd wide initiative that recognizes that "Healthy learners are better learners – Dr. Briones", and ensuring a healthy environment is very much a role of the school, not just the home.	**For someone who is hearing about WinS for the first time, can you give us a brief description of what it is?**
In WinS, this environment is described through the 5 elements: Water, Hygiene, Sanitation, Deworming and Health Education. The 5 elements are pieces of the puzzle that make up a healthy learning environment.	**What are the 5 elements?**
Water looks into the availability of water for drinking and water for washing, cleaning and other purposes.	**What are the things we look after when we say "Water"?**
Hygiene concerns itself with activities like handwashing and toothbrushing, menstrual hygiene management and the maintenance and supply of necessary things necessary for these activities to continue (repair and maintenance, availability of toothbrushes and toothpaste).	**What are the things we look after when we say "Hygiene"?**
Water looks into the availability of water for drinking and water for washing, cleaning and other purposes.	**What are the things we look after when we say "Sanitation"?**
Deworming is about encouraging more students to participate in semi-annual deworming activity in the school.	**What are the things we look after when we say "Deworming"?**
Health Education is making sure that students and other stakeholders of the school are aware of why WinS is important and are constantly reminded of the proper use and conduct of the various WinS activities.	**What are the things we look after when we say "Health Education"?**
Through the availability of the 5 elements in our schools, we can work together in making sure that each student WinS!	**In a nutshell, how do we hope WinS will affect each of our students?**

APPENDIX 6
SAMPLE EXCERPT FROM AN EDITING SCRIPT

WinS LEADERSHIP CASE STUDY – BAGO CITY

AUDIO	VIDEO
Richard T. Sayco (Principal III) **MVI 3293 - CAM 2** 00:01:45.00 Bago City Elementary school is the central school of the Division of Bago City and it is located in the heart of the city. It has a total population of 2325 pupils, under the care of 69 teachers. Mostly our pupils here came from the city itself, from the surrounding barangays in the city – barangay Poblacion and there are 35% who are coming from outside the barangay or even from the other towns of Bago City.	
MVI 3294 - CAM 2 00:01:50.01 When I arrived here in Bago City Elementary School, meron talagang mga problema in terms of the implementation of WinS, isang handwashing facility lang ang meron kami. Tapos with the more than 2000 pupils so hindi yun kasya. 00:02:12.00 With that kailangan namin gumawa ng paraan para – in order to address the problems. 00:03:05.00 We need to do this because we need to provide our pupils a conducive place for them to learn and we need to ensure their health also and safety.	
MVI 2395 - CAM 2 00:00:07.02 mayroong mga bata na nagsa-suffer sa kanilang UTI (urinary tract) siguro sa kakulangan ng water, atsaka yung mga CR hindi enough. shini-share nila yung mga ganung experience, so okay isang malaking problema to, o how can we do about this, what shall we do?...so kailangan natin ito i-improve yung WinS practice natin, yung WinS program natin sa ating school, so I need your cooperation and with that of course we brain storm kung ano dapat natin gawin.	
MVI 3296 - CAM 2 00:16:04.00 When I first glance at the checklist for Three Star Approach and then after assessing the school we found out that we have only 1 star, then looking at the checklist it tell us what are we going to do... 00:17:09.00 First we identify what do we have in relation to the checklist, what do we have now? Are they functional? and then what items or areas which are not present here in our school that we should address... 00:18:05.00 Of course, inuna namin yung mas madali, tapos yung mas mahirap. Kasi yung mas madali pwede natin ito gawin ngayon, peroyung mas mahirap hindi pa pwede kasi we would need resources, we will need materials. So yung pwede namin magawa, ginawa namin.	
MVI 3294 - CAM 2 00:03:32.00 We tap the different stakeholders para ma-address yung problema namin. We tap our City Government, especially for the water system kasi dati yung water system namin merong problema, hindi enough yung water supply, humingi kami ng tulong sa local government to the City Mayor (Nicholas Yulo?). Everytime we sent letters for request immediately pinapapuntahan nya rito ng mga technicians or engineers coming from the City. Yung mga CR naman humingi ang mga advisers' ng tulong sa mga parents'atsaka sa mga stakeholders.	

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AUDIO	VIDEO
MVI 2395 - CAM 2 **00:01:35.00** During our discussion meron nagsabi na it would cost a lot like construction of hand-washing facilities and comfort rooms, it would cost much so saan tayo kukuha ng pera? We identified yung mga strategies in order to generate funds, so was suggested na "okay meron akong kilala na stakeholder na I'm sure makapag donate sya", not only but also others suggested or told something about that and siling ko "what are other alternatives? So sabi ng iba "we can have our fundraising activity" - nagkaroon kami ng fund raising activity during our elementary day, we have generated 1.1M pesos during our elementary day. The highest fundraising na nakuha namin. **00:06:05.28** During the brigada eskwela we have a time for the culminating activity wherein we ask the stakeholders to gather during the culminating activity and then we give them the certificate of recognition and appreciation, and of course we showed to them the projects kung saan yung kanilang pera ay napunta, we took pictures with the project and we labeled the project "donated by". We have the "share a concrete chair" so merong labeled na donated by and then we send them the thank you card and thank you letter and the certificate of recognition in order to acknowledge their donation and effort. **00:07:09.00** Every year when we are having our brigada eskwela the participation of the stakeholders is increasing so in 2015 we have 75% of the parents or stakeholders participated in the brigada eskwela, then in the year 2017 it went up to 85%, presently we have 110% participation of the volunteers.	

APPENDIX 7
SAMPLE WinS EVALUATION REPORT

WATER, SANITATION AND HYGIENE IN SCHOOLS (WinS) MASSIVE OPEN ONLINE COURSE (MOOC)

BACKGROUND

In the WASH in Schools baseline monitoring[3] in the school year 2017-2018, 59.6% of public schools in the country rated 0 out of 3 stars, the lowest in the Three Star Approach of WinS, which provides implementation guidance on DepEd Order No. 10 series of 2016 titled "Policy and Guidelines for the Comprehensive Water, Sanitation & Hygiene (WASH) in Schools (WinS) Program". The results indicate that a majority of schools have not reached even the most basic WinS standards.

As WinS data became available, Divisions clamored for capability building in understanding their WinS situation and in planning for technical assistance for their schools. The monitoring results also revealed the need for capacity development on WinS program management on school level.

To help address these capacity development needs, alternative models for learning programs were considered to reach scale and to provide uniform implementation guidance to Divisions and schools all over the country. A digital approach, through the use of digital training solution such as the Massive Open Online Course (MOOC) for WinS was developed by DepEd in collaboration with the GIZ Regional Fit for School program and SEAMEO INNOTECH to eventually cater to 46,000 public schools and 220 Divisions nationwide.

DESCRIPTION OF THE INNOVATION

The Massive Open Online Course (MOOC) is a learning delivery mode geared towards catering to large number of learners online. Two self-paced MOOCs were developed for WinS:

LEADING WINS IN SCHOOLS

Leading WinS/ school-level WinS MOOC (equivalent to 40 training hours):

Designed to help School Heads and School WinS coordinators improve the quality of WinS implementation in schools. The course orients them about the DepEd WinS policy, monitoring the program and planning for improvements.

ACCELERATING WINS IN DIVISIONS

Accelerating WinS/ division-level WinS MOOC (equivalent to 40 training hours):

Designed to help Division personnel providing technical assistance to schools on WinS program management. The course helps the Division to organize itself, understand their Division-wide data and plan for technical assistance to schools.

In both courses, the integration of different interactive activities (e.g. facebook challenges, discussion forums, use of padlet wall, and peer review) encourages interaction among learners to share best practices, learn from co-learners, and motivate each other. Throughout the course, different videos are available from successful implementers of WinS to motivate and inspire the learners to do the same in their respective schools and divisions. These multi-activity approach keeps the learners attentive and engaged in the self-paced course.

The MOOCs are hosted in the Knowledge and Education Exchange Platform (KEEP) through the partnership of SEAMEO INNOTECH with the Chinese University of Hongkong. KEEP is an e-learning channel based on Open EdX software and provides free access by setting up a user account.

[3] https://wins.deped.gov.ph/2019/11/12/wins-monitoring-results-sy-2018-2019

PILOT TESTING

For the pilot testing, learners were invited through a DepEd Memorandum (Annex 1), in coordination with the WinS division focal persons. This involved 17 school division offices representing Regions III, V, VII, X and NCR.

As a recognized continuing professional development (CPD) program by the Professional Regulation Commission (PRC), course completers of the Leading WinS will earn 15 CPD credits that they can use in the renewal of license.

The Leading WinS MOOC was piloted from September to December 2019, and the Accelerating WinS MOOC from January to May 2020.

RESULTS OF THE PILOTING LEADING WinS (SCHOOL LEVEL MOOC)

LEADING WINS IN SCHOOLS

The course was piloted in selected regions and divisions (see Table 1). Divisions with highest participation in the WinS Monitoring and with a large proportion of No Star Schools at baseline were selected to be the pilot sites. These divisions were grouped further into mandated and invited divisions. Schools under mandated divisions were required to take the course while schools in invited divisions were encouraged to take it. The selection criteria was designed such that the participants in this pilot generally come from weak-performing schools, that is, schools that have not been able to improve their WinS situation.

Overall, there were 1,740 schools included in this pilot: 671 of which were identified from the mandated divisions while 1,069 schools were from the invited divisions. Two learners for each school were encouraged to participate. Thus, the course targeted around 3,480 participants.

COURSE ENROLLMENT

Of the targeted 3,480 participants, a total of 978 learners signed up for the course, which is equivalent to an enrollment rate of 28.1%. The enrollment rate for mandated divisions was higher compared to invited divisions, with 21.8% mandated learners registering in the course while only 12.1% of invited learners registered (Table 2).

The enrollment rate of the course may have been affected by the late release and dissemination of the DepEd Memo about the course due to processing delays. In effect, recruitment follow-ups and enrollment were still going on while the course has already started. As a response, the course was extended for another two weeks to give sufficient time for all learners. This can be improved in the future by allotting sufficient time for the processing of memorandum for the course and its dissemination to the field in the future.

TABLE 1: Distribution of the Target Schools and Learners

	Number of schools		
SCHOOL DIVISION	MANDATED	INVITED	TOTAL
National Capital Region (NCR)			
Pasay City	32		32
Navotas		21	21
Quezon City		151	151
Region III			
Bataan		202	202
Angeles City		54	54
Olongapo City	43		43
Gapan City		43	43
Region V			
Inga City	52		52
Ligao City		67	67
Catanduanes		276	276
Region VII			
Cebu City	123		123
Siquijor	78		78
Tagbilaran City		24	24
Region X			
Cagayan de Oro City	107		107
Camiguin	68		68
Misamis Occidental		344	344
Oroquieta City		55	55
Total no. of schools	**503**	**1,237**	**1,740**
Total no. of participants (x2/school)	**1,006**	**2,474**	**3,480**

TABLE 2: Course Enrollment Rate

	Access to course		
ENROLLEES	MANDATED	INVITED	TOTAL
No. of enrollees	219	299	518
Target enrollees	1,006	2,474	3,480
Enrollment rate	21.8%	12.1%	14.9%

NOTE: Enrollees are limited only to those indicated their school division in the learner profile survey.

LEARNERS PROFIL

Participants were asked about their background characteristics through the learner profile survey. Of the 978 enrollees, 518 learners shared their demographic information via this survey (Table 3). The majority of the learners are female (79.8%), and come from age bracket of 30 to 39 years old (38.5%). Almost half of them obtained graduate studies (43.6%). About two out of three participants are teachers (65.3%) whilst the rest are school principals/administrators and school health nurses. Most of the participants are WinS coordinators and come from elementary schools. Professional development is an important motivator for learners to take the course (35.5%).

FEEDBACK OF LEARNERS ABOUT THE COURSE

Through the end-of-course evaluation course feedback was obtained. Overall, participants reported being very satisfied with the course. Important aspects of the course such as the KEEP platform, available support for learners, and the course proper were highly rated with scores ranging from 4.66 to 4.81 on a scale from 1 to 5 (Table 4). Also, the other sections of the course were rated very positively.

The learners provided also qualitative feedback. Almost all comments (95%) were very appreciative of the course and its contents. Many described the course as helpful, informative, inspiring and motivational. The remaining 5% comments shed light on the challenges encountered by learners in taking the course. These include enrollment difficulties, time management challenges, poor internet connection and difficulty in doing some online tasks (i.e., posting in the Padlet Wall).

COURSE COMPLETION

The completion rate in this pilot is relatively high for an online course[4]. Of the 978 learners who signed up for this course, 17.8% of them have successfully produced the required outputs. Interestingly, completion is higher among invited learners than those mandated, with 38.5% versus 21.0 % (Table 5).

[4] Khalil, H. & Ebner, M. (2014). MOOCs Completion Rates and Possible Methods to Improve Retention – A Literature Review. In Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2014 (pp. 1236-1244).

TABLE 3: Profile of the Learners

BACKGROUND CHARACTERISTICS	NO.	%
Age in years ($\bar{x}$, SD) 32.9 ± 9.4		
20–29	82	15.8
30–39	199	38.5
40–49	154	29.7
50–59	73	14.1
60+	10	1.9
Sex		
Male	105	20.2
Female	412	79.8
Educational attainment		
Bachelor's degree	293	56.5
Masters's degree	196	38.0
Doctorate degree	29	5.6
Occupation		
Teachers	339	65.3
School principal/administrator	175	33.9
School health nurse	4	0.8
School level		
Elementary	357	68.9
High School	161	31.0
WinS coordinator		
WinS coordinator	300	57.8
Reasons for participation		
Invested in professional development	184	35.5
To learn more about the topic	154	29.7
Required by office	125	24.1
Others	56	10.8
Total	**518**	**100.0**

TABLE 4: Learners Feedback about the Course

	Overall rating for:		
RATINGS	KEEP PLATFORM	SUPPORT MADE AVAILABLE FOR THE LEARNERS	COURSE PROPER
Excellent (5)	80.2	69.5	82.6
Very satisfactory (4)	18.9	27.5	16.2
Satisfactory (3)	1.0	2.9	1.2
Needs improvement (2)	0.0	0.2	0.0
Poor (1)	0.0	0.0	0.0
Number of participants	**419**	**419**	**419**
Mean score	**4.79**	**4.66**	**4.81**

TABLE 5: Course Completion Rate

	Access to course		
COMPLETION STATUS	MANDATED	INVITED	TOTAL
No. of enrollees	219	299	**518**
Completed	46	115	**161**
Not completed	173	184	**357**
Completion rate	21.0%	38.5%	**31.1%**

NOTE: Enrollees are limited only to those who answered the learner profile survey.

IMPACT OF LEADING WinS MOOC ON WinS CONDITION IN PARTICIPATING SCHOOLS

The pilot also looked into the impact of the MOOC on improving the implementation of WinS policy in schools. This was done by looking at the available DepEd WinS monitoring data of schools that participated in the MOOC and those that did not. This primarily assessed whether the participating schools' WinS overall TSA rating relative to non-participating schools significantly improved after the online course.

Substantial care was taken in selecting the schools for the evaluation in order to minimize selection bias. To ensure comparability of the samples, this evaluation included only schools within the target divisions. Participating schools in the target division are considered to be the intervention group, whereas those schools that did not participate in the MOOC are the control group. The WinS Monitoring data of SY 2018/19 was used as baseline data as this was gathered before launching the pilot. WinS monitoring data of SY 2019-20 serves as the follow-up data as the data was collected after the online course. Schools without the necessary data and schools with baseline data but with no follow-up (i.e, lost to follow-up cases) were excluded from the analysis. In all, there are 1,050 schools with both baseline and follow-up data: 274 of them participated in the MOOC while the remaining 776 schools did not participate.

At baseline, intervention and control schools presented the same overall TSA rating. This indicates that there is no selection bias, and this makes the intervention and control group comparable with each other. At follow-up, both groups showed significant improvement in the percentage of schools reaching any star level, meaning schools reached the minimum standards (crucial indicators) for WinS (Table 6).
This indicates that the entire DepEd movement for WinS has been showing significant improvements. However, increase in percentage of schools reaching star levels was significantly higher in intervention schools or schools that participated in the MOOC (from 11.7% to 24.4%) than the control schools or schools that did not participate (11.7% to 18.4%). This suggests that the MOOC had a positive impact on the WinS status of schools.

Moreover, by looking particularly at the weakest schools which are the same schools mandated to participate in the MOOC, out of the 374 mandated schools, 161 of them have participated and showed improvement in the percentage of schools reaching star level from 9.9% of schools at baseline to 22.4% after the online course (Table 7). The remaining 213 mandated schools that did not participate showed little progress in their WinS status, from 7% of schools reaching star level to only 8.8%. Despite the emphasis that DepEd places on the WinS Program which showed significant improvement all over the country over the past two years, these weak-performing schools did not significantly improve over the years while the weak-performing schools participating in the MOOC showed statistically significant improvement.

By looking at the specific WinS indicators, participating schools in the MOOC showed in general, impressive improvements in areas that require management aspects (group handwashing, tooth brushing and deworming) compared to infrastructure-related indicators.

TABLE 6: Increase in percentage of schools reaching at least one-star among intervention and control schools (N=1,050)

WITH AT LEAST 1-STAR RATING	BASELINE	FOLLOW-UP	% INCREASE
Intervention (n=274)	11.7%	24.4%	**108.5%**
Control (n=776)	11.7%	18.4%	**57.3%**

TABLE 7: Increase in percentage of schools reaching at least one-star among participating and non-participating mandated schools in the MOOC (N=374)

MANDATED SCHOOLS WITH AT LEAST 1-STAR RATING	BASELINE	FOLLOW-UP	% INCREASE
Intervention (n=161)	8.1%	22.4%	**176.5%**
Control (n=213)	7.0%	8.8%	**25.7%**

The course was piloted in selected school division offices in 5 regions. (see Table 8). As with the Leading WinS MOOC, divisions with highest participation in the WinS Monitoring and with a large proportion of No Star Schools at baseline were selected to be the pilot sites. 17 Divisions were invited to send 4 participants for a total of 68 target learners.

COURSE ENROLLMENT

68 participants from selected Divisions were targeted for the pilot run of Accelerating WinS. Moreover, the course was also opened to voluntary participants, raising the actual number of enrollees to 185, or more than twice the target. (Table 10).

LEARNERS PROFILE

The learner's profile was assessed using the demographic information of the 94 learners who responded to the 'About You' survey in the course platform. Table 9 shows that most of the learners are female (63.8%) and within the age range of 30 to 39 (46.8%). A good percentage of learners (40.4%) has a master's degree. With regards to occupation, this batch has the same number of Teachers and Nurses, 31 learners or 33.3%. The majority of the learners (42.6%) participated in the course because they wanted to learn more about the topic, while 25.5% were interested in professional development.

TABLE 10: Course Enrollment Rate

ENROLLEES	TOTAL
Actual no. of enrollees	185
Target enrollees	68
Enrollment rate	>100

NOTE: The number of enrollees was retrieved from the course platform.

TABLE 8: Schools Divisions (Mandatory Participation)

	Number of schools	
REGION	MANDATED PARTICIPANTS	TOTAL PER REGION
National Capital Region (NCR)		
Pasay City	4	12
Navotas	4	
Quezon City	4	
Region III		
Bataan	4	16
Angeles City	4	
Olongapo City	4	
Gapan City	4	
Region V		
Inga City	4	12
Ligao City	4	
Catanduanes	4	
Region VII		
Cebu City	4	12
Siquijor	4	
Tagbilaran City	4	
Region X		
Cagayan de Oro City	4	16
Camiguin	4	
Misamis Occidental	4	
Oroquieta City	4	
Total no. of participants		**68**

TABLE 9: Profile of the Learners

BACKGROUND CHARACTERISTICS	NO.	%
Age in years (Mean) 37.1 ± 8.7		
20–29	18	19.2
30–39	44	46.8
40–49	25	26.6
50+	7	7.5
Sex		
Male	34	36.2
Female	60	63.8
Educational attainment		
Bachelor's degree	50	53.2
Masters's degree	38	40.4
Doctorate degree	6	6.4
Occupation		
Teachers	31	33.0
Nurrse	31	33.0
Education program specialist	9	9.6
Project development officer	2	2.1
Medical officer	3	3.2
Dentist	4	4.3
WinS coordinator (focal person)	9	9.6
Engineer	1	1.1
Principal	1	1.1
School administrator	1	1.1
School district supervisor	1	1.1
Infomation technology officer	1	1.1
Reasons for participation		
Invested in professional development	54	25.5
To learn more about the topic	40	42.6
Required by office	21	22.3
It's free	3	3.2
Others	6	6.0
No. of cases	**96**	**100.0**

FEEDBACK OF LEARNERS ABOUT THE COURSE

45 learners accomplished the end-of-course evaluation, giving high satisfaction ratings on the course's technical aspects. Moreover, course sections also received high satisfaction ratings. Further, 43 learners or 95.6% provided feedback that they would recommend the course to other learners.

TABLE 11: Learners Feedback about the Course

RATINGS	Overall rating for: KEEP PLATFORM	SUPPORT MADE AVAILABLE FOR THE LEARNERS	COURSE PROPER
Excellent (5)	66.7	55.6	66.7
Very satisfactory (4)	24.4	35.6	26.7
Satisfactory (3)	6.7	4.4	4.4
Needs improvement (2)	2.2	4.4	2.2
Poor (1)	0.0	0.0	0.0
Mean score	**4.56**	**4.42**	**4.58**

COURSE COMPLETION

The course had a completion rate (Table 12) of 14.6% with 27 out of 185 learners being able to submit all the requirements. This rate is relatively high in comparison with the international trend where MOOCs have a typical completion rate of around 7.5%[5].

TABLE 12: Course Completion Rate

The number of enrollees was retrieved from the course platform

COMPLETION STATUS	TOTAL
No. of enrollees	185
Completed	27
Not completed	158
Completion rate	14.6%

The number of enrollees is limited to those who answered the "About You" survey

COMPLETION STATUS	TOTAL
No. of enrollees	94
Completed	23
Not completed	71
Completion rate	24.5%

[5] Khalil, H. & Ebner, M. (2014). MOOCs Completion Rates and Possible Methods to Improve Retention – A Literature Review. In Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2014 (pp. 1236-1244).

SUMMARY AND RECOMMENDATIONS

LEADING WINS IN SCHOOLS

ACCELERATING WINS IN DIVISIONS

The piloting of Leading WinS and Accelerating WinS are both successful as evident by learners' feedback and impact of the course on WinS implementation. The positive feedback is also reflected in the learners' comments in the end-of-course survey responses where they expressed appreciation for the course and its content.

The course enrollment rate may be improved through timely issuance and efficient dissemination of the DepEd memo to the field. In addition, continuous accreditation of the MOOC courses in the PRC as a Continuing Professional Development (CPD) initiative is highly recommended to engage more learners to enroll and complete the course.

In terms of completion rate, both the MOOCs have relatively high completion rates in relation to international trends. To maintain or improve the completion rate, supervision and constant reminder of learners are recommended from subnational offices. Moreover, addressing barriers such as internet access, and time management may help learners accomplish the course requirements for completion. The topic is in high demand, being one of the measures required to meet the basic health standards and WinS policy as stated in DepEd's Learning Continuity Plan (LCP). Thus, it is recommended to plan the roll-out or schedule of next runs to accommodate more learners.

Both MOOCs are hosted in the Knowledge and Education Exchange Platform (KEEP), an e-learning channel based on Open EdX software. Technical transfer to DepEd server is being recommended for ease and convenience of management. In addition, the course management tasks have to be discussed and agreed upon. Finally, the experiences from PH MOOC development and implementation can be used as an example/case study for international WinS MOOC, an initiative supported by Regional Fit Program.

IMPRINT

Published by:
Deutsche Gesellschaft für Internationale
Zusammenarbeit (GIZ) GmbH
On behalf of the German Federal Ministry
for Economic Cooperation and Development (BMZ)

Registered offices Bonn and Eschborn, Germany

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Design and Layout: buero luedke, Germany

Photo Credits: SEAMEO INNOTECH, Ivan Sarenas

Acknowledgements: GIZ is grateful to SEAMEO INNOTECH
for providing extensive technical expertise during the
development of this publication.

This publication will be made available on the platform
of the Sustainable Sanitation Alliance (SuSanA):
www.susana.org/en/knowledge-hub/resources-and-publications/
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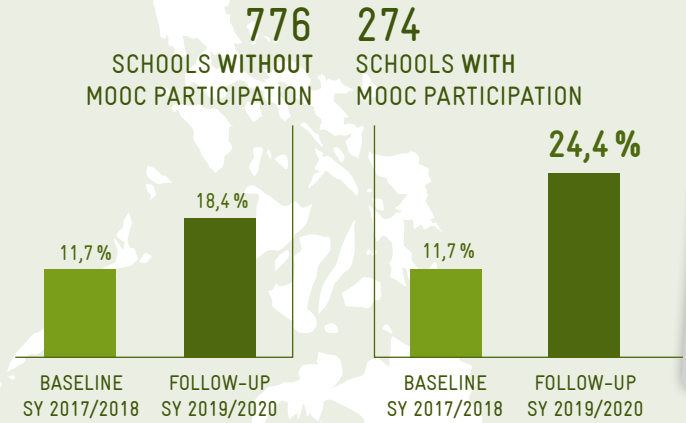
February 2022

MASSIVE OPEN ONLINE COURSE – DIGITAL TRAINING SOLUTIONS TO FURTHER ACCELERATE WinS
BEST PRACTICE FROM THE PHILIPPINES

The Philippine Ministry of Education, together with GIZ and SEAMEO INNOTECH jointly developed two Massive Open Online Courses (MOOCs) on WASH in Schools to further accelerate progress and to provide capacity development for the education sector to improve the status of WASH in Schools at mass scale.

17 TARGET DIVISIONS WITH 1766 SCHOOLS

1050 SCHOOLS WITH BASELINE AND FOLLOW-UP



PROPORTION OF SCHOOLS REACHING STAR LEVEL (CRUCIAL INDICATORS FOR WinS)

EVALUATION REVEALED IMPACT OF THE MOOC

To evaluate the impact of the MOOC on improving the WinS status of schools, the available official DepEd WinS monitoring data of 17 participating divisions was used to measure percentage of schools reaching certain star level status, which requires compliance with crucial indicators/minimum requirements.

The results indicate that the course has a considerable positive impact as the percentage of schools reaching minimum WinS standards (star level status) from baseline to follow-up is significantly greater among schools that participated in the MOOC compared to those that did not participate.

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