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ACRONYMS AND ABBREVIATIONS

APDO  Affram Plains Development Organisation
CLTS  Community-Led Total Sanitation
CWASA Community Water and Sanitation Agency
DAS  District Assemblies
DCD  Department of Community Development
DCEs  District Chief Executives
DEHO  District Environmental Health Officer
DESSAPs  District Environmental Sanitation Strategies and Plans
DFT  District Facilitation Team
DICCs  District Inter-Agency Collaboration Committees
DWST  District Water and Sanitation Team
EHSU/D  Environmental Health and Sanitation Unit / Division
EPA  Environmental Protection Agency
GoG  Government of Ghana
HHEPTS  Health Hygiene Education Through Play and Sports
ISD  Information Services Department
I-WASH  Integrated Water, Sanitation and Hygiene project
LGAs  Local Government Authorities
MDG  Millennium Development Goals
MMDAs  Metropolitan, Municipal and District Assemblies
NGO  Non-Governmental Organization
NL  Natural Leaders
NORST  Northern Region Small Towns Water Project
NR  Northern Region
OD / ODF  Open Defecation / Open Defecation Free
PLWD  Persons Living with Disabilities
PO  Pragmatic Outcomes
PRA  Participatory Rural Appraisal
RICCs  Regional Inter-Agency Collaboration Committees
SHEP  School Health Education Programme
SI/GE  Social Inclusion and Gender Equality
SIRDA  Savannah Integrated Rural Development Aid
TREND  Training Research and Networking for Development
UNICEF  United Nations Children Fund
WSDBs  Water and Sanitation Development Boards
WSMTs  Water and Sanitation Management Teams
EXECUTIVE SUMMARY

Community-Led Total Sanitation (CLTS) was been adopted by Ghana as a rural sanitation strategy after several pilot projects. A few years into its implementation, the Northern Regions Small Towns (NORST) Water and Sanitation project started a pilot project seeking to test the viability of CLTS in small towns. The project selected two communities, Bincheratanga and Karaga in the Nanumba North and Karaga districts respectively. This report is meant to share the outcomes of the pilot and lessons learnt.

After a formal community entry process and a systematic assessment of the sanitation situation in the two communities, the leadership and representatives of both towns (Bincheratanga and Karaga) became sufficiently motivated. This led to a demarcation both towns into smaller neighbourhoods to be mobilized in phases.

The original CLTS process was complemented by three innovative social mobilization approaches. They included; the use of Health, Hygiene Education Through Play and Sports (HHETPS), a special emphasis on gender equality and social inclusion to increase the participation of women, children and otherwise marginalized segments of the populations, as well as the collection and use of geo-referencing of existing water and sanitation services for participatory planning and monitoring purposes.

The pilot project was planned and implemented by a collection of key government implementing agencies at the regional and district levels. They were supported by local NGOs through established local government contracting procedures. The NORST project provided technical assistance and worked closely with development partners including UNICEF.

The project suffered some challenges at the initial stages. Soon after “triggering” the entire Bincheratanga town and four out of 12 sections of Karaga, the regular monitoring support visits ceased due to administrative and leadership issues confronting the Environmental Health and Sanitation Unit (EHSU) of the Regional Coordinating Council and the district levels. There were also community leadership issues in one of the communities - Bincheratanga. Not only did these retard progress but contributed to complicating expected results. These took close to six months to resolve and for the 8 remaining sections of Karaga to be considered for triggering. Some politicians also slipped into the Bincheratanga and promised free latrines. This raised suspicions and slowed down the pace of work in that community. Also, the rock formation in Karaga remains a challenge to households willing to construct latrines for the exclusive use of their members.

At the point assessment after 18 months through its implementation, the incidence of open defecation has declined considerably. General sanitation including dry refuse and plastic nuisance in Karaga and Bincheratanga has improved markedly.
However, all sections of both communities are yet to attain the minimum 75% mark in order to be declared open defecation free (ODF).

As part of the internal project assessment processes, some lessons have been learnt following the infusion of innovations and challenges encountered. Some of the lessons will be useful during replication. Together, all the lessons learnt and innovations will be documented and disseminated extensively through Manuals. Until then the lessons learnt so far should guide the implementation of CLTS in other small towns under the NORST project.

Do’s and Don’ts of CLTS in Small Towns  (See also Appendix 5)

1. Develop a set of criteria for selecting and prioritizing communities
   - There must be a need and an expression of need from the community leadership.
   - The District Assembly should be ready to lead the way and be supportive of the process/project.
   - Look out for conflicts (latent or open) and let that guide the approach you adopt.
   - Conflicts are not necessarily bad. Sometimes they provide opportunities to learn.
   - Do not attempt to deal with or solve the conflict if your do not have experts mandated to do so.

2. Conduct a WASH baseline assessment for the community(ies) selected
   Consider:
   - Demographic and social data.
   - Systematically gather, analyse and use community WASH data for planning and programming.
   - Make provision for geo-referencing of WASH facilities and services.
   - Identify different groups and sects and the interests they pursue.

3. Establish appropriate partnerships and alliances
   - Build alliances with stakeholder agencies and individuals.
   - Consider organisations with previous experience and lessons to share.
   - Build networks.
   - Assess capacities, identify gaps and plan to bridge those gaps.

4. Continuously build capacity and harmonise approaches among implementing agencies.
   - The best resource persons for CLTS live in and belong to the community.
   - Identify and encourage natural leaders (NLs). They know their communities better.
   - Learn from NLs and let them lead the way.
   - Do not pay NLs. You may not be able to sustain it nor get the best out of them that way.
5. Plan and conduct preparatory visits for purposes of learning.
Work with other agencies but:
- Deal with communities through Municipal/District Assemblies (Local Government
- Authority) in whose jurisdiction the community falls.
- Visit the community.
- Read about the community.
- Take note of outstanding issues and follow-up on these issues not very clear
to you.
- Pace out your plan but a realistic pace is that determined by the community.
- Work with existing community structures and established channels of
communication.

6. “Small towns” are large and have peculiar neighbourhoods.
- Learn more about the neighbourhoods and use your knowledge of these
guide your activities.
- Segment towns into manageable units.
- Follow existing and known boundaries (imaginary or real) in demarcating
boundaries.
- Look out for various kinds of leaders and work with both formal and informal
leaders.
- The smaller the section/neighbourhood the better.

7. Leadership is crucial at all levels.
- Community and neighbourhood leaders are the entry points into the
communities.
- Heads of districts and implementing agencies and should be encouraged and
supported to play their roles as leaders.
- Inform and keep regional/national level agency leaders with sanitation and
related
mandate in the loop.
- Respect, include and encourage appropriate roles for traditional leadership.

8. Introduce innovations in mobilizing communities or sections
- Local/existing sports and games are widely used.
- Incorporating spontaneous thoughts.
- Gender equality and social inclusion are real challenges to be planned for in
small towns CLTS.
- It is not enough for women, children and PLWD to heard. Their needs must be
considered in deciding community options.
- Settler communities and migrants should be mobilized and not allow to de-
select themselves from sections and collective decisions and actions.

9. Triggering and Post-triggering monitoring is crucial
- The timing of community profiling, analyses and triggering should be suitable
to the
community and its leadership. Do not push communities into making rush
decisions.
- There should be very frequent follow-up visits and support immediately after.
triggering and gradually spread out as the community develops.
- Monitoring is not for its own sake. The visits are to identify strengths and potential pitfalls.
  and to encourage sections or whole communities to act towards abandoning open defecation.
- Give positive feedback and provide support in various forms.
- Document events and outcomes and use these to learn and guide NL and communities.
- Share lessons learn and plan for replication.

10. **ODF self-assessment and district verification processes**
- Encourage NLs to lead the process and mobilize communities towards ODF.
- Let district facilitators / officials verify and support communities.
- Refer to other officials.

**RECOMMENDATIONS:**

**Innovative solutions needed to improve latrine uptake in Karaga**
The rocky nature of land in the Karaga will require further discussions and innovative ideas to motivate more households to construct household latrines. The community’s response to the challenge has so far not provided any break through.

**Pragmatic review and change in leadership arrangements**
Changes made to administrative arrangements since the Environmental Health and Sanitation Unit leadership crisis were diagnosed seem to be working well. It is recommended that these arrangements are kept in place and monitored critically. Timely and pragmatic solutions provided should be implemented accordingly. However, the Nanumba North District Assembly and the EHSU in that district are yet to assume their expected roles.

**Criteria be adopted and applied in selecting towns for CLTS**
Given the nature of challenges posed to the project at Bincheratanga, it is recommended that selection of potential small towns for CLTS should be based on the recommended criteria proposed by Kar and Chambers (Kar, 2008) among others. That way, communities would be better organised and ready to take appropriate decisions and actions to attain open defecation free (ODF) status.

**Streamline post-triggering monitoring activities**
Enough ground has been covered to ensure regular follow ups and effective post-triggering monitoring. It is expected that these will be properly integrated in the activities of District Assemblies and district EHSU’s activities in order to attain and sustain ODF status. They include; regular follow-ups and continuation of the monthly review and planning meetings of the Regional Inter-Agency Coordinating Committee (RICCs).
**Intensify activities aimed at promoting inclusion**

It is recommended that peace building initiatives by Regional Government and others be intensified and appropriately linked to sanitation promotion. This among other activities, under the community mobilisation approach, should reduce the level of apprehension among minority groups, women and other segments of the population who feel excluded. The specific example of Bincheratanga is a case to be addressed effectively so it does not serve as a negative example for other project communities.

**Provide support for EHSU/D-NR**

Although some improvements have been observed in the EHSU/D-NR's implementation of the project, further support and mentoring will be required as other towns are beginning to show more interest in the project. It is further recommended that Bincheratanga and Karaga be maintained as experimental sites to generate further learning and not left without further assistance. This will require very little additional resources as long as the water and related components are still under way until the end of the project.
1 SECTION ONE

1.1 Background
Since its inception in the late 1990’s CLTS has largely focussed on the elimination of Open Defecation (OD) in rural areas. Experience is scanty on how best to promote and facilitate CLTS in larger communities, similar to those in the NORST Project, Ghana. The consensus in the global WASH sector is that the best approach for improved sanitation in poor urban areas is one that combines:

- Social triggers and community supports for CLTS.
- Strengthening supply side local sanitation market.
- Supporting more focussed roles by municipalities through passing and enforcement of appropriate latrine bye-laws
- Hiring sanitation promotion staff among other essential staff.

1.2 What is CLTS?
Community Led Total Sanitation (CLTS) is an innovative approach for mobilising communities to completely eliminate Open Defecation (OD). Communities are facilitated to conduct their own appraisal and analysis of Open Defecation and take their own action towards becoming Open Defecation Free (ODF). At the heart of CLTS lies the recognition that merely providing toilets does not guarantee their use, nor result in improved sanitation and hygiene.¹

As a new initiative, CLTS focuses on the behavioural change needed to ensure real and sustainable improvements. It involves investing in community mobilisation instead of hardware, and shifting the focus from toilet construction for individual households to the creation of Open Defecation-Free villages as a result of behaviour change communications. This is done by raising awareness that as long as even a minority continues to defecate in the open everyone is at risk of diseases. CLTS triggers the community’s desire for collective change, spurs them into action and encourages innovation, mutual support, social sanctions and appropriate local solutions, thus leading to greater ownership and sustainability.

Since Community-Led Total Sanitation (CLTS) was first developed in Bangladesh in 1999, the immediate successes attained in mobilizing communities to collectively abandon Open Defecation have made it the most sought after sanitation approach. CLTS has since been introduced and/or adapted in over 30 developing countries. CLTS consists of four major steps; pre-triggering, triggering, post-triggering, attainment of Open Defecation Free status and scaling up. Many countries adopted and deployed these in slightly different ways. Sometimes there are marked variations

¹http://www.communityledtotalsanitation.org/page/clts-approach
even within the same countries\textsuperscript{2}. Possibly, this is meant to appropriately situate CLTS in a social context and to implement it in a culturally acceptable manner. Another critical observation is the degree of successes reported and indicators of success selected by different organisations and countries.

1.3 Adopting CLTS as an urban strategy
To date CLTS has largely been deployed as a rural sanitation strategy in many countries. In Ghana the national sanitation policy has adopted CLTS as rural sanitation strategy. The policy states in part that “for all rural and small settlements, the CLTS approach will be adopted”\textsuperscript{3}. For Urban and large settlements, the policy directs that environmental assessment and audits be applied in strategic planning. However, there may be practical reasons for which some attempts have been made to adopt CLTS for small towns and urban communities many developing countries including Kenya, Zambia, India, Zimbabwe, Ghana, and Mauritania\textsuperscript{4}. Although the reasons have not been explored, the urge to improve sanitation around small towns and urban communities may be associated with interests generated around the MDG targets for sanitation. Also, small towns may serve as role models for the smaller communities. This is against the obvious challenges confronting the adoption of CLTS in urban settings as a result of the radically different urban contexts. These challenges stem from peculiarities such as limited space, congestion, land tenure and the predominant technology related questions around emptying of latrines. There are also structural and social differences between rural and urban communities. This is often related directly to the seeming lack of community cohesion and its wider implications for such communities. An example is the need to ensure effective use and regular maintenance of urban infrastructure including sanitation facilities. The reverse may also be true since the lack of such facilities or services have been blamed for the poor behaviours such as open defecation.

1.4 Previous efforts at solving sanitation problems in Ghana
In Ghana, there have been failed attempts at improving sanitation through prescribed technologies and standards. Efforts have also been made to motivate individuals, families and households through subsidies and other forms of incentives. Largely, these attempts were inclined to providing technical and technology-driven solutions. The outcomes of such previous efforts did not yield sustainable results. It was such that after several years of implementation, the sanitation sub-sector was suffering poor uptake of latrines. Most of these were largely subsidized by many different donor agencies. The few latrines provided under these strategies were either taken by persons already capable of providing themselves with household latrines or by persons not able or interested in maintaining the facilities. These became

\textsuperscript{2}Proceedings at Mole XXII Conference - August 2011.
\textsuperscript{3}Page 34 – Environmental Sanitation Policy (Revised 2010) GoG/MLGRD
\textsuperscript{4}http://www.communityledtotalsanitation.org/resource/piloting-clts-urban-setting-diary-progress-mathare-10-nairobi-kenya
dysfunctional for lack of maintenance or neglect. In some cases the materials used to construct household latrines were of higher quality than the communities’ dwelling houses. As a result of these and many other reasons, several communities continue to practice and experience the effects of widespread open defecation.

1.5 The national sanitation policy in Ghana
The evaluation of various CLTS initiatives in Ghana, confirms that there is a potential for the approach to solve Ghana’s sanitation problems at the rural level. The same source indicates that the CLTS approach has succeeded in creating demand for sanitation in the pilot areas especially in the Northern Region. This has thus led to the adoption the Rural Sanitation Model by the Government of Ghana (GoG) including the CLTS approach and which emphasizes the need for a cost-effective sanitation model.

1.6 Why small towns CLTS Pilot?
The level of environmental sanitation in the Northern Region of Ghana is among the lowest in the country. Among others, it is reported that over 73% of the population in the Northern Region both rural and urban, practiced open defecation in 2006. An estimated 2,468 metric tonnes of human excreta generated daily in the region is freely deposited in the open. In the urban communities untreated human excreta
generated from both private and public toilets is disposed in open fields. The graphs below depict the levels of sanitation in the 10 Regions of Ghana and the districts in the Northern Region. In Fig. 1, it is reported that the Northern Region ranks third highest among ten Regions with 72.9% open defecation. Fig. 2 shows the proportion of persons with access to sanitation by districts in the Northern Region. Nanumba North and Karaga districts were assessed as recording 6% and 19% access respectively at the time. Although some districts recorded seemingly better access than others the state of some of the facilities were deplorable reflecting the poor hygiene behaviours among residents in the various districts. Communities were littered with unwanted materials especially plastic waste. Bathroom effluent was poorly managed and served as breeding places for many kinds of insects of health importance. Table 2 contains a list of insanitary conditions documented in the communities at the start of the project.

**Figure 1: Regional Open Defecation Rates (%) in Ghana in 2006**
Following a request by most communities to embark on sanitation projects in their towns as an outcome of environmental management workshops, the NORST project decided to initiate a CLTS pilot for small towns. This was implemented in one of the larger towns and a smaller town in the Northern Region of Ghana. Following this, an
evaluation and lessons learned exercise was to be undertaken, based on which a methodology and approach will be revised accordingly. Subsequently, two communities were initiated. Together, the outcome of this pilot has become a learning exercise upon which NORST will revise and refine its approach in extending CLTS into other project communities.

The NORST project planned to integrate a SLTS approach into its small towns CLTS program and that forms part of the experience shared in this report. Baseline studies in the first five NORST-supported towns have suggested that most institutional latrines (especially school facilities) have been vandalised and their useful lives shortened because nearby compounds have no latrines for household use and thus use the institutional latrines. This further added to the argument for a CLTS approach which addresses the needs of all residents through their collective decisions and actions.

After initial consultations, UNICEF Ghana indicated its interest in partnering with NORST on CLTS implementation in small towns learning from its Integrated Water, Sanitation and Hygiene (I-WASH) Programme. This programme focussed on eradication of guinea worm, through improved hygiene and sanitation (including CLTS). Following great success in eradication of guinea worm, the focus of the project has broadened into more general improvements in the sanitation and hygiene sector, with a particular focus on CLTS. I-WASH currently works in 258 small, rural communities in ten districts of Northern Region. Seven of these districts are districts where NORST has also been working.

1.7 Collaborating agencies and implementation arrangements

There were other agencies implementing CLTS in rural communities at the commencement of the pilot project. Most of these agencies were co-opted into a stakeholder arrangement. Among them is Afram Plains Development Organization (APDO), a well-established and respected NGO working in rural development and poverty reduction. One of their strengths is the provision of water, sanitation and hygiene through participatory rural appraisal (PRA) techniques. They have been implementing CLTS and training facilitators with support from both UNICEF and Water Aid in the Northern Region which was pronounced to be one of the regions which made great strides in implementing CLTS activities in Ghana. According to the evaluation of CLTS pilots in Ghana, the best results were in the Northern Region where APDO has been the key non-governmental service provider.

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UNICEF, like NORST, considered the most sustainable approach to work with and support relevant structures and strengthen existing institutions. To this end, CLTS under the I-WASH programme was carried out with support and collaboration between partners from a number of appropriate government institutions. A core team at both regional and district levels known as Regional and District Facilitation Team (DFT) was established. The District Facilitation Teams have been the driving force behind the direct implementation of CLTS in project communities. They were also responsible for monitoring same in their respective districts. The Regional Facilitation Team was responsible for training coordination and monitoring of CLTS in the region. The membership of the teams varied between districts, as was dependent on interest and enthusiasm. A typical example of a DFT comprised: Environmental Health and sanitation Unit (EHSU), School Health Education Programme (SHEP), Department of Community Development (DCD), Information Services Department (ISD), Environmental Protection Agency (EPA), Community Water and Sanitation (CWSA), District Water and Sanitation Team (DWST) and sometimes agricultural extension officials. Others include New Energy (a local NGO). The lead implementing agency is the Environmental Health and Sanitation Unit (EHSU) at both the regional and district levels.

1.8 Urban CLTS in Ghana

In Ghana, more than four agencies are reported as piloting CLTS in small towns and selected peri-urban communities through government and or local partner organisations. They include UNICEF, CWSA, Plan Ghana and Training Research and Networking for Development (TREND). They have reported different outcomes and claimed varying degrees of success. Without exploring the different parameters and indicators of success, it is useful to state that the outcome of a limited literature review did not yield precise standards.

In a recent publication, TREND, a leading WASH and CLTS implementing agency in Ghana suggests they have reservations among practitioners and experts about potential successes of deploying CLTS as sanitation strategy in urban and peri-urban settings. Indeed, both TREND and Plan Ghana are yet to achieve ODF status in the largest communities at Lekpongunor (<4000 pop) and Oboyambo (< 600 pop) respectively. The highest population so far is one reported TREND which is only comparable to the situation in Bincheratanga. TREND reported the outcome of that project as "partial ODF".

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6Innovative Approaches to Implementing CLTS in an Urban Setting – Nii Wellington (TREND Group)
1.9 Scaling up CLTS

It is obvious that the improvements in sanitation cannot be attained at the current nominal increases in the number of project communities and snail pace of CLTS implementation. It cannot also ride on the back of rural sanitation strategy. Taking sanitation to scale and extending it to include small towns and urban communities seems essential. And given that the Metropolitan, Municipals and District Assemblies (MMDAs) are mandated by legislation to provide and manage environmental sanitation services, it seems the most obvious direction to work towards the improvement of sanitation in general and the attainment of MDG goals on sanitation in particular. As a logical response, the National Environmental Sanitation Policy provides that all MMDAs should develop District Environmental Sanitation Strategies & Plans (DESSAPs) and plans for rural & small settlements, the Community Led Total Sanitation (CLTS) approach seems the most appropriate methodology to adopt.

The situation recounted above provides the broad settings against which NORST initiated a sanitation / CLTS project for 2 small towns selected communities in the Eastern corridor of the Northern Region.

1.10 The NORST Pilot CLTS

The CLTS component of the NORST sanitation project was borne out of an Environmental Management Workshop. It was not part of the original project concept but has since been designed and implemented as a pilot project in two of Phase I communities Bincheratanga and Karaga. An innovative scheme aimed at integrating CLTS and the pilot Health Hygiene Education Through Play and Sports (HHETPS) programme has been implemented as planned with very successful outcomes. This has been done at both planning and intervention levels. Most meetings between the CLTS team and Water and Sanitation Management Teams had representations of the HHETPS team where it was practicable.

The CLTS component started with building alliances with UNICEF and working closely with the state agency which has the responsibility to plan and provide sanitation facilities and services, Environmental Health and Sanitation Division (EHSD). This provided immense learning for the project. It also brought about a wide network and an integrated institutional arrangement although the outcomes have not always been as planned.
2 SECTION TWO

2.1 Profile of project communities

Two project communities were selected using a three point criteria; i) the community must be listed as a Phase 1 community, ii) the leadership of the community must have expressed interest to participate, and iii) there must be a favourable result of a safe and reliable source of drinking water as part of the geo-physical assessment of the project. This led to the selection of the two communities – Bincheratanga and Karaga. A brief profile of both small towns in which the pilot CLTS was implemented has been provided below.

Figure 3: Map of Northern Region showing districts and a map showing Nanumba North

Bincheratanga

The town is located in the north-east corridor of the Nanumba North District and it is about 34km from the District capital – Bimbilla. The current population of Bincheratanga is 3,863. The female population is 2,002 constituting about 52% of the total. The male population is 1,861 which is 48%.

Bincheratanga is a multi-ethnic community comprising the indigenous people: Nanumbas, Konkombas, Dagbombas, Basaries and Chekosis. The Nanumbas and the Konkombas are the two dominant tribes. Nanuli and Likpakpa are mostly spoken in the community. Traditionally, power is vested in the Chief of Bincheratanga. Decision making at the community level rests with the Chief and his elders and the people’s representative at the District Assembly. Women are not

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7 This figure is a head count of the town undertaken by the consultant between 10th to 13th May 2010.
allowed to directly consult the chief and elders on issues affecting them despite their population.

In Bincheratanga, there is currently access to drinking water through point sources which are often under pressure. There is no compound with a latrine. The population either uses public shared latrines (which are not maintained effectively) or defecate in the open. An examination of the public latrines however revealed that these were not physically accessible to children, the aged and persons living with disability.

Above: A refuse disposal site at Bincheratanga at the start of the project.
Karaga

Karaga is the capital town of Karaga District Assembly with a current population of 12,800 of which 54.7% are female. About 80% of the adult population sampled during the sanitation baseline study was reported to be illiterate. The population relied on and used shared public toilets and open defecation as their main means of
disposing of human excreta. Open defecation was reported as the dominant method in all twelve sections of the town especially those located furthest from the public toilet facilities. They include Mbadugufong (90%), Daafong (60%), Kpanafong (100%), and Kambontooni (70%). No compound practiced dig and bury during baseline data collection. As many as 183 Mozambican slabs were found to have been distributed to households but these were not put to use.

**Table 1: Data on sanitation facilities in Pilot communities**

<table>
<thead>
<tr>
<th>Descriptions:</th>
<th>Latrine type</th>
<th>Total</th>
<th>Completed and functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Karaga</td>
<td>Household</td>
<td>227</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Institutional</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>2. Bincheratanga</td>
<td>Household</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Institutional</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

A summary of environment and sanitation conditions in the project communities during pre and post project interventions has been compiled and compared in Table 2 below.
Table 2: Environmental and Sanitation Conditions in the two Small Towns

<table>
<thead>
<tr>
<th>Pre-Triggering Conditions</th>
<th>Post-Triggering Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wide-spread open defecation near and in between households</td>
<td>1. The spate of open defecation has drastically reduced. There are fewer places with open defecation around houses. Although some nearby bushes on the outskirts of both communities serve the purpose in some areas.</td>
</tr>
<tr>
<td>and nearby bushes.</td>
<td></td>
</tr>
<tr>
<td>2. Filthy public latrines and fly nuisance</td>
<td>2. Most public latrines have been rehabilitated and are used effectively.</td>
</tr>
<tr>
<td>3. Sea of black polythene bags, scraps of paper and other</td>
<td>3. The plastic nuisance is on a massive decline but not completely eliminated in both communities.</td>
</tr>
<tr>
<td>materials</td>
<td></td>
</tr>
<tr>
<td>4. Several refuse dumps mostly un-kept and smelly.</td>
<td>4. Most refuse dumps in Karaga are well kept (9 out of twelve).</td>
</tr>
<tr>
<td>5. Unsightly pools of bathroom waste water behind most household bathrooms.</td>
<td>5. Most bathroom wastes have been converted into soak away pits. The situation in Karaga is much better than Bincheratanga.</td>
</tr>
</tbody>
</table>

2.2 Community structures

Like many small towns in the Northern Region, both Bincheratanga and Karaga had heterogeneous populations co-existing. However, Karaga had a more visible traditional leader and a functional command structure. The Chief of Karaga is a Paramount Chief who wielded near absolute traditional authority with his elders. The situation in Bincheratanga is by far in sharp contrast with the former. This makes it difficult for decisions and sanctions to be implemented in the face of perceived opposition and defiance.

Both communities have existing communication channels and platforms for mobilizing communities for different purposes. They also have histories of successful community development projects. That notwithstanding, the newly-created Water and Sanitation Management Teams (WSMTs) in both towns was accepted as the most appropriate format for mobilising the communities for CLTS.

2.3 Regional and District Linkages and Collaboration

In order align appropriately in the sector, activities of the NORST-CLTS pilot project were carried out through the Environmental Health and Sanitation Division with the active participation of all stakeholder agencies at the regional and district levels. Indeed, all project activities were discussed at the monthly Regional Inter-Agency Collaboration Committee (RICC) meetings. The project also communicated directly with the Director of EHSD in Accra and UNICEF Ghana. It also availed itself the
opportunity to communicate through the routine channels of the two major sector agencies.

Apart from UNICEF and EHSD, the project worked closely with Community Water and Sanitation Agency (CWSA) and adopted several institutional arrangements established under the I-WASH project supported by UNICEF. Specific roles and responsibility assigned to major stakeholders included the following:

- EHSU/D–NR: Lead CLTS training, monitoring, verification, declaration and support celebration of ODF status.
- CWSA – Coordination and technical advice.
- UNICEF – Support, training, monitoring, knowledge management and facilitate experience sharing.
- SHEP – Participate in training, monitoring, validation and mobilization of school populations.
- WVI – Participated in selected CLTS regional level meetings.
- Department of Community Development (DCD) - Helped mobilize communities for CLTS, monitoring and training.
- CRS – Active in school sanitation activities under the I-WASH programme.
- APDO – Training, skills update, monitoring and evaluation, experience sharing and operational research.
- CLIP – Community experience.
- EPA – Environmental policy and the personal involvement of key staff of the agency.
- GHS – The Health Promotion Unit - behaviour change communication and information dissemination.
- Information Services Department – Information dissemination and coordination.
- Regional Planning and Coordination Unit – Coordination and planning.

Since the inception of the CLTS project, the number of collaborating agencies actively working in the sanitation sub-sector of the Northern Region of Ghana has increased. This may be due to the regularity injected into hosting the platform by NORST. The frequency and scope of collaborative activities have since increased and institutionalized.

2.4 Key project processes and activities

Selected activities were adopted and adapted from the CLTS handbook and other publications in order to implement CLTS.

2.4.1 Pre-Triggering Phase

This phase consisted of three distinct but inter-related stages. A detail and chronological sequence of events have been provided in Appendix 2 attached.
Selecting communities (May – June 2011)
The project plan pre-selected and grouped the communities for implementation of the small town water schemes and sanitation facilities. Given the list of communities in Phase one the most obvious were Karaga and Bincheratanga. The key considerations were the population of the community, availability of potential of safe water supply and expressed interest to address sanitation problems by community leadership. For purposes of learning, stakeholders chose a much bigger town- Karaga (12,800) and a smaller town– Bincheratanga (3,863).

Introduction and building rapport (April – October 2011)
A total of five trips were undertaken to the towns and the district capitals to meet with District Assembly officials. These created the cordial relationships at the highest political and administrative levels in support of the project in each district.

Within the two towns, visits were undertaken to meet and build rapport with both formal and informal community leaders. Notable among those met on a regular basis were members of the WSMTs. It created opportunities to learn from both formal and informal leaders. It also provided the opportunity to speak with critics and identify persons likely to work against the course of the project inadvertently and to plan with local resource persons and groups.

Baseline studies (July – September 2011)
Social and sanitation related information was systematically gathered and processed to establish a basis for developing appropriate CLTS decisions and arrangements. An inventory of geo-referenced WASH facilities and services information were also collected and analyzed to establish the basis for setting realistic targets and project timelines. These were carried out with the active involvement of selected local resource persons and volunteers in each town and neighbourhood. WASH related baseline studies in both communities were conducted between July and September 2011.

Training and capacity development for facilitators
A total of 130 persons were selected and trained at various levels. They included regional and district level facilitators teams as well as Natural Leaders (NLs). Many of these people have been fairly stable and have always been available for purposes of mobilizing communities to collectively abandon open defecation. At the refresher training and planning workshops13 regional facilitators were trained from 1st - 4th November 2011. Refer to Appendix 3a for the list of participants. The timing of the district level activities included the following:

- District CLTS facilitators’ training at Bimilla: 7th-10th November 2011
- District CLTS facilitators’ training at Karaga: 14th-16th November 2011
- Natural Leaders Training 13 – 16 February 2012 at Karaga and Bincheratanga
- District CLTS Facilitators orientation at Karaga: 4th - 5th July, 2011
2.4.2 Triggering
This phase comprised key actions directly related to sensitizing communities to recognize the need to collectively decide and take actions to abandon open defecation.

After about six months of community engagement in Bincheratanga and Karaga the towns were divided into manageable sections of 4 and 12 respectively. They were guided in profiling their community understanding of social, water, sanitation and hygiene related behaviours thus leading to them being “triggered”. The event attracted both formal and informal leaders. As soon as the communities were triggered, volunteers mobilized self-motivated individuals to develop and write down action plans agreed by the majority of residents present. Thereafter, they were assisted to develop and to implement actions aimed at mobilizing communities to collectively abandon open defecation. In both towns some individuals and households started digging pits to commence construction of household latrines. Only four sections out of 12 sections in Karaga were triggered in November 2011. The remaining eight were triggered in July 2012.

Key actions undertaken during this phase of implementation included community participatory profiling and analysis. Specific dates on which the actions occurred at various communities have been provided below:

- Triggering at Bincheratanga and community durbar: 10th & 11th Nov, 2011
- Triggering 4 out of 12 sections in Karaga 17th – 18th November 2011
- Triggering of 8 remaining sections and community durbar Karaga 5th-6th November 2012.
**Post-triggering follow-up and outcomes**

Both towns, Bincheratanga and Karaga went through fluctuating phases of high and low performances towards the achievement of ODF status. The various phases have largely been explained in three different ways:

- Early enthusiasm and commitment produced a surge in the number of people abandoning OD and construction of latrine pits.
- Limited and poor follow-up from district and regional facilitators resulted in a resurgence of open defecation.
Resumon of regular and effective post-triggering monitoring supported by enforcement of community sanctions led to improved hygiene behaviours and drastic reduction in the spate of open defecation.

2.4.3 Community self-assessment and district level ODF assessments
The project identified and trained volunteers as Natural Leaders (NLs) in both communities. The actions of NLs led the regular follow-up and motivation of households. It took the form of promoting regular hand washing, avoiding open defecation and encouraging households to construct and maintain household latrines. They also conducted community assessments to determine progress towards ODF. This prompted district and regional level assessments. The results of these measures revealed significant progress in both communities. Some sections achieved ODF status but not the entire town. It is however worth mentioning that on the scale of zero (0) to one hundred percent (100%), Karaga has performed better as shown in the Table 3 below. The number of newly constructed latrines after the intervention have also been compiled and compared with baseline results as shown in table 4. Refer to Appendix 1 for ODF assessment and verification tools used.

Table 3: Average performance of CLTS pilot communities

<table>
<thead>
<tr>
<th>Community</th>
<th>Number of sections</th>
<th>Performance and number of sections</th>
<th>Average Performance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0-45</td>
<td>46-60</td>
</tr>
<tr>
<td>1. Karaga</td>
<td>12</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>2. Bincheratanga</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>16</strong></td>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

Table 4: Comparison previous and newly constructed latrines

<table>
<thead>
<tr>
<th>Descriptions:</th>
<th>Latrine type</th>
<th>Existing Latrines</th>
<th>Additional Latrines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Karaga</td>
<td>Household</td>
<td>36</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Institutional</td>
<td>18</td>
<td>-</td>
</tr>
<tr>
<td>2. Bincheratanga</td>
<td>Household</td>
<td>0</td>
<td>9 (8 in use)</td>
</tr>
<tr>
<td></td>
<td>Institutional</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

Figure 4: Comparison previous and newly constructed latrines
2.4.4 Gauging perception and attitudinal changes
One of the good outcomes of the CLTS pilot project is the positive change in attitude and perceptions of traditional leaders. Their pronouncements seem to reflect their inclinations before and after the CLTS project. On the whole the leadership especially those in Karaga have become more sensitive to sanitation needs. Over the period, the Paramount Chief of Karaga has become very active in promoting safe sanitation. Table 5 presents pre and post project perceptions and pronouncements of a community leader.

Table 5: Pronouncements and perceptions pre & post and after triggering

<table>
<thead>
<tr>
<th>Pre-triggering pronouncements and attitudes</th>
<th>Post-triggering pronouncements and attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I want more public latrines for my people, the few we have are not enough”</td>
<td>“It is important for all of us to keep our homes clean and free of faeces”</td>
</tr>
<tr>
<td>“Government should provide more latrines”</td>
<td>“Those whose children defecate around should be fined”</td>
</tr>
<tr>
<td>“Government should clean and maintain our latrines”</td>
<td>“Please bring me the elders whose sections fail to keep their soundings clean”</td>
</tr>
<tr>
<td>“The latrines smells. We want the DCE and the Assembly to sort it out”</td>
<td>“Even the small communities have achieved ODF … so Karaga should be able to do it”</td>
</tr>
</tbody>
</table>

2.5 Innovative and complementary CLTS project components
The implementation of CLTS in small towns leveraged several social mobilization approaches to make a rapid impact. The promotion of gender equality and social inclusion, and the deliberate integration of HHETPS as key components of the NORST project made modest contributions to sensitising communities to take the collective decision and act accordingly to abandon open defecation.

2.5.1 Gender Equality and Social Inclusion
Although it would seem that CLTS is an inherently gender sensitive approach due to its focus on total community mobilization, awareness creation and education, lessons learned have shown that unless specific gender sensitive approaches are introduced, women, children and persons living with disability (PLWD) can be left out of the process and the inherent benefits. As a result conscious efforts were made to increase the involvement and participation of women in the project. That notwithstanding, only 32.3% of women were selected out of 130 facilitators. The best balance was recorded in Bincheratanga with a rate of 56.7%.
Figure 5: Gender Representation of CLTS Agents and Facilitators

![Gender Representation Pie Chart]

Table 6: Gender Disaggregated Statistics on CLTS Facilitators

<table>
<thead>
<tr>
<th>Activities</th>
<th>Male</th>
<th>Female</th>
<th>Totals</th>
<th>% of Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regional Facilitators workshop - Nov 2011</td>
<td>9</td>
<td>4</td>
<td>13</td>
<td>30.77</td>
</tr>
<tr>
<td>2. Refresher training for Facilitators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Bincheratanga</td>
<td>24</td>
<td>5</td>
<td>29</td>
<td>17.24</td>
</tr>
<tr>
<td>- Karaga</td>
<td>26</td>
<td>8</td>
<td>34</td>
<td>23.53</td>
</tr>
<tr>
<td>3. Natural Leaders Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Bincheratanga</td>
<td>13</td>
<td>17</td>
<td>30</td>
<td>56.67</td>
</tr>
<tr>
<td>- Karaga</td>
<td>16</td>
<td>8</td>
<td>24</td>
<td>33.33</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>42</td>
<td>130</td>
<td>32.31</td>
</tr>
</tbody>
</table>

2.5.2 Health Hygiene Education Through Play and Sports (HHETPS)
The use of Health Hygiene Education Through Play and Sports (HHETPS) was deployed and has since been helpful in promoting sanitation education. HHETPS was also innovatively used to mobilize children (both boys and girls) and young sports enthusiasts around CLTS activities.

An HHETPS workshop was organised between 27th and 29th April 2011 at Tamale by the Gender and Exclusion (GE) team in collaboration with Right-To-Play. It provided an overview on innovative ways of using play and sports to facilitate development. The experiential learning methodology adopted was expected to help children and youth look after themselves, look after others and the environment. In all situations the approaches deployed sought to prepare selected audiences to experience specially prepared plays and sports events, guide them to reflect, connect and apply knowledge and skills acquired to specific situations. The approach and the experiences were appropriate for children (both in and out of school), organized youth groups and also adult learners. The sustaining factor is the ability to select and appropriately adopt favourite games and sports. These have
since been used as complementary strategies to sustain behaviour change communication (BCC) components of the programme and the CLTS processes in particular. There were potential challenges. Ability to mobilize out-of-school youth and itinerant populations (nomads), readiness to sensitize school authorities and teachers to adopt and apply the methodologies, including the observance of “play days” as part of on-going activities in the project communities. These were considered during the planning stage and to minimize the potentially negative effects.

2.5.3 Geo-referenced WASH baseline data
The collection of social data and geo-referenced WASH information as part of community baseline information was novel in this part of the world. It enhanced the quality of community participation approaches deployed at all stages of the project.

2.5.4 Video documentation of pilot processes
All activities related to “triggering” and community durbars following the introductory events in both communities were recorded on video. The materials so compiled are currently being processed to develop materials for publication and capacity building including training. It will also be used to aid learning and is expected to enhance participatory monitoring and replication in other small towns beyond the NORST project communities.

2.5.5 Working with stakeholder organizations and decentralized agencies
Working through the EHSU/D-NR and collaborating with all stakeholders at the regional, district and community levels panned out well after initial challenges. However, the process requires well thought through capacity building interventions, coaching and careful negotiation of relationships along the entire process.

2.6 A summary of project related outcomes
1. The project built alliances and networks for effective collaboration and sector collaboration. These provided platforms for joint planning and sharing lessons on CLTS under similar geographic areas and cultural conditions.

2. Several preparatory visits were made to the project communities of Karaga and Bincheratanga. These resulted in sensitization of the respective Water and Sanitation Management Teams (WSMTs), and led to the mobilization of communities who led the implementation of the necessary actions.

3. Geo-referenced baseline studies were carried out to establish benchmark situations in the two communities. They were also used to generally enhance the processes of documentation, communication and the outcome of monitoring and evaluation of the projects with the active involvement of communities.
4. Re-demarcation of the communities into smaller management units or neighbourhoods called sections in both towns was done to ease the burden of community mobilisation. This exercise turned out to be very helpful in making progress towards ODF.

5. Refresher training for regional level CLTS facilitators led to harmonization of approaches and sharing new skills. It built the confidence of facilitators thus laying firm grounds to “trigger” communities to declare their commitment to abandon open defecation (OD).

6. The entire community of Bincheratanga (four sections) and four out of 12 sections of Karaga were triggered in November 2011. These were followed by community durbars where the entire community and their leadership (Political, Traditional and some Religious leaders) participated to identify with and declare their support for the process.

7. The active collaboration and integration of other innovative community mobilization strategies such as HHEPTS and Gender Equality and Social Inclusion to promote sanitation in general and CLTS in particular was a great blend.

8. Both District Chief Executives (DCEs) and traditional leaders (Chiefs) of both communities participated in activities marking the durbars in their respective communities. There were varying degrees of participation by these leaders. The more active leaders in Karaga made some very positive impact on their people compared to Bincheratanga and Bimbilla (the district capital).

9. Before and during the implementation of CLTS in small towns, some important records were compiled. These are being used to help document, facilitate learning and establish a solid basis for replication and scale-up.

10. Monitoring and supervisory activities were carried out but these were not consistent as expected of the EHSU/D-NR which was directly responsible for these set of actions. This situation resulted from issues related to leadership and low levels of commitment at district level staff of the EHSU. The effects of these inactions on project communities were obvious and almost immediately manifested in a number of ways as outlined below:

   a) There was a break in post-triggering follow up activities at the regional level by EHSU/D-NR in both communities (Bincheratanga and sections of Karaga) for no apparent reasons. Until then the communities showed marked improvements towards ODF after triggering but then slipped back into their past filthy and widespread OD conditions.
b) The situation in the four sections in Karaga have since the resumption of regular post-monitoring visits from a combined NGO and EHSU/D-NR staff from the regional level, a dramatic improvement in its sanitation status through the “triggering” of the remaining eight sections.

c) Conditions did not change as quickly in Bincheratanga where the District Environmental Health Officer (DEHO) has not provided direction and shown little interest in reviving the fortunes in the project from the Nanumba North District end of the project.

d) The introduction of sanctions were found to be important tools in mobilizing communities towards attainment of ODF status. However, the lack of capacity to enforce sanctions retards progress towards the same end.
3 SECTION THREE

3.1 Challenges
This section deals with challenges and how these have tended to affect project outcomes. It also describes measures taken to surmount some of the challenges and provides the basis for some of the lessons learnt.

3.2 Unfavourable soil conditions for constructing latrines
Most individuals seeking to construct household latrines are facing a daunting task as most parts of the Karaga town is sitting on a massive stretch of rocks underneath the surface. This has resulted in several uncompleted latrine construction efforts in that town. Effective technical assistance aimed at adopting innovative latrines is being considered.

3.3 Communication and leadership challenges
The absence of visible leadership and communication challenges at the district level, resulted in irregular and sometimes inadequate post-triggering monitoring and support visits from the regional level, which contributed to declines in progress made towards the attainment of status ODF in both communities. When the trend was halted and subsequently reversed in Karaga, the situation improved but the retrogression continued in Bincheratanga where leadership at both the district and community levels appeared apathetic or helpless. The reactivation of regular supervisory support visits to the CLTS pilot communities by the new Regional Head of EHSU/D-NR ignited renewed interest among the district facilitation teams and the natural leaders. The diagram below describes the changes made in the communication arrangements to stem the challenges.
3.4 Inadequate follow-up and communication
Some politicians were reported to have visited some sections in Bincheratanga and issued vain promises of providing free public and household latrines. This development was partially responsible for the difficult situation reported in Bincheratanga following irregular follow-up activities from the district level. The irregular follow-up visits, the vain promises or contradicting messages are to blame.

3.5 Self-selection and perceived exclusion
Many inhabitants of the two small towns did not feel much affinity to the communities they lived in. They therefore were not willing to invest in sanitation projects in houses in which they live as tenants. They perceived their stay in such communities as transient although some of them lived there many more years than they anticipated.
4 SECTION FOUR

4.1 Lessons learnt
In this is section, major lessons learnt in this project have been compiled. The stem from some of the innovations and challenges discussed in some of the early sections presented above. It expected these will guide future planning and programming of CLTS in small towns.

4.2 Criteria for selecting project communities
Major challenges experienced in both towns suggest the need for comprehensive criteria and assessments to be developed and used to guide the selection of “suitable” communities. Suitable communities are those likely to yield favourable achievements compared to “unusual” communities suffering or dealing with internal conflicts affecting cohesion. Those affected by conflict or re-emerging from conflict will need a lot more time than others. These will require time with the conflict resolution and management experts as preparatory actions preceding core CLTS programmes. This position supports Kar’s position, that triggering has been successful in conditions thought to be “unpromising” (Kar 2008). According to Kar, it may be wise to start in more favourable places first, establish some success stories, gain experience and confidence, and then use these and their Natural Leaders to spread the movement to more difficult places.

4.3 Involvement of Local Government Authorities (LGAs)
It is the mandate of District Assemblies to provide the sanitation needs of the populations within their jurisdiction. Therefore, involving District Assemblies (DAs) and soliciting their support is the right thing to do. It also helps to provide a formal home for the project at the local government level although this will not come without drawbacks. The role of politicians and political activists positively affects the project if they are sufficiently sensitized and assisted to play clearly defined roles. Indeed, their actions and inactions are both noticeable. Lessons from the project reveal that their involvement brings about positive impacts. The administrative and political roles of DAs require them to lead efforts aimed at mobilizing communities to abandon open defecation. The expectation is for the political leadership to lead the way and speak to the issues. The administrative role enjoins the DA as entities to lead by example. From the project experience, DAs learnt to provide gender friendly toilets and urinals on their premises as part of the leadership responsibilities. These were effectively utilised and maintained to serve as good examples for their communities. It further emboldened and motivated the agencies to mobilise and educate the communities to follow their example.
4.4 Demarcating small towns into manageable units
Parcelling out the communities into smaller sections makes them easy to mobilise and manage during triggering and follow up activities. Although the approach may not be entirely new, carrying out the demarcation exercise with the active participation of community representatives where boundaries did not previously exist provided opportunities to learn from members of the WSMTs in the two small towns. The processes adopted serves as learning products for both community representatives and CLTS facilitators to replicate in future.

4.5 Complementing CLTS with HHETPS and other approaches
The combination of HHETPS with CLTS presents multiple opportunities to promote sanitation in general, and to implement CLTS in particular. It is a unique opportunity which also helps to integrate appropriate hygiene education activities into ongoing sports and play activities with little or no extra cost to providers of the service. It mobilized both in and out-of-school children. They were reached with sanitation and hygiene education. It also helped to mobilise them as change agents who are often present in the town to educate and influence others to act positively on sanitation related issues.

The emphasis on gender equality and social inclusion in WASH related matters has provided children, women, minority groups and persons living with physical disabilities to be part of the process. The outcomes are yet to show an absolute all inclusive approach but the processes have been established and some lessons learnt.

The use of geo-referenced materials in the form of WASH maps has helped in appealing to the sense of dispersion and aggregation of WSMTs and whole communities. It contributed to effective communication on the use of baseline information on existing WASH facilities and their distribution. To a large extent, residents learnt and were able to appreciate the numbers and spatial distribution of WASH facilities and implications for various segments of the communities and for planning purposes.

4.6 Role of Traditional leaders in CLTS
Working with traditional leaders at all levels has been supportive of the CLTS process in small towns. Traditional leaders have provided the various faces of the project and led the calls made in project communities to abandon open defecation. They have served as the rallying points for collective resolve to abandon open defecation in both communities. However, their impact will persist if they are not engulfed in any crisis likely to distract them from exercising their leadership responsibilities. Two contrasting patterns emerged from the project. The strong and visible leader who demands that collective decisions taken are carried out, and who will enforce sanctions when the citizens fail to meet their obligations. And the obscured leader embattled with other pre-occupations. He was unsure and unwilling...
to “crack the whip” when his advisors call for previously agreed sanctions to be effected. The first example occurred in a project community where the most significant achievements were made. The second example of traditional leadership style occurred in a community which stagnated for a while and made the least gains.

4.7 Duration of CLTS projects in small towns
The active life span of the small towns CLTS programme to date is twenty four months. This includes non-active months which should not have been the case. From this experience therefore, the duration for implementing CLTS in small town should range between 2 to 3 years. The specific learning point from the project is the need for regular and effective contact in the periods immediately coming after triggering a small town. The first few weeks immediately following the triggering requires 2 to 3 visits a week for the first three months. This may be reduced to once every week and later once every month for the 24 months. This should stimulate sustained behaviour change as expected. In general, the period dedicated to helping communities to attain and sustain ODF status in small towns will require a longer period than was previously estimated. Indeed, it will better serve the objectives of service provider agencies and community interests if at the end of the project, CLTS implementation plans are made to dovetail into existing sanitation services delivered by the Environmental Health and Sanitation Units of the District Assemblies.

4.8 Building networks at all levels
The wide network of organisations created and which supported the promotion of CLTS in the two small towns enabled a steady supply of facilitators and pool of resource persons always available to carry out key activities.

4.9 Capacity development and deployment
At the start of the programme it was common to find individuals who received training as CLTS facilitators with little or no confidence. However, the refresher training sessions conducted to assess capacities also contributed to harmonising approaches. This proved to be an invaluable team building activity. Not only did this activity improve communication among team members but unearthed fresh talents and brought on board bodies of knowledge that would otherwise be hidden from other facilitators.

4.10 The supportive role of duty bearer agencies is crucial
The importance of visible and decisive leadership by District Assemblies and other decentralized government agencies at all levels including regional, district and community levels is critical for a successful outcome of the promotion of CLTS. Their presence inspired the requisite confidence and provided the much needed legitimacy to attract the relevant personalities and endorsements.
4.11 Preparatory visits and community sensitization
The duration and frequency of community preparation visits is as important as what the visits are expected to achieve. The use of data gathered during these visits in addition to baseline information should help in designing the project and to develop plans meant for “triggering” the small towns. Planning and working with communities at their own pace emerged as a useful ingredients in determining a sustainable pace of implementation instead of externally imposed pace of implementation.

4.12 Early training of Natural Leaders (NLs)
Natural Leaders are a vehicle for promoting ownership and sustainability of CLTS in small towns. Since their involvement and training, NLs have been very instrumental in promoting safe sanitation and encouraging families and households to stay on the course to abandoning OD. However, it was observed during the pilot that their successes depend on the level of guidance they received from the CLTS facilitators or facilitators’ team and support derived from the traditional leaders as part of the social structure and community networks.
5 SECTION FIVE: RECOMMENDATIONS AND WAY FORWARD

5.1 Further support to address latrine construction challenges
The rocky nature of land in Karaga will require further discussions and innovative ideas to motivate more households to construct latrines successful. The communities’ response to the challenges has so far not provided any break through. They will require some level of technical external support.

5.2 Pragmatic review and changes in communication channels
The discussions and changes made to some administrative and communication arrangements since the leadership challenges emerged were helpful. It is therefore recommended that these arrangements are kept in place, critically monitored and pragmatic solutions provided accordingly. However, the Nanumba North District Assembly and the EHSU in that district are yet to assume the expected leadership roles. These must be brought to the attention of the EHSU/D-NR for review and remedial actions.

5.3 Streamline post-triggering monitoring arrangements
Enough grounds have been covered to ensure regular follow-ups and effective monitoring. It is, however, expected that these will be properly integrated in the District Assembly and EHSU’s activities in order to attain and sustain OD status. They include regular post-triggering follow-ups and continuation of the monthly RICC meetings.

5.4 Intensify activities aimed at promoting inclusion
It is recommended that peace building be intensified and appropriately linked to other initiatives including the CLTS /sanitation component. This among other activities, directly coming under the community mobilisation approach, should reduce the level of apprehension among minority groups, women and other segments of the population who feel excluded. The specific example of Bincheratanga is a case to be addressed so it does not serve as a negative example for other towns.

5.5 A selection criteria be adopted and applied
Following the nature of challenges posed to the project in Bincheratanga, it is recommended that the selection of small towns for the implementation of CLTS be developed and predicated on three core criteria and findings from the baseline assessments:

- Assess and select and start CLTS in more favourable communities first.
- Establish successful outcomes and tell the success stories.
- Build confidence of the key actors and move on to other communities.
That way, communities are better assessed and organised appropriately to prevent avoidable challenges. Towns in which conflict exists whether these are real or perceived; overt or covert; they should be named and properly assessed by conflict prevention and management experts alongside the introduction of CLTS.

### 5.6 Support for EHSU/D-NR

Although improvements have been observed in the EHSU/D’s implementation and management of the project, further support and mentoring will be required as other towns are beginning to show more interest in CLTS. It is further recommended that Bincheratanga and Karaga be maintained as experimental sites to generate further learning and not left without further assistance. This will require very little additional resources as long as the water and related components are still under way until the end of the project.

### 5.7 Way Forward

Some outstanding issues have been identified and presented in the Tables 7 and 8 in Appendix 4. They include the documentation and sector learning issues and the recommended support and mentoring arrangements for the ENSD/NR. Refer to Appendix 4 for outstanding activities and proposed budget for its implementation.
REFERENCES

2. Pragmatic Outcomes (2011). *Community Baseline Assessment for Karaga*
APPENDIXES

Appendix 1: ODF Verification Tool

ODF Verification Tool

Verification Tool for assessing Communities towards ODF Declaration and Certification

SCORING A COMMUNITY USING THE VERIFICATION TOOL

The following scoring scheme has been developed for use with the Verification Tool. The maximum possible score for each of the indicator is 5 whilst the minimum is 0. A Community needs to get at least 85 points to be declared Open Defecation Free. A score less than 85 points do not qualify a Community to be declared. That Community has to reorganize itself and put itself up for Verification again at a later date usually after one month.
LEVEL 1 Verification Towards ODF Declaration

Name of Community

District

Date of Verification

Date Community was Triggered

### Background Information on the Community

Did the Community as a whole meet to confirm their commitment to stop OD?

- YES 
- NO

How many people were at that meeting?

How many women and children were present?

What date did the community set for itself to attain ODF status?

- NO DATE WAS SET

What immediate actions did the community members decide to undertake to stop OD? *(attach details from Action Plan if one exists)*

- NO ACTIONS WERE SET. ACTION PLAN DOES NOT EXIST

Who were the Natural Leaders (NL) who championed the CLTS process?

1. 
2. 
3. 
4. 
5. 
6.

Is the Community Map developed at ‘Triggering’ available? *(Please request to see it)*

- YES 
- NO

### ODF VERIFICATION

The following items must be verified using Spot Observations, formal and informal conversations in the community. The team should undertake a community walk through the community to get first-hand information on the required items.

*The pass mark is from 85% to 100%*

*Each indicator has a maximum Marks as shown against it whilst the minimum is 0. Put marks in the appropriate box*

<table>
<thead>
<tr>
<th>01. Absence of Open Defecation in the community (Total Marks =30)</th>
<th>Max Marks</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no faeces seen:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Community Led Total Sanitation for Small Towns

#### A Pilot Project in the Northern Region of Ghana

| a) on the refuse dumps   | 6 0 |
| b) in the near-by bushes | 6 0 |
| c) in-between houses (alleys and pathways) | 6 6 |
| d) former key OD places  | 12 0 |

**Marks Obtained** 6

#### 02. The Community has implemented actions towards achieving ODF

(Total Marks = 25)

| a) There is evidence of improved defecation practices (proper disposal of faeces, children do not defecate on refuse dumps) | 5 0 |
| b) There are local regulations to discourage OD in the community and these are being applied | 5 0 |
| c) There is evidence of on-going household latrine construction within the community | 5 0 |
| d) Individual community members (adults) are aware of the general effort towards stopping OD in the community | 5 0 |
| e) Children are aware of the general effort towards stopping OD in the community | 5 0 |

**Marks Obtained** 0

#### 03. Initial efforts at Household Latrine Construction

(Total Marks = 15)

| a) Construction of Household latrines by Natural Leaders | 5 0 |
| b) Community has plans to construct Household latrines | 5 0 |
| c) Community members have started action on household latrine construction | 5 0 |

**Marks Obtained** 0

#### 04. Community Self Assessment

(Total Marks = 15)

| a) The Community Map is being used to monitor progress | 5 0 |
| b) The Community conducted a Self Assessment test | 5 0 |
| c) The Community has records of its Self Assessment Test | 5 0 |

**Marks Obtained** 0

#### 05. Hand Washing With Soap

(Total Marks = 15)

| a) Household latrines with Hand washing facilities | 5 0 |
| b) Availability of soap/ash and water in the hand washing facility | 5 0 |
| c) Evidence of household members practicing hand washing with soap | 5 0 |

**Marks Obtained** 0

**TOTAL MARKS OBTAINED**
## Appendix 2: A Chronological Sequence of CLTS Pilot Project Activities

<table>
<thead>
<tr>
<th>Date/Timeline</th>
<th>Activity</th>
<th>Description of processes</th>
<th>Person(s) /Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2011</td>
<td>1. Planning CLTS project integration and Implementation</td>
<td>HHEPTS training workshop</td>
<td>Head EHSD, NORST Gender Team, SHEP, DCD, Mary Liao.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meetings with Regional Head EHSU/D-NR,</td>
<td>CLTS Consultant(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meetings with UNICEF (Northern Field Office).</td>
<td>CLTS Consultant(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting key stakeholder organizations.</td>
<td>CLTS Consultant(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monthly meetings with Traditional Leader.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meetings with Water Boards</td>
<td>Chiefs of Bincheratanga and Karaga</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meetings with women’s groups.</td>
<td>Members of WSMTs at Bincheratanga and Karaga.</td>
</tr>
<tr>
<td>June-Sept 2011</td>
<td>3. Capacity Building (Retraining of CLTS Facilitators).</td>
<td>Workshop to review existing documents, develop training materials, plan capacity building and refresher training.</td>
<td>Regional Head EHSD APDO, SHEP, UNICEF GHS/HPU, CWSA, DCD, other members of RICCS.</td>
</tr>
<tr>
<td>Oct-Nov 2011</td>
<td></td>
<td>Refresher training workshop for Regional CLTS facilitators.</td>
<td>Same as above.</td>
</tr>
<tr>
<td>June-Oct 2011</td>
<td>Pre-triggering meeting</td>
<td>Pre-triggering planning meetings with community leaders and members of WSDBs.</td>
<td>CLTS Consultant. Reg EHSD. Mariama Fuseini, Joanna Dayton,</td>
</tr>
<tr>
<td>Sept 2011</td>
<td>Annual review and planning</td>
<td>Reviewed and revised CLTS plans for the ensuing year.</td>
<td>All stakeholders and actors on the NORST</td>
</tr>
<tr>
<td>Date/Timeline</td>
<td>Activity</td>
<td>Description of processes</td>
<td>Person(s) /Agencies</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>retreat</td>
<td></td>
<td>project including DAs</td>
</tr>
<tr>
<td>November 2011 &amp; July 2012</td>
<td>Triggering Phase</td>
<td>Participatory analysis and profiling of sanitation status in communities and “triggering” of communities.</td>
<td>July 2012 was the date for 8 other sections in Karaga.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preparation of Community Action plans by emerging NLs and community other volunteers.</td>
<td>WSMTs, Youth groups, Traditional Leaders Chiefs and residents,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organization of community durbars and presentation of community Action Plans</td>
<td>DCEs/DCDs, Traditional Leaders, Residents, CLTS facilitators.</td>
</tr>
<tr>
<td>Nov 2011 - Nov 2012 (Ongoing)</td>
<td>Post-Triggering Phase</td>
<td>Post triggering monitoring/follow-up visits and provision of technical</td>
<td></td>
</tr>
<tr>
<td>July-Aug 2012</td>
<td>Training of Natural Leaders</td>
<td>Development of NLs training manuals and programme.</td>
<td>All members of RICCS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training of Natural Leaders</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow-up visits to NLs and joint monitoring activities.</td>
<td></td>
</tr>
<tr>
<td>July-Sept 2012</td>
<td>ODF Assessments and Declarations</td>
<td>Community Self Assessment</td>
<td>NLS, Members of WSMTs, Community / Section Leaders.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>District and Regional verification visits.</td>
<td>District Facilitation teams, Reg/Dist EHSD. APDO, DCD, CWSA, NLS,</td>
</tr>
</tbody>
</table>
## Appendix 3a: List Participants at the Facilitators Refresher Training

<table>
<thead>
<tr>
<th>No</th>
<th>Name of participant</th>
<th>Phone number</th>
<th>Email address</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dawuda Y. Shaibu</td>
<td>244441691</td>
<td><a href="mailto:dyshaibu@yahoo.com">dyshaibu@yahoo.com</a></td>
<td>EHSD-RCC</td>
</tr>
<tr>
<td>2</td>
<td>Issahaku Iddrisu</td>
<td>242780949</td>
<td><a href="mailto:iiddrisu@yahoo.com">iiddrisu@yahoo.com</a></td>
<td>APDO</td>
</tr>
<tr>
<td>3</td>
<td>Yahaya Mohammed</td>
<td>246323123</td>
<td><a href="mailto:yahayam23@yahoo.com">yahayam23@yahoo.com</a></td>
<td>EHSD-ZABZUGU</td>
</tr>
<tr>
<td>4</td>
<td>A. Beata Awinpoka</td>
<td>277336441</td>
<td><a href="mailto:awinpoka85@yahoo.co.uk">awinpoka85@yahoo.co.uk</a></td>
<td>APDO</td>
</tr>
<tr>
<td>5</td>
<td>Martha Tia-Adjei</td>
<td>244958941</td>
<td><a href="mailto:mtiaadjei@yahoo.com">mtiaadjei@yahoo.com</a></td>
<td>EHSD-RCC</td>
</tr>
<tr>
<td>6</td>
<td>Sibdow b. Fati</td>
<td>247526456</td>
<td><a href="mailto:sibdowfati@uk.com">sibdowfati@uk.com</a></td>
<td>EHSD-YENDI</td>
</tr>
<tr>
<td>7</td>
<td>Wumbei Abdulai Kofi</td>
<td>242547608</td>
<td><a href="mailto:wumbeia@yahoo.com">wumbeia@yahoo.com</a></td>
<td>NEW ENERGY</td>
</tr>
<tr>
<td>8</td>
<td>Moses B. Bagbiele</td>
<td>208395369</td>
<td><a href="mailto:bmosesbanona@yahoo.com">bmosesbanona@yahoo.com</a></td>
<td>CWSA</td>
</tr>
<tr>
<td>9</td>
<td>Mariama Fuseini</td>
<td>243331651</td>
<td><a href="mailto:marifunij@yahoo.com">marifunij@yahoo.com</a></td>
<td>NORST</td>
</tr>
<tr>
<td>10</td>
<td>Edward Kapile</td>
<td>244971074</td>
<td><a href="mailto:eckapile@yahoo.com">eckapile@yahoo.com</a></td>
<td>NORST</td>
</tr>
<tr>
<td>11</td>
<td>Steve Adongo</td>
<td>244433889</td>
<td><a href="mailto:sbkadongo@yahoo.com">sbkadongo@yahoo.com</a></td>
<td>REHSD-RCC</td>
</tr>
<tr>
<td>12</td>
<td>Stephen Ntow</td>
<td>244802265</td>
<td><a href="mailto:steve-ntow@yahoo.co.uk">steve-ntow@yahoo.co.uk</a></td>
<td>NORST</td>
</tr>
<tr>
<td>13</td>
<td>Simon Mead</td>
<td>544663654</td>
<td><a href="mailto:smead@essa.com">smead@essa.com</a></td>
<td>NORST</td>
</tr>
</tbody>
</table>
Appendix 3: Session Plan for Training Natural Leaders

NORST Project
Facilitators Guide for Training Natural Leaders
Towards Abandoning Open Defecation

Content for training
- Volunteerism/teambuilding
- Mentoring
- Action Planning
- Community Self-Assessment
- Record Keeping
- Evaluation

Time Table

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteerism/team building</td>
<td>Record Keeping</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Action Planning</td>
</tr>
<tr>
<td>Community Self-Assessment</td>
<td>Evaluation</td>
</tr>
</tbody>
</table>

1. Helping Natural Leaders to be Volunteers to achieve ODF

Objectives:
By the end of the session participants should be able to:
   i. Explain what volunteerism is and/or who CBH volunteers are.
   ii. Mention at least 4 qualities of a volunteer
   iii. State at least 4 inherent rewards/benefits of volunteerism
   iv. State the challenges of volunteerism

Methods/Strategies: Story/role play and Plenary discussion

Materials needed: Flip charts, Markers

Time: 20-30 minutes

Learning activities/Steps:

Step1: Ask participants to explain in their own words, what volunteerism is and who is a Volunteer? (e.g. a process of sacrificing and doing things for the benefit of the entire community or society: without expectations of material or financial reward personally).

Step 2: What motivates people to become volunteers/why did you decide to become a volunteer/natural leader? Expected responses for the motivation: (pride/fame/popularity, exposure, recognition, skills acquired, respect, self-satisfaction, blessing from God, desire to see others happy, etc.).

Step 3: What are the qualities of a volunteer and their responsibilities in the community? (Expected responses include patience, tolerance, live exemplary life, dedication, peaceful, etc.)

Step 4: What are the roles expected to be carried out by Natural Leaders?
Roles of the natural leaders:
- Conduct house-to-house hygiene and sanitation education at the household level at least once a week
- Facilitate community sessions on hygiene and sanitation at least every month (Large communities may be zoned)
- Inspect sanitary facilities to assess their cleanliness, usage and maintenance
- Facilitate the organisation of communal labour for clean-up exercises.
- Organise community review and planning meetings.
- Encourage and facilitate the construction of household latrines and other sanitary facilities.

Step 5: What are the Potential challenges or constraints to volunteerism (difficulty in mobilizing community members or lack of co-operation, lack of time, insults, suspicion, competition/conflict with other volunteers/committee, etc.).

Step 6: Ask participants to discuss how challenges can be resolved.

Step 7: In a plenary session, ask the participants and facilitators to share lessons learnt.

Tips for the facilitator:
- Volunteers want to make a difference, so be sure to explain how their work has a positive impact on the community.
- Helping NLs Mobilise communities to abandon OD
  - Analysing the factors responsible for OD
  - Identifying major stakeholders and
  - Separating units of problem from units of solution
  - Organising for a sustained change actions
- Guide NL identify existing authorities and peers in small towns and discuss how to work with such stakeholder.
  - Initial preparations
  - Planning
  - Expectations
  - Natural Leaders expectations
  - Expectations from facilitators and other external agents of change towards ODF.
- Involve volunteers in the decision-making process in their volunteer jobs. Ask for their opinions and give feedback.
- Organize reviews involving staff and volunteers to enhance the volunteer’s ability to see the purpose of their roles.
- Keep the sessions lively with activities. Bored volunteers will drift away and find other activities to occupy themselves. If their skills are not used, they will go elsewhere.

2. Building Teams to Abandon Open Defecation

Objectives: By the end of this session, participants should be able to
- Mention key stakeholders in their communities and rate their level of influence.
- Mention potential obstacles and explain how to deal or prevent them.
- Explain ways of mobilizing sections and whole communities to stop open defecation.

Method: Jig Saw Puzzle, Donkey and the Hay, Points on the ground, Power relations

Time: 15 minutes

Learning Activities / Steps
Step 1: Share pieces/parts of a picture among (selected) participants
Step 2: Ask each of them to identify what is on the piece of paper (and record all the responses).

Step 3: Tell them that the pictures on the pieces of paper make up one thing and everybody has some part of it.

Step 4: Task them to join the pieces together to form meaningful object/picture.

Step 5: Ask participants to state differences between what was identified by individual participants holding the picture in pieces and what has been seen when all the pieces are put together.

Step 6: Ask participants to mention the lessons learnt from the exercise linking them people working in a group.

Tips to the facilitator:
In carrying out the jigsaw puzzle, the following task can be given to natural leaders in groups:

1. Ask participants to join the pieces of paper without talking.
2. Facilitator should withhold a piece of the object, and ask NL to join the object together.
3. Give all the pieces of paper to the participants to join the object.
4. Ask each group to give their lessons learnt on the activities.

3. Natural Leaders as Mentors to Communities

Objective:
By the end of the session NLs should be able to explain their roles as voluntary but important for the development of their communities.

Method/Strategies: Plenary/ Open Discussions

Materials: Use locally identified people/ Pictures of people

Time; 15-30 minutes

Learning activities/Process

Step 1: Ask NLs who a mentor is? “Mentors are helpers. Their style range from that of a persistent encourager who helps us build self-confidence, to that of a stern taskmaster who teaches us to appreciate excellence in performance. Whatever their style, they care about us and what we are trying to do.”

Guide to the facilitator

An effective mentor has been described as one who:

M – Manages the relationship
E – Encourages
N – Nurtures
T – Teaches
O – Offers Mutual Respect
R – Responds to the Mentee’s needs

Good Mentors are’

- Motivated
- Proactive
- Open minded
- Self-directing
- Introspective
- Self-disciplined
Community Led Total Sanitation for Small Towns
A Pilot Project in the Northern Region of Ghana

- Enthusiastic
- Communicative
- Appreciative
- Trustworthy

**Step 2:** Task each Natural Leader to identify their mentors.
**Step 3:** Task them to explain why those people are their mentors.
**Step 4:** Relate their role now as Sanitation NLs as mentors to the whole community.

(Responsibilities of Mentors;
- Maintaining confidentiality,
- Being accessible,
- Listening actively to your mentee,
- Promoting responsible decision making,
- Motivating and supporting your mentee to achieve their goals,
- Ensuring a professional relationship,
- Acting as a role model,
- Recognizing when it is time to relinquish the mentoring role)

**Step 5:** Ask participants to discuss the lessons learnt

---

4. Organising community actions to make impact (Planning)

**Session Objectives:** By the end of the session, participants will be able to:
(a) State the need for planning their activities.
(b) Explain the procedure or factors to consider in developing action plans.
(c) Prepare action plans to achieve and sustain ODF status in their communities.

**Method/strategies:** Demonstrations and Plenary discussions

**Materials:**
- Pictures of other community action plans
- Flip charts and markers

**Time:** 45 minutes

**Learning Activities / Steps**

**Step 1:** Ask participants to mention some activities or functions that take place in the community for which planning is done either consciously or unconsciously. (Funerals, Clean-up, naming ceremonies, weddings etc)

**Step 2:** Relating the issues identified in 1, task natural leaders to come out with factors that were/are considered when their community action plans were drawn during the triggering.

**Step 3:** Task participants to state why the need to plan?

**Step 4:** Using any hygiene or sanitation problem identified with participants (e.g. weedy surroundings), go through an action planning process with participants by discussing the factors/issues (raised under step 2).

**Step 5:** Urge participants to try and identify 2-3 hygiene or sanitation issues in their community’s/section’s action plan which needs attention and update their plans. Give them a date for your visit to the community.
Step 6: Explain to participants that an action plan does not necessarily have to be written but drawings or symbols could be used and copies could be posted at public places for many people to see. (show examples of other communities action plans if available).

Step 7: Ask participants to list and compile activities into action plans/ or revise existing action plans.

Step 8: Help participants identify object to mark actions when they have been completed. Also explain the need to regularly refer to the plans to remind themselves and others what actions are due for implementation.

Sample of a simple community action plan

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Persons responsible</th>
<th>Duration(date)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Community Self-Assessment

Objectives: By the end of this session participants should be able to:
- List key actions to be taken in order to prepare themselves to undertake self-assessment
- Mention the importance and benefits of community self-assessment towards ODF.
- List and explain steps in carrying out community self-assessment a preparatory stage towards external validation of communities' ODF status.

Methods/Strategies: Plenary discussions, Circles of Assessment

Materials Needed
- ODF Verification forms
- Picture Cards

Time: 20-30 minutes

Learning activities/process

Step 1: Task participants to explain in their own words what self-assessment is in relation to sanitation/hygiene and ODF.

Step 2: Relate their answers in various to community’s situation.

Step 3: Ask natural leaders to discuss the need to carry-out community self-assessment on sanitation/hygiene.

Step 4: Ask participants to identify and discuss the key issues/indicators to consider when conducting a community self-assessment and why?

Step 5: Ask NL to explain what level of preparation is needed before conducting community self-assessment.

Step 6: Facilitator should explain the key steps and indicators with the aid of ODF verification forms as a guide to conduct community self-assessment.
Guide to facilitators- Indicators for community self-assessment

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of household latrines constructed</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Number of household latrines in use</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Number of households with hand washing facility (availability of water and soap/ash)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Number of cleared refuse dumps</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Have children stopped OD?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Number of OD inspections carried out</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>No. of households with soak away pits</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Have littering (Plastic waste) stopped in the community</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Availability and update of action plans and defecation maps</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Number of active natural leaders</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>After carrying out the community self-assessment, do you confidently say your community/section is ODF (give reasons)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>What lessons have drawn from the exercise.</td>
<td></td>
</tr>
</tbody>
</table>

6. Record Keeping

Objectives: By the end of the session participants (NLs) should be able to:
   a. Explain the need to keep records
   b. List various forms of keeping records and retrieving.
   c. Explain the various uses of records and how these are relevant to their work as volunteers.

Methods/ Strategies:
Methods will include plenary discussions, case studies, demonstrations and presentations.

Materials Needed: Reporting form, Flip chart and Markers

Time: 15 - 30 minutes

Learning activities/Process:

Step 1: Ask natural leaders to explain in their own words what record keeping is?

Step 2: Ask natural leaders the reasons why record keeping is necessary.

Step 3: Task natural leaders to state how they keep records in the community

Step 4: Facilitator should explain to natural leaders a simple method of recording community self-assessment discussed in the previous session.

7. Evaluation

Objectives: By the end of this session participants:
   - will provide feedback to the facilitator and others a new lessons learnt
   - Demonstrate how any such lessons will be applied in the work as volunteers.
   - Mention which aspects of the workshop were not understood or cannot be applied.

Ask participants to state 5 lessons learnt from the sessions and how they will use it in their activities as natural leaders.
Questions such as;
- What new things have NLs learned from the planned activities? (positive or/and negative)
- What would you do differently?
- How do you plan to use the outcome of the community self-assessment for the future
Appendix 4: Outstanding Programme Activities NORST-CLTS Pilot Project

Table 7: Outstanding Programme Activities

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SERVICE PROVIDER</th>
<th>DATE</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct weekly district / community level monitoring of triggered communities in Karaga and Bincheratanga</td>
<td>DEHO and Team</td>
<td>Oct- Dec 12</td>
<td>Twice every week</td>
</tr>
<tr>
<td>Reg. CLTS stakeholders meetings / CLTS Communication activities.</td>
<td>EHSU/D-NR with support from APDO</td>
<td>Oct-Dec2012</td>
<td>Once every month.</td>
</tr>
<tr>
<td>Conduct two regional monitoring and support visit to Karaga and Bincheratanga every month</td>
<td>EHSU – NR</td>
<td>Nov-Dec 2012</td>
<td>Twice every month</td>
</tr>
<tr>
<td>CLTS support visits and TA to EHSD once every month.</td>
<td>- CLTS Consultant</td>
<td>Oct-Dec 2012</td>
<td>Once every month</td>
</tr>
<tr>
<td>Review project records with communication team to: i. Document lessons learnt. ii. Dev. themes for publications.</td>
<td>- CLTS Consultant - RUMNET</td>
<td>Nov-Dec 2012</td>
<td>To be discussed with RUMNET</td>
</tr>
<tr>
<td>Prepare Video Documentaries on 2 theme of NORST CLTS project.</td>
<td>CLTS consultant &amp; RUMNET</td>
<td>Nov – Dec 2012</td>
<td>-</td>
</tr>
<tr>
<td>Hold two dissemination fora on CLTS project outcomes.</td>
<td>CLTS &amp; Comm. Consultants and EHSD</td>
<td>Nov 2012 – Feb 2013</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 8: Budget for Concluding CLTS Pilot Schedule

<table>
<thead>
<tr>
<th>Activities/Themes</th>
<th>Cost (Ghc)</th>
<th>Total Budget (GHc)</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reg. CLTS stakeholders meetings / CLTS Communication activities.</td>
<td>1,050</td>
<td>2100</td>
<td>Oct Nov Dec</td>
</tr>
<tr>
<td>Conduct two regional monitoring and support visit to Karaga and Bincheratanga every month</td>
<td>1,900</td>
<td>5,700</td>
<td></td>
</tr>
<tr>
<td>CLTS support visits and TA to EHSU/D-NR once every month.</td>
<td>8,000</td>
<td>16,000</td>
<td></td>
</tr>
<tr>
<td>Review project records with RUMNET:</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>i. Document lessons learnt on video.</td>
<td>1,450</td>
<td>1,450</td>
<td></td>
</tr>
<tr>
<td>ii. Review and finalize themes for</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Action Description</td>
<td>Cost 1</td>
<td>Cost 2</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>CLTS publications.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare Video Documentaries on 2 themes of NORST CLTS project.</td>
<td>3,000</td>
<td>6000</td>
<td></td>
</tr>
<tr>
<td>Hold at least two dissemination fora on CLTS project outcomes.</td>
<td>2,000</td>
<td>4000</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>35,250</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5: Do’s and Don’ts of CLTS in Small Towns

1. Develop a set of criteria for selecting and prioritizing communities
   - There must be a need and an expression of need from the community leadership.
   - The District Assembly should be ready to lead the way and be supportive of the process/project.
   - Look out for conflicts (latent or open) and let that guide the approach you adopt.
   - Conflicts are not necessarily bad. Sometimes they provide opportunities to learn.
   - Do not attempt to deal with or solve the conflict if your do not have experts mandated to do so.

2. Conduct a WASH baseline assessment for the community(ies) selected
   Consider:
   - Demographic and social data.
   - Systematically gather, analyse and use community WASH data for planning and programming.
   - Make provision for geo-referencing of WASH facilities and services.
   - Identify different groups and sects and the interests they pursue.

3. Establish appropriate partnerships and alliances
   - Build alliances with stakeholder agencies and individuals.
   - Consider organisations with previous experience and lessons to share.
   - Build networks.
   - Assess capacities, identify gaps and plan to bridge those gaps.

4. Continuously build capacity and harmonise approaches among implementing agencies.
   - The best resource persons for CLTS live in and belong to the community.
   - Identify and encourage natural leaders (NLs). They know their communities better.
   - Learn from NLs and let them lead the way.
   - Do not pay NLs. You may not be able to sustain it nor get the best out of them that way.

5. Plan and conduct preparatory visits for purposes of learning.
   Work with other agencies but:
   - Deal with communities through Municipal/District Assemblies (Local Government Authority) in whose jurisdiction the community falls.
   - Visit the community.
   - Read about the community.
   - Take note of outstanding issues and follow-up on these issues not very clear to you.
   - Pace out your plan but a realistic pace is that determined by the community.
   - Work with existing community structures and established channels of communication.

6. “Small towns” are large and have peculiar neighbourhoods.
   - Learn more about the neighbourhoods and use your knowledge of these guide your activities.
   - Segment towns into manageable units.
   - Follow existing and known boundaries (imaginary or real) in demarcating boundaries.
   - Look out for various kinds of leaders and work with both formal and informal leaders.
   - The smaller the section/neighbourhood the better.
7. Leadership is crucial at all levels.

- Community and neighbourhood leaders are the entry points into the communities.
- Heads of districts and implementing agencies and should be encouraged and supported to play their roles as leaders.
- Inform and keep regional/national level agency leaders with sanitation and related mandate in the loop.
- Respect, include and encourage appropriate roles for traditional leadership.

8. Introduce innovations in mobilizing communities or sections

- Local/existing sports and games are widely used.
- Incorporating spontaneous thoughts.
- Gender equality and social inclusion are real challenges to be planned for in small towns CLTS.
- It is not enough for women, children and PLWD to heard. Their needs must be considered in deciding community options.
- Settler communities and migrants should be mobilized and not allow to de-select themselves from sections and collective decisions and actions.

9. Triggering and Post-triggering monitoring is crucial

- The timing of community profiling, analyses and triggering should be suitable to the community and its leadership. Do not push communities into making rush decisions.
- There should be very frequent follow-up visits and support immediately after triggering and gradually spread out as the community develops.
- Monitoring is not for its own sake. The visits are to identify strengths and potential pitfalls.
  and to encourage sections or whole communities to act towards abandoning open defecation.
- Give positive feedback and provide support in various forms.
- Document events and outcomes and use these to learn and guide NL and communities.
- Share lessons learned and plan for replication.

10. ODF self-assessment and district verification processes

- Encourage NLs to lead the process and mobilize communities towards ODF.
- Let district facilitators/officials verify and support communities.
- Refer to other officials.