

DRAFT

Working Document for Comment, Addition etc

Activities for Swachh Bharat Mission (Gramin) Campaigns

An a la Carte Menu for District Collectors and Others

These ideas are continuing work in progress. Comments, additions, amendments and corrections are invited. That said, and subject to Government and State policies, Collectors and others can act on most of them straight away. There is no need to wait. Anyone planning or leading a campaign at Block, District or State level can draw on them at once.

There is already a lot of experience with campaigns - in Himachal Pradesh, Maharashtra, Haryana, Karnataka, and elsewhere, sometimes at the District level as at different times in Mandi in HP (Subhasish Panda), Panipat in Haryana (Amit Agrawal), Jalna and Nanded in Maharashtra (Nipun Vinayak), Ahmednagar in Maharashtra, Medak in Telangana, Nadia in West Bengal, and others.

These are actions you can adopt, adapt or ignore – a checklist of ingredients for an a la carte menu. It has in mind champions who commit to the objectives of the SBM(G) – especially District Collectors, Magistrates and Zila Parishad CEOs, BDOs and also others at other levels and in other organisations. All involved in campaigns should be able to add to and improve on what follows from their own activities and experiences.

Practical Ideas for Activities and Actions

These practical ideas for activities and actions are based on examples and experiences from India, Bangladesh, Indonesia, Kenya and other countries. A briefer and earlier version on the CLTS Knowledge Hub website www.communityledtotalsanitation.org has been drawn on. This has been developed and added to from Indian experience for relevance and application to SBM(G) campaigns especially at District level.

For clarity and brevity, the imperative tense is used. However, these are not instructions but options to review and choose from, a menu a la carte. Nor are they comprehensive. They can be added to, subtracted from, or cut and pasted

for other documents. They will be augmented by and subject to GOI and States' policies. There will be many variants and other activities in any campaign. Some of those here are obvious common sense and common practice, others less obvious. You can treat them as a quick check list and aide-memoire. The headings are:

1. Lead and inspire
2. Review, assess, don't wait, learn by doing
3. Get started with training, triggering and follow-up
4. Try road shows, competition and queuing
5. Trigger, work with and support women's organisations and movements
6. Foster, find, encourage and support champions
7. Organise occasions for celebration and publicity
8. Adopt an inclusive team approach
9. Use many media
10. Involve children, teachers and schools
11. Be concerned about those less able
12. Select special community-level options
13. Assure a suitable affordable supply of suitable sanitary materials
14. Foster horizontal learning and sharing, peer to peer
15. Monitor, review and reflect
16. Beware of common traps: rewards, penalties and unrealism
17. Use RALUs for rapid action learning
18. Proactively promote and share innovations yourself
19. Assure continuity
20. A last word

1. LEAD AND INSPIRE

1.1 *Lead and inspire* There is no avoiding this. Again and again and again good things in sanitation and cleanliness have happened because a District Collector or Magistrate or Zila Parishad CEO has been fired with passion and commitment. Will you make this your big thing, or a very big thing, during your 2-3 years in post? There is evidence enough that a committed Collector can make a huge and lasting difference.

1.2 *Make Government set an example* with good toilets, kept clean, free of smell, and accessible – toilets to be proud of - in offices, hospitals, clinics, prisons, schools, anganwadi centres and other official buildings. (See SMS or call hotline, action 92 below)

2. REVIEW, ASSESS, DON'T WAIT, LEARN BY DOING

2.1 Review history. Have there been earlier campaigns? Who knows about them? Who were key actors, champions? What worked? What did not? What lessons can be learnt? What legacy have they left in terms of expectations and attitudes?

2.2 Assess resources. What local opinion leaders, organisations (NGOs, private sector suppliers, media, professional associations, SHGs, swachhata doots....), staff in Government departments, and training and research organisations, are potential resources and champions?

2.3 Find out more. What has worked elsewhere? Reflect on what you need to know and do not, and how to find out.

2.4 Formative research. Has there been any formative research about people's priorities in your district, or in similar neighbouring Districts? If so, study it. If not, should you sponsor it to find out people's preferences? And to find out whether appropriate materials and services are available in the market?

2.5 From the start, learn by doing. Don't delay. Engage and learn by doing with rapid feedback. Rapid action learning activities can start at once. Look into setting up a Rapid Action Learning Unit (RALU) (see 17 below). No need to delay.

3 GET STARTED WITH TRAINING, TRIGGERING AND FOLLOW-UP

3.1 Find good trainers. This is a vital priority. Triggering communities for collective behaviour change, and follow up on triggering are critical. This needs people –facilitators - who are passionate and well trained in participatory approaches, able to provoke and inspire. Some of the very best are seriously playful in their style- people who can act, joke, sing, dance. Good trainers who can pass on their enthusiasm and commitment to others, as well as their skills in facilitation, are scarce and worth their weight in gold. Find whoever you can, and make the best use of them to train and mentor others, and build up your own a cadre of trainers and facilitators able to trigger and (crucially) follow up on triggering.

3.2 *Insist that training is hands-on in real time in communities.* Minimise classroom training. At all costs avoid cascade training where trainers train others to train others. This was a disaster with PRA and the National Watershed Programme. Ensure that much of the training takes place in real time with communities with whom there is then responsible follow up.

3.3 *Select from trainees those with the best aptitudes and trying to secure their release to work full-time on the programme.* Often many of those trained, through no fault of their own, do not have the aptitudes needed for facilitation, and for working with communities. Pick those who do best and secure their release to be members of full-time training and facilitation teams. You may need someone dedicated to finding and securing release for them (This has worked well in Zambia)

3.4 *Consider focusing SBM first on communities with relatively favourable conditions.* This is very much a judgment call, whether to gain experience and confidence before tackling more difficult conditions. Favourable conditions tend to be relatively small and homogeneous communities, without internal conflicts. Starting with them you may be able to build on success.

3.5 *Concentrate triggering and follow up at good times of the year,* often after the monsoon and harvest, when people are better off and have more time. This may be a quite a narrow window of a few months. Plan for it and then act intensively. (Triggering during the monsoon has often simply not worked).

3.6 *Make collective behaviour change and ODF communities your target, not toilet construction.* Toilets do not guarantee use, and in the absence of collective behaviour change, they are often either not used, or not used by all in a household, or not used all the time. Focus your campaign on collective behaviour change and the new social norms that OD is anti-social and totally unacceptable in the Swachh Bharat of 21st century India.

3.7 *Report communities ODF and progress towards them, not toilets constructed.* You may be under pressure to achieve targets of collective behaviour change to become ODF, competing with other Districts. Recognise that changing social norms to achieve genuinely ODF behaviour can take time. Stress and show that what you are reporting is real, choosing to report slower, more participatory and sustainable progress, not more rapid (misleading and less sustainable) progress of constructing and counting toilets. Be proud of your solid progress.

- 3.8 ***Report on and share innovations and lessons learnt.*** Concentrate your reporting on what has worked, what has not worked or not worked so well, on adaptations, innovations and lessons learnt. Through your RALU and in other ways share what other Collectors and BDOs will find interesting and useful, thus multiplying your impact through wider adoption of what you have found works.
- 3.9 ***Verify ODF (and other cleanliness) status and behaviour.*** Verify thoroughly and credibly. Choose from the wide range of verifiers (third party, mixed team, departmental staff, neighbouring community leaders, civil society, local leaders, or various combinations) or invent your own. (A national workshop on verification is planned for April 2015).
- 3.10 ***Make ODF verification a positive experience.*** Keep the atmosphere positive, not critically judgemental. Let verification be a positive experience. Facilitate villages (habitations) who do not pass first time to discuss and analyse what they need to do, and to decide as date when they will be ready for a reverification.
- 3.11 ***Celebrate.*** Help villages and GPs that achieve ODF and cleanliness standards to organise big celebrations with wide political and media coverage, inviting other PRI leaders. Use ODF villages as examples to show to other villages and GPs and to influential people.

4. TRY ROADSHOWS, COMPETITION AND QUEUING

- 4.1 ***Organise travelling roadshows*** with champions like Natural Leaders, political leaders, films, theatre and displays and invite local government and community leaders. Go from Block to Block, or GP to GP, or village to village, to inform and inspire them, and to assess enthusiasm
- 4.2 ***Consider first come first serve queuing.*** For whatever you have on offer (triggering and follow up, marketing, material supply....) invite GPs to make written requests which include commitments or pledges on their part to take preliminary actions which you decide. Make it clear to all that you will operate on a first come (first deliver the written commitment) first served basis. Then take them steadily and systematically in sequence. Pressures to jump the queue will be positive indicators.
- 4.3 ***Use public meetings to drive the campaign.*** Use all public meetings for drive the campaign, and start special meetings for reporting progress, and encouraging competition between villages, between GPs, and between Blocks.

4.4 ***Recognise and honour those who do well.*** And ask them to advise and help others who are slower or struggling.

5. TRIGGER, WORK WITH AND SUPPORT WOMEN'S ORGANISATIONS AND MOVEMENTS

5.1 ***Consult Women's Organisations,*** especially the federations at different levels of the NRML and seek their advice and support for the campaign. Invite them to share their views on sanitation, hygiene including menstrual hygiene, and toilet design and the roles they can play.

5.2 ***Trigger them,*** if necessary, and dialogue and learn from them about approaches and tools they can use, and then encourage them to test and spread them. Involve them in training. Explore whether they can become prime drivers of the campaign.

5.3 ***Ask their advice on men's behaviour.*** Check with them whether men's preference for OD is a problem. If it is, seek their advice about how to help men to change, what they can do, and what support they need.

5.4 ***Encourage them to conduct their own campaign*** at all levels from household to village to GP to Block to District to State. Draw inspiration and support from their commitment and actions and celebrate their achievements

6. FIND, FOSTER, ENCOURAGE AND SUPPORT CHAMPIONS

6.1 ***Search for champions wherever they can be found.*** Natural Leaders in communities, and others in local governments, government departments, schools, NGOs, religious organisations, and local groups and organisations traditional leaders and politicians of all parties.

6.2 ***Inspire other local influential people to become champions of the SBM (G).*** Use many ways to familiarise them including field visits and meeting Natural Leaders and successful communities. Being present at a good triggering can be transformative.

6.3 ***Prioritise religious leaders.*** Convene and encourage sadhus, sanyasis, gurus, imams, priests, pastors and other influential and respected religious and spiritual leaders to preach and persuade their congregations and followers to abandon OD and adopt hygienic behaviour.

6.4 *Ensure a non-partisan campaign by enlisting the support of political leaders of all parties.* Encourage them to support the campaign in all their meetings. Help them to recognise that there are women's, and men's, votes in safe and convenient sanitation, and in a clean and healthy environment, and that these are profoundly in the common public and national interest.

6.5 *Spread sideways.* Explore whether you can encourage, catalyse and support Natural Leaders to become Community Consultants and spread the movement to other communities.

6.6 *Activist resource persons.* Consider whether in or through NGOs, religious or other organisations, there can be activist champions who can be committed and charismatic drivers and key actors in the campaign.

6.7 *Invite or in other ways make use of the high profile celebrities who have committed to Swachh Bharat-* from sports, television, radio, movies, and so on. Invite them to engage with the grass roots, and to come and identify with, endorse, support and give additional glamour to your District campaign.

7. ORGANISE OCCASIONS FOR CELEBRATION AND PUBLICITY

7.1 *Make a big deal out of ODF celebrations.* Encourage and enable villages and GPs, and Blocks that become ODF to organise celebrations, invite the media and prominent people, and maximise publicity and awareness among others that they are behind the game, that ODF is the way things are going, and they are out of step.

7.2 *Make a splash on world days.* Organise occasions for Global Hand Washing Day (October 15th) and World Toilet Day (November 19th) involving schools, demonstrations, media coverage, and creative stunts that you or others can dream up.

8. ADOPT AN INCLUSIVE TEAM APPROACH

8.1 *Convene and energise task forces at different levels.* Consider inviting diverse members across the spectrum of organisations. Seek out and involve any organisations (typically but not only NGOs) with a wide presence in the campaign area and a suitable capability and orientation, together with Government Departments.

8.2 *Bridge barriers.* In the broadest sense make your campaign non-partisan throughout – with leaders and others of all political parties, all Government

Departments, all religions and spiritual groups. Gain buy in that this is a campaign about human wellbeing that transcends all divisions, and around which whatever their other differences, can unite.

8.3 *Promote a team approach.* Mobilise multi organisation teams for field visits – with people from different departments, NGOs, religions, political allegiances, professions.....sharing transport, to visit, encourage and inspire local action, and to support and learn from local activists and champions.

8.4 *Encourage the sharing of resources* – finance, vehicles, materials, communication facilities....

8.5 *Train, mobilise, enthuse key workers at all levels* - Swachchhata Doots and others as an army of footsoldiers for the campaign

8.6 *Spot and sack dead wood.* You may be lumbered with a lot of dead wood. Invest time and energy in getting rid of it and replacing it with vigorous young shoots.

9. USE MANY MEDIA

9.1 *Inform, invite and inspire journalists, film makers, cartoonists, artists, broadcasters, disc jockeys, and actors to take part and contribute*

9.2 *Hold competitions for slogans, songs, verses, cartoons and posters and then publicising and using these.*

9.3 *Foster competitions* between Blocks, between schools, between GPs and between villages, with publicity and recognition to engender pride, and with appreciation to all who have been able to take part (there may be others or any who did not qualify)

9.4 *Make videos* recognising and honouring local champions and achievements, stressing commitment, pride and self-respect

9.5 *Show these videos and others* in communities after dark

9.6 *Involve local community radio* with interviews and programmes.

9.7 *Devise striking and shocking posters* and plaster them around so that people keep on seeing them. Do the same with widely distributed one-pagers.

9.8 ***Find and engage existing street theatre groups*** to make open defecation, handwashing and a clean environment themes for performances and to go on tour.

9.9. ***Promote, commission, support, popular theatre at the GP or village level.*** Encourage GPs and villages to create theatre for their own entertainment, and to tour other villages and GPs. Have a competition and prize for the most effective theatre, with village people as judges. Support the best theatre groups to go on wider tours.

9.10 ***Video theatre performances*** and screen them on television and in many venues

9.11 ***Persuade TV to include shit, OD and SBM (G)*** in soap operas. If you have local TV or community radio, meet and discuss with them. Get the local shit words into the media and regularly used by presenters and actors.

9.12 . ***Publicise competitions for poems, songs and slogans.*** Encourage and recognise wit and wisdom. Have competitions for children. Find poets and song-writers able to compose popular poems and songs with local wit and idiom

9.13 ***Promote performances and recitals*** at meetings, special occasions, celebrations, even weddings where a toilet has been part of the negotiation.

9.14 ***Start news sheets or letters,*** some by women, some by children, with cartoons, anecdotes, recognition of natural leaders and so on, and distribute widely

10 INVOLVE CHILDREN, TEACHERS, SCHOOLS AND ANGANWADIS

10.1 ***Involve children throughout.*** Trigger them in communities at the same time as adults, and let them then present to adults.

10.2 ***Recognise and support children in forming groups to stop OD in their communities.*** Supply them with materials (whistles, T shirts, caps have been used).

10.3 ***Trigger schools, teachers and anganwadi workers,*** to make clean and private school toilets, water and soap for handwashing, and facilities for menstrual hygiene, a priority

10.4. *Involve teachers with children in persuading parents to build toilets and stop OD*

10.5 *Find champions among children and involve them in public activities*

10.6 *Organise school competitions* for clean toilets, songs and poems children have composed and essays they have written, and celebrate these with a special festival or event

10.7 *Organise special occasions for children.* Through teachers and others, find the children Natural Leaders who will emerge, and invite them to their own special public meeting (as was done in Panipat District). Honour them. Give awards and if appropriate certificates. Encourage their further and enduring activism for Swachh Bharat and a clean home and community environment.

11 BE CONCERNED ABOUT THOSE LESS ABLE

11.1. *Repeatedly raise questions about the poorest and those least able to help themselves*, asking how communities can help them, inducing and encouraging a sense of community responsibility

11.2. *Asking Natural Leaders to identify them*, to ensure that they are indicated on community maps, and to find ways they can be helped

11.3. ***Raise issues of the disabled.*** See Frontiers of CLTS 3 *Disability: Making CLTS fully inclusive* [on the CLTS website]. Ask Natural Leaders to ask them what they need and what would help them. Encourage communities to invent and provide suitable and convenient amenities for them

11.4 ***Find, publicise and honour those who have helped others,*** setting an example to create a norm

12. SELECT SPECIAL COMMUNITY-LEVEL OPTIONS

12.1 ***Stickers on houses.*** Have different coloured stickers on houses, for instance for no latrine, latrine in construction, latrine complete (East Java, Indonesia)

12.2 ***Participatory monitoring maps.*** Facilitate communities to display names on a map showing progress by household, marking on those who need help

12.3 ***Convene for pledging.*** At a suitable stage, early in the process, soon after triggering, or on verification or celebration of the community being ODF, let local leaders (sarpanch, Pradhan...) convene all community members to sign a pledge not to do OD in the future (pioneered in India, in Namkhana Block, West Bengal).

13 FOSTER HORIZONTAL SHARING AND LEARNING, PEER TO PEER

13.1 ***Horizontal learning.*** Work with the RALU to convene and facilitate peer-to-peer co-learning between pioneers and actors, using the approach of Horizontal Learning (**ref to follow**)

13.2 ***Promote and support cross-visits*** cross-visits between communities, sub-districts, districts and organisations

13.3 ***Invite ideas*** from all categories of committed actors (local government, government departments, traditional authorities, NGOs, religious leaders, teachers, journalists, theatre groups, community Natural Leaders...) about how they can inform, inspire and support their peers in other places

13.4. ***Support them in taking action***

13.5 *Catalyse and encourage Natural Leaders to form groups and organisations*, and to work in other communities, to combine to manufacture sanitary materials, etc

14. ASSURE AN AFFORDABLE SUPPLY OF SUITABLE SANITARY MATERIALS

14.1 . *Investigate the local market(s) and what is available at what cost and in what quantity, and likely demand (including by poor people)* (see also formative research 1.4 above). Anticipate need and demand, alert traders, and take steps to assure adequate suitable timely supply

14.2 *Avoid standard designs, especially for superstructure and when costly.* Focus choice on alternative toilets within the same moderate price range. If septic tanks are regarded as the aspirational norm, progress will be slowed as people will say they cannot afford one or cannot afford it yet.

14.3 *Be concerned with stable and adequate substructure and simple slab,* Superstructure can often be built at low cost with local materials and labour

14.4 *Investigate potentials for by cooperatives* e.g. of youths as in Panipat, to manufacture or retail materials

15. MONITOR, REVIEW AND REFLECT

15.1 *Facilitate communities to monitor their progress on maps and/or through other means*

15.2. *Introduce regular reporting for monitoring progress and seeing where action is needed*

15.3 *Convene meetings at regular intervals and at different levels for sharing progress, experiences, reflection and learning, and for planning the next actions*

15.4 *Strive for realism by recognising, applauding and rewarding those who report difficulties and slow progress*

15.4 *Innovate, do what makes sense for you and share your experiences*

16 CAUTIONARY NOTES: REWARDS, PENALTIES AND REALISM

16.1 ***Be cautious with rewards.*** Opinions differ about these: some see them as incentives; others see in them a danger of weakened or mixed motivation ('stopping eating each others' shit' should be enough). They have a record of opening the door to misleading reporting through temporary or dissembled ODF in order to obtain the reward, as with the NGP, most of the NGP villages never having been ODF in the first place

16.2 ***Reflect on ethical issues*** with penalties for OD. These are a continuum from reasonable persuasion to punitive abuse, as the sequence of this listing illustrates: individual triggering- household visits - social pressure - following people going to OD and talking to them, singing at them or whistle blowing – shaming them in public meetings - fining open defecators - identifying whose shit is whose - making the producer clean it up - public exposure- bullying and humiliation -photographing in the act and displaying the photograph - denial of rights (ration books, pensions, licences, services...), arresting and locking up. The human rights abuses of these latter actions have occurred in some campaigns.

16.4 ***Resist unrealistic targets for ODF.*** Do not set unrealistic targets for early achievement of the collective behaviour change of ODF. Ambitious targets energise, inspire and focus effort but shift monitoring from collective behaviour change to counting toilet construction. Ambitious targets bring the risk of hasty and shoddy construction, dissembling, inflated reports, lack of ownership, low use of toilets, lack of maintenance and poor sustainability.

16.5 ***Strive for honest feedback*** about what is happening. Campaigns often generate myths – even whole districts have been declared ODF in matters of months! This does no one any good. Realism pays off in long-term sustainability.

16.6. ***Recognise that improved sanitation is a long process.*** Post ODF support is needed to reinforce collective behaviour change and should go on long after any intensive campaign.

17 PRACTISE RAPID ACTION LEARNING AND SHARING

Rapid action learning and sharing should be a key element in your campaign, affecting the orientation of all actors in the campaign. You have the option to set up a Rapid Action Learning Unit (RALU).. There will be a guidance note on RALUs. They are intended as small, nimble and versatile teams to help you by keeping in touch and up-to-date with on the ground realities, identifying bottlenecks, seeking out, accompanying and assessing innovations, conducting

quick ad hoc inquiries and research, and sharing findings without delay. They are not for routine monitoring and reporting. The RALU should enable you to learn and adjust fast, abandon what does not work, adapt to change, and multiply success. It must also be in touch with and learn from other RALUs. Even without a RALU, or before one, you can at once commission innovations and investigations for your own rapid learning.

17.1. ***Make it a priority to establish or commission a RALU.*** It may be one or more individuals reporting to you, a team of young researchers, a group in a local college or institute, or in an NGO or other organisation. Ensure mobility and independence, and *welcome and praise them when they bring bad news.* Recruit energetic innovative enthusiastic people with initiative and curiosity. No dead wood.

17.2 . ***Learn fast from feedback.*** Use your RALU, and those commissioned by it (or by you if you do not have a RALU as such or to start with) (students, consultants, researchers....) to provide quick information and feedback on what is happening, how people are reacting to elements in the campaign, what is working, what is not....and how performance can be improved.

17.2 ***Seek innovations.*** Commission your RALU to be alert for, and to seek out and assess innovations in any or all of the activities of the campaign, whether technical (to do with marketing and construction), methodological (as with household self-reliance in construction, or IEC etc), or organisational (as with the involvement of SHGs, or engagement of the private sector...), and to feedback what can be learnt and incorporated in the campaign.

18 PROACTIVELY PROMOTE AND SHARE INNOVATIONS YOURSELF

18.1 ***Encourage innovations and innovate yourself.*** Here are some of the sort of ideas in addition to others above:

- ***SMS or call hotline.*** Set up a hotline for reporting dirty or non-functioning toilets in public buildings (offices, clinics, schools, anganwadi centres...) and in public places (market places, communal toilets etc)
- ***Saturate with basic hardware.*** Unused sanplats from earlier programmes are often taken up immediately after triggering. Try saturation on a small scale.
- ***Public pledging.*** Facilitate different ways of public pledging to stop OD – when in the process towards ODF, how –verbal, written, with all the

village present, all signing including children etc – and find out what works best

- ***Coupons for hardware for those least able*** (as in Pakistan). Those least able are identified in a participatory process. They receive coupons which can be used in local markets.
- ***IEC for participatory quality assurance of substructure***: Teach villagers in detail, with handout diagrams, how masons should build the substructure of their toilet so that they can then collectively closely supervise the masons throughout their work.
- ***Try new IEC approaches***, for instance informing people that open defecation stunts children who then do worse in school and have poorer life prospects.
- ***Ways of using incentives for collective behaviour change***. Postpone incentive payments until villages are ODF, encouraging self help and mutual help. Within this frame try out various modalities for using funds to accelerate the process. [States will have their own policies. Within these maximise the degree to which people construct toilets for themselves, with incentive payment postponed]

18.2 ***Share what you have done and learnt with other Districts and the State***

19. ASSURE CONTINUITY

Lack of continuity in post of champions who lead campaigns is a recurrent weakness. Repeatedly, there has been a District Collector or Magistrate who has mounted a campaign with passion and energy only to be posted, with sudden loss of leadership and of momentum, handing over to a successor who has other priorities. If you are a champion whether in Government at Block, District, State or National level, or in a training organisation, or in an NGO or other organisation, you can anticipate this and minimise the discontinuity and damage in several ways.

19.1 ***Negotiate continuity for yourself***. Ensure that your campaign and its importance are known and appreciated at higher levels, especially among those who influence and decide postings including leaders at local and other levels

19.2. ***Build capacity and commitment***. Find, appoint, inspire and build the capacity and commitment of staff who have the ability to carry on when you have left

19.3 ***Plan and act for long-term sustainability***. Do this in all domains. Plan and act from the beginning for sustainability – in training, triggering, follow up, supply of materials and services, the spread of innovations, and in your RALU

19.4. *A like-minded successor.* When you are posted, try to ensure that your successor is someone who shares your commitment to the SBM.

19.5 *Maximise the handover period to your successor* so that you can fully brief her or him, including introductions to the principal local actors

20 AND THE LAST ONE

20.1. *There is no last one.* You will do your own thing, in your own District. Whatever you do will be distinct and unique. There will be innovators and innovations. Correct and add to, the ideas above. Share what you do and learn. Note your methods, experiences and ideas and send practical lessons and how to details to the State and National RALUs for wider dissemination.