



2hrs 5 minutes
total

Lesson Plan

Workshop Introduction

Overview of Activities

1. Introduction
2. Getting to Know Each Other
3. Ground Rules
4. Learning Expectations
5. Understanding the need for a Latrine Program
6. Workshop Format
7. Review

Learning Outcomes

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

1. Articulate the value of this workshop in their future latrine program designs
2. Discuss how the group will work together during the workshop
3. Discuss the group's expectations for the workshop

Materials and Preparation

- Name tags (1 per participant): identifiers such as shapes and colours can be added to name tag and used to divide participants into small groups (optional)
- Participant workbook (1 per participant)
- Pens (1 per participant)
- PowerPoint (PPT): Workshop Introduction (optional)
- Blanket or sheet
- Coloured pens or pencils (several per participant)
- Sticky coloured dots
- Prepare: Flip chart papers with the following titles: "Latrines Matter to Me Because...", "What I will do with what I learn...", "Group Agreement," "Parking Lot," (optional) and "Learning Expectations"
- Prepare: Print the knowledge continuum pages at the end of this document
- Prepare: Print the infographics for each core component found at the end of LP2-ADDIM.
- Prepare: PowerPoint beforehand by adding pictures and information about local trainers and updating the Joint Monitoring Programme (JMP) data for your country (or printing it for yourself).

Recommended Reading

- Trainer Essential: Qualities of an Effective Workshop from CAWST's Delivering Effective WASH Training.
- JMP: Monitoring Sanitation (available at: <https://washdata.org/monitoring/sanitation>)



Page

CAWST

20 minutes

Introduction



1. Handout name tags for participants to wear daily
2. Introduce trainers, workshop host and other guests as appropriate. (PPT Slide 3). This should include a brief introduction about CAWST and the host organization.
3. Explain the building/workshop layout, bathroom location, emergency exits (PPT Slide 4)
4. Present learning outcomes or an overview of the lesson. (PPT Slide 5)

Trainer Tip

Before the workshop, decide which term is more appropriate, “latrine” or “toilet.” Use this word consistently throughout the rest of the workshop.

20 minutes

Getting to Know Each Other



Option 1: (PPT Slide 6)

1. Invite participants to each find a partner. Explain that they will be introducing their partners to the group by providing 4 pieces of information about them (PPT Slide 7):
 - The name of their partner
 - Why their partner cares about latrines
 - What they will do with the information they learn
 - A fun fact about their partner

2. Tell the partners they have 5 minutes to get to know each other.

Trainer Tip: Write the 4 pieces of information they must share with the group at the front of the room or use PPT 7 to remind them of what they should talk about

3. Ask the participants to introduce their partners to the full group and share the 4 pieces of information.
4. As the participants mention the reasons their partner cares about latrines, record those reasons on the flip chart under the title “**Latrines Matter to Me because...**”. When participants discuss what they will do with the information they learn, record their answers on the flip chart paper titled “**What I will do with what I learn**”

Trainer Tip: Keep this flip chart for the next lesson.

Option 2:

1. Complete steps 1 and 2 of Option 1. (PPT Slide 7)
2. Tell participants you are going to play a game to see how well they remember everyone’s names. (PPT Slide 8)
3. Divide participants into two teams, reminding the groups that partners are not allowed to be on the same team.

4. Have two facilitators hold a large blanket between the two teams so they cannot see the one another.
5. Explain that for each turn the team will choose someone to stand behind the blanket. When the facilitator counts “1, 2, 3” they will drop the blanket. The first person in the group to identify the name of the other player and one of the fun details about them (why they care, what they will do, or a fun fact) wins one point for their team.
6. Repeat until everyone has been identified.
7. As the participants mention a reason another participant cares about latrines or what they will do with the information they learn, record those reasons on the flip chart under the titles “**Latrines Matter to Me because...**” or “**What I will do with what I learn**”

Trainer Tip: Keep this flip chart for the next lesson.

10 minutes

Group Agreement



1. Explain: “Now that we know each other, let’s decide how we will work together this week.” (PPT Slide 9)
2. Explain that the ground rules form an agreement created by the group that will allow everyone to learn together.
3. Invite participants to quietly reflect on their past training or learning experiences. Ask: “What made those experiences positive? Negative?”
4. Ask the participants to share ideas of how they can contribute to a safe learning environment for everyone. Record their ideas under the title “**Group Agreement.**” Explain that other ground rules can be added during the workshop.
5. Add to list as needed. Place the “Group Agreement” in a place where it can be seen for the rest of the workshop.

Trainer Tip

Examples of ground rules are: be on time, silence cell phones, and respect other participants’ time and contributions. Everyone is expected to contribute.

10 minutes

Learning Expectations



1. Explain “Now we understand the guidelines for how we will respectfully work together, I would like us to talk about what we expect to learn during this workshop” (PPT Slide 10).
2. Refer to the flip charts titled “**Latrines Matter to Me because...**” or “**What I will do with what I learn**” and begin to pull ideas from the lists.

Trainer Tip: for example, if someone wrote “latrines will improve health” we might ask: “what do you expect to learn in this workshop that will help you improve health through latrine use?” or you could write “change behaviour to use latrines”. If someone said they will sell more latrines after this workshop you can ask: “what do you expect to learn here that will help you meet this goal?”

3. Review learning expectations, clearly explaining which ones will be covered in the workshop. If there are things that are outside the scope of this workshop, explain that they will not be discussed here.

4. Have participants suggest other resources they know of for addressing the topics that are outside the scope of the workshop. If they are unsure make possible suggestions (websites, research papers, other organizations or workshops).

20 minutes

Understanding the Need for a Latrine Program



1. Present the Joint Monitoring Programme (JMP) sanitation data for the participants' country. (PPT Slides 11-22). If not using PowerPoint ask the following questions:
 - a. What percentage of the world population practice open defecation? (9% = about 673 million people)
 - b. Why do we need effective latrine programs?
 - i. Key part of achieving **safely managed sanitation** for everyone (Sustainable Development Goal 6).
 - ii. Improved sanitation and hygiene practices decrease risk of infection and outbreaks
 - iii. To ensure that people consistently use latrines, and don't return to open defecation or unsafe latrines
 - c. What percentage of the world population still lack basic sanitation services? (27% = 2 billion people as of 2017).
 - d. What is the difference between Coverage and Use?
 - i. **Coverage** has been defined as the proportion of households in a community with access to latrines or with connections to sewers
 - ii. CAWST defines use as correct, consistent, and continued
 - **Correct:** the household is using and maintaining the technology, following the instructions by the manufacturer.
 - **Consistent:** all members of the household are using a latrine throughout the day and from season to season.
 - **Continued:** all members of the household are using a latrine every day over the long-term.
2. Explain that there are limited workshops on latrine program design and this workshop was created to meet the need for latrine programs to not only install technology, but to address issues of use, behaviour change, demand, finances, stakeholders, capacity development, monitoring and products and services (PPT Slide 22).

35 minutes

Workshop Format and Agenda

1. Review daily agenda with break and lunch times. Ask the participants if there are any issues regarding the time allocated for the workshop. Make necessary adjustments, if needed, with input and agreement from the participants. (PPT Slide 23)






2. Review the materials that you have handed out to participants, show them how the resources are organized and how modules will be covered (**PPT Slide 24**)
 - a. **Workbooks:** The workbook will be used throughout the workshop to record information. Participants should record their names in their workbooks, and bring them every day.
 - b. **Case Studies:** Are examples of other latrine programs and will be referred to as needed
 - c. **Technical Briefs:** Are pre-reading and will be referred to during the workshop sessions
3. Reflecting on the reasons people provided for coming to the workshop (latrine importance and what they want to learn), ask participants “what could be some of the most important components for a latrine program?” (**PPT Slide 25**)
4. Explain that CAWST explored a variety of projects and determined that there were seven core components for our latrine program design. (**PPT Slide 26**)

Trainer note: in the first version of latrine program design, we had six core components. We added Understanding Behaviour after receiving feedback it needed to be a standalone component. The technical briefs and case studies include only six components.

5. Using your pre-prepared infographics place them one by one on the wall along the side of where you are building the giant workflow table, as depicted in the picture. (**PPT Slide 27**)
6. Give a brief explanation for each component

- **Understanding Behaviour** -looking at how behaviour will impact the success or failure of a latrine program
- **Stakeholder engagement** – discusses how to identify and analyze stakeholders and how they can be engaged effectively
- **Demand creation** – describes approaches to demand creation and the need to create demand for products and services, to change behaviour
- **Products and services** – reviews products and services chain and how it needs to be established before creating demand
- **Finances** – reviews different financial options for funding a latrine program
- **Monitoring** – reviews when and why monitoring needs to take place in a program and how to develop indicators that measure process and performance of the program
- **Capacity development** – appreciates the need for training and professional development to match the demand and needs of the program

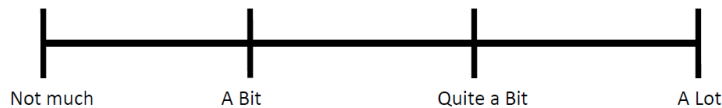
			
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7. Explain that the course has been designed so that we discuss each component individually. It is essential for participants to understand that during program planning they would consider each component from the beginning and throughout each stage of program planning.
8. Explain that the overarching activity of this workshop will be the design of a project workflow or schedule using a table. Most tools, resources and activities needed for this workflow will be used in the workshop and copies can be found in the workbook. (**PPT 27**, refer them to the wall).

Review



1. Review – Self-Assessment using the Knowledge Continuum (**PPT slide 28**)
2. Explain: “Each of you bring valuable knowledge and experience to this workshop. We are now going to do a short activity to find out what people already know about the concepts we will discuss” (**PPT Slide 29**)
3. If unable to print the knowledge continuum pages at the end of this document, then on a piece of flip chart paper, write each core subject area of the workshop
4. Beside each subject area, draw a horizontal line labelled with ‘not much’, ‘a bit’, ‘quite a bit’ and ‘a lot’ equally spaced along the line.



5. If you printed the knowledge continuum pages at the end of this document put them up on the wall.
6. Explain that a knowledge continuum is a way for us to quickly evaluate where we all are in our understanding or comfort with a topic. On the continuum you will see that it says ‘Not much’, ‘A bit’, ‘Quite a bit’, and ‘A lot’. Using the following answer explain what each one means:
 - Not much – new topic to me
 - A bit – I’ve heard of this area, read a little bit
 - Quite a bit – I have experience in this subject area
 - A lot – I could teach someone else about this subject area
7. Give each participant enough coloured dots to place one on each flip chart. Ask participants to rate their own knowledge or comfort with each area as of now. Explain that it is OK for people to have little or no knowledge at the beginning.
8. Once this activity is completed explain to participants that we will discuss each of the components during the workshop. We will then return to these charts at the end of the workshop and perform the same activity to review any knowledge gains.

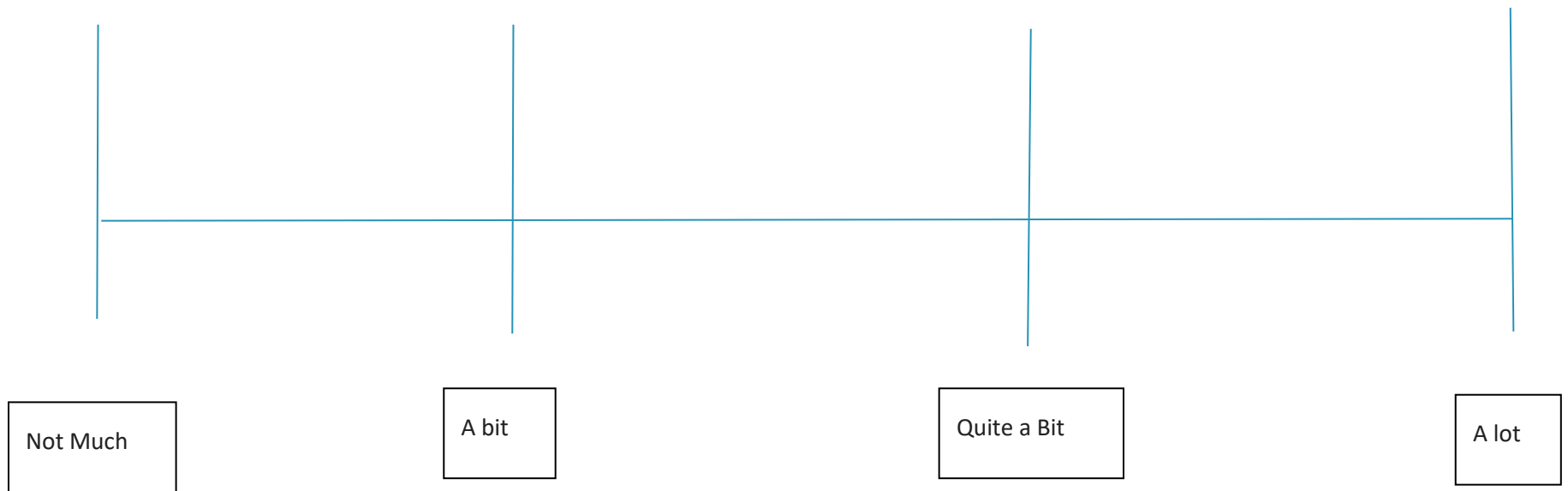
Trainer Tip

It’s important for you to see how the participants rate their current knowledge or level of confidence about each subject. This will help you adjust what you ask and teach in later lessons.

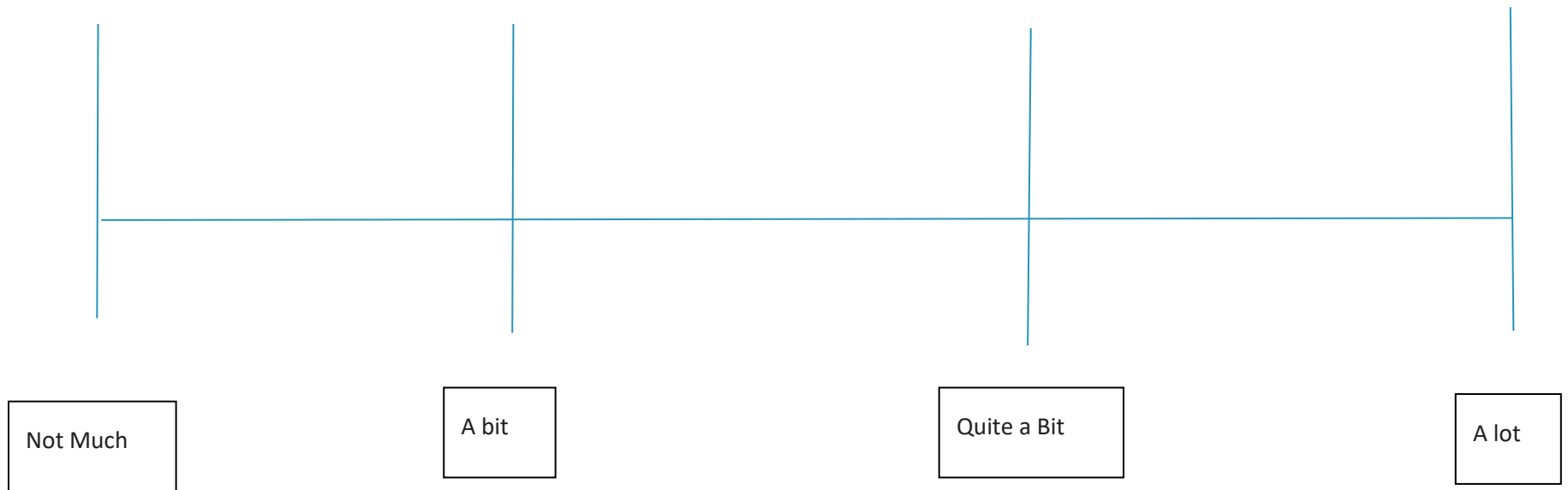
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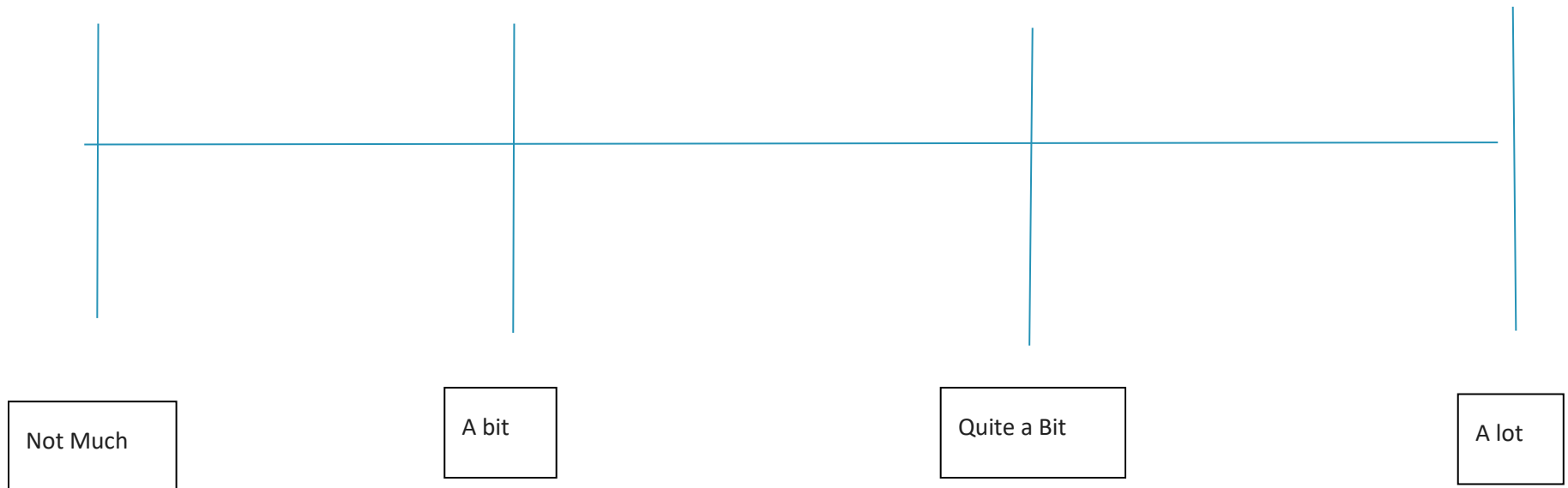
UNDERSTANDING BEHAVIOUR



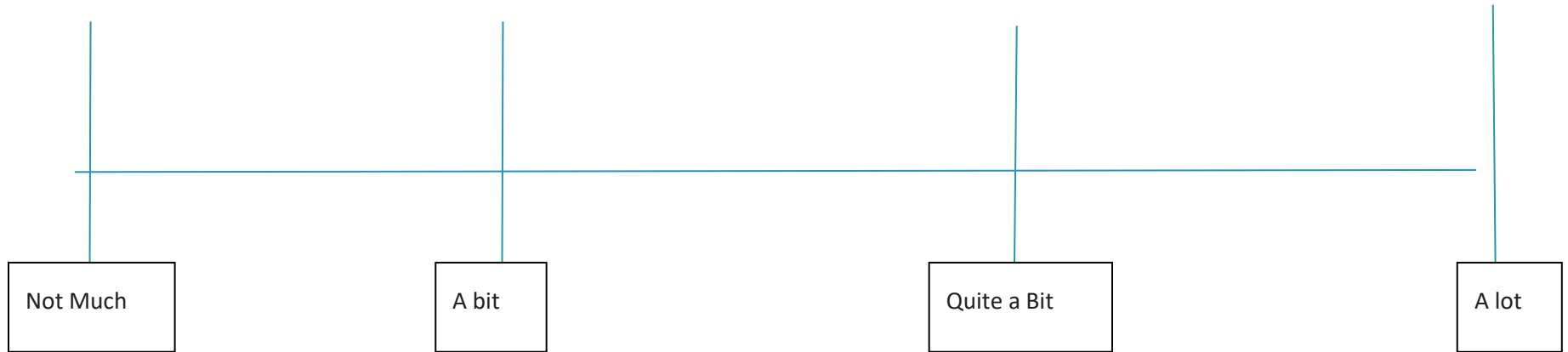
STAKEHOLDERS



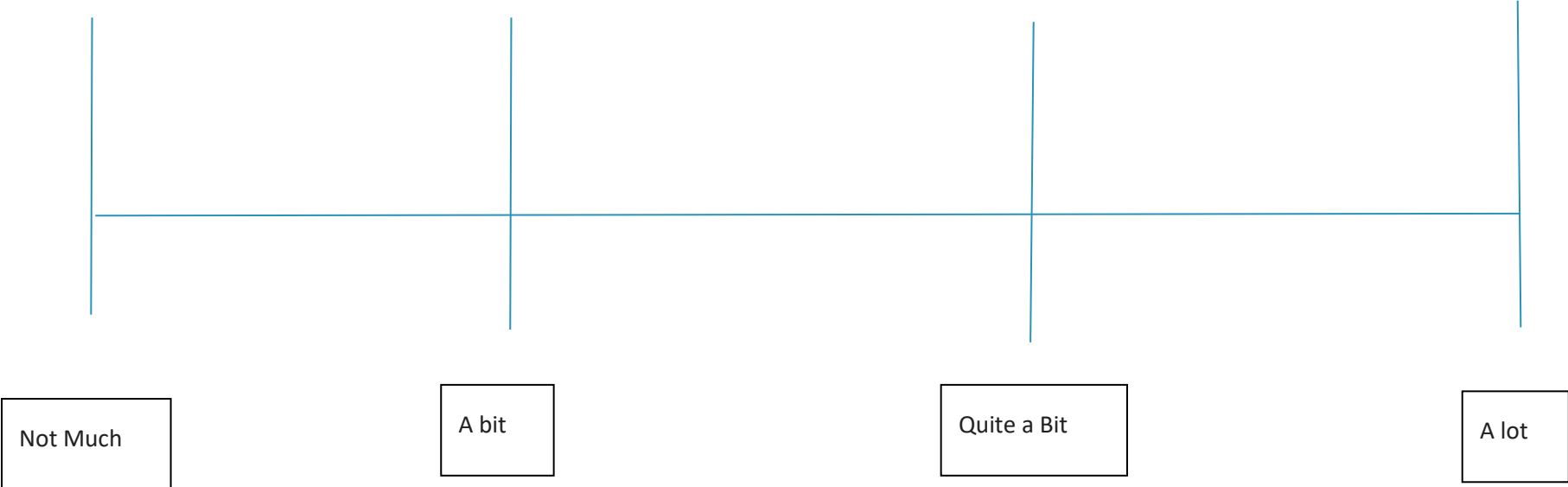
PRODUCTS & SERVICES



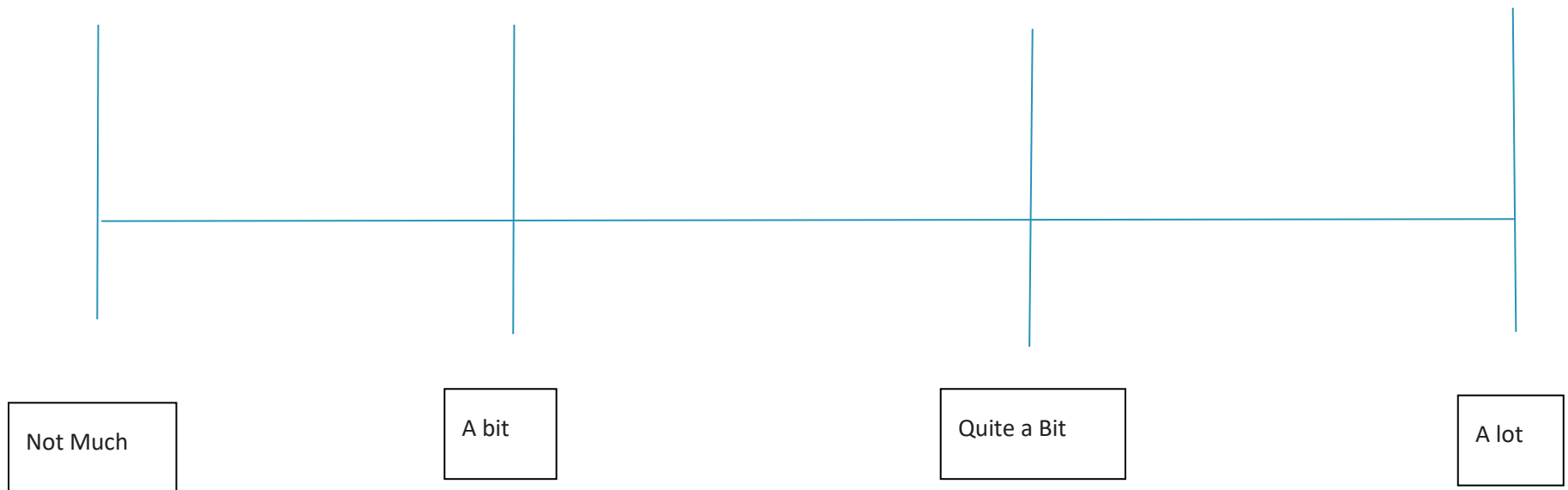
DEMAND CREATION



FINANCES



CAPACITY DEVELOPMENT



MONITORING

