

To the

# **Solid Waste Management Programme for Phitsanulok**

C/o Office Dr. Walter Schöll, Principal Advisor to  
the Programme

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

comprised of

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

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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.

During the training the will experience through a hand-on implementation process with regard to 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.

During the training participants will be given an opportunity to extensively practice and understand CBM relevant concepts of SWM, options and limitations of CBM, the Polluters Pay Principle, and applications of SWOT analysis in a CBM context. Participants learn how to develop 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 representatives. 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.

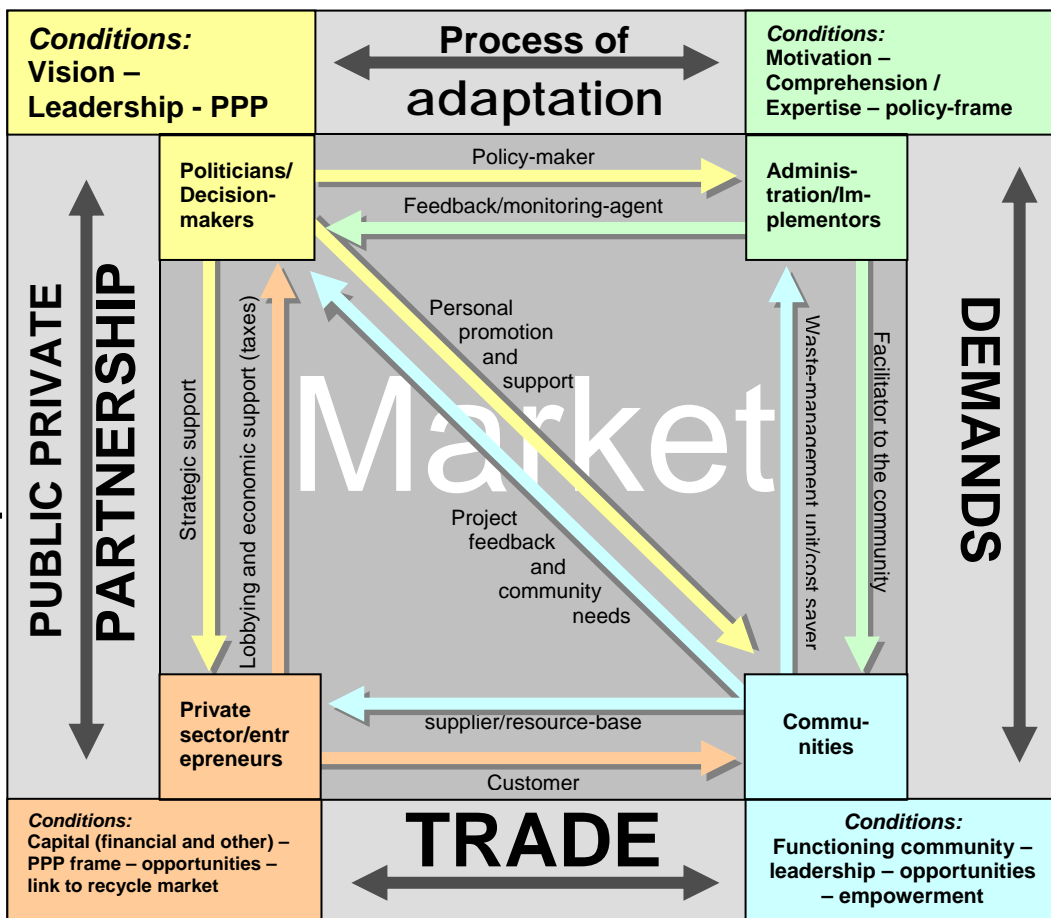
The curriculum, based on the case study of Phitsanulok municipality and communities, will strengthen leadership skills to initiate CBM and to build a sense of consciousness and awareness within communities. It helps the participants to explore aspects in community organizational setup, tools and techniques 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.

Participants are offered a practical exercise and activity oriented workshop 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. Participants will be able to further the introduction of CBM activities to a community with regard to waste issues, and together analyze best options/alternatives suitable for their community's physical, social, and economic conditions.



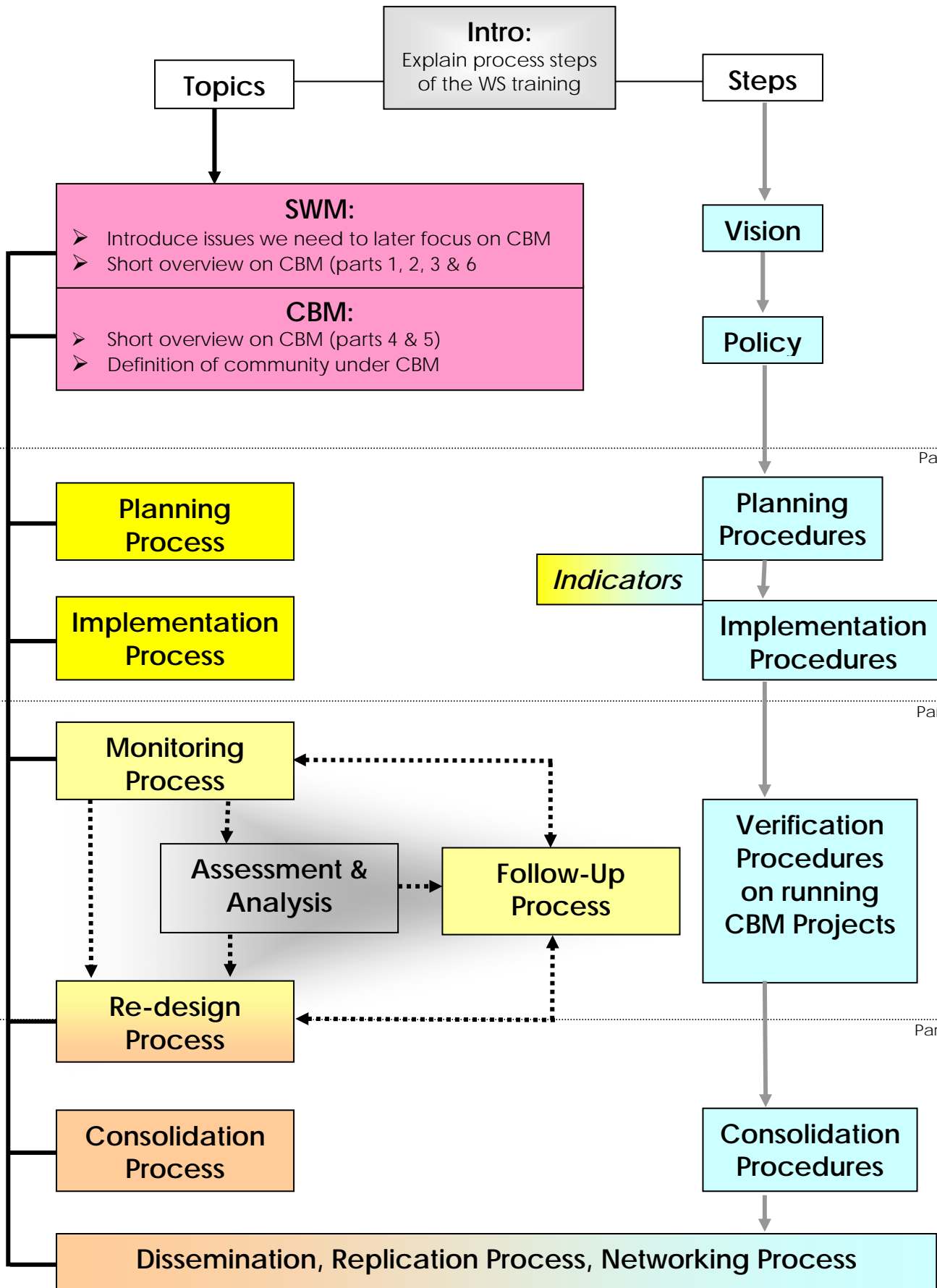
## Curricula Concept Outline

During an extensive process of data collection and semi-structured interviews, CBM players were identified and their relationships to each other in the overall CBM context analyzed. Thus the player's roles could be identified together with some basic preconditions that should be present in a CBM project set-up. The following 'Graph 1' shows the overall results, which were discussed with the Phitsanulok CBM project and used to outline the needed training focal areas. (*What knowledge/concepts must be in place with whom.*)



Graph 1: CBM player relationships

In a second step, the data gathered during the initial curriculum development preparation was used to derive an approximation of the individual process steps needed to implement a CBM project - as represented by Phitsanulok - from start to consolidation and / or networking process. The following graph 2 shows a graphic representation of the result and was used as a guide to develop the workshop process steps.



Part 1 of lay -out

Part 2 of lay -out

Part 3 of lay -out

Graph 2: General curriculum outline



**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 (My CBM 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 consolidate the implementation process
  - Ability to utilize tools and options appropriately
  - Ability to communicate and build teams

### **Focus 0**

#### **Why introduce CBM to your municipality?**

### **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 formulating
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      *Registration*
- 08.30 – 08.45      *Opening ceremony*
- 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:**
- Problems presentation
  - Consequences
  - Short overview on CBM as related to solid waste management
    - o What can you achieve with/ without CBM
    - o Internal factors
    - o External factors
    - o Limitations of CBM
- 09.20 – 09.25      **Exercise in groups of municipalities**  
Vision formulating
- Topic: Community-based Management of Solid Waste (CBM)**
- 09.25 – 09.40      **Introduction to CBM as a tool of SWM**
- Short overview on CBM
    - o Legal issues
    - o Pitfalls in implementation
      - Vision
      - Policy
      - Teamwork building and supporting measures
      - Communication techniques
    - o 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
- 09.40 – 10.00      **Exercise and presentation in groups of municipalities:**  
Translate vision into policy
- 10.00 – 10.30      **Group discussion:**  
Present and discuss outlined policy

10.30 – 10.45	<i>Coffee Break</i>
	<b>Topic: Planning the implementation process</b>
10.45 – 10.55	<b>Introduction to main requirements for planning and tools for planning</b>
10.55 – 11.25	<b>Exercise in groups of municipalities (I)</b> My CBM Plan development
11.25 – 11.30	<b>Interjection with introduction to indicator</b>
11.30 – 12.00	<b>Exercise in groups of municipalities (II):</b> My CBM Plan development
12.00 – 13.00	<i>Lunch break</i>
13.00 – 13.30	<b>Presentation (status report) by the municipal groups</b> The development of My CBM Plan
	<b>Topic: Implementation</b>
13.30 – 13.40	<b>Introduction to tools for implementation</b>
13.40 – 13.55	<b>Exercise in groups of municipalities:</b> Outline an operational plan for implementation
13.55 – 14.05	<b>Presentation by the municipal groups</b> Process steps for operational plan implementation
13.55 – 14.20	<b>Role play exercise</b> Tools for implementation
14.20 – 14.35	<i>Coffee break</i>
14.35 – 15.10	<b>Role play exercise (Continued)</b> Tools for implementation
15.10 – 15.50	<b>Presentation of exercise results by municipal groups followed by an analysis in group discussion</b>

## Day 2

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

09.30 – 09.35	<b>Interjection with introduction to approaching redesign/adjustment of running CBM project</b>
09.35 – 10.05	<b>Role play (II)</b> Verifying implementation of a running CBM projects
10.05 – 10.10	<b>Interjection with introduction to consolidation/dissemination and replication of running CBM project</b>
10.10 – 10.30	<b>Role play exercise</b> Linking implementation with consolidation and dissemination <i>Coffee break (to be served in the meeting room)</i>
10.30 – 11.00	<b>Role play exercise</b> Linking implementation with consolidation and dissemination
	<b>Topic: Wrap-up</b>
11.00 – 11.05	<b>Preparatory introduction to wrap-up by Moderator</b>
11.05 – 11.55	<b>Wrap-up</b> <ul style="list-style-type: none"><li>- Presentation of My CBM Plan</li><li>- Lessons learnt</li><li>- Feedback (possibility to learn from others) by Lecturer, Trainers, Moderator, Participants</li></ul>
11.55 – 12.10	<i>Closing ceremony</i>

## Curriculum process sessions outline plans

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

#### Outline Session Plan

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Background information and activities during workshop	Project background presentation using slide		15 Min.
<b>Solid waste management</b>	Short lecture & moderation, large group introduction & exercise in small groups		25 Min.
➤ <b>Introduction to basic solid waste management (SWM) principles in relation to CBM</b> <ul style="list-style-type: none"> <li>• Problems presentation</li> <li>• Consequences</li> <li>• Short overview on CBM as related to solid waste management</li> <li>• What can you achieve with/without CBM                             <ul style="list-style-type: none"> <li>- Internal factors</li> <li>- External factors</li> <li>- Limitations of CBM</li> </ul> </li> </ul>	Context preparation for exercise in small groups	Slide	20 Min.
➤ <b>Exercise in groups of municipalities</b> Vision formulating	Sub-group brainstorming exercise	Zopp-case & boards, cards	5 Min.
<b>Community-based Management of Solid Waste (CBM)</b>	Short lecture & moderation, large group introduction & exercise in small group		65 Min.



<p>➤ <b>Introduction to CBM as a tool of SWM</b></p> <ul style="list-style-type: none"> <li>• Short overview on CBM                     <ul style="list-style-type: none"> <li>- Legal issues</li> <li>- Pitfalls in implementation</li> </ul> </li> <li>• How to improve/how to contribute to improvement</li> <li>• What to achieve and not, Internal, external factors, limits of CBM</li> </ul>	Context preparation for exercise in small groups	Slide	15 Min.
<p>➤ <b>Exercise and presentation in groups of municipalities</b></p> <p>Translate vision into policy</p>	Sub-group brainstorming exercise	Zopp-case & boards, cards, flip-chart, matrix I chart	20 Min.
<p>➤ <b>Group Discussion</b></p> <p>Present and discuss outlined policy</p>	Large group discussion & feedback from sub-groups	Flip-chart, matrix I from previous activity	30 Min.

- Coffee break -

<b>Planning the implementation process</b>	Short lecture & moderation, large group introduction & exercise in small group		105 Min.
<p>➤ <b>Introduction to main requirements for planning and tools for planning</b></p>	Context preparation for exercise in small groups	Slide	10 Min.
<p>➤ <b>Exercise in groups of municipalities (I)</b></p> <p>My CBM Plan development</p>	Sub-group brainstorming exercise	Zopp-case & board, matrix II chart	30 Min.
<p>➤ <b>Interjection with introduction to indicator</b></p>	Additional context preparation for next sub-group brainstorming exercise	Slide, card visualization technique	5 Min.
<p>➤ <b>Exercise in groups of municipalities (II)</b></p> <p>My CBM Plan development</p>	Sub-case brainstorming exercise	Zopp-case & board	30 Min.

- Lunch break -

➤ <b>Presentation (status report) by the municipal groups</b> The development of My CBM Plan	Sub-group presentation of their status report	Zopp-case & board, overhead transparencies (OT)	30 Min.
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<b>Implementation</b>	Short lecture & moderation, large group introduction & exercise in small groups		135 Min.
➤ <b>Introduction to tools for implementation</b>	Context preparation for exercise in small group & role play	Slide	10 Min.
➤ <b>Exercise in groups of municipalities</b> Outline an operational plan for implementation	Sub-group brainstorming exercise	Zopp-case & board, cards	15 Min.
➤ <b>Presentation by the municipal groups</b> Process steps for operational plan implementation	Sub-group presentation of their operational plan	OT	10 Min.
➤ <b>Role play exercise</b> Tools for implementation	Role play	Flip-chart, Zopp-case & board	25 Min.

*- Coffee break -*

➤ <b>Role play exercise (continued)</b> Tools for implementation	Role play	Flip-chart, Zopp-case & board	35 Min.
➤ <b>Presentation of exercise results by municipal groups followed by an analysis in group discussion</b>	Sub-group presentation of their results, large group discussion & feedback	Zopp-case & board, OT	40 Min.

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

***Outline Session Plan***

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Wrap-up of day 1 and linking up to day 2	Summative lecture point	Zopp-case & board	15 Min.
<b>Monitoring/ Assessment &amp; Analysis/ Follow-up</b>	Short lecture & moderation, large group introduction & exercise in small groups		130 Min.
➤ <b>Introduction to verification procedures on running CBM projects</b> <ul style="list-style-type: none"> <li>• Monitoring indicators</li> <li>• Assessment and analysis</li> <li>• Follow-up</li> </ul>	Context preparation for exercise in small groups	Slide	10 Min.
➤ <b>Role play (I)</b> Verifying implementation of a running CBM projects	Role play	Flip-chart, Zopp-case & board	20 Min.
➤ <b>Interjection with introduction to approaching redesign/adjustment of running CBM project</b>	Additional context preparation for next role play exercise	Slide, card visualization	5 Min.
➤ <b>Role play (II)</b> Verifying implementation of a running CBM projects	Role play	Flip-chart, Zopp-case & board	30 Min.
➤ <b>Interjection with introduction to consolidation/ dissemination and replication of running CBM project</b>	Additional context preparation for next role exercise	Slide, card visualization	5 Min.

➤ <b>Role play exercise</b> Linking implementation with consolidation and dissemination	Role play	Flip-chart, Zopp-case & board	20 Min.
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**- Coffee break -**  
*(to be served in the meeting room)*

➤ <b>Role play exercise (continued)</b> Linking implementation with consolidation and dissemination	Role play	Flip-chart, Zopp-case & board	30 Min.
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<b>Wrap-up</b>	Summative lecture points of past 1.5 days		55 Min.
➤ <b>Preparatory introduction wrap-up Moderator</b> to by	Summative overview of 1.5 day workshop		5 Min.
➤ <b>Wrap-up</b> <ul style="list-style-type: none"> <li>• Presentation of My CBM Plan</li> <li>• Lessons learnt</li> <li>• Feedback (possibility to learn from others) by Lecturer, Trainers, Moderator, Participants</li> </ul>	Summative lecture, exercise, role play & feedback	Zopp-case & board, visualization technique	50 Min.

**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 principles
- 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:**

- How to implement CBM
- How to train communities
- Various follow-ups needed under the CBM concept implementation
- 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
- Consolidation of 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: 4 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
	<b>Topic: Solid Waste Management</b>
09.00 – 09.30	<b>Introduction to basic solid waste management (SWM) principles in relation to CBM:</b> <ul style="list-style-type: none"><li>- Problems presentation</li><li>- Consequences</li><li>- Short overview on CBM as related to solid waste management<ul style="list-style-type: none"><li>o What can you achieve with/ without CBM</li><li>o Internal factors</li><li>o External factors</li><li>o Limitations of CBM</li></ul></li></ul>
09.30 – 10.10	<b>Exercise in groups of municipalities</b> Personal Visions on CBM
	<b>Topic: Community-based Management of Solid Waste (CBM)</b>
10.10 – 10.30	<b>Introduction to policies of Mayors</b>
10.30 – 10.45	<i>Coffee Break</i>
10.45 – 11.25	<b>Exercise in groups of municipalities</b> Policy as guideline
11.25 – 12.00	<b>Presentation of exercise results</b>
12.00 – 13.00	<i>Lunch break</i>
13.00 – 13.15	<b>Short overview: Introduction to CBM players relationship</b>
13.15 – 13.55	<b>Role Play exercise in groups of municipalities</b> Policy for the level of administration
13.55 – 14.30	<b>Presentation of role play exercise results</b>
14.30 – 14.45	<i>Coffee Break</i>

### **Topic: Planning**

- 14.45 – 15.10 **Introduction to process steps in planning procedures and indicators**
- 15.10 – 16.00 **Role Play exercise in groups of municipalities I**  
Planning

## **Day 2**

- 08.30 – 08.45 *Registration*
- 08.45 – 09.00 Wrap-up of day 1 and linking up to day 2
- 09.00 – 09.15 **Introduction to process steps in planning procedures**
- 09.15 – 10.00 **Role Play exercise in groups of municipalities II**  
Planning
- 10.00 – 10.30 **Presentation of role play exercise results in accordance with the assigned roles followed by group discussion**
- 10.30 – 10.45 *Coffee break*
- 10.45 – 12.00 **Exercise in groups of municipalities**  
Compliance with needs of CBM players
- 12.00 – 13.00 *Lunch break*
- 13.00 – 14.10 **Presentation of exercise results followed by group feedback discussion**
- Topic: Implementation**
- 14.10 – 14.30 **Introduction to comparative analysis**
- 14.30 – 14.45 *Coffee Break*
- 14.45 - 15.25 **Exercise in groups of municipalities**  
Identify alternative solutions
- 15.25 - 16.00 **Presentation of comparisons by municipal groups**

## **Day 3**

- 08.30 – 08.45 *Registration*
- 08.45 – 09.00 Wrap-up of day 2 and linking up to day 3
- 09.00 – 09.20 **Introduction to CBM players cooperation**
- 09.20 – 10.10 **Exercise in groups of municipalities**  
Cooperation in preparing CBM implementation
- 10.10 – 10.30 **Presentation of exercise results by municipal groups in the previous exercise**
- 10.30 – 10.45 *Coffee break*

10.45 – 12.00	<b>Exercise</b> Preparing CBM implementation
12.00 – 13.00	<i>Lunch break</i>
13.00 – 14.15	<b>Presentation of exercise results by municipal groups in the previous exercise</b>
14.15 – 14.30	<b>Introduction to role play exercise</b>
14.30 – 14.45	<i>Coffee Break</i>
14.45 – 15.30	<b>Role play exercise in groups of municipalities</b> Implementation
15.30 – 16.00	<b>Presentation of role play experience by municipal groups</b> “How did they feel in their roles” and “How did they perceive others”

## Day 4

08.30 – 08.45	<i>Registration</i>
08.45 – 09.00	Wrap-up of day 3 and linking up to day 4
09.00 – 09.45	<b>Role play exercise in groups of municipalities I</b> Continued implementation of a running CBM project
09.45 – 10.00	<b>Introduction to tools for sustaining a running CBM project</b>
10.00 – 10.30	<b>Role play exercise in groups of municipalities II</b> Continued implementation of a running CBM project
10.30 – 10.45	<i>Coffee break</i>
10.45 – 10.55	<b>Interjection: An introduction to redesign</b>
10.55 – 11.45	<b>Role play exercise in groups of municipalities II (Continued)</b> Continued implementation of a running CBM project
11.45 – 12.00	<b>Preparation for the afternoon session</b>
12.00 – 13.00	<i>Lunch break</i> <b>Topic: Redesign and consolidation</b>
13.00 – 13.30	<b>Presentation of role play exercise results by municipal groups in accordance with the assigned roles</b>
13.30 – 13.40	<b>Introduction to consolidation</b>
13.40 – 14.30	<b>Exercise in groups of municipality</b> Consolidation
14.30 – 14.45	<i>Coffee Break</i>
14.45 – 15.15	<b>Presentation by municipal groups of their respective CBM projects during the workshop</b>

	<b>Topic: Wrap-up</b>
15.15 – 16.00	<b>Wrap-up and lessons learnt</b>
	Summative feedback by all training parties involved
16.00 – 16.15	<i>Closing</i> ceremony

## Curriculum process sessions outline plans

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

#### Outline Session Plan

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Background information and activities during workshop	Project background presentation using slide		15 Min.
<b>Solid waste management</b>	Short lecture & moderation, large group introduction & exercise in small groups		70 Min.
➤ <b>Introduction to basic solid waste management (SWM) principles in relation to CBM</b> <ul style="list-style-type: none"> <li>• Problems presentation</li> <li>• Consequences</li> <li>• Short overview on CBM as related to solid waste management What can you achieve with/ without CBM                             <ul style="list-style-type: none"> <li>- Internal factors</li> <li>- External factors</li> <li>- Limitations of CBM</li> </ul> </li> </ul>	Context preparation for exercise in small groups	Slide	30 Min.
➤ <b>Exercise in groups of municipalities</b> Personal Visions on CBM	Sub-group brainstorming exercise	Zopp-case & board, cards	40 Min.
<b>Community-based Management of Solid Waste (CBM)</b>	Short lecture & moderation, large group introduction & exercise in small groups		185 Min.
➤ <b>Introduction to policies of Mayors</b>	Context preparation for exercise in small groups	Slide	20 Min.

- Coffee break -

➤ <b>Exercise in groups of municipalities</b> Policy as guideline	Sub-group brainstorming exercise	Zopp-case & board	40 Min.
➤ <b>Presentation of exercise results</b>			35 Min.

*- Lunch break -*

➤ <b>Short overview: Introduction to CBM players relationship</b>	Context preparation for role play exercise	Slide	15 Min.
➤ <b>Role Play exercise in groups of municipalities</b> Policy for the level of administration	Role play	Zopp-case & board	40 Min.
➤ <b>Presentation of role play exercise results</b>	Sub-group presentation of role play results	Zopp-case & board, OT	35 Min.

*- Coffee break -*

<b>Planning</b>			
➤ <b>Introduction to process steps in planning procedures and indicators</b>	Context preparation for role play exercise	Slide	25 Min.
➤ <b>Role Play exercise in groups of municipalities I</b> Planning	Role play	Zopp-case & board, matrix II	50 Min.

## Curriculum 2, Target group 2: CBM Implementing level, Day 2

### Outline Session Plan

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Wrap-up of day 1 and linking up to day 2	Summative lecture point	Zopp-case & board	15 Min.
<b>Planning (Continued)</b>	Short lecture & moderation, large group introduction & exercise in small groups		235 Min.
➤ Introduction to process steps in planning procedures	Context preparation for role play exercise	Slide	15 Min.
➤ Role Play exercise in groups of municipalities II Planning	Role play	Zopp-case & board, matrix III	45 Min.
➤ Presentation of role play exercise results in accordance with the assigned roles followed by group discussion	Sub-group presentation of role play result	Zopp-case & board, OT	30 Min.
<i>- Coffee break -</i>			
➤ Exercise in groups of municipalities Compliance with needs of CBM players	Sub-group brainstorming exercise	Zopp-case & board, matrix IV	75 Min.
<i>- Lunch break -</i>			
➤ Presentation of exercise results followed by group feedback discussion	Sub-group presentation of group results	Zopp-case & board, OT	70 Min.
<b>Implementation</b>	Short lecture & moderation, large group introduction & exercise in small groups		95 Min.
➤ Introduction to comparative analysis	Context preparation for exercise in small groups	Slide	20 Min.

*- Coffee break -*



<p>➤ <b>Exercise in groups of municipalities</b>                  Identify alternative solutions</p>	<p>Sub-group brainstorming exercise</p>	<p>Zopp-case &amp; board, matrix IV</p>	<p>40 Min.</p>
<p>➤ <b>Presentation of comparisons by municipal groups</b></p>	<p>Sub-group presentation of group results</p>	<p>Zopp-case &amp; board, OT</p>	<p>35 Min.</p>

## Curriculum 2, Target group 2: CBM Implementing level, Day 3

### Outline Session Plan

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Wrap-up of day 2 and linking up to day 3	Summative lecture point	Zopp-case & board	15 Min.
<b>Implementation (Continued)</b>	Short lecture & moderation, large group introduction & exercise in small groups		330 Min.
➤ <b>Introduction to CBM players cooperation</b>	Context preparation for exercise in small groups	Slide	20 Min.
➤ <b>Exercise in groups of municipalities</b> Cooperation in preparing CBM implementation	Sub-group brainstorming exercise	Zopp-case & board, matrix V	50 Min.
➤ <b>Presentation of exercise results by municipal groups in the previous exercise</b>	Sub-group presentation of group results	Zopp-case & board, OT	20 Min.
<i>- Coffee break -</i>			
➤ <b>Exercise</b> Preparing CBM implementation	Sub-group brainstorming exercise	Zopp-case & board, matrix VI	75 Min.
<i>- Lunch break -</i>			
➤ <b>Presentation of exercise results by municipal groups in the previous exercise</b>	Sub-group presentation of group results	Zopp-case & board, OT	75 Min.
➤ <b>Introduction to role play exercise</b>	Context preparation for sub-group role play exercise	-	15 Min.
<i>- Coffee break -</i>			
➤ <b>Role play exercise in groups of municipalities</b> Implementation	Role play	Zopp-case & board	45 Min.

<p>➤ <b>Presentation of role play experience by municipal groups</b> “How did they feel in their roles” and “How did they perceive others”</p>	<p>Sub-group presentation of role play result</p>	<p>Zopp-case &amp; board, OT</p>	<p>30 Min.</p>
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## Curriculum 2, Target group 2: CBM Implementing level, Day 4

### Outline Session Plan

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Wrap-up of day 3 and linking up to day 4	Summative lecture point	Zopp-case & board	15 Min.
<b>Implementation (Continued)</b>	Short lecture & moderation, large group introduction & exercise in small groups		165 Min.
➤ <b>Role play exercise in groups of municipalities I</b> Continued implementation of a running CBM project	Role play	-	45 Min.
➤ <b>Introduction to tools for sustaining a running CBM project</b>	Context preparation for role play exercise	Slide	15 Min.
➤ <b>Role play exercise in groups of municipalities II</b> Continued implementation of a running CBM project	Role play	Zopp-case & board, flip-chart	30 Min.
<i>- Coffee break -</i>			
➤ <b>Interjection: An introduction to redesign</b>	Additional context preparation for next role exercise	Slide, card visualization	10 Min.
➤ <b>Role play exercise in groups of municipalities II (Continued)</b> Continued implementation of a running CBM project	Role play	Zopp-case & board, flip-chart	50 Min.
➤ <b>Preparation for the afternoon session</b>	Short overview	Zopp-case & board, flip-chart	15 Min.
<i>- Lunch break -</i>			
<b>Redesign and consolidation</b>	Short lecture & moderation, large group introduction & exercise in small groups		120 Min.

➤ <b>Presentation of role play exercise results by municipal groups in accordance with the assigned roles</b>	Sub-group presentation of role play result	Zopp-case & board, OT	30 Min.
➤ <b>Introduction to consolidation</b>	Context preparation for role play exercise	Slide	10 Min.
➤ <b>Exercise in groups of municipality Consolidation</b>	Sub-group brainstorming exercise	Zopp-case & board	50 Min.

**- Coffee break -**

➤ <b>Presentation by municipal groups of their respective CBM projects during the workshop</b>	Sub-group presentation of role play result	Zopp-case & board, OT	30 Min.
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<b>Wrap-up and lessons learnt</b>	Summative lecture points of past 4 days		45 Min.
➤ <b>Wrap-up and lessons learnt</b> Summative feedback by all training parties involved	Summative lectures, exercises, role plays & feed back	Zopp-case & board, visualization technique	45 Min.

**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 representatives that understand:**
  - Impact of waste
  - Their roles in the overall CBM context
  - Their rights and responsibility, and community's rights and responsibility
- 2. Community representatives 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 representatives 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.

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 (Dreams and hopes for cleanliness of their communities and households)
2. Process steps for projects by communities under CBM (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 dreams and hopes into practical community activities.

Why to learn?

To prepare communities and their representatives 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



## 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      *Registration*
- 08.30 – 08.45      *Opening ceremony / Background information and activities during workshop*
- 08.45 – 09.00      Background information and activities during workshop

#### **Topic: Solid Waste Management**

- 09.00 – 09.15      **Introduction to basic solid waste management (SWM) principles in relation to CBM:**
- Problems presentation
  - Consequences
  - Short overview on CBM as related to solid waste management
    - o What can you achieve with/ without CBM
    - o Internal factors
    - o External factors
    - o Limitations of CBM
- 09.15 – 09.30      **Exercise in community groups**  
Waste management needs and demands of communities
- Developing dreams and hopes for the cleanliness within their community

#### **Topic: Community-based Management of Solid Waste (CBM)**

- 09.30 – 09.50      **Introduction to CBM as a tool of SWM for communities**
- Short overview on CBM
    - o Legal issues
    - o Pitfalls in implementation
      - Vision
      - Policy
      - Teamwork building and supporting measures
      - Communication techniques
    - o Other topics in accordance with SWM Programme for Phitsanulok

	<ul style="list-style-type: none"><li>- How to improve/how to contribute to improvement</li><li>- What to achieve and not, Internal, external factors, limits of CBM</li><li>- Definition of community under CBM</li></ul>
09.50 – 10.30	<b>Exercise in community groups</b> Sketch 'envisioned' activities for their community <ul style="list-style-type: none"><li>- 'Have the power to decide on how their community can look like.'</li><li>- Examples of what communities have done</li></ul>
10.30 – 10.45	<i>Coffee Break</i>
10.45 – 11.30	<b>Exercise in community groups</b> CBM diversification <ul style="list-style-type: none"><li>- Draw up detailed activity plan</li></ul>
11.30 – 12.00	<b>Presentation of detailed activity plan by community group</b>
12.00 – 13.00	<i>Lunch break</i>
13.00 – 14.30	<b>Role play exercise:</b> Activity implementation <ul style="list-style-type: none"><li>- Implement under consideration of the four CBM players: local politicians, administrators, communities and the private sector</li></ul>
14.30 – 14.45	<i>Coffee Break</i>
14.45 – 16.00	<b>Game and exercise played individually</b> Waste Separation 'Monopoly'

## Day 2

08.00 – 08.30	<i>Registration</i>
08.30 – 08.45	Wrap up of day 1 and link up to day 2
	<b>Topic: Community-based Management of Solid Waste (CBM)</b>
08.45 – 08.55	<b>Introduction to measuring change</b>
08.55 – 09.15	<b>Exercise in community groups</b> Measuring change
09.15 – 09.25	<b>Presentation of exercise results by community groups</b>
09.25 – 09.35	<b>Introduction to making implementation schedule</b>
09.35 – 10.05	<b>Exercise in community groups</b> Planning for implementation
10.05 – 10.15	<b>Presentation of exercise results by community groups</b>

10.15 – 10.30	<i>Coffee Break</i>
10.30 – 10.40	<b>Introduction to role play exercise</b> Start activity in your community
10.40 – 11.45	<b>Role play exercise in community groups</b> Start activity in your community - How to involve community - Find a middle way between involved parties
11.45 – 12.45	<i>Lunch Break</i>
12.45 – 13.25	<b>Presentation of role play experience by community groups</b>
13.25 – 14.15	<b>Group brainstorming session</b> Analysis of activity implementation - Analyze the result of the previous exercise in regard to process steps/ give feedback and input from other groups of CBM players
14.15 – 14.30	<i>Coffee break</i>
14.30 – 14.35	<b>Topic: Monitoring through follow-up</b> <b>Introduction to monitoring activities</b> - Measured change - Problem recognition
14.35 – 15.05	<b>Exercise in community groups</b> Problem solving for a running CBM activity within the community
15.05 – 15.15	<b>Introduction to follow up activities</b> - Leadership - PP, PR, Rallying support
15.15 – 16.00	<b>Exercise in community groups (continued)</b> Problem solving for a running CBM activity within the community

## 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 – 09.15	<b>Topic: Adjustment of approach towards community activity implementation</b> <b>Presentation of community group experience from problem solving exercise for a running CBM activity within the community</b>
09.15 – 09.20	<b>Introduction to adjustment (redesign)</b>
09.20 – 09.50	<b>Group brainstorming exercise</b>

	Adjust approach towards community activity implementation
09.50 – 10.15	<b>Summative wrap-up of past activities by moderator</b>
10.15 - 10.30	<i>Coffee Break</i>
	<b>Topic: Consolidation and networking</b>
10.30 – 10.40	<b>Introduction to consolidation and extension of community activities and cooperation with administrators</b>
10.40 – 11.10	<b>Exercise in community groups</b> Sustain your activities - Activities needed for consolidation
11.10 – 11.15	<b>Interjection with introduction to networking</b>
11.10 – 11.40	<b>Exercise in community groups (continued)</b> Use networking - Activities needed for networking
11.40 – 12.00	<b>Preparation by moderator for the community groups to present their CBM activity plan in the afternoon session</b>
12.00 – 13.00	<i>Lunch break</i>
13.00 – 14.00	<b>Presentation of four selected group activities:</b> My/our CBM activity plan in the community - First 2 groups present their CBM activity plans
14.00 – 14.20	<b>Feedback/comment</b>
14.20 – 14.35	<i>Coffee break</i>
14.35 – 15.35	<b>Presentation of four selected group activities:</b> My/our CBM activity plan in the community - Last 2 groups present their CBM activity plans
15.35 – 15.55	<b>Feedback/comment</b>
	<b>Topic: Lessons learnt and wrap-up</b>
15.55 – 16.15	<b>Lessons learnt</b> Training evaluation questionnaire
16.15 – 16.30	Closing ceremony

## Curriculum process sessions outline plans

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

#### Outline Session Plan

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Background information and activities during workshop	Project background presentation using slide		15 Min.
<b>Solid waste management</b>	Short lecture & moderation, large group introduction & exercise		30 Min.
➤ <b>Introduction to basic solid waste management (SWM) principles in relation to CBM</b> <ul style="list-style-type: none"> <li>• Problems presentation</li> <li>• Consequences</li> <li>• Short overview on CBM as related to solid waste management What can you achieve with/ without CBM                             <ul style="list-style-type: none"> <li>- Internal factors</li> <li>- External factors</li> <li>- Limitations of CBM</li> </ul> </li> </ul>	Context preparation for exercise in small groups	Slide	15 Min.
➤ <b>Exercise in community groups</b> Waste management needs and demands of communities <ul style="list-style-type: none"> <li>• Developing dreams and hopes for the cleanliness within their community</li> </ul>	Sub-group brainstorming exercise	Zopp-case & boards, cards	15 Min.
<b>Community-based Management of Solid Waste (CBM)</b>	Short lecture & moderation, large group introduction & exercise		300 Min.

<p>➤ <b>Introduction to CBM as a tool of SWM</b></p> <ul style="list-style-type: none"> <li>• Short overview on CBM                     <ul style="list-style-type: none"> <li>- Legal issues</li> <li>- Pitfalls in implementation</li> </ul> </li> <li>• How to improve/how to contribute to improvement</li> <li>• What to achieve and not, Internal, external factors, limits of CBM</li> <li>• Definition of community under CBM</li> </ul>	<p>Context preparation for exercise in small groups</p>	<p>Slide</p>	<p>20 Min.</p>
<p>➤ <b>Exercise in community groups</b></p> <p>Sketch 'envisioned' activities for their community</p> <ul style="list-style-type: none"> <li>• 'Have the power to decide on how their community can look like.'</li> <li>• Examples of what communities have done</li> </ul>	<p>Sub-group brainstorming exercise</p>	<p>Zopp-case &amp; boards, cards, flip-chart, matrix I</p>	<p>40 Min.</p>

*- Coffee break -*

<p>➤ <b>Exercise in community groups</b></p> <p>CBM diversification</p> <ul style="list-style-type: none"> <li>• Draw up detailed activity plan</li> </ul>	<p>Sub-group brainstorming exercise</p>	<p>Zopp-case &amp; board, matrix II &amp; III</p>	<p>45 Min.</p>
<p>➤ <b>Presentation of detailed activity plan by community group</b></p>	<p>Sub-group presentation of detailed community activity plan</p>	<p>Zopp-case &amp; board, OT</p>	<p>30 Min.</p>

*- Lunch break -*

<p>➤ <b>Role play exercise:</b></p> <p>Activity implementation</p> <ul style="list-style-type: none"> <li>• Implement under consideration of the four CBM players: local politicians, administrators, communities and the private sector</li> </ul>	<p>Role play</p>	<p>Zopp-case &amp; board, matrix II &amp; III</p>	<p>90 Min.</p>
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*- Coffee break -*

<p>➤ <b>Game and exercise played individually</b> Waste Separation 'Monopoly'</p>	<p>Practical game exercise</p>	<p>Handout: waste separation - example of solid waste - weighing gauge</p>	<p>75 Min.</p>
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## Curriculum 3, Target group 3: Local Community under CBM, Day 2

### Outline Session Plan

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Wrap-up of day 1 and linking up to day 2	Summative lecture point	Zopp-case & board	15 Min.
<b>Implementation</b>	Short lecture & moderation, large group introduction & exercise		255 Min.
➤ <b>Introduction to measuring change</b>	Context preparation for exercise in small groups	Slide	10 Min.
➤ <b>Exercise in community groups</b> Measuring change	Sub-group brainstorming exercise	Zopp-case & board, matrix IV	20 Min.
➤ <b>Presentation of exercise results by community groups</b>	Sub-group presentation of group results	Zopp-case & board, OT	10 Min.
➤ <b>Introduction to making implementation schedule</b>	Context preparation for exercise in small groups	Slide	10 Min.
➤ <b>Exercise in community groups</b> Planning for implementation	Sub-group brainstorming exercise	Zopp-case & board, matrix IV	30 Min.
➤ <b>Presentation of exercise results by community groups</b>	Sub-group presentation of group results	Zopp-case & board, OT	10 Min.
<b>- Coffee break -</b>			
➤ <b>Introduction to role play exercise</b> Start activity in your community	Context preparation for exercise in small groups	Slide	10 Min.
➤ <b>Role play exercise in community groups</b> Start activity in your community <ul style="list-style-type: none"> <li>• How to involve community</li> <li>• Find a middle way between involved parties</li> </ul>	Role play	Zopp-case & board, flip-chart	65 Min.
<b>- Lunch break -</b>			



➤ <b>Presentation of role play experience by community groups</b>	Sub-group presentation of group results	Zopp-case & board, OT	40 Min.
➤ <b>Group brainstorming session</b> Analysis of activity implementation <ul style="list-style-type: none"> <li>Analyze the result of the previous exercise in regard to process steps/ give feedback and input from other groups of CBM players</li> </ul>	Sub-group brainstorming exercise	Zopp-case & board, matrix III & IV	50 Min.

- Coffee break -

<b>Monitoring through follow-up</b>	Short lecture & moderation, large group introduction & exercise		90 Min.
➤ <b>Introduction to monitoring activities</b> <ul style="list-style-type: none"> <li>Measured change</li> <li>Problem recognition</li> </ul>	Context preparation for exercise in small group	Slide	5 Min.
➤ <b>Exercise in community groups</b> Problem solving for a running CBM activity within the community Participants	Sub-group brainstorming exercise	Zopp-case & board, flip-chart	30 Min.
➤ <b>Introduction to follow up activities</b> <ul style="list-style-type: none"> <li>Leadership</li> <li>PP, PR, Rallying support</li> </ul>	Context preparation for exercise in small group	Slide	10 Min.
➤ <b>Exercise in community groups (continued)</b> Problem solving for a running CBM activity within the community Participants	Sub-group brainstorming exercise	Zopp-case & board, flip-chart	45 Min.

## Curriculum 3, Target group 3: Local Community under CBM, Day 3

### Outline Session Plan

Session: Topic	Teaching method	Teaching aid	Time (approx.)
Wrap-up of day 2 and linking up to day 3	Summative lecture point	Zopp-case & board	15 Min.
<b>Adjustment of approach towards community activity implementation</b>	Short lecture & moderation, large group introduction & exercise		90 Min.
➤ Presentation of community group experience from problem solving exercise for a running CBM activity within the community	Sub-group presentation of group result	Zopp-case & board, OT	30 Min.
➤ Introduction to adjustment (redesign)	Context preparation for exercise in small groups	Slide	5 Min.
➤ Group brainstorming exercise Adjust approach towards community activity implementation	Sub-group brainstorming exercise	Zopp-case & board, matrix III (from activity 10)	30 Min.
➤ Summative wrap-up of past activities by moderator	Summative lecture point, activities	Zopp-case & board, OT	25 Min.

- Coffee Break -

<b>Consolidation and networking</b>	Short lecture & moderation, large group introduction & exercise		255 Min.
➤ Introduction to consolidation and extension of community activities and cooperation with administrators	Context preparation for exercise in small group	Slide	10 Min.

➤ <b>Exercise in community groups</b> Sustain your activities <ul style="list-style-type: none"> <li>• Activities needed for consolidation</li> </ul>	Sub-group brainstorming exercise	Zopp-case & board	30 Min.
➤ <b>Interjection with Introduction to networking</b>	Additional context preparation for next sub-group brainstorming exercise	Slide, card visualization	5 Min.
➤ <b>Exercise in community groups (continued)</b> Use networking <ul style="list-style-type: none"> <li>• Activities needed for networking</li> </ul>	Sub-group brainstorming exercise	Zopp-case & board	30 Min.
➤ <b>Preparation by moderator for the community groups to present their CBM activity plan in the afternoon session</b>			20 Min.

*- Lunch Break -*

➤ <b>Presentation of four selected group activities:</b> My/our CBM activity plan in the community <ul style="list-style-type: none"> <li>• First 2 groups present their CBM activity plans</li> </ul>	Sub-group presentation of group results	Zopp-case & board, OT	60 Min.
➤ <b>Feedback/comment</b>	Summative of presentation feedback & comment	Zopp-case & board, slide visualization	20 Min.

*- Coffee Break -*

➤ <b>Presentation of four selected group activities:</b> My/our CBM activity plan in the community <ul style="list-style-type: none"> <li>• First 2 groups present their CBM activity plans</li> </ul>	Sub-group presentation of group results	Zopp-case & board, OT	60 Min.
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➤ <b>Feedback/ comment</b>	Summative of presentation feedback & comment	Zopp-case & board, slide visualization	20 Min.
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<b>Lessons learnt and wrap-up</b>	Summative lecture points of past 3 days		20 Min.
<b>Lessons learnt</b> <ul style="list-style-type: none"> <li>• Training evaluation questionnaire</li> </ul>	Questionnaire	Zopp-case & board	20 Min.