

Citywide Inclusive Sanitation Scaling and Sanitation Innovation

Occupational Health and Safety



Training Manual
April 2023

Material and Learning Application: This material is prepared by Environment and Public Health Organization (ENPHO) with the support of 'CWISAN Thematic group' for Training Material Development and is to be used for training purposes only. Training materials (IEC/ cases etc.) used in the package are for the reference to understand the concept and/or to show the practices around the globe and at national level. It is not by any means, intended to judge or evaluate the activities/ the materials. To this, the package development team do not claim for any rights towards such materials but recognizes such properties as of the respective organizations.

Contents

1. Introduction	1
1.1 Orientation Overview	1
1.2 Orientation Objective	1
1.3 Learning Outcomes	1
1.4 Participants	2
1.5 Working with Low Literacy and Other Languages	2
1.6 Addressing Barriers to Participation	2
2. Orientation Preparations	3
2.1 Logistics Management	3
2.2 Trainer Roles and Responsibilities	3
2.3 Orientation Space	3
3. Orientation Framework	4
3.1 Lesson Plans for Individual Sessions	4
Lesson Plan 1: Orientation Opening	7
Lesson Plan 2: Role of Sanitation Professionals and Waste and Hygiene	11
Lesson Plan 3: Occupational Health and Disease	18
Lesson Plan 4: Hand Hygiene	24
Lesson Plan 5: Personal Protective Equipment	30
Lesson Plan 6: Orientation Closing	38

1. Introduction

This orientation manual is intended to facilitate the trainers for the orientation on 'Occupational Health and Safety of Sanitation Workers'. The package is focused on the knowledge to maintain the personal hygiene along with the protective measures for the sanitation workers. The package is a mixture of theory and videos for the easy understanding of the content to the participants to mitigate the knowledge and practice gap and inspire the sanitation workers to adopt good hygiene practices during service delivery. Information included in the manual are based on the review from various packages developed by different organizations of different countries along with the practical experience of the Environment and Public Health Organization (ENPHO). It has been developed specifically for the context of Nepal.

1.1 Orientation Overview

In this orientation, participatory approaches are applied to ensure good learning environment and emphasis adult learning style along with the focus on different level of literacy. Participatory style orientation includes open discussion, demonstrations, small group discussion and hands-on practice. Active participant engagement in learning activities is highly encouraged.

1.2 Orientation Objective

The main objective of the orientation is to enhance the knowledge on occupational health and safety and sensitize for the practice of hygienic behaviors including use of personal protective equipment during service delivery.

1.3 Learning Outcomes

The following learning outcomes list what the participants will be able to do by the end of the orientation to demonstrate increased knowledge and improved skills. Each lesson plan refers to the specific learning expectations.

Lesson Plan	Topic	Learning Outcomes: Participants will be able to...
1	Orientation Opening	<ul style="list-style-type: none">• Introduce participants and trainers in participatory method.• Discuss the group's expectations and agenda for the orientation.
2	Role of Sanitation Professionals and Waste and Hygiene	<ul style="list-style-type: none">• Discuss the role of sanitation professionals• Explain the concept of waste and hygiene
3	Occupational Health and Disease Transmission	<ul style="list-style-type: none">• Describe occupational health and safety• Sensitize on how disease/ germs are transmitted
4	Hand Hygiene	<ul style="list-style-type: none">• Explain importance of proper hand cleaning• Identify correct ways of handwashing with soap and water• Describe self-hygiene practice after coming from work
5	Personal Protective Equipment	<ul style="list-style-type: none">• List the PPE required as per the types of sanitation workers• Explain the proper use of PPE along with cleaning and disinfecting of PPE and the tools used by sanitation workers
6	Orientation Closing	<ul style="list-style-type: none">• Evaluate whether learning expectations were met• Analyze the orientation and provide feedback on the orientation

1.4 Participants

This orientation is mainly aimed for the sanitation workers who have been working in the sector. By sanitation workers means, all types of personnels/ professionals that are engaged in sanitation service delivery, specifically frontline workers.

- Sweepers and cleaners/ janitors
- Waste collector/ picker
- Waste transporter/ drivers
- FSTP/ WWTP/ STP operators
- Fecal sludge desludgers/ honey suckers

1.5 Working with Low Literacy and Other Languages

Keep in mind that in any orientation there may be participants who have different levels of ability in reading and writing. There may be participants who do not understand the language of instruction well, even if they said they do. You will need to modify the way you normally train to accommodate their learning needs. Use short sentences, pictures and illustrations, gestures, demonstrations, small group discussions and hands-on practice. These methods will help all participants understand and remember the information better, and are especially important for participants with lower reading, writing or language skills.

1.6 Addressing Barriers to Participation

When setting up an orientation, it is important to consider barriers that may limit certain participants from attending. What can you do to make it easier for them to attend? Factors that you may want to consider are:

- **Time of the orientation:** Is the orientation being held at a time of day and week that all people can attend? Is there a time that will interfere less with domestic responsibilities or other work obligations? Is it being held at a time of year when harvest, national holidays, celebrations or political events may prevent people from attending?
- **Location:** Is the location easy and convenient for participants to access?
- **Language:** Will interpretation and/or translated documents be available for participants who are not fluent in the language in which the orientation will be delivered?

When planning the orientation, anticipate the barriers that may prevent your target audience from attending. Reduce these challenges as much as possible when organizing orientation logistics.

2. Orientation Preparations

There are several things that you will need to do to get ready for the orientation.

2.1 Logistics Management

The orientation planning team (the trainers and the host) will need to determine orientation logistics such as:

Pre-orientation

- What is the orientation budget?
- Who will invite the participants and communicate with them?
- Who will organize and coordinate food for breaks?
- Who will organize the orientation site and set up?
- Who will purchase and organize the orientation equipment and materials?
- Who is responsible for onsite registration?
- Who is responsible for printing the participant materials?
- Who is responsible for delivery of each session in the agenda?

During the orientation

- Who will check that snacks and food are ready at the appropriate times?
- Who will prepare the room in the morning and reorganize in the evening?
- Who will prepare the flipcharts for the day?
- Who is in charge of checking participant list details?
- Who is in charge of preparing evaluations?

Post-orientation

- Who will type up the orientation evaluations?
- Who will clean up the orientation materials and space?
- Who is responsible for replacing materials if needed?
- Who is responsible for reporting?
- Who is responsible for maintaining communication with the participants?

2.2 Trainer Roles and Responsibilities

It is essential that the facilitation team work well together. You should meet with the other trainers before the orientation to discuss the orientation agenda and assign roles and responsibilities. It is also useful to clarify the role of other trainers when they are not actually conducting an orientation session: should they be assisting in the group work, be available to answer questions, or be setting up for the next session? Where possible, ensure that all trainers can be present for the entire orientation.

2.3 Orientation Space

If possible, visit the orientation site before the participants are due to arrive, and set up your materials. Seating arrangements have a big influence on the orientation. It is recommended to arrange the tables and chairs so that participants can make eye contact with one another and can break into small groups easily.

3. Orientation Framework

The general framework of the orientation is as follows:

- Orientation opening and introductions: To welcome people and allow participants and trainers to get to know each other.
- Individual sessions: To focus on a selected topic; each individual session includes an introduction, a main lesson and a closing activity to review the content.
- Breaks and lunch: To keep people motivated, focused and energetic; plan for a mid-morning and mid-afternoon break that allows people to use the washroom, take a drink or eat a snack. While planning the orientation, it is also important to clarify in advance as to whether food and snack will be provided during the orientation.
- Orientation closing: The end of the orientation can be official or unofficial depending on what is appropriate. Certificates are typically handed out.
- End of orientation evaluation: To allow participants to assess the strengths and weaknesses of the orientation for further improvements.
- Local hosts' and trainers' debrief: To discuss what went well, what aspects of the orientation can be improved and what needs to be done in the future. Debriefs are usually held at the end of each day and at the end of the orientation.

A generic version is provided to give a starting point for the creation of an agenda specific to the orientation.

3.1 Lesson Plans for Individual Sessions

The following lesson plans are written for trainers and provide suggested activities and learning aids for each session. As long as the learning expectations are achieved, please feel free to adapt the lesson plans to match your individual style and the needs of the particular audience.

Each lesson plan is structured and formatted with the following components:



Learning outcomes: Describes what the participants will be able to do by the end of the lesson to demonstrate increased knowledge, improved skills or changes in attitude. Each lesson plan should reference the overall learning outcomes listed.



Time: The clock symbol appears next to the amount of time the session may take. This is an estimate, and the session may be longer or shorter depending on how you facilitate it.



Materials: Lists all the materials that will be required for the lesson.



Preparation: The clipboard appears when there is preparation that needs to be done before the session. Scan the lesson plan for any preparation symbols before facilitating the session.



Introduction: The hook appears at the start of the session to engage the participants in the new topic.



Activity: The puzzle indicates that there is an activity for the participants. Often materials need to be prepared in advance of the activity.



Handouts: The papers indicate that there are handouts to be given to the participants.



Key points: The key appears where there are important points and topics to discuss. These are reminders of what key points the participants should understand by the end of the lesson.



Review: The question mark appears when you are checking for learning and understanding. What have the participants retained? What do they think?



Trainer notes: The exclamation point appears warn you of things to consider during the lesson.

Daily Agenda

Time	Topics
10:00 – 10:15	Orientation Opening
10:15 – 11:00	Role of sanitation workers and Waste and Hygiene
11:00 – 11:45	Occupational Health and Disease Transmission
11:45 – 1:15	Hand Hygiene
1:15 – 2:00	Lunch Break
2:00 – 3:15	PPE and Cleaning PPE
3:15 – 3:30	Orientation Closing

Lesson Plan 1

Orientation Opening



15 minutes

Learning Outcomes



At the end of this session participants will be able to:

1. Introduce participants and trainers in participatory method.
2. Discuss the group's expectations and agenda for the orientation.

Materials



- Markers
- Newsprint paper
- Pens (1 per person)
- Notebooks or paper (1 per person)
- Introduction PowerPoint

Preparation



- Write the agenda for the day on the flip chart paper
- Write the heading "Group Learning Expectations" on flip chart paper
- Prepare the flipchart paper with "Group Agreements"
- Put a notebook, name tag and pen at each seat (1 per person)

In some cases, a formal welcoming ceremony will start the orientation. Consult with your host beforehand to determine the protocol and the amount of time required. You may need to adjust your agenda accordingly.



3 minutes

Introduction



1. Introduce trainers, orientation hosts and other guests as appropriate and welcome participants.
2. Introduce the orientation and present the objectives of the orientation.
 - a. This orientation is for sanitation workers for the knowledge on waste, hygiene and role of sanitation workers along with sensitizing the need to practice hygienic behaviors.
 - b. This orientation is participatory. There are different types of group activities in various sessions.

3. With the information, share the objectives of the orientation to participants.
4. Present the schedule for the day with participants.
5. Explain the building/orientation layout, bathroom location, emergency exits, first aid, and daily schedule.
6. Lead an introduction/icebreaker activity to help participants meet each other and introduce themselves to the group as follow.



Option A Self-Introduction

10 minutes



1. Ask participants to introduce themselves with following information:
 - a. Their name,
 - b. Their experience (in year) in the profession
 - c. One most interesting fact about this profession



Option B Introduction by Trainer

5 minutes



1. Inform participants about the participants by the trainer himself/ herself. If required, read out the list of participants name as a brief introduction.
2. Ask participants to raise their hands as per the number of years that they have been in the profession.
 - a. 0 – 2 years
 - b. 2 – 5 years
 - c. 5+ years
3. Note the number of participants on a brown sheet/ newsprint paper.



Learning Expectations

2 minutes



1. Explain participants that they are now going to collect the expectations from the orientation.
2. Ask participants, what they expect to learn from the orientation
3. Collect responses from 2 to 3 participants and write it down in a brown sheet or a white board.
4. Inform participants that they will be discussing the expectations at the end of orientation.
5. Inform participants about the scope of orientation and inform if any of the expectations are out of scope of the orientation.



Orientation Format and Agenda

minutes



1. Review daily agenda with break and lunch times.
2. Ask the participants if they have any questions at this point.

Reflections on Lesson

Lesson Plan 1: Orientation Opening Presentation Slides

नगरव्यापी समावेशी सरसफाइमा स्तरोन्नती तथा नवीनता



तालिम परिचय

पेशागत स्वास्थ्य र सुरक्षा सम्बन्धि अभिमुखिकरण

स्रोत व्यक्ति

ITN-BUET ENPHO BILL & MELINDA GATES

तालिम परिचय

उद्देश्य

पेशागत स्वास्थ्य र सुरक्षामा ज्ञान अभिवृद्धि गर्ने र स्वच्छता व्यवहार अभ्यास संगै सेवा प्रदान गर्दा व्यक्तिगत सुरक्षा सामग्री प्रयोगमा महशुसीकरण गर्ने



ITN-BUET ENPHO BILL & MELINDA GATES

तालिम संरचना




1	2	3	4	5	6
तालिम परिचय	फोटो, स्वच्छता तथा सरसफाइकर्मीको भूमिका	पेशागत स्वास्थ्य र रोग सन्ने माध्यम	हातको स्वच्छता	व्यक्तिगत सुरक्षा सामग्रीहरू र त्यसको सफाई	तालिम समापन

ITN-BUET ENPHO BILL & MELINDA GATES

दिनको तालिका

- तालिम परिचय
- फोटो, स्वच्छता तथा सरसफाइकर्मीको भूमिका
- पेशागत स्वास्थ्य र रोग सन्ने माध्यम
- हातको स्वच्छता
- व्यक्तिगत सुरक्षा सामग्रीहरू र त्यसको सफाई
- तालिम समापन



ITN-BUET ENPHO BILL & MELINDA GATES

भवनको नक्सा

- शौचालयको स्थान
- आपतकालीन निवास
- प्राथमिक उपाचार



ITN-BUET ENPHO BILL & MELINDA GATES

सहभागीको परिचय

- Ask participants to introduce themselves
 - Name
 - Role as a sanitation workers
 - Organization (if any)
 - Experience in urban sanitation
- Ask participants to introduce one by one

ITN-BUET ENPHO BILL & MELINDA GATES


सहभागीको परिचय

- Ask participants to form a circle in alphabetical order
- Ask participants to introduce themselves with the participants at their left and right.
 - Name
 - Designation
 - Organization
 - Experience in urban sanitation
- Ask participants to introduce participant at their right side.
- Once a cycle is complete, ask participants to name the participant at their left side.

ITN-BUET ENPHO BILL & MELINDA GATES

परिचय

- नाम
- पद
- संस्था
- सरसफाइ क्षेत्रमा अनुभव



ITN-BUET ENPHO BILL & MELINDA GATES

सिकाइका अपेक्षाहरु

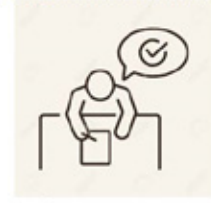


ITN-BUET

ENPHO

BILL & MELINDA GATES

स्व: मूल्यांकन



5-10 minutes

ITN-BUET

ENPHO

BILL & MELINDA GATES

ताबिम ढाँचा र ताबिका

- अनुभव गर्दै सिक्ने
- एकै वा सामूहिक फिगाकलापहरु
- घटना अध्ययन तथा अरुको अनुभवहरुबाट सिक्नु
- छलफल, प्रश्न र उत्तर
- समुदाय वा समूह बिच संघन्व विकास गर्ने

ITN-BUET

ENPHO

BILL & MELINDA GATES

धन्यवाद

यतास्थान र सम्पर्कस्थान सिका (एन्फो):

पू-१०/२४ आदर्श बार्ड, नया बजार, काठमाडौं

फोन : ९७७-९-४२४४६९९, ४२४४७०३, ४२४४९९२, ४२४४६०९

फ्याक्स : ९७७-९-४२४४३३९

इमेल : enpho@enpho.org

वेब साईट : www.enpho.org

यस साईट माथिल्लो र डायाग्राममात्र काटिएको र प्रकाशित गर्न सकिने छ। यसमाथि कसैको सम्पादन अथवा सुझाव (COMMENT) अथवा फारम त्रुटि सुधारका लागि कुनैपनि "समाचार" माथिल्लो सम्पादन बटनको साथ "सुधार" बतल सकिनेछ। यस साईटमा कुनैपनि काटिएको अथवा सम्पादन गर्न सकिने छैन। यस साईटको सम्पादन तालिम सभामा - सम्पादन सुझावहरू तथा सुधारहरूको लागि इमेलको लागि ITN-BUET को सम्पर्कमा काटिएको जान्ने छ।

ITN-BUET

ENPHO

BILL & MELINDA GATES

Lesson Plan 2

Role of Sanitation Professionals and Waste and Hygiene



45 minutes

Learning Outcomes



At the end of this session participants will be able to:

1. Discuss the role of sanitation professionals
2. Explain the concept of waste and hygiene

Materials



- Newsprint paper/ flip chart paper
- Representative pictures of waste

Preparation



- Print the Nepali transcript of the video
- Cue the presentation slide deck
- Go through the slide notes of the presentation slides
- Prepare for the video presentation- sound system and all



5 minutes

Introduction



1. Present the video on 'sanitation worker' and translate the video as you play the video. (refer to the end of the lesson plan for transcript)
2. After the video, ask participants what the video is about and what is the main message that the video is trying to portray.
3. Collect 3 to 4 voices from participants and link that the role of the sanitation workers is as important as a doctor or a minister or any profession while they face huge risk while working in the sector.
4. Present the learning outcome of the session and inform participants that they will be discussing more on the role of sanitation workers, definition of waste and hygiene.



20 minutes

Role of Sanitation Workers



1. Ask participants, who are sanitation workers? Collect responses and present the slide and discuss accordingly.
2. Ask participants what happens if there are no sanitation workers or what happens when they do not go to work.

3. Collect 3 to 4 responses from participants. Expected answer: no responsible person for the management of waste resulting to the haphazard dumping of waste, blockage of drain, filled septic tank
4. Relating to the responses from participants inform that if there were not the responsible person for collecting waste and management, there would surely be a haphazard situation surrounded by waste which would lead to the crisis in public health, environment, dignity and all sectors as well.
5. Further inform that this situation or the crisis would also lead to a situation where the highly considered profession like doctors and any other would be of vain.
6. Add on that the work of sanitation professionals is not only important for an individual level but is also important for the community and environment.
7. Now ask participants, if this all matters then let's see the condition of sanitation workers. Play the video of 'Challenges faced by sanitation workers' and desludger.
8. Summarizing the video, inform participants this is how sanitation workers are looked upon by the society.
9. Inform participants though the role of sanitation workers are very important to the society or the community, the status or the perception towards sanitation workers is biased. Hence, they will be discussing on why or the factors for such perspective and will be discussing on mitigation measures to change the perspective towards sanitation workers as a whole.



15 minutes

Waste and Hygiene



1. As sanitation professionals who constantly works in or with waste, ask participants what is their understanding of waste or what is waste for them.
2. Collect 2 to 3 responses from participants and if needed note the responses from participants in the flip chart paper.
Or, simply, paste the pictures that the waste is comprised of as participants name the item.
3. Present the video on waste to participants and inform that by-products of the things that we use or the things that we use and of no more of use to us is simply termed as waste.
4. Ask participants if these things are not useful at all. Collect participants responses and inform participants this might useful for somebody/ something else as shown in the video.
5. Inform participants that waste means the resources at **wrong place**, that can **impact in health of public and environment**, hence should be **managed well on time**.
6. Add on that for the management of waste, the resources should be placed at right place, to mitigate the impact in health of public and environment- hygiene should be maintained.
7. To this, add on further information that one of the main reason for looking down on the sanitation workers/ professionals also depends upon the hygiene of the particular person.
8. Add on that how a person is maintaining himself/herself after working on waste also defines on the perspective towards the sanitation professionals.
9. If that is the case, ask participants what do they understand by hygiene.

10. Collect 2 to 3 responses from participants and inform participants what hygiene means.
11. Present the definition of hygiene to participants and discuss as per requirement.
12. Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases- WHO.
conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.
13. Further clarify the definition of hygiene with examples like: cleaning toilet is maintaining hygiene, cleaning the environment or the surrounding is maintaining hygiene, taking bath, washing hands, cleaning clothes or washing clothes is termed as hygiene
14. Inform participants that as sanitation professionals, they are definitely maintaining the hygiene of the environment and surrounding. Ask participants what are they doing to maintain their own hygiene.
15. Collect 2 to 3 responses from participants and inform that they are going to watch a video on one of the initiative or intervention towards maintaining hygiene of sanitation professionals.
16. Present the video on 'WASH facility center' and inform participants that this could be one of the measures to ensure the health and hygiene of sanitation professionals and will be discussing more on hygiene and how to maintain hygiene in further sessions of the orientation.



5 minutes

Review



1. Ask participants to share if they feel important or their role is important for the public health and environment as a whole and the reason for feeling so (why they feel their role is important).
2. Collect 4 to 5 responses from participants and summarize.

Reflections on Lesson

Transcript of the video in Nepali

मेरो बाबा देश चलाउनु हुन्छ
होइन उहाँ नेता, तर देशलाई उहाँले चलाउनुहुन्छ
उहाँ डाक्टर पनि होइन, तर रोग भगाउनुहुन्छ
मेरो बाबा देश चलाउनु हुन्छ

उहाँ पुलिसमा पनि होइन, तर देशको फोहर हटाउनुहुन्छ
उहाँ आर्मीमा पनि होइन, तर फोहरी दुश्मनहरूसंग युद्ध जितेर आउनुहुन्छ
मेरो बाबा देश चलाउनु हुन्छ

यदि मेरो बाबा काममा जानुभएन भने इन्दियाको हर घर रोकिन्छ,
न बन्छ खाना, न हुन्छ नुहाउने
सडकहरुमा भागदौड मच्चिन्छ,
बच्चाहरु स्कूल पुग्न पाउँदैनन्
न डाक्टर पुग्न पाउँछन् हस्पिटल
मन्त्रि मन्त्रालय पुग्दैनन्
पुरै देशको हाल हुन्छ बेहाल
हामी सबैको जिवन सजिलो बनाउनुहुन्छ
मेरो बाबा त्यो काम गर्नुहुन्छ जो कसैको बाबाले गर्न चाहन्नुहुन्न
मेरो बाबा देश चलाउनु हुन्छ

किनकि देश आफ्नो भिजेको कुहिने फोहर र नकुहिने फोहर छुटाउँदैनन्
मेरो बाबा फोहर, ढल र बिमारीको भित्र जानुहुन्छ र धेरै बिमार भएर निस्कनुहुन्छ
कहिलेकाहि लाग्छ मेरो बाबा रोगसंग हार्नुहुन्छ, कहिलेकाहि लाग्छ बाबा घर फर्कनुहुन्न
मेरो बाबालाई बचाउनुस्, यो देशलाई मेरो बाबाबाट मात्र नचलाउनुहोस्
किनकि देशलाई देशको हरेक मानिसले चलाउँछ,
किनकि देशलाई देशको हरेक मानिसले चलाउँछ

Lesson Plan 2: Role of Sanitation Professionals and Waste and Hygiene Presentation Slides

नगरव्यापी समावेशी सरसफाइमा स्तरोन्नती तथा नवीनता



फोहोर, स्वच्छता तथा सरसफाइकर्मको भूमिका

पेशागत स्वास्थ्य र सुरक्षा सम्बन्धि अभिमुखिकरण

खोन व्यक्ति

ITN-BUET ENPHO BELLA MELINDA GATES Foundation



तालिम संरचना



1. तालिम परिचय
2. फोहोर, स्वच्छता तथा सरसफाइकर्मको भूमिका
3. पेशागत स्वास्थ्य र रोग सन्निवारण
4. हातको स्वच्छता
5. व्यक्तिगत सुरक्षा सामग्रीहरू र स्वचको सफाई
6. तालिम समापन

ITN-BUET ENPHO BELLA MELINDA GATES Foundation

सिकाइका उपलब्धिहरू

- सरसफाइकर्मको भूमिका बारे छलफल गर्ने
- फोहोर र स्वच्छताको अवधारणा बारे व्याख्या गर्ने



ITN-BUET ENPHO BELLA MELINDA GATES Foundation

विषयवस्तु

- सरसफाइकर्म
- सरसफाइकर्मको भूमिका
- फोहोर
- स्वच्छता



ITN-BUET ENPHO BELLA MELINDA GATES Foundation

सरसफाइकर्म


- कुनै व्यक्ति जसले
 - बाटो, पार्क, सार्वजनिक ठाउँ, चर्पी, ढल, निकान र सेप्टिक ट्याकी सफा गर्ने,
 - पम्पीड स्टेशन र प्रशोधन केन्द्र संचालन गर्ने, तथा
 - समाजमा आधारभूत सेवा प्रदान गर्ने काम गर्नुहुन्छ।
- बहाहरुको जीविमयुक्त कामले प्रायः स्वास्थ्यमा नकारात्मक असर पारिरेको हुन्छ।



ITN-BUET ENPHO BELLA MELINDA GATES Foundation

सरसफाइकर्मको भूमिका

- यदि सरसफाइकर्म नभएको भए वा उनीहरू विदामा बसेको भए के हुन्छ होला ?



ITN-BUET ENPHO BELLA MELINDA GATES Foundation



ITN-BUET ENPHO BELLA MELINDA GATES Foundation

सरसफाइकर्मीको भूमिका



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

सरसफाइकर्मीको भूमिका



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

सरसफाइकर्मीको भूमिका



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

सरसफाइकर्मीको भूमिका



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

सरसफाइकर्मी



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

स्वास्थ्य र सुरक्षामा असर



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

फोहोर

- फोहोर भनेको के हो ?



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

फोहोर



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

फोहोर

- फोहोर भनेको मलत टाउंमा रहेको स्रोत जसले जनस्वास्थ्य र आतावरणमा नकारात्मक असर पार्छ, तसर्थ उचित समयमा नै व्यवस्थापन गर्न आवश्यक पर्दछ ।
- कुनै रद्दी, अवशेष, विमा, जनावरको शव, हुनको फोहोर, ठोस तथा तरल फोहोर, फोहोरको धुप्रो र अन्य प्रदूषकहरू



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

स्वच्छता

- स्वच्छता के हो ?
- २ देखि ३ प्रतिक्रिया



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

स्वच्छता

- स्वास्थ्य कायम गर्न र रोगहरुको फैलावट रोक्न मद्दत गर्ने अवस्था र अभ्यासहरु नै स्वच्छता हो ।

विश्व स्वास्थ्य संस्था



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

स्वच्छता

- तपाईंने आफ्नो स्वच्छता कायम गर्न के कस्ता क्रियाकलापहरु गर्नुहुन्छ ?



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

समीक्षा

- यस विषयमा तपाईंलाई रोचक सामग्री कुनै एक सिकाइ
- ४ देखि २ प्रतिक्रिया



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

सन्दर्भ सामग्री

- <https://www.youtube.com/watch?v=mQF8v2uEcfo>

ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

दिन्यवाद

संस्थागत र जनस्वास्थ्य संस्था (एनपीओ)

११०/२२ आदर्श मार्ग, नयाँ बानेश्वर, काठमाडौं

फोन : ९७७-१-४२४४६११, ४२४४६१२, ४२४४६१३, ४२४४६१४

फ्याक्स : ९७७-१-४२४४६१५

इमेल : enpho@enpho.org

वेब साइट : www.enpho.org

ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

Lesson Plan 3

Occupational Health and Disease



45 minutes

Learning Outcomes



At the end of this session participants will be able to:

1. Describe occupational health and safety
2. Sensitize on how disease/ germs are easily transmitted

Materials



- Glitter
- Envelops- 3 to 4
- Paper pieces,
- Paper clips,
- Rubber bans
- Cloth pieces

Preparation



- Prepare 3 to 4 envelopes with different materials mixed with glitters in it. This may include: glitter, paper pieces, paper clips, cloth pieces, rubber bands, push pins
- Prepare a music for a dance

Introduction



5 minutes



1. Ask participants about any issues and or challenges that they faced during the waste management.
2. Collect 4 to 5 responses from participants and inform that the impacts from these kind of issues that one faces while working as sanitation professionals is either resolved or is mitigated through occupational health and safety.
3. Inform participants that they will be discussing more about occupational health and safety in the session and present the learning outcome of the session.

Occupational Health and Safety (OHS)



25 minutes



1. Ask participants if they have any idea on OHS?
2. Collect responses from participants.
3. Present the slide on occupational health and discuss each point in detail:

4. Occupational health is the effect of work on workers' **body, health, mood and behavior**
5. Occupational health focuses on both physical and mental health of the workers
6. Ask participants how to ensure occupational health. Collect 2 to 3 responses from participants and present next slide on occupational health and discuss as:
 - a. Body- protect through protective equipment
 - b. Health- maintain hygiene, vaccinations
 - c. Mood and behavior- training and awareness
7. Add on information that occupational health and safety not only considers the health and well-being but also considers a holistic perspective of work safety.
8. Presenting the slide on work safety, explain briefly on each point of work safety.
 - a. Risk assessment: where is the risk for the sanitation professionals and the magnitude of its impact.
 - b. Training: to mitigate such risk and hazards
 - c. Precautions: what are the precautions to mitigate risks and hazards
 - d. Audit: Proper monitoring, if sanitation professionals are using proper PPEs, if the tools are working properly, condition of tools and machinery
 - e. Protection: of health of sanitation workers
 - f. Insurance: if they have any provisions for treatment and emergency funds
 - g. Policies: if they are aware about their rights, if they are aware on the sanitation related policies that directly impact their lives
 - h. Guidelines: if there are proper standard operating procedures (SoP) how to do things or carry on the activities, if they are aware or trained on it or not
9. Further with next slide ask participants if they have job assurance, or treatment/ emergency fund or facilities like insurance, allowances, advance and bonus or what about their dignity or any policy or guidelines
10. Adding in the slide, ask participants if they are aware on these topic or not.
11. Inform participants, the orientation focuses awareness to the sanitation professionals on all the aspects of OSH and particularly focuses on the preventive measures that could be implemented as the first step towards the goal of OSH for health and well-being.
12. Inform participants that they will be focusing on the activities that they can intervene in daily life while also promoting for the others to the responsible stakeholders.



10 minutes

Disease and Route of Transmission



1. Inform participants while discussing on OHS and the interventions that can be implied at the basic level, there are few points that one need to consider or things that they should keep in mind and before proceeding further in the session, they are now going for an activity for the same.
2. Inform participants that they will be divided into 3 to 4 groups for the activity, and it will be a competition between the groups to finish first.
3. Inform participants that once participants are in groups, they will be given some materials and they are to segregate/ categorize, whichever group finishes first in details will be the winner of the game.
4. Ask participants if they are clear and ready for the challenge.
5. Divide participants into 3 to 4 groups and provide an envelop with materials to segregate.

Trainer's note: For a fair play, trainer may ask not to open the envelop till the trainer signals it.



6. Once all groups have settled and they have the envelop ask participants to start the challenge.
7. Once the groups are done with the activity, announce the winner of the game.
8. Inform that the winners are liable for a gift and the gift for the winners is to dance in a song.
9. Ask other participants to join the dance if they want to.
10. Once participants are done with the dance, ask participants to look at their hands and if they can see glitters in there.
11. Ask participants where the glitters came from and where else they see the glitters.
12. Collect responses from participants and inform that glitters were mixed with the articles in the envelop representing the germs in waste and wherever they could see it means that the germs have spread without their knowing.
13. Link how the germs or the glitters can spread without noticing and this might be the reason of getting sick easily. Especially as a sanitation professional, where they are constantly exposed to waste and germs, they might transmit the disease easily and fall sick.
14. Ask participants if they or anyone from their family have recently been sick. *Expected answer: Yes/ No*
15. If yes, ask participants what disease they had and note the responses from participants on the board or simply note on a flip chart paper.
16. Ask participants if they can relate how they are becoming sick and how they are transferring the diseases.
17. Present the slides on disease and condition that one might face while working as sanitation professionals and discuss as appropriate.
18. After the discussion, present slides on types of diseases one might face while working in the sanitation sector.
19. Further, ask participants if it is possible to stop the spreading of the disease. *Expected answer: Yes*
20. Ask participants how is it possible to stop the spreading of the disease.
21. Ask participants to discuss in pair for how they can stop the disease transmission. *Expected answer: maintain hygiene*
22. Inform participants that they will further discuss on how to maintain hygiene or what activities are to be carried to maintain hygiene in following sessions.



5 minutes

Review



1. Ask participants if they had realized the glitters in the envelop and if they had used any idea to stop spreading.
2. Collect 2 to 3 responses from participants and again ask if they had linked it with the germs.
3. Collect 2 to 3 responses and summarize their answers as either it is glitters or germs, which are small in size and are negligible but affect the health and condition adversely, hence should be aware on maintaining health and hygiene.

Reflections on Lesson

Lesson Plan 3: Occupational Health and Diseases Presentation Slides

नगरव्यापी समावेशी सरसफाइमा स्तरोन्नती तथा नवीनता



पेशागत स्वास्थ्य र रोग सन्ने माध्यम

पेशागत स्वास्थ्य र सुरक्षा सम्बन्धि अभिमुखिकरण

चन्द्रशोभा खाईतु

ITN-BUET ENPHO BELLA MELINDA GATES Foundation

तालिम संरचना




1. तालिम परिचय
2. फोहोर, स्वच्छता तथा सरसफाइकाबीको भूमिका
3. पेशागत स्वास्थ्य र रोग सन्ने माध्यम
4. हातको स्वच्छता
5. पेशागत सुरक्षा सामग्रीहरू र त्यसको सफाई
6. तालिम समापन

ITN-BUET ENPHO BELLA MELINDA GATES Foundation

विषयबस्तु

- पेशागत स्वास्थ्य
- पेशागत स्वास्थ्य र सुरक्षा
- रोग र रोग सन्ने माध्यम
- पेशागत स्वास्थ्य कसरी सुनिश्चित गर्ने
- रोग र त्यसको अबस्था



ITN-BUET ENPHO BELLA MELINDA GATES Foundation

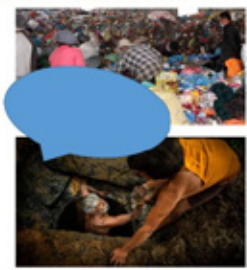
पेशागत स्वास्थ्य र सुरक्षा



ITN-BUET ENPHO BELLA MELINDA GATES Foundation

पहिला...


- फोहोरमैला व्यवस्थापन गर्दा तपाईंले अनुभव गर्नुभएका धनीतीहरू
- २ देखि ३ प्रतिक्रियाहरू



ITN-BUET ENPHO BELLA MELINDA GATES Foundation

सिकाइका उपलब्धिहरू

- पेशागत स्वास्थ्य र सुरक्षा बारे व्याख्या गर्ने
- रोग सन्ने माध्यम बारे सहशुभिकरण गर्ने



ITN-BUET ENPHO BELLA MELINDA GATES Foundation

पेशागत स्वास्थ्य



- कामको अवधिमा कुनै कामदारको शरीर, स्वास्थ्य, मुड, र व्यवहारमा देखिने कामको अनर (प्रभाव) लाई पेशागत स्वास्थ्य भनिन्छ
- पेशागत स्वास्थ्यले शारीरिक र मानसिक स्वास्थ्य दुवैमा केन्द्रित हुन्छ।

ITN-BUET ENPHO BELLA MELINDA GATES Foundation

पेशागत सुरक्षा

- जोखिम
- तालिम
- सावधानी
- निगरानी तथा परिक्षण
- संरक्षण
- बिमा
- नित्यगत व्यवस्था
- निर्देशिका



PC: <https://tinyurl.com/yah466>

ITN-BUET ENPHO BELLA MELINDA GATES Foundation

पेशागत सुरक्षा : केहि प्रश्न

- जागिरको सुनिश्चितता
- उपचार संच, आकस्मिक संच
- सुबिधाहरू (भत्ता, विमा, पेश्की)
- सम्मानपूर्वक व्यवहार (मर्गान्दा)

नीतिगत व्यवस्था, निर्देशिका

के तपाईंहरू यी सब बिषयमा सचेत हुनुहुन्छ ?

ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

रोग र रोग सन्ने माध्यम



३ देखि ४ समूह
१ मिनेट



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

रोग र रोग सन्ने माध्यम

छोटो अबधीका रोगहरू

 कखा, खोकी, र ज्वरो	 नाक चम्के	 भन्दाहापखाना, आउं वा पेट दुख्ने
 जन्डिस	 टाइफाइड	 डेंग्री, चिकनगुनिया

ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

रोग र रोग सन्ने माध्यम

लामो अबधीका रोगहरू

 पेटको रोगहरू जस्तै ग्यास्ट्रिक र अल्सर	 छाता रोग र चिन्नाउने
 ब्यान्सर	 खोकी, टि.बि

ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

पेशागत स्वास्थ्य कसरी सुनिश्चित गर्ने

व्यक्तिगत सुरक्षा सामग्री प्रयोग गर्ने



स्वच्छता कायम गर्ने

तालिममा सहभागी हुने र ब्यपेक्षेत्रमा अनुसरण गर्ने



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

रोग र रोग सन्ने माध्यम

- के तपाईंको परिवारमा भन्दा केहि विरामी हुनुभएको छ ?
- के देखि ४ प्रतिक्रिया
- के कस्ता रोग लागेको थियो ?



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

रोग र रोग सन्ने माध्यम

छोटो अबधीका रोगहरू

 डाड दुख्ने	 आखा पोल्ने र रातो हुने	 मुखमा अल्सर
 चिन्नाउने, हात वा खुट्टाको छाला कडा हुनु	 अलामान्ग आवाज	 कोभिड १९

ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

रोग र रोग सन्ने माध्यम

लामो अबधीका रोगहरू

 श्वास फेर्न असहज हुने	 जिब्रो र छातामा महसूस कम हुने
 घाउं निको नहुने	 सहनशक्ति कम हुने

ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

रोग र रोग सन्ने माध्यम

सामो अवधीका रोगहरु



मुट्टिलेसन

ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

रोग र रोग सन्ने माध्यम

- के रोग फैलनबाट रोक्न सकिन्छ ?
- ३ देखि ४ प्रतिक्रिया
- रोग फैलन कसरी रोक्ने ?



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

समीक्षा

- तपाईंको बिषयमा रोग फैलाउने खिटाणुलाई कसरी रोक्न सकिन्छ ?
- २ देखि ३ प्रतिक्रिया



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

सन्दर्भ सामाग्री

- <https://www.youtube.com/watch?v=mQF8v2uEcfo>

ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

धन्यवाद

संसाधन र जनसामान्य सेवा (एनपीओ):

११०/१२ आदर्श मार्ग, नयाँ बानेश्वर, काठमाडौं

फोन : ९७७-१-२२४४१९१, २२४४०९१, २२४४१९२, २२४४१९७

फ्याक्स : ९७७-१-२२४४३३६

इमेल : enpho@enpho.org

वेब साइट : www.enpho.org

यो प्रतिष्ठान नेपाल सरकार र प्रमुख विज्ञान संस्थाहरूको सहयोगमा कार्यरत छ। यसको उद्देश्य नेपालमा स्वास्थ्य सुरक्षाको विकास गर्ने हो। यस प्रतिष्ठानको कार्यक्षेत्र स्वास्थ्य, सुरक्षा र जनसामान्य सेवा (एनपीओ) हो। यस प्रतिष्ठानको कार्यक्षेत्र स्वास्थ्य, सुरक्षा र जनसामान्य सेवा (एनपीओ) हो।

ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

Lesson Plan 4

Hand Hygiene



1 hr 30 minutes

Learning Outcomes



At the end of this session participants will be able to:

1. Explain importance of proper hand cleaning
2. Identify correct ways of handwashing with soap and water
3. Describe self-hygiene practice after coming from work

Materials



- Glitters and water
- Presentation with videos
- Internet connection if using youtube for videos

Preparation



- Prepare a volunteer for the hand washing activity or the trainer may prepare himself/herself getting his/her hands on glitters
- Cue the videos for presentation including the one from youtube- <https://www.youtube.com/watch?v=yrLJJhJbh5A>
- Prepare the presentation with the videos for the discussion



10 minutes

Intro



1. Ask a participant with glitters (in their hands from earlier session) to come up and demonstrate washing hand with water only.



Trainer's note: Make sure to prepare for the session. Ask a participants to not wash hands after the earlier session for volunteering in the session. Or, the trainer may put some more glitters on the volunteer's hand for the activity.

2. Ask the participant to wash his/her hand with water only and see if he/she can get off all the glitters from his/her hands. *Expected answer: No*
3. Inform participants that as one cannot get off all the glitters from hands with water only, like the smell of garlic, or the effect of chilly powder, or getting rid of turmeric color by washing with water only.
4. Inform participants similarly, one need to wash their hands with soap and water and it is same with germs as well and will be discussing more on hand washing in the session.
5. Present learning outcome of the session.



45 minutes

Proper Hand-Washing



1. Present video on 'Proper hand washing for healthy living' to participants and discuss the importance of hand washing with soap and water.
<https://www.youtube.com/watch?v=yrLJJhJbh5A>
2. Link the discussion with the intro activity while discussing the importance of hand washing with soap and water.
3. Inform participants that as they are now aware on the importance of soap and water for hand washing inform participants that they are going for the video where they will see how soap and water tend to work with germs and viruses.
4. Present the video to the participants and discuss following points after the video.
 - a. How does viruses works?
Viruses stick on surfaces as fats does and is not easily washed off. As while one has oily hands, the oil is not washed off with water only. Similar is the case with viruses
 - b. What does soap and water do or how does it work?
Soap breaks the oily surface of the viruses or germs and helps to wash off from the surfaces.
 - c. Time for hand washing
As discussed in the video, using soap and water does not effectively wash off the germs from hands, but it takes time like 20 seconds. To make sure of the time, one can sing a paragraph of any song that they know.
 - d. Hand sanitizer
The time for hand sanitizer to be effective is also same as that of soap and water. To this, one should take/ use enough hand sanitizer, that is, the amount of sanitizer required is just as much as the size of the coin of 1 rupee. Also, the sanitizer should have at least 60% alcohol in it.



15 minutes

Hand washing Technique

1. Inform participants that one must assure all area is covered while washing hands.
2. Inform participants that for the same, they are going for another video and present the video.
3. After the video, inform participants that for the effective removal of germs from hand, one should thoroughly wash hands as shown in video.
4. Ask participants if they can follow the techniques used in the video for effective hand washing. Expected answer: Yes/ No
5. Inform participants that they are going to practice the technique for effective hand washing.
6. Ask a participant to volunteer for the activity and practice the techniques discussed in the video.



Trainer's note: Ask participants to practice or model the steps as the volunteer demonstrate. Also, ask participants to help the volunteer for any confusions.

7. Ask participants if they have any confusion related to the hand washing practice and if yes, repeat the discussions or practice.
8. To this, further add on the information on proper usage of hand sanitizer with following slides.



10 minutes

Self- Hygiene



1. Ask participants about their regular routine after returning from their work.
2. Collect 2 to 3 responses from participants and note if they practice any other self-hygiene (except hand hygiene) activities or not.
3. Ask participants if washing hands only is enough to maintain hygiene or not. Collect responses from 2 to 3.
4. After the responses, inform participants as they are constantly working in waste, the germs and contaminants can get into their other body parts as well or in the dress they wear, hence needs to practice self-hygiene as well.
5. Further inform participants that they should regularly practice other self-hygiene practices as follow:
 - a. Dress/ uniform
 - i. If possible separate dress/ uniform for work
 - ii. If not, change clothes from work immediately after returning from work
 - b. Bathing and washing
 - i. Taking baths regularly
 - c. Washing clothes and shoes
 - d. Washing tools and equipment
 - e. Cutting nails
 - f. Use of PPE, cleaning and disinfecting regularly
6. Summarize the session as maintaining hygiene not only lift the health of the sanitation professionals but also lifts their social status and the social perspective for the sanitation professionals which dramatically lifts dignity of sanitation workers.
7. Further inform participants that they will be discussing more on use of PPE in next session.



10 minutes

Review



1. Ask participants to practice hand washing techniques in pairs.
2. Ask participants (one or two) if they are convinced with use of soap and water for hand washing or not and ask for the reason.
3. Ask 2 participants to volunteer and answer point to consider while using hand sanitizer, one point from each volunteer.

Reflections on Lesson

Lesson Plan 4: Hand Hygiene Presentation Slides

नगरव्यापी समावेशी सरसफाइमा स्तरोन्नती तथा नवीनता



हातको स्वच्छता

पेशागत स्वास्थ्य र सुरक्षा सम्बन्धि अभिमुखिकरण

स्रोत व्यक्ति

ITN-BUET ENPHO BELMILINDA GATES Foundation

तालिम संरचना




1	2	3	4	5	6
तालिम परिषद	पोहो, स्वच्छता तथा सरसफाइकमीको भूमिका	पेशागत स्वास्थ्य र रोग सन्तरोधक	हातको स्वच्छता	व्यक्तिगत सुरक्षा सामग्रीहरू र त्यसको सफाई	तालिम समापन

ITN-BUET ENPHO BELMILINDA GATES Foundation

बिषयबस्तु

- हात धुने
- उचित तरिकाले हात धुने
- हात धुने तरिका
- स्व-स्वच्छता
- समीक्षा र सन्दर्भ सामग्री



ITN-BUET ENPHO BELMILINDA GATES Foundation

हात किन धुने ?



ITN-BUET ENPHO BELMILINDA GATES Foundation

सुरुवात




- सहभागीलाई पानीले मात्र हात धुन लगाउने
- पानीले हात धोएपछिको अवस्था अबलोकन गर्नुहोस्

ITN-BUET ENPHO BELMILINDA GATES Foundation


सिकाइका उपलब्धिहरू

- उचित तरिकाले हात धुनुको महत्व व्याख्या गर्ने
- साबुन पानीले हात धुने सही तरिका पहिचान गर्ने
- कामबाट फर्के पछि स्व-स्वच्छता अभ्यास वारे व्याख्या गर्ने



ITN-BUET ENPHO BELMILINDA GATES Foundation

उचित तरिकाले हात धुने



ITN-BUET ENPHO BELMILINDA GATES Foundation

हात किन धुने ?

- भाइरसले कसरी काम गर्दछ ?
- साबुनपानीले भाइरसलाई कसरी काम गर्दछ
- हात धुनुपर्ने अवस्था वा समय
- ह्याण्ड स्यानीटाइजर



ITN-BUET ENPHO BELMILINDA GATES Foundation

हात धुने तरिका



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

ह्याण्ड स्ानीटाइजरको प्रयोग

1. स्ानीटाइजर हातमा लिने
2. दुवै हक्केला एक आपसमा रगड्ने
3. २० देखि ३० सेकेन्ड सम्म रगड्ने
४. हात सुख्खा गभएसम्म रगड्ने



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

ह्याण्ड स्ानीटाइजरको प्रयोग



Department of Hospital Epidemiology and Infection Control (HEIC)

ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

ह्याण्ड स्ानीटाइजरको प्रयोग कहिले गर्ने

- हातमा देखिने फोहोर नभएको अवस्था
- साबुनपानीको पहुँच नभएको अवस्था



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

हातको स्वच्छता



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

हातको स्वच्छता

हात धुने स्थानको व्यवस्था भएमा साबुनपानीले हात धुने सम्भावना ६० % ले बढ्दछ ।

- CAWST

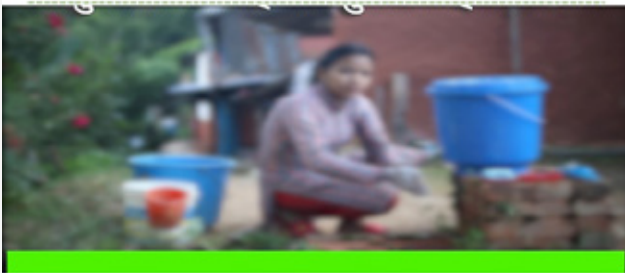


ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

हात धुने तरिका



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

स्व-स्वच्छता

- कामबाट घर फर्केपछि के गर्नु हुन्छ ?
- २ देखि ३ प्रतिक्रिया
- स्वच्छता कायम गर्ने के हात धुनु मात्र पर्याप्त छ ?
- २ देखि ३ प्रतिक्रिया



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

स्व-स्वच्छता

- पोशाक
 - कामको लागि छुट्टै पोशाक हुनुपर्ने
 - यदि छुट्टै पोशाक छैन भने काम बाट फर्केपछि काममा लगाएको लुगा फेर्ने
- लुगा धुने तथा नुहाउने
 - निर्धारित नुहाउने
 - लुगा र नुहा धुने
 - काममा प्रयोग भएका उपकरण र औजार धुने
- नड काट्ने
- व्यक्तिगत सुरक्षा सामग्रीको प्रयोग, सफाई र निमोलीकरण गर्ने

ITN-BUET

ENPHO

BEL + MELINDA
GATES Foundation

समीक्षा

- जोडिमा उचित तरिकामै हात धुने तरिका अभ्यास गर्ने
- साबुनपानीले हात धुनुपर्दछ भनी विश्वस्त भएको कारण महत्त्व प्रतिक्रिया संकलन गर्ने
- ह्याण्ड स्यानीटाइजर प्रयोग गर्दा ध्यान दिनुपर्ने कुराहरु बुझाउनु
- २ देखि ३ प्रतिक्रिया



ITN-BUET

ENPHO

BEL + MELINDA
GATES Foundation

सन्दर्भ सामग्री

- <https://www.youtube.com/watch?v=yrLJjhJbh5A>
- <https://www.youtube.com/watch?v=yrLJjhJbh5A>
- <https://www.youtube.com/watch?v=B3eq5fLzA0o>

ITN-BUET

ENPHO

BEL + MELINDA
GATES Foundation

धन्यवाद

कार्यालय र जनसम्पर्क संस्था (एनपीओ)

११०/२, आदर्श मार्ग, नयाँ बानेश्वर, काठमाडौं

फोन : ९७७-१-२२२२१११, २२२२००१, २२२२११२, २२२२१०९

फ्याक्स : ९७७-१-२२२२१०९

इमेल : enpho@enpho.org

वेब साइट : www.enpho.org

यो प्रतिष्ठान नेपाल सरकार र प्रत्येकसंस्थाका कार्यालय र जनसम्पर्क संस्था (एनपीओ) ले प्रदान गरेको जानकारी सामग्री उपायानुसार (UNGAN) प्रदान गर्न सक्दछ।
हाम्रो मिशन: नेपालको स्वास्थ्य सेवाको गुणवत्ता बढाउनु, स्वास्थ्य सेवाको पहुँच बढाउनु, स्वास्थ्य सेवाको लागू गर्न।
यो प्रतिष्ठान नेपालको स्वास्थ्य सेवाको गुणवत्ता बढाउनु, स्वास्थ्य सेवाको पहुँच बढाउनु, स्वास्थ्य सेवाको लागू गर्न।
यो प्रतिष्ठान नेपालको स्वास्थ्य सेवाको गुणवत्ता बढाउनु, स्वास्थ्य सेवाको पहुँच बढाउनु, स्वास्थ्य सेवाको लागू गर्न।

ITN-BUET

ENPHO

BEL + MELINDA
GATES Foundation

Lesson Plan 5

Personal Protective Equipment



85 minutes



Learning Outcomes

At the end of this session participants will be able to:

1. List the PPE required as per the types of sanitation workers
2. Explain the proper use of PPE along with cleaning and disinfecting of PPE and the tools used by sanitation workers.



Materials

- All the PPE for demonstration
- Videos
- Meta-cards or pictures representing the types of sanitation workers



Preparation

- Collect all the required PPEs
- Print the pictures representing the types of sanitation workers or write the types of sanitation workers in meta-cards for the group work.
- Prepare the presentation slide deck for reference and for the videos
- Cue the videos and prepare and check the speakers for videos.



5 minutes



Intro

1. Ask participants what would they do when it is raining outside, and they need to be at a place? *Expected answer: use an umbrella, raincoat, etc*
2. Ask why do they carry umbrella or put on a raincoat? *Expected answer: to protect from the rain.*
3. Inform participants that all the gears that one puts on or use for the safety is termed as 'personal protective equipment'.
4. Inform participants that they will be learning more on PPE focusing for the sanitation professionals in the session and present learning outcome.



35 minutes



Personal Protective Equipment

1. Present slide on PPE and explain further what does it mean.
2. Ask participants if they are using any kind of PPE in their day to day life and ask what are they?

3. Collect responses and present the PPE on the table as they name it.
4. After they have named all the materials/ list of PPE, ask participants why they need each of the items/ PPE in brief.
5. Collect responses from 2 to 3 participants and distribute the PPE poster to the participants and discuss every PPE items in brief.
6. Now ask participants if all of them need to use all PPE or not? Expected answer: all workers might not need same kind of PPE, might need as per the job requirements
7. Inform participants that they are going for a group activity to discuss what type of sanitation worker needs which PPE. For this inform participants that they will be divided into 5 groups and each group will be handed a type of sanitation workers.
8. Further explain that in their groups, participants are to discuss and tick which PPE are required for the type of sanitation workers and why.
9. Ask participants if they are clear and divide participants into 5 groups.
10. Hand a type of sanitation workers to each group along with the list of PPE and ask to tick on the picture of PPE and also discuss why each PPE is required.
 - a. Sweeper
 - b. Drain cleaner
 - c. Septic tank desludger
 - d. Medical waste collector
 - e. Public toilet cleaner
11. Provide 5 to 7 minutes time for the activity and after the time, ask a group to present their ideas to the large group.



Trainer's note: Make sure to add on or correct the information that the group present. Refer to the presentation for the answer.

12. Repeat the process with all the groups and make necessary interventions.



Proper Use Personal Protective Equipment

30 minutes



1. Ask participants once they have the PPE, what are the things that they should consider.
2. Collect 2 responses from the participants and inform them that one should be aware on the proper use of PPE, starting from wearing of PPE.
3. Inform participants that they are now going for a video where they will notice the sequence of wearing PPE and also putting it off.
4. Play the video and after the video ask a participant to summarize the key points of the video.
5. Ask participant if they are confident on the sequence of the putting on and off of the PPEs. If yes, ask one of the participants to demonstrate and intervene if required for the correct measure.
6. In case participants are not ready, ask a participant to volunteer and ask to put on and off (later) the PPE as the facilitator guides.



Trainer's note: make sure to make the activity participatory by asking participants about the next step.

7. Further, add on or intervene if needed for the correct sequence of putting on and off of PPE.



Trainer's note: make sure to repeat the process till participants are confident on the sequence and correct ways of using PPE.

8. Ask participants what is next after taking off the PPE. Ask participants what one should do and how.
9. Collect a response or 2 and inform participants that they need to clean and store properly for next use, that is for reusable PPEs while disposing safely of non-reusable PPE.
10. Present slides on how to properly clean PPEs after use for next use along with the tools and machines that they use.

Optional,

11. Inform participants that they are going for another video on how to clean the used PPE.
12. Present the video to the participants and ask a participant to summarize the zest information.
13. Further add on that as they clean the PPE, the sanitation workers should also clean the tools they use and present the presentation on how to clean the tools.



15 minutes

Review



1. Ask a participant to name the list of PPE that he/she has to use in ideal condition as per his/her nature of work.
2. Ask other participant on the sequence of putting on and off of the mentioned PPE.
3. Ask a participant to voluntarily answer the way of cleaning PPE.

OR,

1. Inform participants that they are going for a game. For the same, ask for a volunteer who will act as a sanitation professional.
2. Ask 4 more volunteers .



Trainer's note: Provide a sticky dot of different color and ask to stick it on the person for a representation of harming the sanitation worker.

3. Ask these 4 volunteers to touch the first person/ sanitation worker. *Expected activity: the 4 volunteers easily touch the sanitation workers and paste the sticky notes on him/ her.*
4. Inform participants that it was easy to touch the first person, so let's create a barrier.



Trainer's note: you may ask to remove the sticky dots for a genuine reference.

5. Ask few other volunteers (2 to 3) to come and protect the first person creating a barrier between the 4 and the first person.
6. Once the barrier is set, ask the first 4 volunteer to come and stick the sticky dots. *Expected activity: it will be a bit tough to stick the dots but however, it might be possible to stick few dots to the first person.*
7. Again, ask for few more volunteer (4 to 5) and create a next level of barrier to the first person from those 4 who are trying to stick the sticky dots.
8. Once the barrier is set, ask the 4 volunteers to try and stick the dots to the first person. *Expected activity: they will not be able to stick or touch the first person.*
9. Summarizing the whole activity, inform participants that the first person is sanitation worker/ professional and while he/she was alone it was easy to stick the dots refereeing to filth, germs and wounds and cut.
10. Then, the volunteer creating the first barrier could be taken as maintaining hygiene at works and after work which reduces the chance of infecting the sanitation worker/ professional.
11. Then again, refer the second line of barrier to PPEs that the person uses which ultimately safeguards the sanitation worker/ professional.
12. Summarizing the whole activity, if the sanitation worker/ professionals maintain hygiene along with the use of PPEs, he/she can be protected from the impacts of working in waste and sanitation.

Reflections on Lesson

Lesson Plan 5: Personal Protective Equipment Presentation Slides

नगरव्यापी समावेशी सरसफाइमा स्तरोन्नती तथा नवीनता



व्यक्तिगत सुरक्षा सामग्री र सफाई

पेशागत स्वास्थ्य र सुरक्षा सम्बन्धि अभिमूर्खिकरण

स्रोत व्यक्ति

ITN-BUET ENPHO BELLA MELINDA GATES Foundation


तालिम संरचना



ITN-BUET ENPHO BELLA MELINDA GATES Foundation

विषयवस्तु

- व्यक्तिगत सुरक्षा सामग्री
- सरसफाइकमीलाई व्यक्तिगत सुरक्षा सामग्री
- व्यक्तिगत सुरक्षा सामग्रीको उचित प्रयोग
- व्यक्तिगत सुरक्षा सामग्री लगाउने र फुकाउने तरिका
- व्यक्तिगत सुरक्षा सामग्रीको सफाई र निर्मलीकरण



ITN-BUET ENPHO BELLA MELINDA GATES Foundation


व्यक्तिगत सुरक्षा सामग्री



ITN-BUET ENPHO BELLA MELINDA GATES Foundation

सुरु गर्नु अघि


- यदि पानी परेको भए के गर्नुहुन्छ ?
- छाता वा रेनकोट किन बोक्छौ ?



ITN-BUET ENPHO BELLA MELINDA GATES Foundation

सिकाइका उपलब्धिहरू


- सरसफाइकमी अनुसारको व्यक्तिगत सुरक्षा सामग्रीहरू चिनागत गर्ने
- व्यक्तिगत सुरक्षा सामग्रीहरूको प्रयोग गर्ने उचित तरिकाहरू व्याख्या गर्ने र नाथै व्यक्तिगत सुरक्षा सामग्रीहरू, उपकरण र औजारहरूको सफाई र निर्मलीकरण गर्ने



ITN-BUET ENPHO BELLA MELINDA GATES Foundation

व्यक्तिगत सुरक्षा सामग्री

- एक विशेष उपकरण जसले कुनै पनि संक्रामक सामग्री वाट सुरक्षा प्रदान गर्दछ ।
- व्यक्तिगत सुरक्षा सामग्रीको उद्देश्य संरक्षण वा खतराहरूको जोखिम कम गर्नु हो
- मापदण्डमा आधारित बनेका हुन्छन् ।



ITN-BUET ENPHO BELLA MELINDA GATES Foundation

व्यक्तिगत सुरक्षा सामग्री

- सधैँ खासै सरसफाइकमीले एकै प्रकारको व्यक्तिगत सुरक्षा सामग्री प्रयोग गर्दछन् ?

२ देखि ३ प्रतिक्रिया

सधैँ सरसफाइकमीले एउटै प्रकारको व्यक्तिगत सुरक्षा सामग्री आवश्यक नहुन सक्छ, कामको आवश्यकता अनुसार फरक हुन्छ ।

ITN-BUET ENPHO BELLA MELINDA GATES Foundation

व्यक्तिगत सुरक्षा सामग्री



५ समूह
५-७ मिनट
प्रस्तुतीकरण



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

फोहोर संकलन गर्ने सरसफाइकर्मीलाई व्यक्तिगत सुरक्षा सामग्री



Household Waste Collectors



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

बाटो बढार्ने सरसफाइकर्मीलाई व्यक्तिगत सुरक्षा सामग्री



Drain Cleaners



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

ढल सफा गर्ने सरसफाइकर्मीलाई व्यक्तिगत सुरक्षा सामग्री



Drain Cleaners



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

हातले ढल सफा गर्ने सरसफाइकर्मीलाई व्यक्तिगत सुरक्षा सामग्री



Mechanical Pit-Emptiers



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

मेसिनबाट ढल सफा गर्ने सरसफाइकर्मीलाई व्यक्तिगत सुरक्षा सामग्री



Mechanical Pit-Emptiers



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

स्वास्थ्य संस्थाजन्य फोहोर संकलन गर्ने सरसफाइकर्मीलाई व्यक्तिगत सुरक्षा सामग्री



Medical Waste Collectors



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

सार्वजनिक शौचालय सफाइ गर्ने सरसफाइकर्मीलाई व्यक्तिगत सुरक्षा सामग्री



Public/Community Toilet Cleaners



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

व्यक्तिगत सुरक्षा सामग्रीको उचित प्रयोग

- व्यक्तिगत सुरक्षा सामग्री प्रयोग गर्दा ध्यान दिनुपर्ने कुराहरू के के हो ?
- २ देखि ३ प्रतिक्रिया



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

व्यक्तिगत सुरक्षा सामग्री लगाउने र फुकाल्ने तरिका



ITN-BUET

ENPHO

BILL & MELINDA GATES Foundation

प्रदर्शन

- व्यक्तिगत सुरक्षा सामग्री लगाउने र फुक्काल्ने तरिका प्रदर्शन गर्ने

ITN-BUET

ENPHO

BEL-MELINDA GATES Foundation

व्यक्तिगत सुरक्षा सामग्री



ITN-BUET

ENPHO

BEL-MELINDA GATES Foundation

Reusable PPE

- Submerge face shield and safety goggles in a clean bucket with hot soapy water or chlorine disinfectant (0.5%)
- Scrub face shield and safety goggles in the hot soapy water with a clean sponge or microfiber cloth
- Rinse them off, shake them out, and dry them with clean paper towels
- Wipe them down with an alcohol solution and clean paper towels, or alcohol wipes (either must contain at least 70% alcohol)

ITN-BUET

ENPHO

BEL-MELINDA GATES Foundation

Reusable PPE

- Hang them in a clean place to dry out completely
- Carefully pour the soapy water down an acceptable drain, rinse the bucket, and set it aside to air dry;
- Carefully pour any used decontamination chemical down an acceptable drain, rinse the bucket, and set it aside to air dry;
- Place all used sponges or microfiber cloths and used paper towels in the plastic bag with the other used items;

ITN-BUET

ENPHO

BEL-MELINDA GATES Foundation

व्यक्तिगत सुरक्षा सामग्रीको निर्मलीकरण



ITN-BUET

ENPHO

BEL-MELINDA GATES Foundation

व्यक्तिगत सुरक्षा सामग्री

व्यक्तिगत सुरक्षा सामग्री प्रयोग पछि निर्मलीकरण गर्न आवश्यक पर्दछ ।



ITN-BUET

ENPHO

BEL-MELINDA GATES Foundation

व्यक्तिगत सुरक्षा सामग्री सफा गर्न आवश्यक सामग्रीहरू



ITN-BUET

ENPHO

BEL-MELINDA GATES Foundation

व्यक्तिगत सुरक्षा सामग्री कसरी सफा गर्ने

1. गम्वट/जुता फुकावेर बान्दिनमा राख्नुपर्छ ।
2. पन्जा लगाउँदा दुवै हात साबुन पानीले राम्ररी धुनुपर्छ ।
3. कपडा र धुने सुरक्षा उपकरणहरू हटाएर अर्को बान्दिनमा राख्नु पर्छ ।



ITN-BUET

ENPHO

BEL-MELINDA GATES Foundation

व्यक्तिगत सुरक्षा सामग्री कसरी सफा गर्ने

४. व्यक्तिगत सुरक्षा सामग्रीहरूलाई बान्दिनमा पर्याप्त मात्रामा डिजिनेट/साबुन-पानी/एन्टि सेप्टिक लिक्विड मिसाएर फोम बनाएर केही बेर भिजाएर राम्रोसँग धुनुपर्छ ।



५. व्यक्तिगत सुरक्षा सामग्रीहरू राम्ररी सुकाउनु पर्छ ।



ITN-BUET

ENPHO

BEL-MELINDA GATES Foundation

काममा प्रयोग भएका उपकरण तथा औजार कसरी सफा गर्ने ?



पीपीई लगाउँदा यमाथीहरू हरेक दिन कीटाणुनाशकको प्रयोग गरिनुपर्छ ।



प्रयोग गरिएका यमाथीहरू कीटाणुनाशकको प्रयोग गरि उचित तरिका धुनुपर्छ ।

ITN-BUET

ENPHO

BEL-MELINDA GATES Foundation

काममा प्रयोग भएका उपकरण तथा औजार कसरी सफा गर्ने ?



सफाई पछि, सामग्री राम्रोसँग सुक्नु पर्छ ।



सामग्री सफा ठाउँमा भण्डारण गर्नुपर्छ ।

ITN-BUET

ENPHO

BELLA MELINDA GATES

समीक्षा

- सरसफाइकर्मको कामको प्रक्रिया अनुसार व्यक्तिगत सुरक्षा सामग्रीहरू बुझाउनु पर्छ
- व्यक्तिगत सुरक्षा सामग्री लगाउने र फुकाल्ने तरिका
- व्यक्तिगत सुरक्षा सामग्री सफाई गर्ने तरिका



ITN-BUET

ENPHO

BELLA MELINDA GATES

सन्दर्भ सामग्री

- Hand washing: <https://www.youtube.com/watch?v=yrlJjhJbh5A>

ITN-BUET

ENPHO

BELLA MELINDA GATES

दुबानीका लागि प्रयोग हुने यातायात कसरी सफा गर्ने ?



पीपीई लगाएर सफाई यातायातलाई हरेक दिन कीटाणुनाशित गर्नेपर्छ ।



धुने योग्य बस्तुहरू जस्तै कार्पेट/फ्लोर म्याटलाई सावुन र पानीले धुनुहोस् र सुकाउनुहोस् ।



कपडा वा स्पन्ज प्रयोग गरेर धुने नसकिने बस्तुहरू कीटाणुनाशकले पछुक्नुहोस् ।



सफाई यातायातको बाहिरी भागहरू सावुन पानीले राम्ररी सफा गर्नुपर्छ ।

ITN-BUET

ENPHO

BELLA MELINDA GATES

समीक्षा

- एउटा खेल



ITN-BUET

ENPHO

BELLA MELINDA GATES

धन्यवाद

साथमा र जयसकल्य सस्था (एनपीओ)

११०/२२ आदर्श मार्ग, गण्डा खोला, काठमाडौं

फोन : ९७७-१-२२२४६९१, २२२४७७९, २२२४९१२, २२२४९०९

फ्याक्स : ९७७-१-२२२४६९०

इमेल : enpho@enpho.org

वेब साइट : www.enpho.org

यो प्रतिष्ठान नेपाल सरकार र प्रजासत्ताक नेपाल सरकार र अन्तराष्ट्रिय श्रम संस्था (ILO) को सहकार्यमा नेपाल सरकार (OSHS) अन्तर्गत सञ्चालित छ। यस प्रतिष्ठानको उद्देश्य नेपालको स्वास्थ्य र सुरक्षाको क्षेत्रमा ज्ञानको अभावलाई घटाउनु हो। यस प्रतिष्ठानको उद्देश्य नेपाल सरकार - स्वास्थ्य क्षेत्रमा ज्ञानको अभावलाई घटाउनु हो। यस प्रतिष्ठानको उद्देश्य नेपाल सरकार - स्वास्थ्य क्षेत्रमा ज्ञानको अभावलाई घटाउनु हो।

ITN-BUET

ENPHO

BELLA MELINDA GATES

Lesson Plan 6

Orientation Closing



15 minutes

Learning Outcomes



At the end of this session participants will be able to:

1. Evaluate whether learning expectations were met
2. Analyze the orientation and provide feedback on the orientation

Materials



- Self-assessment table with pre-assessment
- Paper with expectations of participants
- Orientation closing PowerPoint
- Certificate
- Camera for group photo

Preparation



- Print and prepare the certificates
- Prepare the learning expectations from the opening session
- Choose a place for a group photo



In some cases, a formal closing ceremony will end the orientation. Consult with your host beforehand to determine the protocol and the amount of time required. You may need to adjust your agenda accordingly.



Revisiting Expectations

2-3 minutes



1. Inform participants that they are going for the closing of the orientation.
2. Inform participants that before wrapping up the session, they are going to check how much the orientation have covered their expectations from participants.
3. Either bring the sheet with all the expectations from participants to the front of the hall or move to the station with all the expectations.
4. Revise all expectations collected in the opening of the orientation.



5 minutes

Orientation Evaluation



1. Explain that participants are going to evaluate the orientation using the self-assessment table.
2. Once all have evaluated, ask participants to take seat and ask 2 participants to volunteer their thoughts about the orientation.
(if there are any female participants, make sure to take a representative thoughts form both gender)



5 minutes

Certificate Distribution



1. Explain participants that they are now going for the certificate distribution and they will be doing the certificate distribution.



Trainer's note: Before that, if you are going for the formal closing, arrange the set-up for formal closing. Ask 2 participants to volunteer their thoughts on the orientation, how was the orientation and how they look forward using the information. Ask to handover the certificate to participants through appropriate guest and go for a closing remark from the designated guests as appropriate.

2. Ask a technical expert or a main trainer to hand-over the certificates to each participant.



Trainer's note: A facilitator may assist on announcing the name from the certificate and bringing the certificate on a tray.



2-3 minutes

Closing and Group Photo



1. In an informal setting, ask a participant to announce the end of the orientation like in a formal orientation.
2. And ask participants to join for a group photo after the orientation.

Reflections on Lesson

Lesson Plan 6: Orientation Closing Presentation Slides

नगरव्यापी समावेशी सरसफाइमा स्तरोन्नती तथा नवीनता



तालिम समापन

पेशागत स्वास्थ्य र सुरक्षा सम्बन्धि अभिमुखिकरण

स्रोत व्यक्ति

ITN-BUET ENPHO BEL/AMELINDA GATES Foundation


सिकाइका अपेक्षाहरुमा पुनःअवलोकन



ITN-BUET ENPHO BEL/AMELINDA GATES Foundation

तालिम मूल्यांकन

- एक महिला र एक पुरुष सहभागीहरु वाट कार्यक्रम कस्तो रह्यो भनी छोटो व्याख्या




10 मिनेट

ITN-BUET ENPHO BEL/AMELINDA GATES Foundation

प्रमाण पत्र वितरण

- सहभागीको सफल पत्र
- तालिम सफलतापूर्वक समापन भएकोमा बढाई ज्ञापन
- प्राप्त भएको ज्ञानले अगामी दिनका लागि शुभकामना दिने



ITN-BUET ENPHO BEL/AMELINDA GATES Foundation

तालिम संरचना




1. तालिम परिचय
2. कोहोर, स्वच्छता तथा सरसफाइकर्मको भूमिका
3. पेशागत स्वास्थ्य र रोग बन्ने माध्यम
4. शतको स्वच्छता
5. व्यक्तिगत सुरक्षा सामग्रीहरु र त्यसको सफाई
6. तालिम समापन

ITN-BUET ENPHO BEL/AMELINDA GATES Foundation

स्व मूल्यांकन

- सिकाइको मूल्यांकन



15 मिनेट

ITN-BUET ENPHO BEL/AMELINDA GATES Foundation

प्रमाण पत्र वितरण

- Contact host for any formal closing of the orientation
- If yes, do as per requirement
- If no, call name of each participant and handover the certificate.

ITN-BUET ENPHO BEL/AMELINDA GATES Foundation

सामुहिक फोटो

- सामुहिक फोटोको लागि आग्रह गर्नुहोस्
- तालिम समापन गर्नुहोस्

ITN-BUET ENPHO BEL/AMELINDA GATES Foundation

धन्यवाद

यताचलन र जनसम्पर्क सञ्जाल (एनपीओ):
 ११०/१२ आदर्श मार्ग, नयाँ बानेश्वर, काठमाडौं
 फोन : ९७७-१-२२२४१४१, २२२४०९१, २२२४११२, २२२४१०९
 फ्याक्स : ९७७-१-२२२४३४९
 ईमेल : enpho@enpho.org
 वेब साइट : www.enpho.org

यो तालिम सञ्चालन र प्रवर्धनका लागि सञ्चालनमा आएको छ। यसको सफलताका लागि सबैको सहयोग आवश्यक छ।
 सबैको सहयोगले यसको सफलतालाई सुनिश्चित गर्नेछ।
 सबैको सहयोगले यसको सफलतालाई सुनिश्चित गर्नेछ।

ITN-BUET ENPHO BEL/AMELINDA GATES Foundation



वातावरण र जनस्वास्थ्य संस्था
**ENVIRONMENT AND PUBLIC
HEALTH ORGANIZATION**

110/25 – Aadarsha Marg
New Baneshwor
P.O. Box 4102, Kathmandu, Nepal
Tel.: +977-1-5244641, 5244051
Fax : +977-1-5244376
Email. enpho@enpho.org
Web : www.enpho.org