



सत्यमेव जयते

Ministry of Housing and Urban Affairs
Government of India



Training of Trainers Module on

Leadership Skills for Frontline Workers to Create an Inclusive Workplace

Sustainable Cities Integrated Approach Pilot in India





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About the Project

"Sustainable Cities Integrated Approach Pilot in India" is one of the projects under the Global Environment Facility's Sustainable Cities Programme. The project is led by the United Nations Industrial Development Organization (UNIDO). The aim of the project is to integrate sustainability strategies into urban planning and management in order to create a favourable environment for investment in infrastructure and service delivery, thus building the resilience of cities. The project has three main components—Sustainable urban planning and management; Investment projects and technology demonstration; and Partnerships and knowledge management. The National Institute of Urban Affairs (NIUA) has been engaged to undertake the implementation of tasks outlined under the third component, i.e. Partnerships and knowledge management.

NIUA will help build a multi-sectoral partnership platform to ensure the implementation of sustainable city strategies based on an understanding of the various technical, financial, political, social and business issues and challenges of different stakeholders/partners. The project aims to enhance capacity for urban governance in general, and in particular, sustainable energy and environmental management, investment and finance, ICT integration for efficient service delivery, and transformative urban planning approaches. It focuses on the three sectors of solid waste management, used water management and water management. As a first step, NIUA conducted a Training and Assistance Need Analysis (TANA) to understand the requirements of various stakeholders in the five pilot cities (Bhopal, Guntur, Jaipur, Mysuru, and Vijayawada). This analysis provided the necessary information for developing an on-the-job training program. Based on the findings of the TANA, NIUA prepared the training modules and curriculum for various stakeholders in the cities mentioned above. The training modules will be used to deliver training in the cities and then scaling up the capacity building activities of the project.

About the Module

A set of Training of Trainers (TOT) Modules and Handbook are developed based on the findings of TANA that was conducted for the front line workers & ground functionaries. It comprises the following:

1. ToT Module on Social Social Security Provisions and Schemes for Ground Functionaries.
2. ToT Module on Enhancing Leadership Skills in Ground Functionaries and Creating an Inclusive Work-place
3. ToT Module on Occupational Health and Safety of Ground Functionaries
4. Handbook on Social Security Provisions and Schemes for Ground Functionaries

This module covers sections on self-recognition of workers, and their contribution in making the city clean and functional, awareness about various provisions and responsibilities of frontline workers, importance and usage of safety equipment, gender sensitization, and ways to cope with stress at work. Awareness of all these aspects create space for an individual to unfold their leadership potential. Session on gender sensitivity will also contribute to an inclusive work-place, where workers do not look down upon each other. This module can be used for training of frontline workers like sanitation workers, door to door collectors, waste-pickers, street sweepers, de-sludge operators and others. The Master trainer of this module should be well versed with the techniques for enhancing the leadership skills in ground functionaries.

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Getting Started



Objective of the training

This training session is foundational as it focuses on helping workers to engage with each other and connect with the wider sanitation workers movement. It is also the starting point of discussion on social security and occupational safety covered in the other two modules.



Outcome of the training

By the end of this session, the workers should be aware of the centrality of their work for the efficient management of the city. They question their preconceived notions about roles ascribed to various genders. They are informed about the various provisions formulated for their welfare and for redressal, in case they face discrimination.



How was the module developed

The module was developed with the help of representatives that undertook multiple leadership workshops for waste-pickers. The authors have used the learning of those training sessions in the given module. This module is developed after a thorough review of training modules and guidelines of social security schemes, norms regarding prevention of sexual harassment of women at work-place and Scheduled Caste/Scheduled Tribe (Prevention of Atrocities) Act 1989 was undertaken to develop these modules.



Audience

The module is intended for the trainers engaged in training frontline workers and ground functionaries, which include sanitation workers, workers engaged in door-to-door collection of segregated solid waste, waste-pickers who are involved by the municipal authorities for the collection and management of dry waste (including recyclables), workers engaged in organic waste management and workers engaged in desludging operations or liquid waste management. In addition, this module will be useful for the municipal corporations and state urban departments and civil society organisations for planning training sessions for the workers as a part of Swachh Bharat Abhiyaan.



Note for the trainers

- The trainer needs to be well-versed with the social security norms in India. They should also read Scheduled Caste/Scheduled Tribe (Prevention of Atrocities) Act 1989 and The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 and the rules notified for the given legislations.
- Before organising the training, the trainer should note down the terms used in common parlance for social security schemes, redressal legislations or translate the technical terms in local language and use the same in the training while referring to the schemes.
- Using personal anecdotes of the experience of accessing the schemes or requesting participating workers to share their experience in usage of these schemes will make the workshop more engaging.
- In case, the trainer is not well versed with the language spoken by the workers, it is important that a translator is involved.
- This session involves presentation by external speakers, to ensure that relevant arrangements are made in advance for in-person or online participation of the speakers.
- There are youtube links provided for screening videos in the session on Gender Sensitivity. The trainer should download these videos on their computer before the session. As at times, the internet is not stable and it becomes a challenge to buffer and screen the video.

Time required

The training would require almost 3-4 hours. In case, the trainer involves a translator, it will increase the length of the workshop to 4 hours and 30 minutes.



Material required

1. Stickers in different colours (at the minimum five different colours) and charts.
2. Powerpoint presentation prepared for this training, attached as annexure.
3. Projector, speakers and stable internet connection in case an online panel discussion is organised.
4. White board and white board marker.
5. Downloaded copies of videos from the links provided in the session on Gender Sensitivity.
6. Pictures of men engaged in cooking, taking care of children or driving a vehicle, engaged in de-sludging operations, women workers engaged in sweeping and cleaning.



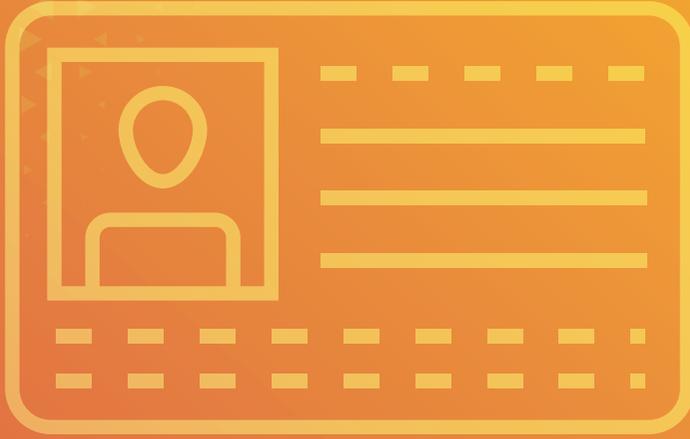
Initial steps for training

1. The trainer and small group facilitators should reach the training venue at least an hour before the timing of the training and check whether all the required materials and translation support are in place.
2. In case, participating workers reach before time, having an informal chat about their well-being and interest in the given theme will help the trainer and small group facilitator to break the ice with them, before starting the workshop.
3. The trainers and organisers should ensure appropriate arrangement for ventilation, illumination and physical distancing in the training session. Similarly, it is important to make an arrangement for soaps in the toilets, drinking water for the participants and sanitizer at the entry point of the workshop.
4. Before starting the workshop, the trainer and small group facilitators should introduce themselves to the participants. The module outlines the process of introduction of participants and the same can be used.
5. The trainer should re-confirm the participation of panellists for the session 3 on 'Enhancing Communication Skills for Social Mobilisation,' in advance.



Abbreviations

ESI	Employee State Insurance
NSKFDC	National Safai Karmacharis Finance & Development Corporation
PPF	Public Provident Fund
SCIAP	Sustainable Cities Integrated Approach Pilot
TANA	Training and Assistance Need Analysis
UNIDO	United Nations Industrial Development Organization
UAN	Universal Account Number



Session

1

Importance of Self-Identification



Time required: 45 minutes



Objective

To help participants understand the need for the training and learn about each other's work and be proud of their contribution to the life and well being of the city.



Outcome

The participants understand that to unfold the leadership potential it is essential that workers view their work through the lens of dignity and consider themselves as the vital players in the city. Self-awareness and identification are the starting points to learn those aspects.



Facilitation

One Master trainer and four facilitators for smaller group discussions. The session will be undertaken in the smaller group discussion mode, with each group having a maximum of 5-6 participants.



Material Required

Stickers in different colours (at the minimum five different colours) and charts

Procedure

This is the opening session of the leadership workshop and will also serve as an ice-breaker between all the members. It will help them understand the purpose of gathering and connect with the other participants in the workshop.



1 >> Step

Paste the different colour stickers on the back of the participants, for example, a red sticker on the back of one participant, blue on the other and further on.



2 >> Step

Inform the participants that stickers are being pasted and to remain seated for the process. Once all the stickers have been pasted, further instructions will be given. Request the participants to refrain from speaking to their neighbors.



3 >> Step

Without communicating verbally, participants are asked to identify partners with the same colour sticker. Once identified, they sit together in smaller groups, along with one small group facilitator. After everyone finds their partners, the small group facilitator gives the next set of instructions.



4 >> Step

Everyone in the group is asked to share their name, place of residence and occupation and years of experience in the given job. In addition to that, participants are to answer the following question

What is the contribution of their work to the life and well being of the city?

For example:

Sr. No.	Name	Occupation	Number of years in work	Contribution to the life and well being of life
1	Lakshmi	Safaikarmachari / Paurakarmika	20	It is because of my work that the streets are not accumulating waste, and clean streets ensure the better health of the residents.
2	Thimma Raju	De-sludge operator	6	If desludging does not happen, the city will be flooded with sewage.
3	Allah Baksh	Sorter, Dry Waste Collection Centre / Material Recovery Facility	8	Through sorting, the material is sent for recycling, recycling is the backbone of current and future industrial development.
4	Mary	Worker in Organic Waste Management Facility	13	Composting reduces methane gas emissions and provides good quality manure for growing food and vegetables.
5	Zeenat	Door to Door Collection Worker	18	If the waste is not collected from homes, residents will throw the waste on the streets. This will cause disease and pollution.

The small group facilitator should note down all these aspects on the chart and at the end total the number of years of experience.

5 Step

The small group facilitator at this point asks them another question:

- With all those years of experience and knowledge about the contribution to the city, why do we need to be here in this training? What can this training add to our existing understanding?
- After posing this question, the participants are encouraged to answer. In case, participants are not able to articulate. The small group facilitator can give clues like: there are changes in the waste management and labour laws, as a worker we should know them. This knowledge will help us avail benefits enshrined in labour laws as well as enforce the norms of waste management. Another clue can be: Learning new aspects of one's work can help one be up to date and the work stays relevant and visible. Knowing about one's rights can help one organise around work, and through the strength of organising one can ensure that the promises made in various laws and policies are delivered to workers.

6 Step

In the large group, the master trainer connects the dots, all frontline workers are vital to the wellbeing of the city. Their years of experience makes them experts, but to be better at work and to ensure that one can avail all the benefits accorded to the workers by the laws, training sessions focused on these aspects are important.

7 Step

The physical and visible aspect of the worker is the workers' uniform and informs everyone out there about the occupational identity of the worker. The Master trainer shows different images of workers of Armed Forces, Police, Fire Brigade, Sportspersons wearing their uniforms and asks participants to identify the different occupations.

At the end of this presentation and responses, the master trainer emphasizes that one way to self-identify is by wearing a uniform, the safety gear is a part of the uniform. Similarly, understanding norms about one's work is a metaphorical version of the uniform.





Session

2

Awareness- building Regarding Various Provisions and Laws



Time required: 60 minutes



Objective

To inform the frontline workers about labour welfare, social security and work-related provisions.



Outcome

The session will produce the following outcome:

- Understand the laws that govern their work
 - The role and responsibilities of various stakeholders as prescribed in the law
 - How the laws protect them against adversaries
 - How to access the provisions given in the law
-



Facilitation

A presentation to a large group by the master trainer, where s/he shares the snapshot of the various laws relevant to the workers. The trainer should give the presentation in the regional language. In case it is not possible, a translator should be arranged for the given session.



Material Required

Powerpoint presentation in the regional language. The presentation is annexed at the end of this document.

Laws covered in this section:

- Solid and Plastic Waste Management Rules 2016. These two laws specifically deal with the waste management, i.e. ensuring segregation of waste, collection, and management: destination bound processing for waste material. The role of workers is to ensure that only segregated waste material is collected and sent for processing and aggregation at centralized/decentralised waste management facilities.
- Swachh Bharat Abhiyaan, National Urban Livelihood Mission and National Urban Health Mission and Liquid Waste Management Guidelines - The guidelines of the three missions focus on waste collection, management, workers' livelihood protection and other welfare needs.
- The Code on Social Security 2020 and The Occupational Safety Health Code 2020 - These codes outline the labour welfare framework in India and the responsibilities of employers, employees and the government are stated in detail.
- Programmes of National Safai Karamcharis Finance & Development Corporation (NSKFDC) - The programmes of NSKFDC include training for skill upgradation and low rate of interest credit to the workers to expand their work, support their families through housing and education loans.
- Scheduled Caste/Scheduled Tribe (Prevention of Atrocities), Act 1989 - This is relevant as most of the sanitation workers hail from marginalized backgrounds and are discriminated against because of their caste or tribal status. In cases where they are harassed at work by employers or members of the public, this law acts to protect the workers.

- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 - This law helps inform the worker that a safe work-place with no harassment is every workers' right and in case, they face harassment, they know that there are forums for redressal.

Copies of most of the laws listed here are provided as annexures.





Session

3

Enhancing Communication Skills for Social Mobilisation and Community Engagement



Time required: 45 minutes



Objective

To sensitise the ground functionaries and frontline workers towards various forms of social mobilisation and community engagement undertaken by waste-pickers, desludging operators and others.



Outcome

The participants are connected and inspired by the other frontline workers who took initiatives to change the status quo.



Facilitation

This will be an online panel discussion on Zoom or Meetings with a few frontline workers: waste-pickers, sanitation workers, operators of waste management facilities, who have shown some or other form of leadership to change the status quo. Leadership in this context means workers who have organised fellow workers for better working conditions, employment opportunities, and social protection. The suggested list of leaders of frontline workers is provided here:

- Sushila Sable, President of Parisar Bhagini Vikas Sanstha, Mumbai, Maharashtra
- Krishna, Operator, Dry Waste Collection Centre, Supported by Hasiru Dala, Bengaluru, Karnataka
- Parmeshwari, Desludging Operator, Supported by the Indian Institute for Human Settlements, Tiruchy, Tamil Nadu
- Raniamma, Waste-picker who became Municipal Councillor, Supported by Hasiru Dala, Chintanmani, Chikkaballapura, Karnataka

The Master trainer and other members of the training team are encouraged to invite the workers with similar stature to speak to the participants.



Material Required

Projector with a laptop, speakers and stable internet connection. In case, the speakers and the audience do not speak the same language take the help of a translator.

Procedure

1 Step

The organisers of the training session should identify the workers who have shown leadership skills in organising workers for social and livelihood protection, employment and advancement of workers rights in their respective geographies and invite them for this session in advance. This session can be done either on an online platform or in person. The organisers are most welcome to invite the leaders mentioned above.

2 Step

In case, the speakers are presenting in -person, the session will take place as a panel discussion, where speakers are requested to share reflections of their personal journey to bring change. The appropriate number for speakers is 3. Each speaker can speak for 8-10 minutes.

Or

If the session is organised online, the panel discussion can take place on Zoom and can be broadcasted via projector for the participants.

3 Step

Once the speakers have finished their speech, the master trainer can request the participants to ask questions to the speakers or share their reflection on the discussion led by the speakers. In case, participants would like to ask a question or make a comment, they should not exceed more than 2-3 minutes, so as to give a chance to everyone. Further, if there are no questions or comments by the participants, the master trainer can use the following questions to ask the speakers:

- What is the role of communication and interpersonal relationship in social mobilisation?

- How should one communicate with the citizens availing the services provided by frontline workers?
- How should one communicate with colleagues and fellow workers to organise for rights, work and benefits?

The above given questions can roll the ball of discussion. Each speaker should be given 5 minutes each to answer all three questions together.

« 4
Step

The Master trainer should conclude the session after all the panellists have answered the given questions.

« 5
Step





Session

4

Gender Sensitization



Time required: 60 minutes



Objective

To help participants to realise the personal bias of gender roles. The discussion aimed at being considerate of gender diversity at the workplace



Outcome

The participants question the roles and hierarchy ascribed to sexual differences.



Facilitation

This session will be conducted in a large group by the master trainer and assistant facilitator who takes notes. The master trainer can read the training manual titled as Gender Sensitivity Resource Pack. The link to find the resource pack: <https://www.international-alert.org/wp-content/uploads/2021/08/Nepal-Gender-Sensitivity-Resource-Pack-EN-2014.pdf>

The resource pack is focused on Nepal, but it has a lot of activities and ideas which will be useful for our context.



Material Required

- Video of female waste-pickers from SwaCH Cooperative driving vehicles to engage in door-to-door. <https://www.youtube.com/watch?v=bMvU5bOHpTU>. The video is thirteen minutes long, and first five minutes are useful for our discussion.
- Video of a female worker engaged in the de-sludging operation: <https://youtu.be/rzsYyZ99qCs>
- Pictures of men engaged in cooking, taking care of children or driving a vehicle, engaged in de-sludging operations, women workers engaged in sweeping.
- White Board and pen, projector, computer and speaker.

Procedure

1 Step

Explain what is Sex: male, female and other genders - biological and physiological characteristics of males and females, such as reproductive organs, chromosomes, hormones. Explain what gender is, the role that society has given over the years or socially constructed characteristics of women and men and others.

2 Step

Request one of the participants to share how they identify themselves: man or woman and ask them why they identify as a man or a woman. They will say it's because of physical appearance or the work they do. Further use the placards or the following pictures:

- Show the participants a picture with a man driving a vehicle, and ask them what they think? And ask them, who performs this role - men or women
- Show placard with a picture of a man doing domestic chores including braiding the hair of a girl child. And ask them, who performs this role.
- Show a picture where a man is cleaning the drain or engaged in a de-sludge operation. And ask them, who performs this role.
- Show a picture where a woman is sweeping and ask them who performs this role.

The responses of the participants will showcase their gender bias and here the main trainer states that most of the gender roles are socially constructed based on the biological difference, referred to as sex.

3 Step

Ask the participants to stand in a circle. The main trainer throws the ball to a random participant. The person catching the ball has to say a word that comes to their mind when they think of a typical woman. This is followed by the same participant throwing the ball

towards another person and saying either a typical man or woman, transperson, and asking the recipient of the ball to respond by saying a word that comes to their mind when they hear either of the three words: man, woman or trans person.

The assistant facilitator takes notes of the words said on a flipchart paper. The facilitator separates the noted words into two categories, one representing sex and the other gender. Once separated, they can highlight that the sexual difference does not mean gender difference. One can be a man, still, undertake the tasks assigned to women in gender roles, and vice versa.



4 Step

The facilitator draws two or three boxes on the chart and lists all the things women, men and trans person are expected to do, and also the exceptions to the expectation outside the box. The box represents the societal framework or the gendered limitations posed by society.



5 Step

Women

List all the roles women are generally expected to undertake

Men

List all the roles men are expected to undertake

Third Gender: Transpersons

List all the roles expected from the transpersons

Note: The third gender is an optional one, and is dependent on facilitators knowledge about the issue and their openness to answer the questions of various sexual identities.

End the activity with the statement saying that in our modern society the roles of men, women and others are changing, can we accept it and open ourselves to welcome the newer understanding of gender and sexuality.

The icon for Step 6 features a large red number '6' with a white double arrow pointing to the right, positioned above the word 'Step' in a blue sans-serif font. To the left of the icon is a light orange trapezoidal shape.

Show the videos of women driving a truck to engage in door to door collection of waste and video of women operators of the desludging unit.

The icon for Step 7 features a large red number '7' with a white double arrow pointing to the right, positioned above the word 'Step' in a blue sans-serif font. To the left of the icon is a light orange trapezoidal shape.

Open discussion:

- Feedback and gathering reflection of the participants about the videos shown and the discussion preceding the videos
- Ask the participant what they think of women driving the trucks to do door-to-door waste collection in the SWaCH model. Their responses typically might include statements like, women have different bodies, they cannot drive or carry heavy loads. The facilitator corrects such a misunderstanding and says, men and women have very similar strengths and in fact, women tend to do much harder jobs than men. Some may say that women can do everything. Endorse the given view.
- Ask the participants, can women be sludge truck operators?
- Ask the participants, can men engage in cooking and domestic chores?



Session

5

Stress Management



Time required: 20 minutes



Objective

To help learn ways to cope with work related stress.



Outcome

The participants have shared the details of their favourite activities outside work and domestic chores and understand that consciously engaging in those activities can help them cope up with the work related stress.



Facilitation

Four facilitators for smaller group discussion. The session will be undertaken in the smaller group discussion mode, with each group having a maximum of 5-6 participants.



Material Required

There is no material required for this discussion.

Procedure

1 Step

The small group facilitator asks each of the participants in their group, what all they would like to do if they have a few hours free. Further, explain that a few hours free means completely free of their work, domestic chores and family-related responsibility.

2 Step

The participants may be hesitant, the facilitators must encourage them and can quote examples from her life, for illustration, when she is free, she likes to play songs, or sit quietly with a cup of tea or paint, or spending time with grandchildren or friends and talking to them about the life, the challenges in personal and work life, petting the animals. All these activities are very therapeutic. Doing all these activities or taking time out for them consciously can help in distressing. The facilitator can further add that taking time off to meet friends, family and talking about the challenges, happiness work as stress busters. Similarly, consciously taking time off during the day from work and domestic chores and not doing anything particular or just resting is another way for dealing with the stress.

3 Step

Once the participants warm up to facilitators and share the details of their favourite ways of having a good time. Identify those activities and ask them to share them and promise to each other that they will undertake this activity once a week.



give



**PROVISION OF HYGIENE KIT / PPE KIT
FOR SANITARY WORKERS**



Laws pertaining to our work and welfare

SUSTAINABLE CITIES INTEGRATED APPROACH PILOT IN INDIA
NATIONAL INSTITUTE OF URBAN AFFAIRS



Who are ground functionaries?

- Sanitation (health) workers employed by the municipal authorities or via contractors.
- Street sweepers
- Door to door collection workers
- Waste-pickers involved by the municipal authorities to do door to door collection of segregated waste or just dry waste
- Workers in the waste management facilities: Organic waste management, Dry Waste Collection Centres, Material Recovery Facility
- De-sludging operators
- Workers engaged in cleaning and upkeep of public toilet, school and other public bathing facilities.



Benefits for frontline workers under various legislations

Benefits and provisions for workers	References
Occupational identity card issued by employers or municipal authorities	Solid Waste Management Rules 2016 and state and union labour legislations
Regular (annual) health check up camps for frontline workers: sanitation workers, waste-pickers, de-sludge operator	Swachh Bharat Abhiyaan Survekshan Guidelines, Occupational Safety, Health and Working Conditions Code, 2020
Employer and Employee contribution to Employees State Insurance (ESI), provisioning of primary, secondary and tertiary care through ESI and other empanelled hospitals to insured workers and their families.	The Code on Social Security 2020

Benefits for frontline workers under various legislations

Benefits and provisions for workers	References
<p>Periodical payments to insured workers as sickness benefits after the receipt of sickness certificate by medical practitioner.</p> <p>Periodical payments for confinement rising out of pregnancy or miscarriage for insured women workers, for disablement rising of injury sustained during work or while commuting for work or contracting disease which can be ascribed to the occupation, for dependents in case of death rising out of injury during work</p>	<p>The Code on Social Security 2020</p>
<p>Training in case of adverse circumstances at work or ways to deal with occupational related illness, provision of first aid or safety kits</p> <p>Potable drinking water, changing room, space for sitting in case the worker is engaged in work which includes standing for long hours, clean toilets for all genders</p>	<p>Occupational Safety, Health and Working Conditions Code, 2020</p>



Benefits for frontline workers under various legislations

Benefits and provisions for workers	References
Provisioning of occupational safety gears to the workers by employers or contractors	Occupational Safety, Health and Working Conditions Code, 2020, Swachh Bharat Abhiyaan Survekshan Guidelines, Solid Waste Management Rules 2016



Benefits for frontline workers under various legislations

Benefits and provisions for workers	References
Scholarship for children of parents engaged in unclean occupations	Union Ministry of Social Justice and Empowerment / state government announcement time to time
Provident Fund with contribution from employees and employers, it can withdrawn in one go or as periodical pension.	The Code on Social Security 2020
Pension instalment INR 330/- per month to be paid by the individual and other state instituted pension schemes. These pensions schemes are open to all working poor.	Atal Pension Yojana
Wider social protection provisions like housing and education with a special emphasis for those who are discriminated based on caste and income	Housing for All and other state government schemes related education and housing



Benefits for frontline workers under various legislations

Benefits and provisions for workers	References
Training of workers to upgrade skills	The Code on Social Security 2020, Solid Waste Management Rules 2016, Mandate of NSKFDC
Special credit schemes for workers to expand their work or for supporting the wards for higher education	National Safai Karmacharis Finance & Development
Representation in various forums to decide on workers welfare	Occupational Safety, Health and Working Conditions Code, 2020, The Code on Social Security 2020
Access to free health services for all frontline workers, in case they are not covered under ESI system	National Urban Health Mission
Partial disability coverage of INR 100,000 and Permanent disability coverage of INR 200,000 for frontline workers who are not covered under ESI	Registration in E-Shram Portal instituted under the Code on Social Security 2020



Norms pertaining to our work

- Collection of segregated waste (organic, dry and sanitary waste, domestic hazardous)
- Segregation of waste is a responsibility of generator
- No littering, burning or dumping of waste in drains allowed
- Handing over the collected waste to the relevant facilities or a system set up by municipal authorities.
- Usage of personal protective equipment during the working hours: Gloves, Masks, Gum Boots or other relevant shoes.
- Recyclables and other dry waste need to be handed over to waste-pickers or the facilities set up by municipal authorities.

Solid & Plastic Waste Management Rules 2016



Grievance mechanism

Grievances	Mechanism and Legislation
Non-payment of salary or wages	Officials in-charge of Solid or Liquid Waste Management or Chief Health/ Sanitation Officers, based on municipal organization structure Writing to National/State Safai Karmacharis Aayog or National/Human Rights Commission
Taking control of finances of workers	Officials in-charge of Solid or Liquid Waste Management or Chief Health/ Sanitation Officers, based on municipal organization structure Writing to National/State Safai Karmacharis Aayog or National/Human Rights Commission
Using inappropriate language for the workers abusing their caste, gender or any other form of identity of workers or other forms of physical abuse.	Internal Committee set up to prevent and address sexual harassment at workplace, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. Complaining to the police under Prevention of Atrocities Act 1989 (SC/ST)



Grievance mechanism

Grievances	Mechanism and Legislation
In case of not receiving the benefits of ESI or PPF	Department of Administrative reforms or public grievance or Employment Provident Fund Grievance Management System.
In case of no provisioning of protective gear, toilets and water	Complaining the Chief Inspector cum Facilitator or similar authority instituted under The Occupational Safety Health Code 2020





National Institute of Urban Affairs

National Institute of Urban Affairs

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