

# **Triggering SLTS**

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## **Pre Triggering**

### **Bangladesh**

- Consultation and rapport building with the community-teachers, shop keepers with the purpose of identifying influential leaders in the community

### **Kenya**

- Organizing through the teachers to mobilize the children for the triggering session

### **Uganda, Kenya, Malawi, Ethiopia**

- Meeting with communities natural leaders to prepare for the triggering session
- Developing a selection criteria for selection of school for triggering
- Ensuring the availability of PTA and SMC

### **India**

- 1-2 trained CLTS facilitators visiting school as well as village between a day to one week before triggering
- Meeting Gram Pradhan ( Village chief) and school Head Teacher to decide date, time and place of the meeting
- Explaining the objective of the visit
- Getting the idea of the number of children studying in the school
- Locating the filthy area in the school (OD area, toilet full of shit)

### **Nepal**

In SLTS, IPRA tools used in CLTS such as walk of shame (but walk praise in SLTS), defecation mapping, faeces calculation, flagging, etc. are used. Besides these tools, the following mass sensitization tools are innovated locally by schools and local level facilitators themselves:

#### **Pre-Triggering (create enabling environment and positive feelings)**

- Organizing students in a child club: Feeling of identity and pride.
- Dividing the role of child clubs in different areas like first aid, maintenance of garden, cleanliness and hand washing promotion: Feeling of ownership as a key stakeholder.
- Making the provision of identity card for child club members: Make them responsible and accountable towards action with full of pride.
- Organize child clubs meeting and implement their decisions: Raise in inner confidence to take full responsibility.
- Multiple Sanitation Table: A specially designed Multiple Sanitation Table is displayed in school premises to remind students (and also parents) all the times about the importance of personal hygiene and sanitation.
- Recognizing child club members (especially chairperson or a girl) as a chairperson in the sanitation related events or ODF declaration ceremony: Boost up their morale, confidence and leadership skills, and make them feel as a dignified member.

# Triggering

## Experiences

### **Ethiopia**

**Transecting/walk of shame** is done together children and adults-it ignites a blame game between children and adults when facilitators ask whose shit this is during the walk of shit- this in an important opportunity to shame the and ignite the community. After walk of shame separating the children from adult group and taking them to a different place for applying other tools of CLTS.

### **Kenya**

- Uses all the tools as in CLTS-unique tool is H<sub>2</sub>S vial using for testing water that people use for drinking. This vial is given to the teacher on the day of pre triggering visit. During triggering session facilitator use it as a trigger tool in case water turned black that normally happens. Water turning black is the indication that this is contaminated which is have a huge impact in the triggering process.
- Triggering is done with children while the PTA, Teachers and SMC watches the process and action planning is done together (children and PTA, teachers and SMC)

### **Nepal**

#### **Triggering (inspiring stakeholders for action)**

- Orientation of child clubs through games and telling fame (like snake and ladder, sharing the contribution of children, etc): **Internalize the importance of hygiene and sanitation in a very funny, interactive and inspiring way.**
- **Walk of Praise:** Walk around the community and put the words of praise and admiration for their contribution in maintaining cleanliness and open defecation free status. In the mean time, those who are defecating in open feel ashamed for their malpractice of open defecation.
- **Installation of Idols of Deities:** Discourage open defecation in communities.
- **Use of *Tika* during Student's Admission Time:** During admission in schools, each student is asked if s/he has toilet in home. If s/he (student) has toilet, headmaster/teacher put *Tika* (generally red vermilion powder) on her/his forehead and thanks him for his contribution in maintaining cleanliness. If s/he doesn't have toilet, then headmaster/teacher says, "we will put *Tika* on your forehead once we find you having toilet in your home". In Nepalese context, getting *Tika* from respected person like teacher is indeed a big recognition and admiration. This makes the student and their parents think sincerely about it.
- **Photo Exhibition:** Child clubs members collect the photographs of both good and bad sanitation and hygiene practices in communities. They make comments on those photographs and exhibit in school premises amid a big gathering. All community members are let an opportunity to observe the photos and know the corresponding comments. It greatly inspire them to achieve ODF status in communities in following days.
- **Sanitation in local events:** The issues of hygiene and sanitation are highlighted in each and every occasion such as local exhibition, fairs, festivals, educational campaign, etc.

- **Additional marks for toilet promoters:** Dhikpur VDC in dang district made a decision to give additional marks to those students installing and using toilets. It stimulated the process of ODF declaration.
- **Naming and Appreciating:** Titles like *Sanitation Champions*, *Sanitation Ambassadors* and *model village* are accorded to key sanitation promoters. Generally, it is held during ODF declaration ceremony.
- **Funeral Procession to Cremate Faeces:** In a few cases, a small amount of faeces is collected carefully and safely in a plastic, then it is covered with white cloth and carried to cremate away from community. The persons participating in the funeral procession recite a Mantra titled *Ram Nam Satya Ho* (a mantra recited in the name of lord Ram) several times. It is important to note that in Nepalese context cremating one's own faeces becomes a dreadful act. But this practice is very rare.
- **Participation of Political Leaders in ODF Ceremonies:** Both inspiration and commitments are ensured for accelerating ODF initiatives.
- **Joint Declaration:** A joint declaration is made by political leaders, policy makers, high level bureaucrats, local government bodies for collective action.

## India

- **Seeking permission:** Go to the school and take the permission of the teachers to allow the students to participate in the exercise. The teachers are also requested to be present during the exercise.
- **Introducing yourself:** In the beginning introduce yourself and explain the purpose of visit
- **Climate setting:** Use ice-breakers, for example: by asking questions such as ‘Can we sing a song? Let’s have fun.’ Normally, they would laugh; some would say ‘I know this song’; some other would say ‘I know that one’. Finally, a song is sung together; ‘Can somebody dance?’ and everyone dances, etc. All this opens them up to interact freely.
- **Applying some appropriate trigger tools** as per the requirement of the situation. These could include: preparation of defecation maps by sub-groups of students for their respective villages including the school; calculation of shit; flow diagram; water and shit; calculation of shit ingested by each person in the village on a daily basis; calculation of medical expenses; transect walk to nearby OD area; visit to the school toilet; secret balloting for knowing the level of hand-washing practice etc.
- **Realization and action planning:** Once they realize that they are eating each other’s shit, then the facilitator asks them ‘would they like to do something about it?’. They say ‘yes.’ Then the facilitator asks them ‘What would you be doing in this regard?’ Then they come up with ideas, such as ‘Will ask parents to construct toilets immediately.’; sometimes children draw the low cost designs themselves; they undertake responsibility of doing vigilance in the community such as ‘following people to OD area, covering their shit with soil and requesting them not to make them eat their shit’; ‘blowing whistle on people defecating in the open.’; ‘forming groups and organizing rallies shouting slogans.’; ‘forming committee in their school to monitor sanitation in their school including use of toilet, cleanliness in the toilet, hand-washing with soap and water before meals and after defecation.’
- **Slogan shouting, children presentation and closure:** Facilitator facilitates children procession in the village. Children shouting slogans that have been develop by them take around of village and stop at the place where adults are having a triggering session. Facilitator helps children to make their presentation

about their learning and decisions taken by them to their parents. Children request them to construct toilet as soon as possible. The session normally ends with shouting of slogans.

## **Malavi**

- Welcome the children, ask them to feel free and participate actively
- Introduce yourselves and inform them that you need to learn from them regarding their village / school
- Request them to sing any popular song of their choice (climate settling)
- Ask the group to draw a sketch map of their village / school and locate all the features. These features may include boreholes, schools, gardens, grave yards, roads, wells, rivers, animals crawls, households, kitchens, disk racks etc.
- Ask them to calculate the percentage of households with sanitary facilities especially pit latrines or calculate the ratio per latrine in case of a school
- Ask the children where the household members without pit latrines defecate or where the children defecate in case the schools do not have adequate pit latrines
- Conduct transect walk
- Conduct walk of shame while singing songs of shame and disgust
- Discuss faecal oral transmission route
- Identify natural leaders amongst the children and let them facilitate the development of their action Plan that they will implement at school or village
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## **Success and Innovations**

### **1. Indonesia: Triggering through *faeces police***

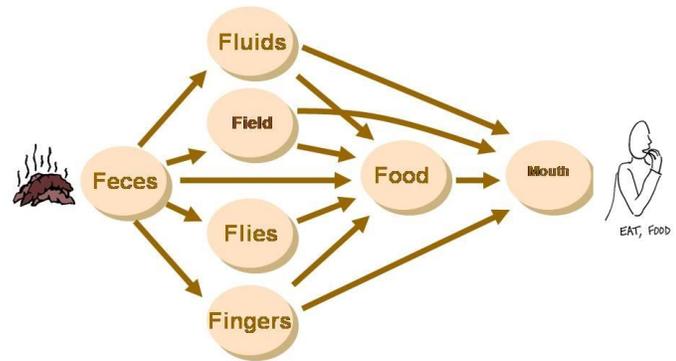
- Action Planning between Village Facilitator and Sub-District Team to determine “when” and “resources”
- Contacting schools’ authority. To get commitment, permission and teachers participation.
- Child friendly triggering at schools. Target: 3rd-6th Grade of Elementary Schools children:
  - Introduction
  - Games
  - Why OD is dangerous (through FO diagram contamination)
  - Transect Walk
- Establishment of *Feces Police* & create monitoring plan
- Regular coordination meeting in the sub-district level involving the *Children’s Feces Police*

### **2. Triggering Primary school children with a famous song through teachers**

- The teacher asks the children to play in their class
- The teacher writes a CLTS song lyric, *Jablai Tai*, (see below) on the whiteboard and asks the students whether they want to try to sing it? And usually they will be interested, because the song has funny lyrics, easy listening, and also is adopted from a famous Indonesian song.

- After children have fun with the song, the teacher starts to discuss the lyrics of the song and relates it to the habit of open defecation (OD) He asks: Who does OD? Where do they go for defecation? How many times? Why do they do OD? Etc
- The teacher also asks the students to describe the colour and the shape of their faeces and to draw it on the whiteboard using colourful maker pens. The students then discuss the differences in colour and shape. In this session, the teacher facilitates the students to know about diagram F (see picture). He does not teach them but tries to ask them many question relating to the faecal-oral contamination route.
- Sometimes the teacher asks the students to go to a place near the school where they do OD, and orders them to walk around the OD area. Some students have to step over faeces, and then the teacher can do the ignition with clean water/food, hair and shit.
- The teacher asks the students how they feel and whether they want to continue with OD or not? If their answer is that they want to stop OD, the teacher can ask them what they can do to stop OD?
- Finally the teacher introduces another CLTS song *Cucakrowo Tai* (see below) which encourages children to stop OD and to built latrines. And the children sing together with the teacher.

Transmission routes: Diagram F



Source: Wagner and Lanois, 1958

## India: Triggering Children for Hand washing

### 1. Secret balloting

#### What to do

- **Seeking permission :** Go to the school seek permission from the head teacher to conduct a small exercise with children
- **Introducing yourself**
- **Climate setting:** Gather children at one place and ask them to stand in a circle. Praising children for their continuous efforts for making village and school. Ask all the children have ever got the chance to cast your vote. Do you feel like doing it like your elders? They say 'yes'. So today you will get a chance to cast the vote.
- **Explaining the exercise:** Once the climate is set explain to them about the exercise and make it clear to them that this entire process would be done secretly and no one in the group would be able to know that who has voted for what?
- Once children agreed to cast their vote ask them to keep two ballot boxes at a place where no one can see them. Each box carries a title i.e. is *washing hands with soap* and *not washing hands with soap*

- **Secret balloting:** Gather some small stones and keep them at one place. Ask all the children to go one by one to the place where ballot boxes have been kept and put a stone into the box secretly according to the practice he/she is following.
- **Counting of votes and identification of good and bad practice:** Once all the children have casted the votes ask them to bring both the boxes to the meeting place. Now, engage them in counting the vote. Once counting is done ask them to share the result with all the children. Engage children in discussion and help them to understand what is good and what is bad? This analysis should be done by the children themselves not by the facilitator. Once children understand the issue now asks all the children to clap for those children who are already practicing hand washing with soap. Although no one knows who are those children
- **Commitment:** At the end facilitator facilitate children commitment to practice hand washing with soap at critical time. Encourage children to share their learning with their family members and to teach them right way of hand washing. The session ends with demonstration of seven steps of hand washing by the facilitators.

### Tips

- Ensure children that casting of vote would be done secretly and no one would be able to know about their practices. Therefore, cast your vote honestly
- Process should be done seriously
- Do not decide place to keep ballot boxes on your own. Involve children in deciding the place
- Counting should be done by the children only

## 2. Washing clean hands

**Climate setting:** Ask all the children to stand in a circle. Engage them in interaction regarding their studies, activities related personal hygiene such as taking bath, cutting nails etc. Once the climate is set ask children to bring one bottle of drinking water, two transparent glasses and one small table

**What to do:** Ask all the children who think that he /she has the cleanest hands. If a child is raising hand ask him/her to the centre of the circle. Ask him/her again are you really sure about it?

- Fill a glass with water and keep it on the table. Keep another empty glass on the table ask the child to keep his hands on the top of empty glass. Facilitator pours clean water on his/her hands until the glass gets full.
- Now keep both the glasses together on the table ask children to see it. Ask him/her to tell the difference between the two glass water. The answer will be water in the second glass is dirty. Why it is dirty I poured the same clean water that I put in the first glass. What made it dirty? He/she will say because my hands were dirty that is why this water has turned to be turbid. Ask him/her in a teasing but you told earlier that you have cleanest hands. Now ask same child to show the result to everyone. Ask children does anyone is still there who thinks that his/her hands are cleanest.

**Identification of good and bad practice:** Once children are triggered facilitate them in understanding the importance of hand washing with soap at critical times i.e. after defecation and before taking meal.

**Commitment:** At the end facilitator facilitate children commitment to practice hand washing with soap at critical times. Encourage children to share their learning with their family members and to teach them right way of hand washing. The session ends with demonstration of seven steps of hand washing by the facilitators.

**Tips**

- Make process enjoyable
- Demonstration of washing cleanest hands should be visible to everyone
- Before demonstrating the seven steps of hand washing ask children to demonstrate their own way of hand washing

**Lessons Learned**

- Children are honest, easy to organise and share all the information with out any hesitation. They are good in triggering their guardians at home.
- Role of facilitator is central in the entire triggering process. Facilitator has to be child friendly.
- Venue should be selected properly. It should not be cramped where students are unable to stand even. This hinders the active involvement of children in the triggering process.
- Triggering tools should not be ready made rather it should be tailor made to suit socio-cultural context. It is not necessary to apply all the tools in a given area but defecation of mapping and faeces calculation seems essential in most of cases.
- Triggering should entail the issues of health and dignity. Both coercion and appreciation techniques should be considered wisely.
- Time matters quite a lot because children need to be in class. The number of hours per session needs to be considered also. Triggering during the afternoon after classes when children were already tired affect their concentration
- The involvement of students and teachers in triggering in community becomes almost failure if school lacks basic WASH facilities
- Including the teachers and other school staff members as observer in the process when ignition is taking place or soon after it helps trigger shame and embarrassment among them and often results in their commitments to support and help children's initiatives
- In case of primary school divide group into low grade (first class until third class) and high grade (fourth class until sixth class). Facilitate student of low grade class with more games and song
- It is good if PTA, Teachers, SMC guide the Children where necessary to rework on the action plan to ensure that the action can be delivered together with the PTA, SMC and Teachers.

## **Tips for triggering:**

### **DO's**

- Make the entire process enjoyable.
- Allow children to think through; at the most share some stories to give some clue, if required. They come up with very good innovative ideas.
- Make children to do all the exercises such as faeces calculation, defecation mapping, etc.
- Give the children an opportunity to tell you what they know / have and what they would want to know / have in their respective schools / villages
- Reinforce important ideas and encourage a respondents during triggering
- Let children develop their own plan of action
- Trigger the children together with their school health club patrons / head teachers
- If possible, you could give some small gifts, such as 'nail cutter', 'whistle', 'cap' etc. For this, some facilitators ask them 'Who has participated actively? Who should be given the gifts? Then they decide and gifts are given to them by the teachers present

### **Don't**

- Don't underestimate children's capacity. Don't teach them
- Don't forget to encourage those who take the lead.
- Don't humiliate and bully children considering them small
- Don't take too much time for applying tools.
- Don't trigger the students in school premises when classes are running because it may hamper other students inside the class.
- Don't allow teachers to intervene in the process.
- Never promise anything and never trigger children together with adults
- Do not plan triggering exercise at the expense of normal school hours
- Do not allow teachers or patrons to lead the children during the process
- Don't forget to ask students how they feel after each step of the triggering.

### **Challenges**

- Facilitator's attitude and behavior
- Issues of child right, child abuse and cultural issues.
- Triggering children alone makes less sense as they are not decision makers in developing and implementing plan of action.
- Availability of venue and time.

## **Sources:**

### **Nepal**

#### **Contact Persons for SLTS:**

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