Training material outlines to Activity 4.1.2. of the Climate and Clean Air Coalition Work Plan Project for the City of Dar es Salaam, Tanzania

*Project period: October 2015 - October 2016*

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Project commissioned by:
**International Solid Waste Association (ISWA) on behalf of the Climate and Clean Air Coalition Municipal Solid Waste Initiative (CCAC Waste Initiative)**
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1. Introduction and background

The purpose of this document is to incorporate all training material outlines and concepts which were used for Activity 4.1.2. of the Work Plan for Dar es Salaam City. The Work Plan was funded by the Municipal Solid Waste Initiative of the Climate Clean Air Coalition (CCAC Waste Initiative) and implemented (between Sept 2015 and April 2018) by the International Solid Waste Association (ISWA) on behalf of the CCAC.

The International Solid Waste Association (ISWA) is a key partner in the CCAC WASTE INITIATIVE and it has been working closely with the Initiative on the strategic level and in various project activities. In Dar es Salaam, Tanzania, ISWA has conducted two preliminary assessments, in December 2014 and January 2015, to map to map the overall waste management situation in the city. Based on the results of those two missions and further discussions with the Dar es Salaam City Council (the main partner), ISWA proposed a Work Plan which targeted improvements in various waste management areas.

Within the framework of the Work Plan, one activity focused on gaining a better understanding of household level attitudes to the local waste management service, waste generation and handling, and the implementation of an awareness raising campaign targeting public institutions (mainly schools) and households. As the first step, a baseline survey was conducted by BORDA in Mabibo and Makuburi wards in the Kinondoni Municipality covering 1000 families (500 in each ward), in late 2015. The data collected was segregated by ward, type of waste and degradable vs. non-degradable waste. The results of the baseline study were integrated into the awareness raising campaign materials.

The awareness raising campaign lasted one year, from October 2015 until October 2016 and it was conducted by BORDA (the Bremen Overseas Research and Development Association) and its local partner, Nipe Fagio. The campaign consisted of a general awareness raising, clean up campaigns in various locations and a competition between interested sub-wards (Mtaas). All steps of the campaign were coordinated with the Dar es Salaam City Council and other local government authorities. Through BORDA’s close cooperation and good standing with the Kinondoni Municipality, the project had continuous support from the district leadership.

A more detailed description and summary of the awareness raising campaign is available in the implementation report of Activity 4.1.2. of the CCAC Work Plan Project\(^1\). This document includes the concept of the awareness raising campaign and outlines of the training materials used during various events.

\(^1\) Awareness Raising Campaign: Cleanest Neighbour Competition Program in Dar es Salaam. Implementation Report of Activity 4.1.2 of the CCAC Work Plan project for Dar es Salaam, Tanzania. 04.2017. ISWA
2. Project participants and their roles and responsibilities

The following institutions, organizations and community leaders took part in the awareness raising campaign and the Cleanest Mtaa Competition within the program. All of these partners received targeted capacity building and/or personal consultations through BORDA and Nipe Fagio, and many of them participated at the workshops organized by ISWA within the framework of the Work Plan project.

A. Ministry of Environment
   - Provision of guidance to the municipal council and other resources including finance and equipment

B. Dar es Salaam City Council
   - Coordination and collaboration of solid waste management
   - Ensure the management of solid waste and responsibility for final disposal site
   - Awareness creation for solid waste management to the local government authorities

C. Kinondoni Municipal Council
   - Primary responsibility for implementing solid waste management
   - Approval of by-laws to enforce laws
   - Inspection of environment clean up status
   - Awareness creation to ward and sub-ward members on solid waste management issues
   - Responsible for managing solid waste at markets and drainage systems

D. Ward
   - Provide contracts or approval for private service providers or contractors if collection is done at the ward level
   - Inspection of solid waste management (household participation and private service)
   - Awareness creation to citizens

E. Sub-ward
   - Provision of solid waste contracts and supervision of contractors/service providers
   - Monitoring service provider performance
   - Encouraging community members to pay waste collection fees

F. Tenzel leaders (leaders who manage 10 houses each)
   - Provision of information about waste collection services
   - Reporting of contractor/service provider activity status to community meeting
   - Facilitation of the formulation of solid waste collection zones
• Supervision of solid waste collection schedules as agreed in zone meetings

G. Community members

• Manage waste at source (point of generation)
• To give their waste (only) to approved service providers

3. Preparation of households for the Cleanest Mtaa (sub-ward) Competition Training and Awareness Measures

An awareness raising campaign was conducted in multiple schools, involving students to actively participate in thinking about how to protect their environment and find solution for existing problems.

One of the main elements of the awareness raising campaign was the “Cleanest Mtaa Competition”, which targeted neighbourhoods motivating them to clean up their environment and compete for a prize. The so called tenzel leaders played a key role in the community engagement part. Such leaders are selected by the community and they are responsible to “overlook” ten households. Community members generally trust tenzel leaders very much and thus much effort was invested into gaining their “approval” and contribution for the project.

The short concept of the awareness raising campaign is discussed in the rest of the chapter below. Chapter 4. Discusses the activities in some more detail.

A. AWARENESS AND TRAINING PACKAGES

School Outreach Program

• Module 1: General awareness raising presentation on Solid Waste Management practices was provided by Nipe Fagio. The content covered basic information about solid waste and its impact on community health and environment.
• Module 2: During module 2 students participated in an innovation activity where after brainstorming they developed a project that would aim to increase awareness and improve practice in solid waste management within the school and at their home.
• Module 3: During this module a creative workshop was conducted. Students created a product for the school assembly (e.g. posters, songs or announcements).
• Module 4: Students pitched their products made on module 3 at the school assembly and educated other students with environmental messages they created during their project.

More detailed information on the modules is available in Chapter 4.
All schools were tested whether the messages penetrated to all children satisfactorily.

- A list of questions were provided to teachers who are the responsible focal points for health and environment subjects.

C. COMMUNITY OUTREACH PROGRAM

This program aimed to reach to all community groups within the project area (the two sub-wards in Kinondoni Municipality). Visit were planned based on each community group’s meeting schedule.

- **Visit 1**: A participatory awareness raising presentation on waste management. The content covered basic information about solid waste, its impact on community health and the environment as well as proper waste management practices.
- **Visit 2**: Presentation about the reduction of solid waste management, including discussions about source separation. The main topics discussed were: rethink/refuse, reuse/repair and recycle.
- **Visit 3**: General knowledge, practices and attitudes towards solid waste separation and management. It was tested whether participants started to practice what they learnt and whether they succeeded to establish new habits (e.g.: through discussions about what went well and what challenges they encountered). All challenges of the group members were addressed at the meetings.

D. EVALUATION VISIT

The information provided to the groups was followed up at the fourth visit and the obtained knowledge was evaluated based on topics discussed at all 3 visits.

E. COMMUNITY CLEAN-UP PROGRAM

- Pre-event meeting was conducted aiming to select an area targeted for clean-up event. Supervision and equipment for the event, such as collection bags and gloves were provided and the municipal trucks transported the collected waste to the final dump site.
- Community members were encouraged to volunteer on these clean-up events.
- Approximately one hour was dedicated for the clean-up events. Participants were encouraged to apply the “walk and pick” method for clean-up.
- The organizers collected feedback from participants on their evaluation of the area before and after the cleanup activity.

F. AWARENESS RAISING - BORDA

Objectives

The awareness raising campaign promoted the improvement and coordination of solid waste management services which focused on three target groups. 1) The community as the main generator of waste, 2) the service provider as the collector and 3) the local government authorities
as the responsible institution for waste collection services. The main objectives were to introduce and discuss source separation of waste, warning about health effects of open burning and encouragement to pay waste collection fees.

**LOCAL GOVERNMENT AUTHORITY TRAINING/AWARENESS RAISING**

The sub-ward leader training program on "Overview of Improved Solid Waste Management" intended to bring the community leaders on board, show them solutions for waste problems, introduce them to the cleanest community competition and advise on how to select service providers in the future.

**COMMUNITY LEADERS & TENZEL LEADERS**

The Tenzel leaders received a simplified training on "Overview of Improved Solid Waste Management", about the cleanest mtaa competition and were introduced to individual service providers upon the tenzel leaders’ approval of the service provider.

**INTRODUCTION TO SERVICE PROVISION AND CLEANEST COMMUNITY PROGRAM**

Door-to-door community awareness raising about the new solid waste management services and systems. The organizers handed out a note about laws, services and individual contracts for signing on waste separation at home and the avoidance of burning of waste, participation in the cleanest mtaa program and the first community clean-up. (which was facilitated by Nipe Fagio)

The outline of the "Overview of Improved Solid Waste Management" training provided to Local Governmental Authorities (Sub-ward and Tenzel leaders) is available in Chapter 7.

**G. BORDA WORKSHOPS**

**Objectives**

Training to local government authorities (LGAs) on results of the baseline survey (conducted by BORDA), later on the results of the awareness raising campaign and the key challenges about waste collection and fees.

**Workshop and knowledge management reporting**

The organizers conducted one workshop during implementation phase with key stakeholders to inform them about the baseline survey outcomes, the conclusions drawn from the findings and to keep participants updated about the awareness raising campaign. The second workshop was a wrap up workshop on knowledge transfer and lessons learned and reporting on the key objectives and outcomes.
4. Nipe Fagio Training Programme Description in English

**Cleanest Street Program and Hands-on Training programme provided by the Nipe Fagio YOUTH Group**

This program was established in 2014 during the river improvement project Mlalakua to provide better knowledge about storage of waste in the city of Dar es Salaam. The program was run by young university graduates in science and environmental subjects. These young people (“Youth Ambassadors”) were trained on Nipe Fagio’s strategy and have experience in conducting community meetings, social hygiene and environmental education in schools and community groups (group homes).

The Nipe Fagio Youth Ambassador’s team have been trained on:

- Skills in presentation,
- Contacting various stakeholders,
- Operating empowerment related activities and social gatherings,
- Develop guidelines for environmental education in schools and in the community,
- Prepare and deliver a message about behavior change,
- Community mobilization,
- Time management and report writing.

**WORK CONDUCTED WITH THE YOUTH AMBASSADOR GROUP OF NIPE FAGIO:**

**ENGAGEMENT OF SCHOOLS:**

Four schools were visited in each neighborhood. The program included 5 modules and more than 30 students per school were involved in the modules 1 to 4. Module 5 is presented as a lecture to the entire school.

**Module 1:** Provided general education, explained better conservation of the environment, especially in terms of waste and its impact on community health and the environment. The activity was facilitated by Youth Ambassadors of Nipe Fagio.

Training topics:

- What is waste disposal? and why is it bad?
- Examples of pollution of air, soil and water
- Do not dispose or burn waste
- Ways to reduce waste (reduce, reuse and restore)
- Implementation
Module 2: In Module 2, students discussed and organized the work or project that increased awareness about the best storage of waste within their schools and homes in which they live.

Task - Renewal of Module 1.

Discussions in the group – Nipe Fagio Youth Ambassadors gave guidance on activities that students will do: write a song, draw posters and plan a restoration project. Students are required to split into smaller groups that are easier to deal with.

Each group prepared a song, poster or plans a restoration project. The group prepared a poster after a freely chosen topic. The groups picked a restoration project and created a poster to inform the public about the recovery of the environment.

Module 3: In this module an innovative workshop was conducted, students prepared a topic that was present on the school public image song, poster or announcement as explained in the last module. Nipe Fagio equipment enabled students to improve the quality of their work and the organizers advised students on how to prepare for presentations in front of the entire school.

Module 4: The module contained formation of the environmental message and on practicing it before presenting the lecture to the school. Each group presented their project to classmates, to the classroom and Nipe Fagio Youth Ambassadors, who helped to improve their work by providing feedback.

Module 5: The students presented their projects for fellow students to encourage the entire school to have the same goal of having a clean environment. Nipe Fagio Youth Ambassadors gave a short speech and the idea of what is going on at the beginning and at the end of the exercise. The whole school was invited to a student’s gathering.

COMMUNITY EDUCATION

On social groups, Nipe Fagio Youth Ambassadors visited almost all kinds of the community groups, environmental groups, entrepreneurial, community based organizations and women groups. The team visited every household in the selected regions and they provided education for 10 previously set environmental issues (e.g. solid waste, sanitation, etc.). The group delivered inclusive education, related to better control of waste. The main messages were related to waste, hazardous waste and environmental health in the community and provided different ways of how best to manage waste. Three subsequent visits were conducted to each household.

First visit

Topics:
- The impact of poor waste management
• Do not throw, do not bury waste
• Pay the bill to the official service provider
• Practical implementation of all the above

Second visit

Participatory education on the reduction of waste emissions. What would one do at home to reduce the waste generation?

Topics:
• Review of lessons learned during the first visit
• Ways to reduce waste (think, reuse and recover)
• Waste separation
• Practical implementation of all the above

Third visit

Follow up with the groups whether there are any changes since they got educated. Tried to mobilize the community on how best to control waste and devised the best way to make these changes sustainable.

Topics:
• Through what is taught during visit 1 and visit 2.
• Examples of people who changed the terms of the solid waste treatment
• Success stories collection
• Discussion of challenges
• What can be done so that these changes will be sustainable

SANITATION EDUCATION

In partnership with local leaders (sub-ward and tenzel leaders) and motivated community members Nipe Fagio visited three times in every household of the selected communities. Individuals were invited by their local leaders to the sanitation education events. If their officials are mobilized, then community is more willing to participate in sanitary and hygiene related activities in general. Waste collected in this community is transported to disposal by the service provider of the respective area.

SESSION AFTER THE SANITATION

Two weeks before the social hygiene education was carried out, sub-ward leaders conducted a session on planning the activities. Tenzel leaders dedicated to the community were invited to the meeting by the ward leader. Participants discussed and agreed on the date, time, location and
directions on how the sanitation and hygiene education will be conducted. Moreover, the meeting place and waste collection areas are agreed upon.

COMMUNITY CLEANUP PROJECTS

On the day of the clean-ups, sub-ward leaders and community members gathered in the previously selected area. Nipe Fagio Youth Ambassadors provided parcels and gloves for all participants and explained the method of collection. After the participants’ comments and questions, they were divided into groups with assigned leaders. The groups scattered in the area, using the so-called “walk and pick” method to collect waste. Nipe Fagio Youth Ambassadors ensured that everything was going as planned, checked time schedules counted participants and the number of bags of garbage collected. By the end of the activity some lectures were provided to all participants to recall the reasons for avoiding littering. The teams remained in the area until the desired cleanliness was reached and the respective service provider transported the waste from the relevant area.

DOOR TO DOOR EDUCATION

The goal of this activity was to introduce a house-to-house service provider for waste collection in the community. The activity was executed in cooperation with the local government especially the tenzel leaders. Nipe Fagio prepared notes and reports about the contract provider they wanted to introduce to the community. Schedules, and fees for garbage collection and disposal and the rules and penalties for those who are noncomplying (burying and burning waste) were presented.

For every 600 households 100 households were visited, depending on the number of households in the neighborhood. The neighborhoods were divided into zones based on the number of officers in the respective neighborhood. In partnership with Nipe Fagio Youth Ambassadors 15 – 25 households were visited in each neighborhood.

Each household signed a letter, and agreed to the amount of fees to be collected by the service provider. Moreover, every home received education about the effects of inadequate management of waste and received a brochure with the same written message, which discussed:

- Payment of the waste fees
- Ways to reduce the production of waste
- Waste separation

After the door-to-door awareness raising Nipe Fagio organised forums and local government to discuss the issues raised in the community, including the challenges and progress made in the community.
5. Awareness raising campaign: “Cleanest Mtaa Competition”

The Cleanest Mtaa Competition was promoted with the following flyer, which contains the description of the entire project concept and provides an outline for all activities:
6. Dates of capacity building provided to stakeholders within the awareness raising project

Table 1. contains information about the dates when capacity building training was provided to the local leadership and local government authorities within the framework of the awareness raising project. The table does not contain workshop dates organized on behalf of the CCAC and dates for the institutional capacity building (that is the visit of schools).

<table>
<thead>
<tr>
<th>EVENT / TARGET GROUP</th>
<th>DATE</th>
<th>Nr. of PART.</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGA meeting</td>
<td>17/12/2015</td>
<td>16</td>
<td>Introduction and discussion of the awareness raising campaign and cleanest Mtaa competition with local government authorities.</td>
</tr>
<tr>
<td>Bibangu Mwongozo Workshop</td>
<td>08/03/2016</td>
<td>18</td>
<td>Workshop for community leaders about improving solid waste management and Cleanest Mtaa Competition.</td>
</tr>
<tr>
<td>Awareness creation</td>
<td>29/03/2016</td>
<td>12</td>
<td>Awareness raising and promotion of the Cleanest Mtaa Competition among subward leaders.</td>
</tr>
<tr>
<td>Overview of SWM / LGA's WS</td>
<td>30/03/2016</td>
<td>12</td>
<td>Workshop for local government authorities about improving solid waste management and update on Cleanest Mtaa Competition.</td>
</tr>
<tr>
<td>Tenzel leaders' training</td>
<td>06/04/2016</td>
<td>12</td>
<td>Train the trainers event: capacity building for tenzel leaders to raise awareness on waste management issues in their respective areas and prepare for the cleanest Mtaa competition.</td>
</tr>
<tr>
<td>Tenzel leaders' training</td>
<td>19/04/2016</td>
<td>8</td>
<td>Train the trainers event: capacity building for tenzel leaders to raise awareness on waste management issues in their respective areas.</td>
</tr>
<tr>
<td>Tenzel leaders' training</td>
<td>20/04/2016</td>
<td>28</td>
<td>Train the trainers event: capacity building for tenzel leaders to raise awareness on waste management issues in their respective areas.</td>
</tr>
<tr>
<td>Judgement team</td>
<td>13/07/2016</td>
<td>7</td>
<td>Capacity building and evaluation preparation for judges of the Cleanest Mtaa Competition.</td>
</tr>
<tr>
<td>Identify sub-wards</td>
<td>14/07/2016</td>
<td>9</td>
<td>Discussion with subward leaders to identify and select the competing subwards for the Cleanest Mtaa Competition.</td>
</tr>
<tr>
<td>Judgement team visit</td>
<td>15/07/2016</td>
<td>8</td>
<td>On-site visit to competing subwards.</td>
</tr>
<tr>
<td>Ward &amp; sub-ward leaders meeting</td>
<td>15/07/2016</td>
<td>14</td>
<td>Project status update and further requests regarding implementation.</td>
</tr>
<tr>
<td>Judgement team</td>
<td>28/07/2016</td>
<td>10</td>
<td>Decision about Cleanest Mtaa Competition evaluation criteria.</td>
</tr>
<tr>
<td>Judgement evaluation visit</td>
<td>02/08/2016</td>
<td>8</td>
<td>Visit to Mwngozo sub-ward and evaluation.</td>
</tr>
<tr>
<td>Judgement evaluation visit</td>
<td>02/08/2016</td>
<td>6</td>
<td>Visit to Kibangu sub-ward and evaluation.</td>
</tr>
<tr>
<td>LGA's WS</td>
<td>05/08/2016</td>
<td>24</td>
<td>Workshop for local government authorities to provide update on Cleanest Mtaa Competition and capacity building on household engagement.</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Announcing winners to LGAs</td>
<td>05/08/2016</td>
<td>14</td>
<td>Announcement of the winners and coordination to the local governmental authorities.</td>
</tr>
<tr>
<td>Sub-ward leader's CMP award</td>
<td>06/10/2016</td>
<td>12</td>
<td>Award ceremony for the sub-ward leaders for the Cleanest Mtaa Competition.</td>
</tr>
</tbody>
</table>

Table 1.1.: Dates of capacity building meetings and consultations organized by BORDA.

The planning, milestones of progress and the results of the awareness raising campaign and the Cleanest Mtaa Competition were presented at all workshops organized within the CCAC Dar es Salaam Work Plan project framework, facilitated by ISWA:

1. 28-30 September 2015: Project kick-off meeting,
2. 10-12 August 2016: Technical and Managerial Aspects of a New Sanitary Landfill Construction/ Landfill Management Workshop,
3. 7-8 December 2016: Workshop on Organic Waste Management,
4. 25 April 2017: Financial Management of Municipal Waste Management Activities,
5. 27 April 2017: Final Project Closing Conference.

7. Overview of SWM Training Outlines in English

A Detailed Training Programs for LGAs

Project: .......
Implementing Partners: .......
Workshop Facilitator: .......
Location: .......
Date: .......

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Items</th>
<th>Methodologies</th>
<th>Tools / Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction and Welcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09:30-10:30</td>
<td>Sign in attendance form and individual introduction</td>
<td>Individual introduction</td>
<td>- Flip chart &amp; marker pen</td>
</tr>
<tr>
<td></td>
<td>1. Introduction activities:</td>
<td>- Questions &amp; Answers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Basic rules- set by group (stay on time, respect others talking, active participation,</td>
<td>- Explanation</td>
<td></td>
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<tr>
<td></td>
<td>3. Name, role, and ‘what to need to achieve on the service you provide…” activity</td>
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<td></td>
<td>4. Select chairperson of the day and secretary</td>
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</tr>
<tr>
<td>Time</td>
<td>Activity</td>
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<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30-11:45</td>
<td><strong>Energizer Tea Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:45-12:45</td>
<td><strong>Exercise 1.1:</strong> Read and explain the description below about the meaning of waste, share the cards for. ‘Solid’ and ‘liquid’ waste categories” have participants place examples into the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BORDA and Project overview – organization vision and project goals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise: 4.1.1. DESWAM Approach in unplanned areas. It is difficult for the mtaa to be able to logistically deliver waste out of some areas especially since there is a lack of proper roads to many areas. Facilitator to explain fact about waste in Dar. <em>The goal is to work with these communities to establish individualized solid waste management systems that match the particular needs of each community.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30-11:45</td>
<td><strong>Energizer Tea Break</strong></td>
</tr>
<tr>
<td>11:45-12:45</td>
<td><strong>Exercise 1.1:</strong> Read and explain the description below about the meaning of waste, share the cards for. ‘Solid’ and ‘liquid’ waste categories” have participants place examples into the</td>
</tr>
</tbody>
</table>

| **Overview of agenda and objectives of day** |

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30-11:45</td>
<td><strong>Energizer Tea Break</strong></td>
</tr>
<tr>
<td>11:45-12:45</td>
<td><strong>Exercise 1.1:</strong> Read and explain the description below about the meaning of waste, share the cards for. ‘Solid’ and ‘liquid’ waste categories” have participants place examples into the</td>
</tr>
</tbody>
</table>
Exercise 1.2: Participate to identify other local waste- write on empty cards then add to the write categories and emphasize on types waste.

Types of Solid Waste:
- **Organic Waste**: waste that is biodegradable (will breakdown). This waste can be turned into compost, which can help improve soil for growing food.
- **Recyclable Waste**: waste that can be reused and can be sold (has a value).
- **Residual Waste**: all waste that cannot be utilized for recycling or composting and goes to the dump site.
- **Hazardous Waste**: Waste that is dangerous to human or environmental health if not disposed of properly or is difficult to manage (for ex. used tires, chemical cleaners, batteries).

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
<th>Question and Answers</th>
<th>Flip chart and mark pen</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:45-12:50</td>
<td>Ask participants to mention 2 plans and unplanned area in Dar, then discuss 3 characteristics of both.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 12:50:1:20    | **Exercise 2.1.1**: Ask participants to describe the current solid waste management situation in their community. Lead a discussion about what is happening in their locality. Key topics that come up should include:  
1. Do you have a solid waste service provider?  
2. Does the service provider have a contract with the sub ward, ward, or municipality? Formal contact!  
3. What is their collection schedule?  
4. Who collects the solid waste service fee?  
5. Do you have a transfer station?  
6. Where is the final dumpsite for the solid waste service provider located?  
7. Who is responsible to monitor service provision? | Question and Answers | Flip chart and mark pen |
<p>| 1:20-2:00     | <strong>Energizer - Lunch Break</strong> |                      |                         |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
<th>Instructions</th>
<th>Tools/Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00-2:15</td>
<td>Participants explain the current waste management situation and discuss who pays fees, why or why not.&lt;br&gt;&lt;br&gt;<strong>Exercise 2.1.2:</strong> Ask participants, do you pay fees for your domestic waste collection and have you ever seen someone in your Sub Ward not paying fees for domestic waste disposal? What might be the reasons for NOT paying fees?</td>
<td>Write down these answers on a flip-chart paper.</td>
<td>Flip chart and mark pen</td>
</tr>
<tr>
<td>2:15-2:35</td>
<td>Participants should be able to identify and discuss SWM bylaws and to point out their responsibilities in waste disposal law enforcement.&lt;br&gt;&lt;br&gt;<strong>Exercise 2.2.1:</strong> Refer to the previous situation analysis and point out issues related to laws/bylaws and ask the participants to name the law/bylaw relevant to those issues and if they apply them. Include in this discussion the challenges for the LGAs to enforce/apply the laws/bylaws and who is responsible to apply each one mentioned</td>
<td>Write down these answers on a flip-chart paper.</td>
<td>Flip chart and mark pen</td>
</tr>
<tr>
<td>2:35-2:50</td>
<td><strong>Exercise 2.3.1:</strong> Who should pay for the waste fee and what will be the effect of not paying waste fee '&lt;POLLUTERS PAY PRINCIPLE' What does it mean? One who caused pollution must pay to clean and any damages caused</td>
<td>Participant to write on cards result of no payment</td>
<td>Blank cards to write the result of not pay</td>
</tr>
<tr>
<td>2:50-3:20</td>
<td><strong>Exercise 3.2:</strong> Participants to identify the impacts of Human and Environmental health in unplanned areas where there is a lack of waste management cards.</td>
<td>Participant Pin the cards according to the title</td>
<td>Human &amp; Environmental effect laminated cards &amp; blanks card to add points</td>
</tr>
<tr>
<td>2:20-3:00</td>
<td><strong>Exercise 3.3.1:</strong> Casual chain. Showing the connection between poor waste management in unplanned areas and the potential consequences</td>
<td>Arranging the cards according to the causal actions</td>
<td>Laminated cards</td>
</tr>
<tr>
<td>3:00-3:05</td>
<td><strong>Energizer (Fruit salad) or any</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:05-4:00</td>
<td>Plan for the way forward; eg. Door to door awareness campaign, service provider contracting, service provider supervision.</td>
<td>Group work &amp; presentation.</td>
<td></td>
</tr>
</tbody>
</table>
8. Nipe Fagio Training Programme Description in Swahili

Based on the agreement with ISWA and the CCAC Waste Initiative, the training outlines were also provided on the local language, Swahili, so as to be utilized in other Swahili speaking locations in Africa and/or members of the CCAC. Both Chapter 8 and 9 contain these Swahili outlines. The rest of the concept notes is only available in English.

Orodha ya Mafunzo Kwenye kazi za Nipe Fagio – Cleanest Mtaa Program

PROGRAMU YA VIJANA - NIPE FAGIO.

Programu hii ilianzishwa mwaka 2014 katika mradi wa uboreshaji wa Mto Mlalakua ili kutoa elimu juu ya uhifadhi bora wa taka katika jiji la Dar es salaam. Programu hii huendeshwa na vijana walihoitimu chuo kikuu katika masuala ya sayansi na mazingira. Vijana hawa wamepewa mafunzo na Nipe Fagio na wana uzoefu katika kuendesha mikutano ya kijamii, Usafi wa kijamii na kutoa elimu ya mazingira mashuleni na kwenda vikundi vya jamii (vikundi na majumbani). Katika uotoaji wa elimu huzungumzia zaidi madhara ya taka katika mazingira, afya kwenye jamii na fahari ya kuwa na mazingira sahi.

Vijana wamepewa mafunzo ya;
- Ujuzi katika uwasilishaji.
- Mawasiliano.
- Uwezesha na uendeshaji mikutano ya kijamii.
- Kuanda miongozo ya elimu ya mazingira shuleni na katika jamii.
- Kuanda na kutoa ujumbe juu ya mabadiliko ya tabia (behavior change).
- Uhamasihaji wa jamii.
- Kuheshimu muda na uandishi bora wa ripoti.

KAZI YA VIJANA WA NIPE FAGIO:

PROGRAMU YA SHULE:

Module 1: Uotoaji wa elimu ya jumla huzungumzia zaidi uhifadhi bora wa mazingira hususani katika masuala ya taka na madhara yake kwa kijamii kiafya na mazingira. Na elimu hii huwezesha na Vijana wa kujitolea wa Nipe Fagio( Youth Ambassadors)
Mada:
- Taka taka ni nini? na kwanini taka ni mbaya?
- Mifano ya uchafuzi wa anga, ardhi na maji
- Usitupe, Usizike wala Usichome taka
- Njia za kupunguzu Taka (Kupunguzu, kutumia tena na kurejesha matumizi)
- Utekelezaji

**Module 2:** Kwenye moduli 2, wanafunzi wanajadili na kuandaa kazi au mradi ambao utaongeza ulewaw juu ya uhifadhi bora wa taka shuleni kwao na majumbani wanamoishi.

**Swali – Marudio kwenye moduli 1.**

**Module 3:** Moduli hii ni Karakana ya ubunifu, Katika wanafunzi hutengeneza au huandaa kitu ambacho hukiwasilisha kwenye umma wa shule mfano Wimbo, Bango au Tangazo kama tulivyo elezea kwenye moduli iliyo pita. Nipe Fagio inawawezesha wanafunzi vifaa vya kufanyia kazi na mpaka kukamilika kwake na kikundi cha wanafunzi kuandaa namna bora ya kuwasilisha kazi yao mbele ya shule nzima.

**Moduli 4:** Mazoezi kabla ya kuwasilisha kwenye mhadhara wa shule.Kila kikundi kinaandaa ujumbe wake kwa ajili ya kuwasilisha mbele ya umma wa shule. Ikifuatia na majaribio ya kile walichokiandaa kila kundi litawasilisha kile walichokiandaa kwa wanafunzi wenzao darasani na Vijana wa Nipe Fagio watasaidia kuboresha kazi za wanafunzi kwa kutoa mrejesho ni sehemu gani ya kufanya marekebisho.

**Moduli 5:** Wanafunzi kuwasilisha kile walichokiandaa kwa wanafunzi wenzao ili kuhamasisha shule nzima kuwa na lengo moja la kuwa na mazingira safi. Vijana wa Nipe Fagio hutoa hotuba fupi na utambulisho wa nini kinachoendelea mwanzoni na mwishoni mwa zoezi. Shule nzima hualikwa kwenye mkusanyiko wa wanafunzi . hii ndio namna programu hii ya shule hufanyika.

**Elimu kwengee jamii**
Kwenye makundi ya kijamii, vijana wa Nipe Fagio hutembelea karibu makundi yote yanayopatikana kwenye jamii kama vikundi vya kimazingira,vikundi vya kijasiriamali, vikundi vya maendeleo vya kijamii, Wanawake na makundi ya kidini.Katika kila kaya tunatembelea
makundi 10 kwa tunapotembelea kwa mara ya kwanza kutoa elimu. Na mara ya pili na tatu hutembela vikundi vitano tu, hasa vile vilivyonyesha hamasa zaidi kwa kila kaya.

**Utoaji wa elimu kwenye kikundi kwa mara ya 1:** tunafanya utoaji wa elimu shirikishi kuhusiana na udhibiti bora wa taka. Ujumbe mkubwa kwenye elimu yetu ni kuhusiana na taka, madhara ya taka kiafya na kimazingira kwenye jamii na kutoa njia mbalimbali za namna bora ya udhibiti taka.

Mada:
- Athari za udhibiti mbovu wa taka
- Usitupe, Usichome wala usifukie taka
- Lipa bili ya taka kwa mtoa huduma ya taka
- Utekelezaji.

**Mara ya 2:** Elimu shirikishi juu ya upunguzaji wa uzalishaji wa taka. Ni vitu gani mtu atafanya nyumbani kupunguza uzalishaji wa taka?
Mada:
- Mapitio ya elimu iliyotolewa kwenye awamu ya kwanza kwa kulizana maswali baina ya wanafunzi.
- Njia za upunguzaji wa taka (fikiri, tumia tena na urejeshaji)
- Utenganishaji wa taka
- Utekelezaji.

**Mara 3:** Ni majadiliano na kikundi kama kuna mabadiliko yoyote tangu walipopata elimu, je wamehamasisha jamii juu ya namna bora ya udhibiti wa taka na kushauriana namna nzuri ya kufanya mabadiliko haya kuwa endelevu.

Mada:
- Kupitia yale yaliyofundishwa kwenye awamu ya 1 na ya 2.
- Mifano hai ya watu waliobadilika kwenye suala la utunzaji wa taka ngumu
- Mafanikio
- Changamoto
- Nini kifanyike ili mabadiliko haya yawe endelevu

**Usafi wa kijamii**
Kwa kushirikiana na viongozi wa Mtaa (Mwenyekiti na mabalozi wa mtaa) na wanajamii wenyewe hamasa Nipe Fagio hufanya usafi mara tatu(3) kwenye jamii katika kila kaya. Jamii hualikwa na viongozi wao wa mtaa kwenye usafi, na kadili muda unavyosogea viongozi huwa mstari wa mbele katika kuhamasisha jamii kushirikiana wenyewe viongozi zoezi la usafi na uongozi wa shughuli ya usafi kiujumla. Na taka zinazokusanywa kwenye usafi huu wa kijamii huzolewa na mtoa huduma wa eneo hʉsika.
**KIKAO BAADA YA USAFI:** Wiki mbili kabla ya usafi wa kijamii kufanyika, viongozi wa mtaa hufanya kikao kwa ajili ya kuandaa mipango namna usafi huo utakavyofanyika. Mabalozi wenye ari na wanajamii hualikwa kwenywe kikao na mwenyekiti wa mtaa. Washiriki hujadili ni kikao la kuku analiza juu ya tarehe, muda, eneo na maelekezo juu ya namna usafi utakavyofanyika. Vilevile hukubaliana sehemu ya kukutania na kujua ni eneo gani zuri kwa ajili ya kukusanyia taka ambalo linapitika kwa gari na kupanga utaratibu wa namna ya kuwajulisha wanajamii juu ya usafi huo.


- Lipa ada ya taka
- Njia za kupunguza uzalishaji wa taka
- Utenganishaji wa taka

Baada ya elimu ya nyumba kwa nyumba Nipe Fagio hufanya vikao na serikali ya mtaa kwa ajili ya kujadili mambo yaliyotokeza kwenywe jamii zikiwemo changamoto na mafanikio yaliyopatikana katika jamii.
9. Overview of SWM Training Outlines in Swahili

PROGRAM YA MAFUNZO KWA VIONGOZI WA KATA/MITAA NA WAJUMBE WA MASHINA
Jina la Mradi XXX
Watekelezaji: XXXX
Wawezeshaji: xxxxxxx
Mahali: xxxxxxx
Tarehe: xxxxxxx

<table>
<thead>
<tr>
<th>Muda</th>
<th>Ajenda</th>
<th>Mbinu za uwezeshaji</th>
<th>Vitendea kazi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ukaribisho na Utambulisho</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03:30-4:00</td>
<td>Utambulisho wa ujumla</td>
<td>-Maelezo</td>
<td>- Ubao wa kuandikia na flip chart</td>
</tr>
<tr>
<td></td>
<td>Utambulisho wa ajenda za siku</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kanuni na taratibu za mafunzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Matazamio ya Mafunzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00-4:30</td>
<td>Mælezo mafupi juu ya BORDA na miradi na yoyotekelezwa</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Zoezi:</strong> Utekelezaji wa mradi wa utunzaji taka katika maeneo yasiyopangika na yenye changamoto ya miundombini na wingi wa watu.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30-5:15</td>
<td>Tunajali Taka Uzalishazo, weve je? Taka ni nini?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kila mtu anazalisha taka. Wengine huzalisha nyangi zaidi ya wengine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Taka zizalishwazo ni kama; mabaki ya chakula, maji machafu au taka zozote.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>JE TAKA NI NINI?</strong> Taka ni kitu chochote ambacho mtumiaji wa awali hakihilaji tena.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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2 The programme outlines were provided in Swahili in order to have a better replication of the community projects in surrounding cities and neighboring countries, with Swahili speaking community based organisations and civil population. In Tanzania, Swahili is significantly wider spoken as English.
**Taka ngumu:** Ni aina yoyote ya taka ambayo si maji/Kimiminika- mfano; vipande vya chupa, mifuko ya plastiki iliyotumika, mabaki ya vyakula, nguo chakavu, uchafu unaopatikana baada ya kusafisha eneo.n.k.

*(Kinyume chake.* Maji Taka ni; taka zozote zilizo katika mfumo wa maji/kimiminika. Mfano; maji machafu baada ya kufua, maziwa yaliyo haribika, maji ya chooni, oil chafu n.k.

**Zoezi:** Gawa kadi mchanganyiko zenye aina ya taka kwa washiriki kisha wapange kulingana na makundi ya vichwa vya habari vilivyopo katika ubao;-Taka zinazooza, Taka Rejeshi, Taka hatarishi na Taka jalala

**Zoezi:** Washiriki waongeze taka zingine zinazopatikana katika maeneo yao ambazo hazijabandikwa.

**Aina za Taka ngumu:**

- **Taka zinazooza:** Ni taka zinazooza kwa haraka na zinaweza kutengeneza mboji inayotumika kurutubisha udongo.
- **Taka rejeshi:** Taka zote zinazoweza kutumika tena na zina thamani
- **Taka jalala:** Taka zote zisizotumika tena wala kutengeneza mboji zinapelekwa moja kwa moja dampo.
- **Taka hatarishi:** Taka zote zinazoweza kuleta madhara kwa binadamu na mazingira kama zisipotunza kiusahihi (mfano, tairi mbovu, madawa ya chemikali, betri n.k.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:15-5:30</td>
<td>Mapumziko- Chai</td>
<td></td>
</tr>
<tr>
<td>5:30-6:00</td>
<td><strong>Zoezi:</strong> Uliza washiriki wataje maeneo 2</td>
<td>Majadiliano –Mwezeshaji</td>
</tr>
<tr>
<td></td>
<td>yaliyopangika na yasiyopangika. Jadili tabia</td>
<td>aandike katika ubao</td>
</tr>
<tr>
<td></td>
<td>3 za maeneo tajwa juu</td>
<td>Ubao wa kuandikia na</td>
</tr>
<tr>
<td></td>
<td>Lengo ni kutambua changamoto za utunzaji taka</td>
<td>kalama</td>
</tr>
<tr>
<td></td>
<td>katika maeneo yasiyopangika na kupanga</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mikakati ya kukabiliana na changamoto hizo</td>
<td></td>
</tr>
</tbody>
</table>
**Zoezi:** Uliza washiriki waeleze hali iliyopo ya utunzaji taka katika maeneo yao. Maswali ya mwongozo yawe kama ifuatavyo:-

1. Je kuna mtoa huduma wa kuzoa taka?
2. Je mtoa huduma ana mkataba halali na kata /mtaa au manispaa?
3. Je Mtoa huduma ana ratiba inayotambulika?
4. Nani anakusanya ada ya taka?
5. Je kuna kizimba/ eneo la kukusanya taka kwa awali kabla ya kwenda dampo?
6. Je mnaakahamu wapi mtoa huduma anapeleka taka?
7. Ni nani mwenye jukumu la kufuatilia kazi za mtoa huduma

<table>
<thead>
<tr>
<th>6:00-6:30</th>
<th>Zoezi: Washiriki waeleze ada ya taka inatumika kwa matumizi gani na kwa nini baadhi ya wanajamii hawataki kulipa ada ya Taka?</th>
<th>Maswali na Majibu</th>
<th>Ubao na kalamu,</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30-7:00</td>
<td>Zoezi: Nani anatakiwa kulipe ada ya taka. Ni madhara gani ya kutolipa ada ya taka' UTARATIBU WA KULIPA FAINI ZA UCHAFUZI' kwamba Yeyote atakayefanya uchafuzi atalipa kutokana na madhara yatokanayo na uchafuzi huo.</td>
<td>Washiriki wagawanywe katika ubao madhara ya kutolipa ada ya taka</td>
<td>Kadi za madhara ya kutolipa ada ya kukusanya taka</td>
</tr>
<tr>
<td></td>
<td>Ni madhara gani ya kutolipa ada ya taka' UTARATIBU WA KULIPA FAINI ZA UCHAFUZI' kwamba Yeyote atakayefanya uchafuzi atalipa kutokana na madhara yatokanayo na uchafuzi huo.</td>
<td>Washiriki wagawanywe katika ubao madhara ya kutolipa ada ya taka</td>
<td>Kadi za madhara ya kutolipa ada ya kukusanya taka</td>
</tr>
</tbody>
</table>

**Mapumziko- Chakula cha Mchana**

<table>
<thead>
<tr>
<th>7:00-8:00</th>
<th>Mapumziko- Chakula cha Mchana</th>
<th>Washiriki watabandika kadi kulingana na vichwa vya habari vinavyoelekeza</th>
<th>Kadi zilizoandikwa madhara ya kiafy na kibinadamu</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:15</td>
<td>Zoezi: Washiriki watambue madhara ya kiafy, kibinadamu na mazingira yanayotokana na utunzaji taka usiofaa</td>
<td>Washiriki watabandika kadi kulingana na vichwa vya habari vinavyoelekeza</td>
<td>Kadi zilizoandikwa madhara ya kiafy na kibinadamu</td>
</tr>
</tbody>
</table>

**Mikakati ya Utekelezaji baada ya Mafunzo:**

Washiriki watabandika kadi kulingana na vichwa vya habari vinavyoelekeza

<table>
<thead>
<tr>
<th>8:15-9:30</th>
<th>Mikakati ya Utekelezaji baada ya Mafunzo: Washiriki watabandika kadi kulingana na vichwa vya habari vinavyoelekeza</th>
<th>Washiriki watagawanyika katika makundi na kutengeneza mpango kazi wa utekelezaji.</th>
<th>Karatasi na kalamu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Washiriki watagawanyika katika makundi na kutengeneza mpango kazi wa utekelezaji.</td>
<td>Washiriki watagawanyika katika makundi na kutengeneza mpango kazi wa utekelezaji.</td>
<td>Karatasi na kalamu</td>
</tr>
</tbody>
</table>