

→ **WASH and Health Working Together - a 'how to' guide
for NTD programmes**

Agenda for joint planning meeting

This is a companion tool to tool 11: **Planning tool**

This agenda template assumes a three-day workshop, based on the need to build a shared understanding of the planning process among stakeholders who may not be accustomed to working together, and on the need to have sufficient time for discussion and detail. If the workshop is held to develop a plan for a specific grant, therefore requiring a higher level of detail as the final output, a five-day workshop is advisable.

Time	Activity	Presenter/facilitator	Facilitation notes
DAY 1 <date>>			
9:00-9:30	<p>Welcome/ Introduction and objectives</p> <p>Key terms for discussion</p>		<p>Review and agree key terms</p> <p>Integration, cooperation, coordination, impact, feasibility, behaviour change, hygiene promotion etc (include any other terms relevant to your context)</p> <p>The following ice-breaker may be helpful to support a shared understanding of key terms as well as serve as an energizer for the group.</p> <p>“Match the Jargon” game (20 minutes):</p> <ol style="list-style-type: none"> In advance, prepare two sets of terms: concepts that are referred to differently by each sector. For example (there may be other relevant terms): Health education (NTDs) vs. Hygiene promotion (WASH); Latrines (NTDs) vs Sanitation (WASH); Infection prevention and control (IPC) in healthcare settings (NTDs/Health), vs WASH in healthcare settings (WASH). Divide the group into two. In each group, work to match the NTD/health terminology with the terminology used in the WASH sector The winning team is the one that matches all terms correctly first

SYNTHESISE

9:30-10:15	<p>Findings of the situation analysis</p>	All	<p>See  Situation Analysis presentation template (#9)</p> <p>Emphasise the following aspects:</p> <ol style="list-style-type: none"> What are the key coordination overlaps, synergies and gaps? Who are the primary and key implementation actors? Based on the available mapping exercises, where are the priority intervention areas? Are there aspects on which information/formative research is still required? Key issues underpinning disease prevalence and programming in the country What are the key opportunities identified in the Situation Analysis?
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Time	Activity	Presenter/ facilitator	Facilitation notes
10:15 – 10:45	Break		
10:45– 11:15	Defining the shared programme vision		<p>Based on validation of the programme vision previously defined</p> <p>See  Step 1 of the Toolkit</p> <p>Ensure a shared understanding of the key terms being used. It may be helpful to have the definitions written on flipchart paper on the wall during this session.</p>
11:15-13:00	<p>Programme Priorities</p> <p>The BEST Framework</p> <p>Key aspects (problems) the programme should address</p>		<p>Provide a quick overview of the BEST Framework to ensure a common understanding of what each theme represents. Ensure there is consensus and understanding on each theme.</p> <p>Complete Table 1 (either on four flipchart pages, one for each BEST component, or on a Word document on the screen). Ensure agreement on each problem before moving on.</p>
13:00-14:00	Lunch		
14:00-15:30	Intervention inventory		<p>Use the (pre-populated) Table 2 and add any interventions not captured in the situation analysis. Refer to the Context section of the toolkit for detailed information on the BEST framework and the links with WASH to ensure all programme aspects are covered, even if those implementing certain interventions are not represented in the meeting. With a large group of participants, it may be best to split into four groups, with each group covering a different aspect of BEST, before validating the list in plenary.</p>
15:30-16:00	Break		
16:00-16:30	Intervention inventory (continued)		
ALIGN			
16:30-17:00	Programme boundaries		<p>Extract any activities falling outside the programme boundaries. These should be noted separately as they will need to be considered at the action planning stage for purposes of linking and coordination.</p>

Time	Activity	Presenter/facilitator	Facilitation notes
DAY 2 <date>>			
9:00-9:15	Recap Day 1		Present the intervention inventory
ALIGN			
9:15-10:45	Aligning interventions to programme priorities		<p>Aligning the interventions with the problems (using Tables 1 and 2 to populate Table 3 in the Planning tool):</p> <ul style="list-style-type: none"> ▶ Put each intervention from the inventory on a sticky note ▶ Assign areas for B, E, S and T on different wall sections ▶ List agreed problems (table 1) under each theme. ▶ Take each intervention and discuss where to place it (under which letter and under which problem) <p>Interventions that do not fit under BEST and do not respond to the stated problems, should be set aside as they are not relevant for the current programme. Make sure to keep the full list of interventions as a valuable source of information on key interventions that are happening and may be linked with later on.</p>
10:45 – 11:15	Break		
ACT			
11:15-13:00	Actioning interventions		Populate Table 4 (using all interventions from Table 3 and denoting the action needed for each: Develop, keep, adapt, phase out, implement through other programmes). Ensure each of these concepts are clear to the participants.
13:00-14:00	Lunch		
14:00-15:00	Rationalising interventions		Taking forward interventions marked Develop, Keep and Adapt: use the feasibility matrix to prioritise interventions, ensuring the definitions of Impact and Feasibility are understood by participants. This process helps avoid any tensions around excluding certain interventions that participants are attached to, by being participatory and transparent. You can also use this process to revisit any previously-excluded ‘phase out’ activities, if there is any remaining disagreement.
15:00-15:30	Break		

Time	Activity	Presenter/ facilitator	Facilitation notes
15:30-16:15	Developing new interventions		<p>Populate Table 5, defining parameters for new interventions. In the discussion, ascertain if any existing interventions could be adapted to achieve the same outcome? If so, remove these from the table and discuss next ('adapting existing interventions').</p> <ul style="list-style-type: none"> ▶ Appoint any needed task teams to take forward intervention development
16:15-17:00	Adapting existing interventions		<p>Populate Table 6 with the necessary adaptation for each intervention.</p> <ul style="list-style-type: none"> ▶ Appoint any needed task teams to take forward intervention adaptation, and discuss actions for involving the intervention 'owners' if they are not represented at the meeting.

Time	Activity	Presenter/ facilitator	Facilitation notes
DAY 3 <date>>			
9:00-9:45	Recap of Day 2		Review the process undertaken to agree the set of interventions that will be taken forward by the programme, linking those to the agreed problems and programme vision. This is essential to remind participants of the rationale for selection. Take this opportunity to clarify any remaining questions or tensions around intervention selection.
VERIFY			
9:45-10:45	Action Plan development		Populate Table 7. You may want to speed up this process by pre-populating the ‘intervention’ and the ‘delivery channel’ columns after Day 2, leaving ample time to agree the practical aspects regarding next steps, leads and milestones. The ‘accountability’ row can be discussed after the break or after lunch. make sure the meeting ends having agreed a clear and realistic activity plan and next steps – with clear accountability of who will be progress-chasing, sending notes, setting up the next meeting.
10:45– 11:15	Break		
11:15-13:00	Plan development (continued)		
13:00-14:00	Lunch		
14:00-15:30	Plan development (continued)		
15:30-16:00	Break		
16:00-16:30	Wrap up and next steps		The meeting should be closed by the individual/s who convened the meeting, summarising the agreed next steps and timeline, with specific dates for circulating a meeting report and setting up future meetings and activities.