

Lesson Plan: Workshop Opening


40-60 minutes

Lesson Description



This lesson opens the workshop and sets the tone for the training and learning environment by using a variety of participatory activities. Participants have an opportunity to meet the trainer, host organization and other participants, as well as create their ground rules for how they are expected to work together during the workshop. The trainer has the opportunity to better understand the participant's background, assess their knowledge and skills, and determine their learning expectations.

Learning Outcomes



1. Meet the trainers, host organization and workshop participants.
2. Determine participants' existing level of knowledge and skills on workshop topics.
3. Establish how the group is expected to work together during the workshop.
4. Describe the roles of CAWST, Eawag-Sandec, or the host organization.

Materials



- Flip chart paper
- Markers
- Tape
- Name tags
- Printed package of Faecal Sludge Management participant materials (1 per participant)
- Pens or pencils (1 per participant)
- Notebooks (1 per participant)

Optional:

- Sticker dots (2 different colours)
- PowerPoint: Introduction to CAWST and Eawag-Sandec
- Computer and projector

Preparation



- Write the agenda for the day on flip chart paper
- Write the heading “*Group Learning Expectations*” on flip chart paper
- Write the heading “*Group Agreement*” on flip chart paper
- Write the heading “*Word Wall*” on flip chart paper. See Tool: Word Wall in Appendix 2: Tools & Evaluations

- Write on a piece of flip chart paper 3-6 key topics of the workshop that you plan to cover with a scale written beside each topic. For example:

Faecal Sludge Management	None	A Little	A Lot
Faecal Sludge Collection and Transport	None	A Little	A Lot
Faecal Sludge Treatment Technologies	None	A Little	A Lot
Use of Faecal Sludge after Treatment	None	A Little	A Lot

- Print Faecal Sludge Management participant materials and organize them into one package for each participant (see list in Appendix 1)
- Organize the participant materials, name tag, notebook and pen at each seat (1 per participant)
- If you are planning to use PowerPoint: Introduction to CAWST and Eawag-Sandec
 - Review the PowerPoint presentation
 - Print the speaker's notes
 - Check that the projector is working
 - Cue the PowerPoint on the computer
- Optional: Write the learning outcomes on flip chart paper

Introduction

15-20 minutes



1. Introduce trainers, workshop hosts and other guests as appropriate.



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



2. Explain the building or workshop layout, bathroom location, emergency exits, first aid, and daily schedule. Ask host if there is anything that needs to be communicated.
3. Lead the following icebreaker activity to help participants meet each other and introduce themselves to the group. You can estimate that it will take about 1 minute per participant for the introduction activity (for example, it will take about 20 minutes for 20 participants to introduce themselves).
 - Use tent card or paper, ask the participants to briefly write down their experience with faecal sludge management (FSM) and current role, but not to put their names on the cards. Ask participants to be specific about their type and level of experience (for example, emptying association, design treatment plant, design policy, project implementation) and current role (for example, policy maker,

engineer, treatment plant operator, project manager). For participants that have no experience in faecal sludge management, ask them to share their experience in the sanitation sector. To save time, you can ask the participants to write their cards as they enter the room and are waiting for the workshop to start.



- Collect and redistribute the cards. Ask the participants to stand up, mingle and find out which person their card belongs to. Participants should learn their name, where they are from, their experience in the sanitation sector, their current role, and the reason why they are attending the workshop.
 - Ask the participants to briefly introduce the person they found to the large group. Afterwards, ask the participants to place their tent cards on the table so that you and others can clearly see them.
 - During the introductions, write the participant's roles (for example, policy maker, engineer, treatment plant operator, project manager) besides their name on the participant list. This will help you when creating groups later in the workshop to ensure a mix of expertise.
4. Present the lesson description or learning outcomes.

Group Agreement – Making Ground Rules

5-10 minutes



1. Explain that ground rules are agreements created by the group that will allow everyone to learn together.
2. Ask the participants to reflect on their past training or learning experiences. What made those experiences positive or negative?



3. Ask the participants to suggest ways to create a positive learning environment for everyone. Write the expectations on the "Group Agreement" flip chart.
 - *Respect, ask questions, silence phones, punctuality, no side talk*
4. Determine daily timetable including start and end times and breaks (length and time).
5. If not already suggested, ask for a timekeeper.
6. Optional: Ask if there will be consequences for breaking group agreements and have the group suggest humorous consequences (for example, lead the group in song or dance when late).
7. Explain that any other ground rules can be added through the workshop.
8. Place the flip chart in a prominent place to be seen throughout the workshop.

Self-Assessment

5-10 minutes



1. Optional: To save time, place the self-assessment flip chart by the room entrance and ask participants to do their assessment as they enter the workshop.
2. Explain this is a tool to assess what knowledge and skills participants have before starting the workshop. Discuss how it is OK for people to have little or no knowledge of a topic at the start of the workshop. Explain that we will do this exercise again at

the end of the workshop to see how much we have learned. The goal of the workshop is to help each person move up on the scale.

3. Ask the participants to place a sticker dot along the line based on where they think they are at the moment. Use one color dot for the beginning of the workshop and a different color dot at the end of the workshop. If you don't have coloured sticker dots use marker pens.

Group Learning Expectations

5-10 minutes



1. Discuss how there is a range of understanding among the participants and the importance of a common base of knowledge. Some of the material that will be presented may be new for some and repetition for others. It is helpful for participants who have more knowledge or experience to share with the group.
2. Ask the participants to list what they hope to learn or expect during the training. Record participants' expectations on the "*Group Learning Expectations*" flip chart.
Note: Expectations may already be discussed during the icebreaker activity. In this situation, write down the expectations during the icebreaker. Ask participants to list any other expectations.
3. Review the list and identify the expectations that you will be covering during the workshop.
4. If there are things that are outside the scope of the workshop, explain that they will not be discussed. Offer any alternatives for discussing those topics if they are relevant, such as websites, research papers, other workshops, consulting visits and names of other organizations.

Workshop Format and Agenda

5 minutes



1. Discuss the philosophy for training and learning:
 - *Experiential and learn by doing*
 - *Individual and group activities*
 - *Case studies and exercises integrated throughout the workshop*
 - *Learning from others' experience*
 - *Open discussion, questions and answers*
 - *Develop a sense of community and network within group*
2. Review the daily agenda.
3. Explain the participant materials (for example, Faecal Sludge Management: Systems Approach for Implementation and Operation).
4. Explain that there will be many new sanitation words used in this workshop, especially technical terms. You will create a *Word Wall* to post new key words that come up during the training. Show the participants where the *Word Wall* will be in the room for the duration of the workshop. Add new words to the *Word Wall* as they are introduced.

Introduction to CAWST, Eawag-Sandec, and Host Organization
5 minutes

1. Introduce CAWST. Optional: Use PowerPoint: Introduction to CAWST and Eawag-Sandec.
 - *CAWST is a nonprofit organization based in Canada. We provide training and consulting to organizations that work directly with populations in developing countries who lack access to clean water and basic sanitation.*
 - *CAWST "walks beside" over 970 organizations — government agencies, community groups, and local and international nongovernmental organizations of all sizes — in 78 countries. We work with them as they develop their capacities to deliver water and sanitation programs locally.*
 - *CAWST provides training in developing countries for organizations and agencies who implement water and sanitation projects. We may also do consulting visits to projects to assist with troubleshooting, problem solving, improve monitoring or do on-site training with local staff.*
2. Introduce Eawag-Sandec. Optional: Use PowerPoint: Introduction to CAWST and Eawag-Sandec.
 - *Eawag is a Swiss federal research institute focused on aquatic science and technology, and Sandec – Sanitation, Water, and Solid Waste for Development is one of the departments at Eawag.*
 - *Our mandate is to develop and test methods and technologies that help the worlds' poorest access sustainable water and sanitation services. We do this by:*
 - *Working in close collaboration with international and local universities, nongovernmental organizations, governmental bodies and development organizations, to ensure buy-in and future scale-up.*
 - *Testing and piloting in partner countries, at the household, community, and city-wide scale.*
 - *Pursuing five strategic research themes: Strategic Environmental Sanitation Planning, Water Supply and Treatment, Safe Water Promotion, Excreta and Wastewater Management, and Solid Waste Management.*
 - *Publishing and disseminating our research and training tools for free.*
 - *Offering basic and advanced training opportunities with curricula development, courses and seminars.*
3. Introduce host organization.

Review
5 minutes

1. Ask the participants "Do you have any thoughts or questions about the workshop?"

Reflections on Lesson