School-Led Total Sanitation: School Facilitator Training Guide

Inside this handbook:
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- SLTS Steps
- School Facilitator Training Guide
- Scaling up
- Tips and Tricks
- Monitoring Form

Developed with contributions from:
- Ministry of Education, Science and Technology
- Ministry of Health
- Department of Water Development
- Ministry of Gender, Children, Disability and Social Welfare
- District Councils and District Coordination Teams
- ODF Task Force and its various Governmental and NGO partners
- UNICEF Malawi
Water, Sanitation and Hygiene (WASH) is a prerequisite of quality education for all learners. School-Led Total Sanitation (SLTS) is designed to promote sanitation and hygiene at both schools and communities through child-centered approach. Given the high vulnerability of children to diarrheal diseases, their greater receptivity of behavior change and their propensity for development of lifelong behaviors, targeting school children as primary recipient as well as leaders of sanitation and hygiene promotion would be most effective and efficient way of disseminating messages and transforming behaviors.

The Ministry of Education, Science and Technology has been involved in the development and roll-out of SLTS methods in Malawi and fully supports the scaling-up of SLTS implementation.

Ministry of Education, Science and Technology
Definitions and Guiding Principles of SLTS*

School-Led Total Sanitation (SLTS) is a process of facilitating school communities (learners, teachers, parents, School Management Committee members, village heads, etc.) to analyse the current sanitation and hygiene situation, their practices and consequences, and to improve their sanitation and hygiene status. SLTS has been adapted for schools from Community-Led Total Sanitation (CLTS) approach. It is expected to lead to collective actions to achieve total sanitation in both schools and catchment communities.

OD refers to open defecation—defecating in the open air and leaving faeces exposed.

ODF refers to open defecation free, where every household uses a latrine with cover with privacy and faeces is safely disposed to a latrine.

The guiding principles of SLTS are:
- To facilitate, not dictate;
- Let people design toilets, not rely on "engineers"
- Focus more on behavior change and capacity building, rather than "hardware"
- Let people monitor and follow progress toward total sanitation with indicators

One Star School Status is when a school community completes its action plan which they created at the time of SLTS triggering, which can include elements of stopping open defecation, keeping toilets clean, and daily group hand washing. Upon further improvements, a school can reach Two or Three Star School status.

Triggering is where a school community is facilitated to analyse their sanitation and hygiene situations, behaviours and consequences, leading to their collective actions toward total sanitation.

Verification refers to an inspection conducted to assess whether a school has reached Star Status.

Certification is the official confirmation and recognition of Star Status in the school.

*Some definitions adapted from the "Handbook on Community-Led Total San-

Abbreviations

CLTS Community-Led Total Sanitation
DCT District Coordination Team (for WASH)
DEM District Education Manager
MoEST Ministry of Education, Science and Technology
MoH Ministry of Health
DoWD Department of Water Development
NL Natural Leader
OD Open Defecation
ODF Open Defecation Free
PEA Primary Education Advisor
PTA Parents-Teachers Association
SLTS School-Led Total Sanitation
SMC School Management Committee
VDC Village Development Committee
WASH Water, Sanitation and Hygiene

Purpose of this handbook

This guide is produced by MoEST with support from UNICEF Malawi as a brief, user-friendly guide for SLTS facilitation. It has been adapted from the CLTS Training Guide developed by Kamal Kar and Robert Chambers. It is designed to serve as a practical guide for orienting and training facilitators as well as learners and community members.
**SLTS Overview**

**Overview**

Despite massive efforts by governmental and NGO partners and other development agencies toward ODF Malawi by 2015, there are still a lot of works to be done. The ODF Malawi National Strategy addresses School-Led Total Sanitation (SLTS) as an effective approach to create ODF communities. It takes the dynamics of children into consideration as Agents of Change in triggering and monitoring good sanitation and hygiene practices in both schools and catchment communities.

As a demand-creation and child-centred approach, SLTS has great potentials to add values to the existing school sanitation initiatives through:

- Supporting behavior and institutional changes brought forth by other sanitation and hygiene initiatives
- Providing much needed support through improved school management by SMCs. Mobilizing community support for WASH in Schools
- Generating excitement and a "can-do" attitude in school communities on solving sanitation and hygiene challenges
- Encouraging self-esteem of learners through active participation in SLTS activities and their leadership in peer monitoring and reporting

SLTS is also expected to trigger school catchment communities into becoming ODF through actions of learners and other school stakeholders with support from Natural Leaders and local leaders.

**The School Sanitation challenge**

Key issues with regards to school sanitation and hygiene include:

- Maintenance of school sanitation facilities (cleanliness and hygiene)
- Adequate number of drop holes for learners
- Inclusiveness for all learners in access and usage
- Adequate school sanitation facilities for older girls to support their menstrual hygiene management
- Socio-cultural sensitiveness of school sanitation facilities (i.e. materials for anal cleansing)

A common site in Malawi—school toilets with faeces around the drop hole and on the walls

Anti-vandalism of WASH facilities
- Adequate number of and learner-friendly hand washing facilities
- Constant and continuous practices of ODF and hand washing with soap at critical times
- Community ownership on sanitation issues

Some of these issues greatly contribute to ODF and a healthy environment for children. Actions must be taken collectively. Through the SLTS processes school communities are to be empowered to address their sanitation and hygiene challenges.

Members of school communities include:
- Learners
- Parents
- HSAs
- Mothers Clubs
- Phala Committees
- Teachers
- SMCs
- PTAs
- Influential community leaders
- Religious leaders
- Village Heads
- Natural Leaders
- Village Development Committee (VDC)

**When it occurs well, SLTS...**

- Is holistic, meaning that it affects the entire school community and visitors as well
- Is based on collective community decision making and actions by all
- Generates diverse local actions and innovations
- Revives traditional practices of self-help and community cooperation

School Communities include not only learners and teachers but also members of SMCs, PTAs, Mothers Clubs and Traditional Leaders (chiefs/village heads) and VDCs.
Key Attitudes and Behaviours for SLTS Facilitation

<table>
<thead>
<tr>
<th>DO</th>
<th>DON'T</th>
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<tbody>
<tr>
<td>Facilitate a process where the school community analyses their own sanitation and hygiene situation</td>
<td>Educate, lecture, or tell people what to do</td>
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<tr>
<td>Stand back and leave it to local leaders and community members</td>
<td>Tell people what is good or bad</td>
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<td>Be cool and allow discussion and conversation between participants</td>
<td>Be in charge, push for or demand actions</td>
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<td>Appreciate those who take a lead and engage themselves</td>
<td>Interrupt when school community members are engaged in discussion</td>
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<td>Encourage females and normally marginalized members of school communities to get involved</td>
<td>Discourage school community members from arguing amongst themselves or shaming each other</td>
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<td>Trigger local actions and encourage self-help</td>
<td>Overlook emerging leaders, females and marginalized members of a community</td>
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<tr>
<td>Let people innovate on their suggested solutions</td>
<td>Promote specific designs or solutions, or hardware subsidy</td>
</tr>
<tr>
<td>Be bold yet cautious</td>
<td>Be humble or too polite</td>
</tr>
<tr>
<td>Listen attentively to everything</td>
<td>Interrupt</td>
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SLTS Steps

SLTS is a multi-step process. It is important to note that it doesn't stop at training or triggering, but it has to be continuous towards school certification and even sustaining and improving upon the school sanitation and hygiene status.

Step 1: Pre-Triggering
The DCT (with DEM leadership) selects schools to be triggered. Plan together with the DCT to decide whether you want to target schools which are located in CLTS triggered communities.

Step 2: School Facilitators Training
Six (6) representatives from each school and/or extension workers are trained in SLTS facilitation. After their training, these representatives shall train their peers in their respective schools or communities to disseminate knowledge and skills.

Step 3: Triggering
Participatory sanitation and hygiene profile analysis by the selected schools and communities.
(~2-3 hours one morning)

Step 4: Post-triggering
The PEA, head teachers, learners, facilitators follow up to ensure the action plan is progressing. The PEA reports monthly to the DEM.

Step 5: Verification & Certification
Inspection to assess if school has reached Star Status with their completed action plan; A school open day to celebrate achievement.

Step 6: Sustaining & Improving
A day dedicated in each school term for activities which reinforce behavior changes brought about through SLTS. The schools ensure a peer monitoring and reporting mechanism in place.
SLTS Structure

District Level Training

Zonal Level Training (5 schools per training)

Zonal Level Training (5 schools per training)

Zonal Level Training (5 schools per training)

SLTS triggering at school and follow-ups

SLTS triggering at school and follow-ups

SLTS triggering at school and follow-ups

SLTS triggering at school and follow-ups

One Star School Verification & Certification

Two Star School Verification & Certification

Three Star School Verification & Certification

School Facilitator Training Process

Key components of the SLTS process is the first and second steps—pre-triggering (preparation) and the School Facilitator training. When this is done well, you will be able to manage to generate excitement among key members of school communities and equip them with skills and motivation to trigger their schools.

This handbook includes guidelines for pre-training preparation and the content of SLTS facilitator training. The SLTS facilitator training takes place for three days.

Facilitators brainstorming on an SLTS triggering

The training steps are as follows:
Part 1: Introduction
Part 2: SLTS Overview
Part 3: SLTS "Tools"
Part 4: Post-triggering
Part 5: Sustaining and Improving
Part 6: Practical Exercise
Part 7: Next Steps
Go to the next page to learn how to train your school communities!
Practicals

- Maize Husks
- White Paper
- Colored Paper
- Ashes
- Charcoal
- Bottles of Water
- Cups of Porridge
- Soap
- Boiled Eggs
- Fresh Cassava, unpeeled
- Flip Chart
- Markers
- Monitoring Form

Tips on selection of schools
- Always consult with DEM/DCT in the selection of schools.
- Trigger schools by cluster to expect spill-over effects.
- Check if catchment communities of the school have been triggered through CLTS

Getting Started: Training Preparation

A school facilitator training is a fun and participatory activity. Be sure to have key things prepared beforehand at the pre-triggering stage so you can focus on facilitation during three days!

Preparation

Identify a training venue at least 2 weeks in advance: Visit the venue in advance to check the availability and space; invite key people (i.e. teachers, Mothers Club, SMC/PTA, PEs) from the selected schools to be trained and ensure their participation through a visit a few days prior to the training.

Teachers’ Development Centres (TDCs) is a recommended venue for these trainings.

Participants

You can train about five schools in one session. Invite six facilitators per school who you know will take an active part in SLTS.

Headteacher + Teacher + Mothers Club + PTA + SMC

Guideline for Budgeting

- Lunch for Participants and Facilitators
- Refreshments 2 times per day
- Stationery (see guideline on the top right)
- Materials for practical exercises and triggering (see right)

As SLTS fits under the National School Health and Nutrition strategy, it is important to carry out these principles at training as a role model. Please choose snacks that are healthy and provide sufficient nutrients for participants.
**School Facilitators Training**

**Part 1: Introduction**

**Opening**

Get to know each other. Start with a prayer if that is appropriate in your culture. Break into a song and/or 1 - 2 activities that will allow your participants to feel comfortable with each other.

Now is the time to build rapport with your trainees feel free, be friendly, and make the participants feel welcome and laugh!

**Sample Ice Breaker & Name Game: Bicycle Chain**

1. Take the group to a large space.
2. Form 2 lines facing each other.
3. Greet the people in front of you and learn their name.
4. After you both learn each others’ names, move one spot to the right.
5. Greet the new person in front you. Move again to the right.
6. Move continuously to the right like a bicycle chain, meeting each person in front of you.
7. Continue to do this until everyone has met each other.

**School Sanitation Challenge**

This session is to help participants analyze their own school sanitation situations and bring them to realize WHY SLTS IS IMPORTANT.

- Break participants by the school they come from. Ask them:
  
  What do you observe about sanitation and hygiene at your school?
  
  Think of what previous sanitation and hygiene approaches have been conducted in your school (List them)
  
  Reflect back on key challenges faced in your school (List them)
  
  How well did those past approaches address these key challenges

- Have each group present their work. Encourage honesty about what can be seen and observed at their school.

- "Trigger" participants by asking/probing questions about behaviors of school communities which create the presented situation. This will help them realize that actions of various stakeholders are creating unsanitary and unhealthy schools.

  Tip: If training is being conducted at a school, walk around the school with participants so they can report back their observations.
Part 2: SLTS Overview

SLTS Goal

SLTS is meant for schools to gain ownership of their sanitation and hygiene issues and mobilize them to work together to achieve “total sanitation.”

- Through SLTS, schools are triggered to realize that their behaviors are making themselves sick.
- People are disgusted, ashamed, and afraid of their situation and decide to change.
- They collectively decide to take actions to improve their school environment and that of catchment communities.

Disgust: Aversion or displeasure produced by something loathing, strong distaste and anything extremely unpleasant to the moral taste or higher sensitivities of our nature. i.e. practicing open defecation and eating each others’ shit in a community.

Shame: Painful sensation excited by a consciousness of guilt, or of having done something which injures reputation.

Fear: An emotional response to tangible and realistic dangers. Fear should be distinguished from anxiety. An emotion that often arises out of proportion to actual threats or dangers involved, and can be subjectively experienced without any specific attention to threatening objects.

SLTS is different from other approaches in the past.

- There are no subsidies.
- Schools, learners and community members are empowered to take actions to improve their situation.
- Behavior change focused.
- Child-centered. Children are main actors as Agents of Change.

*Show videos of SLTS and CLTS in action at this stage.

Emphasize that GREAT facilitation and follow-up are keys to effective SLTS
Who makes up a school community?

Help participants know that their support group is HUGE!

- Given that SLTS is an approach which empowers a school community, ask participants:
  
  "Who is part of your school community? Who has a stake in the school?"

- Make a list of their responses on a flip chart.
  
  These can be members of the SMC, parents, learners, Village Headmen and anyone else who regularly interacts with the school and its environment.

- All those on the list have a role to play in creating a healthy school environment!

Extra: Results of Past SLTS work

To show participants how effective SLTS can be, you can share previous results of SLTS in other schools.

Some of promising results include:

- Toilets built by school community
- Cleaners hired by SMC
- Hand washing facilities built per class
- Students active in triggering behaviour change of peers
- Vandalism prevented through community sensitization and purchase and placement of locks

Results for each school may vary depending on their specific challenges and actions which a school decides to take. However, past results have shown that mobilizing school communities can lead to significant changes.

Step by Step with SLTS

Step 1: Pre-Triggering

The DCT (with DEM leadership) select a school to be triggered. Always consult with the DCT whenever you intervene in schools.

Step 2: School Facilitators Training

Representatives from each school are trained in SLTS facilitation. These master facilitators can train other school facilitators to disseminate knowledge and skills.

Step 3: Triggering

School communities are called to the school, where they will be facilitated to analyze their behaviours around sanitation and hygiene (for 2-3 hours in one morning).

Step 4: Post-Triggering

The PEA, HSA, head teacher, learners, facilitators follow up to ensure the developed action plan is progressing. The PEA reports monthly to the DEM.

Step 5: Verification & Certification

Inspection to assess if school has reached Star Status with their completed action plan; A school open day to celebrate achievement.

Step 6: Sustaining & Improving

A day dedicated in each school term for activities which reinforce behavior changes brought about through SLTS. The schools ensure a peer monitoring and reporting mechanism in place.
Part 3: SLTS “Tools”

In order to facilitate an SLTS triggering, you have many “tools” at your disposal. As a facilitator, you can use these tools to help a school community see for themselves that behaviors practiced at the school create an unpleasant environment. It is then up to them to decide what they’d like to do to reach Star Status.

An example of the process recording of SLTS triggering is shown in the Section: Extra Resources.

Introduction and Rapport Building

Opening as a Large Group

Upon arrival at the school, treat it as you would any other gatherings with a school community. Be friendly. Be relaxed. Be open and build rapport with those you meet.

Listen. Appreciate good things about the school.

The Head Teacher will make opening remarks. They should briefly explain that school community members are gathered to study the profile of the school and the surrounding communities.

Break audiences into several triggering groups. These groupings can vary: it could be infant/junior/senior learners, or per class, or however way you decide with your audiences and the nature of SLTS tools.

Each group should find a spot around the school to gather where they will not run into other groups. Teachers may have to stay in the triggering groups their students are placed in to support facilitators in keeping order.

One group should be exclusively for adult members of the school community which have come for a gathering. It has been found effective when the PEA or HSA for the community (if available) trigger the adult group.

Building Rapport with your Triggering Group

Once you are in your triggering group, start to build a connection with your participants. Introduce yourself and your other facilitators. Tell them that you are here to learn about what they do regularly in their school, how they act, what they see, what they do, etc.

Do use local language.

Ask for a local word for Shit and use it.

Do start with a game or song to put people at ease.

Feel free and make jokes/lauh with your participants. It will help put them at ease.

Avoid mentioning at the start that you are there for sanitation and hygiene. Simply tell them that you are there to learn from them on how they do things at their school.

The key tools for SLTS are as follows:

- School Mapping
- Walk of Shame
- Glass of Water/Cup of Porridge
- Anal Cleansing Materials
- Cassava/Egg Demonstration
- Shit and Shake
- Shit Calculation
- Medical Expenses Calculation

You can mix and match these tools, and use whichever ones you see fit to trigger your participants! You can also refer to the CLTS Handbook for additional tools.
**SLTS Tool: School Mapping**

In order to learn about their school, facilitate your group to draw a map on the ground using local materials, showing the boundaries of the school and major landmarks (school blocks, a water point, football field, bushes, toilets, etc.) Ask questions about the map and get as many people involved as possible in creating the map. This tool is less suitable for junior learners, who can watch and observe maps made by other groups (senior learners, adults).

Then ask them what they do at each major landmark. When you get to the toilets, ask them what they do there and what can be found there.

Mark the areas where faeces are found with maize husks (or other suitably colored material. Also ask if faeces can be found anywhere else (in case the bush is used, indicated this on the map).

This map can be used to highlight things in the school. Draw attention to where people defecate and where this faeces goes. Is it going to places where it should go? Where else does the faeces go? Mark on the map the pathways which faeces travels around the school.

**Faecal Contamination Pathways**

Ask participants where all the shit goes. People can offer various explanations, such as: It is washed away in rain, it goes in the soil, and other ways.

Then ask them how to write down different ways for the shit to get into their schools, such as:

- Flies
- Rain water
- Wind
- Shoes
- Dogs
- Toys, footballs, etc.
- Contaminated water
- Others

Then, ask how the shit goes in their mouths, such as:

- Hands, fingernails
- Flies on food
- Dogs licking people
- Fruits that have fallen on the ground with shit and not washed

**DO**

Encourage and provide support to participants to draw the map.

Involve as many people as possible.

**DON'T**

Draw the map by yourself.

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**Tip**

Don’t suggest a pathway for your participants. Let them discuss and encourage them to volunteer to share their thoughts.
SLTS Tool: Transect Walk (Walk of Shame)

Transect walk is a great facilitation tool. Feelings of embarrassment and disgust evoked during this tool, which can result in an immediate desire to change. Even though they see these things everyday, they will be awaken to the problem when forced to look at and analyze the situation in details.

Tell your participants that you want to see their school to learn more about it. Have them lead you for a walk around. Ask questions along the way about their behaviours. For example, when you reach a water point, you can ask questions or get them to demonstrate how they use it. If there are unhygienic behaviours exhibited, you can question them about it.

When you reach the areas where shit or urine is found, stay there and ask questions. Who left the shit here? Who urinated here? What are the reasons that shit is everywhere? What do we smell? How do we feel? Where else can we find shit in this school? If they mention the bush, ask them to take you there.

Ask: What happens to the shit when it rains? Where do the shit go?

If there are flies around, you can also question where these flies come from. What do they carry with them? Where else do they go? Do they come to the house?

DO
Be creative by asking questions to draw out key observations.
Be brave and keep the group in the areas where the faeces is to draw out disgust.
Stay in areas where the smell or sight is unpleasant to trigger shame, fear and disgust.

DON'T
Run into other groups during the facilitation process to overcrowd key areas such as the toilets.
Hide from the defecation areas.
SLTS Tool: Cup of Porridge Or Glass of Water

Go to an area where the shit is found, either in the bushes or by toilets where students missed the hole. Bring a glass of water or a cup of porridge. Ask a participant to drink the water or eat the porridge. Then, take a piece of hair and dip it into the shit, then into the water or porridge. Ask them what they see (there will be little to no difference with how the water or porridge looks). Offer the water or porridge again to the students to drink or eat. If they refuse, ask them why they are refusing, to which they will say that it contains shit.

Now ask them if they can see flies in their school. How many legs do these flies have? What do the legs look like? Can their legs pick up more shit than hair? Next, ask what happens when flies land on their (or their children’s) food: what are they bringing with them? Finally, ask them what they are eating with their food.

If a participant realizes that they are eating the shit, bring them to the front to share their realization to the group. The bottom line is that everyone in the school and surrounding communities is eating shit. Do not say this before they do. It has to be a result of their own self-analysis.

SLTS Tool: Shit & Shake*

*Good to trigger hand washing practices

Ask someone to demonstrate how a toilet is used. Get them to put charcoal on their hands to symbolize the shit for demonstration.

After they use a toilet, ask them to show you what they normally do. Often, they will go play with or greet their friends.

Ask them to show you games they play or how they greet their friends. Continue having them do this with multiple people and see how many people’s hands the shit is passed on to.

Ask the people what is on their hands.

Ask them how comfortable they are with faeces being passed around their school.
**SLTS Tool: Shit Calculation**

Ask audiences to calculate the amount of the shit eaten in their school communities everyday.

- How many learners in the school?
- How many teachers?
- How many surrounding villages?
- How many community members?

Now, ask how much does each person defecate everyday?

Compare it to something tangible, such as the number of sugar bags or maize bags.

Multiply this by the number of people in the school and communities to see how much shit is produced each day.

Continue to calculate for how much is produced each week, then each month.

Ask how they feel about eating each other’s shit because of the dirty environment.

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**SLTS Tool: Medical Costs Calculation**

This is a good tool for senior learners and adults (parents, village headmen, SMCs etc.)

Ask what types of illnesses are commonly found with their children. Ask how often their children get sick with diarrhoea or other sanitation and hygiene illnesses.

Ask how much it costs for them to treat their child.

- Cost of medication?
- Cost to go to the hospital?
- Cost of transport and chaperone at the hospital?
- Cost of lost time and money that could have been spent working or other activities?
- Other related costs?
- What else can’t they do when their child is sick?
SLTS Tool: *CASSAVA/EGG DEMONSTRATION*
*Good to trigger hand washing practices*

Tell participants that you have a gift for someone with the cleanest hands. Give them a boiled egg or fresh cassava to peel in front of the group. Observe how they do it.

Once the cassava or egg is peeled, hold it high for the rest of the group to see. Ask the people what they see on the cassava/egg—there will likely be dirt marks. Ask them what these marks are. Do they want to eat it? If they refuse, why?

Ask them what in the future do they think that they should do so that they would be willing to eat the food?

**Tip**
This tool usually works best at the beginning of a triggering, before the participants catch on that you are there to talk about open defecation and hand washing.

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**SLTS Tool: Anal Cleansing Materials**

Ask a participant to show you what they do in a toilet (make it fun so that someone volunteers).

- How do they wipe themselves?
- What materials do they use?
- Get them to demonstrate using these materials (e.g. leaves, paper, their hands, etc.)

Get a piece of brick, some mud and some water;

mix the mud with water to symbolize faeces then put it on the brick.

Ask the same learners to use the material to wipe off the faeces. When they wipe it off, observe and ask questions.

- Did leaf/paper/other material break?
- Did any of the "shit" get on their hands?
- What happens after they leave the toilet?
- What do they do after? Maybe they will play with friends, in which case the shit can be passed around. Have them demonstrate this.

How do they feel being in a school where shit is passed around regularly?

**Tip**
Have fun with the tools and make jokes about it with participants so they feel free.
**Ignition Moment**

Keep an eye on an ignition moment. This is when a collective realization occurs that due to their behaviours at the school or communities, they are making themselves sick. When this happens there is no need to continue with more tools.

Often participants get animated. Let them discuss and debate the issues. Tell them they are free to decide what they want to do with this realization.

**Triggering Responses**

A triggering has 4 possible outcomes.
**Action Planning**

Once the group realizes that they are making themselves sick, ask them if they want to stay with this situation. If they say no, ask them what they want to do about it. Facilitate them to think of various components which make up a clean, healthy school—a Star school.

Make a list of their proposed actions, who is supposed to perform them, and by when on a flip chart, to present for sharing with all and monitoring.

Once all the sub-groups complete the development of their action plan, facilitators call for a plenary gathering for each sub-group to present their action plans. At the end, a school need to consolidate several action plans and place it on the wall of the school.

It is a good idea to identify active participants as Natural Leaders during triggering, who will be responsible for peer monitoring and reporting progress.

Upon completion of activities in the action plan the school has potential to be awarded Star status and receive a flag to commemorate their achievement.

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**Key things found in One Star Schools**

- Hand washing is a habit regardless of use of soap or alternatives
  *Daily activities such as group hand washing sessions are practiced.*
- Existence of any types of latrine in the school
- Toilets are properly used and they are clean
- Presence of drop hole covers at each drop hole
- Open defecation in the school is eliminated (can even extend to surrounding communities)
- Children have safe handling of drinking water
- Active community support for sanitation and hygiene in school and surrounding communities

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**DO**

- Have participants suggest actions by themselves.
- Encourage them to think beyond the school — is there something that can be done to also make the surrounding communities ODF?

**DON'T**

- Dictate what to be done and what to put on the action plan.
Part 4: Post-Triggering

Follow-ups

School with support from the SLTS facilitation should decide who will conduct follow-ups within their school. The school is encouraged to have a peer monitoring and reporting mechanism, led by active learners, who can also be members of a WASH Club. Additionally, community members can form a committee to support learners to conduct effective follow-ups with guide (e.g., a School Sanitation Committee composed of various stakeholders).

The PEA with support from HSAs will follow-up at least one a month (better if they visit twice a month) with the Head Teacher to see their progress. They will reported to the DEM.

Monitoring Form

A standardized monitoring form will be provided for PEAs to update and report monthly to the DEM. A sample form is provided in this handbook, in the “Extra Resources” section.

Verification and Certification

Once all the activities in the action plan is complete, the school will report the PEA to request for verification by the DEM and a few additional DCT members.

The school will host an open day with community members where the DEM and DCT members will come to verify that the school action plan has been completed, learners’ daily behaviors are continuous and check the surroundings. If it is complete and they meet the Star School criteria, the school will be given a certificate to show that they have achieved Star Status and a flag will be given to them to proudly present their status.

Tip

Arrange competitions between zones or between schools to provide additional motivation.
The school, with the Head Teacher as a lead, should choose one day per term to remind the school of the key sanitation and hygiene behaviours which make them a “Total Sanitation” school.

Sanitation and hygiene activities can be integrated into the existing sessions in classes, such as Life Skills.

Learners shall be encouraged to design or re-build locally made hand washing facilities, posters or structures which support their continuous sanitation and hygiene practices.

They can also strive to move up the Star School Ladder, to achieve Two or Three Stars!

Moving up the Star School Ladder

Schools are eligible to move up the Star School Ladder with additional improvements to their sanitation and hygiene status. Once they meet the next level of achievement, they can request for verification and if successful, they can receive another flag to state that they have received Two Star School status.

Key things found in Two Star Schools

Same as One Star School status plus:

- Use of soap for regular hand washing
- Safe drinking water available for children
- Presence of buckets with a lid and tap for hand washing
- Existence of some sorts of urinals for boys and girls in appropriate location
- Sensitization on menstruation (scientific facts) for both girls and boys
- Support from female teachers, Mothers Clubs, HSAs for girls to manage their menstruation.
Part 6: Practical Exercises

Use the second day of SLTS facilitator training to strategize and practice facilitation tools. Sample exercises are outlined below.

Exercise 1

Go into your triggering teams (one learner and one teacher = one team, PEA should have one learner partner to trigger the adults). If the HSA (or other extension workers) is present, they can choose to join any group.

Each team should meet and strategize. What tools will you use? What questions will you ask? How will you sequence the various tools?

Choose another team to partner with. Go outside with them and take turns practicing conducting a full triggering. Provide feedback on what was done well and what could have been improved after each turn.

Trainers should go around and provide specific feedback to the pairs on their facilitation skills.

After each team has had a chance to practice and receive feedback at least once (more is better), bring the whole

Exercise 2

In this exercise, all teams will have a chance to practice their facilitation skills in front of the whole group.

Choose one team to start. They will facilitate a triggering, while the rest of the group will pretend to be the triggering participants (either learners or adults).

Let the team go through the triggering process from start to end.

Generate comments on what was done well and what could be improved from other participants.

Ask all participants to take note of the comments.

Call another team to move forward and demonstrate, then launch into comments and feedback. Repeat this process until all teams have a chance to demonstrate!

Exercise 3—school triggering

On the third day of training, participants are ready for hands-on triggering. Trainers should choose a school to trigger; the easiest school would be the one based at TDCs, presuming it hasn’t been triggered yet.

Triggering Day Schedule

- Bring the school and invited community members together for brief introduction. Mention that facilitators are here to learn about the situation at the school, but DO NOT say that it is about sanitation and hygiene at the start (keep it general).
- Break into triggering groups (i.e. junior learners, senior learners and adults) and go to various parts of the school.
- Once all groups are triggered, the school will come back together again to present the action plans (adults’ action plan, and action plan(s) from junior and senior learners). It is possible that the school enrolment is large, in which case you may choose to further divide junior and senior classes into several groups for the full school gathering.

Tips

Encourage everyone to be involved in the process.

Ensure that the practical exercises are taken seriously and all have a chance to participate.

Support young learners to understand their role and be able to facilitate.

Tip

Learners have a short attention span and it is best if facilitators keep time. Start triggering by half 8 and end by half 10 so it does not interfere with the serving of porridge.
Part 7: Next Steps

After the three-day training, facilitators are ready to trigger their schools. Each group should set a date for when their school is to be triggered. It is best for triggering to take place on the following week in order to ensure that their knowledge and skills obtained from the training remain fresh.

Schedule time and ensure that the PEA, HSAs, and another trainer are available to support the triggering.

The Head Teacher should then inform teachers of the triggering day so that they can re-arrange their lesson plans and control crowds if necessary. Invitations to community members should also be sent well in advance, with reminders closer to the day of triggering.

Follow-ups are key: be sure that post-triggering follow-ups are planned for and conducted. It is also important to immediately verify and recognize the school when they complete all the activities in the action plan.

Scaling up SLTS

Your Role as District SLTS Managers

Plan for at least a few schools to be triggered in each term.

Follow up with the PEAs to ensure their schools are achieving Star School status: if very few schools are completing their action plans, it may be time to review and evaluate your approach and plan for improvement.
Beyond the School Grounds

Encourage ways that villages around school can be total sanitation and meet all the national standards for school sanitation; They will also receive recognition and the whole areas can be celebrated!

Ideas for going beyond the school

- Have adults triggered at the SLTS triggering to take part in making their communities ODF
- School children can act as Agents of Change in their community; perhaps the School WASH Club can organize community triggering together with Natural Leaders!
- As part of mathematics or statistics courses, students can measure the ODF status of their communities: as a class, they can collect data from all the surrounding communities and create graphs that provide a picture of the sanitation situation in the community. Data to be collected include:
  - Number of households with latrines with covers
  - Number of households with hand washing facilities
  - Number of communities ODF in school catchment areas
  - Any other brilliant ideas???

Key things found in Three Star Schools

Same as Two Star School status plus:

School facilities and systems upgraded to meet all the national standards.
- Social norms on good hygiene are institutionalized, including menstrual hygiene management
- Child friendly designs and location of WASH facilities to secure safety and privacy
- Stance to latrine-learners ratio (1:60) of VIP latrines or Water Closets
- Inclusiveness, accessibility for all learners
- Regular monitoring and supervision by district offices, teachers and SMCs
- Regular monitoring and feedback among learners (peers) on hygiene practices
**Extra Resources**

**Tips and Tricks for Successful SLTS**

<table>
<thead>
<tr>
<th>Key Points</th>
<th>Training Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLTS is different from past approaches and requires skilled facilitation, especially in engaging young participants.</td>
<td>Being prepared will ensure a successful training.</td>
</tr>
<tr>
<td>Good facilitators do not lecture or tell people what to do.</td>
<td>Take breaks and use energizers to keep participants engaged.</td>
</tr>
<tr>
<td>The goal of SLTS is to empower school communities to own their sanitation and hygiene issues and take actions to improve them toward total sanitation.</td>
<td>Encourage active participation.</td>
</tr>
<tr>
<td>Good facilitation and follow-ups are the most important part of SLTS.</td>
<td>Active listening</td>
</tr>
<tr>
<td></td>
<td>Starting a day by reviewing the material from the previous day.</td>
</tr>
<tr>
<td></td>
<td>Have FUN!</td>
</tr>
</tbody>
</table>

**Key Resources**

- Field Guide: The Three Star Approach for WASH in Schools by GIZ and UNICEF
- WASH in Schools Monitoring Package by UNICEF
- Community-Led Total Sanitation Handbook by Kamal Kar and Robert Chambers
- Community-Led Total Sanitation Knowledge Hub ([www.communityledtotalsanitation.org](http://www.communityledtotalsanitation.org)) - search for SLTS resources
- How to Trigger for Hand Washing with Soap Guidelines by UNICEF Malawi
# SLTS Process Recording Form (Example)

## SLTS Form #1

**District:**

Name of School: ______________________

Triggering Date: ____________________

---

### Process Recorder Form

Name of Zone: ______________________

Name of PEA: ______________________

Name of Head Teacher: ______________________

---

**SLTS Facilitators/Team Members:**

**NAMES:**

1. ______________________

2. ______________________

3. ______________________

4. ______________________

**POSITIONS/DEPARTMENT:**

**PHONE #:**

---

### School Enrollment

<table>
<thead>
<tr>
<th>Total for Boys</th>
<th>Total for Girls</th>
<th>Boys</th>
<th>Girls</th>
<th>Adults (Teachers and community)</th>
<th>No of intruders for boys</th>
<th>No of intruders for girls</th>
<th>No of intruders for Teachers</th>
<th>Latrines with drop hole covers</th>
<th>No of Urinals for Boys</th>
<th>No of Urinals for Girls</th>
<th>No of hand washing facilities</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### SLTS tools used during triggering (√ any which were used):

- [ ] School Mapping
- [ ] Cup of Pond (clips of water and shit demonstration)
- [ ] Cassava weevil demonstration
- [ ] Shit calculator
- [ ] Medical expenses calculation
- [ ] Walk of shame (part of the transit walk in CID areas)
- [ ] Anal cleansing materials
- [ ] Shit and shoes
- [ ] Other (specify)

### Sanitation & Hygiene before SLTS

- Group's concerns about the outcome (√ the one which applies):

  - [ ] Matchbox in a gas station
    - (EVERY PERSON is instructed & prepared to take action to end CID)
  - [ ] Promising themes
    - (majority is instructed & prepared to take action to end CID, some are not)
  - [ ] Scattered sparrows
    - (most ARE NOT ignited, but a few are ignited & want to take action)
  - [ ] Damp matchbox
    - (community is not ignited and doesn't really want to change)

### Important Dates & Responsibilities

- If a date was set to become One Star: ______________________

- Date scheduled for first follow-up: ______________________

- Est. work(s) responsible for following up: ______________________

---

**Notes:**

- Let people decide for themselves what is right & wrong

**On the back of the form, endorse your lessons learned, experiences and challenges encountered during the triggering exercise**

---

**Names and Phone Numbers of Natural Leaders Identified:**

[Insert names and phone numbers]

---

**Record any observations or insights on the back of the page (e.g. community comments, facilitator techniques, etc.):**

→
Presentation Outline for SLTS Facilitators

After the practical exercises at SLTS facilitator training, facilitators shall share their findings with their peer facilitators. An example of presentation outline on their field observations is as follows:

- Name of the school
- Name of Zone
- Name of TA
- Enrolment (population)
- Number of villages surrounding the school
- Number of pit latrines for girls, boys and teachers
- Number of urinals for girls and boys
- Number of pit latrines with drop hole covers in the school
- Number of hand washing facilities in the school
- Date of the first triggering through SLTS
- Whether the surrounding community of the school triggered has been triggered through CLTS
- Tools used per sub-group i.e. infant, senior, adults (which tools worked better and why)
- The triggering response reached/agreed
- Action plan agreed (activities), time frame, responsible officer (Means of Verification)
- When should the Extension Workers visit them and names of those extension workers
- When should the DCT members visit the school
- Any lessons learnt
- Challenges experienced during the first SLTS triggering
- Any observations worth sharing
### One Star School:
All the indicators need to be **constantly** met at least for three months to be awarded.

<table>
<thead>
<tr>
<th>[Name of School]</th>
<th>Baseline (triggering) [Date]</th>
<th>Follow-up [Date]</th>
<th>Follow-up [Date]</th>
<th>Follow-up [Date]</th>
<th>Follow-up [Date]</th>
<th>Follow-up [Date]</th>
<th>Follow-up [Date]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do pupils in the school wash their hands in a group before eating?</td>
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<tr>
<td>Does the school have any types of latrines?</td>
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<tr>
<td>Are school latrines used and clean?</td>
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<tr>
<td>Are drop holes covered after use?</td>
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<tr>
<td>Is there shit in the open within the school premise?</td>
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<tr>
<td>Do learners routinely sweep or clean school compound?</td>
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<tr>
<td>Do learners dip their dirt hands into drinking water in a bucket in the school?</td>
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<tr>
<td>Do learners have a separate cup for drinking water from the one for scooping water from a bucket?</td>
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<tr>
<td>Are SMC members and teachers trained in 3 key hygiene practices?</td>
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</tbody>
</table>
**Two Star School:**

All the indicators need to be **constantly** met at least for three months to be awarded.

<table>
<thead>
<tr>
<th>[Name of School]</th>
<th>Baseline [Date]</th>
<th>Follow-up [Date]</th>
<th>Follow-up [Date]</th>
<th>Follow-up [Date]</th>
<th>Follow-up [Date]</th>
<th>Follow-up [Date]</th>
<th>Follow-up [Date]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do pupils use soap when washing their hands at the time of observation?</td>
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<tr>
<td>Does the school provide safe drinking water for all learners every day during the school calendar?</td>
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<tr>
<td>Does the source of drinking water for learners safely treated or protected?</td>
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<tr>
<td>Does the school have buckets with a lid and tap for hand washing?</td>
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<tr>
<td>Does the school have any types of urinals for boys and girls separately?</td>
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<tr>
<td>Do teachers, HSAs and/or community members provide guidance to girls for their menstrual hygiene management?</td>
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<tr>
<td>Do SMC members and teachers conduct at least weekly monitoring and supervision of sanitation and hygiene activities?</td>
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</tbody>
</table>
**Three Star School:**

All the indicators need to be **constantly** met at least for three months to be awarded.

<table>
<thead>
<tr>
<th>[Name of School]</th>
<th>Baseline [Date]</th>
<th>Follow-up [Date]</th>
<th>Follow-up [Date]</th>
<th>Follow-up [Date]</th>
<th>Follow-up [Date]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the school catchment community develop a by-laws or any regulations on 3 key hygiene practices?</td>
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<tr>
<td>Do learners, teachers and community members talk about menstruation as the natural physical growth and menstrual hygiene management without fear and hesitation?</td>
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<tr>
<td>Are the designs of WASH facilities, including support for menstrual hygiene management in the school complied with the national standards? (*Definition of the national standards)</td>
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<tr>
<td>Do school latrines meet the minimum latrine-learners ratio of 1:60?</td>
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<tr>
<td>Do school latrines meet permanent structure of urinals for boys and girls separately?</td>
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<tr>
<td>Are WASH facilities in the school accessible for all learners? (especially for children with disabilities and infants)</td>
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<tr>
<td>Does each learner have his/her own drinking cup in the school?</td>
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<tr>
<td>Is there shit in the open in school catchment communities? (No. of communities and its status of OD/ODF)</td>
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<tr>
<td>Does school provide soap for hand washing every day during the school calendar and protect it from misuse?</td>
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<tr>
<td>Do PEAs or extension workers conduct at least monthly monitoring and supervision of sanitation and hygiene activities?</td>
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<tr>
<td>Do learners conduct daily peer monitoring and weekly reporting on 3 key hygiene practices?</td>
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</tr>
</tbody>
</table>
Acknowledgements

We would like to thank all the District Coordination Teams who attended the SLTS Training of Trainers for their comments on this SLTS Handbook. A special thanks go to Ms. Mercy Mwapasa, Chief of SHN at MoEST as a lead from MoH and SLTS facilitators, Ms. Tamala Zembeni from Blantyre District Water Office, Mr. Noel Khunga from Salima District Health Office, Mr. Waki Chungwa from Salima District Water Office, Mr. Thomas Mchipa from Mchinji District Health Office, Mr. Smarden Tomoka, WASH Project Manager and Mr. Michael Kalawe, WASH Project Officer from Concern Universal and Ms. Rhoda Ponyani, WASH Project Officer, DAPP for their facilitation.

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