

To the

Solid Waste Management Programme for Phitsanulok

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the Programme

Curricula for a Training on Community Based
Solid Waste Management (CBM)

Summary curricula comprised of

- Executive Summary
- Training Focal Areas
- Curriculum Training Schedule
- Curriculum Process-Sessions

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Executive Summary

❖ Lead-Summary

This set of curricula is developed to build up CBM capacity in municipalities. The curricula, when taught in series, should introduce visions and appropriate policies for CBM, effective and efficient translation of visions and policies into implementation, as well as introduce community activities in line with an administration's vision, policies and waste management operations. The training emphasizes hands-on learning experience, case analysis exercises, and team working enhanced by an exchange of information and experience, as well as provided topic-related handouts and checklists for after-training reference.

Background

In Thailand, currently solid waste problems are escalating in many places in consequence to the countries past development and growth. Besides, technological advances not only introduce 'modern day conveniences' to urban areas but also solid waste materials to households that are either difficult to manage or not biodegradable. Meanwhile, increasing amounts of household solid waste littered in wild dumps and many landfills alike add to pollution problems and potentially cause disease. To keep these problems in check well exceeds the solid waste management (SWM) capacity and waste disposal technologies available to most municipalities.

Since waste disposal facilities have life span limitations and severe fiscal as well as environmental impacts, a better and more sustainable solution of waste management is to reduce waste at the source and to apply – at least in part - the "Polluters Pay Principle".

Waste reduction at the source would naturally cut down SWM needs, related costs, extend the life-span of existing waste disposal facilities, and increase waste management options available. And since waste is directly related to environmental pollution and public health, reduced waste could potentially contribute to improvement in these areas, as well. The Polluters Pay Principle would increase fairness in regard to distributing the SWM costs based on the amount and types of household solid waste generated, and can become a valuable tool to create environmental awareness among the public.

Stakeholders in solid waste management

In an effective and efficient SWM, it is essential to actively involve four main sectors, i.e., the local politicians and leadership, the local administration (the heads of operation in the implementation process), the public (local communities), and the private sector. The first three stakeholders have to work in close and continuous cooperation, while the private sector provides access to the market of recyclable, reusable and salable materials in general. To initiate efficient implementation steps in a type of SWM that considers all stakeholders alike, it is imperative to introduce SWM attitudes to each sector that actively support needed procedures. To reach effective waste reduction and efficient waste management it is necessary to recognize each sector's needs and routines and to translate into active participation.

Target groups of the curricula

The curriculum focuses mainly on local politicians and leadership, the staff from the local administration and the local communities. A functioning private sector of the recyclable, reusable and salable materials market is a fundamental, essential and inseparable part of SWM based on a reduction of waste at the source. However, the curriculum introduces the private sector only in as far as the interdependent relationship of all stakeholders must be understood to allow the independent development of a market.

Objectives of the curricula development

Based on a participatory approach strongly involving local communities as a waste management tool for municipalities (**C**ommunity **B**ased **M**anagement of Solid Waste, hereafter referred to as **CBM**), this set of curricula has been developed to generally improve potentials in SWM through introducing CBM, to specifically increase understanding of stakeholder group interdependent structures with regard to CBM implementation and to further needed cooperation among all sectors involved.

❖ The Curricula

This training is comprised of three curricula, separated in accordance with the target-groups contributing differently to CBM.

➤ **Curriculum 1**

(For local politicians and leadership, approx. 15 – 20 participants)

This nine hour (1.5 day) curriculum is developed for policy-makers. The purpose is to improve public and personal administrative and leadership capacity of the target group in effectively setting CBM vision and policy; it intendeds to build a leadership that focuses on maximum efficiency and effectiveness in installing CBM under consideration of all sectors involved.

The content of the curriculum covers a variety of topics, i.e. CBM concept, strategic vision and policy setting, leadership and public participation, teambuilding, internal and external communications techniques, and other SWM/CBM tools. Methods used in the training are group brainstorming, and lectures on major concepts and theories and the introduction of case studies. Participants and comments by trainers conclude each exercise with presentations.

After the training the trainees are expected to understand the concept of CBM vision and policy setting, how to lead programme implementation, as well as to realize different roles and functions of other groups of stakeholders and their workings as a whole. The training will develop skills in strategic leadership, teambuilding, as well as internal (within the same target group) and external (with other curriculum target groups) communication.

➤ **Curriculum 2**

(For local administration, approx. 20 – 25 participants)

This eighteen hour (3 day) curriculum is developed for the implementation level of the local administration. In many aspects, its content is an extension and a continuation of curriculum 1. It aims to improve capacity to translate visions and policies of the leadership level into an efficient and effective implementation and process of operation.

The curriculum is focused on understanding basic aspects of SWM, the Polluters Pay Principle, CBM, strategic implementation based on utilizing indicators and monitoring, teambuilding, community setup to facilitate CBM, and tools to build public participation. Methods used in the training are group brainstorming, role-plays and case studies, as well as lectures on major concepts and theories. Participants and comments by trainers conclude each exercise with presentations.

After the training the trainees are expected to understand CBM relevant concepts of SWM, options and limitations of CBM, the Polluters

Pay Principle, and applications of SWOT analysis in a CBM context. Trainees' skills are developed in the areas of building social awareness in CBM, strategic implementation based on indicators and plans of operation, inter- and intra- stakeholder cooperation, team building, facilitation and mediation, and the building of community networks.

➤ **Curriculum 3**
(For the local community, approx. 25 – 30 participants)

This eighteen hour (3 day) curriculum is developed for community leaders and their deputies/immediate aids). Being an extension of the first two curricula, it aims to improve a community's capacity to build a general waste awareness within their immediate neighborhood, to support visions and policies of CBM and CBM programmes as outlined by the administration levels of leadership and implementation and to rely on the community as a creative source for types of waste management.

The curriculum, based on the case study of Phitsanulok municipality and communities, will strengthen leadership skills to initiate CBM and to build a sense of consciousness and awareness within communities. It helps the participants to explore aspects in community organizational setup, tools and techniques in public relations, presentation, and in building public participation. The core elements of waste management on a household and community level, e.g., waste separation, reuse, composting, bin management and waste fees, will be presented in theory and through practical exercises. Included are topics on cooperation with other stakeholders. Methods used in the training are group brainstorming, demonstration, and exercises. The lecture parts are concluded and commented on after each session by trainers.

The trainees are expected to understand the impact of waste, the importance of the CBM concept, and the roles and responsibilities of community members for waste management. Besides, the training should be able to enhance skills in leadership, as well as techniques to motivate and initiate CBM related activities in a community. Trainees will be able to give advice or suggestions to fellow community members on waste issues, and analyze best options/alternatives suitable for their community's physical, social, and economic conditions.



Target Group 1:

**Local Politicians
and
Decision-Makers**

Training Focal Areas

Target Group 1
Local politicians and decision-makers
Duration of training: 1.5 days

Expected output:

- 1. Politicians/ decision-makers that understand:**
 - SWM principles
 - Scope and limitations of CBM
 - How to set good CBM vision/ policy
 - How to translate CBM vision into an implementation plan
 - Leadership roles in CBM
- 2. Politicians/ decision-makers that have the following skills:**
 - Ability to lead and implement under a strategic approach
 - Ability to build public participation
- 3. Politicians/ decision-makers that have the following CBM skills:**
 - Ability to streamline the implementation process
 - Ability to utilize tools and options appropriately
 - Ability to communicate and build teams

Focus 0

Why introduce CBM to your municipality?

Lecture in cooperation with Phitsanulok Municipality. Introduction by Phitsanulok waste management project leaders (?)

Focus 1

SWM Vision setting

What to learn:

Pre-requisites to translate vision into mission/policy-frame / implementation

Why to learn?

To correctly design a policy frame and go into successful implementation

Learning Objectives:

1. Identify the importance and types of practical vision
2. Analysis steps for vision setting
3. Ability to outline/ define vision

Sub-focus 1:

Basic information on solid waste management practices on a household level

Learning Objectives:

1. *Application of the “sustainable development” concept*
2. *Management options under CBM*

Sub-focus 2:

Leadership

Learning Objectives:

1. *Explain the importance and roles of good leadership under a policy frame*
2. *Skills and types of leadership under a strategic approach*
3. *Project planning and implementation under objectives of strategic leadership*
4. *Motivation and incentives techniques for leaders*

Sub-focus 3:

Public participation (PP)

Learning Objectives:

1. *Importance, types and roles of PP*
2. *Conceptual approach in establishing PP*
3. *Outlining and defining concepts and policies for PP*

Focus 2
Policy frame

What to learn?

How to design a policy frame for implementation through the local administration and public participation

Why to learn?

Ability to lead implementation and analyze feedback/understand monitoring

Learning Objectives:

1. *Importance and types of practical policy*
2. *Analysis steps for policy formulation*
3. *Ability to outline/ define policy*

Focus 3

Policy Implementation and leadership

What to learn?

How to implement CBM on the leadership level

Why to learn?

To be able to understand policy options in SWM.

(Note: focus on practical exercises/role plays)

Learning objectives

1. Teamwork building
2. Communication techniques for leaders (both to the operating staff and general public)

Additional sub-focus
Supporting measures (education, school)

Curriculum Training Schedule

Draft schedule for testing workshop for approx. 15 – 20 participants

Target Group 1

Local politicians and decision-makers

Duration of training: 1.5 days

Day 1

08.00 – 08.30	<i>Registration</i>
08.30 – 08.45	<i>Opening ceremony</i>
08.45 – 09.00	Background information and activities during workshop

Topic: Solid Waste Management

09.00 – 09.20	Introduction to basic solid waste management (SWM) principles in relation to CBM: <ul style="list-style-type: none">- Problems presentation- Consequences- Short overview on CBM as related to solid waste management<ul style="list-style-type: none">o What can you achieve with/ without CBMo Internal factorso External factorso Limitations of CBM
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09.20 – 09.25	Exercise in groups of municipalities Vision formulating
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Topic: Community-based Management of Solid Waste (CBM)

09.25 – 09.40	Introduction to CBM as a tool of SWM <ul style="list-style-type: none">- Short overview on CBM<ul style="list-style-type: none">o Legal issueso Pitfalls in implementation<ul style="list-style-type: none">▪ Vision▪ Policy▪ Teamwork building and supporting measures▪ Communication techniqueso Other topics in accordance with SWM Programme for Phitsanulok- How to improve/how to contribute to improvement- What to achieve and not, Internal, external factors, limits of CBM
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09.40 – 10.00	Exercise and presentation in groups of municipalities: Translate vision into policy
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10.00 – 10.30	Group discussion: Present and discuss outlined policy
10.30 – 10.45	<i>Coffee Break</i>
	<u>Topic: Planning the implementation process</u>
10.45 – 10.55	Introduction to main requirements for planning and tools for planning
10.55 – 11.25	Exercise in groups of municipalities (I) My CBM Plan development
11.25 – 11.30	Interjection with introduction to indicator
11.30 – 12.00	Exercise in groups of municipalities (II): My CBM Plan development
12.00 – 13.00	<i>Lunch break</i>
13.00 – 13.30	Presentation (status report) by the municipal groups The development of My CBM Plan
	<u>Topic: Implementation</u>
13.30 – 13.40	Introduction to tools for implementation
13.40 – 13.55	Exercise in groups of municipalities: Outline an operational plan for implementation
13.55 – 14.05	Presentation by the municipal groups Process steps for operational plan implementation
13.55 – 14.20	Role play exercise Tools for implementation
14.20 – 14.35	<i>Coffee break</i>
14.35 – 15.10	Role play exercise (Continued) Tools for implementation
14.35 – 15.50	Presentation of exercise results by municipal groups followed by an analysis in group discussion

Day 2

08.30 – 08.45	<i>Registration</i>
08.45 – 09.00	Wrap-up of day 1 and linking up to day 2
	<u>Topic: Monitoring/Assessment & Analysis/ Follow-up</u>
09.00 – 09.10	Introduction to verification procedures on running CBM projects <ul style="list-style-type: none">- Monitoring and indicators- Assessment and analysis- Follow-up
09.00 – 09.30	Role play (I)

09.30 – 09.35	Verifying implementation of a running CBM projects Interjection with introduction to approaching redesign/adjustment of running CBM project
09.35 – 10.35	Role play (II) Verifying implementation of a running CBM projects
10.35 – 10.40	Interjection with introduction to consolidation/ dissemination and replication of running CBM project
10.40 – 11.00	Role play exercise Linking implementation with consolidation and dissemination <i>Coffee break (to be served in the meeting room)</i>
11.00 – 11.30	Role play exercise Linking implementation with consolidation and dissemination
	<u>Topic: Wrap-up</u>
11.30 – 11.35	Preparatory introduction to wrap-up by Moderator
11.35 – 12.25	Wrap-up <ul style="list-style-type: none">- Presentation of My CBM Plan- Lessons learnt- Feedback (possibility to learn from others) by Lecturer, Trainers, Moderator, Participants
12.25 – 12.40	<i>Closing ceremony</i>

Curriculum process-sessions (☑) with outline session plans

Curriculum1, Target group 1: Local politicians and decision-makers, Day 1

Outline Session Plan

(List of handouts and checklists in the attachment of the curriculum)

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Warm-up	Team building, Games		15 Min.
1. SWM General overview of SWM: 5Rs	Lecture & Moderation, Large group & exercise in small group		30 Min.
<ul style="list-style-type: none"> ➤ Municipality's job ➤ Consumer buying behavior ➤ What can be done ➤ What should be done ➤ Problems associated with sanitary landfills 	Context-preparation for discussion in small groups	Handouts 1, 2 & 3 Slide	5 units roughly equal in length
2. A case study on Phitsanulok	Lecture & Moderation, Large group		60 Min
<ul style="list-style-type: none"> ➤ What is CBM 	Case-study	Handout 4	20 Min.
<ul style="list-style-type: none"> ➤ Why CBM <ul style="list-style-type: none"> • What can we achieve with / without CBM • Internal factors • External factors • Legal issues • Pitfalls in implementation • Limitations of CBM 	Presentation and Q & A	Slide	40 Min., 6 Units roughly equal in length
3. CBM tools	Short Introduction/ Lecture	Handouts 5 & 6 / Checklist 1	15 Min.

<p>4. CBM as part of vision setting</p>	<p>Group brainstorming exercise presentation of results discuss group results</p>	<p>Flip chart / Overhead Transparency (OT) / Transparencies / Soft board (Zopp-case) Handouts 7 & 8 Checklists 2 & 3</p>	<p>60 Min.</p>
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<p>5. Leadership, Public Participation, Private Sector</p>	<p>Lecture & Moderation, Large group</p>		<p>60 Min.</p>
<ul style="list-style-type: none"> ➤ Leadership and public participation ➤ Private enterprise/sector ➤ Sector collaboration ➤ Privatization of solid waste 	<p>Context-preparation for discussion in small groups</p>	<p>Handouts 9, 10 & 11 Checklists 4, 5 & 6</p>	<p>4 units roughly equal in length</p>

<p>6. CBM policy formulation</p>	<p>Group brainstorming exercise/Short presentation of results</p>	<p>Zopp-case/OT/ Soft Board</p>	<p>60 Min.</p>
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<p>7. Analysis on relationship between vision and policy</p>	<p>Lecture/Group discussion/Practical exercise/Presentation of results</p>	<p>Slide / OT / Transparencies / Soft board (Zopp case) / Flip Chart Handout 12</p>	<p>90 Min.</p>
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Curriculum process-sessions:

Warm-up (first event of the training)

1. Get the participants to know each other
2. Assess the local urban frame as relevant for Solid Waste Management (SWM) and Community Based Management of Solid Waste (CBM) and the session topics
3. Introduce the training out-line in its relevance to a local CBM frame

Aspects of Solid Waste Management

(Day 1, 09.00 - 09.30)



Learning objectives:

At the end of this session, the participants should be able to

1. Understand the general overview of SWM practices on the household level and everyday practices of SWM
2. Appreciate the concept of “pollution prevention” rather than “pollution control”
3. Understand that sanitary landfills are the last alternatives for solid wastes management
4. Communicate on and explain the link between SWM and CBM to implementers (municipal staffs and community leaders)



Link to the learning concept

A basic pre-condition to practice municipal CBM is comprehension of how it links to SWM. Therefore, participants in the training should:

- Understand about the definition of SWM
- Understand the problems associated with SW
- Understand CBM as an alternative in dealing with the problems of solid wastes within the context of municipalities

Topics of the session:

- A. General overview of SWM practices on household level
- B. Solid wastes management at the household level
- C. Municipality’s practice in pursuing SWM

- D. Solid wastes management practices that can be done
- E. Solid wastes management practices that should be done
- F. Pollution prevention principles and 5 R's
- G. Problems associated with sanitary landfills

Tools / Skills / Concepts taught should focus on:

- ❖ Emphasize "pollution prevention principles" instead of pollution control and related indicators
- ❖ Sanitary landfills as the last options to solid wastes management practices
- ❖ Impact of vision and policy on SWM practices



Suggested Implementation Steps:

1. Give a general outline, but clear overview of SWM and emphasize links to the CBM concept
2. Show how CBM can be an integrated part of SWM that participants can use to introduce change to their present municipal's SWM campaigns / projects / undertakings, etc

Main or additional learning objectives enhanced by handouts and / or checklists



Aspects of solid waste management:

Handouts 1,2 and 3

Handouts comprise information helping to better:

1. Understand the general overview of SWM practices on the household level and everyday practices of SWM
2. Apply the "sustainable development" concept to the issue of SWM
3. Apply the management options (of SWM) under the community-based management (CBM)
4. To understand the physical, societal, structural and environmental problems associated with sanitary landfills

A Case Study on Phitsanulok (Day 1, 09.30 -10.30)



Learning objective:

At the end of this session, the participants should be able to

1. Understand the meaning of CBM with regard to SWM and its components
2. Understand what constitutes the opportunity applying CBM for a municipality's SWM
3. Understand the limitations and extent in applying CBM as a SWM component



Link to the learning concept:

CBM is the process whereby SWM can be achieved with greater public participation as well as minimization of costs to municipalities. Therefore, the case study of Phitsanulok will enable local politicians and decision-makers to understand the following:

- ➡ What is CBM in respect to SWM
- ➡ What can be achieved with and without CBM
- ➡ The legal issues involved with SWM practices
- ➡ The pitfalls of implementing CBM to SWM practices
- ➡ The limitations and extent that CBM can be applied
- ➡ What is the difference in SWM vision and policy in their municipalities when compared to CBM in Phitsanulok

Topics of the session:

- A. CBM in waste recycling, waste reduction program, etc.
- B. Implementation of CBM in municipalities
- C. Pitfalls of CBM implementation
- D. Limitations of CBM implementation

Tools / Skills / Concepts taught should focus on:

- ❖ Existing SWM approach in Phitsanulok City Municipality
- ❖ Lessons learnt from Phitsanulok City Municipality's experience in SWM through CBM



Suggested Implementation Steps:

1. Give a general overview of CBM that is used by Phitsanulok City Municipality, including the (positive) results from implemented projects
2. Focus on the process of how Phitsanulok builds and creates teamwork and support measures for CBM
3. Point out how Phitsanulok communicates CBM as a component of SWM to municipal implementers and voters

4. Show the Phitsanulok process steps in adopting key principles such as vision setting, policy formulation, teamwork, synergy, motivation, empowerment, etc
5. Conclude with the ways, approaches, methods and indicators that are implemented to support CBM as a result of cooperation between stakeholders in Phitsanulok

Main or additional learning objectives enhanced by handouts and / or checklists

A Case study on Phitsanulok:

Handout 4

Handout comprises information helping to better:

1. Understand the meaning of community-based management in applying to SWM

CBM Tools (Day 1, 10.45 -11.00)



Learning objective:

At the end of this session, the participants should be able to

1. Understand the variety of CBM tools and options that are available
2. Understand the application of CBM tools and options to municipal activities and
3. The resulting implications for considering CBM to be part of vision setting in SWM



Link to the learning concept:

CBM tools and options are the leaders' mechanism for action and policy implementation in terms of SWM. Therefore, understanding about CBM tools and options will enable leaders and decision makers to

- ➔ Better communicate and facilitate the CBM solid wastes process
- ➔ Use CBM tools and options as part of vision setting, policy formulation, and policy implementation

Topics of the session:

- A. CBM tools and options
- B. CMB tools and options from the perspective of vision setting

Tools / Skills / Concepts taught should focus on:

- ❖ Effective vision and policy
- ❖ Vision and policy implementation



Suggested Implementation Steps:

1. Create understanding and let participants become aware of what are the characteristics of good policy in the SWM / CBM context
2. Emphasize policy implementation through the employment of CBM tools
3. Differentiate between the different types and categories of CBM tools that must / should / could be used by municipalities

Main or additional learning objectives enhanced by handouts and / or checklists

 **CBM Tools:**

**Handouts 5 and 6
Checklist 1**

Handouts comprise information helping to better:

1. Understand the many CBM tools and options that are available
2. Apply CBM tools and options to municipal activities

Checklist contains process steps to:

1. Apply CBM tools and options to municipal activities

 **Group Brainstorming Exercise:**
CBM as part of vision setting

(Day 1, 11.00 – 12.00)



Special didactical objective of this session:

Combine knowledge disseminated in previous sessions into a practical exercise enhancing vision setting based on CBM principles and combine with the participants' own knowledge of their municipality.

Activity 1: Day 1 (11.00 – 12.00) 60 minutes

General topic:
SWM vision setting with the use of CBM

Activity Characteristics / Session Design:

- ❖ Brainstorming in small (sub) groups
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity participants will be able to

- ❖ Exchange concepts, viewpoints, experiences and ideas with regard to a CBM vision within / from their own communities
- ❖ Practice how to set municipal vision (in accordance with the guidelines of good vision setting)
- ❖ Learn about CBM vision setting from real / actual experiences

Expected Outputs:

- ❖ Draft (municipal) vision of each sub-group
- ❖ Learn from the experiences of other groups in vision setting

Training Materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, separate into a number of at least 3 groups



Exercise:



Suggested Implementation Steps/Coaching Methods in Process Steps

Firstly, the group should relax, and place themselves in the future (at least 10 years) and imagine what the municipality will look like. All members of the group should consider and offer key points to drafting a vision for the Municipality. Once the points are agreed upon, the group should focus on a “ranking” as to importance and subsequently supplement with more complete descriptions under each point to produce a vision statement that:

- ❖ Describes what the municipality will be like 5 or 10 or 15 years from now
- ❖ Emphasizes what will make the Tesaban unique from other places;
- ❖ Elaborates the hopes and dreams of what the municipality could become
- ❖ Stresses the positive and diversity within the Tesaban
- ❖ Outlines the challenges that lay ahead
- ❖ Can encourage people in the municipality to participate in the vision

Once a complete draft is achieved, the draft “Vision” is given a format that can be presented. The group should discuss this and a commonly agreed version accepted. Lecturer concludes the results of group presentation, stressing the strength of the set visions, and provides recommendations and suggestions (if any).

Remark:



Creating a municipal vision

Elaborate a descriptive vision for the municipality for consideration and adoption. A fully elaborated vision will help the municipality to:

- ❖ Allocate resources
- ❖ Define new directions
- ❖ Stay on target over the passage of time and avoid going off-track
- ❖ Give others (inside and outside) confidence in the municipality (marketing tool)

Every decision the municipality makes should reflect an attempt to achieve the stated vision. This vision will describe a future destination for the municipality, but not the final one.

Main or additional learning objectives enhanced by handouts and / or checklists

CBM as part of vision setting:

**Handouts 7 and 8
Checklists 2 and 3**

Handouts comprise information helping to better:

1. Understand the concept of vision and policy for municipal SWM
2. Understand how to apply CBM as part of a municipalities overall policy planning

Checklists contain process steps to:

1. Provide participants of what key components constitute good vision and vision setting
2. Provide participants with guidelines of how the key components of good policy can be installed as an extension of their vision

Leadership, Public Participation and Private Sector Enterprise

(Day 1, 13.00 -14.00)

1. Leadership



Learning objective:

At the end of this session, the participants should be able to

1. Explain the importance and roles of good leadership under a policy frame
2. Understand and employ skills and types of leadership under a strategic approach
3. Plan and implement (solid wastes management) under objectives of strategic leadership
4. Provide incentives techniques for leaders to motivate sub-ordinates



Link to the learning concept:

Understanding about the definition of leadership will make the participants consider that:

- ➔ The important role of being a leader refers to the skills, knowledge, and techniques to motivate people (within the organization), concerned agencies, and community leaders
- ➔ Leadership styles are not cast in stone: the styles and techniques used depend on the situation and circumstances

Topics of the session:

- A. Role of good leaders
- B. Ingredients of leadership
- C. Factors contributing to being an effective leader
- D. Skills of effective leaders
- E. Motivation techniques for leaders

Tools / Skills / Concepts taught should focus on:

- ❖ Characteristics of an effective leader
- ❖ Roles, concept, duties, and responsibilities of leadership
- ❖ Improve self-assessment and understanding of participants' own leadership roles, styles and requirements



Suggested Implementation Steps:

1. Focus on understanding, roles, and importance of leadership

2. Point out (with emphasize) the nature and characteristics of effective leadership skills. People are not born with these skills; but they must be learned, practices, and applied
3. Recommend approaches and methods of people's motivation (within and outside the organization)

2. Public Participation



Learning objective:

At the end of this session, the participants should be able to

1. Explain the importance, types and roles of public participation
2. Understand and explain the conceptual approach in establishing public participation
3. Outline and define the concepts and policies for public participation



Link to the learning concept:

Public participation: is understood as a process to work collaboratively with residents / key stakeholders in carrying out necessary steps required for development activities by a local government, implying that residents / stakeholders might be partners in:

- ➔ Conducting analysis and diagnosis
- ➔ Setting objectives and creating a strategy
- ➔ Making relevant decisions
- ➔ Having access to necessary resources
- ➔ Implementing the program
- ➔ Monitoring and evaluating the results, and
- ➔ Maintenance

Topics of the session:

- A. Definition of public participation
- B. Importance of public participation
- C. Methods and approaches to public participation
- D. Suitable methods for public participation
- E. Legal issues involving public participation

Tools / Skills / Concepts taught should focus on:

- ❖ Emphasize 3 H's (Heart, Head, Hand)



Suggested Implementation Steps:

1. Give overview on the principles and stress the importance of public participation

2. Give examples of municipalities that have employed the use of public participation (both successful and unsuccessful cases)

3. Private sector / enterprise and SWM and CBM



Learning objective:

At the end of this session, the participants should be able to

1. Understand the importance and supporting role of private sector / enterprises in solid wastes management
2. Utilize sectors (private and public) collaboration and find means for implementation
3. Understand the concept of privatization of solid wastes and options of privatization for municipalities



Link to learning concept:

- Participants are shown the whole management cycle of CBM as a process that includes the public sector as a main actor and in a supporting role for CBM
- See the process in which the private sector / enterprise is involved in CBM from a holistic perspective

Topics of the session:

- A. The need for privatization
- B. Potential private sector privatization arrangements
- C. Private alternatives

Tools / Skills / Concepts taught should focus on:

- ❖ Realizing opportunities in CBM implementation offered by private sector involvement in SWM
- ❖ Benefits and risks of privatization of components of SWM and CBM



Suggested Implementation Steps:

1. Give an example on successful and unsuccessful public participation of the private sector in CBM
2. Give an example of developing interdependencies between the public and private sector
3. Link the example to policy considerations for municipalities

Main or additional learning objectives enhanced by handouts and / or checklists

Leadership, Public Participation and Private Sector Enterprise:

On Leadership

Handout 9

Checklist 4

Handout comprises information helping to better:

1. Explain the importance and roles of good leadership under a policy frame

Checklist contains process steps to:

1. Integrate characteristics of good leadership into their everyday work
2. Apply effective leadership

On Public Participation

Handout 10

Checklist 5

Handout comprises information helping to better:

1. Explain the importance, types and roles of public participation,
2. Outline and define the concepts and policies for public participation

Checklist contains process steps to:

1. Understand and implement an effective team coalition
2. Identify different types of team members, work in accordance with their characteristics and make the team more effective

On private sector / enterprise and solid wastes management

Handout 11

Checklist 6

Handout comprises information helping to better:

1. Utilize sectors (private and public) collaboration and find means for implementation
2. Understand the concept of privatization of solid wastes and options of privatization for municipalities

Checklist contains process steps to:

1. Arrive at effective communication of leaders and decision makers with implementers and the public
2. Guide the participants on internal and external communication

 **Group Brainstorming Exercise:**
CBM policy formulation

(Day 1, 14.00 -15.00)



Special didactical duty of this session:

Further develop the group visions that were set in activity 1 into a policy formulation exercise that summarizes the previous session contents' knowledge into a coherent vision-policy concept of CBM.

Activity 2: Day 1 (14.00 – 15.00) 60 minutes

General topic:
Policy Formulation in accordance with CBM vision

Activity Characteristics / Session Design:

- ❖ Brainstorming in small (sub) groups
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity participants will be able to:

- ❖ Exchange concepts, viewpoints, experiences and ideas with regard to a possible CBM policy within / from their own communities
- ❖ Practice how to formulate municipal policy in accordance with good CBM vision (focus on the guidelines and principles of good policy formulation)
- ❖ Learn about CBM policy formulation from real / actual experiences

Expected Outputs:

- ❖ Draft policy in accordance with CBM vision of each sub-group
- ❖ Learn from the experiences of other groups in policy formulation

Training Materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, separate into at least 3 groups



Exercise:



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Lecturer / moderator guides participants on policy formulation, and the characteristics of what constitutes good policy (in brief)
- ❖ Divide participants into 3 groups for brainstorming practical exercise (Remark: In each group, the following responsibilities should be assigned (1) group leader, (2) group secretary, including (3) group presenter(s))
- ❖ During the brainstorming exercise, bear in mind “the strong point of policy that you are formulating”
- ❖ Presentation of group draft's formulated policy to the class, by stressing the strength(s) of your group's policy
- ❖ Lecturer concludes the results of group presentation, stressing the strength of the set visions, and provides recommendations and suggestions (if any)

Remark:



Creating a Municipal Policy

It is important that participants are coached on policy formulation while constantly referring back to the Phitsanulok case study. Thus, during the next exercise on implementation, the 'real reference' frame of a functioning CBM model can be used to keep solutions in overcoming implementation problems as discussed later on more practical and do-able.



Group Discussion Exercise:

Analysis of relationship between vision and policy emphasizing indicators

(Day 1, 15.00 -16.30)



Special didactical duty of this session:

The analysis of the result of the two previous exercises should provide a platform for participants where they can verify their ability to translate the learned theoretical frames into their own CBM model. This model should incorporate the participants' own local knowledge and resulting local reference frames – especially with regard to indicators.

Activity 3: Day 1 (15.00 – 16.30) 90 minutes

General topic:

Leadership: Translating vision and policy to implementation

Activity Characteristics / Session Design:

- ❖ Brainstorming in small (sub) groups
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity participants will be able to:

- ❖ Exchange concepts, viewpoints, experiences and ideas in regards to translating vision and policy into implementation
- ❖ Practice the role of leaders on how to translate set vision and formulated policy into implementation (focus on the guidelines, and principles of effective leadership, roles of leaders, and emphasizing 4 E's – Energy, Energize, Edge, and Execution)
- ❖ Learn about CBM vision setting in relation to CBM policy implementation from real / actual experiences

Expected Outputs:

- ❖ Draft (municipal) SWM implementation plan of each sub-group
- ❖ Learn from the experiences of other groups in translating vision and policy for implementation

Training Materials:

- ❖ Flip Chart and Overhead Transparency

- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, separate into a number of at least 3 groups



Exercise:



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Lecturer / moderator guides participants on vision and policy implementation (emphasizing the role of leadership in carrying out implementation)
- ❖ Divide participants into groups of 10 for brainstorming practical exercise (Remark: In each group, the following responsibilities should be assigned (1) group leader, (2) group secretary, including (3) group presenter(s))
- ❖ During the brainstorming exercise, bear in mind “the strong point of your group’s approach to vision and policy implementation”
- ❖ Presentation of group draft’s implementation approaches and explain the importance and reasons of each approach
- ❖ Lecturer concludes the results of group presentation, and provides recommendations and suggestions (if any)

Remark:



Understanding the relationship

The analysis should critically focus on the following questions and how the related process steps were employed:

- ❖ Were the importance and possible types of a local and practical vision correctly identified?
- ❖ How well did the steps of vision settings consider local conditions?
- ❖ Has the outlined and defined vision real potential for a local policy and implementation?
- ❖ Does the local CBM policy frame devised consider the relationship between the vision and local conditions sufficiently?
- ❖ Do the analysis steps for policy formulation consider locally relevant indicators?
- ❖ Is the newly acquired skill to outline and define a CBM policy rooted in knowledge or is it dominated by wishful thinking?

Main or additional learning objectives enhanced by handouts and /or checklists

Analysis of relationship between vision and policy emphasizing indicators

Handout 12

Handouts comprise information helping to better:

1. Analyze the steps to vision settings
2. Outline and define vision
3. Understand the importance and types of practical policy

Curriculum1, Target group 1: Local politicians and decision-makers, Day 2

Outline Session Plan

(List of handouts and checklists in the attachment of the curriculum)

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Wrap up of day 1 and linking to day 2	Summative lecture points	Soft board (Zopp case)	15 Min.
8. Teamwork building and supporting measures	Context-preparation for discussion in small groups	Slide/OT/Transparencies/Soft board (Zopp-case)	75 Min.
<ul style="list-style-type: none"> ➤ How to go about working with communities ➤ What required from leadership to make community work ➤ How to bring every division in municipality to be in one line 	Group discussion	Handout 13	3 units roughly equal in length
9. Communication techniques for leaders	Context-preparation for discussion in small groups	Slide/OT/Transparencies/Soft board (Zopp-case)	75 Min.
<ul style="list-style-type: none"> ➤ External communication ➤ Internal communication 	Group discussion	Handout 14	2 units roughly equal in length
10. Lessons learnt session	Questionnaire	Soft board (Zopp-case)	30 Min.
<ul style="list-style-type: none"> ➤ "Knowledge" ➤ "Personal skills" ➤ "CBM skills" ➤ "Attitude" 			4 units roughly equal in length

Warm-up (second day)

1. Wrap up of day 1
2. Assess the results of training day 1 and link them to the topics of the training contents of day 2
3. If necessary, initiate a short question and answer session concerning day 1 and its results

Policy Leadership Management Skills (Teamwork Building and Communication Techniques)

(Day 2, 09.00 -11.45)



Learning objective:

At the end of this session, the participants should be able to

1. Understand how to go about working with communities' leaders and communities as a whole
2. Know what is required from leadership to make community work
3. Understand how to bring every division in municipality to be in one line of command
4. Effectively communicate externally to communities
5. Effectively communicate internally to every divisions in organization



Link to learning concept:

- ➡ Teamwork building and communication techniques are personal skills that enhance a leader's ability to transfer and communicate vision and policy onto a person-to-person implementation level
- ➡ Delegation of work plays an important role in administrative work. Properly developed personal skills will increase a leader's accuracy of internal and external communication with stakeholders

Topics of the session:

- A. Leadership and Teamwork creation (in organization / municipalities)
- B. Leadership and collaboration
- C. Approaches of leaders in working with communities
- D. Leadership and community motivations
- E. Leadership and effective communication techniques

Tools / Skills / Concepts taught should focus on:

- ❖ Teamwork building and supports
- ❖ Collaboration
- ❖ Communication techniques
- ❖ AIC Skills of leaders: Appreciation, Interaction, and Commitment



Suggested Implementation Steps:

1. Emphasize the importance of teamwork and teamwork building
2. Process steps and criteria for teamwork building
3. Give example of Phitsanulok City Municipality's teamwork and teamwork setup

Main or additional learning objectives enhanced by handouts and /or checklists

Policy Leadership Management Skills:

Handouts 13 and 14

Handouts comprise information to help to better:

1. Understand and practice the 'Does' and 'Don'ts' of teambuilding
2. Achieve precise and leading communication with all stakeholders involved in a CBM project

Lessons Learnt

(11.45 – 12.15)

Learning objective:

At the end of this session, the participants should be able to

1. Revise what was learnt during the 1.5 days workshop
2. Clarify topics / concepts / results of practical exercises that need further explanations
3. Apply what they have learnt to solve the problems that they are facing locally, and the steps in which they can apply such solutions

Expected Accomplishments (KSA Concept):

In terms of "Knowledge"

SWM Principles

CBM

Scope and limitation of CBM

Good Vision setting

Good Policy formulation

Leadership skills / roles in CBM

Communication techniques

Teamwork building

In terms of "Personal Skill"

How to set good vision

How to formulate good policy

Policy implementation

4 E's Concept: Energy, Energize, Edge, and Execution

Ability to lead and implement under a strategic approach

Ability to build public participation

In terms of "CBM Skills"

Ability to streamline the implementation process

Ability to utilize tools and options appropriately

Ability to communicate and build teams

In terms of "Attitude"

Awareness and consciousness of mounting solid waste problems

SWM is simple

SWM is back to the basic concept of mankind and human nature

"Ignite" the concept of SWM and apply the concept of CBM to help solve local solid waste problems

Apply CBM concept in accordance with each locality's potential

Attachment

Summary lists of handouts and checklists

Handouts:

Handouts are intended to be supplementary information on training contents

Handout 1

Fundamental SWM for households

Handout 2

Sustainable Development applying to SWM

Handout 3

Problems associated with sanitary landfills

Handout 4

A Case study on Phitsanulok

Handout 5

Management options for CBM

Handout 6

CBM Tools and options

Handout 7

Vision and Policy

Handout 8

Policy Planning

Handout 9

Roles and importance of effective leadership

Handout 10

Roles and importance of public participation

Handout 11

Role of private sector/enterprise on SWM

Handout 12

Indicators: Relationship between vision and policy

Handout 13

Teambuilding and supporting measures

Handout 14
Communication techniques for leadership

Checklists:

Checklists on the most important definitions and management steps in
Leadership Skills and Techniques to aid CBM implementation

Checklist 1
CBM tools and options for municipality

Checklist 2
Good vision and vision setting

Checklist 3
Good policy

Checklist 4
Effective leadership

Checklist 5
Teamwork

Checklist 6
Communication

Target Group 2:

**Local
Administration as
Implementers**

Training Focal Areas

Target Group 2
CBM Implementing level
Duration of training: 3 days

Expected output:

1. Administrators that understand:

- SWM practices
- Scope, options and limitations of CBM
- The concepts of PPP and WTP
- The concepts of SWOT and BATNA

2. Administrators that have the following skills:

- Ability to build a sense of consciousness and awareness among themselves and communities participating in CBM
- Strategic planning with an emphasis on indicators
- Ability to translate a strategic approach into activity and action plans
- Inter-cooperation and coordination among decision-makers, staff and communities

3. Administrators that have the following CBM skills:

- Team building in organization
- To facilitate and mediate under CBM implementation
- The organizational set up/ selection of community
- The application of SWOT under CBM implementation
- Networking under CBM implementation

Focus 0

General information on waste management and Phitsanulok case study

Focus 1

Project implementation under policy compliance (Mission and Leadership)

What to learn?

Basic management concepts for the strategic implementation for a given policy

Why to learn?

Successfully transform the vision of the administrative leadership into mission process steps

Learning Objectives:

1. Importance of action and activity plans
2. Analysis and implementation steps of action and activity plans:
Indicator and impact analysis
3. Strategic implementation in accordance with policy
4. Concept of polluters pay principle, and willingness to pay for cleanliness

Focus 2

Team building and Internal cooperation and coordination (Mission-related)

What to learn?

Policy/Mission implementation steps based on team building and internal processes

Why to learn?

Bring the given mission to the implementation level

Learning Objectives:

1. Impact of teamwork in project implementation
2. Perception and acceptance
3. Appropriate use of teamwork as a tool/option for project implementation
4. Team itinerary and intra project cooperation

Focus 3

Implementation, facilitation and mediation (Mission/Community/Private Sector)

What to learn?

'Doe's' and 'Don'ts' of implementation

Why to learn?

Successful cooperation between administration and public in cooperation with administrative leadership

Learning Objectives:

1. Organizational set-up/ selection of community
2. SWOT/ Best Alternative To No Alternatives (BATNA) of conflict
3. Systems and patterns of management and coordination

4. Implementation matrices on the public participation level
5. Working with communities under CBM
6. Building social consciousness
7. Leadership skills

Curriculum Training Schedule

Draft schedule for testing workshop for approx. 20 – 25 participants

Target Group 2

CBM Implementing level
Duration of training: 3 days

Day 1

08.00 – 08.30	<i>Registration</i>
08.30 – 08.45	<i>Opening ceremony</i>
08.45 – 09.00	Background information and activities during workshop
09.00 – 09.15	Waste Management <ul style="list-style-type: none">- General overview of SWM practices on household level (everyday practice) / 5Rs- What municipalities do- Consumer buying behavior- What can be done- What should be done- Problems associated with sanitary landfill (landfill as the last alternative)
09.15 – 10.15	A case study on Phitsanulok What is CBM (i.e. waste recycling/ waste reduction program) Why CBM <ul style="list-style-type: none">- What can you achieve with/ without CBM- Internal factors- External factors- Legal issues- Pitfalls in implementation<ul style="list-style-type: none">o Visiono Policyo Teamwork building and supporting measureso Communication techniqueso Other topics in accordance with SWM Programme for Phitsanulok- Limitations of CBM
10.15 – 10.30	<i>Coffee Break</i>
10.30 – 11.00	Lecture Building sense of consciousness and awareness within communities regarding waste management <ul style="list-style-type: none">- Leaders- Administrators- Communities
11.00 – 12.00	Short introduction and role play (first step)

	Separation of power, roles and responsibility between politicians, administrators, communities and private sector collaboration
	<ul style="list-style-type: none">- Policy-makers- Feedback, monitoring agents- Facilitators- Waste management units
12.00 – 13.00	<i>Lunch break</i>
13.00 – 13.15	Comments on role play (first step)
13.15 – 14.00	Lecture Concept of Polluter Pays Principle, and willingness to pay for cleanliness
	<ul style="list-style-type: none">- Why fee collection is needed- Why CBM needs PPP and WTP
14.00 – 15.00	Role play (second step) Roles and responsibility between politicians, administrators, communities and private sector collaboration under the Polluters Pay Principle, and willingness to pay for cleanliness
15.00 – 15.15	<i>Coffee Break</i>
15.15 – 15.45	Lecture Overall strategic planning with emphasis on indicators
15.45 – 16.30	Group discussion Analysis of role play results under aspects of strategic planning

Day 2

08.30 – 08.45	<i>Registration</i>
08.45 – 09.00	Wrap-up of day 1 and linking up to day 2
09.00 – 09.15	Introduction to action and activity plan
09.15 – 10.30	Group brainstorming exercise Strategic implementation under policy compliance (Mission and Leadership)
	<ul style="list-style-type: none">- Setting goals- Setting objectives- Setting targets- Translating goals, objectives, and targets into action and activity plans in accordance with vision and policy (exercise and presentation of results and comments)- Setting indicators and finding appropriate approach for implementation (exercise and presentation of results and comments)
10.30 – 10.45	<i>Coffee break</i>
10.45 – 12.00	Short lecture and exercise

	Analysis and implementation steps of action and activity plans: Indicator and impact analysis (exercise, presentation of results and comments)
12.00 – 13.00	<i>Lunch break</i>
13.00 – 13.30	Lecture Internal cooperation and coordination (Mission-related) and link up with Team building
13.30 – 14.00	Lecture Team Building and leadership in organization 1. Impact of teamwork in project implementation 2. Perception and acceptance
14.00 – 14.30	Role play Team building and leadership for CBM implementation
14.30 – 14.45	<i>Coffee Break</i>
14.45 - 15.15	Lecture Team Building and leadership in organization (continued) 3. Appropriate use of teamwork as a tool/option in project implementation 4. Team itinerary and intra project cooperation
15.15 - 15.45	Role play Facilitation and mediation for CBM implementation
15.45 – 16.00	Wrap-up and preparation for day 3

Day 3

08.30 – 08.45	<i>Registration</i>
08.45 – 09.00	Wrap-up of day 2 and linking up to day 3
09.00 – 10.30	Short introduction Strategic implementation of CBM considering link-up to decision-makers and communities 1. Organizational set-up of the administration to implement CBM/ Selection of community 2. SWOT/ Best Alternative To No Alternatives (BATNA) of conflict Role play Organizational set-up and presentation of results
10.30 – 10.45	<i>Coffee break</i>
10.45 – 12.00	Short introduction Strategic implementation of CBM considering link-up to decision-makers and communities (continued) 3. Systems and patterns of management and coordination 4. Implementation matrices on the public participation level

	Role play
	Coordination structures and presentation of results
12.00 – 13.00	<i>Lunch break</i>
13.00 – 13.45	Lecture
	Working with communities under CBM: Joining forces for CBM implementation with involved parties
	- Mediation
	- Cooperation and coordination under one common strategy
	- Networking (joining organizational setups of administration, leadership, and communities)
13.45 – 15.00	Role play
	Working with communities under CBM
15.00 – 15.15	<i>Coffee Break</i>
15.15 - 16.00	Presenting role play results
16.00 - 16.30	Lessons Learnt session
16.30	<i>Closing ceremony</i>

Curriculum process-sessions (☑) with outline session plans

Curriculum 2, Target group 2: Local administration as implementers, Day 1

Outline Session Plan

(List of handouts and checklists in the attachment of the curriculum)

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Warm-up	Team building, games		15 Min.
1. Waste management General overview of SWM practices on household level	Lecture & Moderation, Large Group		15 Min.
<ul style="list-style-type: none"> ➤ What municipalities do ➤ Consumer buying behavior ➤ What can be done ➤ What should be done ➤ Problems associated with sanitary landfill 	Preparation for group discussions and role play	Handouts 1, 2, 3, & 4 Slide Checklist 1	
2. A case study on Phitsanulok	Lecture & Moderation, Large Group		60 Min.
<ul style="list-style-type: none"> ➤ What is CBM 	Preparation for group discussion and role play	Handouts 5 & 6	20 Min.
<ul style="list-style-type: none"> ➤ Why CBM ➤ What can be achieved with/without CBM ➤ Internal factors ➤ External factors ➤ Legal issues ➤ Pitfalls in implementation ➤ Limitations of CBM 	Presentation and Q & A	Slide	6 units roughly equal in length

3. Building sense of Consciousness and awareness within communities regarding waste management	Short introduction for preparation for role play I and II		30 Min., 3 units roughly equal in length
<ul style="list-style-type: none"> ➤ For leaders ➤ For administrations ➤ For communities 		Handout 7 checklist 2	

4. Separation of powers, roles and responsibility	Short introduction/ Group brainstorming exercise / role play I		60 Min., 3 units roughly equal in length
<ul style="list-style-type: none"> ➤ Policy-makers ➤ Feedback, monitoring agents ➤ Facilitation 	Brainstorming exercise / role play I	Flip chart / Slide overhead Transparency (OT) / transparencies / Soft board (Zopp case)	

5. Comment to role play		Soft board (Zopp case)	15 Min.
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6. Concept of PPP and WTP	Short introduction preparation for role play II		
<ul style="list-style-type: none"> ➤ Why fee collection is needed ➤ Why CBM needs PPP & WTP 	Brainstorming exercise / role play II	Flip chart/ Slide overhead Transparency (OT) / transparencies / Soft board (Zopp case) Handout 8 & 9 checklists 3 & 4	45 Min., 2 units roughly equal in length

7. Polluter Pays Principles & Willingness To Pay for Cleanliness	Role play with identified roles	Soft board (Zopp case)	60 Min.
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8. Overall strategic planning with emphasis on indicators	Short overview preparation for group exercise and role play	Flip chart / Slide OT / transparencies / Soft board (Zopp case)	30 Min.
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9. Analysis of role play results under aspects strategic planning	Comment	Soft board (Zopp case)	45 Min.
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Curriculum process-sessions:

Warm-up (first event of the training)

1. Get the participants to know each other
2. Assess the local urban frame as relevant for Solid Waste Management (SWM) and Community Based Management of Solid Waste (CBM) and the session topics
3. Introduce the training out-line in its relevance to a local CBM frame

Aspects of Solid Waste Management

(Day 1, 09.00 - 09.30)



Learning objectives:

At the end of this session, the participants should be able to

1. Understand the general overview of SWM practices on the household level and everyday practices of SWM
2. Appreciate the concept of "pollution prevention" rather than "pollution control"
3. Understand that sanitary landfills are the last alternatives for solid wastes management
4. Communicate on and explain the link between SWM and CBM to implementers (municipal staffs and community leaders)



Link to the learning concept

A basic pre-condition to practice municipal CBM is comprehension of how it links to SWM. Therefore, participants in the training should:

- ➔ Understand about the definition of SWM
- ➔ Understand the problems associated with SW
- ➔ Understand CBM as an alternative in dealing with the problems of solid wastes within the context of municipalities

Topics of the session:

- A. General overview of SWM practices on household level
- B. Solid wastes management at the household level
- C. Municipality's practice in pursuing SWM
- D. Solid wastes management practices that can be done
- E. Solid wastes management practices that should be done

- F. Pollution prevention principles and 5 R's
- G. Problems associated with sanitary landfills

Tools / Skills / Concepts taught should focus on:

- ❖ Emphasize “pollution prevention principles” instead of pollution control and related indicators
- ❖ Sanitary landfills as the last options to solid wastes management practices
- ❖ Impact of vision and policy on SWM practices



Suggested Implementation Steps:

1. Give a general outline, but clear overview of SWM and emphasize links to the CBM concept
2. Show how CBM can be an integrated part of SWM that participants can use to introduce change to their present municipal's SWM campaigns / projects / undertakings, etc

Main or additional learning objectives enhanced by handouts and checklists

Waste Management

**Handouts 1, 2, 3, & 4
Checklist 1**

Handouts contain information helping to better:

1. Understand the general overview of SWM practices on the household level and everyday practices of SWM
2. Apply the “sustainable development” concept to the issue of SWM,
3. Apply the management options of SWM under the community-based management (CBM)
4. Appreciate the concept of “pollution prevention” rather than “pollution control”
5. To understand the physical, societal, structural and environmental problems associated with sanitary landfills
6. Understand that sanitary landfills are the last alternatives for solid wastes management

Checklist contains process steps to:

1. Appreciate the concept of “pollution prevention” rather than “pollution control”

A Case Study on Phitsanulok

(Day 1, 09.30 -10.30)



Learning objective:

At the end of this session, the participants should be able to

1. Understand the meaning of CBM with regard to SWM and its components
2. Understand what constitutes the opportunity applying CBM for a municipality's SWM
3. Understand the limitations and extent in applying CBM as a SWM component



Link to the learning concept:

CBM is the process whereby SWM can be achieved with greater public participation as well as minimization of costs to municipalities. Therefore, the case study of Phitsanulok will enable local politicians and decision-makers to understand the following:

- What is CBM in respect to solid wastes management
- What can be achieved with and without CBM
- The legal issues involve with solid wastes management practices
- The pitfalls of implementing CBM to solid wastes management practices
- The limitations and extent that CBM can be applied
- What is the difference in SWM vision and policy in their municipalities when compared to CBM in Phitsanulok

Topics of the session:

- A. CBM in waste recycling, waste reduction program, etc.
- B. Implementation of CBM in municipalities
- C. Pitfalls of CBM implementation
- D. Limitations of CBM implementation

Tools / Skills / Concepts taught should focus on:

- ❖ Existing SWM approach in Phitsanulok City Municipality
- ❖ Lessons learnt from Phitsanulok City Municipality's experience in SWM through CBM



Suggested Implementation Steps:

1. Give a general overview of CBM that is used by Phitsanulok City Municipality, including the (positive) results from implemented projects
2. Focus on the process of how Phitsanulok builds and creates teamwork and support measures for CBM

3. Point out how Phitsanulok communicates CBM as a component of SWM to municipal implementers and voters
4. Show the Phitsanulok process steps in adopting key principles such as vision setting, policy formulation, teamwork, synergy, motivation, empowerment, etc
5. Conclude with the ways, approaches, methods and indicators that are implemented to support CBM as a result of cooperation between stakeholders in Phitsanulok

Main or additional learning objectives enhanced by handouts and checklists



A Case Study on Phitsanulok

Handouts 5 & 6

Handouts contain information helping to better:

1. Understand why it is essential to use CBM in applying SWM in municipalities
2. Understand the limitations and extent in applying CBM with SWM practices

Building Sense of Consciousness and Awareness Within Communities Regarding Waste Management

(10.30 -11.00)



Learning objective:

At the end of this session, the participants should be able to

1. Be aware of the nature and problems associated with solid wastes
2. Transfer the knowledge of solid wastes management (among municipal staffs, communities, and the general public)
3. Build sense of consciousness and awareness in terms of solid wastes management among communities and their leaders



Link to the learning concept:

- ➔ Building awareness and social consciousness on SWM cannot be imposed upon the people / public by decree, but must be gradually embedded in the community projects and activities

Topics of the session:

- A. Overview of solid waste problems
- B. Good / effective SWM practices
- C. How to overcome solid waste problems
- D. Self-initiation and CBM to SWM
- E. Benefits of CBM towards SWM

Tools / Skills / Concepts taught should focus on:

- ❖ How to recognize and correctly identify the type of knowledge needed in communities to better understand the SWM/CBM context
- ❖ How to translate SWM facts into activities linked to local social community structure
- ❖ How to find potential partners for the implementation of initiatives based on community values and traditions



Suggested Implementation Steps:

1. Show the consequences of inappropriate SWM practices and the solid waste problems at the local level
2. Options for SWM (emphasizing the need of CBM)
3. Emphasize that SWM does not mean high employment of the state of the art technologies. State of the art technologies to SWM would only mean high budgeting cost. The best alternative of SWM is the usage of CBM approach

4. Emphasize guidelines / approaches of how CBM of SWM can be transferred to community leaders and surrounding communities

Main or additional learning objectives enhanced by handouts and checklists

Building Sense of Consciousness and Awareness Within Communities Regarding Waste Management

**Handout 7
Checklist 2**

Handout contains information helping to better:

1. To be aware of the problem of solid wastes,
2. To transfer the knowledge of SWM (among municipal staffs, communities, and the general public)
3. Build the sense of awareness in terms of SWM among communities and their leaders
4. To apply public participation in initiating partners
5. To use public participation as a tool for finding partners for implementation of initiatives

Checklist contains process steps to:

1. Better achieve a sense of consciousness regarding waste within the administration and potential / actual CBM communities

Separation of Powers, Roles and Responsibilities between different parties

(11.00 -12.00, with role play I)



Learning objectives:

At the end of this session, the participants should be able to

1. Understand the separation of powers, roles and responsibility between local politicians, administrators, communities, and private sector collaboration in regard to SWM/CBM
2. Understand the roles of stakeholders/involved parties in building awareness and social consciousness



Links to learning concept:

On dealing with SWM there are many responsible parties involved. Each party has its unique roles and responsibilities, which varies according to each one's position and power. Therefore, participants in the training should:

- ➔ Fully comprehend the separation of power, roles and responsibilities between different parties and this separation can contribute / hinder the development of a project like CBM
- ➔ Understand the stake and interest that each position holds and the interdependencies thus created with regard to CBM

Topics of the session:

- A. Separation of powers, roles and responsibilities of four parties:
 - i. Local politicians and decision-makers
 - ii. Administration or CBM implementers
 - iii. Communities
 - iv. Private sector
- B. The differences of each party's interests, scope of responsibilities, and authority of power towards SWM and CBM

Tools / Skills / Concepts taught should focus on:

- ❖ Emphasizing and respecting the difference in interests and stakes among the four target groups of power to the advantage of CBM
- ❖ Understand the differences above and find most appropriate measures and approaches to build each group's sense of consciousness and awareness with regard to SWM and CBM



Suggest Implementation Steps:

1. Identify the differences between each power positions in regards to SWM practices
2. Ask for contributions from participants as to what they see as each group's differences in power, roles and responsibilities
3. Analyze these differences in order to connect the common ground in working towards SWM within their municipalities

Group Role Play Exercise (I) on **Separation of Powers, Roles and** **Responsibilities between different** **parties**



Special didactical objective of this session:

Participants should learn how differing interests lead to differing objectives in planning, activities and types of operation. The exercise provides an opportunity to fine-tune administrative activities to be in accord with as many stakeholders as possible, while simultaneously not neglecting the overall SWM objective of the municipality.

Activity 1: Day 1 (11.15 – 12.00) 45 minutes

General topic:

**Separation of power, roles and responsibility between politicians,
administrators, communities and private sector collaboration**

Activity Characteristics / Session Design:

- ❖ Brainstorming in assigned sub group
- ❖ Presentation of each role's consensus
- ❖ Comments and suggestions by moderator and trainer

Activity Objectives:

During the group activity participants will be able to:

- ❖ Exchange concepts, viewpoints, experiences and ideas in regards to building awareness and social consciousness in regards to the use of CBM for SWM
- ❖ Analyze and consider the role of stakeholders / involved parties in their roles of supporting how to build awareness and social consciousness at three levels:

- i. Local politicians / decision makers
 - ii. Municipal implementers
 - iii. Communities and their leaders
 - iv. Private sector enterprise
- ❖ Reach common ground or understand between each position power in regards to how to contribute to SWM

Expected Outputs:

- ❖ Obtain the draft roles and duties of the three levels of separation of powers: local politicians / decision-makers, municipal implementers; and community leaders
- ❖ Learn from the experiences of other groups of the analysis of the roles of the three groups

Training Materials:

Each of the three groups will be equipped with the following training materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, 10 participants to a group



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Trainer / moderator guides participants on how to set roles and duties between the three level of power, and to analyze each of their roles
- ❖ Divide participants into groups of 10 for brainstorming practical exercise (Remark: In each group, the following responsibilities should be assigned (1) group leader, (2) group secretary, including (3) group presenter(s))
- ❖ During the brainstorming exercise, bear in mind “the strong point of each level of power”
- ❖ Presentation of group draft’s roles and duties of each level of power and explain the importance and reasons of each level of power
- ❖ Lecturer concludes the results of group presentation, and provides recommendations and suggestions (if any)

Polluter Pays Principles & Willingness To Pay for Cleanliness

(Day 1, 13.15 -14.00)



Learning objectives:

At the end of this session, the participants should be able to

1. Understand the concept of “polluter pays principle”
2. Understand the concept of “willingness to pay”



Links to learning concept:

As each person has specific rights, he/she must not violate the right of others. Thus, it ought to be conceptually clear that:

- ➔ It is a fair practice that polluters must pay for cleaning
- ➔ The more waste someone produces, the more money must be paid for waste management
- ➔ Everyone must contribute to the municipality in accordance with this principle, in order to create a “livable and sustainable city”

Topics of the session:

- A. The Polluters Pay Principle as applicable to SWM/ CBM
- B. Willingness to Pay for Cleanliness as applicable to SWM/ CBM
- C. The Polluters Pay Principle and Willingness to Pay for Cleanliness as tools for building consciousness and creating social awareness in regard to SWM/CBM

Tools / Skills / Concepts taught should focus on:

- ❖ Equal responsibility principle (in human society)
- ❖ Fair share and “no free lunch” principle
- ❖ Environmental ethics / environmental justice
- ❖ Legal issues relating to solid waste practices



Suggested Implementation Steps:

1. Present case study / scenario questions relating to SWM
2. Obtain comments and suggestion from participants, concerning the presented case study
3. Lecturer draw conclusion from case study

Main or additional learning objectives enhanced by handouts and checklists



Polluter Pays Principles & Willingness To Pay for Cleanliness

**Handouts 8 & 9
Checklists 3 & 4**

Handouts contain information helping to better:

1. Understand the concept of "polluter pays principle"
2. Understand the concept of "willingness to pay"

Checklists contain process steps to:

1. Understand the concept of "polluter pays principle"
2. Understand the concept of "willingness to pay"

1. Group Role Play Exercise (II)
Polluter Pays Principles & Willingness To
Pay for Cleanliness
(Day 1, 14.00 – 15.00)



Special didactical objective of this session:

As a continuation of role play I one, this exercise provides an opportunity to practice translating administrative approaches towards different stakeholders into a frame-work that provides space for the introduction of CBM as one approach of SWM concepts and administrative duties. Such a frame should have direct links to PPP and WTP.

Activity 2: Day 1 (14.00 – 15.00) 60 minutes

General topic:

Roles and responsibility between politicians, administrators, communities and private sector collaboration under the Polluters Pay Principle, and willingness to pay for cleanliness

Activity Characteristics / Session Design:

- ❖ Brainstorming in small (sub) groups
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity participants will be able to:

- ❖ Exchange concepts, viewpoints, experiences and ideas in regards to building awareness and social consciousness in regards to the use of CBM for SWM
- ❖ Analyze and consider the role of stakeholders / involved parties in their roles of supporting how to build awareness and social consciousness at three levels:
 - i. Local politicians / decision makers
 - ii. Municipal implementers
 - iii. Communities and their leaders
 - iv. Private sector enterprise
- ❖ Reach common ground or understand between each position power in regards to how to contribute to SWM

Expected Outputs:

- ❖ Obtain the draft roles and duties of the three levels of separation of powers: local politicians / decision-makers, municipal implementers; and community leaders
- ❖ Learn from the experiences of other groups of the analysis of the roles of the four groups

Training Materials:

Each of the three groups will be equipped with the following training materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, separate the participants into 4 groups. Each group is assigned with the following roles:
 - (i) Local politicians & decision-makers
 - (ii) Municipal implementers
 - (iii) Community leaders
 - (iv) Private sector enterprise



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Trainer / moderator guides participants on how to set roles and duties between the three level of power, and to analyze each of their roles
- ❖ Divide participants into four groups, as follows:
 - i. Local politicians / decision makers
 - ii. Municipal implementers
 - iii. Communities and their leaders
 - iv. Private sector enterprise
- ❖ During the brainstorming exercise, bear in mind “the strong point of each level of power”
- ❖ Presentation of group draft’s roles and duties of each level of power and explain the importance and reasons of each level of power
- ❖ Lecturer concludes the results of group presentation, and provides recommendations and suggestions (if any)

Strategic Planning With Emphasis on Indicators

(15.15 -15.45)



Learning objective:

At the end of this session, the participants should be able to

1. Understand basic terms, such as strategy, planning, and strategic management
2. Understand the need for developing a widely understood and accepted hierarchy of strategic intent, incorporating vision, mission, goals, and objectives
3. Understand how strategic management differs from management of individual functions, and how strategic management is of importance across functional as well as organizational levels



Links to learning concept:

- The nature and purpose of strategies and policies
- The planning process: a rational approach to goal achievement
- Strategic Planning as a process can be used to determine where a municipality wants to be in the future and how it will get there

Topics of the session:

- A. The nature and purpose of strategies and policies
- B. The key function: giving direction to plans
- C. The strategic planning process

Tools / Skills / Concepts taught should focus on:

- ❖ Analytic tools to further strategic planning
- ❖ Methods and concepts for identifying indicators
- ❖ The inclusion of concepts like for example PPP, WTP and People Participation



Suggested Implementation Steps:

1. Present an overview of the strategic planning process and its importance for the municipal development plans
2. Present the role, importance and impact of correctly / incorrectly defined indicators
3. Make participants familiar with the process of setting up indicators through an 'indicator setting' exercise
4. Draw conclusions from indicator setting exercise

Group Discussion
Analysis of role-play results under
aspects of strategic planning

(Day 1, 15.45 – 16.30)



Special didactical objective of this session:

This exercise should provide participants with a linkage between the individual stakeholders' roles and responsibilities, the translation of these roles into management concepts that guide SWM/CBM and finally understand how these factors are translated into strategic planning. This target group needs to be able to recognize visions and missions set by their superior decision makers in terms of strategic approach and how that should influence their attitude towards SWM stakeholders. The Analysis must prepare participants for the first topic of the following day 2 of the training, which is strategic implementation.

Activity 3: Day 1 (15.45 – 16.30) 45 minutes

General topic:

Analysis of role play results under aspects of strategic planning

Activity Characteristics / Session Design:

- ❖ Brainstorming in small (sub) groups
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity participants will be able to:

- ❖ Compare role play (I) to role play (II): the former is played without the knowledge or understanding of the Polluters Pay Principle and Willingness to Pay
- ❖ See the change in attitude after gaining the knowledge and understanding of the Polluters Pay Principle and Willingness to Pay
- ❖ See the extent of impact of the change in attitude

Expected Outputs:

- ❖ The differences in attitude between people who understand the concept of the Polluters Pay Principle and Willingness to Pay and those who do not

Training Materials:

Each of the three groups will be equipped with the following training materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, separate the participants into 2 groups



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Revise results of role play I and II
- ❖ Divide participants into two groups and assign them with the questions "What is the difference between role play I and II?", "Are there any changes?" and "What are they?"
- ❖ Present group's discussion result
- ❖ Lecturers conclude on the analysis of role play results under aspects of strategic planning and point out the differences detected from both role plays

**Curriculum 2, Target group 2:
 Local administration as implementers, Day 2**

Outline Session Plan

(List of handouts and checklists in the attachment of the curriculum)

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Wrap up of day 1 and linking to day 2	Summative lecture points		15 Min.
10. Introduction to action & activity plan	Lecture	Slide Handout 10 Checklist 5	15 Min.
11. Strategic implementation under policy compliance	Group brainstorming exercise: Strategic Implementation under policy compliance		75 Min., 5 units equal in length
<ul style="list-style-type: none"> ➤ Setting goals ➤ Setting objectives ➤ Setting targets ➤ Translate into action & activity plans ➤ Setting indicators & approach for implementation 	Short introduction in preparation to group discussion	Flip chart/ Slide overhead Transparency (OT)/ transparencies/ Soft board (Zopp case) Handout 11 Matrices 1 & 2	
12. Indicator and impact analysis	Short lecture, exercise: Analysis and implementation steps of action and activity plans: Indicators and impact analysis	Flip chart/ Slide overhead Transparency (OT)/ transparencies/ Soft board (Zopp case)	75 Min.
13. Internal cooperation & coordination	Short introduction to link taught sessions	Slide	30 Min.

14. Team building and leadership in organization	Lecture & moderation, large group and role play exercise	90 Min.
Preparation for role play		Handout 12 15 Min.
<ul style="list-style-type: none"> ➤ Impact of teamwork in project implementation ➤ Perception & acceptance ➤ Team building and leadership for CBM implementation 	Role play exercises: Team building and leadership for CBM implementation	Flip chart/ Slide overhead Transparency (OT)/ transparencies/ Soft board (Zopp case) A total of 30 Min., 3 units roughly equal in length
Preparation for role play		Checklist 6 & 7 15 Min.
<ul style="list-style-type: none"> ➤ Appropriate use of teamwork as a tool/option for project implementation ➤ Team itinerary & intra project cooperation ➤ Facilitation & mediation for CBM implementation 	Role play exercises Facilitation and mediation for CBM implementation	Flip chart/ Slide overhead Transparency (OT)/ transparencies/ Soft board (Zopp case) A total of 30 Min., 3 units roughly equal in length
Wrap-up and preparation for day 3		Soft board (Zopp case) 15 Min.

Action and Activity Plan

(Day 2, 09.00 - 09.15)



Learning objective:

At the end of this session, the participants should be able to

1. Understand the meaning and concept of action and activity plan
2. Understand the role and importance of action and activity plan in strategic planning
3. Plan, utilize and implement action and activity plan



Links to learning concept:

- Action and activity plan must be understood as tools that can be implemented practically
- The formulated action and activity plan must be consistent with local development plans and local budgets as reference frames

Topics of the session:

- A. Definition of action and activity plan
- B. Vision and policy implementation
- C. Application of action and activity plan
- D. Steps to action and activity plan
- E. How to fill out the analytical matrix

Tools / Skills / Concepts taught should focus on:

- ❖ The relevance between visions, objectives, goals, indicators, and opportunities/strategies
- ❖ Translation of strategies into implementation



Suggested Implementation Steps:

1. Illustration of terms and definitions
2. Explanation of how to transform vision to action plan
3. Components of resulting action

Main or additional learning objectives enhanced by handouts and checklists

Action and Activity Plan

**Handout 10
Checklist 5**

Handout contains information helping to better:

1. Understand the meaning and concept of action and activity plan
2. Understand the role and importance of action and activity plan in strategic planning

Checklist contains process steps to:

1. Arrive at a valid action and activity plan

Group Brainstorming Exercise
Strategic implementation under policy compliance
(Day 2, 09.15 – 10.30)



Special didactical objective of this session:

This session-exercise needs to bring participants to an understanding of how action and activity plans must be an extension of a policy and the principles it has adopted, for example PPP, if strategic implementation wants to be a direct and meaningful extension of a vision set for municipal development.

Activity 4: Day 2 (09.15 – 10.30) 75 minutes

**General topic:
Strategic implementation under policy compliance**

Activity Characteristics / Session Design:

- ❖ Brainstorming in small (sub) groups
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity participants will be able to:

- ❖ Exchange concepts, viewpoints, experiences and ideas in regards to how to translate vision and policy into strategic implementation
- ❖ Set goals, objectives, targets, indicators, approaches, outputs, units, duration, responsible divisions, and budget, in accordance with the set vision and formulated policy (through matrix exercise)
- ❖ Learn from real / actual experiences of matrix exercise

Expected Outputs:

- ❖ Participants are trained to be able to set goals, objectives, targets, indicators, approaches, outputs, units, duration, responsible divisions, and budget, in accordance with the set vision and formulated policy (through matrix exercise)

Training Materials:

Each of the three groups will be equipped with the following training materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

- ❖ Action and activity plan Worksheet, Strategic Plan Worksheet

Classroom Design:

- ❖ Small tables for group discussions, separate into at least 3 groups



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Participants are guided how to set goals, objectives, targets, indicators, approaches, outputs, units, duration, responsible divisions, and budget, in accordance with the set vision and formulated policy (in order to fill out the matrix exercise)
- ❖ Divide participants into groups for brainstorming practical exercise, with the emphasize of CBM (Remark: In each group, the following responsibilities should be assigned (1) group leader, (2) group secretary, including (3) group presenter(s))
- ❖ Presentation of group's agreed upon goals, objectives, targets, indicators, approaches, outputs, units, duration, responsible divisions, and budget, in accordance with the set vision and formulated policy
- ❖ Lecturer concludes the results of group presentation, and provides recommendations and suggestions (if any)

Main or additional learning objectives enhanced by handouts and checklists



Action and Activity Plan

Handouts 11

Matrix 1 & 2

Handouts contain information helping to better:

1. Understand implementation steps and importance of activity under a strategic action plan
2. The difference between planned and implemented process steps

Matrices provide formats for process steps to:

1. Plan, utilize and implement action and activity plan
2. How to fine-tune action and activity plans with a given policy

Analysis and implementation steps of action and activity plans

Indicator and Impact Analysis
(Day 2, 10.45 –12.00, with group exercise)



Learning objectives:

At the end of this session, the participants should be able to

1. Understand how indicators can be apply to action/activity plan
2. Analyze and define each step in action/activity plan



Links to learning concept:

- Emphasize that indicators play essential roles in determining success or failure of action/activity plan

Topics of the session:

- A. Characteristics of good indicator
- B. Steps of action/activity plan implementation

Tools / Skills / Concepts taught should focus on:

- ❖ The ability of Participants to set appropriate, reasonable and definable indicator for action/activity plan

Group Exercise on **Analysis and implementation steps of** **action and activity plans** Indicator and Impact Analysis



Special didactical objective of this session:

The success of any strategic implementation depends on the extent to which it is understood and verifiable in its process. Correctly chosen indicators not only support realistic planning, goals, targets and implementation (among other aspects), but also provide the administration with a tool to correctly assess the impact of their policy implementation.

Thus, the analysis of this session must introduce an understanding of indicators as a major instrument in need constant adaptation due to the impact that a strategic implementation creates. Once a certain goal or target of a vision is realized an analysis process should be able to verify the validity of indicators applied in the past. Good action and activity plans consider potential impact of policy in advance by choosing indicators that can be adapt with a project's progress.

Activity 5: Day 2 (11.00 – 12.00) 60 minutes

General topic:
Analysis and implementation steps of action and activity plan

Activity Characteristics / Session Design:

- ❖ Brainstorming in small (sub) groups
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity participants will be able to:

- ❖ Learn how to write up and organize action/activity plan
- ❖ Implement action/activity plan
- ❖ Apply action/activity plan for SWM/CBM project

Expected Outputs:

- ❖ Detail action/activity plan matrix
- ❖ Indicators set-up

Training Materials:

Each of the three groups will be equipped with the following training materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies
- ❖ Action and activity plan Worksheet, Strategic Plan Worksheet

Classroom Design:

- ❖ Small tables for group discussions, separate into at least 3 groups



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Trainer/moderator guides participants on how to carry out the trainer exercise
- ❖ Trainer explains each column of the action/activity matrix and what are required from participants
- ❖ Divide participants into groups for action/activity matrix exercise
- ❖ During the group exercise, bear in mind “the characteristics of good indicator” and apply what participants have learnt from the short lecture given by the trainer
- ❖ Presentation of group’s agreed upon matrix
- ❖ Trainer concludes the results of group discussion, and provides reasons and suggestions (if any)

Internal Cooperation and Coordination (Mission-related) linked with Team Building

(Day 2, 13.00 -13.30)



Learning objective:

At the end of this session, the participants should be able to

1. Understand and conceptualize organization's overview (duties and responsibilities of each department and divisions) in order to create "leeway" in information exchange
2. Defy and clarify pathways for internal cooperation and coordination implementation
3. Create internal teamwork within organization



Links to learning concept:

- ➔ The importance of sharing organizational values and vision
- ➔ The importance of informational dissemination (within and outside organization)

Topics of the session:

- A. How to build team and create efficient teamwork among team members
- B. Interpersonal skills of team leaders and members

Tools / Skills / Concepts taught should focus on:

- ❖ Team building
- ❖ Interpersonal skills
- ❖ Understanding the overview of organization



Suggested Implementation Steps:

1. Show / indicate the importance organizational structure
2. See the linkage of organizational structure and internal cooperation and coordination
3. Show / indicate approaches to internal cooperation and coordination

Team Building and Leadership in Organization

(Day 2, 13.30 -15.45, with group exercise)



Learning objective:

At the end of this session, the participants should be able to

1. Understand the impact of teamwork in project implementation
2. Understand the perception and acceptance of people in the team
3. Understand the appropriate use of teamwork as a tool / option for project implementation
4. Understand team itinerary and intra project cooperation



Links to learning concept:

- ➔ Administrative implementers must be leaders for their staffs and correctly function as an extension of the municipal vision. This dual role requires that heads of municipal implementing agencies can not only direct and lead a team of sub-ordinates, but also understand themselves as members of the bigger overall municipal team to implement a vision
- ➔ Stress the link between ex-officio leadership and personal leadership

Topics of the session:

- A. Team building and leadership
- B. Roles of leaders in creating and building teamwork within the organization
- C. The team constituted by leaders of different municipal implementing agencies

Tools / Skills / Concepts taught should focus on:

- ❖ Impact of teamwork
- ❖ How to build an efficient and workable team
- ❖ How to build a coalition that can make change happen
- ❖ How to find the right people
- ❖ How to create trust
- ❖ How to develop a common goal
- ❖ How to put together the coalition



Suggested Implementation Steps:

1. Illustrate the impact of teamwork
2. Show how to build a team
3. Discuss teamwork within a hierarchy

Role Play on Analysis and implementation steps of action and activity plans, Part 1



Special didactical objective of this session:

Teamwork has a specific impact on project implementation and is different from work in a group. Perception and acceptance of roles needed within a strategic implementation process must build an understanding of the objectives, goals and targets that supercedes existing and not team-conform working structures. Teamwork must firmly include the communities as an important component of CBM.

Activity 6: Day 2 (14.00 – 14.30) 30 minutes

General topic:
Building teamwork for CBM implementation

Activity Characteristics / Session Design:

- ❖ Brainstorming in small (sub) groups
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity participants will be able to:

- ❖ Exchange concepts, viewpoints, experiences and ideas in regards to how to build / create teamwork in accordance with the AIC Principle (Appreciation, Interaction, and Commitment)
- ❖ Practice how to set guidelines and approaches to team building, by emphasizing of organizational shared values in teamwork

Expected Outputs:

- ❖ Participants will be able to create shared organizational values that lead to the success of teamwork
- ❖ Participants will know how to implement teamwork

Training Materials:

Each of the three groups will be equipped with the following training materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, separate into at least 3 groups



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Trainer / moderator guides participants on how to build / create teamwork by using the AIC Principle
- ❖ Divide participants into groups of 10 for brainstorming practical exercise, with the emphasize of CBM (Remark: In each group, the following responsibilities should be assigned (1) group leader, (2) group secretary, including (3) group presenter(s))
- ❖ Presentation of group's agreed upon guidelines and approaches to team building and teamwork
- ❖ Lecturer concludes the results of group presentation, and provides recommendations and suggestions (if any)

Main or additional learning objectives enhanced by handouts and checklists



Team Building and Leadership in Organization

Handout 12

Handout contains information to help to better:

1. Understand the impact of teamwork in project implementation
2. Understand the perception and acceptance of people in the team
3. Understand the appropriate use of teamwork as a tool / option for project implementation
4. Understand team itinerary and intra project cooperation

Role Play on Analysis and implementation steps of action and activity plans, Part 2



Special didactical objective of this session:

The implementing agency is always part of a larger teamwork effort that incorporates the leadership and decision-making level, as well as the local communities as part of CBM. The ability to facilitate and mediate conflicts between any involved parties is an indicator of how successful the implementing level understands itself as part of a bigger overall municipal team to implement a vision. Thus, to enable the implementing agency to act as buffer between – at times – conflicting interests within the CBM implementation process itself, will strongly contribute to the overall success of CBM within a municipality.

Activity 6: Day 2 (15.15 – 15.45) 30 minutes

General topic:
Conflict Mediation in Communities

Activity Characteristics / Session Design:

- ❖ Brainstorming in small (sub) groups
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity participants will be able to:

- ❖ Formulate their expectations on team discipline and its structure
- ❖ Exchange concepts, viewpoints, experiences and ideas in regards to how to facilitate and mediate internal conflicts and conflicts within communities if they impact on CBM implementation
- ❖ Practice how to facilitate and mediate conflicts in communities with regard to overall municipal objectives

Expected Outputs:

- ❖ Participants will understand the team-dynamics inherent in a multi-level cooperation while implementing CBM
- ❖ Participants will understand the meaning of 'leading without leading'
- ❖ Participants will be able to settle CBM related disputes within their agency and facilitate communities in conflict management through the employment of mediation technique

Training Materials:

Each of the three groups will be equipped with the following training materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, separate into a number of at least 3 groups



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Trainer / moderator guides participants on how to mediate (environmental) conflicts in communities
- ❖ Trainer give a case study (or hypothetical case study) of environmental conflict within a community, and ask the participants to solve such conflict
- ❖ Divide participants into groups of 10 for brainstorming practical exercise, with the emphasize of CBM (Remark: In each group, the following responsibilities should be assigned (1) group leader, (2) group secretary, including (3) group presenter(s))
- ❖ Presentation of group's agreed upon on how to solve community conflicts through mediation
- ❖ Lecturer concludes the results of group presentation, and provides recommendations and suggestions (if any)

Main or additional learning objectives enhanced by handouts and checklists



Team Building and Leadership in Organization

Checklists 6 & 7

Checklists contain process steps to:

1. Implement the appropriate use of teamwork as a tool / option for project implementation
2. Correctly utilize teambuilding within a specific organizational culture and strategy

**Curriculum 2, Target group 2:
 Local administration as implementers, Day 3**

Outline Session Plan

(List of handouts and checklists in the attachment of the curriculum)

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Wrap up of day 2 and linking to day 3	Summative lecture points	Soft board (Zopp case)	15 Min.
15. Strategic implementation of CBM	Lecture and moderation, large group and role play exercise		165 Min.
Short introduction and preparation to role play		Handout 13 &14	15 Min.
<ul style="list-style-type: none"> ➤ Organizational set-up of the administration to implement CBM/ Selection of community ➤ SWOT/BATNA ➤ Organizational set-up 	Role play/ Presentation of results	Flip chart/ Slide overhead Transparency (OT)/ transparencies/ Soft board (Zopp case)	75 Min., 3 units roughly equal in length
Short introduction and preparation to role play			15 Min.
<ul style="list-style-type: none"> ➤ Systems & patterns of management & coordination ➤ Implementation matrices on the public participation level ➤ Coordination structures 	Role play/ Presentation of results	Flip chart/ Slide overhead Transparency (OT)/ transparencies/ Soft board (Zopp case)	60 Min., 3 units roughly equal in length
16. Working with communities under CBM	Lecture and moderation, large group and role play exercise		135 Min.
Short introduction and preparation to role play		Handout 15, 16, 17, and 18	15 Min.

<ul style="list-style-type: none"> ➤ Mediation ➤ Cooperation & coordination under one common strategy ➤ Networking ➤ Working with communities under CBM 	Role play	Flip chart/ Slide overhead Transparency (OT)/ transparencies/ Soft board (Zopp case) Checklist 8	120 Min., 4 units roughly equal in length
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17. Lessons learnt session	Questionnaire	Soft board (Zopp case)	30 Min.
<ul style="list-style-type: none"> ➤ "Knowledge" ➤ "Personal skills" ➤ "CBM skills" ➤ "Attitude" 			4 units roughly equal in length

Strategic Implementation of CBM **(considering link-up to Decision-Makers and Communities)** (Day 3, 09.00 -12.00)



Learning objectives:

At the end of this session, the participants should be able to

1. Understand the organizational set-up of the administration to implement CBM and comprehend conditions in communities that lead to their selection and/or establishment to take part in CBM
2. Explain and understand the concept of SWOT Analysis and BATNA in resolving conflicts
3. Understand the systems and patterns of management and coordination



Links to learning concept:

- It must be understood that a community and its organizations can decisively contribute to implementing plans and activities outlined by a municipal administration
- The communal conditions must blend with the municipal set-up of CBM project implementation and be able to strengthen both the municipal waste management effectiveness and the community's internal structure and activities
- To open a community's potential as a waste management unit for the municipality, it is important to share ideas and concepts as well as values employed for CBM

Topics of the session:

- A. Municipal organization setup for CBM implementation with regard to the leadership level and communities, alike
- B. SWOT analysis
- C. BATNA as tools for strategic implementation of CBM

Tools / Skills / Concepts taught should focus on:

- ❖ How to set up community organizations under CBM
- ❖ How to select communities for CBM
- ❖ Understanding the buffer-role of the implementing level between leadership vision and community potential



Suggested Implementation Steps:

1. Introduce organization methods
2. Guide to activity

Role Play on **Strategic Implementation of CBM,** **Part 1**



Special didactical objective of this session:

Participants should consider that both, the leadership level and the communities might – at times – have differing ideas on priorities and immediate goals. The successful set-up of CBM depends on the implementing level choosing appropriate communities, e.g., communities already supporting other municipal activities. ‘Least resistance’ to the CBM concept is preferable to radical change.

Activity7: Day 3 (09.15 – 10.30) 75 minutes

General topic: Community Setup for CBM Activities

Activity Characteristics / Session Design:

- ❖ Brainstorming in small (sub) groups
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity participants will be able to:

- ❖ Exchange concepts, viewpoints, experiences and ideas in regards to how to set up communities and community organizations
- ❖ Practice how to set up adequate municipal structure for CBM implementation in accordance with the role of the implanting level
- ❖ Use SWOT analysis and BATNA as tools for strategic implementation of CBM

Expected Outputs:

- ❖ Participants will be able to find means and approaches on how to set up communities, as well as, to select communities for SWM through CBM practices
- ❖ Participants will be able to apply SWOT Analysis and BATNA in community selection for CBM practices

Training Materials:

Each of the three groups will be equipped with the following training materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, separate into a number of at least 3 groups



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Trainer / moderator guides participants on how to carry out the training exercise
- ❖ Divide participants into groups of 10 for brainstorming practical exercise, with the emphasize of CBM (Remark: In each group, the following responsibilities should be assigned (1) group leader, (2) group secretary, including (3) group presenter(s))
- ❖ During the brainstorming exercise, bear in mind “the strong point of this exercise”
- ❖ Presentation of group’s agreed upon solutions
- ❖ Lecturer concludes the results of group presentation, and provides recommendations and suggestions (if any)

Role Play on

Strategic Implementation of CBM, Part 2



Special didactical objective of this session:

Once a number of communities have been identified to participate under CBM, management and coordination activities have to be streamlined/adapted to make the initial CBM activities sustainable.

Activity 8: Day 3 (10.45 – 12.00) 75 minutes

General topic:

Strategic Implementation of CBM

Activity Characteristics / Session Design:

- ❖ Brainstorming in small (sub) groups
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity participants will be able to:

- ❖ Find systems and patterns of management and coordination for strategic implementation of CBM
- ❖ Use PP as an option for strategic implementation of CBM

Expected Outputs:

- ❖ The participants will be able to strategically set structures and action plan for CBM implementation.

Training Materials:

Each of the three groups will be equipped with the following training materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, separate into a number of at least 3 groups



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Trainer / moderator guides participants on how to strategically implement CBM
- ❖ Divide participants into groups of 10 for brainstorming practical exercise, with the emphasize of CBM (Remark: In each group, the following responsibilities should be assigned (1) group leader, (2) group secretary, including (3) group presenter(s))
- ❖ During the brainstorming exercise, bear in mind "the strong point of this exercise"
- ❖ Presentation of group's agreed upon solutions
- ❖ Lecturer concludes the results of group presentation, and provides recommendations and suggestions (if any)

Main or additional learning objectives enhanced by handouts and checklists

Strategic Implementation of CBM considering link-up to Decision-Makers and Communities

Handouts 14 & 15

Handouts contain information helping to better:

1. Explain and understand the concept of SWOT Analysis and BATNA in resolving conflicts
2. Able to implement matrices on the public participation level

Working with communities under CBM

(Day 3, 13.00 – 16.00)



Learning objectives:

At the end of this session, the participants should be able to

1. Find means, ways, and approaches in joining with communities for CBM implementation
2. Cooperate and coordinate with local politician/ decision makers and community leaders to work under one common strategy



Links to learning concept:

- ➔ Successful cooperation between administration and public in cooperation with administrative leadership
- ➔ Join forces for CBM implementation with various involved parties

Topics of the session:

- A. Facilitation
- B. Mediation
- C. Cooperation
- D. Networking

Tools / Skills / Concepts taught should focus on:

- ❖ Implementers must be able to act as liaison persons between local politicians/ decision-makers and community level
- ❖ Implementers as facilitators and mediators between local politicians/ decision-makers and community level



Suggested Implementation Steps:

1. Explain means, methods, and approaches for (both internal and external) cooperation and coordination)
2. Ask participants for appropriate approaches to cooperation and coordination that they have done from past experience
3. Pros and cons of each suggested cooperation and coordination approaches
4. Suggest and approaches for implementers as facilitators and mediators

Role Play on **Working with communities under CBM**



Special didactical objective of this session:

Role play in this exercise will lead participants through a number of 'critical' situations, e.g., conflicting demands towards CBM by involved parties, where decisions have to be made by participants to support the sustainability of the CBM model proposed in previous exercises/role plays.

Activity 9: Day 3 (13.45 – 15.00) 75 minutes

General topic: Working with communities under CBM

Activity Characteristics / Session Design:

- ❖ Brainstorming in small (sub) groups
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity participants will be able to:

- ❖ Exchange concepts, viewpoints, experiences and ideas in creating intra community cooperation and community network with emphasize on creating 3H (Hands, Heads, Hearts)
- ❖ Practice how to build up intra community cooperation and community networking

Expected Outputs:

- ❖ The participants will be able to outline cooperation within their immediate community, as well as cooperation between municipality and community

Training Materials:

Each of the three groups will be equipped with the following training materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, separate into a number of at least 3 groups



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Trainer / moderator guides participants on how to strategically implement CBM
- ❖ Divide participants into groups of 10 for brainstorming practical exercise, with the emphasize of CBM (Remark: In each group, the following responsibilities should be assigned (1) group leader, (2) group secretary, including (3) group presenter(s))
- ❖ During the brainstorming exercise, bear in mind “the strong point of this exercise”
- ❖ Presentation of group’s agreed upon solutions
- ❖ Lecturer concludes the results of group presentation, and provides recommendations and suggestions (if any)

Main or additional learning objectives enhanced by handouts and checklists



Working with Communities under CBM

Handouts 16, 17 & 18

Handouts contain information helping to better:

1. To be able to apply mediation in working with communities under CBM
2. Understand the roles and importance of networking under one common strategy
3. Implement guidelines on People Participation

Lessons Learnt

(Day 3, 16.00 -16.30)

Learning objective:

At the end of this session, the participants should be able to

1. Revise what was learnt during the 3 days workshop
2. Clarify topics / concepts / results of practical exercises that need further explanations
3. Apply what they have learnt to solve the problems that they are facing locally, and the steps in which they can apply such solutions

Expected Accomplishments (KSA Concept):

In terms of "Knowledge"

SWM

CBM

The scope and limitation of CBM

The concept of "polluter pays principle" and "willingness to pay"

The concept of "SWOT" and "BATNA"

Strategic thinking principles

Cooperation and coordination principle

In terms of "Personal Skills"

Ability to build a sense of consciousness and awareness among themselves and communities participating in CBM

Strategic planning with an emphasis on indicators

Ability to translate a strategic approach into activity and action plans

Inter-cooperation and coordination among decision-makers, staff and communities

Facilitation and mediation techniques

In terms of "CBM Skills"

Team building in organization

Facilitation and mediation under CBM implementation

Organizational set up / selection of community

Application of SWOT under CBM implementation

Networking under CBM implementation

In terms of "Attitude"

Coordinate social consciousness between local politicians / decision-makers and communities

The role of coordinator and liaison

Attachment

Summary lists of handouts and checklists

Handouts:

Handouts are intended to be supplementary information on training contents

Handout 1

Fundamental SWM for households

Handout 2

Sustainable Development applying to SWM

Handout 3

Problems associated with sanitary landfills

Handout 4

Management options for CBM

Handout 5

A Case study on Phitsanulok

Handout 6

Concept of pollution prevention

Handout 7

Building awareness among communities

Handout 8

Concept of Polluters Pay Principle

Handout 9

Concept of Willingness to Pay

Handout 10

Roles and importance of action/activity plan

Handout 11

Strategic planning process: Steps and importance

Handout 12

Roles and importance of teamwork for policy implementation

Handout 13

Concept of SWOT analysis and stakeholder analysis

Handout 14
Concept of Better Alternative to No Alternative

Handout 15
Concept of Mediation

Handout 16
The roles and importance of Public participation

Handout 17
Principle of Networking

Handout 18
Working with Communities under CBM

Checklists:

Checklists on the most important definitions and management steps in
Leadership Skills and Techniques to aid CBM implementation

Checklist 1
Pollution Prevention VS Pollution Control

Checklist 2
Building sense of consciousness

Checklist 3
Polluters Pay Principle

Checklist 4
Willingness to pay

Checklist 5
5ws+H for Action plan

Checklist 6
Appropriate use of teamwork

Checklist 7
Teambuilding, organizational cultures and strategy

Checklist 8
Facilitation and mediation

Matrices:

Matrices provide formats to better link individual process steps

Matrix 1

Action plan

Matrix 2

Vision-implementation transformer

Target Group 3:

**Local Community
under CBM**

Training Focal Areas

Target Group 3
Local Community under CBM
Duration of training: 3 days

Expected output:

- 1. Community leaders that understand:**
 - Impact of waste
 - Their roles in the overall CBM context
 - Their rights and responsibility, and community's rights and responsibility
- 2. Community leaders that have the following skills:**
 - Ability to lead
 - Ability to represent their community (internal networking)
 - Ability to coordinate and cooperate with external bodies
- 3. Community leaders that have the following CBM skills:**
 - Working as CBM trainers/ educators
 - Able to rally support for CBM
 - Recognize and realize options under CBM

Focus1 CBM

What to learn?

- How to do CBM, and what to gain by doing it.
- Waste Separation and material demonstration.

Why to learn?

Utilize synergies motivating communities to introduce their own activities under a CBM project umbrella.

Learning Objectives:

1. Concepts and structures of CBM (Visions and missions, community and households)
2. Process steps for projects by communities under CBM (Negotiation = What do I do if I want to carry out community project under CBM and how do I do it?)
3. Community options under CBM (preventive measures for SWM)

Focus2

PR and PP for Community Leadership

What to learn?

How to translate visions and missions into practical community activities.

Why to learn?

To prepare communities and their leaders to fully understand and comprehend options and impacts of the full CBM range of activities.

Learning Objectives:

1. Community leadership and PR/ PP, community leadership skills
2. PR/PP as a tool to organize and rally project support
3. Process steps in effective use of PR/PP tools
4. Presentation techniques
5. Building sense of consciousness and awareness within communities regarding waste management

Focus 3

(Roundtable discussion)

Public participation and communities

What to learn?

How to sustain practical community activities under a given policy frame.

Why to learn?

Introduce sustainability to CBM project.

Learning Objectives:

1. Rights and duties of the people
2. Community activity enhancement and community networking
3. Inter-community cooperation
4. Community problem solving, and cognitive skills
5. Demonstration of composting

Curriculum Training Schedule

Draft schedule for testing workshop for approx. 25 – 30 participants

Target Group 3

Local Community under CBM

Duration of training: 3 days

Day 1

08.00 – 08.30	<i>Registration</i>
08.30 – 08.45	<i>Opening ceremony</i> / Background information and activities during workshop
09.00 – 09.30	Lecture/demonstration What is solid waste?
09.30 – 10.00	Lecture/demonstration What is SWM?
10.00 – 10.30	Lecture/Case study What is CBM? - Organizational components of CBM
10.30 – 10.45	<i>Coffee Break</i>
10.45 – 12.00	Lecture/Case study What is CBM? (continued) - What to gain by CBM at the household and community level - Community's options under CBM – preventive measures for solid waste management
12.00 – 13.00	<i>Lunch break</i>
13.00 – 14.00	Short introduction Process steps in initiating CBM in communities - Community organizational setup/involvement - Identify community SWM problems - Visions and mission in accordance with CBM - Finding appropriate options - Implementation
14.00 – 14.30	Group exercise on initiating CBM in communities
14.30 – 14.45	<i>Coffee Break</i>
14.45 – 16.00	Group exercise on initiating CBM in communities (continued) and presentation of results

Day 2

08.00 – 08.30	<i>Registration</i>
08.30 – 08.45	Wrap up of day 1 and link up to day 2
08.45 – 10.15	Demonstration on waste separation
10.15 – 10.30	<i>Coffee Break</i>
10.30 – 12.00	Lecture and group discussion Leadership for community leaders <ul style="list-style-type: none">- Community leadership and PR/ PP, community leadership skills- PR/PP as a tool to organize and rally project support- Process steps in effective use of PR/PP tools
12.00 – 13.00	<i>Lunch Break</i>
13.00 – 13.30	Presentation of results of group discussion on leadership for community leaders
13.30 – 15.00	Lecture and games Building sense of consciousness and awareness regarding waste management in the community (<i>Coffee break</i>)
15.00 – 16.00	Lecture Presentation techniques

Day 3

08.00 – 08.30	<i>Registration</i>
08.30 – 08.45	Wrap up of day 2 and link up to day 3
08.45 – 09.45	Exercise Presentation techniques
09.45 – 10.15	Demonstration Composting
10.15 - 10.30	<i>Coffee Break</i>
10.30 – 11.30	Lecture Public participation and communities <ul style="list-style-type: none">- Rights and duties of the people- Community problem solving, and cognitive skills
11.30 – 12.00	Roundtable discussion Representatives of communities, Phitsanulok project implementers, (and the private sector?)
12.00 – 13.00	<i>Lunch break</i>
13.00 – 14.00	Lecture Public participation and communities (continued) <ul style="list-style-type: none">- Community activity enhancement / community networking- Inter-community cooperation

14.00 – 15.00	Roundtable discussion Representatives of communities, Phitsanulok project implementers, (and the private sector?)
15.00 – 15.15	<i>Coffee break</i>
15.15 – 16.00	<i>Lessons Learnt session</i>
16.00 – 16.15	<i>Closing ceremony</i>

Curriculum process-sessions (☑) with outline session plans

Curriculum 3, Target group 3: Community level, Day 1

Outline Session Plan

(List of handouts and checklists in the attachment of the curriculum)

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Warm up	Team building, Games		15 Min.
1. What is solid waste?	Lecture/ Demonstration	Slide/ OT/ Video Handout 1 Checklist 1	30 Min.
2. What is SWM?	Lecture/ Demonstration	Slide/ OT/ Video Handout 2	30 Min.
3. A case study on Phitsanulok	Lecture & Moderation, Large group		105 Min
➤ What is CBM	Preparation for group discussion and role play	Slide/OT Handout 3 and 4	30 Min.
➤ Organizational components of CBM ➤ What to gain by CBM at the household and community level ➤ Community's options under CBM	Role Play Presentation and Q&A	Slide Handout 5 Checklist 2	75 Min., 3 units roughly equal in length
4. Process steps in initiating CBM in communities	Lecture & moderation, large group and role play exercise		165 Min.

<ul style="list-style-type: none"> ➤ Community organizational setup/involvement ➤ Identify community SWM problems ➤ Visions & mission in accordance with CBM ➤ Finding appropriate options ➤ Implementation 	<p>Lecture/Case study in preparation for group exercise</p>	<p>Slide / OT Checklist 3</p>	<p>50 Min., 5 units roughly equal in length</p>
<ul style="list-style-type: none"> ➤ Initiating CBM in communities 	<p>Group exercise and presentation of results</p>	<p>Flip chart/ Soft board (Zopp case)</p>	<p>105 Min.</p>

Warm-up (first event of the training)

1. Get the participants to know each other
2. Assess the local urban frame as relevant for Solid Waste Management (SWM) and Community Based Management of Solid Waste (CBM) and the session topics
3. Introduce the training out-line in its relevance to a local CBM frame

Solid Wastes

(Day 1, 09.00 – 09.30)



Learning objectives:

At the end of this session, the participants should be able to

1. Understand the different categories and nature of solid wastes
2. Understand the impacts and consequences of solid wastes



Links to learning concept:

A basic understanding of solid waste will help communities to assist in municipal CBM practice and see how it links to SWM. There a trainee should:

- ➔ Understand how solid wastes are generated by communities
- ➔ Understand how solid waste problems also generate problems associated with the health and safety of the people in the communities

Topics of the session:

- A. The definition of solid wastes
- B. The different types and categories of solid waste
- C. The impacts and consequences of solid wastes

Tools and skills taught should focus on:

- ❖ Categories and nature of solid wastes
- ❖ The danger and negative consequences of solid wastes



Suggested Implementation Steps:

1. Illustrate the nature of solid wastes and categorize wastes and the danger of improper disposal of solid wastes
2. Show statistics of solid waste and its unlimited growth (in figure and graphs)
3. Provide some existing problems (by means of giving example(s))

Main or additional learning objectives enhanced by handouts and checklists

Solid Wastes

On fundamentals of solid waste

Handout 1

Handout contains information helping to better:

1. Understand the different categories and nature of solid wastes,
2. Understand the impacts and consequences of solid wastes

On classification of solid waste

Checklist 1

Checklist contain process steps to:

1. Differentiate between the various types of solid wastes

Aspects of Solid Waste Management

(Day 1, 09.00 - 09.30)



Learning objectives:

At the end of this session, the participants should be able to

1. Understand the general overview of SWM practices on the household level and everyday practices of SWM
2. Appreciate the concept of “pollution prevention” rather than “pollution control”
3. Understand that sanitary landfills are the last alternatives for solid wastes management
4. Communicate on and explain the link between SWM and CBM to implementers (municipal staffs and community leaders)



Link to the learning concept

A basic pre-condition to practice municipal CBM is comprehension of how it links to SWM. Therefore, participants in the training should:

- ➔ Understand about the definition of SWM
- ➔ Understand the problems associated with SW
- ➔ Understand CBM as an alternative in dealing with the problems of solid wastes within the context of municipalities

Topics of the session:

- A. General overview of SWM practices on household level
- B. Solid wastes management at the household level
- C. Municipality’s practice in pursuing SWM
- D. Solid wastes management practices that can be done
- E. Solid wastes management practices that should be done
- F. Pollution prevention principles and 5 R’s
- G. Problems associated with sanitary landfills

Tools / Skills / Concepts taught should focus on:

- ❖ Emphasize “pollution prevention principles” instead of pollution control and related indicators
- ❖ Sanitary landfills as the last options to solid wastes management practices
- ❖ Impact of vision and policy on SWM practices



Suggested Implementation Steps:

1. Give a general outline, but clear overview of SWM and emphasize links to the CBM concept

2. Show how CBM can be an integrated part of SWM that participants can use to introduce change to their present municipal's SWM campaigns / projects / undertakings, etc

Main or additional learning objectives enhanced by handouts and / or checklists

Aspects of solid waste management:

Handout 2

Handout comprises information helping to better:

1. Understand the general overview of SWM practices on the household level and everyday practices of SWM
2. Apply the "sustainable development" concept to the issue of SWM
3. Apply the management options of SWM under CBM
4. To understand the physical, societal, structural and environmental problems associated with sanitary landfills

A Case Study on Phitsanulok (Day 1, 09.30 -10.30)



Learning objective:

At the end of this session, the participants should be able to

3. Understand the meaning of CBM with regard to SWM and its components
4. Understand what constitutes the opportunity applying CBM for a municipality's SWM
5. Understand the limitations and extent in applying CBM as a SWM component



Link to the learning concept:

CBM is the process whereby SWM can be achieved with greater public participation as well as minimization of costs to municipalities. Therefore, the case study of Phitsanulok will enable local politicians and decision-makers to understand the following:

- What is CBM in respect to SWM
- What can be achieved with and without CBM
- The legal issues involved with SWM practices
- The pitfalls of implementing CBM to SWM practices
- The limitations and extent that CBM can be applied
- What is the difference in SWM vision and policy in their municipalities when compared to CBM in Phitsanulok

Topics of the session:

- A. CBM in waste recycling, waste reduction program, etc.
- B. Implementation of CBM in municipalities
- C. Pitfalls of CBM implementation
- D. Limitations of CBM implementation

Tools / Skills / Concepts taught should focus on:

- ❖ Existing SWM approach in Phitsanulok City Municipality
- ❖ Lessons learnt from Phitsanulok City Municipality's experience in SWM through CBM



Suggested Implementation Steps:

1. Give a general overview of CBM that is used by Phitsanulok City Municipality, including the (positive) results from implemented projects
2. Focus on the process of how Phitsanulok builds and creates teamwork and support measures for CBM
3. Point out how Phitsanulok communicates CBM as a component of SWM to municipal implementers and voters

4. Show the Phitsanulok process steps in adopting key principles such as vision setting, policy formulation, teamwork, synergy, motivation, empowerment, etc
5. Conclude with the ways, approaches, methods and indicators that are implemented to support CBM as a result of cooperation between stakeholders in Phitsanulok

Main or additional learning objectives enhanced by handouts and / or checklists

A Case study on Phitsanulok:

On:

Management options for CBM
A Case study on Phitsanulok
Community options under CBM

Handouts 3, 4 & 5

Handouts comprise information helping to better:

1. Understand the meaning of CBM in applying to SWM
2. Understand why it is essential to use CBM in applying SWM in municipalities
3. Understand the limitations and extent in applying CBM with SWM practices.

On Community options under CBM

Checklist contains process steps to:

1. Apply CBM tools and options to community activities

Process Steps in Initiating CBM in Communities

(13.00 -16.00)



Learning objectives:

At the end of this session, the participants should be able to

1. Understand community organizational setup, and the role of community involvement
2. Identify community solid wastes management problems
3. Understand visions and missions that are in accordance with CBM,
4. Find appropriate options for CBM
5. Implement initial CBM in their own communities
6. Process steps for projects by communities under CBM (Negotiation = what do I do if I want to carry out community project under CBM and how do I do it?)
7. Community options under CBM (preventive measures for solid wastes management)



Links to learning concept:

Normally, there are both formal and informal organizations within communities. These organizations can be used for CBM initiation. Therefore, knowing steps in initiating CBM in communities will enable participants to:

- ➔ Carry out CBM as part of SWM in communities
- ➔ Better communicate to people in communities under CBM
- ➔ Use CBM tools and options as of community activities

Topics of the session:

- A. Community organizational set up
- B. Community SWM problems
- C. CBM options for SWM
- D. CBM implementation

Tools / Skills / Concepts taught should focus on:

- ❖ How to initiate appropriate CBM steps in communities
- ❖ CBM implementation



Suggested Implementation Steps:

1. Explain steps of initiating CBM and give some examples
2. Make sure that participants understand the step by step process of CBM initiation
3. Invite participant to initiate / reflect on ideas on how they could initiate CBM in their communities

Role Play on
Process Steps in Initiating CBM in
Communities

(Day 1, 14.00 – 16.00)



Special didactical objective of this session:

With the help of this role play, participants are introduced to first steps in setting up CBM community activity, spanning from analysis of a community's current habits with regard to waste to vision setting, mission development and implementation. The results of the role play are kept to be used the next day for an exercise on leadership for community leaders.

Activity 1: Day 1(14.00 – 16.00) 120 minutes

Topic:

Initiating SWM through CBM (in communities)

Activity Characteristics / Session Design:

- ❖ Brainstorming in small (sub) groups
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity ^L participants will be able to:

- ❖ Exchange concepts, viewpoints, experiences and ideas in initiating SWM through CBM
- ❖ Practice how to initiate SWM through CBM
- ❖ Organize organizational set up/ involvement

Expected Outputs:

- ❖ Draft vision and mission in accordance with CBM
- ❖ Draft of appropriate CBM options
- ❖ Draft plan of how to initiate CBM practices in communities

Training Materials:

Each of the three groups will be equipped with the following training materials:

- ❖ Flip Chart and Overhead Transparency

- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, separate into a number of at least 3 groups



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Trainer / moderator guides participants on how to initiate SWM through CBM
- ❖ Divide participants into groups of 10 for brainstorming practical exercise, with the emphasize of CBM (Remark: In each group, the following responsibilities should be assigned (1) group leader, (2) group secretary, including (3) group presenter(s))
- ❖ Presentation of group's agreed upon solutions
- ❖ Lecturer concludes the results of group presentation, and provides recommendations and suggestions (if any)

Main or additional learning objectives enhanced by handouts and checklists

Process steps in initiating CBM in communities:

Checklist 3

Checklist contains process steps to:

1. Implement initial CBM in their own communities
2. Process steps for projects by communities under CBM (Negotiation = what do I do if I want to carry out community project under CBM and how do I do it?),
3. Community options under CBM (preventive measures for SWM)

Curriculum 3, Target group 3: Community level, Day 2

Outline Session Plan

(List of handouts and checklists in the attachment of the curriculum)

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Wrap up of day 1 and linking to day 2	Summative lecture points	Soft board (Zopp case)	15 Min.
5. Demonstration on waste separation	Demonstration & Practical exercise	Slide/ OT/ Video Handout 6 Checklist 4	30 Min.
6. Leadership for community leaders	Lecture and group discussion		90 Min
<ul style="list-style-type: none"> ➤ Community Leadership & PR/PP, community leadership skills ➤ PR/PP as a tool to organize and rally project support ➤ Process steps in effective use of PR/PP tools 	Preparation for Group discussion/ Presentation of results	Slide/Flip chart/ OT/ Soft board (Zopp-case) Handout 7, 8, & 9 Checklist 5 & 6	3 units roughly equal in length
7. Building sense of consciousness & awareness regarding waste management in the community	Lecture & Games	Slide/Flip chart/ Soft board (Zopp-case)	90 Min.
8. Presentation techniques	Lecture and moderation, large group. Preparation for group exercise day 3	Handout 10 Checklist 7	60 Min.

Demonstration of Waste Separation

(Day 2, 08.45 – 10.15)



Learning objectives:

At the end of this session, the participants should be able to

1. Distinguish the different types of solid wastes
2. Categorize wastes into three major groups (being: 1. saleable materials; 2. organic waste; and 3. general solid wastes that does not have values)
3. Implement waste separation in their own households
4. Disseminate to others in the communities of how solid wastes can be separated at their sources



Links to learning concept:

- ➔ Most people are not aware of the value of solid wastes and the importance of waste separations. This link must be stressed among participants by emphasizing on 3 general categories of solid waste (as defined by Phitsanulok Municipality). By the end of the session, participants should be able to understand the concept of solid waste separation and how waste separation is carried out.

Topics of the session:

- A. Ways / methods of wastes separation at the household and community level
- B. Waste separation process
- C. Pros and cons of waste separation

Tools / Skills / Concepts taught should focus on:

- ❖ How waste separation is carried out at household level
- ❖ The importance and necessity of waste separation
- ❖ Solid waste separation as society's "preventive measures"



Suggested Implementation Steps:

1. General outline lecture and overview of waste separation done at the community level and community's role and contribution in waste separation and hands-on experience with waste separation
2. Show and explain how practical household waste separation are carried out (visualization is emphasized through video and documentaries)
3. Participants are able to practice real waste separation

Demonstration on **Waste Separation**

Activity Characteristics / Session Design:

- ❖ Illustrate / demonstrate / show how waste separations can be carried out at the household level,
- ❖ Presentation of video on wastes separation

Expected Outputs:

- ❖ Participants can separate their own (household) solid waste before disposal

Training Materials:

- ❖ Solid wastes commonly found in everyday household
- ❖ Example of the different types of garbage bins and bags
- ❖ Video player
- ❖ LCD projector
- ❖ LCD Screen

Classroom Design:

- ❖ Stage with tables for demonstration
- ❖ U shape room arrangement



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Trainer / lecturer explains and demonstrate how wastes separation can be carried out at the household level
- ❖ Trainer let participants to watch video "waste separation"
- ❖ Participants are given chances to carry out real solid waste separation through practical exercise.

Main or additional learning objectives enhanced by handouts and checklists

Demonstration of Waste Separation:

**Handout 6
Checklist 4**

Handout contains information helping to better:

1. Disseminate others in the communities of how solid wastes can be separated at its source

Checklist contains process steps to:

1. Distinguish the different types of solid wastes
2. Categorize wastes into three major groups (being: 1. saleable materials; 2. organic waste; and 3. general solid wastes that does not have values)

Leadership for Community Leaders

(Day 2, 10.30 – 12.00)



Learning objectives:

At the end of this short introduction, the participants should be able to

1. Demonstrate community leadership skills
2. Initiate, organize, and rally support for SWM projects
3. Understand and apply the concept of public relations and public participations in communities' activities
4. Understand the process steps in effective use of public relations / public participation tools



Links to learning concept:

To understand a definition of leadership will make participants consider that:

- ➔ Leaders play tremendous roles in initiating activities
- ➔ Leaders employ public participation and public relations as essential tools for transferring SWM issue to the public
- ➔ The important role of being a leader refers to the skills, knowledge and techniques to motivate people in communities to work together

Topics of the session:

- A. Leadership skills
- B. Public participation and public relations principles
- C. How to use public participation and public relations as tools

Tools / Skills / Concepts taught should focus on:

- ❖ Practical and effective leadership skills
- ❖ Effective public participation and public relations skills for community leaders



Suggested Implementation Steps:

1. Emphasize role and importance of leadership
2. Introduce essential leadership skills
3. Introduce public participation and public relations as tools
4. Provide successful examples of public participation and public relations programs through effective leadership skills

Group discussion Exercise

Leadership for Community Leaders



Special didactical objective of this session:

As an extension the assumed roles during the 'CBM activity set-up' of the first role play from the previous day, each group selects a 'leader' to promote the CBM activity.

Activity 3: Day 2 (10.30 – 13.30) 120 minutes

Topic:

Public relations and public participation in communities

Activity Characteristics / Session Design:

- ❖ Brainstorming in small (sub) groups
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity participants will be able to:

- ❖ Exchange concepts, viewpoints, experiences and ideas in the approaches and methods of PP and PR within their communities
- ❖ Practice the different approaches and methods of PP and PR within their communities
- ❖ Practice real situation from practical exercise

Expected Outputs:

- ❖ Approaches for PP and PR in communities (finding the most effective and appropriate way),
- ❖ Participants will learn from the experiences of other groups in drafting vision.

Training Materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, separate into a number of at least 3 groups



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Trainer / moderator guides participants on what is PP and PR in communities, how to rally support and the extent of its achievements
- ❖ Divide participants into groups of 10 for brainstorming practical exercise, with the emphasize of CBM (Remark: In each group, the following responsibilities should be assigned (1) group leader, (2) group secretary, including (3) group presenter(s)
- ❖ During the brainstorming exercise, bear in mind “the strong point of this exercise”
- ❖ Presentation of group’s agreed upon approach (what participants see as the most appropriate and effective solution(s) within their communities
- ❖ Lecturer concludes the results of group presentation, and provides recommendations and suggestions (if any)

Main or additional learning objectives enhanced by handouts and checklists



Leadership for community leaders

Handouts 7, 8, & 9 Checklists 5 & 6

Handouts contain information helping to better:

1. Explain the importance and roles of good community leaders
2. Explain the importance, roles and types of People Participation
3. Explain the opportunities and limitations of People Participation

Checklists contain process steps to:

1. Integrate characteristics of effective leadership into community leaders’ ‘everyday work’
2. Identify the appropriate form of People Participation to be used in each community reference frame

Building Sense of Consciousness and Awareness Regarding Waste Management in the Community

(Day 2, 13.30 – 15.00)



Learning objectives:

At the end of this session, the participants should be able to

1. Understand the importance of building sense of consciousness and awareness regarding SWM,
2. Build consciousness in his / her own communities.



Links to learning concept:

- ➔ Building consciousness and awareness on SWM must be gradually introduced to a community
- ➔ Building consciousness and awareness is a sustainable preventive strategy for SWM
- ➔ Consciousness should be gradually build in all age groups and continuous activities and efforts should be considered (at all cost)

Topics of the session:

- A. Building sense of consciousness and awareness in community in regard to SWM in communities
- B. Steps and processes in building sense of consciousness and awareness regarding waste management in the community

Tools / Skills / Concepts taught should focus on:

- ❖ How to convince people to think about applying CBM in SWM
- ❖ How community leaders can build sense of consciousness and awareness regarding waste management in the community among the different age groups in communities through environmental activities or educational programs



Suggested Implementation Steps:

1. Ask question “what are the most important factor of successful SWM?” waiting for the answers “people in the community”
2. Emphasize the concept of “beautiful world, by our hands”
3. Invite participants to think about how to initiate consciousness and awareness in their communities.

Group Game Exercise on
Building Sense of Consciousness and
Awareness Regarding Waste
Management in the Community
(Day 2, 13.30 – 15.00)



Special didactical objective of this session:

Some of the topics of the previous two group activities were rather serious with many new concepts to comprehend. This exercise should be used to rehearse and repeat the previous contents in a playful manner under the encompassing topic of raising awareness and channeling that awareness into activities of the community.

Activity 4: Day 2 (13.30 – 15.00) 90 minutes

Game topic:

How to build awareness and consciousness within communities

Activity Characteristics / Session Design:

- ❖ Set up questions for each activity base (4 bases)
- ❖ Divide participants into smaller groups, to rotate from base to base
- ❖ Group brainstorming to answer as many questions as possible on each base within a limited timeframe
- ❖ Presentation of brainstorming results
- ❖ Comments and suggestions by moderators / lecturers

Activity Objectives:

During the group activity participants will be able to:

- ❖ Exchange concepts, viewpoints, experiences and ideas in the approaches of building CBM awareness and social consciousness

Expected Outputs:

- ❖ To revise knowledge and understanding in building CBM awareness and social consciousness

Training Materials:

Each of the three groups will be equipped with the following training materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, separate into a number of at least 3 groups



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Trainer / moderator guides participants on nature of activity (questions are for example building CBM awareness and social consciousness, CBM for SWM, waste separation, PR and PP)
- ❖ Divide participants into groups of 10 for brainstorming practical exercise, with the emphasize of CBM
- ❖ Focus on game competition
- ❖ Rotate each group to each activity base according to the set timeframe
- ❖ Presentation of brainstorming and competition results
- ❖ Lecturer concludes the lessons learnt from this activity

Presentation Techniques

(Day 2, 15.00 – 16.00)



Learning objectives:

At the end of this session, the participants should be able to

1. Understand what is considered to be effective presentation skills
2. Construct the outline of the presentation
3. Present more effectively



Links to learning concept:

- Presentation skills and techniques are very important to convey information to the public
- Good presentation will enhance communication with communities

Topics of the session:

- A. Effective presentation techniques
- B. Structure of presentation
- C. Visualization techniques

Tools / Skills / Concepts taught should focus on:

- ❖ Essential principle for presentation
- ❖ How to construct and present stories
- ❖ Outline and sequence of presentation
- ❖ Visualization, wrap up concluding remarks



Suggested Implementation Steps:

1. Provide presentation principles and techniques
2. Conduct presentation exercise

Main or additional learning objectives enhanced by handouts and checklists



Principles and techniques of presentation:

Handout 10 Checklist 7

Handouts contain information helping to better:

1. Construct the outline of the presentation
2. Present more effectively

Checklist contain process steps to:

1. Construct the outline of the presentation

Curriculum 3, Target group 3: Community level, Day 3

Outline Session Plan

(List of handouts and checklists in the attachment of the curriculum)

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Wrap up of day 2 and linking to day 3	Summative lecture points	Soft board (Zopp case)	15 Min.
8. Presentation techniques	Exercise	OT/ Soft board (Zopp case)	60 Min.
9. Waste Composting	Demonstration & Practical exercise	Video Handout 11	30 Min.
10. Public participation & communities	Lecture and roundtable discussion		90 Min
<ul style="list-style-type: none"> ➤ Rights & duties of the people ➤ Community problem solving, & cognitive skills ➤ Community activity enhancement & community networking ➤ Inter-community cooperation 	Preparation for Roundtable discussion	Slide	3 units roughly equal in length
11. Lessons learnt session	Questionnaire	Soft board (Zopp case)	45 Min.
<ul style="list-style-type: none"> ➤ "Knowledge" ➤ "Personal skills" ➤ "CBM skills" ➤ "Attitude" 			4 units roughly equal in length

Presentation Exercise (Day 3, 08.45 – 09.45)



Special didactical objective of this session:

This is an opportunity for participants to practice presentation-techniques they have studied the day before. If the training dynamics allows, have some participants prepare a special SWM related topic overnight for presentation during this exercise.

Activity 5: Day 3 (08.45 – 09.45) 60 minutes

Topic:

Presentation Exercise (public speaking)

Activity Characteristics / Session Design:

- ❖ Preparation for public speaking
- ❖ Representative of small groups makes an impromptu presentation
- ❖ Comments and feedback by trainer

Activity Objectives:

During the group activities, participants will be able to:

- ❖ Participants will be able to prepare for public speaking in communities,
- ❖ Practice real situation from practical exercise.

Expected Outputs:

- ❖ Participants can present in public, with appropriate styles in introduction, content, and conclusion

Training Materials:

Each of the three groups will be equipped with the following training materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Small tables for group discussions, separate into a number of at least 3 groups



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Trainer / moderator guides participants guidance on structure of public speaking,
- ❖ Divide participants into groups of 10 for preparation of a group representative,
- ❖ Impromptu presentation by group representative,
- ❖ Lecturer concludes the results of each presentation technique, and provides recommendations and suggestions (if any).

Demonstration Composting (Day 3, 09.45 – 10.15)



Special didactical objective of this session:

Approach the topic of waste relaxed and in a fun atmosphere.
Demonstrate that waste is not identical with 'being of no use'.

Activity 6: Day 3 (09.45 – 10.15) 30 minutes

Topic: Composting Demonstration

Activity Characteristics / Session Design:

- ❖ Demonstrate composting at a household level
- ❖ Presentations through video and actual demonstration

Activity Objectives:

During the group activity ^L participants will be able to:

- ❖ To make participants understand composting at a household level

Expected Outputs:

- ❖ Participants understand and can separate the type of solid waste for composting

Training Materials:

- ❖ Example of household waste
- ❖ Composting equipment
- ❖ Video player, and LCD projector and screen

Classroom Design:

- ❖ Stage, and table for demonstration
- ❖ U-shaped convention



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Trainer explains how composting is carried out, and actual and/or video demonstration of composting

Main or additional learning objectives enhanced by handouts and checklists



Waste composting:

Handout 11

Handout contains information helping to better:

1. Understand steps and processes and principles of carrying out composting
2. Implement waste-composting at a household level

Public Participation and Communities

(Day 3, 10.30 -11.30)



Learning objectives:

At the end of this session, the participants should be able to

1. Understand and appreciate the rights and duties of the people of the community in terms of public participations (legal issue),
2. Be equipped with community problem solving and cognitive skills,
3. Apply community activity enhancement and community networking,
4. Understand the role and importance of inter-community cooperation.



Links to learning concept:

- One of the central foci of the decentralization concept is to delegate local people to think, plan, and implement by themselves.
- This approach can open many creative ideas how to manage solid waste on a household level, as shown by the Phitsanulok case study.

Topics of the session:

- A. Rights and duties of the people
- B. Community problem solving and cognitive skills
- C. Community activity enhancement
- D. Inter-community cooperation

Tools / Skills / Concepts taught should focus on:

- ❖ What people should do and not do
- ❖ How to enhance activities
- ❖ How to make inter-community cooperation



Suggested Implementation Steps:

1. Appreciate the rights of the people regarding "Thai Constitution" and "Decentralization"
2. Introduce how to enhance community activities (provides concrete examples)
3. Suggest how to make inter-community cooperation

Roundtable discussion I
Public Participation and Communities

(Day 3, 11.30 – 12.00)

Topic:

Problem solving in communities/ roundtable discussion

Activity Characteristics / Session Design:

- ❖ Presentation of community solving experiences by successful CBM community leaders
- ❖ Provision of recommendation and feedback by trainer

Activity Objectives:

During the group activity ^L participants will be able to:

- ❖ Allow participants to learn community problem solving from experienced community leaders
- ❖ Allow participants to ask questions and exchange ideas and information from the presentation

Expected Outputs:

- ❖ Participants should be able to directly learn from CBM experienced people

Training Materials:

Each of the three groups will be equipped with the following training materials:

- ❖ Flip Chart and Overhead Transparency
- ❖ Marker pens, Overhead Transparency pens, Transparencies

Classroom Design:

- ❖ Classroom style convention/ roundtable discussion



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Successful CBM community leaders present their experience in community problem solving
- ❖ Lecturer concludes different techniques in community problem solving, and provides recommendations and suggestions (if any)

Roundtable discussion II
CBM in Communities and Networking
(Day 3, 14.00 – 15.00)



Special didactical objective of this session:

This roundtable is an opportunity for all participants to discuss CBM after the training and backed up with their new knowledge.

Activity 8: Day 3 (14.00 – 15.00) 60 minutes

Topic:

Community activity enhancement and community networking/ inter-community cooperation

Activity Characteristics / Session Design:

- ❖ Roundtable discussion, featuring Successful CBM community leaders and Phitsanulok SWM project implementer and the private sector
- ❖ Trainer acts as moderator to the discussion Presentation of community solving experiences by successful CBM community leaders

Activity Objectives:

During the group activity the participants will be able to:

- ❖ Learn and understand community problem solving from experienced community leaders
- ❖ Gain knowledge and exchange ideas and information from the discussion

Expected Outputs:

- ❖ Participants should be able to know how to build community activity enhancement program, community networking and inter-community cooperation

Training Materials:

- ❖ Roundtable on the stage, and Zopp board

Classroom Design:

- ❖ Classroom style convention/ roundtable discussion



Exercise



Suggested Implementation Steps/Coaching Methods in Process Steps

- ❖ Successful CBM community leaders present their experience in building community activity enhancement program, community networking and inter-community cooperation
- ❖ Lecturer concludes different techniques in community problem solving, and provides recommendations and suggestions (if any)

Lessons learnt

(15.15-16.00)

Learning objective:

At the end of this session, the participants should be able to

1. Revise what was learnt during the 3 days workshop
2. Clarify topics / concepts / results of practical exercises that need further explanations
3. Apply what they have learnt to solve the problems that they are facing locally, and the steps in which they can apply such solutions

Expected Accomplishments (KSA Concept):

In terms of "Knowledge"

SWM

Understand the impact and consequence of improper solid wastes management practices

Roles of community leaders in overall CBM context

Community's rights and responsibility, and community's rights and responsibility

In terms of "Personal Skills"

Ability to lead

Ability to represent their communities

Ability to coordinate and cooperate with external bodies

In terms of "CBM Skills"

Working as CBM trainers / educators

Able to rally support for CBM

Recognize and realize options under CBM

In terms of "Attitude"

Communities can adopt CBM by themselves

It is everyone's duty to keep the world clean

Cooperation among involve agencies is important for CBM success

Attachment

Handouts:

Handouts are intended to be supplementary information on training contents

Handouts

Handout 1

Fundamental SWM for households

Handout 2

Sustainable Development applying to SWM

Handout 3

Management options for CBM

Handout 4

A Case study on Phitsanulok

Handout 5

Community options under CBM

Handout 6

Solid waste separation

Handout 7

Leadership for community leaders

Handout 8

Forms and types of Public Participation

Handout 9

Public relations

Handout 10

Principles and techniques of presentation

Handout 11

Waste composting

Checklists:

Checklists on the most important definitions and management steps in Leadership Skills and Techniques to aid CBM implementation

Checklist 1

Classification of solid waste

Checklist 2

Community options under CBM

Checklist 3

Process steps in initiating CBM in communities

Checklist 4

Waste separation

Checklist 5

Leadership for community leaders

Checklist 6

Suggestions for Public Participation application

Checklist 7

Presentation techniques