Community Approaches to Sanitation

Master Trainer Training Module
Swachh Bharat Mission – Gramin
Three-day Training of Trainers (ToT) module: An overview

This three-day Training of Trainers (ToT) module has been developed to train potential and practicing trainers to become master trainers on Community Approaches to Sanitation (CAS) for the implementation of the Swachh Bharat Mission-Gramin (SBM-G). Following this training, participants should be able to function as independent trainers and conduct five-day training courses on CAS for community facilitators/motivators, mainly Swachhagrahis.

It is assumed participants have already undertaken the introductory 5-day CAS training and been using the CAS approach for collective behaviour change on the ground within a social and behaviour change communication (SBCC) perspective for 3–6 months. It is also assumed that they are actively engaged and deployed as trainers and community mobilisers either by Key Resource Centres (KRCs) empanelled by the Ministry of Drinking Water and Sanitation (MDWS), Government of India (GOI), or by the concerned states and districts.

Along with this ‘Training of Trainers’ course, the learning package on CAS includes three other training modules of one, two and five days duration. These programmes are intended for senior-level managers, mid-level managers, and frontline functionaries respectively. A facilitator guide for the potential users is also part of the package. This guide contains the rationale and design of the modules accompanied by a number of checklists for preparing and delivering these programmes.
Objectives of the module

At the end of the module, participants will have:

- Fresh insights about the issues and challenges related to CAS especially, those concerning pre-triggering, triggering, follow-up and facilitation on the ground
- Further developed their training and facilitation skills
- The confidence, knowledge and skills to lead CAS training either as lead or associate trainer
- New ideas and insights for their envisaged role as CAS master trainers
- An action plan going forward

Structure of the module

This training has two parts: (i) classroom training focused on the key issues and challenges of community approaches to sanitation (CAS), and (ii) field training including hands-on experience of triggering and post-triggering at the community-level and subsequent follow-up using Gandhigiri.

There will be two days of classroom training and one day spent in the field (this will be the afternoon of the second day, then the morning of the third). The field sessions will be facilitated by trained facilitators.

Training methods

The module is to be delivered using a mix of methods during the classroom and field based sessions.

Methods for classroom sessions:

- Experience sharing
- Critical reflection
- Interactive lecture presentations
- PowerPoint presentations (PPTs)
- Nominal Group Technique (NGT)

Methods for field sessions:

- Participatory review of video footage of real time triggering and follow-up

Preparatory arrangements

The preparatory arrangements required to be undertaken include the following:

1. Prepare PowerPoint presentations and ensure films and other aids required are accessible
2. Practice delivery of lectures within stipulated time
3. Agree on dates and share the schedule and checklist for preparatory arrangements (including venue, material, field visits, and selection of participants)
4. Finalise the names of trainers/resource persons for each session, and secure their availability on the scheduled dates
5. Prepare and make available the background reading material for participants

Registration and feedback

Each participant is required to complete a registration form (Annex 1). This is designed to collect basic information about the participants, educational background, work experience, and professional skills and expertise. After the programme, participants are also asked to complete a feedback form (Annex 2). This will help them review what they have learnt and how it might be applied and provide comments on the facilitation and content of the module.
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Note: This is a suggested training schedule which can be adapted as per training requirements.
SESSION

Getting started

Session outcomes
- Understand the objectives of the orientation
- Know each other and the facilitators
- Be part of a relaxed and enabling learning environment

Duration
45 minutes

Method
PPT presentation and Plenary discussion

Materials required
PPT presentation, cards, felt pens, adhesives, pins and pin board

Process
This session will begin informally and open with a warm welcome to the participants by the training team members followed by their self-introduction.

To optimise the time available, a quick round of self-introductions will be done in the following manner: participants will be asked to stand in a circle; the session facilitator will ensure all the participants are present and are able to see each other. The session facilitator will introduce herself/himself first and then others follow in a clockwise fashion. Each participant will share her/his name, the place they come from, and the organisation that they belong to. After everyone has introduced themselves, the session facilitator will thank them for their participation.

Technical notes for trainers
The suggested process of self-introduction by the participants and facilitators is not prescriptive and the session facilitator is free to use other methods of quick introduction, which take less than 10 minutes.

After the initial round of introductions, the session facilitator will share the workshop overview explaining the design of the training and its objectives. This could be done using either a PowerPoint presentation or flip charts.
SESSION

Experience sharing on application of Community Approaches to Sanitation

Session outcomes

- Shared experiences of applying CAS on ground
- Reflection on the similarities and differences amongst the participants’ experience

Duration

60 minutes

Method

Group work and feedback

Materials required

Flip charts, cards, felt pens, adhesives, pins and pin board

Process

Participants will be invited to give an individual presentation. Each participant will be given three minutes to share the highlights of their experience of facilitating community processes on the ground.

Participants will be given 10 minutes to think through their experience and organise their points for presentation. They can choose any method for sharing their experience, which could range from a PowerPoint presentation to a simple speech. Other methods could include the use of flip charts or/and cards.

Presentations will be followed by a question and answer session, where participants will be encouraged to ask questions and seek further clarification about the points made by the presenters as required.

Technical notes for trainers

The primary role of the session facilitator is to manage time so the session runs smoothly. The central idea of this session is to have as broad a range of practical experiences presented as possible. It is important that all participants have the opportunity to share their experiences so no one feels excluded.

It will be important to ensure questions and answers are taken up only after all the presentations are made, so the session flows without interruption.
Community approaches to sanitation: Key issues and challenges in SBM-G

**Session outcomes**
- Shared stories of change from OD to ODF status
- Identified and analysed the key issues and challenges faced

**Duration**
1 hour and 45 minutes

**Method**
Group work and plenary discussion

**Materials required**
Flip charts, cards, felt pens, adhesives, pins and pin board

**Process**
This session will be conducted using a participatory process. Participants will be divided into 4–5 working groups.

The task for each group will be to identify the key issues and challenges faced by community facilitators in applying community approaches to sanitation on the ground.

Participants will first be asked to reflect on their own individual work experience and the key issues and challenges they faced. These reflections should then be shared with the other members of their working group. Once this has been done, the group discuss all the points raised to identify a collective view of the key issues and challenges emerging.

After the completion of the group work, including the preparation of presentations, each group will be given five minutes to present their key issues and challenges. Group presentations will be followed by a question and answer session.

**Technical notes for trainers**
The primary role of the session facilitator/s here is to ensure groups deliberate effectively, with all members participating, and that they articulate clearly and concisely the identified issues and challenges in their final presentations in plenary.

The issues and challenges identified by the participants are likely to include the following:
- Availability of trained trainers and facilitators at the district level
- Institutional arrangements for deploying the trained facilitators
- Time and mode of distribution of incentive money available under SBM-G
- Supply chain management
- Monitoring and evaluation
- ODF verification and celebration

Following the question and answer round, the session will end with the session facilitator summarizing the key points.
SESSION 4

Training and facilitation skills

**Session outcomes**
- Understanding of key training and facilitation skills
- Appreciation of the differences between training and facilitation

**Duration**
- 60 minutes

**Method**
- PPT presentation and Plenary discussion

**Materials required**
- PPT presentation, cards, felt pens, adhesives, pins and pin board

**Process**

This session will be based on a pre-prepared PowerPoint presentation made by the session facilitator. They should draw on their experience and share appropriate examples to illustrate the points made in the presentation. The session facilitator should also refer to points made by the participants in earlier sessions to elaborate on the issues covered.

While there is some time earmarked for questions and answers after the presentation, the session facilitator should be open to questions while presenting. This will help sustain the interest of the participants in the session and encourage them to make additional relevant points as and when required.

**Technical notes for trainers**

The art of facilitation constitutes the core skill of a trainer. Training and facilitation are mutually inclusive in many ways: both aim at learning, but vary in terms of their orientation and emphasis. While training is an exercise in organised learning with a purpose, facilitation is the art of making this learning happen in the real world in real time.

An effective trainer needs to be an effective facilitator. The conventional notion of training is based on the idea of transfer of learning, where the trainer is the source of knowledge and the participants are the intended recipients of that knowledge. But the concept of facilitation is based on the principles of adult learning, where learning is the end outcome of a dialectical and interactive process where both the facilitator and their intended audience are equal participants in and contributors to the process of learning or/and knowledge creation.

Co-creation of learning is the very essence of a facilitation process. The art of facilitation is critically dependent on the skill of understanding people and their learning needs and orientation.

Some of the key features of the art of facilitation and of a facilitator are as follows:
- Facilitation is about creating an enabling learning environment, where the facilitator initiates the discussion, but does not dominate it
Facilitation is about encouraging conflicting views and understandings to be expressed fully.

The facilitator needs to have a sufficient understanding and experience of the topic under discussion to ensure the right questions, for further exploration by the participants, are asked in the light of their own experiences.

The facilitator has to be in a position to weave together different strands of knowledge, experience and insights into a coherent learning experience for all concerned.

The facilitator has to have a sufficient level of tolerance for vagueness and ambiguity of ideas and expressions accompanied with the ability to capture and articulate real points of learning.

Facilitation requires an informed understanding of the following:

- The learning needs of the participants both in their individual capacity and as members of a certain learning group or community.
- Protocols and demands of critical reflection including the ability to examine the underlying assumptions of the questions involved in a discussion and/or discourse.
- The communication needs of a diverse group of stakeholders in the particular context of social behaviour change communication (SBCC) approaches and processes.
- The functional goals and objectives of a given programme such as clean and Open Defecation Free (ODF) India, as in the case of Swachh Bharat Mission (SBM).

It is important to underline here that facilitation is an art that cannot just be taught through external inputs, but requires practice and reflective learning. It is mastered through increased facilitation in real life situations. This calls for more opportunities for facilitation by interested participants functioning as potential facilitators.

Training others is one such opportunity. As most training on community approaches to sanitation (CAS) is practical and hands on, with triggering and post-triggering follow-up exercises conducted in real communities, participants need to make the best use of these opportunities to sharpen their community facilitation skills.

In the specific context of CAS training, facilitation skills should be practiced in both the classroom and field sessions. Both these situations have varying demands on the kind of facilitation that need to be carried out. Both need to be practiced if participants wish to sharpen their facilitation skills.
SESSION 5
Mock sessions by participants

Session outcomes

- Designed and conducted a ‘mock’ training or facilitation session

Duration

1 hour and 40 minutes

Method

PPT presentation and Plenary discussion

Materials required

PPT presentation, cards, felt pens, adhesives, pins and pin board

Process

The session begins by inviting volunteers from among the participants to conduct a quick 5-10 minutes mock session. Depending on the number of participants coming forward to the session, facilitator will have to assign the time for each session.

The volunteers need to choose the topics for their session and will then be given 10 minutes to prepare their sessions. Participants who are conducting mock sessions will be briefed by the session facilitator to function as observers and rapporteurs in different sessions. The choice of observer and rapporteur for each session will be decided in advance.

After all the scheduled mock sessions are conducted, there will be a feedback session where observers and rapporteurs give their comments and feedback on each session.

The session facilitator will facilitate the entire process and give her/his own comments and feedback after each mock session.

Technical notes for trainers

The primary purpose of the session is to provide an opportunity for participants to practise their training and facilitation skills and seek feedback from others to further improve their skills.

The session facilitator should share good practice on giving and receiving feedback: positive feedback about the session should be given first; and it should be given in the form of suggestions for improvement.
SESSION 1

Improving inter-personal communication skills

Session outcomes

- Strengths and weaknesses of communication style and skills identified
- Developed a strategy and action plan for improving interpersonal communication skills

Duration

60 minutes

Method

PPT presentation and Plenary discussion

Materials required

PPT presentation, cards, felt pens, adhesives, pins and pin board

Process

To begin with the session, the facilitator will call two volunteers from among the participants. One of them will be given the following message to be delivered to the other:

“India is one of the fastest growing economies in the world and is internationally ambitious. It is providing development aid to many countries including Afghanistan, Bhutan and Sri Lanka in the Asian region.

However, India also leads in the number of open defecators globally.

It is not only a matter of national concern, but also the biggest development challenge that India is facing now. Open defecation is the single biggest challenge in the country, because of its close link to diarrhoea deaths, malnutrition of children, infant mortality, stunting, poverty, disease and death.”

The first participant will be given this (or any other message as chosen by the session facilitator including a message in a local language if required) in a written form and will be asked to read it carefully twice. After s/he has read it twice, the paper with the message will be taken back by the session facilitator.

Now the first volunteer will deliver this message verbally to the other volunteer.

The written message will be available to the other participants in advance but not the two volunteers. After the message is delivered, observations and comments will be invited from the participants. A brief discussion will be held in the plenary on the learning from the exercise.

Following the completion of this exercise, the session facilitator will make a brief PowerPoint presentation on interpersonal communication.

This will be followed by an individual exercise for all the participants, where they identify the strengths and weaknesses of their individual communication style and skill and develop a strategy and action plan to improve their interpersonal communication skills.

After all the participants have completed this exercise, those willing will be invited to share their strategy and action plans. Some of the presentations will be discussed in the plenary to help everyone find new ideas and insights to improve their own plans, if they wish to do so.
Communication constitutes the very core of human interaction. All human interaction invariably involves some form of communication. This can include a wide variety of verbal and non-verbal signals and expressions including words, gestures, postures, facial expressions, speech, silence, and more. All these verbal and non-verbal signals communicate something and make human life possible in its interactive mode.

Communication is essentially an interactive process of establishing a relationship between two or more entities and making sense to each other. This can assume a wide range of forms depending on who is involved in the process and within what space and context. In the specific context of training on community approaches, inter-personal communication is of vital importance.

The mechanics and dynamics of communication are well researched and documented across multiple disciplines including psychology, education, development and management. There are some elements and processes that are common to all communication:

- Every communication process has a ‘sender’ and ‘receiver’
- Every communication process has a ‘message’ that is designed and delivered
- Every communication process has a ‘medium’ or ‘channel’ through which the message is delivered
- Every communication process has a ‘medium’ or ‘channel’ through which the ‘feedback’ about the delivery of the message and the nature of its reception at the other end is received

Anything can go wrong at any of these stages resulting in a communication failure. An informed understanding of these stages or steps can be of help in identifying the possible barriers, challenges or gaps in the process of interpersonal communication. This applies to both verbal and non-verbal communication. Non-verbal communication includes gestures, postures, facial expressions, silence, movement patterns, etc.

Effective interpersonal communication invariably involves a high level of congruence in verbal and non-verbal messaging. However, at times, verbal and non-verbal messages may not go well together. This should be explained with the help of an example. Another is that verbal and non-verbal messages could be inconsistent and at odds with each other. This can be explained with the help of a real-life example.

Improving communication skills entails the following:

- Being aware of one’s own communication practices, patterns and habits
- Identifying the strengths and weaknesses of one’s communication styles and skills
- Having the willingness and drive to work on improving one’s communication skills
- Having a strategy and plan to improve one’s communication skills

To improve focus should be:

- Identifying and analysing one’s own assumptions
- Seeking feedback from others about one’s communication style, particularly looking forward to critical feedback
- Observing others closely and learning from them
- Making conscious attempts to introduce required changes in one’s communication style and practice by aiming at only a couple of things at a time

The session facilitator should encourage the participants to analyse their own communication styles and skills to identify their strengths and weaknesses and to develop a strategy and action plan for improvement.
SESSION 2

The art of listening and learning

Session outcomes

- Understand the importance of effective listening for a trainer/facilitator
- Assess and develop listening skills

Duration

1 hour and 40 minutes

Method

PPT presentation and film
Plenary discussion

Materials required

PPT presentation, cards, felt pens, adhesives, pins and pin board

Process

The session will begin with an exercise commonly known as ‘Chinese Whispers’. The session facilitator will ask for five volunteers from among the participants for this exercise. Of these, four will be asked to leave the classroom so they cannot hear what is going on inside.

The session facilitator will share the following message with the volunteer who remained in the classroom:

“Tomorrow there is a solar eclipse. All of you are requested to assemble in the parade ground to witness this rare phenomenon. In case it rains, we will meet in the lecture hall where an eminent scientist will give us a lecture presentation on the subject.”

This volunteer will then be asked to pass a message to another volunteer who has since been invited into the classroom. The next person will pass on the message to the third person, coming into the classroom. This will go on until the fifth volunteer has received the message from the fourth volunteer.

The last volunteer will be requested to deliver the final message to the entire group.

This may lead to a lot of din and laughter as the message finally delivered to the entire group is most likely to be quite different from the one originally delivered.

This is an experiential exercise, which shows the participants how a message, when it passes through many people, changes dramatically both in terms of its form and content.

This happens because of our collective habit of selective listening. An experienced and expert trainer and facilitator needs to work on listening so their selective listening is gradually transformed into a habit of deep listening, where the original content and form of messages delivered is retained intact without any major distortion.

After this exercise, the session facilitator will ask participants what they learnt from this exercise. After some participants have shared their responses, the session facilitator will ask them what they think the real function of listening is.

Responses received from the participants will be listed out on a flip chart or white board with some of the participants functioning as volunteers.

After all the responses from the participants are
listed out, they should be grouped into broad categories, which may include points related to speech and manner of speech, message and design of message, coherence of content and its delivery. There could be many more categories depending on the responses received.

The term ‘silence’ is often found to be missing from the response of the participants. At this point, the session facilitator will underline the seminal importance of silence in listening and learning. They should explain that silence can convey multiple and often contradictory sentiments and emotions. Silence may be indicative of: acceptance, understanding, shock, confusion, tension, unrest, and a wide range of other underlying feelings and emotions in an individual or a group.

An expert facilitator should be sensitive to varying dimensions of silence and be prepared to respond to them appropriately during pre-triggering, triggering and post-triggering follow-up exercises and situations.

The session should end with a brief PowerPoint presentation by the session facilitator summarizing key points on the issue.

**Technical notes for trainers**

Listening is the key to effective communication and facilitation. Listening helps one understand things from another’s perspective and this conveys the message that one cares about the other.

One of the defining features of listening is caring. Hence, learning to listen is basically learning to care. Listening takes place not only at the level of words, but also and more so, at the level of feelings and emotions. Values, attitudes, needs and expectations of participants from different backgrounds and contexts determine how they are going to listen and with what results.

Learning essentially means expanding the boundaries of knowledge and understanding. Listening to learn is to look for fresh information, ideas and insights that can help expand the boundaries of knowledge and understanding. This requires appropriate orientation and training.

Most of the conventional training on communication focuses more on speaking than on listening. This session seeks to underline the seminal significance of listening in communication and learning.

Receiving and giving feedback is an important opportunity to listen and learn. Everyone likes good feedback and dislikes bad feedback. This is part of human nature. People like to hear good and not bad things about themselves. But those who want to truly improve their work behaviour need to learn the art of receiving and giving feedback.

While giving feedback is relatively easy, receiving feedback calls for openness and a willingness to learn about one’s own gaps and weaknesses. The best way to give feedback is to share positive and encouraging feedback first. Feedback that points to shortcomings should be presented as suggestions for improvement to make it helpful.

Receiving both positive and negative feedback calls for trust, understanding, and courage. While it is important to receive positive feedback with humility, it is important to receive negative feedback with openness and a willingness to learn from others about one’s own performance and behaviour.
SESSION

3

Preparation for field visit

**Session outcomes**

- Have formed participant working groups
- Understand the roles and responsibilities of triggering team members
- Be clear about the visit logistics and the resources they need to bring

**Duration**

45 minutes

**Method**

PPT presentation and film
Plenary discussion

**Materials required**

PPT presentation, cards, felt pens, adhesives, pins and pin board

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**Process**

The session will form four working groups and explain the roles and responsibilities of different members of the triggering team.

The session facilitator will brief the participants about the field visit. S/he will also outline the behaviours expected of the participants through a series of ‘do’s and don’ts.

Information to be provided should include:

- The villages assigned to each group and the contact numbers of guides
- Place of meeting
- Basic data of the village related to demography and sanitation profile

Participants will be also informed about the vehicles allotted to each group and time of departure.

Participants are also instructed that they must take the materials required for the field visit.

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**Technical notes for trainers**

The four working groups of participants will need to allocate the following roles: lead facilitator, co-facilitator(s), reporter, faeces and rice collector and material manager. These members would have the following responsibilities:

1. **Lead facilitator** – To facilitate the entire process from entry to exit from the habitation
2. **Co-facilitator** – To assist the lead facilitator in conducting triggering exercises with the community. The co-facilitator could also lead some of these processes if agreed with the lead facilitator
3. **Rapport building** – To help build a good rapport and create a conducive environment for the community to participate
4. **Reporter** – To observe and record the proceedings of the day
5. **Faeces and rice collector** – To collect faeces, rice and other objects as required to conduct the triggering
6. **Material manager** – To ensure that all the required material to apply the tools is available in time
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<tr>
<th><strong>DO’s</strong></th>
<th><strong>DON’Ts</strong></th>
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<tr>
<td>● Greet people with respect and</td>
<td>● Expect greetings from the people</td>
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<td>introduce yourself first</td>
<td>● Teach or lecture</td>
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<td>● Facilitate the analysis of</td>
<td>● Describe what is good or bad for them</td>
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<td>sanitation profile by the people</td>
<td>● Order or demand for action</td>
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<td>● Let them realise the gravity</td>
<td>● Involve only active people</td>
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<td>of the situation</td>
<td>● Talk too much</td>
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<td>● Let them decide for themselves</td>
<td>● Interrupt when people are discussing the issue and arguing with each</td>
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<td>● Encourage more and more people</td>
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<td>to participate in the exercise</td>
<td>● Pay attention to some people</td>
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<td>● Ask questions and give people</td>
<td>● Overlook volunteers and natural leaders</td>
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<td>time to respond</td>
<td>● Impose your ideas and solutions on them</td>
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<td>● Be patient and calm when</td>
<td>● Focus on trigger tools application</td>
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<td>people are discussing and</td>
<td>● Overlook old men, women and children</td>
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<td>arguing with each other</td>
<td>● Take too much time for the facilitation of triggering process</td>
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<td>● Try to make the process</td>
<td>● Promise to assist people especially poor</td>
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<td>enjoyable</td>
<td>● Have a casual attitude and poor coordination among the team members</td>
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<td>● Keep eye contact with all the</td>
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<td>● Encourage those who are taking</td>
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<td>● Encourage people to share</td>
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<td>● Listen attentively and observe</td>
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<td>● Encourage old men, women and</td>
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<td>children to participate</td>
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<td>● Be polite and respect the</td>
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<td>people</td>
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<td>● Manage time efficiently</td>
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<td>● Believe in the potential of</td>
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<td>people and encourage self-help</td>
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<td>in the village</td>
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<td>● While facilitating the process</td>
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<td>be bold yet cautious</td>
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<td>● Be serious about the roles</td>
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<td>and perform the given</td>
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SESSION 4

Hands-on triggering in villages

Session outcomes
Undertaking a triggering process as part of a team

Duration
4 hours

Method
Triggering tools

Materials required
Materials for field visit

Process
The participants visit the allotted villages and each working group conducts triggering in the selected communities.

The process of hands-on triggering in a community is flexible and driven by the needs of the situation on the ground. The nature, direction and pace of the triggering are set by the triggering team and the dynamics of the community members present.

To begin with the triggering team needs to start an informal dialogue with the people present and seek their consent and cooperation to participate in exercises which look at sanitation in the village. They must ensure they have consent if the exercises are to be recorded. It is important for the lead facilitator to ensure that all the team members are present and ready for their respective responsibilities.

The first major task of the triggering team is to establish a good rapport with the community members before starting the participatory exercises as planned.

Technical notes for trainers
The trainer (session facilitator) needs to observe the triggering process in the field. If they find that a group member is not able to perform her/his role properly, they should assume their role for a period. Once the concerned individual – having observed the trainer – feels able to take up the responsibility again, the trainer should slowly withdraw.

If the trainer feels the process is likely to be derailed, they should discuss this with other members of the group as per the emerging need and if necessary intervene to bring the exercise back on track.

The triggering processes/tools can be recorded to enable participants to review the process in a later session. Extreme caution should be exercised while recording. The focus of the recording is participant’s performance. Mobile phones may be used if video equipment is not available.
Briefing on early morning follow-up

**Session outcomes**
- The participants will be prepared for their early morning follow-up field visit

**Process**
The session facilitator will brief the participants in a plenary using the points outlined in the following technical notes.

Briefing could be done with or without the help of a PowerPoint presentation as deemed appropriate by the session facilitator.

**Technical notes for trainers/facilitators**
In plenary, the session facilitator should list out possible activities and processes that could be followed during early morning follow-up using Gandhigiri methods of persuasion. The following tips are suggested:

1. Make phone calls to the Monitoring Committee members, so they are available at the pre-fixed place on arrival at the village.
2. Ask the people to invite children as well, but without disturbing their morning schedule of going to school.
3. Ask them to identify defecation sites of men and women and divide the members of Monitoring Committee into groups, making separate groups for women, men and children.
4. Ensure that only women are allocated to women defecation areas. Women participants from the working group join the women Monitoring Committee members. Similarly, men members are deputed to do Gandhigiri only with men.

5. The Gandhigiri will include:
   - Requesting people to cover their faeces with mud, till they can stop open defecation. If they do not cover it, the Monitoring Committee Members do it.
   - Requesting people to construct toilets and stop defecating in the open. If they already have toilets, they should be requested to use them asked to share the reason behind non-use.
   - Committee members offering them the use of their toilets till they have their own.

6. Planning meeting: In the end, all the team members assemble and a small meeting is held in which the following are discussed:
   - Technology options
   - Availability of masons and material vendor shops.

**Duration**
- 20 minutes

**Method**
PPT presentation and film
Plenary discussion

**Materials required**
PPT presentation, cards, felt pens, adhesives, pins and pin board.
• Discussion on the requirement of a toilet construction demonstration
• Discussion on mason training requirements
• Commitment to continue Gandhigiri early in the morning and in the evening and strengthening of Monitoring Committee for this
• Conducting a survey to find out the exact situation of toilets and OD involving youth of the village, so that planning for ODF could be done properly
• Monitoring Committee members could offer roses/garlands to open defecators as in the film ‘Munna Bhai MBBS’ or any other innovative way to help people abandon open defecation and adopt safe sanitation

It is extremely important that the participants do not dominate the process and encourage Monitoring Committee members to take the lead during Gandhigiri. Participants, if required, could request people only with folded hands. Participants must never be offensive in their behaviour.
SESSION 2
Field visit for early morning follow-up

Session outcomes

- The participants will have undertaken a follow-up visit to the villages/communities they triggered the day before.

Duration
4 hours

Method
Field visit

Materials required
Materials for field visit/Gandhigiri

Process

The early morning follow-up is conducted on the day following the triggering. The participants go to the same villages they triggered.

Participants will leave between 4–5 a.m. (depending upon the season) in the morning to reach their respective villages for an early morning follow-up using Gandhigiri methods. It is assumed that natural leaders have already been identified and a Monitoring Committee formed following triggering on the previous day.

The participants brief the members of the Monitoring Committee on their arrival at the village on how to conduct the follow-up. Separate teams of children, women, and men are formed, who go to different OD sites in or near the village. These teams request people going for open defecation to go back and use a toilet, if they already have one. In case they do not have a toilet, they are requested to cover their faeces with ash/soil after defecation.

Team members wait at a distance and see if the people are really covering their faeces. If they don’t, members of the Monitoring Committee do it for them. This often has a profound impact on people who then agree to use toilets or, if they don’t have one, build one and use it.

Using Gandhigiri methods, open defecators are greeted with folded hands or by touching their feet if they are village elders and presented flowers with a request to stop open defecation. This often has a transformative influence on people and many of them express their willingness and/or commitment to change their behaviour.

After the early morning follow-up and Gandhigiri, a planning meeting of the Monitoring Committee is organised at a designated place, where future follow-up activities are planned in the presence of the outside facilitators.

On return from the field visit, the participants eat breakfast and then rest.

Technical notes for trainers

The trainers’ role in the early morning follow-up is simply to accompany the working groups to the respective villages. Different members of the training team will accompany different working groups as pre-decided.

The primary role of the trainers accompanying different groups is to ensure everything runs smoothly as planned. Trainers should, with the consent of the members of the working group concerned, step in if required. Once things are back on track they should step out as soon as they can.
Session outcomes
- Reflection on field visit experience
- Sharing of learnings

Duration
1 hour and 45 minutes

Method
PPT presentation and plenary discussion

Materials required
PPT presentation, cards, felt pens, adhesives, pins and pin board

Process
The working groups will be given 15 minutes to discuss what they have learnt from their field visits and to prepare their presentations for sharing in the plenary.

The presentation will have two parts. The first part will focus on sharing experiences relating to the triggering process. The second part of the presentation will be on the early morning follow-up. The time allocated for the presentation will depend on the number of groups. The presentations will be followed by a question and answer session.

Technical notes for trainers
While working groups will be free to make the presentation in any way they like, a format for capturing the basic information about the field visit experience could be suggested.

Format for presentations:
- Name of the village
- Number of HHs in the village.
- Name of GP
- Number of persons present during triggering: Men…………… Women…………… Children……………
- Process adopted
- Outcomes
- Number of natural leaders that emerged
- Key points of learning
- What would they do the same, what would they do differently during their next triggering
- Activities undertaken for early morning follow-up
- Key learning points

Participants should be encouraged to critically reflect on their field visit experience and on what worked, what needed improving and what was unsuccessful.

Inputs can also be given by the training and facilitation team members based on their observations of the field visit. These should focus on the strengths and shortcomings of the triggering and early morning follow-up exercises.
Feedback should include observations on:

- The attitude and behaviour of facilitators
- The initiating process and climate setting
- Application of triggering tools
- Capturing the ignition moment

- Facilitating the process of community action planning and concluding the session

This session can also use recording from the field visits (if available) for participatory review of the processes on ground. This will help participants further understand and reflect upon their performance.
SESSION 4
Strategic action planning

Session outcomes
- Reflection on the scope and nature of their task as a CAS facilitator
- Mapped out what needs to be done including setting targets for number of ODF blocks/villages/communities
- Plan developed including the activities, time and resources needed to achieve targets

Duration
2 hours

Method
Group activity and Plenary discussion

Materials required
PPT presentation, cards, felt pens, adhesives, pins and pin board

Process
This session will begin with a briefing by the session facilitator about the strategic action planning exercise to be undertaken by participants. Action plans to be prepared will include the following:

- Activities to be undertaken along with their purpose
- Timeline of the activities planned to be undertaken
- Resources required for carrying out the planned activities

In cases where there is more than one participant from an organisation or place, they will be asked to prepare group action plans, where they could come together to plan joint activities, such as the selection of participants for training; and the planning and carrying out of pre-triggering, triggering and post-triggering in their respective districts and/or organisations.

All the remaining participants, who are the sole representatives of their district or organisation should prepare individual action plans.

Technical notes for trainers
In cases where this training programme is being conducted at the district level and most or all the participants are from the same district, the session facilitator needs to ensure the following:

- Presentations of action plans should be organised in the presence of the District Collector
- A date should be fixed for the district/s to become ODF
- Phasing of ODF results in terms of time and the number of GPs and blocks within the given time frame
- Formation of block-wise teams from among the existing participants, wherever possible
- Allocation of villages to each team for triggering and follow-up over the next 1-2 months
- Meeting up with the team for review and chalking out scaling up plan
- Decisions made as to who will monitor and how
- The level and type of involvement expected from different stakeholder groups
- Capacity building plan to be developed

After all the groups and individual participants have prepared their respective strategic action plans, they should be invited to present these to the district magistrate and other senior officials from the district administration.
### Session outcomes
- **The participants will have provided written and verbal feedback on the workshop**

### Duration
- **1 hour 15 minutes**

### Method
- **Plenary discussion**

### Materials required
- **Cards, felt pens, adhesives, pins and pin board**

### Process
To begin with, the participants will be asked to complete individual feedback forms provided to them by the training team.

After completed forms are collected there will be an open feedback session in plenary where participants will be asked to come forward and share their free and frank feedback on the three-day workshop. Participants will be encouraged to share their opinions on what was good and not so good and put forth ideas on how to further improve the effectiveness of the programme.

After the feedback, the members of the training team will thank the participants for their feedback and their participation. The workshop will be closed with best wishes to all the participants and organisers for their efforts and contributions to making India ODF.

### Technical notes for trainers
All the members of the training team should be present in this feedback and closing session and convey their thanks to all the participants and organisers.
Annex 1

Registration Form

Three-day training of trainers on Community Approaches to Sanitation (CAS)

Name................................................................................................................................................................
Designation............................................................................................................................................................
Organisation............................................................................................................................................................
Contact Details: Email id:.............................................. Mobile...................................................................
Educational Qualification/s:..............................................................................................................................
Work Experience: Number of years:......................... Sector/s......

How long have you been working in rural sanitation and in what capacity? (In two sentences)
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Have you been trained in community approaches to sanitation such as CLTS/CATS/SARAR/SBCC etc?
Yes/No..............................................................................................................................................................

Have you been trained on the five-day module of CAS?
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If yes, when did you receive the training and by whom or/and which agency?
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How did you use your learning from the training subsequently? (In two sentences)
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Do you have the experience of working with communities? Yes/No
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If yes, in what capacity and with what results? (In two sentences)
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Please write what do you think are the key features of community approaches to sanitation?
(In points)
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Annex 2

Feedback Form

Three-day training of trainers on Community Approaches to Sanitation (CAS)

Name................................................................................................................................................................

Designation..........................................................................................................................................................

Organisation.......................................................................................................................................................

Feedback

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

Which of the following roles/tasks do you think you can carry out effectively after this training?
1. Master Trainer of Community Approaches to Sanitation (CAS)
2. Community facilitator/motivator/mobiliser
3. Pre-triggering
4. Triggering
5. Post-triggering follow-up

What more do you think you need to know, learn or practice, before you can function as a Master Trainer of community approaches to sanitation (CAS)?
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What do you think were the strengths of this three-day training programme?
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What do you think were the weaknesses of this three-day training programme?
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What are your suggestions for improving the delivery of this training in future?
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Feedback form

Please mention three key lessons you have learned during the workshop

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Please mention three topics of the workshop you liked most

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Please mention three topics of the workshop which you did not like

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

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Any other comments

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## Feedback Form

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Description</th>
<th>Very Good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Contents of the training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Quality of facilitation</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Learning from hands-on triggering and follow-up exercises conducted during the field visit to selected villages</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Participation in workshop activities by the participants</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Coordination between the facilitators and participants</td>
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<tr>
<td>6</td>
<td>Discipline during sessions</td>
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<tr>
<td>7</td>
<td>Accommodation and arrangements for the participants</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>8</td>
<td>Quality of meals/food</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Arrangement for travel and tours during the workshop</td>
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<tr>
<td>10</td>
<td>Total impact of the workshop</td>
<td></td>
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</tbody>
</table>
Acronyms

BCC: Behaviour Change Communication
CAS: Community Approaches to Sanitation
CATS: Community Approaches to Total Sanitation
CEO: Chief Executive Officer
CLTS: Community Led Total Sanitation
DM: District Magistrate
GOI: Government of India
GP: Gram Panchayat
KRC: Key Resource Center
MDWS: Ministry of Drinking Water and Sanitation
NGT: Nominal Group Technique
O&M: Operation and Maintenance
OD: Open Defecation
ODF: Open Defecation Free
SBCC: Social and Behaviour Change Communication
SBM-G: Swachh Bharat Mission-Gramin
UNICEF: United Nations Children’s Fund