Lesson Plan: Improvement Plan **50 minutes**

**Lesson Description**



This lesson acknowledges the difficulty of implementing a complete sanitation service chain. Participants will develop an incremental improvement plan to reduce faecal transmission routes and implement a sanitation service chain.

**Learning Outcomes**





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

1. Analyze risks and barriers to improve faecal sludge management within a community.
2. Develop an incremental improvement plan, including first and later steps.

**Materials**



* Flip chart paper
* Markers (3 colours)
* Tape
* Risk Management Scenarios (1 for each group)
* Analyzing Barriers Matrix (1 for each group)

Optional:

* PowerPoint: Improvement Plan
* Computer and projector

**Preparation**



* Read Module 4 (Develop and implement an incremental improvement plan) of *WHO Sanitation Safety Planning: Manual for safe use and disposal of wastewater, greywater, and excreta (2015).* Note: Sanitation Safety Planning is currently more relevant to wastewater than faecal sludge.
* Check that you have the Risk Management Tables from the risk management lesson plan.
* Print Analyzing Barriers Matrix (1 for each group of 3 to 5 people)
* Print and cut Risk Management Scenarios (1 for each group of 3 to 5 people)
* If using PowerPoint: Improvement Plan
  + Review the PowerPoint presentation
  + Print the speaker’s notes
  + Check that the projector is working
  + Cue the PowerPoint on the computer

**Introduction 5 minutes**



1. **Ask participants to imagine they sold all their belongings to buy land and build a house. It will take about 5 years to build their house. In pairs, tell participants to discuss what their priorities would be in the first year of building their house. Share some responses as a large group.
2. Explain that putting in place effective faecal sludge management is like building a house. There are many steps to build a house. All steps are important to reach your end goal. You need to plan, save money, borrow money, slowly build as resources become available, and continually maintain the house once it is built. Faecal sludge management will take longer than building a house. It can take years to decades to put in place. There needs to be planning, funding, building the capacity of all stakeholders, construction, implementation, and continual monitoring.
3. Explain that every action is valuable to improve faecal sludge management. Implementing a quality sanitation service chain from start to finish takes a long time and a lot of planning. However, all plans start with small actions and first steps.
4. Develop an incremental improvement plan to help prioritize steps to effectively reduce faecal transmission routes.

**Improvement Plans 40 minutes**

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1. Tell participants they will use the risk management scenarios from the Risk Management lesson plan (if applicable). In the activity, they had identified disease transmission risks, who was at risk and appropriate barriers to reduce the risks. In this lesson, particants will sort the barriers according to their potential impact on disease transmission and how easy it is to implement. This will help the groups develop an incremental improvement plan.
2. Tell participants to return to their risk management groups. Hand out their Risk Management Tables and Scenarios.
3. Participants have 5 minutes to read over their scenario and their list of risks and barriers. For this activity, participants should imagine that this scenario is common within the whole community. They can add any other barriers they would put in place, including specific components of the sanitation service chain.
4. After 5 minutes, explain to participants that they will sort the barriers into those that have a “big impact”, “medium impact” and “small impact” on disease transmission as well as those that are “easy to do”, “possible to do” and “difficult to do”. For example, wearing shoes might have a big impact on reducing disease transmission in areas where farmers use faecal sludge for agriculture. In contexts where most of the community members wear shoes and faecal sludge is not used for agriculture, this might be a low impact barrier. Another example, it might be easy to put in place a fence to restrict access to a treatment facility; however, it might be more difficult to change individual behaviours, such as wearing shoes.
5. Hand out the Analyzing Barriers Matrix to each group. Participants should write down the barriers in the matrix. They have 15 minutes.
6. After 5 minutes, ask participants to look over their matrix and develop an incremental improvement plan. Discuss which barrier they would introduce first, second and third. They can write their plans on a flip chart paper or use three different colour markers to circle the barriers on their matrix. They have 10 minutes to develop their incremental improvement plan. For example, often with faecal sludge management:
   * *First there are trucks emptying and transporting faecal sludge, but there is not treatment facility.*
   * *Then treatment technologies are built (for example, drying beds), but there is no effluent treatment for the first few years.*
   * *Gradually the sanitation service chain expands to include all steps of faecal sludge management.*
7. After 10 minutes, ask the groups, “What were some of the first barriers you chose to address in the improvement plan? Why did you choose those barriers?”
   * *Barriers that have a big impact and are easy to do should be targeted first.*
   * *One difficult barrier with a big impact might be worth focusing on rather than many easy, low impact barriers.*
   * *Although faecal sludge management may take a long time to implement, safer disposal may be the only option to reduce certain risks immediately.*
8. Ask the groups, “What were some of the barriers you chose to address later in the improvement plan? Why did you choose to address those barriers later?”
   * *Barriers that require a lot of planning, stakeholder involvement and funding are usually a long-term strategy. These need to be included in the incremental improvement plan so all activites are linked together to reach the faecal sludge management goal.*
9. C:\Users\mforan\AppData\Local\Temp\Trainernotesbw.tifOptional: Use the presentation to show an example of an improvement plan from the sanitaiton safety plan.
10. Remember to encourage the participants that every step (no matter how small) is valuable and needed, to improve faecal sludge management. Participants should end this lesson feeling that they can do something immediately and work towards longer-term solutions.

**Review 5 minutes**



1. Ask participants to find a partner. Identify a Person A and a Person B. Person A is a defeated sanitation planner – they will never be able to implement faecal sludge management for their community or town, it is impossible. Person B is an optimistic colleague. Person A must act defeated. Person B must motivate Person A by explaining the value of an incremental improvement plan.

**Reflections on Lesson**

**Activity: Risk Management Scenarios**

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| **Scenario A: Transporting Faecal Sludge**  An informal emptying service has been contacted by a client to empty their pit latrine. The two emptiers put on their work boots, shorts and a t-shirt. They start emptying the pit using shovels and buckets. Once a bucket is full, they empty it in a large bin located on a cart. They use this cart to transport the sludge. The buckets have no lids and faecal sludge spills out as they carry them. Once they are done emptying the pit, they agree on a price with the owner and shake their hand. They bring back all their tools to the cart and push the cart through the town. |
| **Scenario B: Using Excreta as a Fertilizer**  A farmer applies faecal sludge onto their field to increase the yield of the crops. They get the sludge from their latrine pit. The farmer works barefoot. They carry the faecal sludge in a bucket and pour it around their plants. It is difficult to aim the sludge with the bucket. The faecal sludge splashes and goes onto the plants. Children are often playing in the fields. They help the farmer harvest the crops. The farmer then sells the food at the local market. |
| **Scenario C: Disposing of Faecal Sludge**  A family has paid for an emptying service to empty their pit latrine. The service only empties the pit. It is up to the family to dispose of the sludge. There is some space in the backyard to dig a pit and bury the sludge. Two family members start digging a pit using a shovel. They put on boots, shorts, a t-shirt, and a mask to avoid the bad smells. They pour the faecal sludge into the pit and cover the pit with a thin layer of soil. They place a stick on the pit to let the children know not to walk on top of the pit. They return the tools to the house. |

**Activity: Analyzing Barriers Matrix**

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| --- | --- | --- | --- |
|  | **Small Impact** | **Medium Impact** | **Big Impact** |
| **Easy to Do** |  |  |  |
| **Possible to Do** |  |  |  |
| **Hard to Do** |  |  |  |