

Lesson Plan 23: Latrine Project Implementation



65 minutes total

Lesson Description



This lesson introduces a framework to implement a sustainable and successful sanitation project. A familiar product, like a mobile phone, is used to illustrate how the components of the project framework can be applied. Example sanitation case studies from different regions are also provided to illustrate the project framework. There is an optional activity for participants to share their planned or current project in terms of the project framework. As well, there is an optional activity to discuss how gender fits into the different components of implementing a project.

Learning Outcomes



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

1. Discuss the purpose of the project framework.
2. Describe the five components of the project framework.

Materials



- Flipchart paper
- Tape
- Markers
- Scissors
- Computer and projector
- PowerPoint: Latrine Project Implementation

Optional:

- Project Framework blank diagram (1 per group)
- Project Framework Components (1 set per group)

Preparation



- Review topic in the Technical Brief: Introduction to Sanitation
- Write the heading “*Creating Demand*” on flipchart paper
- Write the heading “*Supplying Products and Services*” on flipchart paper
- Write the heading “*Monitoring and Improvement*” on flipchart paper
- Write the heading “*Building Human Capacity*” on flipchart paper
- Write the heading “*Program Financing*” on flipchart paper
- Print a blank project framework diagram or draw the diagram on flipchart paper (1 per group). Depending on the level of the participants, you can put numbers in the blank diagram to make it easier for them to match the components.

- Print and cut out or write the following 5 components on separate pieces of paper (1 set per group)
 - *Creating demand*
 - *Supplying products and services*
 - *Monitoring for improvement*
 - *Building human capacity*
 - *Program financing*
- To use PowerPoint: Latrine Project Implementation
 - Review the presentation
 - Print the speaker's notes
 - Cue the presentation on your computer so it is ready to go
 - Check that the projector is working
- Optional: Identify local examples that can be used to illustrate the five components of the project framework.
- Optional: Write the learning outcomes on flipchart paper

Introduction

10 minutes



1. Divide participants into groups of 3 or 4 people.
2. Hand out the blank framework diagram and give each group the 5 components printed on pieces of paper
3. Ask the groups to place the components into the framework and discuss why they placed them in those places.
4. After 5 minutes, show the framework diagram on the PowerPoint: Project Framework. Ask the groups to discuss and compare their diagrams with the one on the PowerPoint.
5. Present the lesson description or learning outcomes.

Purpose of the Framework

5 minutes



1. Explain the purpose and how the project framework can be used.
 - *A guide to help understand the key components that enable successful project implementation (i.e., correct and sustained use of latrines)*
 - *Helps to think through and focus on all the aspects of successful implementation in a structured manner.*

Project Framework**25 minutes**

1. Explain that the participants are going to sell a new mobile phone in a community (other options could be bananas, bicycles, etc.). Ask the small groups to discuss how they would create demand for the mobile phone.

2. Discuss with the large group and record responses on the “*Creating Demand*” flipchart paper.



3. Use the PowerPoint to explain what creating demand means in the context of sanitation. Optional: Discuss a local implementation example.

- *Various sanitation projects have failed because they were supply driven. For example, people will only use latrines that they really want themselves (demand driven). Demand for sustainable systems is only created when people have the motivation, opportunity and ability to invest in latrines which suits their needs, preferences and desires.*

4. Ask the groups to discuss what products and services are necessary for the mobile phone and how would they supply them?

5. Discuss with the large group and record responses on the “*Supplying Products and Services*” flipchart paper.



6. Use the PowerPoint to explain what supply of products and services means in the context of sanitation. Optional: Discuss a local implementation example.

- *Households need both the latrine “hardware”, as well as support services to ensure its proper and consistent use over the long-term. Latrines are not a passive resource; they require ongoing management and maintenance by users.*

7. Ask the groups to discuss what will need to be monitored to maintain quality control, sustained use of the mobile phone, and improve processes along the way.

8. Discuss with the large group and record responses on the “*Monitoring for Improvement*” flipchart paper.



9. Use the PowerPoint to explain what monitoring for improvement means in the context of sanitation. Optional: Discuss a local implementation example.


- *Monitoring helps to create a feedback loop for making ongoing improvements within a project. It is particularly important for measuring a project’s impact and success, especially if an organization wants to scale up. Monitoring should ensure that at project closure all desired project outcomes have been achieved and can be sustained indefinitely.*

10. Ask the groups to discuss why capacity building is a thread for the three components. Discuss with the large group and record responses on the “*Building Human Capacity*” flipchart paper.



11. Use the PowerPoint to explain what building human capacity means in the context of sanitation. Optional: Discuss a local implementation example.

- *Developing people’s knowledge and skills is part of building the capacity required for implementation. The ultimate objective of sanitation projects should be to build the capacity of local populations to meet their own needs.*

12. Ask the groups to discuss why program financing is a thread for the three components.
13. Discuss with the large group and record responses on the “*Program Financing*” flipchart paper.
-  14. Use the PowerPoint to explain what program financing means in the context of sanitation. Optional: Discuss a local implementation example.
 - *Implementers need adequate, consistent and long-term funding to ensure that all of their project activities are executed without disruption.*
15. Summarize the discussion by emphasizing that all five components of the framework must be addressed for a project to be successful and sustainable.

Discuss Projects in Terms of the Framework

20 minutes



1. Ask participants to line themselves up according to how far along they are in their project. One end of the line represents that you are thinking of doing a project, the other end represents a current project.
2. Match the participants by taking one person from each end of the line until everyone has a partner. Ask the participants to discuss what their planned or current projects in terms of each component of the project framework.
3. As a large group, ask the participants to share something they liked about their partner’s project.

Optional: Gender in the Project Framework

20 minutes



1. Explain to participants that they are going to look at how gender fits into the different components of implementing a sanitation project. Provide an example to illustrate how gender could be incorporated into each component. For example:
 - *Creating demand: addressing mothers’ needs and desires when promoting a product (e.g., latrine design for safe and private menstrual hygiene management)*
 - *Providing products and services: make sure products are accessible and affordable for female-headed households*
 - *Monitoring for improvement: ensure women’s, men’s, boys’ and girls’ opinions, knowledge and skills are recorded*
 - *Building human capacity: ensure men know how to use the technology, in addition to women*
 - *Program financing: providing women with access to micro-credit to purchase products*
2. Divide participants into 5 groups and send each group to a piece of flipchart paper with one of the components of the project framework.
3. Explain that each group will have two minutes to brainstorm what their component of the framework has to do with gender and to write down their ideas.

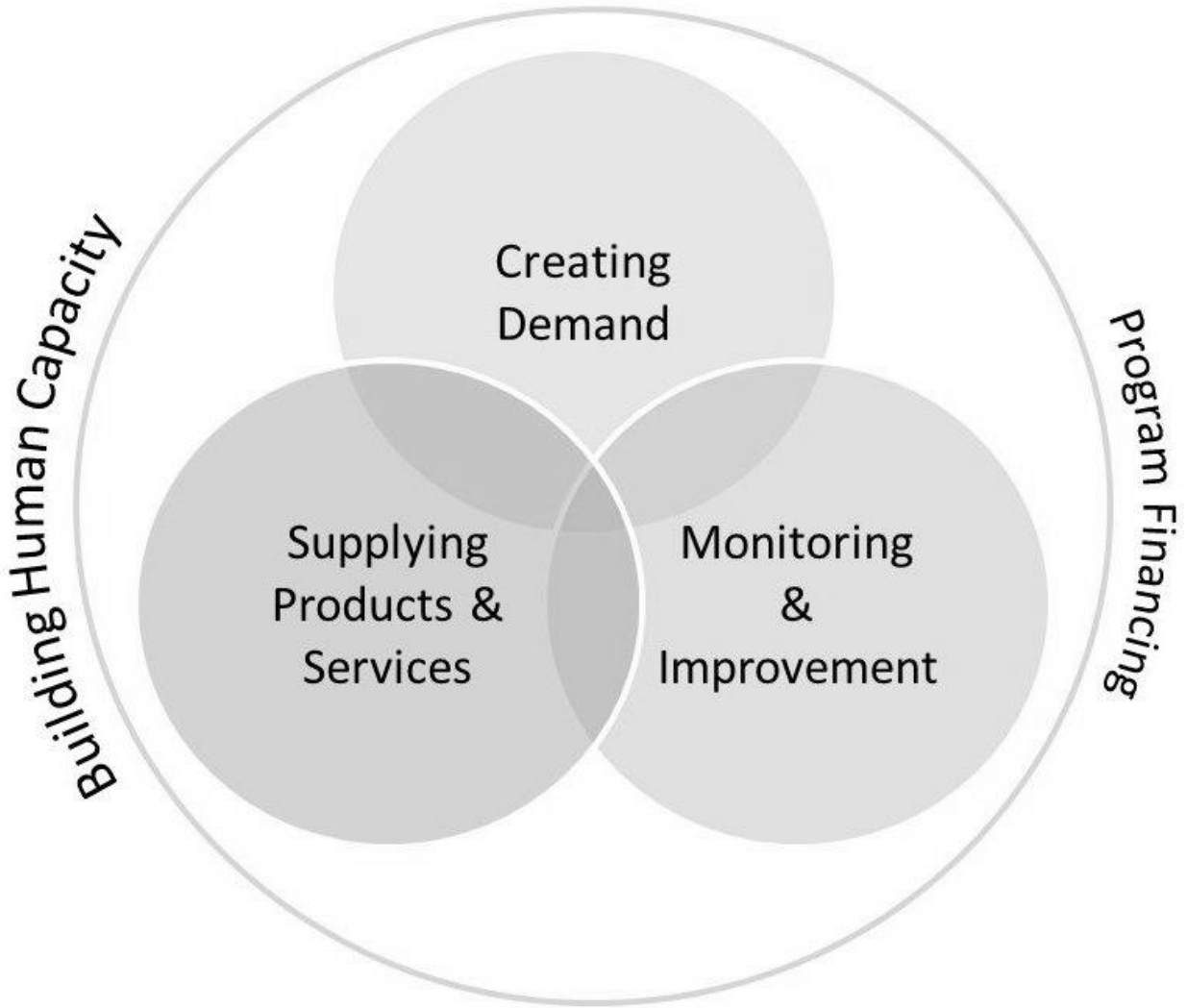
4. Rotate groups every two minutes until each group has contributed ideas about the different parts of the framework.
5. Ask the original group at each flipchart to report back to the large group about what is written on their piece of paper.
6. Add any ideas or information not included by the group.

Review**5 minutes**

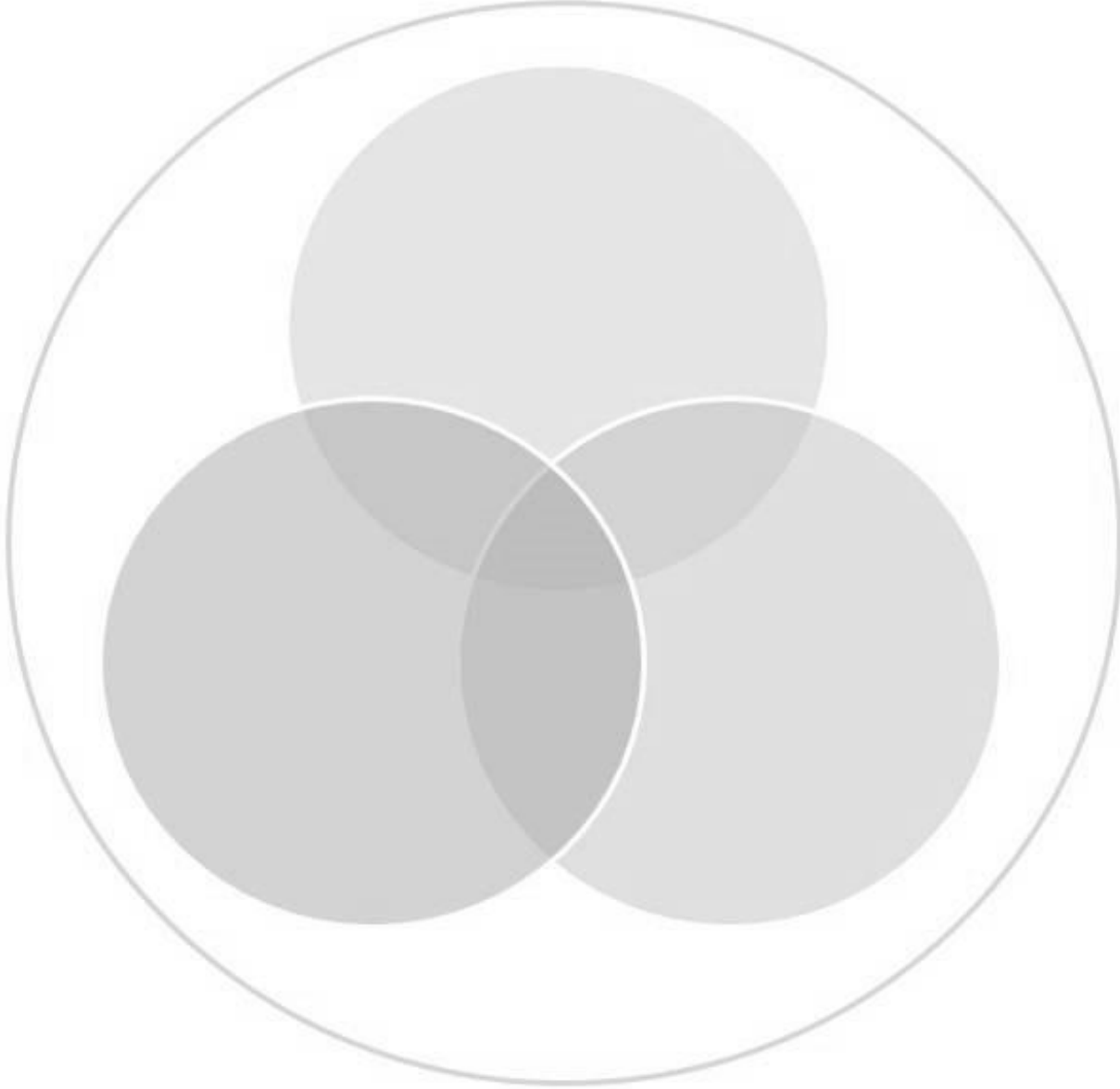
1. Ask partners to discuss one aspect of the project framework that was new or most interesting to them and why.
2. Share a few responses with the large group.

Reflections on Lesson

Project Framework Diagram



Project Framework Blank Diagram



Project Framework Components



**Creating
Demand**

**Supplying
Products and Services**

**Monitoring
for Improvement**

**Building
Human Capacity**

Program Financing