LEAVE NO ONE BEHIND ONLINE TRAINING BANGLADESH

WATERSHED PROGRAM

22nd – 24th JUNE 2020

Facilitators

Sara Ahrari

Zohre Shirafkan

Contents

Leave No One Behind Online Training Bangladesh

The Leave No One Behind (herein after referred to as LNOB) Training was a 3-days online workshop organized by Simavi. This workshop aimed at presenting the key concepts of LNOB for Watershed Bangladesh work-package. Using a bottom-up approach, participants were encouraged to apply the LNOB concepts in practical, participatory, and Inclusive activities throughout the workshop.

Since this workshop was held during the COVID-19 Crisis, Simavi organized it online. The experience of online workshop was quite new for both the organizers and the participants. Therefore, this report includes some reflections on the ideas about, challenges, advantages, and disadvantages of online workshop.
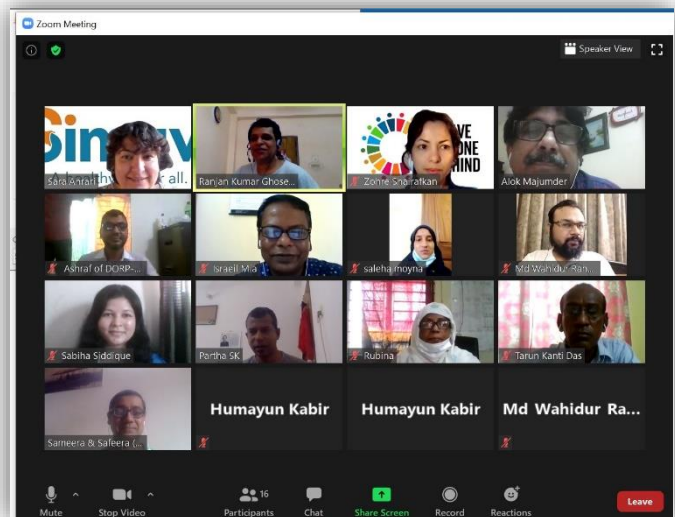
Indeed, a key point about online workshop is that it gives the organizers greater flexibility in scheduling it. A Facebook page (LNOB in WASH Bangladesh Workshop) was, for instance, created before the workshop. Participants were asked to introduce themselves on this page, as well as to post the results of an assignment (PhotoVoicing), which they had been asked to do before the workshop.

So, this freedom in timing the workshop, allowed the facilitators to engage the participants to the workshop in advance. Also, a short follow up session on the workshop and the action plans, was planned at the end of the workshop, to be held in 3 weeks after the workshop.

The language of the workshop was English. However, due to some language barriers, the organizers provided a clear instruction of each exercise in English. Some of the participants (Ranjan Kumar Ghose, Sabiha Siddique and Partha S. Kuntal) helped them with translating the instructions into Bangla before the workshop. So, while the facilitator was explaining the exercise, the translation in Bangla was available in the chat box of zoom. Also, during the workshop, these participants helped the facilitators with translation of the discussions either orally or by typing the translation in chat box.

Due to the time difference between the Netherlands and Bangladesh (Bangladesh is 4 hours ahead), only half-day sessions (4 hours) per day were possible. However, on the second and third days of the workshop, participants had a morning session of 2 hours to do some group work in smaller groups.

Every day 15 minutes before the formal start of the workshop, was considered the log-in time. These 15 minutes were taken, to make sure everyone was connected and there is no technical issue.

This workshop was organized by Simavi and was facilitated by Sara Ahrari (project manager), and Zohre Shirafkan (consultant), both from Simavi.

LNOB Online Training, Bangladesh, Day 1

After the introduction to the workshop by Sara, highlighting especially how the workshop would be held online due to limitation of the COVID-19, Zohre did the Ice breaker (Four Quadrants Activity). Participants were asked to divide an A4 paper to four sections and answer four questions by drawing a picture for each. The questions were about participants' expectations, fears, distractions, and their feelings about their own experience of being excluded.

(During the workshop, when participants were asked to use paper and pen, they had to upload their drawings on the Facebook group, or email it to the facilitators.)

The drawings showed that participants had major worries over losing the internet connection or electricity during the workshop. This was particularly the case for those who were joining the workshop from the field. However, although there were some short moments of disconnection during the workshop, luckily this was not a major issue.
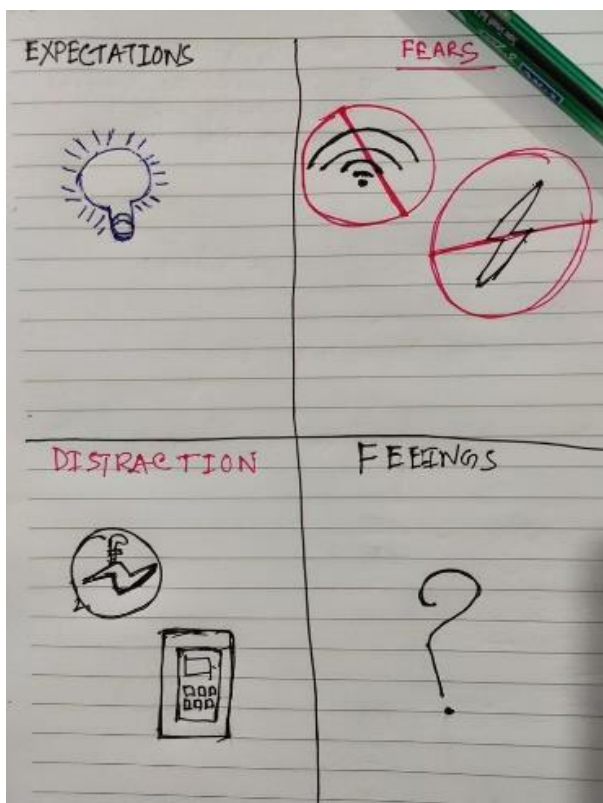
Participants also considered their smart phones, the social media and receiving notification as the main causes of distraction. Especially, in an online workshop that they had to work on their mobile phone and their laptop.

Presentation of the key concepts of LNOB

Sara had recorded the presentation before the workshop and had uploaded the file on the Facebook group before the workshop. This was mainly done to avoid any possibilities of interruption because of technical issues during the presentation. Moreover, participants had and will have the chance to check the main concepts before and after the workshop.

Sara started with the Human Rights to Water and Sanitation and LNOB and talked about the MACRO and MICRO factors that play an important role in creating inequality or social exclusion. To clarify what inclusion means exactly, she explained concepts such as: Substantial equality vs inclusion, Women-centered Inclusion, Participation Ladder, Operational Model for Addressing Social Inclusion in WASH Programme Cycle, Barriers to Inclusion and the Marginalisation Framework.

At the end, the Programmatic Approaches (exclusion, segregation, integration, and inclusion) were explained and of course inclusion was described as the ideal that WASH related projects need to strive for.

PhotoVoicing Assignment Results

To engage the participants in the concept of this workshop, about 2 weeks before the Workshop, Sara sent the participants the instruction of PhotoVoicing assignment. Participants had to choose their case from a list of different marginalised groups. Then they had to find a real person presenting that marginalised group, interview her/him and take some photos of the interviewee's life concerning her/his access to WASH facilities. In this way participants could investigate and learn about the barriers faced by those who are often excluded from access to WASH services and water resource management, and relevant decision-making processes. A few days before the workshop participants shared their photos and stories on the Facebook page of the group. The instruction was adjusted to the COVID 19 Crisis. Therefore, participants could interview their case via phone and ask the interviewee or someone working on the field to take photos for them.

Zohre created a PowerPoint including all the photos and the stories of all participants that had been posted by them on Facebook group. The interviewees were coming from different excluded/marginalized groups such as people with bodily impairments, transsexual, migrant, minor religious background (Hindu) and nomad community (living on boats). Most of them are living in slums

or rural areas and have poor access to WASH facilities. Some of them are members of citizen committees and are advocating for their community.

Each participant had 3-5 minutes to present their case. Participants were asked to reflect on their observations of the interviewee's life and if something in their life had surprised them. They also had to evaluate the accessibility of WASH facilities for their interviewee on the scale of 1 to 10. Most of them considered it as poor access (between 3 to 6), that need to be improved. Only in one case, access to WASH facilities was scored as 8. This was given to a teenage boy, who has difficulty with hearing and speaking and who is staying in a residential school.

Analysis of PhotoVoicing Assignment

During the next two exercises, *illustrating the rich picture* (Dimensions of Inequality based on macro/micro level factors) and *Creating intersectionality diagram*, participants were asked to analyse the situation of their interviewee with regards to having access to WASH facilities.
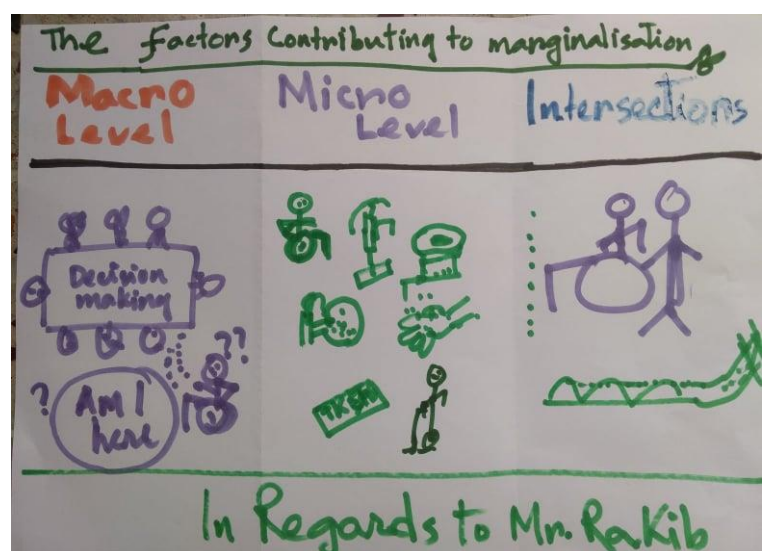
Creating Intersectionality Diagram

After the dimensions of inequality and the concept of intersectionality were further elaborated, participants were asked to think through their cases and on a paper draw the different factors that influence their interviewee's life. For this exercise, they had to show each factor in a circle and make it bigger or smaller, due to how big the influence is. They also had to show the connection between these factors as the intersections of the circles.

LNOB Online Training, Bangladesh, Day 2

To recap the first day, a multiple choice mentimeter was created. Different activities of the first day of the workshop were considered as different choices. The intersectionality diagram and PhotoVoicing result, and LNOB key concepts were the most interesting activities of the first day for the participants.

The second day was mostly focused on the 3 personas. Each persona included the story of a socially excluded person due to mental/physical impairment, gender, or coming from a religious minority, etc. Participants were divided to 3 groups of 4 people. During the 2 hours morning session, each group did the barrier wall exercise with the help of their lead (whom in a separate meeting before the workshop had been informed about the instruction of the exercise and other details). In this exercise, in each group, they did the dimensions of inequality, intersectional diagram and the wall barrier for the persona they had. Each group did it in a separate Mural page, which was already prepared by the facilitators.

Barrier Wall Presentation

Each group presented what they did during the morning session.

Since this exercise was extremely important and in fact, participants had to prepare the groundwork for the next activities, in depth discussions were held at this stage. It was notably important for the participants to identify under what section (individual, institutional, environmental, Attitudinal?) each barrier that they had written needed to be placed. Sara discussed this part in detail with the participants, to make sure they can recognize the type of each barrier. This point was also highlighted that some barriers might belong to more than one group and can be placed at somewhere in the middle of different sections. Indeed, participants were encouraged to carefully think about who or

what sector is responsible for each barrier, so that they can better plan for removing the barrier and working towards solutions for that.

For instance, the barrier 'being a Hindu' (as a religious minority group in Bangladesh) was first considered to be an environmental barrier. However, further discussions led to the conclusion that this barrier can be related to both institutional and attitudinal categories. This conclusion was drawn, because of the policy level and implementation, and from the community perspective there is the lack of acceptance of minority groups.

A key point of the discussions was that those who are working to bring about closer integration of LNOB in WASH related projects need to identify and overcome their own biases towards the marginalized/excluded groups. Otherwise, there is the risk that those who are responsible for planning or implementing LNOB related projects, do not recognize the full potential of excluded groups and underestimate their abilities by seeing them through the filter of their own biases.
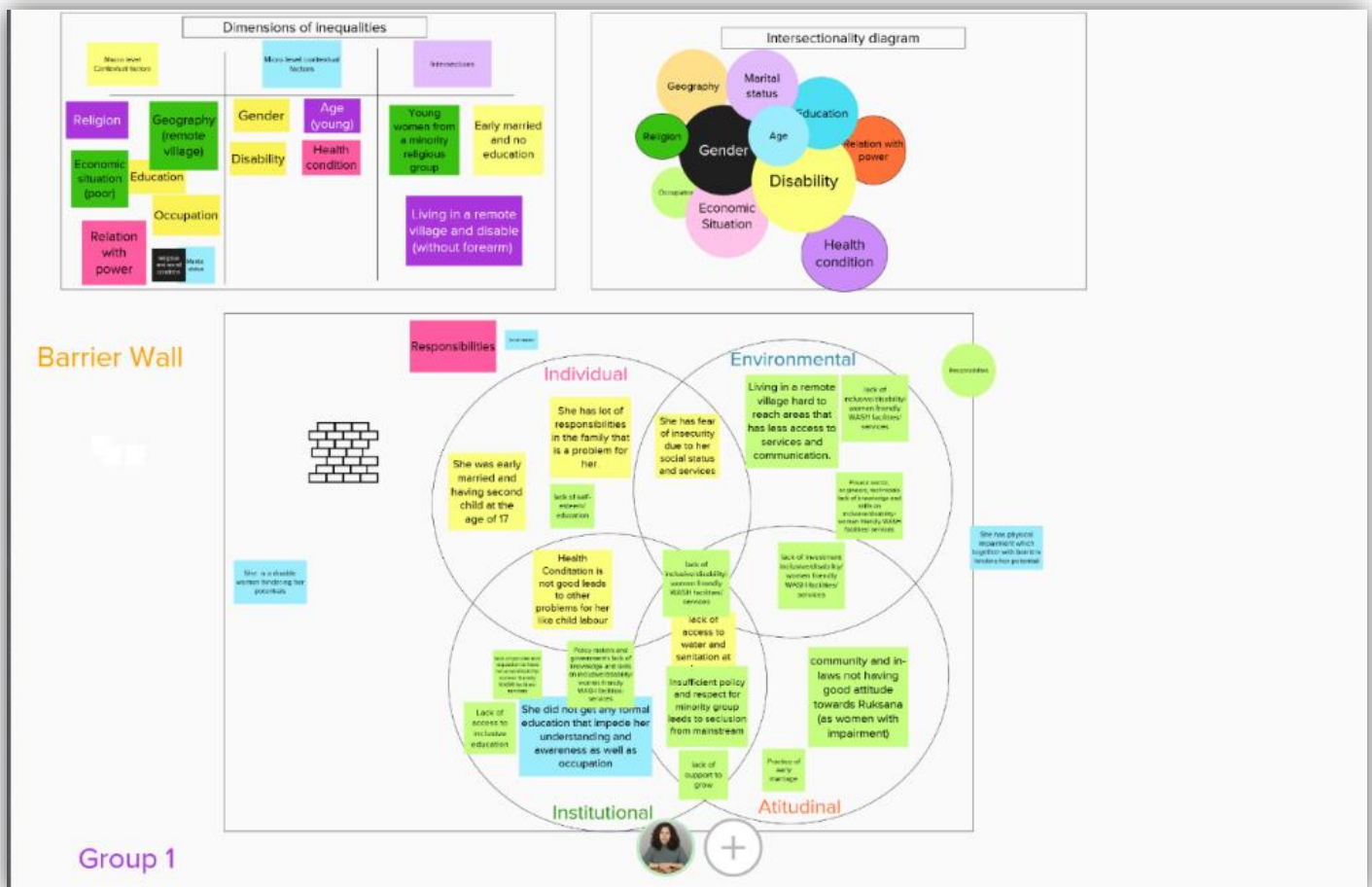
Barriers prioritisation voting

The barriers that each group had written for their persona were all transferred to one [Mural page](#). To vote, each participant had to choose the 3 most important barriers. The result were the following Barriers:

1. Traditional gender roles to fetch water & for care work
2. Lack of Proper implementation of existing policy and strategy in relation to PWD and pro-poor
3. Policy makers & local government are not aware of needs of women and people with (mental) impairments
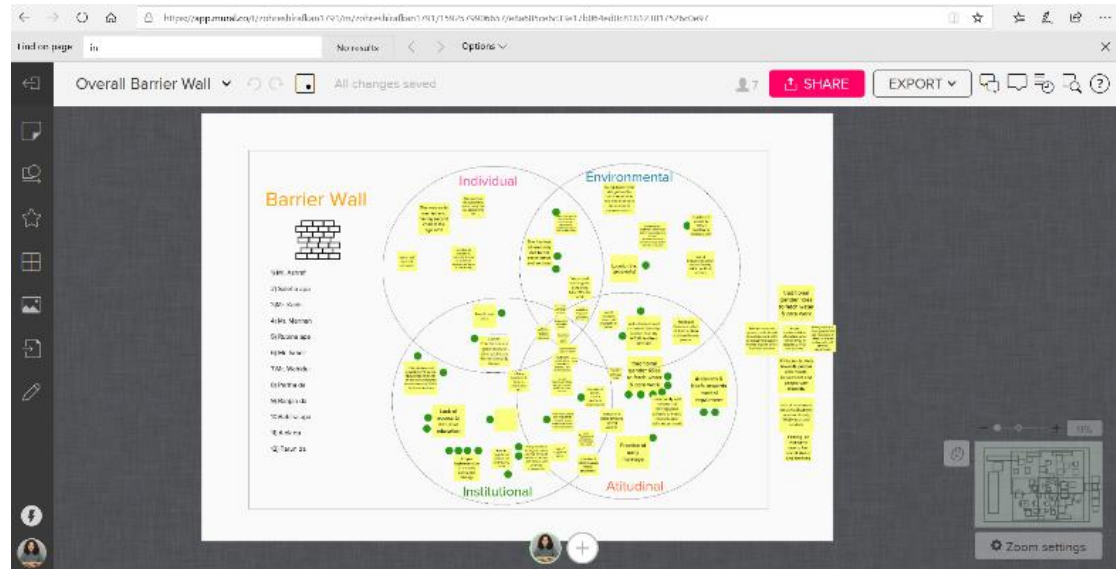
LNOB Online Training, Bangladesh, Day 3

To recap the second day of the workshop, a Word Cloud [mentimeter](#) was created, of which you can see the question and the answers in the picture.

Experimental solutions

On the third day, again participants had a 2 hours morning session working in 3 small groups of 4. A word file called Solution Table, including the three main barriers and some requirements for writing solutions to each barrier, had been sent to each group. During the morning session, they discussed the 3 top barriers and brainstormed possible solutions/ideas.

In the afternoon session, participants had to first read the solutions table of the two other groups, and then evaluate the solutions based on the *Impact Effort Matrix*. On this matrix there are four different areas showing different combinations of the required amount of impact and effort. Each area is illustrated by a different colour (light green= low effort/high impact, dark green=high effort/high impact, orange= low effort/low impact, red=high effort/low impact). On a Mural page including all the solutions from the 3 groups, each participant had some dots in the four above colours to vote.

The top-rated solutions of each section were illustrated on a separate Mural page presenting the Impact Effort Matrix. Then the participants were asked to discuss the solutions based on the *NOW, HOW, WOW Matrix*. This matrix focuses on how original or normal the ideas are, as well as how easy or impossible they are to be implemented.
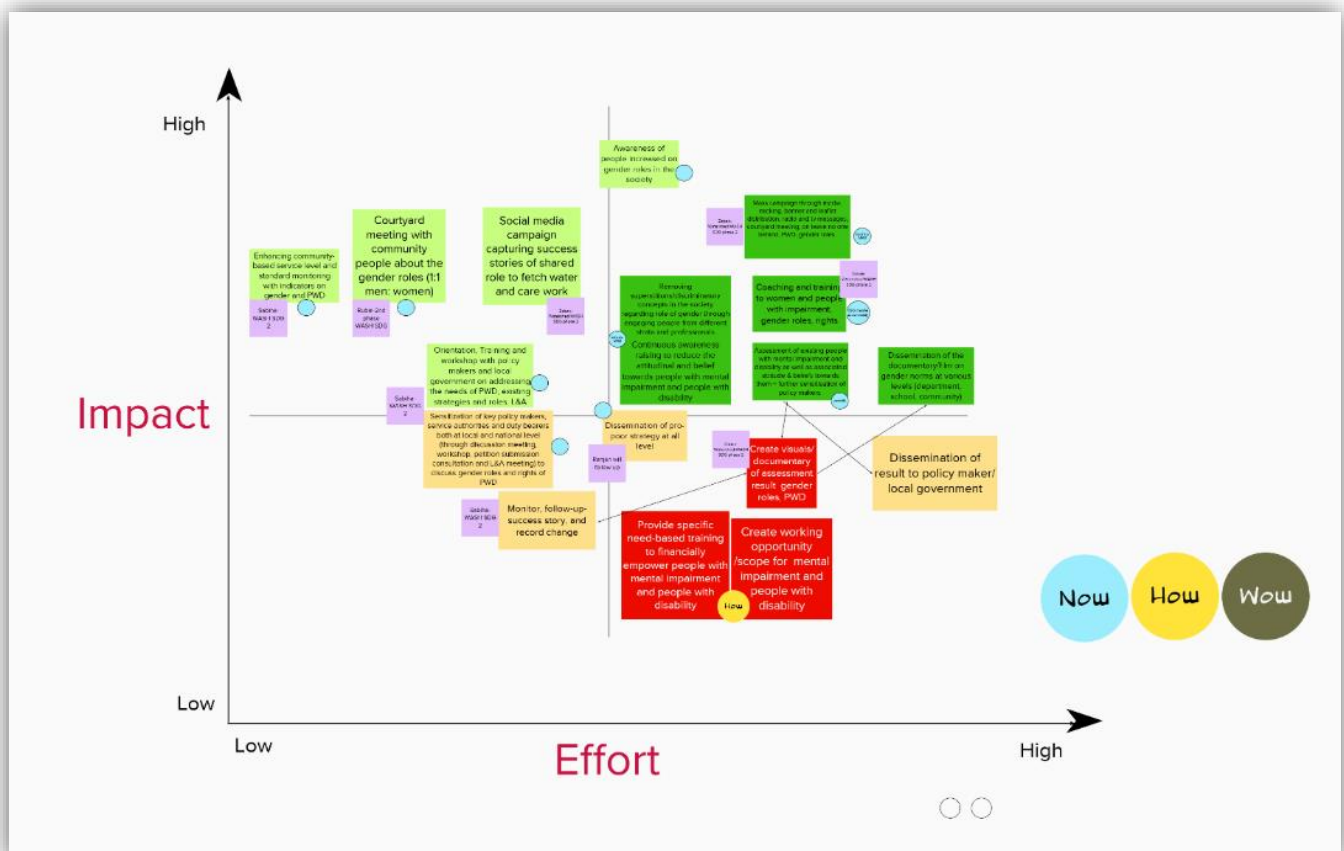
It appeared that some of the solutions are already being adopted in the field. However, while participants were analysing the quality of the implementation against what they have learned in this workshop, they were not satisfied with the results in some cases. For instance, they tried to raise awareness about gender roles on fetching water and the caregiving activities and how to encourage men to take more responsibilities in that regard., It appeared that in the community meeting and in social mapping they talk about gender equality but it is either not specific enough, or they do not

obtain the desired result. So, they decided to figure out how they can improve the situation in such cases.

Evaluating the solutions based on the NOW, HOW, WOW Matrix, participants also had to decide on who can take the responsibility for those solutions that were considered possible in a near future. The results are presented in the following table:

	Name	Program	Solution
1	Rubina	2nd phase WASH SDG	Courtyard meeting with community people about the gender roles (1:1 men: women)
2	Ranjan		Dissemination of pro-poor strategy at all level
3	Zobair	Watershed/WASH SDG phase 2	1. Social media campaign capturing success stories of shared role to fetch water and care work 2. Mass campaign through media, micking, banner and leaflet distribution, radio and tv messages, courtyard meeting, on leave no one behind, PWD, gender roles 3. Coaching and training to women and people with impairment, gender roles, rights 4. Create visuals/ documentary of assessment result gender roles, PWD
4	Sabiha	WASH SDG	1. Enhancing community-based service level and standard monitoring with indicators on gender and PWD 2. Monitor, follow-up-success story, and record change 3. : • Orientation, Training and workshop with policy makers and local government on addressing the needs of PWD, existing strategies and roles, L&A • Sensitization of key policy makers, service authorities and duty bearers both at local and national level (through discussion meeting, workshop, petition submission consultation and L&A meeting) to discuss gender roles and rights of PWD

A follow up meeting was planned in three weeks (on 15th of July 2020) so that participants have the opportunity to present what they have done by then as well as to discuss the possible questions/challenges they might have faced concerning the implementation of the concepts introduced in the workshop.

To give the participants the chance to express their concerns over the implementation of LNOB concepts in their projects, the exercise *Stinky Fish* was conducted in the form of a question on Mentimeter. The question was: 'What is your stinky fish? What do you think might prevent you from using what we have learnt in this workshop?'

The main concerns of participants seem to be: the effects of COVID 19 on the current projects, the close ending of the Watershed Project, having enough budget, and having enough support of their team.

Most of the sessions of this workshop which was conducted via Zoom were recorded. The recorded files are available on Google drive. For having access to the files click on the following words: day 1 here & here, day2, day 3

Evaluation Results

The evaluation carried out online. Participants could answer in both English and Bangla. The evaluation consisted of some open-ended questions as well as some multiple-choices questions. Below are some of the opinions of participants about the training:

In terms of the advantages and disadvantages of online workshop, although participants missed the face to face connection, they considered online workshop as an effective solution to keep on holding workshops and learning sessions during COVID 19 Crisis. Many participants appreciated the use of various online tools in workshop such as Zoom, Mural and Mentimeter.
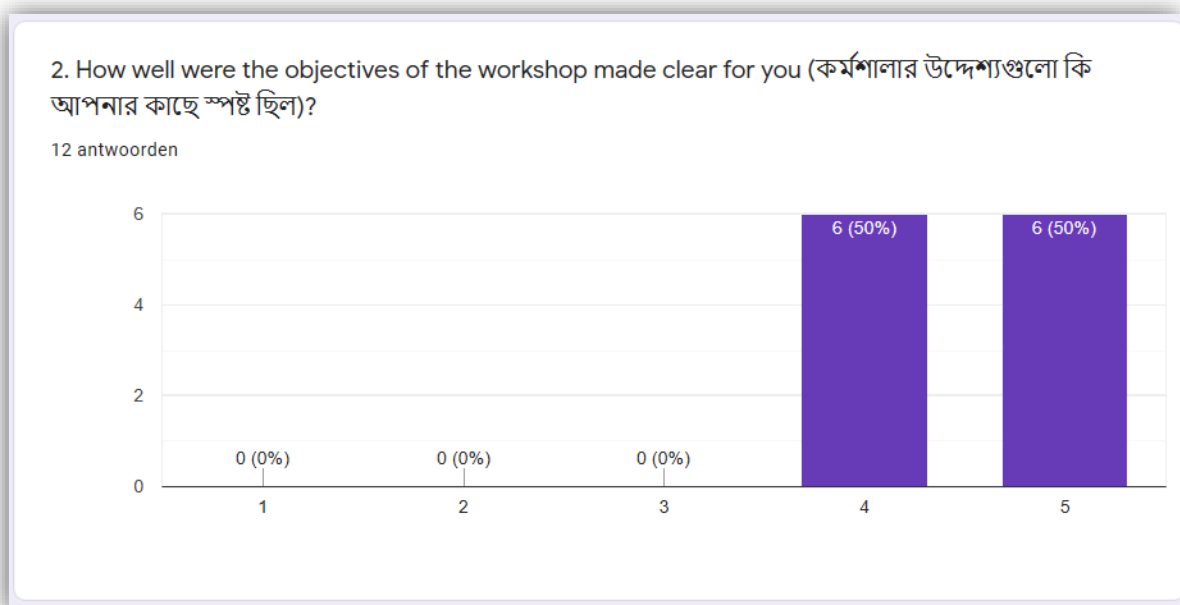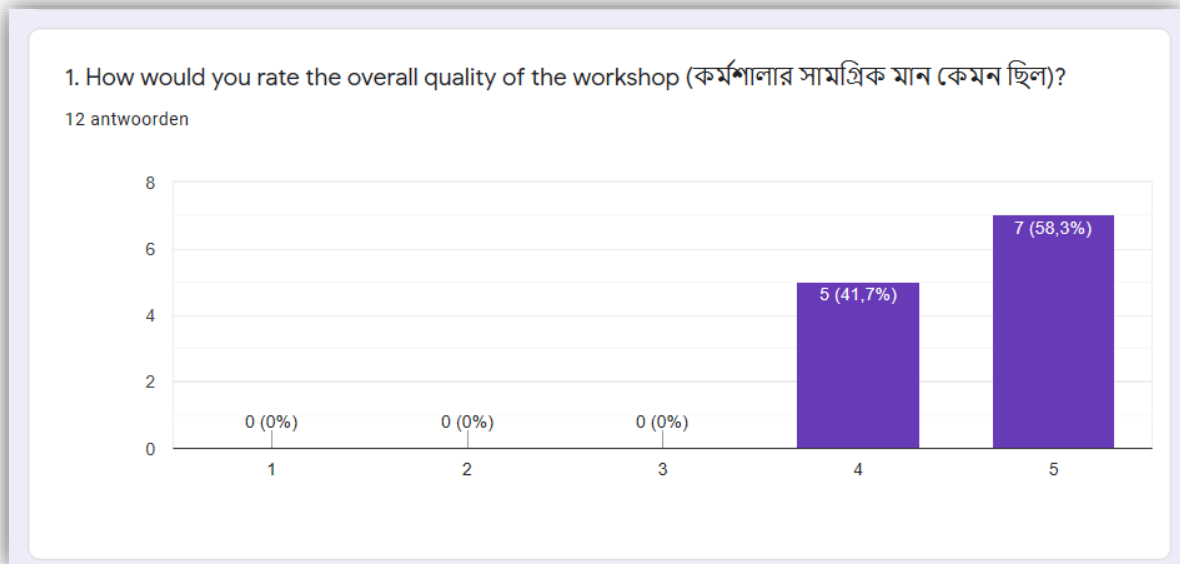
For the question 'how they will use the knowledge and skills they have gained from this workshop in their job?', participants answered that they will use what they have learned in discussions and coaching sessions with CSOs, marginalized groups, during the discussions with government stakeholders, in various sessions with media, in proposal writings, and finally, in implementation level while working in different areas. One of the participants answered: "in the project we are working on we have the opportunity to incorporate the learned materials into our day to day activities. All the discussions very much effective and interlinked with our program activities".

Concerning the time and duration of the workshop, participants (and also facilitators) believe that having shorter sessions (3 hours per day) for 4 to 5 days is more feasible for online workshops.

Participants think that they needed more time to discuss the activities in detail. Also, as the evaluation shows they needed more refreshments (either more breaks, for instance, after any hour or more energizers/quizzes).

The following pictures depicts participants' answer to the multiple-choices questions:

1. How would you rate the overall quality of the workshop (কর্মশালার সামগ্রিক মান কেমন ছিল)?

12 antwoorden

Rating	Count
1	0 (0%)
2	0 (0%)
3	0 (0%)
4	5 (41,7%)
5	7 (58,3%)

2. How well were the objectives of the workshop made clear for you (কর্মশালার উদ্দেশ্যগুলো কি আপনার কাছে স্পষ্ট ছিল)?

12 antwoorden

Rating	Count
1	0 (0%)
2	0 (0%)
3	0 (0%)
4	6 (50%)
5	6 (50%)

3. How well did the facilitators keep the session alive and interesting (ফেসিলিটেটর সেশনগুলোকে কতটুকু প্রাণবন্ত ও চিন্তাকর্ষক করতে পেরেছেন)?

12 antwoorden
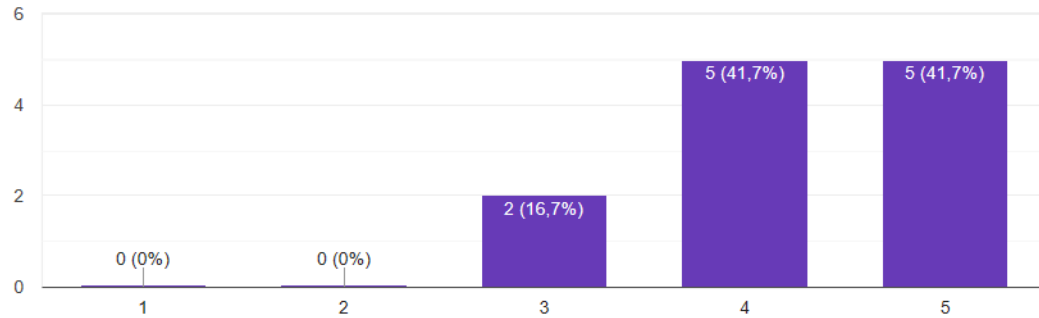
4. How well did this workshop accommodate your background and needs (কর্মশালায় আপনার অবস্থান, পরিবেশ ও প্রয়োজনকে গুরুত্ব দেয়া হয়েছে)?

12 antwoorden
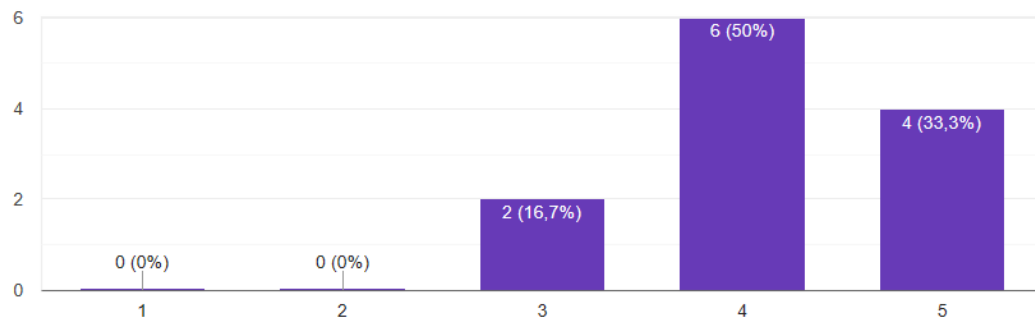
9. Will you be using the knowledge and skills you gained from this workshop in your job (কর্মশালা থেকে যা শিখেছেন বা দক্ষতা হয়েছে, তা কি আপনার কর্মক্ষেত্রে কাজে লাগাবেন)?

12 antwoorden

- Yes (হ্যাঁ)
- No (না)

100%

Annexes

1. Participants of LNOB Online Training Bangladesh

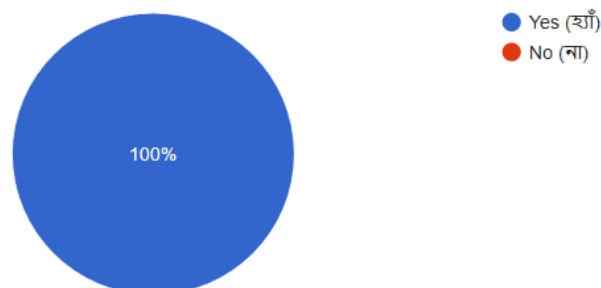|	Name	Organization	Position	Program
	Name	**Organization**	**Position**	**Program**
1	Partha S. Kuntal	DORP	Program Coordinator	Watershed
2	Saleha Khatun	DORP	CSO Mobiliser	Watershed
3	Rubina Islam	DORP	Project Manager of DORP-WASH SDG Programme	Watershed
4	Tarun Kanti Das	DORP	Upazila Coordinator, Bhola Sadar	Watershed
5	Ranjan Kumar Ghose	WaterAid	Program Officer - Advocacy	Watershed
6	Md. Abdul Mannan	DORP	Upazila Coordinator, Ramgati	Watershed
7	Sabiha Siddique	Simavi	MEL Officer, Simavi	WASH SDG Programme
8	ANM Ashraf Uddin	DORP	District Coordinator	WASH SDG Programme, Bargina
9	Humayan Kabir	DORP	WASH Coordinator	WASH SDG WAI Programme, Patharghata, Barguna
10	Md. Israeil Mia	DORP	Project Associate	Watershed
11	Md. Wahidur Rahman	HP/ASA	Project Manager	WASH SDG
12	Alok Kumar Majudmer	Simavi	Country Coordinator	WASH SDG

The title row of the table reads: **Participants of LNOB Workshop Bangladesh**

2. Agenda LNOB Online Training Bangladesh

Day 1- Workshop				
Time	**Mins**	**Title**	**Material**	**Lead**
12:15 08:15	15'	Login	Laptop/internet	all
12:30 08:30	15'	Introduction	-	Sara
12:45 08:45	30'	Ice breaker (Four Quadrants Activity)	A4 paper(s), pen, markers /pencils, (mobile phone) camera	Zohre
13:15 09:15	45'	Presentation of the key concepts of LNOB	-	Sara
14:00 10:00	40'	Lunch Break	-	-
14:40 10:40	50'	Presenting the results of the Photo-Voicing Assignment	-	Zohre/all
15:30 11:30	20'	Creating intersectionality diagram	A4 paper(s), pen, coloured markers/pencils, (mobile phone) camera	Zohre
15:50 11:50	25'	Rich Picture exercise	1 A4 paper, pen	Sara
16:15 12:15	20'	Meet and Greet		Sara
16:35 12:35	10'	Introduction Barrier Wall	-	Sara
16:45 12:45	15'	Wrap up + Check out	-	all

Day 2 – Morning Session			
Time	Mins	Title	Material
To be agreed among group members	90'	Barrier assessment	Mural

Day 2 – Morning Session – Group Work		
Group	Lead	Participants
1	Partha S. Kuntal	Saleha Khatun, Md. Abdul Mannan, Md. Israeil Mia
2	Sabiha Siddique	ANM Ashraf Uddin, Md. Wahidur Rahman, Humayan Kabir
3	Ranjan Kumar Ghose	Rubina Islam, Tarun Kanti Das, Alok Kumar Majudmer

Day 2 - Workshop				
Time	Mins	Title	Material	Lead
12:15 8:15	15'	Login		
12:30 08:30	30'	Recap of the day 1: Day map	Mentimeter	Zohre
13:00 09:00	30'	Presentation Barrier Walls and feedback		all
13:30 10:30	30'	Barrier prioritisation voting	-	Zohre
14:00 10:00	40'	Lunch Break	-	-
14:40 10:40	45'	Experimental solutions	Laptop: Type it and email it Google doc	all

15:25 11:25	10'	Energizer: What are you doing?	-	Sara
15:35 11:35	30'	Impact and Effort Matrix	Mural	Sara
16:05 12:05	25'	voting: How-Now-Wow Matrix	Mura	Zohre
16:30 12:30	30'	Who/What/When Matrix	Mural	Sara
17:00 13:00	10'	One breath feedback		all

Day 3 - Workshop				
Time	**Mins**	**Title**	**Material**	**Lead**
12:45 8:45	15'	login		
13:00 09:00	30'	Stinky Fish		Zohre
13:30 9:30	60'	Sail boat	Mural	Sara