

CONVENING AND FACILITATING RAPID ACTION LEARNING WORKSHOPS

FOR THE SWACHH BHARAT MISSION – GRAMIN (SBM-G)



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Date of publication: June 2018




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FOREWORD

The unprecedented speed of implementation of the Swachh Bharat Mission-Gramin has been coupled with an unprecedented speed of learning. At State, District and Block levels, there is vast practical experience and huge potential of innumerable local innovations on how to achieve collective behaviour change. Rapid and timely approaches for learning are vital for quality and sustainability.

The Rapid Action Learning (RAL) Workshops outlined in these Guidance Notes are an efficient means for sharing of innovation, good practices and lessons learnt. Their essence must lie in sharing and learning horizontally between peers working on the SBM(G). These RAL workshops may be considered for adoption at all levels for capacity building and learning. They are a way to further enhance the quality and sustainability of implementation.




Parameswaran Iyer
Secretary to Government of India
Ministry of Drinking Water & Sanitation

ACRONYMS AND EXPLANATIONS

BDO	Block Development Officer
CDO	Chief Development Officer
CEO	Chief Executive Officer
CLTS	Community-Led Total Sanitation
DC	Deputy Commissioner
DM	District Magistrate
DPRO	District Panchayat Raj Officer
GP	Gram Panchayat
IDS	Institute of Development Studies, University of Sussex
ODF	Open Defecation Free
Pradhan	Village president (Elected head of Village)
Prerak	Early career professional deployed by the Tata Trust at District and State levels, in full Zila Swachh Bharat Prerak (District clean India motivator)
RAL workshop	Rapid Action Learning workshop. For some workshops the title includes Sharing and/or Practical and/or Planning.
SBM-G	Swachh Bharat Mission - Gramin (Clean India Mission, Rural)
Swachhagrahi	Grassroots level activist engaged in sanitation triggering, follow-up, monitoring and verification for community action under SBM-G
WSSCC	Water Supply & Sanitation Collaborative Council, Geneva

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ACKNOWLEDGMENTS

These Guidance Notes result from the participation, energy and enthusiasm of hundreds of Government officers and champions nationally and at state, district, block and other levels. They draw heavily on the experience of pioneering workshops in Bhopal at national level, in Uttar Pradesh initiated by Mr Venkateshwar Lu, formerly Divisional Commissioner, Moradabad, Mr Nitin R Gokam, Divisional Commissioner, Varanasi, and Mr Yogeshwar Ram Mishra, District Magistrate, Varanasi, and facilitated by the Water Supply & Sanitation Collaborative Council (WSSCC), Geneva and the Institute of Development Studies (IDS), Sussex. Thanks are due to Deputy Director and Panchayat and other divisional and district staff for logistical support in Moradabad and Varanasi, and to Tata Foundation Preraks who have played an invaluable part in workshop processes.

1 INTRODUCTION

BACKGROUND TO THE SBM-G PROGRAMME

1.1

The Swachh Bharat Mission-Gramin (SBM-G) is probably the largest, most complex and most challenging rural behaviour change programme in the world. For its combination of drive, speed and scale, it presents challenges and opportunities without obvious historical precedent in any democracy. The challenges are formidable: to combine its huge scale and great speed with radical collective behaviour change and sustainable sanitation and to do this in diverse conditions.

The opportunities are to achieve massive improvements in human wellbeing, leaving for future generations a legacy of cleanliness and generations of children who grow in body and mind to their full potentials.

To meet these new, unique and urgent challenges requires new approaches to innovation and learning and for these new approaches themselves to spread fast and well. When so much changes so rapidly, relatively slow conventional learning is a luxury not to be afforded. New, better and quicker ways of recognising and sharing innovations and experiences are urgently needed. This is recognised in the Guidelines for Swachh Bharat Mission (Gramin) (October 2017), sections 5.2.10 and 5.2.11. These concern and authorise the establishment and financing of Rapid Action Learning Units (RALUs) at national, state and district levels (if found to be required by states), with functions to include corrective action and upscaling good practices. RALUs: ‘will be small, flexible and specialised to meet [...] needs and to find fast and effective ways forward, developing, sharing and spreading solutions.’ (5.2.11)

RAPID ACTION LEARNING WORKSHOPS

To establish RALUs on any scale would **require time and staff involvement** which would be difficult to find. To meet immediate needs, rapid action learning (RAL) workshops have been evolved to share experiences, innovations and good practices at various levels. RAL workshops facilitate horizontal knowledge sharing between participants and immediate planning for action using what has been learnt.

These guidelines draw heavily on the experiences of four earlier participatory workshops: the National Workshop on Getting to Swachh Bharat Gramin Faster through Rapid Action Learning, held in Bhopal 18-19 August 2015; the Regional Workshop to Share, Learn and Plan for the Implementation of the SBM-G with Quality and Sustainability, held in Moradabad 13-15 September 2017; the One-day Sharing, Learning and Planning Workshop of the SBM-G, of blocks in Varanasi District on 9 November 2017; and the Rapid Action Sharing, Learning and Planning Workshop: Achieving District-wide Quality and Sustainability with the SBM-G across Uttar Pradesh, held in Varanasi 11-13 January 2018 (for the report of that workshop see Appendix D).



In these workshops:

- Rapid refers to the urgency of the programme and the need to share, plan and act immediately.
- Action learning refers to learning from recent practical actions and learning directly from those with grounded experience.
- Sharing, when used, refers to peer-to-peer and horizontal communication of innovations, experiences and lessons learnt.

RAL or Rapid Action Learning workshops have received enthusiastic feedback from participants and requests from Districts, Divisions and States for more. To date they have been co-convened and facilitated by government officials, WSSCC and the CLTS Knowledge Hub at IDS, Sussex. The new demand poses challenges and opportunities far beyond the capacity of the original team. To go to scale, with quality, requires a cadre of participatory facilitators. Finding, training and providing support and guidance to them is a priority.

THESE GUIDANCE NOTES

These guidance notes are primarily for districts convened at divisional level but can also be adapted for blocks at district level and drawn on for workshops at state and national levels. They draw on the approach, methods and lessons learnt so far. They are intended to inform and support all who seek to sponsor, convene, facilitate and report on RAL workshops anywhere in India and to contribute to the quality, sustainability and timely implementation of the SBM-G.

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They are not a blueprint but work in progress, for decentralised adaptation and use, to be modified and strengthened as more experience is gained.

1.3

2 METHODOLOGY AND PROCESS

2.1

RAPID ACTION LEARNING WORKSHOPS ARE DIFFERENT

These are government initiated workshops with the overwhelming majority of participants government staff engaged on the SBMG. The process has been designed to encourage and enable government practitioners to identify their good practices, innovations and lessons learnt and to share these in an open-ended manner laterally and peer-to-peer, drawing practical lessons from each other across Districts. Much of the interaction has been one-to-one or group to group. The facilitation approach is not like top-down training programmes. It involves a special participatory style to enable participants to add to the collective menu and then to choose what they want to pick out and use for their own planning and implementation.

RAL workshops are:

- Designed and facilitated to be participatory, informal, enjoyable and useful.
- For sharing and learning horizontally peer-to-peer and between levels. Most interactions are sideways not top-down. Senior staff are in a listening not lecturing mode.
- Designed to enable participants to pick up ideas from one another.
- Concerned with practical actions which can be taken to scale i.e. district, divisional, state and/or country-wide.
- Planned with a basic structure allowing some flexibility in facilitation.
- Focused on what is working, innovations, and successes and also challenges and solutions.
- Facilitated to encourage and applaud lessons learnt from what has not worked.
- Democratic, decentralised and participatory, giving voice to all participants and levels and respecting all contributions.

RAL workshops are not:

- Conferences or conventional workshops.
- Occasions for senior officers to present policies, lecture or be critical.
- Sequences of pre-set presentations to plenary.
- Competitions between states, districts or blocks to showcase successes.
- Concerned with actions which are not replicable or scalable.

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Although sharing and learning are horizontal between districts, a few promising innovations and practices from other sources may be useful additions to the menu of options for planning and action. If they are presented, the best time is shortly before the district planning. In presenting them care is needed to avoid a pre-set agenda and/ or a top-down teaching or lecturing mode which could undermine the participatory atmosphere.

PRECONDITIONS AND CONCEPT

2.2

The sections that follow are addressed to whoever is involved in planning and preparations for a division level workshop. This will include division level staff, facilitators, and any agencies involved.

The enthusiastic backing of the Development Commissioner is fundamental. Deputy Commissioners and their teams are crucial in planning, preparation and logistics.

What is the concept? Agree a concept note with clear objectives (for an example see appendix A). Agree basic structure and duration. Three days has been found good for division level with districts, with **day one** sharing and learning, **day two** field visit and consolidation, and **day three** action planning and sharing plans. (One or two days may be enough for district level workshops with blocks).

PLANNING AND PREPARATIONS

Decide which districts are to be involved. Between four and eight districts is recommended, with two small divisions combining if appropriate.

Contact districts well in advance (for an example see Appendix A) to give dates and other details and gather details of good practices and innovations, and lessons learnt from what has not worked at first or had to be abandoned. Then follow-up with reminders and personal visits to districts if possible.

ORGANISING TEAM

Identify and engage a team for planning, logistics, invitations, and documenting. Consider involving Preraks from the start.

When you have decided who to invite, arrange for invitations to be issued from the Divisional Commissioner (or State-level Managing Director or District Magistrate as appropriate for the level of the workshop). Do this in good time to allow districts to prepare and give them clear guidance on what they must do in advance.

Prior to the workshop ensure at least one person is able to liaise with participants, sending out invitations, being available to answer questions and proactively identifying and gathering experiences as well as briefing and helping districts to prepare.

FACILITATORS

Identify and engage suitable facilitators. Good facilitators are vital. Beware consultants who lack the knowledge of the SBM-G, who are given to top-down lecturing, or who lack a track record of facilitating participation and empowering others. Seek out people who know about and have been

involved with the SBM-G, have a record of facilitation, for instance as successful trainers for CLTS, and have participatory mind sets, personalities, attitudes and behaviour. Adaptability, flexibility, ability to listen, playfulness and humour all help. A small team of the like-minded is a good idea.

PARTICIPANTS

These may be from Gram Panchayats (GPs), block, district and state level currently working on the SBMG. Gender balance should be sought, ideally with at least as many women as men. Participants can include Chief Development Officers, Block Development Officers, Pradhans, CLTS trainers/facilitators, Village Panchayat Officers, teachers, Swachhagrahis, Block Coordinators, sanitation champions, NGO and international agency staff, and others.



Key participants throughout are:

- District-level officers in-charge of SBM-G.
- Tata Trust Preraks who can have contributions to make throughout the process. They may collect experiences prior to the workshop, facilitate groups and act as rapporteurs, and help with writing up and follow up, as they did in the Moradabad workshop.
- At the end of a workshop senior officers with the ability to support the programme and make decisions.

VENUE AND VILLAGES

In choosing locations points to consider include:

For the workshop:

- Accessible. Easy to access for all.
- Space. Plenty of space, with an area, indoors or outdoors, for icebreakers and other group activities.
- Walls. Test the walls for masking tape. Clear with the management in advance that masking tape can be used. If necessary demonstrate that no marks are left on the walls.
- Tables and chairs. Plastic chairs which are light and easy to move are best. Round tables which are easy to move, and which will comfortably seat 5-8 people to be preferred unless groups (e.g. district, block teams) have to be larger. A few long tables along walls can be used for displaying relevant materials and literature.
- Refreshments. Proper arrangement for meals/coffee/tea at the venue.
- Lodgings close by. Overnight stay arrangements close to the venue. Facilitators in particular need to stay on the workshop site (e.g. hotel) or very nearby.
- Logistical convenience.

For villages to be visited (where relevant):

A field visit can make a significant contribution. In a three-day workshop it fits well in the first half of the second day. For this:

- Avoid frequently visited atypical model villages: the aim is to explore and learn not to display. Select villages which are more representative and close enough to visit without rush and to be back for lunch.
- Have as many villages as there are Districts represented and arrange one dedicated vehicle for each village.
- Do not prepare the village in advance and forestall any ceremony (school children singing, public meeting etc). Explain that the visitors are coming to learn.

Preparing participants and deciding themes

Contact participants and engage their attention and commitment in the build up to the workshop. This can include:

- Gathering experiences from participants for sharing. One option is to send out a template to gather details of experiences with boxes on context, experience and challenges for implementation. Ask for practical but precise information (for an example see Appendix C.)
- Asking them what they have to share that they think their peers might like to learn from them, including lessons they have learnt about what works and what does not.
- Asking them what priority problems they would like to ask others to brainstorm solutions for.

List some key topics on which sharing is sought and circulate in advance to ensure they are considered. For example some topics could be: IEC approaches; twin pit technology; masons' motivation and training; assuring quality with substructures; how to stop partial usage by men; older people and others; disability; caste and Nigrani Samiti composition and activities; verification and follow up on verification; managing incentives; maintenance of school and public toilets.



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Seize the opportunity to enlist students or keen participants to commission rapid investigations of key issues or to encourage rapid action learning by practitioners to generate insights and experiences they can share in the workshop.

Workshop set up

In the run up to the event there will be many logistical things to consider. In order for the workshop to run smoothly on the day make sure you have the materials and venue ready and participants are on time.

Materials needed:

- Flip charts and stands (one to each district team and at least one for facilitators);
- Large marker pens (mainly black and blue, but with some red and green);
- Masking tape;
- Sticky labels for name labels;
- Banner, screen and projector;
- Publications (with copies for each participant).

Arrival and starting

- Prepare the venue the day before, including the tables and seating. Make sure all materials needed are available.
- Participants from a distance should arrive the evening before so that workshop can start on time.

Record-keeping and writing up

- Engage a person or small team to keep a record and harvest good experiences. Ensure that there will be suitable recorders/rapporteurs for each District that is invited. Make sure that all engaged in recording understand the imperative to harvest, sift and later disseminate practical lessons and ideas which will be feasible at scale.
- Plan time immediately after the workshop to complete writing up and ensure swift and wide communication of useful experiences and insights. Plan ahead so that all this can be completed in the two days immediately following the workshop.

Facilitation tips

These underline and add specifics to what good participatory facilitators know and practice:

- Set an example of being a good listener.
- Encourage any VIPs or senior people to set an example by speaking briefly and listening.
- Meet as a facilitating and recording team every day after the last session to review the day and plan the next.
- Intersperse the programme with energisers, short videos or other informative breaks
- Strive for a balance between plenary discussion and more intensive group work.
- Discourage power point. Consider declaring the workshop a power point-free zone. Avoid participants coming with powerpoints or videos which showcase special cases which cannot be taken to scale.
- Throughout think through the most productive use of time.
- Use different ways for groups to present back. This can include a walking exhibition where groups stick filled in flip chart paper on a wall by their tables and participants are invited to gather round.
- Be alert for the sharing of bad practice such as innovations which are known to be counter-productive, damaging or infringements of citizen's rights.
- Keep time but not too strictly. Some flexibility is often needed. Resist demands for a minute by minute programme. Time is often tight and some overrun can be inevitable, but too much can lead to loss of focus.
- Plenary discussions dominated by only a few people can indicate the need for more discussions in smaller groups. Encourage others to give suggestions or ask questions.
- Recognise and applaud all who describe mistakes they have made or processes of progressive adaptation and learning.

Traps to avoid

- VIPs introducing or concluding the workshop who do not understand the process or the need to be brief, participatory and listen and learn.
- Top-down criticisms and lecturing by senior officers which undermine the open, undefended participatory sharing spirit of the workshop at any stage.
- Introducing ideas from outside too early. If any key ideas are to be fed in, do this late but in time for them to be considered during planning.

2.4

ACTIVITIES IN THE WORKSHOP

The activities presented here are addressed mainly to facilitators, and are for a three-day division-level workshop of districts. They can be varied in many ways – lengthened, shortened, adapted – for workshops of different lengths and for different levels.

PREPARATIONS

DAY 0

The day before the workshop starts, facilitators and others meet to plan and prepare:

- Agree roles and how facilitators will support one another;
- Meet and brief the documentation/record keeping team;
- Arrange the room with a table for each district team;
- Set up flip charts, one to each district team;
- Ensure all materials are ready;
- Confirm any other arrangements, for example, food and refreshments.



Facilitators and others may agree to meet every evening to review the day and plan the next day's activities.

The focus on day one is sharing and learning from one another.

On arrival

Registration (make it quick, do not let queues form). Coffee/tea can be considered. Name tags – sticky labels which participants write on in capital letters with marker pens with the name they wish to be called are good. Labels often need replacing on a second or third day.

Ice-breakers and introductions

Use them to set an informal, participatory and fun note at the outset. Ice-breakers and introductions can be started before everyone has arrived, with late arrivals joining in at any stage. This saves time.

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Ice-breakers are important for the success of the workshop. Do not allow time pressure to squeeze them out.

Introduce hand raising for silence. When a facilitator raises her/his hand, everyone else does the same and all stop talking. This is quick, effective and fun and can be used throughout the workshop

Stand on a map. Find an open space such as a large room, a hall, or often best outside on a lawn. Indicate an imaginary map of where participants are working, and ask them to go and stand there. Then when standing on the map do introductions.

Introductions. Ask each person to introduce themselves in 20 seconds (or other brief time) speaking loudly so all can hear. If anyone goes over time, start friendly applause by clapping. This is a good way of enabling everyone to break the ice by saying something in plenary and avoids lengthy introductions.

Groups. All move to stand with others who are like themselves according to their:

Organisation types or departments	Posts or roles	Specialisations - health, engineering, management etc
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For fun. Depending on time available, ask participants to stand in a line between extremes, for instance: time you went to bed last night, how many hours it took you to get here, how many years you have been in your post... or others.

Bicycle chain. A quick and effective way for everyone to shake hands with all others (up to 60-80 people) and say their names. Stand in two lines facing each other close together and pair off. Shake hands with the person opposite, greet them, and say their name, reading from their name tag. Move to the left and repeat this, going round at the end like a bicycle chain. A good animating and friendly activity, good to come last before returning to the meeting room. It leaves everyone knowing that they have met and greeted everyone other participant, and full of energy.



Expectations and programme

After any formal introductory session, district teams sit together and list their expectations on flip charts for a maximum ten minutes and then share them briefly in plenary. Teams retain their flip charts which can be stuck to the walls near their tables for the remainder of the workshop.

On day one it is important to explain the sequence and purposes of the whole programme, highlighting that it will cover four core stages:

- Saying what participants have to share;
- Learning what others have to share;
- Hunting and gathering from others, and then
- Consolidating in District teams what they have learnt.

Sharing and learning activities

Opening up what districts and individuals have to share. This can be organised in different ways and combinations around innovations, insights, mistakes, lessons learnt, problems, challenges and solutions etc. Elicit short statements from participants saying what they bring and have to share. Alternatively there can be team discussions and district team presentations. Also sharing can be by topic, district by district. All these have pros and cons. Experienced participatory facilitators will be able to add and/or improvise other activities.

While this is going on district teams fill flip charts with bold easily read headings of what they have on offer for other districts. These can then be displayed on the wall behind the team's table next to the expectations sheet. This will enable others to refresh their memories when hunting and gathering.

Tips

- Do not allow more than a brief (hopefully tantalising) statement from any one person.
- Stress that all individuals and teams should listen carefully to what others have to share, noting where to go when hunting and gathering and who to see for every innovation, lesson or topic they want to know more about.
- In this session, check two or three times that they are doing this – after a promising presentation ask how many people want to know more about it and whether they have noted from whom to find out.
- This process with 70-100 participants can run on into lunch. Keep it moving fast with lots of energy.

Following this sharing session District teams discuss what they want to know and learn, and who in the team will be tasked to find it out. This will be before or immediately after lunch.

Three methods can be used to ensure that all District teams have access to all the good practices and innovations they want to find out about and could potentially benefit from:

- **Full plenary presentations.** Limit these to very important practices. But this is liable to be at the cost of broader more participatory sharing.
- **Splitting up District teams and forming new groups,** each with one member from each District. Sharing then takes place in the newly formed group with one or more members from each District. District teams then reassemble and tell colleagues what they have learnt. However this can lead to duplication and miss some of the range of practices to be shared.
- **Hunting and gathering** (recommended). Each District sets up its stall staffed by team members who are well informed about what the District has to contribute, while others ‘hunter-gather’ at the stalls of other Districts, to find out more about good practices or innovations they and their District want to learn more about.

At the end of the session District teams reassemble and share among themselves what they have learnt from their hunter-gathering, consolidate what they have learnt, and list their learnings on a flip chart on the wall.

Another approach: Problems, Challenges and Solutions (used at a one-day District level event between Blocks). Problems and challenges faced in implementing the SBM-G are brainstormed in Block team groups and written on flip charts. These can be shared in plenary, for instance:

- By each group in sequence naming one challenge, and others raising hands if they have also named it, moving round until all have been mentioned and none are left.
- The frequency of mentions is recorded. The main problems can then be clustered into fewer topics, say 4 – 8.

- Either form groups by topic to brainstorm solutions or use open space with stations to gather solutions by topic with all contributing where they can. Teams then consolidate and list what they have gathered.

Preparing for the field visit.

At the end of day one prepare the participants for the field visit on day two. Some tips:

- Form field visit teams by standing in District teams and numbering up to the number of villages to be visited. All ones go together, all twos together and so on.
- All field teams will then be from a mix of Districts. Many will not know one another. Good conversations often take place in vehicles. Stress the key and intentional opportunity of the time travelling for sharing and learning from one another.
- Individuals or district teams may decide they have particular interests, but should be open to changing focus.



Stress that:

- The purpose is to observe, notice things, ask, listen and learn. No one should lecture, criticise or teach since that changes the dynamic and relationships.
- It is all right to go with an agenda to find out about, or to be open to whatever emerges or opens up. This is a rare opportunity for any government official to be unimportant.
- Split up in the village. Much more will be learned this way, and each participants will have more flexibility.
- The travel time is a precious opportunity for conversations, listening and learning with others from other Districts.

FIELD VISIT, CONSOLIDATION AND START OF PLANNING

DAY 2

Day two's agenda will be learning from the field, consolidating lessons learnt and starting work on action plans.

On return from the field visit:

- Village field teams review their experiences and what they have learnt.
- Village field teams split up, return to reform District teams and give feedback on what they have learnt. Findings can be written on flip charts.
- District teams review and reflect on what they have learnt over days one and begin to prepare action plans to present to District Magistrates, CDOs and/or DPROs on day three.

DISTRICT ACTION PLANNING AND SHARING PLANS

DAY 3

The final day is action oriented. District teams continue their review, reflection and preparation of proposals for action.

District Magistrates or District Coordinators who have come for the last day, meet their District Teams who present and explain their proposals for action. The wall charts are convenient for this and can also be used for briefing senior officers.

District plans are shared in plenary or by everyone walking round to District stalls where the flip charts are on display, and each district team presenting in turn.

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Participants' evaluations of the workshop can be completed before valediction and closing.

TIPS FOR REPORT WRITING

As planned, complete all report writing in the **two days** immediately after the workshop.

- Make the report short, punchy and action-oriented. Avoid the delay of a long report which no one will read. Four pages is usually enough. See Appendix D for an example.
- Use photographs, if available, to convey messages about the spirit and process of the workshop. Do not let them take up much space.
- Reports should highlight:
 - Useful practical insights and actions that can be scaled up;
 - Lessons learnt;
 - Agreed follow-up action and by whom and when.
- Prepare a separate document or appendix, describing the major and useful innovations or practices in practical detail so that readers can adopt them.
- Ensure swift and wide communication of the report and other outputs in soft copy. Hard copy can follow as a reminder. The Deputy Commissioner may be well placed to do this.

3 APPENDICES

A

APPENDIX: EXAMPLE OF A CONCEPT NOTE ADAPTABLE FOR ALL STATES

Concept Note: Regional workshop in [Insert Name of Division/ District] for rapid sharing, learning and planning for the implementation of SBM-G with quality and sustainability

CONTEXT

Since the launch of the Swachh Bharat Mission - Gramin (SBM-G) much progress has been made. However major challenges remain, often in difficult conditions. To overcome these there will not be any silver bullet. Instead a range of different approaches and innovations are needed. There is much scattered experience of innovations, of what works where and what does not, and lessons learnt. Brought together, shared face-to-face between Districts (or Blocks within a District) and then adapted and adopted, these insights can contribute to the speed, quality and sustainability of behaviour change, construction, and other aspects of the SBM-G. Using methods of rapid sharing and learning to identify successful innovations and practices, and adopting and adapting these for local needs and conditions, will be a key to achieving behaviour changes and ODF conditions faster, more sustainably and with better quality.

With this in mind [insert name of organising Division/District, State and any external agencies providing support], are convening and organising a regional workshop in [insert location and date]. This will bring [insert # of Districts] Districts together ([insert names of Districts]) to share lessons learnt, insights, innovations, successful practices for moving towards establishing and maintaining behaviour change and sustainable ODF with quality.

AIM AND OBJECTIVES OF THE WORKSHOP

The overriding aim is to provide the State and Districts with ideas and means to accelerate progress towards sustainable Swachh Bharat. To this end, the workshop is designed:

- To learn from experiences and to provide opportunities for sharing lessons learnt, insights, innovations and successful practices, including methods, processes and approaches developed in the Districts.
- To make these accessible for adoption and/or adaptation as desired by other Districts and States.
- To review practical lessons learnt and to integrate that learning into District specific action plans.
- To identify gaps in knowledge and priorities for action learning, and to enable the State to decide on any follow up actions.

DATES AND DURATION

The workshop will take place over [# of days] days from [dates].

WHO SHOULD PARTICIPATE

Those invited may include senior officers from Division and Districts, Government of India, and the State Government, District SBM Coordinators, District Preraks, practitioners and champions from Districts. Local NGOs, UNICEF, World Bank, WaterAid, Aga Khan Foundation, Save the Children, Plan India, Water For All and other concerned development partners and agencies may also be considered.

VENUE IN [Town]

[Venue for workshop i.e. hotel, university, government building etc.]

PROCESS

All of the [# of districts] districts from [name of Division/s] Division are being invited to document and share insights and successful and innovative

approaches and methods together with lessons learnt. These will be captured prior to the workshop through one-to-two page notes focusing on the context, the approach, successes and challenges (Appendix B is a template for recording these). These will be shared on day 1. Day 2 will give participants the opportunity to visit the field, and find out about issues of concern and what approaches have been used at village level, and then share their findings. On Day 3, District-based groups will then review practical ideas and lessons they have picked up and develop plans for District-level action to improve and accelerate progress towards ODF with quality and sustainability.

EXPECTED OUTCOMES

- Documentation of successful approaches for adoption by others
- Shared learning across Districts.
- Development of District action plans.
- Identification of gaps in practical knowledge requiring action learning.

Most important of all, this workshop should identify, document and share successful innovative practices from different districts. The collation and rapid sharing of these should open up for District Magistrates/ CDOs, and others a range of experience-based options for action to accelerate progress towards Swachh Bharat and with quality.

PREPARATION

In advance of the workshop it is critical that each District identifies what it has to share that will be useful for other Districts.

Topic Areas for Learning from Innovations, Insights and Successful Practices can be captured on the template (Appendix C): Without limiting these, here are illustrations of topic areas. The first two are especially key issues in UP:

- How to trigger and follow up in large multi-caste villages.
- How to ensure that Nigrani Samitis represent all castes and religions in a village.

- Persuading men to abandon OD. What has been found to work?
- Support for those least able (poor, physically weak etc to construct toilets).
- Disability. Problems people face, practices and innovations.
- Twin pit fertiliser. Cases where it has been used, its value etc.
- Effective IEC for supervising masons, ensuring quality construction.
- Uses of the incentive. Innovative practices which can be used at scale.
- Sparing use of water. Hygienic practices to minimise water use where water is scarce.
- IEC. Local IEC innovations.
- Effective arrangements for using school toilets and keeping them clean.
- Innovative roles of children (other than Vanar Senas which are well known).
- How to cover the last mile – those who could build and use toilets but do not.
- How to use menstruation and stunting as tools to change behaviour.
- Innovative roles and actions of women, Anganwadi workers, ASHAs and SHGs for changing behaviour.
- Others (every District should add more topics as per their experiences).

[Points can be added/removed]

These are illustrative examples of topic areas on which practical innovations, insights and successful practices are sought which others might adopt and adapt.

B

APPENDIX: EXAMPLE TEMPLATE FOR INNOVATIONS, GOOD PRACTICES AND LESSONS LEARNT

TITLE OF PROMISING OR SUCCESSFUL APPROACH
OR LESSON LEARNT

CONTEXT OF THE APPROACH OR LESSON LEARNT

WHAT TO DO: ACTIONS AND PROCESS

CHALLENGES FACED

The main challenges encountered and liable to be faced during implementation.

PRACTICAL TIPS, ADVICE AND LESSONS LEARNT

CONTACT DETAILS AND SOURCES FOR FURTHER INFORMATION

APPENDIX: EXAMPLE OF A RAPID ACTION LEARNING WORKSHOP SCHEDULE

Regional Workshop to Share, Learn and Plan for the Implementation of SBM-G with Quality and Sustainability, Moradabad, September 11-13, 2017

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Note: This is the schedule. As always with these workshops, what actually happened was different. Flexible adaptability, and seizing opportunities, are important.

DAY 1: September 11

S. No.	Time	Content
1	09:00 - 09:30	Registration
2	09:30 - 10:00	Introduction & Ice breaking session
3	10:00 - 10:10	Lighting the lamp & National Anthem
4	10:10 - 11:00	Inaugural Session
5	11:00 - 11:20	TEA BREAK
6	11:20 - 13:00	Plenary Session - Sharing Innovations
7	13:00 - 14:00	LUNCH
8	14:00 - 16:00	Hunting and Gathering
9	16:00 - 16:20	TEA BREAK
10	16:20 - 17:00	Key Learning and Insights
11	17:00 - 17:30	Field Visit Preparations & Group formation

DAY 2: September 12

1	08:00 – 13:00	Experiential Learning in villages
2	13:00 – 14:30	LUNCH
3	14:30 – 16:00	1. Sharing within each field team 2. Sharing within District teams
4	16:00 – 16:20	TEA BREAK
5	16:20 – 17:30	Preparing presentations for DMs by all District Teams

DAY 3: September 13

1	09:00 – 10:00	Learning from Experiences -
2	10:00 – 11:00	Contributions from Development Partners (UNICEF, World Bank, Water Aid, Plan International, Save the Children, Aga Khan Foundation) [in the event they did not come to the workshop]
3	11:00 – 11:20	TEA BREAK
4	11:20 – 12:30	Feedback to District Magistrates by District Teams District Action Planning to make district ODF with quality and sustainability
5	12:30 – 13:30	Sharing of District Action Plan
6	13:30 – 13:45	DC & DD (P) Concluding Remarks
7	13:45 – 14:00	Other Follow-up
8	14:00 – 14:15	Evaluation & Feedback
9	14:15	LUNCH

APPENDIX: EXAMPLE OF A WORKSHOP REPORT

Achieving district-wide quality and sustainability with the SBM-G across Uttar Pradesh

A rapid action sharing, learning and planning workshop organised by Varanasi Division, Government of Uttar Pradesh, in collaboration with the Water Supply and Sanitation Collaborative Council and Institute of Development Studies.

Introduction

A regional workshop to share, learn and plan with quality and sustainability in the context of Swachh Bharat Mission was held in Varanasi on January 11 to 13, 2018. It brought together 75 participants from seven districts of Uttar Pradesh (Bhadohi, Chanduli, Ghazipur, Jaunpur, Mirzapur, Sonabhadra and Varanasi) across Varanasi and Vindhyachal Divisions. The workshop was designed to provide and facilitate a learning platform for sharing experiences and ideas between districts.



Image 1: Group photograph of participants

Background and context

Since the launch of the Swachh Bharat Mission - Gramin (SBM-G) Uttar Pradesh (UP) has achieved some successes. To identify successful practices and using methods for rapid sharing, learning, and adopting and adapting these for local needs and conditions, the Divisional Swachh Bharat Team, Varanasi, organised a three day workshop at Hotel Surabhi International. The workshop was held in association with and facilitated by the Water Supply and Sanitation Collaborative Council (WSSCC) and the Institute of Development Studies (IDS).

Over the three days Varanasi and Vindychal Divisional and district level staff from seven districts came together to share and learn insights, innovations and successful practices for changing behaviours and establishing and maintaining Open Defection Free (ODF) Gram Panchayats (GP), Blocks and Districts. Participants included Mr Akash Deep, UP SBM Mission Director (MD), Mr Nitin Ramesh Gokarn, Varanasi Divisional Commissioner (DC), Mr Ashok Shahi, Deputy Director, Mr Yogeshwar Ram Mishra, District Magistrate (DM), two Chief Development Officers (CDO) and five District Panchayat Raj Officers (DPRO).

The overriding aim was to provide the State, Districts, Blocks and GPs with the ideas and means to accelerate progress towards Swachh Bharat while ensuring sustainability and quality. The workshop was designed:

- To learn from experiences with what had worked and what had not, providing opportunities for horizontal, district-to-district sharing of insights, innovations, successful practices, and lessons learnt, including methods, processes and approaches developed in the districts.
- To make these accessible for adoption and/or adaptation as desired by other districts.
- For district teams to review practical lessons learnt and to integrate that learning into district specific plans and actions.

The process involved:

- In advance searching for and summarising insights, approaches, methods and lessons learnt.
- At the workshop sharing these through a mix of plenary and group discussions.
- Proactively finding out and learning with each district team working together to gather information from others, and through field visits and participants' reflections.
- District teams reviewing lessons learnt and planning recommendations and actions to take forward in their own districts.

Selected practical actions

Good practices, experiences and insights covered a wide range and included:

- Updating the baseline;
- Block level war rooms;
- Decentralisation of Information, Education and Communication (IEC) funds;
- Ensuring a range of different sanitation champions e.g. masons, religious leaders, community groups etc.
- Priority to the most disadvantaged;
- Utilising different funding streams;
- Incentivising Nigrani Samitis and ensuring they are representative of a whole village;
- Building and maintaining school toilets;
- Celebrations and religious festivals;
- Children as change agents.

Examples of practical, scalable initiatives

- **Re-surveying:** In order to update the baseline data a team was created to go door-to-door to identify beneficiaries that were unregistered and remove households on the list that did not exist. Results are then presented back to communities making the process more transparent.
- **Decentralisation of IEC funds:** One lakh rupees is transferred to each block into account of Block Sanitation Officer/Assistant Development Officer (Panchayat). Any IEC activity at block and GP level utilise this funds. After the fund is finished another one lakh is transferred after submission of a signed Utilisation Certificate. This has helped maintain a smooth fund flow.
- **Selecting a range of champions:** Across the divisions a wide range of champions have been enlisted to help motivate and help promote toilet construction, and use. These have included masons, religious leaders, boat drivers, and Block Development Committee members.
- **Priority given to the disadvantaged:** Widows and those with disabilities are registered in the district war room and verified by block level teams. They are then given sanction letters assuring households that the incentive will be provided once toilet construction is complete. There were also examples of DMs, DPROs and CDOs gifting toilets to extremely poor households from their own pockets.
- **Strengthening and supporting Nigrani Samitis:** Corporate Social Responsibility funds have been used to purchase blankets for Nigrani Samitis while IEC funds have been used to buy them saris and tracksuits. In addition, participation of women and people with disabilities was reported. In one Nigrani Samiti all caste groups in the village were represented.

Process

Over the course of three days the process enabled peer-to-peer horizontal learning between districts all at different stages of the journey towards ODF. The workshop was focused on action - with the end goal being district teams generating recommendations for ways forward and action plans that strengthen their districts SBM programme to ensure quality and sustainability.

District teams were made up of approximately 7-8 people including Pradhans, Block Coordinators, Block Development Officers, District Programme Consultants, Preraks, DPROs and CDOs.

Day One: Brief sharing of practical experiences in plenary followed by district teams hunting and gathering to find out more from other districts.

Day Two: District teams were mixed up in different field teams to maximise interactions and then visited 9 villages across 5 districts, finding out about issues of concern and what approaches have been used. On return they then shared their findings with their district teams and started work on action plans.

Day Three: District teams developed further their action plans before they were presented to the DC, MD and DMs who were in attendance.

Though there are ways the process could be strengthened, the written feedback was exclusively positive. All participants said that the ideas and insights shared were useful and that the three days will make a positive contribution to their work.

Selected participant feedback:

- “I got new ideas and innovations and finally practical goals to achieve success in SBM. The final action plan is the most important implementation tool”
- “I got ideas about how to apply new tools and techniques”
- “Learning gains by from participation will be used to improve the system of work in my district team”
- “Certain methods that have been initiated by other blocks were really interesting and we were keen to use them in our district”
- “Useful in obtaining innovative, feasible, implementable ideas”
- “Learned about the flaws and positive efforts of other districts. We’ll follow the good examples and try to avoid the mistakes they have done.”
- “It is definitely going to improve my way of work, as reading from books does not give as much knowledge as learning from each other.”
- “By learning from other districts we will be able to improve our work strategies and get better results and make our district ODF”
- “Similar workshops should happen at district level as well”



Image 2: Teams presenting good practices



Image 3: Presentation of Action Plans to DC

Key learnings

Key learning identified by participants included:

- New GP level events and activities including ‘swachhta Olympics’, training and strengthening Nigrani Samiti’s etc.
- Ideas about block level activities for example block war rooms and monitoring systems and the decentralisation of IEC funds.
- Different IEC ideas such as organising trips to well performing villages, community-wide events and celebrations, utilising religious festivals etc.
- Better ways to effectively manage and operate school and Anganwadi toilets.

Follow-up and ways forward:

The most critical next steps are:

- Districts to implement the action plans that were developed.
- To continue to share innovative practices with other districts.

Several requests were immediately received for similar workshops in other districts, UP wide as well as interstate. A guidance note is being prepared to help others convene and facilitate similar rapid action learning, sharing and planning workshops drawing on experiences including the National Workshop held in Bhopal in August 2015, the Divisional workshop in Moradabad, this one in Varanasi and a district level event of 8 blocks also held in Varanasi.

15th January 2018

APPENDIX: USEFUL RESOURCES AND LINKS FOR FINDING OUT MORE

Ministry of Drinking Water and Sanitation (MDWS)

Website: <http://www.mdws.gov.in/>

Water Supply & Sanitation Collaborative Council (WSSCC)

Website: <http://wsscc.org>

CLTS Knowledge Hub at IDS

Website: <http://www.communityledtotalsanitation.org/>

Contact: clts@ids.ac.uk

You can also subscribe to the monthly newsletter published by IDS via the website (blue box at the top right hand corner Subscribe to e-news) or by contacting S.Townsend@ids.ac.uk

Frontiers of CLTS: Insights and Innovations

Website: <http://www.communityledtotalsanitation.org/resources/frontiers>

Multiple hardcopies of Frontiers publications can be requested by email to S.Townsend@ids.ac.uk

- Frontiers 1 Participatory Design Development for Sanitation
<http://www.communityledtotalsanitation.org/resources/frontiers/participatory-design-development-sanitation>
- Frontiers 2 How to Trigger for Handwashing with Soap
<http://www.communityledtotalsanitation.org/resources/frontiers/how-trigger-handwashing-soap>
- Frontiers 3 Disability- making CLTS fully inclusive
<http://www.communityledtotalsanitation.org/resources/frontiers/disability-making-clts-fully-inclusive>

- **Frontiers 4 Sustainability and CLTS- Taking Stock**
<http://www.communityledtotalsanitation.org/resources/frontiers/sustainability-and-clts-taking-stock>
- **Frontiers 5 Making Sanitation and Hygiene Safer- Reducing Vulnerabilities to Violence**
<http://www.communityledtotalsanitation.org/resources/frontiers/making-sanitation-and-hygiene-safer-reducing-vulnerabilities-violence>
- **Frontiers 6 Breaking the Next Taboo - Menstrual Hygiene within CLTS**
<http://www.communityledtotalsanitation.org/resources/frontiers/breaking-next-taboo-menstrual-hygiene-within-clts>
- **Frontiers 7 Norms, Knowledge and Usage**
<http://www.communityledtotalsanitation.org/resources/frontiers/norms-knowledge-and-usage>
- **Frontiers 8 CLTS and the Right to Sanitation**
<http://www.communityledtotalsanitation.org/resources/frontiers/clts-and-right-sanitation>
- **Frontiers 9 CLTS in Post-Emergency and Fragile States Settings**
<http://www.communityledtotalsanitation.org/resources/frontiers/clts-post-emergency-and-fragile-states-settings>
- **Frontiers 10 Equality and non-discrimination (EQND) in sanitation programmes at scale**
<http://www.communityledtotalsanitation.org/resources/frontiers/equality-and-non-discrimination-eqnd-sanitation-programmes-scale-part-1>



Frontiers 6 and 7 are also available in Hindi

Recent workshop reports

- **Bhopal short report**
<http://www.communityledtotalsanitation.org/resource/getting-swachh-bharat-gramin-faster-through-rapid-action-learning-and-sharing-workshop>
- **Moradabad report**
<http://www.communityledtotalsanitation.org/resource/report-regional-workshop-share-learn-and-plan-quality-and-sustainability-swachh-bharat>

- **Varanasi District December report**
<http://www.communityledtotalsanitation.org/resource/one-day-sharing-learning-and-planning-workshop-swachh-bharat-mission-gramin-varanasi>
- **Varanasi and Vindhyaçal Divisions January report**
<http://www.communityledtotalsanitation.org/resource>
- **Account of the Delhi rapid learning workshop**
<http://www.communityledtotalsanitation.org/resource/rapid-report-timely-relevant-and-actionable-knowledge-swachh-bharat-gramin>
including links e.g. to the Swachhathon website <https://innovate.mygov.in/swachhathon-1-0/> or <https://www.mygov.in/task/swachhathon-10/>

WATER SUPPLY & SANITATION COLLABORATIVE COUNCIL (WSSCC)

The Water Supply and Sanitation Collaborative Council (WSSCC) is a global, multi-stakeholder membership and partnership based UN agency devoted solely to the sanitation and hygiene needs of the most vulnerable people in Africa and Asia. It works directly with national and local government and in partnership with civil society and the private sector at scale to enable and strengthen universal sanitation access and use, and helps ensure that government policies prioritize equal access to sanitation for women, girls, and marginalized individuals and groups. Founded in 1990, the Council maintains a membership of nearly 3,600 water, sanitation and hygiene (WASH) professionals from 141 countries.

CLTS KNOWLEDGE HUB, INSTITUTE OF DEVELOPMENT STUDIES, UNIVERSITY OF SUSSEX

The Institute of Development Studies (IDS) is a leading global institution for development research, teaching and learning, and impact and communications, based at the University of Sussex. Since 1966 IDS has been working with partners to tackle complex development challenges and contribute the evidence, analysis, theory and facilitated learning that can help communities, practitioners and decision-makers at all levels work together for practical, positive change. The Institute is home to approximately 230 staff and 200 students at any one time. But the IDS community extends far beyond, encompassing an extensive network of over 360 partners, 3,000 alumni and hundreds of former staff. IDS has been working in support of CLTS for over a decade. During this time CLTS has become an international movement for which IDS is the recognised knowledge hub.

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