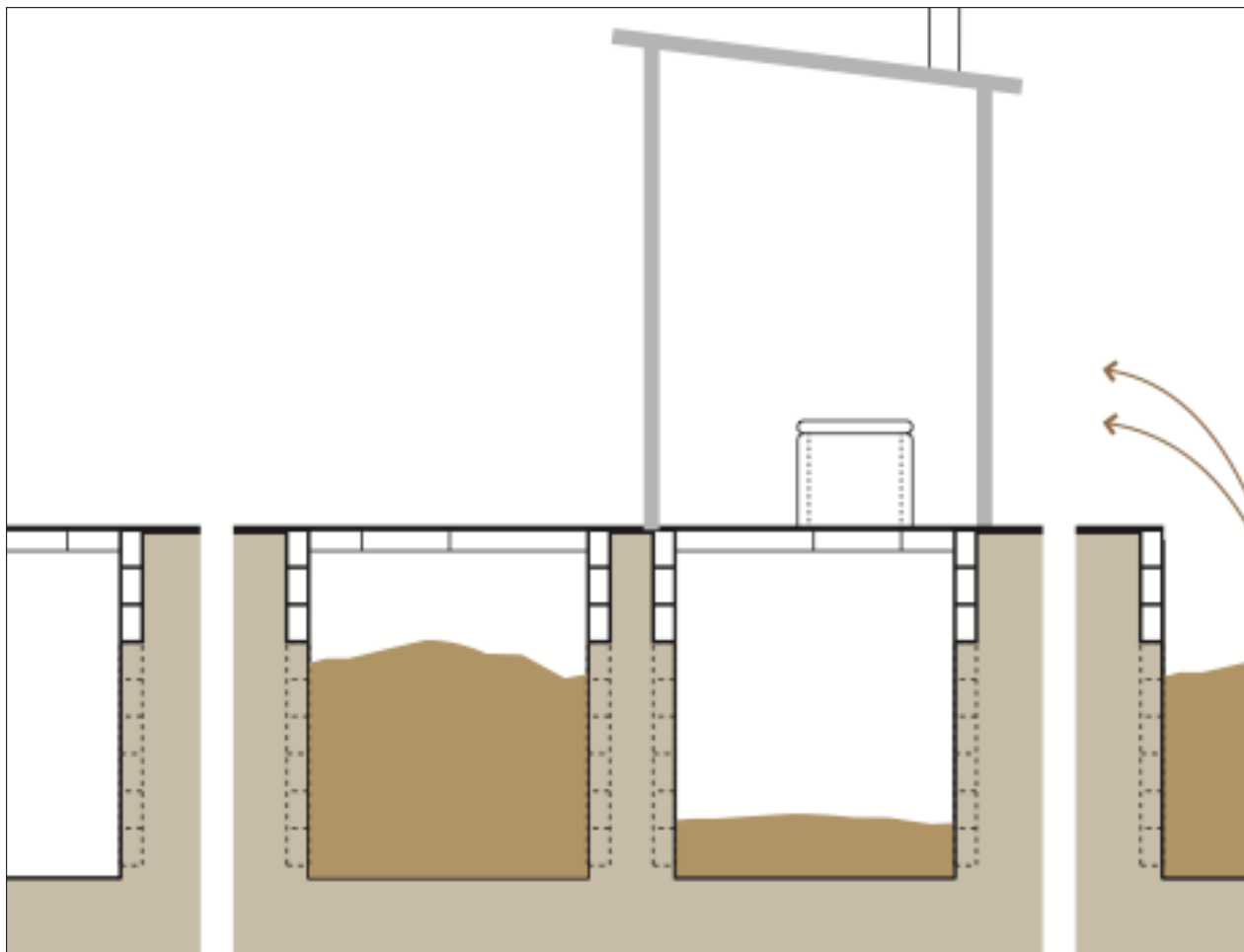


Course Announcement



SWIM - Sustain Water MED

giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH



Interactive e-Learning Course New Sanitation Systems & Technologies February 2015

An Interactive e-Learning course based on the «Compendium of Sanitation Systems and Technologies» by eawag aquatic research. Developed on behalf of ACWUA-WANT and the GIZ GmbH by Margraf Publishers.

giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

eawag
aquatic research ggg



dis|course



COURSE OUTLINE

Background

This e-Learning course is based on the «Compendium of Sanitation Systems and Technologies» by eawag aquatic research. This compendium was developed in the context of the Community-Led Urban Environmental Sanitation Planning (CLUES) – a multi-sector and multi-actor – approach accounting for water supply, sanitation, solid waste management and storm drainage.

The course has been developed as a part of the ACWUA-WANT Capacity Building initiative, promoted and subsidized by the GIZ GmbH, Germany.

Target User & Objectives of the Course

This course is intended to be used by engineers, planners and other professionals who are familiar with sanitation technologies and processes. It is not a training manual or stand-alone resource for people with no experience in sanitation planning.

The user of this e-Learning must have an interest in learning more about alternative or novel technologies. The approach and information presented herein is meant to broaden the spectrum of innovative and appropriate technologies considered for sanitation planning.

The objectives of the e-Learning course:

- ✓ Expose the participant to a broad range of sanitation systems and innovative technologies;
- ✓ Help the participant to understand and work with the system concept, i.e. the process of building a complete system, by iteratively choosing and linking appropriate technologies;
- ✓ Describe and fairly present the technology-specific advantages and disadvantages.

Cooperative Distance Learning Approach

Participants should be familiar with the basics of distance-learning and with the principles of the Cooperative Learning Approach – an educational approach which aims to organize learning activities into academic and social learning experiences.

Students must work in groups to complete tasks collectively toward the goals of the course. Unlike individual learning, a cooperative learning process can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.).

The e-tutors who are guiding the learning process are not supposed to give detailed information but to facilitate students' learning. Everyone succeeds when the group succeeds.

Structure of the Course

The e-learning course is divided into 2 units. «**System Templates**» consist of 8 parts describing the structure and the components of complete sanitation systems. Every system template gives short overviews on the function, the use and the pros/cons of the components which are needed to establish this sanitation system. Once the participant is familiar with the sanitation systems, he/she can go into detail and follow the Technology Information string to learn in detail about the components of new sanitation approaches in «**Functional**

Groups & Technologies». This unit describes around 50 technological components of which a particular sanitation system may be composed. The technological components are organized in 5 groups.

At any time, participants can move between the System Templates and the Technology Information (they are cross-referenced) until he/she has identified some systems and/or technologies that could be appropriate for further investigation.

At the end of the course, participants should be able to develop own system configurations and to evaluate the advantages and possible risks of the technologies they chose for their approach.

Course Components

The e-Learning course is designed for a total learning time of 4 weeks (5 weeks together with the obligatory PRE-Course). As mentioned above, the course is meant for professionals from the sanitation sector. That's why the course is supposed to be used on an extra-occupational basis. Beside their daily work, participants should calculate with 1 hour per day to browse through the reading material and to develop their own sanitation scenario. Beside the interactive presentation of the learning content, the course includes Webinars, Multiple Choice Tests and Exchange Forums for a collaborative group work.

Timeframe

- ✓ **Application** Period: 16.-25.01.2015
- ✓ **Obligatory PRE-Course «SAN21» and short online test:** 26.-30.1.2015
- ✓ Choice of participants to the main course « New Sanitation Systems & Technologies»: 30.1.-2.2.2015
- ✓ **Course Period: 2.2.-2.3.2015;** interactive Live Chats: 9. and 16.2.2015, 15:00 GMT each
- ✓ **Test (online only): 20.-22.2.2015**

Pre-Requisites to Join the Course

- ✓ Successful completing the **PRE-Course «Sanitation21»** and the online test
- ✓ **Professional Background:** Participants are engineers, planners or other professionals and are familiar with sanitation technologies and processes.
- ✓ **Workload:** At least 6 hours per week in order to complete the course successfully.
- ✓ **Technical environment:** Up-to-date browser and a stable internet connection to read the course and work together with other participants on the individual system templates. Also required: a headset to join the interactive web-sessions.
- ✓ **Language:** This course is offered in English. The B2 language level is required to follow the course. A special language test may be necessary to get accepted as participant.

Certificates

Successful participants receive a certificate issued by SWIM / GIZ. To receive a certificate, participants have to

- ✓ Join at least one (of two) interactive webinars
- ✓ Successfully complete a Multiple Choice Test (at least 60%) in the middle of the course period
- ✓ Develop their own sanitation system
- ✓ Actively take part in the working groups

CONTENT COMPONENTS

Unit 1 «System Templates»

Unit 1 of the course describes eight (8) different System Templates. Although the System Templates are predefined, participants must select appropriate Technologies from the options presented. The choice is context specific and should be made based on the local environment (temperature, rainfall, etc.), culture (sitters, squatters, washers, wipers, etc.) and resources (human and material).

The System Templates 1 to 8 range from simple (with few Technology choices and Products) to complex (with multiple Technology choices and Products).

A System Template defines a suite of compatible technology combinations from which a system can be designed. Each System Template is distinct in terms of the characteristics and the number of products generated and processed. They present logical combinations of technologies, but the planner must not lose a rational, engineering perspective – combinations can be understood as proposals how technologies can be combined. **The target of the course is to enable the participants to adapt the templates to use them in their own local situation.**

The course proposes the following sanitation scenarios:

- ✓ System 1: Single Pit System
- ✓ System 2: Waterless System with Alternating Pits
- ✓ System 3: Pour Flush System with Twin Pits
- ✓ System 4: Waterless System with Urine Diversion
- ✓ System 5: Blackwater Treatment System with Infiltration
- ✓ System 6: Blackwater Treatment System with Sewerage
- ✓ System 7: (Semi-) Centralized Treatment System
- ✓ System 8: Sewerage System with Urine Diversion

Unit 2 «Functional Groups & Technologies»

The Sanitation scenarios described in unit 1 consist of combinations of several technologies which the participant may adapt and/or re-arrange according to his own scenario. Unit 2 presents 54 «**Technology Sheets**» which explain the technical details of the particular components a systems is composed of.

The **Functional Groups** arrange the technologies into groups of techniques performing a similar function. Technologies are organized in five (5) different Functional Groups:

- ✓ **User Interface** (describes the way in which the sanitation system is accessed by the user)
- ✓ **Collection and Storage/Treatment** (describes the technologies that collect and store the intermediate products that are generated at the User Interface)
- ✓ **Conveyance** (moving or transporting Products from an onsite Collection and Storage/Treatment technology to a subsequent offsite treatment)

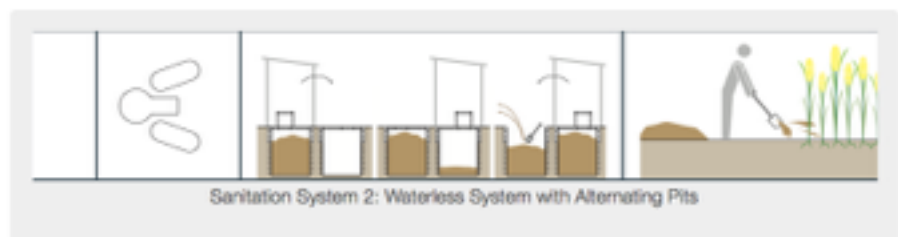
- ✓ **(Semi-) Centralized Treatment** (technologies that can be used for the treatment of faecal sludge and blackwater)
- ✓ **Use and/or Disposal** (technologies and methods that use or dispose of the output products in ways that are the least harmful to the user and the environment)

COURSE COMPONENTS

Learning Environment – Didactical Concept

Each of the 8 **systems** is described on 4 short pages. The Functional Groups and the technologies the system is composed of are listed.

Each technology listed in the Functional Groups-column is linked to very short overview window. From here, one may proceed to the detailed description of the technology (or continue studying the system approach).



How It Works

User Interface

A Dry Toilet (U1) is the only recommended User Interface for this system. A Dry Toilet does not require water to function and in fact, water should not be input into this system. **Anal Cleansing Water** (Link to MODALBOX Products) should be kept to a minimum or even excluded from this system if possible.

Depending on the Collection and Storage/Treatment Technology, the Dry Cleansing Materials (Link to MODALBOX Products) can be added to the pit, otherwise they should be collected separately and directly transferred for disposal (D12).

Content of this System

- [Overview](#)
- [How It Works](#)
- [Considerations](#)
- [Self Test & Resources](#)



INVOLVED PRODUCTS:

Main Products

- Excreta
- Compost/EcoHumus

INVOLVED TECHNOLOGIES:

User Interface

- U1: Dry Toilet

Collection, Storage, Treatment

- S4: Double Ventilated Improved Pit (VIP)

Use and/or Disposal

- D4: Application of Pit Humus and Compost
- D12: Surface Disposal

COURSE FOYER
UNIT 1 - SYSTEMS

This system is designed to produce a dense, compost-like material by using alternating pits without the addition of Pushwater.
The inputs to this system can include Urine, Faeces, Cleanse, Anal

[Overview](#)
[How It Works](#)
[Considerations](#)

Use and/or Disposal

Technology Sheet D4: Application of Pit Humus and Compost

Composting is the term used to describe the controlled aerobic degradation of organics into a soil-like substance called compost.

EcoHumus[®] is a more appropriate word to use for the material removed from a Fossa Alterna because it is produced passively underground and has a slightly different composition.

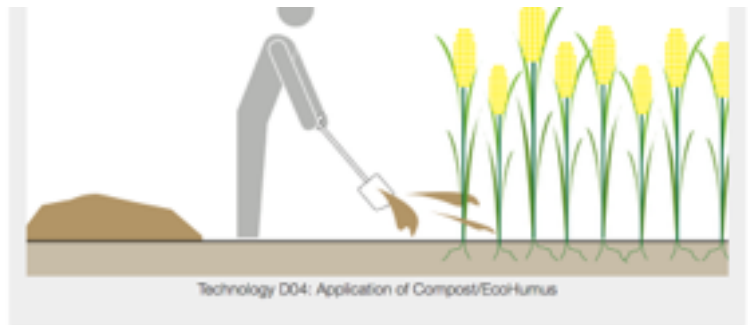
The process of thermophilic composting generates heat (50 to 80°C) which kills the majority of pathogens present. For the composting process to occur there must be adequate carbon, nitrogen, moisture, and air.

[Proceed to the Technology Sheet D4 to learn more →](#)

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S4: Double ventilated improved

Each of the 50 **technology sheets** is described on 6 short pages. Every page mentions the related system template and the (main) products which are treated by the technology – this makes it easy to jump back and forward while working on an own choice of technologies needed for an individual system template.



Technology D04: Application of Compost/Eco-Humus

How it Works

The process of thermophilic composting generates heat (50 to 80° C), which kills the majority of pathogens present.

For the composting process to occur there must be adequate carbon, nitrogen, moisture, and air. The Fossa Alterna (S5), Arborloo (D7) or Twin Pits for Pour Flush (S6) are ambient-temperature variations of high-temperature composting. In these technologies, there is almost no temperature rise because the conditions in the pit (oxygen, moisture, C:N-Ratio) are not optimized for composting processes to take place.

For that reason, the material is not actually "compost" and is therefore referred to as "Pit Humus". The WHO guidelines stipulate that compost should achieve and maintain a temperature of 56° C for at least one week before it is considered safe (although to achieve this value, a significantly longer period of composting is required). The WHO guidelines should be consulted for detailed information. For technologies that generate heat or of storage is recommended to avoid parasitic protozoa.

improve the quality of soils by soil's ability to store air and water.

Content

- [Overview](#)
- [How it Works](#)
- [Appropriateness](#)
- [Health Aspects & Acceptance](#)
- [Operation & Maintenance](#)
- [Pits & Costs](#)
- [Resources & References](#)



APPLICABLE TO SYSTEMS:
System 2: Waterless System with Alternating Pits

RELATED PRODUCTS:

Insects:

«New Sanitation Systems & Technologies»

System Template 2

Waterless System with Alternating Pits

This system is designed to produce a dense, compost-like material by using alternating pits without the addition of flushwater. The inputs to the system can include Urine, Faeces, Organics, Anal-Cleansing Water, and Dry-Cleansing Materials.

This system is especially appropriate for water-scarce areas and where there is an opportunity to use the humic material. Dry-cleansing materials can be discarded into the pit/chamber, especially if they are carbonaceous (e.g. toilet paper, newspaper, sanitary pads, etc.) as this may help with degradation and airflow.

[Proceed to System Template 2 for full details >>](#)

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to achieve this value, a significantly longer period of composting is required. The WHO guidelines should be consulted for detailed information. For technologies that generate Pit Humus (e.g., Fossa Alterna), a minimum of 1 year of storage is recommended to eliminate bacterial pathogens and reduce viruses and parasitic protozoa.

Compost/Pit Humus can be used beneficially to improve the quality of soils by

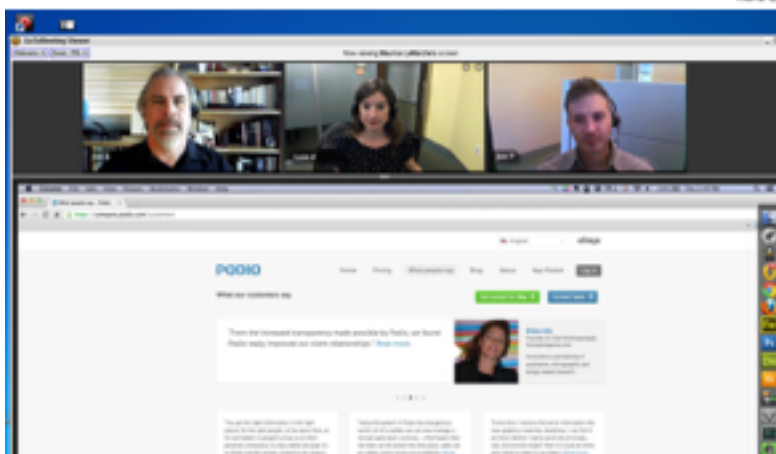
Cooperative Learning Environment

Cooperative learning is an educational approach which aims to organize learning activities into academic and social learning experiences. Students must work in groups to complete tasks collectively. Students take benefit from one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.).

All experiences show that the learning result in an e-Learning course is strongly influenced of the grade of collaboration between participants.

The tools used to bring participants into interaction with each other are:

- ✓ **Social Media (Facebook):** The course makes use of the fact that almost everybody has an account at Facebook which can easily be accessed at any time from everywhere with a Smartphone. Facebook offers the possibility to established closed groups which guarantee a certain level of privacy – only course participants have access to the group and to the communication. Social Media are used for general communication and for administrative purposes (announcement of test, webinars etc.)
- ✓ **Webinars:** Regular components of the course are interactive experts input lectures. Up to 100 participants are connected together in a virtual conference room and follow the presentation of an expert, can post their questions and forward their comments. The webinar uses VoIP (Voice over IP) technique for audio and video communication which is especially optimized for low bandwidth.



What Do You Think?
Finish this Lesson

- ✓ **Working Groups (Forum):** The course room allows participants to get into content-related discussion with each other and up-/download own resources. The discussion forum is mainly used to establish working groups in which participants collaborate to achieve certain targets and to benefit from a mutual exchange of experiences.
- ✓ **Multiple Choice Tests:** Interactive test forms give participants the opportunity to check whether they understood the content properly. Multiple Choice Tests help the tutors and the course administration to evaluate the students performance and may as well give the basis to decide on whether certificates can be issued.

The screenshot shows a discussion forum interface with three messages. Each message includes the author's name, profile picture, registration date, and a text-based message. The messages discuss the importance of standards, the PDCA cycle, and the distribution of stages in the PDCA cycle.

Message 1:
 Author: eshabib (Omar Mohammed Zam, 29.11.2013)
 Message: Effects will be significant because the work according to the standards will be important to get the high quality products. This will affect the way clear on the customer relationship with the organization. Certainly will create strong confidence among customers and the organization.

Message 2:
 Author: Mfarouk (Kassem Farouk Ismail, 29.02.2014)
 Message: Each component (step) in Deming cycle is essential components. Removing any components will lead to failure of all plan on, at least, to disabling plan progress. "Plan" step is the one when we put our goals and our objectives. Missing stating the goals or objective means you going to nowhere, you just do what you supposed to do without understanding why I'm doing that. "DO" is concerning with implementations. Failure of implementation will lead to failure in all process. "Check" requires measuring the progress of implementations, evaluating defects, noted problem or disadvantage associated with implementations. It's very important to have measuring tools to can define exactly the area you standing on now and if matching the pre-planned time table. Failure of evaluation situations will disable the process to move on. Problems will accumulate, unsolved problems will increase and, after time, process will stop dramatically. "Act" step is based on "check" step, create resolution, solve all noted problems first, then, think of ways to improve the process progress. Sometimes new objectives are established at "Act" step to increase improvement rate.

Message 3:
 Author: Mbaouab (Mohamed Hassan Mbaouab, 29.02.2014)
 Message: The PDCA cycle shows that the steps are distributed equitably. But in reality there are differences : the importance and the time that should be given at each-stage actions. So this cycle must be adapted to the problem to solve.

Your responsible tutor*

Your e-mail address*

[For the following Multiple Choice Questions, please notice the following important advice: some of the questions requires MORE THAN ONE answer to be fully correct solved (Multiple Choice). Some questions with "Radiobuttons" (the round ones) are single choice questions - here, only one answer is possible.]

Q1: If an organization practices Cash Accounting, will it be able to know how much its customers owe? Yes No

Q2: Revenue is cash in the door True False

Q3: How is the management report that shows "Revenues and Expenses" called? Balance Sheet Sources and uses of funds Income Statement None of the above

Q4: Tariffs are considered affordable if the amount that people pay for water is which percentage of household income? 5% 10% 3% 8%

APPLICATION & CONTACT

Course Administration

SWIM Sustain Water MED Project and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, Dr. Ismail Al Baz, Senior Project Manager, Mohamed Bassem Al - Khamash Str. 13, 11190 Amman, Jordan, ismail.albaz@giz.org

Application

Online only in the period 15 - 30 January, 2015 on the SWIM Sustain Water MED website:
<http://swim-sustain-water.eu/index.php?id=352>

Organizational Questions & Support

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Technical Questions & Support

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