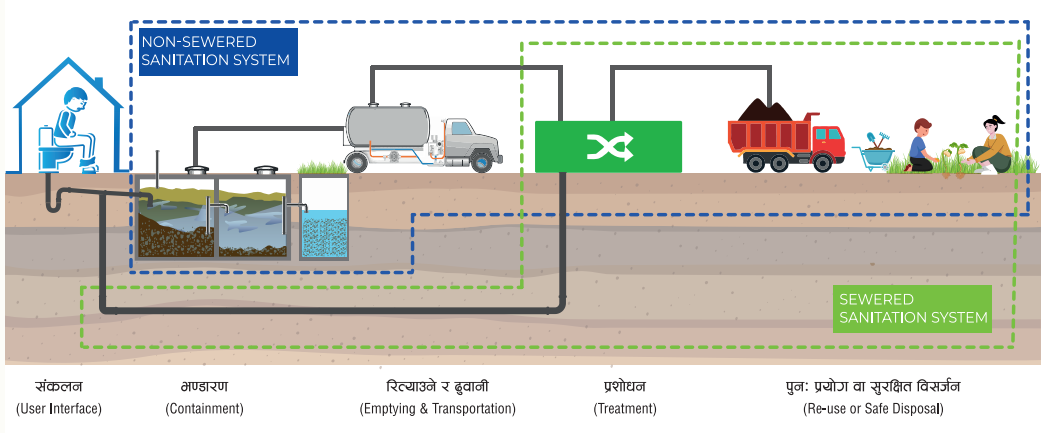# Citywide Inclusive Sanitation Scaling and Sanitation Innovation

Training on 'Introduction to Citywide Inclusive Sanitation Approach'

संकलन	भण्डारण	रित्याउने र ढुवानी	प्रशोधन	पुनः प्रयोग वा सुरक्षित विसर्जन
(User Interface)	(Containment)	(Emptying & Transportation)	(Treatment)	(Re-use or Safe Disposal)

Training Manual
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Contents

Acronyms

CAPEX	Capital Expenses
CapMan	Capital Maintenance
CWIS	Citywide Inclusive Sanitation
DEWATS	Decentralized Wastewater Treatment System
DWSSM	Department of Water Supply and Sewerage Management
E. Coli	Escherichia coli
ENPHO	Environment and Public Health Organization
FS	Faecal Sludge
FSM	Faecal Sludge Management
FSTP	Faecal Sludge Treatment Plant
HH	Household
IFIs	International Funding Institutions
IRF	Institutional Regulatory Framework
LG	Local Governance
LIC	Low-income Community
MoW	Ministry of Water Supply
MSW	Municipal Solid Waste
NBC	National Building Code
NSS	Non-Sewered System
NWSSTC	National Water, Sanitation and Sewerage Training Center
O&M	Operation and Maintenance
ODF	Open Defecation Free
OPEX	Operational Expenses
OSS	On-site Sewage System
PDB	Planted Sludge Drying Bed
PPE	Personal Protective Equipment
SDB	Sludge Drying Bed
SFD	Shit Flow Diagram
SS	Sewered System

SSC	Sanitation Service Chain
SSP	Sanitation Safety Plan
ST	Stabilization Tank
SWM	Solid Waste Management
TN	Trainers' Note
TT	Treatment Technology
WC	Water Closet
WHO	World Health Organization
WW	Wastewater
WWTP	Wastewater Treatment Plant

1 Introduction

This Trainer's Manual is to support people who facilitate "Introduction of Citywide Inclusive Sanitation (CWIS) Approach". This introduction provides background on how to use the manual and lesson plan, tips that help plan for a successful training, and several tools to help deliver the training, including lessons plans and materials. The main objective of this trainer manual is to guide the trainer, for effective delivery of the training while conducting the session. The instruction on the manual goes hand on hand with the presentation slides. It is recommended that one adapt the tools to suit their style and the needs of the audience.

To this, this manual comes with other materials, a folder compiled of Power-point slide deck, slides compiled along with slide notes for the trainer's reference and participant's handout book. For the effective delivery of the package, it is highly recommended to use the documents/ files simultaneously.

2 Training Overview

CWIS is a new approach in sanitation sector. With the frequent update on the topic, sanitation professionals need to update on the new ideas as CWIS itself. Limited numbers of sanitation experts is not enough to bring the desired change in sanitation. To this, following all the resource materials and updating might not be feasible for all professionals. This training package, hence, look forward to training delivery to the professionals engaged at the implementation level for the smooth implementation of the CWIS. The resource person or the sanitation experts with the ToT level of training is expected to deliver this training packages to the targeted audiences. This training consists of 10 technical session, field visit inbuilt in the session itself.

2.1 Participatory Learning

Participatory learning styles are widely used for the active engagement of the participants throughout the training. Effective learning comes from shared experiences and participants learning from each other. Various methods for active engagement of participants are used for the delivery of the course content through interactive presentations, demonstrations, group discussions and case studies.

Use short sentences, pictures and illustrations, gestures, demonstrations, small group discussions and hands-on practice. These methods will help all participants understand and remember the information better.

3 Training Planning

The following activities should be undertaken to get started with training planning and arranging logistics.

3.1 Trainers and the Planning Team

For each training:
- Choose a **training course coordinator** or anchor. This person should be present throughout the entire training and is responsible for overall coordination, timing, and mood of the training course. To this, he/she is also responsible for allocating sessions and preparing as necessary along with delegating responsibilities with deadlines.
- **Decide which trainers to use**. This will probably be a mix of availability, expertise, style, and gender. It is beneficial to establish the strengths and weaknesses of each trainer and work to the strengths during the different training components.
- **Allocate sessions** (or part) for each of the chosen trainers – these trainers will be responsible for:
  o preparing for the sessions they are responsible for
  o ensuring that all resources for their sessions are collated and ready
  o collaborating with the other trainers – the role each trainer will have at each point in a day must be planned and known to maintain the flow of the orientation, avoid confusion and embarrassment
  o ensuring the session runs on time

3.2 Selecting Participants

The anticipated primary target group for the training are engineers, department/ section chiefs, focal person engaged at municipalities, sanitation professionals responsible for the CWIS implementation. However, the curriculum may have value to other sector professionals, including decision-making government officials. Private sector would also be interested in the material, and the content and delivery of the curriculum should reinforce the importance of the private sector for applying CWIS approach, those requiring private sector inputs for sustainability of operations and maintenance.

For the most effective training, it is important to take care in inviting participants by considering:

- **Number of participants**. It is important to choose the correct number of people. You may want to have a small group to provide intensive training and support, or a larger group to have a wider range of participation. A common reason for training sessions to fail is that too many participants attend. In same case, total number of **15 to 20 participants** are highly recommended so that everyone has the chance to fully participate in the training.

3.3 Logistics Management

The training planning team (the trainers and the host) will need to determine the training logistics such as:

Pre-training
- What is the budget?
- Who will invite the participants and trainers and communicate with them?
- Who will organize and coordinate food and accommodation?
- Who will manage participant travel?
- Who will organize the training site and set up?
- Who will purchase and organize the training equipment and materials?
- Who is responsible for pre-training registration?
- Who is responsible for onsite registration?
- Who is responsible for printing the participant materials including feedback form?
- Who is responsible for training what session in the agenda?
- Who is responsible for the logistical arrangements, like banner preparation, stationeries?
- Who is responsible for coordination with trainers and resource person?

During the training
- Who will check for the time management?
- Who will ensure internet and power facility?
- Who will check that snacks and food are ready at the appropriate times?
- Who will prepare the room in the morning and reorganize in the evening?
- Who will prepare the flip charts for the day?
- Who is in-charge of checking participant list details, ensure attendance of all?
- Who is in-charge of preparing evaluations, certificates and USB sticks?

Post-training

- Who will type up the training evaluations?
- Who will clean up the training materials and space?
- Who is responsible for replacing materials if needed?
- Who is responsible for the reporting, consolidating participants' feedback, photos, and video documentation?
- Who is responsible to maintain communication with the participants?

4 Training Preparations

There are several things that you will need to do to get ready for the training.

4.1 Training Space

As there are various interactive activities inbuilt in the session, an open space for the group division and work is required for the activities in the training, a venue with the facility should be selected.

Visit the training site at least a couple of days before the event for finalizing the venue itself; specify and ensure all the requirements like rest room for women and men with adequate sanitary facilities like soap, sanitizer, tissues, internet connection with appropriate bandwidth, seating arrangements, etc. Visit the training site before the participants are due to arrive and set up your electrical equipment and materials. Try to identify potential sources of distraction in the room, both to yourself and participants, and make changes to mitigate them.

Seating arrangements have a big influence on the training. It is recommended to arrange the tables and chairs so that participants can make eye contact with one another and can break into small groups easily. Participants will also need to be able to view the speakers, the PowerPoint slides, and flipchart posters.

4.2 Equipment and Materials

You will need to gather and bring the following materials and equipment to the training.

Equipment:	Materials:
• Computer	• Name tags
• LCD projector	• Markers
• Extension cord(s) (optional)	• Pen
• Camera	• Paper
• Printer	• Newsprint paper or large pieces of paper
• Speaker	• Masking tape

Some equipment and materials are optional depending on how you use the lesson plans. Check the lesson plans and determine what equipment and materials you will need. Be aware that certain things may need to be purchased and gathered well in advance of the training, possibly prior to your arrival.

For all other materials required for individual sessions refer to the lesson plans.

4.3 Participant Materials

You will need to decide where and when the participants' materials will be printed; and who will manage the printing.

The participants' materials should be printed and bound in a format that allows the participants to easily use it, such as a spiral or coil binding.

If possible, provide each participant with an electronic version of all the materials on a USB memory stick.

There may be other resources that participants will need during the training that are included with the corresponding lesson plans. Read the lesson plans carefully in advance of the training and look at the end of them for any materials that may need to be printed (and possibly translated) for the participants.

You will also need to determine if any adjustments to language, concepts or materials are required based on the participants' needs assessment.

4.4 Presentations Slides

This training includes presentation slides that can be used as a learning aid. Most presentation slides have suggested wording or scripts to use as you deliver the information (the slide Notes in each presentation – also known as speaker's notes). As part of your preparation, you should look at each slide to make sure you understand how the whole presentation flows. The slide notes also give additional guidance on how to use a slide.

The timing allowances are based on the trainer following the speaker's notes at a moderate pace. Adding extra wording will take more time so be aware of impacts on other parts of the presentation or training.

5 Facilitating high quality and effective trainings

The significance of the trainer/facilitator cannot be overstated. Training success is usually a function of how well it is facilitated. This entire Trainer's Manual provides guidance on what to deliver and makes suggestions as to how this might best be done. However, participants attending the training will differ, and their interaction will also shape the training and ultimately the learning experience.

There are several qualities a trainer/facilitator should try to develop to achieve the most from a group of participants, many of whom will not know each other. The following is general advice which applies to this and other training you may facilitate.

Introduction: Introduce yourself to instil confidence that you are qualified to provide the training.

Serve the participant: Facilitating a training may be an achievement, but it is important to remain grounded and keep your focus on the participants. Your trainer/facilitator's role is to facilitate learning, not to only impart knowledge, get through the material or to tell participants what to do.

Respect and be respected: Attending a training will be costly for participants, or their organization, in both time and money. Respect their desire to learn and don't fabricate expertise. No question should be dismissed as irrelevant or stupid. If you don't know the answer, say so and seek out someone who can help respond or direct the participant to where they can find the answer.

Take charge when necessary e.g. managing disruption: There may be times when you need to take charge. For example, when a participant is being disruptive – during a break, you could have a quiet word with the person in question to request an adjustment to their behaviour. Break-time could be moved earlier if the problem needs urgent attention.

Encourage questions: Any form of discussion, especially those developed through questions, should be actively encouraged. Participants are more likely to ask questions if they feel physically and socially comfortable, relaxed with their fellow participants and the facilitator. Therefore, you should work to build a rapport with participants as soon as possible. In addition to clarification and further detail, asking questions will help you to gauge the level of understanding, which in turn should influence what and how material will be delivered.

Be responsive: Participants' opinions and questions should not be seen as an unwelcome interruption, but as an opportunity to explore perceptions and to offer any clarification as needed. Consider opening the question up to the training for an answer. But keep an eye on the clock and encourage people to be brief.

Responding to wrong answers: During the training questions are asked of the participants. If they answer incorrectly, it is important first to check whether you have understood the answer by rephrasing and asking if that is what was meant. At this point, their answer can be rephrased to be more accurate but without deviating too much from the participant's answer. If their answer is still incorrect, then it is important not to simply dismiss the answer but to identify the thinking behind it and then work towards a correct answer. It is essential that the participant's view is always respected.

Honouring the answer: You can use a flipchart to record discussions or feedback from exercises. When you do this, it is important not to paraphrase their comment but instead write it down as stated. This ensures that their meaning is not lost and acts as a method of affirmation for the participant – that their opinion is worthy.

Deviate, but not too much: The learning material supplied in this Trainer's Guide is only a starting point. Sharing first-hand experience and nationally relevant, practical examples to emphasize a point can solidify the subject material for some learners. Interjecting the theory sessions with 'real-life stories' should be encouraged. However, care should be taken to not deviate too much, go over the time allocated or confuse the participants.

Alternate delivery approaches: This Trainer's Guide has made suggestions as to how to deliver the material. If a trainer prefers to 'lecture' this is unlikely to result in achieving the learning objectives and is not an effective way to run the training. Each participant has a different way of learning; some prefer images, some individual thinking, some prefer to listen, others like reading, some doing group work etc. The training needs to include a range of styles so that each participant has an opportunity to learn in their preferred style.

Work with passion: If the trainer/facilitator is enthusiastic about the material it is likely to engage the participants more.

Be confident with the material: Confidence will come as understanding of and familiarisation with the material is developed. Prior preparation is essential.

Stick to time: The timetables suggested are guidelines, but it is important that breaks, lunch and the end-of-day deadlines do not overrun unnecessarily. Appropriate arrangements for meals and refreshments are essential. Participants' learning is enhanced through regular breaks and in order to prevent participants from becoming overtired or demoralised it is important to start and end the day on time.

Help participants appreciate time management: Any overrun in time often comes from lengthy presentations by rapporteurs following group discussions. Make it clear at the start that presentations are time-bound and people must learn how to present in allotted time. Trainer/facilitators should be very firm but friendly, and simply end presentations when the allotted time is up. Using a timer or buzzer will help.

Handling digital and electronic tools and equipment: Using the tools and equipment independently is one of the basic skills of the trainer. As a trainer, one should be aware on the digital and electronic tools and equipment that he/she uses during the training. Preparing before the training, knowing the equipment well - how it functions are few ideas to get started with handling the digital and electronic tools and equipment.

6 How to Use This Manual

This section explains the training agenda and individual sessions that have been developed to meet the participant learning expectations.

6.1 Lesson Plan

For each session of training, a lesson plan has been developed with the detailed guide for the trainer. Here is a list of the icons used in this Trainer Manual and their explanations.

	Learning Outcomes. Describes what the participants will be able to do by the end of the session to demonstrate increased knowledge, improved skills or changes in attitude.
	Time. The clock symbol appears next to the amount of time the session may take. This is an estimate, and the session may be longer or shorter depending on how you facilitate it.
	Materials. Lists all the materials that will be required for the session.
	Preparation. The clipboard represents preparation that needs to be done prior to the session including materials required and things to prepare in advance.
	Introduction. The hook signals the introduction to a topic. The introduction connects participants' personal experience to the topic of the lessons and motivates their interest.
	Main Activity. The puzzle appears at the beginning of a main learning activity.
	Trainer Notes (TN). The exclamation point appears to remind you of things to do or consider while facilitating the session.
	Handouts. This appears when there are handouts for the participants.

6.2 Icons used in Power point

The following icons and images are used throughout the Power Points:

Icons/ Images	Explanation
	Group Activity
	Documentary show
	Field visit and interaction
	Case study
	Time

Introduction of Citywide Inclusive Sanitation Approach

6.3 Learning Outcomes

The following learning outcomes describe what the participants will be able to do by the end of the training/ training to demonstrate increased knowledge, improved skills, or changes in attitude. Each lesson plan refers to the specific learning expectations covered in that lesson.

6.4 Training Agenda

The general outline of the training is as follows:

- **Training opening.** To welcome people and allow participants and trainers to get to know one another.
- **Individual lessons.** To focus on a selected topic. Each lesson includes an introduction, a main lesson, and a closing activity to review the content.
- **Breaks and lunch.** To keep people working and feeling positive, breaks are needed. Plan for a mid-morning and mid-afternoon break that allows people to use the washroom and have a snack. While planning your training it is also important to clarify with participants in advance as to whether food and snacks will be provided.
- **Review of previous day.** Start the day with a review of the material learned during the previous day. This also helps focus the participants and trainers' minds on the content of the training. See the lesson plan titled: "Morning Reviews" for an explanation of the review you will do each day. This can be substituted by review of the previous module before starting a new module.
- **End of day evaluation.** To gain feedback from the participants and to clarify any areas of uncertainty. See the lesson plan "Daily Evaluations" for a suggestion of the evaluation you can use each day. Or this can be simply done online by using any smart phone applications.
- **End of training closing.** The end of the training can be official or unofficial depending on what is appropriate. Certificates are typically handed out. The lesson plan "Training Closing" describes this session.
- **End of training evaluation.** To allow participants to assess the strengths and weaknesses of the training for further improvement. See the end of training evaluation for a template of this evaluation.
- **Organizer and trainers debrief.** A daily exercise to discuss what went well, what areas of the day can be improved and what needs to be done for the next day and in the future. Debriefs are held at the end of the training.

Environment and Public Health Organization (ENPHO)
Training on Introduction to CWIS
<u>Training Schedule</u>

Venue: .... Date: ....

Time	DAY 1	DAY 2	DAY 3
0900 - 0930	Training registration and attendance	Review	Review
0930 – 1100	Training Opening and Introduction	CWIS Service Outcome- Sustainability	Urban Sanitation Options
1100 – 1115	**BREAK**	**BREAK**	**BREAK**
1115 - 1245	Introduction to Citywide Inclusive Sanitation	CWIS System Function- Responsibility and Accountability	CWIS Implementation Monitoring
1245 – 1345	**LUNCH**	**LUNCH**	**LUNCH**
1345 – 1515	CWIS Service Outcome- Equity	CWIS System Function- Resource Planning and Management	Field Visit and Applying CWIS Lens
1515 – 1530	**BREAK**	**BREAK**	**BREAK**
1530 – 1700	CWIS Service Outcome- Safety	Legal and Institutional Framework	Training Evaluation and Closing

*As per the time required for field visit, training schedule for Day 3 might need to adjust and might need to start the session earlier than mentioned in the schedule.

Lesson Plan 1
Training Opening

Learning Outcomes

At the end of this session participants will be able to:

1. Introduce participants and trainers in participatory method.
2. Discuss the group's expectations and agenda for the workshop.

Materials

- Markers
- Meta-cards
- Newsprint paper
- Name Tags
- Pens (1 per person)
- Notebooks or paper (1 per person)
- Introduction PowerPoint

Preparation

- Review presentation slides and cue for presentation
- Write the agenda for the day on the flip chart paper
- Prepare a meta-card with the heading, "Learning Expectations" and "Parking Lot"
- Print the pre-test form

In some cases, a formal welcoming ceremony will start the workshop. Consult with your host beforehand to determine the protocol and the amount of time required. You may need to adjust your agenda accordingly.

Introduction

🕐 **15 minutes**

1. Introduce trainers, training hosts and other guests as appropriate and welcome participants.
2. Introduce the training and present the objectives of the training.
    a. *This introductory training covers topics related to citywide inclusive training (CWIS) approach.*

    b.   This workshop is designed for sanitation service provider especially engaged at municipalities; engineers, department/section chiefs, focal person, etc.

    c.   This training is participatory. There are different types of group activities in various sessions.

3.   With the information, share the objectives of the training to participants.

4.   Inform participants that the objectives are set to meet from the session covered and present the training structure to the participants.

5.   Review agenda for the day with participants.

6.   Explain the building/workshop layout, bathroom location, emergency exits, first aid, and daily schedule.

7.   Lead an introduction/icebreaker activity to help participants meet each other and introduce themselves to the group. See options below for suggested icebreakers.

Option 1 – Self Introduction

35 minutes

1.   Ask participants to introduce themselves with their name, organization, designation and their experiences on urban sanitation.

Option 2 – Introduction in Alphabetical Order

35 minutes

1.   Ask participants to form a circle in alphabetical order.

2.   Once they have formed a circle, ask participants to introduce themselves with the people in their right and left.

3.   Provide a minute or two for the activity. After the time, ask participants to introduce the person on their right to the whole group.

TN: Trainer/ Facilitator may join for the activity with participants to break the ice. Ask participants introduce their partner as much as they have got the information.

4.   Once, a circle of introduction is done, ask participants to name the people at their left.

5.   Inform participant if they could not get the name by any means, he/she can ask for the name with their partner.

6.   After the introduction is done, ask participants to take their respective seats.

Learning Expectations

1. Explain participants that they are now going to collect the expectations from the training.
2. For this inform participants that each of them will get 2 meta-cards and they are to write their learning expectations, one in each meta-card.
3. Provide meta-cards to the participants and provide a minute to note their expectations.
4. Once participants have written their learning expectations, collect the meta-cards and read out representation expectations to the large group.
5. Inform participants that they will be discussing the expectations at the end of training.
6. Paste the meta-cards in the station under the learning expectation and if any of the expectations are not related than you may paste it under the parking lot.

Assessment

10 minutes

1. Explain to participants that they are going for an assessment.
2. Inform participants that for this, each participant will get a pre-test form and they are to fill the form as per the knowledge they have.
3. Further, inform participants that the same kind of questions will be used at the end of the session for the post-test to evaluate the learning.
4. Hand a set of pre-test questionnaire to each and ask participants to fill the form.
5. Provide 10 minutes time for the activity. After the time, collect all the forms from participants and proceed to next activity.

Workshop Format and Agenda

10 minutes

1. Review daily agenda with break and lunch times.
2. Ask the participants if they have any questions at this point.

Review

1. Ask if there are any thoughts or questions.

Reflections on Lesson

Lesson Plan 2
CWIS- Concept and Introduction

🕐 **1 hr 30 minutes**

Learning Outcomes

At the end of this session participants will be able to:
1. Discuss on sanitation movement in Nepal
2. Describe the CWIS approach, its concept, and principles along with the CWIS framework

Materials

- Flip chart paper
- Marker

Preparation

- Review slides and make necessary changes as per the context
- Review slide notes for information on slides

Introduction

🕐 **5 minutes**

1. Presenting slide on sanitation, ask participants what comes in their mind while we say sanitation, especially when one is working or is engaged in government offices. (Slide 2)
2. Collect responses from participants and acknowledge the responses from participants. Their response could be diverse from issues to ways of mitigation, to achievement; inform that you would like to start from the achievement itself.
3. Present slides on ODF declaration and celebrations. (Slide 3)
4. On the same slide (slide 3), inform participants that to achieve the status of ODF, various strategies and approaches were used to achieve ODF status.
5. Inform participants that moving ahead after attaining ODF status, and to achieve the status of safely managed sanitation for all, CWIS is coming up as important approach and thus this session will focus on the approach. (Slide 4).
6. Present learning outcome and presentation outline of the session (slide 5 and 6).

Context Setting

1. Present the slide on 'success' and inform that Nepal achieved most significant improvement in terms of basic sanitation in 2019- Nepal declared as ODF (slide 7).
2. Ask participants if they can tell the specific date of ODF declaration of Nepal.
3. Collect responses and click to present the date as 30th September, 2019 (13 Asoj, 2076) (slide 7).
4. Similarly, ask participants if they know or can guess the answer to following questions. (Slide 7)
   a. Total number of toilets constructed for the achievement of the status
   b. Total number of years invested for the declaration
   c. Total expenses to achieve the status

TN: Discuss broad heading of expenses

5. Collect responses from participants and click to present the answers. (Slide 8)
6. Presenting the slide 'Reason behind the achievement', inform participants that ODF movement and targets were set or guided by the Sanitation and hygiene master plan, 2011 and further is followed by 'Total sanitation guideline, 2073' with the target of achieving 'safely managed sanitation for all' (slide 8).
7. With next slide, inform participants that the result of the enabling environment to achieve or move forward in sanitation supported to achieve most significant improvement in basic sanitation between 2015 and 2020 (slide 9).
8. Ask participants what they understand by "safely managed sanitation for all" (slide 10).
9. Collect 2 responses from participants and present the idea/ definition from open defecation to safely managed sanitation.
10. Further, with slide 'Sanitation practices: Nepal', present the status of faeces containment. Inform participants that after the declaration of ODF in Nepal, previously openly defecated faeces are now contained in septic tank and pit latrine or is flushed through sewer connection. (Slide 11)
11. Now with the slide on 'sanitation system', continue the sanitation practices of Nepal as of how it is currently being dumped into open spaces or water bodies. (Slide 12)
12. With next slide ask participants what the significant difference is between the presented three picture (Open Defecation, Open

Discharge, Open Disposal). Inform participants that though we have achieved basic sanitation, we have constructed huge number of toilets, there is not much difference. (Slide 13)

13. With the slide on consequences, present the scenario of what we have dreamed of and what are the current scenario. (Slide 14)

14. Further, present next slide on consequences and inform participants that these are the result of current practices even though we have achieved basic sanitation. (Slide 15)

15. Explain in detail about the health impacts due to poor urban sanitation through the slide. (Refer slide notes for the detailed information) (Slide 16)

16. Again, highlight on the impact on public health with the slide on health and safety impacts through DALY. (Slide 17)

17. Ask participants what possible measures could be to mitigate such impact.

18. Collect responses from the participants and presenting the slide on sanitation service chain and sustainable sanitation goals, inform that meeting safely managed sanitation means covering all the components of sanitation service chain and as with ODF declaration we have only intervened in one component of Sanitation Service Chain, now is the time to work further in other components of the chain. (Slide 18)

19. Further clarify the idea with next slide relating to the types of sanitation system. (Slide 19)

20. Inform participants that as we are discussing on sanitation and urban sanitation, clear the idea on the terms with the slide. (Slide 20)

TN: To make it participatory, you may ask or collect one or two responses from participants and present the definition of Sanitation and Urban Sanitation.

21. Now with the slide on 'why focusing on FSM', ask participants which of the photos presented represent more serious scenario and is riskier for public health and why. (Slide 21)

22. Collect responses from participants and inform that as faecal sludge is of more risk and is a serious issue as it contains more harmful pathogens, the focus is highlighted to FSM and hence throughout the training will be focusing on the issues related to FSM. (Continue slide 21)

23. Ask with participants what might be the way out to improve the condition and move to safely managed sanitation relating to such sanitation condition. (Continue slide 21)

24. Summarizing the points from participants, inform that the ultimate answer maybe update in terms of technology and in terms of approaches that one has been following with the slide on 'treatment plants in Nepal'. (Slide 22)

25. With slide on 'technological updates', inform participants that they will be discussing on technological updates in upcoming session and will be focusing on update in approach further in the session. (Slide 22)

(Slide 23: Break slide)

Citywide Inclusive Sanitation (CWIS)

15 minutes

1. Presenting slide on 'facilities under urban sanitation', ask participants what kind of facilities are constructed under urban sanitation. Present the possible answers after few responses from participants. (Slide 24)

2. In slide 24, ask participants why they have constructed such facilities.

3. Present slide 25 with and ask participants if they have constructed such facilities for the fake recognition.

4. Inform participants that the ultimate goal is to provide services and protect public health. (Slide 25)

5. Relating to slide 25, if the ultimate goal of constructing such facilities is to protect public health then ask participants with next slide 'why is this happening?' (slide 26)

6. Inform participants that just after few months of operation of such facilities, the conditions are usually not good or the facilities are already out of operation. Ask participants why that is the case or why is this happening. (Slide 26)

7. Present next slide and further ask the questions from the slide. (Slide 27)

8. After the questions, inform participants to address such issues, a new approach is formulated with the focused objective to upgrade the public health outcome. (Slide 28)

9. Further inform that as discussed earlier, the public health outcome is based up in the sanitation services and facilities which do not have a solid base or is not stable and could collapse at any moment. (Continue with slide 28, follow the instruction on slide note)

10. Add on information that to make such services and facilities more stable and achieve public health outcomes, the facilities

and services needs to be citywide and inclusive. (Continue with slide 28, follow the instruction on slide note)

11. Further explain the concept with the information from the slide. (Continue with slide 28, follow the instruction on slid note)

12. To clear idea on the CWIS approach, present the definition of CWIS and discuss as appropriate. (Slide 29)

13. Presenting slide on 'Guiding principles of CWIS approach', explain what CWIS focuses on. (slide 30)

(Slide 31: Break slide)

Need for CWIS and CWIS Framework

40 minutes

1. Presenting slide on 'why CWIS', present the information and discuss. (Slide 32)

2. With next slide on 'changes in aspect of sanitation', further explain on why CWIS. (Slide 33)

3. Present the slide of principles of CWIS and discuss in briefly on each points of the principle of CWIS. (Slide 34)

4. Divide participants into pair or in the group of 3 and ask to discuss what are the main points covered in each of the principle.

5. Provide 5 minutes time for the discussion and after the time ask a pair/group with Principle one to present the points discussed.

6. Present following slide of principle 1 adding to the points presented by the group.

7. Similarly repeat the process with other groups as you proceed with other principles.

8. Present the slide of CWIS framework and explain how CWIS is thought to work and on what basis. (Slide 36, refer slide note)

9. Present the flex of CWIS 2*3 matrix and discuss briefly on each point/ component.

10. Further, present slides on each component of CWIS and discuss briefly with given examples on the slides. (Slide 37: Equity and Safety; Slide 38: Sustainability and Responsibility; Slide 39: Accountability and Resource Planning and Management)

11. Inform participants that CWIS approach should be implied throughout the sanitation service chain starting from the user

interface to containment to desludging and transportation, to treatment and safe disposal. (Slide 40)

12. With slide on 'application of CWIS', inform participants that CWIS approach is equally applicable for other areas or any other component of sanitation. (Slide 41)

13. As an example of CWIS application, present the video on public toilet. (Slide 42)

14. After the video, inform participants that they are going for a group work and for this, participants will be divided into 6 groups, and each group will be assigned a component of CWIS framework. (Slide 43)

15. Further add on that in their groups, participants are to analyze the video and come up with the points that contributes to the component that they are assigned to. (Slide 44)

TN: Inform participants that they may take reference of CWIS 2*3 matrix flex.

16. Provide 5 minutes time for the activity and after the time, ask each group to present and summarize the outputs. (Slide 44)

17 Conclude the whole session with the 'Key messages' slide and inform participants that they will be discussing the components of CWIS framework in detail in coming sessions of the training. (Slide 45)

Reflections on Lesson

Guiding Principles of CWIS

Prioritize the human right of all to sanitation
- Develop **inclusive** strategies and program to reach the most vulnerable, especially **women and children**
- Focus on **informal settlements** and account for **land tenure** insecurity
  show political, technical, and managerial **leadership**
- Allocate sufficient **funds** for investment and O&M
- **Empower** qualified staff
- Take **calculated risks** to shift the status quo: start addressing the challenges

Deliver safe management along the whole sanitation service chain
- Address **complex problems** rather than deliver fixed solutions
- Allow for a **diversity of solutions and approaches**, focusing on outcomes rather than technologies
- Focus on **innovation**, testing and evaluating approaches
- Facilitate **progressive realization**, building on what is already in place- **embrace incrementalism**
- Recognize the **trade-offs** that exist along the sanitation service chain

Recognise that sanitation contributes to a thriving urban economy
- Integrate sanitation in **urban planning** and renewal
- Clean up city streets: remove unsightly pollution and bad odours
- Increase **resource recovery and reuse**
- Reform **regulatory policies**
- Recover water bodies for **recreation** and for **fauna and flora**

Commit to working in partnership to deliver citywide inclusive sanitation
- Embed sanitation within **urban governance**. Use an integrated approach: link to water supply, drainage, solid waste management, paving, affordable housing, urban development
- Leverage **urban development, health, education and environmental budgets and savings** thanks to improved sanitation
- Establish clear **roles and responsibilities**, with accountability and transparency
- Articulate and build demand engage with civil society at the **grass roots level**

CWIS Framework (2*3 Matrix)

नगरप्यापि समावेशी सरसफाइका मुख्य उपलब्धिहरू	समता	सुरक्षा	दिगोपना
	सेवामा निष्पक्षता झल्केको हुनेछ भने गुणस्तरीय सेवा, मुल्य तथा सार्वजनिक लगानी वा अनुदानले प्राथमिकता पाएको हुनेछ ।	प्रत्येक व्यक्तिलाई सुरक्षित सरसफाइ सेवा प्रदान गर्नुको साथै ग्राहक, कामदार र समुदायलाई सुरक्षाका साथै स्वास्थ्यमा हुने जोखिमबाट बचाएको हुनेछ ।	प्रभावकारी स्रोत (मानवीय, वित्तीय, प्राकृतिक) व्यवस्थापनमा आधारित भरपर्दो एवं नियमित सेवा प्रवाह भएको हुनेछ ।

नगरप्यापि समावेशी सरसफाइका मुख्य कार्यहरू	जिम्मेवारी	जवाफदेहिता	स्रोतको योजना र व्यवस्थापन
	राष्ट्रिय/प्रादेशिक तहको डिजाइन		
	प्रत्येक व्यक्तिलाई सुरक्षित, समतामूलक र दिगो सरसफाइ सेवा सुनिश्चित गर्न स्पष्ट सार्वजनिक जनादेशका साथ आधिकारिक निकाय वा संस्थाबाट कार्य संचालन गरिएको हुनेछ ।	आधिकारिक निकाय वा संस्थालाई दिइएको जनादेशको कार्य सम्पादन अनुगमन गरिनुका साथै तथ्यांक, पारदर्शिता र प्रोत्साहनको व्यवस्था गरिएको हुनेछ ।	जनादेशको कार्यान्वयनका लागि समयसिमा र क्षेत्रहरुको आधारमा स्रोतहरुको (मानवीय, वित्तीय, प्राकृतिक र सम्पत्ति) प्रभावकारी व्यवस्थापन गरिएको हुनेछ ।
	नगर तहको कार्यान्वयन		
	आधिकारिक निकाय वा संस्थाहरुले जनादेशमा उल्लेख गरे अनुसार सुरक्षित, समतामूलक र दिगो सरसफाइका सेवाहरु प्रदान गरिनेछ ।	आधिकारिक निकाय वा संस्थाहरुको कार्य सम्पादन अनुगमन गर्न नियमित रुपमा तथ्यांक संकलन र प्रतिवेदन पेश गरिनेछ ।	सबैका लागि सुरक्षित, समतामूलक र दिगो सरसफाइ कायम गर्न नगर स्तरमा स्रोतको प्रभावकारी व्यवस्थापन गरिनेछ ।

Introduction of Citywide Inclusive Sanitation Approach

Lesson Plan 3
CWIS Service Outcome: Equity

🕐 **1 hr 30 minutes**

Learning Outcomes

At the end of this session participants will be able to:
1. Describe equity and stakeholder engagement
2. Describe how equity can be ensured in sanitation service provision

Materials

- Flip chart paper
- Marker
- Meta-cards
- A4 paper

Preparation

- Review slides and make necessary changes as per the context
- Review slide notes for information on slides and go through the lesson plan
- Prepare chit with name of stakeholders
- Prepare for the stations
- Print cases for group work

Introduction

🕐 **15 minutes**

1. Inform participants that they are going for a small role play.
2. For this, participants will get a scenario and a chit of paper with a role in it.
3. Inform further that as per the role assigned to them (through a chit), they are to move around the hall and stand as per the corner/ station that has been set up.
4. Ask participants if they are clear on the activity.
5. Provide a cut piece- chit with different roles to each of the participants and ask to imagine themselves.
6. Present the case scenario.
7. After the case scenario, ask participants what kind of participation will be there in the meeting.

8. Ask participants to move around the hall and stand in the station where they think their participation level will be.
9. Once all the participants have placed themselves to a station, present the slide with question and discuss with participants.
10. Inform participants that CWIS focus on engagement of all stakeholders and their meaningful participation in meeting for equity.
11. Present training structure to participants and inform about the session (slide 7).
12. Present learning outcome and presentation outline of the session (slide 8, 9 and 10).

Equity and Stakeholder Engagement

55 minutes

1. Present slide on equality, equity and justice and ask participants if they could tell you any difference in the pictures (slide 10).
2. Take one or two responses from participants and present the definition and of each and clarify with the picture (slide 10).
3. Further add on information, Equity involves "recognising that people are different and require specific support and measures to overcome the specific impediments that stand in the way of their being able to access and use services sustainably, in this case safe sanitation and hygiene practices"
4. With the CWIS framework slide, inform participants CWIS initiative support to redesigning urban sanitation service systems of cities in equitable way, hence one of the major outcome is equity (slide 11).
5. With the slide of CWIS framework, explain that one needs to focus on equity as it is led by the "Constitution of Nepal" itself as well as Sustainable Development Goals (SDGs) as sanitation for all (slide 12).
6. Further add on that CWIS tend to describe equity in the perspective of services reflect fairness in distribution and prioritization of service quality, prices and deployment of public finance/ subsides (slide 12).
7. Explain to participants that this definition of equity poses following questions in term of sanitation service provision and present slide with questions and discuss accordingly (slide 13).
   a. If the services are accessible to all
   b. If the services and infrastructure are user friendly or not
   c. If the services and facilities are affordable or not

d. If women representatives are included in decision making process or not

e. What is the social perspective towards the sanitation workers?

f. If municipality have provision for subsidy to low-income communities or marginalized groups or not

8. Relating to the questions regarding to the sanitation service provision, present slides with examples of the questions that are posed in earlier slides (slide 14).

9. Ask to participants if the service provision are proportionate or not, that is throughout the city and to the low-income community (slide 14).

10. With the slide of poor condition of toilet, ask participants if the existence of these toilet is counted as accessible or not (slide 15).

11. In addition, on the same slide ask participants if these are user friendly from any perspective or not.

12. With next slide with the news headline, inform participants that these kind of news making headlines shows us the gender inclusion in sanitation service provision (slide 16).

13. Further with next slide on paying for sanitation service, ask participants if all can afford to pay the services or not (slide 17).

14. While discussing about the payment, present slide with distribution of public finances and inform participants that the slide questions on the equity of the investment of each household along with the distribution of public finances (slide 18).

15. Further on the same slide, explain as a core city area have a huge finance in Sewered Sanitation while the peri-urban area have less investment of public finances hence an individual households have to invest hugely on sanitation services.

16. With next slide, inform participants that while discussing about the sanitation service chain, the person him/herself is a relevant stakeholder. And equity is only achievable when we have engaged the relevant stakeholder which is missing while discussing about the entire sanitation service chain (slide 19).

17. While discussing about equity, ask participants if we are being fair to the sanitation service providers, are we fair with the social perspective that these workers are seen through (slide 20)?

18. With next slide of result, inform participants that sanitation workers takes these kind of life threatening risk for us but we are not able to provide them a neutral perspective, and ask if it is equitable (slide 21)?

19. With next slide on 'problems and issues', present the categorized issues related to equity as a whole (slide 22).
20. Inform participants that now they are going for a group work.
21. Inform participants that they will be divided into 4 groups and each group will be assigned with an issue and the groups are to come up with the solution to overcome such issues.
22. Now, divide participants into 4 groups and assign each group a topic and ask to discuss and note the answers in meta-cards.
23. Provide 5 minutes time for the group work and after the allocated time ask participants to present their ideas.
24. Once all groups have presented their ideas, present slide 23 on the solution and add on further if necessary.
25. Further, present slides 24 to 31 as an example of the solutions that they were discussing for the equitable sanitation services as follow.
26. Inform participants that these issues can be resolved starting from mainstreaming GESI across the sanitation service chain in relevant policies, guidelines, laws, and regulations (slide 23).
27. Further present the slides of public toilet and explain that this kind of service provision with user friendliness could support for the accessibility (slide 24).
28. With next slide on social inclusion, add information that social inclusion is not about gender, but it is about individuals and groups who are disadvantaged or excluded because of their identity and these kinds of measures could be used for user friendly facilities for social inclusion (slide 25).
29. Inform participants that ramp for a wheelchair user, separate toilet for transgender is some of the examples for social inclusion (slide 25).
30. Further explain that to make such facilities equitable through GESI perspective one need to analyse the situation and should have positive attitude and strong will-power (slide 25).
31. Inform participants that to make such equitable services- a sustainable one, there should be a strong participation of the community with social mobilization. As technical solutions only cannot make the services sustainable, participation of the whole community is required (slide 26).
32. Present some of the examples of good initiations with the slide 27.
33. Further add on with another slide of use of public fund, inform participants that the funds should be distributed equally with subsidy to the needed one (slide 28).

34. Other measures for equitable services is engagement of relevant stakeholders as discussed in the intro activity along with gender intentional representation in decision making process (slide 29).
35. Inform participants that while discussing about the equitable services, one of the factor that needs to be considered is equal wages to make and female for same work (slide 30)
36. Next measure for equitable services is changing our lens or perspective towards the sanitation workers and should use a neutral perspective towards the sanitation workers (slide 31).

Video and Discussions

10 minutes

1. Inform participants that they are going for an activity where they will get to see a video on '7 myths on sanitation'.
2. Inform participants that after they have seen the video, participants are to discuss what points/ measures were discussed in the video from equity perspective.
3. Present the video and after the video ask participants to discuss about the measures to incorporate equity discussed in the video in the groups they are in.
4. Provide 5 minutes for the discussion and after the time, ask groups to point out the measures discussed in the video and add on if necessary. (Refer to the end of the lesson plan for reference)

Optional - Group Work

10 minutes

1. Inform participants that they are going for a quick activity where they will be provided a case scenario and participants are to discuss measures to make the services equitable.
2. Inform participants that they will be doing this in group.
3. As per their sitting arrangement, divide participants into groups.
4. In their groups, ask participants to discuss and list the major point of concern through the equity lens and measures to make them equitable.
5. Provide 10 minutes time for the discussion and after the time ask a representative from each group to present their discussion point and ask other groups to add on without repetition.

Reflections on Lesson

Possible answers for the equity measures in video

1. Sanitation is about the whole sanitation service chain rather than toilet only and all components of SSC should be made accessible to all
2. Low-income community does not demand for improvement in sanitation where it is deficient or absent
   a. Have a latent demand
   b. Particularly because of the belief of unable to affect for change
3. Poor people are not willing to pay for services
   c. They are willing and they are paying
   d. Getting substandard services
   e. Resort to unregulated private services
   f. While richer areas have subsidized or free services
4. Public funds are to be used more strategically and commercial financing
5. Combined sanitation technologies are resilient to external shocks
6. Locally relevant and innovative solutions along SSC that put customers first and focus as much as service management as much as to technology

Case Scenario

A Municipality was declared ODF in 2019 but has 85% unsafe sanitation service. Municipality have only 25 % core city area and remaining 75% is scattered area and community of those scattered community are dependent on agriculture. In the scattered area of municipality, most of the HHs toilet are with single pit but is never emptied. Also, with their own local idea they have connected the pit pipe in the river and stream. Only few HHs from the peri-urban area have practice of emptying toilet sludge by desludgers. Municipality have plan and allocated budget to construct FSTP to manage fecal sludge of the municipality. For that purpose municipality have formed the municipality level committee with 11 members for managing the fecal sludge of municipality. In that committee women represents only 5 % and most the committee male members are from the core city area and most of them have own business of hotel, mall and/or private clinic.

Possible answer:
Upgrade mechanism of containment
Committee representation

Lesson Plan 4
CWIS Service Outcome: Safety

1 hr 30 minutes

Learning Outcomes

At the end of this session participants will be able to:
1. Discuss the CWIS service outcome 'safety' along with issues related to safety
2. Explain Measures to attain safety

Materials

- Flip chart paper
- Marker

Preparation

- Review slides and make necessary changes as per the context
- Review slide notes for information on slides

Introduction

5 minutes

1. Present a video which describes on safety concern after the installation of a septic tank.
2. After the video, take 2 to 3 responses from participants on the video as a key takeaway from the video.
3. After the responses from participants, inform participants that installation of a system or a technology itself is not enough for the safety measures but should take other necessary measures to ensure the safety.
4. Further inform participants that they will be discussing more on the safety components of the CWIS framework as the major outcome of CWIS application is the safety of the public health (slide 3).
5. Present learning outcome and presentation outline of the session (slide 4 and 5).

Safety- Concept and Issues Related to Safety

15 minutes

1. Present slide on CWIS framework and inform participants that they are discussing on second component of CWIS framework (slide 6).

2. Present slide on safety and discuss the points in slide (slide 7).
3. With next slide on 'safety questions' inform participants that there are some of the key issues related to safety while discussing about the service provision throughout SSC (slide 10).
4. While collecting responses from participants, ask participants to go through each component of SSC, starting from user interface/ toilet.
5. Collect response and present the points/ questions relating to the user interface.
6. Similarly, collect a response or two on containment and inform about the safety related issues related to containment like what if the containment is not properly constructed as per the guideline, environmental and health impact due to it.
7. Similarly, ask for the responses related to desludging and transportation and present the points in slide.
8. Ask participants if there are any safety questions related to treatment and discuss and present the questions on standards and certification for the output from the treatment facilities as well as for the safe disposal and/ or reuse.
9. Inform participants that the questions thus discussed focus on the safety in terms of public health, environment, financial invest and occupational health and safety for sanitation workers (slide 11).

Public Health and Safety, Environmental Safety, and Financial Safety

25 minutes

1. Present slide on SFD and explain red arrow in the diagram indicates high health risk so our aim is to attain green arrow to ensure entire safety of the city and nation (slide 12).
2. Link slide of public health safety with the sanitation hazards, hazardous events, and its impacts as the outcome of the red arrow in SFD and explain in detail relating to the diagram presented in the slide (slide 13).
3. In Public health and safety link it with improvement in sanitation systems to reduce adverse health impacts explain on measures to ensure public health.
4. Further explain on the impacts that are seen in the public health with the slide with newspaper cuts (slide 14).
5. Ask with a participant or two what could be the measures for public health and safety (slide 15).

6. After the response from participants, present the slide and discuss as appropriate (slide 15).
7. Similarly, present the slide with environmental issues hindering safety (slide 16).
8. Again, ask with participants for a response or two on the measures for environmental safety (slide 17).
9. Linking with the response from participants, present the slide and discuss (slide 17).
10. Further, present the slide with financial issues hindering safety with the slide and explain about the financial insecurity, public health burden and less attraction of different actors to invest in sanitation and link technology failure because of improper financial planning (slide 18).
11. For the measures of financial safety also explain as per slide linking with CWIS how financial safety helps to ensure CWIS (slide 19).
12. Present an example of proper financial planning and proper implementation improves safe sanitation and helps generate business (slide 19).
13. Conclude with unless public health and safety, environmental and financial safety cannot be ensured safety cannot be achieved, hence the measure for ensuring these all safety should be ensured.

Occupational Health and Safety

30 minutes

1. Inform participants that one of the safety concern that needs to be focused is the health of sanitation workers and inform that they will be discussing more on the occupational health and safety.
2. Present video on Occupational health and safety of de-sludgers (slide 20).
3. Explain on health and safety issues as per mentioned in slide, if needed note the points in a newsprint paper with discussion with participants (slide 20).
4. Present animated video on OHS of de-sludgers explaining about the scenario for de-sludgers and ideal case that should be through animated video (slide 22).
5. Explain measures to be considered for safety as per slide like wearing of PPE, immunization, training programs, Health/medical and life insurance (slide 23).

6. Also mention that to ensure OHS there should be operational monitoring plan and key corrective actions as mentioned in slides (slide 24 and 25).
7. Present video of SWM workers and following slide as an example of the mitigation measure for the OHS for sanitation workers (slide 26 and 27).
8. If required to clarify more on the mitigation measure, play the video on following slide of the same solution of WASH facility centre (slide 28).

TN: As per the interest of time, following group activity is to be carried

Group Activity

1. Inform participants that they are going for a group work. For this, participants will be provided a case and will be divided into 4 groups (slide 29).
2. Each group will be assigned with a topic of safety and as per the case, participants are to discuss and note the action points to be carried out to ensure safety.
3. Divide the participants into 4 groups and allocate each group with four topics
   a. Public Health and Safety
   b. Environmental Safety
   c. Financial Safety
   d. Occupational Health and Safety
4. Provide a FSM scenario with partial operation include in the scenario so that all 4 aspects of safety needs could be discussed and solutions could be provided to each group.
5. Provide 2 minutes time to go through the case and 5 minutes time for the activity and provide newsprint paper.
6. After the allocated time, collect the responses and discuss briefly on the noted point the facilitator him/herself.
   a. Public Health and Safety:
      i. upgrade or improvement on sanitation systems to ensure safety
      ii. develop different regulations
      iii. regular monitoring and inspections
   b. Environmental safety:
      i. Prevent the leakage of raw sewage with choice of appropriate technology

        ii.   Minimize potential contamination of water resources
    c. Financial safety:
        i.   Establish institutional capacity
        ii.   Develop regulation
        iii. Address critical regulatory needs
    d. Occupational Health and Safety:
        i.   Proper use of PPE
        ii.   Health insurance, regular check-up and immunization
        iii. Regular training and capacity development programs
        iv. Proper monitoring

7. After the presentation and discussion on group work, present the slide on key messages (slide 31).
8. Thanking all the participants, wrap up the session.

Reflections on Lesson

Case Scenario

An FSTP is established at an outskirt of a city. It was initiated with the effort of the local governance and an NGO active in the sector. Total cost of NRS. 10 million was spent for the installation of FSTP. The FSTP was a nature-based technology with planted sludge drying bed and bio-gas digester. After the installation of FSTP, the desludging tankers within the area were called and informed about the FSTP and were requested to use the same for the disposal of FS. The desludging tankers were happy about the news, and they invested more on desludging trucks and started to bring the sludge to the FSTP. However, after a year, the FSTP is operating partially only and the effluent from the FSTP is not what it used to be with foul smell and black in color. So, the de-sludgers are not sure where to take the sludge anymore so are dumping it as earlier practice, into the river, into the sewer line and in the open spaces or fields as per their discussion with the farmers. With this outcome, de-sludgers are no more interested in the sector and are practicing it with minimal or no less safety gears.

Lesson Plan 5
CWIS Service Outcome: Sustainability

1 hr 30 minutes

Learning Outcomes

At the end of this session participants will be able to:
1. Explain the reasons behind failure of sanitation service providing provision.
2. Discuss strategies to make sanitation services more sustainable.

Materials

- Newsprint paper
- Marker
- Meta-cards

Preparation

- Review slides and make necessary changes as per the context
- Review slide notes for information on slides
- Prepare meta-cards with the topics for group work

Introduction

5 minutes

1. Present the picture of the car to participants and ask them if they want to use the car and over time if they want to gift it to their children, probably you should maintain it overtime (slide 2).
2. Ask participants, what activities do you need to do over this time.
3. Collect participants ideas and linking it with sanitation services, inform participants Just like with the vehicle, if we want to use our sanitation services/infrastructures overtime, we need to do some specific activities as well. Hence, we are going to discuss about sustainability of sanitation services in this session.
4. Present the training structure slide and inform participants that now participants will be discussing on the sustainability session (slide 3).
5. Present learning outcome and presentation outline of the session (slide 4 & 5).

Sustainability

1. With the picture of poor state of toilet, ask participants if they want to use the toilet (slide 6). P/A: No
2. Ask why they don't want to use the sanitation services.
3. Linking with Intro. section, inform participants that we want to use a car for long time, but we don't want to use this toilet anymore.
4. Inform participants, though we spent thousands and thousands of money to construct a sanitation facility, the facilities turn to these condition over very short period of time and present more pictures with following slides as a condition of sanitation services (slide 7 & 8).
5. Now ask participants what are the reasons behind the failure of sanitation services (slide 9)?
6. Ask to participants to write 2 reasons in 2 different meta cards while providing the meta-cards to the participants (slide 9).
7. Provide 2 to 3 minutes to write their ideas and collect the responses and once you have the meta-cards, categorize the reasons under the components of CWIS framework (except sustainability).
8. Inform participants to make the sanitation services sustainable, all other components of CWIS frameworks support or plays a crucial role.

TN: if needed, discuss the point with participants before categorizing it under the CWIS framework. Ignore the repeated points.

9. After the discussion on the reasons for unsustainable sanitation services, present the slide on sustainability and ask participants if they had considered all the points for sustainability (slide 10).
10. Ask participants if they had thought about the reliable and continuous use of sanitation facilities and the effective management of different resources like human, financial and natural resources or not.
11. Inform participants these points should be always considered while drawing the interventions for sustainability.
12. Now, inform participants that they are going for a group work. For this, inform participants that they will be divided into 5 groups as per the categorization and each group will get the points from each of the component of CWIS framework (slide 11).

13. In their groups, participants are to come up with the ideas or possible interventions to avoid the reasons for failure or, just to make the sanitation services sustainable from the user as well as service provider perspective.
14. Divide participants into 5 groups and provide the meta-cards with one component to each group and ask to discuss their ideas and newsprint paper to note their group work.
15. Provide 5 minutes time for the activity and after the time, ask participants to stop and ask a group with equitable sanitation services to present their ideas.
16. Once the groups have presented the idea, ask other groups to add on (if they have any other ideas).
17. Once all have added their ideas, summarize the points with the slide on same topic (slide 12).
18. Now, repeat the process with other groups as per the presentation slides, that is, in following order:
    a. Equitable Sanitation Service (slide 12)
    b. Safe Sanitation Service (slide 13)
    c. Responsible Stakeholders (slide 14)
    d. Accountable Stakeholders (slide 15)
    e. Proper Resource Planning and Management (slide 16)
19. Once, all groups have presented and all points are summarized, present the slide on 'key messages' and conclude the session (slide 17).

Reflections on Lesson

Lesson Plan 6
Responsibility and Accountability 1 hr 30 minutes

Learning Outcomes

At the end of this session participants will be able to:

1. Describe on the CWIS system function 'Responsibility' and 'Accountability' along the sanitation service chain
2. Identify key stakeholders for the 'Responsibility' and 'Accountability' in participants' context
3. Explain the roles and responsibilities for delivery of sanitation services

Materials

- Flip chart paper
- Marker
- Financial flow- flexes

Preparation

- Review slides and make necessary changes as per the context
- Review slide notes for information on slides

Introduction
10 minutes

1. With the slide of before starting (slide 2), ask following questions to participants and take responses from 2 participants (at max.) for each question,
   a. Have you ever faced the clogging of your toilet at your home and did you know the reason behind that?
   b. When your toilet (in your house) is clogged, what do you do? Why?
   c. When a man-hole or a drain is clogged, what do you do? Why?
2. Relating to the responses from the participants, explain responsible entity for the action according to the service is different as for example, when the toilet in your house is clogged, it is your responsibility.

But when a drain or sewer is clogged, the responsible entity is the local governance and will act upon similarly by placing a call/ complain etc.

3. Ask participants, what if the responsible entity does not respond?

4. Link the responses to accountability as due to lack of accountability they might not have respond and as they do not get the desired incentives (positive or negative) they might not feel accountable for their action or toward their responsibility. Thus, participants will be discussing on responsibility and accountability in detail during the session.

5. Present training structure, learning outcome and presentation outline of the session (slide 3, 4 and 5).

Responsibility

35 minutes

1. Present slide 6, inform that they have discussed so far on CWIS service outcome that needs to be equitable, safe and sustainable.

2. Thus, now will be discussing on system function or what needs to be done to meet the outcome starting from responsibility and accountability (slide 7).

3. Further in the same slide 7, inform participants that they will be discussing the responsibility and accountability of relevant stakeholders including the requirement for making policy, institutional set ups and regulations.

4. Present slide 8 and 10, present and discuss as per the information on the slide on responsibility.

TN: You may use slide 9 to describe on the point 'mandate is explicitly pro-poor, gender intentional and inclusive of other vulnerable groups or status' from slide 8.

5. After presenting the slide on responsibility, inform participants that it is mandatory to discuss on responsibility as lack of clarity in responsibilities might lead to various consequences and present slide with same topic (slide 11).

6. Refer to the slide note of slide 11, while discussing the points on the slide.

7. After discussing about clear responsibility, present the slide on responsibility though-out sanitation service chain and ask participants the question on the slide (slide 12).

8. Collect responses from participants and present slide 13 as an answer to the question. Make sure to present all the information presented in slide notes while presenting the slide.

9. After the discussion on slide 13, present slide 14 and discuss further how the local government or the national government is ultimately responsible for the service provision though-out the SSC.

10. Further present an example while discussing on the slide as follow:

It is the responsibility of an individual or HH to construct and use toilet and empty the septic tank once it is full but what if one does not fulfill their responsibility due to various reason. Further add on information that in such cases, it is the responsibility of the community to fulfill such responsibility. In case, the community is unable to fulfill such responsibility, as it is the responsibility of the LG to provide safe sanitation and environment to all the citizen, the responsibility comes to the LG. Hence, the whole government (different level) is responsible for the service provision.

11. Present slide 15 and discuss the example as per the information on slide 15.

12. Present slide 16 as an example of responsibility and present as per the slide note.

13. Conclude the role and responsibility of the LG with slide 17 as presented in the IRF-FSM.

TN: You may use slide 18 as reference to describe slide 17.

14. Inform participants that while discussing about the role and responsibility on the same chart, there is the role assigned to private sectors and entrepreneurs as well (slide 19).

15. Further discuss on the engagement of user committees and private sector for the service provision throughout the sanitation service chain.

16. Present slide 20 and 21 for an example of private sector engagement and details on private sector role and importance for their engagement.

17. Present an example of institutional arrangements in Maputo, Mozambique and explain how services are being delivered with no utility involved and municipal council playing pivotal role (slide 22).

Accountability

45 minutes

1. After the discussion, inform participants that these are the responsibility of service providers from the individual level to private sector to the public or LG level.

2. Now ask participants, but what if one does not fulfil their responsibility or how can one make sure if they have fulfilled their responsibility or not.
3. Collect a response or two from participants and link the responses as it should be monitored in regular term and should be recorded, which is defined as accountability.
4. Now present slide on CWIS framework and inform participants that they are now going to discuss on accountability (slide 24).
5. Present the slide on accountability and accountability defined in CWIS with slide 25 and 26.
6. Further inform participants that while discussing about responsibility and accountability which seems similar but are different and discuss further with slide 27.
7. Present slide 28 as an example of the accountable entity with slide 28.
8. Present slide 29 and inform participants that they are going for a group activity. For this, participants will be divided into 4 groups and they will get 10 minutes for the activity.
9. With slide 30, explain what groups are expected to do. Inform participants that they are to discuss in their group and note the responsible and accountable entities for the service provision throughout SSC in their context.

TN: Participants may take reference of 1 municipality or area for the group work, if they are from different localities.

10. After the allocated time, ask groups to present their discussion and discuss as required.
11. After the presentation from all groups, present slide 31 and inform that 'Responsibility', 'Accountability' and 'Resource Planning and Management' are interrelated to each other and ask how.
12. Collect few responses from participants and present slide 32 and slide 33 on same topic and discuss.
13. Inform participants as they have now discussed on responsibility and accountability, further in next session they will be discussing on resource planning and management.
14. Present slide 34, key messages from the session and wrap up the session.

Reflections on Lesson

Lesson Plan 7
Resource Planning and Management 1 hr 30 minutes

Learning Outcomes

At the end of this session participants will be able to:
1. Explain resource planning and management along with CWIS financial framework
2. Analyze the financial flows of municipality and identify the gaps

Materials

- Flip chart paper
- Marker
- Financial flow- flexes

Preparation

- Review slides and make necessary changes as per the context
- Review slide notes for information on slides
- Paste newsprint paper in financial flows flex for group activity

Introduction 5 minutes

1. Present slide 2 and 3 and explain that to attain the CWIS service outcome one of the core system functions is Resource planning and management. Hence, they will be discussing it in detail during the session.
2. Present training structure, learning outcome and presentation outline of the session (slide 4 to 6).

Resource Planning and Management (RPM) 85 minutes

1. Present slide on RPM and discuss the information shared on the slide.
   TN: Trainer may add information from slide 8, while discuss on the RPM slide (slide 7).
2. Present RPM questions slide to participants and inform that while discussing about the RPM one should ensure if these questions are considered or not.
3. As per the slide note, inform participants that if the answer to anyone of the questions is "no" the there might be a huge

question on achieving the CWIS service outcome of equity, safety and sustainability (slide 9).

4. Inform participants that to address the issues, one should develop a financing framework based upon the assessment and diagnostic, service area strategies and expected outcomes (slide 10).

5. Further present slide on components of CWIS financing framework and discuss information from the slide (slide 11).

6. Present slide financial flows: SSC and discuss as the scope of financial transaction throughout the SSC (slide 12).

7. Present the slide of financial flows for Kampala City as an example and discuss on the major source of funding, implementers and projects or the budget head that the expenses are covered under.

TN: If possible, prepare a slide on financial flows of a local context and present it to participants before the group work.

8. With next slide, inform participants that they are going for a group work and for this participants will be divided into 3 to 4 groups and 10 minutes time will be provided for the activity along with the flex with newsprint paper for the activity.

9. Present next slide and inform that participants are to draw a financial flows for a particular municipality that they are engaged in.

10. Participants may take a reference of any municipality if they are from different ones.

11. Divide participants into 3/ 4 groups and provide the flex of financial flows.

12. After the allocated time, ask participants to present their group work.

13. Once all groups have presented present next slide on 'Institutional and government framework for SSC' and discuss as per the slide note (slide 18).

14. Again in their group ask participants to work for service provision and financing through-out the SSC.

15. After the allocated time, present next slide on 'Gaps' and present as per the information on the slide note.

16. Ask participants to go through their group work and find out the key gaps in the SSC.

17. Now ask groups to present their discussion and after the discussion present slides on common gaps and issues and wrap up the session with key message.

Reflections on Lesson

Lesson Plan 8
Legal and Institutional Framework

🕐 **1 hr 30 minutes**

Learning Outcomes

At the end of this session participants will be able to:

1. Summarize the importance of institutional and legal framework for FSM
2. Define FSM policy framework, regulations and institutional arrangements in the context of Nepal
3. List out SDG indicators on sanitation and the relevance of FSM in the total sanitation guideline

Materials

- Flip chart paper
- Marker

Preparation

- Review slides and make necessary changes as per the context
- Review slide notes for information on slides

Introduction

1. Presenting the picture of the foundation and pillars of a house, ask following questions to the participants and take 2 to 3 responses for each question.
   a. Importance of such structure for a strong building/ house
   b. What other components need to be added to make it liveable? (P/A: wall, doors and windows, roof, plaster and paint, furniture, etc)
2. Inform participants to make a house liveable, there are different enabling factors like the participants have responded like, roof, color of house, furniture, doors and windows and etc.
3. Similarly, to work on any given/ specific topic, FSM for instance, we need a base or foundation as well as an enabling factors/ environment for the implementation of the same. Hence, we are discussing on the enabling environment required for the implementation of CWIS focusing on FSM.
4. Present the training structure, learning outcomes of the session along with the presentation outline.

Enabling Environment

1. With the slide of enabling environment, present the concept of it and the basic components/ conditions required as an enabling environment for implementation (slide 7).
2. Inform participants that we are further discussing on the importance of legal framework and institutional arrangements as an enabling environment for FSM (slide 7).
3. Present next slide of importance of FSM policy framework and institutional arrangement and discuss as appropriate (slide 8).

TN: Present the figure as an example for the institutional arrangements for SSC. As illustrated in figure, there may be various stakeholders responsible for each component of SSC, starting from a different stakeholder for each of the component or simply, it can be merged with any other component. As you increase from 1 to 9 you see less stakeholders, indicating less complexity but will have more flexibility (slide 9).

4. While discussing about the enabling environment, ask participants what is the base for enabling environment related to sanitation?
5. Present next slide of constitutional provisions in Nepal and inform that the Government of Nepal have clearly mentioned in the constitution as a fundamental right to live in clean and healthy environment, which is a base for enabling environment for any activity related to sanitation (slide 10).
6. Presenting the slide of SDG indicators and targets, inform participants that these targets are some of the other base for the provision of enabling environment (slide 11).
7. Inform participants the management of FS is clearly mentioned in FSM in total sanitation guideline as another foundation for FSM implementation (slide 12).
8. Further with the slide of legal provision on water and sanitation, inform participants that there are various documents available with various mandates for FSM and inform that they will be discussing on some of the details on few documents (slide 13).

TN: Make sure to present that the zest of the slide, that is, there are 17 policy documents and 11 legal documents related to Water and sanitation. Do not read all the list of the documents.

9. With the slides of policy and legal documents, inform participants that there are few provisions for FSM and present the highlighted points of the slide (slide 14 to 17).

10. With the slide of analysis through CWIS lens, inform participants while discussing about the FSM through CWIS lens, ask participants what they found.
11. Collect 2 to 3 responses at max. and present the slides with same topic with the points mentioned and points that are missed in the documents (slide 18 to 20).

TN: The points in red font are the gaps analyzed through the documents and the points need to be addressed for the CWIS implementation.

12. Presenting the slide of FSM institutional and regulatory framework, inform participants that one of the documents that is focused on the FSM institutional and regulatory framework (slide 21).
13. Explain the main objectives of the FSM IRF as presented in the slide note (slide 21).
14. Presenting the slide of role and responsibility, inform as per the slide note as well as add on information that the slide also focus on shared responsibility among the stakeholder (slide 22).
15. Present an example of policy making how almost all stakeholders are responsible for it and this defines that they need to coordinated with each other and have role or their responsibility for/ while making the policy .
16. Summarize the role of local government with the next slides (slide 24 and 25).
17. Inform participants that based on the roles and responsibilities in FSM IRF and provisions in Local Governance Operation Act (स्थानिय सरकार संचालन ऐन, २०७४), the local governance have authority to formulate act, policy and by-laws.
18. Based on such authorities, some of the LG (municipalities have formulated FSM polices and present the slides- Municipal FSM policies and by-laws in Nepal as some of the examples and discuss as per the slide note (slide 26 to 28).
19. Presenting the slide on commitment, inform participants that the implementation of FSM and CWIS, it need commitment from high level and these are some of the examples of it (slide 29).
20. Present the concluding slide- key messages slide and reference slide and wrap up the session (slide 31).

Reflections on Lesson

Lesson Plan 9
Urban Sanitation Options

1 hr 30 minutes

Learning Outcomes

At the end of this session participants will be able to:

1. Interpret various technologies throughout sanitation service chain
2. Summarize the transformative technologies for the FS treatment
3. Explain urban sanitation technologies through CWIS approach

Materials

- Newsprint paper
- Marker

Preparation

- Review slides and make necessary changes as per the context
- Review slide notes for information on slides
- Prepare videos

Introduction

10 minutes

1. Inform participants that they are going for a small video.
2. Present the video to the participants and ask their thoughts on the video.
3. Collect 2 to 3 responses from the participants and inform them that as shown in the video and as per their discussion in earlier session, participants will be discussing more on the technologies for urban sanitation.
4. Further inform participants that as mentioned in the video, feacal sludge management is not only about the treatment but considers all about the sanitation service chain and will be discussing it throughout the session while also considering the CWIS perspective in each component of sanitation service chain.
5. Present training structure, learning outcome and presentation outline of the session.

Sanitation Service Chain

1. Inform participants that before starting the technologies, one should be aware about the Sanitation Service Chain (SSC) and present the slide and discuss it with 5 components of SSC.
   a. User interface
   b. Containment
   c. Emptying and transportation (Desludging and transportation)
   d. Treatment
   e. Re-use or safe disposal
2. To this, add on about the two types of Sanitation System (SS) through the same slide.
3. Presenting next 2 slides, describe non-sewered (on-site) sanitation system and sewered (off-site) sanitation system.
4. Inform participants that both systems have their own applicability and advantages and limitations.
5. Ask participants to think about the applicability of SS.
6. Provide a minute time to think on sewered sanitation system and ask participants to share their thoughts
7. Take 3 to 4 points from participants and present the points of sewered sanitation
8. Similarly, ask participants to share their thoughts on non-sewered sanitation
9. Take 3 to 4 points from participants and present the points of sewered sanitation
10. Similarly, present the advantages and limitations of SS and NSS to participants with the slide.
11. Explain participants that they are going to discuss in each component of sanitation system, starting from user interface or latrine/ toilet.
12. With the slide on hygienic latrine, explain what a hygienic latrine is, along with the three main criteria for a hygienic latrine.
13. Emphasize and clear the idea on criteria with the following slides of 'sealing the passage' and 'venting odour' slides.
14. Now, present the slide of 'Hygienic latrine through CWIS'.
15. Proceed with the slide on containment as the second component of SSC.
16. With the slide of pit containment, explain on concept and types of single pit and double pit.

17. To the types of containment, introduce the concept of septic tank system with septic tank and soak pit for system for disposal of effluent and with the following slide inform about the status of containment in Nepal.
18. With the slide of 'size of containment-case of Nepal' explain how the general understanding of size of septic tank is opposite to the ideal condition. The ideal condition being 3 cubic meter for 10 users, the graph at the right shows ideal condition. However, the practice is opposite of the ideal one.
19. Present a short video on standard septic tank to clarify the idea of septic tank and further discuss on it the slides of 'importance of proper inlet and outlet in septic tank.
20. With next slide, inform participants that they are going for group activity. For this participants will be divided into 6 groups as per the components of CWIS framework.
21. Further inform participants that in their groups participants are to list the activities or measures to make the containment equitable or safe or sustainable or what should be done to bring such output from responsibility or accountability or resource planning and management perspective.
22. Divide participants into 6 groups and assign each group a component and ask to start their work at once.
23. Provide a meta-card to note the points and two minutes time for the activity and after the time ask any two groups to state their group discussion.
24. Collect the meta-cards and ask a colleague to paste the meta-cards at the top of the containment component of SSC and meta-cards with system functions at the bottom of it.
26. 25. Now repeat the whole process of discussion and group work through CWIS perspective on rest of the components of SSC.
27. After the slide on CWIS perspective on reuse/ safe disposal, present the slide on CWIS perspective on SSC and discuss that CWIS lens should be applied while delivering such services.
28. Inform participants that the CWIS perspective could be and should be used in other sector as well. For example: Solid waste management and wrap up the session with reference slides.

Reflections on Lesson

Lesson Plan 10
Monitoring and IMIS

Learning Outcomes

At the end of this session participants will be able to:

1. Discuss the importance of monitoring for CWIS implementation
2. Introduce 'Integrated Municipal Information System', a data-driven and interoperable system
3. Introduce 'Shit Flow Diagram' and 'City Service Delivery Assessment' as a sanitation tools for the sanitation situation analysis

Materials

- Newsprint paper
- Marker

Preparation

- Review slides and make necessary changes as per the context
- Review slide notes for information on slides
- Newsprint paper
- Markers
- Prepare and coordinate for field visit (Check the list at the end of the lesson plan)

Introduction

5 minutes

1. Presenting the slide of CWIS framework, inform participants that now they have gained idea on all components of CWIS framework, they are going to discuss on monitoring activities through CWIS perspective.
2. Further inform participants, as a responsible authority, it is one of the major concerns to ensure if CWIS is being implemented and for the same, it should be monitored at different phases of implementation and hence will be discussing more on it through the session.
3. Present training structure, learning outcome and presentation outline of the session (slide 4,5 and 6).

Monitoring

1. Present the slide on monitoring and present the point on monitoring (slide 7).
2. Ask participants why one needs to do monitoring (slide 8).
3. Collect responses from participants and note it down on a white board or newsprint paper.

TN: Collect at least a point from a table and note it down

4. Linking to the responses from the participants, present next slide on 'Why monitoring', and inform participants that one of the core importance of conducting monitoring is for accountability and learning and discuss on next point as a reference for the first one (slide 8).
5. With next slide on same topic, present further on the importance of monitoring (slide 9).
6. Further, present the slide 'monitoring- when' and discuss on the points on the slide (slide 10).
7. After discussion on slide 10, inform participants that for these all, monitoring activities data and information seems crucial.
8. With next slide ask participants on the significance of data and information for monitoring and collect responses (slide 11).
9. To this again, ask participants if one needs data and information on sanitation, where can he/she find it (slide 11). Expected answer: sanitation data are fragmented in different sector like water, health, agriculture and etc.
10. Collect responses from participants and presenting slide 12 to 16, discuss the importance of data in CWIS.
11. While presenting slide 16, ask participants following questions:
    a. Accessible- if the required data are easily accessible?
    b. Accuracy - the information correct in every detail?
    c. Completeness - How comprehensive is the information?
    d. Reliability - Does the information contradict other trusted resources?
    e. Relevance - Do you really need this information?
    f. Timeliness - How up- to-date is information, can it be used for real-time reporting?
12. Summarize the importance of data while discussing about data one has to always face following challenges and limitations (discuss briefly):
    a. **Disparate** sources and formats of 'Data'
    b. **Scattered** 'Data' amongst departments

c. Lack of **standard guidelines** for data collection & storage

d. **Democratization of access** is a challenge

TN: Trainer may write the above points on meta-cards and may paste the cards while discussing/ summarizing the points.

13. Inform participants that to overcome or to mitigate such challenges and limitations, one system or platform could be of a great support to compile all data so that it could be easily accessible, that the data are reliable and complete.

14. With next slide on IMIS, inform that it is one of such platform or an example of such system to compile all the data is IMIS and present the information from the slide 17, 18 and 19.

TN: Highlight that here, we are just introducing the IMIS platform to participants rather than discussing it in detail. For more information on IMIS, there will be a detailed training on IMIS itself.

15. Inform participants that IMIS does not only compile the information only but also support in planning, management and for M&E and discuss the points with slide 20, 21 and 22.

16. Add on information that IMIS also support to exchange and make use of information with other tools as well (slide 23).

Sanitation Assessment Tools

30 minutes

1. Discuss with participants that now with a platform as IMIS as a source of data, one can use various other tools to present the data, and/ or analyze the situation for various purposes.

2. Among such tools, inform participants that they will be briefly discussing on 2 of the tools, namely:
    a. Shit Flow Diagram (SFD)
    b. City Service Delivery Assessment (CSDA)

TN: Highlight that here we are just introducing the tools rather than discussing it in detail. For the details on each of the tools, participants may go for a detailed training on same topics.

3. Present slide on 'Shit flow diagram' and inform participants that only having data is not enough but utilizing such information for advocacy to relevant stakeholders, use such data for analyzing the situation and determining interventions for the improvements needs to be done which could be done by some of the sanitation tools.

4. Present information on SFD (slide 25, 26 and 27).

5. Present slide on CSDA and discuss that SFD is an advocacy and prioritization tool but it does not give the whole scenario on why or the reason for the particular situation.
6. Discuss that CSDA is such a tool that assess the reason for the situation for the development of an appropriate intervention while presenting information from slide 28 to 30.
7. Inform participants that hence, monitoring is one of the vital part of a project implementation for the tracking of the situation and updates and present slide on key messages as per the slide note (slide 26) and wrap up the session.

Reflections on Lesson

List of SFDs in Nepal

- Bhaktapur
- Bheemdatt
- Budhanilkantha
- Chandragiri
- Changu Narayan
- Dakshinkali
- Dhulikhel
- Godawari
- Gokarneshwor
- Itahari
- Kageshwori Manohara
- Kathmandu
- Kathmandu Valley

- Kirtipur
- Lahan
- Lalitpur
- Lamaho
- Madhyapur Thimi
- Mahalaxmi
- Nagarjun
- Shankharapur
- Suryabinayak
- Tarkereshwor
- Tikapur
- Tokha
- Waling

Lesson Plan 11
Applying CWIS Lens

🕐 **1 hr 30 minutes**

Learning Outcomes

At the end of this session participants will be able to:
1. Analyse sanitation facility/ facilities through CWIS perspective
2. Describe on the next course of action after the training

Materials

- Newsprint paper
- Marker

Preparation

- Review slides and make necessary changes as per the context
- Review slide notes for information on slides
- Print the reference points on the related sanitation service
- Print the monitoring checklist
- Preparation for field visit

Introduction

🕐 **5 minutes**

1. Ask participants if they gained something from the event/ training.
2. Ask participants what did they learn? *P/A: information on CWIS*
3. Ask participants if they are sure about it. *P/A: yes*
4. Inform participants that they are now going to verify their knowledge on CWIS and will be discussing on the applying CWIS lenses in different activities/ programs.
5. Present learning outcome and presentation outline of the session

Field Visit

🕐 **60 minutes**

1. Inform participants that they will be visiting a sanitation facility and will be analysing the facility through CWIS lens
2. For the visit, inform participants that they will be divided into 6 groups as per the components of CWIS framework and will be provided a monitoring checklist to note the points.

3. Inform participants as they visit the field, participants are to make notes on the measures applied and gaps in particular component assigned to the group.
4. Inform participants that they will get some points as a reference or some points to guide them while visiting the sanitation facility.
5. Further add on that they will get two minutes to go through the reference points.
6. Inform that after the visit, participants will be presenting their findings to the large group.
7. Now divide into 6 groups and assign a topic to each group along with the monitoring checklist and reference points.
8. Ask participants to go through the reference points in their respective groups.
9. Ask participants if they have any confusion and once they are clear on the points, take participants to visit the sanitation facility.

Presenting the Findings

20 minutes

1. After the field visit, inform participants that they are now going to present their findings to the large group.
2. For this, inform participants that they will get 5 minutes for the preparation of the presentation. During the time, groups may note down the major findings in the newsprint paper for presentation.
3. Provide 5 minutes time for the activity.
4. After the allocated time, ask a group to present their findings to the large groups.
5. After the presentation of a group, ask other groups to add on (if they have any) or discuss on any point if needed.
6. Similarly, repeat the process for all groups.

TN: Facilitator may switch to gallery walk instead of presenting by each group, by setting up stations at 6 different places of hall and allocate 2 to 3 minutes time to each group in a station to review the points and add on if necessary. Repeat the process till all groups get chance to see other groups work and see if they have any points added in their own group work.

Next Course of Action (CWIS)

1. After the group activity, ask participants, what their plan of CWIS application is after they return from the event.
2. Collect responses from the participants.
3. Linking to their responses, ask participants to discuss in their groups what could be their actions to implement CWIS in their municipalities.
4. Ask group to share their ideas and other groups to add on further missing point.
5. Inform participants that as a committed organization in sanitation, we can support for capacity building in different sanitation related topics like design of FSTP, mason training, CWIS orientation, CWIS training etc.

Reflections on Lesson

List of preparation for Field Visit

1. List out the potential stakeholders for the field visit and communicate for necessary preparation. Invite the stakeholder for the closing session.
2. Make sure that a responsible person is available during the visit for interaction.
3. Prepare necessary logistics (transportation, food, hygiene kit, first-aid medical kit., camera, etc.).
4. If the field visit is carried out in the morning, make sure to plan for the breakfast and other breaks as per the situation and condition. Ex. Breakfast can be served after the field visit and then the participants/ groups go for the group work in training hall.
5. If possible, at the closing session, handover the listed recommendations to the relevant stakeholders.

Sanitation Facility: FSTP/ DEWATS

Equity
- Desludging from which location
- Staffs engaged- male or female, people with disability, marginalized community
- Minimum salary
- Provision of working hour of staff/s
- Training to the staff
- Provision for WASH facilities to the staff
- Availability of project information billboard at site

Safety
- Provision for safely managed liquid waste (wastewater and effluent)
- Vehicle used for the transportation (if it is safe or not)
- Provision of water quality testing in the catchment area/yearly
- Provision of PPE for staffs/yearly
- Availability OHS guideline for operation and maintenance
- Incidence (per 1000) of faecal oral pathway disease
- Standard or guidelines for operation and maintenance
- Leakages- Foul smell,
- Complain from surrounding
- Availability of toilet for the staffs and visitors
- Safety of the staff
- Access to WASH facilities

Sustainability
- Availability of maintenance fund
- Availability of operation and maintenance plan/Business plan
- Yearly operation and maintenance cost for facility
- Yearly budget for trained human resource for operation and maintenance for the facility
- Availability of operation and maintenance plan/Business plan
- Yearly revenue generation through resource recovery
- No. of staffs and expense for staffs and others operational cost
- Yearly expenses for operation and maintenance

Responsibility
- Availability of private sector/committee for operation and maintenance of facility
- Clearly defined responsibility of stakeholders (private sector/ committee/

municipality) for the proper operation and maintenance
- Yearly operation and maintenance cost for facility (either through revenue generation or budget allocated from the local governance)
- Enough staffs for the proper operation and maintenance of the facility
- Availability of operation and maintenance plan/Business plan

Accountability
- Provision of performance monitoring /yearly for the facility
- Managed data of the performance monitoring
- Provision of reporting the findings from performance monitoring
- Provision of implying the recommendations and reporting in transparent way
- Provision of reward/ punishment as per the data of performance monitoring Mechanism of social and public audit of facility/yearly
- Provision of enough number of capable human resources for the monitoring

Resource Planning and Management
- Training and capacity development of the staffs
- Operation and maintenance cost
- Budget allocation is based on the responsibility/ mandate
- Strageties for the service area including business plan
- Decision making process for budget allocation is transparent and inclusive (social audit)
- Cost benefit analysis of the services is carried out (study report)
- Availability of detail project information board with budget is installed
- Yearly budget for trained human resource for operation and maintenance for the facility
- Availability of resources allocated as per the business plan

Sanitation Facility: Public Toilet/ Institutional Toilet

Equity
- Percentage of Low Income Community population with access to this facility
- Percentage of subsidy for low income communities on this facility
- Annual investment from municipality on this facility and total annual municipal budget including the heading on
- Percentage of women, people with disabilities, marginalized community in users committee with key position formed while constructing, and operating the facility
- Percentage of staffs from women and marginalized community to manage the facility
- Provision of wages of staffs for male and female
- Provision of working hours and holidays of staffs for male and female
- Provision of Insurance/health treatment mechanism for staffs
- Provision of training for staffs
- Provision of PPE for staffs/year
- Provision of drinking water /hand washing facility /soap/toilet at the facility for the staffs and users
- User friendly facility (Privacy, light, technology used and etc.)
- Availability of users' satisfaction measuring/complain mechanism
- Availability of signal/signs for clear message (for male, female and others)
- Project detail board availability (social audit perspective for the access of the facility along with catchment area)

Safety
- Provision for safely managed liquid waste (wastewater and effluent)
- Provision of Hand washing facility with water and soap available (for staffs and users)
- Provision for management of solid and liquid waste
- Provision of PPE for staffs/yearly
- Availability OHS guideline for operation and maintenance
- Standard or guidelines for operation and maintenance
- Leakages, Foul smell, not cleaned or dirty
- Complain from surrounding
- Safety of the staff

Sustainability
- Availability of maintenance fund

- Availability of operation and maintenance plan/Business plan
- Yearly operation and maintenance cost for facility
- Yearly budget for trained human resource for operation and maintenance for the facility
- Availability of operation and maintenance plan/Business plan
- Yearly revenue generation through resource recovery
- No. of staffs and expense for staffs and others operational cost
- Yearly expenses for operation and maintenance

Responsibility
- Availability of private sector/ users' committee for operation and maintenance of facility
- Clearly defined responsibility of stakeholders (private sector/ committee/ municipality) for the proper operation and maintenance
- Yearly operation and maintenance cost for facility (either through revenue generation or budget allocated from the local governance)
- Enough staffs for the proper operation and maintenance of the facility
- Availability of operation and maintenance plan/Business plan

Accountability
- Provision of performance monitoring /yearly for the facility
- Managed data of the performance monitoring
- Provision of reporting the findings from performance monitoring
- Provision of implying the recommendations and reporting in transparent way
- Provision of reward/ punishment as per the data of performance monitoring Mechanism of social and public audit of facility/yearly
- Provision of enough number of capable human resources

Resource Planning and Management
- Training and capacity development of the staffs
- Operation and maintenance cost
- Budget allocation is based on the responsibility/ mandate and service area strategies (business plan)
- Decision making process for budget allocation is transparent and inclusive (social audit)
- Cost benefit analysis of the services is carried out (study report)
- Availability of detail project information board with budget is installed
- Yearly budget for trained human resource for operation and maintenance for the facility
- Availability of resources allocated as per the business plan

Sanitation Facility: Drain

Equity
- Percentage of Low Income Community population with access to this facility
- Percentage of subsidy for low income communities on this facility
- Annual investment from municipality on this facility
- Percentage of staffs from women and marginalized community to manage the facility
- Provision of wages of staffs for male and female
- Provision of working hours and holidays of staffs for male and female
- Provision of Insurance/health treatment mechanism for staffs
- Provision of training for staffs
- Provision of PPE for staffs/year
- Provision of drinking water /hand washing facility /soap/toilet at the facility for the staffs

Safety
- Provision of Hand washing facility with water and soap available (for staffs)
- Provision of PPE for staffs/yearly
- Availability OHS guideline for operation and maintenance
- Standard or guidelines for operation and maintenance
- Leakages, Foul smell, infestation of vectors
- Stagnant water
- FS or toilet waste is directly connected
- End point of the drain
- Complain from surrounding

Sustainability
- Availability of maintenance fund
- Availability of operation and maintenance plan
- Yearly operation and maintenance cost for facility
- Yearly budget for trained human resource for operation and maintenance for the facility
- Yearly revenue generation through resource recovery
- No. of staffs and expense for staffs and others operational cost
- Yearly expenses for operation and maintenance

Responsibility
- Availability of private sector/committee for operation and maintenance of facility
- Clearly defined responsibility of stakeholders (private sector/ committee/ municipality) for the proper operation and maintenance
- Yearly operation and maintenance cost for facility (either through revenue generation or budget allocated from the local governance)
- Enough staffs for the proper operation and maintenance of the facility
- Availability of operation and maintenance plan

Accountability
- Provision of performance monitoring /yearly for the facility
- Managed data of the performance monitoring
- Provision of reporting the findings from performance monitoring
- Provision of implying the recommendations and reporting in transparent way
- Provision of reward/ punishment as per the data of performance monitoring Mechanism of social and public audit of facility/yearly
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Resource Planning and Management
- Training and capacity development of the staffs
- Operation and maintenance cost
- Budget allocation is based on the responsibility/ mandate and service area strategies (business plan)
- Decision making process for budget allocation is transparent and inclusive (social audit)
- Cost benefit analysis of the services is carried out (study report)
- Availability of detail project information board with budget is installed
- Yearly budget for trained human resource for operation and maintenance for the facility
- Availability of resources allocated as per the business plan

Sanitation facility Monitoring Checklist: Equity

1. **Team member involved in the team:**

2. **Monitoring site location:** ……………………………………

3. **Municipality, Ward no** ……………………………..……
   ……………………………………

4. **Objective of Monitoring (from equity perspective):**

   • …………………………………………………………………
     …………………………………………………………………
     ………………………………………………………………

   • …………………………………………………………………
     …………………………………………………………………
     ………………………………………………………………

5. **Measures incorporated in sanitation facility from Equity perspective**
   a. ..
   b. ..
   c. ..
   d. ..
   e. ..
   f. ..
   g. ..
   h. ..
   i. ..
   j. ..

6. **Gaps or points to improve from Equity perspective**
   a. ..
   b. ..
   c. ..
   d. ..
   e. ..
   f. ..
   g. ..
   h. ..
   i. ..
   j. ..

7. **Recommendation to improve Equity**
   a. ..
   b. ..
   c. ..
   d. ..
   e. ..

8. **Voices of community /users/beneficiaries /stakeholders**

9. **Relevant pictures**

Sanitation facility Monitoring Checklist: Safety

1. **Team member involved in the team:**

2. **Monitoring site location:** …………………………………………

3. **Municipality, Ward no** ……………………………………..…………………
…………………………

4. **Objective of Monitoring (from safety perspective):**

- ……………………………………………………………………………
……………………………………………………………………………
…………………………………………

- ……………………………………………………………………………
……………………………………………………………………………
…………………………………………

5. **Measures incorporated in sanitation facility from Safety perspective**
   a. ..
   b. ..
   c. ..
   d. ..
   e. ..
   f. ..
   g. ..
   h. ..
   i. ..
   j. ..

6. **Gaps or points to improve from Safety perspective**
    a. ..
    b. ..
    c. ..
    d. ..
    e. ..
    f. ..
    g. ..
    h. ..
    i. ..
    j. ..

7. **Recommendation to improve safety**
    a. ..
    b. ..
    c. ..
    d. ..
    e. ..

8. **Voices of community /users/beneficiaries /stakeholders**

9. **Relevant pictures**

Sanitation facility Monitoring Checklist: Sustainability

1. **Team member involved in the team:**

2. **Monitoring site location:** …………………………………………

3. **Municipality, Ward no** ………………………………..………………… ………………………….

4. **Objective of Monitoring (from sustainability perspective):**

- ………………………………………………………………………………………… ………………………………………………………………………………………… …………………………………………

- ………………………………………………………………………………………… ………………………………………………………………………………………… …………………………………………

5. **Measures incorporated in sanitation facility from Sustainability perspective**
   a.   ..
   b.   ..
   c.   ..
   d.   ..
   e.   ..
   f.   ..
   g.   ..
   h.   ..
   i.   ..
   j.   ..

6. **Gaps or points to improve from Sustainability perspective**
    a. ..
    b. ..
    c. ..
    d. ..
    e. ..
    f. ..
    g. ..
    h. ..
    i. ..
    j. ..

7. **Recommendation to improve Sustainability**
    a. ..
    b. ..
    c. ..
    d. ..
    e. ..

8. **Voices of community /users/beneficiaries /stakeholders**

9. **Relevant Pictures**

Sanitation facility Monitoring Checklist: Responsibility

1. **Team member involved in the team:**

2. **Monitoring site location:** …………………………………………

3. **Municipality, Ward no** …………………………………..…………………
…………………………

4. **Objective of Monitoring (from Responsibility perspective):**

- ………………………………………………………………………………
………………………………………………………………………………
……………………………………………

- ………………………………………………………………………………
………………………………………………………………………………
……………………………………………

5. **Measures incorporated in sanitation facility from Responsibility perspective**
   a. ..
   b. ..
   c. ..
   d. ..
   e. ..
   f. ..
   g. ..
   h. ..
   i. ..
   j. ..

6. **Gaps or points to improve from Responsibility perspective**
   a. ..
   b. ..
   c. ..
   d. ..
   e. ..
   f. ..
   g. ..
   h. ..
   i. ..
   j. ..

7. **Recommendation to improve responsibility**
   a. ..
   b. ..
   c. ..
   d. ..
   e. ..

8. **Voices of community /users/beneficiaries /stakeholders**

9. **Relevant Pictures**

Sanitation facility Monitoring Checklist: Accountability

1. **Team member involved in the team:**

2. **Monitoring site location: ……………………………………**

3. **Municipality ,Ward no** …………………………………..…………………
   ………………………….

4. **Objective of Monitoring (from accountability perspective):**

- ……………………………………………………………………………
  ……………………………………………………………………………
  …………………………………………

- ……………………………………………………………………………
  ……………………………………………………………………………
  …………………………………………

5. **Measures incorporated in sanitation facility from Accountability perspective**
   a.   ..
   b.   ..
   c.   ..
   d.   ..
   e.   ..
   f.   ..
   g.   ..
   h.   ..
   i.   ..
   j.   ..

Introduction of Citywide Inclusive Sanitation Approach

6. **Gaps or points to improve from Accountability perspective**
    a. ..
    b. ..
    c. ..
    d. ..
    e. ..
    f. ..
    g. ..
    h. ..
    i. ..
    j. ..

7. **Recommendation to improve Accountability**
    a. ..
    b. ..
    c. ..
    d. ..
    e. ..

8. **Voices of community /users/beneficiaries /stakeholders**

9. **Relevant Pictures**

Sanitation facility Monitoring Checklist: Resource Planning and Management

1. **Team member involved in the team:**

2. **Monitoring site location: …………………………………**

3. **Municipality, Ward no** ……………………………..……………… ……………………….

4. **Objective of Monitoring (from accountability perspective):**

    • …………………………………………………………………………… …………………………………………………………………………… ………………………………………

    • …………………………………………………………………………… …………………………………………………………………………… ………………………………………

5. **Measures incorporated in sanitation facility from Resource Planning and Management perspective**

    a. ..
    b. ..
    c. ..
    d. ..
    e. ..
    f. ..
    g. ..
    h. ..
    i. ..
    j. ..

6. **Gaps or points to improve from Resource Planning and Management perspective**
    a.   ..
    b.   ..
    c.   ..
    d.   ..
    e.   ..
    f.   ..
    g.   ..
    h.   ..
    i.   ..
    j.   ..

7. **Recommendation to improve Resource planning and management**
    a.   ..
    b.   ..
    c.   ..
    d.   ..
    e.   ..

8. **Voices of community /users/beneficiaries /stakeholders**

9. **Relevant Pictures**

Reporting Format: Monitoring CWIS at ……… (location name)……………

1.Background

2.Monitoring Objective

3. Methodology

4. Major Findings (strength points and improvement points)

5.Major Recommendations

6.Voices /Pictures

Action plan as per recommendation

Major Recommendation

1.

2.

3.

Action to be taken:

Activity	Objective	How	When	Where	Responsible person

Lesson Plan 12
Training Closing

1 hr 30 minutes

Learning Outcomes

At the end of this session participants will be able to:
1. Complete post-test
2. Evaluate whether learning expectations were met
3. Complete a final evaluation

Materials

- Training closing PowerPoint
- Evaluation sheets
- Post-test questionnaire
- Certificate
- Camera for group photo

Preparation

- Print the post-test questionnaire
- Print the training evaluation sheet
- Print and prepare the certificates
- Prepare the learning expectations from the opening session
- Choose a place for a group photo

In some cases, a formal closing ceremony will end the training. Consult with your host beforehand to determine the protocol and the amount of time required. You may need to adjust your agenda accordingly.

Revisiting Expectations

10 minutes

1. Inform participants that they are going for the closing of the training.
2. Inform participants that before wrapping up the session, that they are going to check how much the training have covered their expectations from participants.
3. Either bring the sheet with all the expectations from participants to the front of the hall or move to the station with all the expectations.
4. Revise all expectations collected in the opening of the training.

Post-test

1. Inform participants that they are now going for a post-test.
2. For this, participants will get a set of questionnaire and participants are answer the questions.
3. Inform participants that they will get 10 minutes time for the activity and provide the questionnaire to each participant.

Training Evaluation

15 minutes → 20 minutes

1. Explain that participants are going to evaluate the training and for this a final evaluation form has been prepared for them. Explain that their feedback will help direct updates to the lessons, and so the more specific information they can provide the better.
2. Hand out the final evaluation for the participants to complete before they leave the workshop.
3. If you plan to follow up over email, tell participants that a summary of the evaluations will be included in the final workshop report that will be emailed to everyone. Collect evaluations from participants before they leave the room.
4. Inform participants, after the evaluation, that you are going to take 2 representative voices- one of a male and another from a female.
5. Now ask a participant to volunteer to express their experience in the training. After, again ask another participant of next sex to share his/her experience.

Certificate Distribution

35 minutes

1. Explain participants that they are now going for the certificate distribution and they will be doing the certificate distribution in an informal way.

TN: Before that, if you are going for the formal closing, arrange the set-up for formal closing. to collect the expectations from the training. And ask for the closing remarks from the designated guests in appropriate sequence and before closing distribute the certificate and ask for a closing remark.

2. For this, inform participants that they are to hand-over the certificate to fellow participants like in a formal setting.

3. Ask a participant to volunteer at the beginning, once the volunteer is at the front of the hall, announce the name of participant from a random sequence of the certificate.
4. Now, before handing over the certificate to fellow participant, ask the volunteer to share a good point of the participant along with words of congratulations on the completion of the training and best wishes.
5. Again, announce the name of other participant and the participant who received the certificate get the chance to share the point of the next participant along with congratulations and wishes.
6. Repeat the process till all certificates are distributed.

TN: To give the certificate distribution look fore like formal one, a facilitator may assist on announcing the name from the certificate and bringing the certificate on a tray.

Closing and Group Photo

10 minutes

1. In an informal setting, ask a participant to announce the end of the training like in a formal training.
2. And ask participants to join for a group photo after the training.

Reflections on Lesson

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