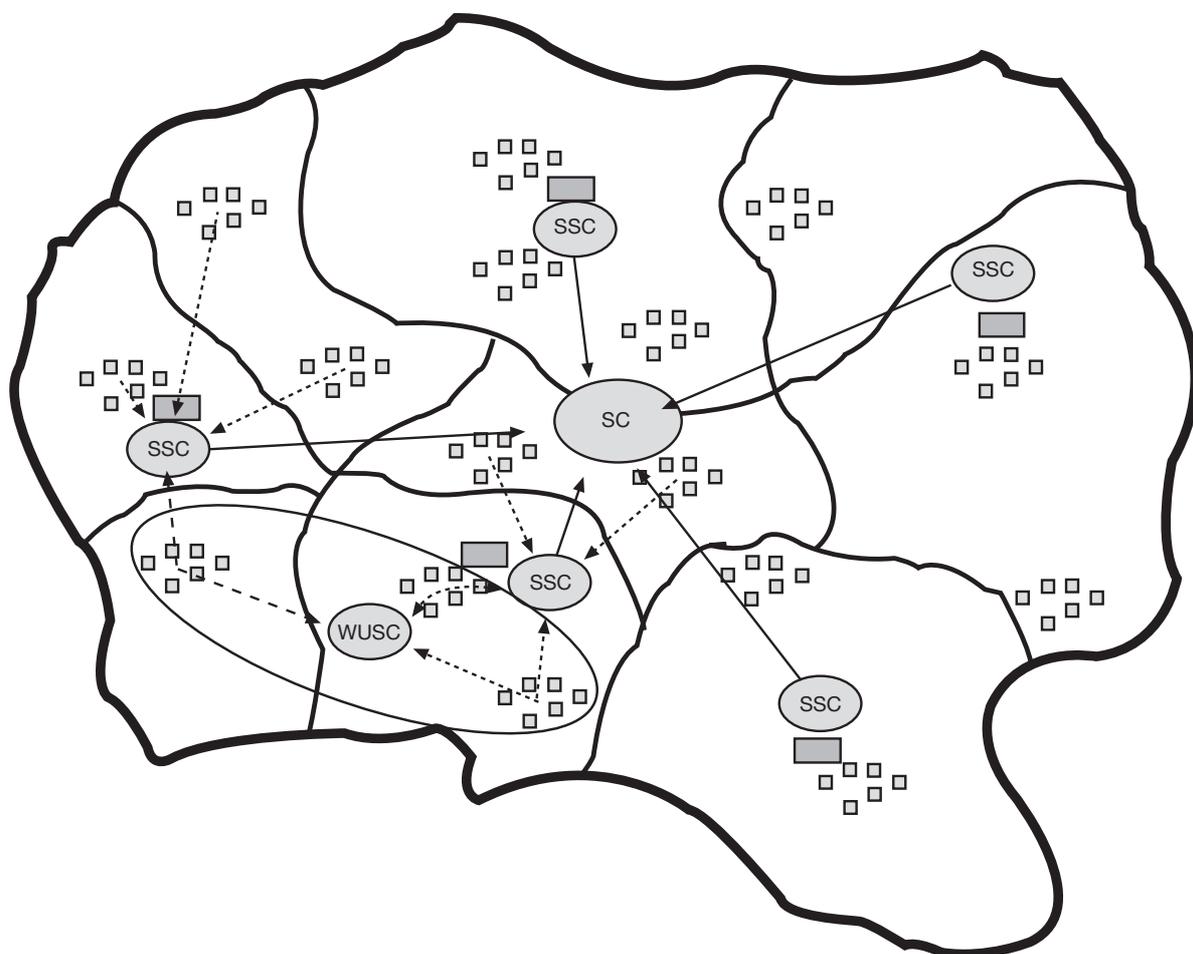


Guidelines On School Led Total Sanitation



Steering Committee for National Sanitation Action
Department of Water Supply and Sewerage and UNICEF, Nepal
2006



Table of Contents

Acronyms	4 - 5
Preface	6 - 7
1. Introduction	8 - 9
1.1 Background	8
1.2 School Sanitation and Hygiene Education Program	9
2. School Led Total Sanitation	10 - 17
2.1 Concept	10
2.2 Objective	10
2.3 Expected Outcomes	11
2.4 Key Components	11
2.5 Strategies	12
3. Step-by-Step Activities of School Led Total Sanitation	25-87
4. Annexes	10 - 17
Annex- 1 : Training Guidelines	25-44
Annex- 2 : Budget	45-50
Annex- 3 : Summary of Step-by-Step Activities with Time Period	51-52
Annex- 4 : Ignition Participatory Rural Appraisal Tools	53-56
Annex- 5 : Model Activities on National Sanitation Week Campaign and Sanitation Months	57-59
Annex- 6 : Key Features of Model School and Community in Sanitation	60-61
Annex- 7 : School Selection Criteria	62
Annex- 8 : Checklist for School Observation, Content of School Brochure and Documentation	63-64
Annex- 9 : Methods, Materials and Models Schedules of Orientation and Training	65
Annex- 10 : Basic Guidelines and Materials used for Developing Social Map	66-67
Annex- 11 : Tips for Intervention of SLTS Program	68
Annex- 12 : Checklist of the Activities for Developing School and Community Level Plan of Action	69
Annex- 13 : Tables on Plan of Action, Composition of the Child Club and Sanitation Information Board	70-71
Annex- 14 : Indicators for Monitoring of School and Community Level Action	72-75
Annex- 15 : Name Lists of the Member Organization of the SCNSA, Task Force and DWSSCC/SSHE DSSC/DSC	76-77
Annex- 16 : Roles and Responsibilities of the Stakeholders	78-83
Annex- 17 : Sanitation Centre/Mart	84-86
Annex- 18 : References	87

Acronyms

ADDCN	: Association of District Development Committee of Nepal
ANM	: Assistant Nurse Mid-Wife
BSP	: Basic Sanitation Package
CBOs	: Community Based Organizations
CLTS	: Community Led Total Sanitation
CRMSO	: Central Regional Monitoring and Supervision Office
CWE	: Child and Women Environment
CAG	: Community Action Group
CAP	: Community Action Process
DAO	: District Administration Office
DDC	: District Development Committee
DDG	: Deputy Director General
DEO	: District Education Office
DPHO	: District Public Health Office
DOLIDAR	: Department of Agricultural Road and Infrastructure Development
DSSC	: District Sanitation Steering Committee
DTO	: District Technical Office
DWSSCC	: District Water Supply and Sanitation Coordination Committee
DWSS	: Department of Water Supply and Sewerage
DoE	: Department of Education
DoH	: Department of Health
ESS	: Environmental Sanitation Section
FCHVs	: Female Community Health Volunteers
FNCCI	: Federation of Chamber of Commerce and Industry in Nepal
GoN	: Government of Nepal
HA	: Health Assistants
HHs	: Households
HSUCs	: Hygiene and Sanitation Users Committee
IEC	: Information Education and Communication
IPRA	: Ignition Participatory Rural Appraisal
I/NGOs	: International/Non-Governmental Organizations
IRC	: International Water and Sanitation Center
LDO	: Local Development Officer
MAN	: Municipal Association of Municipalities of Nepal
MDGs	: Millennium Development Goals
MoES	: Ministry of Education and Sports

MPPW	: Ministry of Physical Planning and Works
NAVIN	: National Association of Village Development Committees in Nepal
NFE	: Non-Formal Education
NGOs	: Non-Government Organizations
NGOCC	: Non-Government Organizations Coordination Committee
NHS	: National Hygiene and Sanitation
NRCS	: Nepal Red Cross Society
NSAWC	: National Sanitation Action Week Campaign
OHP	: Over Head Projector
O&M	: Operation and Maintenance
PoA	: Plan of Action
PTA	: Parents Teacher Association
RWSSCC	: Regional Water Supply and Sanitation Coordination Committee
RWSSNPSSSA	: Rural Water Supply and Sanitation National Policy, Strategy and Sectoral Strategic Action Plan
SCNSA	: Steering Committee for National Sanitation Action
SIP	: School Improvement Plan
SLTS	: School Led Total Sanitation
SMC	: School Management Committee
SM	: Sanitation Month
SSHE	: School Sanitation and Hygiene Education
TF	: Task Force
TS	: Total Sanitation
UCs	: Users Committee
UNICEF	: United Nation Children’s Fund
VDC	: Village Development Committees
WATSAN	: Water Supply and Sanitation
WASH	: Water Sanitation and Hygiene
WDO	: Women Development Office

Preface

The Tenth plan has set an objective of achieving sanitation for all by 2017 A.D through stakeholders' concerted efforts. A high priority is accorded to sanitation, which is promoted with the implementation of promotional packages jointly developed by the stakeholders. These packages aim to save the nation from a huge loss of human and financial resources caused due to inadequate sanitation by means of promotional action. A remarkable success has been achieved in sanitation with the stakeholders' contributions in planning, implementation, monitoring and evaluation. The participatory approaches like School Sanitation and Hygiene Education, Basic Sanitation Package and National Sanitation Week Campaign are being implemented in the country for hygiene and sanitation promotion.

In the South Asian Conference on Sanitation held in Bangladesh in 2003 A.D, Nepal had expressed her commitments to achieving the national and millennium development goals on sanitation with focus on "Sanitation for All by 2017 A.D". The idea of developing promotional packages and implementing them to attain the goal of total sanitation was conceived at that time.

As inspired by the remarkable achievements of School Sanitation and Hygiene Education being carried out since 2001 AD. for latrine promotion in schools and communities, the efforts are in place to institutionalize schools as an entry point and the students as the change agents for sanitation promotion. In this context, the guideline on School Led Total Sanitation is developed as a progressive step towards school and community sanitation.

The guideline has adopted the basic concepts of School Sanitation and Hygiene Education, Capacity development activities as identified in Basic Sanitation Package and the ignition participatory rural appraisal tools being used in Community Led Total Sanitation. School Led Total Sanitation is thus developed as a complete package of school and community sanitation in line with the spirit of Total Sanitation.

While developing this guideline, the experiences of the member organizations of the Steering Committee for National Sanitation Action and stakeholders and Task Force, and the organization promoting Community-led Total Sanitation are duly considered. The inputs of regional and district level stakeholders are also emphasized. Similarly the suggestions and recommendations of teachers, women groups and the members of School Management Committees, Parents Teachers Association and Child Clubs are taken into account to make the guideline practicable.

The implementation of this guideline is expected to succeed in producing healthy and creative human resource in future as it is believed that the use of incentives will bring about attitudinal change in the children making sanitation activities an integral part of their lives. It is also expected that the stakeholders will provide their supports and constructive suggestions as usual to update this guideline. If the guideline is implemented sincerely, the country will be spared from the terrible consequences of poor hygiene and sanitation.

We would like to thank the members of the Steering Committee for National Sanitation Action and Task Force for the experiences and suggestions they provided to develop the guideline. Thanks are also due to Mr. Nawal Kishor Mishra, chief of Environmental Sanitation Section of the Department of Water Supply and Sewerage (ESS/DWSS) and Mr. Kamal Adhikari, sociologist at ESS/DWSS for their contribution to revision and editing of the contents and concepts of the guideline.

Similarly, our sincere thanks to Namaste Lal Shrestha, project officer of Drinking Water and Sanitation Section UNICEF, for his significant contribution to developing concepts, strategies and activities of school-led total Sanitation Program with his wide experience in the field of sanitation of schools. We are also grateful to consultant Mr. Guna Raj Shrestha for his kind cooperation.

We are hopeful that sincere implementation of this guideline will help maintain the standard of program, reduce the variations in community support modalities and make the program appropriate to the local context for achieving our common goal of improving the state of hygiene and sanitation.

Steering Committee for National Sanitation Action

1. Introduction

1.1 Background

Till 1980s, low priority was given to sanitation as compared to water supply and other development programs due to lack of policy level commitments, poor program implementation and failure of community's identification of its needs. Attempts were made to institutionalize sanitation as a prioritized sector with the launching of Water and Sanitation Decade in 1980 upon the call of the United Nations. In 1998 A.D, the Steering Committee for National Sanitation Action (SCNSA) was formed under the chairmanship of the Director General of the Department of Water Supply and Sewerage (DWSS) comprising the stakeholders. That time onwards, SCNSA took initiatives to institutionalize sanitation as a highly important issue through an effective coordination with the stakeholders and support from UNICEF. As a result, remarkable achievements have been made in personal, familial and environmental sanitation. The participatory approaches like Basic Sanitation Package (BSP), School Sanitation and Hygiene Education (SSHE) program and National Sanitation Week Campaign (NSWC) are being adopted as the promotional. The enhanced partnership among stakeholders, implementation of participatory approaches, effective advocacy and social mobilization and community's increased commitments are key factors contributing to community sensitization, change of the behaviors and promotion of latrine and other sanitation facilities in school and communities. It can be observed from the fact that access to latrine in Nepal increased significantly from 15% in 1996 A.D. to 40% by the end of 2004 A.D. Despite the persistent efforts of the stakeholders for sanitation promotion, about 60% people are still deprived of basic sanitation facilities. And some 13,000 children under five continue to die of diarrhoeal disease each year. This adverse situation has by and large affected the socio-economic development of country. Nepal State of Sanitation Report - 2000 reveals that the country continues to bear a loss of some 10 billion rupees each year for health expenses due to poor hygiene and sanitation.

Box-1: Criteria for Identifying Highly Risked Communities

High risk: Minimum 4 out of following 7 indicators
Medium risk: Minimum 2 out of following 7 indicators
Low risk: At least 1 out of following 7 indicators

Indicators:

1. More than 50% presence of scabies reported by mother to be common among children
2. Epidemic or frequent occurrence of cholera, typhoid, hepatitis, scabies, etc during recent years
3. Open-air defecation close to unprotected water sources (well, springs, etc)
4. Open air defecation within the distance of 100 meters of settlement.
5. Open defecation in uncovered drainage and garbage heaps.
6. Communities with child malnutrition above national average.
7. Hand washing practices before meal and after defecation among less than 80% of the population.

Source: Criteria for Identifying High Risk Communities in Nepal, DWSS/WHO, 1999.

It has been a big challenge to ensure the access of socially backward, deprived, poor and high-risk communities (Box-1) to sanitation; and achieve national and Millennium Development Goals (MDGs) in sanitation. However, sanitation would be undeniably established as a prioritized sector provided that community demand for sanitation is increased through the commitments of the stakeholders working in policy and implementation levels. An optimum mobilization of the stakeholders' resources, proper utilization of their wide networks and mobilization of the huge community resources would largely fulfill the increased demand of sanitation. For this, it is essential to avoid variations in community support and to maintain uniformity and standard in program implementation. It will in turn solve the problems of resource constraints and give an impetus to sanitation promotion.

1.2 School Sanitation and Hygiene Education (SSHE) Program

As a result of increased awareness brought about by the UN Decade of Water and Sanitation, a small-scale School Sanitation and Hygiene Education (SSHE) program, designed to gain experience, was initiated in Nepal in the late 1980s. A pilot project by UNICEF in 1997 followed it to implement an SSHE program in partnership with the Nepal Red Cross Society (NRCS) and Nepal Water for Health (NEWAH), using a child-to-child approach. From 2000 onwards, SSHE has been implemented as a regular program in the country under the coordination of SCNSA, with the leadership of DWSS and support from UNICEF.

Fundamentally, SSHE program was designed to promote water supply facilities and latrines in schools, transform students' behavior through awareness and promote community sanitation through child clubs mobilization. This program has established children as bearer of change and schools as entry points for promotion of sanitation, thereby contributing significantly to the nationwide campaign for sanitation at large. With the joint initiatives of teachers, students and members of School Management Committee (SMC) and Parents Teachers Association (PTA), and activation and support of Community Based Organizations (CBOs) and the members of Village Development Committee (VDC), it gave positive impacts on community sanitation, particularly in transforming people's behavior and promoting latrine. SSHE program has by and large contributed to National Sanitation Action Week Campaign (NSAWC).

Different studies have shown that communities have begun to build the latrines on their own as a result of the promotional action implemented through SSHE and NSAWC. The SSHE program has equally contributed to promoting child-friendly aspects and life skill based hygiene education in school. It has promoted innovativeness, confidence and leadership skills of the students. Further, it has helped build up community ownership towards program and institutionalize school-community partnership. As a result, SSHE program has received the policy level recognition, which is reflected in Rural Water Supply and Sanitation National Policy, Strategy and Sectoral Strategic Action Plan -2004, and Nepal's commitments made in South Asian Conference on Sanitation held in Bangladesh in 2003. Besides, the high emphasis is given to the program by the member organization of SCNSA and the stakeholders. School Sanitation and Hygiene Education Participatory Assessment (SSHEPA) under taken by DWSS and UNICEF in 2005 in the country has clearly shown that the SSHE program is effective and efficient in terms of cost, time, and modality, indicating the feasibility of expanding the program across the country. As suggested by schools and local level stakeholders, Ministry of Education and Sports (MoES) and SCNSA have taken initiatives to launch "Sanitation Month" in *Baishakh*, the first month of academic session of the schools. It has, indeed, encouraged the stakeholders a lot and added momentum to SSHE program. To make the program result oriented, ESS/DWSS with support from UNICEF has been developing and disseminating promotional packages, guidelines, Information, Education and Communication (IEC) materials and undertaking research and development works. ESS is also involved in undertaking monitoring and evaluation of program and developing the capacity of the stakeholders through orientation/training

2. School Led Total Sanitation (SLTS)

School Led Total Sanitation guideline has been developed as a progressive step towards Total Sanitation. The guideline duly emphasizes on effective mobilization of child clubs to motivate the communities to build and use the latrine. SLTS, which is developed as a complete package of school and community sanitation, comprises the basic elements of SSHE program, capacity development activities as identified in Basic Sanitation Package and the Ignition Participatory Rural Appraisal (IPRA) tools being used in Community Led Total Sanitation (CLTS). Currently, SLTS program is under implementation in the country on pilot basis.

While developing SLTS guideline, the wider sectoral experiences have been incorporated. Attempts have been made to make the guideline comprehensive. For this, the comments and suggestions of the stakeholders as provided in central, regional, district and school levels orientations are duly considered. The guideline entails the different aspects of SLTS such as concept, fundamental aspects, strategies, and IPRA tools, step-by-step activities, training guidelines as well as roles and responsibilities of the stakeholders with necessary elaboration.

2.1 Concept

School is a respectable and permanent community institution. So, SLTS program has regarded it as an entry point to sanitation promotion. Similarly, it has recognized the teachers and members of SMC and PTA as the mover and shaker of the society to lead sanitation promotion. The program has also emphasized on an effective mobilization of the child clubs, the change agents. It has envisioned to make school and its catchments free from open defecation and gradually achieve perfection in personal, households and environmental sanitation. For this, motivation of communities and students is taken as a key step towards behavioral transformation and latrine promotion through enhanced partnership of school, local level organizations and community.

2.2 Objective

SLTS aims at making the school and its catchments free from open defecation with the collaborative efforts of the stakeholders. IPRA tools are used to sensitize the students, teachers, parents and communities about health hazards caused by open defecation. Besides, it aims at undertaking following sanitation programmes and maintaining their standards:

- Develop the student and school as the role model in sanitation for promoting personal, household and environmental sanitation
- Development of open defecation free communities within school catchments by ensuring that every household has access to latrines.
- Promotion of hand washing with soap in school and communities
- Enhancement in innovativeness and leadership capacity of students
- Development of school and community partnership through sanitation promotion
- Promotion of sustainable child friendly and gender friendly Water Supply and Sanitation (WATSAN) facilities in school
- Management of waste water and solid waste in school

2.3 Expected Outcomes

In the long run, the program will contribute to reduce child mortality and develop healthy and productive human resources with the reduction of diarrhoeal diseases. It will also help enhance community's self-realization, build up the feeling of their ownership towards program, scale it up, raise their self-esteem and social standing. And there will be visible increase in student's enrollment and reduction in drop-out rates. Ultimately, it will contribute to enhance quality education and the holistic development of students through strengthened school -community partnership and social harmony.

Box-2: Why SLTS?

- Despite the persistent efforts of the concerned stakeholders, there is hardly a single OPEN DEFECATION FREE VDC/Municipality
- People are always unsafe from faecal oral contamination till open defecation continues in the settlement/ community
- Mostly poor people and disadvantaged groups are deprived of sanitation coverage.
- School as an entry point is an effective model of sanitation and hygiene program
- School Sanitation and Hygiene Education program achieved remarkable success to promote community sanitation
- Partnership of school and community in action is sustainable
- Uniformity and standardization of program model is today's necessity
- Joint efforts of Public, Private and Community Partnership (PPCP) can yield synergic effect
- Feedback from follow-up and monitoring is essential for continuity and sustainability of the program.
- Scaling up of Total Sanitation help meet National and Millennium Development Goals on sanitation
- There is insufficiency of resources and minimal chaneling of community resource.
- Setting unprivileged people as target group is indispensable.

2.4 Key Components of SLTS

Behavioral Transformation, Environmental Sanitation, Sanitation Facilities and Total Elimination of Open Defecation are the key components of SLTS. These aspects are denoted by an English word "BEST" (B-Behavioral transformation, E- Environmental Sanitation, S- Sanitation facilities, T-Total Elimination of Open Defecation) to remember them easily. The description of these components is mentioned as follows:

2.4.1 B-Behavioral Transformation

Basically, SLTS aims to bring about the radical changes in the thinking of students, teachers and communities through the use of ignition tools. The behavioral transformation, which is a backbone of SLTS program, is regarded as pre-condition for sanitation promotion. Behavioral transformation results in promotion of hand washing, face washing, nail trimming, use of clean clothes, protection of food and water, etc. Students really possess the enormous capacity and willingness to immediately translate the knowledge in to practice. So, they become role model in sanitation and take instant initiatives to motivate the communities to adopt good hygiene and sanitation behaviors.

2.4.2 E-Environmental Sanitation

Environmental sanitation involves a wide range of activities such as cleaning of yards, foot trails, public places, school compound, etc along with the provision of drainage and solid waste management. These are the day-to-day activities of the people and the matter of common concern. These aspects, therefore, deserve the significance for the promotion of school and community sanitation. It is obvious that maintaining sustainability of environmental sanitation is, indeed, a big challenge. So, people's collaborative efforts are needed all the times. Their efforts will further enhance the collective ownership for maintaining the standard and sustainability of the program. Environmental sanitation can also be used as a key indicator to assess people's behavioral change in a particular settlement/ community.

2.4.3 S-Sanitation Facilities

The provision of sanitation facilities is indispensable for translating the knowledge into practice and developing sanitation as an integral part of life. Environmental sanitation can be promoted with the provision and use of facilities like latrine, garbage pit, soakage pit, compost pit, water tap, hand washing platform, water tank etc. Besides, use of soap, nailcutter, dustbin, broom, etc. by and large helps promote personal hygiene and environmental sanitation. While promoting community sanitation, schools should facilitate the people to choose locally appropriate latrine options. If students' sanitation behavior is transformed by means of gender-friendly and child-friendly facilities in schools, they will spontaneously motivate and even compel their parents to promote latrine and the other sanitation facilities in their own households.

2.4.4 T-Total Elimination of Open Defecation

SLTS lays emphasis on the fact that any settlement/ community can't be safe in terms of health and sanitation until and unless it is totally free from open defecation. So, the development of open defecation free settlement/ community through public-private-community partnership is its prime goal. Likewise, achieving sustainable perfection in other aspects of hygiene and sanitation is its long-term goal. It is crystal clear that there are very possibilities of faecal oral contamination through dirty hands, unsafe food, flies, poorly cleaned vegetables, etc if the practice of open defecation is rampant. So, the number of open defecation free settlements/ communities should be taken into account to assess if the settlement/ community is safe from communicable diseases instead of counting the percentage of latrine coverage there. The settlements and communities once declared open defecation free should re-build the collapsed latrines and gradually upgrade them to sustain the situation. Local agencies, schools, VDCs and municipalities should be encouraged to promote shared latrines for poor and landless people.

2.5 Strategies

SLTS is a participatory program. So, it emphasizes on joint efforts of the stakeholders as a key strategy. The joint efforts help maximize the mobilization of physical and human resources of the stakeholders and ultimately enhance the participatory management for promotional action. The participatory tools being used in SLTS program help ignite the communities for mobilizing their enormous resources. The communities could be made free from open defecation and retain it on a sustainable way provided that latrines are promoted with mobilization of community resources. The strategies of SLTS are denoted by an arbitrary group of English letters "PPP-CAR" (P-Participation of Stakeholders, P-Partnership with Other Development Program, P-Participatory Tools, C-Capacity Development, A-Advocacy and Awareness and R-Resource Mobilization) to remember them easily. These components are elaborated as follows:

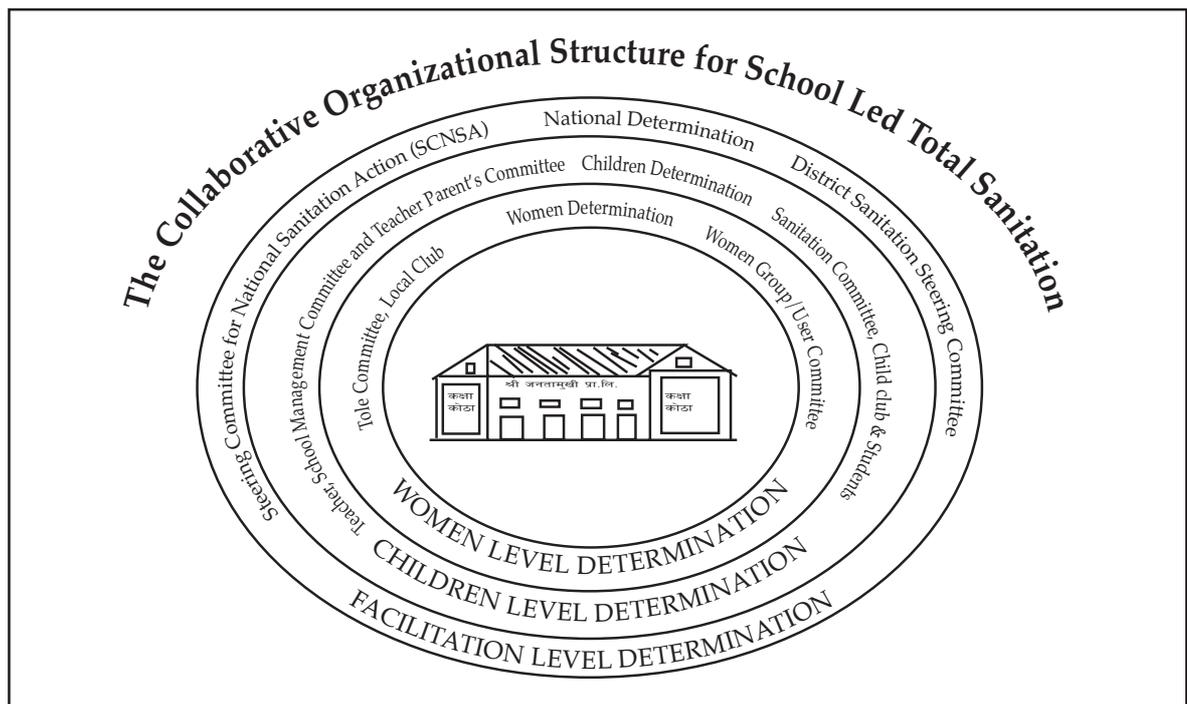
2.5.1 P-Participation of Stakeholders

The participation and support of the concerned stakeholders is inevitable in implementing SLTS program. The identification of public and private sector stakeholders, optimum mobilization of their resources and strengthened partnership of school and community are the key strategies for sanitation promotion. The roles and responsibilities of the member organization of SCNSA, Task Force (TF), Regional Water Supply and Sanitation Coordination Committee (RWSSCC), District

Water Supply and Sanitation Coordination Committee (DWSSCC)/School Sanitation and Hygiene Education District Coordination Committee (SSHEDCC)/District Sanitation Committee (DSC), local bodies, NGOs, *Tole* development committee and private sectors are identified to build their ownership, ensure their participation and maximize their inputs to facilitate policy development, planning, programming, implementation, monitoring and evaluation.

The organizational structure of the concerned stakeholders working in different levels is presented in fig.1. The role of policy level stakeholders such as SCNSA, TF, RWSSCC, and DWSSCC/SSHEDCC/DSC is recognized as the state level determination. The contribution of students, child clubs, teachers, members of SMC and PTA is organized under children level determination. Learning from the experience, that women’s devotion is instrumental for making their settlement/communities free from open defecation in partnership with *Tole* committee, User’s Committee, local clubs and women group, their contribution is accredited as women level determination. Hence, the stakeholders’ determination as envisaged in the three mutually interconnected circles is conceptualized as a broader support modality of SLTS program. The partnership of the stakeholders will help maintain uniformity and standard in program guideline. This partnership also ensures people’s participation, optimal mobilization of the resources and effective monitoring of the program activities.

Fig 1 : SLTS Partnership Cycle



2.5.2 P-Partnership with Other Development Program

It is, indeed, a challenge to promote hygiene and sanitation in school and communities with schools and community resources alone. So, integration of SLTS program activities with income generation activities, women micro credit program, nutrition, informal education, adult education, agriculture extension, collective saving scheme, poverty alleviation, WATSAN, community forestry, *Dalit* upliftment program, bio-gas, etc is inevitable for overcoming the resource constraint and achieving the goal of SLTS Program. This partnership will contribute to reduction of program duplication and optimal use of the resources which will eventually of maintain the sustainability of the program.

2.5.3 P-Participatory Tools

Participatory approach is the backbone of development. It emphasizes on the fact that development should not be imposed from outsider rather it should emanate from within as perceived by the communities themselves. Participatory approaches are essential to empower the communities to identify their resources, formulate plan, implement programs and promote self-monitoring system.



Fig 2 : Sanitation Multiple Table

SLTS program, the Ignition Participatory Rural Appraisal (IPRA) tools such as walk of praise and shame, social mapping (Fig.3), defecation mobility map, faeces calculation, faeces flow diagram and flagging in open defecation areas are adopted along with a number of awareness raising activities such as group discussion, street drama, *Tole* meetings, door-to-door visits, etc. The locally developed community sensitizing tools such as public recognition of the latrine promoters, blowing of the whistle and cartoon show of the persons to discourage people from open defecation, demonstration of audio visual materials on success stories, etc could be used by considering community's socio-cultural context.

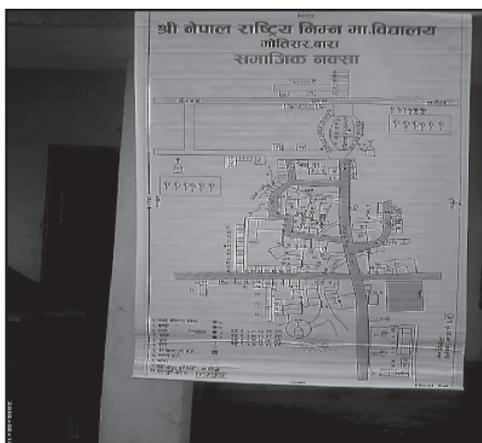


Fig 2 : Social Map

A locally designed Sanitation Multiple Table (Fig.3) is widely accepted as an important ignition tool to sensitize students and parents for improved hygiene and sanitation. Personal hygiene and sanitation related materials such as soap, towel, comb, nail-cutter; mirror, bucket with water, etc are placed in the table. The table is kept in school premise so as to remind students and parents if they have maintained personal hygiene properly. It is hoped that an effective use of these ignition tools would remarkably sensitize the students and communities to accelerate the pace for sanitation promotion.

2.5.4 C-Capacity Development

It is essential to enhance the technical knowledge, skills and efficiency of the stakeholders to make them resourceful for action, particularly to identify their resources, roles and responsibilities. Besides, the capacity development will empower them to assess the situation, identify the problems and find out solutions and promote innovative and creative activities for effective planning, implementation, monitoring and follow up. The stakeholders should be trained through orientation, training, workshop and exposure visit to effectively facilitate the program and maintain its standards. For the capacity development of the stakeholders, orientation/trainings are designed at following levels:

► School and VDC Level

SLTS program has recognized school as an entry point and students as role model in sanitation. So, teachers, child clubs members, SMC/PTA/VDC chair person/members, facilitator, CBOs/volunteers, are oriented and trained to enable them for identifying their roles and responsibilities, mobilizing resources, establishing coordination with stakeholders and formulating and implementing

promotional action. The capacity development of sanitation volunteers, women group, WATSAN user's committee, social mobilizers, local leaders, etc also holds significance in seeking their commitments for action in all phases of the program.

The stakeholders can be inspired for action through observation visit of the success programs. The visit significantly brings in them the positive and competitive feelings for actions; and stimulates them to develop their school and its catchments as example with regard to sanitation. The training, orientation and observation visits enable the stakeholders to implement the joint Plan of Action and seek the collective commitments for instant action. School and VDC level capacity building is, therefore, a backbone of SLTS program.

► District Level

SLTS program can achieve the expected results through identification and mobilization of district level stakeholders, establishment of effective coordination among them and proper mobilization of the available resources because these are the key steps to create a favorable working environment. Further, capacity enhancement of the members of DWSSCC/DSSC, VDC secretary/members, teachers and members of SMC and PTA is a pre-requisite for establishing sanitation as a high profile issue, mobilizing the resources optimally and seeking their commitments for action. If these aspects are ensured, it will largely back up the program activities with the establishment of the functional network among the member organizations of DWSSCC/DSSC. These organizations play a significant role to empower schools and communities for undertaking the program activities and monitoring. Besides, these organizations will work as a link between the central level agencies and schools through their structural and functional relationship with them.

► Central Level

SCNSA, an apex body of sanitation, supports SLTS program in various levels, forms and capacities. It plays a leading role in formulating sectoral policies, plans and programs, and carrying out monitoring and evaluation. It contributes to developing and disseminating IEC materials, program packages and mobilizing the resources of the stakeholders. TOT/Trainings, orientations and study visits being held from time to time to orient the member organizations of SCNSA and the stakeholders have notably contributed to seeking the policy level commitments and supports. It has been experienced that participation of central level stakeholders in school and community level activities inspire the teachers, students and communities for action and create their sense of ownership towards the program. So, it is essential to equip the central level support agencies both technically and financially and to ensure their access upto grass root level actions. Similarly, the individual who takes overall responsibility for sanitation related activities in the concerned organizations should be accredited as the focal point to facilitate planning, programming, monitoring and evaluation. This will eventually help institutionalize SLTS program through institutional linkages among them. The combination of the policy level supports of central level stakeholders, coordinating role of district level stakeholders and the functional networks and commitments of schools, communities and VDC for action would undeniably contribute to promote Total Sanitation in school catchments.

2.5.5 A- Advocacy and Awareness

Activities on advocacy and awareness being adopted in SSHE, BSP and NSAWC have strongly motivated the communities to promote hygiene and sanitation collectively. So, SLTS has also

recognized these aspects as the key strategic tools to motivate the communities for achieving TS. These tools help ensure the consent, commitments and cooperation of the stakeholders working in central, district, VDC, community and school levels for sensitizing, igniting and mobilizing the communities. Besides, ignition tools, the key components of advocacy and awareness, are believed to bring about the drastic changes in the community thinking for improved hygiene and sanitation. Local level entrepreneurs would be encouraged to establish "Sanitation Mart" or "Resource Center" in VDC to provide technical advice, information and materials (Eg. Pipe, pan, cement, etc) on sanitation projects to be managed locally.

2.5.6 R-Resource Mobilization

Experience has shown that the subsidy provided for latrine construction has usually hindered community's sense of ownership towards program, killed their zeal and enthusiasm and created a long-term dependency for action. As a result, communities often do not take initiatives for latrine construction on their own because they hope to receive the external supports for it. It is observed that the support agencies can not have adequate resources to fulfill overwhelming community demands for subsidy. In such situation, optimum mobilization of community resources is indispensable. SLTS has thus adopted ignition tools to motivate and ignite the communities to construct the latrine with the optimal mobilization of their own resources, which would fulfill the prevailing resource constraints and scale up latrine in school catchments. For this, school should adopt innovative and creative activities to effectively facilitate and support the communities for generating local resources.

The schools, which make their catchments free from open defecation with community resources, will be awarded with a sum of amount ranging from Rs.10, 000 to Rs.20,000 depending on the size of catchments they have covered. In partnership with the community people, the school will spend this amount for the sustainable promotion of hygiene and sanitation activities. The individuals, school and the institutions will also be honored with the central level award in recognition to their contribution to make the community/settlement free from open defecation and achieve TS. These schools which make their catchment free from open defecation with the mobilization of revolving funds, will be recognized for their contribution. It is obvious that the practice of reward and recognition would inspire the concerned and create a competitive environment among them to stop the practice of open defecation. To fulfill the increasing demand for SLTS program, District Development Committee (DDC), municipality and VDC will be encouraged to mobilize their resources.

To ensure backward communities' access to latrine, the support agencies will make the provision of revolving fund. A revolving fund ranging from Rs.10, 000 to Rs. 25,000 will be provided to each school by assessing the number of households in its catchment. A school catchment level committee will be formed to mobilize the fund and coordinate over all activities of SLTS. The committee will include headmaster, child clubs and representative of SMC, PTA, WATSAN Users Committee, local clubs and community. The fund will be mobilized in a close coordination with VDC and DWSSCC/SSHEDCC/DSC and community. The committee in partnership with community people will form the local level norms. DDC and VDC will also be encouraged to establish the funds. However, the subsidy will not be provided to the households for latrine construction. The communities will be sensitized to build the households latrine on their own through use of IPRA tools and advocacy and awareness raising activities.

Box-3: Why no Subsidy to Households?

- Subsidies do not address the problems of landless people
- Subsidies do not cover the total cost of latrines
- Better-off households wait and do not construct latrines in the hope that if they wait long enough, they will be given subsidy for latrine construction
- Subsidy kills the feeling of ownership and make dependant upon others
- Cost for constructing latrine for every household is too high for 100% coverage as there is lack of resources in the country to manage the required cost
- The experiences show that subsidy allocated for the poor people is taken by socially well-to-do and influential persons

As per cost estimate, each school should make provision for at least 50% amount of the total cost required for the construction of latrine and Operation and Maintenance (O&M); and 20% of total cost of water supply facilities. And the remaining amount will be provided by the support agencies. The school can manage the amount on its own or by receiving the VDC and

community support. SMC, PTA, child clubs and teachers can generate the fund locally through *Deusi, Bhailo* and donation. Besides, the central and district level supports that are provided in the form of teaching materials, IEC materials and technical assistance also deserve significance to inspire the communities for latrine construction. The followings are some of the key steps that should be followed sincerely to build the ownership of the communities, generate their support and implement SLTS program:

3. Step-By-Step Activities of SLTS

SLTS is a comprehensive package on school and community sanitation. It comprises the systematic and sequential program activities. The package is implemented by giving due emphasis on coordination, community sensitization and promotion of sanitation facilities. The sequential activities such as capacity development, school selection, use of ignition tools, monitoring and follow up, etc. are accomplished in partnership with the concerned stakeholders. The participation and support of DWSSCC/SSHEDCC/DSC and members of SMC, PTA, VDC and Community Based Organizations (CBOs), etc. is ensured and tips for implementation of SLTS program are duly considered in each step of action. It has been envisaged that stakeholders' concerted efforts help make them accountable for monitoring the program, assessing its effectiveness in terms of input, process and output and achieve TS.

3.1 First Phase- School Selections and Preparedness

This phase is considered as promotional phase as it helps create a friendly environment for successful implementation of the program. The step is vital to generate stakeholders' support, enable them for action and select the appropriate schools for program implementation. The followings are the key activities in this step:

3.1.1 Selection

- **Conduct orientation program for the members of DWSSCC/SSHEDCC/DSC**, inform about SLTS program to enable them for effective planning, programming, implementation, monitoring and resource mobilization.
- **Collect the demand from the schools for program implementation** by ensuring the consent and commitments of DWSSCC/SSHEDCC/DSC
- **Enhance the technical skills, capacity and competence of the technical staff** of support agencies through orientation/training to enable them for undertaking the feasibility study of the schools.
- **Conduct the feasibility study** of the school to assess whether or not the school is viable for program implementation in terms of financial, technical and community support.
- **Select the schools** on the basis of feasibility study and the community demand.
- **Notify the schools for program implementation.** This notification largely helps seek the commitments of teacher, members of SMC/PTA and the parents and identify their roles and responsibilities.

3.1.2 Preparedness

- **Sign the agreement** with schools for program implementation and ensure their commitments for action.
- **Orient the headmaster, teacher, NGO staff and members of VDC, SMC, PTA, women group**, etc. for ensuring their participation, support and commitments for identifying the programs, mobilizing the resources and developing and executing the joint PoA.
- **Form/re-form and orient the child clubs** in schools. And mobilize them to apply ignition tools to sensitize, organize and empower the communities for the purpose of stopping open defecation in community/settlement.

3.2 Second Phase- Ignitions and Action

The school and community level actions take place right after the capacity development of the district level stakeholders. The schools should provision the basic facilities such as latrines, garbage pit, soakage pit, drainage, water taps, etc. in schools along with promotion of hygiene behaviors such as cleaning of

class rooms and latrines, hand washing, face washing, nail trimming, etc. The teachers, child clubs and members of SMC and PTA should be role model in sanitation and fulfill their roles and responsibilities for promotional action. The community sensitization/ motivation for action by and large inspires the people to stop open defecation and gradually achieves TS.

SLTS can be implemented in schools with SSHE in progress as well as SSHE completed to eliminate the open defecation in school catchment areas. Ignition tools can be applied even in SSHE program areas to motivate the communities for Total Sanitation. For this, teachers, child clubs members, SMC/PTA/VDC Chairpersons should be oriented about SLTS program to enable them for undertaking the community level actions. The technical staff of support agencies, teachers and child clubs should facilitate the entire community level activities in partnership with the local level organizations. In the very beginning, the promotional actions should take place from those communities/settlements that have a strong zeal, willingness and commitments or in many communities/settlements at a time. This phase comprises the key activities such as use of ignition tools and the first declaration of open defecation free situation including followings:

- Develop and implement the joint Plan of Action (PoA) with communities support. The PoA should encompass school and community level activities, methods of program implementation, roles and responsibilities of the concerned stakeholders and indicators for assessment of program.
- Effectively mobilize the CBOs, UCs, mothers group, women groups, child clubs, etc, which are well organized, firmly determined and collectively activated for making their communities/settlements free from open defecation
- Launch the promotional activities of Sanitation Month in *Baishakh*, the first month of the academic session of schools, to enhance advocacy and social mobilization for hygiene and sanitation promotion.
- Scale up sanitation in school and its catchments through NSAWC with support from and joint efforts of the stakeholders working in policy and implementation levels.
- Sensitize and activate the schools and communities to reduce child mortality and morbidity through construction and use of latrine and promotion of hand washing behaviors.
- Share success stories, experiences and innovative activities through video show, songs, talk program, etc. during local fair, festivals and *Haat Bazaar* to motivate the communities for sanitation promotion
- Optimally mobilize the local resources for latrine promotion. Also, generate the O & M funds through donation, street drama, *Bhailo, Deusai*, etc.
- Construct WATSAN facilities such as water tap, plat form, latrine, urinals, etc in schools by giving due focus on child-friendly and gender-friendly aspects.
- Promote latrine in communities through an effective mobilization of child clubs, teachers, women group and members of SMC and PTA.
- Organize the district level child fairs to inspire them for action, promote their innovative and creativeness, share experiences from each other and create a competitive environment for sanitation promotion.
- Organize observation visits for child clubs, teachers, SMC, PTA, etc. for learning new things, sharing experiences and enhancing their knowledge, skills and capacity.
- Promote the innovative and creative ideas of the concerned stakeholders by recognizing the fact that these aspects have given the new dimension and thrust to accelerate the pace for sanitation

promotion. For example, demonstration of Sanitation Multiple Table in school and recognition to latrine promoter has immensely sensitized the students and community people for hygiene and sanitation promotion.

- Declare open-defecation-free communities/settlements. The declaration, indeed, helps recognize and enhance their social identity, self-esteem and motivate the nearby communities.

Box.4. School and Community Level Activities of SLTS Program

1. Formation, orientation and mobilization of child clubs
2. Orientation of teachers, members of SMC & PTA and VDC secretary/members
3. Formation of school catchments level sanitation committee
4. Development and implementation of school and community level plan of action and local level norms
5. Generation of funds in school to construct WATSAN facilities and operation & maintenance
6. Construction, use and operation & maintenance of WATSAN facilities in schools
7. Use of IPRA tools for community sensitization to stop open defecation
8. Implementation of advocacy/awareness raising activities during NSAWC, sanitation months and on special local occasions
9. Development of social map and base line data based on monitoring indicators
10. Development of documentation system in school
11. Formation and mobilization of CAG, if required
12. Reward and recognition of individual/organization/communities
13. Promotion of innovative and creative activities in sanitation
14. Self-monitoring and follow-up of school and community level actions

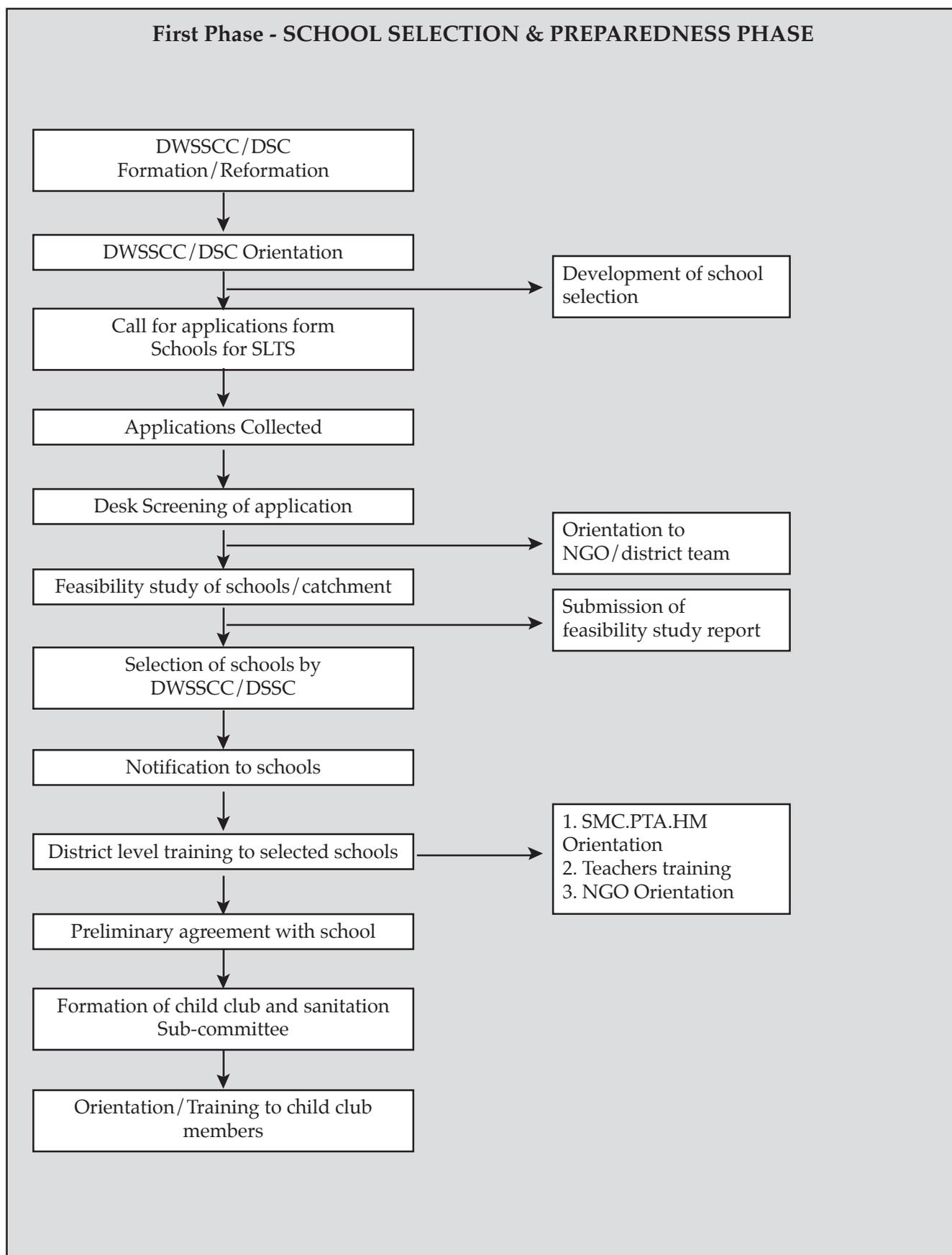
3.3 Third Phase- Monitoring and Follow up

The rigorous monitoring should be done on student's personal hygiene and the use, operation and maintenance of latrine, water supply facilities, garbage pits, etc. It is essential to introduce self-monitoring system with support of community people, teachers, students, women groups, CAG, SMC and PTA. The monitoring should give due focus on child-friendly and gender-friendly aspects. The followings are the key activities in this phase:

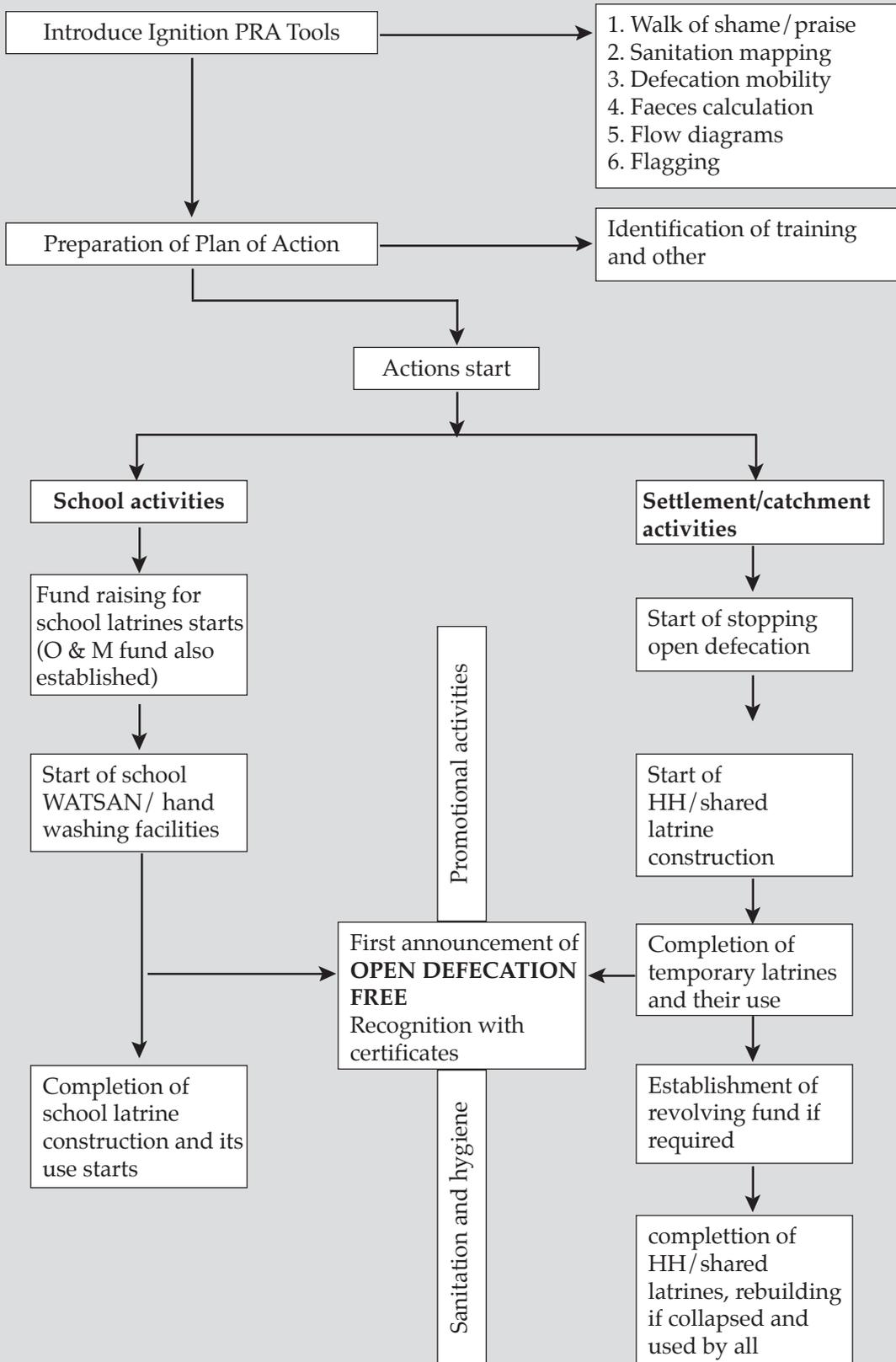
- Ensure the users' access to WATSAN facilities in school and develop among them the sense of ownership toward use, operation and maintenance.
- Mobilize the child clubs, use IPRA tools, organize rallies and processions, promote latrine and recognize the contribution of latrine promoters in bringing about remarkable changes in the feelings, knowledge and behaviors of the users for improved hygiene and sanitation.
- Implement the innovative and creative activities to give new thrust and dimension to the program and scale it up.
- Share the lessons learnt, challenges and the mitigation measures with other schools, VDCs and districts through training, workshops and observation visits to avoid the risks and run the programs smoothly.
- Organize refresher trainings of the stakeholders to enhance their knowledge, skill and capacity, assess their past attempts and aware them about future strategies.
- Reward and recognize the communities/schools/individuals that contributed to develop their communities/settlements free from open defecation and worked as the role model in sanitation.

- Introduce self-monitoring in school and communities through child club mobilization. It fundamentally helps activate communities, retain open defecation free situation and gradually achieve TS.
- Systematize the documentation and information dissemination system as an integral component of SLTS program, which is essential to share the achievements of the program with the concerned stakeholders and create the sensitized mass for TS.

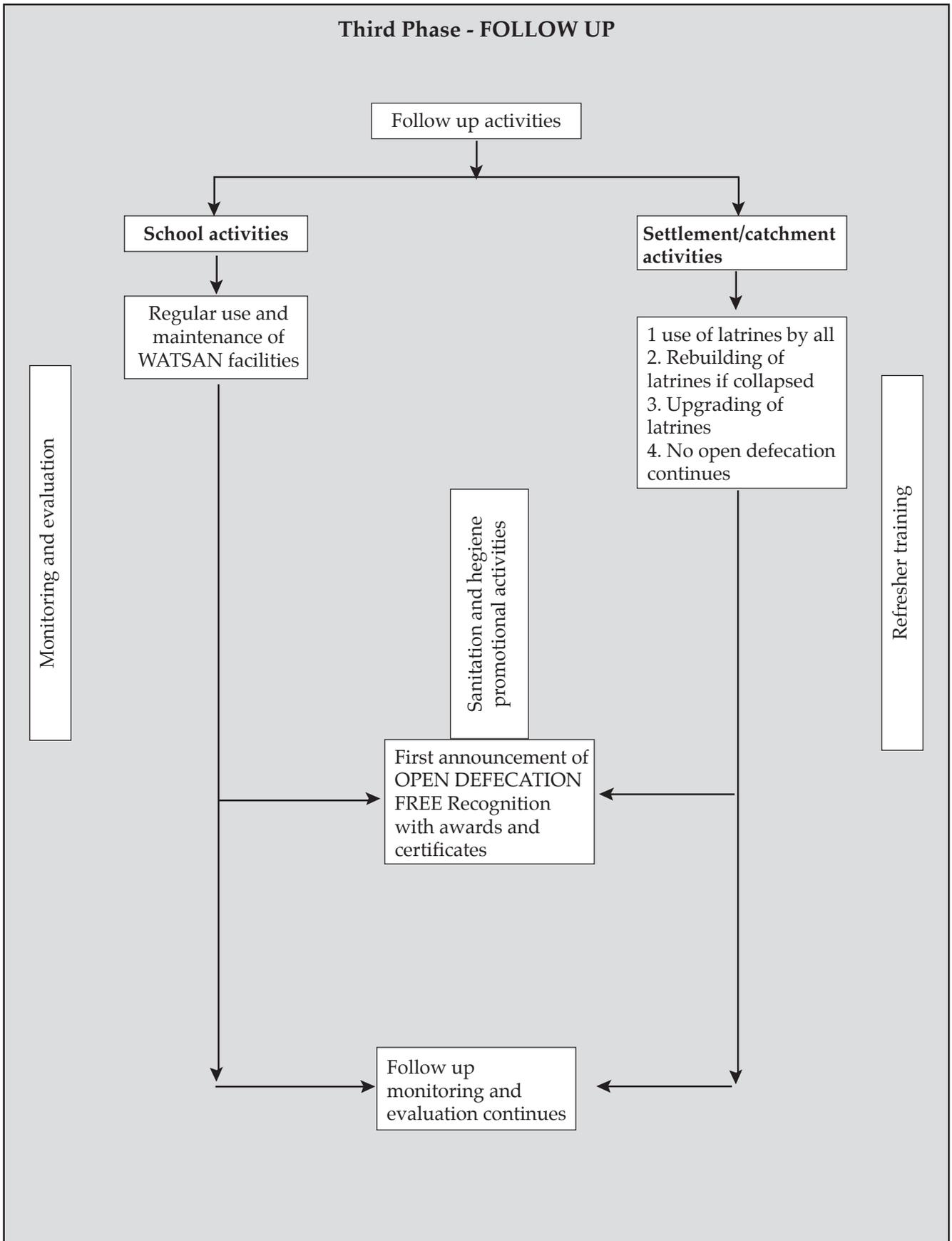
Flow Diagram of Step- By- Step Activities



Second Phase - IGNITION AND ACTION



Third Phase - FOLLOW UP



Training Packages

Capacity development of the stakeholders is a key strategy of SLTS program. A number of training packages are designed to capacitate the concerned stakeholders working in different levels. The capacity development through trainings, workshops and orientation programs enables them for planning, programming, monitoring and developing and implementing the PoA. The SLTS package has spelt out the various components of the orientation/training such as objective, contents, methodology, time period, expected outcomes, etc. The packages developed for central, district, school and community levels are mentioned below with necessary elaboration. The budget details are presented in Annex-II.

1. Orientation to Policy Level Stakeholders

1. Introduction: This orientation is designed to aware the member organizations of SCNSA and the other policy level stakeholders about the significance of SLTS program and ensure their supports for policy development, planning, implementation, monitoring and evaluation. The orientation will equally contribute to institutionalize SLTS program and scale up it in the country.
2. Objectives: The main aim of the orientation is to aware the policy level stakeholders about the concept, objective and strategies of SLTS and ensure their support for program implementation.
3. Expected Outcomes: The followings are the expected outcomes of the orientation:
 - Participants will know about the concept, objectives and strategies of SLTS.
 - Policy level commitments will be sought to support planning, implementation and monitoring of the program.
4. Contents: The orientation will cover the following core contents:
 - Sanitation in Nepal: status, challenges and efforts
 - The program packages for sanitation promotion
 - Concept and strategies of SLTS
 - Step-by-step activities and IPRA tools
 - Sharing of experiences and lessons learnt
 - Roles and responsibilities of the stakeholders
 - Commitments of the participants
5. Duration: The duration of the orientation/ workshop will be of one day.
6. Venue/Location: The orientation will be held in Kathmandu or in regional levels.
7. Methodology: Following methodologies will be employed to conduct the orientation:
 - Presentation in power point/ over head projector (OHP)
 - Group discussion
 - Group work
 - Distribution of IEC Materials
 - ObservationVisit
8. Resource Persons: The staff of the member organization of SCNSA, technical experts of DWSS and UNICEF, technical specialists and the SSHE/SLTS consultants will be the principle resource persons for the orientation.
9. Participants: The concerned staff members of the member organization of SCNSA ESS/DWSS and UNICEF will be the participants of the orientation.

10. Support Staff: The administrative staff of ESS/DWSS will be involved in the orientation as support staff.
11. IEC Materials: SLTS guidelines, brochure, pamphlets, designs of latrines, video, power point, OHP, will be the IEC materials.
12. Report Preparation/Follow-up: ESS/DWSS will prepare the report by detailing above headings and take responsibility to follow-up the activities

Orientation/Training Program Schedule

Date:	Venue:
11.00-11.30	: Welcome, objective of program, sharing of few words, introduction of the participants
11.30-12.30	: State of sanitation in Nepal, National policy and guidelines on sanitation, promotional packages on sanitation
12.30-12.45	: Tea Break
12.45-2.00	: Concept, key components, strategies and steps of SLTS Use of IPRA tools and initiatives on SLTS
2.00-3.00	: PoA and Commitments
3.00-3.45	: Closing and tea/snacks

2. Orientation to the Chief of the Member Organization of DWSSCC/SSHE DSSC / DSC and NGOs

1. Introduction: The role of DWSSCC, SSHE DSSC and DSC is well recognized to promote SLTS program. It is essential to capacitate them for creating an enabling environment in the district to generate the support of the concerned stakeholders for planning, programming, implementation, monitoring and evaluation. The orientation also helps enhance their knowledge, skills and capacity for schools selection, manage resources and monitors the school/community level actions; and to make the program result-oriented. Besides, the district level stakeholders will be enabled for establishing coordination with SCNSA, DWSS, UNICEF and the concerned stakeholders.
2. Objectives: The orientation has set an objective to aware the district level stakeholders about SLTS program and to create an enabling environment for resource mobilization, planning, implementation, monitoring and evaluation through capacity enhancement.
3. Expected Outcomes: The followings are the expected outcomes of the orientation:
 - The school selection criteria will be developed
 - The roles and responsibilities of the stakeholders will be identified
 - A team will be equipped to carry out the feasibility study of the schools and communities
 - **An enabling environment will be created for program implementation**
4. Contents: The orientation will include the following core contents:
 - Sanitation in Nepal: status, challenges and efforts
 - The program packages for sanitation promotion
 - Concept and strategies of SLTS
 - Step-by-step activities and IPRA tools
 - Sharing of experiences and lessons learnt
 - Roles and responsibilities of the stakeholders and school selection criteria
 - Commitments of the participants
5. Duration: The duration of the orientation will be of one day
6. Venue/Location: The orientation will be held in district headquarters
7. Methodology: Following methodologies will be employed to conduct the orientation:
 - Presentation in power point/OHP
 - Group discussion
 - Group work
 - Distribution of IEC Materials
8. Resource Persons: The staff of the member organization of SCNSA, technical experts of DWSS and UNICEF, technical specialists and the SSHE/SLTS consultants will be the principle resource persons for the orientation.
9. Participants: The chief of the member organization of DWSSCC, SSHE DSSC and DSC, key NGOs and Federation of Water Users and Sanitation Committee Nepal will be the participants of the orientation.
10. Support Staff: The technical and administrative staff of the program organizer will be involved as support staff.
11. IEC Materials: National Hygiene and Sanitation Guidelines-2005, SLTS guidelines, brochure, pamphlets, designs of latrines, video, power point, OHP, will be the IEC materials.

12. Report Preparation/Follow-up: The program organizer will prepare the report by detailing above headings and take responsibility to follow-up the activities.

Orientation/Training Program Schedule

Date:	Venue:
11.00-11.30	: Welcome, objective of program, sharing of few words, introduction of the participants
11.30-12.30	: State of sanitation in Nepal and promotional packages on sanitation
12.30-12.45	: Tea Break
12.45-2.00	: Concept, key components and strategies of SLTS and use of IPRA tools
2.00-3.00	: Roles and responsibilities of the stakeholders, school selection criteria and budgeting
3.00-3.45	: PoA Commitments, closing and tea/snacks

3. Orientation to the District Staff for Feasibility Study of the School and its Catchments (Optional)

1. Introduction: The success of SLTS program relies solely on willingness and capacity of the schools and communities for action. The feasibility study of school and communities is a key activity of SLTS program. It is essential to assess the school and community resources and the support and willingness of teachers, SMC, PTA, CBOs, etc. to decide if implementation of SLTS program is feasible. The orientation is thus important to enable the technical staff for undertaking the feasibility studies based on the set criteria (**Annex-7**). The orientation is equally important for developing a technical team to under the said job independently. Hence, the orientation is of immense importance because program's success by and large depends on selection of appropriate schools through effective feasibility study.
2. Objectives: The orientation aims to aware the technical staff of the implementing agencies about SLTS and to empower them for undertaking the feasibility study of school and communities with the use of participatory tools such as group discussion, social mapping, key informant survey, etc
3. Expected Outcomes: The followings are the expected outcomes of the orientation
 - The participants will be aware of the basic concepts of SLTS
 - The participants will learn about school selection criteria and the procedures to be followed for feasibility study
 - The participants will be able to use IPRA tools
4. Contents: The orientation will include the following core contents:
 - Concept and strategies of SLTS
 - IPRA tools
 - Roles and responsibilities of the stakeholders
 - Methods of information/ data collection
 - Development of feasibility study report
5. Duration: The duration of the orientation will be of one day
6. Venue/Location: The orientation will be held in district headquarters
7. Methodology: Following methodologies will be employed to conduct the orientation:
 - Presentation in power point/OHP
 - Group discussion
 - Field practice of IPRA tools and presentation
 - Distribution of IEC Materials
8. Resource Persons: The staff of the member organization of DWSSCC, SSHE DSSC, technical experts of DWSS, UNICEF and the SSHE/SLTS consultants will be the principle resource persons for the orientation.
9. Participants: The staff of concerned district level organization such as planning officer, sociologist, engineer, school inspector, overseer, women worker, social mobilizers, etc. will be the participants in the orientation.
10. Support Staff: The technical and administrative staff of the program organizer will be involved as the support staff.
11. IEC Materials: NHS Guidelines-2005, SLTS guidelines, brochure, pamphlets, designs of latrines, video, power point, OHP, will be the IEC materials.

12. Report Preparation/Follow-up: The program organizer will prepare the report by detailing above headings and take responsibility to follow-up the activities.

Orientation/Training Program Schedule

Date:

Venue:

Day	10.30-11.45	10.45-12.00	12.00-2.00	2.00-2.30	2.30-4.00
First	Registration, introduction of participants, background of sanitation, concept of SLTS	Tea Break	Strategies, steps and IPRA tools of SLTS	Tea/snacks	Roles and responsibilities of stakeholders and school and community level resources
Second	School selection criteria	Tea Break	Checklists of pre, during and post actions of pre-feasibility study and study methods	Tea/snacks	Report preparation and Closing

4. Trainers Training to the Staff of the Member Organizations of DWSSCC/SSHE DSSC / DSC and concerned NGOs

1. Introduction: The success of SLTS program relies on effective facilitation by the well-experienced and skilled facilitators. These facilitators should play a vital role to motivate and activate the students, teachers and communities for sanitation through the use of ignition tools. Hence, the trainers training is given prime importance to enable the concerned staff members (facilitators) of the support agencies to apply participatory tools, build up rapport with communities, identify key stakeholders and the resources of school/ community. Besides, the training helps the schools develop and execute PoA and capacitate the facilitators to train/orient teachers and child clubs in school. The role of facilitators is thus crucial for motivating the schools/communities to stop open defecation in school and its catchments.
2. Objectives: The main aim of this training is to aware the participants about basic concept, strategy and step-by-step activities of SLTS and to provide them with training skills for effective facilitation of school and community level actions such as planning, implementation, monitoring and evaluation.
3. Expected Outcomes: The followings are the expected outcomes of the training:
 - The participants will be aware about concept, objective and strategy of SLTS program
 - The participants will be able to apply IPRA tools
 - The participants will learn the technical and facilitation skills.
4. Contents: The training will include the following core contents:
 - Sanitation in Nepal: status, challenges and efforts
 - The program packages for sanitation promotion
 - Concept and strategies of SLTS
 - Step-by-step activities and budgeting
 - IPRA tools
 - Roles and responsibilities of the stakeholders
 - Development of PoA
5. Duration: The duration of the training will be of five day
6. Venue/Location: The orientation will be held in district headquarters
7. Methodology: Following methodologies will be employed to conduct the orientation:
 - Presentation in power point/OHP
 - Group discussion
 - Group work
 - Distribution of IEC Materials
8. Resource Persons: The technical experts of DWSS and UNICEF, technical specialists and the SSHE/ SLTS consultants will be the principle resource persons for the orientation.
9. Participants: The staff of the concerned district level organization such as planning officer, sociologist, engineer, school inspector, overseer, women worker, social mobilizers, etc. will be the participants in the orientation.
10. Support Staff: The technical and administrative staff of the program organizer will be involved as support staff.
11. IEC Materials: NHS Guidelines-2005, SLTS guidelines, brochure, pamphlets, designs of latrines, video, power point, OHP, will be the IEC materials.

12. Report Preparation/Follow-up: The program will prepare the report by detailing above headings and take responsibility to follow-up the activities.

Trainer's Training Program Schedule

Date:

Venue:

Session/ Day	9:45- 10:00	10:00-12:00	12:00- 12:15	12:15-2:15	2:15- 2:45	2:45-4:45
First	Review	Registration, sharing of objectives of program and participant's expectations	Tea Break	Sanitation – Status, efforts and achievements	Tea / snacks	Concepts, strategies and steps of SLTS
Second		Participatory approaches and IPRA-tools		Field practice on development of social map		Tips for intervention of SLTS, monitoring indicators and documentation
Third		Formation of child club and roles and responsibilities of the child clubs Roles and responsibilities of district and school level stakeholders		Contents for orientation: a) HM, chair persons of SMC & PTA & VDC secretary b) Teachers, members of SMC and PTA c) Child clubs		Child-friendly and gender friendly facilities Model school and community in sanitation
Fourth		Field Visit		Field Visit		Field Visit
Fifth		Debriefing on field visit Budgeting		Training methodologies and golden rules for trainers		Development of plan of action Evaluation and closing

5. Orientation to Head Master, Chair Person of SMC and PTA and VDC Secretary

1. Introduction: Teachers, women group and members of SMC and PTA are admired as the forerunner, leader and patron of the SLTS program because of their physical and emotional attachment and the financial support to program. Likewise, VDC is regarded as a key partner organization whose financial/managerial support for construction of WATSAN facilities in school counts very much. It is imperative to ensure the participation of school, VDC and community--the backbone of the program-- in planning, implementation, budgeting and monitoring so that it will help build up their ownership and institutionalize the program. It has been firmly believed that the orientation capacitate them a lot to enhance the partnership among schools, VDC and district level stakeholders and scale up the program.
2. Objectives: The primary objective of this orientation/training is to enable the participants to internalize the basic spirit of SLTS program. This aims to ensure their cooperation, participation and commitments for effective implementation of program. The training/orientation also empowers them to identify school/community level program, generate the resources and develop and execute the PoA.
3. Expected Outcomes: The followings are the expected outcomes of the orientation/training:
 - The participants will be aware about concept, objective and strategy of SLTS program
 - The participant's commitments will be sought for program implementation
 - The participants will be empowered to apply IPRA tools and develop and execute PoA,
4. Contents: The training will include the following core contents:
 - Sanitation in Nepal: status, challenges and efforts
 - The program packages for sanitation promotion
 - Concept and strategies of SLTS
 - Step-by-step activities and budgeting
 - IPRA tools
 - Roles and responsibilities of the stakeholders
 - Development of PoA and monitoring mechanism
5. Duration: The duration of the orientation/training will be of three day
6. Venue/Location: The orientation will be held in district headquarters
7. Methodology: Following methodologies will be employed to conduct the orientation/training:
 - Presentation in power point/OHP
 - Group discussion
 - Observation visit
 - Field practice of IPRA tools
 - Distribution of IEC Materials
8. Resource Persons: The technical experts of DWSS and UNICEF, technical specialists and trained district level staff.
9. Participants: Headmaster, women group, VDC secretary/ members and members of SMC and PTA
10. Support Staff: The technical and administrative staff of the program organizer will be involved as support staff.
11. IEC Materials: NHS Guidelines-2005, SLTS guidelines, brochure, pamphlets, designs of latrines, video, power point, OHP, will be the IEC materials.
12. Report Preparation/ Follow-up: The program organizer will prepare the report by detailing above

headings and take responsibility to follow-up the activities.

Note: The teachers of primary schools can be included in this training or they can be given separate training for 3 days as per program requirement

Orientation Program Schedule

Date:

Venue:

Day	10:30-11:45	10:45-12:00	12:00-2:00	2:00-2:30	2:30-4:00
First	Registration, introduction of participants, background of sanitation of SLTS	Tea Break	Concept, strategies and steps of SLTS	Tea / snacks	Sharing on IPRA tools
Second	Roles and responsibilities of school level stakeholders Child club formation and orientation	Tea Break	Field practice on development of social map	Tea / snacks	Tips for intervention of SLTS Monitoring indicators, documentation and budgeting
Third	Field visit, feedback collection, development of plan of action and closing				

6. Orientation to Other Teachers and Members of SMC and PTA Remaining to take Orientation

1. Introduction: Teachers are regarded as the co-worker, supporter and facilitators to promote sanitation in school and community because of their enduring partnership/ relationship with school and communities. Teachers play the vital role in building student's positive attitude and enriching their knowledge and skills towards sanitation through teaching.

Teacher's role is inevitable in mobilizing the students for sustainable promotion of hygiene and sanitation. It is because the students sincerely follow teachers and take an instant initiative to translate the acquired knowledge/skills in to practice as a part of their life. As envisage by SLTS program, teachers can spearhead the over all program activities and motivate students to speed up hygiene sanitation and stop open defecation in school and its catchments.

This orientation/training also makes the concerned stakeholders accountable and committed to assess the sanitation situation of school and its catchments and implement locally appropriate awareness raising/ community sensitizing activities. In addition, the teacher and members of SMC, PTA and VDC will be empowered to train/orient the child clubs and the concerned local level stakeholders to apply ignition tools in school and communities.

2. Objectives: The main objective of the orientation is to aware the participants about the basic concept of SLTS; and sensitize them regarding the significance of TS. The orientation also aims to empower the participants for effective facilitation and child clubs mobilization for the elimination of open defecation.
3. Expected Outcomes: The followings are the expected outcomes of the orientation:
 - The participants will be aware about concept, objective and strategy of SLTS program
 - The participant's commitments will be sought for program implementation
 - The participants will be empowered to apply IPRA tools and develop and execute PoA,
4. Contents: The training will include the following core contents:
 - Sanitation in Nepal: status, challenges and efforts
 - Concept and strategies of SLTS
 - Step-by-step activities and budgeting
 - IPRA tools
 - Roles and responsibilities of the stakeholders
 - Development of PoA and commitments
5. Duration: The duration of the orientation will be of one day
6. Venue/Location: The orientation will be held in schools.
7. Methodology: Following methodologies will be employed to conduct the orientation:
 - Presentation
 - Group discussion
 - Field practice on IPRA tools
 - Distribution of IEC Materials
8. Resource Persons: The technical experts of DWSS and UNICEF, technical specialists and trained district level staff.
9. Participants: Teachers and members of SMC, PTA and VDC
10. Support Staff: The technical and administrative staff of the program organizer will be involved as support staff.

11. IEC Materials: SSHE and SLTS guidelines, brochure, pamphlets, designs of latrines, video, power point, OHP, will be the IEC materials.
12. Report Preparation/Follow-up: The program organizer will prepare the report by detailing above headings and take responsibility to follow-up the activities.

Orientation/Training Program Schedule

Date:	Venue:
10:00-10:30	: Registration, sharing of objective, introduction of the participants
10:30-11:30	: State of sanitation in Nepal
11:30-11:45	: Tea Break
11:45-12:45	: Concept and strategies of SLTS
12:45-1:45	: Sharing on IPRA tools
1:45-2:15	: Tea/snacks
2:15-3:15	: Field practice on development of social map
3:15-3:45	: Roles and responsibilities of stakeholders and tips for intervention of SLTS
3:45-4:00	: Commitments and closing

Note: The orientation of teachers could be organized separately in district headquarters as per need and availability of resources.

7. Orientation to Child Club Members

1. Introduction: Student's motivation, commitments and willingness could be ensured through use of IPRA tools. They can be motivated towards promotional actions through training, orientation, observation visit and sharing of success stories. Students are recognized as the vehicle of change for sanitation promotion for the reason that they possess capabilities to adopt good hygiene and sanitation behaviors and motivate and even compel their parents for the same. The orientation makes them accountable towards program and ignites them with strong determinism, willingness and inspiration. As a result, they will be well organized and strongly motivated to led awareness raising activities. Hence, students' capacity development is adopted as the most important strategy of SLTS to materialize their enormous resources for achieving TS in school and its catchments.
2. Objectives: The objective of this orientation is to aware the child-clubs about the basic concept of TS and to enable and activate them to apply ignition tools for making school and its catchments free from open defecation. It has been expected that the orientation would primarily encourage the students to enhance their innovativeness and creativeness for sanitation promotion.
3. Expected Outcomes: The followings are the expected outcomes of the orientation:
 - The participants will be aware about the concept of TS
 - The participant's commitments will be sought for program implementation
 - The participants will be empowered to apply IPRA tools, ignite communities for action and enhance self esteem/pride in sanitation
4. Contents: The training will include the following core contents:
 - Concept of SLTS
 - IPRA tools
 - Roles and responsibilities of the child clubs
 - Development of PoA and commitments
5. Duration: The duration of the orientation will be of two day
6. Venue/Location: The orientation will be held in schools.
7. Methodology: Following methodologies will be employed to conduct the orientation:
 - Lecture
 - Discussion
 - Question answer
 - Group work
 - Games
 - Campaigns
 - Distribution of IEC Materials
 - Observation visit
 - Field practice on IPRA tools
 - Sharing of success stories and thoughts of the great persons on sanitation
8. Resource Persons: The trained district level staff, teachers and members of SMC and PTA.
9. Participants: The members of child club
10. Support Staff: The administrative staff of the school will be involved as support staff.
11. IEC Materials: SLTS guidelines, brochure, pamphlets, video, etc. will be the IEC materials.

12. Report Preparation/Follow-up: The concerned school will prepare the report by detailing above headings and take responsibility to follow-up the activities

Orientation/Training Program Schedule

Date:

Venue:

First Day:

10:30-11:45 : Registration, sharing of objective, introduction of the participants. State of sanitation in Nepal and highlights on contribution of child clubs for sanitation promotion

12:00-02:00 : Importance of SLTS

02:30-04:30 : Sharing on IPRA tools

Second Day:

10:30-11:45 : First Day Review and Field practice on development of social map

12:00-02:00 : Roles and responsibilities of child clubs for school and community level actions

02:30-04:30 : Child friendly facilities, Commitments and closing

Note:

- The time period for orientation of child clubs could be made of two days as per need and availability of resources.
- It is essential to highlight on school as an entry point and students as the change agent to make school and it's catchments free from open defecation

8. Orientation to *Tole* Committee/Community Action Group (CAG) [Optional]

1. Introduction: Followed by use of ignition tools, the facilitators should accompany the people for community level actions by taking in to account their willingness and commitments to make communities/settlements free from open defecation. It is a key step because remarkable changes take place in community thinking and attitudes for TS in this moment. As per local need, community people can be organized locally in the *Tole* committees or CAG to develop and execute community / settlement level PoA themselves. The need of *Tole* and settlement level orientation / training is well recognized to mobilize community resources and to help the people select locally appropriate sanitation options. It has been envisaged that the orientation will motivate the members of *Tole* committee to launch awareness-raising activities and develop self-monitoring system on their own. In *Tole* committee, the participation of mother / women group should be ensured and they should be mobilized in promotional activities because they play a decisive role in community level actions. In *Tole* committee / CAG, at least 50% seat should be allocated to women members. Participation of children in the committee will be encouraging. This will indeed help ensure their participation for local level actions. The trained teachers, district level staff and members of SMC and PTA will orient the members *Tole* committee / CAG to promote the entire community / settlement level actions.
2. Objectives: The orientation has an objective to motivate and encourage the *Tole* committees dedicated for making their communities/settlements free from open defecation; and to enable them for planning, implementation, monitoring and follow-up.
3. Expected Outcomes: The followings are the expected outcomes of the orientation:
 - The participants will be aware about the importance of SLTS
 - The participant's commitments will be sought for program implementation
 - The participants will be able to develop the school and community level PoA.
4. Contents: The orientation will include the following core contents:
 - Importance of SLTS
 - Resource mobilization
 - Technical options
 - Development of social map and PoA
5. Duration: The duration of the orientation will be of one day
6. Venue/Location: The orientation will be held in community / settlement
7. Methodology: Following methodologies will be employed to conduct the orientation:
 - Lecture
 - Discussion
 - Distribution of IEC Materials
 - Sharing of success stories
8. Resource Persons: The trained district level staff, teachers and members of child clubs
9. Participants: The members of *Tole* committee / CAG
10. Support Staff: The administrative staff of the support organization
11. IEC Materials: SLTS guidelines, brochure, pamphlets, video, etc. will be the IEC materials.
12. Report Preparation / Follow-up: The facilitators of orientation will prepare the report by detailing above headings and take responsibility to follow-up the activities

Orientation Program Schedule

Date:	Venue:
10:00-10:30	: Introduction of the participants
10:30-11:00	: State of sanitation in Nepal
11:00-12:15	: Importance of SLTS
12:15-2:30	: Field practice on development of social map
2:30-4:00	: Technical options and PoA

9. Orientation to Facilitator, Community Mobilizer, Motivators (Optional)

1. Introduction: The local people who continue to strive for the betterment/development of the communities are locally recognized as facilitators, mobilizers and motivators. There exists a cordial relationship among them and the community people because of an enduring intimacy, closeness and reciprocal functional relationships. It is obvious that these facilitators play vital roles to develop the school and its catchments free from open defecation through awareness. Their empowerment is therefore essential to aware both communities and local level development partners for SLTS program. The facilitators will also play an important role in ensuring the partner's participation in planning, resource mobilization, implementation, monitoring and evaluation of the program.
2. Objectives: The objective of this orientation is to aware the participants about the basic concept of SLTS and to enable them to use ignition tools and develop and implement PoA. The orientation also aims to ensure their commitments/supports for regular monitoring, evaluation and follow up of the program.
3. Expected Outcomes: The followings are the expected outcomes of the orientation:
 - The participants will be aware about the concept, objective and strategy of SLTS
 - The participants will be empowered to facilitate the program and acquire the basic technical skills to use IPRA tools and run awareness raising activities
 - The participant's commitment will be sought to support program
4. Contents: The training will include the following core contents:
 - Concept and strategy of SLTS
 - Step-by-step activities
 - IPRA tools
 - Awareness raising activities
 - Roles and responsibilities of the stakeholders
 - Commitments for action
5. Duration: The duration of the orientation will be of two day
6. Venue/Location: The orientation will be held in VDC.
7. Methodology: Following methodologies will be employed to conduct the orientation:
 - Lecture
 - Discussion
 - Group work
 - Field practice on IPRA tools
 - Distribution of IEC materials
8. Resource Persons: The trained district level staff, teachers and members of child clubs
9. Participants: The members of *Tole* committee/CAG, community health volunteers, *Maatri Sishu Karyakarta*, community leaders, etc.
10. Support Staff: The administrative staff of the support organization
11. IEC Materials: SSHE and SLTS guidelines, brochure, pamphlets, video, etc. will be the IEC materials.
12. Report Preparation/Follow-up: The program organizer will prepare the report by detailing above headings and take responsibility to follow-up the activities

Orientation/Training Program Schedule

Date:

Venue:

Day	10:30-11:45	10:45-12:00	12:00-2:00	2:00-2:30	2:30-4:00
First	Registration, introduction of participants, concepts of SLTS sanitation	Tea Break	Concept, strategies and steps of SLTS	Tea / snacks	Roles and responsibilities of stakeholders and community level resources
Second	Sharing on IPRA tools of school level stakeholders Child club formation and orientation	Tea Break	Field practice on development of social map	Tea / snacks	Tips for intervention of SLTS Plan of Action and closing

10. Training to Local Masons (Optional)

1. Introduction: As community people are motivated for making their settlement free from open defecation, an effective facilitation should be done to instantly activate them for latrine promotion. For this, teachers and district level technical staff should effectively facilitate them to select an appropriate latrine option by taking in to account community's economic status and geo-physical condition of the locality. It is a well evident fact that capacity development of local level masons for latrines promotion definitely helps ensure effectiveness for construction supervision and monitoring of the program. In addition, they will contribute a lot to upgrade latrines and re-build the collapsed one. So, it is essential to capacitate local level masons so as to promote latrines and other sanitary units in the communities on a self-sustaining way.
2. Objectives: The main objective of the training is to equip the participants (local masons) with the technical skills to build latrines and other sanitation units to be appropriate in communities.
3. Expected Outcomes: The followings are the expected outcomes of the orientation:
 - The participants will be aware about the concept of SLTS
 - The participants will acquire the technical skills to build latrines and other sanitation units
 - The participant's will be empowered to undertake construction supervision, maintain quality of the work and do monitoring
 - The participants' commitments will be sought for sanitation promotion
4. Contents: The training will include the following core contents:
 - Concept of SLTS
 - Technical options of latrines and the construction materials
 - Step-by-step activities and budgeting
 - Awareness raising activities
 - Commitments for action
5. Duration: The duration of the training will be of five day
6. Venue/Location: The training will be held in district headquarter.
7. Methodology: Following methodologies will be employed to conduct the training:
 - Lecture
 - Discussion
 - Field practice on latrine construction
 - Observation visit
 - Distribution of IEC materials
8. Resource Persons: Engineer, overseer, and WATSAN technician of WSSD/SDO offices
9. Participants: The local masons residing in the catchments of school
10. Support Staff: The administrative and technical staff of school
11. IEC Materials: Designs/ drawings of latrine options, SSHE and SLTS guidelines, brochure, pamphlets, video, etc. will be the IEC materials.
12. Report Preparation/ Follow up: The program organizer will prepare the report by detailing above headings and take responsibility to follow-up the activities

Orientation/Training Program Schedule

Date:

Venue:

Day	10:30-11:45	10:45-12:00	12:00-2:00	2:00-2:30	2:30-4:00
First	Registration, background of sanitation and concept of SLTS	Tea Break	Strategies and steps of SLTS	Tea / snacks	Roles and responsibilities of stakeholders and community level resources
Second	Technical options of sanitation units	Tea Break	Design, drawings and lay out of sanitation units	Tea / snacks	Tools and materials to be used for construction of sanitation units
Third	Field practice on latrine construction	Tea Break	Field practice on latrine construction	Tea / snacks	Field practice on latrine construction
Fourth	Field practice on latrine construction	Tea Break	Field practice on latrine construction	Tea / snacks	Field practice on latrine construction
Fifth	Field practice on latrine construction	Tea Break	Field practice on latrine construction	Field practice on latrine construction	Evaluation and closing

Budget Allocation

(A) Training Activities

a. District Level

1. Orientation to the chef of member organizations of DWSSCC/SSHE DSSC/DSC (1 day)

Particulars	Person	Day	Rate	Total	Remarks
Tea/Snacks	30	1	50	1500	
Stationery	30		25	750	
Hall Rent		1	1,000	1,000	
Total Amount				3,250	

2. Orientation to technical staff for pre-feasibility study of school and its catchments (2 days)

Particulars	Person	Day	Rate	Total	Remarks
Tea/snacks	15	2	50	1,500	
Training materials			500	500	
Resource person allowance	3	2	400	2400	As per level of person Resource
Participants Allowance	15	2	300	9,000	As per level of participants
Hall Rent		2	1,000	2,000	
Miscellaneous				500	
Total Amount				15,900	

3. Training to staff of the member organizations of DWSSCC/SSHE DSSC/DSC (5 days)

Particulars	Person	Day	Rate	Total	Remarks
Tea/snacks	25	5	50	6,250	Orientation can be held in the center or the district
Stationery	25		100	2,500	
Photocopy	25		80	2,000	
Hall rent		5	1,000	5,000	
Participants Allowance	25	5	300	37,500	As per level of participants
Resource person allowance	3	5	400	6000	As per level of resource persons
Miscellaneous				500	
Total Amount				59750	

4. Training to headmaster, VDC secretary and the chair person of SMC and PTA (3 days)

Particulars	Person	Day	Rate	Total	Remarks
Participants Allowance	25	3	300	22,500	As per level of participants
Travel allowance	25		100	2,500	As per actual expense
Tea/ snacks	30	3	50	4,500	
Resource person allowance	3	3	400	3,600	As per level of resource persons
Stationery	25		50	1,250	
Observation visit				8,000	Vehicle rent
Photocopy	25		80	2,000	
Hall rent		2	1000	2,000	
Miscellaneous				500	
Total Amount				46,850	

b. VDC/Ilaka Level**5. Orientation to remaining teachers and the members of SMC and PTA (1 day)**

Particulars	Person	Day	Rate	Total	Remarks
Tea/ snacks	50	1	50	2500	
Resource person allowance	2	1	400	800	As per level of resource persons
Travel allowance	2		100	200	
Training materials & stationery				2,000	1,000(materials) + 1,000(stationery)
Miscellaneous				1,000	
Total Amount				6,500	

6. Training to child club (1 day)

Particulars	Person	Day	Rate	Total	Remarks
Tea/ snacks	30	1	50	1,500	
Resource person allowance	2	1	400	800	As per level of resource persons
Travel allowance	1	1	100	100	
Miscellaneous				600	
Training stationery materials				1,000	Deposit the amount in child club fund for their institutional development
Total Amount				4,000	Per school

7. Orientation to Community Action Group-CAG (1 day Optional)

Particulars	Person	Day	Rate	Total	Remarks
Training materials & Refreshment	–	–	–	1,000	Preparation of social map in the settlements/ communities
Total Amount				1,000	Per school

8. Orientation to facilitators, community mobilizers, volunteers and motivators (1 day-optional)

Particulars	Person	Day	Rate	Total	Remarks
Tea/ snacks	25	1	50	1,250	
Resource person allowance	2	1	400	800	As per level of resource persons
Travel allowance	2		100	200	
Training materials				500	
Total Amount				2,750	Per school

9. Training to Masons (5 schools x 3 persons=15 persons) (5 days-optional)

Particulars	Person	Day	Rate	Total	Remarks
Participants Allowance	15	5	150	11,250	Provide daily allowance if training is held in VDC level
Tea/ snacks	20	5	50	5,000	
Resource person allowance	2	5	400	4,000	As per level of resource persons
Travel allowance	2		100	200	
Stationery	15		25	375	
Construction materials				5,000	
Tools/ equipments				2,000	
Total Amount				27,825	Rs.1008 per mason

(B) Program Activities

a. District Level

1. NSAWC Related Activities

Particulars	Person	Day	Rate	Total	Remarks
Planning workshop of VDC secretary/ members (DDC)					As per attendance of the participants
Participants allowance	50	1	200	10,000	
Tea/ snacks	50	1	50	2,500	
Resource person allowance	2	1	400	800	
Miscellaneous				500	
Total Amount				13,800	

2. Activities related to child fare/observation tour (Optional)

Particulars	Person	Day	Rate	Total	Remarks
Lump sum (Conduct program after getting approval of cost estimate)				50,000.0	
Total Amount				50,000.0	

3. Support to WSSD/SDO for monitoring and follow up

3.1 Allowance to the members of monitoring team from DWSSCC/ WSSD/SDO/DEO for monitoring and follow up (Multiple visits)

Particulars	Person	Day	Rate	Total	Remarks
Chief of WSSD/SDO and district education officer	1	2	400	800	Engineer, high school inspector, sociologist, planning officer, Overseer, primary school inspector, Women worker, technician, social mobilizers
Engineer/high school inspector/sociologist planning officer	1	2	300	600	
Overseer / primary school inspector	1	4	250	1000	
Women worker technician social mobilizers	1	6	200	1200	
Travel allowance (Multiple visits)		14	100	1,400	
Report preparation				500	
Total Amount				5,500	

b. Community/School Level (Per school)

1. Community/School Level Activities

Social map preparation (Including information board)	3,000	2,000+1,000
Material cost for other ignition tools	1,500	1,000+500
Development school brochure	1,000	500+500
National Sanitation Action Week and campaign (Prize, stationery, campaign)	4,000	2,000+2,000
Motivational prize (volunteers, best latrine, etc.)	2,000	1,000+1,000
Review and Planning meeting	2,000	1,000+1,000
Innovative and creative activities Including sanitation multiple table	6,000	4,000+2,000
Construction of water supply facilities	50,000	80% of total cost (As per requirements)
Construction of latrines/ urinals (If needed)	100,000	50% of total cost except primary school
Operation and Maintenance fund (Based on the availability of fund)	4,500	50% of total cost
Total Amount Per School	169,500	154,500 Hardware and 19,500 Software

2. Reward/recognition

After declaration of open defecation

Per school		Rs.10,000- Rs.20,000
------------	--	----------------------

3. Revolving fund/promotional actions (Optional)

Support for revolving fund and DAG Per catchments of the school		Rs.10,000- Rs.25,000 Budget can be increased as per community request
--	--	---

*Note

1. The budgeting is done as per the norms of Central Human Resource Development Unit (CHRDU) of DWSS. However, the estimate can be changed by adopting institutionally approved local level norms for district/ community/ school level activities
2. VDC and community level budget will be spent by school and communities themselves
3. Above mentioned activities are designed tentatively from which only major activities can be conducted with the allocated of budgets while preparing annual PoA

Summary Sheet of Government /Donor Tentative Funding Support for SLTS Programme Activities at VDC/School/Community Levels for 2 Years

SN	Major Activities	Budget 1st yr.	Budget 2nd yr.	Total	Remarks
I.	VDC and School Level Orientation/Training 1) Orientation to SMC, PTA, VDC, CBO Members Mobilizers/Volunteers Motivators Facilitators etc. (1-Day) <i>You can make 2 orientations if needed</i>	7,900	-	7,900	#Refreshment -50 (Per Par.) 50x50=2500 #Stationeries -20 (Per Par.) 50x20=1000 #Training Materials-1,000(Lump sum) #Trainer Allowance-400 (PD)400x3x2=2400 # Miscellaneous – 1,000 (Lump sum) (TA, Reporting etc.)
	2) Child Club Training 1- Day for Primary and Lower Sec. School (SSHE ongoing school) 2 – Day for Secondary School (SSHE on going school) and new primary/lower/secondary school.	4,000 8,000 8,000	- - -	4,000- (1-day) 4,000- (2-day)	#Refreshment -50 (Per Person) 50x30x2=3000 #Stationeries -20 (Per Per.) 30x20=600 #Training Materials-1,000(Lump sum) #Trainer Allowance-400 (Per Day) 400x4=1600+200x4=800 =2400 # Miscellaneous – 1,000 (Lump sum) (TA, Reporting etc.)
II.	Community /School Level Activities 1)Social map preparation (Including information board)	2,000	1,000	3,000	Each school must prepare social/latrine maps and set up the information board of their catchment area.
	2)Material cost for other ignition tools	1,000	500	1,500	Each school has to prepare and use in the school catchment area.
	3)Development school brochure	500	500	1,000	Each school has to prepare and share with DSSC annually.
	4) Camapigns a)National Sanitation Action Week b)Sanitation Month (Prize, stationery etc.)	2,000	2,000	4,000	Sanitation Committee/Child Club will organize in school catchment area.
	5) Motivational prize (volunteers, best latrine, etc.)	1,000	1,000	2,000	Sanitation Committee will decide based on locally developed criteria.
	6)Review and Planning meeting	1,000	1,000	2,000	Sanitation Committee/Child Club will use for refreshment and stationeries and review /prepare annual plan of action.
	7)Innovative and Creative Activities (Including hygiene multiple purpose table)	4,000	2,000	6,000	Sanitation Committee/Child Club will use for campaign materials and multiple table.
III	Revolving Fund/Promotional Action	-	10,000 – 25,000	10,000 – 25,000	Support for revolving fund per catchment of the school (Optional)
IV	Reward/Recognition after declaration of Open defecation Total Amount Per School	- 23,000-27,400 55,400 -80,400	10,000 – 20,000 28,000 – 53,000	10,000 – 20,000 51,000/	Encouragement for Sanitation Committee /School Min. Per School Catchment 51,400/55,400 Max. Per School Catchment 80,400
V	Construction of water supply latrines/urinals and operation and maintenance fund for school				# Water supply -50,000 # Child Friendly Latrine – 100,000 # Operation/Maintenance Fund- 4,500
VI	Sanitation Mart				(If not constructed/ deposited in the Bank) # San. Mart – 25,000, if really needed in that school catchment area (Optional)

Note # Tentative Budget requirement for each school catchment area is about Rs. 51,400/55,400 – 80,400 without V and VI activities for 2 years.
School/community participation required about 50% for (V) latrine and min. 20% for water as per revised guideline. If not possible for primary school to manage 50%, DDC/VDC/ other supporting agencies or DSSC have to arrange as in water supply
District level orientation/ workshop/training (DSSC, SMC/PTA/VDC/HM, Teachers etc.) and monitoring cost should be allocated based on SLTS guideline and district requirement.
The purposed VDC/School/Community level budget is tentative, which can be revised based on school and community situation, district norms and requirement for ODF.
All SLTS related printed materials and TOT support will be provided by SCNSA or ESS/UNICEF or concerned agencies.

Step-by-Step Activities with Time Frame

In the table below, the program activities of SLTS are summarized along with the steps, main activities, expected achievements, responsible person/ organization and time frame. The contents (Issues) as mentioned in the table can be used to monitor and assess the program.

S. No.	Activities	Actions	Key Achievements	Responsible Individual/Organizations	Time Frame
1.	School selection and preparedness phase	<ul style="list-style-type: none"> - Orientation to the staff members of the DWSSCC./SSHE DSSC/DSC - Call for application from schools and demands collection - Orientation to the staff and feasibility study of school and its catchments - School selection and notification to school - Agreement with school - Training / orientation to headmaster, teachers, VDC secretary /members and members of SMC and PTA - Child club formation /orientation 	<ul style="list-style-type: none"> - Develop the capacity of the stakeholders and seek their commitments for action - Identification of schools and agreement with school for program - Capacity development of child clubs and their institutional development 	<ul style="list-style-type: none"> - DWSSCC./SSHE DSSCC/ DSC - The implementing agency - Teachers, members of SMC and PTA & VDC secretary /members 	8 Weeks
2.	Ignition and Action Phase	<ul style="list-style-type: none"> - Use of IPRA tools in settlement/ community - Development and execution of school level plan of action - Mobilization of women group/CAG, users committee, child clubs, etc. - Launching of sanitation month with school and community initiatives - Launching of NSAWC in district, school and school catchments - Launching of school and community level promotional action on latrine construction, hand washing, public awareness, etc. - Demonstration of audio-visual materials on special occasion like local fair, Hatbazar, etc. - Collection of funds for the construction of WATSAN facilities in school and O&M - Construction of WATSAN facilities in school - Promotion of HHs latrine and public latrine - Organize child fare (District and community level) - Organize the study visit of teachers, child club, VDC secretary and members, and SMC and PTA - Promotion of innovative and creative activities - First declaration of open defecation free school catchments 	<ul style="list-style-type: none"> - Community realization of the terrible consequences of open defecation - Community motivation and commitments to stop open defecation - Initiation to stop the open defecation - Enhanced partnership with the stakeholders and resource mobilization - Initiation for the construction of latrine in school and communities - First declaration of open defecation free settlement/catchments 	<ul style="list-style-type: none"> - Teachers, students, VDC secretary and members, members of SMC and PTA, facilitators from support agencies, 	4 Weeks

*Note: A period of 8 weeks is allocated for the use of ignition tools and 28 weeks for school level construction/promotional actions

S. No.	Activities	Actions	Key Achievements	Responsible Individual/Organizations	Time Frame
3.	<ul style="list-style-type: none"> - Monitoring and Follow up phase 	<ul style="list-style-type: none"> - Promotion of innovative and creative activities. - Sharing of the experiences with other VDCs, schools, communities and districts - Refresher training (If needed) - Distribution of reward and recognition - Regular self-monitoring by the child clubs after final declaration of open defecation - Documentation and publicity 	<ul style="list-style-type: none"> - Regular use of latrine in school and households - Development of open defecation free settlements and communities - Transformation of sanitation behavior of student and the community people through radical changes in their thinking and action - creation of enabling environment in school 	members of the DWSSCC, SSHE DSSC and DSC, support agency, facilitators, community people, teachers, child clubs, women group, CAG, VDC secretary and members and members of SMC and PTA	52 Weeks

Ignition Participatory Rural Appraisal Tools (IPRA-Tools)

These ignition tools empower the communities in manifold ways by enhancing their knowledge, building attitude and transforming the behaviors. With the use of these tools, a hot discussion takes place among community people to stop open defecation. As a result, they are spontaneously united to instantly develop a plan of action for formulation, implementation, monitoring and evaluation and follow up of the promotional action.

1. Walk of Praise and Shame

The child clubs, teachers and community people make a transact walk across the settlements/ communities with a view to assess people's defecation behavior and sanitation facilities, and identify community's hygiene and sanitation problems. A discussion with community people in the areas of open defecation will be held to let them see their own shit, inhale the smell and feel ashamed. *It is important to stop in the areas of open defecation and spend quite a bit of time there asking questions whilst inhaling the unpleasant smell and taking in the unpleasant sight of large scale open defecation. If people try to move you on, insist on staying there despite their embarrassment. Experiencing the disgusting sight and smell in this new way, accompanied by an outsider to the community, is a key factor which triggers mobilization (Kar-2004).* The people who practice open defecation are thus made shameful and aware of their sinful behavior. In course, do not miss to offer the words of praise and admiration to those settlements that are free from open defecation. This act, in turn, triggers off the communities for seeking the immediate options to get rid of the hazardous and shameful situation.

2. Social Mapping

Social map is used as an important ignition tool to promote sanitation. Later after the walk of shame and praise, the community people themselves prepare the map in a participatory way. The child clubs, teachers, women group, VDC secretary and members of SMC and PTA facilitate the entire mapping process. The map comprises the information on open defecation sites, water supply facilities; house holds latrine, waste management system, community resources, infrastructures, etc. It is useful to identify local level stakeholders and their development activities. The map is equally helpful to organize and activate the communities to develop plan of action, generate local resources and launch awareness raising activities for sanitation promotion.

Based on the map, the name of households and their latrine facilities is clearly put on the hoarding board. It is installed in school premises or in the public places. The board works as an ignition tool to make those ashamed who practice open defecation. It also reminds them all the times to use latrine and live with full of self-esteem and dignity in the society. The process to be adopted and local materials required for developing social map is mentioned in **Annex-11**.

3. Defecation Mobility Map

Followed by the identification of rampant open defecation in the settlement/ communities, an interactive environment is created to hold discussion among the communities to trace out the possible paths of the faeces that travels across. In course, facilitate the participants to draw a sketch of defecation mobility map on the ground by using soil or threads of different colors. It is believed that the image of the sketch is permanently set in the participant's mind to remind them all the times. The participants realize the fact that faeces necessarily reach the community water sources (Eg. stream, pond, spring, well, etc), vegetable fields, farm lands, garden, bushes, foot trails, road, play ground, settlements, forests, public places, etc. and ultimately enters the mouth. The realization of such a terrible fact thus sensitizes them to build and use latrine and stop open defecation soon as possible.

Box-5: How to Trigger the Disgust of Consuming one another's Shit

Ask for a glass of drinking water. When the glass of water is brought, offer it to someone and ask if they could drink it. If they say yes, then ask others until everyone agrees that they could drink the water. Next, pull a hair from your head and ask what is in your hand. Ask if they can see it. Then touch it on some shit on the ground so that all can see. Now dip the hair in the glass of water and ask if they can see any thing in the glass of water. Next, offer the glass of water to anyone standing near to you and ask them to drink it. Immediately they will refuse. Pass the glass on to others and ask if they could drink. No one will want to drink that water. Ask why they refuse it. They will answer that it contains shit. Now ask how many feet a fly has. Inform them it has six feet and they are all serrated. Ask if flies could pick up more shit than your hair could pick. The answer should be "yes". Now ask them what happens when flies sit on their or their children's food and plate: what are they bringing with them from places where open defecation is practiced? Finally ask them what they are eating with their food. The bottom line is: everyone in the village is ingesting each other's shit. Ask them to try to calculate the amount of shit ingested everyday. Ask how they feel about ingesting each others' shit because of open defecation? Don't suggest any thing at this point. Just leave the thought with them for now, and remind them of it when you summaries at the end of the community analysis.

Source: *Practical Guide to Triggering Community Led Total Sanitation*, Kamal Kar, 2004

4. Faeces Calculation

This tool enables the community people to calculate the total amount of faeces scattered indiscriminately in a particular settlement/community due to open defecation. The calculation is done in the group in a participatory way to identify an average amount of faeces a person, a household and a settlement/community as a whole defecates in a day, a month and a year. While presenting the amount of faeces, the locally appropriate units such as *Doko*, *Bhakari*, basket, kilogram, quintal, liter, drum, truck, etc. should be used to let them realize the fact that a horrible amount of faeces is disposed indiscriminately around their settlements and thus it undeniably invites terrible health hazards. Immediately, an appalling environment is created among the participants as they realize the fact that they eat certain amount of faeces till the practice of open defecation prevails in the community. As a result, the participants show their strong determination, willingness and an instant action to build latrine on their own and use it.

Box-6: How to Ignite People in Places where they Defecate in the Water

In places where people defecate in the water (rivers, lakes, backwaters etc.) there will be less visual impact of doing a transect walk. However, you will find that community members use that water for bathing and washing out their mouth. In this situation you could ask for a bucket of water, and ask if people would wash their mouth with that water? They will say yes. Now calculate the daily addition of faeces by all the community households. Also ask how other communities might be defecating in the same water body (e.g. further upstream or around a lake). After this calculation ask them to wash their face and mouth and gurgle with that water. Probably no one will agree to do that. Ask why they refuse if they have been using the water both for shitting and for washing up to now.

Source: *Practical Guide to Triggering Community Led Total Sanitation*, Kamal Kar, 2004

5. Transmission Route of Faecal Oral Disease

As the people realize that they eat each other's faeces till open defecation continues, they get sensitized to spontaneously identify the possible means through which faeces enters their mouth and block it. This tool aims to assure the people about the fact that flow of faeces into the mouth is the prime cause of diahorreal disease and elimination of open defecation is the only preventive measure for that. For this, the route of

faecal oral contamination cards could also be used to sensitize the people. It is expected that the tool can aware the people to a greater extent to use the latrine, wash hands with soap, protect food and water and properly wash the fruits and vegetables before eating/cooking to be safe from faecal oral contamination.

6. Flagging on Open Defecation Area

This one of the important ignition tools, which is applied to make the communities feel ashamed about their open defecation practices. The child clubs, teachers and community leaders facilitate the communities to fix the flag in open defecation sites in the settlements/communities. It is used to create social and moral pressure in the community to stop open defecation. The flag can be made either of white or yellow or of any colour as decided locally. Since flagging is directly associated with community's self esteem and pride, it strongly motivates them to stop open defecation as soon as possible and live with high social standing.

Box-7: Tips for Effective Facilitation

Do find out all of the different local words for "shit" and "shitting". Don't use the nice, polite words but use people's own crude terms for this behavior throughout the facilitation process.

Do not believe that you are there to educate people, change their behavior or to offer any form of subsidy. The only thing you are there to do is to assist the community in carrying out their own analysis of the sanitation situation.

Start the IPRA by asking questions like "who has defecated in the open today?" and "have you seen or smelt human shit in your village today?" by show of hands.

On the transect walk, ask questions like about which families use which areas for defecation, where women go, and what happens during emergency defecation at night or during high incidence of diarrhoea.

Draw attention to the flies on the shit, and the chickens pecking and eating the shit. Ask how often there are flies on their, or their children's, food, and whether they like to eat this kind of local chicken.

Do "interview" the map. This means asking questions and probing the meaning and implications of what has been shown. The map should be a means to better community understanding of the sanitation situation, not an end in itself.

Do ask questions and try to get the community to work things out for themselves. Ask questions of different community members: men and women, children, rich and poor people to ensure that they all take responsibility

Ask them who would go for open defecation tomorrow? Or who would take bath in the pond or river where the entire community has been defecating? Ask them to raise their hands. If no one raises hands, ask them what they would do?

Do not try to convince the community to stop open defecation and start constructing latrines. Your job is to facilitate a good analysis that ignites a sense of disgust and shame, and compels the people to shift from haphazard open defecation to fixed-point defecation in a covered pit that stops the routes of contaminations.

Do not lecture or try to educate the community about the diseases caused by open defecation, flies as agents of contamination, or the need for hand washing at this stage. The most important element that ignites people is not the knowledge of health hazards but the element of disgust, shame and the sense of un-cleanliness, dirty feeling and impurity in many religions.

Do not at any point talk of any subsidy. Tell them clearly that you are not there to provide any subsidy or to suggest latrine models.

Do not prescribe models of latrines. Remember that the central idea of TS is not to prescribe the best and most durable model of latrine to the community at first, but to initiate local action to look for alternatives themselves. .

Do not prescribe worry if no one talks about starting any local action then and there. 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 shit.

Do watch out for the natural leaders in the communities emerging from the process of IPRA. Encourage them to take lead and share their ideas with the whole community about the result of open defecation and what best could be done to avoid it.

Do involve children in the discussion and ask them what they will do to stop open defecation. Often children start processions with loud slogans against open defecation. Encourage these activities. They find it great fun.

Source: Practical Guide to Triggering Community Led Total Sanitation, Kamal Kar, 2004

Model Activities on National Sanitation Week Campaign and Sanitation Months

Sanitation Month (SM)

Students have played a prominent role to promote hygiene and sanitation in school and community. They have become a role model on sanitation and played a vital role to motivate their parents for latrine construction. They are regarded as the catalyst of change because of their inherent capacity and willingness to promptly apply good sanitation behaviours. The implementation of "SM" has taken place in *Baishakh*, the first month of academic year of the school in the country as recommended by the local level stakeholders. As a part of national sanitation campaign, SM has got an institutional recognition with the initiative of the SCNSA and the Ministry of Education and Sports. It is obvious that an effective implementation of SM as a part of school level teaching help the students to translate their theoretical knowledge in to practice. If student's contribution to sanitation promotion is looked upon as one of the criteria for evaluation in examination, it would definitely help institutionalize sanitation and promote school and community sanitation through student's mobilization. It has been realized that rallies, processions, door-to-door program, cleaning of public places, etc. could be implemented every Friday or one hour daily depending on local situation. To make SM result-oriented, locally appropriate promotional actions could be implemented in addition to the following activities:

Activities:

- Orientation to teachers, parents and members of SMC and PTA
- Formation and orientation of child clubs
- Promotion of personal hygiene and environmental sanitation
- Class room and school compound cleaning
- Construction of garbage pit and management of waste in school
- Quiz contest, poem, essay and painting competition on sanitation
- Demonstration of street drama, dance and cultural program
- Rally, postering and pamphleting to promote latrine in communities
- Cleaning of public places, foot trails, road, temples, water sources, etc.
- Reward and recognition of individual who construct latrine during SM
- Cleaning of school latrine and O&M
- Development of social map of school catchments
- Development and display of sanitation map of the school catchments
- Plantation of flowers and trees in school premises
- Reward and recognition to students who contribute for sanitation promotion
- Reward and recognition to teachers who contribute for sanitation promotion (District level)
- Provision soap, broom, bucket, dust bin, etc in school
- Inter school competition on sanitation (Poem, essay, etc.)
- Demonstration of hand washing in school and community
- School level exhibition program
- Development and dissemination of promotional materials with due focus on local language and culture

National Sanitation Action Week (NSAW) Campaign.

NSWC is a national level campaign initiated in 2000 A.D. and being celebrated annually. More over, it is a national event, an advocacy tool, a package of activities and a joint effort based approach dedicated to hygiene and sanitation promotion. The objective of the NSWC is to promote latrine and personal hygiene including the practices of hand washing with soap through effective advocacy, communication and social mobilization. It is recognized as a national event to create wide awareness and seek commitment from all the concerned institutions at all levels. SCNSA mobilizes the stakeholders in generating and mobilizing the resources to effectively plan, coordinate, implement, monitor and evaluate the NSWC the SCNSA, chaired by the Director General of DWSS and comprising the members from Ministries, Government Departments, donor agencies, I/NGOs, private sectors is playing coordinating, planning, supporting and facilitating role to launch NSWC in the country through joint effort. RWSSCC and DWSSCC/SSHE DSSC / DSC are supporting to implement the campaigns at regional and district (VDC and community) level respectively. Followings are the model activities of NSWC to be implemented as pre week, during week and post week actions:

Activities:

A. Central Level

- Meeting of SCNSA and TF (Pre and post)
- Development and distribution of IEC materials (Pre and During)
- Orientation to stakeholders (Pre)
- Mobilization of national level communication media (Pre-During-Post)
- Provide support for planning, implementation and regular monitoring of regional and district level program (Pre and During)
- Recognize the preeminent working individual, organization and communities (Post).
- Preparation and dissemination of National report on NSWC (Post).
- Review meeting (Post).

B. Regional Level

- Regional Coordination Committee meeting (Pre-Post)
- Distribution of IEC materials among stakeholders (Pre and During)
- Regular monitoring of district level programs and collection of reports
- Recognize the preeminent working individual, organization and communities (Post).
- Review meeting (Post).

C. District Level

- Meeting of DWSSCC/SSHE DSSC/DSC for program planning (Pre-Post)
- Rallies/processions, postering, miking, etc. in district headquarters (During)
- Perform school based sanitation competition (drama, quiz contest, essay, duet song, poem, debate, etc) with the support from child club, teacher and staffs (During).
- Orientation to local officials/stakeholders (Pre)
- Public places cleaning campaign (Pre and during)
- Inter office/Tole/community competition on sanitation (Pre and during)
- Demonstration of sanitation related video films (During).
- Distribution of IEC materials (Pre and during)
- Mobilization of district level communication media (Pre-During-Post)

- Regular monitoring of district, VDC, and project level activities (During and Post)
- Recognize the preeminent working individual, organization and communities (Post).
- Collection of district level reports and submission to region and center (Post).
- Review meeting (Post).

D. VDC/Project /School Level

1. Pre-Week Activities

- Meeting and mobilization of VDC/project/school/community level organizations etc.
- Implement campaign activities in school/ communities by linking with existing SSHE, SLTS and community development program
- Effective mobilization of school children, mother's group, CBOs, front line workers of partner organizations for planning.
- Distribution of IEC materials
- Mobilization of local communication media

2. During Week Activities

- Initiation/ completion of latrine construction
- Door to door visit program
- Implementation of poem, essay, quiz contest, dual song, etc. in school level.
- Cleaning of public places, household yards, office compound, etc.
- Postering, pamphleting, rally, meeting etc.
- Implementation of IPRA tools
- Innovative and creative activities

3. Post Week Activities

- Self-monitoring/evaluation
- Submission of individual report to concerned stakeholders at district level
- Provide incentives to prominent working individual, agencies / organization and communities.
- Regular monitoring of program
- Review meeting

In addition to above activities the following advocacy and awareness raising activities could be undertaken for promotional action:

- Effective mobilization of *Tole* development committee, child clubs, CAG, women groups, etc as a pressure group.
- Observation visit to model school and community in sanitation
- Broadcasting of the saying and thoughts of great persons on sanitation
- Demonstration of different latrine designs and hand washing practices
- Documentation and dissemination of life stories of the individual having outstanding contribution on sanitation, success stories, case studies, innovative and creative activities, etc.

Key Features of Model School and Community in Sanitation

(A) School

1. Provision of latrine and urinals

- Separate units for boys and girls
- Separate units for defecation and urination
- Availability of water and sanitation facilities such as mug, bucket, brush, soap, etc.

2. Water supply facility

- Provision of tap for drinking and cleanliness
- Provision of platform for sanitation
- Provision of soap case and towel
- Proper outlet of wastewater to kitchen garden, plantation areas, soakage pit, etc.

3. School compound

- Regular cleaning of school compound
- Provision of garbage pit, soakage pit, dumping site, etc
- Compound wall/fence
- Open defecation free situation

4. Class room

- Provision of dust bin
- Provision of broom
- Regular cleaning of class room
- Well ventilated and lighted room

5. Study and monitoring

- Assessment of school and community sanitation through social map
- Regular self-monitoring of school and community and community level actions

6. Documentation

- Development of the brochure of school (Annex-9)
- Development and execution of POA
- Development of documentation system (Yearly and half-yearly)
- Provision of meeting minutes/account keeping register
- Preparation of write up on innovative and creative activities
- Provision of Suggestion/inspection book for visitors and monitoring team
- Development of school level norms and rules
- Development of social map of school and it's catchments and installation of information board to indicate households latrines

7. Child club

- Formation/re formation of child clubs
- Participation of male and female students, *Dalits*, ethnic group, disabled, etc.
- Initiation of innovative and creative activities (Eg. demonstration of models, fund collection, development of sanitation materials, etc.)
- Participation in promotional campaign (Eg. School sanitation, NSAWC, hand washing promotion campaign, use of ignition tools, etc.)

- Extra curricular activities (Eg. Latrine promotion in communities)
- Mobilization of and support to out-of-reach children
- Registration, renew and institutionalization of child clubs

8. Child friendly facilities

- Latrine (Eg. appropriate size of pan, proper height of *Chuckul* and steps, etc.)
- Appropriate height of tap (Eg. accessible and easy to handle)
- Participation in planning (Eg. in assessment, planning, implementation, etc)
- Provision of sanitation facilities (Eg. nail cutter, comb, mirror, brush, etc.)
- Provision of first-aid related materials
- Provision, promotion and proper storage of materials for education and sports

9. Operation and maintenance (O &M) System

- Availability of O&M fund for water supply and sanitation facilities
- Tools for O&M in school compounds (Eg. Spade, knife, etc)
- Development of rules and regulation for O&M in school
- Use and cleanliness of latrine and urinals
- Use and cleanliness of tap, platform, drainage, etc.
- Cleanliness of school compound and class room
- Environmental sanitation (Eg. garden, kitchen-garden, etc.)

10. Other support and participation

- Participation of teachers and administrative staff in program and their support in fund collection
- Participation and financial support of VDC
- Participation and support of other development agencies
- Participation and financial support of the members of SMC and PTA
- Participation of communities and emphasis on environmental sanitation

(B) Community

- Use of ignition tools in the communities through student's mobilization
- Construction of households latrines
- Use and O&M of latrines by each and every member of households
- Formation, orientation and mobilization of *Tole* committee/women group/CAG
- Development and implementation of Plan of Action (Including social map)
- Display of information/display board by indicating the information on households latrines
- Declaration of open defecation free situation and installation of hoarding board to indicate the declaration
- Cleanliness of court yards, foot trails, water source, etc
- Proper management of solid waste and waste water
- Good personal hygiene of the community people
- Proper protection of food and water
- Enhanced school-community partnership for school and community level action
- Local level norms, rules and regulation to stop open defecation
- Development of monitoring mechanism and introduction self-monitoring system

School Selection Criteria

Selection will be done on the basis of schools having:

- Felt need for sanitation promotion
- Strong commitments of teachers, students and members of SMC and PTA to implement the program
- Availability of matching fund for the construction of WATSAN facilities and O&M.
- Enhanced school-community partnership and strong community willingness to support latrine construction in schools as well as in communities.
- Availability of local resources (Eg. stone, wood, sand etc.) and possibilities to obtain technical and financial support of VDC
- Participation with the local level development organizations for program support
- Availability of water supply facilities.
- School level norms and program activities for promotional action
- Basic infrastructures
- Majority of the local teachers.
- Functional student's groups such as Junior Red Cross Circle, scout, green club, etc
- Consent to agree the terms and condition of the program

Checklist for School Observation and Content of the School Brochure School Observation

- General information about the school (Date of establishment, number of teachers, number of households in its catchments, number of HHs latrines, etc.)
- Identification of the concerned stakeholders and their contribution to the school
- Information about latrines/urinals, sanitation facilities, child clubs, plan of action, social mapping, school level rules and regulation and O&M
- The impact of the program in community and the state of community sanitation
- The local initiatives for fund collection
- Innovative and creative activities (Brochure, fund generation, etc.)
- The commitments of child clubs, teachers and member of SMC and PTA towards the program
- School's future course of action for sanitation promotion
- Feedback and suggestions from the school

Contents of the School Brochure

1. Introduction:
2. Number of teacher, students and administrative staff
3. Infrastructure and the resources of the school
4. Status of education, enrollment rate, etc.
5. The following key components concerning school sanitation
 - Objective
 - Program implementation year
 - WATSAN facilities
 - Promotional activities
 - Development and execution of plan of action
 - Child club formation and mobilization
 - Capacity building activities
 - Support of teachers, child clubs, VDC and members of SMC and PTA
 - Monitoring and evaluation
 - Use of ignition tools
 - Development of social map
6. The contribution of school to community sanitation
7. Impact/achievements of the program
 - Enabling environment for education and student's leadership development
 - Promotion of community latrines
 - Declaration of open defecation free settlement/catchments
 - Transformation of student's knowledge and behaviors
 - Innovative/creative activities (Eg. awareness creation, fund collection, etc.)
 - School-community partnership, sustainability of program and lessons learnt

Documentation

- Letters of correspondence
- Agreement of contract
- Meeting minutes / request letters
- Monitoring report (Developed on the basis of social map & monitoring indicators)
- Visitors book and suggestions
- School brochure / description
- Cash book / voucher / store inventory
- Posters, pamphlets and news letters
- Program report / progress report
- Design / drawings of latrine and other WATSAN facilities
- Plan of action
- Local level norms / rules and regulation
- Photographs and child club registration register
- Audio visual materials
- Poem, song, article, research report, etc on sanitation
- Letters of recognition and certificates
- Database on sanitation
- Book, guidelines and papers
- Social map
- Inventory of the documents
- Storage of documents
 - Filing (Eg. letters, vouchers, etc)
 - Fixing on wall (Eg photographs, letter of recognition, etc)
 - Keeping in to box / bag (Eg. guidelines, audio-visual materials, etc)

Documents should be kept safely and it should be easily accessible as and when needed

Methods, Materials and Model Schedules of Orientation/Training

Methods of Orientation/Training

- Group Discussion/Conversation
- Brain Storming
- Feedback
- Lecture
- Demonstration
- Observation Visit
- Reading of Articles, Information and Research Findings
- Case Study
- Game
- Exercise
- Field Exercise
- Role Play
- Individual Assignment
- Sharing of Thought or Saying of Great Persons
- Question Answer

Materials/equipments needed to run orientation/training

Copy, pen, board marker, transparent sheet pen, permanent marker, duster, news print, color pencil, OHP, multimedia projector, lap top and desk top computer, photocopy, camera, stapler, punching, thumb pin, gum, masking tape, scissors, whistle, file, drawing paper, meta card, materials required to make ignition tools, etc.

Basic Guidelines/Local Materials used for developing Social Map and it's Model

Basic Guidelines

- Determine the things to be mentioned in a map (Eg. social composition, agriculture, physical infrastructure, natural resources, latrines, open defecation sites, tap, etc)
- Identify the key persons who are active to participate in mapping process
- Select an appropriate site to prepare the map (Eg. plain surface of ground, court yard, road side, public place)
- Encourage the participants (Community people) to prepare the map on the ground by using locally available materials. For valid information, create an encouraging environment to held effective interaction and discussions among them.
- Consider local norms, values and belief system while facilitating the process and ensure the participation of children, adult and aged people (Both male and female) while preparing map.
- Encourage the participants to transfer the map onto the paper so as to let them feel empowered. It also builds up their ownership towards the whole mapping process.
- The things such as households, schools, latrine, water sources, open defecation sites, local resources, defecation mobility sites, forests, etc should be clearly mentioned in the map
- Mention in the map the households number with population
- Let them realize the fact that the local people are the real planner of the community level action and they possess enormous capacity to deal with their problem on their own.
- Identify community's concern and willingness for action.

Local Materials to be Used for Developing Social Map

Soil of different colors (Red, black, white, yellow, brown, etc), ash, sand, coal, pebbles, brick pieces, wooden pieces, green grass, straw, chalk stone, leaves, paper, small fruits, corn seed, gram seed, peas, beans, etc

Things to be mentioned in Social Map

Schools, latrine, water sources, households, open defecation sites, forest/jungle, hills, river, stream, well, spring, *Chautara*, forests, bridge, temple, NGOs/Clubs, Bank, VDC building, foot trails, permanent latrine, temporary latrine, public dumping site, community pasture land, *Ailani Jagga* (government owned land), public tap, community garden, *Bansghari* (Bamboo planted area), stones, gravel, sand, etc.

Model of Social Map

Name of school:

VDC:

Ward No:

Name of settlement/ community:

Date of map preparation:

Name of the persons involved in developing map:

	 N
Legends	

Total number of settlements / communities in the catchments:

Total number of households (HHs) in the catchments:

Total population in the catchments:

Total HHs having permanent latrine:

Total HHs having temporary latrine:

Total HHs practicing open defecation:

Total population practicing open defecation:

Total number of open defecation sites in the catchments:

Total number of students having latrine in their households:

*Note: On the basis of social map, it is essential to prepare and display an information board as per table-3 of Annex-14

Box 8. Tips for Intervention of SLTS Program

- Motivate the school and students to be role model in sanitation to inspire the communities to build and use latrine and promote proper hygiene behavior
- Play a pro-active role for ensuring the use of latrine by all households to make the settlements within school catchments free from open defecation and gradually achieve perfection in other aspects of hygiene and sanitation
- Do inspire and embolden the students through appreciation, recognition and rewards to activate them for promotional action and even to work as the pressure group and catalyst of change.
- Facilitate to let the students realize the fact that sanitation is a part and parcel of their study. Also make them realize that it is their responsibility too.
- Schools should adopt sanitation as one of the criteria for student's evaluation based on their performance on cleanliness of class room, latrine and personal hygiene.
- Do an effective facilitation to let the communities internalize that they are terribly affected amid the hazardous situation created by their open defecation practices.
- Do not apply all IPRA tools at a time. At first, apply locally appropriate one. Identify community's reaction on it and apply the next tool. Nevertheless, development of school social map is must .
- Facilitate to develop social map by ensuring the participation of community people belonging to different caste, ethnicity, class, etc. Also play a pro-active role to involve children and women in the entire mapping process.
- Let the community declare open defecation free situation themselves. Never force them for the declaration. Create an encouraging environment to let them feel a sense of competition to make their settlement free from open defecation and be recognized in the society.
- Facilitate to start the promotional action from one or more communities that are willing to stop open defecation. Do encourage those households which are also motivated to promote latrine on their own.
- Do sensitize the toilet users also to create a social pressure for stopping open defecation. It is possible when they realize the fact that they will continue to ingest other's shit till the practice of open defecation continues in their community.
- While assessing achievements of program, consider the number of communities free from open defecation rather than counting the number of latrines built in school catchments.
- Facilitate to form the Community Action Group (CAG) in settlements if people feel the need of collective efforts to stop open defecation. Ensure participation of children and women in CAG.
- Never prescribe the latrine designs to the communities. However, support them to choose the technical options to be appropriate to their social, economic and geographical situation.
- Make those Toile/communities glorious with school level recognition, which have been successful to declare open defecation.
- While facilitating, use the vernacular word to be compatible to local situation
- IPRA tools could also be applied in school sanitation program areas, WATSAN project and in the non program areas for inspiring the communities to stop open defecation.

Checklist of the Activities for School and Community Level Plan of Action

Key Actions:

- Sharing with SMC/PTA/VDC members local clubs, etc about SLTS
- Orientation of the members of SMC, PTA and VDC secretary / members
- Identification of communities for action to stop open defecation
- Formation / re-formation of child clubs and their orientation
- Formation of school catchments level sanitation committee
- Use of ignition tools for community sensitization
- Development of social map, identification of stakeholders and locally available resources
- Development of local level norms, rules and regulations
- Development of school and settlement / community level Plan of Action
- Implementation of advocacy / awareness raising activities such as street drama, video show, etc during NSAWC, sanitation months and on special local occasions
- Generation of local level funds in school for the construction of WATSAN facilities and operation and maintenance
- Construction / extension of water supply and sanitation facilities in schools
- Initiation of latrine construction in communities
- Re-construction / upgrade of latrines in communities
- Construction of other sanitation facilities such in communities
- First declaration of open defecation free community
- Final declaration of open defecation free community
- Reward and recognition to school and community
- Development of self-monitoring and documentation system in school

Tables on Plan of Action, Composition of the Child Club and Sanitation Information Board

Name of school:

VDC:

Ward No:

Name of settlement/ community:

Date:

Table.1 Plan of Action

S.No.	Activities (Actions)	How to undertake the actions? (Methods)	When to undertake? (Time)	Who will be responsible? (Responsibility)	Venue (Place)	How to assess the task? (Indicators for assessment)
1						
2						
3						
4						
5						

Name of the persons involved in developing plan of action:

Tabl.2 Composition of the Child Club (Tentatively)

Level of School	Class										Total Number
	1	2	3	4	5	6	7	8	9	10	
Primary	-	-	4	7	9	-	-	-	-	-	20
Lower Secondary	-	-	2	4	6	8	10	-	-	-	30
Secondary / Higher Secondary	-	-	-	2	4	6	8	10	10	-	40

*Note:

- At least 50% member of the child club should be girl
- The students belonging to backward communities should be included in the club
- The members of the child club should represent each settlement/ community of the school catchments as far as possible and it would be better to consider the existing child club, if meet the target.

Table.3 Sanitation Information Board

The Catchments of (Name of School)

S. No.	Name of Households Owner	Types of Latrine			Remarks
		Temporary	Permanent	Not Available	

Total settlements/ communities in the catchments:
 Total households (HHs) in the catchments:
 Total population in the catchments:
 Total HHs having permanent latrine:
 Total HHs having Temporary latrine:
 Total HHs practicing open defecation:
 Total population practicing open defecation:
 Total number of open defecation sites in the catchments:

*Note:

- The schools should update the information periodically
- Put the special sign to denote the latrines built after program implementation

Table.4 Composition of School Catchments Level Sanitation Committee

S. No.	Representatives	Number
1	Headmaster / Teacher	1
2	Child club	1
3	School Management Committee	1
4	Parents Teacher Association	1
5	Local Club / Volunteer (FCHV)	1
6	WATSAN User's Committee	1
7	Ward Chair Person / Social Worker	1

*Note:

This number could be increased up to 11 by taking into account the local need and requirements

Indicators for Monitoring of School and Community Level Actions

[Member of monitoring team should collect brief information on each indicator. The school should also prepare the database based these indicators]

Name of the School:

VDC/Municipality:

Ward No:

S.No.	Monitoring Indicators	Brief Comments
1.	School Level	
1.1	Actions of the Child Club	
1.1.1	Is child club formed and re-formed?	
1.1.2	Is child club involved in maintaining cleanliness of latrine, class room and school compound?	
1.1.3	Is the meeting of child club held regularly?	
1.1.4	Are the decisions of child club implemented sincerely?	
1.2	Capacity Development	
1.2.1	Is child club oriented and trained?	
1.2.2	Are teachers and members of SMC and PTA trained?	
1.2.3	Is school and community level plan of action developed and implemented?	
1.2.4	Is the social map of the school catchments is developed and updated?	
1.3	Water Supply Facilities	
1.3.1	Is water supply facility constructed and used in school?	
1.3.2	Is water supply adequate and available in all the seasons?	
1.3.3	Is water safe for drinking?	
1.3.4	Are water supply facilities child-friendly?	
1.3.5	Do students use these facilities?	
1.3.6	Is there proper O&M of the facilities?	
1.4	Sanitation Facilities	
1.4.1	Are latrine and urinal available and adequate for students?	
1.4.2	Are the soakage pit, garbage pit, drainage, containers, etc. available in school?	
1.4.3	Are these facilities child-friendly and gender -friendly?	
1.4.4	Do students use these facilities?	
1.4.5	Is there proper O&M of the latrine and other sanitation facilities?	
1.5	Hand Washing	
1.5.1	Are hand-washing facilities such as soap, towel, platform, etc. available?	
1.5.2	Do students wash hands with soap before eating food? and after using toilet (Mention the percentage of students, if possible)	

S.No.	Monitoring Indicators	Brief Comments
1.6	Environmental Sanitation	
1.6.1	Are school compound and class room clean?	
1.6.2	Are dustbin, broom, etc available in class and used?	
1.6.3	Is school compound free from open defecation?	
1.7	Knowledge on Hygiene and Sanitation	
1.7.1	Are student aware of personal hygiene and environmental sanitation? (Mention the percentage of students)	
1.7.2	Have students maintained personal hygiene? (Mention the percentage of students)	
1.8	Fund Collection/Mobilization	
1.8.1	Is funds generated for construction of WATSAN facilities and O&M?	
1.8.2	Is their participation of stakeholders (especially child clubs) for fund mobilization?	
1.8.3	Have VDC, teachers and members of SMC and PTA contributed to generate funds?	
1.8.4	Is fund released the in timely by support agencies?	
1.9	Monitoring and Follow-up	
1.9.1	Is monitoring, supervision and follow up is done by the concerned from time to time?	
1.9.2	Are teachers and students involved for self-monitoring, supervision and follow up of school and community level actions?	
1.10	Other Promotional Actions	
1.10.1	Does school implement suggestions/recommendations of the monitoring team?	
1.10.2	Are the meetings of teachers and members of SMC and PTA held regularly?	
1.10.3	Is there participation of teacher, students and administrative staff for cleaning and O&M of WATSAN facilities?	
1.10.4	Are IEC materials adequate and available in school?	
1.10.5	Are school level rules and regulation developed and implemented?	
1.10.6	Is hygiene and sanitation promoted as the part and parcel of teaching in school?	
1.10.7	Is the system of reward and recognition developed and implemented to encourage individual and settlement/community?	
1.11	Documentation and Reporting	
1.11.1	Is documentation system promoted in school?	
1.11.2	Do schools submit the progress and account reports to the concerned organizations properly and in time?	
1.11.3	Is visitors' book available in school?	

S.No.	Monitoring Indicators	Brief Comments
1.11.4	Are minutes of the meeting of teachers and child club kept properly?	
1.11.5	Is school brochure developed and disseminated?	
1.11.6	Is baseline information about school and community sanitation available in school and updated?	
1.12	Achievements of the Program	
1.12.1	Is there increase in student's enrollment rate and regular attendance? (Identify the cases)	
1.12.2	Is there visible reduction in diarrhoeal disease among students? (Identify the cases)	
1.12.3	Is the leadership skill of the students enhanced? (Identify the cases)	
1.12.4	Has program contributed for quality education? (Identify the cases)	
1.12.5	Has latrine construction rate increased in households after program intervention? (Identify the data)	
1.12.6	Has school received any reward and recognition?	
2.	Community Level	
2.1	General Issues	
2.1.1	How many settlements/ communities are there in school catchments?	
2.1.2	How many households (HHs) are there in the catchments?	
2.1.3	What is the total population in the catchments?	
2.1.4	What is the number of HHs having permanent latrine?	
2.1.5	What is the number of HHs having temporary latrine?	
2.1.6	What is the number of HHs practicing open defecation in the catchments?	
2.1.7	What is the number of population practicing open defecation in the catchments?	
2.1.8	What is the number open defecation site in the catchments?	
2.1.9	Are community people aware of personal hygiene and environmental sanitation?	
2.1.10	Are soap and washing platform available in the HHs ?	
2.1.11	Have community people maintained personal hygiene?	
2.1.12	Are the foot trails, road, public places, court yard, etc. clean in the community?	
2.1.13	Is solid waste/waste water managed properly?	
2.2	Specific Issues	
2.2.1	Is settlement/community level social map prepared, displayed and updated?	
2.2.2	Are Tole committee/Community Action Groups (CAG) formed and activated for action?	

S.No.	Monitoring Indicators	Brief Comments
2.2.3	Is settlement/ community level plan of action, rules, regulations and norms developed and implemented?	
2.2.4	How many settlements/ communities have declared open defecation free situation after program intervention?	
2.2.5	Do households re-build the collapsed latrines and upgraded them?	
2.2.6	How many settlements/ communities have sustained the open defecation free situation?	
2.2.7	Are board displayed in public places to make the declaration of open defecation free situation public?	
2.2.8	Is community level self-monitoring and evaluation system developed and implemented?	
2.2.9	What sorts of self-monitoring and follow up mechanism are developed?	
2.2.10	Is there reduction in the cases of diarrhoeal disease? (Identify the cases)	

Name of the monitor/ data compiled by:

Organization:

Signature:

Date:

Name List of the Member Organizations of the SCNSA and the Stakeholders, TF and DWSSCC/SSHE DSSC/DSC

1. Member Organizations of the SCNSA and the Stakeholders

- Ministry of Physical Planning and Works
- Ministry of Finance
- Ministry of Education and Sports
- Ministry of Local Development
- Ministry of Health and Population
- Ministry of Children, Women and Social Welfare
- Department of Water Supply and Sewerage (Director General, Chairperson)
- Department of Health Services
- Department of Education
- United Nation Children’s Fund (Chief, CWE Section, Member Secretary)
- World Health Organization
- Nepal Red Cross Society
- Rural Water Supply and Sanitation Fund Development Board
- Nepal Water for Health
- International Trachoma Initiatives
- National Association of Village Development Committee in Nepal
- Association of District Development Committee in Nepal
- Municipality Association in Nepal
- GTD/UDLE
- HELVETAS
- PLAN- Nepal
- Water-Aid
- Nepal Scout
- CECI
- Gurkha Welfare
- Bio Gas Support Program/SNV
- Nepal Teacher’s Union
- Nepal Teacher’s Organization
- CARE- Nepal
- Federation of Drinking Water & Sanitation Users-Nepal

2. Member Organizations of the TF

- Environmental Sanitation Section of the Department of Water Supply and Sewerage (Chief, Coordinator)
- United Nations Children’s Fund
- World Health Organization

- Nepal Red Cross Society
- Rural Water Supply and Sanitation Fund Development Board
- Nepal Water for Health

3. Member Organizations of the DWSSCC/SSHE DSSC/DSC

- District Development Committee (DDC/CP or Local Development Officer - Chairperson)
- District Education Office
- District Public Health Office
- Water Supply and Sanitation Division/Sub-division Office (Chief, Member Secretary)
- Municipality
- Women Development Office
- Nepal Red Cross Society District Chapter
- Non Governmental Organization Coordination Committee
- UNICEF field office/Donor

Roles and Responsibilities of Stakeholders

Experiences show that it is essential to ensure the joint efforts of the stakeholders for hygiene and sanitation promotion. The roles of the key organizations are identified as follows to facilitate planning, programming, implementation, monitoring and evaluation of the program:

Steering Committee for National Sanitation Action (SCNSA)

SCNSA is a central level committee chaired by the Director General of DWSS. It comprises the members from ministries, government departments, INGOs, national level NGOs, donor agencies and private organizations. The SCNSA undertakes the following major activities:

- Mobilize WATSAN and other potential stakeholders through effective advocacy and publicity
- Develop the different modalities and the program activities for hygiene and sanitation promotion
- Organize NSAWC annually by ensuring support of the concerned stakeholders
- Build up alliance and establish the coordination among the members of SCNSA and stakeholders and seek their commitments for making available their support for resource mobilization and field level action
- Assist the Ministry of Physical planning and Work to formulate and review policy, strategy, guidelines, etc on hygiene and sanitation
- Conduct research and development activities
- Develop and disseminate IEC materials
- Mobilize central level mass media for advocacy and awareness
- Award preeminent working individuals, organizations and communities

Task Force (TF)

TF is working as a “Focal Point” for MPPW and SCNSA for sanitation promotion. The chief of the Environmental Sanitation Section (ESS) of DWSS is its coordinator. It is a key central working group which contributes to implement sectoral policy, undertake impact studies, develop of indicators for monitoring and evaluation, coordination, Development of IEC materials, implement NSAWC, etc.

Regional Water Supply and Sanitation Coordination Committee (RWSSCC)

The committee is coordinated by the chief of WMSO of DWSS. The followings are the the key roles of RWSSCC to promote hygiene and sanitation:

- Coordinate at regional level for promotion of hygiene and sanitation
- Coordination for planning and programming of hygiene and sanitation programme
- Coordination for celebration of National Sanitation Week Campaign, school sanitation and other promotional activities

District Water Supply and Sanitation Coordination Committee (DWSSCC), School Sanitation Hygiene Education District Coordination Committee (SSHE DSSC) and District Sanitation Committee (DSC)]

DWSSCC/SSHE DSSC/DSC is comprised of concerned line agencies mainly DDC, WSSD/SDO, WDO, DTO, Public Health Office, District Forest Office, District Soil Conservation office, etc. It will perform the following roles and responsibilities to promote sanitation in general and SLTS program in particular:

General

- Assist the DDC for district level planning and budgeting on sanitation and hygiene
- Launch effective advocacy , communication and social mobilization activities
- Collect district level information on sanitation and hygiene and forward to MIS unit of MPPW on quarterly and annual basis.
- Ensure adequate budget and program for NSAWC by mobilizing district level stakeholders;
- Encourage and facilitate action plans (short, medium, long term) at the local level (school, community, VDC, municipality);
- Prepare periodically the district profile on WATSAN situation in the district.
- Coordinate for over all implementation of sanitation program in the district
- Formulate and implement district level policy and norms for promotional action

Specific

- Organize training, mass meeting and orientation, etc. to capacitate the concerned for action
- Support the school to develop and execute PoA
- Select the school and do agreement for program implementation
- Identify the concerned stakeholders and establish coordination with them for support
- Help to identify the school catchments
- Facilitate to develop and execute the school and community level plan of action
- Mobilize local level mass media for publicity and awareness
- Provide support to generate financial support for construction of WATSAN facilities and O&M .
- Help to develop, display and update the social map of school catchments
- Launch NSAWC, hand washing campaign, etc for awareness creation
- Organize observation tour of the stakeholders to model school/communities on sanitation
- Develop and disseminate of locally appropriate IEC materials
- Facilitate to form and mobilize Community Action Group (CAG)
- Facilitate to declare the open defecation free school catchments
- Develop and execute the system to monitor school and community level program
- Develop reward and recognition system to encourage school, teachers, students, community people, women groups, local clubs, etc.
- Support to release the budget to the school in time

District Level Task Force

A District level task force will be formed by comprising the member organizations of DWSSCC/ SSHE DSSC / DSC (WSSD/SDO, DEO and Nepal Red Cross Society/NGO federation/NGO coordination committee) for planning and programming, developing IEC materials, plan of action and monitoring and evaluation mechanism to promote sanitation in general and SLTS program in particular. The task force will provide suggestions and recommendations to DWSSCC/SSHE DSSC /DSC from time to time. It fulfils the following specific roles and responsibilities:

- Development of monthly action plan
- Work as a link among SCNSA, DWSSCC/ SSHE DSSC /DSC, school and community
- Reporting, communication and monitoring
- Identify challenges and problems on sanitation and their mitigation measures and share them with DWSSCC/ SSHE DSSC/DSC
- Development of annual action plan and submit it to DWSSCC/ SSHE DSSC/DSC for approval

Teachers, Members of School Management Committee, Parents Teacher Association

School has a pivotal role to develop healthy (physically and mentally) citizen by providing quality education through child friendly learning environment and life skill based hygiene and sanitation education. Teachers, Members of School Management Committee (SMC), Parents Teacher Association (PTA) can play the following general and specific roles to promote hygiene and sanitation in general and SLTS program in particular:

General

- Impart knowledge on personal health, hygiene and environmental sanitation
- Promote sanitation as a part of curriculum/teaching in school
- Enhance the child-friendly and life skill based hygiene education
- Develop the leadership among the students through child club
- Act as a role model to promote sanitation in school and near by communities.
- Persuade students to become role model
- Work as pressure groups to motivate the individual communities having no latrine and poor hygiene behavior
- Adopt Total Sanitation approach and develop monitoring system to promote sanitation in the communities
- Mobilize the students and community people to promote hygiene and sanitation in the communities by motivating parents and even creating pressure through students
- Generate Support from development organizations to promote sanitation.

Specific

- Implement the capacity development related program such as training, mass meeting and orientation, etc.
- Select the school and do agreement for program implementation
- Identify the concerned stakeholders and establish coordination with them for support
- Form and mobilize the child clubs for promotional actions
- Develop and execute the school and community level plan of action
- Construct, use, operate and maintain WATSAN facilities (Eg. latrine, garbage pit, soakage pit, etc) in school
- Determine the catchments of school
- Identification of some settlements/communities for action/declaration of open defecation free situation
- Development, update and display of social map of school catchments (Catchments as a whole or settlement/ community wise)
- Collection, documentation and update of school and community level baseline information
- Identification of locally available resources
- Implementation of NSAWC and other awareness raising activities (Eg. street drama, *Tole* competition on sanitation, mobilization of mass media, rallies and procession, video show, etc)
- Help communities to select appropriate latrine design
- Promotion of innovative creative activities (School brochure, sanitation multiple table, sanitation garden, etc)
- Mobilize local level mass media for publicity and awareness

- Mobilize the out of reach children in school catchments
- Introduce ignition tools to sensitize communities
- Develop and disseminate of locally appropriate IEC materials
- Facilitate to form and mobilize Community Action Group (CAG) in the settlements/ communities
- Lead to declare the open defecation free school catchments
- Develop reporting and documentation system.
- Initiate innovative and creative activities on hygiene and sanitation
- Develop and execute of self-monitoring system in school and communities
- Generate fund by implementing innovative and creative activities such as *Bhailo*, lottery, *Deusi*, donation, etc and establishing sanitation fund from within etc.
- Keep the meeting minutes update and take initiatives to implement the decision made by the clubs
- Participate in over all planning, budgeting, implementation, monitoring and follow up of SLTS program
- Development and implementation of local level rules, regulation and norms
- Develop reward and recognition system to encourage teachers, students, community people, women groups, local clubs, etc.
- Sharing of experiences/ dissemination of the achievements

Child Club

Child clubs are the backbone of SLTS program. They are the vehicle of change since they are capable to adopt good sanitation behavior and motivate their parents for the same. Some of the key roles and responsibilities of the child clubs are identified as follows to support school and community level actions:

General

- Act as a role model to promote sanitation in school and near by communities.
- Persuade communities to become role model in sanitation
- Work as pressure groups to motivate the individual and communities to build and use latrine
- Mobilize the out of reach students people to promote hygiene and sanitation in the communities by motivating parents and even creating pressure

Specific

- Develop and execute the school and community level plan of action
- Assist to construct, use, operate and maintain WATSAN facilities (Eg. latrine, garbage pit, soakage pit, etc) in school
- Introduce ignition tools to sensitize communities
- Help to determine the catchments area of the school
- Help to develop, display and update the social map of school catchments
- Help to develop and disseminate of locally appropriate IEC materials
- Facilitate to form and mobilize Community Action Group (CAG) for promotional action
- Help to declare the open defecation free school catchments
- Develop and execute of self-monitoring system in school and communities
- Develop and implement local level rules, regulation and norms to promote hygiene and sanitation
- Keep the tools used for sanitation (Eg. spade, brush, etc) safe

- Maintain the cleanliness of classroom, school compound and latrine.
 - Generate fund by implementing innovative and creative activities such as *Bhailo*, lottery, *Deusi*, donation, etc and establishing sanitation fund from within etc.
 - Keep the meeting minutes of the child club update and take initiatives to implement the decision made by the clubs
 - Participate in over all planning, budgeting, implementation, monitoring and follow up of SLTS program
15. Identification of some settlements/ communities for action/ declaration of OD free situation
 16. Identification of locally available resources
 17. Implementation of NSAWC and other awareness raising activities (Eg. street drama, *Tole* competition on sanitation, hand washing campaign, mobilization of mass media, rallies and procession, hand washing campaign, video show, etc)
 18. Promotion of innovative creative activities (School brochure, sanitation multiple table, sanitation garden, etc)
 19. Sharing of experiences/ dissemination of the achievements

Community

The success of sanitation program depends on the level of community participation and supports. Communities are the prime service creator and benefit receiver so their contribution in program is indispensable. Following are the major resources available with the communities to promote sanitation in general and SLTS in particular:

General:

- Mobilization of huge human resources
- Locally available materials and indigenous knowledge & skills
- Potential to generate local funds and other resources
- Community has a strong linkage with development activities and CBOs for mobilizing the available resources and promoting school and community sanitation
- Communities can establish partnership with other organizations such as schools, Users Committee, mothers group, local clubs, etc. which will work as the platforms to run and promote hygiene and sanitation activities.
- They can prioritize hygiene and sanitation as a basic need and generate demand to mobilize the VDC resources and the grants to be provided locally for the promotion of health, hygiene and sanitation upon community consensus.

Specific

- Organize mass meeting and *Tole* discussion meeting
- Select the settlement/ communities to initiate promotional action to stop open defecation
- Identify the concerned stakeholders and establish coordination with them for support
- Develop and execute the community level plan of action
- Assist to construct, use, operate and maintain WATSAN facilities (Eg. latrine, garbage pit, soakage pit, etc) in school and communities
- Mobilize local level mass media for publicity and awareness
- Participate to introduce ignition tools in communities
- Develop, display and update the social map of settlement/ communities

- Help to develop, display and update the social map of school catchments
- Support for collection, documentation and update of school and community level baseline information
- Help to launch NSAWC, hand washing campaign, door-to-door program, etc
- Actively take part to form and mobilize Community Action Group (CAG)
- Declare the open defecation free settlement/ communities
- Help to declare the open defecation free school catchments
- Develop and execute of self-monitoring system in communities
- Facilitate to develop and implement local level rules, regulation and norms
- Develop reward and recognition system to encourage the latrine promoters

Sanitation Center/Mart

Introduction

Water is life where as sanitation is part of our lifestyle. Therefore, access to facilities of health and sanitation to live healthily is the fundamental right and requirement for all.

We know that 36 people die daily due to diarrhea and the losses that result from the numerous cases of people becoming disabled is beyond calculation. We also have to statistics the country is losing additional hundred millions of rupees every year due to sanitation-related diseases like worms, giardia, child paralysis, jaundice, cholera etc. If we do not pay due attention to sanitation, there will be negative impact in various sectors like health, nutrition, education, tourism, human development and others which will precipitate to downward spiral instead of desired progress. Therefore, we have three main challenges: reducing childhood disability and death, bringing about changes in sanitation behavior of people through positive thinking, and prioritization of sanitation. The concept of sanitation center aims at meeting these challenges by making available information, skill, technologies and materials in affordable price so that people change their sanitation behaviour and be able to live healthy lives.

Objectives

Its major objective is to promote sanitation situation and people's health at large by making sanitation-related knowledge, skill, technologies and material easily available.

1. To distribute or sell sanitation construction tools and materials at reasonable price,
2. To provide information about sanitation at large and information about the use of sanitation materials and distribute educational materials,
3. To make public display of sanitation facilities such as toilet, garbage pit in order to disseminate knowledge, skill and technologies for motivating people.

Working policy

The following policies will be adopted to establish and run sanitation center:

1. Sanitation center will be set up and run in the village center after wide publicity,
2. Sanitation materials will be made available in sanitation center round the year for sales, display and information,
3. Sanitation center will have well trained staff/personnel for sales, distribution, display and information dissemination and for making public understand the technologies,
4. There should be immediate supply of materials to make sure that it is well-stocked,
5. UNICEF or any other donor agency will provide goods worth Rs 50,000 to 100,000 to NGO which will run the center for 3 years, the center will be fully owned by the NGO after 3 years. If the NGO fails to operate the sanitation center regularly for 3 years, the construction materials will be taken over by Nepal government and will be distributed to backward community,
6. The NGO will appoint a skilled person to run sanitation center and Drinking Water and sanitation Division will conduct training to the personnel with the support form UNICEF or any other donor agency,
7. Drinking Water and sanitation Division will appoint its staff to help run the center for the first month and during other important occasions like fair, festival etc.,
8. UNICEF or any other donor agency will bear 75% of the expenses for manpower and rent for the first year, 50% for the second year, 25% for the third year. The NGO will run the center by finding

support by itself thereafter. It is expected that the support from VDC/Municipality will account for 25% in the first year, 50% in the second year, 75% in the third year,

9. The NGO-supported sanitation center should compulsorily have the stock of goods worth Rs 50,000 to Rs 100,000 every week. Otherwise Drinking Water and Sanitation Division can check the stock any time and will terminate the agreement paper in coordination with UNICEF /concerned donor agency if found otherwise,
10. A monitoring committee will be formed to run the center which will meet every three month to check the account and to help with advices and guidance. The committee will comprise of a personnel from Drinking water and Sanitation division, a local social worker, one person from VDC/ Municipality and a representative of government body overseeing sanitation,
11. There will be three party agreement paper (Drinking Water and Sanitation Division, VDC/ Municipality and NGO) for the purpose of running sanitation center.

Operation Method

1. The sanitation center should remain open from 9:00 AM to 5:00 PM for 8 hours everyday except Saturday and official holiday. Local circumstance, however, needs to be considered,
2. Sanitation center will run as a shop and the goods to be sold, to be distributed and to be displaced should be placed separately and will keep the sales record systematically,
3. The goods should be brought from convenient place and dealer and additional 3% servicing and repair charge can be placed on top of purchase cost,
4. The person selling the goods should also keep the account and the exact record of daily sales/ expenditure,
5. The monitoring committee should be informed weekly or monthly if any goods breaks or gets damaged and the committee's decision/ suggestion regarding the damage should be followed,
6. If any goods can be bought for cheaper price (for example soap without wrap), the customers should be informed and should be sold at cheaper rate.
7. If any person is known to be purchasing large stock of goods for the purpose of selling, the person should be identified and the center should direct its attention toward general public,
8. There should be a variety of goods ranging from expensive to cheap ones, for both grown people and children, and for both men and women. The customer should be clearly informed of good and bad points of buying one thing over others.

Roles of support agencies and center proprietor

A. Support agency Drinking Water and Sanitation Division

1. To acquire Rs 10,000 or the goods worth the amount from UNICEF or any other donor agency agreement for the purpose of running sanitation center and hand it over to NGO,
2. To appoint one personnel as a member of monitoring committee and help smooth functioning and monitoring of Sanitation Center,
3. To appoint one member (woman worker) for at least the first month and for other relevant occasions to help the proper functioning of Sanitation Center.
4. To conduct training, introductory seminar etc with the support from UNICEF or any other donor agency to help Sanitation Center.
5. To publicize sanitation center through its program to help general public.

B Role of support agency UNICEF or any other donor agency

1. To make available Rs. 50,000 to 100,000 in cash or kind for sanitation center as per the agreement,

2. To provide assistance for rent, allowance, training and other programs upon the request from Drinking Water and Sanitation Division,
3. To provide guidance and suggestion by observing the performance of Drinking Water and Sanitation Division and NGO with respect to Sanitation center.

C. Role of the NGO that runs Sanitation Center

1. To appoint one or more person or volunteers to run the sanitation center,
2. To follow the suggestion provided by Monitoring Committee on the basis of agreement paper,
3. To acquire supports in local level and work toward promoting Sanitation Center,
4. To make an extensive publicity of the center and help general public for sanitation,
5. To implement the decision of monitoring committee and commit itself to promotion of sanitation

Sanitation center will have following goods or materials to make them easily available to general public:

1. Materials for toilet construction:

Pan, pipe, brush, broom sieve etc

Tools to be used by general public (spade, shovel etc)

2. Materials of daily use in toilet:

Bucket, mug, broom, herpic, chemicals to clear jam etc

3. Goods of daily use for sanitation

Soap, handkerchief, bursh, paste, com, nail cutter, toilet paper, pocket handkerchief etc.

4. Goods of household uses:

Broom, dust bin, sponge, floor-rubbing brush etc

5. Other sanitation related goods/materials

Books, newspaper, cards, posters, broacher, chart etc

Goods for display such as toilet, soaps manufactured in Nepal/had washing etc.

Audio Video materials

Distribution materials like pamphlets, leaflets etc

Other materials that are of use for public for sanitation purpose.

Note : This kind of sanitation mart/center can be run by a cooperative organization or reliable private sector as per the agreement

References

- Rural Water Supply and Sanitation National Policy and Strategy and Sectoral Strategic Action Plan, Ministry of Physical Planning and Works –2061
- Nepal State of Sanitation Report, Steering Committee for National Sanitation Action (SCNSA), 1999/2000
- Report on National Sanitation Week Campaign (2000-2005), SCNSA
- Training Manual on Life Skills Based Hygiene Education-2062, Nepal Red Cross Society
- Assessment of previous National Sanitation Week Campaign (2000-2005), DWSS/WHO, 2005
- National Hygiene and Sanitation Policy, Strategy and Guidelines-2004 (Draft)
- Basic Sanitation Package, DWSS/UNICEF, 2002
- Criteria for Identifying High Risk Communities in Nepal, DWSS/WHO, 1999
- Training/Workshop Report on RRA/PRA-1993, Central Human Resource Development Unit of DWSS and UNICEF
- Program Guidelines on Participatory Hygiene and Sanitation Transformation (PHAST) -2003, DWSS and UNICEF
- School Sanitation and Hygiene Education Package, DWSS/UNICEF, 2000
- Report on Fourth National Workshop on School Sanitation and Hygiene Education, ESS/DWSS and UNICEF, 2004
- School Sanitation and Hygiene Education-India (Resource Book), 2002, Technical Paper Series 39, IRC, the Netherlands
- District Level Program Package for 6th National Sanitation Week Campaign, DWSS/WHO, 2005
- Practical Guide to Triggering Community-Led Total Sanitation (CLTS), Kamal Kar, Institute of Development Studies, University of Sussex, Brighton, BNI 9RE, UK, November 2004
- School Sanitation and Hygiene Education Participatory Assessment Report, DWSS and UNICEF, 2005