

Training of Swachhagrahis on ODF Plus: Keeping our Villages Clean

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Support Partners

Foreword



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Foreword

I am happy to learn that Water and Sanitation Collaborative Council (WSSCC) and Knowledge Links are bringing out a 5-day Training Module and Trainers' Handbook/Guidance Notes on ODF Plus. I appreciate the initiative and convey my best wishes for its implementation.


Parameswaran Iyer

एक कदम स्वच्छता की ओर

Preface

Water Supply and Sanitation Collaborative Council (WSSCC) has been providing strategic technical assistance to the Ministry of Drinking Water and Sanitation (MDWS), Government of India (GOI) for the implementation of Swachh Bharat Mission (SBM), which aims at making India clean and open defecation free (ODF) by 2nd October 2019.

WSSCC's support has been mainly in terms of policy advocacy, action learning and capacity development in the rural sanitation domain of SBM. India has already achieved close to 100% reported sanitation coverage and is moving fast towards an Open Defecation Free (ODF) India.

The current challenges relate to ensuring long term sustainability of ODF results achieved and solid and liquid waste management (SLWM) initiatives for ensuring a clean and open defecation free living environment in the villages of India. Menstrual Hygiene Management (MHM) is another critical area to be focused during this post-ODF phase in most of the states and districts in India.

WSSCC is very happy to design a comprehensive training package including a module and a manual for creating a critical mass of trainers from among Swachhagrahis, the real sanitation foot soldiers on the ground, to provide them need based training support in ODF Plus activities including ODF sustainability (ODF-S), SLWM and MHM.

The training package has been developed in collaboration with Knowledge Links, India, our development partner for this product, which is envisaged to cater to the emerging training needs of the Swachhagrahis across different states and districts in India.

We do hope to be able to make a significant value addition to the capacity development efforts being made at the national level in India for taking the sanitation agenda forward in the country through this training package and its subsequent use on scale across states and districts in India.



Sue Coates

Executive Director ad interim
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Table of contents

Abbreviations	iii
Preamble	iv
5-Day Training of Swachhagrahis on ODF Plus: An Overview	1
Training schedule: Day 1 - Day 5	4
Day 1 ODF Plus and Retrofitting of Toilets	13
Day 2 Practical Training on ODF Plus Assessment and Retrofitting of Toilets	20
Day 3 SWM including Plastic Waste Management and GOBAR-Dhan; LWM including	23
Day 4 Triggering for Solid and Liquid Waste Management (SLWM)	31
Day 5 Follow-up visit for SLWM, Role of Swachhagrahis, Action Planning by Participants for ODF Plus	35
Pledge	41
Annexures	
Annexure 1: Registration Form	42
Annexure 2: Pre & post evaluation questionnaire	43
Annexure 3: Survey Formats (Sample)	46
Annexure 4: Feedback Form	65
Annexure 5: Checklist for Selection of Participants	67
Annexure 6: Checklist for Arrangements at the Training Venue including Training Material	68
Annexure 7: Checklist for Field Visit	71

About the Water Supply and Sanitation Collaborative Council

WSSCC is a United Nations-hosted organization dedicated to advancing Sustainable Development Goal (SDG) Target 6.2 on sanitation and hygiene. Established in 1990, WSSCC is devoted to sanitation and hygiene, paying special attention to the needs of women, girls and people in vulnerable situations. In collaboration with members in 150 countries, it advocates for the billions of people worldwide who lack access to adequate and equitable sanitation, shares solutions that empower communities, and operates the Global Sanitation Fund which, since 2008, has committed over US\$ 119 million to transform lives in developing countries.

Abbreviations

AWC	Anganwadi Centre	O&M	Operation & Maintenance
CAS	Community Approaches to Sanitation	OD	Open Defecation
CBO	Community Based Organization	ODF	Open Defecation Free
DWSM	District Water and Sanitation Mission	ODF-S	Open Defecation Free- Sustainability
FSM	Faecal Sludge Management	ODF Plus	Open Defecation Free- Plus
FSTP	Faecal Sludge Treatment Plant	OGF	Open Garbage Free
GoI	Government of India	PHC	Primary Health Centre
GOBAR-Dhan	GALVANIZING BIO AGRO RESOURCES-Dhan	PRIs	Panchayati Raj Institutions
GP	Gram Panchayat	PPT	PowerPoint Presentation
GPDP	Gram Panchayat Development Plan	PwDs	Persons with Disabilities
HH	Household	SBM	Swachh Bharat Mission
LNOB	Leave No One Behind	SBM(G)/	
LWM	Liquid Waste Management	SBM-G	Swachh Bharat Mission (Gramin)
MDWS	Ministry of Drinking Water and Sanitation	SHG	Self Help Group
MHM	Menstrual Health Management	SLWM	Solid and Liquid Waste Management
MJS	Ministry of Jal Shakti	SW	Solid Waste
NGO	Non-Government Organisation	SWM	Solid Waste Management
NIMBY	Not In My Back Yard	TV	Television
NRDWP	National Rural Drinking Water Program	WASH	Water, Sanitation and Hygiene
		WSSCC	Water Supply and Sanitation Collaborative Council

Preamble

Swachh Bharat Mission is the biggest people's movement on sanitation in the world that seeks to create a Clean India. It has captured the imagination of a large section of the population and is being implemented as a mass movement that seeks to engage everyone in a collective quest for cleaning and making Villages, Districts, States and eventually the entire India Clean and Open Defecation Free (ODF) by 2nd October 2019. As close to 100% ODF status in India has already been reported to be achieved, the current focus of the national flagship programme is now on ODF Plus (ODF+), which aims at keeping the villages clean.

ODF Plus, as defined by the Department of Drinking Water and Sanitation, Ministry of Jal Shakti, has the following four components: ODF-S; Solid Waste Management; Liquid Waste Management; and Faecal Sludge Management.

ODF-Sustainability (ODF-S) essentially means no visible faeces in the open, which is critically dependent on sustaining behaviour change which can be achieved by ensuring social, institutional, financial and technological sustainability of 'No Open Defecation' behaviour. ODF Plus interventions provide an opportunity to ensure ODF sustainability by engaging with the rural communities in the post ODF period.

Solid Waste Management (SWM) includes GOBAR-DHAN and plastic waste management. Liquid Waste Management (LWM) essentially involves grey water management. And Faecal Sludge Management (FSM) is about managing faecal sludge in an environment friendly manner. Thus, the idea is not only to sustain the ODF status but also to move beyond ODF to ensure visible and veritable cleanliness in villages on a sustained basis.

Swachh Bharat Mission- Gramin (SBM-G) has engaged a large army of foot soldiers known as 'Swachhagrahis' who have facilitated activities at the village level to help communities achieve ODF status in their respective villages. They are also responsible for facilitating activities intended for ODF Plus interventions.

The Department of Drinking Water and Sanitation (DDWS), Ministry of Jal Shakti (MJS), Government of India (GOI) has now planned to build capacities of the Swachhagrahis for facilitating ODF Plus activities efficiently in their respective Villages/Gram Panchayats. The government has emphasized upon the need for sustainability of interventions and benefits adequately. ODF Plus advisory has been recently issued by DDWS, MJS to support States and Districts in achieving sustainability of interventions.

5-Day Training of Swachhagrahis on ODF Plus: An Overview

This five-day training module on ODF Plus is supported by a trainers' handbook and is aimed at building capacity of Swachhagrahis on its four components and related activities. The module has been developed for guiding the trainers/facilitators for conducting the Swachhagrahi/facilitators' training on ODF Plus.

It presents a brief introduction to the overall scope of training and methodology to be used for its delivery, schedule, detailed session plans and resource material.

The scope of training covers all the four components of ODF Plus as recently defined by DDWS, MJS, GoI. The training schedule presents the flow of different training sessions with an overview of key points of content and the duration for each session. **The section of session briefs provides detailed session plans with following:**

- Session objectives
- Duration
- Methods
- Materials required
- Process
- Tips for trainers/facilitators

Objectives of the Module

At the end of the module, participants would be able to develop an understanding of:

1. ODF Plus, its components and the key interventions at HH and community level for ODF Plus
2. Principles, types, components, magnitude, technologies and importance of SLWM
3. ODF Plus assessment, retrofitting of toilets, triggering communities for SLWM and related follow-up activities through hands-on practice in selected villages.
4. Objectives, scope, actors and models of implementation of GOBAR-DHAN scheme.
5. Importance, steps and technological options of Faecal Sludge Management (FSM)
6. Implications of MHM for safe and sustainable solid waste management at the habitation/village/GP level.
7. Roles of Swachhagrahis in ODF Plus and prepare Action Plan for facilitating ODF Plus activities in their respective work areas.

Structure of the Module

This training (37 Hours over 5 Days) has two parts:

1. **Classroom training:** Key aspects of ODF Plus and its components. (3 and 1/2 days; Total 23 hours)
2. **Field training:** Hands-on experience of retrofitting of toilets and triggering SLWM at the community-level. (Whole of the 2nd Day and ½ of 4th Day and early morning of the 5th day; Total 14 Hours)

Training Methods

Methods for classroom sessions:

- Interactive lecture/ Power-point presentations (PPTs)
- Experience sharing
- Group discussions/tasks
- Analytical/simulation exercise
- Screening of selected videos

Methods for field sessions:

- Assessment of ODF Plus using mWater app survey formats developed for the purpose (refer 4 types of formats including HH survey, school survey, AWC survey and GP survey available as annexures in the Trainers Handbook/Guidance Notes)
- Demonstration of retrofitting in selected HHs
- Real time triggering in communities for SLWM including use of trigger tools; visit to a functional SLWM Centre, if possible
- Follow-up visit in SLWM triggered villages

Preparatory Arrangements

The preparatory arrangements required to be undertaken include the following:

For classroom sessions

1. Prepare power-point presentations and finalize films and other training aids as required
2. Prepare session plans for delivery of interactive lecture sessions within stipulated time frame
3. Agree on dates and share the schedule and following checklists:
 - Checklist for selection of participants
 - Checklist for arrangements at the training venue including training material
 - Checklist for field visit

These checklists are available as Annexure 5, 6 and 7.

4. Finalize the names of trainers/resource persons for each session, and secure their availability on the scheduled dates

For field visits

1. Identify at least four villages where ODF Plus assessment, demonstration of retrofitting, pit emptying (if possible) and SLWM triggering can be conducted in consultation with GP members/Block staff
2. Explain mWater app based formats for ODF Plus assessment in the field
3. Arrange triggering material for SLWM
4. Decide the time of a meeting with GP members/staff for sharing the findings of ODF Plus assessment

Participants

The primary target audience for the training module are intended to be Swachhagrahis. However, the module is designed in a manner as to be responsive to the learning needs of other likely participants as well: such as government/NGO functionaries engaged in facilitating SBM-G at village, block and district level on the ground.

Annexures

Annexure 1: Registration Form

Annexure 2: Pre and post-test evaluation format

Annexure 3: Survey Formats (Sample)

Annexure 4: Training Feedback form

Annexure 5: Checklist for selection of participants

Annexure 6: Arrangements at the Training Venue including Training Material

Annexure 7: Checklist for Field Visit

Training schedule

Broad outline/time management

Day	Broad outline/time management	Remarks
1	Open Defecation Free Plus (ODF+) including Open Defecation Free –Sustainability (ODF-S) and Retrofitting of toilets	Classroom Sessions (7 hours)
2	Field Visit for ODF Plus including ODF – SAssessment and Retrofitting of Toilets	Field visit/Demonstrations (8 hour)
3	Solid Waste Management (SWM) including GOBAR-dhan and Plastic Waste Management; Liquid Waste Management including Grey Water Management; and Faecal Sludge Management (FSM)	Classroom Sessions (7 hours)
4	Simulation Triggering for SLWM followed by Field Visit for SLWM Triggering	Classroom Session (3 hours 30 minutes) and Field Work (4 hours)
5	Follow up Field visit of SLWM , Role of Swachhagrahis, Action Planning by Participants for ODF Plus	Field work (2 hours) and Classroom Sessions (5 hours 30 minutes)

1

Day 1: ODF Plus and Retrofitting of Toilets

Session no.	Duration	Session title	Content	Methodology
	9.30.00 – 11.30 AM (120 minutes)	Getting Started	Inauguration of the workshop; introduction, pre-test questionnaire, expectations of the participants; design of the training and its objectives; workshop rules and selection of Day Management Committee	<ul style="list-style-type: none"> • Inaugural address by the Government official to include the history of sanitation program in India and role of Swachhagrahis in SBM-G • Ice breaking and introduction • Administering pre-test questionnaire • Eliciting expectations of participants using cards • Sharing objectives and design of training, workshop rules through power point presentation • Formation of Day Management Committee by involving participants
	11.30 AM – 12.30 Noon (60 minutes)	ODF Plus: understanding the objectives, components, Issues and challenges and funding options	<ul style="list-style-type: none"> • Definition and components of ODF Plus including ODF-S • ODF verification process • Key issues and challenges in the context of ODF-S • Funding sources for ODF Plus 	<ul style="list-style-type: none"> • Interactive power point presentation • Participatory individual/group exercises
	12.30 Noon- 2.00PM (90 minutes)	ODF Plus assessment using mWater app	<ul style="list-style-type: none"> • ODF Plus assessment 	<ul style="list-style-type: none"> • Downloading the mWater app • Explaining related formats and how to fill them using mWater app
LUNCH BREAK				

Session no.	Duration	Session title	Content	Methodology
	2.45 – 4.45 PM (120 minutes)	Retrofitting of toilets: Common problems & solutions	<ul style="list-style-type: none"> Types of toilets Identification of defects in toilets and retrofitting 	<ul style="list-style-type: none"> Interactive power point session Group exercises on types of toilets, defects & solutions
	5.00 -5.30 PM (30 minutes)	Toilets for Persons with disabilities (PwDs)	<ul style="list-style-type: none"> HH sanitation for persons with disabilities (PwDs) 	<ul style="list-style-type: none"> Interactive power point presentation
	5.30 – 5.45 PM (15 minutes)	Instructions for the next day	Homework and briefing about the next day	Lecture

2

Day 2: Practical Training on ODF Plus Assessment and Retrofitting of Toilets

Session no.	Duration	Session title	Content	Methodology
	9.00 – 10.00 AM	Feedback	<ul style="list-style-type: none"> Participants share their experience of day 1 classroom session 	Sharing by participants Day 1 management committee
	10.00AM – 6.00 PM (Whole day)	Field Work	<ul style="list-style-type: none"> Assessment of ODF Plus using mWater app Retrofitting of toilets Pit Emptying, if possible Generating survey report Presentation of findings in the GP meeting 	Hands-on learning and observation

3

Day 3: SWM including Plastic Waste Management and GOBAR-DHAN; LWM including Grey Water Management; and FSM

Session no.	Duration	Session title	Content	Methodology
	9.30-10.30 AM (60 minutes)	Feedback	Participants share their experience of Day 2 Field Work	Sharing by participant groups/day management committee
	10.30 - 11.15 AM (45 minutes)	Triggering participants for SLWM	Questions and photographs about existing and ideal disposal practices related to used plastic, thermocol, maintenance of drains, ponds, disposal of effluent from septic tanks, waste water, cattle dung etc.	Triggering participants using an interactive presentation containing existing and desired situations regarding various issues related to SLWM
	11.15 AM - 1.00 PM (105 minutes)	Solid waste: magnitude, components and principles Waste segregation exercise	<ul style="list-style-type: none"> • Solid waste: Definition of solid waste and basic principles of SWM; linear sanitation versus cyclic management; technical information about SWM and SW generation in a GP; How to manage solid waste at village level? ; what is garbage? Is garbage really useless? Not in My Back Yard (NIMBY) syndrome. 	<ul style="list-style-type: none"> • Power point presentation, • Video clips from Satyamev Jayate and hazard of cows eating plastics • Segregation of waste/ garbage into 'useful', 'Can't Say' and 'Useless' categories by all participants • Experience sharing and discussion in the plenary

Session no.	Duration	Session title	Content	Methodology
	1.00 – 2.00 PM (60 minutes)	Technologies for SWM with focus on plastic waste management	<ul style="list-style-type: none"> Technologies for SWM: biodegradable waste Technologies for SWM: non-bio degradable waste with focus on plastic waste management Guidelines published on waste management Duties of waste generators 	<ul style="list-style-type: none"> Interactive power point presentation Video on waste decomposer
LUNCH BREAK				
	2.45 – 3.30 PM (45 minutes)	GOBAR-Dhan	<ul style="list-style-type: none"> Objectives of GOBAR-Dhan, its scope and actors Models of implementation Example of a successful community biogas plant Challenges in implementation 	<ul style="list-style-type: none"> Interactive power-point Film show on Tapi community biogas plant, if time permits Discussion on challenges in implementation
	3.30- 4.30 PM (60 minutes)	Liquid waste: magnitude, components, principles and technologies	Liquid Waste: Definition and scope <ul style="list-style-type: none"> Current practices and consequences of mishandling Technology options Implementation 	Interactive power point presentation
	4.45- 5.30 PM (45 minutes)	Faecal Sludge Management	<ul style="list-style-type: none"> What is faecal sludge? Why faecal sludge management (FSM) What is FSM? Steps involved in FSM FSM and Twin pits FSM and Septic tanks Options for proper faecal sludge management Treatment: Deep row entrenchment; waste stabilization pond; unplanted drying bed; planted drying bed; establishing FSTPs etc 	Interactive power point presentation
	5.30 – 5.45 PM (15 minutes)	Instructions for the next day	<ul style="list-style-type: none"> Homework and briefing about the next day 	Lecture

4

Day 4: Triggering for Solid and Liquid Waste Management

Session no.	Duration	Session title	Content	Methodology
	9.30 – 10.00 AM (30 minutes)	Recap	Recapitulation of the Day 3 sessions	Sharing by participants/ Day Management Committee
	10.00-10.45 AM (45 minutes)	What is triggering & trigger tools for SLWM	<ul style="list-style-type: none"> • Introduce the concept of ‘triggering’ and through an interactive question and answer session. • Use some example of the impacts of triggering by showing some pictures of SLWM triggering in some places such as Berhampore, Murshidabad • Explain the difference between triggering and awareness • Quickly mention some trigger tools for SLWM 	Interactive discussion Display of pictures of impacts of SLWM triggering
	10.45 AM– 12.15 Noon (90 minutes)	Simulation of triggering for SLWM	<ul style="list-style-type: none"> • Simulation of triggering for SLWM • Organize a visit to a functional SLWM centre, if possible, before moving for SLWM triggering 	Trainers act as facilitators to demonstrate triggering for SLWM and participants act as villagers

Session no.	Duration	Session title	Content	Methodology
	12.15 Noon -1.15 PM (60 minutes)	Mock practice of triggering by participant groups and preparation for the field visit	<ul style="list-style-type: none"> • Group formation and preparation for field visits • Distribution of roles and responsibilities • Mock practice of triggering by participant groups 	Group formation and mock drills, in case a functional SLWM centre is available near the training venue, organize a visit to this centre before triggering visit. In this case mock practice would need to be skipped due to paucity of time
LUNCH BREAK				
	2 – 6 PM Second half of the day	Field visit: Triggering for SLWM	<ul style="list-style-type: none"> • SLWM centre visit, if possible • Real life triggering for SLWM in 4 habitations/ villages of a GP 	<ul style="list-style-type: none"> • Learning by doing

5

Day 5: Follow-up visit for SLWM, Role of Swachhagrahis, Action planning by Participants for ODF Plus

Session no.	Duration	Session title	Content	Methodology
	5.30 – 7.30 AM (120 minutes)	Early morning Follow up field visit on SLWM and OD practices	<ul style="list-style-type: none"> • Safaiabhiyaan and door to door Gandhigiri in the village triggered the previous day • Discussion on segregation and different methods of composting • Visit to retrofitting site • Observation and counseling about sustaining ODF 	<ul style="list-style-type: none"> • Community meeting • Clean up campaign • Observation and counseling about sustaining ODF
	10.30-11.30 AM (60 minutes)	Experience sharing of triggering and follow-up visit	<ul style="list-style-type: none"> • Sharing of experience of triggering and follow up visit • Sharing of SLWM centre visit experience, if done on the previous day 	Sharing by participant groups
	11.30 AM–1.00 PM (90 minutes)	Three pronged approach on MHM	<ul style="list-style-type: none"> • Breaking the Silence. Busting the myths and misconceptions • Safe and hygienic management of menstruation • Safe disposal practices 	<ul style="list-style-type: none"> • Balloon and pin game • Group work and presentations • Interactive power point presentation

Session no.	Duration	Session title	Content	Methodology
	1.00 – 1.30 PM (30 minutes)	Leave No One Behind (LNOB)	<ul style="list-style-type: none"> Addressing needs of women and adolescent girls, elderly and disabled people, transgender, sanitation workers in planning and implementation of sanitation 	<ul style="list-style-type: none"> Interactive power point presentation Video show
LUNCH BREAK				
	2.30– 4.00 PM (1 hour 30 minutes)	Role of Swachhagrahis and action planning by participants for ODF Plus	<ul style="list-style-type: none"> Who is Swachhagrahi? Tasks to be accomplished by Swachhagrahis to make their village ODF Plus Action planning by participants 	<ul style="list-style-type: none"> Screening of video of Afroz Shah from Mumbai Sharing by a natural leader from triggered village, if possible Group exercise on action planning
	4.00 – 4.45 PM (45 minutes)	Oath taking and valedictory session in the presence of the Government official	<ul style="list-style-type: none"> Workshop evaluation Valediction Oath Taking 	<ul style="list-style-type: none"> Administering Post-test questionnaire Feedback of the participants about the workshop Certificate distribution Valedictory lecture Oath Taking

1 Day 1: ODF Plus and Retrofitting of Toilets

SESSION GETTING STARTED

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand the objectives and design of the training program • Know each other and the facilitators • Develop workshop rules and share their expectations from the training • Select a day management committee for process reporting and easy flow of the workshop • Be part of a free and frank sharing and learning environment 	<p>Duration</p> <p>90 minutes</p>
	<p>Methods</p> <p>Inaugural speech, Ice breaking & introduction, PPT presentation, plenary discussion, games & exercises</p>
	<p>Materials Required</p> <p>Registration form, pre- training evaluation questionnaire, PPT presentation, sketch pens, cards, chart papers, markers, adhesives, pins and pin board</p>

Process

- Inaugural: Opening session will begin with a welcome address and inauguration by district/block officials/public representative.
- Ice breaking and introduction: Use quicker methods of ice- breaking and introduction so that sufficient time becomes available for technical sessions. One method could be as follows:
 - Start with milling around.
 - Then form groups according to their block, education, designation, years of experience and training in community approaches in sanitation etc.
 - End the exercise with bicycle chain method of introduction.
- Expectations of participants: Expectations of participants will be elicited by asking them to write their expectations (in phrases) from the workshop by using one card for each expectation. These expectations will be consolidated in a participatory exercise and put up on a wall using chart papers.
- Objectives and design of training and workshop rules: Objectives and design of training will be shared through a power point presentation. The ground rules for the training will be finalized through a participatory process.
- Day Management Committee: A day management committee of participants (for each day of the workshop) will be formed for easy flow of workshop and process reporting.
- Pre-test questionnaire: A pre-test questionnaire is given to each participant and they are asked to fill it in the allotted time. This will help the trainers in assessing the knowledge of the participants at the outset of the workshop.

Tips for Trainers/Facilitators

Before the start of the workshop, meet the dignitary who is supposed to give inaugural address and inform him about the objectives and design of the workshop and request him to be brief in his speech. Inaugural address by the Government official should include the history of sanitation program in India and role of Swachhagrahis in SBM-G and to motivate the Swachhagrahis to actively participate in the training program so that they become fully equipped to work on ODF Plus.

It is not necessary to follow the same method of ice-breaking and introduction. The facilitator can use any other method as deemed appropriate. However, it must be kept in mind that the process should be lively & enjoyable and it must be completed quickly.

While facilitating formation of day management committee, it is important to ensure gender balance and voluntary consent.

SESSION

ODF Plus: Understanding the objectives, Components, Issues & Challenges and funding options

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand the definition and components and expected results of ODF Plus. • Develop an understanding of key issues and challenges in the context of ODF Plus • Understand the key steps to be taken for ODF Plus and ODF-S 	<p>Duration 60 minutes</p>
	<p>Methods Interactive power point presentation; group exercises</p>
	<p>Materials Required PPT presentation, cards, chart papers, markers, ODF verification checklists</p>

Process

- Form 4 groups and give the following task to each group. Allow 10 minutes for preparation and thereafter 5 minutes for presentation to each group.
 1. What do you understand by ODF Plus?
 2. What are its components?
 3. What are the key issues and challenges in implementing ODF Plus?

Alternatively, instead of group task use participatory exercises for each aspects of the session. For example distribute cards and ask the participants what they understand by ODF Plus.

- Then use an interactive PPT presentation explaining various components and dimensions of ODF Plus in terms of key outputs and their related issues and challenges. Also include a slide on funding sources for ODF Plus.
- Explain the process of ODF verification by using formats of household survey and village survey and ways to improve the process of ODF verification.

Tips for Trainers/Facilitators

The trainer/facilitator should try to engage as many participants as possible in the interactive presentation. She/he may ask questions before presenting a new topic as also to check the transfer of learning by taking feedback of participants, as required.

Take up the ODF-S in detail and touch upon the other three components in brief as they would be covered in detail on day 3 onwards.

SESSION

ODF Plus: Assessment using mWater App

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to have an informed understanding of the following:</p> <ul style="list-style-type: none"> • Use of mWater app for ODF Plus assessment • Different survey formats and how to fill the answer of each question • Precautions need to be undertaken while entering data on the mWater survey formats 	<p>Duration</p> <p>60 minutes</p>
	<p>Methods</p> <p>Display and explain content of mWater and survey formats directly from mobile to LCD projector</p>
	<p>Materials Required</p> <p>LCD projector, smart phone with internet connectivity</p>

Process

- Facilitate a step by step process of downloading mWater app.
- Explain the process of creating an account on the mWater app by signing up. For this, distribute a format for getting the user name of the participants.
- The facilitator then makes participants enumerators by using the user name chosen by them for all the 4 types (Household, School, AWC and GP) of survey formats.
- Explain all the 4 formats (By displaying it using a LCD projector) and how to fill the answer using mWater app. A copy of sample formats is available as Annex 3. Also tell them that the data can be filled offline as well and submit but it will get submitted once the phone internet connectivity is available.

- Inform the participants that mWater has the facility of simultaneously generating report as required and we would be sharing the same once the survey is complete in the forenoon the next day.
- Explain precautions that need to be undertaken while entering data on the mWater survey formats and answer queries of the participants, if any.

Tips for Trainers/Facilitators

Suggest to the participants that they choose a small user name for example they can choose their first name as the user name.

The facilitator should demonstrate a step and then ask the participants to complete that activity. Once all have done move to the next step and so on.

Co-facilitators of the training team should also assist the participants, if required.

SESSION

Retrofitting of Toilets: Common problems and solutions

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of use of appropriate and safe technology for ODF Plus and ODF-S • Identify the defects in toilets and adopt appropriate retrofitting measures 	<p>Duration 120 minutes</p>
	<p>Methods Group exercise, Interactive power point session, videos of different types of toilets, if required</p>
	<p>Materials Required PPT presentation, chart papers, markers, sketch pens</p>

Process

- The four working groups of participants would be given the following task:
 1. Write the types of toilets available in their area
 2. Write the defects that they have noticed in these toilets
 3. What are the possible solutions to rectify these defects?
- Use interactive pictorial presentation to share different types of toilets (also use videos of different technologies as per requirements), commonly noticed defects and possible retrofitting measures.

Tips for Trainers/Facilitators

Try to engage as many participants as possible during the presentation and group task.

Ensure active participation of all during screening of audio visual aids.

Keep the PPT limited to types of toilets, retrofitting of toilets-defects and solutions.

Ensure that solutions of the specific defects pointed out by the participants must be addressed along with other retrofitting issues.

SESSION

Toilets for Persons with disabilities (PwDs)

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand HH sanitation for persons with disabilities (PwDs) • Understand the importance of addressing the needs of PwDs in order to ensure inclusion and long term sustainability of ODF results 	<p>Duration</p> <p>30 minutes</p>
	<p>Methods</p> <p>Interactive power point presentation</p>
	<p>Materials Required</p> <p>PPT presentation, white board with marker</p>

Process

- Ask participants about toilets for persons with disabilities that they have seen in their areas.
- Share a PPT on how to make sanitation facilities accessible for persons with disabilities.

Tips for Trainers/Facilitators

Encourage participants to share the innovations related to making facilities accessible to PwDs they have seen in their area.

SESSION

Instructions for the next day

<p>Session Objectives</p> <p>At the end of the session, the participants will be clear about:</p> <ul style="list-style-type: none"> • Home task • Logistics for next day field visit • The task they will be performing during the field visit 	<p>Duration 15 minutes</p>
	<p>Methods Lecture</p>
	<p>Materials Required Chart paper, white board, marker</p>

Process

- Summing up
 - Summarize key learning of the day
 - Address doubts, queries raised during discussion
- Home task
 - Give home task to participants to write down new learning of day 1 proceedings.
- Feedback session on day 1
 - Tell the participants that there will be one hour feedback session next day just after the prayer in which participants will share their learning from day 1 classroom sessions. Day 1 management committee will first share their report and other participants can add and also share one learning at least.
- Instructions for field visit
 - Explain the participants that there will be three activities in the field next day:
 1. ODF Plus assessment (in the forenoon)
 2. Retrofitting of toilets and pit emptying, if possible (in the afternoon)
 3. GP/community meeting for sharing of ODF Plus assessment findings (in the evening)
 - Tell them that they have to assemble in the training hall at 9.00 AM after finishing their breakfast for the feedback session. For the field visit, vehicles will move by 10:00 AM.
 - Tell them to collect chart paper, markers.

Tips for Trainers/Facilitators

Ensure that vehicles are allotted to each group and details are displayed on a chart paper along with the names of the villages and contact person in the village.

The facilitator must talk to GP Pradhan and request her/him to organize a meeting with GP members and staff for receiving a feedback of ODF Plus assessment. Make it clear to them that this exercise is not meant to criticize them instead it is an opportunity for them to get insights for further improvement in their area. At the end of the presentation, the facilitator can also ask for suggestion regarding any information that they would like to be collected to help them plan better for ODF Plus. This could help in improving the field survey questionnaire.

Do not forget to appreciate the GP Pradhan, members and staff for their hard work in making their GP ODF.

Request GP Pradhan to arrange a LCD Projector for use during the meeting.

Tell the participants place and time of GP meeting.

2

Day 2: Practical Training on ODF Plus Assessment and Retrofitting of Toilets

SESSION

FEEDBACK

Session Objectives At the end of the session, the participants will be able to: <ul style="list-style-type: none"> • Get a quick recap and learning of day 1 sessions 	Duration 60 minutes
	Methods Sharing by participant groups/day management committee
	Materials Required Chart paper, marker, cards, pin board

Process

- Ask management committee of day 1 to share the learning of day 1.
- Trainers to clarify participants' doubts, if any from the previous day's sessions.

Tips for Trainers/Facilitators

Remind the participants of home task given on day 1 and ask them to write new learning on cards and put them on the pin board.

A facilitator records all the new learning on a chart paper and displays it on a wall in the classroom.

Soon after this session field visit has to start. Therefore, manage this session within one hour only

SESSION

Field Work

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to develop practical understanding through an experiential learning process in terms of the following:</p> <ul style="list-style-type: none"> • How to conduct ODF Plus assessment using mWater survey formats • Conversion of single pit to twin pit in a leach pit toilet • Construction of junction chamber or any other type of retrofitting • Practical nuances of on-site retrofitting through the support of trained local mason, stakeholder/ owner and village/ GP level functionaries • Motivation required for arrangement of material, finance and labour management for retrofitting • Pit emptying, if possible 	<p>Duration</p> <p>Full day</p>
	<p>Methods</p> <p>Hands-on learning and observation</p>
	<p>Materials Required</p> <p>Smart phones, Chart paper, marker; organisers to facilitate arrangement of mason and material for retrofitting and pit emptying</p>

Process

- ODF Plus assessment (in the forenoon)
 - Once the participants assemble at the pre decided place, the facilitator with the help of village contact person would allocate HHs to the team members having smart phones. Others (not having smart phones) can be associated with different smart phone holders.
 - Tell the participants that they have to first greet the household and explain the objective of the survey and then start the survey. While explaining the objective, the participants must clarify that they are not there to give anything to them. They are there to learn about the current sanitation situation in the village. They should not forget to thank the HH owner/respondent for her/his time and providing information.
 - Tell the participants that while using mWater survey format, they should try to fill answer of all the questions, as far as possible.
 - As the mWater provides for offline entries as well, they can use this facility. However, the submission would happen only after the phone gets internet connectivity
 - Tell the participants that one person from the facilitation team will be designated as manager who will keep simultaneously checking the formats being submitted by participants during the survey. For any error noticed, he will contact the concerned enumerator and find out the correct situation and edit the format accordingly.
 - Also, he will generate the survey report once the survey is complete and share key findings in the GP meeting proposed in the afternoon. If LCD projector is available in the GP office then this report could be displayed on the screen directly.

- Retrofitting of toilets and pit emptying, if possible (in the afternoon)
 - Tell the participants the location and timing of retrofitting and pit emptying exercises and ask them that they should manage to visit these sites during/after completion of ODF Plus assessment exercise to ensure that they do not miss the important steps of retrofitting exercise in progress.
 - Demonstrate conversion of single pit to twin pit, construction of junction chamber or any other retrofitting by engaging masons and with participation of stakeholder/HH owner in the exercise.
 - Demonstrate pit emptying, if possible, by involving participants and community members.
- Organizing GP/community meeting (in the evening)
 - The lead resource person of the workshop will clarify the objectives of ODF Plus assessment to the GP members and staff.
 - Then he will invite the team member who has generated the mWater survey report to share the findings by directly displaying them through LCD projector, if available. In case LCD projector is not available he would present key findings using chart papers prepared in advance.

Tips for Trainers/Facilitators

Involve GP Pradhan and members in planning of the field visit. Fix the time and venue for the sharing of survey findings with GP members.

Make a pre-workshop visit to select villages along with locations of practical demonstration sites of retrofitting and pit emptying and facilitate arrangement of mason, material and required tools. Inform the stakeholder/HH owner and masons about the date and time of these practical demonstrations. While selecting the villages ensure that travel time from the training venue should not be more than half an hour.

Try to engage maximum number of community members along with participants in these exercises.

The facilitators need to efficiently manage the time of different activities in a manner that the participants are able to be present in all the activities.

Facilitator should talk to the organizers that lunch should not be served in the village. It should be organized at the training venue only. Participants should come back for the lunch and then proceed again for the field visit. Packed lunch needs to be avoided.

During the meeting with GP members, clarify the objective of the field work done clearly to the GP members in a manner that they do not take it as a checking exercise by outsiders. Presentation should first talk about the good things achieved by the GP and followed by clapping for the same. The gaps identified should be shared in a manner that they take it as an information for further improvement.

3

Day 3: SWM including Plastic Waste Management and GOBAR-Dhan; LWM including Grey Water Management; and Faecal Sludge Management (FSM)

SESSION

FEEDBACK

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> • Get a quick recap and learning of day 2 field visits 	<p>Duration 60 minutes</p>
	<p>Methods Sharing by participant groups/day management committee</p>
	<p>Materials Required Chart paper, marker</p>

Process

- Day management committee of day 2 to present their report and submit a copy to the facilitation team.
- Ask participants' groups also to present the learning from field visit.
- Trainers to clarify participants' doubts, if any from the field visits.

Tips for Trainers/Facilitators

Encourage each participant to share at least one learning of day 2.

A facilitator records all the new learning on a chart paper and displays it on a wall in the classroom.

SESSION

Triggering participants for SLWM

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> • Appreciate that SLWM is primarily a behavior change issue • Have inspiration to contribute to safe and sustainable SLWM in their respective villages by gaining more practical insights into the related issues 	<p>Duration 45 minutes</p>
	<p>Methods Triggering participants using an Interactive presentation containing existing and desired situations related to various issues related to SLWM</p>
	<p>Materials Required Interactive PPT presentation</p>

Process

- Using an interactive PPT presentation, ask questions related to different aspects of existing SLWM systems and practices and ideal situation that they may like to desire. After discussion on each aspect, seek their views about adoption of improved practice by raising hands.
- Finally summarize the session by listing out the problem areas and various related aspects followed by analysis of each aspect and finally arriving at a consensus that our habit is the real problem and SLWM is primarily a behavior change issue, and not merely a technology issue.

Tips for Trainers/Facilitators

Some training team members involved in the preparation prior to workshop should be asked to collect good photographs on different aspects of sanitation issue.

These photographs can be used to contextualize and improve the PPT already available for triggering of participants for SLWM

At the outset, create a consensus that all would respond to questions that would be raised in the PPT presentation.

Pause on each question slide and allow time to participants to respond.

SESSION

Solid Waste: definition, magnitude, components and principles

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to understand:</p> <ul style="list-style-type: none"> • The definition of solid waste and basic principles of SWM • Magnitude and components of solid waste including bio-degradable, non-biodegradable, recyclable items with focus on plastic waste management • Benefits of cyclic management instead of linear disposal of solid waste • Realize that waste is actually a resource 	<p>Duration 105 minutes</p>
	<p>Methods Power point presentation; video clips from Satyamev Jayate and hazard of cows eating plastics; segregation of waste/garbage into 'useful', 'Can't Say' and 'Useless' categories by all participants; experience sharing and discussion in the plenary</p>
	<p>Materials Required Interactive PPT presentation, videos, a bag full of different types of garbage</p>

Process

- Begin the session by asking questions what is garbage? Is garbage really useless? Then engage the participants in waste segregation exercise. The facilitator picks up the items one by one and ask participants to put them in three categories 'useful', 'useless' and 'can't say'. Finally the participants realize that most of the waste is useful.
- This learning is reinforced by showing a video from TV program Satyamev Jayate.
- Using an interactive PPT presentation, encourage discussion on connection between garbage and lifestyle and draw their attention towards the issues related to current practices of solid waste and their damaging consequences not only for our immediate living environment, but also for the health of stray cattle and other animals.
- This is substantiated by showing a video of a cow eating plastic carry bags.
- Using an interactive PPT presentation, explain the basic principles of solid waste management, advantage of cyclic management over linear waste management and an ideal system of solid waste management in a GP.

Tips for Trainers/Facilitators

The trainer must share examples, including the photographs from real life, wherever possible. Focus only on village level interventions. District/block level interventions should be mentioned in passing only.

Try to involve maximum number of participants actively in segregation exercise, interactive presentation and video shows.

The facilitator should manage time efficiently so that the session runs smoothly. At the same time, it is important that views of participants are elicited during the course of presentation so that they are not only alert and involved, but also own up the learning resulting from the exercise in this session.

SESSION

Technologies for SWM with focus on Plastic Waste Management

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> • Tell about a range of available technologies of SWM (for bio-degradable and non-biodegradable waste) including their merits and limitations • Participants are able to tell the important provisions of revised solid waste management rules. • Tell about some important duties of waste generators as per the existing rules 	<p>Duration 60 minutes</p>
	<p>Methods Interactive Power Point presentation, video shows</p>
	<p>Materials Required Interactive PPT presentation, video on waste decomposer, video on pipe composting, video on use of multilayer packaging in basket making, video on mat making from plastic carry bags</p>

Process

- An interactive PPT presentation by the facilitator covering the basic facts about technologies of SWM (for bio-degradable and non-biodegradable waste) with special emphasis on plastic waste management would be made. Some videos as mentioned above will also be used.
- Mention about different guidelines/rules related to solid waste management in general and plastic waste management in particular and present the provisions of Solid Waste Management Rules 2016 and Plastic Waste Management Rules 2016. The roles and responsibilities of waste generators and gram panchayat under these rules need to be underlined in particular.

Tips for Trainers/Facilitators

The facilitator should invite questions after each technology is presented.

In case, answers to some specific questions need to be found out, the audience may be told that this would be taken up the next day.

The facilitator should elicit participant's views while discussing a topic. Participatory discussions have to be held to the extent possible in view of the time available.

Pause on each question slide and allow time to participants to respond.

SESSION

GOBAR-DHAN

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand the objectives, scope, actors, and models of implementation of GOBAR-DHAN and related incentives under different models • Understand the challenges in implementation of GOBAR-DHAN and factors contributing to successful implementation of a community biogas plant 	<p>Duration 45 minutes</p>
	<p>Methods Interactive PowerPoint; Film show on a community biogas plant, if time permits; Discussion on challenges in implementation</p>
	<p>Materials Required Interactive PPT presentation, video on Tapi community bio gas plant or any other successful community biogas plant, copy of GOBAR-DHAN guidelines of the state</p>

Process

- Using an interactive PPT presentation, explain the objectives, scope, actors, models of implementation of GOBAR-DHAN and related incentives under different models.
- Show video of a successful community biogas plant and ask participants to write factors contributing to successful implementation of a community biogas plant.
- Facilitate a discussion on challenges in implementation of GOBAR-DHAN.

Tips for Trainers/Facilitators

Before the workshop, facilitator needs to collect information about state guidelines and available experience about implementation of GOBAR-DHAN. This will help in contextualising the session as per ground realities.

Try to involve maximum participants actively in the session activities.

SESSION

Liquid Waste: magnitude, components, principles and technologies

<p>Session Objectives</p> <p>At the end of the session, the participants are able to:</p> <ul style="list-style-type: none"> • Understand the current practices and consequences of mishandling of liquid waste • Understand the magnitude, components and principles of liquid waste management • Gain knowledge about technological options of liquid waste • Appreciate that simple solutions can bring a lot of difference in tackling liquid waste 	<p>Duration 60 minutes</p>
	<p>Methods Interactive PPT presentation</p>
	<p>Materials Required Interactive PPT presentation, chart paper, marker, Nhani trap</p>

Process

- Begin the session with asking participants about the current practices of liquid waste management in their area.
- Thereafter, using an interactive PPT presentation the participants will be exposed to basic aspects of liquid waste management, Definition & Scope: what is liquid waste, Types of liquid waste, quantity and what happens with grey and black water, Basic principles of waste water management, Consequences of mishandling of waste water, Technology Options for grey, black and yellow water management.
- While explaining simple technologies of liquid waste management, benefits of Nhani trap could be explained. Showing a Nhani trap will help participants understand how it actually looks like.

SESSION

Faecal Sludge Management (FSM)

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand the definition of faecal sludge, need of faecal sludge management (FSM), steps involved in FSM • Understand that twin pit toilet is a self-contained unit of FSM • Understand faecal sludge management in septic tanks • Understand their role in FSM 	<p>Duration 45 minutes</p>
	<p>Methods Interactive PPT presentation, discussion in the plenary</p>
	<p>Materials Required Interactive PPT presentation, chart paper, marker</p>

Process

- Begin the session with asking participants about the practices prevalent in their area regarding FSM.
- Using an interactive PPT presentation, the participants will be exposed to basic aspects of faecal sludge management (FSM) such as definition of faecal sludge/septage, need of faecal sludge management (FSM), steps involved in FSM, de-sludging of septic tank; also briefly mention FSM treatment technologies such as deep row entrenchment, waste stabilization pond, unplanted drying bed, planted drying bed, co-composting etc.
- The session will finally seek to create an understanding about what Swachhagrahis can do for FSM through a discussion in the plenary.

Tips for Trainers/Facilitators

Try to involve maximum number of participants in the interactive PPT presentation and discussion.

Do not enter into the details of technology options, as there is hardly any role of Swachhagrahis in it. The emphasis should be on the hazards of not managing faecal sludge properly and benefits of proper FSM and its role in sustaining a clean and ODF environment.

SESSION

Instructions for the next day

Session Objectives At the end of the session, the participants will be clear about: <ul style="list-style-type: none"> • Home task • Logistics for next day field visit • The task they will be performing during the field visit 	Duration 15 minutes
	Methods Lecture
	Materials Required Chart paper, white board, marker

Process

- Summing up
 - Summarize key learning points of the day
 - Address doubts, queries raised during discussion
- Home task
 - All the participants will be given home task of writing learning from day 3 proceedings.
- Briefing about day 4 sessions
 - Tell the participants that there will be three sessions in the classroom on day 4. These will include recap of day 3 learning followed by simulation and mock practice of triggering exercise by participants groups.
 - Tell the participants that there will be a visit to a functional SLWM centre (If there is such a centre near the training venue).
 - After an early lunch, the participants in 4 groups will visit villages for triggering SLWM

Tips for Trainers/Facilitators

It will be beneficial that the facilitators clearly specify the timing of each session of day 4.

In case a visit to SLWM centre is included, it would be good to organize it before triggering session at village level. Divide the participants in groups and assign different task to each group at the SLWM centre such as segregation, vermi composting, bio gas plant, plastic waste etc.

4 Day 4: Triggering for Solid and Liquid Waste Management (SLWM)

SESSION

RECAP

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> • Get a quick recap and learning of day 3 sessions 	<p>Duration</p> <p>30 minutes</p>
	<p>Methods</p> <p>Sharing by participants/Day Management Committee</p>
	<p>Materials Required</p> <p>Chart paper, marker, pin board, cards</p>

Process

- Ask management committee of day 3 to share the learning of day 3.
- Trainers to clarify participants' doubts, if any from the previous day's sessions

Tips for Trainers/Facilitators

Remind the participants of home task given on day 3 and ask them to write new learning on cards and put them on the pin board.

A facilitator records all the new learning on a chart paper and displays it on a wall in the classroom.

SESSION

What is triggering & trigger tools for SLWM

<p>Session Objectives</p> <p>At the end of the session, the participants are able to:</p> <ul style="list-style-type: none"> • Understand the triggering process and its application for ensuring community collective behaviour change • Gain information about some trigger tools for SLWM 	<p>Duration 45 minutes</p>
	<p>Methods Interactive question and answer session to introduce the concept of triggering; showing pictures of SLWM triggering in some places; mentioning about some trigger tools for SLWM</p>
	<p>Materials Required Pictures of SLWM triggering impacts in some places such as Berhampore</p>

Process

- Introduce the concept of ‘triggering’ and through an interactive question and answer session.
- Use some example of the impacts of triggering by showing some pictures of SLWM triggering in some places such as Berhampore, Murshidabad
- Explain the difference between triggering and awareness
- Quickly mention some trigger tools for SLWM

Tips for Trainers/Facilitators

Involve as many participants as possible

SESSION

Simulation of triggering for SLWM

<p>Session Objectives</p> <p>At the end of the session, the participants are able to:</p> <ul style="list-style-type: none"> • Gain experiential understanding of a community triggering for SLWM exercise in a simulated situation 	<p>Duration 90 minutes</p>
	<p>Methods Simulation exercise</p>
	<p>Materials Required Garbage bag, chart paper, marker, sketch pen powder in white, blue, grey colures, paper cards, Nhani trap, clip bag of cloth, leaf plate, earthen cup</p>

Process

- This session aims at simulating a triggering for SLWM exercise in a classroom situation to give participants experience of the processes that takes place in real-life community situations.
- In the simulation, the participants play the role of villagers and the triggering process (as given in the manual) is demonstrated by the facilitators present in the classroom.
- Explain do's and don'ts related to facilitator's attitude and behavior while facilitating the process.

Tips for Trainers/Facilitators

The focus of this session should be on building conceptual clarity on the steps involved in the triggering process and how it is to be facilitated.

SESSION

Mock Practice of triggering by Participants' Groups and preparation for the field visit

Session Objectives At the end of the session, the participants are able to: <ul style="list-style-type: none"> • Reinforce experiential understanding of a community triggering for SLWM exercise in a simulated situation so that they are better prepared to facilitate triggering in real life situation 	Duration 60 minutes
	Methods Group formation and Mock drill
	Materials Required Garbage bag, chart paper, marker, sketch pen powder in white, blue, grey colures, paper cards, Nhani trap, clip bag of cloth, leaf plate, earthen cup

Process

- Facilitate formation of 4 groups and distribution of roles and responsibilities within each group.
- Distribute material bag for triggering and tell them the duration of the mock exercise, take lunch and the timing of start for the field visit.
- Tell them the names of villages to be visited by different groups and share the contact details.
- This session aims at practicing triggering for SLWM through a mock exercise in which 2 participants in each group act as facilitators and the remaining group member as villagers.
- The process to be adopted will be similar as the one in the previous session.
- Share the structure of presentation on which they would be required to share their field visit experience next day.
- Emphasize that each group has to ensure that early morning follow up timings are agreed before leaving the village after triggering.
- In case the visit to SLWM centre is planned, mock practice may not be possible. The session will be limited to distribution of roles and responsibilities among team members in all the four groups as also distribution of triggering material to them.

Tips for Trainers/Facilitators

The facilitators should observe the groups while they are doing the mock exercise and give inputs as required.

Facilitator should emphasise on do's and don'ts that participants need to observe during field visit.

SESSION

Field Visit: Triggering for SLWM

<p>Session Objectives</p> <p>At the end of the session, the participants are able to:</p> <ul style="list-style-type: none"> Gain experiential learning of a community triggering for SLWM exercise in a real life situation 	<p>Duration</p> <p>Second half of the day (240 minutes)</p>
	<p>Methods</p> <p>Learning by doing</p>
	<p>Materials Required</p> <p>Garbage bag, chart paper, marker, sketch pen powder in white, blue, grey colures, paper cards, Nhani trap, clip bag of cloth, leaf plate, earthen cup</p>

Process

- This session begins with the departure of the triggering teams for their respective destinations.
- It is crucial that teams are punctual and reach their respective villages well before time so that they can prepare for the scheduled triggering session. The triggering teams are usually received by some of the community members in the village. They then move to the agreed venue for the triggering exercise. On reaching the designated place, the members of the triggering team will greet the villagers present there. The purpose of the visit will be explained to the people present by the leader of the triggering team and their consent for participation will be sought. The lead facilitator along with all the members of the triggering team will carry out the triggering exercise as explained in the manual.
- After the completion of the exercise, the team will thank the villagers for their interest, time and participation.
- In case a functional SLWM centre is available near the training venue, organize a visit to this centre before triggering visit. It would provide an opportunity to the participants to actually see some of the waste management practices on the ground.

Tips for Trainers/Facilitators

The lead facilitator should try and maximize the participation of group members in the triggering exercise. In case, only few villagers are present at the meeting place, the lead facilitator would stay at the meeting place and all other group members could take a quick round of the village and invite villagers for the meeting.

5 Day 5: Follow-up visit for SLWM, Role of Swachhagrahis, Action Planning by Participants for ODF Plus

SESSION

Early morning Follow up field visit on SLWM and OD practices

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> • Gain experiential learning of initiating the local action for SLWM • Discuss about segregation and different methods of composting • Counsel villagers about the need for maintaining the desired ODF behaviour 	<p>Duration</p> <p>120 minutes</p>
	<p>Methods</p> <p>Community meeting; Clean up campaign (Facilitate arrangement of material for safaiabhiyan by community members); Observation and counselling about sustaining ODF</p>
	<p>Materials Required</p> <p>Chart paper, marker, waste decomposer</p>

Process

- Before leaving for the visit, give a phone call to the natural leaders and ask them to assemble at the venue as agreed.
- Facilitate early morning follow up (including clean-up campaign, community meeting, observation and counselling about sustaining ODF etc.).
- Include visit to the retrofitting sites (initiated on 2nd day of the programme) to see the progress.

Tips for Trainers/Facilitators

Efficient time management is required. In case certain things emerge that would require more time, another follow up date should be fixed for those activities.

In case some retrofitting work is still left out, encourage the house owner to complete the same.

A facilitator records all the new learning on a chart paper and displays it on a wall in the classroom.

SESSION

Experience sharing of triggering and follow up visit

Session Objectives At the end of the session, the participants are able to: <ul style="list-style-type: none"> • Reflect on field visit experience and the learning inherent therein • Learn from experience of different groups and gain insights for future improvements 	Duration 60 minutes
	Methods Sharing by participants groups
	Materials Required Chart paper, Marker

Process

- This session is for sharing the practical experience of triggering and follow up in communities carried out on Day 4 and 5 respectively. Participants will be provided with some key points around which they can structure their presentation.
- It could be based on rapport building with the community, process adopted, outcome and learning during triggering and follow up visits.
- Working groups will be given 10 minutes to prepare their presentations and 4 minutes to present. After all the presentations have been made, a question and answer session will be held.
- In case visit to SLWM centre was also included in the field visit, the working groups should also include their observation from the visit in their presentation.

Tips for Trainers/Facilitators

The facilitator can make a panel from among the participants through a process of self-selection by the group for conducting the session. This elevates the self-esteem of participants.

The facilitator will ensure that views of participants are elicited on each presentation first and then the facilitator summarizes the presentations and shares necessary information and clarifications, if any. Effort should be made to ensure that repetitions are avoided, mistakes are acknowledged and learning is harvested.

SESSION

Three Pronged Approach on MHM

- Breaking the Silence
- Safe and hygienic management of menstruation
- Safe disposal of used menstrual absorbents

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> • Bust myths and misconceptions related to menstruation • Develop an understanding of hygienic management of menstruation: different options of absorbents available and the related dos and don'ts • Map the current practices in disposal of menstrual absorbents and understand the best/appropriate/safe options to dispose-off the different used menstrual absorbents/ material 	<p>Duration</p> <p>90 minutes</p>
	<p>Methods</p> <p>Balloon and pin game for busting the myths and misconceptions; Group work and presentations in a plenary Interactive power point presentation</p>
	<p>Materials Required</p> <p>Medium sized Balloons and pins (If the number of participants is 50, thirty balloons and around 30 all pins may be arranged); Permanent markers; Chart papers, markers, tripod stand for the group work and presentations Interactive power point presentation</p>

Process

The participants now agree that the silence around menstruation has to be broken and that the practice of imposing restrictions on the menstruating girls and women are based on myths, misconceptions and superstitions.

Balloon and pin Game

Half the participants may be given one balloon each. The facilitator may ask them to write one practice or belief observed during menstruation, on their balloon with the permanent marker, which they now think is worth killing. This done, they may blow their balloons and tie a knot so that the air doesn't escape.

The remaining participants may be given one all-pin each. They may be instructed to go and burst these balloons using the pin in their hand, while those with the balloon would be asked to protect it from those trying to burst it.

Safe and hygienic management of menstruation and disposal of used menstrual material

- The facilitator will help form 4-5 working groups of participants and assign them the task of mapping out the current practices of disposal related to sanitary pads, cloths and other material being used during menstruation, as they tend to contribute to the overall solid waste burden at the habitation/ village/GP level.
- The working groups will also be assigned the task of carrying out a process of critical reflection within their respective groups regarding the impact of the current practices and come up with safe and sustainable solutions for proper disposal of sanitary pads and other related material at the habitation/ village/GP level.
- The working groups may write their points out on a flip chart or a chart paper for the group presentation in a plenary.

- The group presentations and question and answer session in the plenary will be followed by the power point presentation that covers all the aspects related to access to material and infrastructure, safe practices in use/re-use of menstrual material and safe disposal of used menstrual material/absorbents.
- Tips for Trainers/Facilitators
- The trainers/facilitators should facilitate the process in a non-intrusive manner, thereby promoting free and frank discussions within groups. After all the group presentations are made and round of questions and answers in the plenary is held, the facilitator must summarize the key learning points of the session.
- More important information related to the topic is compiled as FAQs in the manual/guidebook.

Tips for Trainers/Facilitators

The trainers/facilitators should facilitate the process in a non-intrusive manner, thereby promoting free and frank discussions within groups. After all the group presentations are made and round of questions and answers in the plenary is held, the facilitator must summarize the key learning points of the session.

More important information related to the topic is compiled as FAQs in the manual/guidebook.

SESSION

Leave No One Behind (LNOB)

<p>Session Objectives</p> <p>At the end of the session, the participants are able to:</p> <ul style="list-style-type: none"> • Appreciate addressing needs of women and adolescent girls, elderly and disabled people, transgender, sanitation workers in planning and implementation of sanitation 	<p>Duration</p> <p>30 minutes</p>
	<p>Methods</p> <p>Interactive power point presentation Video show</p>
	<p>Materials Required</p> <p>Power point presentation and WSSCC videos on LNOB</p>

Process

Video show and discussion with participants followed by interactive power point presentation

Tips for Trainers/Facilitators

Carefully select one of the five videos which seem most appropriate for the participants.

SESSION

Role of Swachhagrahis and Action Planning by Participants for ODF Plus

<p>Session Objectives</p> <p>At the end of the session, the participants will be able to:</p> <ul style="list-style-type: none"> • Understand the tasks that Swachhagrahis need to accomplish for ODF Plus • Prepare Action Plan on ODF Plus and get motivated to start work on the same once they go back to their respective areas. 	<p>Duration</p> <p>1 hour 30 minutes</p>
	<p>Methods</p> <p>Interactive Power point session</p>
	<p>Materials Required</p> <p>Chart Paper, Markers, Sketch pens, copy of Swachhagrahi guidelines, Video of Afroz Shah from Mumbai</p>

Process

- Ask the participants who is a Swachhagrahi? Show a video of Afroz Shah from Mumbai to trigger their voluntary spirit for improving the environment of the area where they live.
- Divide participants into block wise groups. Give them the following task to discuss within their respective groups:
 1. Ask participants groups to discuss what are the roles and responsibilities they need to perform as Swachhagrahi in their own villages for ODF Plus.
 2. What results they need to achieve for ODF Plus? They can divide the results in different components of ODF Plus.
 3. Then they should discuss by what date they think that they would be able to make their own village ODF Plus.
 4. Participants prepare action plan on ODF Plus
- Block wise participants groups share their plans in the plenary.

Tips for Trainers/Facilitators

The facilitators should involve as many participants as possible in interactive PPT and responding to the questions.

The facilitators should also ensure that all the participants have an action plan on ODF Plus.

In case any natural leader from triggered villages could be invited, give some time to them to share their experience of the visit of triggering team in their village and what they have decided for further improvements in the environment of their village.

SESSION

Oath taking and valedictory session in the presence of Government official

Session Objectives At the end of the session, the participants are able to: <ul style="list-style-type: none"> • Realize how their perception about menstruation has undergone a change, if any • Take pledge to sustain ODF and moving from Open Defecation Free (ODF) to Open Garbage Free (OGF) and beyond. 	Duration 45 minutes
	Methods Administering Post-test questionnaire by participant groups; Feedback of the participants about the workshop; Valedictory lecture; Oath Taking
	Materials Required Post-test questionnaire, feedback form, text of pledge

Process

- Ask participants to fill the post evaluation questionnaire.
- Ask participants to give feedback about the workshop by filling format prescribed for it.
- Valedictory speech by dignitary.
- Distribution of certificate of participation to the participants.
- Another activity would be oath taking by all the Swachhagrahis to sustain ODF and moving from Open Defecation Free (ODF) to ODF Plus.

Tips for Trainers/Facilitators

Focus on encouraging participants.

Decide the format of certificate with the organizers in advance so that they are ready in the beginning of the last day.

Pledge

The pledge may be facilitated by the facilitator or any one from the participants who has been active/ articulate and looks enthusiastic to do so. The session may be ended with the following pledge:

“Mahatma Gandhi dreamt of an India which was not only free but also clean and developed. Mahatma Gandhi secured freedom for Mother India. Now it is our duty to serve Mother India by keeping the country neat and clean.

I will do my best to protect Earth and its natural environment. I will also adopt such practices that would minimize wastage.

- I will reuse what I can
- I will take care of clean up the environment
- I will reduce the waste we create
- I will refuse plastic carry bags. I will use cotton/jute bags instead of plastic carry bags; I will use earthen cups, leaf plates instead of thermocol and plastic ones
- I will segregate solid waste at HH level into three categories namely biodegradable, non-biodegradable and hazardous waste
- I will make compost from biodegradable waste
- I will ensure recycling of non-biodegradable recyclable waste by providing it to scrap dealers directly or through SHG or Gram Panchayat
- I will not burn the waste, particularly plastic waste
- I will plant more trees
- I will conserve energy and water

I will break the silence on menstruation. I will take pride and will spread the word outside and inside the home.”

Annexures

Annexure 1: Registration Form

1	Name of the Participant		
2	Organization		
3	Designation		
4	Qualification		
5	Years of experience of facilitating community approaches for achieving ODF villages		
6	Number of villages that achieved ODF due to your intervention		
7	Training programs attended during last 4 years		
	Title of training	Year	Duration
	1.		
	2.		
	3.		
	4.		
8	Contact Details		
	Address:		
	Mobile number		
	Email ID		

 Signature

Annexure 2: Pre & post evaluation questionnaire for 5 day training of Swachhagrahis on ODF Plus

Village: _____

Block: _____

GP: _____

District: _____

Tick (✓) the correct option

<p>1. What is ODF?</p> <p><input type="checkbox"/> Open defecation free</p> <p><input type="checkbox"/> On defecation free</p> <p><input type="checkbox"/> Over defecation free</p> <p><input type="checkbox"/> Out defecation free</p>	<p>2. When can we declare a village ODF?</p> <p><input type="checkbox"/> When 100% toilets are constructed</p> <p><input type="checkbox"/> When 100% toilets are in use</p> <p><input type="checkbox"/> When 100 % people are using toilets 100% times</p>
<p>3. A child shit is more harmful than adult?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>4. According to you what type of toilet would be good for rural areas?</p> <p><input type="checkbox"/> Twin pit leach pit <input type="checkbox"/> Bio toilet</p> <p><input type="checkbox"/> Septic tank <input type="checkbox"/> All the above</p>
<p>5. What should be the distance between two leach pits?</p> <p><input type="checkbox"/> 2 meter <input type="checkbox"/> 1 meter</p> <p><input type="checkbox"/> 3 meter <input type="checkbox"/> 4 meter</p>	<p>6. What is the specification of junction chamber?</p> <p><input type="checkbox"/> 1x1x1 ft. <input type="checkbox"/> 1.5x1.5x1 ft.</p> <p><input type="checkbox"/> 1x1.5x1 ft. <input type="checkbox"/> 2x1x1 ft.</p>
<p>7. What is the purpose of junction chamber in twin leach pit toilet?</p> <p><input type="checkbox"/> For connecting other pit when the first pit is full</p> <p><input type="checkbox"/> To connect both the pits</p>	<p>8. What should be the minimum distance between leach pits and drinking water source?</p> <p><input type="checkbox"/> 3-4 meter <input type="checkbox"/> 7-8 meter</p> <p><input type="checkbox"/> 10-15 meter <input type="checkbox"/> 20-30 meter</p>
<p>9. Is vent pipe required in a leach pit toilet?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>10. How much time a leach pit would take to get full, in case of 5 users?</p> <p><input type="checkbox"/> 1-2 years <input type="checkbox"/> 3-5 years</p> <p><input type="checkbox"/> 3-4 years <input type="checkbox"/> 5-7 years</p>
<p>11. What should we do once the leach pit is full?</p> <p><input type="checkbox"/> Abandon the pit for forever</p> <p><input type="checkbox"/> Open the pit and clean it</p> <p><input type="checkbox"/> Stop the use of toilet and leave it for a year</p>	<p>12. How much time sludge in a leach pit would take to convert into manure?</p> <p><input type="checkbox"/> 1-2 years <input type="checkbox"/> 3-4 years</p> <p><input type="checkbox"/> 7-8 years <input type="checkbox"/> 9-10 years</p>
<p>Is compost taken out from the pit pathogen free?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Is outflow of septic tank safe?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

<p>13.How to ensure safe disposal of septic tank outflow?</p> <p><input type="checkbox"/> Disposing into the drain <input type="checkbox"/> Disposing into the open land <input type="checkbox"/> Disposing into the pond <input type="checkbox"/> Disposing into a leach pit</p>	<p>14.How frequently septic tank should be desludged?</p> <p><input type="checkbox"/> 10-15 years <input type="checkbox"/> 7-8 years <input type="checkbox"/> 7-8 years <input type="checkbox"/> 3-4 years</p>
<p>15.What is ODF- S?</p> <p><input type="checkbox"/> ODF-Sustainability <input type="checkbox"/> ODF Status <input type="checkbox"/> ODF Sanitation <input type="checkbox"/> ODF Support</p>	<p>16.When to conduct first verification of ODF?</p> <p><input type="checkbox"/> After 1 year of ODF declaration <input type="checkbox"/> After 6 months of ODF declaration <input type="checkbox"/> After 3 months of ODF declaration <input type="checkbox"/> After 1 month of ODF declaration</p>
<p>17.When to conduct second verification of ODF?</p> <p><input type="checkbox"/> After 1 year of ODF declaration <input type="checkbox"/> 6 months after the first ODF verification <input type="checkbox"/> After 6 months of ODF declaration <input type="checkbox"/> 9 months after the first ODF verification</p>	<p>18.What is retrofitting of toilet?</p> <p><input type="checkbox"/> To construct a new toilet <input type="checkbox"/> To remove the defects of toilet constructed already</p>
<p>19.What is ODF Plus?</p> <p><input type="checkbox"/> A village sustains the ODF status <input type="checkbox"/> A village sustains its ODF status and safely manages its solid and liquid wastes</p>	<p>20.What is SLWM?</p> <p><input type="checkbox"/> Solid and liquid waste management <input type="checkbox"/> Sanitation and latrine waste management</p>
<p>21.What is the provision of budget under SLWM for a village having 300 households?</p> <p><input type="checkbox"/> 12 Lakh <input type="checkbox"/> 20 lakh <input type="checkbox"/> 7 Lakh <input type="checkbox"/> 10 lakh</p>	<p>22.What are the common practices of plastic disposal?</p> <p><input type="checkbox"/> Burning <input type="checkbox"/> Dumping in the drain/pond <input type="checkbox"/> Dumping in the open area <input type="checkbox"/> All the above</p>
<p>23.Which gas emits, when plastic is burnt?</p> <p><input type="checkbox"/> Carbon dioxide CO₂ <input type="checkbox"/> Nitrous oxide <input type="checkbox"/> Methane <input type="checkbox"/> Dioxin</p>	<p>24.What is GOBAR-dhan?</p> <p><input type="checkbox"/> Galvanizing bio agro resources dhan <input type="checkbox"/> Gasification of bio agro resource dhan</p>
<p>25.How many years plastic would take to decompose?</p> <p>100-200 years (c) 300-400 years 200-300 years (d) 500-600 years</p>	<p>26.Per capita requirement of water</p> <p><input type="checkbox"/> 30 Liter <input type="checkbox"/> 50 Liter <input type="checkbox"/> 100 Liter <input type="checkbox"/> 20 Liter</p>
<p>27.What is Grey water?</p> <p><input type="checkbox"/> Out flow of septic tank <input type="checkbox"/> Outflow of bathroom and kitchen</p>	<p>28.What is black water?</p> <p><input type="checkbox"/> Out flow of bathroom and kitchen <input type="checkbox"/> Out flow of septic tank</p>
<p>29.What is MHM?</p> <p><input type="checkbox"/> Menstrual hygiene management <input type="checkbox"/> Menstrual health management</p>	<p>30.At the village level who is responsible for the implementation of ODF Plus?</p> <p><input type="checkbox"/> GP member <input type="checkbox"/> GP secretary <input type="checkbox"/> Swachhagrahis <input type="checkbox"/> Nigrani samiti <input type="checkbox"/> All the above</p>

<p>31. Menstruation is a woman's problem</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>32. Onset of menarche implies the girl is ready for marriage.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>33. Menstruating girls are dirty.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>34. Water bodies are the best place to dispose - off used menstrual absorbents.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Annexure 3: Survey Formats (Sample)

Format 1: Household Survey for ODF Plus assessment

1. Details of Enumerator

1.1 Name of the Enumerator

1.2 Mobile Number of the Enumerator

2. Household Data- General

2.1 District

- East Sikkim

2.2 Block

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> Duga | <input type="checkbox"/> Parkha |
| <input type="checkbox"/> Gangtok | <input type="checkbox"/> Rakdong Tintek |
| <input type="checkbox"/> Chamdong | <input type="checkbox"/> Ranka |
| <input type="checkbox"/> Martam | <input type="checkbox"/> Reghu |
| <input type="checkbox"/> Pakyong | <input type="checkbox"/> Rhenock |

2.3 Gram Panchayat

2.4 Sansad/Ward Number

2.5 Village

2.5.1 Name of the Head of the Household

2.5.2 Father/Husband Name of the head of the Household

2.6 Number of Members in the Family (including minor)

3. Household- ODF Sustainability Data

3.1 District

Does the household have a toilet?

Yes No

3.2 Type of toilet constructed

Single pit Twin leach pit Septic Tank Other

3.3 Is the toilet in use?

Yes No

3.4 Reasons for not using the toilet

Behavioural Technical defect Lack of water

3.5 Family members using toilet

- All the family members are using toilet 100%times
- Some family members are using all the times
- Some family members are using toilet occasionally
- No one is using toilet

3.6 Is the toilet technologically defective?

Yes No

3.7 Defects in the toilet

Hint: If the answer to previous question is 'No', this question will be filled as 'Not applicable'

- | | |
|---|---|
| <input type="checkbox"/> Single pit | <input type="checkbox"/> Toilet with pits close to each other |
| <input type="checkbox"/> No junction chamber | <input type="checkbox"/> Toilet pits close to drinking water source |
| <input type="checkbox"/> Septic tank toilet without leach pit | <input type="checkbox"/> Toilet without superstructure |
| <input type="checkbox"/> Toilet with choked drain pipe | <input type="checkbox"/> Toilet with no space for another pit |
| <input type="checkbox"/> Single pit without junction chamber | <input type="checkbox"/> Not applicable |
| <input type="checkbox"/> Leach pit toilet with vent pipe | |
| <input type="checkbox"/> Toilet without pit | |

3.8 Disposal of child faeces

- Safe disposal of child faeces
- Unsafe disposal of child faeces
- No small child in the house (NA)

3.9 Hand washing with soap before eating food

- Yes
- No

3.10 Hand washing with soap after using the toilet (Soap available)

- Yes
- No

3.11 Safe handling of drinking water

- Yes
- No

4. Household Data - Bio Degradable Waste Management

4.1 Present management of biodegradable waste

- Disposed in the open
- Disposed in the pond
- Fed to animals
- Given to waste collector from SHG/village committee
- Used for composting
- Used for bio-gas

4.2 Whether the household is prepared to do composting at HH level

- Yes
- No

4.3 In case household doesn't want to do composting at HH level is he willing to give it to waste collector from SHG or village committee?

- Yes
- No

5. Household Data - Animal Waste Management

5.1 Whether the household has animals

- Yes
- No

5.2 Number of Pigs

5.3 Number of Cows

5.4 Number of Buffalo

5.6 Whether the floor of the Animal Shed is paved

- Yes No

5.7 What is the present use of Animal Dung

- Used in Agriculture as Manure
 Used as Cooking Fuel (Dung Cake)
 Used in Bio-Gas Plant
 Used for Composting
 Used for Vermi Composting
 Not Managed

5.8 Whether the household is interested to build an individual bio-gas plant at their own cost, if technical guidance is provided by the Gram Panchayat

- Yes No

5.9 Whether the household is interested in a community bio-gas plant under GOBAR-Dhan

- Yes No

6. Household Data - Non-Bio Degradable Recyclable Waste Management

6.1 Present management/disposal of recyclable waste

- Disposed in the open
 Disposed in the pond
 Sold to kabadiwala (recycle)
 Given to waste collector from SHG/village committee
 Burnt
 Buried under ground

6.2 Whether the household is prepared to give their recyclable wastes to SHG/village committee if proper linkage is established by the Gram Panchayat

- Yes No

7. Household Data - Non-Bio Degradable Non-Recyclable Waste Management

7.1 Present management of non-recyclable waste

- Disposed in the open
- Disposed in the pond
- Given to waste collector from SHG/village committee
- Burnt
- Buried under ground

7.2 Present management/disposal of diaper/sanitary pads

- Disposed in the open
- Disposed in the pond
- Given to waste collector from SHG/village committee
- Burnt
- Buried under ground

8. Household Data- Grey Water Management

8.1 Water Logging Condition

- Yes No

8.2 Present Grey Water Management / Disposal Arrangement

- Open Space
- Drain
- Leach pit/Soak pit
- Pond
- Kitchen garden

8.3 Whether the Household has Space for Kitchen Garden / Soak Pit / Leach Pit

- Kitchen Garden
- Soak Pit
- Leach Pit
- None

8.4 Whether the household is prepared to construct Kitchen Garden / Soak Pit / Leach Pit

- Kitchen Garden
- Soak Pit
- Leach Pit
- None

9. Household Data - Black Water Management

9.1 Whether effluent from the toilet is left in the open / drain

Yes No

9.2 In case of septic tank without leach pit whether there is space available to construct a leach pit for the effluent management

Yes No

9.3 Whether the household is prepared to construct a Leach Pit for effluent management

Yes No

9.4 In case of septic tank without leach pit do you know septic tank needs to be desludged in every 3-5 years?

Yes No

9.5 If the GP established a system for FSM, are you willing to pay the fee of service provider?

Yes No

Format 2: School Survey for ODF Plus assessment

1. Details of Enumerator

1.1 Name of the Enumerator

1.2 Mobile Number of the Enumerator

2. General Information about School

2.1 District

- East Sikkim

2.2 Block

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> Duga | <input type="checkbox"/> Parkha |
| <input type="checkbox"/> Gangtok | <input type="checkbox"/> Rakdong Tintek |
| <input type="checkbox"/> Chamdong | <input type="checkbox"/> Ranka |
| <input type="checkbox"/> Martam | <input type="checkbox"/> Reghu |
| <input type="checkbox"/> Pakyong | <input type="checkbox"/> Rhenock |

2.3 Gram Panchayat

2.4 Village

2.5 Name of the School

2.6 Type of School

- Primary
- Upper Primary
- Secondary/Higher Secondary

2.7 Total Number of students in the school

2.8 Number of Girl Students

2.9 Number of Boy students

3. Water

3.1 Drinking water facility

- Hand-pump
- Piped water supply
- Both piped water and hand-pump
- None

3.2 Is drinking water facility functional

- Yes No

4. Sanitation

4.1 Toilet Available

- Yes No

4.2 How many toilets are at school?

	Girl's only toilets	Boy's only toilets	Common Use Toilets
Total Number			
Number in which water is available			
Number in use			
Number of toilets that are locked			
Number of toilets that are dysfunctional			

4.3 Is there a system of O&M of toilets?

Yes No

4.4 Is there an incinerator for disposal of sanitary pads in the school?

Yes No

5. Hygiene

5.1 Are there handwashing facilities available in the school?

Yes No

5.2 Is handwashing being practiced before mid-day meals?

Yes No

5.3 Is handwashing practiced after use of toilets?

Yes No

Take a photograph of the school for identification

Format 3: Anganwadi Survey for ODF Plus assessment

1. Details of Enumerator

1.1 Name of the Enumerator

1.2 Mobile Number of the Enumerator

2. Identification Data

2.1 District

- East Sikkim

2.2 Block

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> Duga | <input type="checkbox"/> Parkha |
| <input type="checkbox"/> Gangtok | <input type="checkbox"/> Rakdong Tintek |
| <input type="checkbox"/> Chamdong | <input type="checkbox"/> Ranka |
| <input type="checkbox"/> Martam | <input type="checkbox"/> Reghu |
| <input type="checkbox"/> Pakyong | <input type="checkbox"/> Rhenock |

2.3 Gram Panchayat

2.4 Village

2.5 Name/Number of Anganwadi Centre

3. Sanitation

3.1 Toilet Available

- Yes No

3.2 Is water available for toilet?

Yes No

3.3 Is toilet in use?

Yes No

3.4 Is there a system of O&M of toilet?

Yes No

4. Hygiene

4.1 Is there handwashing facility available in the Anganwadi Centre?

Yes No

4.2 Is handwashing being practiced before mid-day meal?

Yes No

4.3 Is handwashing practiced after use of toilet?

Yes No

Take a photograph of the Anganwadi Centre for identification

Format 4: GP Survey for ODF Plus assessment

1. Details of Enumerator

1.1 Name of the Enumerator

1.2 Mobile Number of the Enumerator

2. Gram Panchayat Profile

2.1 District

- East Sikkim

2.2 Block

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> Duga | <input type="checkbox"/> Parkha |
| <input type="checkbox"/> Gangtok | <input type="checkbox"/> Rakdong Tintek |
| <input type="checkbox"/> Chamdong | <input type="checkbox"/> Ranka |
| <input type="checkbox"/> Martam | <input type="checkbox"/> Reghu |
| <input type="checkbox"/> Pakyong | <input type="checkbox"/> Rhenock |

2.3 Gram Panchayat

2.4 Total Number of Wards (as per SBM-G database)

2.5 Total Households

2.6 Population of the GP

2.7 Whether the GP has Gram Panchayat Office/Gram Sachivalaya Office?

Yes No

2.8 Number of Anganwadi Centres

2.9 Number of Primary Schools

2.10 Number of Upper Primary Schools

2.11 Number of Secondary/Higher Secondary Schools

2.12 Number of Primary Health Centres

2.13 Number of Health Sub-Centres

2.15 Number of Haat/Bazaar (Permanent)

2.15 Temporary Haat/Bazaar

Bi-weekly

Weekly

2.16 Number of Total SHGs in the GP

2.17 How Many SHGs are working on the issue of water/sanitation?

3. Gram Panchayat Profile- Water

3.1 What are the present sources of water supply to the villages?

	% of Households
Handpumps	
Dug Well	
Piped water supply	

3.2 Whether the piped water supply system has overhead storage tank?

Yes No

3.3 What is the total duration (in hours) of water supply from piped water supply in 24 hours?

3.4 Number of Public Water Points

	Number
Handpumps	
Stand Post	

4. Sanitation

4.1 Date of ODF Declaration (applicable only if the GP is already ODF)

4.2 % of Households having Twin Pit Toilets

4.3 % of Household having Septic Tanks?

4.4 % of Households in which effluent from Septic tanks is discharged in the open

4.5 Number of Households without Toilet (if any) in the GP

4.6 Have the GP formed the Village Water and Sanitation Committee?

Yes No

4.7 Was there any 'Nigrani Samiti' formed in the GP during ODF campaign?

Yes No

4.8 How many 'Nigrani Samiti' formed in the GP during ODF campaign?

4.9 Does the GP have 'Nigrani Samiti' in each village?

Yes No

4.10 How many 'Nigrani Samiti' are still active after ODF declaration (applicable only if the GP is already ODF)?

4.11 Extent of littering in the GP (tick applicable options)

- All over the villages
 At informally designated places
 At designated places

4.12 Does the GP have any waste collection system from households/institutions/market etc.

Yes No

4.13 Has the GP installed dust bins at the roadside?

Yes No

4.13.1 Are the dust bins being used by the villagers?

- Yes
 No
 Not Applicable

4.14 Total Number of Ponds (approx) in the GP?

4.14.1 Total Number of Ponds being used for discharging waste water within the periphery of the GP

4.14.2 Total Number of Ponds being used for discharging waste water outside the periphery of the GP

4.14.3 Whether black water is also discharged in the ponds?

Yes No

4.15 Whether the GP has brick/concrete drains?

Yes No

4.15.1 Do the drains connect all the households

Yes No

4.15.2 What % of households do the drains connect to?

4.15.3 Whether the drains are clogged with plastic/polythene/Styrofoam etc?

Yes No

4.16 Where the waste water from the GP is getting discharged into

	% of Households
Pond	
Khal/canal	
Open field	
River	
WSP or any centralized treatment system	

4.17 What is the present system of storing the dung?

	% of Households
Dung cake as cooking fuel	
Manure	

4.18 Whether GP has any functional or dysfunctional bio-gas plant?

Yes No

4.18.1 How many households are having functional/dysfunctional bio-gas plants?

Hint: If the answer to the previous question is 'No', do not ask this question and fill '0'

4.19 What is the present general practice of managing waste water ?

	% of Households
Left to drain	
Left to soak/leach pit	
Left in the open	
Left in the pond	
Used for gardening	

4.20 What is the current practice for managing faecal sludge?

	% of Households
Dumped indiscriminately	
Taken to nearest treatment facility	
Dumped in a designated place	
Any other	

4.21 Whether the GP is linked to private septic tank emptier?

Yes No

4.22 Whether the faecal sludge from the septic tanks are manually scavenged?

Yes No

4.23 Whether there are manual scavengers in the GP?

- Yes No

4.24 Whether the GP has safai Karmachari in place?

- Yes No

4.25 How many safai karmacharis are in place?

4.26 What are the main activities of the safai karmacharis at present?

- Cleaning drains
- Sweeping roads
- Cleaning toilets in schools/anganwadis
- Cleaning toilets in health centres
- Cleaning public toilets
- Collecting non-bio solids from households
- Collecting bio solids from households
- Any other

4.27 What is the frequency of service by the safai karmacharis

- Daily
- Bi-weekly
- Tri-weekly
- Weekly
- Fortnightly
- Monthly

4.28 What is the present practice of disposing/managing non-bio and non-recyclable solid wastes?

	% of Households
Disposed in the open	
Disposed at informal dump sites	
Handed over to waste collectors	
Burnt within households or nearby	
Buried	
Used for land filling	

4.29 What is the present practice of disposing/managing non-bio and recyclable solid wastes?

	% of Households
Sold to kabadiwala	
Disposed in the open	
Disposed in dust bin	
Disposed at informal dump sites	
Handed over to waste collectors	
Burnt within households or nearby	
Buried	
Used for land filling	

4.30 What is the present practice of disposing/managing food wastes?

	% of Households
Fed to cattle	
Disposed in the open	
Disposed in dust bin	
Disposed at informal dump sites	
Disposed in the drain	
Handed over to waste collectors	

4.31 Whether vector borne disease is a common case in the GP?

Yes No

4.32 Whether there has been a known case of casualty in the GP because of vector borne disease?

Yes No

4.33 Number of adults/children affected by vector borne disease in last 5 years

4.34 Does the GP have any shed for waste processing/material recovery?

Yes No

4.35 Does the GP have any waste stabilization pond?

Yes No

Take a photograph of the Anganwadi Centre for identification

Annexure 4: Feedback Form for 5-Days Training of Swachhagrahis on ODF Plus

Please write at least five things that you have learnt from this program, which you did not know earlier or not in the manner you know now.

Which of the following roles/tasks you think you can carry out effectively after this training:

1. Facilitator of ODF Plus
2. ODF Plus assessment
3. Trainer/facilitator of SLWM
4. Trainer/facilitator of MHM
5. Triggering of SLWM

What more do you think you need to know, learn or practice, before you can function as an independent facilitator of ODF Plus?

What do you think were the strengths of this 5-day training of Swachhagrahi on ODF Plus?

What do you think were the weaknesses of this 5 days training on ODF Plus?

What are your suggestions for improving the delivery of this program in future?

Your feedback on the following will be immensely useful for future such programs.

1. Feedback on some key aspects of training

S.N.	Description	Very Good	Good	Average	Poor
1	Contents of the training workshop				
2	Quality of facilitation				
3	Learning from hands on experience of ODF Plus assessment and retrofitting				
4	Learning from hands on triggering of SLWM and follow-up exercise conducted during the field visit to selected villages				
5	Participation in workshop activities by the participants				
6	Coordination between the facilitators and participants				
7	Discipline during sessions				
8	Accommodation and arrangements for the participants				
9	Quality of meals/food				
10	Arrangement for travel and tours during the workshop				
11	Total impact of the workshop				

2. Do you think that there is a need for another training program or workshop after this for sharpening your training skills?

Any other comments?

Annexure 5: Checklist for Selection of Participants

The participants will be primarily Swachhagrahis. However, other SBM (Gramin) functionaries working at district/block/GP levels, SHG leaders, Youth club members etc can be included as required. While selecting the participants, the following criteria should be taken into account.

1. Selection criteria

S.N.	Criteria for selection of participants
1	A good proportion of participants are young and energetic
2	There is good gender balance (Ensure at least 40 % women)
3	The participants are present in the training based on their voluntary consent
4	All the participants will be present for the entire period of 5 days of the training
5	Select only such people who are interested in working in their allotted areas for ODF Plus, after receiving the training.
6	Preference should be given to those who have worked for facilitating ODF status using community approaches
7	While selecting participants, coverage of different areas (Sub-division/blocks/GPs) may be kept in view so that trained facilitators are available for covering the entire Sub-division/ block/GP.
8	The good number of participants for the workshop will be around 50.

2. Advance information to Participants

The advance information about the time, date and venue of the program will be given to the participants. Explain to them that this is a residential workshop as the activities will not be time bound and may start very early in the morning and go on late in the evening and they should be mentally prepared for this.

Annexure 6: Checklist for Arrangements at the Training Venue including Training Material

Training Venue

- Reduce waste: Anything that adds to avoidable plastic garbage is not allowed in the workshop. No use and throw plastic (and thermocol) water bottles, plates, spoons, cups will be provided during the workshop. No use and throw polythene bags for providing triggering material or food item would be used. For drinking water, glass/metal bottles could be given, which participants can fill from water dispensers put in the workshop and they carry their water bottles with them. Food will be served in wash and use plates or leaf plates.

Training Hall

- The training hall should be at least 20/40 feet in dimensions.
- There should be availability of sufficient open space near the hall to facilitate mock drills etc.
- The training hall should be a quiet, well ventilated space; not cramped up and congested.
- The hall should be equipped with enough plug points and sockets to accommodate electric appliances.
- Adequate arrangements for safe drinking water dispensers and clean toilets and hand wash facilities should be made for the participants.
- The place of lunch and snacks should be adjacent/close to the training hall.

Seating Arrangement in the Training Hall

- The seating arrangement would be informal and flexible.
- It may be in a semi-circular formation or group wise seating with enough space for movement.
- The seating may be such that each participant can easily see the screen/board.
- Participants sitting at the back should be able to hear the participants sitting in the front.

Residential Arrangements

- A Five-day Training program would be a residential program. Stay arrangements for the Participants would be made close to the training venue.
- Arrangements would have to be made for easy mobility of the participants between their place of stay and the training venue.
- The stay of the participants should be arranged at a clean and well ventilated place.
- The mattresses and bed sheets, quilts and blankets at the arranged accommodations should be clean and in sufficient numbers; it should also have clean toilets and bathrooms and clean drinking water available.
- Separate toilets and bathrooms for women participants may be ensured.
- There may be a proper supply of electricity at the arranged residence for the participants.
- Light but nutritious food/snacks may be arranged for the participants
- Sufficient mosquito repellants may be arranged for the participants

List of materials/instruments to be procured for the Training of Swachhagrahis on ODF Plus

S.N.	Item	Quantity	Remarks
1.	Banner	2	To be designed by the Organizers
2.	Sound System (1collarmike,2cordlessand1standingmike, A lead for connecting laptop with speakers for film show)	1 set	5 Days
3.	Podium	1	5 Days
4.	LCD Projector with Screen,and2 Laptop speakers	1	5 Days
5.	Computer with printer	1	5 Days
6.	White Board with stand	1	5 Days
7.	Colored chart paper(White, Pink and Sky Blue, Green)	100	
8.	Rim of A-4 size white papers	100 sheets	
9.	White board Markers-Black, Blue, Red, Green	3 Packets	
10.	Permanent Marker (black, blue, red, Green)	7 Packets	
11.	Sketch Pen (Red, Green, Black, Yellow)	20 packets	
12.	Writing Pad	Depending on the number of participants	
13.	Pen		
14.	Folders or bag (Jute/Cloth)		
15.	Camera (Digital) with operator	1	For 5 days
16.	Camera (Video) with operator	1	For 5 days (optional)
17.	Masking Tape	20	Big Size
18.	Stapler	1	
19.	White board Clips	6	Big size
20.	Scissors	1	
21.	Stapler pins	1 packet	
22.	Extension Chord	2	With multiple plugs
23.	Glue Stick	1	
24.	Certificate	As per the number of the participants	Format should be designed by the organizers

S.N.	Item	Quantity	Remarks
25.	Table Name Plate	8	
26.	Wall Clock	1	
27.	Color Powder (white, green, blue, grey)	Five sets (Each set will contain 1kg white powder, and half Kg each of grey, blue and green powder)	
28.	Small Cloth Bag of 1 Kg size	30	For packing colored powders
29.	Rubber band	50 gram	Thick
30.	Big cloth bags (say 2ft.x1.5ft.)	10	For carrying material for field visits (1 for carrying garbage and 1 for carrying other triggering material)
31.	Paper cards in different colors	200	Post card size
32.	Name tags (Jute/Cloth)	80	
33.	Soap	5	
34.	Sanitizer	4	
35.	Small towel	4	
36.	Dust Bin with lid	4 (2 green and 2 blue)	
37.	Gloves	60 Pairs	
38.	Masks	60	
39.	Vehicle (4 wheeler) for field visit for 1 day	4	Each vehicle should be of 15 passenger capacity. If smaller vehicles are available then increase the number of vehicle accordingly.
40.	Photocopies of mWater survey formats for ODF Plus assessment	Format-1: HH survey (50 copies) Format-2: School survey (50 copies) Format-3: Anganwadi (50 copies) Format-4: GP (50 copies)	Each participant will get a set of these formats so that they can understand the question and possible responses.

Annexure 7: Checklist for Field Visit

Three field visits shall be undertaken during this training as mentioned in the table below:

Field visit number	Activities	Timing	Remarks
1	Activity 1: ODF Plus assessment using mWater app based survey formats developed for the Purpose (refer format 1-4 available as annex 3)	Forenoon of the second day	<p>Follow the process as detailed out in session 2 of day 2. A summary of the same is as follows:</p> <ul style="list-style-type: none"> • Allocate HHs amongst the team members having smart phones. • Enumerator will first greet the household and explain the objective of the survey. • Enumerator should try to seek and fill answer of all the questions, as far as possible. • Remind them that mWater provides for offline entries as well. • Tell the participants that one person from the facilitation team will be designated as manager who will keep simultaneously checking the formats. • Also, he will generate the survey report once the survey is complete and share key findings in the GP meeting proposed in the afternoon.
	Activity 2: Demonstration of Retrofitting in Selected HHs	Afternoon of the second day	This will be undertaken in selected HHs, which will be identified during preparatory visits for selection of villages.
	Activity 3: Pit emptying	Afternoon of the second day	This will be undertaken in selected HHs, which will be identified during preparatory visits for selection of villages. If it is not possible to find out any HH where pit emptying could be carried out, this activity may be dropped.

Field visit number	Activities	Timing	Remarks
2	Activity 1: Real Time Triggering in Communities for SLWM including use of Trigger Tools	Afternoon of the fourth day	In case a functional SLWM centre is available near the training venue, organize a visit to this centre before triggering visit. It would provide an opportunity to the participants to actually see some of the waste management practices on the ground.
3	Activity 1: Follow-up Visit for SLWM and counselling for ODF, if required	Early morning of fifth day	Give a phone call to the natural leaders before leaving for the village Facilitate early morning follow up (including clean-up campaign, observation and counselling about sustaining ODF, community meeting, sharing of technology options as required and commitments etc.). Include visit to the retrofitting sites to see the progress.

Selection and preparation of community

Involve GP Pradhan and members in planning of the field visit. Fix the time and venue for the sharing of survey findings with GP members. A total of 4 villages (or paras) of a GP must be selected for fieldwork. The following checklist will help you to prepare for the field visits:

1. For selection of village, please consider the following:

- Select villages close to the training venue so that the travel time is minimum and participants get maximum time for village level exercises.
- The villages that have HHs where different types of retrofitting is needed. Identify HHs that are willing to undertake retrofitting in their toilets and promise to arrange required material and mason. The GP staff/ members can facilitate this process of identification of at least one HH in each of the villages to be visited. In addition, prefer those villages where at least one pit emptying exercise could be undertaken.
- The villages that are visibly having littering and waste water problem.
- The villages should not be too large (ideally less than 100 households)
- The villages where Sarpanch, Patel, Mukhia and community based organizations (CBOs) especially women organization such as, Self Help Groups, Youth clubs are strong, progressive and receptive should be selected

2. Preparing the village

- Prior Information has to be given to the formal leaders of the community in the selected villages that outsiders will be visiting their village to learn what people are thinking about achieving total clean environment in the village beyond the ODF status already achieved.
- Arrange and agree the time and venue in the village.
- Stress that everyone in the community should be informed and invited. At least 1 person must participate from each household.
- Enquire about any public function or celebration in the village. In case there are market days, holidays, festival and marriage celebrations, select some other village.
- Presence of the PRI members, influential people of the village during field activities including assessments, triggering and follow up helps in mobilizing community decision for ODF Plus.

3. Prepare a brief village profile for each village selected for field visit

- Gather information on number of hamlets in the village, number of households, population, socio economic status, sanitation status (including ODF sustainability), local customs and cultural practices, issues related to retrofitting, pit emptying and SLWM issues unique to the area (e.g., dumping ground, drainage, littering etc.), availability of CBOs like SHGs.
- Take photographs of dumping sites, outflow of septic tank toilet, burning plastic, use of plastic carry bags for igniting the flames in earthen stove, choked drains, ponds filled with garbage, Plastic and thermocol dumped in pond, stagnant pools of water near hand pumps or public stand post, stand post without tap, final disposal of grey water, heaps of cow dung, pictures of dirty areas of the village, cows eating plastic etc.

- Also take photographs of good practices such as clean village, clean ponds, covered drains, clean drains, HH grey water disposed in leach pit/soak pit, HH disposed black water in leach pit, HHs segregating garbage, HH feeding kitchen waste to animals etc.

4. Transport

A fleet of 4 light vehicles of minimum 15 passenger's capacity (such as tempo traveller or Tata 407 buses) need to be arranged for the field visit depending upon the number of participants. In case, smaller vehicles are available, increase the number of vehicles accordingly.

5. Food and beverages for field visit

Arrangements need to be made for drinking water for trainees during the field visits. Food should be served at the training venue only.

6. Material for field visit

- a. ODF Plus assessment (on day 2 forenoon)

It is planned to form at least 4 groups for the field visit. Each group would undertake the assessment using mWater app. Therefore, they would require smart phones.

- b. Retrofitting (on day 2 afternoon)

Organizers of the training program need to ensure that material required for retrofitting of toilets (such as cement, sand, bricks, pan, p-trap etc.) is made available by the concerned HHs. This has to be facilitated during the preparatory visit.

- c. Pit emptying (on day 2 afternoon)

Similarly, equipment for pit emptying (such as spade, basket etc.) has to be arranged by the organizers through concerned HHs.

- d. Triggering for SLWM (day 4 afternoon)

Each group would require two big cotton bags (one bag for carrying garbage of some 50 types and the second for other triggering materials). The second bag would contain the following: 2 chart papers; 1 black permanent marker; 2 black sketch pens; 1 kg lime powder; ½ kg grey powder; ½ kg green powder; ½ kg blue powder (powders will be kept in small cloth bags); masking tape; 100 paper cards, a soap, one leaf plate, one earthen cup, one cloth bag which can be kept in pocket easily.

In case a visit to SLWM centre is organized arrange 50 gloves and masks.

- e. Follow up for SLWM (day 5 early morning)

Each group to carry 1 waste decomposer bottle, 2 chart papers and 1 marker, gloves, masks.

7. Arrangement of video cameraperson for the field visit (Optional)

The camera person could take clippings of process of retrofitting, pit emptying, SLWM triggering and follow up etc. this would help in facilitating implementation in the future.

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