Facilitator’s Manual for Small Towns
CLTS Field Work

We will work together to stop open defecation!

COMMUNITY WATER AND SANITATION AGENCY (CWSA) /
ENVIRONMENTAL HEALTH AND SANITATION DIVISION (MLGRD)
NORTHERN REGION SMALL TOWNS WATER & SANITATION PROJECT
Credits

The FACILITATOR’S MANUAL FOR SMALL TOWNS CLTS FIELD WORK is a guide for field workers who are promoting sanitation improvements at community and household levels, using the CLTS approach applied to the small towns context.

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The manual is based on information drawn from:

a) Final Report – “Community Led Total Sanitation in Small Towns: A Pilot Project in the Northern Region of Ghana” (Cowater International)

b) Report on Health and Hygiene Education through Play and Sport (HHETPS), a pilot project supporting the CLTS Pilot Project in Northern Region, Ghana (Cowater International)

The manual also draws on the experience of those who participated in the pilot CLTS project in Bincheratanga and Karaga. Their enthusiastic participation helped to provide a good test of the CLTS approach and their responses contributed to the shaping of this manual.

We would like to acknowledge several other manuals and books whose materials have been adapted or used in this manual:


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ABBREVIATIONS

APDO  Afram Plains Development Organisation
CFT   Community Facilitation Team
CLTS  Community Led Total Sanitation
COM   Community Ownership and Management
CWSA  Community Water and Sanitation Agency
DCD   Department of Community Development
DCE   District Chief Executive
DEHO  District Environmental Health Officer
DESSAP District Environmental Sanitation Strategy and Plan
DFT   District Facilitation Team
DWST  District Water and Sanitation Team
EHSU/D Environmental Health and Sanitation Unit/Division
EPA   Environmental Protection Agency
H&S   Hygiene and Sanitation
HHEPTS Health and Hygiene Education through Plan and Sport
LGA   Local Government Authority
M&E   Monitoring and Evaluation
NGO   Non-Government Organisation
NL    Natural Leader
NORST Northern Region Small Towns Water and Sanitation Project
OD    Open Defecation
ODF   Open Defecation Free
PLWD  Person living with disability
RTP   Right to Play
SHEP  School Health Education Programme
SI/GE Social Inclusion and Gender Equality
WSMT  Water and Sanitation Management Team

GLOSSARY

Community-led Total Sanitation (CLTS) is a method used by communities to achieve Open Defecation Free (ODF) status, by building latrines and ensuring all families wash their hands with soap. In the CLTS process a community analyses its practices of defecation and how open defecation leads to disease, and this awareness leads to a community decision to change their sanitation situation - to stop open defecation and improve sanitation and hygiene.

Faecal-oral transmission is the route by which disease-causing organisms excreted in the faeces of infected humans enter the human body through the mouth. Such organisms may be carried from faeces to mouth via contaminated fingers, food, flies, fluids (e.g. water) or soil.

Hygiene is the practice of keeping oneself and one’s surroundings clean in order to prevent the spread of disease. It includes the proper use of water and sanitation facilities and practices to prevent transmission of diseases, including: use of latrines, washing hands at critical times, etc.

Hygienic latrine: A hygienic latrine does not contaminate water bodies, prevents contact between human beings and excreta; confines excreta in ways that make it inaccessible to flies other insect vectors, and domestic or wild animals; and prevents emission of foul and odours.
**Ignition** is the result of triggering (see definition below). The community realises their sanitation situation and goes immediately into action. This happens to varying degrees depending on the community’s feelings about open defecation and the quality of facilitation.

**Natural Leaders (NLs)** are community members who volunteer to help improve sanitation in their community. They emerge out of the triggering process – they take responsibility for leading the follow-up action process. Men, women, youth and children can all be natural leaders. Some become facilitators for CLTS facilitation in communities other than their own.

**OD** means open defecation – defecating in the open and leaving the faeces exposed.

**Open Defecation Free (ODF)** means that no faeces are deposited in the open - every family in the community is now using their own latrine.

**Sanitation** is a process where people demand, develop, and sustain a hygienic and healthy environment for themselves by erecting barriers to prevent the transmission of disease. (UNICEF, 1997) It includes the development of facilities such as latrines, handwashing facilities, bath shelters, dish racks, refuse pits, water storage containers, soakaways, etc.

**Sanitation marketing** is to create demand and facilitate supply using commercial methods including the use of formative research to inform behaviour change and creative use of public finance to facilitate private sector engagement.

**Triggering** is the process of encouraging, empowering, igniting, and supporting people at household and community levels to take action to eliminate open defecation.

**Verification** refers to inspection to assess whether a community is ODF (compare certification).
Welcome!
Welcome to your own manual. Yes - the manual is written for YOU, the FACILITATOR. It will tell you all you need to know about how to facilitate the CLTS process in small towns.

The manual will help you do the following tasks:
- Enter the community and introduce yourself and the CLTS process;
- Build active participation by everyone, including women and people with disabilities;
- Conduct advance meetings to prepare the community for the triggering process;
- Facilitate the triggering process, leading to a community decision to stop open defecation;
- Facilitate community selection of and support for natural leaders;
- Support the development of simple action plans to stop open defecation and promote the building and use of toilets and handwashing facilities;
- Provide follow-up motivational and technical support for community action;
- Provide motivational responses to different forms of resistance from the community;
- Facilitate linkages with sanitation product providers and businesses;
- Promote improved sanitation and hygiene practices e.g. use of latrines and handwashing;
- Work with others – District Facilitation Team, Environmental Health and CWSA staff, etc; and
- Prepare work plans, write reports, and conduct monitoring and evaluation.

The SMALL TOWNS CLTS FACILITATOR’S MANUAL is divided into 5 chapters.
CHAPTER 1 looks at CLTS AND YOU - it will explain CLTS and its goals, your roles in promoting CLTS, facilitation techniques and the attitudes and behaviours of a good facilitator, planning for the CLTS process, and how to involve women and men as active participants in CLTS.
CHAPTER 2 looks at TRIGGERING – how to organize a community/sectional meeting using different participatory tools to get communities to become committed to stop open defecation.
CHAPTER 3 looks at FACILITATION METHODS – the techniques used to conduct triggering meetings with the community in a participatory way.
CHAPTER 4 looks at FOLLOW-UP - how to work with the community/section when making follow-up visits and monitoring activities aimed at achieving ODF and sanitation improvements.
CHAPTER 5 looks at HEALTH AND HYGIENE EDUCATION THROUGH PLAY AND SPORT (HHETPS), and the methods to promote behaviour change among young people.
What is the Northern Region Small Towns Water and Sanitation Project?

The Northern Region Small Towns Water and Sanitation Project (NORST) is a program to improve water supply, sanitation, and hygiene in the small towns of the Northern Region. Its overall goal is to improve people’s health through helping communities to develop and manage improved water and sanitation facilities on a sustainable basis. The communities plan, build, manage and maintain their own water and sanitation facilities and make use of the new facilities, along with improved hygiene and sanitation practices, to improve their health.

NORST is one of a number of projects under the National Community Water and Sanitation Programme, which is coordinated by the Community Water and Sanitation Agency (CWSA). This programme also involves close collaboration with the Ministry of Health, who are the main coordinators of sanitation improvement, including Community Led Total Sanitation.

NORST promotes the development of water supply, but it also promotes the development of sanitation facilities and new hygiene practices and the elimination of open defecation in an integrated process, all aimed at improving health.

Safe shit disposal and handwashing with soap are the most effective means of preventing diarrhea and related diseases. In the 1990’s, Steven Esrey found that:

- safer shit disposal led to a reduction of child diarrhoea of up to 36%,
- better hygiene (through handwashing and other practices) reduced child diarrhea by 33%,
- improved water supply led to a reduction in child diarrhea of only 15-20%

The National Community Water and Sanitation Programme uses a “community ownership and management” (COM) approach. In the COM approach communities are empowered to do things themselves, using their own efforts and resources, rather than waiting for government or donors. The community is in the “driver’s seat” – they discuss their situation, develop plans, and take action as a community to improve water, sanitation, and hygiene.

This approach of building community responsibility for improving water supply can also be used to get communities to take responsibility to stop open defecation and improve sanitation and hygiene. If they decide as a community that they want to stop open defecation, this is more likely to happen. If they build the toilets themselves, they will feel a strong sense of ownership and will continue to use the toilets and maintain them. This is the idea behind CLTS.
What is Community Led Total Sanitation (CLTS)?

CLTS is a process to inspire and empower communities to stop open defecation and to make improvements in hygiene and sanitation. Communities come together to discuss the problem of open defecation and decide what they want to do about it.

CLTS focuses on changing sanitation and hygiene behaviours as the primary objective, rather than constructing toilets. The idea is to get people committed to changing their behaviour first, before talking about the construction of toilets.

Open defecation (OD) and handwashing with soap are the first behaviours to be changed, as these are the most effective behaviours for reducing diarrhoeal disease. Community members analyse their own practice of open defecation – ‘shitting in the open’ - and come to realise that open defecation is disgusting and dangerous. The breakthrough or ‘trigger” for stopping open defecation is when people realise and begin to say -

**We are eating our own shit and our neighbours’ shit!**

The CLTS process makes people **disgusted, ashamed, and angry** enough to want to do something about the problem of open defecation –

- **We step on shit every day when we walk through the village.**
- **We feel disgusted and want to vomit from the smell and sight of shit.**
- **We feel embarrassed when we go for a shit and find others already in the bush.**
- **We women are afraid of being harassed when we go to the bush for a shit.**
- **We feel embarrassed when we have a visitor and have to direct him to the bush for a shit.**
- **We now see that we are eating our own shit and it makes us and our children sick.**

Once community members realize that they are eating their own shit, they take immediate action to stop open defecation and to build and use toilets. Households dig pits and built latrines, using local resources and their own labour, and neighbours help neighbours.
Through their collective efforts they build lots of latrines and achieve Open Defecation Free (ODF) status.

**Why do we get communities to stop open defecation?**

Improved toilet coverage in Ghana is very low; available latrines are in poor condition and many are not used; and most people go to the bush for defecation rather than using a toilet. Open defecation creates many problems:

- It pollutes the water supply and environment and results in diarrhoea and other diseases.
- Respiratory and diarrheal diseases remain the top two causes of infant and child mortality in Ghana, both of which are strongly linked to inadequate sanitation and hygiene. Diarrhoea alone is responsible for most child deaths in Ghana, year to year.
- There are also strong links between poor sanitation, intestinal worms and malnutrition, whose combined effects make young children easily get diseases like pneumonia, malaria and measles, and can lead to lower school and work productivity, and reduced learning capacity.
- There are also strong links between sanitation and hygiene and women’s reproductive health. If women do not get sick from diarrheal diseases, then they will produce healthier babies and be able to look after them well.

**So stopping open defecation and getting communities to build and use their own toilets will help to improve health and reduce environmental pollution.**

CLTS focuses on the **WHOLE COMMUNITY** rather than on individual behaviours. It brings men, women, and children together to discuss and decide what they are going to do about the open defecation problem and how they can support each other’s efforts to make a change. The breakthrough comes when the whole community agrees as a community that
open defecation is a problem for everyone – each household’s behaviour affects the whole community. Getting everyone to stop shitting in the open is important, otherwise those who still shit in the open will spread shit to those who build and use toilets. Everyone needs to stop shitting in the bush!

The whole community is not just older men. **The whole community includes men, women, and children of all ages** – all have a contribution to make and their ideas are important. Ensuring the active participation of everyone is a major role of the facilitator.

CLTS has a single objective – to get people to see that open defecation is a problem and want to do something about it. But as a **CLTS facilitator you will avoid preaching or telling people that “you are eating your own shit”**. Instead you will introduce the CLTS triggering activities (community shit mapping, shit walk, etc.), ask questions, and let the community figure things out for themselves and come to their own conclusion – “I didn’t realise it before but now my eyes are open - I see we are eating and drinking our own shit!” Once people have realised themselves that shitting in the bush means eating “our own shit”, then they are fully committed to doing something.

**No Subsidy and Self-Reliance Approach**

CLTs uses a self-reliance approach – so there are no latrine subsidies and CLTS does not impose specific latrine models. Households collect their own materials (e.g. poles, thatching grass and mud) and each household decides itself the kind of latrine it wants to build.

**CLTS does NOT provide money to build toilets.** Instead households are encouraged to build their own toilets, using local resources and their own labour. **The aim is to get each household to accept responsibility for financing, building and maintaining their own toilet.**

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<th>Why total subsidies for sanitation do not work!</th>
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<td>If government or donors provide toilets on a free basis, households will not develop an interest in having their own toilet. They will sit back and wait for government to provide the toilet and when it breaks down, they will not repair it.</td>
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<td>If households focus on getting a subsidy, they will not change their behaviour – they will continue shitting in the bush and eating shit, while they wait for government to provide the subsidy.</td>
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<td>If households depend on government or donors to help finance their latrines e.g. providing a subsidy, <strong>they may refuse to build a new latrine</strong> when the latrine paid for by government is no longer working. Households have to accept latrine building and maintenance as their own responsibility, and to value its benefits.</td>
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<td>Providing long term support for latrine building is expensive and not sustainable. <strong>Government does not have enough funds to provide every household with a toilet</strong>, even a very basic one. So building toilets all over Ghana on a large scale is not possible.</td>
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<td>Often subsidies for building toilets are grabbed by the powerful and wealthy and do not reach the poor who need it most, and are often the reason stated for using a subsidy in the first place.</td>
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<td><strong>The use of subsidies results in slower sanitation coverage.</strong> Households who can afford to and would have financed their own latrines wait in the hope of getting a subsidy from government. Yet because there is never enough subsidy to go around, this delay leads to no action at all.</td>
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CLTS will focus not only on building and using toilets. It will also promote handwashing and other hygiene behaviours. The full list of CLTS target behaviours includes:

- Stop all open defecation
- All households have, use, and maintain a hygienic toilet
- All households have, use, and maintain a handwashing facility
- Wash hands with soap at five critical times - after defecation, after cleaning a child’s bottom, before preparing food, before feeding a child, and before eating

**Who is the Community Facilitation Team?**

There is a need for a team of people to lead the CLTS process in every small town. This team will be called the “COMMUNITY FACILITATION TEAM (CFT)” and will be made up of extension workers (especially Environmental Health staff) and other local leaders, called Natural Leaders, selected from the town. The team will include roughly equal numbers of men and women.

**Working as part of a TEAM**

As a facilitator you are not working on your own. You are part of a team and will need to learn how to work effectively as a team. You will need to plan together and find ways of working together and supporting each other, such as:

- How will you assign roles and responsibilities within the team?
- How will you communicate with each other? How often will you meet?
- How will you report on your work as a team?
What are your TASKS as a CFT?

- Enter the community and introduce yourself and the CLTS process.
- Establish good relationships with communities and community leaders.
- Build active participation by everyone, including women and people with disabilities.
- Conduct advance meetings to prepare the community for the triggering process.
- Facilitate the triggering process, leading to a community decision to stop open defecation.
- Facilitate community selection of and support for natural leaders – both men and women.
- Support the development of simple action plans to stop open defecation and promote the building and use of toilets and handwashing facilities.
- Provide follow-up motivational and technical support for community action.
- Facilitate linkages with sanitation product providers and businesses.
- Promote improved sanitation and hygiene practices e.g. use of latrines and handwashing.
- Work with others – District Facilitation Team, Environmental Health and CWSA staff, etc.
- Prepare work plans, write reports, and conduct monitoring and evaluation.

Your job is called a "FACILITATOR". A facilitator helps **build up the ability in people**. Your job as a facilitator is to build up the ability of the community to do things on their own.

Discuss, Decide, Plan, Organise, and Act!

As a facilitator, you are not the main actor. You have a BACKSEAT ROLE – the community is in the front seat in control. Your job is to help them make decisions "without taking over the wheel" so that they do the work on their own.

**Take your hands off the wheel and let the community do the driving!** Let them do their own thinking and make their own decisions. This is the only way people learn to drive - and it is the only way people learn to initiate their own changes in sanitation and hygiene! The community have to **DO IT THEMSELVES** - to figure out for themselves that shit is disgusting and dangerous, and to solve problems, make decisions, plan, organise, and act. If you take over and tell them what to do, the community will never learn to do it themselves. They will always wait for you.

To be a good facilitator, you will need to be able to:

- Demonstrate each triggering activity and explain things clearly and simply.
- Ask good questions and help people express their ideas.
- Listen carefully to what people say and summarize what is said.
- Use humour and good natured teasing to challenge people’s thinking.
- Control the talkative and ensure that everyone gets a chance to contribute.
- Encourage women and other marginalised groups to be actively involved.
- Respond to community members who raise objections to the idea of stopping OD.
- Encourage self-reliance – the community deciding and taking initiative on their own.
Your main job is NOT to deliver information. Your main job is to ask good questions and get community members to talk, discuss, solve problems, make decisions, and take action.

Your job can be divided into three main tasks:

- **INITIAL PLANNING AND ADVOCACY** – to win the active support of small town leaders and ensure a good turnout and arrangements for community/sectional triggering meetings;
- **TRIGGERING MEETINGS** – meetings with the community/section to build commitment and plans to stop open defecation and build toilets; and
- **FOLLOW-UP SUPPORT** – meetings with natural leaders to check on community action to build toilets, and provide encouragement and information on different sanitation technologies.

These are your three major field work responsibilities. To support these tasks you will also need to do the following:

- Make PLANS for your work;
- Write REPORTS on your field work;
- Help document the COMMUNITY ACTION PLANS;
- MONITOR and EVALUATE; and
- COORDINATE with others.

### What are the behaviours and attitudes of good facilitators?

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<th>Behaviour/Attitude</th>
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<td>Have faith in the community’s ability to analyse, decide, plan and act.</td>
<td>Don’t tell them they are eating shit – let them realise it themselves. Let the community come up with their own ideas to stop ODF and get everyone to build and use toilets. Local solutions will be lasting ones and will avoid depending on outside help. Encourage the community to trust their own ideas and recognise their own ability and experience.</td>
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<td>Let the community take the lead.</td>
<td>Stand back and let the community make their own decisions. Praise and encourage local people who take the lead. Look out for and encourage natural leaders to emerge. Don’t take over from the community. Don’t interfere in any way that might undermine their own initiative, ownership and energy. Remember – it is their process, not yours.</td>
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<td>Listen and encourage instead of lecturing.</td>
<td>Don’t give a long lecture and tell people what to do. Don’t give them all the answers – let them figure it out for themselves. Ask good questions and encourage everyone to respond. Encourage participation with eye contact, hands, and rephrasing. Listen attentively to everyone – and don’t interrupt.</td>
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<td>Get everyone involved and especially women.</td>
<td>Encourage women, the poor and people with disabilities to participate actively in meetings. To get women actively involved, you may need to hold separate meetings with women. This will help to build up their</td>
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Be patient. Don’t rush.
Give people time to understand and make their own decisions. If you rush, you will end up telling people what to do, rather than helping them do their own thinking. Slow down! Move at the pace that allows everyone to be involved. During the Shit Walk wait at the shitting place rather than rushing back. Only return to the meeting place when you have had a full discussion.

Don’t push for or demand action.
Let the community decide themselves if they want to take action. Don’t push them to act – this will produce poor results. If the community decide they don’t want to do anything, accept their decision and say goodbye. Tell them they are free to continue what they are doing i.e. eating their own shit and their neighbour’s shit!

Be honest with the community about what CLTS will and will not provide.
Don’t make promises and don’t offer to give the community anything. Tell them you have not come to build toilets for them - your job is simply to discuss with them their ideas about open defecation. It is up to them to take action if they want to do anything.

Don’t worry about the community becoming angry.
There is nothing wrong with community members getting angry – it is often the trigger to deciding to do something. Realising that you are eating shit is enough to make anyone angry. Your discussions with the community should make them angry and embarrassed and want to do something about all the shit in the village.

Involving Women

Women are the most affected by open defecation practices and lack of safe toilets and have the most to benefit from improved sanitation.
Women have a higher demand for latrines due to concerns about privacy and safety. They have difficulty finding places to shit in the open without people watching, and so they can be vulnerable to harassment. Often they are forced to shit in the bush at night. Therefore they have a strong interest in the building of household latrines. Men, on the other hand, find it easy to shit in the bush so they may have less interest in using latrines.

**Latrine construction is generally regarded as a male activity.** Men usually make the decision to build and provide the funds and labour. Women usually have to wait for men to make the decision to build a toilet.

**Women have the burden of maintaining and cleaning toilets** – and in the case of pour flush latrines of carrying the water to the toilet so it can be used. Regular use of a pour flush latrine and a handwashing facility adds an extra burden for women.

**Women are responsible for keeping the house clean and managing the cleanliness and health of children, including the care of babies.** They also have primary responsibility for the care of the elderly, infirm and/or disabled members of their family. In these roles, they have frequent contact with human faeces.

**The special needs of women are often not included in community decision making on sanitation and hygiene.** CLTS, however, will give special attention to the needs and concerns of women, which will in turn bring better results for the health of their families and their communities.

**Women should take a major role in CLTS decision-making.** You should encourage women to attend all meetings, take part in decision-making, take a lead role in implementing the community decisions, and be elected to the group of Natural Leaders. If you get them actively involved, the CLTS process will be a success.

**Women are experts on sanitation and hygiene, but this is not recognised.** One of your jobs is to build this recognition and win support for their role as decision-makers on sanitation and hygiene. Your job is to ensure their participation in meetings and decision-making, and as natural leaders for post-triggering implementation. To maximize their participation, you will at times need to hold separate group discussions with women, as women are not used to giving their opinions in community meetings. You will also need to speak with community leaders to get their active support for women's involvement. You might also meet with women in places where they are the most comfortable e.g. at the tapstand while they are collecting water.

**Getting women actively involved won't be easy!** Men, and even some women, will find many reasons to block women's involvement. Here are some of the reasons that are used to justify why women should not have community leadership roles, but they are not true:

- *Men have always been in charge.*
- *Women cannot make decisions.*
- *Men decide, women should listen.*
- *If husbands are there, wives should keep quiet.*
- *An active woman will neglect her home.*

**Be prepared for these arguments and find ways of countering them.** You will need to build up women's courage to speak out, while winning the support of men for women's new leadership roles. This is a tricky but important job for a facilitator!
How to Involve and Empower Women

WOMEN are often left out of the discussion. They sit and listen to the men do all the talking. What can you do to solve this problem?

Change your own attitude and habits. Do you trust in women's ability? Do you allow them to speak in meetings? If you have confidence in women and give them support, they will respond. Give them your attention, encourage them to speak, and make sure they are listened to and their views taken seriously.

Challenge attitudes. Some men think that women can't make decisions and some women agree. Find ways to challenge this attitude in a careful and respectful way. Explain why women should be involved in decisions on sanitation and hygiene. Some of the reasons are given below.

WOMEN ARE THE MOST AFFECTED by sanitation. So they should have a major say in deciding on how to stop open defecation and how to choose, build and use toilets.

WOMEN TAKE CARE OF THE FAMILY’S HEALTH AND SAFETY. Involving them will improve the health and safety of the whole family.

WOMEN CAN CONTRIBUTE MANY IDEAS to the decision-making. If they are left out, you will lose their good ideas and commitment, and as a result, there won’t be as many solutions available to the community.

Practical Ways for Empowering Women

First speak with the chief and other community leaders about why it is important to actively involve women in the CLTS process (i.e. better results for everybody in the community) to gain their commitment and support for women’s leadership and involvement.

Build up women’s confidence. Women can be shy, especially in the presence of their husbands. Organise preparation meetings with women on their own (in their own space) where it will be easier for them to talk. Help them get their ideas together and build the courage to speak out in the community meetings.

Hold community meetings at convenient times for women when they are not overloaded with chores. Ask them what are the best times to meet. Keep the meetings SHORT. Women don't have a lot of spare time.

At meetings encourage women to sit in the front row along with men. Don't seat them at the back where they are left out of discussion and decision-making. Allow them to sit together so they can support each other.

At the start of the meeting explain the importance of women's participation: “Women are the most affected by poor sanitation and hygiene, and have good knowledge about their families’ sanitation and hygiene. So it is important that we listen to them, because they can contribute good ideas on how to improve our sanitation and hygiene.”

Involve them right from the start. Don't focus all your attention on the men! Give the women your eye contact and encourage them to speak. When they talk, make sure people listen and their views are taken seriously.
If women are silent, use buzz groups or small groups to get them talking. If women meet on their own, they can express their ideas without interference from men. It helps them get their ideas together and build up their confidence. Remember that this is also a useful tool to encourage the participation of other marginalised groups who might not have the confidence to give their opinions in a community forum.

Challenge the men through jokes and teasing when they are doing all the talking. Do men keep the households clean in your community? Do you know more about hygiene than women? Let's hear from the women.

Sometimes hold separate group discussions for women and men before the community meeting. This will ensure women’s ideas on sanitation and hygiene are expressed and give an opportunity to those women who find it difficult to talk in a community meeting, especially about sanitation and hygiene issues. The outcomes from the separate meetings can be presented at the community meeting. There will usually be one woman who is more confident in the group to present back to everyone.

How to Involve Men in Family Sanitation and Hygiene

Why? Here are some reasons:

- **Sharing decision making.** Men generally make the decisions about the resources for their household. If they have a better idea about what their family’s hygiene and sanitation needs are, they can make better decisions about what resources are needed (e.g., toilet, handwashing facilities). So men should be encouraged to consult with their wives and make decisions together to improve their families’ health.

- **Men can be great role models in the community.** If more men take an active interest in working with their wives on educating their children about good hygiene practices, other men (and women) will be more interested and motivated to do the same in their families.

- **Better results if two people are involved.** Children and other family members are more likely to follow good examples if they have two role models (husband and wife) rather than just one role model (wife only). Sickness in the household will be significantly reduced.

- **Sharing the work load.** Women have a lot of domestic tasks - cleaning, cooking, collecting water, feeding, washing, and caring for children, etc. This takes up most of their day and can make them very tired, especially if they are pregnant. If men are more
directly involved in educating their children about safe hygiene practices, this can give more time for their wives to carry out other economic and domestic activities more effectively (they are less tired!). This brings more health and economic benefits for the whole household.

Here are three things you can do to increase men’s interest and involvement in family hygiene and sanitation:

1. **Encourage men to support women’s decision making.** Talk to the male leaders and men in the community about how women’s decision making can bring better results. Talk about this in advance meetings and at the start of the triggering meeting. Explain to them why you might need to sometimes talk with women separately so that their ideas are heard, and why women can also make good ‘natural leaders’.

2. **Talk with men about their families’ hygiene and sanitation practices.** Encourage men to find out from their wives about what their children’s hygiene practices and needs are, and what role they can play in improving them.

3. **Encourage men to be hygiene role models in the community.** Talk with male leaders and men in the community about how they can practice good hygiene and take an interest in their families’ hygiene to positively influence other families in the community.

Your team will work in a number of sections of the town. This work will need to be carefully planned so that:

- **You** complete your work in time;
- **Each section** knows when you will visit so they can be prepared; and
- **The District Facilitation Team** knows your schedule so they can monitor and support your work.
## Phases in the CLTS process

The CLTS process involves a phased approach, including:

<table>
<thead>
<tr>
<th>Phase</th>
<th>Activity</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ADVANCE MEETING: Meet with community or sectional leaders to explain the CLTS process, and get them to invite all households to a triggering meeting.</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>2</td>
<td>TRIGGERING: Participatory activities and community discussion to trigger disgust re: open defecation, awareness that “we are eating our own shit”, and commitment for taking action to stop open defecation. Initial ideas for action – building toilets, by-laws to stop OD, etc. Selection of “natural leaders” who lead the ongoing community action.</td>
<td>3-4 hour meetings in each section</td>
</tr>
<tr>
<td>3</td>
<td>ACTION PLANNING: Meeting with natural leaders to develop plans for sanitation action (plans to build toilets and handwashing facilities and by-laws to stop open defecation). Meeting to include discussion on: a) What is a good/hygienic toilet, and b) Different designs for toilets and handwashing facilities.</td>
<td>1 day</td>
</tr>
<tr>
<td>4</td>
<td>FOLLOWUP VISITS BY COMMUNITY FACILITATION TEAM</td>
<td>Weekly meetings</td>
</tr>
<tr>
<td></td>
<td>• Meet with Natural Leaders and check on sanitation action – by-laws on open defecation and the building of toilets.</td>
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<tr>
<td></td>
<td>• Check on the recording of toilets constructed – community map.</td>
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</tr>
<tr>
<td></td>
<td>• Promote the construction of handwashing facilities.</td>
<td></td>
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<td></td>
<td>• Encourage community support for vulnerable households.</td>
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<tr>
<td></td>
<td>• Praise and encourage communities who are taking action.</td>
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<tr>
<td></td>
<td>• Meet with communities who have not yet decided to stop OD – encourage them, but don’t force them.</td>
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<tr>
<td></td>
<td>• Provide technical advice on toilet construction.</td>
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<tr>
<td></td>
<td>• Promote links to private sector suppliers of materials (invite local traders to visit community, show materials).</td>
<td></td>
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<tr>
<td></td>
<td>• Record data on community action.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ODF VERIFICATION: When the community is ready for ODF verification (all households having toilet and no open defecation) – tell the District Facilitation Team to conduct ODF verification. If successful, support the community to organise a celebration.</td>
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<tr>
<td>6</td>
<td>CONTINUE THE PROCESS: Encourage communities to continue to improve their sanitation practices and progress to other levels on the Basic Sanitation Ladder.</td>
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</tbody>
</table>

Make a **PLAN** for a three month period – for example:

<table>
<thead>
<tr>
<th>Months</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Triggering in sections A &amp; B</td>
</tr>
<tr>
<td>February</td>
<td>Follow-up in sections A &amp; B. Triggering in sections C &amp; D</td>
</tr>
<tr>
<td>March</td>
<td>Follow-up in sections A, B, C, and D</td>
</tr>
</tbody>
</table>
Plan your schedule to fit the **seasons**. For example you will find it more difficult to hold meetings during the rainy season and the community will find it difficult to start toilet construction.

Then make a **MONTHLY PLAN**, taking the following into account:

- **Number of communities/sections to be covered and transport constraints**;
- **Different types of activities to be done** – pre-triggering, triggering, post-triggering action planning, follow-up support, etc;
- **Number of meetings per day** - A team can organise one good community meeting per day;
- **Community's schedule** - Plan to avoid farming days when it is difficult to hold meetings;
- **Planning and reporting time** - Allow time to plan, write reports, etc; and
- **Unforeseen events e.g. funerals** - You can't predict funerals, but you know they will come - so allow time for postponed meetings.
INTRODUCTION

This chapter describes how to plan for and facilitate a community meeting to “trigger” a strong emotional response from the community to open defecation. This is the kick-off for the CLTS process – the spark needed to build a committed response from the community, making the whole community disgusted and angry enough about open defecation that they want to do something.

Photocopy this chapter as a field guide for running this meeting.
## TRIGGERING ACTIVITIES

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Objective</th>
<th>Key Things to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ADVANCE VISIT</td>
<td>Plan for triggering</td>
<td>Explain purpose of triggering. Plan for meeting. Invite community. Find places of open defecation.</td>
</tr>
<tr>
<td>2</td>
<td>PREPS FOR MEETING AND INTRODUCTION</td>
<td>Introduction to triggering process</td>
<td>Set up meeting place. Find place of open defecation. Introduce meeting – purpose: to assess the sanitation situation of community – not to provide anything</td>
</tr>
<tr>
<td>3</td>
<td>CHILDREN’S SESSION</td>
<td>Triggering for children</td>
<td>Arrange a separate triggering meeting for children. Children’s group return and join adults on #11.</td>
</tr>
</tbody>
</table>
| 4  | COMMUNITY SHIT MAPPING                | Show there are lots of open defecation areas in the community & what happens to the shit | Step 1: Make outline map of community – boundary, roads, rivers, church, school, water points, etc.  
Step 2: Mark the houses with cards (names on cards)  
Step 3: Mark areas of shit with yellow powder  
Step 4: Discuss what happens to the shit which is near the water sources |
| 5  | SHIT WALK                             | Show places of open defecation + build disgust | Take group to place of open defecation. Discuss – “How do you feel about this? What happens to shit?” Then take some shit back to the meeting place. |
| 6  | SHIT TO HOME/FOOD FLOWS               | Learn how shit travels from the open to house, food and into mouth | Draw picture of shit and home & food. Hand out cards and ask people to draw things that take shit to food e.g. flies, animals, hands. Then ask each person to explain drawing – how it moves shit to food. Probing questions to get people to say – “We are eating shit!” |
| 7  | WATER AND SHIT OR FOOD AND SHIT       | Learn how shit gets into our water or food Learn how flies carry shit to food | A) Offer bottle of water to someone and ask them to drink. Put shit into bottle and offer to the same person. When he refuses, ask “Why are you refusing?”. Discuss how shit is washed by rain into the water point  
B) Put plate of food beside the shit brought back from SHIT WALK. Pick up food and offer it to someone. When she refuses, ask “Why are you refusing?” [Response: Flies are carrying shit to the food.]
| 8  | SHIT CALCULATION                      | Calculate amount of shit deposited in community over one year | Ask questions and record responses on flipchart. 1) How many times do you shit each day? 2) How much shit? 3) No. of people in village. 4) Calculate how much shit is produced a) per week, b) per month, and c) per year. Then big clap for the community. |
| 9  | HANDWASHING & FOOD DEMONSTRATION      | Learn how shit gets into food and mouth if we do not wash hands | 1) Go to toilet. Return from toilet, wiping hands on pants. Asked – “Did you wash your hands?” - “No”.  
2) Pick up food and offer it to someone to eat. Person refuses. Ask – “Why are you refusing?” Summarize and explain importance of washing hands with soap |
| 10 | MOVING TO ACTION                      | Community develops ideas on how to stop open defecation | 1) What have you learned from triggering activities?  
2) Summarize – lots of open defecation in village – disgusting, embarrassing, and dangerous to health.  
3) Divide into small groups - ask groups to discuss what can be done to solve problem of open defecation.  
4) Organize report by each group – and summarize.  
5) Identify natural leaders  
6) Arrange follow up meeting with natural leaders and follow up visits. |
## DIVISION OF TASKS

<table>
<thead>
<tr>
<th>Task</th>
<th>Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TRIGGERING ACTIVITIES</strong></td>
<td></td>
</tr>
<tr>
<td>Introductions – members, objectives</td>
<td></td>
</tr>
<tr>
<td>Community Shit Mapping</td>
<td></td>
</tr>
<tr>
<td>Shit Walk</td>
<td></td>
</tr>
<tr>
<td>Shit to Home/Food Flows</td>
<td></td>
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<tr>
<td>Demonstration – Water and Shit</td>
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<tr>
<td>Demonstration – Food and Shit</td>
<td></td>
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<tr>
<td>Shit Calculations</td>
<td></td>
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<tr>
<td>Demonstration - Handwashing and Food</td>
<td></td>
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<tr>
<td>Moving to Action</td>
<td></td>
</tr>
<tr>
<td>Briefing Natural Leaders</td>
<td></td>
</tr>
<tr>
<td><strong>OTHER SUPPORT ACTIVITIES</strong></td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
</tr>
<tr>
<td>Setting up meeting place</td>
<td></td>
</tr>
<tr>
<td>Briefing community leaders</td>
<td></td>
</tr>
<tr>
<td>Taking notes during meeting &amp; collecting map</td>
<td></td>
</tr>
</tbody>
</table>

## MATERIALS - CHECKLIST

### MATERIALS FOR TRIGGERING

- Flipchart Stand
- Flipchart Paper – COMMUNITY SHIT MAPPING, SHIT TO HOME/FOOD FLOWS, SHIT CALCULATIONS, and ACTION PLANNING
- Markers – black (12), blue (12), red (3) – including extra markers and flipchart paper to be left with Natural Leaders (to finish off community map)
- Cards – SHIT MAPPING, SHIT TO HOME/FOOD FLOWS
- Masking tape
- Yellow powder (or ash) – SHIT MAPPING
- Local materials – sticks, stones, etc. – SHIT MAPPING
- Plastic bag or cardboard – to carry shit to meeting place – SHIT WALK
- Plastic water bottle – WATER & SHIT DEMONSTRATION
- Snack/food – FOOD & SHIT and HANDWASHING DEMONSTRATIONS

### MATERIALS FOR FACILITATORS

- FIELD GUIDE – this document – copy for all facilitators
- Process Recorder Form
### Activity 1: Advance Visit to Community

#### Objectives

Build support from community leaders for the CLTS process and get their help in organising the triggering meeting. Plan for triggering meeting – time and place.

#### Key Messages

- We will conduct a meeting to find out the sanitation situation in the community.
- We are not bringing anything – no money, no materials. The CLTS approach is to discuss what the community can do, using its own ideas, resources and labour, not to depend on outside help.
- We would like to invite members of every household in the community/section.
- It is very important that women attend the meeting and participate actively.
- It is also important to invite WSMT members – they need to be part of process.

#### Time

1 hour

#### Resources

None.

#### Special Note

**Why involve women in the triggering meetings**

Getting women and children to attend and participate actively is very important, because they suffer the most from using open defecation, and have a lot of ideas to contribute to the discussion. They are often excluded from community meetings and their contributions are often ignored. Get local women’s groups to mobilize women to attend the meeting. In cases where women are often excluded from meetings, organize a separate meeting or small group sessions with women.

#### Process

**Step 1: Meet with Community Leaders**

- Meet with community leaders – chiefs, religious leaders, WSMTs, school and health officials, leaders of farmers’ groups, women’s groups, youth groups, etc.
- Tell them you would like to arrange for a community meeting to discuss the sanitation situation in the community with them.
- Explain that you have nothing to give them. You are not bringing money or materials. You would like to discuss with the community what they can do to improve their sanitation situation, using their own ideas, resources and efforts.
- Ask them to identify a meeting place where a large number of people can meet under a shady tree to do the triggering activities.
- Agree on date and time for the meeting - a time which is convenient for women.
- Ask the community leaders to invite representatives from every household in the section – both men and women.
- Emphasize why it is important to get women involved – and agree on ways to invite women. See special note above.
- Make a special effort to invite the WSMT members to the meeting. They need to be fully consulted about the sanitation and hygiene program.

#### Key Outputs

- Community understands the objective of the triggering meeting – to discuss the sanitation situation and decide what can be done to improve it.
- Meeting place and date for the triggering meeting.
- Arrangements to invite both men and women to the triggering meeting.
- Information on areas of open defecation – to be used during the transect walk.
### Activity 2: Preps for Meeting and Introduction

<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th>Prepare for meeting – benches, materials, OD place, brief local leaders, etc. Introduce purpose of meeting and facilitation team and invite local leaders to speak.</th>
</tr>
</thead>
</table>
| **Key Messages** | • We have come to discuss with you your sanitation situation.  
• We have NOT come to provide money or materials or build toilets for you.  
• Our method is to encourage you to discuss your situation, plan and take action yourselves without depending on government. |
| **Time** | 30 – 60 minutes – preparation. 15 minutes – introduction to meeting |
| **Process** | **Step 1: Before the Meeting**  
• Arrive early in the community so you can get everything organized.  
• If there are no or few participants, send team members off in different directions, going house to house to invite people. Invite men and women to attend.  
• Brief community leaders on objectives and process and ask them to say something brief and supportive at the start of the meeting.  
• Set up benches in a semi-circle – so that everyone can see what is happening.  
• Before the meeting go with a few leaders to find places where people shit close to the meeting place. You will need this information for the Shit Walk.  
• Gather materials for Shit Mapping e.g. sticks, stones, leaves, and other natural objects. Ask those who are present to help. |
| **Step 2: Divide into two groups – adult group and children’s group** | • Divide into two groups – adults in one group and the children in another.  
• Assign team members to work with each group.  
• The adult group works on its own through Activities 4-9. At the same time the children’s groups have their own separate activities – described in Activity 3.  
• Then the two groups come back together for the final activity (Activity 10). |
| **Step 3: Start of Meeting - Introductions** | • Ask the community leaders to welcome everyone.  
• Then introduce your team members and your purpose –  
  a) *We have come to discuss with you your sanitation situation, look at the problem of open defecation, and get your ideas on how to solve it.*  
  b) *We have no money, no materials, and we will not build toilets for you. We are simply here to talk with you and share ideas about sanitation.*  
  c) *Communities often expect that government will give them something. But our approach is different. We have NOT come to give you anything but instead to support you to discuss and decide what you want to do, and take your own action, using your own initiative, resources, and labour.*  
• Explain the use of the local word for “SHIT” in conducting the meeting – so that people are talking openly about the problem of shitting in the bush.  
• Explain the ground rules, e.g. “we want to hear from everyone – men and women, listen to and respect each other’s ideas, encourage women to participate.”  
• Then say – “We will be doing a series of activities to look at open defecation and how it affects the community.”  
• Ask – “Who has had a shit in the open today?” Ask people to raise their hands. If people are reluctant to raise their hands, ask them to do this with eyes closed. |
| **Key Outputs** | • Gather community members – men and women - for the meeting.  
• Find places of open defecation (for the Shit Walk)  
• Introduce your team members and the purpose of the meeting. |
# Activity 3: Children’s Session

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Make the children disgusted and angry about all the shit in the community and make them want to do something to change this situation.</th>
</tr>
</thead>
</table>
| **Key Messages** | - There is a lot of open defecation in the community.  
- Shit from open defecation gets into water and food – you eat and drink shit.  
- We can prevent ourselves eating shit by washing hands and using toilets.  
- We can help our parents to dig pits and build toilets. |
| **Special Note** | ✓ Talk beforehand with the school to arrange for the participation of children and youth. You can also invite the teachers to join the session.  
✓ Find ways to encourage less confident children to participate. Songs, games and drama work very well with children. Encourage them to lead their own drama. |
| **Time** | 2-3 hours |
| **Method** | Selection of the methods used with adults |
| **Resources** | Flipchart paper. Markers. |

**Process**

1) **COMMUNITY SHIT MAPPING**: Ask the children to make map of their community – and then to mark (with yellow powder) where they shit.

2) **SHIT TO HOME FOOD FLOWS**: Ask the children to draw pictures of flies, dogs, chickens, hands, and feet – and then discuss how shit is carried to the food.

3) **WATER & SHIT and FOOD & SHIT DEMONSTRATION.**

4) **HANDWASHING AND SNACK EXERCISE**: Ask the children to wash their hands and demonstrate the correct way to wash hands (using soap).

5) **DRAMA AND SONGS**: Develop a drama and songs with the children and ask them to perform them at the end of the community meeting (Activity #10).
## Activity 4: Community Shit Mapping

<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th>Help the community recognize that there are lots of open defecation places in the community, and that everyone is involved in open defecation.</th>
</tr>
</thead>
</table>
| **Key Messages** | a) Community members are surrounded by their own shit and their neighbour’s shit!  
b) We shit in different places depending on time of day and if we have diarrhea.  
c) Shit gets carried around the village on our shoes and gets into water sources. |
| **Time** | 40 minutes |
| **Method** | Participatory community mapping on the ground |
| **Resources** | Cards (to represent houses), yellow powder (or ash), marker pens, flipchart paper. |
| **Special Notes** | ✓ Make the outline map quickly. You are not trying to make a perfect map – just a map which can help to show where the open defecation places are.  
✓ This activity should create lots of participation, movement, and discussion – people standing up, taking the yellow powder and marking the places where they shit. Don’t worry too much about “control”. The aim is to get lots of people walking onto the map, marking the shit and saying: “That’s where I shit, or that’s where you shit, or I’ve seen you shitting behind my house”.  
✓ Make sure that people learn from the map – a) the large number of shitting places, b) the difficulties with open defecation (e.g. security, embarrassment), c) change in shitting location at night or at times of diarrhea, d) how walking moves shit around village (on shoes), e) how shit gets into our water sources.  
✓ Natural leaders often dominate this activity, so look for them - people who stand up easily and show where they shit. Encourage them to become natural leaders. |

### Process

**Step 1: Explain the activity**
Ask participants to stand in a large circle and do the mapping in the centre of the circle on the ground. Introduce the activity – “We are new to this place. You are the experts – you know your village so we would like you to show us how your village can be mapped. We will make a map on the ground.”

**Step 2: Draw outline map – boundary and landmarks (5 minutes)**
- Ask a volunteer to draw the boundary of the community, drawing a large circle in the sand with a stick.
- Then ask others to add important landmarks e.g. main roads, rivers, school, clinic, church, and water points. Use local materials such as stones.
- Ask someone to step inside the map and show where they are all standing.

**Step 3: Mark the houses and shitting places (15 minutes)**
- Ask 2 volunteers (one man, one woman) to step onto the map. Hand out cards and ask each person to put the card representing their house on the map.
- Then ask each volunteer to put yellow powder on the places where they shit.
- Then invite other people to come onto the map, add their houses, and show with yellow powder where they shit. Don’t hand out the yellow powder – ask everyone to get it themselves. Get everyone up and showing places where they go to shit.
- If the women or others are not participating, coax them by saying: “Those who have no yellow powder on their hands – please come and mark where you shit.”
- Then ask – “Where is the most shit in your village? Why do you shit there?” [Lots of bushes, so easier for us to shit without being seen. Good hiding places.]

**Step 4: Mark places where people shit at night or when they have diarrhea.**
- Ask them to mark the places where they shit at night or when they suffer from diarrhea.
- Ask – “Some people have to walk a long way to defecate. Are there any safety issues – or do you have any problems when shitting in the open?” [Responses:
Dangerous for women to walk so far, especially at night. We feel embarrassed when others see us when we are shitting. Sometimes we are bothered by dogs.

Step 5: Walk on the map from the house to the water point (5 minutes)
- Ask a woman to walk on the map from her house to the water point – “Can you show me the route you use when you go to fetch water?” In the process she will step on shit (yellow powder) and get it on her shoes. Explain how shit gets spread around the village on our shoes, without people realizing it.
- When the woman reaches the water point, ask – “What do you think about the water point with shit around it?” [Possible response: I feel bad. The shit is close to the water point, and rain washes the shit into the water point.]
- Ask – “What does it mean?” [Possible response: We are drinking our own shit.]

Step 6: Discuss the map (10 minutes)
- Ask a series of questions about the map:
  a) What do you think about all the shit?
  b) Which areas have the most shit? Why do people shit in these places?
  c) Where does the shit go?
  d) What have you learned from the map?

Step 8: Record on a flipchart
Ask one community member to make a copy of the map on a flipchart. This should be left with the community and used for monitoring the progress of the community to build and use toilets.

<table>
<thead>
<tr>
<th>Summary by facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is shit scattered everywhere in the community.</td>
</tr>
<tr>
<td>Everyone is involved in open defecation - men, women and children.</td>
</tr>
<tr>
<td>We have to walk far from the house to have a shit without being disturbed.</td>
</tr>
<tr>
<td>We have problems shitting in the bush (security, embarrassment, etc.)</td>
</tr>
<tr>
<td>We step on shit and carry it around the village on our shoes.</td>
</tr>
<tr>
<td>Shit gets into the river and water sources.</td>
</tr>
</tbody>
</table>
### Activity 5: Shit Walk (Keep it short!)

| Objectives |  ● See, smell and discuss places of open defecation.  
|            |  ● Develop disgust, embarrassment, and anger towards open defecation. |
| Key Messages | a) Seeing and smelling the shit is disgusting or embarrassing. 
|             | b) Flies and animals eat the shit and carry it home. |
| Time | 15 minutes (Keep it short!) |
| Method | A short walk to an open defecation area near the meeting place + discussion. |
| Special Notes | ✓ Make sure you find shit before the meeting so you can take people directly to this place. If the Shit Walk takes too long, people will become bored and leave.  
|             | ✓ Don’t be upset if people react strongly to the shit, e.g. becoming angry or shouting their disgust. This is a good sign - the reaction you are trying to trigger.  
|             | ✓ Don’t rush this activity. Take enough time at the open defecation place to discuss the shit and how people feel about it – before returning to the meeting. |
| Process | 1. Invite some participants to join you on a short walk to an open defecation area near here. Tell them you would like to see one of the places where people shit each day. “Let’s go and see the places where people have been shitting. The shit on the map is not real shit – only powder. Let’s go and find some real shit.”  
|          | 2. Walk to the open defecation area identified earlier. When you arrive at the shit area, point to the shit and ask - “What do you think or feel about it?” [Possible Responses – Disgusted. It has a bad smell. I feel like vomiting.]  
|          | 3. Ask – “Why is shit left in the open a problem?” [Possible responses: The shit gets into our water supply. Flies may carry shit to our food – and then we eat the food.]  
|          | 4. Ask – “What happens to the shit?” [Response: Dogs/chickens eat the shit or take the shit back to the house on their mouths.]  Probe – “And what happens next?” [Possible response: The dogs will lick the plates in the house or play with the children - and this will transfer shit to the food or to the children’s hands.]  
|          | 5. Take some shit in a plastic bag back to the meeting – and put it visibly at the front of the meeting – open so that flies are attracted to it. Put a plate of cooked food beside it so that you can show the flies going from the shit to the food.  
|          | 6. Ask one person to give a report when you return to the meeting – and then discuss with the whole group the findings (lots of shit which gets into the food). |
## Activity 6: Shit to Home/Food Flows

### Objective
Help the community analyze and realize how shit from the open gets into their household and into their food and mouth – that they are eating shit.

### Key Messages
- a) Flies, animals, hands, etc. carry shit back to the house and into our food.
- b) We are eating our own shit and our neighbours’ shit.

### Time
20 minutes

### Method
Making diagram showing how shit travels from the bush into the house and into food. Participants draw pictures of flies, animals, hands, etc. on cards and stick them on flipchart. They discuss how shit moves to food – and see that “they are eating shit.”

### Resources
Flipchart paper, cards, marker pens, masking tape.

### Special Note
Caution - Don’t tell people that they are eating shit. Instead ask probing questions and draw this response out of participants themselves. It is much more powerful if the community members themselves say – “We are eating shit.”

### Process

#### Step 1: Drawing activity
- a) Draw a picture on flipchart paper – pile of shit and a house and food.
- b) Hand out cards and markers. Ask people to draw on the cards (or write words) things such as FLIES, ANIMALS, HANDS, FEET, which move the shit from the bush to the house and into our food.
- c) Tape up one card (e.g. picture of a fly) as an example of the sort of thing we would like people to draw or write. This will help to explain the task quickly.
- d) Ask people to stick their drawings on the picture between the shit and the house.

#### Step 2: Discuss each picture – and how shit moves from the bush to food
- a) Ask each person who has drawn a picture to briefly explain their picture and how the shit is carried to the food. Example responses -
  - Dogs eat shit and carry shit to the food. Dogs play with children and shit gets onto the children’s hands. Dogs lick the plates in the house.
  - A fly may land on the shit and carry it to the food. Their feet are so small that we don’t see the shit on their feet, but it is there.

#### Step 3: Use probing questions to get someone to say – “We are eating shit!”
- a) Ask – “We have said that shit gets carried to the food – and we eat the food. What does it mean?” [Response: We are eating our own shit.]
- b) Give the person who said “we are eating shit” a big clap.
## Activity 7: ‘Water and Shit’ or ‘Food and Shit’

<table>
<thead>
<tr>
<th>Objective</th>
<th>Help the community realize how shit can get into our water and into our food.</th>
</tr>
</thead>
</table>
| Key Messages | • Shit gets washed into the community water supply.  
                 • Flies carry shit to our food. |
| Time | 25 minutes |
| Method | Water and Shit Demonstration – or Food and Shit Demonstration. |
| Resources | Hair, plastic water bottle, plate of cooked food, and shit. |
| Special Note | ✓ Some participants may get upset when we offer them the water bottle with shit in it. Getting upset is ok – this is one objective of the triggering, to get people angry and disgusted with open defecation so they want to change. Making people angry and disgusted is part of the triggering process.  
✓ Don’t tell people that they are eating shit. Let them discover this themselves – through asking probing questions. If they discover it themselves – “that we are eating shit”, it has a much stronger impact. |

### Process

#### Water and Shit Demonstration (10 minutes)

1. Walk up to one person, hand them a bottle of water and invite them to have a drink. The person will accept the bottle and have a drink.
2. Then take a stick, put it into the shit which was brought back from the Shit Walk, and put it into the bottle of water. Then offer the water to the same person and other participants. Each person will refuse.
3. Then ask – “Why are you refusing?” – and with a straight face, keep saying, “What’s wrong with my water? No problem. It looks clean to me.” [Responses: We saw you put the shit into water. It looks clean, but it is not clean. If I drink it, I will get sick.]
4. Then say - You say that there is shit inside the water. Yet there is lots of shit here (pointing to the shit from the Shit Walk) and this shit gets into our river during the rainy season. Why do you drink river water? [Response: We drink river water because we don’t see shit in it. When we drink this water, we are drinking our own shit.]
5. Ask – If you didn’t see me putting the shit into the water, would you have drunk this water?” [Response: Yes.]

**WARNING:** Be very careful at this moment. Don’t tell people ‘you are drinking shit.’ They need to decide this for themselves. If you tell them, they will feel insulted.

#### Food and Shit Demonstration (10 minutes)

1. After returning from the Transect Walk, put the piece of shit at the front of the meeting place – open so that flies are attracted to it. Put a plate of cooked food beside it so that you can show the flies going from the shit to the food.
2. Once the flies arrive, say: “Look at what is happening. Do you see how the flies move back and forth? Would anyone like to come and eat the food? Why not?”
3. Ask – “If flies are on a plate of food, do we always refuse to eat it, or stop children from eating it?”
4. Women – the food and water we serve our families gets covered with shit, in spite of our efforts to keep it clean. How do you feel about that?
Activity 8: Shit Calculations

Objective  
To show the community how much shit is produced each year by the community.

Key Message
- We produce a large amount of shit in the community each year.
- The shit doesn’t go away – it gets into our food and water.

Time  
20 minutes

Method  
Calculating the amount of shit produced each year on a flipchart.

Resources  
Marker pens and flipchart paper.

Process
1. One facilitator asks questions (given below), while the second facilitator records the responses on the flipchart. (Responses = the text written in bold)
2. Say – “We have seen that our community is full of shit. Let’s calculate how much shit we produce as a community each year.”
3. Ask – “How much shit do you produce in a day? Show me with your hands. Like this (showing a small piece of rolled up paper) or like this (showing a big piece of rolled up paper). Agree on the size of shit.
4. How many times do you shit each day? Different responses – once a day or twice a day. Agree on a number – say once a day.
5. How many people in your community (section)? Response: 500 people
6. Each day 500 people in your section produce 500 pieces of shit.
7. How much do you produce in one week? 7 days x 500 pieces = 3,500 pieces
8. How much is produced in one year? 50 weeks x 3500 pieces = 175,000 pieces
9. Then say – each person produces one kg of shit per day, so we have produced 175,000 kg per year.
10. A bag of farm produce weighs 50 kg. If we divide 175,000 by 50, we get 3500 50 kg bags.
11. Say – “This is a huge amount of shit. You must be the biggest shitters in the district! Congratulations, let’s give you a big clap!”

Ask - “Where does shit go? What are the effects of this shit on our environment?”
[Expected response: The shit gets into our food and water and makes us sick.]
## Activity 9: Handwashing and Food Exercise

<table>
<thead>
<tr>
<th>Objective</th>
<th>Help the community realize how shit can get into food if they do not wash their hands after defecating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message</td>
<td>You will eat shit from your hands if you do not wash your hands after shitting.</td>
</tr>
<tr>
<td>Time</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Method</td>
<td>Handwashing and Snack Exercise</td>
</tr>
<tr>
<td>Resources</td>
<td>Snack. Toilet located near the meeting place.</td>
</tr>
</tbody>
</table>

### Process
- **Role Play**: Pretend you are having diarrhea and leave meeting as if you are going for a shit. Then come back to the meeting, doing up your belt and wiping your hands on your trousers. A team member asks you, “Did you wash your hands?” and you say, “No”, rubbing your hands on your pants and smelling your hands.
- Then pick up a biscuit with your unwashed hands and offer it to people to eat. They will refuse.
- **Ask** – “Why are you refusing? What dirt is in my hands? Look – there is nothing there. My hands are clean, I wiped them on my pants.”
  - Response: We saw you come from the toilet without washing your hands. You may have touched shit and then touched the food. While your hands might look clean, they may have shit on them from wiping your bum.
- **Ask** – “If you touch food without washing your hands, what will happen?”
  - Response: Shit from your hands will get into the food so we will eat shit.
- **Ask** – “After you shit when in the bush or after cleaning a child’s bum, do you wash your hands?”
  - Response: No, we are too far from the water, so we use a rock, corn cob or leaves.
- Teach a song about the importance of washing hands with soap after defecating.

### Summary
We will eat shit from our hands if we don’t wash our hands after defecating.
**Activity 10: Action Planning and Presentations**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Allow time for the community to review what they have learned and decide what they want to do about the problem of open defecation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Message</td>
<td>The community will make their own decision on the issue of open defecation. The outside team of facilitators will respect whatever they decide.</td>
</tr>
<tr>
<td>Time</td>
<td>40-60 minutes</td>
</tr>
<tr>
<td>Method</td>
<td>Final discussion and decision by community.</td>
</tr>
<tr>
<td>Resources</td>
<td>Flipchart sheets and markers.</td>
</tr>
</tbody>
</table>
| Special Notes | ✓ The “IGNITION MOMENT” is when the whole community realizes that: a) because of open defecation we are eating our own shit; b) this is a problem for all of us; and c) we have to work together to stop open defecation. This session gets the community to develop their own plans to stop open defecation.  
✓ The aim of this session is to get the community taking action ON THEIR OWN. So when you divide into groups, let the groups meet on their own – and make their own decisions so there is strong ownership of the actions. If you sit with them in the group, they will depend on you.  
✓ Don’t force communities to build their latrines. They must be motivated to do it themselves. |

**Process**

**Step 1:** Ask – “What have you learned from the activities today?”

**Step 2:** Summarize the responses. Examples: Lots of shit in the village. The shit that we have deposited in the bush doesn’t go away. It makes its way back to the house and into our food through flies, animals, hands, feet, etc. We end up eating our own shit and our neighbour’s shit.

**Step 3:** Ask – “Who will go for open defecation tomorrow? Raise your hands.”

**Step 4:** Ask – “No one has raised their hands. You say that open defecation is a big problem in your community. What do you want to do to solve this problem? We will leave the village after this meeting, so don’t depend on us. It is your problem so you must decide what to do.”

**Step 5:** Divide into groups of people sitting in the same area. Ask them to discuss - “What do you want to do to solve the problem of open defecation?” Go to each group to check they have understood the task – then leave them alone to discuss.

**Step 6:** Ask each group to give a brief report – and record on the flipchart.

**Example of actions:**

- We want to build traditional latrines for every household using local materials
- We will start with simple toilets. Later we will improve the quality of the toilets.
- After building toilets we will encourage households to use and maintain them.
- We will also build facilities for handwashing.
- To organise the building of toilets, we will: a) make a list of toilets to be built; b) hold a meeting with local leaders; c) identify sites for building toilets.
- If we go for a shit in the bush, we should cover it like a cat (cat method).
- We should get everyone to wash their hands after shitting and before
eating.

- We should decide on rules to stop open defecation, including sanctions against people who continue to shit in the open.

**Step 7:** At the end of the meeting say:

a) *Congratulations for all your good ideas and plans.*

b) *We are leaving the village after this meeting. So don’t depend on us. Do it yourself. I know you can do it.*

c) *Our role as outsiders is to encourage and support you - but the action must be led by the community. It is your problem and you must find solutions yourself.*

d) *The only people who can do something about the problem of open defecation is the community itself. People have to take responsibility for their own shit!*

e) Agree on a date for the planning meeting with the natural leaders.

f) Agree on dates for a follow up visit by the facilitators.

g) Close the meeting.

**Identifying Natural Leaders**

- Natural leaders will come forward during triggering. They are the individuals who show the most enthusiasm. They will be among the first to tell you they will begin to build a latrine.
- Make sure men and women are involved as natural leaders.
- To identify natural leaders ask – “Who will lead this project?”
- Be patient and wait for the community’s decision.

**Final Arrangements with Natural Leaders:**

- Explain that you will hold a planning meeting with Natural Leaders. To prepare for this meeting the Natural Leaders should prepare the following and bring them to the planning meeting:
  a) Transfer the ground map onto a large flipchart map, noting all the households needing latrines (give them flipchart sheets and markers); and
  b) Make a list of households who want to start building latrines immediately.
- Encourage them to hold follow up meetings with the community to:
  a) plan how to site and build the toilets; and
  b) decide on rules for stopping open defecation.

**Post Triggering Durbar**

**Step 8:**

A durbar of community leaders, elders, politicians and people in all the sections of the entire community is organized the next day after triggering.

The purpose is to enable the NLs present the plans to the entire community for buy in. It also allows the leaders (traditional, political, religious, etc.) to pledge their support and commitment to the collective decision to abandon OD, practice regular handwashing with soap, build and use latrines.
CHAPTER 3: FACILITATION
TECHNIQUES

Introduction

Your main job as a CLTS facilitator is to conduct triggering meetings with the community in a participatory way.

In conducting these meetings your job is to:

- Get the whole community involved, including women, people with disabilities, and children;
- Facilitate different participatory activities e.g. Shit Mapping, Shit Walk, Shit to Food Flows, etc;
- Facilitate discussions on the community’s sanitation situation;
- Help the community develop feelings of strong disgust and anger about open defecation;
- Help the community recognise and name the problem themselves - that “they are eating shit;” and
- Help the community develop commitment and plans to stop open defecation.

In facilitating these meetings your aim is to **empower** the community – to build a strong sense of ownership and responsibility for change. Your aim is to help them realise that they can change their sanitation situation – stop open defecation - through their own efforts and resources.

This chapter will help you learn the techniques and tips to facilitate effective triggering meetings.
PART A - GENERAL FACILITATION TIPS

Work as a Team

✓ Plan the triggering meeting as a team – and decide on who will lead each session.
✓ Take turns in the lead role. While one facilitator leads one activity, another facilitator can prepare himself/herself to lead the next activity.
✓ Those who are not in the lead role can help support the process e.g. distributing cards, recording on the flipchart, or helping to get shy participants to join the discussion.
✓ When you are not facilitating, observe what is happening. You may see things that the lead facilitator cannot see because s/he is facilitating. Observe carefully so you can help him/her out.
✓ Helping out may involve asking a new question to keep the discussion going, or encouraging shy people to contribute, or providing a summary which helps people see what has been said.
✓ Give a signal to the main facilitator if you want to help out. Step in and take over by asking a question. Don't break the discussion by getting into a long talk with the lead facilitator.
✓ Meet at the end of each triggering meeting to debrief how it went – and plan for the next one.

Arrive early – to get everything organized

✓ Arrive early at the venue – one hour before the starting time - in order to get everything organized and welcome participants when they arrive.
✓ If there are no or few participants, send team members off in different directions, going house to house to invite people. Invite men and women and children to attend.
✓ Ensure that those present are a good representation of the community. For example, if there are not many women, ask the leaders to mobilize more women to attend the meeting.
✓ Find places of open defecation close to the meeting place – to be used for the Shit Walk. This will ensure you don’t waste time (looking for shit) when you do the Shit Walk.
✓ Brief the community leaders on the purpose of the meeting. Emphasize the importance of the community taking the lead, rather than waiting for government. Ask the leaders to say something brief at the start of the meeting e.g. that the community will make their own analysis of the defecation problem and decide what to do, without depending on outside support.
✓ Contact the school about involving school children and find a meeting place for the children to meet – not too far from the adult’s meeting place, so the children can join the final session (#10).
✓ When people arrive, welcome them and make sure everyone has a seat. The facilitators should not sit as a block at the front of the meeting place. The lead facilitator can stay at the front, but the other facilitators can sit with the audience and encourage them.

Be Prepared

✓ The more preparation, the smoother the meeting will go, and you will save time.
✓ Physical Preparations:
  a) Set up the chairs/benches in a semi-circle so that everyone can see what is happening;
  b) Set up a place for materials – yellow powder, markers, tape, flipchart paper, cards, etc;
  c) Arrange the materials - put up blank flipchart sheets for recording, cut up the cards, look for stones and sticks for Shit Mapping, etc; and
  d) Find a place for the Shit Mapping which is flat and clear of stones and grass, and ideally under a shady baobab tree.
Think about how best to facilitate each activity. What is the objective of each activity and what do you have to do to ensure that the activity meets its objective? What is the best way of explaining each activity? How to ask each key question effectively? What examples can you give if the group doesn’t understand clearly what you mean?

Start the Meeting

- Be your normal, friendly, and confident self! Relax and smile! Use a joke, song, or a short energizer to get people’s immediate attention.
- Energizers can help to break the ice, build a feeling of community, and help community members relax and have some fun. But keep the energizers short!
- Ask team members to introduce themselves.
- Invite community leaders to welcome everyone and explain the importance of the meeting.
- Use simple words and avoid technical jargon. Talk to the community as if you are having a conversation with them. Don’t sound too formal.
- Explain the objectives of the meeting, i.e. to assess the issue of open defecation and its effect on people, and decide what should be done to solve the OD problem.
- Clarify the CLTS approach. You are not providing money or materials or building toilets for people. The community, not government are taking the lead – the community will discuss and decide what they want to do, and then take action themselves, without depending on government.
- Agree on ground rules, e.g. give everyone a chance to speak, one person talks at a time, listen to and respect each other’s ideas, encourage women to participate, turn off cell phones, etc.

Follow the Steps in the Triggering Guide (Chapter 2)

- Follow the steps for each activity written in the Triggering Guide (Chapter 2). If you follow the guide, without leaving out any steps, you will get good results.
- Explain and do one step at a time. Make sure you have completed each step and people have understood what is expected before moving to the next step.
- Don’t rush! Take enough time. For example when you do the Shit Walk and find shit, don’t rush back to the meeting place. Keep the group there long enough to see and smell the shit and discuss how people feel about it.

Give Clear Instructions

- Keep your instructions and questions clear and use examples to help with understanding.
- Give simple instructions on what people are expected to do – and use your body to reinforce this. For example: “Stand up and show me where you shit in the bush, using this yellow powder.” Then point towards the yellow powder and hold out a hand to lift a participant up out of his chair so he can start the process.
- If participants do not understand what you are asking them to do, repeat what you said, or say – “Did anyone understand what I said? Can you repeat it?”

Give Clear Demonstrations

- Demonstration involves showing things and then discussing them. Showing things helps people understand because it uses four senses - seeing, hearing, touching, and even smelling.
- There are five activities which use demonstration – Shit Mapping, Shit Walk, Water & Shit Demonstration, Food & Shit Demonstration, and Handwashing & Food Demonstration.
Show things simply and clearly. For example, when putting shit inside the water bottle, do this facing the audience so they can see what is happening. Don’t do it with your back to them.

In Shit Mapping and Shit Walk, point to things (e.g. yellow powder all over the map, or the pile of fresh shit) and ask questions about it - "What do you think/feel about all this shit?"

To prepare for each demonstration:
- Plan each step and what needs to be demonstrated and explained at each step.
- Prepare the materials e.g. food for the Food & Shit and Handwashing demonstrations.
- Plan how to challenge participants with extra probing questions, e.g. “Why did you refuse?”
- Rehearse the demonstration until it is easy for you.

Here are some tips for doing the demonstrations effectively:
- Ensure that everyone can see what you are doing.
- Do one step at a time - explain it and show it.
- Go slowly - make sure everyone understands what is happening.
- After doing the activity, ask questions, e.g. “Why are you refusing?” or “What does it mean?”
- Remember to keep a straight face when you ask – “Why are you refusing?”

More questions, less talk

In the past Environmental Health field workers used to give lectures and tell people what to do and in some cases used threats to get people to follow their orders.

The CLTS approach is a new approach – asking questions and getting villagers to think and talk and make their own decisions. It is no longer TALK – TALK – TALK. Our new role is to ask good questions and listen and encourage the community to come up with their own ideas for change.

So we are no longer the experts, telling people what to do. We are not imposing messages. We are using the questions and triggering tools to get the community to make their own analysis, to realise themselves that “they are eating their own shit”.

Talk about gut feelings

CLTS is not just about awareness. It is also about feelings. You are trying to trigger a gut reaction to shit – feeling shocked, or disgusted, or angry, or embarrassed about looking at shit. Seeing and smelling or even stepping on a fresh pile of watery shit during the Shit Walk is often enough to make people angry and want to do something. The emotions generated are a very important part of the CLTS process.

So you need to ask questions which not only ask people about what they think, but also questions about how they feel. “When you see all the shit on the ground, how do you feel? When you think about eating shit carried to your food by flies, how do you feel?”

You need to fish for emotional responses. This may come from looking at or smelling pieces of shit on the ground, or seeing lots of shit (yellow powder) in the community map, or simply thinking about the idea of eating shit. “How do you feel about that?”

Don’t be discouraged if community members react strongly, e.g. becoming angry or shouting their disgust. This is a good sign - the strong emotional reaction you are trying to trigger. We want people to become angry – this is the first step towards taking action.

Use local words for “shit”

In all cultures people find it difficult or embarrassing to use the word “shit”. Normally they resort to polite or technical words such as “faeces” or “excreta” or “stools”.

Part of the CLTS methodology is to break through the taboo about talking about shit, and make people comfortable about using crude words such as “shit”. We can only deal with the
problem of open defecation, if we can talk about it openly – so we need to get people talking about “shit”.

✓ Find out early in the process what local words people use for “shit” and “having a shit (shitting)” and get people to use these words. Don’t let people evade the issue by calling it “dirt”. Get them to say “shit” in their own language – “bindi” or “Kaashie.”

✓ Ask the question “In the morning what do you do?” and ask people to describe having a shit in their own language. Then use these words for the rest of the triggering.

✓ Use jokes to build an atmosphere in which participants feel comfortable talking about “shit”. For example with a big smile say, “How many people had a good shit in the bush this morning?”

**Manage Energy**

Check on the energy level at regular points in the meeting – and respond if energies are low.

✓ Observe their body language. Do they look bored? Are they yawning? Tired?

✓ Ask - “How are you feeling? Is it time for an energizer or a break?”

✓ When people are tired, ask people to stand up and do an energizer, or take a break.

✓ Use your own energy as a facilitator – communicated through a strong voice and active body language - to energize the group.

**Manage Time**

✓ In a triggering meeting there is not enough time to go into depth with all the issues. You will need to manage time carefully or your overall objective will be lost.

✓ Decide how much time you need for each activity – and work to these time limits. Don’t allow activities to drag on too long! But be flexible – some activities may need more time.

✓ When people are talking, get them to keep their comments brief, not give long speeches.

✓ Don’t rush - move at the pace of the community. Remember, it is the community’s analysis you are supporting. It is probably the first time for them to think about these issues so give them enough time to think through the issues and come up with their own conclusions.

✓ When you are doing the Shit Walk, take enough time at the shitting place to discuss how people feel about the shit and what happens to the shit.

✓ Give small groups in the Moving to Action session (#10) enough time to do their work. This is the most important session – and people need time to come up with their own strategies for action.

✓ Close quickly! Don’t allow the meeting to drag on. Explain what will happen next and then say – “Thank you. The meeting is over!”

**Action Planning**

✓ The last activity in each meeting is developing an action plan – the community meeting in small groups to discuss what they want to do to solve the problem of open defecation.

✓ Give clear instructions on what the groups are expected to do. Ask them to identify and agree on simple and do-able actions to stop open defecation.

✓ Then divide into groups of about 8-12 people – walk up to people sitting in the same area, and ask them to turn their chairs or benches around so they can form a group.

✓ After groups are formed, go to each group to check that they are clear about the task. Ask them to explain what they are expected to do - to see if they understand.
✓ Allow the groups to discuss on their own, but make yourself available to answer questions, and remind them about the time remaining.

✓ Give the small groups enough time. Community members need time to build trust in each other and in their own ability to do things.

✓ After the groups have done their work, ask each group to give a report – and record their proposed actions on the flipchart.

✓ Give a brief summary of the main ideas of all the groups – and then ask, “Are you committed to stopping open defecation by doing all of these things?”

✓ By the end of the meeting the community should be engaged and ready to act, not sitting there waiting for you to lead the action.

### Why do action planning in small groups?

- Action planning in small groups creates ownership. Small groups allow community members to discuss and decide by themselves what they want to do – without you! By using small groups you are saying that it is the community’s problem and they need to solve it on their own.

- Small groups make it possible for you as facilitators to hand the initiative over to the community. The facilitators should not sit in the groups and take part in the discussion or try to lead the discussion – they should allow the groups to discuss on their own.

- Small groups helps the community work together and consolidate their ideas. Having different small groups makes it possible to come up with different ideas for action.

- Small group discussion also allows natural leaders to emerge from the process – i.e. people who take the lead role in the group discussion.

### Debrief each meeting as a team

✓ Organize a team debriefing at the end of each meeting.

✓ Start off asking each team member to give his/her views about the meeting. Then take each activity and analyse how it went - good points and bad points.

✓ Discuss some of the following issues –

- Which activities worked well – and why? Which didn’t work well – and why?
- How was the level of participation in each activity?
- Did women and marginalised groups have enough opportunities to give their ideas?
- Which questions were effective and which were not understood?
- What problems did you face – and how can they be overcome in future meetings?
- What was the impact of the meeting – is the community fully committed to action, or are they not convinced about the need to change?
- What things need to be followed up with natural leaders?

✓ Help your team recorder write a brief report on the meeting.

✓ Once you have finished debriefing, plan for the next triggering meeting – and add those things you have learned from the debrief.
PART B - HOW TO FACILITATE DISCUSSION

Discussion is the core activity – so you need to be good at facilitating discussion – asking good questions, listening actively, rephrasing, and encouraging participation. Here are a few tips:

Open Questions

✓ One of your main tasks as a CLTS facilitator is to ask four types of questions:
  a) OPEN QUESTIONS – questions which encourage many different opinions;
  b) CLOSED QUESTIONS – questions which get a single answer or “Yes/No;”
  c) PROBING QUESTIONS – a series of follow-up questions to get more information; and
  d) PROCESSING QUESTIONS – questions which get people to conclude “What does it mean?”

✓ OPEN QUESTIONS get people to give their own ideas, rather than “yes/no” or a single response. They trigger many responses from participants and get many people talking and discussing. Examples: “What problems do you have when going to the bush for a shit?” Or “What happens to the shit left in the open?” Open questions are the trigger for a good discussion.

✓ CLOSED QUESTIONS get people to give a specific, single answer or “Yes” or “No”. Example: “If you didn’t see me putting the shit in the water, would you have drunk this water?” [Yes.] Closed questions are good to confirm that everyone agrees, for example, that open defecation is bad. But closed questions should be used to check on agreement from more than one person. So after getting a response from one person, follow up with another question such as, “Do others agree?”

✓ Most of the time you should use OPEN questions, rather than CLOSED questions, because open questions encourage more participation.

✓ Questions can be used for two purposes – a) to get people to think about an issue, e.g. “How do you feel about all the shit?”, or b) to get more people involved, e.g. “What do others think?”

Probing Questions

✓ Probing is to ask a series of follow-up questions to get more information on an issue, or look for solutions, or get more participants participating in the discussion. Questions like: “Tell me more? Please explain. What does it mean? What can we do to solve it? What do others think?”

✓ Keep asking questions. Some facilitators ask only one question – and then stop. One question is not enough – you need to ask many questions to clarify the issue, and get other
participants contributing. Don’t be satisfied with one answer. Keep asking questions to find out more about the issue and get others to comment.

✔ In the triggering methodology **probing questions are used to push participants to analyse and understand the problem of open defecation.** For example, you put shit into a bottle and hand the bottle to someone to drink. The person refuses. The probing question is – “**Why are you refusing?**” When they say, “We saw you put shit into the bottle”, the follow up probing question is to say – “**No, the bottle looks clean to me, what’s wrong with the water?**” By asking more and more questions, we are getting participants to say – “Shit gets into our water supply, and when we drink the water we are drinking our own shit!”

<table>
<thead>
<tr>
<th>Examples of probing questions -</th>
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<tbody>
<tr>
<td><strong>Participant:</strong> The dog takes food to the home.</td>
</tr>
<tr>
<td><strong>Facilitator:</strong> And what happens next? (PROBING)</td>
</tr>
<tr>
<td><strong>Participant:</strong> The dog licks the plates and shit gets transferred to the food.</td>
</tr>
<tr>
<td><strong>Facilitator:</strong> What does that mean? What are you eating with your food? (PROBING)</td>
</tr>
<tr>
<td><strong>Participant:</strong> We are eating the food with the shit on it.</td>
</tr>
<tr>
<td><strong>Facilitator:</strong> And what does that mean? (PROBING)</td>
</tr>
<tr>
<td><strong>Participant:</strong> It means we are eating our own shit and other people’s shit.</td>
</tr>
<tr>
<td><strong>Facilitator:</strong> How do you feel about eating your own shit? (PROBING)</td>
</tr>
<tr>
<td><strong>Participants:</strong> I feel bad. I don’t like it. We should do something.</td>
</tr>
<tr>
<td><strong>Facilitator:</strong> What can you do about it? (PROBING)</td>
</tr>
<tr>
<td><strong>Participant:</strong> We can find ways to cover the shit – so it doesn’t get into our food.</td>
</tr>
</tbody>
</table>

**PROCESSING QUESTIONS**

✔ Processing questions are questions which make the whole activity meaningful – they get people to make their own conclusion at the end of an activity and think about what they want to do about the problem of open defecation.

✔ Use processing questions at the end of each triggering activity – “**What does it mean? What did we learn from this activity? What can we do to solve this problem?**”

✔ Don’t stop with the Shit Map or Shit to Food Flows diagram as an end point. Use this as a starting point for a discussion on what it means. Producing a Shit Map is fun – but it is not the end result. Make sure that the ‘products’ of each triggering activity (e.g. Shit Map) get properly discussed. For example after producing the shit map, ask - “**What do you see? How do you feel about all the shit in your village?**” – and allow enough time for people to deal with this question.

**Active Listening**

✔ After asking each question, LISTEN carefully to what each person says. Give him/her your full attention and concentrate on what s/he is saying.

✔ If you listen actively, participants will know that they are being heard and understood. This encourages them to be more open about sharing their ideas, experiences, and feelings. Listening makes people feel you appreciate what they have to say and builds up their confidence.

✔ Active listening is crucial to leading the discussion. If you don’t know what the person has said, it is hard to ask the next question or shape the flow of discussion.

✔ Active listening involves:

a) **Eye contact** – look at the person to show you are interested – give them your full attention

b) **Encouragers** – Signals to the other person that you are listening, e.g. nodding your head, or saying things like “Yes. … Okay….I see….That’s interesting…..Tell me more….”

c) **Rephrasing** to check that you have understood what the person is saying.
Rephrasing

- Rephrasing is to restate what a person says in your own words - for example "What I heard you say is that shit gets washed into the water sources and we drink from those sources."
- Rephrasing helps to check that you have heard the person clearly and encourages the speaker – it makes the speaker feel that s/he is being listened to.
- Rephrasing also ensures that the whole audience has heard and understood what was said. This makes it easier for other people to add new ideas.
- Rephrasing also helps you as the facilitator. It helps you organize the discussion – helping you summarize the discussion so you can ask the next question.

Encouraging Participation

In some meetings you will find a few participants dominating, e.g. often older men. Look for ways to get others involved and the talkers to talk less:

- Use the ground rules to encourage everyone to contribute. “Remember our ground rules – we agreed that everyone should participate – we want to hear from everyone.”
- Thank the big talker for his contribution – and say, “we would like to hear from everyone”. Then try to avoid eye contact with the big talker.
- Ask questions to the shy and praise their responses – this will encourage them to talk.
- Smile, walk towards people, and use your hands and body to encourage them to talk.
- Use a clap or words of praise to recognise good contributions. But don’t overdo it. Don’t treat community members like children.
- Limit your own talking. Your job is to help others think, talk, and work out solutions, not do all the talking or try to solve problems for them.

Make Room for Women’s Voices

Women suffer the most from having to use open defecation and can make a big contribution to solve this problem, but often they are not given a chance to attend meetings or to speak. Here are a few tips on how to get them actively involved in the triggering meeting:

- Make sure women are invited to the meeting and don’t start the meeting until there are enough women present.
- Make sure women are seated among the men, not forced to sit at the back.
- At the start of the meeting say that you want to hear from men and women. Emphasize that you want women to have an equal chance to talk and you want people to listen to them.
- Encourage women to talk by walking up to them and asking questions directly to them, giving them your eye contact, and carefully listening to, rephrasing and praising their responses.
- Say things like: “The men seem to be doing everything. Could the women come up and contribute to the map e.g. show us your houses and where you shit.”
- Keep a record of who talks at the meeting – to keep a balance between men and women. If men are dominating say: “The men have been doing all the talking. Let’s hear from the women.”
- Find ways to give women special attention in the meeting – for example:
  a) Ask people to show if they have yellow powder on their hands – a way of getting those who have not been participating (including women) to come up and mark where they shit.
  b) Ask women – “Why do you have to walk so far from the house to have a shit?”
c) Ask the group if there are any safety issues or problems when shitting in the open – and then fish for women’s experiences.

d) Ask a woman to walk on the map from home to the water point to a) show how shit gets moved around the village on our shoes and b) how shit gets washed into the water supply.

e) Ask a woman to report back on the Shit Walk.

f) In the summary on WATER/FOOD AND SHIT tell the women that the food and water we serve our families gets covered with shit and ask them – “How do you feel about that?”

g) Or ask the women – “When you dish out food, a child may shit near the food. Do you stop what you are doing and clean up the shit before serving the food? Or when you return from fetching firewood and are hungry, do you wash your hands before eating?”

✔ At points in the meeting you may decide to have discussions in gender groups, e.g. getting both groups to discuss – “What problems do we have when shitting in the bush?” This gives women a chance to have their views fully understood and to have an impact on the meeting.

BUZZ GROUPS are a facilitator’s secret weapon!

✔ Buzz groups are pairs of people sitting beside each other in the meeting. Ask an open question and ask the pairs to talk together without breaking up the meeting circle. All the pairs talk at once – and then you invite a few pairs to give their responses.

✔ Using buzz groups is a good technique at the start of a meeting – it gets everyone talking and this creates the right buzzzzzzz for active participation.

Making it Fun

✔ The CLTS facilitation process should be interesting and fun – otherwise community members will get bored and walk out of the meeting. Use jokes and good-natured teasing to keep everyone awake and interested.

✔ Talking about shit or getting up to mark on the community map the places where you shit can be embarrassing, but if you make it fun, and get lots of people doing it all at the same time, it is less intimidating. It becomes a fun yet serious game.

✔ Use the jokes, songs, and children’s drama to help people see the funny side of shit and enjoy themselves and feel comfortable talking about shit. They find it embarrassing so make it easier for them – get them laughing and teasing each other about shit.

✔ You need to challenge people about their habit of shitting in the bush, but do it in a funny way.

- When it was dark and raining, I saw you shit behind the chief’s house!
- Your house is here but you walk all the way to the cemetery to go for a shit?
- People whose hands are not yellow have not shown us where they shit.
- This shit here (pointing to the powder) is very small – you must be very hungry.
- It’s just a little shit in the bottle, so why are you afraid to drink the water?
- How much shit do you produce? How big is it? Can someone show me?
- You don’t need to worry, because the flies on this pile of shit are different from the flies sitting on your food at home.

✔ Or get people to tell funny stories about their experiences of shitting in the bush.

One day when I was shitting in the bush, mosquitoes were bothering me. When I tried to slap them, I slapped my bum and got shit on my hand. When I returned home, I found my mother in law had come for a visit. I was embarrassed to have to greet her, shaking with my clean left hand, while my right hand (covered with shit) remained firmly behind my back.
Or if the community refuses to do anything about the open defecation problem, you might say – “You decide what you want to do, but I'd love to have a photo to show other villages the community who loves to eat their own shit.”

Involving Youth and Children

- Getting youth and children involved is very important. They can be change agents themselves – persuading their parents about the need to stop open defecation.
- They can help to “break the ice”. Adults are often ashamed to talk about shit, but children have no problem talking about shit. They are more open and honest – talking from the heart – and can help adults to loosen up a bit and talk more openly. The children speak out the truth – “Yes, there is tons of shit behind the school and along the road and just outside the bar!”
- Children can make up songs about shit using familiar tunes (“Shit in the bush, shit in the corn field, shit behind the school, shit behind our houses, everywhere is shit - shit – shit!”).
- Children and youth can also take part in the action planning process and some can become Natural Leaders.

In one triggering meeting children took part in the children’s sessions and then joined the adults for the final session where they presented a drama and song. When small groups were formed to do action planning, the children insisted on forming their own group too and developed their own proposed actions. They grabbed some flipchart paper and wrote down their own action plan.

- Talk beforehand with the school headmaster to arrange for the participation of children and youth. You can also invite the teachers to join the session.
- Organise 2-3 triggering activities for the children – and then teach them the songs and ask them to prepare a drama to be shown to the adults.
- Children may do things differently than adults. Wherever you can, allow children to have as much control over an activity as possible. Try to maintain a balance between gently guiding and taking over and directing everything.
- Use simple words and check that the children understand what you are saying. Listen to what the children are saying and use rephrasing to encourage them to speak. Tell them there are no right or wrong answers when talking about their own ideas or experience.
- Find ways to encourage less confident children to participate. Songs, games and drama work very well with children. Encourage them to lead their own drama.
- Work with the children as a team of 2-3 facilitators. Then if there are large numbers, you can break into smaller groups and each facilitator work with a group.

Handling Difficult Issues

You have to be prepared to deal with difficult questions coming from your audience. During the triggering meeting some people may refuse to accept that open defecation is a problem or may ask you to provide materials or money, or to build toilets for them. You need to be ready for these challenges and have some ideas on how to respond.

Here are some tips:

- Don't challenge the person directly yourself – or you may get into a one way fight between you and the person. Instead thank the challenger and invite other villagers to give their opinion. They can help bring out the correct information on the issue.
Brief community leaders before the meeting. If community leaders are well briefed, then they can speak out and advocate for the need to stop open defecation and to build latrines, using local resources and the importance of the community taking action themselves.

Explain clearly at the start of the meeting that you have not brought anything – you have not brought materials or money, and you are not coming to build toilets. If you give a clear explanation at the start, there is less chance of people asking you to provide money or materials.

Keep saying that the community are the experts on their sanitation situation - “You live here and know what is happening. I’m from the outside and know nothing, so you need to tell us what your situation is, and what needs to be done. You know the problems and how to solve them.”

Keep saying that you are not forcing the community to change – “I am not telling you what to do. It is up to you. You have to decide yourselves if you want to change and how you want to take action. The solution is in your own hands. You need to take responsibility for your own shit!”

Managing Conflict
Some villagers may disagree on some issues and this may lead to conflict. This situation can be explosive or you can turn it into an advantage – using the passion around the issues to understand them better. Your aim as a facilitator is to ‘stop the fighting’ and get participants to explore the issues:

- Restate the ground rules (e.g. active listening and respect) to create the right spirit.
- Ask the speakers to state their concerns and the reasons for them – to help everyone fully understand the issues.
- Ask everyone to listen to the speakers – and rephrase what each has said to make sure everyone has heard the views clearly.
- Help participants identify common ground – things they agree on; and points of difference that need further discussion – or people can agree to disagree.

PART C – TIPS FOR FACILITATING DIFFERENT TRIGGERING ACTIVITIES

The detailed description of each triggering activity is given in Chapter 2. Below we focus on the most important facilitation techniques for each activity.

Start of Meeting

- Explain the objectives clearly. Because of previous experience many communities look at government as providing subsidies or materials. So these expectations need to be dealt with right at the start of the meeting, so the community has a clear idea about the discussion.
- Explain that the facilitation team is not telling the community what to do, nor is it bringing things for the community. It is up to the community to discuss their situation and decide what changes they want. Government is not providing materials for the construction of toilets.
Shit Mapping

✓ Don’t waste time on the initial map of roads, rivers, and major landmarks. Do this quickly so you can focus your attention on where people shit.

✓ Allow for lots of participation, i.e. getting lots of people standing up, walking onto the map, and marking their houses and shit. There should be lots of movement. Don’t worry about control – the aim is to get everyone up and marking their shit places and having fun.

✓ Make sure that people learn from the map, e.g. the large number of shitting places, the distance from house to the shitting place, different places depending on the urgency to shit, how walking moves shit around the village (on our shoes), how shit gets into our water sources.

✓ Get participants to walk on the map, e.g. from their home to the water point – and point out that in the process the person steps on shit and this shows how shit gets spread around the village without people realizing it. Look at the shoes – covered with shit (yellow powder).

Shit Walk

✓ Find an open defecation place before the meeting so you can go quickly there during this activity.

✓ Help everyone see the fun in going for a group walk to look at shit. “We have been marking our shit places with yellow powder. Now let’s go and see real shit!”

✓ The main discussion question is – “How do you feel about seeing and smelling the shit?”

✓ Take some shit back to the meeting – and put it visibly at the side of the meeting – open/not covered so that flies are attracted to it. Put a plate of cooked food beside it so that you can show the flies going from the shit to the food.

✓ Ask one community member to give a short report when you return to the meeting. Then discuss with the whole group the findings (lots of shit getting into the water points and into the food).

Shit To Home/Food Flows

✓ Get lots of people drawing pictures to show things which carry shit to food. Then get each person who contributed a card to explain how shit is carried to the food.

✓ Then use probing questions to get each person to describe how the shit gets into our mouth e.g. “What happens next? And then? And then? And when it gets into our mouth, what does it mean?” [It means we are eating our own shit.]

✓ Make sure to include hands as one of the transmission vectors – this can be used to emphasize the importance of handwashing to stop faecal-oral transmission. Also include feet/shoes as a way of moving shit to the home.

Water & Shit Demonstration

✓ This demonstration produces lots of fun – and anger, in some cases. Some community members deal with it as a role play, but others deal with it as something real – thinking that you are actually trying to force them to drink water filled with shit. Often this results in an angry response – the community member saying, “Why are you forcing me to eat shit?”

✓ Don’t get upset that the community becomes angry. Making people angry is ok – it is part of this methodology. One of the CLTS objectives is to get people angry and disgusted
with all the shit in the community. Getting people to become emotional is part of the triggering.

✓ The focus for this exercise is the question “Why are you refusing to drink the water?” The aim is to get people to say, “Yes, this is like shit being washed by rain into the river and later we are drinking the shit. We can’t see it but it is there.”

✓ Remember to keep a straight face and keep saying things like – “Why don’t you want to drink water? It looks clean to me. Can you see anything?”

✓ Fish for responses such as – “We saw you put the shit into the water. We don’t want to drink the water because the water is dirty. This is disgusting. From our eyes, it looks clean, but it is not clean, we saw you put shit into it.”

✓ Make the comparison between putting shit into the bottle of water and the invisible way shit gets into our water supply. Help people to see we don’t see the shit getting into the water. It happens but we don’t see it happen.

Shit Calculations

✓ This exercise should be interactive and fun, rather than the facilitator doing everything as an academic exercise. Don’t get distracted by all the mathematics – the aim is to do this exercise quickly, but with participants’ input, and to show how much shit is being produced.

✓ Don’t forget to use probing questions at the end – “What do you think about all the shit? What can we do about it?”

Handwashing and Food Demonstration

✓ This exercise starts off with a role play. Pretend to have a running stomach and rush out of the meeting; then return, doing up your belt, wiping your hands on your trousers, and smelling your hands; have one co-facilitator ask you – “Did you wash your hands?”

✓ Keep a straight face during the role play and say things like – “Yes, I have just come from the toilet but my hands are clean. What dirt is in my hands? Look – there is nothing there! Why are you refusing to eat this food?”

✓ Then get the group to discuss -"Why is it important to wash hands after having a shit?" [You may see and think your hands are clean, but they are not.]

Moving to Action

✓ The use of small groups for this final activity is very important – it allows the community to meet on their own and decide what they want to do. The facilitators should not join the groups. They should allow the groups to discuss on their own so there is stronger ownership of the ideas which emerge. They should simply explain the task for the groups and then let them meet on their own.

✓ Use this activity to select Natural Leaders, those who are taking an active part in the discussions. Get agreement on who are the Natural Leaders and arrange to meet them for a planning session.

✓ Some communities may tell you - “Thank you very much, but we have no problem with open defecation. We have always done this.” The following section gives some possible responses.
How to Deal with Challenges from the Community

During the triggering meeting some people may refuse to accept that open defecation is a problem or may ask you to provide materials or money, or to build toilets for them. You need to be ready for these challenges and have some ideas on how to respond.

Specific Challenges and How to Respond

Here are some examples of possible challenges and arguments you can use in persuading people or responses that other community members may give.

Challenge: Some people may say things like – “Shitting in the bush is normal – part of life. Our ancestors used to shit in the bush and now we do the same. We are not used to shitting in a closed house. We feel more comfortable and free shitting in the bush.” Ask for the views of other participants and probe for concerns about being seen by others, or women’s fears of being harassed when going to shit in the bush. Ask questions about what happens to the shit, i.e. that flies and animals carry it to our food and water.

Challenge: Community members may refuse to change their behaviour, saying they are comfortable shitting in the bush. They may see no reason to change.

Say - If you marry, you will take care to build a house for you and your wife, where you will eat and sleep. But you take no care about how you shit. Just as we need a place to eat and sleep, so we need a toilet to deposit shit. If you can build a house, you can build a toilet. Or - Thank them for the discussion and offer to return at a later date. Tell them they are free to continue what they are doing, i.e. eating their own shit and their neighbour’s shit! Ask their permission to take a photo in order to show others “the village which loves to eat shit!”

Challenge: Some communities may ask for a subsidy, or materials, or tools, or help to build toilets.

Say: “Who built your house for you? Didn’t you do it yourself? Who repairs the roof when it is leaking? Didn’t you do it yourself? Women beat the floor in a way that creates a permanent floor. So why do you need to look outside your community for advice to build a toilet – you can do it yourself!! Which is more expensive a house or a latrine? A latrine is smaller than a house and it uses the same local materials and tools.”

Challenge: Some communities may say that other villages have received a subsidy, so they also want a subsidy.

Explain that government and donors have decided to stop subsidies. The reason for this is:

- Government does not have enough funds to provide every household with a toilet, even a very basic one. So building toilets all over Ghana on a large scale is not possible.
- If government or donors provide toilets on a free basis, households will not develop a demand for having their own toilet. They may not use it, and when it breaks down, they will not repair it

Challenge: Some communities may say that a latrine is expensive and they cannot afford it. Ask – “Who would like to know the cheapest latrines constructed by communities in other villages?” Then quickly draw a picture of a simple pit latrine and ask – “How much would it cost? How difficult would it be to construct?” Let them know that the design was developed by poor people in other villages.

Challenge: Some people may say – “We would like to build toilets, but we are not satisfied with the type of toilets you are promoting. We want a nice, pour flush toilet, not just a pit latrine. And a nice house for the toilet using modern materials, not poor materials.”
Response: The same way you would build a house you can build a toilet, start simply and when you have the resources you can improve it. It is possible to manage a simple toilet to ensure it is clean and does not smell by covering each use with soil and leaves or ash.

Challenge: Some people may say – “We don’t have time to build a toilet because we have to work in the fields to get income.”
Response: Without toilets you will get sick easily and this will make it more difficult for you to work in the fields.

Challenge: One person may say – “Tell us what is the best toilet to build?”
Response: Explain that it is up to each household to decide the type of toilet it can build and afford. But offer to help them with information on different types of toilets and their costs, so they can make an informed decision on what toilet they want to build.
CHAPTER 4 - FOLLOW-UP SUPPORT

Introduction

Triggering is just the first step. It sparks people’s enthusiasm and makes them motivated to start building toilets, but it needs FOLLOW-UP – continuing visits by facilitators to keep the fire going – to check on progress, encourage individual and collective action, support the efforts of the Natural Leaders, and reinforce the new habits of using toilets and no longer shitting in the bush.

This chapter describes how to do it:

a) How Natural Leaders and community leaders can promote and inspire action.

b) How Facilitators can make effective visits to encourage and support community efforts.

The immediate result of these efforts – by individual households, by Natural Leaders and community leaders, and by facilitators – is an OPEN DEFECATION FREE (ODF) community.

This process of mobilizing to create an ODF community can take a few months or more than a year, depending on the community, the time of year, ground conditions, and the quality of the follow-up process. Some sections have achieved ODF status in three months, others have taken over one year.

So your work is not finished after the triggering meeting. In fact the on-going process of follow-up visits is a more important process than the triggering. You need to give it time and you need to give it your full attention.

The period immediately after triggering is very important. Don’t delay – this is the time when people are ready to do something. You should make regular visits during this post-triggering period - two visits a week for the first three months, then once every week and later once every month over the two year mobilization period.

Once the community has achieved ODF, facilitators should visit communities at least quarterly to ensure that communities sustain their ODF status and hygiene and sanitation behaviours.

In this chapter we describe how the facilitator can make regular visits to help build an ODF community.

Step 1: Identify Natural Leaders

One of your main roles as a CLTS facilitator is to identify and support Natural Leaders – men and women who feel strongly about the OD issue and volunteer to lead the next steps. This process will start during the triggering meeting and continue after the meeting.
Natural Leaders are the heart of the CLTS process – they have the contacts and trust of the community and know what works and what doesn’t work to motivate people. If you create a strong group of Natural Leaders, they will drive the CLTS process forward.

Natural Leaders are volunteers. They are not paid. They do this job out of a sense of satisfaction and the respect they get from fellow villagers. So don’t pay them - you won’t be able to sustain the payment nor get the best out of them that way. Instead encourage the Natural Leaders by praising their efforts, reminding them about the results of their hard work, and getting them to work together and support each other as a group.

**How to recognise a Natural Leader**

- Natural leaders come forward during triggering. They are the individuals who show the most enthusiasm to stop OD and start building toilets. They take a lead role during the triggering meeting and are often the first to say they will start to dig pits and build latrines.
- Make sure to include women as Natural Leaders. Women may find it more difficult to come forward, even if they want to, because they are often expected to follow the men’s lead. So you will have to work harder to encourage women to take on this role and persuade the community to accept them as natural leaders.

**How to select Natural Leaders**

- At the end of the triggering meeting, thank everyone for their hard work during the meeting and then ask – “Who would you like to lead this project?”
- Encourage all types of people to be selected as natural leaders – young and old, male and female, rich and poor. Make sure women are included as natural leaders.
- The group does not need to be too big. It is more effective to work with a small, committed group that is really interested than a large group who have limited interest.

**Explaining the roles of Natural Leaders**

- Explain that Natural Leaders have the following roles:
  - Develop action plans to mobilise the community to achieve ODF status;
  - Serve as role models by building and using toilets in their own homes;
  - Make visits to other households to encourage everyone to build latrines;
  - Encourage group efforts – neighbours helping each other to dig pits and build toilets;
  - Mobilise groups to collect indigenous building materials e.g. poles and thatching grass;
  - Help poor, elderly or disadvantaged households to build toilets;
  - Encourage the community to set rules or bye-laws to stop open defecation;
  - Encourage households to use and maintain the toilets and do regular handwashing;
  - Document progress on building toilets (recording completed toilets on community map); and
  - Work closely with the Facilitators and people with technical skills who can provide guidance.
- Explain that the Natural Leaders do not “direct” or give orders to the community. They work with the community to inspire action and change.
- Explain that there are NO financial incentives, but natural leaders will benefit from this work, e.g. learning new skills, meeting new people, mobilising people to improve their health, and getting recognition from the community for their leadership.
Step 2: Plan with Natural Leaders

The next step is to call a one day meeting for natural leaders from different sections of the small town. The aim of this meeting is to develop plans for:

a) Promoting elimination of open defecation (e.g. development of by-laws or sanctions); and
b) Promoting the building and use of latrines and handwashing facilities.

The plan developed by the Natural Leaders should build on the initial plan developed by the community at the end of the triggering meeting.

The main output of the meeting will be an Action Plan, which would include:

- **Targets** - the number of latrines and handwashing facilities that need to be constructed.
- **Activities** to promote the stopping of OD and building of latrines and handwashing facilities.
- **Natural Leaders** responsible for each activity.
- **Resources** needed to implement the activities – and how the community will get them.
- **Timing** – Get the community to set a deadline for toilet completion.
- **Monitoring** - How the community will monitor progress and know when it has achieved results.

A written Action Plan helps to guide follow-up action and to monitor progress. The plan must be kept very simple and displayed at a central point in the community so everyone can see it. It should be displayed along with the Community Map.

Natural Leaders should also meet on a regular basis to review activities in the Action Plan and document progress (e.g. recording the toilets completed on the community map). Natural Leaders should also organise regular meetings with the community to report on progress and discuss problems, and use the meetings to push towards achieving ODF status.

Step 3: Organize Regular Follow-up Visits

One Community Facilitator should visit the community on a regular basis until the community achieves ODF status.

The aim of these visits is to:

- Motivate the communities and Natural Leaders to sustain the action towards ODF status;
- Support the efforts of other community leaders (e.g. chiefs) to hold the community accountable;
- Check on progress – how many toilets built? activities done?;
- Assess achievements and give positive feedback;
- Help Identify and solve problems and conflicts – and revitalise efforts;
- Help sections which are lagging behind the others with fresh motivation for change;
- Promote the use and maintenance of newly built toilets and handwashing;
- Document activities and outcomes and use these to guide NLs and communities;
- Provide information and advice on the building of toilets and handwashing facilities; and
- Introduce latrine artisans to the community and encourage them to market their sanitation materials and skills.

Hold a meeting with the Natural Leaders

- Debrief Natural Leaders on progress, provide supportive feedback, and help to solve problems.
• Record the number of household toilets completed on the community map.

In one village the natural leaders used the community map and list of households (and dates) as the basis for talking to households who had not yet started their toilets. They started at the chief’s house and visited households who had missed their dates for completing the toilet. They asked the household — “What is your new deadline for completing the toilet?” They also identified three poor households (widows) who were assisted by the whole community to build toilets.

Visit community leaders (chiefs and WSMT members)
• Ask them to talk about how they are supporting community action, e.g. through acting as a role model (by building a toilet) or helping to establish a community by-law, or holding community meetings to review progress and hold people to their agreed deadline.
• Ask them if they have built a latrine. If the answer is no, ask: “What will you do if you get a special visitor? How will you feel if you have to tell them to go to the bush?”
• If natural leaders have a latrine, but no one else does, explain that: “Even though you have a latrine you are still eating shit, because no one else has a latrine. So you need to find a way of getting others to join you in building toilets. But - I am not forcing people to build latrines. It’s something you have to decide for yourselves.”

Take a tour of the community to check on toilet construction
• If progress has occurred, praise everyone for their hard work and achievements.
• If no progress has occurred, meet with the whole community to find out why.
• If people are very busy doing farm work, say: “Do you spend all day every day at your farm? Which days do you rest? Could you take some time to build latrines?”
• If people say they don’t have money, say: “Who would like to know the cheapest latrines constructed by communities in other villages?” Then quickly draw a picture of a simple pit latrine and ask – “How much would it cost? How difficult would it be to construct?” Let them know that the design was developed by poor people in other villages.
• Ask – “How many latrines have you started? Which types of latrines are people building?” Encourage those who have started and ask if they need any technical guidance, e.g. for loose soil. Give examples of how other communities have solved these problems.

Encourage help for weaker and poorer community members
• Usually the community will agree to help vulnerable and disabled community members with their latrine construction. But this is not always the case. Encourage the natural leaders to help ensure that everyone has access to a latrine.
• Ask the community: “Is every family in this community able to build their own latrine?” If the answer is “no”, encourage the community to discuss the issue: “What can be done about this situation? If some people are without latrines, what will happen to their shit?” Help them realise that the community will end up eating their shit!
• Don’t force the community to help weaker and poorer community members. They need to decide this for themselves.

Encourage the community to construct hand washing facilities
• Get the support of teachers, health workers, and mosque leaders. Explain to the community the importance of washing hands (with soap or ash) to maintain good health.
• Ask the mothers: “When you clean your child’s bottom with your hands, what happens when you then go and prepare food?”
• Ask the rest of the community: “What happens if you don’t wash your hands after having a shit, and then you shake hands with people and eat your food?”
Encourage competition between sections of the town or with other communities
You can also encourage competition between different sections of the town by:

- Telling the community that if they are the first in their town, they could become famous as the first ODF community in the district;
- Telling them there will be a community celebration once they are open defecation free; and
- Telling people about the achievements of nearby communities.

Support the community in taking their own action and don't do things for them, making them depend on you. Remember – you are there to support the community, not take over the action process. Support the community in taking action – and then withdraw so they can lead the process. Let them take the initiative. Remember – it is their process, not yours.

Never force communities to change their behaviour. They must want to do it themselves or CLTS will never work. Skip over communities who show little interest and don’t return until you have a number of ODF communities in the area and strong natural leaders to return with.

Keep saying that the only people who can do something about the problem of open defecation is the community itself. People have to take responsibility for their own shit!

What happens if a community loses interest in the CLTS process? What can you do?

- Are they frustrated because they are not seeing results?
  - Make sure the community identifies successes and celebrates them.
  - Review activities and identify why results are not positive. Revise the Action Plan if necessary.
  - Take a break. Let people rest and reflect on their experience, then call a new meeting to see what everyone wants to do.

- Have competing interests overtaken their desire to participate in the program?
  - Find out what participants want to focus on and discuss how the plan can be revised.
  - Agricultural activities and other community events may decrease participation. Know the community calendar and identify suitable activity times.
  - Work with a smaller group—those most committed.

- Do they feel their efforts are not recognized?
  - The Facilitator should regularly present awards for good effort; these awards can be as simple as congratulating and thanking people at public meetings.

Step 4: Advise on Toilets and Handwashing Facilities

At times you will be asked to advise individual households on what latrines to build and how to make handwashing facilities.

As a facilitator, you should NOT tell the community which latrines to construct. Instead you can help offer guidance and inspiration. Ask the household -

  *What do you need from a latrine?*

Get people to talk about different types of latrines – which are sustainable and which are not.
You should also discuss:

a) Who will build the toilet?
b) Who will use the toilet?
c) Who will maintain the toilet?
d) Who will clean the toilet?
e) Who will collect water to flush the toilet?

Remember to involve both men and women in this discussion. Women are often expected to clean and maintain the toilet so they should have a say in the design of the toilet built. Some households, for cultural reasons, have difficulties sharing a single toilet, so they should be encouraged to build two toilets – one for the men and one for the women.

Many households will want to build pour flush latrines – often because this is viewed as the best type of latrine. There is nothing wrong with this type of latrine but it is expensive and it takes a lot of labour to carry the water each day to the toilet. So help the household think about these issues.

**Step 5: Facilitate Access to Sanitation Products and Services**

Facilitators should help communities make contact with local businesses selling sanitation products and trained latrine artisans.

As CLTS progresses, demand for better quality toilets will increase. Very soon after triggering or after achieving ODF status, some community members will decide to upgrade their toilets. Some may decide to move directly to better quality toilets and skip low cost models regardless of cost.

Immediate actions that can be taken include:

- Invite local traders to village CLTS meetings to meet with the community and understand their needs, and learn more about the potential market;
- Explore sources of locally available materials in nearby markets and inform and motivate traders, encouraging them to provide what is needed;
- Encourage Natural Leaders to bring sanitation hardware to their villages; and
- Find out about low cost appropriate technologies available in the area and put dealers in touch with suppliers.

Local hardware dealers and owners of general shops can find in CLTS an opportunity for business and for helping communities. They may respond to opportunity and demand by bringing sanitary materials from the nearby towns and cities for sale to members of the community.

**Step 6: Women's Hygiene and Sanitation Needs**

This section explains why it is important to discuss hygiene and sanitation needs with women and girls in the community. This is best done when women and girls feel safe to talk about their hygiene needs – for example with a female facilitator or Natural Leader in a separate women’s group. It is important to first explain to community leaders why there should be a separate group discussion about this, so there is good understanding and acceptance.
The CLTS facilitator should consider the following points when doing follow up work with communities:

- Women and men have different hygiene and sanitation needs.
- Women have different hygiene needs than men because of their role in bearing children.
- Women and girls experience menstruation once a month for most of their lives.
- Menstruation is a private issue for women and girls and is therefore not easy to talk about in an open community discussion in front of men.
- For this reason, CLTS Facilitators should try to find an opportunity to facilitate a discussion with women to find out what issues they face in managing their menstrual hygiene needs, and how these can be managed hygienically and safely through the CLTS process.

- This is important for the following reasons:
  - **Privacy** – Women and girls need a private toilet to change their cloths/pads and wash themselves. If the toilet that is built is not sufficiently private, women/girls may feel safer going back to a more ‘private’ place outside (i.e. the bush).
  - **Rubbish disposal** – Women and girls need to know that they cannot dispose of their sanitary pads down the toilet (if it is pour flush) because it will block the toilet quickly and affect good maintenance. Facilitators need to discuss with women and girls how they can organise safe and hygienic disposal of their sanitary pads.
  - **Design of toilet area** – Women should advise on the design of the toilet space to help them with their sanitation needs. For example, is there a private washing area? Can there be a small, attached private area for drying their washed cloths?
  - **Hand washing** – Women and girls should be encouraged to wash their hands after changing their pads/cloths to ensure good hygiene.

### Step 7: Verifying and Celebrating ODF Achievement

**Verifying ODF Status**
Getting an outside body to verify ODF status is important for improving sanitation and monitoring progress. It ensures independent verification of the community’s achievement.

When you feel a community is ready for ODF verification, you must tell the District CLTS Team. They will then arrange for a team to come to inspect the community.

A community must meet the **three following criteria** in order to be declared Open Defecation Free (ODF):
- All households must have their own latrine and they must be using it.
- There must be no open defecation in the community.
- All households must have a handwashing station.

**Declaring and Celebrating ODF Status**
Celebration of the achievement will help the community declare they are committed to sustaining ODF status and create interest among neighbouring communities.
Once a community has been verified ODF, ask them: “How would you like to celebrate this achievement?”

The community should decide this for themselves. It is also important that they set the date.

Work with the natural leaders to invite as many people from surrounding communities as possible (especially those who are struggling or have just been triggered).

Encourage the community members to put up a board or sign declaring their status. This will increase their sense of pride and also serve to develop interest among visitors to the village who may be interested in doing the same back home.
CHAPTER 5 - HEALTH AND HYGIENE EDUCATION THROUGH PLAY AND SPORT

Introduction

The program described in the earlier chapters focuses on how to work with ADULTS using a community triggering approach to bring about behaviour change.

This chapter looks at how to get CHILDREN AND YOUNG PEOPLE involved in an educational process to change sanitation and hygiene behaviours.

This process is called HEALTH AND HYGIENE EDUCATION THROUGH PLAY AND SPORTS (HHETPS).

HHETPS has the same objective as CLTS, i.e. changing hygiene and sanitation behaviour and also uses a mass participation approach. It uses an innovative methodology – one based on the use of PLAY AND SPORT to teach young people about health and hygiene and inspire them to change their own behaviour and promote behaviour change in the community.

HHETPS harnesses the potential in young people to be CHANGE AGENTS, challenging their parents and other adults in the community to adopt new hygiene and sanitation behaviours – stopping open defecation, building and using and maintaining toilets, washing hands, etc.
This program will support and reinforce the CLTS program – helping to sustain behaviour change in the community by getting young people on board and bringing their ideas, energy, creativity, and enthusiasm to focus on promoting new sanitation and hygiene behaviours.

**Why a Program for Children and Youth?**

- Children can be powerful change agents within their homes through their knowledge and use of hygiene and sanitation practices learned at school or out of school. They can help to promote and support sanitation action at home and can educate and influence others to act positively on sanitation and hygiene.
- **Childhood is a good time to introduce behaviour change** because: a) children are more responsive to new ideas; and b) children are future parents, so targeting them will ensure sustained behaviour change.
- Schools are the normal place to introduce new ideas and practices such as hygiene and sanitation, and teachers are influential in many rural communities.

**Why HHETPS?**

CLTS on its own is often not enough. It needs reinforcement of community efforts to bring about change and additional ways to promote the new hygiene and sanitation behaviours. While Natural Leaders are motivating community members to build and use toilets, there is a need for other efforts to promote the new hygiene and sanitation behaviours which go along with new toilets and an end to open defecation.

HHETPS helps to provide this reinforcement by mobilising young people as change agents and providing an innovative medium – play and games – to educate children and their parents about hygiene and sanitation. The games and the positive spirit created by them help to keep the issues of handwashing and hygiene alive and applied on a regular basis as part of daily life.

At the same time HHETPS supports the physical, psychological, and social development of children and youth through providing opportunities to play.

**What is the HHETPS Approach?**

- **HHETPS uses games** to put across new ideas and habits on hygiene and sanitation to children and youth, both in and out of school. The learning process not only disseminates messages, but it also looks at how the new habits can be applied on a daily basis.
- The games are used to trigger a change in behaviour by children and youth, while at the same time encouraging a change in behaviour by parents and the broader community.
- **HHETPS is a community managed or community led approach.** Youth leaders are selected by the community and given training, and then they organise a community program of games linked to behaviour change – a form of mobilisation which serves to complement CLTS.
- The games also promote the goal of mass participation or inclusiveness – every child getting a chance to participate in play and benefit from it.
- The HHETPS program is more than one thing. It is:
  - A **hygiene education** program;
  - A **child and youth development** program;
A leadership development program; and
A play and sport for development program.

The outputs of the HHETPS program are:
- Happier, educated children
- Improved health and healthier (H&S) behaviours
- Empowered individuals and communities
- Safer, more peaceful communities

What Health and Hygiene Issues?

HHETPS promotes health and hygiene learning and behaviour change in five key areas:
- Sanitation and waste disposal issues - disposal of liquid and solid waste materials;
- Personal health and hygiene practices - handwashing, oral and foot hygiene;
- Water-borne illnesses and disease prevention - bilharzia, dengue fever, guinea worm, malaria;
- Water protection - collection, transportation, and handling; and
- Food preparation and handling.

Why Use PLAY AND SPORTS as a vehicle for learning?

Sport is being increasingly used all over Africa to educate youth and inspire change – an approach known as SPORTS FOR DEVELOPMENT. It has been used in many countries to teach about HIV/AIDS and other development issues. In our case we are applying the same approach to raise awareness and facilitate a change in sanitation and hygiene.

Play and sports activities can provide a sense of safety and belonging in children’s lives, a vehicle to build a sense of purpose, skills, responsibility, confidence, self-esteem and social relationships, and a way of reviving the spirit and sense of community. Play and sports can put children and youth on a path to healthy mental, physical, emotional, and social development.

In addition to all these features games can be used as a teaching methodology – a way of putting across new ideas or raising new concepts. They can be used to teach about health and hygiene

<table>
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<tr>
<th>Children and youth face many barriers to healthy child development. Play and sport activities can help to break down these barriers in the following ways:</th>
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<tr>
<td><strong>Children have fun.</strong> Play and sport are a healthy way for children and youth to spend their time. Playing sports makes them less likely to feel bored, depressed and anxious.</td>
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<tr>
<td><strong>Develop trust.</strong> In play and sport children and youth must work cooperatively with their peers. This requires trust. In team situations, they learn to rely on one another.</td>
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<tr>
<td><strong>Decrease feelings of being alone.</strong> Playing games brings children together and helps them feel less alone and lonely.</td>
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</table>
• **Decrease fear and uncertainty.** Play and sports activity gives children and youth a sense of being normal. Children feel more in control of their lives and confident in their future.

• **Learn life skills.** Through play and sport children learn important life skills and values, such as: self-confidence, respect, empathy, honesty, discipline, leadership, problem-solving, team work, conflict resolution, fair play, and communication.

### Why a more INCLUSIVE approach to play and sport?

Sport in many parts of the world is organised as an elitist or exclusive activity – limited to a few highly skilled male players who do the ‘playing’, while other people simply watch. This means that large numbers of children and youth are excluded from play and its benefits. Girls, children with disabilities, and other children are left out – and never get a chance to enjoy games and sport. Even in school the emphasis is on the best players and there is no attempt to involve all children. Girls and young women are also excluded due to gender bias - the image of sport as a male-oriented activity and workload pressures on girls who are expected to do lots of housework.

HHETPS transforms this male oriented, exclusive and competitive approach to sport. Its goal is to get everyone to be a player, no matter their ability, gender, tribe, religion, or any other feature which might result in their exclusion. It organises games to INCLUDE, not EXCLUDE.

**CLTS** promotes TOTAL SANITATION – everyone in community is involved. **HHETPS** promotes TOTAL PLAY – every child is a participant or player.

“We’ve learned a different approach to sport. In the past only a few people took part – the best football players – and the rest were left out. Now we see the importance of getting everyone involved in playing games – and we have the skills to do it. In the past most children were spectators – now they are full participants and they love it!”

(Leader)

We have learned this approach from **RIGHT TO PLAY (RTP)**, an international NGO which operates in Ghana and other African countries. The goal of RTP is to promote the right of every child and youth to play. All children should have an equal opportunity to participate in play.

The new approach downplays competition, encourages teamwork, emphasizes participation, involves all age groups, and ensures equal participation by girls and boys.

The games are organised in a way that encourages **MASS PLAY** – all children playing together – boys and girls, abled and disabled. This involves the playing of a number of short games by large numbers of children all at the same time – by dividing the playing area into different game spaces and cycling groups through each game over a period of time.

**HHETPS** organises **PLAY DAYS** which allow several hundred children to play games all at the same time. The field is organised into different game areas – each area introducing a different type of game - and the children are divided into different groups. Each group plays one of the games for a while then they rotate and move to another area where they play a different game. Over a two hour period all of the children may play 10 different games.
**Girls and Women as Players and Leaders**

HHETPS is committed to empowering women and girls as part of its play based child development and hygiene education process. Women are selected as the leaders, trainers, and coaches of the program (at least 30% of the leaders) and are encouraged to join the play based activities organized at the community level (50% of the players).

Special efforts are made throughout the program to ensure the full participation of girls and young women in program activities. There is a historical bias against women’s participation in sport and special efforts are needed to get them involved and build up their confidence as players. A major strategy in making this shift is to promote the idea of equal numbers of girls and boys; and the idea of co-educational play, girls and boys playing together.

Other approaches used by HHETPS to increase girls’ participation include:
- Give equal time and resources to girls and boys;
- Provide a safe place for girls to play and offer coaching sessions for girls only;
- Give girls leadership roles;
- Provide positive role models by having experienced girls help beginners;
- Ask girls what they would like to play and use girls’ ideas about games to play; and
- Don’t allow boys to make fun of the girls when they are playing.

A similar set of mechanisms are used to ensure the active participation of children and youth with disability.

**The Games Manual**

HHETPS has a Games Manual which contains about 60 HHETPS activities. These activities promote learning and growth for every child and youth who participates. The activities have been tested in order to ensure that each activity is easy to follow. The games are designed to:

- Be safe, effective and fun
- Be appropriate for children’s ages and developmental stages
- Focus on key learnings

**The Games**

HHETPS uses a variety of games – some indigenous and some borrowed from other parts of the world. The games are adapted or tailored to fit their use, i.e. to put across hygiene and sanitation messages or issues, as the focus for discussion.

The word “PLAY” (jeu), which is at the centre of the HHETPS process, is defined by RTP as:

> “any physical activity that has as its goals: enjoyment (fun); the active involvement of children in decision-making; and inclusion.”

Sport is one form of play but there are other forms, including drama, song, and dance. In Africa there is a close link between sports and cultural activities. Songs, for example, are a natural part of games, e.g. the stone passing game where participants pass stones around the circle to the singing of a song. The games activity includes a good mix of songs, drama, and dancing, as well as sports activities.
STEPS IN IMPLEMENTING HHETPS PROGRAM

Step 1: Select HHETPS Leaders

“Leaders” are young people who are selected by their communities to lead the HHETPS process in their respective communities. They are given training and then return to their communities to organize the HHETPS program of weekly or twice weekly games sessions with youth and children.

Leaders are the heart of the HHETPS process – they are based in the small towns and have the contacts and trust of the community. If you select a strong group of Leaders and give them good training, they will do a good job of organizing the sports based educational process and inspire other young people to join them in leading behavior change.

Leaders are volunteers. They are not paid. They do this job out of a sense of satisfaction and the respect they get from other young people and the community. So don’t pay them - you won’t be able to sustain the payment nor get the best out of them that way. Instead encourage the Leaders by praising their efforts, reminding them about the results of their hard work, and getting them to work together and support each other as a group. They will receive a certificate once they have completed a specific number of games events and they will be recognised by their communities.

How to select HHETPS Leaders

- Organise a meeting of town leaders (chief, WSMT, area council, unit committee, women’s group leaders, CLTS Natural Leaders) to do the selection. Explain the roles of the HHETPS leaders and the criteria for selection. The roles of the Leaders are given below.
- Each town will select ten leaders – then the Region will send a team to interview those selected and select the six best candidates to attend the training. Before doing the interviews the Regional Team will organise a community meeting to inform everyone about the program.
- Criteria for selection include:
  a) Willing to volunteer to organise a number of games events in the community;
  b) Experience and skills in working with young people;
  c) Mix of men and women;
  d) Fluent in English and have completed secondary school; and
  e) Drawn from a range of different leadership roles and constituencies, e.g. teachers, community organizers, social workers, youth workers, women’s group leaders, etc.
- Make sure to select women as HHETPS Leaders. Women may find it more difficult to come forward, because they are often expected to follow the men’s lead. So you will have to work harder to encourage women to take on this role and persuade the community to accept them as leaders. We suggest that at minimum 30% of those selected should be women.
- Encourage all types of people to be selected as Leaders – school teachers, social workers, youth organisers, etc. It would help to involve school teachers as Leaders so they can integrate this work into their school (SHEP) program.
- Explain that there are NO financial incentives, but Leaders will benefit from this work, e.g. learning new skills, meeting new people, mobilising people to improve their health, and getting recognition from the community for their leadership, and getting a certificate once they have completed the training and field practice sessions.

Roles of HHETPS Leaders

- Organise weekly or twice weekly games sessions with young people;
Serve as role models for the new hygiene and sanitation behaviours;
Encourage young people not only to learn new hygiene & sanitation habits but to apply them;
Encourage the community to learn from the young people involved in HHETPS program;
Document their games sessions; and
Work closely with the Coaches and Trainers.

**Step 2: Training for HHETPS Leaders**

The next step is to train the candidates selected at a regional workshop of six days. Each town will send six trainees – and five towns will be trained at the same time. So the training group will consist of 30 trainees.

The goal of the training is:

*By the end of the training, participants will be competent and confident in planning, leading and assessing safe, effective and enjoyable HHETPS sessions with children and youth.*

The topics of the training will include:

- Health and hygiene issues and solutions;
- Leadership, team building, and conflict resolution;
- Facilitation skills applied to the use of games in learning about health and hygiene;
- Strategies for including all children and youth in play and games; and
- Program planning, organization and event management (how to organize Play Days).

The core skill to be learned is **how to use a game as an educational tool**. Trainees will learn how to facilitate discussion before and after playing the game, so that players learn from the game. The facilitation techniques use an approach called ‘**REFLECT-CONNECT-APPLY**’ - a systematic method for helping players learn from and internalize ideas from the game, including how to apply what they have learned.

| REFLECT is what the players have learned from playing the game |
| CONNECT is to relate the new learning to what they already know |
| APPLY is to look at how they can apply the new learning in their lives |

Trainees also learn how to design and tailor the games to suit different audiences or contexts – different age groups, people with disability, etc. – so that no one feels left out.

The training is hands on – not only watching the trainers, but ‘learning through doing,’ trying out the new skills themselves. The trainers demonstrate how to organize games along with discussion, and the trainees practice how to use the same methods – each trainee is assigned a few games to facilitate and after each practice session is given feedback on his/her performance. The trainee facilitates the game, using other trainees as players.

The ‘training’ continues when the trainees return to their communities. They are immediately expected to apply what they have learned during the training, and they begin to organize games sessions for their own target groups in the community. This represents another form of practice, and they are given feedback on some of their games sessions by the trainers who visit. This on-going coaching is an important part of the training.
One day refresher training workshop is organized 3-4 months after the initial training workshop. This gives trainees a chance to review their experience and to consolidate skills. The Leaders help to set the agenda for this course, suggesting skills they would like to improve on.

Each team of six trainees will be trained as a team and after the training work as a team in implementing the HHETPS program in their respective towns. Each Leader will run his own games program for his own target group, but occasionally s/he may work with another Leader in organizing the games sessions. The team will also meet on a regular basis to share their experience and help each other to solve any problems.

**Step 3: HHETPS Sessions in the Communities**

After returning to the communities the Leaders begin to organize regular play-based learning sessions with children and young people in their respective communities.

These sessions need to be planned and targeted to specific groups, e.g. school-going youth of certain ages, or out-of-school youth who are members of youth clubs, or youth in different sections of the town. Ideally the groups who participate in the HHETPS program should meet on a regular basis so they can benefit from the play based health education sessions over a period of time.

The Leaders should plan these activities together so they ensure that all the major categories of young people are included and benefit from the program:
- the different sections of the town;
- school-going and out-of-school youth;
- girls and boys, children with disability, and children from minority communities; and
- different age groups.

During this period the six leaders should also meet as a group on a regular basis to share what each of the other leaders are doing, report on achievements, and help each other with solving problems.

The leaders should also meet on a regular basis with community leaders – Natural Leaders, WSMT members, and other leaders – so they can report on what they are doing and the impact they are having on young people and the community. These meetings could be used to plan together how to support the push towards ODF status, and the development of related hygiene behaviours (e.g. handwashing with soap).

**Step 4: Organising Play Days**

Another activity implemented by Leaders when they return to the community is a PLAY DAY.

A Play Day is a one day program of games and cultural activities organised for large numbers of children, youth, and community members from the same community. The Play Days help to launch the HHETPS program in each community.

The Play Day provides a lot of fun and learning for the children who participate in the games, while at the same time educating the parents and other adults who come to observe the games.

Each Play Day has a mix of objectives:
- To give children in the communities an opportunity to play games and have some fun;
• To create a forum for raising and discussing hygiene and sanitation issues; and
• To create an opportunity for the leaders to practice their planning and organizational skills and build up their confidence – showing that they can organise things on their own.

The Play Day uses the all-inclusive and non-competitive approach adopted by HHETPS:
• All children take part – children of different ages, boys and girls, children living with disability; and
• The rules of the games are designed to limit competition – everyone is a winner.

The Play Days are organised by the Leaders working as a team. Each Leader takes on the organisation of a specific activity and the groups of children rotate around the different activities. This organizational approach makes it possible to involve all children playing at the same time. Each group of children are playing a different game and after a certain time limit the game is over and the group moves to another game. Over a 2-3 hour period each group of children may play 10 different games.

The Play Day also includes cultural activities including songs, drumming and dancing, and drama performances on hygiene and sanitation issues. The cultural activities are often used as a “filler” or a break between games – allowing the Leaders enough time to prepare for the next game. The songs and the drama also serve as a medium to put across hygiene and sanitation messages.

Play Days provide a good opportunity for planning and organizing by the Leaders. They plan and organize the whole event as a team, designing the program and then dividing up the work – some Leaders lead specific games, others take on organizational roles (e.g. playing the role of master of ceremonies, organizing registration and other logistics, or organizing security and safety for the large crowd).

Organising a mass community event of this kind takes good planning and organization in order to be effective. One strategy to ensure everything is well prepared is to do a full rehearsal before the actual Play Day so the Leaders understand their roles and how all the activities fit together.

**Step 5: Leader Certification**

Once the leaders have completed eight regular HHETPS play activities in their communities, there is a public ceremony where they are given certificates. This serves to verify that the Leaders have completed all of the necessary steps to become certified as an official HHETPS Leader and the ceremony helps to give them the recognition of their communities.

> At first we thought of this activity as playing a silly sport and didn’t understand what the leaders were doing. Later we began to see that they were doing a serious job and the games were having a real impact - the children love the games and at the same time everyone is learning. Children and adults are talking about the new behaviours and challenging each other to adopt them on a sustained basis.