

## Lesson Plan: Workshop Closing



30-60 minutes

### Lesson Description



This lesson closes the workshop by asking participants to reflect on their learning, conduct a self-assessment, review the learning outcomes, and complete a final evaluation. The workshop certificates are distributed to the participants and closing remarks are made.

### Learning Outcomes



1. End of workshop self-assessment and reflection.
2. Review learning outcomes to see if they were met.
3. Complete a final evaluation of the workshop.
4. Distribute certificates and make closing remarks.

### Materials



- Self-assessment flip chart from Day 1
- Group Learning Expectations flip chart from Day 1
- Markers
- Tape
- Certificates (template available from CAWST and Eawag-Sandec in workshop training materials)
- Final evaluations (See Appendix 2: Tools, template also available from CAWST and Eawag-Sandec in workshop training materials) (1 per participant)
- Camera

#### Optional:

- Participant CDs or USB flash drives with workshop materials
- Sticker dots for self-assessment
- Tool: Word in a Hat (1 word per participant)
- Hat or other container (for Word in a Hat Review)
- Scissors
- Paper
- Ball of string

### Preparation



- Print certificates and sign them if necessary. Double check the names and make sure each participant has a certificate.
- Print final evaluations (See Appendix 2, 1 per participant)
- Optional: Prepare the participant CDs or USB flash drives (1 per participant)

- Optional: Review Tool: Word in a Hat. Write important words or terms on pieces of paper for Word in a Hat review or use sample words at the end of this Lesson Plan.

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**Optional Depending on Time: Review**
**15 minutes**

1. Use the Word in a Hat activity to review important lessons learned during the workshop. Pass the hat around the circle. Each participant or pair pulls a piece of paper out of the hat. They have to explain what the word means, or tell the group what they have learned about it. You can estimate that it will take about 1 minute per participant for this activity (for example, it will take about 20 minutes for 20 participants to explain their words).

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**Self-Assessment**
**5-10 minutes**

1. Ask the participants to place stickers (or use markers) again on the self-assessment chart from the workshop opening. To save time, ask participants to do this on the break.
2. Discuss the results with the entire group. Ask participants if they think the workshop was a success or not. Why or why not?

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**Group Learning Expectations**
**5 minutes**

1. Review the Group Learning Expectations from the first day and see if all of them were addressed. If not, quickly cover the answers, give options for participants to find the information they were looking for, or identify next steps for follow-up.

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**Further Training and Resources**
**5 minutes**

1. Tell the participants that Eawag-Sandec makes their publications and other resources freely available on their website. These resources include:
  - *The book that this workshop was based on, Faecal Sludge Management: Systems Approach for Implementation and Operation*  
[http://www.sandec.ch/fsm\\_book](http://www.sandec.ch/fsm_book)
  - *All of our other FSM publications, reports and methods*  
[www.sandec.ch/fsm\\_tools](http://www.sandec.ch/fsm_tools)
  - *“Introduction to Faecal Sludge Management” will be coming out in Spring 2017, and is the fourth Massive Open Online Course (MOOC) of the e-Learning program “WASH in Developing Countries”. It will be a five week course with a focus on what can actually be done to work towards solutions to faecal sludge management in developing countries. The other courses include Household Drinking Water, Solid Waste Management and Sustainable Environmental Sanitation Planning. The course will be available from Coursera free of charge, and all the MOOCs are available on the Eawag-Sandec YouTube Channel (<https://www.youtube.com/channel/UCdDwnhvbq2qMN1D4XyS8nA>).*

- [www.sandec.ch](http://www.sandec.ch) Many other relevant publications from Household Drinking Water, Solid Waste Management and Sustainable Environmental Sanitation Planning including the Compendium of Sanitation Systems and Technologies
2. Tell the participants that CAWST has 3 other sanitation-related workshops and resources available at <http://resources.cawst.org> on the following topics:
- *Environmental Sanitation: Environmental sanitation aims to protect and promote human health and well-being by providing a clean environment and breaking the cycle of disease. Environmental sanitation is more than just building latrines. It takes a broader look at the community and addresses different, but interconnected, aspects, including human and animal excreta management, solid waste management, vector control and domestic wastewater management.*
  - *Latrine Design and Construction: Focuses on the first two components of the sanitation system - user interface and excreta storage. The workshop gives participants experience selecting appropriate latrine parts, such as the toilet, slab, superstructure, and pit, tank or chamber. It also addresses technical and environmental topics including siting latrines and sizing latrine pits. Modifying latrines to make them accessible for different user groups, including children, women, and people with limited mobility, is discussed. Aspects of hygiene, such as handwashing and menstrual hygiene, are also discussed as they relate to sanitation.*
  - *Sanitation Implementation: Focuses on what it takes to implement a successful sanitation project. It includes a framework for implementing projects that helps ensure all key components for success have been addressed. The resources explain the theory behind changing people's behaviour, and ways projects can effectively influence behaviour. Guidance and tools are also provided to assist with selecting and combining different approaches to increase project success.*
3. There are other faecal sludge management courses and tools:
- *Asian Institute of Technology Faecal Sludge Management Online Course: the first course was facilitated in Spring 2016 and they are planning to deliver future courses. This is a certified e-learning course for practitioners working or planning to work in sanitation or faecal sludge management. (<http://www.fsmonlinecourse-ait.com>)*
  - *UNESCO-IHE Online Course on Faecal Sludge Management: The objective of the course is to gain an understanding of all of the required aspects for the design and operation of a comprehensive faecal sludge management (FSM) system. The course is designed for professionals who deal with planning, promoting, designing, operating or managing faecal sludge for residents in urban, peri-urban, slum or rural areas, in low income countries and beyond. (<https://www.unesco-ihe.org/online-course-faecal-sludge-management>)*
  - *Asian Institute of Technology Faecal Sludge Management Toolbox: the toolbox was developed for city planners, donors, and consultants who are planning faecal sludge management at the city level. There are a variety of tools to use at different stages of planning. There are also example policies, terms of reference and advocacy tools ([www.fsmttoolbox.com](http://www.fsmttoolbox.com))*

- *World Bank Faecal Sludge Management Tools: World Bank has developed some tools to diagnose fecal sludge management status and to guide decision-making. These tools don't provide pre-defined solutions, as the many variables and stakeholders involved demand interventions specific in each city, and should be seen within the context of integrated urban water management. (<http://www.worldbank.org/en/topic/sanitation/brief/fecal-sludge-management-tools>)*
  - *Sustainable Sanitation and Water Management Toolbox: This toolbox was developed by SEECON to highlight the need for holistic approaches and to consider the entire water cycle from source to sea, and back. It puts human influence on the water and nutrient cycle at the centre. The tools include fact sheets, presentations, and planning, processing and implementation tools. (<http://www.sswm.info/>)*
  - *Excreta Flow Diagrams: An excreta flow diagram (also often described as shit flow diagram, SFD) is a tool to readily understand and communicate visualizing how excreta physically flows through a city or town. It shows how excreta is or is not contained as it moves from defecation to disposal or use, and the fate of all excreta generated. (<http://sfd.susana.org/>)*
4. Optional: Tell the participants that all of the workshop materials, references and additional resources used will be given to them electronically (CD or USB flash drive).

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### Optional Depending on Time: Participant Appreciation

**15 minutes**



This is a chance to express appreciation to the participants, and for them to express positive feedback to each other.

1. Make your final comments on the workshop and the participants.
2. Explain that each participant will complete a workshop evaluation, so they will have a chance to share their feedback about the workshop confidentially.
3. Allow time here for participants to make any final comments to each other or about the workshop in general. You can let whoever wishes to speak address the group, or use one of the options below.

#### **Option A: Writing on Backs**

Tape a piece of paper on each participant's back. Each participant then writes on every other person's back something they like, admire or appreciate about that person. When they have all finished, participants can take their papers home with them as a reminder.

Note: This option should not be used with cultures where touch between opposite gendered individuals is considered inappropriate.

#### **Option B: Networking Game**

Ask the participants to form a circle. Randomly pass a ball of string from one person to another to form a web. While passing the ball, each participant shares how they can share information or work together in the future.

**Option C: How Do You Feel?**

Ask each person to say what they feel at the end of the workshop:

“I feel \_\_\_\_\_ because \_\_\_\_\_.” OR “My favorite part was \_\_\_\_\_.”

**Final Evaluations****10 minutes**

1. Hand out final evaluations and ask everyone to complete one. To save time, the evaluations can be completed during lunch or after the workshop is finished. Make sure to collect the evaluations before the participants leave the workshop!

**Optional: Group Photo****10 minutes**

1. Arrange to have somebody take a group photo with the trainers and participants. To save time, the photo can be taken during lunch or one of the breaks.
2. Optional: Arrange to have the photo taken the day before, if you wish to include the photo on the participant CD or USB flash drive.

**Certificates****10 minutes****Option A:**

Hand out the certificates randomly. Ask each participant to present the certificate they were given to the person whose name is on the certificate. When they hand the person the certificate, have them say something positive about the person. For example, something they appreciated about or learned from that person during the workshop.

**Option B:**

Randomly hand out the certificates face down to each participant. Ask the participants to check in secrecy whose certificate they have been given. Ask each participant to say something positive about the person whose name appears on the certificate (without saying the name of that person). Have the group guess who that person might be. Have the person give the recipient their certificate.

**Option C:**

You hand out the certificates to each recipient. This is the fastest option and may be more appropriate in certain countries. It also allows an opportunity for individual photos.

**Reflections on Lesson and Workshop Overall**

## Review Tool: Word in a Hat



<b>Excreta</b>	<b>Faecal sludge</b>
<b>Operation and maintenance</b>	<b>On-site sanitation technology</b>
<b>Knowledge gap</b>	<b>Risk management</b>
<b>Protective measures</b>	<b>Pathogen inactivation</b>
<b>Financial transfers</b>	<b>Legal framework</b>
<b>Use</b>	<b>Disposal</b>
<b>Sanitation service chain</b>	<b>Treatment objectives</b>
<b>Effluent</b>	<b>Treatment technologies</b>