



Government of Nepal
Ministry of Water Supply
Department of Water Supply and Sewerage Management



CWIS APPROACH FOR MUNICIPALITYWIDE INCLUSIVE SANITATION IN NEPAL TRAINING OF TRAINERS

TRAINING MANUAL

August, 2023

Material and Learning Application

This material is prepared by Environment and Public Health Organization (ENPHO) with the support of 'CWISAN Thematic group' for Training Material Development and is to be used for training purposes only. Materials used in the package are for the reference to understand the concept and or to show the practices around the globe and at national level. The package development team do not claim for the materials used in the package as of their own but is the sole property of the respective organization.

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Acronyms

ADB	Asian Development Bank
CAPEX	Capital Expenses
CapMan	Capital Maintenance
CBO	Community Based Organization
CC	Climate Change
COVID	Corona Virus Disease
CRVM	Commissioners Reserve Valuation Method
CSDA	City Service Delivery Assessment
CT	Community Toilet
CWIS	Citywide Inclusive Sanitation
CWIS-SAP	Citywide Inclusive Sanitation Services Assessment and Planning
DEWATS	Decentralized Wastewater Treatment System
DWSSM	Department of Water Supply and Sewerage Management
E. Coli	Escherichia coli
EAWAG	The Swiss Federal Institute of Aquatic Science and Technology (Eawag, German acronym for Eidgenössische Anstalt für Wasserversorgung, Abwasserreinigung und Gewässerschutz)
Eco-San	Ecological Sanitation
ENPHO	Environment and Public Health Organization
ESIA	Environmental and Social Impact Assessment
FS	Faecal Sludge
FSM	Faecal Sludge Management
FSTP	Faecal Sludge Treatment Plant
GESI	Gender, Equity and Social Inclusion
GHG	Green House Gas
GIS	Geographic Information System
GoN	Government of Nepal
HH	Household
IFIs	International Funding Institutions
IHHL	Individual Household Level
IMIS	Integrated Municipal Information System
IRF	Institutional Regulatory Framework
ISO	International Organization for Standardization
ITN-BUET	International Training Network-Bangladesh University of Engineering and Technology
KVWSMB	Kathmandu Valley Water and Sanitation Management Board
LG	Local Governance
LIC	Low-income Community
LISA	Local Institution Self-Assessment

M&E	Monitoring and Evaluation
ManEx	Maintenance Expenses
MDG	Millenium Development Goal
MICS	Multiple Indicators Cluster Surveys
MoWS	Ministry of Water Supply
MSW	Municipal Solid Waste
NBC	National Building Code
NSS	Non-Sewered System
N-WASH MIS	National Water, Sanitation and Hygiene Management Information System
NWSSTC	National Water Supply and Sanitation Training Center
O&M	Operation and Maintenance
ODF	Open Defecation Free
OHS	Occupational Health and Safety
OPEX	Operational Expenses
OSS	On-site Sanitation System
PDB	Planted Sludge Drying Bed
PPE	Personal Protective Equipment
PPP	Public-Private-Partnership
PT	Public toilet
RPM	Resource Planning and Management
SDB	Sludge Drying Bed
SDG	Sustainable Development Goal
SFD	Shit Flow Diagram
SHG	Self-Help Group
SNV	Stichting Nederlandse Vrijwilligers ("Foundation of Netherlands Volunteers")
SS	Sewered System
SSC	Sanitation Service Chain
SSP	Sanitation Safety Plan
ST	Stabilization Tank
STP	Sewerage Treatment Plant
SWM	Solid Waste Management
TN	Trainers' Note
ToR	Terms of Reference
TP	Treatment Plant
TT	Treatment Technology
UN-Habitat	United Nations Human Settlements Programme
UNICEF	United Nations International Children's Emergency Fund
WAN	Water Aid Nepal
WC	Water Closet
WHO	World Health Organization
WW	Wastewater
WWTP	Wastewater Treatment Plant

Acknowledgment

We are delighted to present a comprehensive training manual titled “Citywide Inclusive Sanitation-Training of Trainers” that represents a collective effort aimed at building capacity, empowering trainers, and ultimately driving positive change in the field of inclusive sanitation. The manual has been thoughtfully designed to develop a proficient group of individuals, referred to as a “pool of resources – trained human resources” to cascade the information on CWIS through CWIS related training and/or orientations. Following this training, the established 'pool of resources' shall assume the responsibility of imparting CWIS knowledge and information, specifically to the professionals engaged at the implementation level for the smooth implementation of the CWIS approach. The training manual not only augments the understanding of sanitation professionals regarding Citywide Inclusive Sanitation but also to foster the skills necessary for effectively cascading the information.

Top of FormThe development of this training manual was possible through the significant input and contributions from government agencies, non-government agencies, and sector experts who actively involved in numerous workshops and group consultative meetings during the preparatory stage.

We would like to extend our heartfelt appreciation and gratitude to those who played a vital role in the development and creation of this training manual. Their valuable input, expertise, and dedication were indispensable, making this manual possible. Similarly, we would like to express our thanks to the members of the CWISAN thematic groups (SNV Nepal, Water Aid Nepal, 500B, Triangle Solutions, KU, and GGGI) who not only contributed to composing the contents but also actively participated in a series of consultation meetings for the development of this manual.

We extend our gratitude to senior officials of NWSSTC, DWSSM, MoWS and ITN-BUET for their expert guidance, advisory roles, and invaluable contributions in providing insightful reviews and feedback support.

The completeness of this manual would not have been possible without drawing upon the resources referenced from multitude of initiatives in CWIS implementation across several nations by ASCI, NIUA, EAWAG, ESAWAS, CWIS cities, ADB, WB, Frontiers in Environmental Science, Water Aid, SNV among many others.

We want to extend special thanks to Environment and Public Health Organization the team involved in the development of the training manual, including Mr. Rajendra Shrestha, Mr. Ash Kumar Khaitu, Ms. Chandra Shova Khaitu, Ms. Krity Bajracharya, and Mr. Subash KC. Their unwavering commitment significantly contributed to the development of the manual. The seamless coordination they maintained with stakeholders from various sectors, along with their meticulous planning of numerous workshops and meetings allowed for the composition and improvement of the manual.

We would like to convey our deep appreciation to the Bill and Melinda Gates Foundation (BMGF) for their financial support which was indispensable for making the manual development process possible.

We anticipate that this training manual will be an invaluable guide on your learning journey, furnishing you with the essential tools and insights required for success. May it empower you to unleash your full potential and lead to outcomes that are both rewarding and fulfilling.



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Ministry of Water Supply
Department of Water Supply and Sewerage Management
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FOREWORD

Nepal has made considerable improvement in overall sanitation status by achieving Open Defecation Free (ODF) status. Nepal has now targeted for clean, safe, easily accessible, and sustainable sanitation through 15th periodic plan and the broader target of SDG 6.2: ensuring access to adequate and equitable sanitation and hygiene for all. This transition requires sustaining the momentum generated during the ODF journey and expanding efforts with a commitment to continuous improvement and a focus on leaving no one behind. Department of Water Supply and Sanitation Management (DWSSM) is committed and wishes to gain this transformative power through coordinated efforts of all actors to fulfill the state's commitment for the fundamental right to sanitation for all.



With the emergence and implementation of initiatives like the Citywide Inclusive Sanitation (CWIS) approach, the journey towards achievement of sanitation target is believed to be easier. Further, capacity building initiatives will certainly develop well-equipped workforce capable of driving transformative change at local, regional, and global levels and also facilitate coordinated effort among the stakeholders to reap synergistic effects of our efforts.

To this, I am pleased to introduce this initiative: CWIS- Training of Trainers package, designed to generate and empower human resource pool for escalating CWIS approach implementation. I further believe that such training will pave the way towards common understanding of CWIS among local leaders, policy makers, city planners, NGO/INGO, CBO, private investor, and all relevant stakeholders through the capacitated trainers.

I take this opportunity to thank all the contributors who are involved in shaping this training package and publishing the manual. DWSSM is committed to continuing further efforts in raising awareness and cumulating actions towards achieving the sanitation targets.

Regards,

Kamal Raj Shrestha
Director General

Foreword

In recent years, there have been significant transformations in the understanding of sanitation. In the past, accessibility to toilets with on- or off-site facilities was the only definition of sanitation without taking into account, inclusivity, safety, and sustainability. As a result, many low-income urban populations continue to lack access to safely managed sanitation services. The recognition of safety and livelihoods for those employed in sanitation, particularly sanitation workers, has been insufficient. In addition, sanitation facilities hardly ever consider the unique requirements of women, girls, and people with disabilities. In essence, the emphasis on sanitation was primarily on hardware, focusing solely on constructing toilets or sewer systems, without considering the comprehensive sanitation value chain.



Numerous municipal authorities and residents still perceive the sewer system as the ideal solution, often overlooking its economic viability. The sustainable operation of sanitation facilities poses another significant challenge due to a lack of monitoring and accountability, leading to numerous sanitation infrastructures being left without proper maintenance and operation.

The concept of Citywide Inclusive Sanitation (CWIS) has evolved to address all the aforementioned issues and achieve inclusive, safely managed sanitation services. It is imperative to promote awareness of the CWIS concept among elected representatives, policymakers, city officials, and all stakeholders working in this sector to assure common understanding of the approach. However, with the availability of limited competent human resources, the implementation of CWIS might experience delays.

I am pleased to note the development of “CWIS Training of Trainers” manual which has been designed to enhance the capacity of human resources in terms of both knowledge and skills. The trained human resources are expected to further empower others for scaling CWIS across various provinces, districts, and local levels.

Congratulations to the Department of Water Supply and Sewerage Management, Ministry of Drinking Water and Sanitation, Government of Nepal, for publishing such an advanced training package. A special acknowledgment is extended to the Environment and Public Health Organization (ENPHO) and ITN-BUET for providing technical expertise in preparing this manual.

Having successfully achieved the universal coverage of basic sanitation facilities, Nepal is actively working toward achieving safely managed sanitation, which is in line with SDG 6.2. I am looking forward to the incorporation of the CWIS ToT training manual into standard training programs and its integration into the curriculum of professional courses related to water and sanitation. This will empower a significant number of professionals to embrace CWIS methodologies in the implementation of sanitation initiatives, contributing to Nepal's progress in fulfilling SDG 6.2."

Dr. Roshan Raj Shrestha
Deputy Director
Bill and Melinda Gates Foundation



1 Introduction

This Trainer's Manual is to support people who facilitate or conduct the "Citywide Inclusive Sanitation (CWIS) Approach for Municipalitywide Inclusive Sanitation in Nepal - Training of Trainers" This introduction section provides background on how to use the manual and lesson plan, tips that help plan for a successful training, and several tools to help delivering 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 sessions. The instruction on the manual goes hand on hand with the presentation slides. It is recommended that one adapts 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 workbook for participants- assignment 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 the 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 are 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 develop the ‘pool of resources’ to cascade the information on CWIS through other CWIS related training and/or orientation. The ‘pool of resources’ thus formed after the training, will be responsible for the dissemination of CWIS knowledge and information, specifically, to the professionals engaged at the implementation level for the smooth implementation of the CWIS. The resource person or the sanitation experts engaged in the development of the package, or the subject experts will be delivering relevant sessions to the targeted audiences.

This training package mainly consists of sessions related to CWIS along with the designated session for each of the components of CWIS framework. Background on the sanitation status, linking with the national goals and targets, including SDGs, the private sector engagement in sanitation business, integrating the CWIS approach into the project cycle, the legal and regulatory mechanisms as an enabling environment to achieve the mentioned goals and targets in sanitation are also incorporated as a main topic of the training package. Monitoring and benchmarking in the sanitation sector and some tools to look forward to the effective implementation are other topics discussed in the training package. Technical awareness as a component has also been introduced in the training.

Another main highlight of the training package is the knowledge and skill for effective learning and training. Hence, covering topics on creating an environment for the participants to learn and practice and also discussing on the points a trainers should focus for effective training. Further, a site visit for the participants to convince on implementing and achieving the ultimate goal of CWIS approach is also inbuilt in the training package.

2.1 Training Objectives

The general objective of the package is to create the “pool of resources” with enhanced knowledge on CWIS approach and skills on training delivery for further cascading the information on CWIS approach.

Specific Objectives

- To enhance knowledge on CWIS approach with the insights on practical experiences around the globe and at national level
- To internalize the CWIS approach with the detailed discussion on each component of CWIS framework
- To enhance training delivery skills relating with format for lesson plans and rationale of each part of the training

2.2 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, case studies and assignment for further practice and discussion.

Use of short sentences, pictures and illustrations, graphs, gestures, demonstrations, small group discussions and hands-on practice are highly recommended for the active learning. 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 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.
- **Coordinate with Trainers** for the session delivery. 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:
 - ◆ preparing for the sessions they are responsible for
 - ◆ ensuring that all resources for their sessions are collated and ready
 - ◆ collaborating with the other trainers – the role each trainer will have at each point in a day- delivering the assigned sessions, supporting other trainers for delivery of their sessions, must be planned and known to maintain the flow of the training, avoid confusion and embarrassment
 - ◆ ensuring the session runs on time

3.2 Selecting Participants

The anticipated primary target group for the training are sanitation practitioners and professionals from government, private organizations, I/NGOs and academic professionals who are responsible for the dissemination of knowledge on CWIS. However, the curriculum may have value for other sector professionals, including decision-making officials at central and provincial level. Private sector would also be interested in the material and content

delivery of the curriculum and also should reinforce the importance of the private sector for widespread knowledge on the CWIS approach.

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

- **Number of participants.** It is important to choose the correct number of participants. 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 failure is that too many participants attend. In the same case, a total number of **15 to 20 participants** are highly recommended so that everyone has the chance to fully participate in the training and also have a good range to share and learn the experiences.
- **Criteria for participation.** As this package is focused on creating a 'pool of resources' that will be responsible for the dissemination of the CWIS knowledge and information through different training and orientations, there needs to be criteria for participation. This is basically to make the learning more effective.

Some of the criteria for participation are as follow:

- Participants should have minimum of 5 years of experience in urban sanitation
 - Participants should have academic qualifications of minimum Bachelor's degree, master's degree is preferable, level and specialization for preferable
 - Participants should be interested (driving passion) and committed to deliver training- min 2 years of commitment
 - Participants should be from varied field- governance, M&E, technical, statistician, public health, development studies
 - Practitioners implementing specific topics related to CWIS approach (IMIS, CWIS tools, sanitation service providers, etc.)
 - Participants have successfully completed CWIS training- finished beforehand
 - Participants should be able to understand basic English language
 - Participants should be committed to complete in the residential training
- (Note: Minimum 6 criteria should be met to 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's 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's materials including training evaluation form?
- Who is responsible for facilitating the whole training?
- 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 coordinate with the resource person?
- 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 necessary 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 and follow up 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, dustbins, 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 facilitators/trainers, 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:

- Computer/Laptop
- Projector
- Extension cord(s) (optional)
- Camera
- Printer
- Speaker

Materials:

- Name tags
- Markers
- Pen
- Paper- A4 size paper, meta-cards
- Newsprint paper or large pieces of paper
- 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 workbook for participants should be printed in advance and should be handed to participants at the beginning of the training.

The participants' materials should be printed and bound in a format that allows the participants to easily use it, such as a spiral or Wireo 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 to 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, or go over the allocated time 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 estimated time 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.
	Assignment. This appears when the participants are to go for a discussion on the task assigned to participants

6.2 Icons used in Power point

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



6.3 Learning Outcomes

The following learning outcomes describe what the participants will be able to do by the end of the 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:

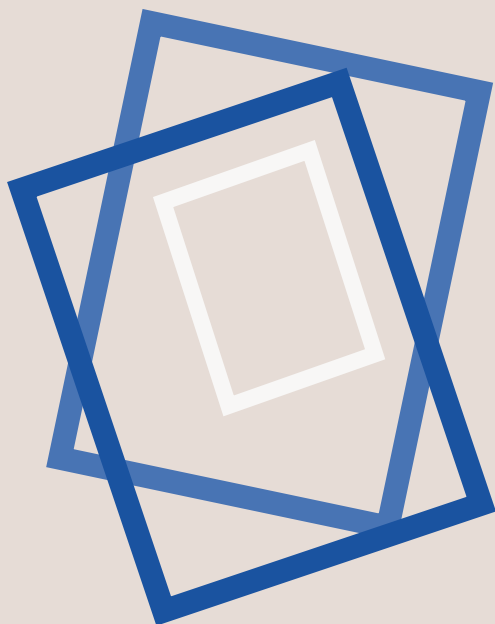
- **Training opening.** To welcome people and allow participants and trainers to get to know one another.
- **Individual lessons.** To focus on a selected topic. Each lesson includes an introduction, a main lesson, and a closing activity to review the content.
- **Breaks and lunch.** To keep people working and feel 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.

- **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. A major debrief is held at the end of the training.

Environment and Public Health Organization (ENPHO) Citywide Inclusive Sanitation Approach- Training of Trainers Training Schedule

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

Schedule of CWIS ToT Training Package								
Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
9:00 - 9:30	Registration	Review and assignment	Review and assignment	Review and assignment	Review and assignment	Review and assignment	Review and assignment	Review and assignment
9:30 - 11:00	Training Opening	Equity in Practice-national level Equity in Practice at global level	Responsibility and Accountability-Rationale and Concept	RPM-Group work and presentation	Enabling environment	CWIS Tools and Platform	Exposure Visit	Practice session
11:00 - 11:15	Break							
11:15 - 12:45	Sanitation Status and Sanitation Service Chain	Equity- Group work	Responsibility and Accountability in Practice	CWIS Service Outcome-Sustainability	CWIS and Private Sector Engagement	CWIS Tools and Platform	Exposure Visit	Practice session
12:45 - 1:45	Lunch Break							
1:45 - 3:15	CWIS Concept and Introduction	CWIS Service Outcome- Safety	RPM- Rationale and Concept	Sustainability in Practice	Integrating CWIS in Project Cycle	Technological Awareness	Effective Learning	Next course of actions
3:15 - 3:30	Break							
3:30 - 5:00	CWIS Service Outcome-Equity	Safety in Practice and group work	RPM in Practice	Sustainability- Group Work	Monitoring and Benchmarking	Technological Awareness	Effective Training	Closing Session
5:00 - 5:15	Day Closing							



Lesson Plan 1

Training Opening



90 minutes



Learning Outcomes



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

1. Introduce participants and trainers in participatory approach
2. Discuss the groups' expectations and agenda for the training



Materials



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



Preparation



- Review presentation slides and cue for presentation
- Set up a station for queries and or questions
- Prepare a meta-card/ flip chart with the heading, "Learning Expectations" and "Parking Lot"
- Write the "group agreement" on a flip chart paper
- "Prepare the pre-test form (refer to annex); if going to use the virtual/ digital platform, make sure all participants have access to internet"

In some cases, a formal welcoming ceremony will start 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.

Introduction

15 minutes



1. Introduce trainers, training hosts and other guests as appropriate and welcome participants.
2. Introduce the training and training format as:
 - a. *This 'Training of Trainers' (ToT) covers detailed topics related to citywide inclusive sanitation (CWIS) approach along with the topics of delivery skills.*
 - b. *This training is designed for sanitation experts and professionals from government, private organization, I/NGOs and academic professionals who are responsible for the dissemination of knowledge on CWIS to sanitation service providers especially engaged at municipalities; engineers, department/section chiefs, focal person, etc.*
 - c. *This training is participatory. There are different types of participatory and interactive activities, video shows, questions and answers in various sessions along with the site visit for the observation of CWIS approach implementation.*
 - d. *The training focuses on the content related to CWIS approach along with the delivery skills of the trainers.*
 - e. *The training will be an informal event and can come up with ideas and or questions at any time of the event.*
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. Present the schedule and review the day-1 agenda with participants, along with the breaks and lunch time, also explain about the day review and day evaluation.

6. Explain the building/workshop layout, bathroom location, emergency exits, first aid, and daily schedule.
7. Set up a station for participants where they can put queries or questions for discussion during anytime of the day and introduce the station to the participants.
8. Lead an introduction/icebreaker activity to help participants meet each other and introduce themselves to the group.

Introduction

35 minutes



1. Inform participants that they are going for an introduction. For this, inform participants that they are to approach to a next participant and introduce him/herself along with the reason for approaching him/her.
2. Ask participants to approach a participant and introduce him/her-self to the other participant. Also ask to give the reason for approaching him/her.



Trainer's note: One participant can approach to a participant and s/he can further approach to next participant or the same one, but the logic for approaching should be there. This activity could be done either in pair or a chain where one approaches other and goes on.

3. Provide 2 to 3 minutes for the activity. After the time, ask participants to come in a circle and randomly ask a participant to introduce the participant who approached to you with his/her introduction.



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

4. As participants introduce the other participant, ask him/her to come and stand next to the earlier participant who is introducing and ask to continue to form a circle.
5. Once all have introduced their partner, now ask participants to go other way around, that is, ask to name the participant who introduced themselves in earlier activity.
6. After all have introduced the partners, ask participants to take seat as per the circle thus formed, that is sitting next to their earlier partner.



Trainer's note: As this is a long training, trainer can incorporate other ideas to mingle participants with each other like games of "secret angle" or "K soche maile, K bhayo aile" (Refer to the end of the lesson plan for the instruction on the games).

Learning Expectations

10 minutes



1. Explain to participants that they are now going to collect the expectations of participants 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. Inform participants that they do not have to mention their name on meta-cards and write up their expectation openly.
4. Provide meta-cards to the participants and provide a minute to note their expectations.
5. Once participants have written their learning expectations, collect the meta-cards and read out all the expectations, without repetition, to the large group and paste the meta-cards in a flipchart paper with the heading, "learning expectations" or paste it on the wall creating a station with same heading.

6. Make sure to take out the meta-cards with expectations which are beyond the training objectives and paste it to “parking lot” and also inform that they could discuss the topic/ subject at the breaks or during off hours.
7. Inform participants that they will be revisiting the expectations at the end of training.

Group Agreement

5 minutes




1. Explain to participants that for the best experience in the training, one should follow some norms and rules.
2. Inform participants, although they all have the experience of delivering the training, it could be commonly understood the mentioned points and paste the flipchart paper with title ‘Group Agreement’ where all participants can have a look.
3. Ask participants to share the point and facilitator or with the help from participant themselves could make the list of agreement.
4. Make sure to point out some of the major points that the participants should not be doing like the use of mobile during the session, side talk and etc.

Assessment

15 minutes



1. Explain to participants that they are going for an assessment.
 2. Inform participants 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 similar kinds of questions will be used at the end of the session for the post-test to evaluate the overall learning. Inform participants, to this, similar activities of pre and post-test will be conducted on each day for the day evaluation
 4. Hand a set of pre-test questionnaire to each participant and ask them to fill the form. If you are using a digital platform for the pre and post test, share the link to participants. Make sure if all have access to the forms by reaching to participants.
 5. Provide 10 minutes time for the activity. After the time, collect all the forms from participants.

Workshop Format and Agenda

5 minutes



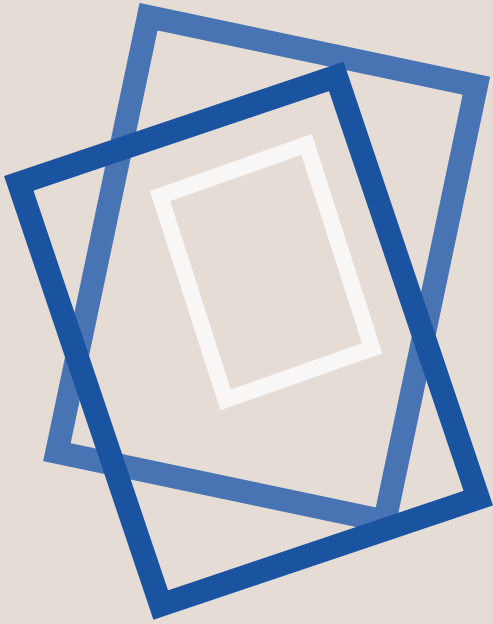
1. Present the workshop format and agenda- daily program along with the format in which the training will be carried out.
2. Inform participants that one of the best or the proven measure of adult learning is self-learning and discussion. Hence, during the training duration, participants will be given various tasks for discussion as group work, learning documents for references and also will be provided with assignment.
3. Present the assignment book to participants and inform that as the training starts to roll on, participants are to go through the assignment book and accomplish the task mentioned in the book.
4. Inform participants, some of the activities mentioned in the book are watching videos, and noting the key discussion points, going through reference documents and highlighting the information regarding the cases or context.
5. Hand over the assignment book to each participant and ask to briefly go through the document.

Review 5 minutes



1. Ask if there are any thoughts or questions.

Reflections on Lesson



Lesson Plan 2

Sanitation Status and Sanitation Service Chain



90 minutes



Learning Outcomes



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

1. Explain key terminologies of sanitation sector
2. Outline the sanitation initiatives against the goals and targets of GoN and discuss on way forward



Materials



- Session slides
- Meta cards
- Flip chart paper
- Marker
- Terminologies printed copy



Preparation



- Review slides and make necessary changes as per the context
- Review slide notes for information on slides
- Print the attached terminologies for the group work (refer to the end of lesson plan)

Introduction

5 minutes



1. Present introduction slide (slide 2) and show the statement “We need to have good understanding of where we are”, click to show the statement “To get to where we want to go”.
2. Ask the participants on where we are currently on Nepal’s sanitation sector, collect information from participants and click to show the two images that of toilet and dirty river.
3. Indicating we have built many toilets (how many?? **5.6 million toilets** as part of ODF campaign) and declared Nepal as open defecation free nation, however the second picture shows the condition of our rivers indicating issues in sanitation.
4. Further click to show the picture of beautiful old Bagmati River. Inform the participants that even though it’s like going back on time but we want to see our rivers to get to such pristine stage.
5. With this click on and inform the participants that we need to understand the present to clearly plan the future that we want and that’s what we will be doing in this session i.e. to understand the existing situation of sanitation in Nepal
6. Present training structure, learning outcomes and presentation outline of the session (slide 3, 4, 5 and 6).

Sanitation Terminologies

25 minutes



1. Before going direct into the context, inform participants that they are going to discuss some of the key questions related to sanitation. And go through the questions on slide sanitation. (slide 7)
2. While going through the questions, take a response or two from participants after all questions.
3. Relating to the responses from participants, inform participants it is either carried out through the sewer network or is primarily stored into septic tank and is then taken to treatment plant (systematically) then is discharged to environment (slide 8) .

4. The whole process of various components from the user interface to emptying, transport, treatment and end use/ disposal is termed as sanitation service chain (slide 8).
5. Further with next slide on sanitation, inform participants that before moving ahead one should have a good understanding on the key terminologies and will be going through each of them. Hence, are starting from sanitation itself (slide 9).
6. Present the understanding of sanitation, including facilities and services (slide 9).
7. For further discussion on the more terminologies, inform participants that they are going for a group work.
8. For this, inform that participants will be divided into 5 groups and each group will be provided with some key terminologies and asked to discuss and clear concept on each term.
9. For this, 5 minutes of time will be provided to the participants.
10. Divide participants into 5 groups and provide the terminologies to each group (refer to the end of lesson for the terms to 5 groups).
11. Provide 5-7 minutes time for the activity and after the time, ask to share each group on the terminologies while displaying the terminologies on the screen (slide 11 to 21).

Sanitation Status

45 minutes



1. With slide 22, linking to the intro part, one needs to be aware of the status and context of where the sanitation sector currently is and how it is progressing.
2. While discussing context status, present slides 23 to 25 with global and Asia data on sanitation.
3. While discussing particularly about Nepal, present slide 26 while discussing on ODF declaration. Refer to slide notes.
4. Present slide 27 on trend of toilet coverage as additional information to the slide on ODF declaration showing the trend of our ODF journey and the development of important guiding documents.
5. On slide 28, present the sanitation data from UNICEF and Government of Nepal's Multiple Indicator Cluster Survey 2019. Highlight the low percentage of piped sewer and high percentage of onsite sanitation. Also emphasize % of open defecation. With click, show the similar result of household without toilets as per the National census result 2021. Refer to slide note.
6. With slide 29, present the data of relevant province as per the findings of MICS, 2019.
7. With slide 32, inform participants that either way the whole thing is ending up in the river or water bodies or to open environment.
8. Back up the information already given by showing the SFD of Nepal. Briefly inform on SFD as this gives an overview of sanitation situation, as shown in the slide. The green color denotes safely managed sanitation versus the red color coded danger or not safely managed sanitation (slide 33).
9. Ask participants if this is the condition of Nepal, what it would be like the condition of the capital of Nepal, Kathmandu.
10. Collect 2 to 3 responses and present SFD for Kathmandu valley. Then proceed with the information on the slide, indicating that safe sanitation is still distant dream for Nepal (slide 34).
11. Ask participants, does this mean that the sector had not done anything for safely managed sanitation, or does the sector clearly missed the vision.

12. Collect few responses from participants (3 to 4) and inform participants that the sector had a good vision and established the first FSTP in Teku in 1998 and throughout the time have intervened various ideas and technologies (slide 35, 36 and 37) of which some are non-existent without any remnants while some of them are partially functioning and some of are updated like that of Guheswori WWTP.
13. Present slide 38 and 39 as a summary of the above discussion as we have achieved open defecation but we are going towards open disposal, as our wastewater from sewer and septage from onsite sanitation system is directly discharged and ask participants what is next.
14. Present slide 40 on ODF sustainability and ask whether our ODF has all the sustainability factors that are mentioned on the slides.
15. Discuss on some of the questions and inform the participants that sustainability is big question mark for sanitation sector in Nepal at present and ask participants about the ODF sustainability and seek few answers from the participants.
16. With questions on slide 41, inform participants that all these questions need clear answers if we want to go ahead on the right path.
17. Further present slide 42 if needed and discuss some of the questions. While discussing on slide 42, you may bring up questions from slide 43.
18. Present the slide on existing condition of cities and (slide 44) on way forward and get some inputs from participants on what could be the way forward. Click and explain our destination on sanitation.
19. Present slide 46, relating to information from slide 45 and discuss further on slides 47, 48, and 49.

Safely Managed Sanitation

10 minutes



1. Discuss on slide 50 and back up the information with further slides, Journey from MDG and SDG, highlight the paradigm shift from attaining basic services as stated in MDG to attaining more improved and sustaining services as stated in SDG (slide 50 to 53).
2. On slide 55 (Guiding Approach), inform the participants that till date Nepal's conventional approach towards sanitation destination has been constructing sewerage.
3. Ask question if one needs to rethink the current approach, indicating the universal coverage, what does it mean and how to access universal coverage, safely managed sanitation and sustainability.
4. Further ask for the whole, who are responsible and are to be held accountable too. Likewise, how to plan for resources and its management. Collect 2 to 3 responses from participants and inform that to address these all, one need to bring change in mindset going forward.
5. Further, add on information that for safely managed sanitation throughout the SSC, one needs to focus on such an approach that will address all the issues discussed above (slide 56).
6. With key take away messages on slide 57, conclude the session with references and thank you slide.

Review

5 minutes



1. Ask participants what the main goal of SDG is related to sanitation.
2. Collect 2 to 3 responses from participants and inform them that it is focused on 'safely managed sanitation for all'.

Reflections on Lesson

Terminologies for group activity

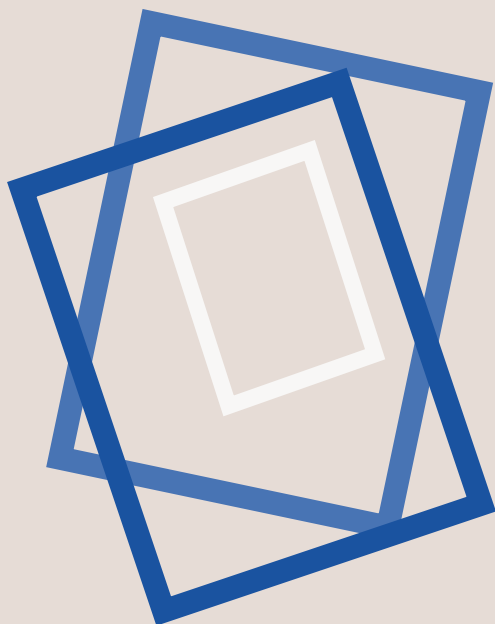
Group 1	
Containment	The first step in the Sanitation Service Chain where the capture and storage of waste is done so that it does not come in contact with people or contaminate the local environment
Safely managed sanitation	Population using an improved sanitation facility that is not shared with other households and where excreta are safely disposed off in situ or treated off
Improved sanitation facilities	It includes flush/pour flush to piped sewer systems, septic tanks or pit latrines; pit latrines with slabs (including ventilated pit latrines), and composting toilets

Group 2	
Sanitation Technology	Sanitation technology is simply a functional unit
Sanitation system	is a combination of different functional units that together allow managing and reusing or disposing the different waste flows from households, institutions, agriculture or industries in order to protect people and the environment. This also addresses the water and nutrients cycle from the toilet user where wastewater is generated, over the collection, treatment, up to reuse or discharge
Types of sanitation systems	offsite (also referred to as sewerred or networked) and onsite (also referred to as non-sewerred or non-networked).
On-site sanitation systems	are defined as systems where excreta and wastewater are collected and stored or treated where they are generated (Tilley et al., 2014), then emptied and the contents are transported for treatment or buried onsite
Off-site sanitation systems	are defined as systems where excreta and wastewater are collected and transported away from where they are generated and use sewers for transport

Group 3	
Sewers	Underground drainage systems for disposal of wastewater and rainwater
Sewerage	Entire sewer network including sewer, manhole, etc.
Sewage	Procedure consisting of disposing of wastewater of all kinds, drain water, household wastewater and industrial wastewater and all or part of rainwater, through the same drainage system, which sends domestic wastewater into the sewers. This term refers to a collective sanitation system
Fecal Sludge	Fecal sludge is a combination of feces, wastewater, household waste and debris that accumulates in the bottom of latrine pits and septic tanks
Septage	Fecal sludge from septic tank

Group 4	
Waste-water	All water from cooking, laundry, taps, bathrooms, and toilets (mix of black water and grey water)
Black-water	Wastewater from toilets which likely contains pathogens
Grey-water	Grey water is wastewater produced from household activities like kitchen, shower or laundry
Brown water	Water that consists of faeces and other waste
Yellow water	Combination of water and urine
Wastewater management	It refers to the handling of wastewater including conveyance, treatment and safe disposal

Group 5	
Fecal Sludge Management	Fecal sludge management refers to the handling of the contents of septic tanks and latrine pits, including emptying, conveyance and treatment
Dumping	The action of emptying septic truck tanks, or any other fecal sludge container. Dumping may be “illegal” when the place chosen for emptying is random, unprotected and unregulated
Sludge	Solids removed from wastewater during treatment
Compost	A product obtained through the decomposition of organic waste mixed with mineral substances. It improves soil structure and provides nutrients for plants
Re-use	Beneficial use of reclaimed or repurified wastewater of stabilized bio-solids
Biogas	Gases ($\text{CH}_4 + \text{CO}_2$) produced by the fermentation of organic materials, such as fecal matter. It can be used for combustion or to generate electricity



Lesson Plan 3

CWIS: Concept and Introduction



90 minutes



Learning Outcomes



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

1. Describe CWIS approach and its importance
2. Clarify the CWIS concept with the practical example
3. Discuss CWIS framework and principles of CWIS



Materials



- Newspaper paper
- Marker



Preparation



- Review slides and make necessary changes as per the context
- Review slide notes for information on slides
- Print 7 copies of CWIS principles
- Prepare for video presentation
- Prepare for 6 stations and station walk

Introduction

10 minutes



1. Present the video on “7 myths” to participants. After the video, inform participants that as discussed in the video and earlier session, all led to the need of a new concept to attain the desired outcomes, hence, CWIS approach and will be discussing more on it in the session.
2. Present training structure, learning outcomes and presentation outline of the session (slide 4-7).

CWIS concept and Framework

40 minutes



1. Present the SDG goal 6.2 to the participants and ask participants to analyze what does it mean. (Trainer may collect 2 to 3 responses before going on Slide 8).
2. With same slide, ask participants what is ‘safely managed sanitation?’, “ who means All?’ and “for how long?” (slide 8).
3. Inform participants to describe all these terms and to make it holistic, an approach is forwarded- CWIS approach which is defined as per the slide. Focus on the statement that “No-one is safe until everyone is safe” (slide 10)
4. Further present slide on CWIS and define as per the information in the slide (slide 11 and 12).
5. With next slide, inform participants that the idea of CWIS is taken by different organizations in different form and have put forward their understanding or research as per their objectives (slide 13).
6. For example, the world bank has proposed the idea on as with 4 pillars of CWIS support, ADB has proposed the same with the CWIS house which includes impact, outcome, elements and how (slide 13 to 15).
7. Refer to the slide-notes (slide 14 and 15) for more.
8. However, the understanding of all the organizations remains same and comes to consensus as per the slide (slide 16 and 17).
9. Inform participants that as said earlier, although the understanding and presentation on CWIS is different of various organization, however, the core

- concept is same and for now throughout the training they will be going through the idea of BMGF with the CWIS framework and CWIS principles (slide 18). (refer to slide note and may refer to slide 19 for an example to explain slide 18)
10. With next slide, inform participants that they are going for a group work where they will be divided into 6 groups and 5 minutes time will be provided.
 11. In their groups, participants are to discuss on the components of CWIS framework provided to each group and come up with their understanding of what does it mean and what does it comprise of.
 12. Divide participants into 6 groups. Provide a component (along with the definition by Athena Infonomics) of CWIS framework along with a newsprint paper and markers to each group.
 13. After the time, ask participants to paste their group work to stations marked around the hall.
 14. Now ask groups to visit other groups' work and spend 2 minutes time to go through points and add on if needed.
 15. Once all groups have visited all stations, summarize the ideas of the each component in gist. (refer to hidden slides at the end of the presentation for reference and make sure all points are covered)
 16. Inform participants that they are now going for a video where CWIS approach has been used to analyze a public toilet and present the video on Aerosan toilet.
 17. After the video, take a voice or two on the points discussed earlier in their groups and the ideas presented on the video.
 18. Summarize and add if needed.

CWIS Evolution and Principles

30 minutes



1. Ask participants how did the idea of CWIS come up?
2. Collect one or two responses and inform participants that as discussed in earlier session, after the MDG, in 2016, the idea was generated at Atlanta conference which further developed to CWIS approach and started to pilot and mainstream project all over the world in 2021 (slide 22).
3. Further present Manila principles from where the CWIS principles were adopted which in term was upgraded to 7 principles (slide 23 and 24).
4. For the better understanding on CWIS principles, inform participants that they are going for a group work. For this, participants will be divided into 7 groups and 5 minutes time will be provided.
5. Each group will be provided with a principle of CWIS and they are to discuss on the points and note their discussion. To this, also ask participants to think and place the principle in which component of CWIS framework does the principle support along with their rationale.
6. After the provided time, ask each group to present and summarize at the end.
7. With next slide, inform participants that as they have watched how CWIS perspective is used in a facility, now they are going to see it throughout the SSC.
8. Present the video and after the video discuss how each of the components are discussed in brief.
9. Further with next slide, inform participants that CWIS is not only contributing to the SDG 6 but have a synergetic effect as presented (slide 28). (Refer to the end of the lesson plan for more information)
10. Inform participants on CWIS cities and how each city is implementing CWIS approach and is presenting their ideas for replication wherever feasible.
11. Present key message to participants.

Assignment (optional)

5 minutes



1. Divide participants into 4 groups and assign each group a link to the task as follow:
 - a. Group 1: <https://www.adb.org/sites/default/files/publication/751531/cwis-citywide-inclusive-sanitation-needed.pdf>
 - b. Group 2: <https://www.worldbank.org/en/topic/sanitation/brief/citywide-inclusive-sanitation>
 - c. Group 3: <https://www.frontiersin.org/articles/10.3389/fenvs.2020.00019/full>
 - d. Group 4: https://www.youtube.com/watch?v=u3dY2m_GJes&pp=ygUKRUFXQUcrQ1dJUw%3D%3D
2. Inform participants that they are to go through the links provided to each group and come up with gist information of each of the document/ video in the next day's session.
3. As a "review on Day 2" the facilitator may ask to come up with the points discussed on the policy brief particularly focusing on **"Figure – comparing CWIS to conventional and FSM approaches"**.

Review

5-10 minutes



1. Set up 5 station with newsprint paper and inform participants that they are going to scribe a graffiti with the words related to CWIS from participants.
2. Divide participants into 5 groups and ask participants to come forward and write a word (without repetition) and create a graffiti.
3. Once all groups are done, view the graffiti and discuss if required.

Reflections on Lesson

Trainer's Reference

SEVEN PRINCIPLES FOR CITYWIDE INCLUSIVE SANITATION

1. EVERYONE IN AN URBAN AREA, INCLUDING THE URBAN POOR, BENEFITS FROM EQUITABLE SAFE SANITATION SERVICES
 - Everyone. Legal mandate is based on urban planning principles, without restrictions based on land tenure, hardware
 - type, or local political boundaries ; Transient, permanent, worker, and downstream communities' needs are met;
 - Equitable. Prices reflect service levels, affordability; availability and legitimacy of public finance is decoupled from hardware type or on-plot/off-plot siting; subsidized finance prioritized for the poorest;
 - Safe. Users' waste is safely managed and all communities are free of others' waste.
2. GENDER AND SOCIAL EQUITY ARE DESIGNED INTO PLANNING, MANAGEMENT, MONITORING
 - Those who are marginalized , without formal land tenure or access to sewers, women, and children are intentionally engaged in decision making systems;
 - Users' and workers' needs, values, constraints , and voices are understood and incorporated into hiring, service delivery planning, and service delivery;
 - Workers' health and rights are protected by occupational health and safety measures.
3. HUMAN WASTE IS SAFELY MANAGED ALONG SANITATION SERVICE CHAIN, STARTING WITH CONTAINMENT
 - Infrastructure and service delivery systems protect workers, households, communities at all stages from containment
 - through disposal/reuse ;
 - Containment and connections are managed to protect groundwater and environmental health;
 - Hardware investments and service models position resource recovery as a tool to incentivize safe waste management.
4. AUTHORITIES OPERATE WITH A CLEAR, INCLUSIVE MANDATE, PERFORMANCE TARGETS, RESOURCES, AND ACCOUNTABILITY
 - Mandate for urban sanitation is clearly defined, assigned to service authorit(ies) without overlap, explicitly prioritizes serving the poor, and is reflected in the authority's key performance indicators;
 - Processes exist to establish performance levels and set progressive targets for achieving them;
 - Service authority performance targets are monitored and tied to regulatory

- penalties and incentives;
 - Financing and revenue opportunities are designed to sufficiently support implementation of mandates.
5. AUTHORITIES DEPLOY A RANGE OF FUNDING, BUSINESS, AND HARDWARE APPROACHES SEWERED I NON-SEWERED- TO MEET GOALS
- Sanitation service mandates are technology agnostic; planning and investments support incremental and integrated systems that prioritize resources for achieving safety, equity, and sustainability;
 - Service authorities may deploy a range of business models to reach different customer segments within a city efficiently and equitably.
6. COMPREHENSIVE LONG-TERM PLANNING FOSTERS DEMAND FOR INNOVATION AND IS INFORMED BY ANALYSIS OF NEEDS/RESOURCES
- Investment and finance decisions are based on activity-based accounting of costs and revenues and inclusive performance targets ;
 - Investment and planning are informed by climate change, water, and energy constraints;
 - Performance incentives foster service authority capacity, responsiveness, and innovation;
 - Investment planning and prioritization processes are documented, transparent , engage relevant stakeholders;
 - Processes are coordinated with those of other urban investments and services, e.g. neighborhood upgrades, water services, storm water and greywater management, roads.
7. POLITICALWILLANDACCOUNTABILITYSYSTEMSINCENTIVIZESERVICEIMPROVEMENTS IN PLANNING, CAPACITY, AND LEADERSHIP
- Commitment to safe inclusive urban sanitation is demonstrated at multiple levels of government;
 - Budget allocations and expenditures are transparent and set based on equity and performance accountability;
 - Accountability systems such as performance regulators are designed to be autonomous and independent and to empower marginalized voices;
 - Service authorities have su ort from oliticians for effective institutional reforms, like tariff-settin and enforcement.

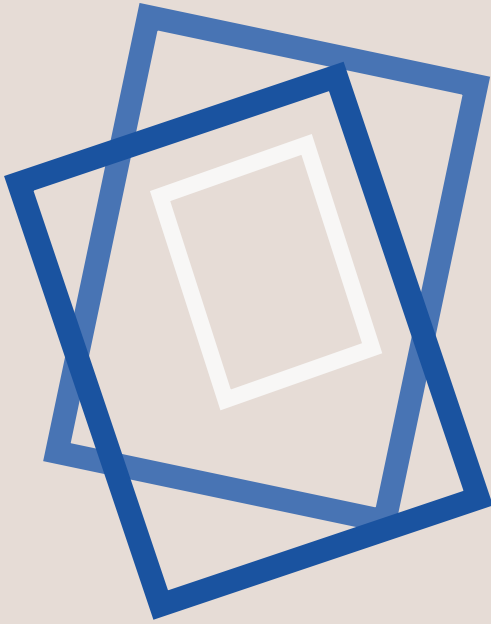
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Synergetic effect of CWIS and SDGs

Citywide inclusive sanitation, when implemented effectively, can have a synergetic effect on various sustainable development goals. An overview of how CWIS contributes to the achievement of several SDGs:

- **SDG 6 (Clean Water and Sanitation):** The most direct impact is on SDG 6, which focuses on ensuring access to clean water and sanitation for all. Citywide inclusive sanitation helps improve sanitation infrastructure, reducing open defecation, and promoting proper waste disposal, which, in turn, contributes to water quality and availability.
- **SDG 3 (Good Health and Well-Being):** Improved sanitation facilities contribute to better public health by reducing the spread of waterborne diseases, improving hygiene, and preventing illnesses. This, in turn, supports the goal of ensuring good health and well-being.
- **SDG 4 (Quality Education):** Adequate sanitation facilities in schools contribute to a healthier and more conducive learning environment. This can positively impact attendance rates, especially for girls, who may be more likely to attend school when sanitation facilities are available.
- **SDG 5 (Gender Equality):** Citywide inclusive sanitation can address gender inequalities by providing safe and accessible sanitation facilities for women and girls. This is particularly important for promoting gender equality and ensuring the dignity and safety of women and girls.
- **SDG 8 (Decent Work and Economic Growth):** Improved sanitation in urban areas can contribute to better public health, leading to a healthier and more productive workforce. This, in turn, supports the goal of decent work and economic growth.
- **SDG 11 (Sustainable Cities and Communities):** Citywide inclusive sanitation is integral to creating sustainable and resilient urban environments. It contributes to improved living conditions, environmental sustainability, and overall urban development.
- **SDG 12 (Responsible Consumption and Production):** Effective sanitation practices contribute to responsible consumption and production by promoting efficient use of resources, waste reduction, and proper waste management.
- **SDG 13 (Climate Action):** Sustainable sanitation practices can contribute to climate action by reducing environmental pollution and promoting resource efficiency. Additionally, well-designed sanitation systems can address the impact of climate change on water resources.
- **SDG 16 (Peace, Justice, and Strong Institutions):** Access to sanitation is linked to social stability and public health, contributing to the development of peaceful and just societies.
- **SDG 17 (Partnerships for the Goals):** Achieving citywide inclusive sanitation often requires collaboration between governments, communities, private sectors, and NGOs. Effective partnerships are essential to realizing the goals of sustainable sanitation.

By addressing the sanitation needs of urban populations in an inclusive and comprehensive manner, citywide inclusive sanitation has the potential to create positive synergies across various SDGs, promoting sustainable development and improving the overall well-being of communities.



Lesson Plan 4

Equity



90 minutes



Learning Outcomes



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

1. Articulate CWIS service outcome- equity
2. Summarize the key elements required for equity in sanitation sector



Materials



- Newsprint paper/ flip chart paper
- Markers
- Materials for intro activity (rope, blind fold, huge bag with load)



Preparation



- Draw a picture of life-size toilet pan for 'intro activity.'
- Review lesson plan along with presentation slides

Introduction

10 minutes



1. Inform participants that they are going for an activity.
2. Ask 5 volunteers for the activity. Inform other participants are the observers.
3. Inform participants about the activity as you place a drawing of the toilet on the floor and inform that they are supposed to pretend to use it.
4. Before anyone try it, inform participants that each of them has a condition while pretending the act.
5. Now, handover a chit with condition to each of the volunteers and ask if they are clear with the idea or condition.
 - a. One volunteer will have a leg tied as a person with physical disability.
 - b. One volunteer will have his/her eyes covered
 - c. One volunteer will have a handbag or representing carrying baby of 5-7 kgs
 - d. One volunteer will have a bag tied to his/ her stomach representing pregnant woman
 - e. One volunteer has no limit- he/ she can be him/her-self
6. Once all are clear on the instructions, inform volunteers to act/ pretend along with the condition mentioned in the chit.
7. Ask each volunteer to explain about how he/she felt while doing the act.
8. Inform participants, like in the game, in real life as well there are many criteria that different people have and to give each of them an equal opportunity, similar kind of provisions should be made. Also, we are brought up with the same situation from our childhood through the caste hierarchy system, thus we have it in our subconscious mind and hence will be discussing more on equity in the session.
9. Present training structure, learning outcome and presentation outline to the participants.

Terminologies and Equity in Sanitation Sector

25 minutes



1. Linking to the intro activity, inform participants that there are various groups and sub-groups within a certain cohort as well. As for the differences, the need or requirements might also differ.
2. For example, ask participants to raise their hands who have completed their bachelor's degree, then ask to raise who have completed master's degree.

Similarly, ask to raise hands of either female or male participants with master's degree. As seen in the limited numbers also there are differences and as per the differences, the needs/requirements might also differ. Hence, are discussing more on the session.

3. Inform participants, before diving into the subject of 'Equity', let have a common understanding in some terminologies (slide 8, 9 and 10).
 - Equity and Equality
 - Gender
 - Inclusion
4. Presenting next slide inform about the goal of equity in sanitation sector and ask what does an aspirational state look like (slide 11)?
5. Present next slide and inform that the equity in sanitation sector describes not only a point but looks all of the 5 points:
 - a. Infrastructure
 - b. Services
 - c. Representation
 - d. Subsidies
 - e. Finance
6. Inform participants that they are now going to discuss on each point and present the slide and discuss as per required.
7. While presenting slides and information on each of the point, make sure to ask with participants on what points should be covered in each of the topic and repeat the process for all 5 topics.



Trainer's note: Trainer may mentally divide participants into 5 groups and ask a representative from each group to answer or present on a topic for inclusion and also may relate the activity as a part of inclusion.

Current Status

20 minutes



1. Inform participants, if we want to reach the goal of equity, that is, to reach for all, then let's look back at the current status, where are we and what do we have (slide 20)
2. Present the slides on legal provisions for the equity starting from the GESI guidelines in Nepal, Provisions for participation, Constitution of Nepal 2015, Data on water and sanitation (slide 21 to 26).

Key Gaps and measures of Equity

30 minutes



1. Inform participants that they are now aware of the goal and current status and are going to draw gaps in sanitation service provision from equity perspective.
2. For this inform participants that they are going for a group activity for which participants will be divided into 4 groups.
3. In their groups participants are to discuss and note the key gaps in sanitation services and note on a newsprint paper. For this, ask participants to think about the points that were discussed in earlier slides.
4. For the activity, provide a newsprint paper to each group and ask to fold it into half and note their discussion in the first half of the newsprint paper.
5. Inform participants that they have 5 mins for the activity and divide participants into groups and ask to start their discussion at once.
6. After the time, ask participants to stop and ask a group to present their group work and ask other groups to add on any missing points.

7. Summarizing the group work, present the slide on equity for sanitation services (slide 28).
8. Again, in their groups, ask participants to discuss and note the measures/ ways of equity in sanitation sector in other half of the newsprint paper (slide 29).
9. After 5 minutes, ask groups to present a point in turn and repeat the process till all points are presented.
10. As summarizing the points from group discussion present the slides (slide 30).
11. Present next slide with key enablers and inhibitors in perspective of 3 main points. While describing inform that these are the 3 main points that holds us to do something (inhibitors) or guides/motivates us to do (enablers). (slide 31)
12. Discuss further on the enablers and inhibitors with following slides (Slide 32 to 37).
13. Inform participants to ensure the achievement of SDG goal 6 the requirements for equity and inclusion are as per the slide (slide 38).
14. Present the slide on anticipated impacts and Key Messages to the participants (slide 39 to 41).

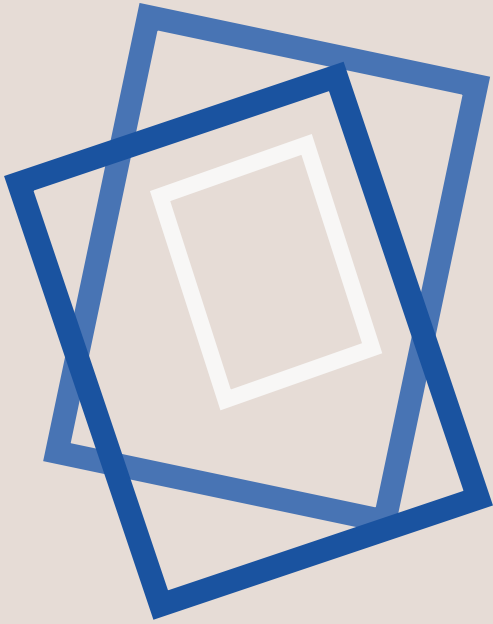
Review

5 minutes



1. In sanitation sector, ask participant who are left behind from their perspectives. (slide 42)
2. Collect 2 to 3 responses and inform while discussing in sanitation sector, specifically, sanitation workers, informal settlements, financially backward groups who are living far away from city centers, disable people, and transgender are often overlooked while constructing sanitation facilities or providing sanitation services.
3. Ask participants to come up with a strategy to include all such groups.
4. Collect 2 to 3 responses from the participants.

Reflections on Lesson



Lesson Plan 4.1 A

Equity in Practice (Global)



45 minutes



Learning Outcomes



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

1. Discuss the measurement indicators of CWIS service outcome- equity
2. Give examples of equity in practice at global level



Materials



- Newsprint paper/ flip chart paper
- Marker



Preparation



- Print 3-4 copies of CWIS cities at a glance table (refer to the end of lesson plan)
- Print 3-4 copies of Designing and Implementing pro-poor interventions table (refer to the end of lesson plan)
- Refer to the CWIS learning brief series on “Pro-poor policies and interventions” (<https://s3.amazonaws.com/resources.cwis.com/learning/94/CWISMLELB3ProPoorInterventionsFinalEnglish.pdf>)

Introduction

2-5 minutes



1. Inform participants as they are discussing on the CWIS service outcome – equity, they will be further discussing on ‘Equity in practice’ at global level.
2. Present learning outcome, presentation outline and training structure to the participant.

Equity- Measurement Indicators and Practice at Global Level

35 minutes



1. As per the definition of equity, present the main ideas highlighted with the slide (slide 7).
2. Inform participants that it means or shows/ guides what are the points that we need to monitor to assure the equity measures and present the slides on equity measurement indicators (slide 8-11).
3. After the indicators, inform participants that they are now going for the global context on how equity is being implemented with the examples/ references of 8 CWIS cities (slide 12).



Trainer’s note: Trainer may take support of slide 13, pro-poor policies and interventions while discussing on earlier slide.

4. After the discussion on CWIS cities, inform participants that they are going for a group discussion. For this, participants will be divided into 3 to 4 groups and each group will be provided the printed table of ‘CWIS cities at glance’ (slide 14 and 15).
5. With the document, participants are to discuss the equity context in the CWIS cities.
6. Divide participants to 3 to 4 groups and provide the table to each group and ask to discuss in their groups.
7. Provide 5 minutes time for the discussion and ask a group or two to present their discussion briefly.





8. Present the slide with the same topic and point out the highlighted data and information while discussing.
9. Further, in their groups, provide the next table on designing and implementing pro-poor interventions and ask to discuss the points (slide 16 and 17).
10. Like in the earlier discussion, ask 2 other groups to present their discussion and present the summary with the slide.
11. Further with the slides, present how the engagement of stakeholders was done in the CWIS cities along with the key outputs and outcomes (slide 18-20).
12. With this, present the “Outputs and Outcomes” and “Challenges and lesson learnt” slides as discussed on the slides. (slide 21-25).
13. Present key messages and inform further that now as participants have idea on equity practice at global level now will be discussing on equity practice at national level (slide 26 and 27).



Trainer’s note: Trainer may use participatory measures like asking questions or asking to read the content of the slide as per convenience.

Review

5 minutes



1. Ask participants if they have tried/ developed any pro-poor interventions of any kind?
2. Ask 2 participants (at max.) to response, what were their key ideas for interventions and one thing that they have learnt.

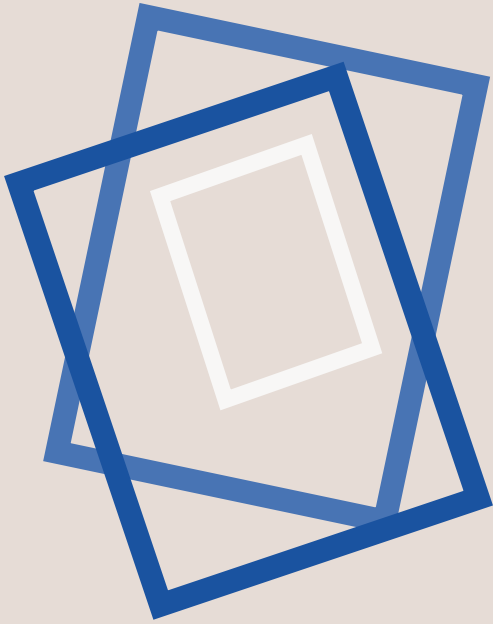
Reflections on Lesson

CWIS cities at glance

City	Local Authority ²	Local Partner	Population	Slums/ Informal Settlements	Sewer Access (open or closed)	Functional TP Capacity (volume)	Functional TP Capacity (% of full coverage)	TP Usage
Wai	WMC	CEPT	43,000	3.74%	0%	70 KLD	>100%	50%
Narsapur	NMC	ASCI	58,901	61%	0%	15 KLD	37%	33%
Warangal	GWMC	ASCI	817,959	35%	0%	25 KLD	13.1%	33%
Trichy	TCC	IIHS	9,16,674	10%	45%	58 MLD	>100%	96%
Khulna	KCC	SNV	1.5 mill	7.86%	0%	180 KLD	9.2%	4%
Kampala	KCCA	KCCA	1.5 mill	60%	8%	40 MLD	NA	>100%
Lusaka	LWSC	LWSC	2.5 mill	70%	16%	52 MLD	40%	>100%
Dakar	ONAS	ONAS	2.8 mill	NA	30%	21 MLD	NA	>100%

Designing and implementing pro-poor interventions

	Narsapur	Warangal	Trichy	Khulna	Wai	Lusaka	Kampala	Dakar
Infrastructure	IHHL; CT	IHHL; DEWAT	IHHL; CT	FSTP	IHHL; CT; scheduled desludging	IHHL; FSTP in slum areas	Dumping points on sewers & micro TPs	Innovative IHHL in flood- prone areas
Outreach (targets of IEC/BCC)	HH	HH	HH	HH	HH	HH	HH; landlords	HH
Capacity Building in Slums	SHGs maintain PTs/CTs	SHGs maintain PTs/CTs	CBOs; sanitation workers	CBO maintain CTs/PTs	[None]	[None]	[None]	Desludging operators
Policy and Regulation	[None]	[None]	[None]	[None]	Council resolution	Mandate expansion, by-laws, standards	Legal & regulatory framework	[None]
New Institutional Structures	[None]	[None]	[None]	Multi- stakeholder working group	[None]	[None]	Multi- stakeholder forum	Direction de l'Assainissem et Autonome



Lesson Plan 4.1 B

Equity in Practice (National)



45 minutes



Learning Outcomes



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

1. Discuss the measurement indicators of CWIS service outcome- equity
2. Give examples of equity in practice at national level



Materials



- Newsprint paper/ flip chart paper
- Marker
- Meta-cards



Preparation



- Review slides and make necessary changes as per the context.
- Review slidenotes for information on slides
- Prepare topics for group activity on meta-cards (Infrastructure, services, representation, subsidy and finance)

Introduction

5 minutes



1. Inform participants that now they are continuing the presentation on CWIS service outcome – equity, with the practice at national level.
2. Linking to the experiences shared by participants on review part of earlier session, inform participants that one of the activities that all sanitation professionals took part in while also focusing on equity is the ODF campaign.
3. Inform participants that they will be discussing the ODF campaign from equity perspective.

Equity- Practice at National Level

35 minutes



1. Inform participants that while presenting an example of equity at national level, “ODF campaign” is the best one. Add on information that this is one of the comprehensive example, which is proudly presented by all sanitation professionals.
2. Inform participants that the campaign is one and most probably only such initiatives where the whole nation was in a movement, from the central government to local government to the community which led to the significant achievement of basic sanitation status of the nation. (slide 5)
3. Ask participants to add on other points to present the campaign.
4. Collect 3-5 responses from participants.
5. Summarize the points from participants with the slide on ODF though equity perspective (slide 6-8).
6. Inform participants that now they are going for a group work where participants are to discuss on the activities of ODF campaign through equity perspective (slide 9).
7. For the activity, inform participants that they will be divided into 5 groups and in their groups participants will be provided a sub-topic from equity and participants are to discuss and note the activities from the ODF campaign.
8. Divide participants into 5 groups and provide a topic to each group.
 - a. Services
 - b. Infrastructure

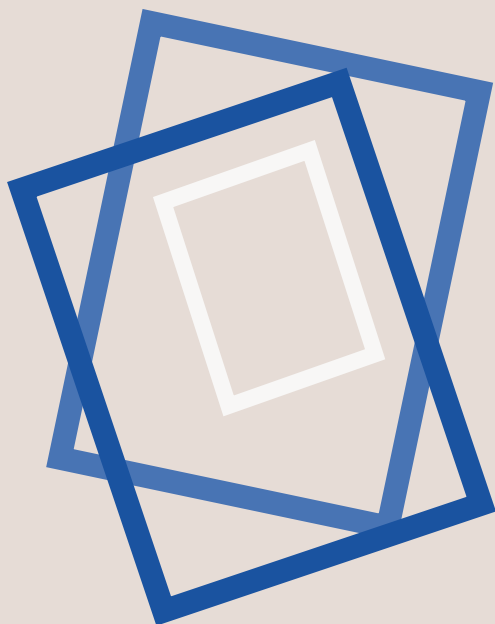
- c. Finance
 - d. Subsidies
 - e. Representation
9. Provide a newsprint paper and few markers to each group and ask to start the activity.
 10. Provide 5 minutes time for the activity and after the time ask a group to present their ideas discussed.
 11. Once the group has presented, ask other to add on further and summarize the points with the slide on same topic.
 12. Similarly, repeat the process for all groups and discuss as needed.

Review 5 minutes



1. Ask participants to think of one such activity or initiative that they could have done better or something that they think was missed out during the campaign.
2. After a minute to think, ask participants to put their idea forward. *Example: compilation of all data in national data system as there was huge data which could have been used further for any other relevant purpose (data eco-system)*
3. Collect 2 to 3 responses from participants.

Reflections on Lesson



Lesson Plan 4.2

Equity: Group Work



60 minutes





Learning Outcomes



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

1. Analyze possible challenges to implement the equitable services
2. Discuss the ideas to overcome such mentioned challenges to implement the equitable services along with the initiatives taken for the same (based on LISA)

 <p>Materials</p> <ul style="list-style-type: none"> • Newsprint paper/ flip chart paper • Markers 	 <p>Preparation</p> <ul style="list-style-type: none"> • Prepare for the presentation of the session • List the possible answers for the possible challenges to implement and possible ideas to overcome
--	--

Introduction 5 minutes



1. Inform participants that they are now going for a group work for the complete understanding of the concept of equity.
2. Present the training structure and learning outcomes of the session. (slide 2-4)

Group Work- Equity 50 minutes



1. Inform participants that they are further going for a group work, and for this, they will be divided into 3 groups and in their groups, participants are to discuss and note equity initiatives at different tier/ level along with the possible challenges to implement such initiatives. (slide 5 and 6)
2. Further clarify on group work that one group will be assigned to discuss and note on the initiatives taken at policies/ plan level while the other will be discussing on program implementation level and the final group will be discussing on grassroot level initiatives. (slide 6)
3. Inform participants that they will get 10 to 15 minutes time for discussion. Also, inform participants that they can shuffle through internet for such initiatives and note it.



- Trainer’s note:** If participants have laptop then inform participants that they can discuss and note the points in their laptop (either in a word document or in presentation format).
4. Further, after the mentioned time, ask groups to think about the possible ideas or solutions to overcome such issues. (slide 7)
 5. Provide 10 minutes time for the activity and after the time, ask a group to present their ideas to the larger group.
 6. Once the group has presented, ask others to add on if they have any other ideas, and if not, move to next group for presentation and repeat the process.
 7. As a summary of the presentation from participants present slide relating to LISA- Local Institutional Self-Assessment of the municipality, inform participants that equity is stated in 3 thematic area out of 10 assessments. (slide 8)
 8. Also, while going through LISA, points to contribute to the achievement of mentioned global CWIS indicators on Equity are described on slide 9 and 10.

9. Further, present the interventions on equity with slides along with the possible ideas for incorporating equity- highlighting on the strong coordination and collaboration. (Slide 11)
10. Summarizing the discussion on equity, inform participants that one of the core gaps seen in the sector while discussing GESI is demonstrated by the slide 11 itself. Further, if the projects and thoughts could be synced together like that of sanitation led section and GESI focal point, most of the targets of these two sectors could be easily met. Hence while projecting any plans or projects, one should stop making assumptions while working on gender and equity.

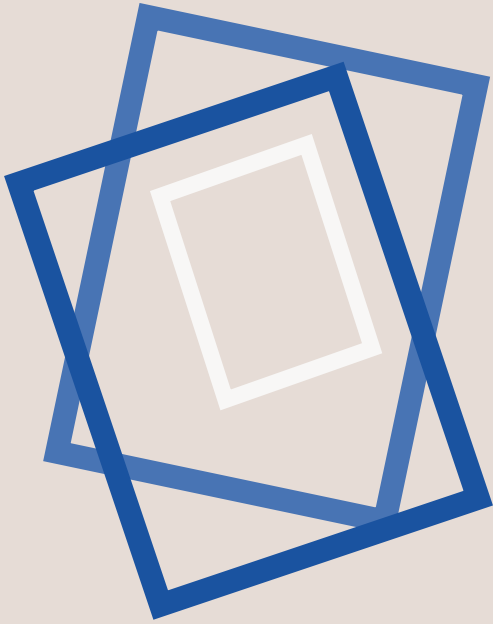
Review

5 minutes



1. Ask participants to think about an intervention that they could adopt and apply in their municipality for equity.
2. Ask 2 to 3 participants to share their ideas in large group and discuss if required.

Reflections on Lesson



Lesson Plan 5

CWIS Service
Outcome- Safety



90 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 throughout sanitation service chain



Materials



- Newsprint paper/ flip chart paper
- Masking tape
- Marker



Preparation



- Print sanitation service chain components cards

Introduction

5 minutes



1. Inform participants before starting the session, they are going for an interesting fact.
2. Inform participants that one of the interesting facts that one can read on the internet is about the safety gears used in cricket and present the slide.
3. Ask participants if they were aware of the fact. Ask participant and discuss, if needed, on the reason behind such facts.



Trainer's note: Make sure that this is a light information (as a joke) provided on internet and is not intended to harm anyone's feeling.

4. After the discussion, inform participants that whatever the series of evolution of safety gears has been, the ultimate idea is to protect and safeguard the life. Similarly, the ultimate outcome of discussing urban sanitation is the protection and or safety of public health which participants will be discussing in the session.
5. Present the training outline along with learning outcomes and presentation outlines of the session.

OR,

1. Present the quote, "**No-one is safe until everyone is safe**" to participants and ask them what does this mean in sanitation or what does it mean to them.
2. Collect few (3 to 4) responses from participants and discuss it linking to SDG 6, sanitation for all.
3. Present the training structure along with learning outcomes and presentation outlines of the session.

Safety

40 minutes



1. Linking to the SDG 6- target and indicators, present the point and inform that the main objective is to focus is safety which is one of the core outputs of CWIS framework (slide 7 & 8).
2. Present slide with the explanation of safety as per the CWIS framework along with more description of safety (slide 9 & 10).
3. Present the concept of safety linking with the signs used for safety, security check in airport and highlight the practice of safety during COVID period.
4. With next slide ask participants if they have ever googled what is safety and discuss with the information on slide (slide 12 & 13).

5. Moving to next slide inform participants that along the sanitation service chain, as they have seen in slide 13 regarding to toilet construction, one should also be concern relating to conveyance which is either done through sewerage system or emptying and transportation (slide 14).
6. Clear the concept on conveyance of FS in context of conventional system where it is transported through sewer line to either WWTP or to water bodies, specifically river.
7. Explain to participants that in absence of sewerage system, other means of conveyance is either a person must go to the WWTP or should be carried or transported to it (slide 16 and 17).
8. Present next slide on sanitation service chain and functional group and discuss on possible points where safety mechanism could be required in each of the functional group (slide 18).
9. With next slide, inform participants that in absence of the safety mechanism discussed earlier in each of the component of functional group, the impact might be in each or every aspect of public health, environment, financial safety and occupational health and safety.
10. Further, for a quick exercise, divide participants into 5 groups as per the sitting arrangements, assigning a component of SSC and ask participants to discuss what issues one might face related to each of 4 safety concerns, that is public health safety, environmental safety, financial safety and occupational health and safety.
11. For this, provide the format to each group and ask to discuss in their groups for 5 minutes.
12. After the time, ask groups to discuss and note points on the ways to increase or improve safety or mitigation measures.
13. For this, provide 5 minutes time for the activity and after the time ask groups to present their group work.
14. After the presentation from participants, present further slides on each component of sanitation service chain (slide 22 to 28).
15. Ask participants, if greenhouse gases are of any concern relating to sanitation or not or what might be the figure of estimation of greenhouse gas emissions from domestic wastewater in Nepal.
16. Collect a response or two from participants and inform that the wastewater is emitting GHGs and with the graph show how each of the component is supposed to contribute to the GHGs and how it is possible to go for a safe option while designing and planning the sanitation services (slide 29 and 30).
17. Present slides on safe reuse and disposal along with the related standards (slide 31 and 33).

Sanitation Safety Planning

25 minutes



1. Linking to the safety concerns and after the discussion on the proper and improper practices related to SSC, inform participants that one of the great ideas to think of to incorporate safety is using available tools like 'Sanitation Safety Planning' (SSP)
2. Present the slide on SSP and discuss as appropriate (slide 34 & 33).
3. Present the information/ steps on SSP as per the information in the slide and slide-notes (slide 34 to 48).



Trainer's note: Make sure to discuss the slides on SSP in brief only and inform that for the detailed idea on SSP, participants may link to other training on SSP.

4. The whole concept of safety is related to the safety of users or the public health in general for which the urban F-diagram should be considered.
5. While discussing the safety of user's and public health, inform participants that they are going for a video and present the video on 'Challenges faced by septic tank desludgers' (slide 50).
6. Take 3 to 4 responses from participants for their view relating to the video.
7. Linking to the exposure groups shared in SSP, one of such group is the sanitation workers and the safety as a whole also needs to be considered on the occupational health and safety of those groups as well.

Occupational Health and Safety

15 minutes



1. Ask a participant from the earlier group to go through their group discussion or group work and present the issues related to OHS in each component of SSC.
2. Once all groups have presented, ask a participant from each group to share his/ her idea on mitigation measures for OHS.
3. After a point from each group, present slides on measures for OHS (slide 53 & 54).
4. Further present slide on operational monitoring plan and inform how the information on monitoring plan contributes to OHS (slides 55).
5. Present next slide on amenities, household with different toilet facility and policy and program slide as an example for the safety as whole and conclude the session.

Assignment



1. Ask participants to go through the videos and answer the questions.
2. Make sure to present the case study of a sanitation worker for the health and dignity of the sanitation workers after the presentation of their assignments.

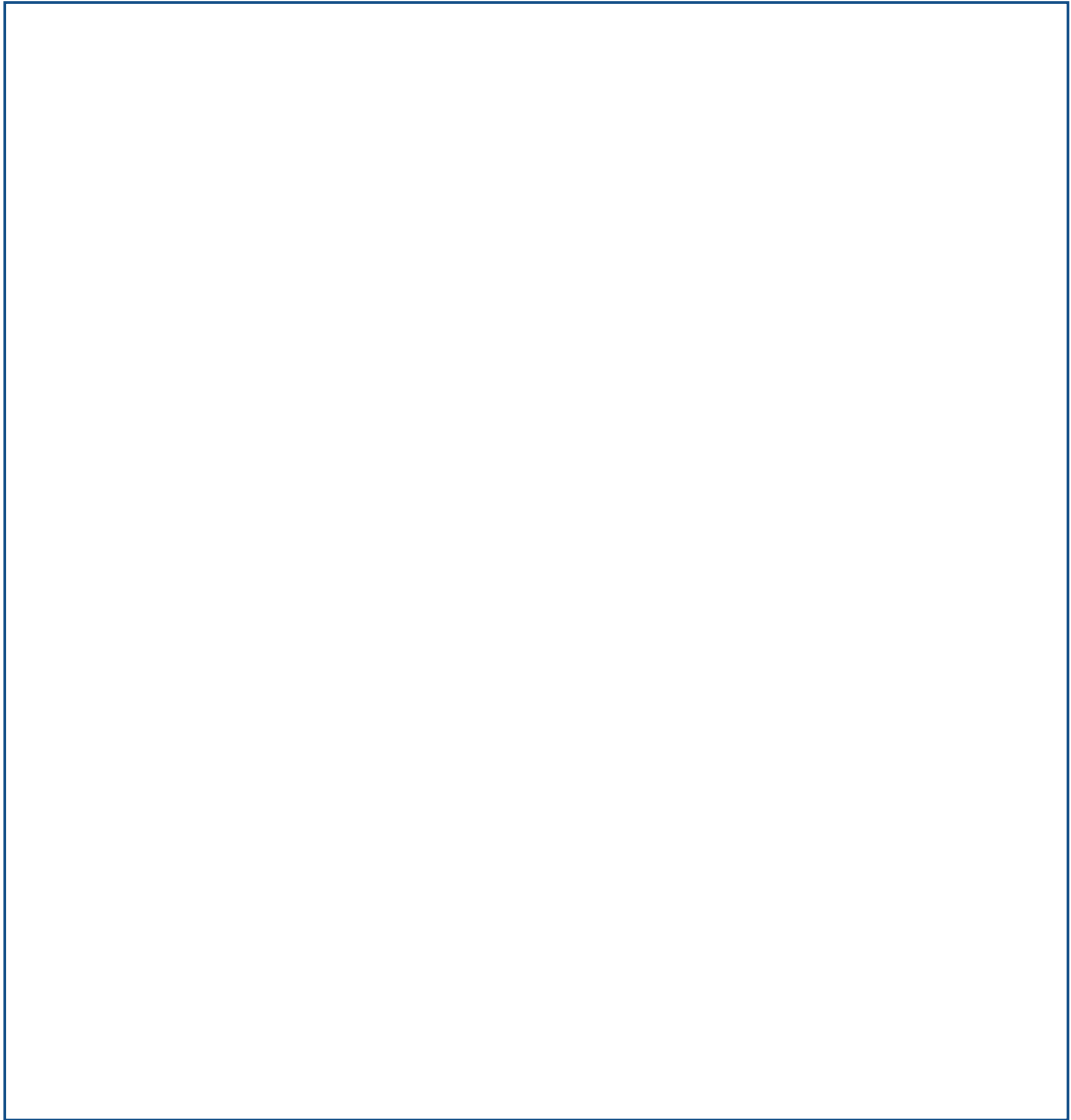
Review

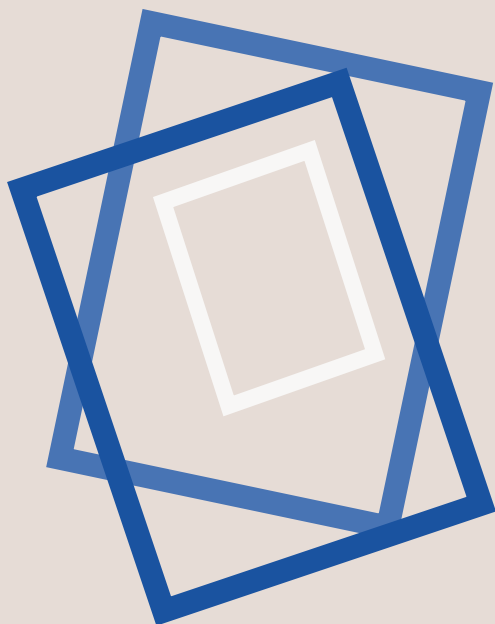
5 minutes



1. Ask participants to think of a safety point that they can implement immediately in their workspace.
2. Take 2-3 responses and present the key messages of the session along with references.

Reflections on Lesson

A large, empty rectangular box with a thin blue border, intended for the user to write their reflections on the lesson. The box occupies most of the page's vertical space below the header.



Lesson Plan 5.1

Safety in Practice and Group Work



90 minutes



Learning Outcomes



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

1. Discuss the CWIS service outcome ‘safety’ measurement indicators
2. Analyze initiatives taken for safety and determine possible interventions for safe sanitation services

<p>Materials</p> <ul style="list-style-type: none"> • Newsprint paper/ flip chart paper • Marker • Laptop, Projector and Pointer 	<p>Preparation</p> <ul style="list-style-type: none"> • Read lesson plan. • Cue the PowerPoint slides deck. • Prepare the videos for presentation. • Print the city snapshot of CWIS city Wai- 4 copies
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Introduction 5 minutes



1. Ask to participants, “How can you ensure if your city is safe in terms of sanitation services?” Collect 2 to 3 responses. (slide 3-6)
2. Explain that we need data or evidence to ensure a safe city. We need to measure and compare the data, information, and evidence by preparing specific indicators.
3. Inform them, they are going to discuss the safety indicators set at global level and also some practices of safety attainment at national level.
4. Present the training structure, learning outcomes and presentation outlines of the session. (slide 3-6)

Safety- Measurement Indicators 20 minutes



1. Ask to participants, “What may be safety indicators in terms of sanitation services?”
2. Collect the ideas from participants and summarize by presenting the slides on Safety indicators to participants and discuss as appropriate. (slide 7-18)
3. After the discussion on safety indicators, inform participants that they are going to see the safety component in practice. (slide 19)

Safety in Practice- National and Global 20 minutes



1. Inform participants that for the safety practice at national level, they are going for a video of Lahan. (slide 19 and 20)
2. After the video, participants are to pair up with the next participant and discuss and note the practices (good and bad practices) from the video and share in large group.
3. Present the video of Lahan to participants and ask to discuss and note the key points in their pair.
4. Provide 5 minutes time for the activity and after the time, ask participants to share it to the large group.



5. While participants present their key discussion points, note down the major points in newsprint paper (by facilitator/ trainer) explain/ summarize the points linking with public health and environmental issues.

6. For the safety pactice at global level, inform participants that they are going to see the safety in practice at CWIS city- Wai. (slide 21)
7. For this divide participants into 4 groups and in their groups , provide handout ‘Wai CWIS City Snapshot’ to each group and ask to discuss the practices from safety perspective.
8. Provide 5 to 7 minutes for the activity and after the allocated time, ask groups to present their points.
9. For this, ask to summarize the achieved percentage and number as mentioned as safety indicators in Wai. For this, ask a group to present a point and their findings and move to next group for next point.
10. Repeat this till no more new points are added.”

Safety- Group work 40 minutes



1. Inform participants as they have been discussing about the safety outcome of CWIS approaches. Now, ask participants to think about some of the major issues on urban sanitation of any emerging city.
2. For this, divide participants into 4 groups and ask each group to note an issue on a meta-card.
3. Provide 5 minutes time and after the time ask a group to mention the noted issues. As the group presents, collect the points and paste on board.
4. Once a group is done with the points, ask other groups to add on any points.



Trainer’s note: Facilitator may collect all the meta-cards from the participants and paste the points on the board without repetition.



Trainer’s note: you can simply ask participants which might be the top priority issues and list it or you may ask to vote in each point to get the top priorities.

6. Inform participants, in their groups they are to discuss the safety concerns related to the issues. For this activity, trainer may collect the top priority issues card from the board and shuffle it and share 2 to 3 issues to each group.

Urban Sanitation Issues	Safety concerns related to Issue	Impact of such Issues



7. Provide 15 minutes time for discussion and after the discussion ask to present the group work in large group.

Trainer’s note: Trainer may notify about the time after 7 to 8 minutes and move to next topic- Impact of such issues.

8. After the allocated time, ask each group to present their group work briefly.
9. Ask other groups to add missing points and summarize it by highlighting major points from your side.
10. Repeat the process for all groups.

Review 5 minutes



1. Ask participants to think about any safety measures that they have been practicing in their workplace or project and how it can contribute to the CWIS attainment or attaining safely managed sanitation for all.
2. Take 2 to 3 responses from participants.

Reflections on Lesson

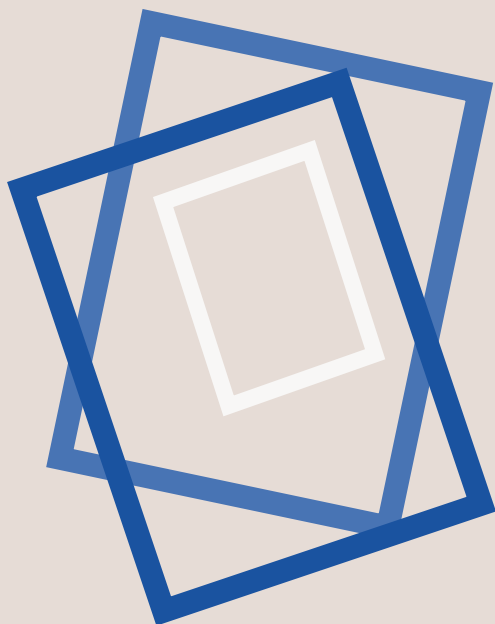
List the urban sanitation issues of an emerging city.

- Fecal Sludge management: Environmental degradation, endemic diseases
- Urban slums
- SDGs: (11) inclusive, safe, resilient and sustainable
 - (3) Ensure citizens health and well being
 - (6) Secure access to sustainable water and sanitation services to all.
- Constraints on delivery of urban services

Summary: Silent crisis that impedes the realization of the urban transformation framed in SDG??

Who are directly impacted?

- Solid waste worker
- Urban dwellers
- Public health



Lesson Plan 6

Responsibility and Accountability



90 minutes



Learning Outcomes



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

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



Materials



- Session slides
- Flip chart paper
- Marker
- Gift for the winner
- Meta cards



Preparation



- Review slides and make necessary changes as per the context
- Review slide notes for information on slides
- Set up 3 stations: national enabling environment, municipal functions and community engagement
- Prepare 3 sets of meta-cards with different roles of different levels of government (refer to the end of lesson plan) and print and cut the pieces
- Prepare gift for the winner/s (if possible)

Introduction

5 minutes



1. With the slide of before starting (slide 2), ask following questions to participants and take responses from 2 participants (at maximum) 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.
 - a. 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 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, 5 and 6).

Responsibility and Accountability

45 minutes



1. Present slide 7 on Citywide Inclusive Sanitation. Referring to the structure of city as included in slide, discuss on the questions presented on the slides with the participants to set the context for taking presentation forward.
2. Present slide 8, on “what we want to see in our cities” which are addressing the equitable, safe and sustainable sanitation services. These are the ultimate goals of any cities/country’s sanitation dream.
3. While discussing equitable, safe and sustainable sanitation services, present some of the common challenges faced across the globe with slide 9 and 10. Emphasize with example if possible.
4. On slide 11, inform the participants that all the challenges we discussed is mainly as we fail to identify sanitation sector especially non-sewered sanitation as a public service (Government’s mandate in Nepal). (Refer to slide note)
5. Present slide 12 on CWIS system function, as an answer to how do we get there. Conclude the slide by mentioning that these two CWIS system functions needs to be systematically arranged within any governance system via well-defined Institutional and Regulatory Framework.
6. Present slide 13 and 15, and discuss as per the information on the slide on responsibility.



Trainer’s note: You may use slide 14 for reference while describing ‘mandate is explicitly pro-poor, gender intentional and inclusive of other vulnerable groups or status’.

7. After presenting the slide on responsibility, inform participants that it is mandatory to discuss responsibility as lack of clarity in responsibilities and might lead to various consequences and present slide with same topic (slide 16).
8. After discussing clear responsibility, present the slide on responsibility through-out sanitation service chain and ask participants the question on the slide (slide 17).
9. Collect responses from participants and present further with slide 17.
10. Present slide 18 as an addition to the answer to the question. Make sure to present all the information presented in slide notes while presenting the slide.
11. Present the information on slide 19 and with slide 20 inform participants that they are going for group work.
12. For this, participants will be divided into 3 groups and each group will get a set of meta-cards with the roles of different levels of government.
13. To this, each group will be assigned a level of government and as per their assigned level, participants are to discuss and choose the roles provided to them.
14. Inform participants that they will get 5 minutes time to go through the roles and choose their roles and then paste the chosen cards with roles in the respective station set at different corners of the room.
15. Divide the participants into 3 groups and assign a level of government to each group.
16. After all the groups are settled, provide a set of meta-cards to each group and start to discuss and choose their respective roles and paste their chosen roles in the mentioned stations.

17. After participants are done with the activity, present slide 21 and ask to review their points/ roles.
18. If any group has all correct answer, either grant them a prize or cheer them with a huge clap.
19. Discuss further in any point of confusion or that needs the clarification by taking the ideas from participants at the beginning and summarizing by the trainer/ facilitator.
20. Quickly go through the constitution provision on responsibility (Slide 22) and legal provisions on responsibility in Nepal (slide 23).
21. Slide 24, present the institutional and Governance Framework for SSC as example (Trichy Municipality). Refer to slide note.
22. Present slide on stakeholders' engagement in non-sewered sanitation. Refer to slide note (slide 25) while emphasizing on the interesting note on engagement of private sectors in the sanitation service chain.
23. 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.
24. Further discuss on the engagement of user committees and private sector for the service provision throughout the sanitation service chain. Refer to slide notes.
25. Present slide 26 and 27 for an example of private sector engagement and details on private sector role and importance for their engagement.



Trainer's note: you may ask participants for any idea before going through the slides.

Accountability

30 minutes



1. Inform participants that we just discussed on the responsibility of service providers from the individual level to private sector to the public or local governance 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 29).
5. Present the slide on accountability and accountability defined as per CWIS approach with slide 30 and 31. Refer to slide notes for discussion.
6. Further inform participants that while discussing about responsibility and accountability which seems similar but are different and discuss further with slide 32.
7. Present slide 33 on monitoring performance, making accountable. Present slide 34 for accountability tools in practice; and slide 35 as an example of the accountability (India case) (Refer slide note).
8. Present slide 36 on behaviour change and social mobilization as part of responsibility and accountability on being citizen.
9. Collect participants responses or ideas on the topic and emphasize the importance of being responsible citizen for successful sanitation program intervention.

10. With slide 37 & 38, explain responsibility in relation to accountability and resource planning and management (Refer to slide notes).
11. Further add on that while discussing on responsibility and accountability, the resource planning and management comes together to fulfil the roles and responsibility.
12. Ask participants if they can explain how it is related with each other. Discuss further with responses from 2 to 3 participants.
13. Present the key message as a review and discuss.

Review

10 minutes










1. Ask participants to think of their different roles as a relevant stakeholder, eg. as a citizen, as a staff of any responsible organization.
2. Ask to note 1 responsibility of each role and think about how he/she is accountable for such responsibilities.
3. Give 2 to 3 minutes for the activity. After the time ask 2-3 participants to share their ideas to larger group.
4. Further, ask participants to think of an idea on what could make them more accountable towards their defined roles and responsibilities.
5. Ask to think (and note if needed) and provide 2 to 3 minutes time for the activity.
6. After the time ask 2-3 participants to share their ideas to larger group.

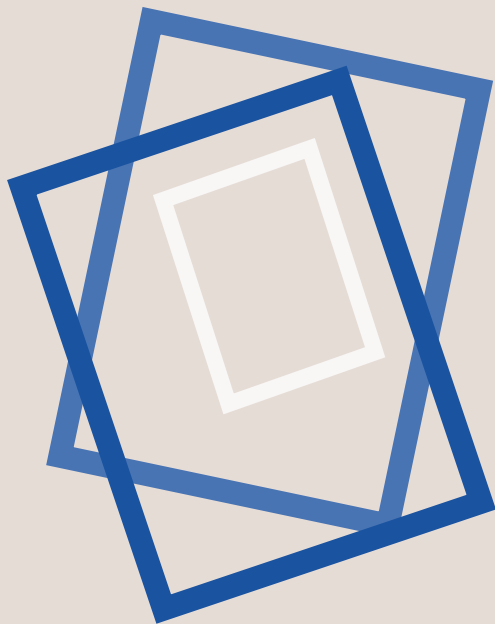
Reflections on Lesson

Trainer’s reference:

- **3 Stations (May write on meta-cards)**
 1. National enabling environment
 2. Municipal functions
 3. Community engagement

- **Roles of different levels of government to write in meta-cards (3 sets)**

 Law, policies, plans and targets
 Programming and finance
 Regulation, norms and legislation
 Capacity building and technical assistance
 Regulation and enforcement
 Service delivery
 Coordination
 Promotion and monitoring
 Setting service levels
 Civic behaviours and marketing




Lesson Plan 6.1

Responsibility and Accountability in Practice



90 minutes



Learning Outcomes



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

1. Discuss different models of responsibilities that are practiced across globe.
2. Explain the CWIS service outcome 'responsibility and accountability' measurement indicators.
3. Relate responsibility and accountability practices at national and global level



Materials



- Flip chart paper
- Marker
- Projector
- Laptop
- Speaker



Preparation



- Review slides and make necessary changes as per the context
- Review slide notes for information on slides
- Print the measuring indicators of responsibilities and accountabilities for group work- as per the number of groups
- Print case of Lusaka for assignment- 3 – 4 copies

Introduction

5 minutes



1. Present the slide 'Before we start...'. Inform participants that they are now going to discuss on examples of 'Responsibility and accountability' practices or examples at global and national level.
2. Present training structure, presentation outline and learning outcomes of the session.

Responsibility and Accountability in Practice

1 hr 20 minutes



1. Start the session by asking the question, 'What is the perfect model of responsibility?' With next slide on 5 models of responsibility (slide 6, 7 and 8), present the slide and inform participants that there is nothing as perfect model. Its contextual and workout need to be done to understand what fits our country or city.
2. Add on example of Nepal on the models of responsibility like for the sewer system, in Kathmandu valley the Kathmandu Valley Water Supply Management Board (KVWSMB) is responsible while for rest of the country DWSSM is responsible. (slide 8)
3. Similarly, for Non-sewer system, the local government is responsible for all.
4. Give an example of institutional arrangements in Maputo (slide 9) as an example. Refer to slide notes.
5. Enter into the measurement indicators by presenting slide 10 on measuring responsibility and accountability and emphasizing the importance of measuring via clearly defined indicators.
6. Present measuring indicators for responsibility and accountability at National/ province level and at city level. These indicators, defined by Athena Infonomics with support of Bill and Melinda Gates foundation, are guide to support each country develop their respective indicators. (Slide 11 and 14)

7. With slide 15 and 16, inform participants that they are going for a group activity. For this, participants are to list the possible indicators/measuring factors for the safe and hygienic public toilet – From Responsibility and Accountability perspective.
8. Further, inform participants that they will be divided into 4/5 groups for the activity and they are to come up with the indicators in 7 minutes time.
9. Provide the list of measuring indicators of responsibility and accountability to participants for reference.
10. After the allocated time, ask a group to present their ideas and ask other groups to add on further points, if required.
11. Present slide 17, 18 and 19 on contextualizing responsibility and accountability indicators for Nepal relating to LISA and describe, how fulfilling the mandates and accountability is contributing to the score in LISA.
12. Inform participants that they are going for a video on Johkasou for the example of practicing responsibility and accountability.
13. Present the video case study (Johkasou) to the participants. (Slide 20)
14. With slide 18, inform participants that they are going for another group work on identifying responsibility and accountability strategies as shown in the video case study.
15. For this, participants are to discuss in same group as earlier and they are to note all the points in 15 minutes time.
16. It will be followed by group presentation, that is, again, a group will present and another groups will add on further information.



Trainer's note: Trainer may use other ideas for presentation like asking a group to present a point and further asking another group to add on next point and likewise.

17. With slide 21 to 24, summarize the session linking to Johkasou case study on what strategies have been identified by Japan as part of their Institutional and Regulatory Framework to address the common challenges in sanitation. (Please link to the challenges (slides 10 and 11) on earlier session on concept of responsibility and accountability).
18. Present slide 25 with key messages from the session and provide assignment and wrap up the session.

Assignment



1. In their earlier group from the session, provide the case of Lusaka to each group and ask to go through the document.
2. Ask participants to discuss and come up with the idea/ note on the stakeholder that is responsible and accountable throughout the SSC (slide 27) in reference to the provided case/document.

Review

5 minutes

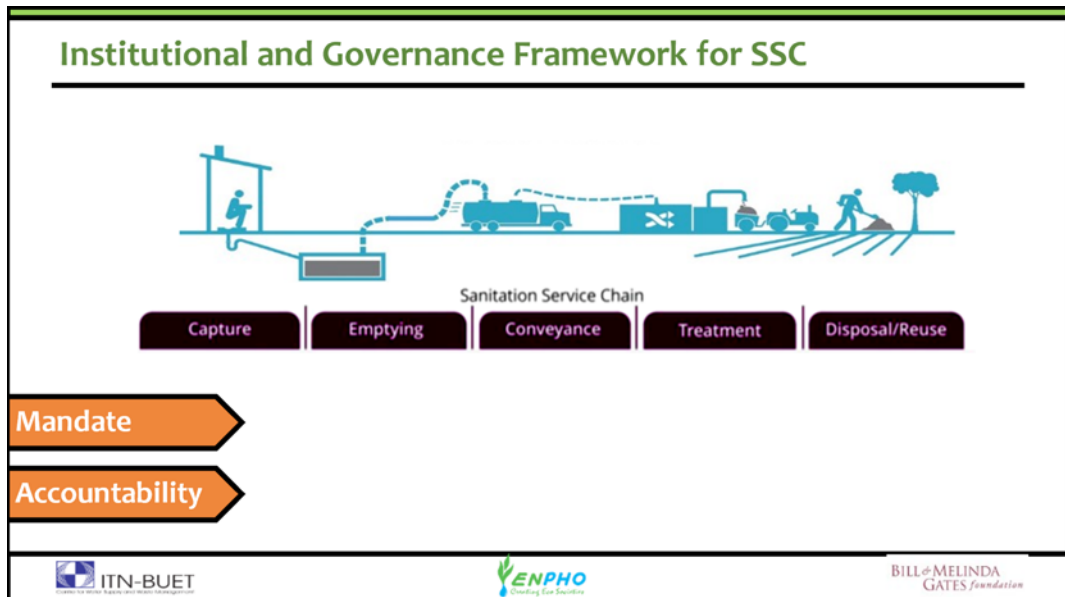


1. Ask participants if they were aware of or had any idea about LISA.
2. If yes, what are some of the ideas that they carried out for scoring the mark relating to responsibility and accountability.
3. Collect 3 to 4 responses from participants.

Reflections on Lesson

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Trainer’s reference:



Measuring Indicators:

Basic Indicators of responsibilities

- Customer satisfaction
- Employee satisfaction
- Compliance with regulations
- Environmental sustainability
- Community engagement
- Ethical business practices

National/Province Level Indicators	<p>RS 1a: [Indicator Area] Legal mandate for service delivery is clear and inclusive</p> <p>RS 2a: Approved local service authority staff positions within mandated authority areas are sufficient to execute mandate (* Context specific. Evaluated at point where staff head count and organogram is determined for mandated authority. This could be city, state or national)</p>
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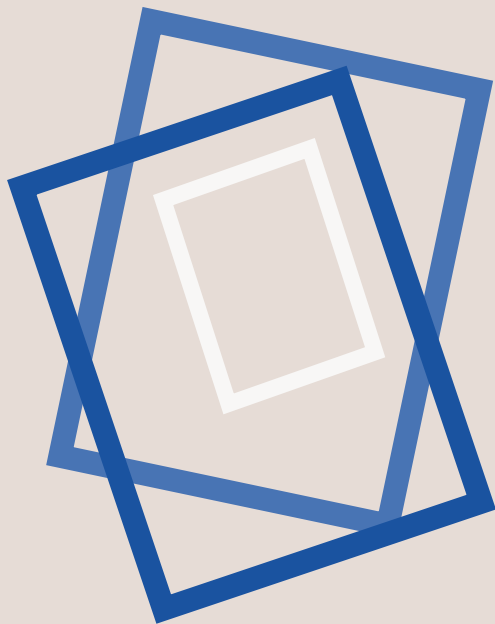
City Level Indicators	<p>RS 1b: [Indicator Area] Mandated service authorities are delivering inclusive services</p> <p>RS 2b: [Indicator Area] Local service authority staff positions are filled and capable to execute mandate</p> <p>RS 3: Local service authority sanitation budget is a separate line item independent of water, solid waste management, health, or environment</p> <p>RS 4: Local authority’s sanitation revenue is ringfenced</p>
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Basic Indicators of accountabilities

- Performance metrics (KPIs-Revenue, customer satisfaction etc)
- Quality assurance (Regular audits)
- Transparency (For customers’, employees and other stakeholder trust)
- Continuous improvement (Regular reviewing)
- Communication
- Feedback

National/Province Level Indicators	<p>AC 1: [Indicator Area] Performance indicators are set and monitored</p> <p>AC 2: [Indicator Area] Clear and progressive performance targets are set, monitored, and enforced for sanitation (* Context specific. Evaluated at the level where performance targets are set. This could be city, state or national.)</p> <p>AC3a: Performance data from service authorities are transparent</p> <p>AC4a: Incentives and/or penalties tied to performance exist for sanitation service authority</p>
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City Level Indicators	<p>AC 1b: [Indicator Area] Service authorities actively report on the performance indicators</p> <p>AC 2: (same as for national/state level) (*Context specific)</p> <p>AC 3b: [Indicator Area] Service authorities regularly collect representative data</p> <p>AC 4b: Incentives and/or penalties are actively used/applied by national/state accountability authorities at the service area level</p>
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Lesson Plan 7

Resource Planning and Management



90 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. Interpret diverse mechanisms to strengthen financial resources
3. Analyze the financial flows of municipality and identify the gaps

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Introduction 10 minutes



1. On slide 2. Present the photo of Gardens of Dreams (Kaiser Mahal).
2. Ask participants engaging questions (like Do you know the place? Have you visited, How do you like the place, Does it help you to be stress free and get refreshed?, etc.).
3. Inform the participants about some information on Kaiser Mahal ("<https://gardenofdreams.org.np/history/>"History – Garden of Dreams)
4. Now show the second image of Kaiser Mahal, in black and white, clearly it doesn't look the same, in fact it looks more like breeding ground of pests. Inform the participants on the renovation of Kaiser Mahal some years ago, and now its open for general public.
5. With a click add the arrow on we want Kaiser Mahal to continue, and for that the authority have robust financial structure in place. (Refer to slide). With this emphasize the crucial role of resource planning and management for the long-term operation of any entity.
6. Present slide 3, 4, 5 and 6 respectively as training structure, learning outcomes, and presentation outline.

CWIS function: RPM 55 minutes



1. Initiate the main content by giving some triggering global data on the resource requirement for WASH sector and proportion of finances coming from household on the slide – Some Important data (slide7)
2. Present the information on slide 8, on what do we mean by resource planning and management.
3. Touch briefly on human resources especially sanitation workers and what needs to be addressed to have sound sanitation workers (slide 9 and 10)
4. With slide 11, present and discuss on the measure for financial safety.

5. With slide 12, inform participants that they are going to enter into the most important aspect of resource planning and management i.e. financial resource which also determines the faith of other resources.
6. Ask the questions included on slide 13. Refer to slide notes.
7. Slide 14- RPM: A framework for Analysis, presents some points on why resource planning and management is essential and what are important considerations on resource planning and management.
8. Explain the components of financing framework development on slide 15. Refer to slide notes. Click and emphasize with additional information presented on slide through two bullet points.
9. On slide 16, “Nepal’s sector policies”, “priorities for sanitation” and “Nepal’s target on sanitation and investment plan” is presented to show case how sanitation is integrated in Nepal’s policy, as Nepal’s answer to information on slide 15.
10. With slide 17, 18, 19 and 20, presents overall picture of financing, like the financing need, what are the gaps and how these gaps could be fulfilled and what are the ways that these needs are being address (different channels, households, government and donor communities).
11. With slide 21 and slide 23, presents how the financial flows for the sanitation services in Nepal and Kampala city respectively.
12. With slide 24 (Financial Resource Mobilization and Monitoring Financing), present the budget utilization status through financial monitoring. Here, highlights the need of such monitoring for informed decision making on structuring financing.
13. On slide 25, life cycle cost for sanitation is present, which helps in identifying the overall financing need for system/sector and overall sanitation planning.
14. Slide 27 (Identifying financial sources: Sanitation Service Chain) presents how the financial resources could be identified within sanitation service chain. (Refer to slide notes). And slide 28 present types of financial resources to CWIS framework. (Refer to slide notes)

Group Work

20 minutes



1. With slide 29, inform participants that they are going for a group discussion. The group will be divided into 3 to 4 groups (preferably municipality wise).
2. In their groups, they are to work on the financial flow of their respective municipalities, (if not possible municipal wise, just ask them generally as per their experience). (Refer to slide notes).
3. For this, participants will get 10 minutes time for the group activity and after the time , each group presentation would be allocated.

Review

5 minutes



1. Concluding the information present the key messages from slide 30 and 31.

Reflections on Lesson

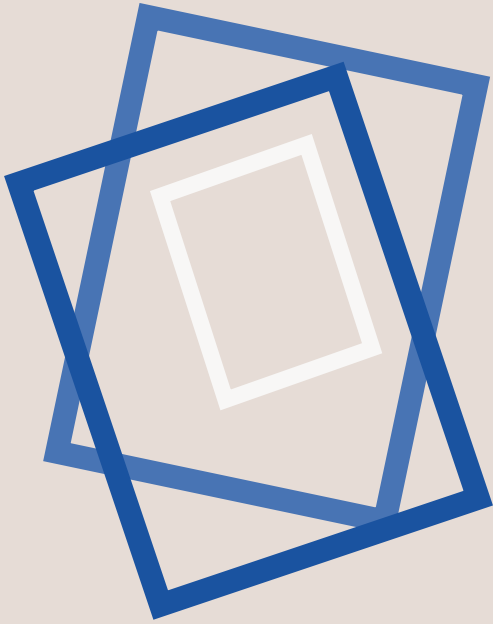
A large, empty rectangular box with a thin blue border, intended for the user to write their reflections on the lesson. The box occupies most of the page's vertical space below the header.

Information on Kaiser Mahal (Garden of Dreams)

In the midst of downtown Kathmandu's urban bustle, the tranquil oasis of the Kaiser Mahal Garden stands as an enduring legacy of the extraordinary vision and talent of one man – Late Field Marshall Kaiser Shumsher Jung Bahadur Rana (1892 – 1964).

Located just across the street from the former Royal Palace at the entrance to the Thamel tourist area, the Garden was neglected for decades. Its neo-classical pavilions paying homage to Nepal's six seasons were crumbling. The stately garden paths were overgrown, and the rich variety of subtropical flora was disappearing beneath a jumble of weeds. Now, with the support of Austrian Development Aid and in collaboration with the Ministry of Education, Government of Nepal, this national treasure has been restored and can once again assume its rightful place among the great landscape monuments of South Asia.

(For more: <https://gardenofdreams.org.np/history/>)



Lesson Plan 7.1

Resource Planning and Management in Practice



90 minutes



Learning Outcomes



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

1. Explain how financial flow can be diversified
2. List indicators for measuring resource planning and management
3. Give examples of RPM at global and national level



Materials



- Session slides
- Flip chart paper
- Marker
- Mobile phones with internet access



Preparation



- Review slides and make necessary changes as per the context
- Review slide notes for information on slides
- Internet access to mobile phones/ laptop for surfing

Introduction

5 minutes



1. Inform participants that they are now going to discuss on resource planning and management with an example that are in practice.
2. Present slide 2, 3, 4, and 5 for training structure, learning outcomes, and presentation outline.

RPM in Practice

55 minutes



1. Show slide 6 (Identifying Financial Sources) linking to the earlier session on RPM concept. In the slide, show the sources from where financial flows to the sanitation sector.
2. Ask the engaging questions to the participants, if the budget allocated for sanitation in their respective working area from the government side enough? Expected answer: not enough budget
3. Highlight the need to diversify financial flow i.e. additional sources of fund to the sanitation sector to achieve the desired targets.
4. With slide 7 (Climate vulnerabilities overview), we highlight the need for climate resilient sanitation planning and provides the overview on climate vulnerabilities from and towards sanitation sector, from climate change (CC) adaptation perspective and from climate change mitigation perspective.
5. Add on information, from CC adaptation perspective the impact is directly on public health with the potential public health outbreaks of water borne disease, due to the contamination of water sources from defective/damaged sanitation. Whereas, from CC mitigation perspective, sanitation system if not properly managed emits green house gases to the environment. (Show data on GHG emission from Nepal waste sector on slide 8)
6. On slide 9, ask an engaging question to the participants on whether or not they have considered climate resilience in preparing their respective financial plan. Presents points on why/how it should be done.
7. Ask the question on slide 10 as there is a quick quiz to test participant's on climate change. (Refer to slide notes for answer and inform them it will be discussed further on Sustainability session)
8. Present slide 11 on why we are discussing on private sector's involvement in sanitation?

9. Present slide 12 and 13 on structuring private sector participation and private sector model depends on service type. (Source: Eawag Sandec)
10. On slide 14, categorization of sanitation by individual and shared services is presented. Discuss on the slide as per the slide notes provided. This exercise will support in clarifying the private sector participation as presented on 7 and 8.
11. Present slide 15 on public private partnership as a financing model. Refer to slide notes.
12. On slide 16, Wai case study is presented where private sectors are involved. Once the case studies are observed by all, please refer to slide notes to discuss on the case studies.

PPP model in sanitation

30 minutes



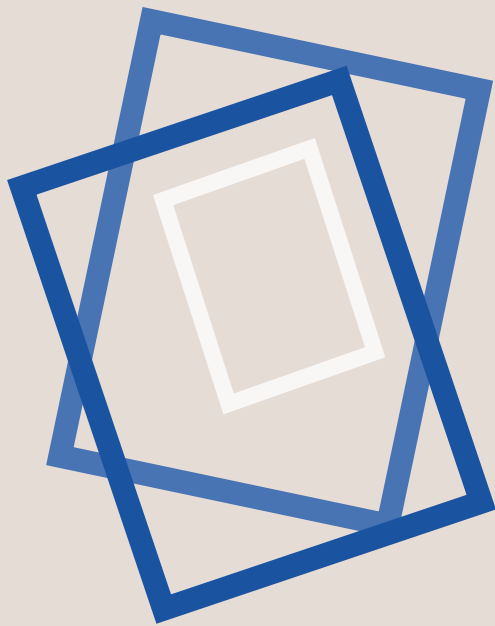
1. On slide 17, there is a quick activity, ask the participants to do quick research on types popular of PPP model. Discuss their results.



Trainers' note: Please research on the PPP model and on flip chart list the different models. Present at the end of this small exercise.

2. Present slide 18, to show cases where 2 of such PPP models have been used. In Namami Gange project where hybrid annuity-based PPP model have been used and in Nepal's Guheswori Wastewater Treatment plan where BOOT (Build Own Operate and Transfer model) has been used.
3. Further inform the participants that this area of financing is work in progress and there is room for innovative financing mechanism to ensure long term sustainability of the system.
4. With slide 19 (Circular economy for sustainable Waste and Sanitation), brief overview is given on circular economy and how the concept can be integrated into sanitation sector.
5. Inform participants through integration of circular economy there is scope for private sector's engagement as there is profit opportunity.
6. Slide 20 show some areas where it is feasible to materialize the concept of circular economy. On the same slide, there is link to the YouTube video on project by Safi sana, after the video have been observed by all, please discuss as per the guidance on slide notes.
7. Slide 21, presents the CWIS indicators for RPM from Athena Infonomics. Slide 22 and 23 presents contextualizing indicators as per LISA.
8. Slide 24, presents key opportunities and ways forward for resource planning and management as conclusion to the session.

Reflections on Lesson



Lesson Plan 7.2

Resource Planning and Management - Group Work





45 minutes



Learning Outcomes



- At the end of this session participants will be able to:
1. Analyze the financial flows of municipality in each component of sanitation service chain.
 2. Identify the gaps in resource planning and management.

 <p>Materials</p> <ul style="list-style-type: none"> • Session slides • Flip chart paper • Marker • Meta-cards 	 <p>Preparation</p> <ul style="list-style-type: none"> • Read lesson plan. • Cue the PowerPoint slides deck.
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Introduction 5 minutes



1. Ask participants, “What are main headings of your incomes and expenses in your family?” Collect the responses.
2. Explain, same as this example, they are now going for a session on resource planning and management for CWIS implementation.
3. Present training structure, learning outcome and presentation outline of the session. (slide 3-6)

Group Work – RPM 35 minutes



1. Inform participants that they have just discussed the indicators and now will be discussing further on the sanitation service provision and financing for each component of SSC. (slide 8)
2. Inform participants that for this they are going for a group work. For this, participants will be divided into 5 groups and in their groups, participants are to discuss service provision and financing for each component of SSC assigned to each group and for this they will get 10 minutes. (slide 9)
3. Divide participants into 5 groups and assign them a component of sanitation service chain.
4. Ask to discuss in group under following headings.(slide 10)

Income Source Heading	Who will pay?	Expenses Headings	Who will expense?

5. Ask to present a group work and request remaining groups to add any missing points.
6. Repeat the process for all the components of SSC and after the presentation, summarize the idea with the help of slide 11.
7. Further, inform participants that though there are various streams of financial sources, there are still some gaps, as we discussed earlier, like insufficient budget for sanitation.
8. Inform participants that they will be further discussing on the gaps in resource planning and management.

9. For further discussion, ask participants, “What are the steps in gaps?” and discuss as per the slide. (slide 12)
10. Inform participants about common gaps and issues on the basis of slide 13 and 14.
11. Conclude the session with key messages of slides 15 and 16.

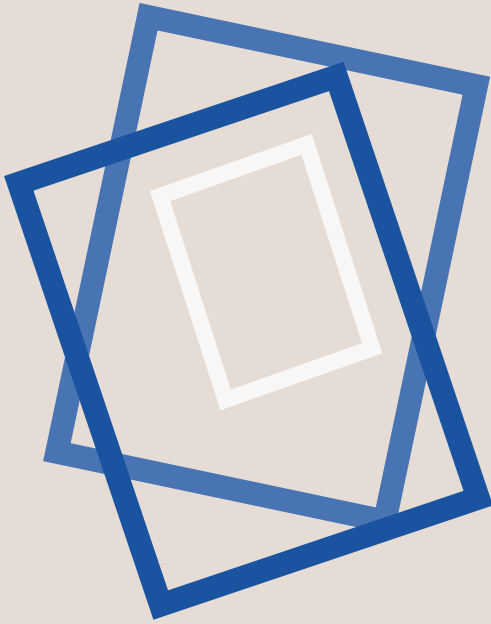
Review

5 minutes



1. Ask participants to discuss on common gaps on RPM in their municipality (Pair).
2. Request participants to share points in larger group (Ask to avoid the repetition if the points are same)
3. Summarize the sharing.

Reflections on Lesson



Lesson Plan 8

Sustainability



90 minutes



Learning Outcomes



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

1. Describe the concept on sustainable sanitation
2. Explain sustainability dimensions of sanitation
3. Discuss strategies to make sanitation services more sustainable.

Materials



- Marker
- Meta-cards
- Laptop
- Projector

Preparation



- Review slides and make necessary changes as per the context
- Review slide notes for information on slides
- Write the topics for the activity on meta-cards: Financial Sustainability, Institutional Sustainability, Environmental Sustainability, Technical Sustainability and Social Sustainability

Introduction

5 minutes



1. Present the picture of the car (slide 2) to participants and ask them if they want to use the car and over time if they want it to gift it to their children, probably you should maintain it overtime.
2. Ask participants, what activities do they 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.
4. On slide 3, present that similar to car, we also need to leave our planet as gift for our children and we should always be mindful and conscious on this.
5. Relating to sanitation on slide 3, inform participants what's happening today, all our toilets are discharging into rivers and dirty nature is what we are ultimately leaving behind for our children.
6. We need to correct our act. Hence, we are going to discuss about sustainability of sanitation services in this session.
7. Present training structure, learning outcome and presentation outline of the session on slide 4-7.

Sustainability

65 minutes



1. On slide 8, get into engaging initiation to the presentation by getting their idea on sustainability and then present the slide.
2. Give them a brief overview on SDG goal 6.2 and get their attention on the complexity of urban situation on slide 9; by showing them the photo and emphasizing the target.
3. With the picture of poor state of toilet on slide 10, ask participants if they want to use the toilet. Get their response and ask them why they don't want to use the sanitation service.
4. Linking with Intro, inform participants that we want to use a car for long time, but we don't want to use this toilet anymore.

5. Inform participants, though we spent thousands and thousands, to construct a sanitation facility, the facilities turn to this condition over very short period and present more pictures with following slides as a condition of sanitation services.
6. Show some more pictures of the sanitation services that no longer can be used comfortably. (Slide 11 to 16) Refer to slide notes where applicable.
7. With slide 17, inform participants that they are going for a discussion for the reasons behind the result presented in earlier slides.
8. For this, each participant will get meta-cards and in it they are to write 2 reasons (one in each meta-card). For this, they will have 3 minutes time.
9. Provide meta-cards to participants and after the time, ask 2 to 3 participants to read out their points.
10. For the remaining points, inform participants that they will be further discussing these later, in the session. For the same, ask participants to save the meta-cards with them.
11. Present the video on slide 17 by clicking the link and after the video, summarize the concept after taking a point or two from participants.
12. Follow the discussion on sustainability with the following slides. (slide 19 and 20)
13. With slide 21, inform participants that sanitation sustainability does not mean only the sustainability of sanitation infrastructure only but it also comprises of following:
 - a. *Financial sustainability,*
 - b. *Institutional sustainability*
 - c. *Environmental sustainability,*
 - d. *Social sustainability and*
 - e. *Technical sustainability*
14. Inform participants that as they proceed with the session, each of the points will be discussed with the following slides.
15. Inform participants that while discussing sanitation sustainability, particularly, in CWIS, it is defined as presented in the slide and read out the definition of sustainability. (slide 22)
16. Further, with slide 23, inform that health and hygiene of public health is the main objective of sanitation sustainability and for this, each component of SSC should be considered.
17. Inform participants that 'Sustainability' definition includes issues such as water, energy and other natural resources and for this it should be eco-friendly, climate resilient, and uses clean and lean energy/ resources.
18. Next, inform participants that for this sanitation practices should follow circular economy rather than the linear economy.
19. Further, present the slides on each point/ criteria for sustainability and discuss as per the information in the slides. (slide 26 to 28)
20. With slide 29, inform participants that as discussed earlier, FIETS approach is one of the examples of sustainability on sanitation and present the video for more information. (slide 29)
21. With slide 30, inform participants that they are now going for a discussion. For this, present a station set up on board with the headings of each of the points for sustainability.

22. Inform participants that as per the need, SuSanA has defined one more criteria for sustainability as climate resilient.
23. Inform participants that they are now going to paste their points under one of the heading presented on a board/ station.
24. Discuss on the points pasted on the board with an example of FSTP at Lubhu. (slide 32 and 33)
25. Present slide 34 and inform that sustainable sanitation should consider the whole components of SSC and discuss as appropriate.
26. With slide 35 inform participants about what sanitation implies throughout each component of sanitation service chain.

Sanitation and Climate Change

30 minutes



1. Inform participants as discussed earlier, climate change and sanitation have been linked as both of these have impact on the other one.
2. With slide 36, present on the link between climate change and sanitation.
3. Further, present slides on climate change along with sanitation and its impact with following slides. (slide 37 to 43)
4. Present the key messages of the session and wrap up the session.

Reflections on Lesson

Trainer's References:

Planning for sustainable sanitation

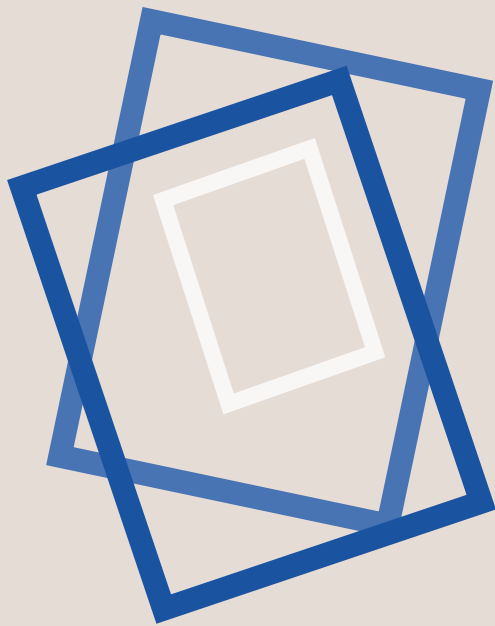
Most sanitation systems have been designed with the five aspects in mind, but in practice they are failing far too often because some of the criteria are not met. Since there is no one-fit-for-all sanitation solution which fulfils the sustainability criteria, evaluation will depend on the local framework and will have to take into consideration the existing environmental, technical, socio-cultural and economic conditions.

Some basic principles to be observed when planning and implementing a sustainable sanitation system were endorsed by the members of the Water Supply and Sanitation Collaborative Council (the "Bellagio Principles for Sustainable Sanitation") during its 5th Global Forum in November 2000:

1. Human dignity, quality of life and environmental security at household level should be at the centre of any sanitation approach.
2. In line with good governance principles, decision-making should involve participation of all stakeholders, especially the consumers and providers of services.
3. Waste should be considered a resource, and its management should be holistic and form part of integrated water resource, nutrient flow and waste management processes.
4. The domain in which environmental sanitation problems are resolved should be kept to the minimum practicable size (household, community, town, district, catchment, city).

These planning guidelines have been revised further and are now used in various training courses for urban planners.¹

Source: https://en.wikipedia.org/wiki/Sustainable_sanitation#Planning_for_sustainable_sanitation



Lesson Plan 8.1

Sustainability in Practice



90 minutes



Learning Outcomes



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

1. Discuss sustainability measurement indicators in context of Nepal
2. Give examples of sustainability at global and national level

<p>Materials</p> <ul style="list-style-type: none"> • Marker • Session slides • Flip chart paper • Marker • Meta-cards 	<p>Preparation</p> <ul style="list-style-type: none"> • Review slides and make necessary changes as per the context • Review slide notes for information on slides • Prepare meta-cards with topics (reasons behind the failure of sanitation services): Equitable sanitation service, safe sanitation services, responsible stakeholders, accountable stakeholders, proper resource planning and management
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Introduction 5 minutes



1. Inform participants that they are now going for a session on how sustainability has been in practice.
2. Present training structure, learning outcome and presentation outline of the session on slide 2, 3, 4 and 5.

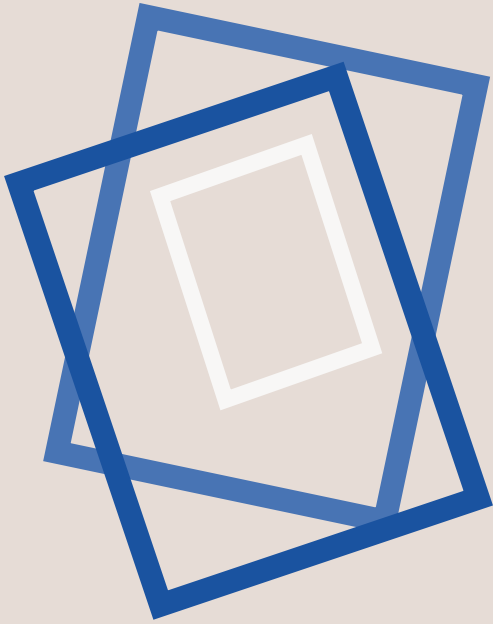
Sustainability in practice 1 hr 25 minutes



1. Present slide 6 on sustainability indicators as developed by Athena infonomics. These are guidance for any cities to develop their respective indicators.
2. Explain slide 7, as per the definition of sustainable sanitation, it is the outcome of all other components of CWIS framework.
3. With slide 8, explain the broad headings for the reason behind the failure of sanitation services listed on slide and then link them to the CWIS framework. Linking to the group activity done during earlier session on concept of sustainability.
4. Inform participants that to make the sanitation services sustainable, all other components of CWIS frameworks supports or plays a crucial role.
5. Now, inform participants that they are going for a group work (slide 9). For this, inform participants that they will be divided into 5 groups as per the categorization and each group will get a point/ topic from the component of CWIS framework.
6. 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 given perspective.
7. For this, ask participants to think about all the points mentioned earlier in the session while discussing and noting their answer.

8. Divide participants into 5 groups and provide the meta-cards with a topic to each group and ask to discuss their ideas.
9. Provide 10 minutes time for the activity and after the time, ask participants to stop and ask the group with equitable sanitation services to present their ideas.
10. Once the groups have presented the idea, ask other groups to add on (if they have any other ideas).
11. Once all have added their ideas, summarize the points with the slide on same topic. As presented on the slide and refer to slide notes (slide 10).
12. Now, repeat the process with other groups as per the presentation slides, that is, in following order: (Please refer to slides notes wherever relevant) and also examples for each are provided on the respective slides.
 - a. Equitable Sanitation Service (slide 10)
 - b. Safe Sanitation Service (slide 12)
 - c. Responsible Stakeholders (slide 14)
 - d. Accountable Stakeholders (slide 16)
 - e. Proper Resource Planning and Management (slide 20)
13. Once, all groups have presented and all points are summarized, conclude the group work and conclude the session.

Reflections on Lesson



Lesson Plan 8.2

Sustainability- Group Work



90 minutes



Learning Outcomes



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

1. Interpret the situation for sustainability
2. Audit initiatives taken for sustainability and determine possible interventions for sustainable services



Materials



- Session slides
- Laptop
- Projector



Preparation



- Review slides and make necessary changes as per the context
- Prepare 3 laptops for the group work, ask 3 participants to bring their own
- Check for internet connection for the video

Introduction

5 minutes



1. Inform participants that as they discuss sustainability in details, they are going for a group work on sustainability.
2. Present training structure and learning outcome of the session on slide 4.

Sustainability in practice

85 minutes



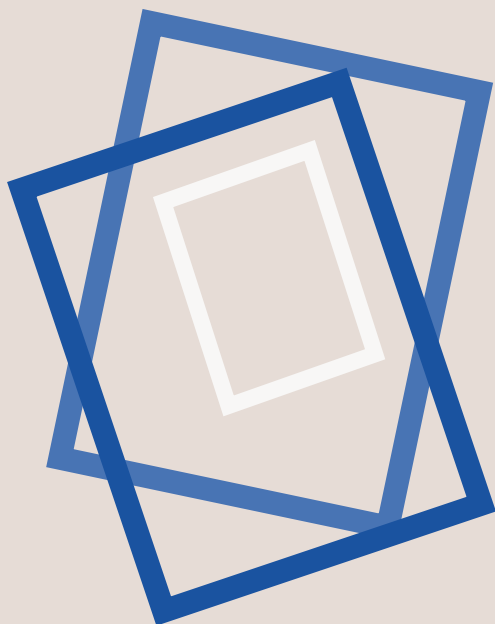
1. For the practical session on sustainability, inform participants that they are going for a group work. (slide 5)
2. For this inform participants that they will be divided into 3 groups and each group will be assigned a video to go through and based on the video, each group will be preparing a presentation based on the questions presented. (slide 6 and 7)



- Trainer's note:** Make sure to present the questions on slide 7 and discuss if necessary, before dividing into groups and assigning the task.
3. Divide participants into three groups (at least); provide a topic/ link of a video documentary to each group.
 4. And ask them to prepare detailed presentations based on the information given on slide 7 (based on their observation. Allocate 30 minutes to watch the video and prepare their presentation). (please note that each of the video's to be watched only in their respective group at initial)
 5. For the presentation from each group, allocate around 7 to 10 minutes after presenting their respective video to the larger group.

Reflections on Lesson

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Lesson Plan 9

Enabling
Environment



90 minutes



Learning Outcomes



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

1. Define enabling environment for sanitation
2. Identify factors that creates enabling environment for safe sanitation



Materials



- Session slides
- Flip chart paper
- Marker



Preparation



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

Introduction

10 minutes



1. Present introduction slide (slide 2) to the participant. Show them tiny flower growing into huge tree.
2. Ask them how do flower get transformed? Or what are the factors that help flower to grow into a tree? Get some answers from participants.
3. Click further on slide, showing the answers – sunshine, rain (water), wind, butterflies/insects, etc.
4. Click further and inform them these are called enabling environment which are factors that supports flower to ultimately grow into a tree/plant.
5. Slide 3 include learning from Nepal's hydropower sector which is very good example of how enabling environment supports a sector. Also show the video included in the slide, which provides some light on hydropower sector's journey and how enabling environment played role.
6. Inform participants that they are now going to discuss on such enabling environment for sanitation in the session.
7. Present training structure, learning outcomes and presentation outline of the session (slide 4, 5, 6 and 7).

Enabling Environment

55 minutes

1. On slide 8, once again present the similar slide on transforming flower to tree and explain the enabling environment for WASH sector (including sanitation) as included on slide.
2. Present slide 9 and direct the audience towards the main content of the presentation, enabling environment for sanitation and present slide 10 introducing each of the pillars for enabling environment for sanitation and inform them that we will be going through each one of them further during the session.
3. Introduce first and very important pillar i.e. Legal instrument on slide 11 and link to the example of hydropower sector in Nepal, slide 10.
4. With slides 12 to 25 present the Nepal's legal provisions at the national level for sanitation and faecal sludge management and on slide 27 present case of such provision at the local level giving example of FSM by-law of Mahalaxmi Municipality and FSM policy of Dhulikhel Municipality.



Trainers' Note: Before presenting any point or sub-point, make sure to take a voice from participants. For the active participation, trainer can look around the hall and ask participants to put their idea on each point.

5. On slide 28, present the second pillar of enabling environment on Institutional arrangement.
6. With slide 29 to 34, provide information on institutional arrangement from National to local level for sanitation in Nepal. With slide 33, present how institutional arrangement is evolving under the federal structure. And on slide 34, present an example of sanitation embedded within municipal structure of Mahalaxmi municipality of Lalitpur.
7. On slides 35, 36 and 37, present information of sector financing as another pillar of enabling environment for sanitation.
8. On slide 38, take a view from participants if they have any idea on it and later present information on service provider capacity as another pillar of enabling environment for sanitation.
9. On slide 39 and 40, present information of regulatory effectiveness as another pillar of enabling environment for sanitation.
10. On slide 41, present information of infrastructure and technology as another pillar of enabling environment for sanitation.
11. On slide 42 and 43, present information and examples respectively on social acceptance and affordability as another pillar of enabling environment for sanitation.
12. Lastly, slide 44, present private sector enablement as final pillar of sanitation sector's enabling environment.

Group Work

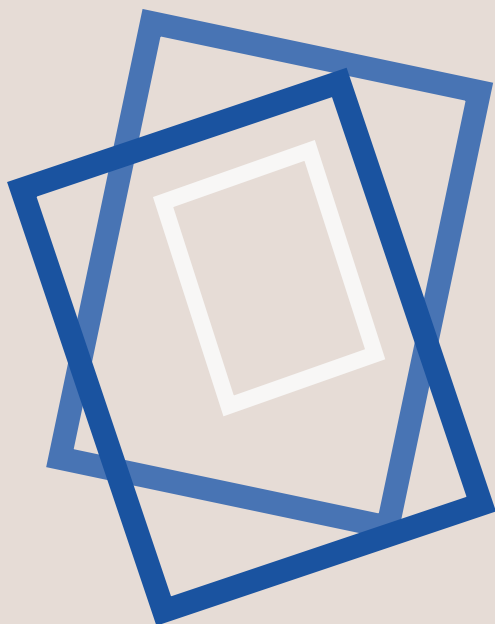
25 minutes



1. With slide 45, inform participants that they are going for a group activity.
2. Now, present the video (slide 46) and after the video, divide participants into 2 to 3 groups and ask to work in groups. (Refer to slide notes for guidance)
3. Provide 10-15 minutes time for the activity and after the time ask participants to present their group discussion.
4. Once all groups have presented, present slide 47 as the concluding slide that explain on the project 'Garima' as India's case to address similar issues on Sanitation (how their enabling environment played role to uplift the sector). You can link to the video on Garima project that was shown during safety session.
5. Present key messages (slide 48) and end the presentation.

Reflections on Lesson

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Lesson Plan 10

Private Sector
Engagement



90 minutes






Learning Outcomes



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

1. Define the role of private sector as a key stakeholder in CWIS implementation.
2. Analyze the engagement of private sector in sanitation service delivery based on experience sharing.

 <p>Materials</p>  <ul style="list-style-type: none"> • Format for presentation from private sector 	 <p>Preparation</p>  <ul style="list-style-type: none"> • Coordinate with two resource persons from private sector for their experience sharing. • Share the format prepared for the experience sharing.
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Introduction 10 minutes



1. As discussed in the earlier session of ‘Enabling Environment’ one of the important stakeholders for equitable, safe and sustainable outcomes is the engagement of private sector.
2. Ask participants how they can relate it- private sector engagement with CWIS outcome.
3. Collect 2 to 3 responses from participants and inform them as for the sanitation service delivery, the private sector is one of the important to reach to all city denizens. The local governance may not be able to lookout through the whole SSC and private sector plays important role to bridge the gap in the service provision.
4. Inform participants that they are going to discuss further on the topic in the session and present training structure, learning outcome and presentation outline of the session.

Private Sector Engagement in CWIS 80 minutes



1. Inform participants that for the discussion on the topic and find the insights on private sector engagement, two resource persons will be sharing their experiences to the participants.
2. After the presentation, they will get 10 minutes time for the discussion relating to the presentation.
3. Ask a stakeholder to present his/her experience as a stakeholder for the CWIS implementation.
4. After the presentation, facilitate for any related questions.
5. Ask another resource person to share his/ her experience and repeat the process of discussion for 10 minutes after the presentation.
6. Ask participants how they can relate it- private sector engagement with CWIS outcome.



Trainer’s note: Facilitator may use the hidden slides from earlier sessions to link any questions/ concerns posed after the presentation.

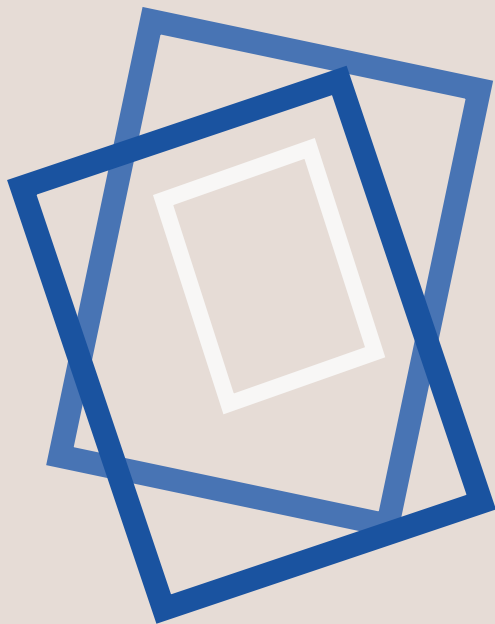
Reflection on lesson

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Trainer's reference:

Format for presentation

- Introduction of the organization (2 slides)
 - Goal
 - Mission/ vision
- Scope of private sector in sanitation (1 -2 slides)
- Initiatives (2-3 slides)
- Success and Challenges of private sector in sanitation (4-5 slides)
- Scope for replication (1-2 slides)



Lesson Plan 11

Integrating CWIS in
Project Cycle



90 minutes



Learning Outcomes



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

1. Relate all components of CWIS framework into a project cycle
2. Apply CWIS approach in project planning, implementation and monitoring & evaluation of the project

<p>Materials</p> <ul style="list-style-type: none"> • Newsprint • Masking tape • Meta card • Marker 	<p>Preparation</p> <ul style="list-style-type: none"> • Print the cases- 2 copies of each case • Print the components of ToR (refer to the end of the lesson plan) • Prepare the presentation slides
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Introduction 5 minutes



1. Present slides on urban context in Nepal and CWIS approach and discuss that these are the information that you have been discussing throughout the training (slide 2- 5).
2. Presenting slide on project cycle, ask participants while discussing CWIS and trying to integrate the approach or perspective on the cycle, when should one start to think about integrating CWIS in a project and why (slide 6).
3. Collect 2 to 3 responses from the participants and inform that for the overall perspective one should think about incorporating CWIS perspective from the initial phase, since setting of the objectives and should be incorporated throughout the project cycle.
4. Hence, in the session, they will be discussing more about integrating CWIS in the project cycle and present the training structure, learning outcome of the session and presentation outline (slide 7-10).

Project Cycle 85 minutes



1. Presenting slide on project cycle, inform participants that they are going for the review of what is project cycle and present the information on the slide (slide 11).
2. Inform participants that for the detail understanding they are going for a group activity and for the same, participants will be divided into 4 groups and each group will be provided a case study. (slide 12)
3. In their groups, participants are to go through the case and are to discuss 'What are the problem' in given cases.
4. Divide participants into 4 groups and provide case I to 2 groups and case II to another 2 groups.
5. Provide 5 minutes for the activity and after the time ask groups to present their discussion.



Trainer's note: Present the respective case on the screen while the group is presenting for the reference.

6. Once, all the groups have presented, inform participants that such problems in a project might be due to insufficient planning. So as to mitigate such problems one should incorporate CWIS in the project cycle (slide 15).
7. Inform participants that now they are going to discuss each step of the project cycle in detail.
8. Ask participants, why do they think initiation phase is very crucial for any project (slide 16).
9. Take 2-3 responses from participants and present the information from the slide 17 to 20.
10. With slide 21, present the information on components of ToR only .
11. After presenting the components of ToR, provide a handout to 4 groups from earlier activities and ask to discuss and write down/ note down which of the component of CWIS framework is addressed through each point of the components of ToR. (slide 21)



Trainer's note: Refer to the end of lesson plan for the handout

12. Provide 5 minutes time for the activity and after the activity ask each group to present their discussion on 2 points of "Components of ToR".
13. Once all groups have presented, present further information from same slide and discuss as appropriate (slide 23).
14. With next slide, inform participants that the next step of the project cycle is planning and organizing where the detailing of activities are done and present other information from the slides 24 to 32. Slide 33 is the summary of slide 31 and 32.
15. Further present slides on step 3 of the project cycle with the example of Mahalaxmi municipality and other relevant examples like that of AEROSAN toilet (slide 34 to 37).
16. Present the idea of monitoring and evaluation, one of the activities as step 4 of project cycle (slide 38).
17. Inform participants that as discussed in the earlier slide, advocacy is best done with data and evidence. Here participants are going to discuss on case study and present the case of Mahalaxmi Municipality, Lalitpur, where the CWIS project service framework has been integrated with the ISO 24521 guidelines (slide 39 to 51).
18. Present the summary slide (slide 52) of the presentation and wrap up the session with any questions or queries that participants may have.

Reflections on Lesson

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Cases for group activity

Case I

“A” municipality designed centralized sanitation treatment system to treat 17MLD of sewage with the support of ABC project. The project had developed centralized treatment system with following assumptions :

- Required sewage will be generated by sewer connection to the municipal HHs,
- The treatment system will be fully functional as designed.

The project had designed sanitation system without assessing the sustainable run of the system such as –sanitation need assessment, appropriate technology selection, capacity building etc. After completion of project, the system received significantly less amount of sewage. Surprisingly, system is catering the FS of the municipal HHs.

Case II

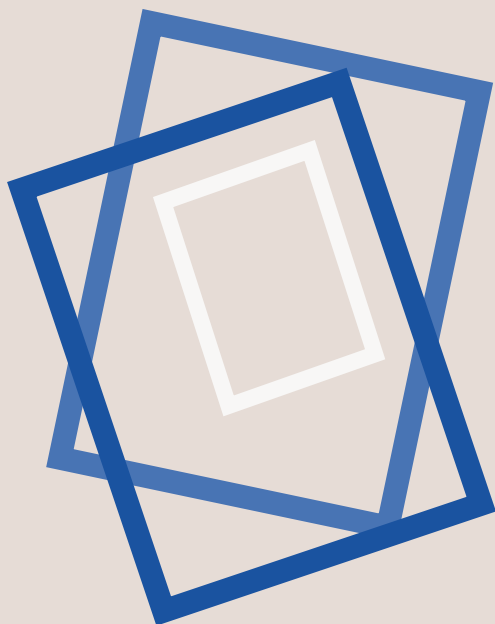
“B” municipality has prioritized safely managed sanitation in their municipal planning. The municipality is also practicing institutional set up by appointing dedicated sanitation focal person, formulating policy guideline, building the capacity of staffs and allocating good amount of sanitation budget. In addition, municipality has conducted sanitation assessment and found municipality has acute problem of FSM. However, the municipality is still not in the position to construct FSTP and this resulted unsafe disposal of FS.

Group Activity



ESIA – Environment and Social Impact Assessment

CVRM – Commissioners reserve valuation method



Lesson Plan 12

Monitoring and Benchmarking



60 minutes



Learning Outcomes



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

1. Define the protocols for monitoring, evaluating and setting benchmarks in sanitation sector through CWIS perspective
2. Explain monitoring and evaluation tools for the measurement of the CWIS indicators

<p>Materials</p> <ul style="list-style-type: none"> • Session slides • Meta cards • Flip chart paper • Marker 	<p>Preparation</p> <ul style="list-style-type: none"> • Review slides and make necessary changes as per the context • Review slide notes for information on slides
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Introduction 10 minutes



1. Present photo of decentralized wastewater treatment plant to the participants and ask them what it is? (Note: It's DEWATS at Sunga, Thimi, which treats wastewater from small community).
2. Let one of the participants explain what it is. Add on if it's necessary. Click to show that it is the plant that takes in wastewater and (click again) lets out clean water so that wastewater from our houses doesn't impact the receiving water bodies and environment.
3. Also explain that DEWATS is the natural system with low to no mechanical equipment. Since it does not require too much people's touch, let's imagine nobody goes there, and let it do its work without any disturbance. Ask questions like
 - a. What do you think will happen??
 - b. Do you think it is the right strategy to forget about it? If not, what should be done?
4. Collect the responses from participants and add that regular site visits and few regular activities needs to be scheduled to know that DEWATS is operating properly and add on that the need to analyze of in-going and out-coming water effluent helps, regular inspection of the pipes for any blockages, inspection of chamber for any wrongs are some of the activities that needs to be done. These activities are part of monitoring.
5. Conclude with one last click by mentioning that with monitoring and evaluation we can keep the effluent water clean and that is what we are going to discuss in the session.
6. Present learning outcomes and presentation outline of the session (slide 3, 4, 5 and 6).

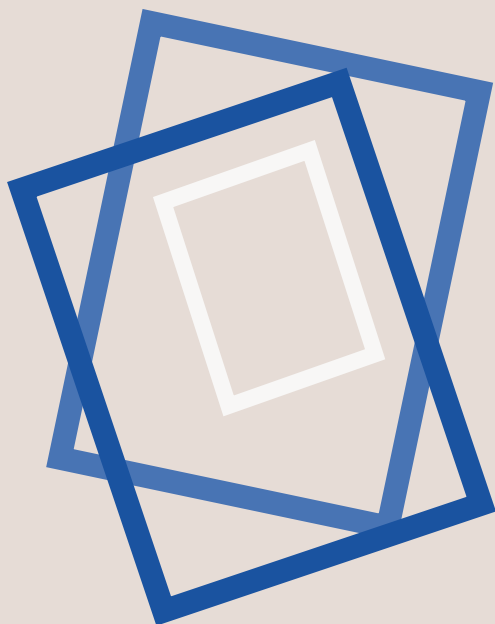
Monitoring and Evaluation 50 minutes



1. Provide the definition of Monitoring and Evaluation and when should monitoring be done (slide 7 and 8). Refer the slide notes
2. Ask participants on why monitoring should be done or why is it important to carry on monitoring.

3. Collect 3 to 4 responses from participants and explain why monitoring is done based on slides 9, 10 and 11.
4. With slide 12, highlight that monitoring is not just for measuring but also indicates the need for resource planning to move ahead in the service ladder.
5. With slide 13, point out the protocols for monitoring, evaluating and benchmarking and inform that as we move forward we will be discussing each one of them.
6. On slide 14, monitoring requirements are presented to inform that monitoring is done in different levels and by whom – services, operations, treatment performances, etc; and these specific details needs to be clearly worked out.
7. Present monitoring framework on slide 15, to plan the monitoring throughout the project cycle. Present slide 16, 17 and 18 as the example of sanitation monitoring framework for Swachha Bharat campaign, India.
8. With slide 19, present information on sanitation framework for Nepal.
9. With slide 20, ask participants what the significance of data and information are, especially in monitoring.
10. Collect 2 to 3 responses from participants and further ask where can one find data on sanitation?
11. Collect 2 to 3 responses again and inform participants that as we discussed in earlier slides, sanitation data are fragmented in different sectors and also we do not find whole data on sanitation. For example, the percentage of wastewater treated in Nepal, or the percentage of wastewater/ fecal sludge being discharged directly to environment without treatment. (slide 20)
12. Slide 21 backs up importance of data and information given on slide 20. Refer to slide notes.
13. Present slide 22 and 23 which broadly describes the monitoring methods, that is, what monitoring looks like for example it could be done through visual observation, surveys, discussions, etc. as mentioned on the slide.
14. Slide 24, Introduces benchmark and indicators as two important terminologies.
15. Slide 25 to 29, further adds on to benchmark and indicators by giving examples of benchmarks and explaining CWIS indicators.
16. Further on slide 30-32, on Global CWIS Dashboard, provides example on how CWIS indicators can be measured. (If possible, it would be good to show the actual dashboard than just the print screen) (link: <https://cwiscities.com/>)
17. Present the rest of the slides on key message and references and end the presentation.





Lesson Plan 13

CWIS Tools and Platform



150 minutes



Learning Outcomes**180 minutes**

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

1. Discuss briefly on different CWIS tools and platform for data compilation

**Materials**

- Session slides
- Meta cards
- 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 photos from the slide and inform participants that if they are to go for a planning of sanitation systems and services, to cover the whole city, one needs to understand the city first. (slide 2)
2. For same, one needs to get a common vision with all the key stakeholders and for the reason, collecting information should be used to get them engaged in the process. Several tools exist to help do such an assessment, analysis and planning and decision making with stakeholders and render the results in a visual way.
3. And in the session will be discussing 2 such diagnostic tools along with the data compilation platform for the same.
4. Present training structure, learning outcomes and presentation outline of the session (slide 3, 4, 5 and 6).

CWIS Tools**10 minutes**

1. Inform participants that along with the common understanding of the sanitation situation and all, as discussed earlier in the session, it is important to evaluate through CWIS lens. For the same, one needs information, data and sources which is gained through various means. (slide 7 and 8)
2. Inform participants that all the data gained through the various means can be presented, analyzed, evaluated and used for planning and decision-making. These datas could be analysed and presented through various CWIS tools to help planners and decision makers to understand the situation, assess the reasons behind the situation, prioritize as per need and plan accordingly. (slide 9)
3. Further, all these tools can be divided into 3 main categories. (slide 10)
4. Out of 3, the first one being diagnostic tools which are for the situation analysis or studying the context of a city. Some of the examples of diagnostic tools are SFD, CSDA and sanitation GIS mapping, out of which participants will be discussing SFD and CSDA in a brief detail in the session. (slide 11)
5. Similarly, inform participants that second type of tools are the prioritizing tools that assist in setting the priorities. Some of these tools are: SaniPath, Sanitation Safety Plan, Service delivery action framework and CWIS SAP. (slide 12)
6. Likewise, the third one is planning and decision-making tools. Some of the examples are: saniplan, FSM toolbox, septage management decision support, cost effectiveness and options assessment, intervention options assessment and integrated design approach for FSM.(slide 13)
7. Further, inform participants that they are now going to discuss 2 such tools for CWIS and 2 platform for data presentation in the session.

Shit Flow Diagram (SFD)

45 minutes



1. Present learning outcomes and presentation outline and continue the presentation with slides on representation of data along with advantages of it to participants and discuss likewise. (Slide 4-8)
2. Present slide on SFD and its intended user along with the examples of SFD. (slide 9-13)
3. Further, inform about the levels of SFD to participants with the relevant slides. (slide 14 -17)
4. Further, present slide on SFD generator from web through the tour in susana webpage. (slide 18 and 19)

City Service Delivery Assessment (CSDA)

30 minutes



1. Present slides on learning outcomes and presentation outline of CSDA.
2. Present slide 6 on SFD and summarize the information on SFD that was discussed on earlier presentation.
3. Now, present slide on CSDA and inform the rationale and purpose of CSDA. (slide 7 and 8)
4. Discuss on the process of CSDA in slide 9.
5. With slide 10, inform participants that they are going for a group work.
6. With next slide, link how CSDA is linked with enabling environment, 3 tiers of government along with CWIS tools in project cycle. (slide 11 to 13)
7. Further, discuss the pillars, building blocks and questions related to CSDA along with the examples in following slides. (refer to the slide notes) (slide 14 to 17)
8. After the questions, inform participants how the scores are aggregated and is represented with the traffic light symbols and what they represent. (slide 18 and 22)
9. Discuss on the example of CSDA related to public sanitation and FSM. (slide 23 to 25)
10. End the presentation with the information that all the information should be integrated and should be in a platform and IMIS in one such platform for integration of various data in digital format with geo referenced maps and will be discussing brief details on it. (slide 26)

N-WASH

45 minutes



Trainer's note: This part of the session can be merged with the monitoring and benchmarking session as per the availability of the resource person.

1. Present learning outcomes and presentation outline of the session.
2. Introduce N-WASH as a web based and GIS enabled MIS that has been launched by the GoN particularly used for monitoring, planning and resource allocation.
3. Present the fundamental information related to data layers and the purpose of the system to participants. (slide 8 and 9)
4. Present the guiding principles for N-WASH and discuss as per the information on slides (10-15).
5. Inform participant, as for the planning, life cycle cost should be assessed and should be recommended while also considering all required operating expenditures that are more of like a hidden part of an iceberg.
6. Discuss the components of the life cycle cost. (slide 17)

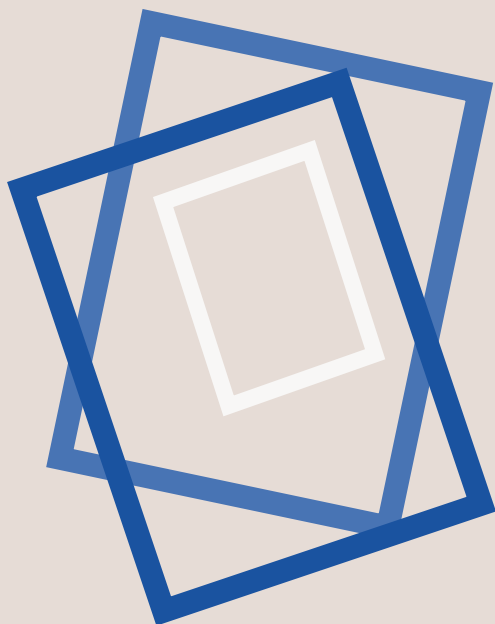
7. With the slide on municipal WASH plan, inform about planning process that includes different areas of sanitation. (slide 19 and 20)
8. Now, going to the webpage discuss further on the N-WASH with its applications, process involved, data, and the linkage to the CWIS framework. (slide 21-27)
9. Present key performance indicators and wrap the session with key messages of the session.

Integrated Municipal Information System (IMIS) 30 minutes



1. Present slides on IMIS starting with the slide on IMIS, and explain as per slide-note.
2. Present slide 3 and inform how data and information is a key accelerator for SDG 6 and link the information with the unavailability of sanitation related data on next slide, slide 4, and how this has an impact on the whole goal of achieving safely managed sanitation.
3. Present further slides and discuss as per slide-notes (slide 5-7)
4. The next slide informs how data is needed for assessment and planning across the value chain and for the same IMIS is one of such platforms for data convergence of web, mobile and GIS technologies developed on open-source software platforms. (slide 8)
5. Present training structure, learning outcomes and presentation outlines of the session. (slide 9-12)
6. Explain in detail about IMIS with slide 13 to 19.
7. Present slide 20 to 27 and explain how IMIS is supposed to work and facilitate in overall process of planning and decision making.
8. Further with slide 28 – 33, explain IMIS for management.
9. Similarly, with slide 34 to 39, explain how IMIS supports in monitoring and evaluation.
10. With slide 40, explain IMIS as a data source of other tools and conclude the presentation with slide 41, key take aways.

Reflections on Lesson



Lesson Plan 14.1

Technological Awareness 1



90 minutes



Learning Outcomes



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

1. Explain pre-requisite and parameters for appropriate sanitation technology
2. Discuss the different types of containment technologies used in Nepal
3. Discuss about different types of collection and transportation methods



Materials



- Newsprint
- Pencil- 2 to 3 pencils for each of 3 groups
- 3 boxes of color (preferable crayon color)
- Masking tape
- Meta card
- Marker



Preparation



- Prepare the presentation slides
- Prepare all materials for intro activity

Introduction

20 minutes



1. Inform participants that before beginning the session, they are going for a quick activity. For this, participants will be divided into 3/4 groups and in their groups, they are supposed to draw pictures as per the instructions of the facilitator/ presenter and conditions are given to each group.
2. Divide participants into 3/4 groups and provide a newsprint paper, few pencils and a box of color to each group.
3. Provide a meta-card with either Hilly region or Terai region or Himalaya region or America/ Europe (optional) to each group.
4. Now, ask participants to draw a house or housing style and provide 5 minutes (maximum) for the activity.
5. After the time, again ask participants to draw a dress or dressing style and provide 2 to 3 minutes time for the activity.
6. Similarly, after the time ask participants to draw foods/ food habit and again provide 2 to 3 minutes time for the activity.
7. After the time, ask groups to paste the newsprint on the walls or at the front of the hall and act as if you are surprised at having different styles although you provided same instructions.
8. Ask participants what the reason behind the differences were. Take 2 to 3 responses from participants and link with the fact that as the instructions were same but the conditions provided to them were different. If such common things as a housing style, dresses, foods are different as per the geography, ask participants don't they think the sanitation facilities should also differ.
9. Present the training structure, learning outcomes and presentation outlines of the session to the participants (slide 3-6).

Sanitation Service Chain and Sanitation System

30 minutes



1. Present slides on sanitation service chain, sewerage sanitation and non-sewered sanitation system (slide 7-9).
2. Present the slide on parameters and pre-requisite for appropriate sanitation technology and discuss briefly on each point (if needed) (slide 10 and 11).

3. While presenting slide 12, present it as a concluding slide for choosing the technology which is basically governed by cost and efficiency and so are the two main elements.
4. Inform participants that as per the parameters and re-requisite, applicability of sanitation systems are different.
5. Ask participants if they can list any applicability of sewerage sanitation before presenting the slide on same (slide 13).
6. Similarly, on same slide, ask participants to list any applicability of non-sewered sanitation system and after the participants voice present information from the slide (slide 13).
7. Similarly, taking participants' ideas on each point, present the pros and cons of both sewerage and non-sewered system (slide 14 and 15).
8. After the discussion, inform participants that while discussing on each of the component of sanitation system, there are various types of options or technological ideas on each component of sanitation service chain and participants are going to discuss the various technologies available.

Various Technologies- Toilet, Containment, Desludging and Transportation 40 minutes



1. Starting from the first component of sanitation service chain, present slides on hygienic latrine and discuss as appropriate (slide 16 and 17).
2. Similarly, present slides on containment, next component of SSC (slide 18).
3. Present different types of containments that are available in context of Nepal along with the details of each of the type of containment (slide 19-33).
4. Further present information on desludging service along with transportation, and discuss as appropriate (slide 34- 45).
5. Present key messages of the presentation as a review and wrap up the session (slide 47).

Reflections on Lesson

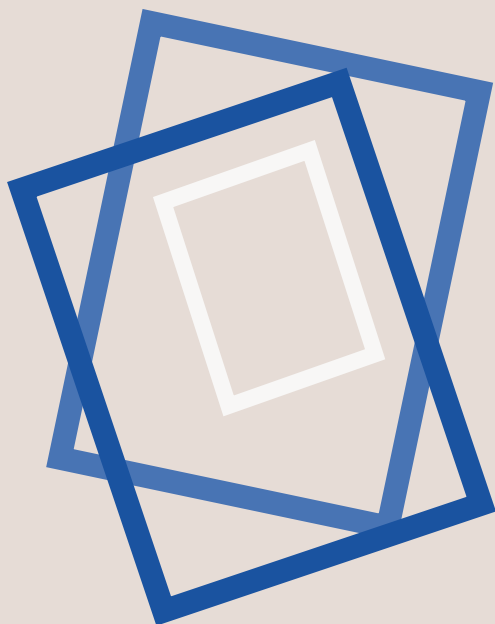
Sizing of Pit

Making Wider

Dia	Depth	Volume	Increment
1	1	3	-
2	1	13	300%
3	1	28	125%
4	1	50	78%
5	1	79	56%
6	1	113	44%
7	1	154	36%

Making Deeper

Dia	Depth	Volume	Increment
1	1	3	-
1	2	6	100%
1	3	9	50%
1	4	13	33%
1	5	16	25%
1	6	19	20%
1	7	22	17%



Lesson Plan 14.2

Technological Awareness 2



90 minutes



Learning Outcomes



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

1. Explain objectives of faecal sludge treatment technologies
2. Identify FS treatment technologies
3. Discuss on the treatment technologies used in Nepal



Materials



- Speaker
- Reference documents



Preparation



- Prepare the presentation slides
- Review all the reference documents
- Go through all the videos included in the presentation
- Check sound system for video presentation
- Print the pictures of different technologies and paste around the training hall

Introduction

5 minutes



1. Presenting the slide of SSC, inform participants that moving forward they are going for the discussion on appropriate technologies regarding the treatment and safe disposal in the session. (slide 2)
2. Present the training structure, learning outcomes and presentation outlines of the session to the participants (slide 3-6).

Treatment Objectives and Technologies

80 minutes



1. Present slide on treatment objectives and discuss accordingly. (slide 7)
2. Inform participants that to meet the objectives of the treatment there are different types of treatment technologies (slide 8).
3. Presenting slide 9, inform participants that these are some of the examples of on-site FS treatment technologies which have been already discussed in earlier session.
4. With slides on Johkasau technology, inform participants that it is one of the advanced on-site treatment technologies. (slide 10 and 11)
5. Further with next slide inform participants that off-site FS treatment technologies consists of various technologies, incorporating technologies from the treatment process.
6. Further, before diving into the system itself, inform participants that they are now going to discuss on each technology of the treatment process, starting from pre-treatment technology (slide 12-16).
7. Present slide 17 and inform participants that they are now going to discuss on solid liquid separation and present up to slides 23.
8. Further, with slide 24 inform that they are now going to discuss on next process of FS treatment, liquid treatment technologies and present slides. (slide 24-32)

9. Further with slide 33, inform participants that as the liquid is treated the solid particles are also needed to be further treated. For this, various technologies are used and present the slides on same (slide 33 - 38).
10. With next slide, inform participants that the combination of each of these technologies of the different process of the FS treatment makes a treatment system or treatment plant (slide 39 - 45).
11. With slide 46, inform participants that there are various efforts being carried out in the world for the effective disposal of human excreta, for innovative and transformative technologies, and one of such effort is the re-inventing the toilet challenges.
12. Present slide on innovative and transformative technologies slides and discuss as appropriate along with some of the videos on the same (slide 47 – 50).
13. Further, with slide 51 and 52, inform on the safe disposal or reuse- the final component of SSC.
14. Present slide 53 and 54 as an example of the resource recovery/ reuse of the resources gained from the FSTP.

Review

5 minutes



1. Paste the pictures of different technologies around the training hall.
2. Ask participants to walk around the hall while observing and identifying the presented technologies.
3. Once all have observed the pictures, inform participants to take their respective seats.

Reflections on Lesson

Reference for Trainer

a. Dewatering

- Reducing water content in sludge
- Techniques—Gravity Settling, Filter drying beds, and Evaporation, Evapotranspiration, Polymer addition
- Fresh sludge – Difficult to dewater
- Digested Sludge – Easy to dewater
- Reduce cost in sludge transportation

b. Stabilization

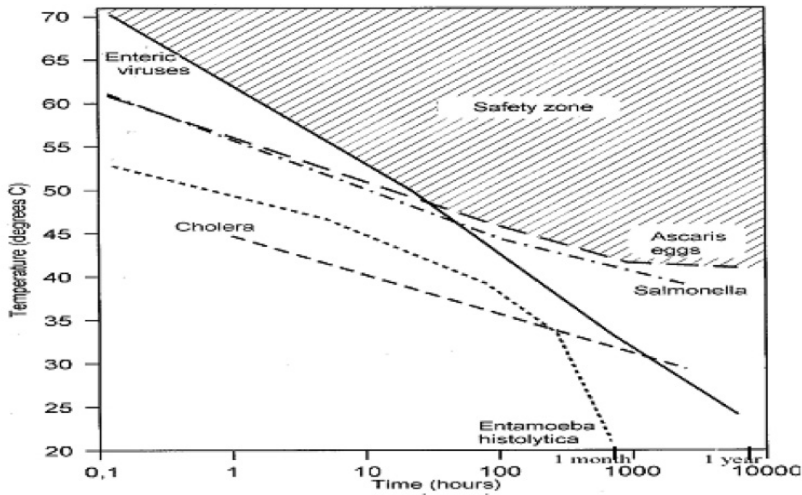
- Degradation of organic matters in sludge
- Reduces Biological oxygen Demand
- Reduces Pathogens
- Eliminates odours
- Stabilization Technique
 - Chemical : Lime addition (pH > 11)
 - Biological : Anaerobic Digestion, Vermistabilisation

c. Pathogen Reduction

- Exposure to untreated FS is always pathogenic
- Potential Pathogens in FS

Group	Pathogen	Diseases
Bacteria	<i>Escherichia Coli</i>	Enteritis
	<i>Vibrio cholera</i>	Watery diarrhoea
Virus	Hepatitis A, E	Fever, Jaundice
	Rotavirus	Enteritis
Parasitic Protozoa	Giardia	Diarrhoea, abdominal pain
Helminths	Hook worm	Itch, rash, cough, Protein deficiency
	Ascaris	Fever, enteritis, pulmonary <i>Eosinophilia</i>

Reduction Depends upon Time- Temperature Characteristics of Pathogen



Pathogen Inactivation in co-composting

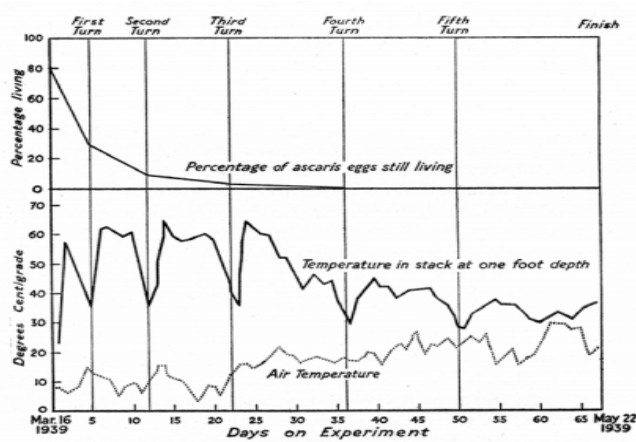


Figure 5 Ascaris egg inactivation in the thermophilic stack co-composting of faeces (69 % of raw material), vegetable matter (20 %), soil (10 %), and ash (1 %) (Scott 1952)

Source: SANDEC/ EAWAG- IWMI

Co-composting

Co-composting is process in which Fecal sludge is composted along with municipal solid waste. We have to know about composting before going to co-composting.

Composting: Decomposing of organic matter under controlled predominantly aerobic condition. It is basically of two types: open composting and closed composting. Open composting is cheaper and requires lots of space. Closed composting are windrow method and box composting where the space is minimized

Optimal composting parameters to be controlled

- C:N=20-30:1
- carbon- source of energy for organisms
- nitrogen- source for building cell structure for organisms
 - Higher C:N ratio
 - optimal growth of microbial population due to insufficient nitrogen
 - degradation process becomes slower
- when the soil with higher C:N ratio is applied in soil, it robs the available nitrogen hindering its availability for plants
- Oxygen concentration: 5-10% for aerobic microbiological decomposition and oxidation
- Moisture content: 40-60% by weight
- Temperature rises upto 60-70% in heap. In the maximum temperature, pathogen die off.

Co-composting with Municipal solid waste:

- Organic solid waste of moisture 40-60%
- Dewatered sludge with Total solid higher than 20%.
- Mix in 3:1 proportion
- can obtain good compost which can be used for good soil conditions

Case study

Co-composting of FS and organic SW in Kumasi, Ghana

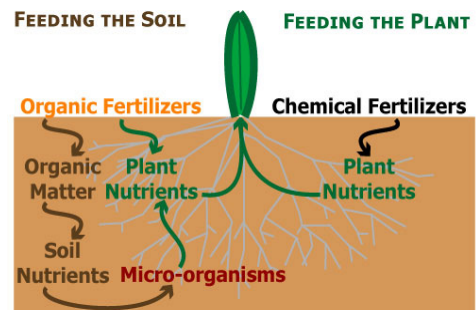
- Research pilot project to study sludge drying in unplanted drying bed and co-composting with organic MSW;
- FS collected from public toilets and septic tanks;
- FS was applied in beds in the mixture of public toilet and septic tank FS in the ratio of 1:2;
- Dried FS was removed after 10-15 days and stored prior to co-composting;
- Organic waste collected from market place and residents. SW was manually sorted into biodegradable and non-biodegradable parts before composting.
- Organic fraction of MSW and dried FS were mixed in a ratio of 3:1 and composted using open windrow system;
- Turning, watering, temp. measurement were done consequently

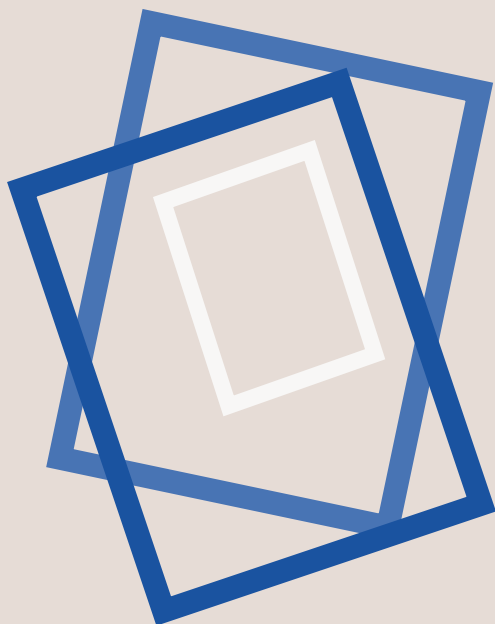
Nutrient Management

- Bio-solids, Nitrogen, Phosphorus, and Potassium
- Uses: Soil Nutrients, Plant Nutrients

Untreated Fecal Sludge

- Eutrophication
- Oxygen Depletion of water body
- Loss of Resources





Lesson Plan 15

Exposure Visit



180 minutes



Learning Outcomes



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

1. Analyze the sanitation facilities/ infrastructures through CWIS perspective.



Materials



- Flip chart paper
- Marker
- Points on CWIS components for trainer's reference



Preparation



- Coordinate for the exposure visit- transportation, responsible person at the site
- Print the reference points for trainers
- Trainer may consider the time for visit at early hours or at the end of the day as per convenience

Preparing for Exposure Visit

35 minutes



1. Inform participants after the whole training on CWIS if they can apply CWIS lens while looking through the sanitation facilities or infrastructures or sanitation services. *Expected answer: Yes/ No*
2. Inform participants that they are now going for the field visit where they can apply CWIS lens in sanitation facilities.
3. Before the field visit, inform participants that they will be divided into 6 groups as per the CWIS framework. After the group division, each group is to analyze the site through their assigned component of the CWIS framework.
4. Ask all participants if they are clear about the instruction.
5. Once they are clear, present slides with reference points on each component of CWIS framework. (slide 2-8)
6. With slide 9, inform participants that after the field visit, participants are to prepare a presentation in their groups as their assignment in given format.
7. Divide participants into 6 groups and assign a component of CWIS framework to each group and inform them that they are now going for the site visit.

OR,

1. Inform participants after the whole training on CWIS, ask participants if they can apply CWIS lens while looking at sanitation facilities or infrastructures or sanitation services. *Expected answer: Yes/ No*
2. Inform participants that they are now going for a field visit where they can apply CWIS lens in sanitation facilities.
3. Before the field visit, inform participants that they are going for a group work.
4. For this, inform participants that they will be divided into 6 groups as per the components of CWIS framework.
5. In their groups, participants are to discuss possible points in particular component that they can look through while visiting the site or the facility.
6. Inform participants that they have 5 minutes to discuss and note the points and ask to start at once.
7. After the time, ask participants to present their outcomes (one by one) and discuss in the larger group.
8. Ask other groups to add on further if they have any points on the presented group work.

9. Once all groups have presented, inform participants that they are now moving to the site and as per their discussion they are to visit the site and verify thus discussed points in the site.
10. Inform participants that they are to take notes of all the points in each component assigned to the group and are to prepare a presentation in their groups, in given format as their assignment and present it in next day.



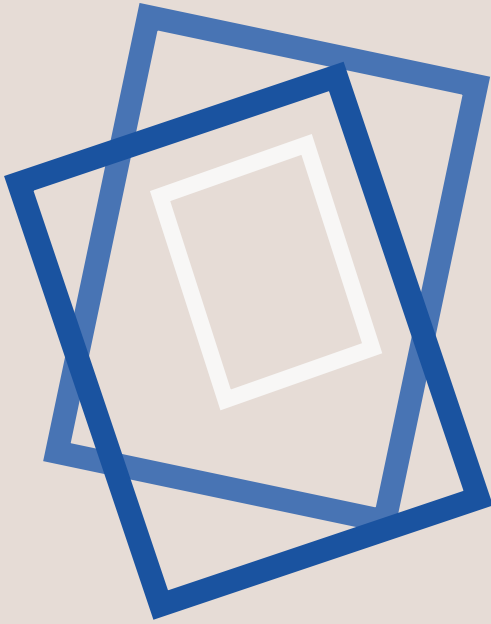
Trainers note: Add on more information from facilitator after the presentation from each group, if needed. Trainer may also refer to the indicators of CWIS components for more.

Exposure Visit and Presentation 140 minutes



1. Take the participants to the site and ask to see and interact with the responsible person for the information and note the points.
2. Provide tentative 1 hour to 1.5 hours for the visit.
3. After the visit, participants may discuss in their groups and prepare for their group presentation.

Reflections on Lesson



Lesson Plan 16

Effective Learning



90 minutes







Learning Outcomes



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

1. Explain what participants need for effective learning.
2. Discuss strategies for effective learning.

 <h3>Materials</h3>  <ul style="list-style-type: none"> • Flip chart paper • Tape • Markers • Meta cards • Video cut of Taare Zameen Par 	 <h3>Preparation</h3>  <ul style="list-style-type: none"> • Read and prepare lesson plan. • Write learning outcomes on flip chart paper. • Cue the short video of movie 'Taare Zameen Par'. • Prepare the presentation as a summary of what learners need for effective learning.
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Introduction

10 minutes



1. Inform participants that before going for the session, they are going for a short discussion based on a video.
2. Show a video clip from 'Taare Zameen Par' movie. (slide 3)
3. Ask participants what is going on in the video and collect 3 to 4 responses from participants.
4. Link: the student/ boy shown in the video was not able to get the information provided to him. Similar to it, a trainer should not focus on passing information as is not the goal of the trainer or a training, rather should focus on if the participants are being able to grab the information being provided to them or not.
5. Effective training and learning are such that the information being passed is being grabbed by the participants as well hence will be discussing on making the learning more effective in the session.
6. Present training structure, learning outcomes and presentation outlines of the session to the participants. (slide 4-7)

What Learners Need?

40 minutes



1. Inform participants while discussing about the movie- "*Taare zameen par*", ask if anyone can provide the summary of the movie in 2 to 3 minutes. *E/A: Story of a child with dyslexia who could not focus on study and is being constantly nagged by his family. Worst condition is his brother being compared and praised while distorting his confidence. In mean time, a teacher intervenes with different teaching method and finds his/her talent and also improves his studies. With a right interventions, he overcame his problems with a happy ending.*
2. Similar to the condition shown in the video/ movie, and comparing the situation shown in the movie with the training, what are some of the issues that participants might face/ feel that hinders the learning of the participants.
3. Collect a response or two and inform participants that there might be huge numbers of issues so they are going for a quick group activity.
4. Inform participants for this participant will be divided into 4 groups and in their groups participants are to note the points that might hinder effective learning, one point in a meta-card.
5. Divide participants into 4 groups and provide meta-cards to each group and ask to discuss and note the points.

6. Provide 5 minutes for the activity and after the time, ask a group to present their points and without repetition ask other groups to add on other points and collect them all.



Trainer's note: Make sure that the issues cover all the points from 4 things learners need or from the list referred at the end of the lesson plan. If some points are not covered, make sure to write it down while presenting or discussing for the next group work.

7. Once all points are discussed, shuffle the meta-cards with issues and divide the meta-cards with issues among 4 groups and ask to discuss for the strategies to overcome such issues. (slide 9)
8. For this, provide a newspaper paper and 5 to 7 minutes time for the activity.
9. After the time ask each group to present and after each presentation discuss briefly with any additional points from other groups.
10. Repeat the process for all groups and after all groups have presented, inform participants that they are going to summarize the discussion with the presentation slides.

What Learners Need- Presentation

30 minutes



1. Present slides on the strategies on making the learning effective for the participants. (slide 10 – 15)
2. While presenting the slides ask participants to relate some of the points being done in the training for the physical needs of participants.
3. Collect 2 to 3 responses and further proceed with the presentation in similar ways.

Review

10 minutes



1. Ask participants to form pair with nearby participants and provide an issue in meta-card to each pair to discuss one strategy to resolve the issue.
2. Ask random 4 pairs to present their ideas.



Trainer's note: If possible, ask participants to act out the issues and mitigation measures or relate to an example.

Reflection of lesson

Trainer's reference

4 things learners need

1. **Safe learning environment**
2. **Connecting to existing knowledge**
3. **Motivation**
4. **Practice**

1. A Safe Learning Environment

A safe learning environment is one where participants feel a sense of belonging and acceptance, where they are comfortable sharing their views and perspectives, and feel respected. Creating a safe learning environment is the groundwork for all learning. To ensure that learning can take place, we need to identify potential sources of stress and create an environment where participants feel physically, emotionally and psychologically secure.

Below are some suggestions of what you can do to reduce stress and create a safe learning environment:

- **Address the physical needs of participants**
 - ◆ Providing snacks and lunch – when participants are hungry they cannot focus on learning
 - ◆ Providing clean and safe toilets and invite people to use them whenever necessary
 - ◆ Ensure the participants are all able to hear and see information easily
- **Address the emotional and psychological needs of participants:**
 - ◆ Establish a group agreement at the beginning of the workshop that emphasizes respect for all participants
 - ◆ Communicate in a respectful, open and friendly manner
 - ◆ Organize and deliver information that addresses different learning styles and different speeds of learning
 - ◆ Encourage participants to share their knowledge and experience
 - ◆ Address disrespectful or discriminatory behaviour

For more detailed information on creating a safe learning environment, see the *Trainer Essential: Creating a Safe Learning Environment*.

2. Connection to existing knowledge

The more points of connection we can find between new information and participants existing knowledge and experience, the more likely they are to retain and apply it. We create these connections by making information meaningful and relating it to what participants already know. The stronger the relevance and the connection to existing knowledge the better participants will retain the information.

We often apply this principle when we give directions. We try to think of reference points that the person already knows. The more reference points we provide the easier it is for the person to understand and remember the directions. We can use a similar approach when we teach about a new concept in WASH. For instance, if you are teaching about water borne diseases, find out what water borne illnesses participants have experienced and what they did about them. You can then connect the content of the lesson directly to their personal experiences.

3. Motivation

Motivation is important to learning because motivated people learn better and faster (Standford Centre for Teaching and Learning, 1998). Motivated participants are also more likely to take action on what they have learned and incorporate it into their everyday lives. This is particularly crucial when teaching about water, sanitation and hygiene (WASH).

In education, motivation is defined as anything that encourages the student to participate and learn (Bennett & Rolheiser, 2001). There are two types of motivation: intrinsic and extrinsic. Intrinsic motivation comes from within the learner. It is driven by interest in the topic, personal development or enjoyment, and does not rely on external pressures. When we make information interesting and relevant to the participants we can stimulate their intrinsic motivation. Extrinsic motivation comes from outside the individual. Grades, rewards and threats of punishment are common forms of extrinsic motivation.

Ideally, you want all participants to be intrinsically motivated; however, this is not always possible. Somebody may not be interested in a certain topic until they have been exposed to it or understand its relevance to their life. Forms of extrinsic motivation, like competition, can be used to pique someone's interest in a topic and kindle their intrinsic motivation.

4. Practice

You know the saying: "Practice makes perfect". The more we try something the better we get, and the more we remember. During workshops we need to provide participants with meaningful opportunities to practice what we are teaching them. Meaningful practice connects new knowledge and skills to what learners already know. It also helps participants remember what they have learned.

- There are a number of activities that can be used, regardless of the topic, to add meaningful practice time to lessons including:
- Think, pair, share
- Group discussion
- Participant presentations or demonstrations
- Solving a case study problem
- Doing hands-on activities and simulations
- Role play

For more ideas on activities that can be used to encourage meaningful practice see: *Trainer Essentials: Active Learning*.

When you create a safe learning environment, connect participants to their past experience, build on their motivation and provide them with opportunities to practice you are helping them to learn and retain what you are teaching. Each of the needs takes time to fill, but it is time well spent, since it will ensure your message is understood and remembered.

Techniques to Create Motivation

Have you ever been inspired by someone giving a speech or telling a story? Certain people seem to have a way with words and have the power to inspire others. Some of the skills of those individuals come naturally, while others can be learned. As a trainer, you can develop the skills to inspire and encourage motivation in your participants. Bennett and Rolheiser (2001) recommend the following techniques to motivate participants:

Build Success: People need to experience success at least 75% of the time to stay motivated (Bennett & Rolheiser, 2001). To ensure that participants feel success, you need to engage them at the correct level of difficulty. What you are teaching should not be too easy or too difficult. Participants are more likely to experience success when you teach base concepts first and slowly build up to more complex concepts. You can also offer assistance when necessary to assure participants that they have the support needed to succeed.

Increase Accountability: Participants will be more motivated if they are accountable to you and their peers. You can build accountability through visibility, consequences and time. Walking around the room to listen to discussions or observe participant work creates visibility. Asking participants to present the results of an activity to their peers or to you also makes their work visible.

Consequences are closely tied to visibility. They are expressed through approval or disapproval of peers or the trainer, and by the level of learning experienced by participants. For example, if a small group does a good presentation, they will receive the approval of their peers and enjoy the rewards of knowing their topic well.

Adding a time factor keeps participants focused on their task. Participants are more likely to get the work done efficiently when they know there is a limited time to do it. Use visibility, consequences and time carefully to build enough concern to motivate participants without creating unnecessary stress and worry.

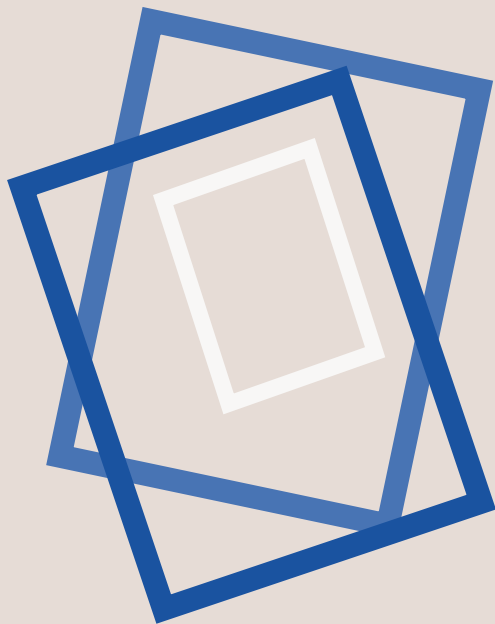
Find Connections: You can create motivation by relating new concepts to the experiences of participants. Sharing the purpose of a lesson is also essential to create these connections. For example, in a lesson on waterborne diseases you can connect to past experiences by asking participants to think about a time when they got sick from drinking dirty water. You can then explain that the purpose of the lesson is to show them the connection between different types of illness and dirty water.

Create a Safe Learning Environment: Participants will be motivated when they feel respected and enjoy the learning environment. Using a variety of teaching methods, responding effectively to participants, and using humour and enthusiasm are all things you can do to create a safe and positive environment in your workshop. To learn more about creating a safe learning environment, see CAWST's *Trainer Essentials: Creating a Safe Learning Environment*.

Be Enthusiastic: Studies have shown that the enthusiasm of a teacher directly affects student's intrinsic motivation (Patrick, Hisley, & Kempler, 2000). University students who received a lecture which was enthusiastically delivered reported much greater intrinsic motivation. How is enthusiasm expressed? Some ways that you can show enthusiasm are with the level and tone of your voice, eye movement, facial expressions and gestures. You can also highlight your own interest in a topic, and through your enthusiasm you will generate interest among your participants. For more information, see CAWST's *Trainer Essentials: Presentation Skills*.

Make it Interesting: As a trainer, you cannot always control the content, but you can control how you deliver the information. Use humour, vivid ideas, creativity and a variety of active learning methods to create interest in the topic. For example, share an interesting statistic or picture at the beginning of a session; get participants to resolve case studies in small groups; use games or a skit, etc.

Provide Feedback: It is important to tell participants what they are doing well and how they can improve. Try to assess them frequently, monitor their progress and check for understanding. If participants feel that you care about their learning, then they will be motivated to try even harder.



Lesson Plan 17

Effective Training



90 minutes



Learning Outcomes



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

1. Describe the qualities of trainers for an effective training delivery.
2. List the tips for an effective presentation.



Materials



- Flip chart Paper
- Markers
- Masking Tape
- A4 sheet
- Pictures of a brain, heart and hands



Preparation



- Read and prepare lesson plan
- Review the presentation slides and prepare for the presentation
- Print the pictures of: Brain, heart and hand/s

Introduction

15 minutes



1. Provide a page of A4 size paper to each participant and inform them that they are going for a small activity.
2. For this, ask participants to close their eyes while holding the A4 paper and inform participants that they are not allowed to ask any questions or open their eyes.
3. Read the following instructions:
 - a. Fold the paper in half and tear off the bottom right corner.
 - b. Fold the paper in half again and tear off the upper right corner.
4. Ask participants to open their eyes and show everyone their unfolded paper. It is unlikely that the results will be the same.
5. Ask participants to give a try one more time and distribute a page of paper to each participant and close their eyes.
6. Read the following instructions and pause between each instruction to ensure everyone understands the instructions.
 - a. Hold your paper in landscape position, with the long sides of the paper at the top and bottom and the shorter sides of the paper in your hands.
 - b. Rip off the upper right corner of the paper.
 - c. Bring your hands together from left to right, folding the paper in the middle.
 - d. Hold the folded edge of the paper in your left hand, the ripped corner should be in the upper right side.
 - e. Rip the bottom left side of the paper, along the folded edge.
7. Ask participants to open their eyes and compare pieces of paper.
8. Now, ask participants, “why did this happen?” The first ones were not same but the second ones were.
9. Collect 2 to 3 responses from participants and inform them that this happened because people interpreted instructions differently.
10. Explain that participants understand things differently based on their experiences and if you as a trainer do not clearly communicate the desired outcome, people may end up doing things differently from how you anticipated. So, as a trainer, one should always focus on giving clear instructions and making sure all participants are on the same page.
11. Link: like giving clear instructions there are other points that a trainer should focus on for effective training and are going to discuss them in the session.
12. Present the training structure, learning outcomes and presentation outlines to participants. (slide 3 – 6)

Qualities of Trainers

45 minutes



1. Present a picture of a brain to participants and ask if they can answer how, it can be linked with a trainer or what does a brain represents while discussing a good trainer. (slide 7)
2. Collect 2 responses from participants and inform them that the brain represents the knowledge that the trainer has or should have.
3. Similarly, present a picture of a heart and ask what does this represents. Collect two responses and inform that it represents the attitude of trainer, how he/ she behaves to the participants or responds to them.
4. Present picture of hands and ask what it represents, collect 2 responses and inform that it represents the skills that a good trainer should have like the one that they discussed in the intro- giving clear instruction.
5. Inform participants that they are now going to discuss more on the qualities of trainer.
6. For this, divide participants into 3 groups. After the group division, provide a picture of a brain, a heart and a hand – one to each group. (slide 8)
7. Inform participants that in their groups, participants are to discuss what are the qualities that a trainer should have relating to the pictures that they got in groups. Eg. what knowledge he/she should have or what kind of attitudes that he/she should have or what skills that he/she should have.
8. Provide a flipchart paper to note their discussion and 5 minutes time for the activity.
9. After the time, ask a group with 'Knowledge' to present their ideas, and ask others to add on more. (slide 9)
10. As a summary of the presentation, present the slides on same topic and discuss further if needed.
11. Repeat the process of presentation from the group of 'Attitude' and 'Skills' followed by the addition from participants and summarize through presentation slides. (slide 10 and 11)

Tips for Effective Presentation

20 minutes



1. Inform participants that to all the qualities discussed about the trainer, there are a few tips to make a presentation effective and now that they are going for it. (slide 13 – 26)
2. Present the tips using presentation slides and discuss further if needed.

Review

10 minutes



1. Ask participants to form pair with nearby participants and discuss 3 major points that they discussed in the session.
2. Provide 2 minutes time for the activity.
3. After the time, ask 3 to 4 participants to name the qualities of the trainer that his/ her partner used during the discussion.

Reflection of lesson

A large, empty rectangular box with a thin blue border, intended for a reflection on the lesson. The box is currently blank.

Trainer’s References:

Qualities of an Effective Trainer: The following list identifies the knowledge, skills and attitudes of effective WASH trainers. You may also think of other qualities in addition to this list. When looking at the list reflect on which qualities you already have, which ones you are missing, and which ones you need to improve.

Knowledge	Trainers need knowledge about: <ul style="list-style-type: none"> • How people learn • What learners need – connection to past experiences, motivation, safe learning environment and practice • Group dynamics • What resources are available for training and how to use them • Cultural understanding of the area and participants’ background • Water, sanitation and hygiene
Skills	Trainers need skills in: <ul style="list-style-type: none"> • Communication • Active listening • Effective questioning • Thinking and adapting quickly • Time management • Adapting lessons to fit participants’ needs • Giving clear instructions • Workshop preparation and lesson planning • Problem solving and stress management • Inclusive nature that makes participants feel safe • Developing relationships with participants and support staff • Motivating
Attitudes	Trainers need the following attitudes: <ul style="list-style-type: none"> • Self-reflective • Open to feedback and willing to learn • Humble • Respectful • Friendly • Patient • Flexible • Professional • Honest and confident in being able to say “I don’t know” • Positive and engaged • Energetic • Resourceful • Calm presence

Tips for Effective Presentation/Facilitation

- *Use participatory activities as much as possible*
- *Focus on key messages*
- *Select appropriate IEC materials for the group*
- *Link content with practical and local issues*
- *Give the examples, participants can relate*

- *Respect the opinions of participants*
- *Always practice before delivery*
- *Practice responding to typical questions that may occur*
- *Use of different learning styles: audio, visual, kinesthetic*
- *End with an action commitment*

Effective Training through ARCS Model

Attention refers to the ways that you can attract your participants' attention. Attracting attention is achieved in three main ways:

- Perceptual arousal: Using surprise or uncertainty
- Inquiry arousal: Stimulating curiosity by asking challenging questions or providing problem solving activities
- Variability: Using a variety of activity types

The following are some examples of practical ways to get your participants' attention:

- Use humour
- Present your material in different ways: discussions, projects, small group discussions
- Take the role of devil's advocate to challenge your participants understanding
- Ask your learners to brainstorm solutions to a problem
- Use games, role-plays or other active methods of engaging participants with the content

Relevance refers to the ways that you communicate how the participants will benefit from your learning experience. To do this, you can

- Explain how the new learning builds on their existing skills and knowledge.
- Explain how the learning will help them today
- Explain how the learning will help them tomorrow
- Tie the instruction to their motives for learning it: power, achievement, a desire to belong
- Model what you want them to learn, or ask some participants to model it for the class
- Allow your participants to choose the learning activities or the order of the activities

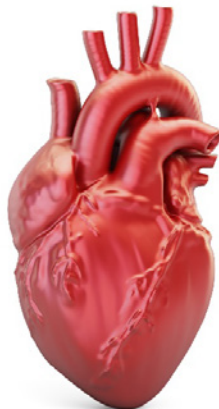
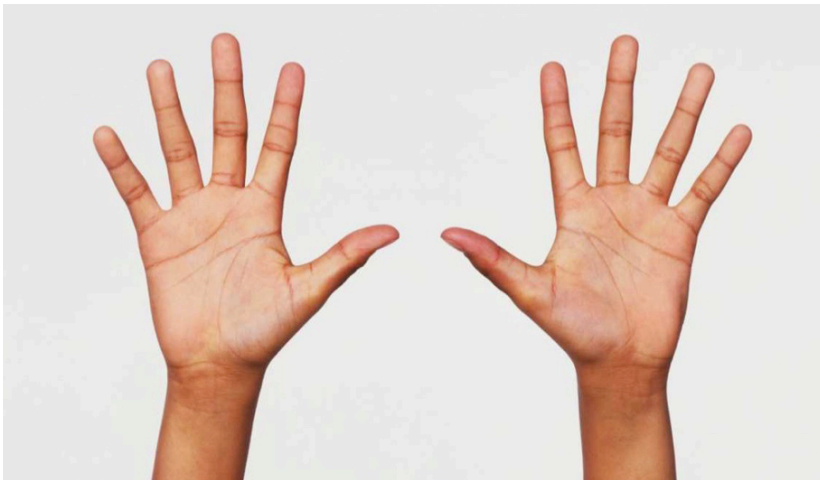
Confidence refers to the ways that you convey the participants' likelihood of success. Some strategies for developing confidence include

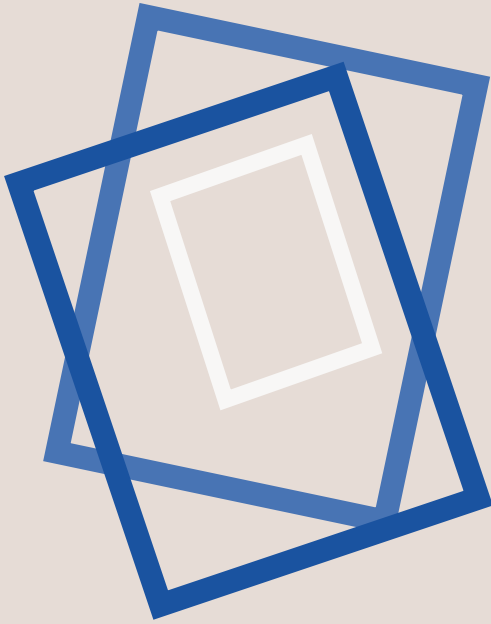
- Assuring them they can do it
- Explaining the performance requirements and evaluation criteria
- Building on what they already know in small steps
- Providing consistent and constructive feedback
- Help the participants to see the relationship between their effort and their success by allowing them some personal control over the learning

Satisfaction refers to the sense of achievement your participants should feel after taking your training. People gain satisfaction from learning something meaningful. Examples of activities that encourage satisfaction are

- Opportunities to demonstrate their new knowledge and skills in meaningful ways
- Solving a real-life problem
- Earning a badge or certificate
- Receiving constructive feedback and sincere praise for completing challenging tasks
- Not being overly-rewarded for simple tasks

Reference pictures for Lesson plan





Lesson Plan 18

Practicing Skills



210 minutes



Learning Outcomes



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

1. Describe lesson plan and parts of it
2. Deliver an existing lesson.
3. Reflect on their lesson delivery (strengths and areas in need of improvement).
4. Provide positive and constructive feedback to other trainers.



Materials



- Practice Lessons 1-5 (1 lesson per participant)
- Materials listed on all Practice Lessons
- Flip chart paper
- Markers
- Tape
- Format of lesson plan



Preparation



- Read and prepare lesson plan
- Prepare for pairing the participants for the practice session
- Print *Participant Practice Lessons*
- Print lesson plans and materials for all lessons, and attach them to the corresponding lesson
- Write learning outcomes or lesson description on the flip chart, if required
- Review Trainer reference on *“Giving Effective Feedback”*
- Practice session will be carried out in 2 parallel sessions. Hence, need to prepare for a resource person to facilitate the other group along with the space for the same
- For the participants to have enough time to prepare for the mini lesson delivery, trainer may conduct a brief session on lesson plan and provide the mini lesson plans to go through and practice it

Introduction

5 minutes



1. Present a tongue twister to participants and ask if they can repeat it without mistake for few times.
 - a. Top chopstick shops stock top chopsticks.
2. Ask 2 to 3 participants to try it.
3. Again, present a tongue twister in Nepali,

तालाराम ताला तोडि तेलै तेलमा ताला लिए तैरियो
4. Ask 2 to 3 participants to go on with the tongue twister.
5. After, practicing and presenting the tongue twister, ask participants will it be easy to present after few practices. Collect responses and inform participants that as you practice, it will get much easier to present the tongue twister.

6. Inform participants that things are easier said than done and when one try to do such things it gets tougher and tougher. Present examples that participants can easily relate to like riding a bike/ bicycle, cooking some dishes, singing or dancing.



Trainer's note: if there are participants that enjoy the dancing and in best interest of time, present a step of dance from a Nepali song and ask if they can do exactly same (time in video- 0.52 seconds to 1.33 seconds). “सारङ्गी उडि उडि”

7. Inform participants that such skills can be mastered with practice. Similarly, the delivery skills are something that one needs to practice for mastering the skills and hence are going to practice some skills discussed in earlier session.
8. Present the learning outcomes of the session along with the training structure and presentation outline of the session.

Introducing Lesson Plan

20 minutes



1. Inform participants before going for practice on delivering part, they are going to discuss a format of lesson plan.
2. For this, divide participants into pairs and provide a format of lesson plan and a practice session lesson plan to each pair.



Trainer's note: If necessary, prepare in advance for the pair division. This might be done when you have participants with various degree of experience in training. Trainer may pair up with the participants as per their experience, education level or similar qualities as per the need.

3. Ask participants to go through each component of the lesson plan like learning outcome, materials, and preparation. Inform participants that they can take reference of the lesson plan provided to them.
4. Provide 2 to 3 minutes time for the process.
5. After the time, ask participants, how many parts/ components of lesson plan are there? *E/A: 8 parts*
6. Ask participants to name each part/component of the lesson plan.
7. Once, they have listed all 8 parts/ components, provide the list of components of a lesson plan with the description.
8. Provide 3 to 4 minutes time to go through all the information and discussion with their respective partner.
9. After the time, ask a random pair to describe their understanding on the first part of lesson part, **Learning Outcome**, and ask participants to correct or add on more information to the ideas shared.
10. Similarly, repeat the process of asking about a part of lesson plan to a random pair and ask other participants to add or correct information as per requirements.
11. After all points are covered, inform participants that there are other icons used in the lesson plan like the clock, handouts icon and that they mean the allocated time for the session and a guide whenever one must pass on any note or information to participants.

Preparation for Practicing session

35 minutes



1. Inform participants that they are now going for the practice the delivery of the lesson plan that they have in their pairs.

2. Inform participants that as mentioned in the lesson plan each pair will get 20 minutes time for delivering the session and after time, 10 minutes time will be allocated for constructive feedback.
3. However, before practicing they will get time for preparation for the delivery where they can go through the lesson plan and prepare all the materials and do the needful preparation.
4. Provide 30 minutes time for the preparation.



Trainer's note: Trainer may visit participants and ask for any support for the preparation.

Delivering Practice Lessons

2.5 hrs



1. Once the participants have prepared their lessons, ask them to meet in groups.
2. Explain that an important part of the practice lesson is providing feedback to the peers. The goal of this process is not to be perfect, but to learn as much as possible about our strengths and how we can improve.
3. Remind participants of the 3 things they should focus on when providing feedback.
4. Share the following guidelines for providing feedback:
 - **Be Specific:** To improve the learner's competence, the feedback must be very specific, even when it is positive. Learners need to know exactly what they are doing to help or hinder the achievement of their objectives.
 - **Describe your personal experience:** The feedback should describe the experience or feelings of the person offering it. It should consist of clear descriptions, relevant information, and should not contain evaluation or advice. The experience of the behaviour should be expressed using "I" ('When you said..., I thought you were..., and I felt...').
 - **Focus on Behaviour:** Refer to what learners do or say instead of what they are. Focus on behaviours that can be changed, and not on personality traits. Describe observable behaviours, avoid drawing conclusions or ascribing intent.
 - **Avoid Overloading:** The feedback should focus on no more than 2-3 key messages. Prioritize your feedback based on importance and focus on the most important issues.
 - **Acknowledge the positive:** Ensure that you tell participants what they did well, not just what they need to change.
5. Inform participants that to record their feedback, they will get format and participants are to note accordingly.



Trainer's note: For the recording of the feedback, ask a pair to note the feedback of a pair only. Similarly, when next pair is presenting, ask another pair to take notes of the feedback.

6. Invite a pair of participants to facilitate their lessons. After each lesson:
 - ask the participant who facilitated the lesson to comment on what they did well and what they could improve
 - ask those who participated in the lesson to provide positive and constructive feedback
 - provide your own feedback to participants



Trainer’s note: Practice delivery session might be carried out in 2 parallel sessions for the best utilization of time. Prepare for the resource person to facilitate next practice session along with the space for the same.

7. Repeat the process for all the pairs.

Review

5 minutes



1. After all participants have finished facilitating their lessons, ask participants to join back in to a group and discuss further: “What did you learn from this experience?”
2. Ask the participants to discuss in pairs: “What is one thing you want to work on in future to improve the delivery skills?”

Reflections on Lesson

Trainer's Reference:

Giving Effective Feedback

The Purpose of Feedback

The purpose of feedback is to provide learners with information about how well they are progressing towards their objectives (Wiggins, 2012). When you give feedback, you should provide learners with a description of what you observed, without adding your own personal value judgements. Advice, criticism, and praise are often considered forms of feedback, but they are evaluative instead of descriptive. It is most effective to provide descriptive feedback that will help learners evaluate their own performance and identify steps for improvement (Holden Leadership Center, University of Oregon, 2009).

Feedback Sandwich: A commonly used technique called the “feedback sandwich” presents the weaknesses in a learners work “sandwiched” between positive comments. This technique is meant to maintain the recipients’ positive perception of their work. New research is showing that with this approach the learner either retains only the positive messages at both ends and disregards the important but unpleasant content in the middle, or becomes confused by the conflicting messages (Orlando, 2015).

Positive feedback does not need to be delivered together with constructive feedback. However in the course of a workshop you should deliver a far higher percentage of positive than constructive feedback.

Principles for Giving Effective Feedback

The principles below are important to keep in mind while delivering feedback.

- **Offer with Permission:** Feedback should be given when asked for or when the offer for it has been accepted. It should be part of an overall communication process that is based on mutual trust and respect between the learner and the trainer.
- **Link to Learning Objectives:** For feedback to be effective, the recipients must have a goal (even if implicit) and must be taking action to achieve their goal. The feedback should provide information about their actions aimed at achieving the goal. Feedback should help a learner evaluate whether his/her efforts are on track to achieve the learning objectives.
- **Be Specific:** To improve the learner’s competence, the feedback must be very specific, even when it is positive. Learners need to know exactly what they are doing to help or hinder the achievement of their objectives.
- **Describe your personal experience:** The feedback should describe the experience or feelings of the person offering it. It should consist of clear descriptions, relevant information, and should not contain evaluation or advice. The experience of the behaviour should be expressed using “I” (“When you said..., I thought you were..., and I felt...”).
- **Focus on Behaviour:** Refer to what learners do or say instead of what they are. Focus on behaviours that can be changed, and not on personality traits. Describe observable behaviours, avoid drawing conclusions or ascribing intent.
- **Encourage Reflection:** Feedback should include open questions that encourage reflection on possible alternatives or solutions. Some open questions can include: “Did

it go as planned? Why/why not?” “If you were to do it again, what would you repeat and what would you do differently?” “What did you learn from this experience?”

- **Time it Right:** Although not always possible, feedback offered immediately following an event is usually most useful. It is important to ask the recipient to ensure that it is an appropriate time to provide feedback. If they are very busy, tired, or under a lot of stress, it may be more appropriate to wait until they are more relaxed and receptive to hearing your ideas.
- **Lead to Action:** Effective feedback should contain useful information that can lead to specific and concrete actions. Feedback should be linked to the learner’s professional development and encourage actions that will help achieve their learning objectives.
- **Avoid Overloading:** The information shared with learners should be appropriate to their age, technical knowledge and competence level. The feedback should focus on no more than 2-3 key messages and avoid too many details.
- **Acknowledge the positive:** We tend to focus our feedback on what needs to be changed rather than reinforcing positive behaviours. Studies show that to reinforce participants’ self-esteem and motivation we should provide five positive comments for every constructive comment we offer (Zenger & Folkman, 2013).

Format of a Lesson Plan

Lesson Plan #: Title

 **XX minutes total**

Lesson Description



Learning Outcomes

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



1.

Materials



□

Preparation

•



Introduction

XX minutes



1.

2.

Topic 1

XX minutes



1.

2.

Topic 2

XX minutes



1.

2.

Review

XX minutes



1.

Reflections on Lesson

Format for Feedback

Name:	
Assigned Topic	
Rate the pair based on following in 1-4 scale (1 Poor; 2 Fair; 3 Good; 4 Very Good)	
Presentation skills (eye contact, movement, gesture)	
Time management	
Giving clear instruction	
Preparation to deliver	
2 best points (Strengths)	
2 points to improve:	

Format for Feedback

Name:	
Assigned Topic	
Rate the pair based on following in 1-4 scale (1 Poor; 2 Fair; 3 Good; 4 Very Good)	
Presentation skills (eye contact, movement, gesture)	
Time management	
Giving clear instruction	
Preparation to deliver	
2 best points (Strengths)	
2 points to improve:	

Trainers Note

4 Main Parts of Lesson Plan:

- Learning outcomes
- Introduction
- Topics
- Review

In addition to these components, lesson plans include: time, materials, preparation, and reflections on lesson. These supporting components help trainers to prepare for a lesson and reflect on how it went.

Learning Outcomes

Learning outcomes define the purpose of a lesson. They are short statements describing the knowledge, skills or attitudes that participants should acquire by the end of a lesson. The activities in the lesson should be designed to meet the learning outcomes.

Sharing the learning outcomes at the beginning of the lesson helps learners to understand what is expected of them and how they should focus their energy. Checking learning outcomes at the end of the lesson helps participants to assess how effectively they are meeting their learning goals (Boundless, 2014).

Similarly, as a trainer, having a clear understanding of the learning outcomes allows you to adjust a lesson plan to more effectively support the learners in reaching the outcomes. Evaluating whether the learners have reached the outcomes also helps you to gauge how effective you, and the lesson you have designed, are in supporting learners to meet their goals.

Introduction

The introduction is often called “the hook” because it grabs the attention of learners and entices them to learn more about the topic of the lesson. The introduction:

- Motivates participants to engage with the topic
- Connects the topic to participants’ existing knowledge
- Helps participants to understand the learning outcomes of the lesson (Froelich, 2009)

A short activity, story, question, reflection, or statement is used to capture learners’ attention and connect their previous knowledge to the topic of the lesson. During the introduction the learning outcomes are also shared so that participants know what to expect and what to work toward during the rest of the session (University of British Columbia Wiki, 2012).

The introduction is an opportunity for trainers to assess how much participants already know about a topic. They can also learn more about participants’ motivation. This information helps the trainer to adjust the information delivered during the main activities in the lesson.

Topics







This is the body of the lesson. It consists of a series of participatory activities designed to address each of the learning styles. Topics are organized in a logical flow that builds upon participants' existing knowledge. Information is delivered in small, manageable chunks to leave time for practice and assimilation of new content. The topics include a mix of large group discussion, small group or partner work/discussion, and hands-on activities to promote active learning. By slowly building up the complexity of activities, participants gain the knowledge and confidence they need to be successful in learning. This is essential in maintaining a safe learning environment, and continuing to motivate learners.

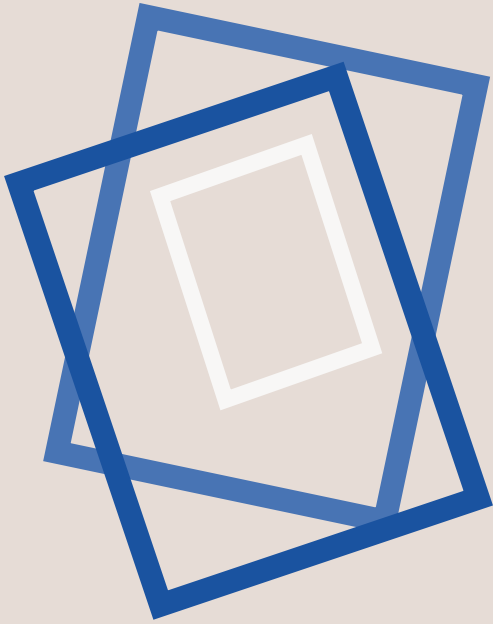
During the topics of the lesson trainers have the opportunity to discover more about learners, and to adjust activities according to their individual strengths, challenges, and interests. Not all participants will move through activities at the same pace. Similarly, some may be more interested in certain aspects of a subject than others. Topics need to be designed with enough flexibility so that individual learners can explore things at a different pace and depth, while still providing continuity and a clear path for all participants.

Review

The review gives participants an opportunity to reflect on their learning and begin to practice communicating or applying their new knowledge and skills. (Froelich, 2009). The review is also a time for participants and trainers to assess what participants have learned, if the learning outcomes were met, and if there are any gaps in participants' understanding. It is important to remember that the review is not the place to introduce new ideas or concepts; it should focus solely on content that has already been covered in the topics of the lesson.

Parts/ components of a lesson plan

	<p>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. This is the main objective of the session.</p>
	<p>Materials. Lists all the materials that will be required for the session.</p>
	<p>Preparation. Preparation that needs to be done prior to the session including collecting materials required and things to prepare in advance.</p>
	<p>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. This is the part of a lesson plan where you catch up the interest of participants towards the topic of the lesson plan as a whole.</p>
	<p>Main Activity. The puzzle appears at the beginning of a main learning activity. This part of the lesson plan is the main part where all the information is imparted to participants through participatory activity or presentation slides.</p>
	<p>Review. The very key information of the session is highlighted here. At the end of a lesson, the core information discussed are reviewed as this helps to retain the information.</p>
	<p>Reflections on Lesson. This part of the lesson plan is for the note keeping of the trainer. How well the lesson flow went, what was the best part of the session, part to improve and all are mentioned in this part of the session.</p>



Lesson Plan 19

Next Course of Action



90 minutes



Learning Outcomes



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

1. Create activities as an action plan or next course of action along with the timeline to accomplish the activities.



Materials



- Flip chart paper
- Marker



Preparation



- Prepare the format for the actionable activities along with the supporters and timeline
- Prepare next format for possible barriers and possible solutions to overcome the barriers
- Write the learning outcomes of the session in a flip chart paper

Introduction

10 minutes



1. Ask participants if this training was helpful or is useful to them or not. Expected answer: Yes
2. Ask participants how this training is helpful for them.
3. Collect two to three responses from participants.
4. Again, ask participants if they will be using the information from the training. If yes, how and where they will be using it.
5. Collect four to five responses for the question.
6. Again, ask participants when are they going to use this information? Is it after a month or few months or a year?
7. Collect 5 to 7 responses from participants.
8. Link the information that as you put the information gained through the training or any activity, the information is retrieved in our brain and could be used when and wherever necessary. However if one doesn't or one couldn't use the information then that would be a waste of resources and waste of time as well.
9. Inform participants that so as to put all the information into action, they are going to discuss next course of action in the session and present the learning outcomes of the session.

Next Course of Action

30 minutes



1. Ask participants do think about five any possible actionable that they could implement after the training.
2. Provide 5 minutes time for the activity.
3. After the time, ask participants to think of any three participants that might help them to implement the actionable.
4. Provide two to three minutes time for the activity
5. Now ask participants to think about the timeline for carrying out the activity.
6. Ask participants to add on the timeline for the activities in the category of today till seven-day plan, one month plan or six months plan.

7. Ask participants to review their actionable along with the timeline.
8. Ask them to focus if they have any actionable that they could do immediately or within seven days plan.
9. Provide 5 to 7 minutes for the review of the activities
10. Now ask participants to find a participant from their list that could help them to implement the actionable and share 1 to 2 goals.
11. Provide 5 minutes for the activity and after the time ask participants to come back to their seat.
12. Once seated ask three to four participants to share the points to the larger group.

Group Work

40 minutes



1. Inform participants that they are going for a group activity. For this participant will be divided into four groups.
2. In their group participants are to discuss and choose at least three actionable from their list.
3. Once they have selected the actionable participants are to note three possible barriers to accomplish their plan within the mention timeline.
4. Once the instruction is clear divide participants into four groups and ask them to do as per the instruction, that is, choose 3 actionable from their list and note the possible barriers to accomplish the plan within the mentioned timeline
5. Provide 5 minutes time for the activity.
6. After a given time, again ask each group to present a point to the larger group and discuss further if required.
7. Once all groups have presented, again ask groups to work on three possible possibilities or solutions to overcome the mentioned barriers.
8. Provide 5 minutes time for the activity. After their activity ask each group to share a point or two to the large group
9. Repeat the process of presentation of a point from each group and discuss as per requirement.

Review

10 minutes



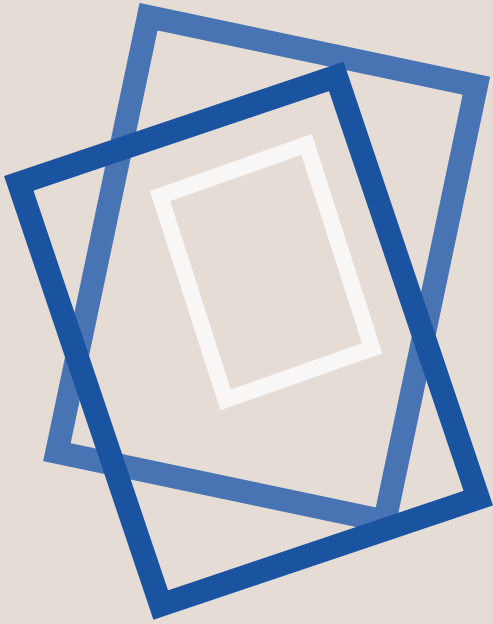
1. Collect the group work from the participants or the groups and paste it at four separate spaces of the training hall.
2. Now ask groups to visit the station and review the points mentioned in the station.



- Trainer's note:** Trainer may assign a group to a station and provide two to three minutes time to go through and review the points by other groups and asked to move to next station after a time. Repeat the process for all groups or stations.
3. Once all groups have visited all the stations, ask if they have any thoughts and discuss further as per requirement.

Reflections on Lesson





Lesson Plan 20

Training Closing



90 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 or prepare a digital form
- Print the training evaluation sheet or prepare a digital form
- 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, they are going to check how much the training have covered their expectations.
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

15 minutes



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 to 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

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 would be better.
2. Hand out the final evaluation for the participants to complete before they leave the workshop or if you are using a digital platform, provide the link.

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.



Trainer's note: Before that, if you are going for the formal closing, arrange the set-up for formal closing. 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.



Trainer's note: To give the certificate distribution look 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



Annex I
Practice Lesson Plan

Practice Lesson 1

Sanitation Service Chain

 20 minutes

Learning Outcomes



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

1. Name the components of sanitation service chain (SSC)
2. Describe what is sanitation service chain



Materials



- Cut pieces- sanitation, service and chain
- Cut pieces- each component of SSC
- 4 sets of SSC component cards/ pictures
- Flex of SSC
- Flip chart paper/ white board
- Marker



Preparation



- Read and prepare lesson plan and write learning outcome
- Print and cut word pieces- sanitation, service, chain
- Print and cut word pieces- user interface, containment, desludging and transportation, treatment and safe disposal

Introduction

5 minutes



1. Inform participants that they are going for a quick activity.
2. For this, as per participant's seating, divide into 3 groups and provide cheat of paper with words: sanitation, service, and chain to each group.
3. Once all have a cheat, ask participants to discuss in their group about the term provided to them.
4. Provide 1-2 minutes time for the activity and after the time ask a member from each group to describe the word in a sentence.
5. Inform participants that the "sanitation" "service" and "chain" when combined together forms or describes about the components comprised for a chain and will be discussing more on it in the session.
6. Present the learning outcomes.

Sanitation service chain

12 minutes



1. Inform participants that they are going for another activity and for this, participants will be divided into 2 groups.
2. In their groups, participants will get a set of cards or cut pieces and participants are to arrange it as per their understanding and they will have 2 minutes for the activity.
3. Inform participants that there is no right or wrong answer for this as it is based on their understanding and will be discussing the correct order later in the session.
4. Ask participants if they have clear instructions.
5. Divide participants in to 2 groups and provide the set of words/ cards and ask to arrange them in order with their logic.

6. Provide 2 minutes for the activity (arrange the cards).
7. After the time, ask groups to switch place and see the work of another group, how they have arranged. Provide 2 minutes to observe and discuss on the order that the other group have placed the cards.
8. After the time, ask groups to come back to their respective places and ask if they have a second thought on the arrangement and want to re-arrange it. If they want to rearrange, ask them to do so while discussing in the group.
9. After the re-arrangement, if they did, ask following questions to participants and as you go through each of the question paste a component card or note the point on a whiteboard/ flipchart paper:
 - a) Where does this whole thing of sanitation start from? E/A: user interface/ toilet
 - b) Then after where does it go? Containment
 - c) What happens when the containment is full? Desludging and transportation
 - d) What should one do after transporting it? Treat it
 - e) Once it is treated, it is ready for ... safe disposal
10. Present the flex of SSC to participants and clarify the concept if needed.
11. Once you have all the components on board, inform participants that the particular chain of services related to sanitation is termed as 'sanitation service chain' and this is applicable for solid waste as well which start from user interface to safe reuse or safe disposal.

Review

3-5 minutes



1. Collect all the SSC cards (user interface/ toilet, containment, emptying and desludging, treatment and safe disposal/ reuse) from participants and handover a card to each participant.
2. Now, ask participants to form a group of 5 with each component of SSC in their group in an order.
3. Again, ask participants to compete to become first while forming another group with 5 different participants.

Reflections on Lesson

Sanitation	Service	Chain
User Interface	User Interface	User Interface
Containment	Containment	Containment
Desludging and transportation	Desludging and transportation	Desludging and transportation
Treatment	Treatment	Treatment
Safe disposal/ reuse	Safe disposal/ reuse	Safe disposal/ reuse

Practice Delivery 2

Principles of CWIS



20 minutes

Learning Outcomes

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



1. List 7 principles of CWIS
2. Discuss on each principle of CWIS



Materials



- Meta-cards
- Flip chart paper
- Marker



Preparation



- Read and prepare lesson plan and write learning outcome
- Print the 7 principles of CWIS and cut as per description in the lesson plan

Introduction

3 minutes



1. Ask participants to define CWIS in a phrase.
Expected answer: public service approach, to meet SDG, For safe, equitable and sustainable services, proper resource management, fulfill all mandates, etc.
2. Take 2 to 3 responses at maximum and inform participants that CWIS is a public service approach to advance equitable, safe and sustainable outcomes by strengthening the design and implementation of core public system functions of responsibility, accountability, and resource planning and management.
3. Further inform participants that to the concept on CWIS, participants are now going to discuss more on 7 principles of CWIS.
4. Present the learning outcomes.

Principles of CWIS

15 minutes



1. Inform participants that there are 7 principles of CWIS and they are going to discuss further in each of the principles of CWIS.
2. For this, participants will be divided into 7 groups and each group will be handed a principle of CWIS with some brief point in each of the principle.
3. Participants in their groups are to discuss on the given points and discuss it in their group in 2-3 minutes time.
4. After the time, each group will present their discussion to the larger group.
5. Divide participants into 7 groups and provide a principle to a group and ask to start their discussion.
6. After 2 minutes times, ask groups to summarize their discussion to the larger group starting from principle 1.
7. Ask all 7 groups to repeat the process of summarizing their findings to larger groups.

Review

2 minutes



1. Ask participants to note 1 principle that they think is most important to them along with the logic.
2. Ask 2 to 3 participants to present their ideas and revisit the learning outcomes to check if they have accomplished it or not.

Reflections on LessonA large, empty rectangular box with a blue border, intended for participants to write their reflections on the lesson.

Seven Principles for CWIS

- | |
|---|
| 1. Everyone in an urban area, including the urban poor, benefits from equitable safe sanitation services |
| 2. Gender and social equity are designed into planning, management, monitoring |
| 3. Human waste is safely managed along sanitation service chain, starting with containment |
| 4. Authorities operate with a clear, inclusive mandate, performance targets, resources and accountability |
| 5. Authorities deploy a range of funding, business and hardware approaches- Sewere/ non-sewered- to meet goals |
| 6. Comprehensive long term planning fosters demand for innovation and is informed by analysis of needs/ resources |
| 7. Political will and accountability systems incentivize service improvements in planning, capacity, and leadership |

1. EVERYONE IN AN URBAN AREA, INCLUDING THE URBAN POOR, BENEFITS FROM EQUITABLE SAFE SANITATION SERVICES

- Everyone. Legal mandate is based on urban planning principles, without restrictions based on land tenure, hardware type, or local political boundaries; Transient, permanent, worker, and downstream communities' needs are met;
- Equitable. Prices reflect service levels, affordability; availability and legitimacy of public finance is decoupled from hardware type or on-plot/off-plot siting; subsidized finance prioritized for the poorest;
- Safe. Users' waste is safely managed and all communities are free of others' waste.

2. GENDER AND SOCIAL EQUITY ARE DESIGNED INTO PLANNING, MANAGEMENT, MONITORING

- Those who are marginalized, without formal land tenure or access to sewers, women, and children are intentionally engaged in decision making systems;
- Users' and workers' needs, values, constraints, and voices are understood and incorporated into hiring, service delivery planning, and service delivery;
- Workers' health and rights are protected by occupational health and safety measures.

3. HUMAN WASTE IS SAFELY MANAGED ALONG SANITATION SERVICE CHAIN, STARTING WITH CONTAINMENT

- Infrastructure and service delivery systems protect workers, households, communities at all stages from containment through disposal/reuse;
- Containment and connections are managed to protect groundwater and environmental health;
- Hardware investments and service models position resource recovery as a tool to incentivize safe waste management.

4. AUTHORITIES OPERATE WITH A CLEAR, INCLUSIVE MANDATE, PERFORMANCE TARGETS, RESOURCES, AND ACCOUNTABILITY

- Mandate for urban sanitation is clearly defined, assigned to service authorit(ies) without overlap, explicitly prioritizes serving the poor, and is reflected in the authority's key performance indicators;
 - Processes exist to establish performance levels and set progressive targets for achieving them;
 - Service authority performance targets are monitored and tied to regulatory penalties and incentives;
 - Financing and revenue opportunities are designed to sufficiently support implementation of mandates.
-

5. AUTHORITIES DEPLOY A RANGE OF FUNDING, BUSINESS, AND HARDWARE APPROACHES— SEWERED / NON-SEWERED—TO MEET GOALS

- Sanitation service mandates are technology agnostic; planning and investments support incremental and integrated systems that prioritize resources for achieving safety, equity, and sustainability;
 - Service authorities may deploy a range of business models to reach different customer segments within a city efficiently and equitably.
-

6. COMPREHENSIVE LONG-TERM PLANNING FOSTERS DEMAND FOR INNOVATION AND IS INFORMED BY ANALYSIS OF NEEDS/RESOURCES

- Investment and finance decisions are based on activity-based accounting of costs and revenues and inclusive performance targets;
 - Investment and planning are informed by climate change, water, and energy constraints;
 - Performance incentives foster service authority capacity, responsiveness, and innovation;
 - Investment planning and prioritization processes are documented, transparent, engage relevant stakeholders;
 - Processes are coordinated with those of other urban investments and services, e.g. neighborhood upgrades, water services, storm water and greywater management, roads.
-

7. POLITICAL WILL AND ACCOUNTABILITY SYSTEMS INCENTIVIZE SERVICE IMPROVEMENTS IN PLANNING, CAPACITY, AND LEADERSHIP

- Commitment to safe inclusive urban sanitation is demonstrated at multiple levels of government;
- Budget allocations and expenditures are transparent and set based on equity and performance accountability;
- Accountability systems such as performance regulators are designed to be autonomous and independent and to empower marginalized voices;
- Service authorities have effective institutional like and enforcement.

Practice Delivery 3

Occupational Health and Safety

 20 minutes

Learning Outcomes



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

1. State the importance of PPE for FS desludgers
2. Discuss strategies for occupational health and safety



Materials



- Flip chart paper
- Marker



Preparation



- Prepare for the video presentation: projector, speakers, etc.
<https://www.youtube.com/watch?v=1bqhUAO--1Y>

Introduction

5 minutes



1. Ask participants if they have any experience of getting ready for an event or for outgoing but their dress was soiled/ got filthy.
2. Ask a participant to share his/her experience.



Trainer's note: Make sure to hear the story from the participant who has not opened up/ spoken yet.

3. Inform participants similar to it, when we get into work it is evident that one's clothes get dirtier or are soiled.
4. While thinking of sanitation workers, it is also evident how their uniform gets dirtier and as they are working with dirt already, it is of concern for their health and hygiene and hence are going to discuss further on the subject.
5. Present the learning outcomes of the session.

Occupational Health and Safety

12 minutes



1. Inform participants that before the discussion on the topic, they are going for a video.
2. Present the video on "Campaign for safe, dignified and healthy lives of sanitation workers" to the participants.
3. After the video, ask participants to state the importance of PPE for FS deslugger quoted in the video.
4. Make notes of the points that participants have stated on a white board or a newspaper paper.
5. After the importance, inform participants that some of the main points covered in the video are:

PPE

Dignity and Health and Hygiene

6. Inform participants that now they are going for a discussion on same points.
7. Divide participants into 3 groups and assign a group with a topic and ask participants to note the possible strategies for occupational health and safety relating to their topic .

8. Inform participants that they may come up with the points discussed in the video as well as add their own idea.
9. Provide 5 minutes time for the activity and after the time, ask a group member to present their discussion and ask other groups to add on if needed.
10. Further, repeat the process for the remaining 2 groups as well.

Review



1. Ask a participant from each group to mention one point that the other group have mentioned during the group work.
2. Take 3 responses from participants, one from each group.

Reflections on Lesson

Practice Delivery 4

Stakeholder's Engagement

 20 minutes

Learning Outcomes



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

1. State the importance of stakeholders mapping for meaningful participation.



Materials



- A4 paper/ chits with role or name of a stakeholders
- Marker
- Meta-cards
- Flex- influence and interest matrix



Preparation



- Prepare the chit of papers with role
- Prepare stations as per the lesson plan: Active participation, passive participation, absent due to busy schedule, no information
- Print the case story or write it on a newsprint paper

Introduction

5 minutes



1. Ask participants if they are a part of any type of committee.
2. If yes, ask for the composition of the committee, female representation from minor or disadvantaged groups and more.
3. Ask participants for the reason for the composition. Relating to the response from the participants inform that the government itself has mandated for the inclusive committee to address the issues from all perspective or to address the issues of all and participants are going to discuss further on the stakeholder engagement in the session.
4. Present the learning outcomes of the session.

Stakeholder Engagement

12 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, read out the case scenario out loud for all the participants to hear. (refer to the end of lesson plan for 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, ask following questions one by one to make participants internalize the information relating to the stakeholder engagement.
 - a) In which station the number is maximum? Why ?
 - b) In which station the number is minimum? Why ?
 - c) Don't you think this work is relevant to all the stakeholders?
 - d) How would the situation be like?
10. Inform participants that for the meaningful participation in meeting, stakeholders mapping should be done as per influence and interest matrix.
11. Explain further how the influence and interest matrix is supposed to work and relate this to the case scenario. Like, as given in the case scenario, who would have more interest and who would be more influential.
12. Summarize that with the matrix, stakeholders mapping should be done keeping the matrix in mind.

Review

3 minutes



1. In a pair, ask participants to discuss on the committee that they are involved in or any committee that they see around and ask to discuss the benefit of inclusive committee.
2. Ask for one to two responses from participants to share their idea.

Reflections on Lesson

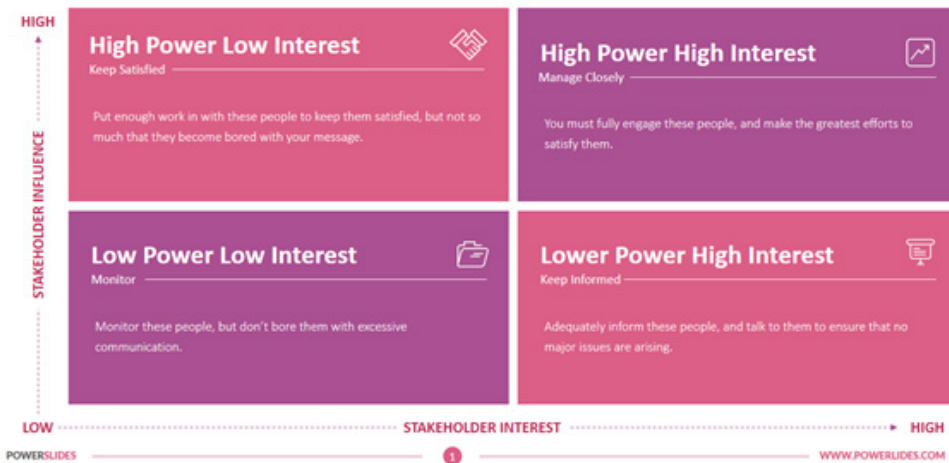
Case Scenario

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 a few HHs from the peri-urban area have practice of emptying toilet sludge by desludgers. Municipality has planned and allocated budget to construct FSTP to manage fecal sludge of the municipality. For that purpose municipality has 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.

- a. In which station the number is maximum? Why ?
- b. In which station the number is minimum? Why ?
- c. Don't you think this work is relevant to all the stakeholders?
- d. How would the situation be like?

Influence and Interest matrix

STAKEHOLDER ENGAGEMENT MATRIX



Practice Delivery 5

Appropriate Technology



20 minutes

Learning Outcomes



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

1. Discuss the appropriate technology for the given scenario



Materials



- Printed case scenario
- Marker/ pen



Preparation



- Print the cases

Introduction

2 minutes



1. Inform participants that after the discussion on technological awareness in the training, now that they are going for an exercise relating to the appropriate technology in given scenario.
2. Present the learning outcomes of the session.

Appropriate Technology

15 minutes



1. Inform participants that they are going for a group activity and for this they will be divided into 2 groups.
2. Each group will be provided with cases and they are to choose the appropriate technology based on the given case along with the reasons.
3. Divide participants into 2 groups and provide the paper with case and exercise to each group.
4. Provide 5-7 minutes for the group work.
5. After the time, ask a group to present their group discussion along with their rationale for choosing the option.
6. Ask another group to add on or discuss if needed.
7. Repeat the process for next group.
8. Once both groups have presented, make sure to add on the important points in each one while summarizing all.

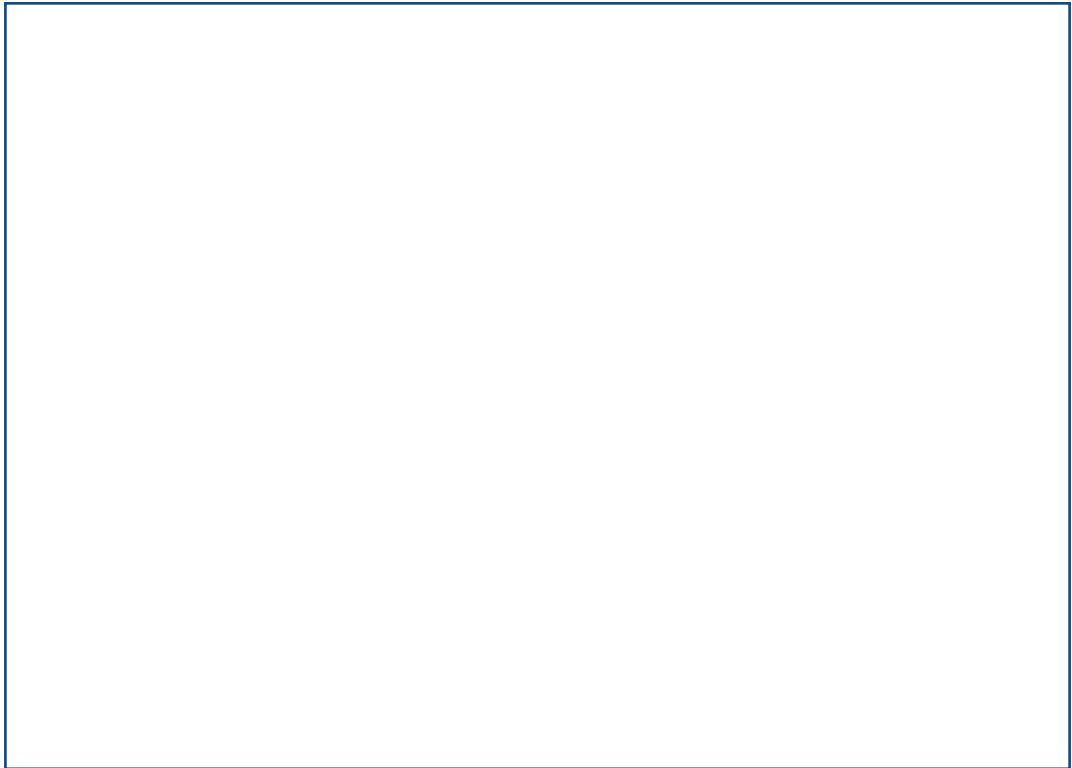
Review

3 minutes



1. Ask participant what if the scenario was of a rural community where the settlement is dispersed, enough land for agriculture? Which containment would be better?
2. Take a voice from each group along with the reason.

Reflections on Lesson



Case 1

A residential area at the outskirts of a city, growing settlement with limited space for each household.

Component of SSC	Tick the best option	Reason for the option (why?)
Containment	Sewer	
	Twin pit	
	Biogas	
	Septic tank	
Desludging and conveyance	Manual	
	Mechanical	
Treatment	Mechanical	
	Nature-based	
	Hybrid	

Case II

Core city, commercial area with huge population flow, Dense settlement

Component of SSC	Tick the best option	Reason for the option (why?)
Containment	Sewer	
	Twin pit	
	Biogas	
	Septic tank	
Desludging and conveyance	Manual	
	Mechanical	
Treatment	Mechanical	
	Nature-based	
	Hybrid	

Annex II
Review Lesson Plan

Lesson Plan

Review 1







15 minutes

Learning Outcomes



At the end of each morning review, participants will be able to:

1. Recall information from the previous day.

<p> Materials</p> <ul style="list-style-type: none"> • Newsprint paper • Marker <p></p>	<p> Preparation</p> <ul style="list-style-type: none"> • Write the questions/ points to focus on a newsprint paper • Write the agenda of the day <p></p>
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Morning Review Journaling 15 minutes



1. Inform participants that in a group of 3, participants are to discuss the key points discussed on earlier day.
2. Inform that in their groups, participants are to prepare an article while focusing on the following points:
 - a. What did they learn?
 - b. What is the objective of the session?
 - c. Which methodologies do the facilitators use?
 - d. What are the contents and key messages you like the most and why (as conclusion)?
3. Provide 5 to 7 minutes for the time and after the time, ask 2 to 3 groups to present their article to the larger group. Make sure if all the sessions are covered or not.
4. Summarize the findings if needed.
5. Share the agenda of the day.

Reflection on lesson

Lesson Plan

Review 2

 15 minutes

Learning Outcomes



At the end of each morning review, participants will be able to:

1. Recall information from the previous day.



Materials



- A4 size paper
- Gift hamper



Preparation



- If going for a competition, make notes of points for each group
- Make sure to arrange a gift hamper for the winner (if possible)
- Write the agenda of the day

Quiz

15 minutes



1. Inform participants that they will be divided into 3 to 4 groups and within the group will be held a quiz contest.
2. For this, each group are to draw 3 to 4 questions relating to the sessions conducted on the previous day.
3. Once the groups have prepared the questions, each group will be asking question to another group and so on.
4. Divide participants into 3 to 4 groups and give 5 minutes to draw questions from the previous day sessions.
5. After the time, ask a group to question another group (pass the question to other groups if the group could not answer) and after the answer, the same group with the answer will be given chance to question another group.
6. Repeat the process for all the questions or as much as the time limits for the session.
7. As a trainer, verify answers from the groups and summarize if needed.
8. Share the agenda of the day.

Reflection on lesson

Lesson Plan

Review 3



15 minutes

Learning Outcomes



At the end of each morning review, participants will be able to:

1. Recall information from the previous day.

<p>Materials</p> <ul style="list-style-type: none"> • Newsprint paper • Marker 	<p>Preparation</p> <ul style="list-style-type: none"> • Write topic of each session on a meta-card • Prepare for the station walk • Write the agenda of the day
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Morning Review Station Walk 15 minutes



1. Inform participants that they are going for a station walk for a group review.
2. For this, participants will be divided into 4 groups (or as per the number of sessions conducted on previous day) and each group will be assigned a topic of the session from previous day.
3. In their groups, participants are to discuss the key points discussed and summarize the ideas and note the points on a newsprint paper.
4. For the activity, participants will get 5 minutes.
5. Divide participants into 4 groups or as per the number of sessions conducted on previous day and assign a topic to each group.
6. After the provided time, ask groups to paste their group work at a station and ask groups to move to other stations and look at the ideas/ notes from other groups and add on if needed.
7. Give each group a minute or two in each station for the review and once all groups are back to their group work, ask to review the points added.
8. If needed and if the time permits, discuss in larger groups on any topic or ideas of concern from participants.
9. Share the agenda of the day.

Reflection on lesson

Lesson Plan

Review 4

 15 minutes

Learning Outcomes



At the end of each morning review, participants will be able to:

1. Recall information from the previous day.

<p>Materials</p> <ul style="list-style-type: none"> • Newsprint paper • Marker- different colors if possible 	<p>Preparation</p> <ul style="list-style-type: none"> • Read the daily review. • Write topic of each session on a meta-card • Write the agenda of the day
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Word-Web 15 minutes



1. Inform participants that they are going for group work.
2. In their group, participants are to discuss and create a web of words (as much as possible) related to the topic assigned to each group from the previous day's session.
3. Divide participants into the same numbers of groups as the session in earlier day (most probably 4 groups).
4. Provide a topic to each group as per the session conducted on previous day.
5. Ask groups to discuss and form word web (words connecting to each other) relating to the topics or important words discussed in particular session.
6. Provide 5 minutes time for the activity. After the time, ask participants to stop and inform them that they are going for a quick presentation of each group activity.
7. Ask a group to present their ideas and discuss if needed.
8. Similarly, repeat the process with each group.
9. Share the agenda of the day

Reflection on lesson

Lesson Plan

Review 5



15 minutes

Learning Outcomes



At the end of each morning review, participants will be able to:

1. Recall information from the previous day.

<p>Materials</p> <ul style="list-style-type: none"> • Sticky note- different color to each group • Pen 	<p>Preparation</p> <ul style="list-style-type: none"> • Read the daily review and prepare accordingly. • Write the agenda of the day
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Dumb-Charade 15 minutes



1. Inform participants that they are going for group work and divide participants into 3 groups.
2. In their groups, ask participants are to note 5 to 6 key words- one in each sticky note, from the sessions delivered on the previous day.
3. Once all groups have noted the points, ask to fold each sticky note.
4. After this, inform participants that they are going for a dumb-charade game where a member from a group will pick a sticky note and he/she will have to act out the word and the respective group he/she belongs to has to guess the word correctly.



- Trainer’s note:** Provide max 2 minutes for a group to act and guess the word correctly. If he/she cannot guess the word correctly ask the actor to tell the word and ask the group to point out the importance of the word.
5. Once they have an answer, ask the same group to point out why the word is important based on the sessions discussed.
 6. After this, ask a member from the other group to repeat the process of taking a point, acting and guessing the word and discussing the importance of the word.
 7. Repeat the process till time permits and make sure to avoid repeated words.
 8. Share the agenda of the day.

Reflection on lesson

Lesson Plan

Review 6

 15 minutes

Learning Outcomes



At the end of each morning review, participants will be able to:

1. Recall information from the previous day.

Materials



- Snapshot of a CWIS city
- Indicators of each component of CWIS framework

Preparation



- Read the daily review
- Prepare the snapshots of a CWIS city
- Components of CWIS framework
- Print the indicators of each component of CWIS framework
- Write the agenda of the day

Morning Review Case Studies

15 minutes



1. Inform participant that they will be divided into 6 groups and provide the snapshot of a CWIS city and six components of CWIS framework.
2. Divide the participant into 6 groups and assign a component of CWIS framework to each group.
3. Ask participants to go through the indicators under the assigned topic/component and discuss to note down the answer (percentage and other information) as per the information provided in the snapshot of a CWIS city.
4. Ask each group to present the findings among a larger group.
5. Share the agenda of the day.

Reflection on lesson

Lesson Plan

Review 7







15 minutes

Learning Outcomes



At the end of each morning review, participants will be able to:

1. Recall information from the previous day.

 <h4>Materials</h4>  <ul style="list-style-type: none"> • Music and speakers • Newsprint paper • Marker 	 <h4>Preparation</h4>  <ul style="list-style-type: none"> • Read the daily review and ensure that all questions are relevant to the lessons you taught the day before. • Create around 10 questions relevant to the lessons from the day before. • Prepare music and check audio • Write the agenda of the day
--	--

Morning Review Twist your legs 15 minutes



1. Ask the participants to come into an open space in the room. Tell them that you are going to play music and that they must walk around or dance until the music stops.
2. When the music stops, ask participants to find a partner.
3. Ask participants to discuss the questions that the facilitator ask with their partner when the music stops.
4. After their discussion, a pair has to answer the question voluntarily. After each question, turn the music on again and ask participants to find a new partner.
5. Share the agenda of the day.

Reflection on lesson

Lesson Plan

Review 8





 15 minutes

Learning Outcomes



At the end of each morning review, participants will be able to:

1. Recall information from the previous day.

Materials	Preparation
 <ul style="list-style-type: none"> • Colored paper (4 different probably red, blue, green, yellow)  <ul style="list-style-type: none"> • Marker 	 <ul style="list-style-type: none"> • Read the daily review and make a list of statements/ questions from relevant to the lessons discussed on the previous day. • Print 3 to 4 sets for group activity. • Write the agenda for the day. 

Fill in the blanks 15 minutes



1. Inform participants that they are going to have a quick competition.
2. For this, participants will be divided into 3 to 4 groups and in their groups, they are to fill in the answer within the given time.
3. Participants are to discuss the points while filling up the information.
4. Divide participants into groups and provide the forms to fill.
5. Provide 5 to 7 minutes for the activity and after the time, ask participants to stop and ask a group to answer the first question.
6. Verify the answer with other groups and present the correct answer.
7. Discuss briefly any points, if needed.
8. Share the agenda of the day.

Reflection on lesson

Lesson Plan

Review 9



15 minutes

Learning Outcomes



At the end of each morning review, participants will be able to:

1. Recall information from the previous day.

<p>Materials</p> <ul style="list-style-type: none"> • Newsprint paper • Marker 	<p>Preparation</p> <ul style="list-style-type: none"> • Read the daily review and ensure that all questions are relevant to the lessons you taught the day before. • Write the agenda of the day
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Draw and Explain 15 minutes



1. Inform participants that they are going for an activity where they are to discuss in group and come up with innovative ideas on CWIS and present the idea with an illustration.
2. Divide participants into 3 groups and ask to brainstorm for an illustration that best depicts on CWIS approach.
3. Provide a newsprint paper, pencils and different colors to each group.
4. Provide 10 minutes time for the discussion and illustration. After the time ask groups to stop the group activity.
5. Now ask groups to put their illustration on their desk and move around the hall to observe the illustrations by other groups. While observing the illustration, discuss in their group 'how it defines the CWIS approach'.
6. Ask groups to question and answer them if needed with the best interest of time.
7. Share the agenda of the day.

Reflection on lesson

Annex III
Assignments for Participants

Lesson Plan

Assignment Review- Day 1



20 minutes

Learning Outcomes



At the end of session participants will be able to:

1. Review all the assignments assigned for the day



Materials



- Assignment book
- Meta-cards
- A4-paper (if possible, different color)



Preparation



- Prepare a score board for participants (ex. an excel sheet for record keeping)

Assignment Review-1.1

5 minutes



1. Ask if every participant has completed their assignment given in the previous day.
2. Inform participants that their assignment completion is also a base for evaluation. If they have completed their assignment, they will get score which will be added daily in their score board for final evaluation. Thus, encourage participant to complete their assignment.



Trainers' note: Add the score of participants.

3. To make the activity fun and light, start with the fun facts about participants. For this, provide a meta-card to each participant and ask participants to write two contrasting points/ facts about themselves. Also ask to note their initial name on their meta-cards.
4. Provide 2 minutes time for the activity and after the time, collect the meta-cards while reading some of them without name.
5. Inform participants that the meta-cards will be posted on a board/ wall, so participants can learn more about fellow participants.

Assignment Review-2.1

5 minutes



1. Divide participants into 4 groups as per assignment 3.1.
2. After the group division, assign one group to discuss their understanding on sanitation service chain and sanitation system, and similarly, assign 3 other groups with other points mentioned.
3. Now, as per their assignment, ask groups to discuss the main difference between the terms.
4. Provide an A4 size paper (colorful paper is better) to each group and ask to note the difference of the assigned terminologies on the paper.
5. Provide 2 to 3 minutes time for the activity and collect the papers and read out the understanding. (make sure to correct the understanding if needed.)
6. Paste the paper on a board or wall for further references during the sessions.

Assignment 3.1 and 3.2

15 minutes



1. Like the above activity, ask another random participant from group 1 to present their assignment of 3.1.
2. Repeat the process for the other 3 groups.
3. For assignment 3.2, ask if any participant wants to volunteer their answer. If not, ask any participant who has not given their answer to any of the questions in earlier group work.

Reflection on lesson

Lesson Plan

Assignment Review- Day 2



15 minutes

Learning Outcomes



At the end of session participants will be able to:

1. Review all the assignments assigned for the day



Materials



- Assignment book
- Newsprint paper
- Marker



Preparation



- Prepare the scoreboard for the update

Assignment Review- 4.1

15 minutes



1. Ask if every participant has completed their assignment given in the previous day.
2. Remind participants their assignment completion is also a base for evaluation. If they have completed their assignment, they will get a score which will be added daily in their score board for final evaluation. Thus, encourage participants to complete their assignment.

Trainers' note: Add the score of participants.



3. Inform participants that they are going for an assignment review. For this, ask following questions to participants:
 - a. What does it mean by influence and interest matrix?
 - b. As per the given sanitation project of 2 crore rupees, whom should one consider for the stakeholder engagement? And why?

Assignment Review- 4.2

15 minutes

1. Ask another participant on how can one relate this stakeholder mapping matrix with equitable sanitation service provision.

Assignment Review- 5

15 minutes

1. For the next assignment, inform participants that they are going for a group work for which participants will be divided into 3 groups.
2. In their groups, participants are to discuss the questions or points assigned to them based on their assignment and after discussion come to a conclusion with the points in 5 minutes.



Trainer's note: You may provide a newsprint paper to note the discussion or simply ask to note in their notebook for presentation.

3. After discussion, one participant from each group is to present their discussion.
4. Divide participant in the group of 3 groups and assign each group as follow:
 - a. Group 1- assignment 5.1.1: what a safety concerns are being discussed in the video?
 - b. Group 2- assignment 5.1.2: What are the further plans for the safety of Birendranagar?
 - c. Group 3- assignment 5.2: Similar to the video, what are the other possible interventions for the safety of sanitation workers?
5. After the allocated time, ask groups to present their discussion to large group and add or intervene if needed.

Reflection on lesson



Lesson Plan

Assignment Review- Day 3

 20 minutes

Learning Outcomes



At the end of session participants will be able to:

1. Review all the assignments assigned for the day



Materials



- Assignment book
- Lusaka Case study
- 7 principles of CWIS
- SDG goals of Nepal



Preparation



- Prepare the scoreboard for the update
- Prepare for 7 principles of CWIS and
- Prepare for SDG goals of Nepal (table)

Assignment Review- 6 5 minutes



1. Ask if every participant has completed their assignment given in the previous day.
2. Remind participant their assignment completion is also a base for evaluation. If they have completed their assignment, they will get score which will be added daily in their score board for final evaluation. Thus, encourage participant to complete their assignment.



- Trainers' note:** Add the score of participants.
3. Ask to a random participant to answer his/ her idea on assignment 6.1: Which of the 7 principles of CWIS is linked to the responsibility and accountability component of CWIS framework and how.

Reflection on lesson

Lesson Plan

Assignment Review- Day 4

 15 minutes

Learning Outcomes



At the end of session participants will be able to:

1. Review all the assignments assigned for the day



Materials



- Assignment book
- Marker
- Newsprint paper



Preparation



- Prepare the scoreboard for the update

Assignment Review- 7

15 minutes



1. For assignment 7.1, inform participants that they are going to have a detailed discussion.
2. Ask a participant to put his/her idea on goal set by the GoN based on the related document.
3. Ask another participant of (next gender) to add for or against the presented perspective by the first participant.
4. Similarly, ask up to 4 participants to share their ideas on the topic.



- Trainer's note:** You may ask/add some relevant questions to the discussion.
5. Again, for assignment 7.2, ask a participant to keep their first thought after going through the document.
 6. Similarly, ask other 3 to 4 participants to add on their noted points relating to the provided document.

Assignment 8.1

15 minutes



1. Ask if every participant has completed their assignment given in the previous day.
2. Set up a board with newsprint paper divided into two columns; opportunities and challenges.
3. Ask participants to name the opportunities that they had noted from the document.
4. After the opportunities, note challenges as participants name them.
5. Make sure to take answers from different participants to make it more participatory and to make sure if all participants had accomplished their given task.

Reflection on lesson

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Lesson Plan

Assignment Review- Day 5





 15 minutes

Learning Outcomes



At the end of session participants will be able to:

1. Review all the assignments assigned for the day

<p> Materials</p> <ul style="list-style-type: none"> • Assignment book <p></p>	<p> Preparation</p> <ul style="list-style-type: none"> • Prepare the scoreboard for the update <p></p>
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Assignment 9.1 and 9.2 15 minutes



1. Ask if every participant has completed their assignment given in the previous day.
2. Ask a participant to present the key points noted from the discussion presented in the news.
3. Ask another participant to give his/her perspective on the initiative by the government.
4. Similarly, for assignment 9.2, ask another participant to present his/her notes.
5. Further, ask another participant to present his/her view on the points discussed and if the points mentioned earlier will be enough to solve the issue discussed.



Trainer’s note: You may take one more views from participants for further detailed information.

Assignment 11.1



1. Ask 1 participant from each group to present the gist of their discussion or their observations of what was lacking the most in their plans.

Reflection on lesson

Lesson Plan

Assignment Review- Day 6



30 minutes

Learning Outcomes



At the end of session participants will be able to:

1. Review all the assignments assigned for the day



Materials



- Assignment book
- Marker
- Newsprint paper



Preparation



- Prepare the scoreboard for the update

Assignment 12.1 and 12.2

15 minutes



1. Ask if every participant has completed their assignment given in the previous day.
2. Inform participants that they are now going for a group work. For this participant will be divided into 4 groups.
3. 2 groups will be discussing on CWIS plan of Changunarayan municipality while 2 other groups will be discussing on CWIS plan of Kirtipur municipality.
4. Divide participants into 4 groups and assign 2 groups to discuss their notes on monitoring of Changunarayan municipality's CWIS plan and 2 groups on Kirtipur municipality's CWIS plan.
5. Provide 5 to 7 minutes time for discussion.
6. After the time, ask a group to present their discussion and ask another group with same municipality to add on further if needed.
7. Similarly, repeat the process for Kirtipur municipality.
8. Further in the same groups, ask participants to go for a quick activity of true and false.
9. For this, ask participants to make a true and false statement based on their notes from assignment 12.2.
10. Provide 2 to 3 minutes for the activity and after the time, ask participants to read a statement and other participants of same group to answer if the statement is true or false along with the reason.
11. Similarly, ask another participant to read the statement and other participants to answer if the statement is true or false along with the reason.
12. Repeat the process till all participants got their answers.

Assignment 14.1, 14.2 and 14.3

15 minutes



1. Ask 3 random participants to name a winner of the challenge of "reinventing the toilet"- one winner from each participant.
2. Ask another participant to elaborate about the idea of "reinventing the toilet".
3. Ask 2 participants to state the most amazing fact that they found in the document.
4. Ask another participant to present the idea on innovative technology mentioned in the link.
5. Ask another participant to share if they have/ had come through any other such innovative technology/ies.

Reflection on lesson

A large, empty rectangular box with a thin blue border, intended for participants to write their reflections on the lesson. The box occupies most of the page's vertical space below the header.

Lesson Plan: Assignment Review- Day 7





 30 minutes

Learning Outcomes



At the end of session participants will be able to:

1. Review all the assignments assigned for the day

<p> Materials</p> <p></p> <ul style="list-style-type: none"> • Assignment book • Marker • Newsprint paper 	<p> Preparation</p> <p></p> <ul style="list-style-type: none"> • Prepare the scoreboard for the update • Trainer may skip review of the day and carry out the assignment as review
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Assignment 15.1 30 minutes



1. Ask if every participant has completed their assignment given in the previous day.
2. Inform participants that they are going for a group presentation of their assignment 15.1, that is, field visit.
3. Ask a group to present their presentation and ask other groups to add on if needed.
4. Repeat the process for all groups.

Assignment 15.2



1. Ask participants if they have gone through the mini lesson plan for delivery.
2. Ask if any of them have questions relating to the sessions provided to them.
3. Discuss all the queries and after the queries provide time for preparation of session delivery and follow the lesson plan of the same session.

Reflection on lesson

Annex IV
Pre/ Post-test Questions

General Pre/Post Questionnaire

1. What is Fecal Sludge?
 - a. Waste water from toilets which likely contains pathogens
 - b. All water from cooking, laundry, taps, bathrooms, and toilets (mix of black water and grey water)
 - c. Waste water produced from household activities like kitchen, shower or laundry
 - d. A combination of feces, wastewater, household waste and debris that accumulates in the bottom of latrine pits and septic tanks**

2. As per the cost benefit analysis, which sanitation system is better for a peri-urban area with scattered settlement.
 - a. Sewered sanitation system
 - b. Non-sewered sanitation system**
 - c. Hybrid sanitation system

3. As per the 15th 5 year plan (080/081), _____ percentage of all types of wastewaters will be treated.
 - a. 30**
 - b. 20
 - c. 50

4. Citywide Inclusive sanitation is not ... (Choose correct one)
 - a. Public service approach
 - b. For equitable, safe and sustainable outcomes
 - c. Through fulfilling mandates of designated authorities
 - d. Focus on non-sewered sanitation system for resource planning and management**

5. What are the key enablers and inhibitors of equity inclusion in sanitation services?
 - a. People (attitude, engagement, capabilities)**
 - b. Process (existing systems, institutions, role and non-knowledge transactions among key stakeholders)**
 - c. Technology (physical or virtual infrastructure)**

6. Safety safeguards ...
 - a. customers, workers and communities**
 - b. Environment and public health**
 - c. Financial sanitation**

7. Shit Flow Diagram is ...
 - a. Diagnostic tool**
 - b. Prioritization tools
 - c. Planning and decision-making tool

8. It is possible to bear responsibility for something or someone but still lack accountability.
 - a. **True**
 - b. False

9. Accountability is not ...
 - a. Being responsible for one's actions, products, decisions and policies
 - b. Being answerable for resulting consequences of one's actions
 - c. **Authorities deploy sufficient staff and budget to execute their mandate**

10. Why monitoring is important? (choose the best one)
 - a. **For accountability and learning**
 - b. For implementation of action
 - c. For planning process

Day 1: Pre/post test questionnaire

1. Sanitation service chain includes...
 - a. User Interface, containment, desludging and transportation, treatment and reuse/ safe disposal
 - b. User interface, transportation, treatment, reuse/ safe disposal
 - c. **Both of above**

2. According to national census 2021, _____ percentage of urban households have access to sewer sanitation.
 - a. 3
 - b. 11
 - c. **14**

3. As per SDG, ___ percentage of produced wastewater will be treated by 2030.
 - a. 20
 - b. 50
 - c. **70**

4. What is safely managed sanitation?
 - a. Using an improved sanitation facility
 - b. Excreta are safely disposed
 - c. **Both of above**

5. Sanitation system is ... (Choose the best answer)
 - a. **A combination of different functional unit**
 - b. Sewerage system
 - c. Wastewater treatment plant

6. CWIS (choose the wrong one)
 - a. Changes in aspects of sanitation
 - b. **Does not include sewer and non-sewered technology**
 - c. Include all community people

7. Services are reliably and continually delivered based on effective management of human, financial and natural resources.
 - a. **Sustainability**
 - b. Safety
 - c. Resource planning and management

8. Article 29 of constitution of Nepal 2015 states
 - a. **Every person shall have the right against exploitation**
 - b. Disadvantage group of people shall have the right against exploitation
 - c. Females shall have the right against exploitation

9. Equity in terms of ...
 - a. Infrastructure and services
 - b. Subsidies and representation
 - c. **Both of above**

10. Which of the following SDG goals addresses equity?
 - a. 5 and 6
 - b. **5 and 10**
 - c. 6 and 10

Day 2: Pre/post-test questionnaire

1. Which of the following is an equity measurement indicator?
 - a. **Sanitation worker's rights, protections, and safety nets are actively fostered**
 - b. Residents and city users have access to adequate toilet facilities in residential, community and public spaces, schools and health care facilities.
 - c. Both of above
 - d. None of above
2. ODF campaign can be taken as an example of equity and inclusion.
 - a. **True**
 - b. False
3. Safety indicators include...
 - a. Toilet facilities and waste services are managed to protect public health and environmental outcomes
 - b. Waste disposal and treatment facilities are sufficient and operational
 - c. Residents and city users have access to adequate toilet facilities in residential, community and public spaces, schools and health care facilities
 - d. **All of above**
4. Safety in sanitation service chain is related to containment only.
 - a. True
 - b. **False**
5. The ultimate goal of safety is the
 - a. **Public health outcome**
 - b. Environmental outcome
 - c. Financial safety
 - d. Occupational health and safety
6. OHS does not include.... (choose the best one)
 - a. Sanitation workers social dignity
 - b. Life insurance and work security
 - c. Training and capacity building
 - d. **Sufficient staff and budget**
7. Aspects of Occupational health and safety plan
 - a. Prepare a written OHS plan
 - b. Risk assessment
 - c. List and specifications of safety equipment and PPEs
 - d. **All of above**

8. Sanitation safety plan has ... steps
 - a. 5
 - b. 6**
 - c. 7
 - d. 8

9. Which of the following is not the first step of sanitation safety planning?
 - a. Team formation
 - b. Boundary setting
 - c. Objective setting
 - d. Mapping the system**

10. Sanitation safety planning and CWIS plan are the only tools that could be used to achieve the safety objectives.
 - a. True
 - b. False**

Day 3: Pre/post-test questionnaire

1. Basic Indicators of responsibilities are:
 - a. Customer satisfaction
 - b. Employee satisfaction
 - c. **Both of above**
 - d. None of the above

2. Which of the following is not a basic indicators of accountability:
 - a. Quality assurance
 - b. Transparency
 - c. **Compliance with regulations**
 - d. Continuous improvement (regular reviewing)

3. Authority(ies) executes a clear public mandate to ensure safe, equitable, and sustainable sanitation for all.
 - a. **Responsibility**
 - b. Accountability
 - c. Resource Planning and management
 - d. None of the above

4. A well-structured public sector approach and strong public authority enables ... to invest in expanded, more efficient and higher quality services.
 - a. Development partners
 - b. **Private sector**
 - c. Community based organizations
 - d. Consumers

5. What are the benefit of involving private sector for an effective approach to sanitation service provision?
 - a. **Market discipline**
 - b. **Resource mobilization**
 - c. Reliable quality
 - d. Affordable products for the poorest

6. Responsibility can be given or received, even assumed and that automatically guarantee that accountability will be taken.
 - a. True
 - b. **False**

7. ... are responsible for the awareness of citizens for the behavior change and social mobilization on sanitation.
 - a. **Authorities**
 - b. Development partners
 - c. Private sectors
 - d. User committee Accountability is being responsible for one's actions, products, decisions and policies.

8. Accountability is being responsible for one's actions, products, decisions and policies.
 - a. **True**
 - b. False

9. Which of the following is not a part of financing framework development?
 - a. Assessment and diagnostic
 - b. Strategy and monitoring
 - c. **Implementation**
 - d. Outcomes

10. Climate resilience should be considered while preparing financial plan or budget.
 - a. **True**
 - b. False

Day 4: Pre/post-test questionnaire

1. As per session, climate finance and private finance were discussed as way to diversify financial flow in sanitation.
 - a. **True**
 - b. False

2. Why private sector engagement is required in urban sanitation sector?
 - a. **Meet funding gaps to provide sanitation facility**
 - b. **Provide timely and quality sanitation services**
 - c. Emphasize innovation and replication
 - d. **Earn profit and expand in future**

3. Due to absence of wider use of options for treatment effluent and bio-solids results in less financing return from the operation and treatment system.
 - a. **True**
 - b. False

4. Sustainability is ...
 - a. Balance between environment and climate change
 - b. **Balance between economic growth, environment and well-being**
 - c. Balance between water, environment, economy

5. Sustainability is one of the functions of CWIS.
 - a. **True**
 - b. False

6. Sustainable Sanitation Alliance (SuSanA) sets Sustainability criteria for sanitation.
 - a. 5
 - b. **6**
 - c. 7

7. The only criteria sustainability achievement is that operation and maintenance cost recovery.
 - a. **True**
 - b. False

8. Rather than resource recovery, safety is the major focus of sustainability in sanitation..
 - a. True
 - b. **False**

9. Sustainability in sanitation might be achieved by ...
 - a. **Resourcing, financing for capex expansion and renewal**
 - b. **Reuse of treatment effluent and bio-solid**
 - c. Capex cost recovery
 - d. **Operation and maintenance cost recovery**

10. Which of the following falls into revenue stream?
 - a. **Sanitation tax**
 - b. **Desludging fee**
 - c. **Sales of end product**
 - d. None of above

Day 5: Pre/post-test questionnaire

1. How many pillars are considered for enabling environment?
 - a. 7
 - b. 8**
 - c. 9

2. Structured interpretation and giving of meaning to predicted or actual impacts of proposals or results is ...
 - a. Monitoring
 - b. Evaluation**

3. Why is monitoring important? (Choose the best one)
 - a. For accountability and learning**
 - b. For implementation of action
 - c. For planning process

4. 4. When to do monitoring?
 - a. Initial phase of project
 - b. During implementation
 - c. Both of above**

5. Which is not the protocols of monitoring and evaluation?
 - a. Planning the monitoring requirement
 - b. Benchmark should be in place
 - c. Treatment performance**

6. What are some of the monitoring methods?
 - a. Visuals inputs
 - b. Surveys and reviews
 - c. Laboratory testing
 - d. All of above**

7. A set of formal organizational structures, rules and informal norms for service provision is referred to ...
 - a. Institutional arrangement**
 - b. Legal instruments
 - c. Regulatory effectiveness

8. Which of the following does not comes under legal instruments?
 - a. Constitution of Nepal
 - b. Water supply and sanitation act
 - c. FSM in other policy and legal
 - d. Regulatory effectiveness**

9. Institutional arrangement...
 - a. National level
 - b. Provincial level
 - c. Local level
 - d. All of above**

10. Sector financing includes... (multiple choice)
 - a. Government sector**
 - b. Development sector**
 - c. Private sector**

Day 6: Pre/post-test questionnaire

1. Non-sewered sanitation may not be feasible for
 - a. **Dense settlement**
 - b. Equitable access to sanitation
 - c. Affordability

2. Tick the best one. Key feature of septic tank is
 - a. Proper inlet and outlet
 - b. Inlet and outlet
 - c. **Outlet and inlet with downpipe**

3. The safest containment is
 - a. **Ecosan vault**
 - b. Biogas digester
 - c. Septic tank

4. Non-Sewered sanitation system is financially not suitable for settlement with scattered HH
 - a. **False**
 - b. True

5. Objective of fecal sludge treatment is
 - a. **Pathogen reduction**
 - b. Filtration
 - c. Safe disposal
 - d. all

6. Fecal sludge contains
 - a. **95-97% water**
 - b. 85-87% water
 - c. 55-57% water

7. The following products can be recovered from fecal sludge
 - a. Fuel
 - b. Fertilizer
 - c. Fluid
 - d. **All**

8. Which of the following tools best describes the reason/cause behind situation is?
 - a. Shit Flow Diagram (SFD)
 - b. **City Service Delivery Assessment (CSDA)**
 - c. Integrated Municipal Information System (IMIS)

9. Which of the following is not a components of life cycle cost?
 - a. Capital expenditure
 - b. Direct cost
 - c. **Standard operating procedure**

10. Data and information is one of accelerators of SDG 6.
 - a. **True**
 - b. False

Day 7: Pre/post-test questionnaire

1. Which of the following is not a safe learning environment (choose the best one)?
 - a. **Attitude of trainer**
 - b. Motivation
 - c. Practice
 - d. Safe learning environment

2. The stronger the relevance the better is the chance of grabbing and retaining the information...
 - a. **Connecting to existing knowledge**
 - b. Motivation
 - c. Practice

3. Motivation is not built on ...
 - a. **Analyzing**
 - b. Finding connections
 - c. Making it interesting

4. ARCS model is for...
 - a. Effective learning
 - b. **Effective training**

5. 'A' in ARCS model refers to ...
 - a. Affirmation
 - b. **Attention**
 - c. Attitude

6. C in ARCS models describes confidence, which does not means...
 - a. **Allowing participants to choose the learning activities**
 - b. Confidence for explaining the performance requirements and evaluation criteria
 - c. Providing consistent and constructive feedback

7. 'S' in ARCS model is...
 - a. Sanitation
 - b. **Satisfaction**
 - c. Success

8. Training of trainers deals with ... (choose all correct answer)
 - a. **Direct**
 - b. **Lead**
 - c. **Listen**
 - d. **Support**

9. The key to master any skills is... (choose the best one)
 - a. Motivation
 - b. Practice**
 - c. Safe environment

10. You can grab attention of participants through ... (choose all correct answers)
 - a. Presenting materials in different ways**
 - b. Using games and energizers**
 - c. Using humor**



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