

ChooMacchar Campaign

Training Manual



PREPARED BY

CIVIC INNOVATION FOUNDATION



A DETAILED GUIDE ON
CONDUCTING THE PROGRAM

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Introduction

About the Campaign

Vector-borne disease prevalence in Mumbai typically impacts those living in low income settlements or bastis in higher numbers, given poor sanitation and close living quarters. Civic authorities are keen to tackle this problem, however a lack of reliable information on breeding spots as well as limited awareness about mosquito breeding and how to prevent such breeding, impacts disease control efforts. Our aim with the ChooMacchar Campaign was to demonstrate how civic action among young citizens can aid efforts in vector-borne disease prevention.

Densely populated areas are often difficult for civic authorities to reach and provide mosquito prevention interventions such as fogging. In these areas, it is imperative for citizens to work alongside Corporators and the BMC machinery to address vector-borne disease challenges for the health and well-being of their families. Through the ChooMacchar Campaign, we are working towards building healthier and resilient urban cities. The program augments national efforts undertaken by the Ministry of Health and Family Welfare, as well as by the Government of Maharashtra and Brihanmumbai Municipal Corporation to prevent and control the spread of vector borne diseases. [This initiative hoped to bridge the gap between governments and citizens through data and open communication.](#)

The ChooMacchar Campaign, initiated in April 2022, underwent two pilot phases spanning from April 2022 to March 2023. The pilot phases focused on identification of mosquito hotspots, especially in Mumbai's informal settlements, as it is particularly challenging for urban authorities. [Young residents of bastis were trained and encouraged to report mosquito breeding grounds and hotspots through a WhatsApp chatbot.](#) This data was passed onto the pest control departments in each ward to ensure timely interventions. Using their networks within the community, young citizens were also trained to identify and prevent mosquito breeding spots within homes through behaviour change communication.

Young citizens show a propensity towards civic action, and the ChooMacchar campaign was designed to harness this energy and create positive impact within communities. Volunteers were also given training on key skills like effective use of social media and leadership. [Working within their communities, the volunteers were encouraged to observe and impact behaviour among their fellow citizens and support local authorities through civic engagement over a period of 10 weeks.](#) Overall, across both the pilot phases of the ChooMacchar Campaign, we have [trained 1,003 volunteers](#) in the Mumbai Metropolitan Region over the period of one year from April 2022 to March 2023.

The two pilot phases were instrumental in highlighting the challenges and best practices necessary for running a successful vector-borne disease prevention campaign. It became evident that relying on a WhatsApp chatbot with young volunteers was not a sustainable long-term

solution due to connectivity issues and limited access to devices among many volunteers in low-income communities.

Between April 2023 to March 2024, the scope of the ChooMacchar campaign was expanded to onboard 2,190 youth volunteers across 12 wards in the city. To achieve this, strategic partnerships were established with the National Service Scheme (NSS) and a non-governmental organisation supporting municipal schools in the city. This led to the inclusion of NSS volunteers from 36 colleges and students from class 8 and 9 in 5 municipal schools, who were trained in behaviour change communication. Additionally, workshops were conducted on effective communication for community mobilisation and civic leadership.

Building upon past experiences, the scaled-up campaign opted to discontinue the use of the WhatsApp Chatbot. Instead, volunteers were educated on how to identify public hotspots and register complaints using existing civic mechanisms such as civic body helpline numbers, official apps, and written communication. This strategic shift aimed to strengthen existing redressal mechanisms and foster enhanced dialogue between citizens and civic authorities.

In this manner, the campaign hoped to address existing gaps in the ecosystem.

Program Approach

Before we dive deeper, we recommend reading the [End Project Reports](#) from the three Phases. This will help in understanding the approach of the program, outlined below:

Young citizens from selected schools and colleges need to be identified and given an opportunity to sign up and participate in this project. The time commitment expected from them will be 5- 10 hours per week, for a period of 10 weeks.

An average of 40-50 volunteers can be trained per session, but this number can vary. A parental consent form will need to be circulated among partner institutions before the beginning of the program to ensure the student's safety and consent of their guardians. Volunteers will need to be given the tools, the information, and kits to carry out the intervention in their communities.

Trainings

Training 1: The volunteers will receive their first training on the prevalence and need for mosquito mapping and hotspot reduction as well as their role in the process. This includes training on identifying breeding spots and control breeding within their homes, identifying and mapping community hotspots and reporting them to the civic authorities.

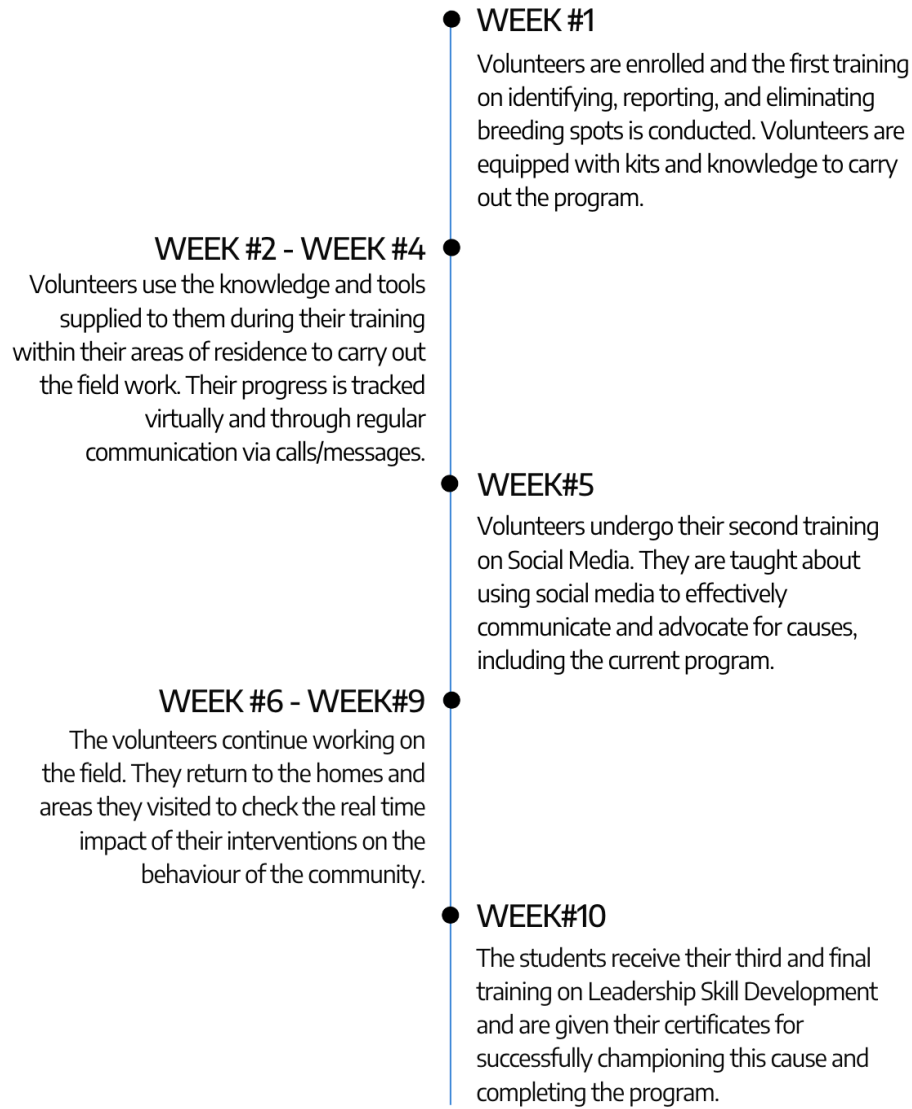
Field Work 1: The volunteers will carry out the on-ground intervention over a period of 4 weeks. They will be expected to visit a certain number of homes in their areas and carry out a micro-awareness program. They also will be encouraged to identify and report mosquito breeding hotspots in public spaces to the concerned civic authorities.

Training 2: After completion of the field work, the volunteers will go through their second training - on mobilising the community through effective communication. They will be taught about using creative ways to voice their opinions and to effectively advocate for issues they care about.

Field Work 2: The volunteers will carry out another on-ground intervention over a period of 4 weeks. The activities they will carry out will be similar to Field Work 1 when it comes to reporting public hotspots. For the micro awareness campaign, they will be expected to revisit the homes they went to before and carry out a survey on behaviour change that has taken place.

Training 3 & Conclusion: The volunteers will attend the third training on developing their leadership skills that they have built over the program. This will mark the end of the program. The volunteers will also receive certificates - co-signed by BMC authorities or Corporators for successfully completing the program.

The ideal timeline for the campaign is illustrated below:



However, in cases where stakeholders or partner organisations may request a shorter timeline, the campaign duration can be altered to 8 weeks instead of 10, with 2 trainings instead of 3, by following the altered schedule below:

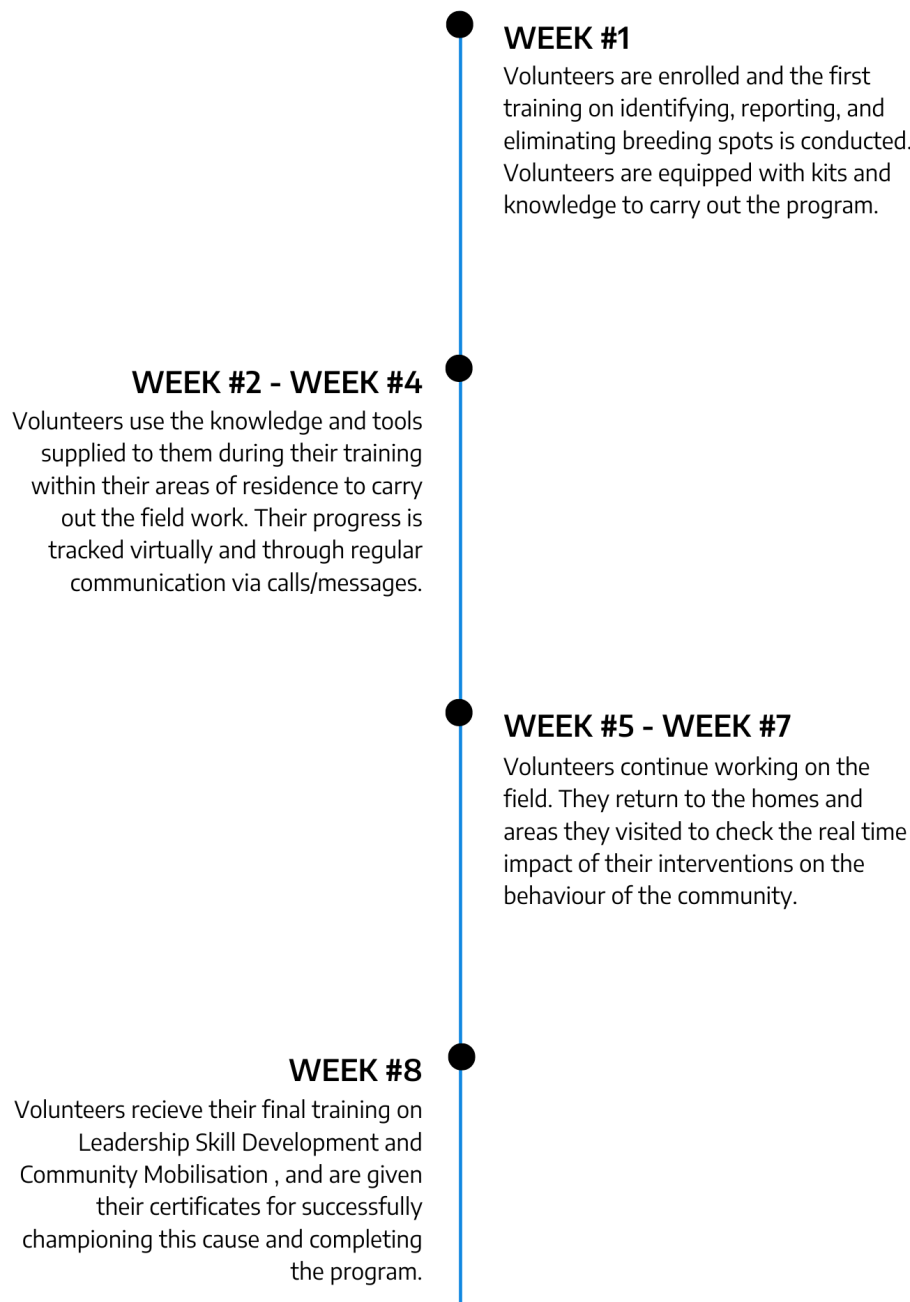
Training 1: The volunteers will receive their first training on the prevalence and need for mosquito mapping and hotspot reduction as well as their role in the process. This includes training on identifying breeding spots and control breeding within their homes, identifying and mapping community hotspots and reporting them to the civic authorities.

Field Work: The volunteers will carry out the on-ground intervention over a period of 6 weeks. They will be expected to visit a certain number of homes in their areas and carry out a micro-awareness program for the first 3 weeks, and will be instructed to revisit the same homes

for follow-ups in the next 3 weeks. They also will be encouraged to identify and report mosquito breeding hotspots in public spaces to the concerned civic authorities.

Training 2 & Conclusion: This training, which is a combination of trainings 2 and 3 above, will focus on developing civic leadership and effective communication for citizen mobilisation. This will mark the end of the program. The volunteers will also receive certificates - co-signed by BMC authorities or Corporators for successfully completing the program.

The alternate timeline for the campaign is illustrated below:



General Guide for Facilitators

In this document, we are going to outline the three trainings that are part of the ChooMacchar program. Each training has a different purpose and is accompanied by a set of learning objectives which will help the participants complete the program. Trainers and facilitators can use this open source guidebook to understand the workshop flows and modules and learn how to conduct these trainings as part of the 10 week program for volunteers. The workshops have been designed based on active learning principles and use the information, communication, education (ICE) module for achieving the program objectives.

The following activities are recommended for the trainers before the start of the program.

1. Carefully go through the facilitation notes for each workshop, referring to the other materials (the participant kit, resources and slides) wherever indicated in the facilitation notes. We strongly recommend that you print this document along with the participant handbook as these documents are somewhat lengthy and call for intensive reading.
2. Decide who is going to be part of the workshop team, for example, the workshop administrator (the person in charge of logistics and arrangements), co-trainers and/or resource people. Share your thoughts with your team and seek their feedback. We recommend having at least three facilitators for each workshop.
3. Design a selection process to recruit the right participants for the program. Tell the prospective candidates what the program is about and what they will be expected to do during the 10 weeks. Engaging with groups that are civic-minded can help increase the success of the program.
4. It is recommended that you schedule no more than one training session a day, as each training takes upto three hours including set up. Scheduling workshops ahead of time helped achieve efficient use of our time and resources.
5. Language: While the presentation deck was prepared in English, trainings were carried out in a mix of English and/or Hindi/Marathi or the local language relevant to your context. It helps to have at least one member of the training team well acquainted with the local language to communicate effectively.

Training Venue & Set up

The training can be conducted in any closed room like a classroom/auditorium/hall that can accommodate the number of participants invited. The only key requirement in the room is that of a plain wall that can be projected on. The trainers carry all the equipment needed for the training session in their trainer kit. It is helpful to have a classroom with a blank white wall, if not a projector screen, this is something facilitators can check in advance.

The trainer kit will consist of:

- Projector and connecting wires
- Laptop and charger
- Extension board
- Items needed for the training session activities
- ChooMacchar Kits
- Extra pens, tape, glue, pencils
- Standees (optional) (for branding of the organisation/program)
- Masks for volunteers (Optional)

Note: During the on-going COVID-19 pandemic, we also distributed masks at the start of the program and instructed the volunteers to use them during the training & field work.

Participants

Identifying the volunteers to run this program is one of the most important parts of the process. The most important quality among participants has to be the willingness to undertake field-work as well as having the time and resources to do so. The pilot project was run with groups of youth volunteers that were recruited from educational institutions (schools/colleges) and from partner organisations who were working in communities and had a preexisting ecosystem of youth volunteers. The success rate of the program was highest with volunteers who were civic minded and motivated to engage within their communities.

We recommend that each training is conducted with no more than 50 volunteers at a time, as ensuring individual attention to each participant gets harder with higher volumes.

The workshops have been designed keeping in mind the learning ability and mindset of young volunteers between the ages of 14-20 only. In case the program is being run with older participants, activities can be modified to suit the needs of their age groups.

While delivering the workshops, keep in mind the background and lingual preferences of the volunteers. Ensure that the participants are comfortable with the pace and the language of the workshop.



The sections to follow are a step-by-step breakdown of each workshop. They outline the workshop content, the objectives and key takeaways, and also explain how principles of experiential learning can be incorporated at each stage of the training.

We strongly recommend following the 3-workshop design, as mentioned in the timeline in the above section, for which, the facilitators need to familiarise themselves with Trainings 1, 2 and 3 given below. However, in the event that the program needs to be altered to accommodate a shorter duration, a 2-workshop design is recommended. For the altered timeline, the facilitators are advised to familiarise themselves with Training #1 and Alternate Training #2.

Training #1

The goal of the first training session is to induct the participants into the program, and to give them the knowledge and skills required to carry out the interventions. At the end of the session, each volunteer will be equipped to:

- Understand the structure of the program
- Recognise the need for vector-borne disease prevention
- Recognise the symptoms of vector-borne diseases and learn important steps for treatment of the same
- Understand the link between water stagnation and breeding of mosquitoes
- Correctly identify potential hotspots within homes where mosquito breeding occurs
- Correctly identify potential public hotspots where water stagnation and breeding occurs
- Apply the knowledge of hotspots in their interventions
- Understand the necessity and importance of their interventions - the awareness campaign as well as reporting of public hotspots
- Learn how to correctly use all components of the ChooMacchar kits in the interventions
- Be able to safely carry out a home visit with the goal of spreading awareness on vector borne disease prevention

Recommended Readings

The following documents will help familiarise the trainers with the subject of vector-borne diseases and the best practices followed to prevent them. While the ChooMacchar program does not delve into the technical details of the diseases, the mosquitoes or the medication - it is important for trainers to be prepared for questions from volunteers and have a basic understanding of the diseases themselves. We recommend reading the following documents:

1. India Fights Dengue - Strategy and Plan for Effective Community Participation for Prevention and Control of Dengue:
<https://nvbdcp.gov.in/Doc/Strategy-plan-actions-ECP-Dengue.pdf>
2. Training Manual for Multipurpose Workers in Integrated Vector Management:
<https://nvbdcp.gov.in/WriteReadData/l892s/MPW-training-module.pdf>
3. Guidelines for Integrated Vector Management - Control of Dengue:
https://nvbdcp.gov.in/Doc/dengue_1_.%20Director_Desk%20DGHS%20meeting%20OCT%2006.pdf
4. Operational Manual for Integrated Vector Management in India:
https://nvbdcp.gov.in/WriteReadData/l892s/IVM%2010_March_2016.pdf
5. National Framework for Elimination of Malaria in India (2016-2030):
<https://nvbdcp.gov.in/WriteReadData/l892s/National-framework-for-malaria-elimination-in-India-2016%E2%80%932030.pdf>
6. Malaria Control & Other Vector Response in India 2020:
<https://nvbdcp.gov.in/Doc/Guidelines-Mosquito-and-other-vector-control-response-2020.pdf>

Apart from these, it would be helpful for trainers to familiarise themselves with the different types of mosquitoes and the respective diseases they can potentially carry, and understand the science behind vector management practices - this will help them with delivering well-informed training to the volunteers.

Collaterals & PPT:

The zip folder named “First Training” contains the following:

1. Workshop Deck
2. ChooMacchar Logo - PNG
3. Chits for Charades Activity
4. ChooMacchar Kit - Cue Card (Hindi and English)
5. ChooMacchar Kit - ID Card (front and back)
6. ChooMacchar Kit - Record Keeping Form
7. ChooMacchar Kit - Parental Consent Form

The collaterals and the deck used can be downloaded [here](#).

Instruction Guide

The structure followed in the first training to achieve the aforementioned learning objectives is as follows:

1. Ice breaker & Introduction

2. Introduction to Vector Borne Diseases
3. Symptoms & Treatment
4. Agent ChooMacchar - Introduction
5. Identifying & Countering Home Breeding Spots
6. Home Visit Demonstration
7. Using the ChooMacchar Kits
8. Identifying Public Hotspots
9. Reporting Public Hotspots
10. Responsibilities of Volunteers
11. ChooMacchar Campaign - Timeline
12. Parental Consent Forms
13. Targets
14. Incentives
15. Communication Channels
16. Conclusion

The table below expands on each of these 16 sections in detail.

The description lists out the steps involved in carrying out the activity/section. The debrief column has details of the conversation that must be had with the volunteers to help them make sense of the section and ensure the learning outcome is met.

Section	Description	Debrief
Ice breaker & Introduction	<p>To set the tone of the training and bring the energy of the volunteers up, the trainers must introduce themselves and the workshop very briefly, before proceeding to the Superhero ice-breaker. Mentioning the name of the campaign is essential here.</p> <p>The goal of the ice breaker is to energise the participants and to tap into their understanding of who is a superhero and build further on those lines, during the course of the workshop.</p> <p>Requirements: A ball that's easy to throw around, preferably lightweight and made of foam.</p>	<p>Once enough of the participants have answered, ask them to return to their seats.</p> <p>The participants must be asked to remember their chosen power and store it in a memory box for later.</p> <p>Note: It helps to remember some of the names and faces of the participants, making it easier to call on them for answers later in the training.</p>

Section	Description	Debrief
	<p>Steps involved:</p> <ol style="list-style-type: none"> 1. Ask the participants to stand in a circle and join them. 2. Ask the participants - If you were a superhero, what would your superpower be? 3. Throw the ball to a random participant. The person with the ball has to announce their name and answer the question asked. Repeat about 10-15 times. <p>Duration : 5 minutes</p>	
Introduction to Vector Borne Diseases	<p>The participants are directed to watch a short video clip produced by the WHO explaining the concept and dangers of vector-borne diseases.</p> <p>The link to the video: https://www.youtube.com/watch?v=0xSUI TkRvbA</p> <p>The video should be stopped at 1 minute 11 seconds.</p> <p>The participants should then be shown a slide on the screen with a list of various diseases transmitted by mosquitoes in India to help drive home the point.</p> <p>Duration: 5 minutes</p>	<p>The participants are asked the following questions based on the video:</p> <ol style="list-style-type: none"> 1. What are vectors? 2. What diseases can they transmit? 3. What vector are we dealing with today? 4. Are you at risk from mosquitoes in your area? <p>The participants must be encouraged to answer these questions and made to understand the different types of diseases that can be transmitted by mosquitoes.</p>
Symptoms & Treatment	<p>The participants are asked if they or anyone they know have suffered from any mosquito borne diseases listed in the previous section like Dengue, Chikunguya, Malaria etc.</p>	<p>The participants must be warned not to ignore these symptoms as these diseases can be life-threatening.</p> <p>The participants must be told</p>

Section	Description	Debrief
	<p>They are then asked to list the possible symptoms they have observed or heard of that happen in these diseases, and are then shown a slide of the presentation with three common symptoms of mosquito-borne diseases on the screen.</p> <p>Duration: 3 minutes</p>	<p>repeatedly to get tested in case two or more of these symptoms appear together.</p> <p>COVID-19 can be used to illustrate the importance of testing and visiting the doctor.</p>
Treatment	<p>Simple and important steps in treatment can be highlighted using the information on the slides and emphasis needs to be put on early detection and free treatment in government hospitals. The trainers can share details of the healthcare centre(s) nearest to the community.</p> <p>Duration: 1 minute</p>	<p>It is important that the participants understand why early detection is necessary. Fear and misinformation regarding the diseases can be eliminated in this way. The awareness of available healthcare mechanisms is important so that the participants know which authorities to approach for treatment.</p>
Agent ChooMacchar - Introduction	<p>Once the gravity of mosquito-borne diseases is established, the participants must be told to stay strong, as there is a way for them to fight the dangers of mosquitoes.</p> <p>The participants are shown the illustration of an Agent ChooMacchar fighting many mosquitoes, and are asked to recollect the superhero power that they wanted in the beginning of the workshop.</p> <p>The goal for ChooMacchar agents must be defined: fighting mosquitoes inside the house (prevent home breeding).</p> <p>Duration: 1 minute</p>	<p>The participants are informed that while becoming a superhero will involve bending the laws of physics, becoming a hero is possible, and that they too can be heroes who fight to prevent mosquitoes and the diseases they cause.</p> <p>The aim of this section is to drum up excitement among participants for becoming ChooMacchar Agents and local heroes.</p>
Prevention Outdoors	<p>The participants can be shown pictures of mosquito larvae in public spaces, and are told that mosquitoes breed in stagnant</p>	<p>The aim is to inform them about public hotspots and how the same can be culled.</p>

Section	Description	Debrief
	<p>water.</p> <p>The participants are made to recollect and guess the potential public hotspots for mosquito breeding and the spots where water usually stagnates.</p> <p>The answers they give can be written on a white board (if available).</p> <p>The participants are informed about simple ways in which a complaint regarding mosquito infestation in public places can be raised with civic authorities. This can be done by sharing details of civic body's helpline number, app, etc.</p> <p>Duration: 5 minutes</p>	<p>The participants must be encouraged to jog their memories and remember where they have seen water accumulating. This helps them learn more effectively. Once they have learnt where water stagnates, they must be asked to arrive at the solution - reporting these hotspots to the authorities.</p>
Prevention Indoors	<p>The participants are shown a slide that depicts a life cycle of a mosquito. Emphasis can be put on how even a little amount of water is enough for mosquitoes to lay hundreds of eggs. The facilitator can use the life cycle diagram to stress the importance of source reduction.</p> <p>Duration: 2 minutes</p>	<p>The aim is to inform the participants about the life cycle of a mosquito and drive home the significance of not leaving water stagnant indoors, where mosquitoes can breed.</p>
Charades	<p>The facilitator reiterates that mosquitoes can breed inside the home in places where water accumulates. They can then introduce the game of charades to the participants, saying that they will now play a game to make learning about mosquitoes fun.</p> <p>The facilitator can ask the participants if they are familiar with the game. If they aren't, rules of the game can be simply explained: Participants can take turns to volunteer, each volunteer will be shown a chit. They have to act out what is shown on the chit and the others have to guess.</p>	<p>The participants, through acting out and guessing the various hotspots, form an experiential memory of the activity. This can help improve recall, thus helping them remember the hotspots better.</p> <p><i>Please note: If the group is extremely high energy or disruptive to begin with, it may be advisable to steer clear of this activity. Instead, a discussion oriented</i></p>

Section	Description	Debrief
	<p>Gauging the energy levels of the group, to encourage more interaction, the facilitator may even divide the group into two competing teams and keep score.</p> <p>Duration: 15 minutes</p>	<p><i>approach can be taken, where the facilitator prompts the participants with coming up with hotspots in and around the house themselves before taking them through the slides.</i></p>
<p>Introduction to the Activity and Using ChooMacchar Kits</p>	<p>The facilitator may begin by asking a simple question: If I take all the precautions discussed inside my home, but my neighbours do not, am I still at risk?</p> <p>They can further reiterate that in order to make sure our family is safe, it is important to ensure that the entire community is made aware of the preventive measures. Using this rationale, they can introduce the home visit activity to the participants.</p> <p>When explaining the rationale for revisits, the facilitator may emphasise that oftentimes one reminder is not enough. Just like students need to be reminded again and again to study, habit change for vector borne disease also requires repeated reminders. Hence, the program design involves follow-up visits to the homes participants have already been to.</p> <p>The facilitator may inform the participants that to make their work easier, they have designed a toolkit for them. The participants will be guided to explore and understand the different parts of the ChooMacchar kits and their respective utility.</p> <p>Steps involved:</p> <ol style="list-style-type: none"> 1. Participants are asked to open their kits. We will begin by helping participants prepare their ID cards. 	<p>The rationale for the home visit activity and the component or revisits must be made clear to the participants, so that they understand the potential impact of their intervention.</p> <p>The facilitator must make sure that the participants have especially understood how the home visit trackers are to be filled and clarify any questions or doubts that the students have.</p> <p><i>Please note: In the case of the NSS, the hour allocation can be briefly explained to the students at this point.</i></p>

Section	Description	Debrief
	<p>They are asked to take their ID cards out and use the pens provided to write their names and the names of their institutions on the cards. They must then place the cards in the covers and attach the clips.</p> <ol style="list-style-type: none"> The participants will then be asked to look at the laminated Cue Card with illustrations of potential home breeding spots. They will be instructed to show these cards to the families they visit. The participants will now be instructed to open the record keeping forms and write their names on them. The different columns of the record keeping forms will be explained. <p>Duration: 10 minutes</p>	
Home Visit Demonstration	<p>At this stage, the participants are equipped with information on identifying and preventing potential home breeding spots by tackling water stagnation and covering all stored water.</p> <p>They will now be shown how to conduct the home visits to pass on this information to the community they live in. This will be done in the form of a skit presented by the facilitator(s).</p> <p>The objective is to demonstrate the do's and don'ts when volunteers will go on home visits in the field and to clarify the steps of the homevisit and usage of all the</p>	<p>The skit can be supplemented with the Slide on important things to remember while doing the home visits.</p> <p>The participants must be instructed to be on their best behaviour, and the importance of being polite while getting your point across must be emphasised.</p> <p>The skit can also be repeated with one facilitator playing the homeowner and one volunteer playing the</p>

Section	Description	Debrief
	<p>items in the kit.</p> <p>Requirements :</p> <ul style="list-style-type: none"> - Choomachhar Kit - Two Facilitators <p>Steps involved:</p> <ol style="list-style-type: none"> 1. Start by defining the characters: the first being a ChooMacchar Agent and second being the homeowner. Try to add colour to the latter's character. We typically suggest using a Grumpy Middle-Aged Person to make the skit more fun. 2. The Facilitator acting as the ChooMacchar Agent must demonstrate to the audience the full use of the ChooMacchar Kit by wearing the ID card and holding the kit in hand before knocking to enter the inspection spot. The Agent must then introduce themselves by name and state that they are here from the ChooMacchar campaign to talk about the family's health. The Agent must ask if the homeowner can spare 2 minutes to chat. 3. The Agent then asks to enter the home and begins inspecting all the home breeding spots. The Agent must ask if mosquitoes are prevalent and help them clean out any stagnant water while giving important pointers on how to prevent mosquitoes from breeding. 4. The Agent should try to use the pen, the notepad and the form 	<p>ChooMacchar Agent, to ensure that the participants have understood the assignment.</p> <p>The ChooMacchar Kits must be distributed to them immediately after the skit has been performed.</p>

Section	Description	Debrief
	<p>while enacting the home visit. The Agent must ensure pointing to stored water and explaining the importance of covering it to protect from mosquitoes.</p> <ol style="list-style-type: none"> 5. The Facilitator acting as the homeowner must be attentive and ask questions to bring out all the important aspects of the home visit. 6. The Agent can end the skit by thanking the homeowner and exiting. <p>Duration: 15 minutes</p>	
Ensuring Personal Safety	<p>The participants can be informed about the steps to be taken to ensure their safety.</p> <p>Duration: 2 minutes</p>	<p>If the student cohort comprises minors, making sure the volunteers are aware of personal safety is important.</p>
Responsibilities of Volunteers	<p>Outline the responsibilities of the ChooMacchar Agents now that they have learnt how to prevent home breeding and conduct home visits.</p> <p>Duration: 2 minutes</p>	<p>The key here is to emphasise on the need for this program once more, and the impact that the participants can have on their communities and city if they work sincerely.</p>
ChooMacchar Campaign - Timeline	<p>Using the slide, make the participants understand what the coming weeks will look like.</p> <p>Emphasise on the upcoming workshop dates.</p> <p>Duration: 2 minutes</p>	<p>To help participants understand the program and to help them plan their time, it is better to announce program dates and key deadlines right at the beginning.</p>

Section	Description	Debrief
Parental Consent Forms	<p>For participants below the age of 18, getting their guardians to sign on the consent forms is extremely important.</p> <p>Ensure the participants know what the form looks like in their kits and make them write their names on it.</p> <p>Duration: 2 minutes</p>	Instruct the participants on the steps to submit the form (either digitally or physically at the next workshop).
Targets	<p>Using a slide, clearly outline the following targets for the participants:</p> <ol style="list-style-type: none"> 1. Number of home visits to be done 2. Number of revisits to be done <p>Duration: 1 minute</p>	Having measurable goals will help engagement and performance among participants. We recommend setting achievable but healthy targets so that the participants are not too overwhelmed.
Incentives	<p>Using a slide, outline incentives for volunteers who will meet their targets. It is best not to outline prizes unless they are fixed, as it may cause false reporting of home visits.</p> <p>Duration: 1 minute</p>	Encouraging performance by providing a teaser of exciting gifts to win will help drum up excitement.
Communication Channels	<p>Participants must be added to a WhatsApp group after the training. The key points to highlight are:</p> <ol style="list-style-type: none"> 1. WhatsApp group for participants where they must reply to messages from the team 2. Weekly check-in calls which they must join to remain a part of the program 3. Attending all three workshops is necessary for them to receive a 	<p>Putting in guidelines for communication helps in engagement. Volunteers must be encouraged to take this program seriously.</p> <p>If the program is delivered through a school or community organisation, the respective teachers/facilitators can also be added to the group.</p>

Section	Description	Debrief
	<p>certificate</p> <p>Duration: 2 minutes</p>	
Conclusion	<p>The objective of this section is to conclude the workshop on a high note and ensure the participants are excited to begin work.</p> <p>Ensure to recap the highlights of the session, and the date of the second workshop before concluding.</p> <p>To bring up the energy levels, the participants can be encouraged to chant with you. Ask them to say “Macchar” after you say “Choo” and make them repeat this with high energy a few times.</p> <p>Duration: 3 minutes</p>	<p>The participants must leave the workshop feeling energised and ready to participate.</p> <p>Encourage questions or conversations and keep yourself available for another five minutes should any participant wish to approach you individually.</p>



Training #2

The primary goal of the second training session is to help volunteers learn how effective communication can aid in mobilising communities. An additional goal was also to review the work done by the participants and to equip them with information and tools to be able to advance the interventions. At the end of the session, the following learning outcomes will be achieved:

- Review the work carried out by the volunteers so far
- Understand their goals and targets for the next phase of the program
- Understand the role of effective communication in facilitating behaviour change
- Appreciate the potential of using various forms of communication to create social impact
- Learn how to reach a wider audience using creative means of engaging people
- Understand how information can be disseminated responsibly
- Learn how to deal with conflict and stay safe
- Use the reporting mechanisms on various social media platforms

Collaterals & PPT:

The zip folder named “Second Training” contains the following:

1. Second Workshop Deck
2. Arts and crafts supplies

The collaterals and the deck used can be downloaded [here](#).

Instruction Guide

The structure followed in the second training to achieve the aforementioned learning objectives is as follows:

1. Recap: Field Work
2. Understanding Communication
3. Levels of Communication
4. Broadening the Scope of Communication
5. Steps for Effective Communication
6. Social Change through Community Outreach
7. Responsible Communication
8. Dealing with Trolls/Bullies
9. Seeking Help
10. Creative Exercise

The table below expands on each of these 10 sections in detail.

The description lists out the steps involved in carrying out the activity/section. The debrief column has details of the conversation that must be had with the volunteers to help them make sense of the section and ensure the learning outcome is met.

Section	Description	Debrief
Recap: Field Work	<p>Begin the training by reintroducing the facilitators and the team.</p> <p>Greet the volunteers and set the tone with a set of teaser questions about social media platforms they love and the influencers they follow on them. This helps in getting them excited for the day's content and also gives the facilitators perspective on the demographic.</p> <p>Move on to the program recap with questions about the work they have done so far.</p> <p>Ask questions about challenges faced while conducting home visits and troubleshoot where required. If volunteers are having trouble going to homes alone, suggest that they pair up and conduct the home visits.</p> <p>Duration: 3 minutes</p>	<p>This section is to bring the volunteers back to the program and help them review their work as well as that of other volunteers and to learn from it.</p> <p>If there are volunteers who have not been able to participate in the home visits or report hotspots, ask them why and encourage them to get help from the facilitators or other volunteers. Ensure that high performers are acknowledged by name and recognised by the whole group.</p>
Understanding Influence	<p>We will now move on to the main topic for the second training. The volunteers will now be asked to participate in a team activity. The objective is to demonstrate how individuals can influence others' actions through effective communication.</p> <p>Steps involved:</p>	<p>Play a few rounds with the participants till only 1 or 2 winners are left.</p> <p>Once the game concludes, make the participants return to their seats.</p> <p>Ask the participants about</p>

	<ol style="list-style-type: none"> 1. Ask all the participants to stand up. 2. Inform the participants that we will be playing a game called 'Simon Says', where everyone must only listen to Simon. 3. The facilitator further instructs the participants that they will give them a range of simple actions one after another (for e.g., stand up, clap your hands, etc.). Only when the particular action is preceded by "Simon Says", should they follow the action. For instance, only when the facilitator says "Simon says jump!" should the participants jump. If the facilitator merely shouts "jump!", the participants must stay put. 4. The participants who do not obey Simon's actions, or those who obey actions other than Simon's actions, are asked to sit out of the game. <p>Duration: 5 minutes</p>	<p>why they listened to Simon, and how they felt when playing the game</p> <p>Introduce the concept of communication to the participants as a process that comprises speaking, listening and understanding. Demonstrate how the facilitator managed to communicate actions to the entire group at once and the group's behaviours changed according to the facilitator's instructions.</p>
Levels of Communication	<p>Explain, in simple words, what is communication and introduce the participants to the 4 levels of communication using the slide.</p> <p>Have the participants identify the levels of communication that they have followed in the ChooMacchar campaign so far.</p> <p>Duration: 5 minutes</p>	<p>The objective is for the participants to understand that in order to effectively reach out to the community members, it is important to broaden the scope of communication.</p>
Broadening the	Ask the participants to share how they	This section is meant to

Scope of Communication	<p>can take the message of ChooMacchar to wider audiences. To probe them further, ask them what are the various ways in which they learn about news happenings, latest songs and trends?</p> <p>Then, using the slides explain the various ways in which one can reach a wider audience.</p> <p>Duration: 5 minutes</p>	<p>introduce the students to various possible means of communication such as media, word of mouth, art, etc.</p> <p>The facilitator can also take up examples from the everyday happenings in school such as announcements in the assembly, educational posters, plays and dances, etc.</p>
Steps for Effective Communication	<p>The three main things a to encourage people to make a change are:</p> <ul style="list-style-type: none"> - Show (<i>'dikhaao'</i>) - Teach (<i>'sikhaao'</i>) - Do (<i>'karaao'</i>) <p>Making the participants repeat this a few times helps them to remember it.</p> <p>Duration: 2 mins</p>	<p>This section is meant to explain the impact of demonstrating behaviour change via effective communication. The volunteers are encouraged to use various platforms to reach out to a larger number of people. They are encouraged to share their activities as part of the campaign with a wider audience online and/or offline.</p>
Social Change through Community Outreach	<p>This section begins with the facilitator asking the participants if they'd like to hear a story. Voice modulation and storytelling skills would be handy. The objective is to introduce change makers and showcase the impact of their communication on society in order to motivate the participants.</p> <p>Steps involved:</p>	<p>Example:</p> <p>Afroz Shah: https://www.instagram.com/afrozshah_/?hl=en Afroz is a citizen just like you and I. He used to love going to the beach near his house in Versova. Have you ever been to a beach in Mumbai? Wasn't it dirty? Likewise, the beach Afroz went to was not</p>

	<ol style="list-style-type: none"> 1. Choose an influencer of your choice who has made a remarkable impact on society. 2. Narrate their story, with an emphasis on the effect they had, preferably on a civic or social issue 3. Relate the concept of show-teach-do to the story and highlight the impact of effective communication using various media. <p>Use pictures of the beach clean up campaign and the impact it had on the slides to help the story.</p> <p>Duration: 10 minutes</p>	<p>clean at all. It used to frustrate him that despite so many beaches around in his city he could not enjoy them because of how dirty they are. So one fine Sunday, he decided he was going to go and start cleaning the beach. He posted about it on social media. He believed that maybe that would make a difference and guess what, it did! People were so moved by this action of cleaning the beach alone that they decided to join him too. And week after week more people got involved in the movement and now it's one of the biggest beach clean up movements in Mumbai, and has inspired countless others to sprout up around the city. They cleaned the beaches so well that aquatic life started to blossom again. The Olive Ridley Turtle that was considered almost extinct made its way back to the beaches.</p>
How to run a Campaign	<p>In this section, take the volunteers through the following steps to understand how to run a campaign:</p> <ol style="list-style-type: none"> 1. Identify your cause: Build on the story narrated in the previous section to explain how caring for the environment is a cause. Ask volunteers if there is any other 	<p>This segment is to take the participants through the process of activating a campaign online and show them how to do so effectively. Provide references to free online tools to help them express their creativity. Cite as many examples as</p>

	<p>cause that is close to their heart and why.</p> <ol style="list-style-type: none"> 2. Start Working: Ask the participants to lead by example and start working on the cause they choose citing Afroz Shah's example of taking to the beach to clean on his own. 3. How to start communicating: In this step ask the volunteers which platforms (online/offline) they usually like to use. Ask them to start building their cause on that platform and to identify what works best for that platform like reels work better for instagram etc. Then introduce some free tools available online to make the post more creative and interesting such as canva, inshorts etc. <p>Duration: 10 minutes</p>	<p>possible to support each step like connecting it to the malaria cause.</p> <p>An example of creative offline campaigning for dengue prevention was when the ChooMacchar volunteers visited pandals during Ganesh Chaturthi to spread awareness. This helped them reach a large number of community members at once.</p>
Responsible Communication	<p>Initiate the section by stating an example from everyday life about how misinformation can spread fast and be harmful. Emphasise that it is our responsibility to make sure that we share correct information with the people around us.</p> <p>Explain how one can take simple steps to verify the information before sharing it with others.</p> <p>Duration: 3 minutes</p>	<p>The objective of this segment is to cover the concept of responsible communication.</p> <p>Emphasise the importance of citing reliable sources, like we would trust a doctor for medical advice and not buy into rumours. Similarly, teach them how to not spread rumours and to always be mindful before sharing or re-sharing information online and offline.</p> <p>An example can be used here</p>

		from the COVID-19 pandemic, where widespread misinformation (such as the flame of candles or vibrations from clapping killing the virus) over WhatsApp proved to be detrimental to many people's health and wellbeing.
Dealing with Trolls/Bullies	<p>Begin this section with asking volunteers if they have ever been called names or if someone has said unpleasant things to provoke them.</p> <p>After volunteers share their experience, move on to providing some tips on how to deal with bullies such as:</p> <ul style="list-style-type: none"> - Staying calm and positive - Not retaliating and giving in by abusing or showing anger. - Always relying on facts to make a point instead of personally attacking someone. <p>Duration: 2 minutes</p>	This section is meant to equip volunteers with basic know-how on dealing with unpleasantness and bullying.
Reporting on Social Media	<p>Ask participants what they would do if the bully would not stop even after they have tried everything. Lead the conversation to measures to ensure safety online and offline.</p> <p>As per the training deck, take them through the process of ensuring safety by reaching out to trusted adults in the community and reporting or blocking an account on various online platforms such as Facebook, Twitter, Instagram, YouTube etc.</p>	This section focuses on the process of reporting and blocking as the last measure to deal with unwanted situations and encounters online. Encourage participants to liberally use the block and report buttons to protect their safe space online.

	Duration: 2 minutes	
Cyber Crime	<p>Ask the participants what they would do if someone would send pictures they are not meant to see or if blocking isn't helping.</p> <p>Build to the narrative that asking for help from adults can prove to be useful and the adult could be anyone. Ask participants if they have heard of cyber crimes and to list some.</p> <p>To lodge a complaint you can go to the National Cyber Crime Reporting Portal. The portal will help you lodge a police complaint against someone for their behaviour and actions.</p> <p>Duration: 2 minutes</p>	<p>As explained earlier there are some rules in the online world just as they are offline. And much like the offline world, there is police presence online to maintain order.</p> <p>The participants must be made to feel safe in this section. The aim is to introduce the National Cyber Crime Reporting Portal to the volunteers to deal with Cyber Crimes and what would account as one.</p>
Creative Exercise	<p>The goal of the activity is to engage the volunteers creatively to supplement their campaign activities</p> <p>Things required:</p> <ul style="list-style-type: none"> - Colourful papers - Stationery like sketch pens, crayons etc. <p>Steps involved:</p> <ol style="list-style-type: none"> 1. Distribute the material 2. Ask the volunteers to design posters based on prompts given. Fun prompts can be given to the students to encourage their creativity. For example: Describe a mosquito as a Bollywood 	<p>This section helps the volunteers put what they have learnt in the training to creative use.</p> <p>Conclude the training with this activity and remind the volunteers to work hard in the next phase of the program.</p>

	<p>villain, etc., or</p> <p>3. Alternatively, divide them into groups and ask them to write slogans on social issues, to help them understand copywriting.</p> <p>Duration: 15 minutes</p>	
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Training #3

The third training was designed to build on the Leadership skills acquired by the participants in the course of the program. The learning outcomes of the third workshop are as follows:

- Participants to review the program, their experiences, and recap their learnings
- Answer questions to a pop quiz on vector borne disease prevention
- Understand rights-based access to the justice system
- Differentiate between equality, equity, and justice
- Define clearly the relationship between citizens and the Government of India
- Understand the rights and responsibilities guaranteed by the Constitution of India
- Learn to access the rights through the executive, legislative, and administrative wings
- Understand the importance of collective action as citizens
- Learn to demand rights effectively and efficiently
- Understand how to access the local municipal body for their immediate needs
- Recognize the importance of civic leadership and learn to play the role of a leader

Collaterals & PPT:

The deck used for this training can be downloaded [here](#).

Papers, stationery, art and craft material

Instruction Guide

The structure followed in the third training to achieve the aforementioned learning objectives is as follows:

1. Recap: Program & Field Work
2. Understanding Access
3. Equity, Equality, Justice
4. Government & Citizens
5. Constitution: Preamble
6. Difference: Rights & Duties
7. Fundamental Rights
8. Demanding your Rights
9. Understanding Systems
10. Accessing Local Government
11. Asking for your Rights Effectively
12. Power of Collective Action
13. Easy ways to access governments

The table below expands on each of these 15 sections in detail.

The description lists out the steps involved in carrying out the activity/section. The debrief column has details of the conversation that must be had with the volunteers to help them make sense of the section and ensure the learning outcome is met.

Section	Description	Debrief
Recap: Program & Field Work	<p>The workshop begins with an interactive recap session with the volunteers based on their experience working on this campaign. The facilitators must ensure the energy is high and ask the following questions to the group:</p> <ol style="list-style-type: none"> 1. How many households were you able to visit? 2. What was the reaction of the families you visited? Encourage two or three volunteers to share their experience with the group. 3. How many hotspots did you report? 4. How did participating in the program feel? Encourage volunteers to share anecdotes. <p>Duration: 10 minutes</p>	<p>This section is meant to recap the experiences of the program. The goal is to get as many volunteers to share and open up. Be open to feedback from them, and ask them open ended questions that might stem from their anecdotes.</p> <p>Close this section by thanking them for their efforts and drawing their attention to today's training - which will help them conclude all the work they have done in this program and help them take it forward.</p>
Understanding Access	<p>The goal of this section is to help volunteers understand that access to systems of justice is not equally distributed in society.</p> <p>Things Required:</p> <ul style="list-style-type: none"> - Newspapers - Bucket / Bin <p>Steps involved:</p> <ol style="list-style-type: none"> 1. Pick out ten-fifteen volunteers from among the group. Some of them should be from the 	<p>Once the volunteers are done with the activity, ask them to reflect on the following questions:</p> <ol style="list-style-type: none"> 1. Was it a fair game? 2. Why not? <p>Once they respond saying that some participants had an advantage over the others, explain that currently life is similar to the game. Ask them if</p>

	<p>front rows and some from the back.</p> <ol style="list-style-type: none"> 2. Hand out newspapers to the volunteers. 3. Place the bucket or bin at the front of the room. Make sure the bucket is not at an equal distance for all participants. 4. Instruct the participants to make balls of the newspapers and try to throw it in the bin/bucket. The only rule is that the participants must remain where they are with no change in position. 5. Try two or three rounds of this with different volunteers. 6. At the end, ask a few of the volunteers to come and gather all the trash and put it in the bin. <p>Duration: 10 minutes</p>	<p>they think everyone is equal, and if not, then should there be equality. This will help set up for the next section.</p>
Equity, Equality, Justice	<p>Using the image on the slide, explain the difference between equality, equity and justice.</p> <p>Explain the different scenarios depicted in the slide. Ask the participants to pick the one they like best. Chances are that they will pick the justice scenario.</p> <p>Duration: 5 minutes</p>	<p>The aim of the section is to introduce these concepts to them in a simple manner. The volunteers must be able to understand that the current unfair system is not necessarily the only way forward.</p> <p>Let them know that a just world is possible.</p>
Government & Citizens	<p>This session is interactive. Ask the following questions to the group:</p> <ol style="list-style-type: none"> 1. Do elders around them in their 	<p>The idea here is to understand the existing attitudes among the group about governments in general, and to help them</p>

	<p>family or otherwise ever discuss the government?</p> <ol style="list-style-type: none"> 2. If yes, what opinions do they usually express? 3. What do they personally think of the union government? The State government? The local government? 4. What does a good government look like? 5. What does the government owe to its citizens? <p>In case the responses are weak, help them along by suggesting answers. Calling on active participants will also help to move the discussion along.</p> <p>Duration: 10 minutes</p>	<p>identify the expectations they hold as citizens.</p> <p>The volunteers must be encouraged to list out the exact services they expect from their governments - for example: schools, roads and infrastructure, skill building and jobs, hospitals and healthcare, security, safety, cleanliness, water, food and ration, etc.</p>
<p>Constitution: Preamble</p>	<p>Once the expectations from the government have been listed out, prompt them to reflect on where these expectations come from. <i>Hint: The Constitution of India</i></p> <p>Ask them - Where does it say that the government owes its citizens all these services? Is there a book that says this?</p> <p>Once they answer, ask them what they know about the Preamble.</p> <p>Ask the volunteers to sit up straight and to recite the Preamble, led by a facilitator. This can be done in English, Hindi, or the language of their choice.</p> <p>Duration: 10 minutes</p>	<p>The volunteers must be prompted to answer this question. It must be emphasised that the Constitution of India is such a book that enumerates the rights of the citizens, the responsibilities of the government and the spirit of the nation.</p> <p>Once the Preamble has been read, explain the most important line - "We the People of India..... Give to ourselves this Constitution" (The beginning and the end)</p> <p>To explain this, make a dramatic show of taking one of the volunteer's possessions and</p>

		<p>“gifting” it back to them. Now ask the group if you really did give the volunteer a gift. When they say no, ask them why? They’ll say that the possession already belonged to the volunteer.</p> <p>Emphasise on this, and explain to them that the Constitution was given to Indians by Indians. No politician, administrator or external can come and award us our rights, as they already belong to us.</p>
Fundamental Rights	<p>Use the slide prepared by Nyaaya on the basic Fundamental Rights. Take the volunteers through each of the rights, providing examples where you can.</p> <p>Duration: 5 minutes</p>	<p>The volunteers must know their rights in order to be able to access them, thus this section is dedicated to helping them understand the different kinds of rights available to them as citizens of this country.</p>
Demanding your Rights	<p>This is a short section to outline the ways that one can demand their rights from the system.</p> <p>The volunteers must be encouraged to approach authorities and access their rights.</p> <p>Duration: 3 minutes</p>	<p>The key takeaways here are:</p> <ol style="list-style-type: none"> 1. Do not be intimidated by the system 2. The government is made up of citizens like us 3. Figure out the right person to reach, using the internet, and reach out to them
Understanding Systems	<p>Using the example of a human body, explain to the volunteers that in a system, every part has a specific function. Just like it is impossible to eat with your nose or talk with your ears, different departments of the government are restricted to their</p>	<p>The goal is to uncomplicate the big anxiety-causing and intimidating system of government. Help the volunteers understand that once they get the hang of things, approaching the system</p>

	<p>specific functions.</p> <p>Duration: 2 minutes</p>	<p>becomes easier.</p>
Accessing Local Government	<p>The objective of this section is to help memorise or introduce the local government helpline number.</p> <p>Steps involved:</p> <ol style="list-style-type: none"> 1. Identify the helpline number in your city or at the local level where you are conducting the workshop. 2. Build a catchy phrase around it. 3. Recite it multiple times with the volunteers going louder and faster each time. <p>Duration: 2 minutes</p>	<p>Once the volunteers have understood that systems must be accessed through the right channels, giving them the way to reach their local governments at the ward/block or city/district level is very important.</p> <p>To aid in this, we recommend finding the local helpline's number and helping them memorise it in a fun way.</p>
Asking for your Rights Effectively	<p>This section will help the volunteers understand the most effective way to ask for their rights. Use the slide to make three important points:</p> <ol style="list-style-type: none"> 1. Collect data on the issue faced by speaking to those who might be affected 2. Use the stories you gathered as examples to make your case 3. Provide evidence (videos, photos) where possible <p>Duration: 3 mins</p>	<p>Demonstrate to the volunteers the need to make their case effectively. Ask them if they tend to remember movies more than textbooks, and why that's the case. Emphasise on the use of storytelling and narrative building while stating the problems, and help them understand the importance of data and evidence for making their case.</p>
Power of Collective Action	<p>If one person yells, the impact is relatively small, but if twenty people yell then the sound travels much further.</p> <p>Duration: 2 mins</p>	<p>The aim of the section is to help them understand that collective action tends to be more effective in a democracy.</p>

<p>Easy ways to Access Governments</p>	<p>The objective of the final activity is to hone the participant's skills for more effective and clear communication with those in the government.</p> <p>Things required: Paper Pen</p> <p>Steps involved:</p> <ol style="list-style-type: none"> 1. Distribute the paper and pens 2. Ask participants to name some problems they face at the local level. 3. Tell them to pick one of the problems and identify which department is responsible 4. Identify the name and designation of the receiving officer or person with them. 5. Introduce the format and some things to keep in mind while writing a letter. 	<p>Close the session by linking everything they learned in the third workshop with the ChooMacchar Campaign.</p> <p>By participating in the ChooMacchar project and putting in the work, the volunteers have taken the first few steps towards becoming leaders. The third workshop gave them the skills they need to continue on this path and become a leader and an active citizen in their community.</p> <p>End the workshop by encouraging them to apply the knowledge and the experience they have gained in their lives!</p>
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Alternate Training #2

In case the facilitator is required to shorten the duration of the program, they can follow a 2-workshop model. Workshops 2 and 3 can be clubbed in the following manner, and can be facilitated as a concluding workshop.

The primary goal of this training session is to help volunteers build and enhance the Leadership skills acquired by them in the course of the program. The session also emphasises how to effectively mobilise communities for civic engagement. An additional objective of the session is also to review the work done by the participants, hear out their experiences and challenges faced while performing the homevisit activity. At the end of the session, the following learning outcomes will be achieved:

- Participants to share their experiences, and recap their learnings
- Understand rights-based access to the justice system through an activity
- Differentiate between equality, equity, and justice
- Define clearly the relationship between citizens and the Government of India
- Understand the rights and responsibilities guaranteed by the Constitution of India
- Learn to access the rights through the executive, legislative, and administrative wings
- Learn to demand rights effectively and efficiently
- Understand how to access the local municipal body for their immediate needs
- Understand the importance of collective action as citizens
- Learn different levels of communication and creatively reach out to communities online and offline
- Learn how to run one's own campaign for causes that one cares about
- Understand the do's and don'ts of responsible communication
- Learn how to deal with conflict on digital platforms and stay safe by using reporting mechanisms on various platforms and by raising cyber crime complaints
- Understand the mechanisms to engage in civic participation
- Learn about various portals and websites listing opportunities to sustain one's efforts in the development sector

Collaterals & PPT:

The deck used for this training can be downloaded [here](#).

There are no other collateral materials required for this training.

Instruction Guide

The structure followed in this training to achieve the aforementioned learning objectives is as follows:

1. Recap: Program & Field Work
2. Understanding Access

3. Equity, Equality, Justice
4. Government & Citizens
5. Constitution: Preamble
6. Fundamental Rights
7. Demanding your Rights
8. Understanding Systems
9. Accessing Local Government
10. Asking for your Rights Effectively
11. Power of Collective Action
12. Communication for Collective Action
13. Levels and tools of Communication
14. How to run a Campaign
15. Do's and don'ts of responsible communication
16. Dealing with Trolls/Bullies
17. Cyber Crime
18. Sustained Engagement in the Social Sector

The table below expands on each of these 21 sections in detail.

The description lists out the steps involved in carrying out the activity/section. The debrief column has details of the conversation that must be had with the volunteers to help them make sense of the section and ensure the learning outcome is met.

Section	Description	Debrief
Recap: Field Work	<p>Begin the training by reintroducing the facilitators and the team.</p> <p>Move on to an interactive recap session with the volunteers based on their experience working on this campaign. The facilitators must ensure the energy is high and ask the following questions to the group:</p> <p>How many households were you able to visit? Did you face any challenges?</p> <p>What was the reaction of the families you visited? Encourage two or three volunteers to share their</p>	<p>This section is meant to recap the experiences of the program. The goal is to get as many volunteers to share and open up. Be open to feedback from them, and ask them open ended questions that might stem from their anecdotes.</p> <p>Close this section by thanking them for their efforts and drawing their attention to today's training - which will help them conclude all the work they have done in this program and help them take it forward.</p>

	<p>experience with the group.</p> <p>How many hotspots did you report?</p> <p>How did participating in the program feel? Encourage volunteers to share anecdotes.</p> <p>Duration: 5 minutes</p>	
Understanding Access	<p>The goal of this section is to help volunteers understand that access to systems of justice is not equally distributed in society.</p> <p>Things Required: Newspapers Bucket / Bin</p> <p>Steps involved:</p> <ol style="list-style-type: none"> 1. Pick out ten-fifteen volunteers from among the group. Some of them should be from the front rows and some from the back. 2. Hand out newspapers to the volunteers. 3. Place the bucket or bin at the front of the room. Make sure the bucket is not at an equal distance for all participants. 4. Instruct the participants to make balls of the newspapers and try to throw it in the bin/bucket. The only rule is that the participants must remain where they are with no change in position. 5. Try two or three rounds of 	<p>Once the volunteers are done with the activity, ask them to reflect on the following questions:</p> <p>Was it a fair game? Why not?</p> <p>Once they respond saying that some participants had an advantage over the others, explain that currently life is similar to the game. Ask them if they think everyone is equal, and if not, then should there be equality. This will help set up for the next section.</p>

	<p>this with different volunteers.</p> <p>Duration: 10 minutes</p>	
Equity, Equality, Justice	<p>Using the image on the slide, explain the difference between equality, equity and justice.</p> <p>Explain the different scenarios depicted in the slide. Ask the participants to pick the one they like best. Chances are that they will pick the justice scenario.</p> <p>Duration: 5 minutes</p>	<p>The aim of the section is to introduce these concepts to them in a simple manner. The volunteers must be able to understand that the current unfair system is not necessarily the only way forward.</p> <p>Let them know that a just world is possible.</p>
Government & Citizens	<p>This session is interactive. Ask the following questions to the group:</p> <p>Do elders around them in their family or otherwise ever discuss the government?</p> <p>If yes, what opinions do they usually express?</p> <p>What do they personally think of the union government? The State government? The local government?</p> <p>What does a good government look like?</p> <p>What does the government owe to its citizens?</p> <p>In case the responses are weak, help them along by suggesting answers. Calling on active</p>	<p>The idea here is to understand the existing attitudes among the group about governments in general, and to help them identify the expectations they hold as citizens.</p> <p>The volunteers must be encouraged to list out the exact services they expect from their governments - for example: schools, roads and infrastructure, skill building and jobs, hospitals and healthcare, security, safety, cleanliness, water, food and ration, etc. This information will further enable the volunteers to identify gaps in service delivery. Their right to demand recourse must be reiterated.</p>

	<p>participants will also help to move the discussion along.</p> <p>Duration: 5 minutes</p>	
Constitution: Preamble	<p>Once the expectations from the government have been listed out, prompt them to reflect on where these expectations come from. Hint: The Constitution of India</p> <p>Ask them - Where does it say that the government owes its citizens all these services? Is there a book that says this?</p> <p>Once they answer, ask them what they know about the Preamble.</p> <p>Ask the volunteers to sit up straight and to recite the Preamble, led by a facilitator. This can be done in English, Hindi, or the language of their choice.</p> <p>Duration: 10 minutes</p>	<p>The volunteers must be prompted to answer this question. It must be emphasised that the Constitution of India is such a book that enumerates the rights of the citizens, the responsibilities of the government and the spirit of the nation.</p> <p>Once the Preamble has been read, explain the most important line - "We the People of India..... Give to ourselves this Constitution" (The beginning and the end)</p> <p>To explain this, make a dramatic show of taking one of the volunteer's possessions and "gifting" it back to them. Now ask the group if you really did give the volunteer a gift. When they say no, ask them why? They'll say that the possession already belonged to the volunteer.</p> <p>Emphasise on this, and explain to them that the Constitution was given to Indians by Indians. No politician, administrator or external can come and award us our rights, as they already belong to us.</p>

Fundamental Rights	<p>Use the slide prepared by Nyaaya on the basic Fundamental Rights. Take the volunteers through each of the rights, providing examples where you can.</p> <p>Duration: 5 minutes</p>	<p>The volunteers must know their rights in order to be able to access them, thus this section is dedicated to helping them understand the different kinds of rights available to them as citizens of this country.</p>
Demanding your Rights	<p>This is a short section to outline the ways that one can demand their rights from the system.</p> <p>The volunteers must be encouraged to approach authorities and access their rights.</p> <p>Duration: 1 minute</p>	<p>The key takeaways here are: Do not be intimidated by the system</p> <p>The government is made up of citizens like us</p> <p>Figure out the right person to reach, using the internet, and reach out to them</p>
Understanding Systems	<p>Using the example of a human body, explain to the volunteers that in a system, every part has a specific function. Just like it is impossible to eat with your nose or talk with your ears, different departments of the government are restricted to their specific functions.</p> <p>Duration: 1 minute</p>	<p>The goal is to uncomplicate the big anxiety-causing and intimidating system of government. Help the volunteers understand that once they get the hang of things, approaching the system becomes easier.</p>

Accessing Local Government	<p>The objective of this section is to help memorise or introduce the local government helpline number.</p> <p>Steps involved: Identify the helpline number in your city or at the local level where you are conducting the workshop.</p> <p>Build a catchy phrase around it.</p> <p>Recite it multiple times with the volunteers going louder and faster each time.</p> <p>Duration: 2 minutes</p>	<p>Once the volunteers have understood that systems must be accessed through the right channels, giving them the way to reach their local governments at the ward/block or city/district level is very important.</p> <p>To aid in this, we recommend finding the local helpline's number and helping them memorise it in a fun way.</p>
Asking for your Rights Effectively	<p>This section will help the volunteers understand the most effective way to ask for their rights. Use the slide to make three important points:</p> <p>Collect data on the issue faced by speaking to those who might be affected</p> <p>Use the stories you gathered as examples to make your case</p> <p>Provide evidence (videos, photos) where possible</p> <p>Duration: 5 minutes</p>	<p>Demonstrate to the volunteers the need to make their case effectively. Ask them if they tend to remember movies more than textbooks, and why that's the case. Emphasise on the use of storytelling and narrative building while stating the problems, and help them understand the importance of data and evidence for making their case.</p>
Power of Collective Action	<p>The power of collective action can be illustrated in one of numerous ways.</p> <p>For example, through analogies like, "if one person yells, the impact is relatively small, but if twenty</p>	<p>The aim of the section is to help them understand that collective action tends to be more effective in a democracy.</p>

	<p>people yell then the sound travels much further” or by using popular childhood stories that illustrate the power of collective action, such as the tale of a farmer who gives one of his children a single stick and his other child a bundle of sticks. When asked to break it, the single stick breaks immediately, but the bundle does not break easily, thereby demonstrating power in numbers.</p> <p>For a more high-energy activity, the point can also be demonstrated by playing a game where one participant competes against the rest of the group to see who can clap the loudest. Following are the steps to the same:</p> <ol style="list-style-type: none"> 1. The facilitator playfully asks the group, “who is the strongest out of everyone present here?”, and out of whoever raises hands, chooses one volunteer, who is named ‘Team A’. The rest of the group is ‘Team B’. 2. The facilitator then announces that the objective of the game is to see who, out of the two teams, can clap the loudest. 3. The facilitator counts down from 3, and asks the two teams to clap as loudly as they can. After 30 seconds, they ask the volunteers to stop clapping and note that Team B (the group) was louder than Team A (the 	
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	<p>individual), thereby drawing parallels that citizen's voices can reach lawmakers faster as a collective.</p> <p>Duration: 1 minute</p>	
Communication for collective action	<p>This is short section that highlights how effective communication can serve as a tool to empower individuals to come together and take collective action to advocate change</p>	<p>The main objective of this section is to highlight how communication plays a pivotal role in facilitating collective action, enabling groups of individuals to unite around shared goals and mobilise for change. Through effective communication channels, people can amplify their voices.</p>
Levels of communication	<p>Once the importance of effective communication for collective action is explained, different levels of communication is discussed with the volunteers:</p> <p>Individual: This level of communication involves communication with individuals and themselves. It entails their thoughts, beliefs, attitude, knowledge etc.</p> <p>Interpersonal: Interpersonal communication occurs between individuals or small groups. It involves exchanges of information, ideas, and emotions within family, friends and social circle.</p> <p>Community: This refers to interactions within larger groups or communities.</p>	<p>The key takeaway in this section is that these levels of communication are interconnected to each other. Effective communication at the community and policy levels can help build public support and can potentially help drive policy-level change.</p>

	<p>Policy: It involves interactions with policymakers, government officials, and other stakeholders involved in decision-making processes.</p> <p>Duration: 5 minutes</p>	
Tools of Communication	<p>This section commences by inquiring of the volunteers how we can ensure that our voices are heard by policymakers and government bodies. Introduce a variety of mediums, (such as music, art, theatre, digital media, social media, etc.) that can function as instrumental tools for disseminating information to a broad audience.</p> <p>Duration: 2 minutes</p>	<p>The key here is to demonstrate that there ways to reach out larger audiences and social media being one of the most famous platforms to do so</p>
Social Change through Effective Communication	<p>This section begins with the facilitator asking the participants if they'd like to hear a story. Voice modulation and storytelling skills would be handy. The objective is to introduce change makers on social media and their impact on society in order to motivate the participants.</p> <p>Steps involved:</p> <p>Choose an influencer of your choice who has made a remarkable impact on society.</p> <p>Narrate their story, with an emphasis on the effect they had, preferably on a civic or social issue</p> <p>Relate the concept of a social media influencer as explained earlier and the plausible impact they have</p>	<p>Example: Afroz Shah https://www.instagram.com/afrozshah_/?hl=en Afroz is a citizen just like you and I. He used to love going to the beach near his house in Versova. Have you ever been to a beach in Mumbai? Wasn't it dirty? Likewise, the beach Afroz went to was not clean at all. It used to frustrate him that despite so many beaches around in his city he could not enjoy them because of how dirty they are. So one fine Sunday, he decided he was going to go and start cleaning the beach. He posted about it on social media. He believed that maybe that would make a difference and guess what, it did! People were so moved by this action of cleaning the beach alone that they decided to join him too.</p>

	<p>Use pictures of the social media campaign and the impact it had on the slides to help the story.</p> <p>Duration: 5 minutes</p>	<p>And week after week more people got involved in the movement and now it's one of the biggest beach clean up movements in Mumbai, and has inspired countless others to sprout up around the city. They cleaned the beaches so well that aquatic life started to blossom again. The Olive Ridley Turtle that was considered almost extinct made its way back to the beaches.</p>
<p>How to run a Campaign</p>	<p>In this section, take the volunteers through the following steps to understand how to run a campaign:</p> <p>Identify your cause: Build on the story narrated in the previous section to explain how caring for the environment is a cause. Ask volunteers if there is any cause that is close to their heart and why.</p> <p>Start Working: Ask the participants to lead by example and start working on the cause they choose citing Afroz Shah's example of taking to the beach to clean on his own.</p> <p>How to activate one's cause: In this step, ask the volunteers which are their preferred ways of communication. Ask them to start building their cause accordingly. Introduce some free tools available online to make the post more creative and interesting such as canva, inshorts etc.</p> <p>Duration: 2 minutes</p>	<p>This segment is to take the participants through the process of activating a campaign online and show them how to do so effectively. Provide references to free online tools to help them express their creativity. Cite as many examples as possible to support each step like connecting it to the malaria cause.</p>

Responsible Communication	<p>Initiate the section by stating an example from everyday life about some basic social etiquette such as how asking nicely almost always gets the point across easily, or about how getting into a screaming match with a classmate would result in the teacher coming in to address the complaint.</p> <p>After setting the context, explain how similar rules apply to social media. Give the do's and don'ts' based on this premise.</p> <p>Duration: 2 minutes</p>	<p>The objective of this segment is to cover the concept of responsible use of social media to create a safer world online.</p> <p>Emphasise the importance of citing reliable sources online like we would trust a doctor for medical advice and not buy into rumours. Similarly, teach them how to not spread rumours and to always be mindful before sharing or re-sharing information on social media. Examples can be shared of how rampant misinformation during the COVID-19 pandemic proved to be harmful to many people.</p>
Dealing with Trolls/Bullies	<p>Begin this section with asking volunteers if they have ever been bullied online, called names or if someone has said unpleasant things to provoke them.</p> <p>After volunteers share their experience regarding bullying online, move on to providing some tips on how to deal with bullies such as:</p> <ul style="list-style-type: none"> - Staying calm - Always relying on facts to make a point instead of personally attacking someone. <p>As per the training deck, take them through the process of reporting or blocking an account on various platforms such as Facebook,</p>	<p>This section is meant to equip volunteers with basic know-how on dealing with unpleasantness and bullying online.</p> <p>Encourage participants to liberally use the block and report buttons to protect their safe space online.</p>

	<p>Twitter, Instagram, YouTube etc. Explain how the two differ as reporting would send a complaint to the platform to flag the account and blocking would block the account from contacting you in any way.</p> <p>Duration: 2 minutes</p>	
Cyber Crime	<p>Ask the participants what they would do if someone would send pictures they are not meant to see or if blocking isn't helping.</p> <p>Build to the narrative that asking for help from adults can prove to be useful and the adult could be anyone. Ask participants if they have heard of cyber crimes and to list some.</p> <p>To lodge a complaint you can go to the National Cyber Crime Reporting Portal. The portal will help you lodge a police complaint against someone for their behaviour and actions</p> <p>Duration: 2 minutes</p>	<p>As explained earlier there are some rules in the online world just as they are offline. And much like the offline world, there is police presence online to maintain order.</p> <p>The participants must be made to feel safe in this section. The aim is to introduce the National Cyber Crime Reporting Portal to the volunteers to deal with Cyber Crimes and what would account as one.</p>
Sustained Engagement in the Social Sector	<p>The goal of this section is to supplement the volunteers with ways in which they can engage in development or social sector:</p> <p>Identify Cause: Ask volunteers to identify their areas of interest and topics that inspire them.</p> <p>Identify Skills: Ask them to identify</p>	<p>This section helps the volunteers to get relevant information that they need to get started in the social sector. Additionally it underscores the vital role of networking in achieving personal and professional objectives.</p>

	<p>their current skill set and consider acquiring relevant skills.</p> <p>Start working: Motivate volunteers to start exploring online platforms for suitable opportunities in their respective sector of interest.</p> <p>Introducing effective platforms for civic engagement: At last, introduce platforms like Civis, where participants can exercise their civic rights by providing feedback on policies that affect them.</p> <p>Conclude the session with a slide listing various website, newsletters that list out the opportunities of job/ volunteerships/ internships in the development sector.</p> <p>Additionally also explain the importance of networking through online platforms like LinkedIn or in person interactions through various guest lectures and events that are conducted in their colleges.</p> <p>Duration: 2 minutes</p>	
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Meeting with Local Civic Authorities

Interactions and meetings between volunteers and officers from the ward-level Pest Control Departments of the BMC played a pivotal role in the ChooMacchar Campaign. These engagements were instrumental in fostering rapport between civic authorities and the community at large. During these sessions, officers shared valuable insights such as the department's structure, functions, roles, responsibilities, vector-control methodologies, and preventive measures for mosquito-borne diseases. The inclusion of practical demonstrations using larvae samples, mosquito nets, and related equipment captured the volunteers' attention effectively. The officers were appreciative of volunteers' contributions, which further bolstered their confidence and commitment to the campaign.

It is recommended to schedule such interactions, preferably aligned with workshop days, with the designated officer for complaints or the department in charge of vector control in the respective municipal bodies. These meetups can be organised in classrooms or community venues. This would help bring the young citizens and the system closer together and it would help the participants to know that someone is listening. Participants can be encouraged to ask questions regarding vector-borne disease prevention and share their experience with the officials.

Notes for the Facilitator:

- It is recommended to have formal documentation acknowledging program collaboration with civic authorities, such as a Memorandum of Understanding (MoU), permission letter, or a program report, which is signed and acknowledged by the appropriate authorities within the municipal body. This can make the process of building relationships with local civic bodies easier.
- Approach local civic officials at the outset of the campaign to share information about the campaign's design, objectives, and targeted communities. The facilitator can obtain relevant contact details, including phone numbers of the officer and an alternate point of contact, to streamline coordination.
- Timely coordination with the officers to determine their availability and mutually convenient dates and timings for interaction sessions is important. It is good practice to communicate these details to the respective officers at least a week in advance for adequate preparation.
- Prior to the session, the facilitators must communicate the agenda and objectives to the visiting officers. They can also request the officers to bring larvae samples and other demonstrations to enhance volunteer engagement, and discuss any logistical arrangements required, such as a projector.
- Begin the session with a brief introduction of the visiting officer, highlighting their role and expertise. The facilitators can also structure the session by allocating time at the end of the session for volunteers to ask questions and share experiences. The session must be

concluded with a concise vote of thanks to express appreciation for the civic officials' participation and insights.



Extra Energisers:

These are activities that can be used to bring back energy in the room in the middle of the workshop.

Name with a twist: The participants have to say their name backwards while introducing themselves. Eg: Palak would become Kalap

What's the next number: In this group activity the participants have to start counting one by one but in no particular order. They must look at each other to gauge if anyone will speak. The trick is to say a number while no one else is saying it. They cannot go in the order of where they are sitting. Only one person can speak the number and in case two people say it together, the activity starts again.



Engagement

The objective of all engagement activities is to supervise and assist the participants through the campaign. As the campaign is phased out over 4-10 weeks, it becomes necessary to check-up and to ensure the volunteers know you are actively available to help them through the process. The engagement model can look very different for each training depending on the cohort and your relationship with them. If the organisation has engaged actively with the participants prior to this training for various other programs, the inherent level of trust will aid the engagement rates. For the participants, the activities outlined in this section might help sustain interest.

Steps to build your own engagement model for the training:

1. Identify primary avenues for engagement and redressal such as weekly calls, whatsapp check-ins, online meetings.
2. Identify your point of contact at schools or organisations that the volunteers come from and see if they can help facilitate the engagement process. Key facilitators could be teachers incharge, program coordinator of the volunteer organisation etc.
3. Set your engagement goals and create a timeline depending on the response of the participants. You could schedule events bi-weekly or weekly depending on the feasibility. The objective is to ensure that volunteers are working consistently through the campaign.
4. Lastly, keep the plan dynamic and use digital tools to engage more effectively.

Engaging Volunteers

Following are some tools you can deploy to engage volunteers effectively and efficiently:

- **WhatsApp groups:** To engage with a cohort at once and solve maximum queries, it is advisable to have one place for formal communication such as schedules, updates etc. It more importantly helps those participants that may have a problem but aren't able to phrase it and through the course of solving a similar query, they may be able to seek guidance. Encourage participants to share their concerns on the group and use it to post updates and photos from the field work. Keeping the conversation light but restricted to the program will help maintain decorum and focus.
- **Check-in calls:** You can schedule weekly or bi-weekly group calls on google meet or a platform of your choice to communicate and check up on the participants, collect feedback on their home visit activities and to track your weekly data points to assess the progress of the campaign.
- **Weekly submissions of progress:** To ensure that the participants are performing, you could request for weekly submissions of numbers and pictures of record keeping forms.

- **Personal Phone Calls:** You could schedule personal calls with each of your volunteers a couple of minutes a week to foster a more personal relationship and to check-in personally with them on how the work is going. As this can become difficult to do as the scale of the program goes up, interns/facilitators/volunteers could be assigned to assist with this task.
- **Periodic Incentives:** You could also introduce weekly competitions with some incentives to motivate the participants to perform. Leaderboards with winners can be sent out to the groups to encourage participation and reward good behaviour.
- **Shadow Visits:** Facilitators can volunteer themselves to go for a few home visits with the participants to not only assess their work but to also understand challenges faced on-ground and incorporate the learnings.
- **End-of-campaign rewards:** All the participants can be provided with certificates signed by the local civic officials to acknowledge their efforts in the campaign. The participants can be informed about these certificates at the start of and during the program to encourage better and more consistent participation. In addition, the participants can also be informed about certain surprise gifts for best performers at the end of the campaign. If the resources allow, a limited number of top performing students can also be rewarded with an exposure visit, where they can be taken to a city or town different from theirs, where they can learn more about vector-borne disease prevention efforts as well as get acquainted with the healthcare systems and civic bodies there, in addition to fun perks such as sight-seeing. Best performers can be selected on certain metrics such as number of homes visited, participation during workshops, and active communication during weekly check-ins.
- **Academic and extracurricular rewards:** When working with educational institutions such as schools and colleges, or with volunteer groups such as the National Service Scheme (NSS), an agreement can be arrived upon whereby students can be rewarded with perks such as number of volunteer hours or extra marks in practicum engagements, etc. Participants can be informed about the same at the start of the program to encourage better participation.

Engaging Citizens at Large

Media can be a powerful tool to inform and educate the general public about vector-borne disease prevention. While volunteers play a pivotal role in covering ground in low and middle-income localities through fieldwork, individuals with access to technology can be effectively mobilised via digital and social media platforms. This can be achieved by crafting and disseminating compelling content on popular platforms such as Instagram and Facebook. The content, comprising graphics and short videos, should be visually appealing, and the language employed must be concise and accessible. It is advisable to create content in both English and regional languages to reach a wider audience.

Moreover, leveraging existing tools like websites, content or apps designed for vector-borne disease prevention and complaint resolution, created by the civic body, can be promoted online through targeted advertisements and strategic partnerships.

Partnerships for Generating and Promoting Content

When it comes to content generation and promotion, exploring collaborations with hyperlocal digital and social media platforms proficient in civic awareness content creation is beneficial. Additionally, tapping into the agency's expertise in social media content promotion can further amplify the reach of existing apps, websites, or content disseminated by civic authorities, thereby activating citizens in the targeted geography. Examples of the content include:

- <https://www.instagram.com/reel/C4iSCVbymia/?igsh=MXlwa2JrNzY2NXI1eO==>
- <https://www.instagram.com/reel/C4P3no0yDIV/?igsh=a3M3YzJ1MDEzcW5r>
- <https://www.instagram.com/p/C4r42FRoL27/?igsh=anVzd2FidWs3Mzl1>
- <https://www.instagram.com/reel/C4ISFqwS9cs/?igsh=NHFjdjNrbW81eGM4>



Government Partnerships

Relationship with the Civic Authorities

Strengthening rapport with key stakeholders such as the executive health office, insecticide office, and local pest control departments at both ward and city levels was imperative for the program's success. Regular sharing of status reports and updates on program progress with these authorities is essential to maintain a strong relationship. Additionally, establishing new partnerships within the civic body, such as with the education and school health departments, can facilitate the successful citywide expansion of the program. Meetings were set up, at the start of the program, with various officials within the public health department to seek their inputs in program design and implementation. At the end of the program, a review meeting with the civic authorities for an overview of the program, and discuss its successes and learnings.

The Insecticide Officer (IO) continued to lend his support to the project and also agreed to share ward level data on high-risk areas, which informed our decisions of volunteer recruitment. The Pest Control Officers (PCO) of all the wards we approached were extremely receptive to the program. They were easy to approach and had a lot of valuable insight from other similar initiatives that they had partnered with to share with us. Working closely with the PCOs, we developed a system to schedule interactions and meet-ups between volunteers and department officials at mutually convenient times within the school and college premises. The officers shared interesting insights on the history of vector borne diseases in Mumbai, and the ways to prevent cases from rising. The importance of behavioural change within the residents of Mumbai was emphasised greatly by many members of the department.

Along with the pest control officers, the volunteers also had the opportunity to interact with the foot soldiers of the pest control department and had the chance to understand the situation on ground. They were exposed to the importance of having dry days for water drums, behaviour patterns of different mosquitoes, unexpected domestic hotspots such as coconuts and many other valuable lessons. Information was also shared about the Pest Control Department's annual work cycles and their efforts to keep vector borne diseases in check. Officers also appreciated the methodology used by the team to train volunteers.

The program succeeded in bridging the gap between citizens and governments through data, technology, and open and constructive dialogue.

Notes for the Facilitator:

- Approaching the local authorities before the start of the program will help build a solid foundation for the relationship, and give them an opportunity to provide any inputs if necessary.

- Having clearly defined objectives and asks from the authorities will help them support the program better. Outline the requirements in an email or a one-page proposal and submit it to them for approval. An MoU can also be signed to formalise the relationship.
- Ensure that there is a single point of contact at each office, along with a back up PoC at each ward office. This will help streamline the process of sending and receiving updates on complaints made by the volunteers.
- Invite the officers for workshops and create other avenues for interaction with the volunteers where possible.
- Encourage field visits from participants accompanied by the officers where possible. We found this to be a really rewarding learning experience.
- Follow up diligently and keep in regular contact with the officers at different levels to ensure that the maximum number of public hotspots reported by the volunteers are addressed.

Partnering with the National Service Scheme (NSS)

The National Service Scheme (NSS) emerged as a pivotal partner owing to its widespread presence across numerous colleges. It became a significant partner in enlisting a substantial cohort of civic-minded youth volunteers throughout the city. Consequently, a campaign proposal tailored to engage NSS volunteers was drawn up, delineating program objectives, structure, timeline, and budgetary considerations. Collaboratively, inputs in program design were sought from the NSS office at the University of Mumbai. Following this, a list of high-risk wards and affiliated colleges in these wards was also shared. Upon integration of feedback and aligning program dynamics with the NSS schedule, the campaign garnered formal approval for 20 volunteer hours, endorsed by the NSS under its 'Area-based Activity' framework. A formal acknowledgment in the form of a sanctioned letter was procured from the NSS, consolidating the partnership. Subsequently, efforts were directed towards liaising with NSS Program Officers in affiliated colleges, to finalise logistical elements such as workshop dates and classroom availability.

Post-campaign evaluation involved the preparation of college-wise hour allocation charts, delineating the distribution of volunteer hours (out of the sanctioned 20 hours) based on individual performance during the campaign. The hour allocation criteria, as given below, adhered to a structured framework, ensuring equitable recognition of volunteer contributions.

Criteria	Time Required		Maximum Hours Allocated
Workshop 1 Attendance	1.5 hours		1.5
Workshop 2 Attendance	1.5 hours		1.5
Pest Control Officer Interaction	1 hour		1
First Home Visit	2.5 minutes per home	(Upto 200 homes)	8

Follow-up Home Visit	2.5 minutes per home	(Upto 200 homes)	8
Total Hours :			20

This student-wise hour allocation data was calculated and subsequently shared with both the NSS office at the University and the respective Program Officers at the partnering colleges, fostering transparency and accountability throughout the collaboration.



Success Markers

The measure of success in the ChooMacchar campaign can depend on the following metrics:

1. Number of youth trained in the program
2. Number of training sessions held during the program
3. Number of active participants at the end of the program
4. Number of home visits conducted by the participants
5. Number of home revisits conducted by the participants
6. Number of homes where positive behaviour change was observed by the participants
7. Number of interactions facilitated between volunteers and pest control officers

This is an indicative list, and each implementing partner is requested to devise their own program metrics which are relevant to the demographic they are working with.

Notes for the Facilitator:

- Tracking these metrics weekly, or bi-weekly is essential to measure the success of the program.
- We recommend that the data cleaning exercise be undertaken twice a week.
- It helps to set ambitious but achievable goals at the start of the program internally.
- It also helps to convey the targets to the volunteers and provide clear instructions on how to achieve them.
- Student performance is tied to incentives and engagement activities must also be monitored to test for efficacy.

Building Upon The Program

Sustainability

To ensure the program's sustainability, top performing volunteers from prior phases were transitioned into facilitator roles. The recruitment criteria for facilitators included a minimum age requirement of 18 years, and interested candidates expressed their intent through a Google Form circulated among volunteers. Subsequent interviews were conducted to select part-time facilitators.

These facilitators underwent comprehensive orientation sessions to familiarise them with the program's objectives, their responsibilities, and the code of conduct. They participated in numerous on-field training sessions throughout the program duration, which focused on the workshop content and experiential teaching methods. Additionally, regular weekly check-ins were conducted with each facilitator to address challenges and exchange feedback on their facilitation techniques. In addition to facilitating workshops, these individuals were tasked with

maintaining engagement among volunteers through weekly check-ins, preparing volunteer kits, and compiling data for monitoring and evaluation purposes.

The facilitators' prior experience as ChooMacchar volunteers provided them with a deep understanding of the subject matter and practical insights into fieldwork. This background enabled them to effectively address challenges encountered by the volunteers they trained during this phase. Their repeated exposure to the workshop content enhanced their proficiency in facilitating sessions with increasing confidence.

Serving as facilitators not only honed their public speaking abilities but also provided valuable experience in program design and implementation, empowering them to make a tangible social impact. Through this approach, the program expanded citywide, leveraging the dedication and expertise of its volunteers in a sustainable manner.

Conclusion

This manual is a publicly accessible document available under a [Creative Commons \(CC BY-ND 4.0\)](#) licence for free, public use. However, to build upon the program and create repositories of accessible content, we request that any learnings from executing the program be shared back with us, in addition if training content is translated into any regional language, please share the translated documents with us for further use.

In case of any queries or to share materials with us - please write to us at info@civis.vote with the subject line 'ChooMacchar ToT'. Thank you.

