



Government of Nepal
Ministry of Water Supply
National Water Supply and Sanitation Research,
Innovation and Capacity Development Center

Occupational Health and Safety Orientation Manual





Material and Learning Application

For government, under authority of NWSSRICDC, this material is prepared by Environment and Public Health Organization (ENPHO) with the support from “CWISAN Thematic group” for Training Material Development and is to be used for training purposes only. Materials 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. The package development team do not claim for the materials used in the package as of their own but is the sole property of the respective organization.

Foreword

Sanitation workers are the unsung heroes of Nepal's urban health system. From cleaning public toilets and septic tanks to transporting faecal sludge and operating treatment plants, their work is vital to keeping communities clean and safe. Yet, these essential services are often carried out in high-risk environments—without adequate protection, training, or recognition.

Protecting the people who protect our cities is both a moral obligation and a practical necessity. Their health and safety must never be an afterthought.



This training package focuses on Occupational Health and Safety (OHS) and the proper use of Personal Protective Equipment (PPE), aiming to equip sanitation workers—including cleaners and FSTP operators—with the knowledge and skills to work safely and effectively. The program uses participatory methods such as discussions, demonstrations, and hands-on exercises tailored to diverse literacy levels.

Key learning areas include hazard identification, safe hygiene practices, and correct selection and use of PPE—ensuring risks are minimized and workplace safety is prioritized. These measures are key to reducing accidents, improving service quality, and upholding the rights and dignity of those in this vital sector.

By absorbing these lessons and making OHS and the use of PPE a non-negotiable part of the daily routine, participants professionalize their service and secure their future.

Ensuring the safety and wellbeing of sanitation workers is a shared responsibility. With the right knowledge, tools, and institutional support, it becomes possible to foster a professional, respected, and protected sanitation workforce—one that continues to play a critical role in building healthier and more resilient cities across Nepal.

I urge you to absorb these lessons and make OHS and the use of PPE a non-negotiable part of daily routine of sanitation workers. We are committed to support in every way necessary to protect the life and dignity of every sanitation worker in Nepal.

Ram Kumar Shrestha
Executive Director
NWSSRICDC

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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
- Faecal 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

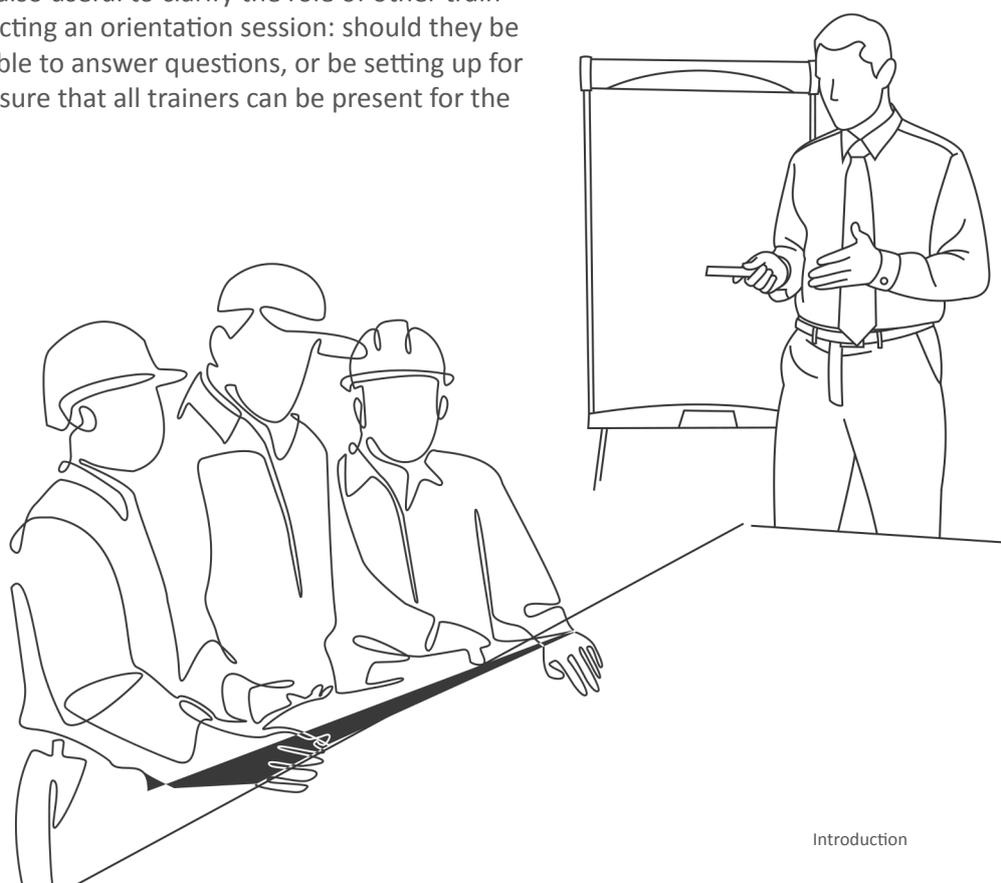
- Who will type up the orientation evaluations?
- Who will clean up the orientation materials and space?
- Who is responsible for replacing materials if needed?
- Who is responsible for reporting?
- Who is responsible for maintaining communication with the participants?

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 of the lessons and motivates their interest.
	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.
	Keypoint: 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	Hands 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.

Introduction

3 minutes



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**

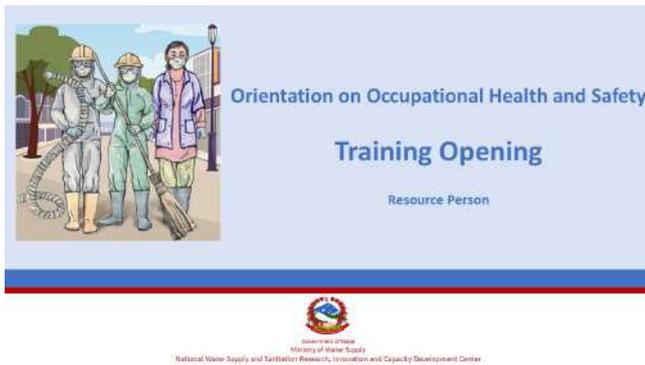
1. Explain participants that they are now going to collect the expectations from the orientation.
2. Ask participants, what they expect to learn from the orientation
3. Collect responses from 2 to 3 participants and write it down in a brown sheet or a white board.
4. Inform participants that they will 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

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



Training Introduction

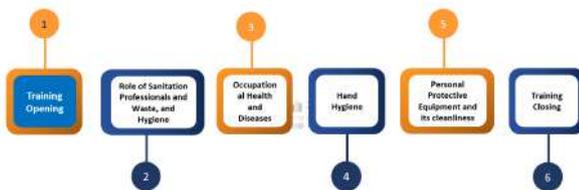
Objective

- Enhance knowledge on occupational health and safety
- Sensitize for the practice of hygienic behaviors including use of PPE during service delivery



Training Structure

Click to add text



Agenda of the Day

- Training Opening
- Role of Sanitation Professional, Waste and Hygiene
- Occupational Health and Disease
- Hand Hygiene
- Personal Protective Equipments
- Training closing



Building Layout

- Bathroom Location
- Emergency Exits
- First Aid



Participants' Introduction

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

Participants' Introduction

- Ask participants to form a circle in alphabetical order
- Ask participants to introduce themselves with the participants at their left and right.
 - Name
 - Role as sanitation worker
 - Organization (if any)
 - 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.

Introduction

- Name
- Designation
- Organization (if any)
- Experience in urban sanitation



Learning Expectations

One learning outcomes from each participant



Workshop Format and Agenda

- Experiential, hands-on and learn by doing
- Individual and group activities
- Case studies and learning from others' experience
- Open discussion, questions and answers
- Develop a sense of community and network within the group

Self-Assessment

- Click to add text



5-10 minutes

Thank you!
धन्यवाद !



Government of India
Ministry of Water Supply
National Water Supply and Sanitation Research, Innovation and
Capacity Development Centre
Regional, Bhubaneswar
Phone No: 0673-666221, 4475-666312
Email: nwb.nrc@nic.in



Environment and Public Health Organization (ENPHO)
15075 Jalan Maar 1, Tampines Area Research
Tel: 9753 0286/93 2440/93 2448
Email: enpho@epho.org

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

Introduction

5 minutes



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.

Role of Sanitation Workers

5 minutes



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.

Waste and Hygiene

15 minutes



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.

Review

15 minutes



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

A large, empty rectangular box with a thin blue border, intended for students to write their reflections on the lesson. The box occupies most of the page below the title.

Transcript of the video in Nepali

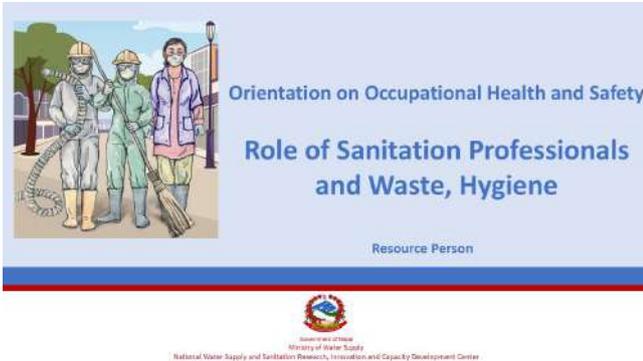
मेरो बाबा देश चलाउनु हुन्छ
 होइन उहाँ नेता, तर देशलाई उहाँले चलाउनुहुन्छ
 उहाँ डाक्टर पनि होइन, तर रोग भगाउनुहुन्छ
 मेरो बाबा देश चलाउनु हुन्छ

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, कि
 कनकि देशलाई देशको हरेक मानिसले चलाउँछ

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



Before Starting...



Training Structure



भवनाको मन्त्रा

Presentation Outline

- Sanitation workers
- Role of Sanitation Professionals
- Waste and Hygiene



Learning Outcomes

- Discuss the role of sanitation professionals
- Explain the concept of waste and hygiene



Sanitation workers

- **Men and women** who clean
- **Streets, parks, public spaces,**
- **Empty pits and septic tanks,**
- **Clean toilets, sewers and manholes,** and
- **Operate pumping stations and treatment plants** and
- Provide a fundamental public service, yet often face extreme health hazards and safety risks on the job.



Role of Sanitation Professionals

- What happen if there are no sanitation workers, or they take day off?
- 3 to 4 responses



Sanitation worker



Role of Sanitation Worker



Role of Sanitation Worker



Occupational Health and Safety



Waste

- What is **Waste**?
- 2 to 3 responses



Waste



Waste

- Waste means the **resources at wrong place**, that can **impact in health of public and environment**, hence should be **managed well on time**.
- Any trash, leftovers, faeces, animal carcasses, sewage sediments, piles of trash, solid waste and other contaminant.



Hygiene

- What is **Hygiene**?
- 2 to 3 responses



Hygiene

- Conditions and practices that help to maintain health and prevent the spread of diseases.



- WHO



Review

- Do they think their jobs are important?
- Why?
- 4 to 5 responses



Hygiene

- What are the activities that you perform to maintain your own hygiene?

- 2 to 3 responses



Reference

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

Thank you!
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Ministry of Water Supply
National Water Supply and Sanitation Research, Innovation and
Capacity Development Center
Regis. Engineer
Phone No: +91 11 2646371, +91 11 2646372
E-mail: nwsrisc@nic.nic.in



Environment and Public Health Organization (EPHO)
110230, Dhaka, Bangladesh
Tel: 880 2 514441, 514401, 524495, 524400
Email: epho@epho.org

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

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 OHS 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.

Disease and Route of Transmission

10 minutes



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.



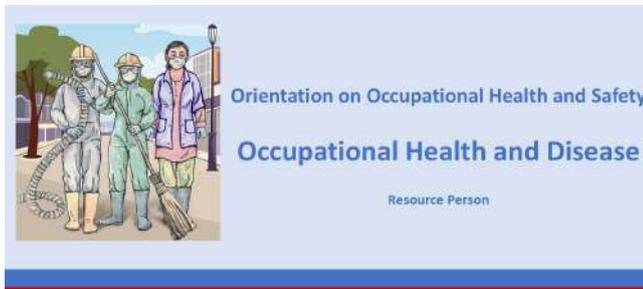
- Trainer's note:** For a fair play, trainer may ask not to open the envelop till the trainer signals it.
6. Once all groups have settled and they have the envelop ask participants to start the challenge.
 7. Once the groups are done with the activity, announce the winner of the game.
 8. Inform that 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.

Review**5 minutes**

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



Before Starting...



Training Structure



Learning Outcomes

- Describe occupational safety and health.
- Explain the disease transmission route

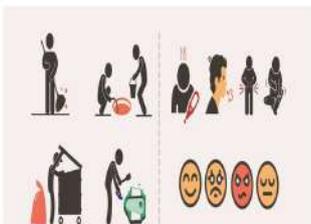


Presentation Outline

- Occupational Health
- Occupational Health and Safety
- How to ensure Occupational health
- Disease and condition
- Disease and Route of Transmission
- Review and Reference

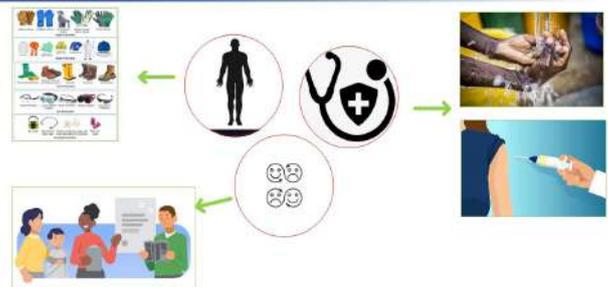


Occupational Health



- Occupational health is the **effect of work on workers' body, health, mood and behavior.**
- Occupational health focuses both on **physical and mental health** of workers.

Occupational Health and Safety



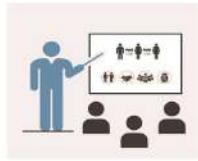
How to ensure Occupational Health

Use and wear proper Personal Protective Equipment



Maintain Health Hygiene

Receive training and practice in workplace



Disease and Route of Transmission



3-4 Groups
5 minutes



Disease and Route of Transmission

• Any one in there family have recently been sick?

- 3 to 4 responses

• Which diseases they were affected?



Disease and condition

Short term diseases



Cold, cough and fever



Sneezing



Diarrhea, dysentery, Stomach ache



Jaundice



Typhoid



Dengue, Chikungunya



Disease and condition

Short term diseases



Back Pain



Burning and redness of eyes



Mouth Ulcer



Scabies, hardening of skin on hands or feet.



Abnormal Voice



COVID-19

Disease and condition

Long term diseases



Stomach diseases, gastric, ulcers



Dermatitis and Itching



Cancer



Cough, Tuberculosis

Disease and condition

Long term Diseases



Shortness of breath



Decreased feeling of tongue and skin



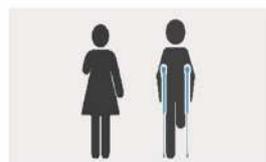
Non-Healing Wounds



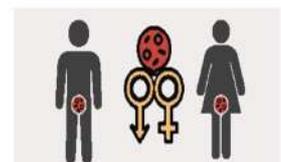
Decreased in Stamina

Disease and condition

Long term Diseases



Mutilation



Sexual Disease

Disease and Route of Transmission

- Is it possible to stop the spread of disease?
- 3 to 4 responses
- How to stop the spread of disease?



Reference

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

Review

- If they had realized the glitter and had used any technique to stop its spreading?
- 2 to 3 responses



Thank you!
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Government of India
Ministry of Water Supply
National Water Supply and Sanitation Research, Innovation and
Capacity Development Center
Regional, Bhubaneswar
Phone No: 0673-666221, 4473-666312
Email: nwscrc@iwscrc.com



Environmental and Public Health Organization (ENPHO)
15075 Jalan Meru 1, Tampora, New South Wales
Tel: 075-528484, 524602, 524880, 524608
Email: enpho@enpho.org

Lesson Plan 4

Hand Hygiene



90 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

Introduction

10 minutes



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

Proper Hand-Washing

45 minutes



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

- d. 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.

Hand washing Technique

15 minutes

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.



Self Hygiene

10 minutes



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.

Review

10 minutes

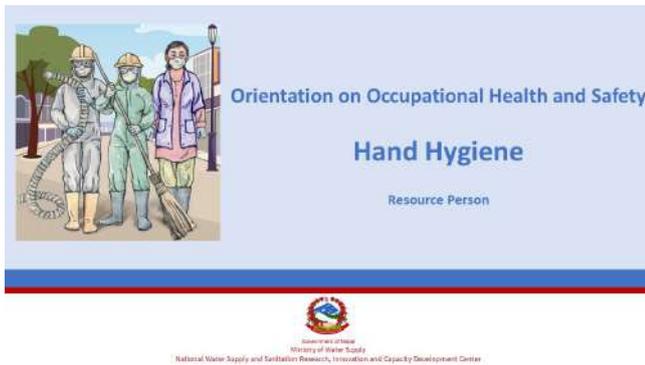


1. Ask participants to practice hand washing techniques in pairs.
2. Ask participants (one or two) if they are convinced with use of soap and water for hand washing or not and ask for the reason.
3. Ask 2 participants to volunteer and answer point to consider while using hand sanitizer, one point from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

Reflections on Lesson

A large, empty rectangular box with a thin blue border, intended for students to write their reflections on the lesson. The box occupies most of the page below the title.

Lesson Plan 4: Hand Hygiene Presentation Slides



Before Starting



- Wash hand with water only
- Observe after washing hand with water.

Training Structure



Learning Outcomes

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



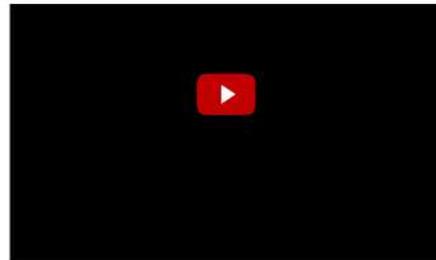
Presentation Outline

- Hand washing
- Proper hand washing
- Hand Washing Technique
- Self Hygiene
- Review
- Reference



Proper Handwashing

Let's watch a video and discuss



Strategic Handwashing



Strategic Handwashing

- How does viruses works?
- What does soap and water do or how does it work?
- Time for hand washing
- Hand sanitizer



Hand washing Technique



Use of Hand Sanitizer

१. स्यानीटाइजर हातमा लिने
२. दुवै हतकेला एक आपसमा रगड्ने
३. २० देखि ३० सेकेन्ड सम्म रगड्ने
४. हात सुख्खा नभएसम्म रगड्ने



Use of Hand Sanitizer



Department of Hospital Epidemiology
and Infection Control (HEIC)

When to use Sanitizer

- हातमा देखिने फोहोर नभएको अवस्था
- साबुनपानीको पहुँच नभएको अवस्था



Hand Hygiene



Hand Washing

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

-CAWST



Hand washing Technique



Self Hygiene

- Routine after returning from their work
- 2 to 3 responses
- If hand washing is enough to maintain hygiene
- 2 to 3 responses

Self-hygiene

- Dress/ uniform
 - Separate dress/ uniform for work
 - If not, change clothes from work immediately after returning from work
- Bathing and washing
 - Take baths regularly
 - Wash clothes and shoes
 - Wash tools and equipment
- Cutting nails
- Use PPE, clean and disinfect it regularly

Reference

- <https://www.youtube.com/watch?v=yrLJhJbh5A>
- <https://www.youtube.com/watch?v=yrLJhJbh5A>
- <https://www.youtube.com/watch?v=B3eq5fLzAOo>

Review

- Practice hand washing technique in pair
- If they are convinced on hand washing with soap and water. Collect response with reason
- Points to consider on using hand sanitizer
- 2 responses



Thank you!
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 Government of India
 Ministry of Water Supply
 National Water Supply and Sanitation Research, Innovation and
 Capacity Development Center
 Regional, Bhubaneswar
 Phone No: 0674-666221, 4475-666312
 Email: nwscrc@iwsp.gov.in


 Technical Support
 Environment and Public Health Organization (ENPHO)
 150/75, Jalan Maar 1, Tampines, Singapore
 Tel: 6753-0286/0286, 028602, 028603
 Email: enpho@epho.org

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.

Introduction

5 minutes



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

Personal Protective Equipment

35 minutes



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.

Review

15 minutes



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.

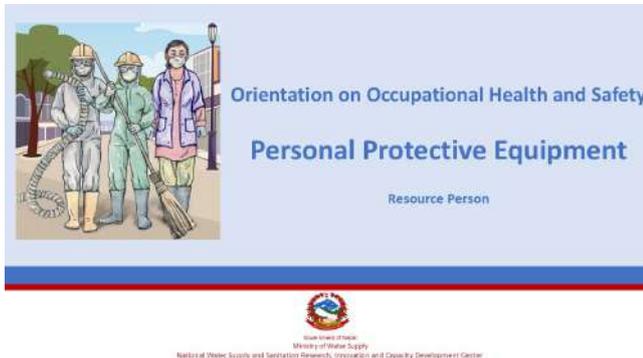
5. Ask few other volunteers (2 to 3) to come and protect the first person creating a barrier between the 4 and the first person.
6. Once the barrier is set, ask the first 4 volunteer to come and stick the sticky dots. Expected activity: it will be a bit tough to stick the dots but however, it might be 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



Before Starting...

- What would you do if it is raining outside?
- Why to carry umbrella or put on raincoat?



Training Structure



Learning Outcomes

- 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 tools used by sanitation workers.



Presentation Outline

- Personal Protective Equipment (PPE)
- PPE for Sanitation Professionals
- Proper use of PPE
- Donning and Doffing of PPE
- Disinfection and Cleaning of PPE
- How to clean PPE
- How to clean equipment after work
- How to clean transport after work



Personal Protective Equipment

- PPE is **specialized equipment** worn by an individual for **protection** against infectious materials (OSHA)
- The **purpose** of personal protective equipment is to **reduce exposure to infection or hazards**
- These usually consist of **standard precautions**



Personal Protective Equipment (PPE)



PPE

- Do all the sanitation professionals need all types of PPE?
- 2 to 3 responses



All workers might not need same kind of PPE, need as per the job requirements.

PPE



5 Groups
5-7 minutes
Presentation



PPE for Road Sweeper

PPE for Household Waste Collectors

PPE for Drain Cleaners

PPE for Manual Pit-Emptiers

PPE for Mechanical Pit-Emptiers

PPE for Medical Waste Collectors

PPE for Public/Community Toilet Cleaners

Proper use of PPE

- What are the things to consider after using PPE?
- 2 to 3 responses



Donning on and Doffing up of PPE



Demonstration

- Donning and Doffing of PPE by participant

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)

Disinfection of PPE

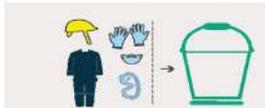


Requirement to clean PPE

1. Soap or detergent



2. Safety gumboots or a bucket for washing shoes



3. A separate bucket for washing rest PPE



4. Preferably Lukewarm water

How to clean PPE

4. Protective equipment should be soaked for a while by making foam with adequate amount of detergent/soap-water/anti septic liquid in the bucket and then wash well.



5. Protective equipment should be well dried.



PPE



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;
-

PPE

Protective equipment should be sterilized after use.



How to clean PPE

1. Safety gumboots / shoes should be taken off and kept in a bucket.
2. When wearing gloves, both hands should be washed thoroughly with soapy water.
3. Clothing and washable safety equipment should be removed and placed in another bucket.



How to clean equipment after work



Equipment should be disinfected every day while wearing PPEs.

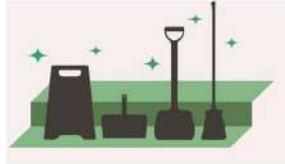


Used equipment should be washed properly with disinfectant solution.

How to clean equipment after work



After cleaning, the equipment should be well dried.



Equipment should be stored at a clean space.

Review

- List PPE s/he use in ideal condition as per sanitation worker work's nature
- Putting on and off of PPE
- Procedure of cleaning PPE



Thank you!
धन्यवाद !

Sanitary Officer
Ministry of Water Supply,
National Water Supply and Sanitation Research, Innovation and
Capacity Development Center
Regional Engineer,
Phone No: +91 11 6662571, 4771-806572
Email: nsrisc@nsrisc.gov.in

Technical Support
Environment and Public Health Organization (EPHO)
110201, 28/04/2020, 11:04:00 AM, New Delhi
Tel: 91 11 2646411, 2646401, 2646402, 2646403
Email: epho@epho.org

How to clean vehicle after work



Vehicles should be disinfected every day while wearing PPE.



Wash the Washable items such as carpet/floor mat with soap and water and dry them.



Wipe non-washable items with a disinfectant using cloth or sponge.



Exterior items of the vehicle should be cleaned well with soap-water.

Reference

- Hand washing: <https://www.youtube.com/watch?v=vrLJhIbh5A>

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. Introduce trainers, orientation hosts and other guests as appropriate and welcome participants.

Orientation Evaluation

5 minutes



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)

Certificate Distribution

5 minutes



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.

Closing and Group Photo

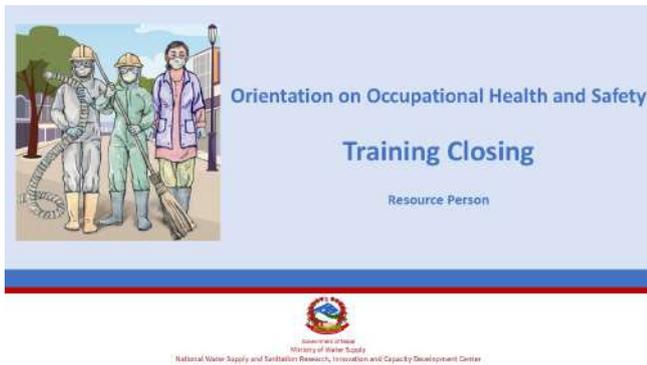
2-3 minutes



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

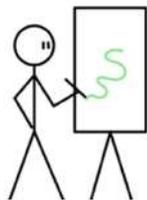
Lesson Plan 6: Orientation Closing Presentation Slides



Training Structure



Revisiting Expectations



Assessment

- Post-test form
- To evaluate the learning



Training Evaluation

- Evaluation Form
- 2 voices from participants



Certificate Distribution

- A volunteer to start over
- Facilitator will announce the name
- The volunteer will hand over the certificate to the name announced participant along with
 - One strength of the participant
 - Congratulation for the completion of the event
 - Best wishes for future endeavor with the knowledge
- The participant with the certificate will further hand-over the next certificate and repeat the process till all get their certificate

Certificate Distribution

- One strength of the participant
- Congratulation for the completion of the event
- Best wishes for future endeavor with the knowledge



Group Photo

- Request for group photo
- And close the training

Thank you!
धन्यवाद !



Ministry of Water Supply,
Sewerage and Sanitation, Government of Maharashtra
National Institute of Occupational Safety and Health (NIOSH)
Capacity Development Centre
Regional Institute
Plot No. 48, Sector 27, Gurgaon - 122002
Email: water@mah.niosh.org



Technical Support Unit (TSU)
11020, 11020, 11020, 11020, 11020
Tel: 011-234641, 234642, 234643, 234644
Email: tsu@mah.niosh.org

Technical Support By:



Environment & Public Health Organization

110/25 Adarsa Marg, New Baneshwor, G.P.O Box: 4102, Kathmandu, Nepal

Tel: 977-1-5244641; 5244051; 5244992; 5244609, Fax: 977-1-5244376

E-mail: enpho@enpho.org, Website: www.enpho.org



Government of Nepal
Ministry of Water Supply
National Water Supply and Sanitation Research,
Innovation and Capacity Development Center

Nagarkot, Bhaktapur
Phone No: +977-1-6680171, +977-1-6680172
E-mail: wash.nwssricdc@gmail.com
<https://www.nwssricdc.gov.np>