

Training of Trainers' Manual on Community-driven Total Sanitation



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WSP Mission

To help the poor gain sustained access to water and sanitation services.

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Using this Manual for Capacity Building

Who is this Manual for?

Resource agencies engaged in training potential master trainers to facilitate and scale up community-driven total sanitation.

What does this Manual Contain?

This Training Manual comprises three interlinked Modules, the details of which are as follows:

Module No.	Title	Objective	Content
1	Guidance Notes	Facilitate understanding of key concepts of community-driven total sanitation.	<ul style="list-style-type: none"> ■ A set of nine Guidance Notes covering topics such as facilitating participatory training, principles and practices of community-driven total sanitation, sanitation technologies, hygiene practices, and monitoring.
2	Trainers' Notes	Provides curriculums and guidance to trainers on how to facilitate a five-day Training of Trainers' Program on community-driven total sanitation.	<ul style="list-style-type: none"> ■ Curriculums and session plans. ■ Training resources, e.g., handouts, presentations. ■ Trainer's tips.
3	Reference Materials (on CD)	Provides key reference materials to facilitate learning.	<ul style="list-style-type: none"> ■ Research articles/reports. ■ Web resources. ■ Films.

How to Use this Manual to Deliver an Effective Training Program?

- Read through Module 1: Guidance Notes carefully to see that you understand the principles and practices of community-driven total sanitation.
- Next, read through Module 2: Trainers' Notes and familiarize yourself with the plan, objective and expected outcome of each session and unit.
- Practice activities until you feel comfortable.
- Consult Module 3: Reference Materials on CD at any point to fill knowledge gaps and deepen your understanding.
- Ensure that prerequisites for the training (e.g., resource persons, materials, logistics) are in place.



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Pretraining Preparations

1. About the Training Program
2. Prerequisites for the Training Program

PRETRAINING PREPARATIONS

1. About the Training Program

1.1 Rationale

Traditionally, rural sanitation programs in India adopted a supply-driven approach that focused on toilet construction rather than motivating toilet usage. By contrast, the Total Sanitation Campaign (TSC) of the Government of India (GoI), advocates a community-driven and demand-led approach to rural sanitation. Scaling up such an approach requires effective facilitation skills, which are lacking in departments more familiar with traditional supply-driven programs. Subsequently, there exists a capacity gap for implementing rural sanitation programs based on reform principles. The Training Program described in this Manual aims to bridge this gap by providing a step-by-step curriculum for imparting essential facilitation skills required to scale up community-driven total sanitation.

1.2 Objectives

The overall objective of this training is to build the capacity of potential master trainers to facilitate the implementation of the TSC using community-driven total sanitation. The specific objectives of this program are to enable participants to:

- Understand the principles and practices of community-driven total sanitation.
- Acquire skills to design and deliver a training program on community-driven total sanitation.
- Support districts/blocks in accelerating achievement of TSC objectives using community-driven total sanitation.

1.3 Expected Outcomes

This training program is expected to lead to the following outcomes:

- Participants are able to distinguish between traditional and community-driven total sanitation.
- A pool of resource persons is created at strategic locations within a district, equipped with the skills and capacity to train field motivators on community-driven total sanitation.
- A District-level Action Plan is formulated detailing the concrete steps that master trainers will take after the program to apply the skills and knowledge they have gained.

2. Prerequisites for the Training Program

Careful preparation prior to the program helps to build the confidence of the facilitator and ensure that participants have the most productive learning experience.

2.1 Selection of Participants

The quality of participants is key to success of the training program. The process for selection of participants is as follows:

- Districts, which are implementing TSC, are sensitized on the need and role of resource persons for scaling up community-driven total sanitation.
- Districts agree to the criteria for selection of participants – see checklist in Attachment 1 – and nominate an appropriate person to attend the training program.

2.2 Developing an Agenda for Training

This module is divided into 10 sessions spread over five days and the approximate time required is given in the session and unit plans. A suggested agenda is in Attachment 2 and trainers may use this as a basis for developing an agenda that fits the needs of the training.

2.3 Preparing for Individual Sessions

Each session is divided into units. Instructions on how to facilitate each unit are provided under the following headings:

- Objective.
- Time.
- Method.
- Materials.
- Process.
- Trainers' Notes.
- Learning Outcome.

It must be emphasized that these instructions are intended as guidance only. Facilitators are encouraged to be flexible and modify the unit as per the energy levels and enthusiasm of the participants.

2.4 Preparing for Field-level Training

At least four to five villages should be selected for fieldwork, depending on the number of groups formed during the workshop. The following checklist will help you to prepare for the field-level training:

Checklist: Preparing for Field-level Training

1. Selection of villages

- Are the selected villages located not very far from the training venue?
- Are the selected villages of average size so that maximum number of community members can be involved?
- Will the *Sarpanch* and village-level functionaries be available to participate in discussions on the proposed dates of the field-level training?

2. The host community

- Does the community know you are coming and why?
- Are the field-level training dates and timing convenient for the host community?

3. Brief village profile obtained for each village selected for field study

This should include information on population, socioeconomic status, sanitation status (including usage of toilets), local customs and cultural practices, issues unique to the area (e.g., water scarcity, hard rock or high groundwater table)

4. Logistics

a. Food and beverages

- Will trainees be eating at the workshop venue or carrying a packed lunch?
- In case of packed lunch, have you ensured that the pack contains dry food items which are easy to eat on the move?
- Have arrangements been made for drinking water for trainees during the field-level training?

b. Transport

- How will trainees get to the selected villages?
- Are their sufficient vehicles/drivers/petrol allocations?

c. Materials

- Have you prepared a field kit for each team with adequate supply of charts, markers, colored powders and H₂S testing kits?
- Do you have notebooks and pens for each participant?

2.5 Training Venue

It is desirable that the training venue is at least 20 x 40 ft. and has open space available for mock exercises. A trainer may have little control over the physical dimensions or features of the venue, but should be aware of how these affect participants' learning experience. If possible, visit the training venue before the program is due to start and check if the room suits the requirements. Some questions to ask at the training venue are given below.

Checklist: Training Venue

- Are there any potential sources of distraction?
- Are there enough power points to set up your electrical equipment?
- Will other people pass through the training venue?
- Are there adequate sanitation facilities for the participants?

2.6 Seating Arrangements

The seating arrangement should be informal and flexible. For this program, a banquet style seating arrangement is advisable as this limits disruption when switching from presentations to group work. Some questions to ask about seating arrangements are as follows:

Checklist: Seating Arrangements

- Can everyone see the screen or board easily?
- Can those sitting at the back hear those speaking at the front?
- How best can the space be used, especially if the room is cramped?

2.7 Logistics

- This five-day Training of Trainers (ToT) is designed as a residential program.
- Accordingly, boarding and lodging facilities within easy access of the training venue will need to be arranged for participants for four nights and five days. However, participants who are local residents may prefer to commute to the training venue.
- At least four to six vehicles, seating eight to 10 persons, need to be arranged for two days for undertaking field visits.

2.8 Materials

A list of materials required for the training is given below:



Essential

- Flip charts – 5
- Film on community-driven total sanitation – 1
- Markers (different colors) – 10 set
- Stationery – writing pad, pen, folder – as per no. of participants
- Masking tape – 2
- Scissors – 4
- Color powders – 2-3 kg each color
- Paper cards in different colors – 200
- H₂S vials – 30-35



Optional

- Banner – 1
- Sound system, with cordless microphone – 1 set
- LCD projector – 1
- Camera (Digital) – 1
- Extension cord – 1

Attachment 1

Pretraining Preparations

Training of Trainers on Community-driven Total Sanitation – Criteria for Selection of Participants

To be sent at least a week before the start of the ToT

Name of the District: _____ Name of the State: _____

Date of one-day orientation in district (if conducted): _____

Time elapsed since one-day orientation: _____

These criteria are essential to be completed before the Training of Trainers (ToT) on community-driven total sanitation is undertaken – **criteria marked 1-5 are mandatory to be completed.**

Please tick (✓) Yes or No on these statements.

	Yes	No
1. The participants are present in the training based on their voluntary consent.	<input type="checkbox"/>	<input type="checkbox"/>
2. All participants will be present for five days of the training.	<input type="checkbox"/>	<input type="checkbox"/>
3. The participants will be used as master trainers after the ToT to train motivators within the district.	<input type="checkbox"/>	<input type="checkbox"/>
4. The participants will be given permission away from their responsibilities to act as resource persons when trainings in district are conducted.	<input type="checkbox"/>	<input type="checkbox"/>
5. The participants have at least a basic understanding of what the training is going to be about.	<input type="checkbox"/>	<input type="checkbox"/>
6. The participants are involved to some extent, or have some understanding of the Total Sanitation Campaign.	<input type="checkbox"/>	<input type="checkbox"/>
7. The participants (government or nongovernment) will be given appropriate incentives (honorarium, recognition, etc.) in addition to meeting their expenses (travel, etc.) for the training and other events.	<input type="checkbox"/>	<input type="checkbox"/>
8. There is representation from all areas (blocks) within the district.	<input type="checkbox"/>	<input type="checkbox"/>
9. There is adequate representation of women participants.	<input type="checkbox"/>	<input type="checkbox"/>
10. Training facilities, village visits, etc., have been arranged according to requirement.	<input type="checkbox"/>	<input type="checkbox"/>

Attachment 2

Pretraining Preparations

Suggested Agenda

Note to Trainer: The expected time needed may vary from training to training, and suggested guidelines on time required for each unit is given in the training manual. In addition, time should be set aside for breaks, refreshments and energizers. A trainer should review the units ahead of time, and plan the amount of time that fits the needs of the particular training.

	Day 1	Day 2	Day 3	Day 4	Day 5
Forenoon	Session 1: Setting the Stage Unit 1.1 Registration and Inauguration Unit 1.2 Introductions Unit 1.3 Setting Norms Unit 1.4 Group Formation Unit 1.5 Learning about Expectations and Workshop Objectives	Session 3: Triggering Behavior Change Unit 3.1 Recap Unit 3.2 What is the Triggering Approach to Behavior Change? Unit 3.3 Facilitating Triggering: Attitude and Methods Unit 3.4 Facilitating Trigger Tools: Mock Session Unit 3.5 Planning for Field-level Training – I	Session 5: Triggering Outcomes and Related Strategies Unit 5.1 Recap Unit 5.2 Feedback on Field-level Training – I Unit 5.3 Triggering Outcomes and Next Steps	Session 7: Field-level Training – II Unit 7.1 Field-Level Training – II Unit 7.2 Feedback on Field-level Training – II	Session 9: Planning for Change Unit 9.1 Recap Unit 9.2 Getting Started: Setting a Goal for the Action Plan Unit 9.3 Activities to Achieve the Goal Unit 9.4 Allocating Responsibilities and Presentation of Action Plans Unit 9.5 Postworkshop Evaluation and Close
	Session 2: Basic Concepts Unit 2.1 How to Prevent the Spread of Diseases Unit 2.2 Experiences and Assessment of Sanitation Programs Unit 2.3 Community-driven Total Sanitation	Session 4: Field-level Training – I Unit 4.1 Field-level Training – I	Session 6: Elements to Support Behavior Change Unit 6.1 Briefing on Elements to Support Behavior Change Unit 6.2 Sanitation Technology Options and Supply Chain Unit 6.3 Choosing Improved Hygiene Behaviors Unit 6.4 Incentives and Rewards Unit 6.5 Community Monitoring Unit 6.6 Planning for Field-level Training – II	Session 8: Analyzing Next Steps Unit 8.1 Facilitation Skills Unit 8.2 How to Design a Participatory Training Program? Unit 8.3 Briefing on Preparation of Action Plans	Session 9: Planning for Change (contd...) Unit 9.4 Allocating Responsibilities and Presentation of Action Plans (contd...) Unit 9.5 Postworkshop Evaluation and Close (contd...)
Afternoon					



Day 1

Session 1. Setting the Stage
Session 2. Basic Concepts

DAY 1

Session	1 Setting the Stage	
	Unit	Method
1.1	Registration and Inauguration	<i>Optional:</i> Motivational Song
1.2	Introductions	Paired Interviewing
1.3	Setting Norms	Brainstorming
1.4	Group Formation	Calling out Numbers
1.5	Learning about Expectations and Workshop Objectives	Expectation Cards
1.6		Individual Work

Session	2 Basic Concepts	
	Unit	Method
2.1	How to Prevent the Spread of Diseases	Film show and Brainstorming
2.2	Experiences and Assessment of Sanitation Programs	Brainstorming and Group Presentations
2.3	Community-driven Total Sanitation	Film Show, Brainstorming and Lecture

SESSION 1: SETTING THE STAGE

Unit 1.1 Registration and Inauguration

Objectives Welcome participants and document their names and contact details

Time 15–20 minutes

Materials Copies of Attachment 1 – Sample format for collecting participant details, 'List of Participants', paper cards, markers, pens

Process

1. Greet participants and request them to fill in their details in the 'List of Participants'.
2. *Optional:* Once everyone has registered, ask participants to join in the singing of a motivational song related to the training topic.

Trainers' Notes

- Analyze the 'List of Participants' to answer the following questions:
 - What range of experience, background, departments and gender is represented at the training?
 - What prior knowledge would participants have about the subject matter of training?
- If certain participants have already attended training on participatory methodologies or community-driven total sanitation they should be placed in different groups at the time of group formation.
- The motivational song should be kept brief or optional if you are running short on time. Some tips on facilitating this:
 - Initially, participants may feel hesitant or shy to join in the singing. Take the lead by singing along and encourage people to join in by clapping to the song.
 - Do not provide the lyrics to the song on paper. Instead, the facilitator should take the lead and encourage participants to listen and sing along.
 - The same song should be sung at the start of each day, prior to commencing the workshop program.

Learning Outcomes

- Facilitators made aware of the background and knowledge level of the participants regarding community-driven total sanitation.
- Motivational song sets an informal tone for the course.

Unit 1.2 Introductions

Objectives	Break the ice at the start of the training program
Time	40–50 minutes
Method	Paired interviewing
Materials	Paper, pens

Process

1. Explain that we will be playing an introduction game to get to know each other better. Say that the objective of the game is to form pairs.
2. Pairs can be formed in many ways. One way is to give participants a card with a color/number/place and ask them to find their pair in the group.
3. Once pairs are formed, ask participants to get to know their partner a little better by asking questions like:
 - a. What is your name?
 - b. Where are you from?
 - c. Name one thing you like and one thing you dislike?
4. After five minutes of interviewing each other, each pair should take turns to tell the rest of the group about their partner, summarizing the main information.

Trainers' Notes

- Try to keep the tone of the session informal so that participants can speak freely.
- Ice breaking should be done according to the choice of participants and time available on hand.

Learning Outcome

- Relaxes the participants and begins the process of them getting to know each other and the facilitators.

Unit 1.3 Setting Norms

Objectives	Set the ground rules for the training
Time	20–30 minutes
Method	Brainstorming
Materials	Flip chart and markers

Process

1. Explain that the objective of the session is to set some ground rules for the training program.
2. Ask participants to silently reflect on the ground rules that they would like to set for the training sessions. After a few minutes, ask them to call out their ideas, add any others that come to mind during the discussion.
3. Write the ideas on a flip chart in the order that they are mentioned.
4. Discuss each proposed rule in turn and ask participants as a group to decide which to adopt and which to reject. This can be done by a show of hands and then drawing a line under the selected idea.

Trainers' Notes

- Examples of norms agreed by participants can be:
 - Timings of the workshop.
 - Use of mobile phones during sessions.
 - Tidying up workshop venue.
 - Respecting others opinions and creating an open environment for sharing.
- Try to keep the tone of the discussion as relaxed as possible and encourage participants to speak freely.
- Develop norms that are agreeable to everyone.
- The chart with the norms should be displayed at the workshop venue at a place that is visible to all participants.

Learning Outcome

- Participants and facilitators develop a shared understanding of how to work together by setting mutually agreed rules of conduct.

Unit 1.4 Group Formation

Objectives	Form groups of five to seven people ensuring equal representation of all types of participants
Time	15–20 minutes
Method	Calling out numbers
Materials	Paper, pen

Process

1. Groups can be formed in many ways. One quick, easy and transparent way is to suggest to participants to group themselves according to their institutional affiliation or administrative tier.
2. Next, ask participants from different types of institutions to stand in row. For instance, *Panchayati Raj* Institutions (PRIs) to stand in the first row, block-level officers to stand in the second row, district-level representatives in third row, and so on.
3. Now, based on the number of participants, work out how many groups can be formed for the size you want. Ask participants to call out numbers up to the number of groups needed. So, if five groups are needed, it goes 1, 2, 3, 4, 5... 1, 2, 3, 4, 5 and so on until everyone has called out a number.
4. The one's then form one group, the two's another, and so on.
5. Ask each group to come up with its own name and note it on a piece of paper.

Trainers' Notes

- Do the basic sums for group size before starting the counting!
- Labels relevant to the local context can be used instead of numbers, e.g., names of streets or landmarks or fruits, and so on.
- The total number of groups to be formed will depend on the total number of participants, but try to limit group size to five to seven members.
- Ensure heterogeneity of groups in terms of representation from all institutions as well as gender balance.
- If more than one participant has extensive prior knowledge of the subject matter of the training, these individuals should be allocated to different groups.

Learning Outcome

- Forming heterogeneous groups encourages participants to work together as a team, instead of working according to mandates of the institutions or backgrounds that they come from.

Unit 1.5 Learning about Expectations and Workshop Objectives

Objectives	Learn about participants' expectations from the course and how these fit with training objectives
Time	30–40 minutes
Method	Discussion in small groups
Materials	Chart papers, paper cards, markers

Process

1. Begin by saying: *when you arrived at the training venue, you must have had some expectations from this training program. It is these expectations that we will discuss now.*
2. Give each participant a few paper cards and request them to write their expectations from the workshop. Tell participants that each card can contain only one expectation, and it should be written in a short sentence of seven to eight words in large size.
A participant can use as many cards as desired, and each participant should contribute at least one expectation.
3. After participants have filled in their cards, bring all the cards with expectations to the centre of the room and request participants to stand in a circle, such that they can all see the cards. Tell participants that we are going to categorize expectations by dominant theme.
4. Go through the cards one by one with the participants, reading out each expectation to the group, analyze the meaning, sort by dominant theme, discuss if it is possible to meet it.
5. At this stage, share the training program objectives and schedule with participants, and discuss how this addresses their expectations.

Trainers' Notes

- Classify the cards into four or five themes. Possible themes around which expectations can be raised are: role of trainers, information about TSC/participatory approaches, skills for community mobilization, sanitation technologies, etc.
- Allow the participants to present their expectations in their own language.
- Provide everyone with an opportunity to speak. Individuals trying to dominate a session should be prevented politely. ***Don't become the dominator yourself!***
- Try to include even those expectations which are not entirely relevant to the training instead of ignoring them.
- Be ready to edit the workshop objectives but without losing the focus of the workshop.
- Politely explain reasons for not considering expectations that are outside the scope of the workshop and park them separately.
- Stick all the cards with the expectations on a big chart and display it at the workshop venue at a place that is visible to all participants.

Learning Outcome

- Participants reconcile their expectations with course objectives and become familiar with the design of the training program.



This would be a good time to request participants to fill up the Self-assessment Questionnaire (see Attachment 4). This takes about 30 minutes.

Attachment 4

Unit 1.5 Learning about Expectations and Workshop Objectives

Sample Format of Self-assessment Questionnaire

Instructions

1. Please tick any one answer from the choices given under each question.
2. Maximum time allotted is 15 minutes.

<p>1. The goal of rural sanitation promotion is...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Women's dignity <input type="checkbox"/> Clean village environment <input type="checkbox"/> Latrine construction <input type="checkbox"/> Prevention of diarrheal diseases 	<p>8. What is the quantity of feces produced by an adult person in a day?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 200-300 gm <input type="checkbox"/> 300-400 gm <input type="checkbox"/> 400-500 gm
<p>2. The large-scale toilet construction program of the 1990s failed because of...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of a felt need for sanitation <input type="checkbox"/> Not enough latrines constructed <input type="checkbox"/> Insufficient subsidies <input type="checkbox"/> Poor implementation 	<p>9. Child's feces is less harmful than that of an adult?</p> <ul style="list-style-type: none"> <input type="checkbox"/> True <input type="checkbox"/> False
<p>3. The key to generating demand for rural sanitation is...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased subsidy <input type="checkbox"/> Individual house to house contact <input type="checkbox"/> Collective behavior change <input type="checkbox"/> Improved technology 	<p>10. What should be the minimum distance between a toilet and a drinking water source?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 16.4-32.8 ft. <input type="checkbox"/> 32.8-49.2 ft. <input type="checkbox"/> 49.2-65.6 ft.
<p>4. Who has the main responsibility for successfully achieving total sanitation?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Health Department <input type="checkbox"/> Community <input type="checkbox"/> NGOs <input type="checkbox"/> Government 	<p>11. A toilet should be constructed at a higher elevation from a water source?</p> <ul style="list-style-type: none"> <input type="checkbox"/> True <input type="checkbox"/> False
<p>5. Teaching families how open defecation spreads disease is the most effective way to get them to change their sanitation practices.</p> <ul style="list-style-type: none"> <input type="checkbox"/> True <input type="checkbox"/> False 	<p>12. Which are the critical times for handwashing to prevent water-borne diseases?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before eating food <input type="checkbox"/> After handling children's feces <input type="checkbox"/> After defecating <input type="checkbox"/> All of the above
<p>6. Mass IEC campaigns through TV, radio, street theatre and other mass media is the best way to get people to adopt safe sanitation.</p> <ul style="list-style-type: none"> <input type="checkbox"/> True <input type="checkbox"/> False 	<p>13. How much does it cost to construct a latrine?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Zero <input type="checkbox"/> Rs. 500-3,000 <input type="checkbox"/> More than Rs. 3,000
<p>7. In a village, where diarrhea epidemics are frequent, which one of the following three actions will be most effective?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improving quality of water supply <input type="checkbox"/> Improving sanitation practices <input type="checkbox"/> Increasing the amount of water available to each household 	<p>14. Nirmal Gram Puraskar is given to villages that are...</p> <ul style="list-style-type: none"> <input type="checkbox"/> 100 percent free from water-borne diseases <input type="checkbox"/> 100 percent sanitation coverage, safe solid and liquid waste disposal and free from open defecation <input type="checkbox"/> 100 percent <i>Anganwadi</i> and school toilets <p>15. What is the most important indicator for assessing the effectiveness of total sanitation?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number of toilets constructed <input type="checkbox"/> Amount spent on subsidies <input type="checkbox"/> Achievement of open defecation free status by a <i>Gram Panchayat</i>

SESSION 2: BASIC CONCEPTS

Unit 2.1 How to Prevent the Spread of Diseases

Objectives	Help participants discover how diarrheal diseases spread, and primary and secondary barriers to prevent this
Time	45–60 minutes
Method	Film show and brainstorming
Materials	CD of film on fecal-oral transmission routes, PC and projector, flip charts, markers

Process

1. Show participants the film on fecal-oral transmission routes.* Ask them to brainstorm on whether they can think of any transmission routes other than the ones shown in the film. Consolidate all the points on a flip chart.
2. Ask participants: *Now that we know the ways in which feces [use local term] can spread, we need to think about what can be done to stop this from happening. Can you think of any ways to block the spread of diseases through the transmission routes that you have identified?*
3. Encourage participants to brainstorm and call out possible barriers, providing trainer inputs where necessary. Place a picture/card with name of a barrier on the transmission routes diagram, until all the transmission routes are blocked.
4. Facilitate a discussion on:
 - Fecal-oral transmission routes in a community.
 - Good and bad hygiene behaviors that are putting people at risk.
 - Primary and secondary barriers to block the transmission of disease.
5. At the end of this session, facilitator can provide brief information on how poor sanitation impacts well-being: e.g., number of deaths caused by diarrhea, a preventable disease, the toll it takes of children's lives. If possible, the facilitator should provide local examples of the impact of diarrhea on health, productivity and well-being.

Trainers' Notes

- Some participants may initially be shocked at being asked to identify fecal-oral transmission routes. There may be some disbelief that feces can be transmitted to the mouth and ingested. The best way to overcome this is to get the brainstorming started as soon as possible. Those participants who are more receptive than others will help to get those who are skeptical to get involved.
- Do not be concerned if participants are not able to identify all fecal-oral transmission routes or if the routes identified does not conform to the F-diagram included in your Guidance Notes. It is enough that some routes have been identified and there is awareness of the link between open defecation and spread of diseases.

Learning Outcomes

By the end of this session, participants will be able to:

- Understand how open defecation contaminates the environment.
- See how sanitation is a primary barrier to prevent the spread of disease.

* Grateful to UNICEF for granting us permission to use this film.

Unit 2.2 Experiences and Assessment of Sanitation Programs

Objectives Critically reflect on positive and negative learning experiences in implementing sanitation programs

Time ~ 1 hour

Method Brainstorming in groups

Materials Flip charts, markers

Process

1. Start this session by saying: *Most of you have some experience of sanitation programs or have been involved in the implementation of sanitation programs. The goal of this session is to learn more about the approach that sanitation programs take to achieving their objectives.*
2. Give each group an identical set of flip charts with the questions (see charts alongside). Ask groups to brainstorm on their questions and nominate at least two people to present the group's findings.
3. Agree to the time required for discussion in consultation with the groups.
4. Allow some time for discussion at the end of each presentation. After each group has had a chance to present its findings, facilitate a discussion on:
 - Key success factors for a sanitation program.
 - What works? What does not work?
 - Ways to improve the program.

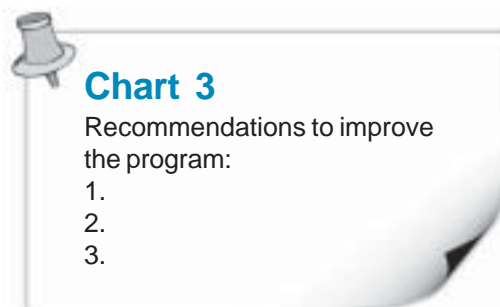
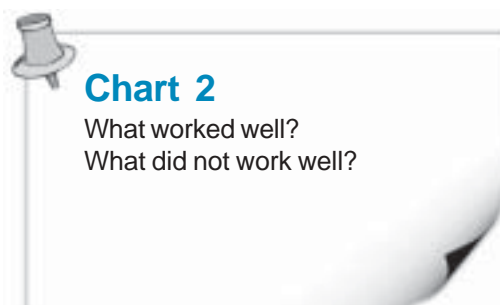
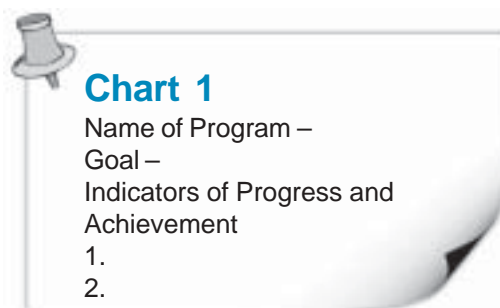
Trainers' Notes

- The facilitator needs to direct the discussion toward helping participants review and analyze their current implementation strategy, and in the process realize whether efforts made so far are enough.
- Try to encourage free discussion by giving suggestions but don't lead the participants.
- Once the group realizes that there is a need for an alternate implementation strategy, this forms the ground to introduce the community-driven total sanitation.

Learning Outcomes

By the end of this session, participants will be able to:

- Understand the limitations of traditional approaches to promote sanitation.
- Identify key success factors that drive results in a sanitation program.



Unit 2.3 Community-driven Total Sanitation

Objectives	Introduce participants to community-driven total sanitation
Time	~2 hours
Method	Film show, lecture and group discussion
Materials	CD of film <i>Parivartan ki Lahar</i> , PC and projector

Process

1. Tell participants that we now see a film on a sanitation program in Maharashtra, which will be followed by a group discussion.
2. After the screening, facilitate a discussion on:
 - What are the differences between the sanitation project shown in this film and your project?
 - What factors supported the success of the sanitation project shown in the film?
3. At this point, the trainer can make a brief presentation on community-driven total sanitation (see Attachment 6). Try to use a maximum of 15 flip charts/slides that summarize the main principles of a community-driven total sanitation. If possible, show photographs of the approach to help participants understand its practical implications.
4. Encourage participants to ask questions about the approach.
5. Close the session with a summary of the main principles of a community-driven total sanitation.

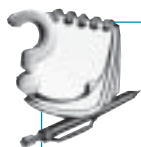
Trainers' Notes

- Facilitators should familiarize themselves with the evolution, key features and progress achieved under the TSC program at the all-India level as well, specifically in the block/district/state where they are conducting the training. Information on this is provided in the Guidance Note – Module 1 and Reference Materials – Module 3. The most recent updates, however, are posted online on the Web site of the Department of Drinking Water Supply of the Government of India <<http://ddws.nic.in>>
- It is desirable that the session covers the following issues/discussion points:
 - What is total sanitation?
 - What is community-driven total sanitation?
 - What are the advantages of it being at the community level rather than the individual?
 - How does a community-driven total sanitation leading to creation of ODF villages deal with subsidies?
- It is not necessary to use powerpoint to make the presentation on community-driven total sanitation. Facilitators should use the medium most appropriate to the level of the participants, e.g., flip charts or even extempore speech.

Learning Outcomes

By the end of this session, participants will be able to:

- Understand the concept, approach and principles of community-driven total sanitation.
- Distinguish between traditional and community-driven total sanitation.



Give each group one of the scenarios given as Attachment 5 for discussion. This activity challenges participants to solve hypothetical problems related to both field situations and team dynamics. All questions are drawn from real situations that arose during fieldwork and are taken from *Empowering Communities: Trainer's Handbook*.

Although some participants may complain about homework, this is a good exercise to do in the evening because it involves only discussion. In other words, they are not being asked to produce a group report or presentation. This exercise also facilitates teamwork by giving participants an opportunity to get to know each other better and decide who is appropriate for different team roles when they go for the field-level trainings.

Attachment 5

Unit 2.3 Community-driven Total Sanitation

Evening Homework Task: Challenging Field Situations

SCENARIO 1: *What would you do if...*

1. Community members are very silent or reluctant to answer your questions?
2. A member of your team is late again in the morning and the other team members are irritated?
3. A team member is overenthusiastic and keeps interrupting the community members when they are speaking?
4. The last triggering tool reveals new, important information that contradicts an earlier key finding?
5. In the meeting with community members, a local leader tries to control decision-making?

SCENARIO 2: *What would you do if...*

1. In front of a group of community members, one member of your team contradicts what one of the community members has just said?
2. The majority of the people in the village in which you have been working identify income generation as more important than the sanitation issues that you would like to address?
3. Very few women have participated in the triggering exercises even though the issue of sanitation concerns them directly?
4. One of your team members wants to leave before you are able to finish your teamwork?
5. A very senior member of your organization wants to observe some of your fieldwork, but knows little about how to be a 'sensitive' observer, and you are afraid he/she will lecture the community members?

SCENARIO 3: *What would you do if...*

1. After using participatory techniques well in training, your team cannot seem to get the hang of using them in the field?
2. The information collected from women on the importance of different diseases contradicts the information collected from men?
3. One of the team members accuses another one of making a rude remark and refuses to work with that person?
4. One team member is not participating in discussions at the end of the day and doesn't help plan for the following day?
5. An official, who has accompanied your team to the field, misrepresents the purpose of your work to the community?

SCENARIO 4: *What would you do if...*

1. You have asked a group of women to create a defecation map of their village, but they do not seem to know where to start?
2. One team member is taking a condescending and patronizing attitude toward village women and tends to lecture instead of listening?
3. During the defecation mapping, you notice that only the most educated and well-dressed men are dominating the discussion?
4. The information in your village profile received before starting the fieldwork contradicts with what you are learning from community members?
5. One of your team members prefers to work alone with community members and is always late getting back to your group meetings?

Attachment 6

Unit 2.3 Community-driven Total Sanitation

Presentation on Community-driven Total Sanitation

Community-driven Total Sanitation: Principles and Practices

1

Traditional Approach to Rural Sanitation

Reasons for Poor Progress

- Focus on construction of latrines
- Single standard design, lack of choice
- High hardware subsidy, usually unsustainable
- Lack of community involvement
- Supply and target-driven
- Poor integration (b/w water, sanitation, hygiene)

2

And the results are...

- Low usage (<50 percent reported)
- Toilets converted to alternative uses



Lesson learnt: Hardware subsidies without effective demand generation will not produce intended results

3

Reforms Introduced in the Sector

- Government launched Total Sanitation Campaign in 1999, based on:
 - Community and behavior change
 - Demand-oriented approach
 - Focus on capacity-building
 - Scope for user choice
- *Nirmal Gram Puraskar* introduced in 2003.

TSC is an Opportunity to Use...
Community-driven Total Sanitation

4

Approach Emphasizes...

- **A TOTAL Approach to Sanitation** – Making the whole community Open Defecation Free (ODF) and environmentally safe
- **A Community-driven approach** – Where the whole community takes a lead role in taking a collective decision to change their behavior and sustain it

5

Principles of Community-driven Total Sanitation

- **Collective Realization of the Need to Change Behavior:** mobilizes the entire community and uses peer pressure to mobilize individuals
- **Local Choice:** variety of technological options to get people on the sanitation ladder
- **Incentives:** rewards community-level outcomes rather than disburse household hardware subsidy
- **Supply:** promotes private suppliers to respond to demand
- **Institutional frameworks:** gives community and local governments a central role in implementation and scaling up

6

Differences between Standard and Community-driven Total Sanitation

Elements	Standard Approach	New Approach: Community-based Total Sanitation
Approach	Starts with toilets Centralized	Starts with people Decentralized – by local govt
Message	Latrine construction by households	Change of collective behavior by the entire community
Technology	One fixed model	Menu of options
Motivation	Individual subsidy	Empowerment, self-realization of poor sanitation behavior
Time frame	Unknown	Short – six to nine months
Financial	Subsidy-driven	Incentives and rewards for outcomes
Monitoring Outcome	No. of toilets constructed Some latrines built	No. of ODF communities No more open defecation and collective behavior change
Impact	Negligible; high cost	High; at low cost

7

Why Emphasize TOTAL Sanitation?

Even if we can get individuals to use toilets, as enhanced usage by few households may not be enough...

Stage	% of toilet use	% of HH reporting diarrhea
Open Defecation Villages	29	38
Almost ODF	95	26
ODF	100	7

Collective action with 100 percent coverage ONLY leads to change in public health!

Source: Knowledge Links, Formative Research for Sanitation IEC Manual, (2005).

8

Subsidy as Incentive

- Community-driven Total Sanitation works best when there is no upfront external hardware subsidy as:
 - Subsidy is not generally successful where there is no demand, results in its lack of effective utilization
 - Giving subsidies to a small section of the community will distort community spirit and hinder collective achievement

9

Process for Promoting Community-driven Total Sanitation

- Ignite behavior change
- Apply triggering tools for self-realization
- Affordable technology options
- Local sanitation business and market
- Demand-based capacity-building
- Local-level institutional mechanisms and community management
- Community-driven incentives
- Policy support

10

Effectiveness and Sustainability

- Community-driven Total Sanitation is effective: It is possible to reach universal coverage in a community within a short period of time
- But there is a chance of slippage if the approach is not applied properly
- Tendency for single-time intervention may become the main reason for low sustainability
- It is necessary to continue the behavioral change campaign for an extended period

11

Can Community-driven Total Sanitation Work in My District?

- Low existing toilet coverage is not a constraint – the base was low wherever Community-driven Total Sanitation has been adopted...
- Poverty is not a constraint – if it can work in Bangladesh...
- Lack of water is not a constraint – technology offers choices and if drought-hit Maharashtra villages can demonstrate the will...
- Space is not an issue – as many densely populated villages have shown...

12

Approach Well-tested and is Possible to Replicate...

*Open for Discussion
Thank You*

13



Day 2

Session 3. Triggering Behavior Change
Session 4. Field-level Training – I

DAY 2

Session	3 Triggering Behavior Change	
	Unit	Method
3.1	Recap	Presentation by Volunteers
3.2	What is the Triggering Approach to Behavior Change?	Brainstorming
3.3	Facilitating Triggering: Attitude and Methods	Lecture and Group Discussion
3.4	Facilitating Trigger Tools: Mock Session	Simulation Exercises
3.5	Planning for Field-level Training – I	Group Discussion

Session	4 Field-level Training – I	
	Unit	Method
4.1	Field-level Training – I	Fieldwork

SESSION 3: TRIGGERING BEHAVIOR CHANGE

Unit 3.1 Recap

Objectives	Refresh learnings from previous day
Time	10–15 minutes
Method	Presentation by volunteers (nominated the previous day)
Materials	Flip charts, markers

Process

1. *Optional* – motivational song.
2. Ask for one or two volunteers to recap the activities and learnings from the previous day, providing trainer inputs where necessary. Note the main points of summary on a flip chart and pin it up at a place which is visible to all participants.
3. Brief participants on the activities planned for the second day.

Trainers' Notes

- Each day, different participants should be given the opportunity to recapitulate the activities of the previous day.
- The flip chart summarizing key points of difference between traditional and community-driven total sanitation should be pinned up at the training venue.

Learning Outcome

By the end of this session, participants will be able to summarize main topics covered up to this point and key learnings.

Unit 3.2 What is the Triggering Approach to Behavior Change?

Objectives	Introduce the concept of triggering behavior change
Time	~ 30 minutes
Method	Brainstorming
Materials	Flip charts, markers

Process

1. Explain the meaning of 'triggering behavior change' with simple examples.
2. Ask participants to reflect for a few minutes and share their own experience of an event/action that caused them to change their behavior/habit or take action.
3. Help participants to see from their own experience that different triggers work for different people. Similarly, with total sanitation, different triggers work differently, depending on the local context. Triggering, therefore, does not work with a predetermined message but seeks to find out what causes people to change their behavior.
4. Ask participants to brainstorm on: what prompts people to change their behavior and stop open defecation?
5. After a few minutes, ask them to share their responses with the group. If necessary, start with an example of your own. Possible examples of triggers can be:
 - Privacy/shame (among women and adolescent girls).
 - Health.
 - Fear (of darkness, wild animals, high medical expenses, etc.).
 - Status (lack of toilet is embarrassing when guests visit from urban areas).
 - Convenience (for elderly, pregnant ladies, children; during rains, night or illness).
 - Water quality.
6. Now, ask participants to classify triggers according to whether they work at the individual or collective level, and note their responses on the flip chart. This can be done by underlining individual and community triggers in different colored markers or by labeling them separately as 'I' or 'C'.
7. Facilitate a discussion on:
 - Conventional supply-driven programs vs. triggering approach.
 - Which triggers are likely to be more effective and sustainable at which level – community or individual? Why?

Trainers' Notes

- Keep the theoretical explanation of triggering as crisp as possible and try to prioritize time such that participants don't feel rushed during the mock practice.
- The main differences between the approach of conventional supply-driven programs and triggering can be summarized as follows:

Conventional Supply-driven Programs	Triggering Change
Assumed that if people are better educated or informed, they will change their behavior.	Seeks to 'find out' what causes people to change their behavior.
Had a predetermined set of core messages.	Seeks to innovate to establish core messages driven by local factors.
Had a predetermined approach of who does what and how.	Allows plenty of freedom as to 'who does what' in each particular context.
Individual focus.	Collective focus.

- **Sustainability of Individual vs. Community Triggers:** what triggers behavior change in an individual is most often what 'affects' and influences his/her life the most, be it status or dignity. However, behavior change triggered by such individual reasons is often sustained only till the reason remains in existence. For example, a family that opts to use a toilet because it is more convenient to defecate indoors during monsoons is likely to resume its older habit of open defecation when the season changes. The behavior change triggered in this manner is thus partial and does not give the desired sanitary outcomes in terms of a safe living environment.

By contrast, when a community realizes that their health is at stake due to their own habit or the habit of others to defecate in the open, the community collectively resolves to change its behavior. Once the process is initiated, members begin to monitor each other's behavior within the community. Thus, the members who have a tendency to 'fall back' are also prevented from doing so due to the social pressure created after such a collective resolution. Behavior change, when triggered by such collective concerns or situations, is more likely to be sustained.

Learning Outcomes

By the end of this session, participants will be able to:

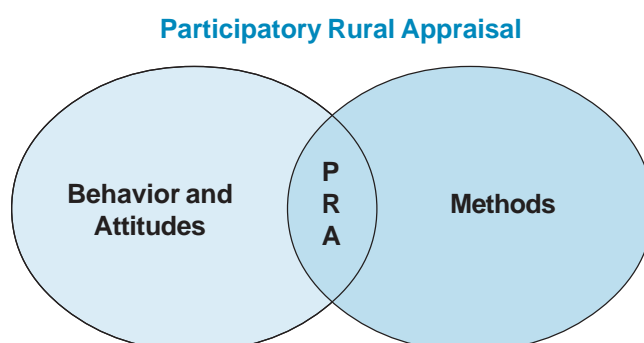
- Understand the concept of triggering behavior change.
- Identify individual and community triggers and explain why community triggers are more likely to be sustainable.
- Distinguish between triggering and the conventional IEC approach to behavior change.

Unit 3.3 Facilitating Triggering: Attitude and Methods

Objectives	Introduce different types of triggering tools
Time	1–1½ hours
Method	Lecture and group discussion
Materials	PC and projector, flip charts, markers

Process

1. Some or all participants may be unfamiliar with participatory approaches. It may be useful to start the session by asking for a show of hands if participants have heard of participatory approaches or if they have experience of facilitating PRA (participatory rural appraisal) methods.
2. If a majority of participants are new to participatory approaches, explain that PRA consists of two main elements – Behavior and Attitudes and Methods:



3. Explain the elements of PRA as follows:

PRA Behavior and Attitudes: these are key to successfully facilitating PRA methods. The kinds of behaviors and attitudes that are key to successful facilitation are:

 - Respect for local knowledge: this means learning from local people instead of teaching or lecturing them. This requires active listening and awareness of the fact that as outsiders we may be better educated and have more exposure, but local people know much more about their situation than we do, no matter how concerned we may be.
 - Flexibility and informality: this translates into both verbal and nonverbal communication, e.g., using simple language, observing local norms, etc.
 - Offsetting biases: brainstorm with participants about when outsiders visit rural communities, where they tend to go, who they talk to and how long they stay. Through this facilitate a discussion on how to offset these biases.
4. Brainstorm with participants on the main differences between PRA and traditional approaches to data gathering in rural communities. Summarize key points on a flip chart.
5. **PRA Methods:** once you are convinced that participants have understood the behaviors and attitude that are key to successful facilitation of PRA, introduce them to the triggering methods or tools. These are nothing but PRA tools adapted to sanitation. A copy of the presentation – Types of Triggering Tools – is provided as Attachment 7. Spend time to describe each tool in the Presentation.

Tool	Description	Purpose
Rapport-building	Starting a dialog with the community.	Set the stage for subsequent activities by developing mutual trust, agreement and cooperation.
Defecation Transect	Observatory walk to understand community sanitation practices.	To walk along with community members through the village, observing sanitary conditions including open defecation areas, asking questions, and listening.
Defecation Mapping	To facilitate analysis of 'big picture' with respect to the situation of the village vis-à-vis sanitation.	Enable community members to visualize defecation areas and the close proximity of these areas to their homes.
Calculation of Feces	Estimation of amount of feces produced.	To help community members quantify the magnitude of the sanitation problem.
Flow Diagram	Traces the routes by which feces defecated in the open makes its way back into the community's food and water.	To facilitate realization by community members that open defecation at a distance does not mean that the feces problem goes 'away'.
Calculation of Medical Expenses	Calculates the cost of treating diseases caused by ingesting feces.	To help community members understand the hidden costs of inaction on sanitation.
Water Quality Testing	Testing of water samples from different sources for bacteriological contamination.	To reveal the extent of bacteriological contamination of water sources due to open defecation.

6. Allow time for Q&A discussion after each tool and encourage participants to clarify any doubts. Try and summarize the 'do's and don'ts' for each tool and particularly focus on the attitude of the facilitator when using these tools.
7. Ask participants to brainstorm on whether they can think of any trigger tool other than the ones covered in the presentation.

Trainers' Notes

- Facilitators must have a thorough knowledge of concepts and methods of the PRA approach and how this applies to sanitation.
- Some participants may be skeptical about using participatory methods. To deal with this you can facilitate brief discussion on why we should use participatory methods. Some of the key reasons why participatory methods have succeeded where other methods have failed:
 1. They are based on principles of adult education and have been field-tested extensively.
 2. Field experience has shown that community workers find using participatory methods a far more rewarding approach.

3. That said, the best way to deal with skeptics would be 'learning by doing'. The field-level training will help participants to clarify their doubts and understand the effectiveness of a participatory approach. Field experience shows that community workers who have tried participatory methods and found them worthwhile, usually don't want to return to their earlier methods.
 - Help participants to understand that the attitude and behavior of the facilitator are more important than the methods used to facilitate triggering.
 - Familiarize yourself with the triggering approach and types of triggers. Refer to Guidance Note 5: Triggering Behavior Change, and Guidance Note 6: Community-driven Total Sanitation Toolbox.

Learning Outcomes

By the end of this session, participants will be able to:

- Understand that attitude and behavior of the facilitator is more important than the tools used to facilitate triggering.
- Identify and describe different types of triggering tools.

Attachment 7

Unit 3.3 Facilitating Triggering: Attitude and Methods

Presentation on Types of Trigger Tools

Types of Trigger Tools

1

This presentation comprises 21 slides. Participants are welcome to ask specific questions but a more general discussion should be saved for the end.

Types of Trigger Tools

Tool	Description
Rapport-building	Starting a dialog with the community
Defecation Transect	Observatory walk to understand community sanitation practices
Defecation Mapping	To facilitate analysis of 'big picture' with respect to the situation of the village vis-à-vis sanitation
Calculation of Feces	Estimation of amount of feces produced
Flow Diagram	Traces the routes by which feces defecated in the open makes its way back into the community's food and water
Calculation of Medical Expenses	Calculates the cost of treating diseases caused by ingesting feces
Water Quality Testing	Testing of water samples from different sources for bacteriological contamination

2

Participants are unlikely to remember the description of each tool as the presentation progresses. When you reach the first slide for each tool, it would be useful to describe the tool again using simple words.

*There is no prescribed 'best format' or sequence for applying trigger tools. Generally, facilitators **start with rapport-building** and then facilitate triggering based on the field situation. However, the **DO'S and DON'TS** are important*

3

Rapport-building

Purpose: sets the stage for subsequent activities by developing mutual trust, agreement and cooperation



4

Refer to Guidance Note 6: Community-driven Total Sanitation toolbox for Process Guidelines and share the same with participants.

Rapport-building... Do's and Don'ts

Do's

- Think you are going to the community only to facilitate, not to teach
- Ask people what the local words for 'shit' and 'shitting' are and use these throughout
- Be alert and take interest – try to remember names and potential change agents, e.g., Anganwadi workers, member of PRIs/SHGs

Don'ts

- Don't forget to introduce yourself and explain why you're there!
- Don't prolong introductions longer than necessary, especially in a large group
- Don't be impatient and start firing questions from a checklist

5

Before showing this slide, brainstorm with participants on possible Do's and Don'ts.

Defecation Area Transect

Purpose: to walk along with community members through the village, observing sanitary conditions including open defecation, asking questions, and listening



... ignites a sense of shame and disgust which can be a powerful trigger

6

Refer to Guidance Note 6: Community-driven Total Sanitation Toolbox for Process Guidelines and share the same with participants.

Attachment 7 *Contd...*

*Brainstorming...
what questions will you ask during
defecation area transect?*

7

Suggested Checklist of Questions

- *Where do men, women, elderly and children of the village defecate?*
- *Where and how is an infant's excreta disposed off?*
- *Where do people defecate at night?*
- *Where do we fetch our drinking water from?*
- *Is the area around our water sources clean?*
- *Are household toilets functional?*
(Visit some houses with toilets during the walk)
- *Are our lanes, agriculture fields and open area of the village dirty or clean?*
- *Do we or our children defecate around water sources, forests, agriculture fields and in the backyard of the house during day or night?*

Community Defecation Mapping

Purpose: enable community members to visualize defecation areas and proximity of these areas to their homes



9

Refer to Guidance Note 6: Community-driven Total Sanitation toolbox for Process Guidelines and share the same with participants.

Defecation Area Transect... Do's and Don'ts

Do's

- Be curious. Walk slowly, observe carefully
- Don't miss an opportunity to talk to passers-by
- Give positive reinforcements for initiatives observed in the village during the transect. This could also be outside the purview of sanitary conditions of the village

Don'ts

- Don't be bored or bore the group by lecturing or asking for too much information that you won't use
- Don't avoid the defecation areas
- The objective of the activity is to instill a feeling of disgust but not to insult anyone. At any point, do not pass judgment on the community
- While doing the 'glass of drinking water' exercise, after inserting the hair into the glass, do not insist that anyone should drink the water. Also avoid bringing it very close to anybody's mouth

8

Before showing this slide, brainstorm with participants on possible Do's and Don'ts.

Community Defecation Mapping ... Do's and Don'ts

Do's

- Choose an open space and draw a large map in which lots of people can participate
- Encourage people to use local material for mapping – stones, sticks, leaves, etc
- Ask questions about the map, e.g., which is the dirtiest neighborhood? Second dirtiest? And so on. The map is not an end in itself but a means to facilitate community understanding of their sanitary conditions
- Transfer the map to paper and try to have it displayed in a prominent place. The map can be used as a monitoring tool as the village progresses toward ODF status

Don'ts

- Don't draw the map yourself!
- The facilitator's role is to facilitate the mapping. You can encourage initially by drawing a major landmark. After that, let community members take over and observe community dynamics – who is taking the lead? Who are the backbenchers? Which issues do people spend time discussing?

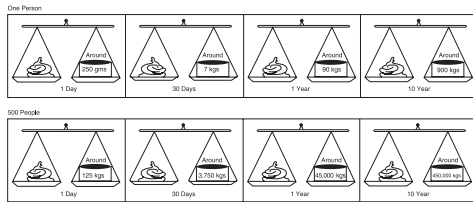
10

Before showing this slide, brainstorm with participants on possible Do's and Don'ts.

Attachment 7 Contd...

Calculation of Feces

Purpose: to help community members quantify the magnitude of the sanitation problem

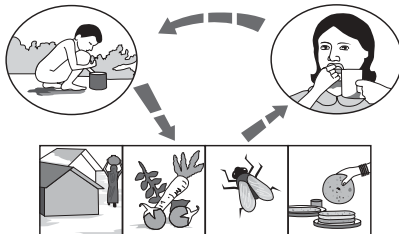


11

Refer to Guidance Note 6: Community-driven Total Sanitation toolbox for Process Guidelines and share the same with participants.

Flow Diagram or How Feces Come Back to Us

Purpose: to facilitate realization by community members that open defecation at a distance does not mean that the feces problem goes 'away'



13

Refer to the previous Unit 2.1. 'How to Prevent the Spread of Diseases' and ask participants to think about the various fecal-oral transmission routes.

Calculation of Feces and Flow Diagram... Do's and Don'ts

- | | |
|--|--|
| <p>Do's</p> <ul style="list-style-type: none"> ■ Do ask questions – of men, women, elderly, children – and try to get community members to take responsibility and work out things for themselves ■ If the group hesitates to choose between doctor and traditional healer, you can help by reminding them that the type of health problem and expense of treatment is important, not the type of healer ■ This activity may have shown you that the group lacks health knowledge. If this is so, the facilitator's role is to help the group find out for itself – how disease spreads – the way disease spreads, how people handle water and how it is linked to open defecation | <p>Don'ts</p> <ul style="list-style-type: none"> ■ Don't lecture or try to educate the community about the diseases caused by open defecation, flies as diseases carriers or need for handwashing. <u>The most important element that ignites communities is not knowledge of health hazards but the element of disgust, shame, and sense of feeling dirty or impure</u> ■ Don't worry if the group misses out what you think are important diseases. This is a discovery in itself. It means that you will have to help the group to discover this information themselves. Do not suggest diseases – instead, let the group make suggestions based on its knowledge and experience |
|--|--|

15

Before showing this slide, brainstorm with participants on possible Do's and Don'ts.

Calculation of Medical Expenses



Transportation =	Rs.100
Wage loss =	Rs.100
Dr. fee =	Rs.100
Tests =	Rs.500
Medicines =	Rs.500
Total Rs. =	1,300

14

Refer to Guidance Note 6: Community-driven Total Sanitation Toolbox for Process Guidelines and share the same with participants.

Water Quality Testing

Purpose: to reveal the extent of bacteriological contamination of water sources due to open defecation



16

Refer to Guidance Note 6: Community-driven Total Sanitation Toolbox for Process Guidelines and share the same with participants.

Can you estimate how much feces is produced in your district every day... each week... month?

12

Let participants work out for themselves how much feces is produced each day in the district. Some helpful hints can be amount of feces produced daily by an adult on an average and approximate population of the district. Participants are often surprised by the numbers!

Attachment 7 *Contd...*

Water Quality Testing... Do's and Don'ts

Do's

- Keep the H₂S vial and bottle safely at recommended temperature and away from sun rays and children

Don'ts

- Don't pass judgment on the community. Try to use the test results to help them analyze their sanitary conditions and impact on their health

17

Before showing this slide, brainstorm with participants on possible Do's and Don'ts.

What happens when trigger tools are applied?

- After triggering, many may want to change the situation. Ask the community: *who will go for open defecation tomorrow? Who will take a bath in the river where everyone defecates?*
- People may want to do something... they will turn to you. Say you are an outsider and they know best what to do
- Help people to see that they are capable of making changes themselves
- If there are questions – e.g., isn't a toilet very expensive? – tell them that its not and, if necessary, draw a small diagram of a pit latrine

18

*How to draw a simple pit latrine?
How much does it cost?*

People build toilets not because they have money. They build toilets because they have shame and self-respect

19

In a simple pit latrine, we defecate feces into a pit with a cover because we are disgusted and embarrassed by the feces. We cover the pit with a superstructure because we have dignity and shame. Therefore, people build toilets not because they have money but because they have shame and self-respect.

Decision-making... Do's and Don'ts

Do's

- Firmly say that you are not there to sell toilets or distribute subsidy. This perception about the high cost of toilets is derived from supply-driven projects of the past, which prioritized high-cost solutions

Don'ts

- Don't prescribe models of latrines. Remember, the central idea of Community-driven Total Sanitation is to let the community decide, not prescribe
- Don't worry if no one talks about starting any local action there and then. In that case, thank them again, and tell them that you will record them as a village where people are willing to continue open defecation and eating one another's feces

20

Before showing this slide, brainstorm with participants on possible Do's and Don'ts.

Open for Discussion!

1. Can you think of situations where trigger approach would not be very effective?
2. Can you summarize the main do's and don'ts for facilitating triggering?

21

Trigger approach would not be effective where:

- *There is an ongoing program for subsidized toilet construction*
- *When outside agent acts as a provider rather than a facilitator*
- *When external prescription is suggested instead of letting community take decisions on its own*
- *Improper facilitation*

Summarizing the main do's and don'ts is a way of recapitulating the key messages of this presentation. Make a note of the same on a flip chart, providing trainer inputs to ensure that the main do's and don'ts are covered.

Unit 3.4 Facilitating Trigger Tools: Mock Session

Objectives	Participants get mock practice of using triggering tools in an informal setting
Time	~ 2 hours
Method	Simulation
Materials	Flip charts, markers, <i>rangoli</i> powder (yellow and other colors)

Process

1. Say you need around 10 volunteers to act as community members participating in the triggering process, a few others (say four participants) take up the facilitation role. Remaining participants act as observers to witness the triggering process. The mock session can take the following sequence:
 - Group of facilitators visit the habitation, introduce themselves to the community and share their purpose of visit.
 - Establish initial rapport with the community.
 - Undertake all trigger tools involving the community according to the steps detailed earlier in the session.
 - Workshop facilitators help the participants play different roles and provide necessary tips.
2. Switch roles among participants for different exercises so that everyone gets a chance to practice facilitating trigger tools.
3. After each triggering tool or step covered in the mock session, facilitate a discussion on:
 - The experience of the participants in different roles.
 - What did they find easy?
 - What did they find difficult?
 - Do's and don'ts for facilitating different tools.

Trainers' Notes

- For do's and don'ts for facilitating different tools, refer to *Guidance Note 6: Community-driven Approach to Total Sanitation – Toolbox*.
- There are many ways to conduct the mock session. Keeping an eye on the time allocated for this session, it is advisable to include at least one role play to demonstrate facilitation behaviors and attitudes and interviewing skills. Another simulation can focus on dividing participants into groups to practice creating a defecation map.
- Encourage each participant to take an active part in this exercise. Always stress that everyone is equal and everyone must participate as equals.
- Observe each participant or team practice carefully and note how each participant or team demonstrates the given task.
- Be very critical but objective in giving feedback and try to use feedback as an opportunity to help them improve in the next sessions.

Learning Outcome

By the end of this session, participants will be able to demonstrate trigger tools and behavior in a role play

Unit 3.5 Planning for Field-level Training – I

Objectives	Provide role clarity to avoid confusion during fieldwork
Time	30–45 minutes
Method	Group discussion
Materials	Brief profiles of the villages/communities to be visited

Process

1. Tell participants that each group will be visiting a different village for field-level training in triggering tools, accompanied by a trainer. Give each group a brief profile of the community that they are going to visit.
2. Explain to the groups that you would like them to identify members for different team roles (as opposed to trainers choosing members for roles). The team should select one person as the team leader and the others can act as both facilitators and note-takers. These roles imply the following responsibilities:
 - **Facilitators:** take the lead in facilitating trigger tools in the community. They ensure that all members of the community are given a chance to participate. Facilitators should have excellent interpersonal skills, and be flexible and patient.
 - **Note-takers:** observe and record proceedings of the day, including both handwritten notes and copies of maps or diagrams drawn by the community on the ground. In addition to writing down the exchange of views during activities, note-takers should also record the group dynamics. A note-taker should be observant, a good listener and familiar with the local language.

Note: Participants should be encouraged to switch roles (facilitator/note-taker) during the field-level training, but it is helpful if the team leader remains the same.
3. Ask field teams to brainstorm on:
 - How they can introduce themselves to their communities?
 - What they will tell the communities about the purpose of their visit?
 - What type of background information they need on the community, e.g., population, sanitation status, caste politics, etc.?
 - Which trigger tools they would like to practice and how?
 - Team contract/code of behavior – ask participants to reflect on the evening homework on challenging field scenarios and use those situations as a base on which to think about codes of conduct for team members.

Trainers' Notes

- District administration should provide brief profiles of the villages selected for the field study. This can include the following information:
 - Name of *Sarpanch* and contact number.
 - Location (which block?) and estimated travel time from training venue.
 - Brief description of community (e.g., number of households (APL/BPL), main occupation, average income, existing latrine coverage).
 - Local customs that need to be observed by participants.
 - Community's expectations from the participants (what have communities been told about the participants' visit?).
 - Are there any Government-sponsored sanitation programs under way in the village?
 - Have there been any recent outbreaks of water-borne diseases in the village or nearby?

- During the first field-level training, the trainers will take on many of the responsibilities of a team leader including arranging logistics for the fieldwork, introducing the team members to the community, ensuring activities stay on schedule and moderating conflict between team members. Instruct participants to observe carefully as they will have to take on the role of team leader in subsequent field-level training.
- On purpose of visit, it is best if participants remain as vague as possible when discussing this with the communities. It is best to say that they have been invited by the district to learn about the community. It is important that participants do not raise the expectation of the community about getting money or any other type of assistance.
- Since participants only have a few hours in the field, it may not be possible to practice all the triggering tools. Therefore, they shouldn't plan too many activities or rush to fit in more activities. It is better to practice a few tools thoroughly than to do many tools rapidly, e.g., mapping is a good activity to do on the first field visit since it serves as an icebreaker, and lots of people can participate.
- Each team needs to work out a team contract or code of behavior. It may be useful for participants to think back to their evening homework task and the challenging field situation scenarios.
- Participants also need to develop signals or signs that they can use to communicate messages with each other, e.g., passing a pen to the speaker or touching their right ear if a team member has talked too long.
- Ensure that logistics and field kits are in place for each team going to the field.
- A packed lunch can be served on the way to the field.

Learning Outcomes

By the end of this session, participants will be able to:

- Understand their roles and responsibilities during field-level training.
- Understand the importance of planning ahead for fieldwork.

SESSION 4: FIELD-LEVEL TRAINING – I

Unit 4.1 Field-level Training – I

Objectives	Participants gain experience of facilitating trigger tools in a real-life setting
Time	~ 4 hours
Method	Fieldwork
Materials	Field kit to be prepared for each group with the following items: <i>rangoli</i> powders in different colors, H ₂ S strips, jars to collect water samples, notebooks, pens, chart papers, markers, chalk

Process

Participants visit different villages with their teams and apply some of the tools that they have learnt in the previous training session. These include:

- Rapport-building.
- Defecation transect/walk of shame.
- Defecation mapping.
- Calculation of feces.
- Flow diagram.
- Calculation of medical expenses.
- Water quality testing.
- (how to facilitate) Decision-making.

Trainers' Notes

- After field-level training, it is important to have informal interactive sessions with all the groups to collect feedback on the field study.

Learning Outcome

Participants gain practical experience of applying theory of Community-driven Total Sanitation.

SESSION 5: TRIGGERING OUTCOMES AND RELATED STRATEGIES

Unit 5.1 Recap

Objectives	Refresh learnings from previous day
Time	10–15 minutes
Method	Presentation by volunteers (nominated the previous day)
Materials	Flip charts, markers

Process

1. *Optional:* motivational song.
2. Ask for one or two volunteers to recap the activities and learnings from the previous day, providing trainer inputs where necessary.
3. Note the main points of summary on a flip chart and pin it up at a place which is visible to all participants.
4. Brief the participants on the activities planned for Day 3.

Trainers' Notes

- Each day, different participants should be given the opportunity to recapitulate the activities of the previous day.

Learning Outcome

By the end of this session, participants will be able to:

- Summarize main topics covered the previous day.

Unit 5.2 Feedback on Field-level Training – I

Objectives	Consolidate learnings from fieldwork
Time	~3 hours
Method	Group discussion and presentation
Materials	Flip charts, markers

Process

1. Request participants to discuss key learnings in their groups and nominate at least two members to make a presentation on the same. The suggested structure for group presentations is as given.
2. Agree to the time required to make the presentation in consultation with the groups.
3. Once the presentations are ready, ask nominated representatives from each group to come forward and make their presentation to the plenary. Each group should be prepared to answer any specific questions that may arise, but a more general discussion or debate should be limited until each group has had a chance to make its presentation.
4. When the groups are presenting, make a note of their main findings, triggering outcomes and recommendations.
5. After the presentations, facilitate a discussion on:
 - Similarities and differences in the experiences of different teams.
 - Do's and Don'ts for facilitating different triggering tools.
 - Recommendations on how to improve the experience of field-level training.

Trainers' Notes

- Stress that presentations do not need to be elaborate or formal. The most important aspect is the team reflection that takes place during the preparation of the presentation.
- Facilitator's feedback to the participants on the field activities is of great significance since it helps them identify common mistakes, clarify doubts and fine-tune their skills. Therefore, it is essential to invest considerable time in this session.
- **Emphasize that there is no pressure on participants to create ODF villages through the field-level training! Instead, fieldwork is an opportunity to learn facilitation skills, where process is more important than the results.**

Learning Outcome

By the end of this session, participants will be able to:

- Identify common mistakes and clarify doubts regarding field-level training.




Chart 1

Name of Group:
No. of Members:
Name of Village:
Location:
Summary of activities undertaken by the team. Share at least one of the materials that was developed during fieldwork, e.g., defecation map




Chart 2

Main Findings:

- What did you enjoy most about the fieldwork?
- What did you find difficult?




Chart 3

Main Findings:

- Which trigger tools did you find most effective? Why?
- Which tools did you find least effective? Why?




Chart 4

Recommendations:

- What would you do differently when you go to the field again?

Unit 5.3 Triggering Outcomes and Next Steps

Objectives	Participants learn to recognize and classify triggering outcomes and related strategies
Time	45–60 minutes
Method	Brainstorming and group discussion
Materials	Flip charts, markers

Process

1. This unit is a continuation of the discussion on the field visits by the groups. Summarize the classification of villages by type of triggering outcome as provided by the teams and ask participants to brainstorm for a few minutes about what these outcomes imply. Facilitate a discussion on:
 - Meaning of different types of outcomes.
 - How they differ from one another.

1. **Fully triggered (matchbox in a gas station)** refers to a situation where everyone agrees to stop open defecation and start the action immediately.
2. **Almost fully triggered (promising flames)** is a situation where most of the people have agreed.
3. **Little triggered (scattered sparks)** is a situation where the majority is undecided, but few individuals in the community agree to act promptly.
4. **Zero triggered (damp matchbox)** is a situation where triggering exercises were not able to elicit any positive response at all.

2. At this stage, ask each group to brainstorm for about 10 minutes on how they map the village they visited as per the above classification.
3. Next, brainstorm with participants on possible interventions for different types of triggering outcomes. Note down the main points on a flip chart and help participants to come to a consensus on next steps for different types of triggering outcomes. Close the session with a summary of the main points.

Trainers' Notes

- The main types of triggering outcomes and related intervention strategies are provided as a presentation in Attachment 8. However, the facilitator should try to use brainstorming and group discussion to explain the main types of triggering outcomes.
- Emphasize that triggering and its outcomes are not mutually exclusive, and these outcomes can be visualized as points along a continuum. This means that a community which is classified as fully triggered or matchbox in a gas station may become a damp matchbox at your next visit or the opposite may happen.
- Stress the importance of consistent effort to motivate community members toward changing behavior to end open defecation and prevent 'fall-back'.

Learning Outcomes

By the end of this session, participants are able to:

- Recognize and classify triggering outcomes.
- Identify next steps based on the type of triggering outcome.

Attachment 8

Unit 5.3 Triggering Outcomes and Next Steps

Presentation on Types of Triggering Outcomes and Related Intervention Strategies

Types of Triggering Outcomes and Related Intervention Strategies

1

Lessons Learned from the Field have Taught...

Discussion with the community during the field visit may lead to different types of triggering outcomes

Broadly, four different situations have been witnessed. The situations and appropriate action is provided in the following slides:

2

Situation 1: Matchbox in a Gas Station

- A situation where the community is fully ignited and all are prepared to start action
- Suggested intervention strategy:
 - Share and explain all about low-cost toilet options and high-cost options including the sources of availability
 - Facilitate action plan and formation of local committee
 - Facilitate the weekly list of commitments of toilet construction or making ODF commitments, and probable date of completion for household action

3

Situation 1: Matchbox in a Gas Station (contd...)

- Suggested intervention strategy:
 - Decide mutually acceptable dates for follow-up
 - Facilitate a process of initiation of community monitoring using the social map drawn by the community
 - Try to find out someone from the community to be the link person between the supplier and the community to ensure the supply of pans and other fittings

4

Situation 2: Promising Flames

- A situation where the majority has agreed but a good number is still not decided
- Suggested intervention strategy:
 - Thank the community members for the detailed analysis and seek their permission to leave
 - If someone from the community agrees to initiate local action, bring the person upfront and encourage him/her to share the thought as to how he/she is going to initiate

5

Situation 2: Promising Flames (contd...)

- Suggested intervention strategy:
 - Ask everyone if they are interested to know as to how other communities have built low-cost toilets?
 - If all agree by raising hands, draw and explain simple direct pit latrines using locally available low-cost materials
 - Facilitate the weekly list of commitments of toilet construction and probable date of completion

6

Attachment 8 *Contd...*

Situation 3: Scattered Sparks

- **A situation where majority of people are not decided (fence sitters) to initiate collective local action but only a few have decided to go ahead**
- **Suggested intervention strategy:**
 - Thank them for the detailed analysis and seek their permission to leave
 - Ask how many of them (by raising hands) are going to defecate in the open tomorrow morning?

7

Situation 3: Scattered Sparks (contd...)

- **Suggested intervention strategy:**
 - Tell them you are surprised to know that this community is ingesting each other's feces and are willing to continue to do the same
 - At this stage, identify those who have decided to initiate local action and stop open defecation and bring them upfront
 - It might happen that all the members of the community were not present during the main ignition and analysis process. If required, fix up a date with the community for a second round of ignition PRA within a week or so

8

Situation 3: Scattered Sparks (contd...)

- **Suggested intervention strategy:**
 - At the end, ask them if they would be interested to visit and see any village where open defecation has been made history by the community themselves
 - With prior apologies, you can end the session by telling them a story (pig story)

9

Situation 4: Damp Matchbox

- **A situation where the entire community is not at all interested to initiate any local action**
- **Suggested intervention strategy:**
 - Thank them and leave
 - Don't pressurize
 - Tell them that you are surprised to know that the community were ingesting each other's feces and they are still willing to continue do the same!

10

*Thank You
Open for discussion*

11

SESSION 6: ELEMENTS TO SUPPORT BEHAVIOR CHANGE

Unit 6.1 Briefing on Elements to Support Behavior Change

Objectives	Participants are able to identify the key factors required to sustain behavior change, post-triggering
Time	25–30 minutes
Method	Brainstorming
Materials	Flip charts, markers

Process

1. Explain that ignition alone is not sufficient. Various elements are needed to support behavior change for community-driven total sanitation to achieve sustainable results on the ground.
2. Brainstorm with the participants on elements required to support behavior change. If necessary, get the ideas flowing with an example of your own.
3. Help participants to come to a consensus on the key elements required to support behavior change and write these down on a flip chart. This list can include the following:
 - Sanitation technology options.
 - Availability of sanitation products and skilled masons.
 - Hygiene behaviors.
 - Incentives and rewards.
 - Community monitoring.
 - Follow-up by district and block teams.
4. Tell participants that we will try and understand each of these elements in more detail in subsequent sessions.

Trainers' Notes

- Do not be concerned if participants are not able to identify all the elements needed to support behavior change toward ending open defecation. It is enough at this stage that some elements have been identified and there is awareness of the multidimensional nature of behavior change.
- Help participants to see that these elements are not mutually exclusive and should be seen as a set of interlinked activities necessary to support sustainability of behavior change.

Learning Outcomes

By the end of this session, participants will be able to:

- Identify the elements required to support and sustain behavior change.
- Understand that the elements to support behavior change are interlinked.

Unit 6.2 Sanitation Technology Options and Supply Chain

Objectives	Participants identify step-by-step options for improving a community's sanitation status
Time	~ 1 hour
Method	Sanitation ladder
Materials	Drawings/cards of sanitation options, big chart/sheet on which drawings can be pinned, markers

Process

1. Based on the local context, prepare a sanitation ladder indicating the type of sanitation options to choose from, ranging from 'least desirable', e.g., open defecation to 'most desirable', e.g., pour flush latrine, a sample of sanitation ladder is included in Attachment 9.
2. Give each group an identical set of drawings/cards with different sanitation options depicted on them, with the words:
Look at these options and, as a group, brainstorm on how you can arrange them as a ladder. Try to start with the one you consider the worst option at the bottom and the one you consider the best option at the top.
3. Agree with the groups on the time they will take to complete the task. This should take around 15 minutes.
4. Now, visit each group and give them the next task:
Based on your experience in the field, classify where the community you interacted with is at present and where you would like it to be in a year from now. Discuss the advantages and difficulties you may face in trying to move to different steps on the ladder.
5. When the groups have completed this task, ask each group to explain its sanitation ladder to participants.
6. After the presentation, encourage a group discussion covering the following points:
 - Similarities and differences in the way that groups arranged the options.
 - Advantages and limitations of each option.
 - Options that are feasible in the location where the training is being undertaken.
 - Problems that may come up while implementing different options or moving up the ladder.
7. Encourage the group to consider the different ladders presented and agree on one sanitation ladder.
8. Use this discussion as an entry point to discuss different technology options.
9. After this discussion, groups may want to change their sanitation ladders. Brainstorm with the groups on what a sanitation ladder would look like in a typical community in their district.

Trainers' Notes

1. Before starting this activity, carefully read Guidance Note 7: 'Sanitation Technologies' and ensure that you understand:
 - Design principles of different sanitation options.
 - Supply chain issues such as availability of products and skilled masons.
 - Ongoing operation and maintenance requirements of each option.
 - Costs – fixed and variable – and affordability.
 - Operation and maintenance requirements.
 - Subsidies available.
 - Durability of the structure.
 - Sustainability.

- The issue of subsidies needs to be facilitated carefully. By this time in the training program, participants have been exposed to the community-driven total sanitation which negates subsidies. However, under Total Sanitation Campaign (TSC) program, subsidies have been provided for below poverty line (BPL) households. Help participants to see that:
 - Subsidized toilet construction without demand generation results in lack of usage of facilities constructed.
 - To ensure that latrines are constructed under a demand-led approach, subsidies should be given *after* construction as a reward for achievement of ODF status.
 - The sanitation ladder shows that improvements can be made step-by-step. The idea that a community can progress up a ladder at different rates can be very appealing to groups. They realize that changes can be made over time, at a manageable pace. When groups discover this, it can inspire them to become more involved.
 - Some options can be equally good. So, two options can be placed side by side, i.e., the ladder can have branches. The idea of choosing for the future and progression is more important than the shape of the ladder.
2. Instructions to Trainer on drawings of sanitation options.
1. Print each drawing on a separate page to form one set.
 2. A4 size prints are ideal.
 3. Make copies of the set as per the number of groups formed.
 4. Give each group an identical set of drawings to create their sanitation ladders.

Learning Outcomes

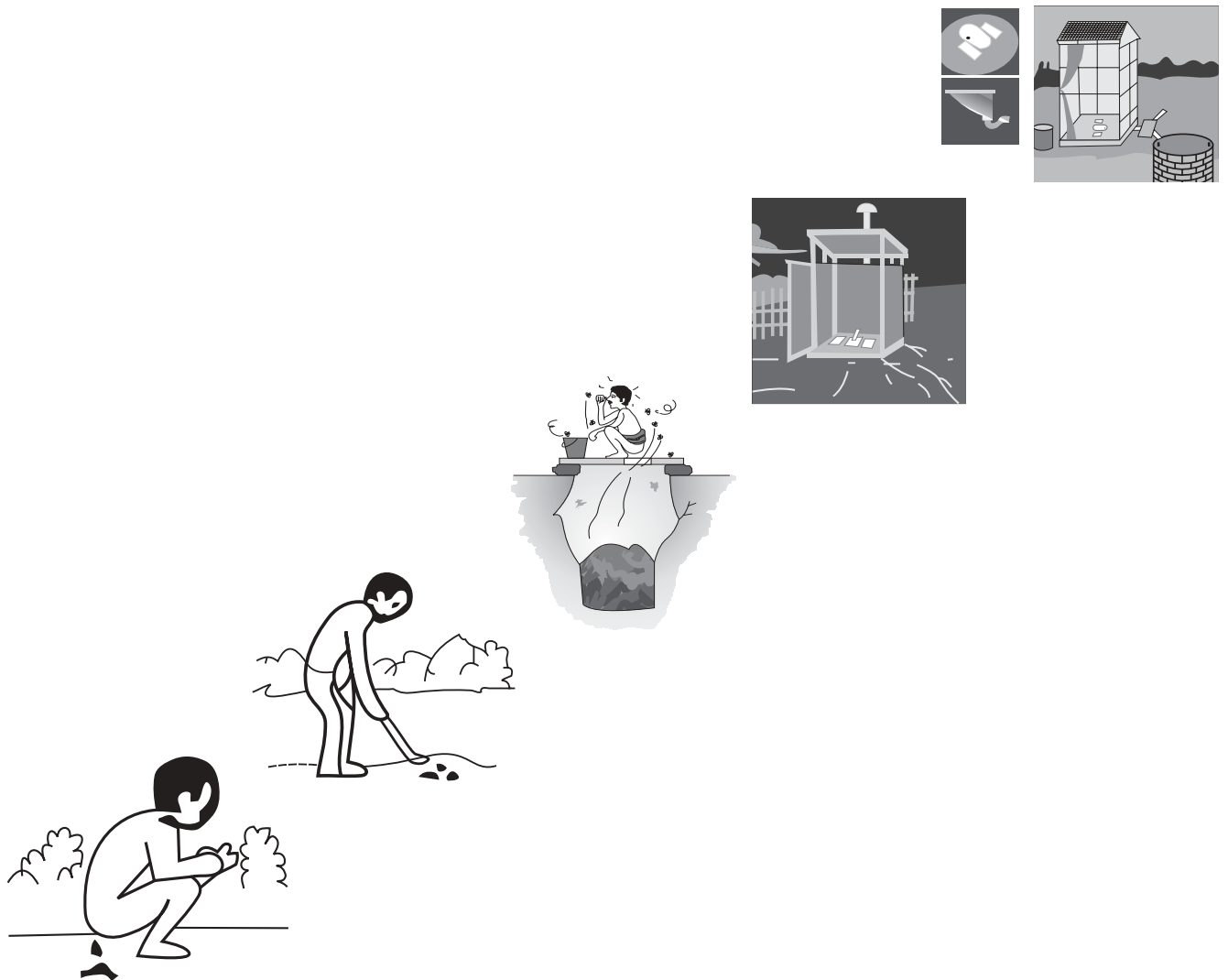
By the end of this unit, participants will be able to:

- Identify different technology options.
- Understand the criteria for choosing appropriate and affordable sanitation technologies.
- Understand that improvements in the sanitation status can be made step-by-step over time.

Attachment 9

Unit 6.2 Sanitation Technology Options and Supply Chain

Sample of Sanitation Ladder



Unit 6.3 Choosing Improved Hygiene Behaviors

Objectives	Participants learn how to identify which hygiene behaviors they want to change, encourage or reinforce
Time	45–60 minutes
Method	Lecture and brainstorming
Materials	Fecal-oral transmission routes and barriers identified by participants in Unit 2.1, flip charts, markers

Process

1. Refer to the transmission routes and barriers identified by participants in Unit 2.1: 'How to Prevent the Spread of Diseases'.
2. Brainstorm with the groups to make two lists: one with hygiene behaviors that they consider healthy and want to promote, and second with hygiene behaviors that they consider unhealthy and want to discourage.
3. From this classification, help participants to see that hygiene education is a potentially vast topic and they need to decide which hygiene behaviors they will focus on. In order to establish this focus, participants must analyze the local context to see which hygienic and unhygienic behaviors are widespread in a community.
4. Methods that can be used to obtain this information are:
 - Community survey; and/or.
 - Pocket chart: To set it up, use a chart with pockets. Across the horizontal axis, set up drawings or cards related to the hygiene behavior being investigated. Across the vertical axis, identify different types of individuals e.g. man, woman, child. To use a pocket chart, a person has to answer two questions: firstly, which drawing describes me? and secondly, which hygiene option applies to me? Based on the answer, the person has to identify which pocket to put his token/slip into that best indicates which option(s) he/she uses.
5. Ask participants if they can think of any other tool, besides survey and pocket chart, to find out information about hygiene practices in a community?
6. Based on the information that participants have about hygiene behaviors, brainstorm with them on next steps. This could include:
 - Which hygiene behaviors are most prevalent and why?
 - How to reach a consensus on which good and bad hygiene behaviors are most important to work on?
 - How to influence a community to: (a) accept new behaviors; (b) use them all the time; and (c) discontinue bad hygiene behaviors? (this discussion leads into the next unit on incentives to support behavior change).

Trainers' Notes

- Past experience has shown that programs that include changes in both hygiene behaviors and sanitation facilities are more effective in controlling diarrheal diseases than those that focus on sanitation facilities alone.
- The pocket chart is a simple and effective tool for collecting information. Some tips for using this tool in the field are as follows:
 - Stress the need for people to be honest when casting their tokens. To facilitate this, a pocket chart can be set up in such a way that participants can place their tokens without being seen by others.
 - Since this activity can be time-consuming, it is better to do it during a break or combine it with an activity that keeps a majority of the group occupied while individuals are casting their tokens.
 - Tokens can be counted in front of everyone to ensure transparency and accuracy.

Learning Outcomes

By the end of this session, participants will be able to:

- Distinguish between hygienic and unhygienic behaviors.
- Realize that it is important not to focus exclusively on sanitation technologies at the expense of hygiene behaviors.

Unit 6.4 Incentives and Rewards

Objectives	Participants understand how and when to use incentives to reward communities for adopting improved sanitation and hygiene behaviors
Time	30–45 minutes
Method	Brainstorming and group discussion
Materials	Handouts of Attachment 10 – FAQs on NGP, PC with projector

Process

1. Begin the discussion by asking participants what kinds of rewards or incentives are available to communities/local governments to adopt safe sanitation at the collective level.
2. Use this discussion as an entry point to discuss the *Nirmal Gram Puraskar* (NGP) in detail. You may start by asking for a show of hands in response to the questions that 'who has heard about the *Nirmal Gram Puraskar*?' Then, ask for volunteers to explain the details of the scheme to the group.
3. Facilitate a group discussion on NGP which should cover:
 - What is the objective of the scheme?
 - What are the eligibility criteria?
 - What is the cash amount given under NGP?
 - How many NGPs has the district received where the training is being held?
 - How does this district's NGP performance compare with other districts in the state?
 - How does the state's performance compare with other states?
4. Now, refer to sanitation ladders made by the groups. Ask the participants to identify at which step a village will be considered a *Nirmal Gram*. Now, help participants to see that the *Nirmal Gram* is actually a state in between the worst and the best options. Use this discussion to introduce the concept of rewards or incentives to motivate communities to move from the worst option to *Nirmal Gram* to *Adarsh Gram*.
5. Brainstorm with the participants on the types of rewards or incentives that can be given at each stage. Some options are:

Status	Specific	Incentive/Rewards Common
Village becomes Open Defecation Free (ODF)	<ul style="list-style-type: none"> ■ Subsidy as postachievement incentive. 	<ul style="list-style-type: none"> ■ Honor the community members in a function attended by eminent persons at the district- and block-level.
Village becomes ODF and is undertaking safe solid/liquid waste disposal	<ul style="list-style-type: none"> ■ <i>Nirmal Gram Puraskar</i>. ■ Board announcing that the village has won NGP. 	<ul style="list-style-type: none"> ■ Use community leaders as resource persons in advocating community-driven total sanitation in other villages/blocks/districts and even other states.
Village becomes <i>Adarsh Gram</i> or <i>Nirmal ++</i>	<ul style="list-style-type: none"> ■ Enter the village for the state rewards scheme. ■ Board announcing that village has won state-level reward. 	<ul style="list-style-type: none"> ■ Facilitate exposure visits to selected <i>Nirmal/Adarsh Grams</i>.

Trainers' Notes

- Before starting this activity, make sure that you are aware of the details of different types of rewards or incentives.
- Rewards tend to create hype and generate recognition of a community's achievements. However, a reward should not become a one-time activity or end in itself. Instead, help participants to see how different types of rewards can be used effectively to incentivize and sustain changed behavior in a community.

Learning Outcomes

By the end of this session, participants will be able to:

- Identify key features of the NGP.
- Understand types of rewards and incentives that can be given to motivate communities to move up the sanitation ladder.

Attachment 10

Unit 6.4 Incentives and Rewards

Frequently Asked Questions on *Nirmal Gram Puraskar*

1. What are the Provisions of *Nirmal Gram Puraskar*?

To add vigor to the TSC, in June 2003, Gol initiated an incentive scheme for fully sanitized and open defecation free *Gram Panchayats*, Blocks, and Districts called the '*Nirmal Gram Puraskar*'. The incentive pattern is based on population criteria and given below. The incentive provision is for PRIs as well as individuals and organizations that are the driving force for full sanitation coverage.

Incentive Pattern Under *Nirmal Gram Puraskar* (in Rs. lakh)

Particulars	<i>Gram Panchayat</i>					Block		District	
Population Criteria	Less than 1,000	1,000 to 1,999	2,000 to 4,999	5,000 to 9,999	10,000 and above	Up to 50,000	50,001 and above	Up to 10 lakhs	Above 10 lakhs
<i>Panchayati Raj Institutions</i>	0.50	1.00	2.00	4.00	5.00	10.00	20.00	30.00	50.00
Individuals	0.10					0.20		0.30	
Organizations other than PRIs	0.20					0.35		0.50	

2. Who can get the *Nirmal Gram Puraskar*?

The following can get the *Nirmal Gram Puraskar*:

- Gram Panchayats*, Blocks and Districts, which achieve 100 percent sanitation coverage in terms of:
 - 100 percent sanitation coverage of individual households;
 - 100 percent school sanitation coverage;
 - free from open defecation; and
 - clean environment maintenance.
- Individuals and organizations who have been the driving force for effecting full sanitation coverage in the respective geographical area.

3. What is the procedure for claiming *Nirmal Gram Puraskar*?

The procedure for applying for the *Nirmal Gram Puraskar* is as follows: There are two application forms developed one for *Panchayati Raj* Institution and another for Individuals and Organizations. These application forms are available on www.ddws.nic.in, which can be downloaded. If required, the same can be translated in local language by the State government or Project Implementing Agencies and circulated to all the eligible applicants.

The applications should be duly scrutinized at the district level and only on being fully satisfied with regard to the eligibility, it should be forwarded to the State government. The State government should make its own arrangement for the verification of the claims. There are two checklists for the two types of application forms, which are also hosted on www.ddws.nic.in. The checklist should be filled in and certified by the State Secretary in charge of Rural Sanitation and forwarded to the Department of Drinking Water Supply, Ministry of Rural Development.

4. What is the procedure of sanctioning of *Nirmal Gram Puraskar*?

Once the GoI receives the *Nirmal Gram Puraskar* applications from the State Government, the same are scrutinized by the Screening Committee in the Department of Drinking Water Supply, which is headed by JS (DWS). The Screening Committee will screen the prima facie eligible applications and give the same to review teams to verify in the field. Three review teams based on Zones have been constituted which will verify the applications as found prima facie eligible by the Screening Committee. On the basis of report submitted by the review teams, the Screening Committee will make recommendations to the National Committee of *Nirmal Gram Puraskar* headed by Secretary (DWS), which will finally approve the applications eligible for *Puraskars*.

5. For what purpose can the incentive money be utilized?

The incentive for *Panchayati Raj* Institutions can be used for improving and maintaining sanitation facilities in their respective areas. The focus should be on solid and liquid waste disposal and maintenance of the sanitation standard.

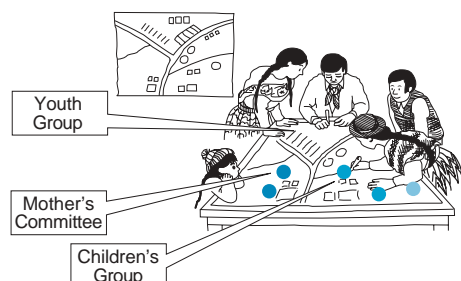
Source: RGNDWM, GoI (www.ddws.nic.in)

Unit 6.5 Community Monitoring

Objectives	Participants learn how to establish a procedure for checking progress
Time	45–60 minutes
Method	Lecture and brainstorming
Materials	Flip charts, markers

Process

- Present definitions of monitoring and evaluation and ask participants if there is anything they would like to add. Ask them to brainstorm on indicators for monitoring and evaluation.
 - **Monitoring** is an ongoing process of data collection that enables the community and project managers to understand what is working well and what is not working well, and adjust their strategies accordingly. Monitoring tracks processes and outputs. Examples of monitoring indicators include:
 - Number of latrines constructed.
 - Amount of money spent.
 - **Evaluation** refers to the measurement of project outcomes (short-term effects) and impacts (long-term effects). In other words, evaluation measures whether a project has achieved its goal. Examples of evaluation indicators include:
 - Percentage reduction in diarrhea-related infant deaths.
 - Percentage increase in life expectancy.
- Now, facilitate a discussion on monitoring and evaluation in the context of community-driven total sanitation. Some questions to cover include:
 - How can M&E be made participatory?
This can be done by building the capacity of community members to track their own progress. One way to do this is to ask community members to volunteer for membership of sanitation monitoring committees. Separate committees can be set up for different parts of the village, based on recognized administrative divisions or number of households, e.g., each committee of five members is responsible for monitoring the sanitation status of a cluster of 30-35 households. Members of these committees can be youths, mothers, children or residents of a particular section of the village. The committees can meet on a monthly basis or nominate a member to represent the progress in their area to the *Sarpanch* or community leader responsible for the community's sanitation status.
 - What to measure in track progress? Is it number of latrines or number of ODF households/villages?
 - How to measure progress being made?
One way is to use a social map as a tracking tool, different colored *bindis* can be used to track the sanitation status of different households on the map. This map should be kept in the village community hall such that it is visible to all and it should be regularly updated.
 - When and how often should progress be measured? How does timing/seasonality impact M&E results?
 - Who should be responsible for measuring progress? External experts or community members?
Participatory M&E does not exclude the role of Government or NGOs. On the contrary, successful participatory M&E requires support from the highest levels in these organizations.
- In participatory M&E, community members track the progress of their own development such that the community can make its own decisions about:
 - What is working well?
 - What is not working well?
 - How to proceed next?



Name and number of household	ODF (all feces disposed safely)	Almost ODF (some members defecate in the open)	Not ODF (all members defecate in the open)	Reasons for ODF/ almost ODF/ not ODF
	● Green	● Yellow	● Red	

Source: Adapted from: Pretty JN, et al. 1995. Participatory Hygiene and Sanitation Transformation Manual (PHAST) 1998.

- Ask participants to brainstorm on possible indicators for participatory monitoring and evaluation of a community's progress toward becoming ODF and help them to reach a consensus on how these can be operationalized.

Trainers' Notes

- Use simple language and try not to confuse participants with overdue emphasis on terminology (process/output/impact).
- Remind participants that simple systems work best and to prioritize based on what can realistically be measured and what information is needed to improve decision-making.

Learning Outcomes

By the end of this session, participants will be able to:

- Differentiate between monitoring and evaluation.
- Define what is participatory monitoring and evaluation.
- Develop indicators and outlines of a process to implement participatory monitoring of community-driven total sanitation.

Unit 6.6 Planning for Field-level Training – II

Objectives	Reinforce key learnings for effective facilitation
Time	30–45 minutes
Method	Discussion in small groups
Materials	Group presentations from Unit 5.2: Feedback on Field Visit, field kit for each group

Process

1. Explain to participants that we will be undertaking a second visit to the field to practice facilitation skills. Provide participants with brief profiles of villages selected for the field study.
2. Request the groups to identify members for different team roles as was done in Unit 3.5. Groups should rotate roles among members, such that those who were facilitators for certain activities last time can be observers this time, and vice versa.
3. The team leader nominated by the group would take charge of overseeing the field visit, ensuring activities stay on schedule and moderating conflict between team members.

Trainers' Notes

- In the second field visit, participants should have the confidence to facilitate triggering on their own. Trainer should provide inputs only if absolutely necessary. As far as possible, encourage participants to take responsibility for their own learning.
- For other notes, refer to Unit 4.1.

Learning Outcome

By the end of this session, participants will be able to:

- Develop confidence to undertake facilitating of triggering tools with minimal trainer inputs.



SESSION 7: FIELD-LEVEL TRAINING – II

Unit 7.1 Field-level Training – II

Objectives

Participants gain experience of facilitating trigger tools in a real-life setting

Time

~ 4 hours

Method

Fieldwork

Materials

Field kit to be prepared for each group with the following items: *rangoli* powders in different colors, notebooks, pens, chart papers, markers, chalk

Process

Participants visit different villages in their teams and apply the triggering tools that they have learnt. These include:

- Rapport-building.
- Defecation transect/walk of shame.
- Defecation mapping.
- Calculation of feces.
- Flow diagram.
- Calculation of medical expenses.
- Water quality testing.
- (how to facilitate) Decision-making.

Trainers' Notes

- After field-level training, it is important to have informal interactive sessions with the groups to collect feedback.

Learning Outcome

Participants gain practical experience of applying theory of community-driven total sanitation.

Unit 7.2 Feedback on Field-level Training – II

Objectives	Consolidate learnings from fieldwork
Time	~2 hours
Method	Experience-sharing
Materials	Presentations made by groups on first field visit, flip charts, markers

Process

1. Explain to participants that unlike the first feedback session, this one will focus on how the experience of the second visit was different from the first visit and what they learnt.
2. Give each group a set of paper cards. Ask them to brainstorm in their groups on:
 - How was this field visit different from the first field visit?
 - What processes were adopted prior, during and after different tools?
 - What were the findings of each tool?
 - What did you enjoy most about the fieldwork?
 - What did you find difficult?
 - What would you do differently if you went to the field again?
3. Groups should write only each point in clear letters on separate cards and they can use as many cards as they like. Agree to the time required to make the presentation in consultation with the groups.
4. While the groups are brainstorming, set up a sheet/chart with four cards with the above mentioned questions on them.
5. To present the group's findings, each group should nominate at least two members. Those who have not made a presentation before should be given a chance to represent the group.
6. Once the groups have prepared the cards, ask nominated representatives from each group to come forward and make their presentation to the plenary. Each group should be prepared to answer any specific questions that may arise, but a more general discussion or debate should be limited until each group has had a chance to make its presentation.
7. Stick the cards prepared by each group under the appropriate label on the chart/sheet.
8. After the presentations, facilitate a discussion on:
 - Similarities and differences between the second and the first field visit.
 - Similarities and differences in the experiences of different teams.
 - Do's and Don'ts for facilitating different triggering tools.

	How was this field visit different from the first one?	What did you enjoy most about the fieldwork?	What did you find difficult?	Recommendations
Group 1	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

Trainers' Notes

- Since this is the second time that groups are making a presentation on the field visit, this feedback session should be shorter than the first one in duration.
- For other Trainers' Notes, refer to Unit 5.2.

Learning Outcome

Participants gain confidence in their ability to facilitate triggering.

SESSION 8: ANALYZING NEXT STEPS

Unit 8.1 Facilitation Skills

Objectives	To orient the participants on essential skills of facilitation
Time	~45 minutes
Method	Brainstorming and presentation
Materials	Flip charts, cards, markers

Process

1. Explain to the participants that effective facilitation is very essential for achieving the training objectives.
2. Request each group to brainstorm on the attributes of: (a) an effective trainer; and (b) an ineffective trainer. They may draw on their experience of this and previous trainings to come up with at least two points on each type of trainer.
3. While participants are writing their points, stick two charts – one for attributes of an 'effective trainer' and other for attributes of an 'ineffective trainer'. Later, request each group to nominate a volunteer to paste the cards on the sheets.
4. Consolidate all points and give your inputs on 'what makes an effective facilitator' (refer to Guidance Note 1: Introduction to Participatory Training).

Trainers' Notes

- Trainers should familiarize themselves with the concept of participatory training and the attributes (knowledge, attitude and skills) essential for effective facilitation.

Learning Outcomes

- Participants will be able to distinguish effective and ineffective facilitation.
- Participants show inclination to model their behavior and attitudes on the lines of the attributes they have defined to describe an 'effective trainer'.

Unit 8.2 How to Design a Participatory Training Program?

Objectives	Consolidate learnings from the training program and fieldwork
Time	~1 ½ hours
Method	Presentation by volunteers and group discussion
Materials	Flip charts, markers

Process

1. Ask participants:
As a master trainer, how would you design a training program on community-driven total sanitation?
2. Begin by facilitating a brainstorming session on what are the key issues that they would have to think about when designing a program. Consolidate all points, and provide trainer inputs to ensure that at least the following are covered:
 - Assessment of training needs and learner's objectives.
 - Trainers' attitude and behavior.
 - Group size and selection of participants.
 - Training venue and seating arrangements.
 - Logistics.
 - Training approach and methods (see Guidance Note 1: Introduction to Participatory Training).
 - Design of the program and sessions (classroom and fieldwork and relative weight to be given to each).
 - Communicating effectively.
 - Responding to group dynamics.
3. Now, ask participants to brainstorm on each of these issues in their groups to come up with a framework to design a training program.
4. Agree with the groups on the time required for discussion. Request each group to nominate at least two people to present the group's findings. Those who have not made a presentation before should be given a chance to represent the group.
5. Each group should be prepared to answer any specific questions that may arise, but a more general discussion or debate should be limited until each group has had a chance to make its presentation.
6. Consolidate the main points of each group presentation on a flip chart.
7. After each group has presented, facilitate a discussion on:
 - Similarities and differences in the group's design of the training program.
 - Best practice tips for designing a training program.

Trainers' Notes

- Help groups to focus on the principles for designing an effective training program.
- Encourage groups to think back on the past four days of training and reflect on these observations to design their training – what worked? What did not work? What would they do differently?

Learning Outcome

Participants understand the principles for designing a participatory training program.

Unit 8.3 Briefing on Preparation of Action Plans

Objectives	Participants understand the key elements of action planning and contents of a model action plan
Time	30–45 minutes
Method	Overview of Action Plan – Analogy
Materials	Flip charts, markers

Process

1. Introduce the topic of Action Plans by explaining that the key outcome of this training is not just knowledge creation, but an Action Plan for master trainers to create a cadre of motivators in the district to scale up community-driven total sanitation for achieving ODF outcomes.
2. Since participants may not be familiar with the concept of an Action Plan, an analogy can be used to explain this. Some examples are:
 - Making a *chapatti*.
 - Driving a vehicle.
3. Use the analogy to facilitate a discussion on:
 - What is an Action Plan?
 - What are the key ingredients of an Action Plan?
4. On the basis of this discussion, help the participants to develop a framework for Action Planning which can be applied to scaling up total sanitation in their district.
5. Note the main points of the framework on a flip chart.

Trainers' Notes

- As many participants may be unfamiliar with developing an Action Plan, the objective of this session is to clarify what is meant by an Action Plan.
- The analogy with a familiar object or process helps participants to see that action planning is not a technical activity but simply a process of identifying the steps to be taken toward achieving a goal.

Learning Outcome

Participants understand the expected outcome of training and have a framework for developing an Action Plan.



SESSION 9: PLANNING FOR CHANGE

Unit 9.1 Recap

Objectives	Refresh learnings from previous day
Time	15–20 minutes
Method	Presentation by volunteers
Materials	Flip charts, markers

Process

1. Ask for one or two volunteers to recap the activities and learnings from the previous day, providing trainer inputs where necessary.
2. Note the main points of summary on a flip chart and pin it up at a place which is visible to all participants.
3. Brief the participants on the activities planned for Day 5.

Trainers' Notes

- Each day, different participants should be given the opportunity to recapitulate the activities of the previous day.

Learning Outcome

By the end of this session, participants will be able to:

- Summarize main topics covered in the previous day.

Unit 9.2 Getting Started: Setting a Goal for the Action Plan

Objectives	Participants set a goal as a first step toward developing an Action Plan
Time	~ 30 minutes
Method	Brainstorming in groups
Materials	Flip charts, markers

Process

- Tell participants that they will not be sitting in their groups today. Instead, make new groups such that all the persons from one block are sitting together.
- Give each group a chart with the following table. Request each group to nominate one person to fill in the table with members' details.

Name of Block & District:		
Name of Group:		
No. of Members:		
No.	Name of Member	Phone No.
- Refer to the briefing on preparation of Action Plans from the previous day and ask participants to clarify any questions they may have on the framework for action planning, before introducing the topic of setting a goal.
- Now, refer to the sanitation ladders made by the groups on Day 3, and say: Do you agree that this [point to the worst option on the sanitation ladder] is a common situation in the communities in your district? And do you agree that this [point to best option on the sanitation ladder] would be a desirable future situation?
- On this basis, help the groups to develop a goal statement for their district-level Action Plan. This goal statement should not be more than two lines, and should summarize the rationale for preparing an Action Plan.
- Ask each group to read out its goal to the participants. Note down the goals on a chart and facilitate a discussion on the goals:
 - Similarities and differences in the goals suggested by the groups.
 - How realistic are the goals?
 - Can they be combined into a common goal for a district-level Action Plan?
- Request the groups to nominate one person to make a note of the goal statement that each group has decided.

Trainers' Notes

- A goal that is too ambitious should be avoided as it may undermine the effectiveness of the plan. An example of an unrealistic goal is: 'entire district to be made ODF by end of the month'. Encourage participants to think through the implications of the goal in a logical manner by asking questions, such as:
 - How many GPs are there in the district?
 - How many GPs are ODF?
 - How much time would it take to move toward ODF status in one block?
 In this way, help participants to assess the feasibility of the goal that they have decided.
- Given that participants come from different backgrounds, they may or may not relate to a goal at the district level. Help the participants to see that the same goal filters through the different levels of organization i.e., ODF status is achievable at district level only if it is first achieved at block level. Similarly, blocks can become ODF only if GPs and villages in that block first become ODF. Therefore, regardless of the level at which they are working, the efforts are toward the same goal.
- Once participants have undertaken the action planning exercise, they may wish to focus the goal further. In the beginning, it is important to have a reasonable goal which can provide a point of reference for the rationale behind developing an Action Plan.

Learning Outcome

Shared understanding of the rationale for developing an Action Plan and see how efforts at different levels (district, block or GP) contribute toward achieving the same goal.

Unit 9.3 Activities to Achieve the Goal

Objectives	Participants decide what activities need to be undertaken to achieve the goal
Time	1–1 ½ hours
Method	Brainstorming in groups
Materials	Sheet, adhesive spray, paper cards, flip charts, markers

Process

1. Tell the groups,
We now need to work out what needs to be done to change our present situation. How are we going to reach our goal? What activities do we need to undertake? If groups are hesitant to start, begin with an example of your own.
2. Give each group a set of paper cards. Ask participants to continue the brainstorming in their groups on the main activities needed to achieve the goal of their Action Plans. Encourage groups to think of implementation as a sequence of activities needed to move from OD to ODF status – what is the first step that you will take? And the second step? and so on. Groups can use as many paper cards as they like and they should aim to finish the group discussion in about 30 minutes.
3. While the participants are brainstorming in groups, set up a sheet in the center of the room. Pin three labels on the sheet:
 - Start-up activities.
 - Implementation activities.
 - Postimplementation activities.
4. Now, ask groups to nominate one person to read out the main activities that the group has decided. Classify the activities by main theme by placing the card under the appropriate label.
5. After each group has read out its activities, facilitate a group discussion on:
 - Similarities and differences in the activities chosen by each group.
 - Sequence of activities in each phase of implementation – start-up, middle and end.

Trainers' Notes

- Some groups may be better than others at developing an action plan. One group may find it easier to plan for selection of GPs, another for training of motivators and yet another for monitoring. Another may be able to look at all these issues together. **There is no right or wrong way to plan.** Remember the goal of this activity is to simplify the planning process so that it becomes manageable.
- In planning, the process is as important as the outcome. Instead of focusing exclusively on the results of the group discussion, i.e., the list of activities prepared by each group, try to also focus on the process by which the group arrived at this list. What questions were asked? How were decisions arrived at? This is because the targets and outputs of the plan will get modified as and when participants begin to actually move from theory to practice. What is important at this stage is that participants gain a thorough understanding of the principles and strategy for planning.
- Do not be too concerned if a group is not willing to make a plan to support all the changes it has identified as desirable in sanitation facilities and hygiene behaviors. At this stage, it is enough that the group is willing to introduce some of the changes and has thought through the sequence of activities needed to change the goal into reality. Once, smaller changes have been introduced successfully, it will motivate the group to plan for further changes. A smaller plan, which has buy-in from the group, is likely to be more successful than a grand plan which members are not convinced about.
- Questions may have already come up as to who should have responsibility for implementing certain parts of the plan. The next unit, *Allocating Responsibility*, helps groups to assign responsibility for operationalizing different tasks.

Learning Outcome

Participants plan the action steps and sequence for implementing these to achieve the solutions it has decided upon.

Unit 9.4 Allocating Responsibilities and Presentation of Action Plans

- Objectives** To help the group to:
- Identify the steps it will take to implement the plan and who will take responsibility to carrying these out.
 - Set a time frame for implementing the plan.
- Time** 1–1 ½ hours
- Method** Brainstorming in groups
- Materials** Sheet with activities agreed on the previous session, flip charts, markers

Process

1. This unit builds on the discussion in the previous unit. Therefore, it would be useful to start with a recap to summarize the key points of the discussions thus far.
2. Give each group a chart with the following table. Explain the task to the group with the following words: *This sheet [point to sheet with activities pinned on wall] shows the steps that you decided are needed to put your plan into action. Now, as a group, you need to work out the arrangement of activities that you will undertake in your block and then decide who will carry out each of these steps.*

Discuss each step and the personal qualities, skills or appropriate administrative authority (district/block/GP/village) needed to carry each out. When you have decided who will be responsible for each step, write the names next to the activity on the chart given to you.

Name of Block & District:						
Name of Team Leader:						
No.	Activity	Who is Responsible?	Time Frame Start End	Financing	Monitoring	Problems and How to Solve Them

3. When the group has allocated responsibility for all the tasks, ask them to discuss and agree to nominate one member as a team leader who will coordinate all the activities. Write the name of the team leader on the chart under the name of the block/district.
4. Invite the selected team leaders to coordinate the rest of the meeting, including developing a timeline for achieving the activities identified in the groups' plans.
5. Request the group to discuss and agree on the amount of time needed to complete each activity. Record this information under start date and end date on the charts.

6. Give each group 30-45 minutes to complete its action plan and then ask each group to explain its plan to the participants. Each group should be prepared to answer any specific questions that might arise, although a more general discussion or debate should be limited until each group has had a chance to present its work.
7. After the presentations, encourage a discussion on:
 - Similarities and differences in the action plans developed by each group.
 - What resources they might need.
 - How much time is needed to complete different activities?
 - How can the group check that people are doing what they are responsible for and on time?
 - What problems may arise and what can be done to solve them: (a) by the group; and/or (b) by taking the help of outsiders.

Trainers' Notes

- This session encourages participants to take responsibility for driving the sanitation program forward. This is a departure from the traditional top-down and target-driven approach that participants may be more familiar with. Encourage them to use their local knowledge of their blocks, and make them aware that no one knows the ground situation the way that they do. Therefore, they are best placed to suggest how this program can be implemented within the targets that they have to achieve.
- Encourage group members to take responsibility for different tasks in the Action Plan instead of nominating others or people who have not attended the ToT. It is possible that while allocating responsibility, groups may add more steps to their action plan. **Once the group realizes that it is going to have to take responsibility for driving implementation of the plan, they will start to think more carefully about what resources and capabilities it might take to undertake the same.**
- If a group is reluctant to accept responsibility itself and allocates most of its tasks to outsiders, e.g., by hiring consultants or NGOs, it will need to consider:
 - Why it is not prepared to assume responsibility itself for the activities outlined in the plan?
 - Whether it really believes that sanitation or hygiene are problems and, if so, whether its efforts will help to overcome these problems in the communities where the members are working?
 - Why representatives of these external groups (e.g. consultants, NGOs) have not been included as participants in the ToT?
 - Whether these external representatives would be committed to carrying out a plan developed by the group?
- If the group does not believe in the importance of sanitation or in its own capacity to make a difference to the situation, this could be the key reason why it does not support the plan. In which case, the facilitator might need to reiterate key messages or find other ways for the group to discover information. Another strategy could be to compare this group's position with that of other groups and encourage the latter to convince the odd one out.
- There is no 'best' way for the group to allocate tasks but administrative protocol must be kept in mind instead of basing decisions on popularity of an individual. In addition, those selected should also be asked if they think they are the right persons for the task.

Learning Outcome

Action Plans developed by participants for scaling up total sanitation in the district.



This would be a good time to request participants to fill up the Self-Assessment Questionnaire for the second time to gauge the shift in perspective and learning pre- and post-training. This takes about 30 minutes.

Unit 9.5 Postworkshop Evaluation and Close

Objectives	Evaluation of training
Time	45–60 minutes
Method	Evaluation form
Materials	Copies of workshop, evaluation forms, pens

Process

1. Request all participants to assemble where training objectives and expectations have been pinned up. Alternatively, move the chart to a place where it is visible to all participants.
2. Now, revisit each objective in turn and then the expectations by category and ask the participants to share their views on whether the training program has succeeded in meeting their expectations and what can be done better next time.
3. Next, distribute the Workshop Evaluation Form (given as Attachment 11) and request participants for feedback on how the training program can better address their needs.
4. To gauge the learning outcomes, distribute the Self-assessment Form once again, as was done on Day 1 of the workshop, and request participants to fill the same.
5. Sincerely thank participants for the time and effort that they have contributed toward attending the workshop. Also, acknowledge the effort of all the people who have contributed to organizing different aspects of the training program.

Learning Outcome

Understanding the benefits and limitations of the training program.

Attachment 11

Unit 9.5 Postworkshop Evaluation and Close

Sample Feedback Form for the Workshop

We would be glad if you could spare some of your very valuable time to read the following questions and give your suggestions. This will help us to improve the quality of future training programs. The information you may provide would be strictly kept confidential.

Name of the District: _____ Name of the State: _____

Dates of ToT held in the District: from _____ to _____

I. Please enter A, B or C in response to the following questions:

Contents and Coverage	A – Excellent	B – Good	C – Average
Time Allotted	A – More Needed	B – Adequate	C – Inadequate

No.	Session Topic	Contents & Coverage	Time Allotted
1			
2			
3			
4			
5			
6			
7			

II. Evaluation of the Faculty/Trainers

A – EXCELLENT		B – GOOD		C – AVERAGE	
No.	Name of Faculty/Resource Person				Rating
1					
2					
3					
4					
5					
Support Professionals					
1					
2					
3					

Attachment 11 *Contd...*

III. Evaluation of the Course

A – EXCELLENT		B – GOOD	C – AVERAGE
No.	Faculty/Resource Person	RATING	
1	Course material provided		
2	Relevance of the course for your job		
3	How useful this course has been to specific requirements of your job		
4	Have your expectations, which you had when you joined the course, been fulfilled		
5	Accommodation and facilities		
6	Other arrangements made by the district		
7	Other arrangements made by respective villages		

IV. Please mention three important lessons you have learned during the workshop:

V. How can the quality of the workshop be improved?

VI. Any other comments:



Module 2: Trainers' Notes



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