

# FACILITATING “HANDS-ON” TRAINING WORKSHOPS FOR COMMUNITY-LED TOTAL SANITATION

A Trainers' Training Guide  
**Kamal Kar**



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**All photographs are by Kamal Kar, except where specified**

*Cover photo and photo page 7:* Defecation area mapping in Sierra Leone.

*Photo page 5:* Members of the community in a village in White Nile State in Sudan taking positions on a big map to indicate their houses and places for open defecation.

*Photo page 12:* Notice the women already covering their nose and mouth even during defecation area mapping where there was no shit. Using right words, style and body language during facilitation creates appropriate environment when the feeling of disgust engulfs the crowd participating in the triggering exercise. Facilitators need to remember that every moment in the 3-4 hour triggering session is important when the participating community should be taken through the journey of self-realisation through their own analysis; Guiuan Municipality of Eastern Samar Province in the Philippines.

*Photo page 31:* Women jointly vow to stop open defecation within a month, White Nile State, North Sudan.

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**WORKSHOPS FOR**  
**COMMUNITY-LED TOTAL**  
**SANITATION**

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April 2010







Video cameraman has been requested to move out of the map and shoot quietly without disturbing the proceedings of triggering.

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**Kamal Kar**

## ACRONYMS AND DEFINITIONS

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|              |  |
|--------------|--|
| <b>CLTS</b>  | Community-Led Total Sanitation   |
| <b>CC</b>    | Community Consultant   |
| <b>IDS</b>   | Institute of Development Studies, at the University of Sussex, UK  |
| <b>INGO</b>  | International Non Government Organisation  |
| <b>MDG</b>   | Millennium Development Goal  |
| <b>NL</b>    | Natural Leader; Leaders emerging from ODF villages as a result of CLTS triggering process at the local level |
| <b>NGO</b>   | Non Government Organisation  |
| <b>OD</b>    | Open Defecation  |
| <b>ODF</b>   | Open Defecation Free   |
| <b>PRA</b>   | Participatory Rural Appraisal  |
| <b>WSSCC</b> | Water Supply and Sanitation Collaborative Council  |



# FOREWORD

I have developed this Trainers' Training Guide on Community-Led Total Sanitation (CLTS) primarily from my experiences of facilitating over one hundred national, regional and international 'hands-on' training workshops designed specifically for the trainers and users of CLTS in more than 25 countries. Since December 1999 these workshops were facilitated by me with or without co-trainers from the respective countries where they were held.

These have been in Bangladesh, India, Cambodia, Indonesia, Mongolia, Nepal, Pakistan, China, the Philippines, and Laos in Asia; in Yemen in the Middle East; in Uganda, Zambia, Ethiopia, Tanzania, Kenya, Malawi, Mozambique, Sierra Leone, Mali, Nigeria, Liberia, Eritrea, Sudan and Chad, in Africa; and in Bolivia in South America. In fact the list is longer, as most of these workshops were international or regional and included the participation of experienced trainers, facilitators, and senior policy and decision makers of the respective governments, INGOs and donors from the neighbouring countries. Most regional training workshops in Francophone West Africa were conducted in French and were attended by trainers, facilitators and senior government planners from Togo, Burkina Faso, Guinea (Conakry), Guinea (Bissau), Mauritania, Congo (DRC), Senegal and Anglophone Ghana. The workshop in Mozambique was conducted in Portuguese and included participation by sanitation professionals and trainers from other Lusophone African countries like Angola. Similarly the regional workshop in Bolivia was conducted in Spanish and included facilitators and trainers from Peru, Chile, Brazil, Panama, Honduras and Nicaragua. The workshops in Yemen and in Sudan were facilitated in Arabic with the help of translators. In this guide I have given tips for the trainers who might conduct/facilitate trainers' training in languages different from the languages they are familiar with.

Users of this Trainers' Guide must feel free to use its guidelines responsibly and in the way they find best. The methods described are not the only ways of training trainers on CLTS. Trainers are encouraged to use their own best judgments at all times and innovate with locally appropriate and effective approaches to enhance participation and commitment and develop trainers whose work would eventually determine the standard of empowerment of local communities, leading to total sanitation and beyond.

Finally, I would like to mention here a word of caution: CLTS trainers should refrain from pressuring others to train and/or to introduce a CLTS approach to any country or organisation unless the trainers are convinced about the client's sincere interest to learn the approach. CLTS is but one among several other approaches to sanitation. CLTS is demand-driven – when it is implemented, and if it is to be implemented. For example,



during a CLTS triggering exercise, a community is never asked to build latrines or to stop open defecation. Just as the decision to change hygiene behaviour always comes from the community, the decision to change the approach must come from the organisation or the government of the country concerned. For the most part, trainers all over the world have followed the principle of not selling CLTS everywhere. As a result the true demand for CLTS is ever-growing. Please remember, ensuring post-triggering follow-up is crucial in all CLTS training workshops because it leads to overall and sustained success. If a number of Open Defecation Free (ODF) villages don't emerge within 2 to 3 months of your training workshop, it can't be considered as successful. A fairly quick and visible outcome in collective hygiene behaviour practice is one of the major strengths of the CLTS approach, and something which differentiates the workshops from traditional training workshops.

I hope CLTS trainers all over the world will find this Guide useful in planning and implementing CLTS training, and in ensuring post-triggering follow-up that leads to ODF communities.

Like the Handbook on CLTS, this Guide may freely be translated into other languages. It is intended for immediate use by trainers around the world. And it is not only for trainers but also for their managers, to encourage them to understand CLTS, to experience it first-hand in the field, and to appreciate the need to multiply its impact by committing good trainers to full-time training.

In a field as rapidly evolving as CLTS, we are always learning. There will be many innovations and improvements in training. While I believe that there are core principles and practices, there is also scope for diversity and creativity. I welcome feedback and suggestions for improving this Guide.

**Kamal Kar**

April 2010



# 1

## PART 1: INTRODUCTION

### 1) WHY THESE GUIDELINES?

CLTS is spreading fast in many countries in different regions. The demand for facilitators and trainers of facilitators far exceeds the supply of trainers who have got what it takes and who are able to devote their time and energy to training.

This is even more serious because CLTS triggering in communities is unlike any other facilitation. It needs a special style, interaction and behaviour on the part of the trainers. I must stress very strongly that training has to be hands-on through actual triggering in communities in real time, leading to the emergence of ODF villages and communities. The test of trainers and training is then not numbers trained but numbers able to facilitate effectively themselves. Only when they can do that can they train others. And a key indicator of good hands-on training is that communities are ignited and take immediate action together, with follow-up resulting in fairly quick emergence of ODF villages.

CLTS has a huge potential for addressing the rural sanitation situation in developing countries, enhancing human well-being, and contributing to the Millennium Development Goals (MDGs). To achieve that potential, a critical mass of trainers with capacity, experience, flair and opportunity is vital in order to train facilitators and to train other trainers. So the number of really good trainers must increase exponentially. Their work must be adequately supported.

The danger, which is already evident in some places, is that demand for training will generate a supply



which is theoretical, classroom-based, and ineffective at generating any outcome. “Practices” will then be called CLTS, though without its spirit, principles, and vital behaviour and attitudes. If this happens, the huge potential of CLTS will not be fulfilled.

To meet these challenges, and to spread good practice, guidelines for trainers are needed urgently. I hope these guidelines will help to meet the challenges. These guidelines build on earlier CLTS publications (see [Appendix J](#)) and draw on my experience with over 100 training sessions in at least 25 countries in Asia, Africa and Latin America. In effect, people have to become good facilitators before they can become good trainers of facilitators. Therefore these guidelines firstly describe training methodologies that focus on training good facilitators, and in addition give tips on how to train trainers of facilitators. This way I hope to meet both needs.

If CLTS is to go to scale and reach its full potential, the quality of training – for other trainers, and for facilitators – is of vital importance. With this in

mind, I expect these guidelines to inform, help and inspire trainers, and those in the organisations that support their work, to commit to quality in training and in CLTS practice. The reward for all of us will be a vastly improved quality of life for millions of people living in rural areas.

The guide has 3 parts. Part 1 (chapter 1 to 3) introduces the scope, purpose and basic CLTS terminology. Part 2 (chapter 4 to 16) describes the detailed steps of the proposed training methodology and process; and Part 3 (Appendix A to J) provides additional background information and references to the steps described in Part 2.

## 2) SCOPE AND PURPOSE OF THE GUIDELINES

The Handbook on CLTS describes the basics of CLTS facilitation and is essential and useful material for the field facilitators. This guideline, on the other hand, is written with a focus to meet the requirements of the trainers of CLTS facilitators, and of future CLTS trainers who are not yet experienced CLTS facilitators. The guide can also be used by trainers who wish to train trainers of CLTS facilitators, but not all parts of the guidelines will be equally applicable, and trainers of trainers will need to use their own common sense and experience to pull together elements of the training described in this guideline and elements from other training of trainers guidelines, for instance on the Experiential Learning Cycle (ELC).

**Trainers of Facilitators** are those who would train field staff and field facilitators who, upon successful completion of training, would directly facilitate and trigger CLTS with the local communities and provide post-triggering follow-up.

**Trainers of CLTS Trainers** are those who would train skilled facilitators to become CLTS trainers in the future. Trainers of other participatory methods who gained skills of facilitating CLTS are also included in this category. **In other words, to become a trainer of CLTS one has to be a CLTS facilitator first.** If people are not experienced CLTS facilitators yet, they will first need to follow the training described in this guideline before they can become *trainers* of CLTS facilitators. However if they already are experienced CLTS facilitators, they may not need to go through all the steps described in this guideline, and a more custom-made training of trainers workshop might be more appropriate.

The trainers of CLTS must not encourage anyone to become a CLTS trainer unless the person has

acquired adequate skills of facilitation and has successfully facilitated the process of emergence of a good number of ODF villages. It is important to mention here that a CLTS facilitator in the field would use the minimum number of tools necessary to reach the triggering moment. She/he would not use any tools unnecessarily. A trainer by contrast needs to expose the participants to all the triggering tools used in CLTS in case they are needed by the users in the future. At the same time each CLTS triggering with the community is a real event and not all the tools are applicable, even after the ignition moment was reached. Such subtle and challenging decisions as to how to expose the participants to all tools in the field situation need to be taken by the trainers.

**Facilitators of CLTS** are those who work directly with the community and trigger CLTS at that level. The CLTS facilitators could be front-line staff of government or non-governmental organisations or even Natural Leaders who emerged from ODF villages.

**Community Consultants** emerge from amongst the successful Natural Leaders within communities. Natural Leaders emerging from the ODF villages often do not stop their activities after making their own villages ODF but continue to work either in tackling other issues of their communities or transforming other communities in the neighbouring areas as well. Selectively, some of these Natural Leaders could be used as Community Consultants in the spread and scaling up of CLTS. Ideally community-led total sanitation should be a community-led extension process. Many organisations across the world use Natural Leaders as Community Consultants in scaling up CLTS.

Given an exposure and proper training on CLTS, including facilitation skills, these Natural Leaders could do a marvellous job of triggering CLTS and follow-up leading to ODF status in villages outside of their own.

Therefore it is very important for the trainers to carefully select each participant for the training of facilitators or training of trainers workshop. Please check the category in which a particular participant belongs and how and whom he or she is going to train after receiving this training from you.

## 3) INTRODUCTION TO CLTS TERMINOLOGY

As mentioned earlier, any person who is going to train the facilitators or trainers of CLTS must not only acquire adequate knowledge on the principles,



**Right:** The Natural Leaders standing with the village Chief and a map of the locations of the three villages. **Left:** Women Natural Leaders in Eritrea decided to clean up three neighbouring villages after declaring them ODF.

rationale, genesis, methodology and applicability of CLTS but also gain enough skills and experience of facilitation and real triggering with the communities. Therefore it is expected that the CLTS facilitators will know the Handbook on CLTS very well and be familiar with CLTS terminology before reading this Trainers' Guide.

However, the following major terms and expressions commonly used in CLTS are explained briefly. I would strongly recommend that this Guide be used in conjunction with the Handbook on Community-Led Total Sanitation.

**A brief description of some CLTS terms is given below. For details, please refer to the Handbook on CLTS. In section 6.4 below, relevant page numbers containing a description of each CLTS tool in the Handbook are mentioned.**

#### **“Triggering CLTS with communities”**

The process of facilitating participatory exercises using different tools of CLTS, where a local community realises the bad effects of open defecation and decides to stop it through collective analysis of its own sanitation situation and profile, is called “triggering”. Triggering exercises are facilitated separately for the adults, children and wherever necessary for the women.

#### **“Defecation area mapping”**

In a defecation area mapping exercise, members of the local community join together and draw a large ground map of their village/neighbourhood using different colour powders, chalk, saw dust, ash, rice husk or other local materials. While

indicating the outer boundary of the village, on the ground map they indicate their houses (using cards), main landmarks like schools, churches, temples, mosques, main roads, bushes, forest, water sources, etc. Finally, they show places of open defecation using yellow powder on the map and draw lines to connect those areas with their respective homes. This indicates clearly who goes where for OD. Defecation area mapping is facilitated separately for the women and children. Interesting patterns of adult men, women and children emerge from well-facilitated maps.

#### **“Calculation of shit”**

Generally this participatory analysis follows immediately after the defecation area mapping and emergency defecation mapping is done. Members of the community discuss and calculate the average amount of shit one person produces per day and multiply that amount by the number of members in the family. If they decide the amount of shit produced per day is 0.5 kg and the total members in the family are five, they would write 2.5 kg on the card. Finally they add up the amount written on all the cards and calculate the total amount of shit spread by them in the open on each single day. Further, they calculate the total amount produced per week, month and year, which they write on a flip chart hung on a wall or tree. This is also facilitated separately for the adults and children. This exercise generates an element of shame and disgust among the participating members of the community.

#### **“Calculation of household medical expenses”**

Communities do this analysis the same way as they do the calculation of shit. Participating members



discuss and decide the average amount of money they spend on treatment of diarrhoea, dysentery and other enteric diseases caused by open defecation. Often the cost varies greatly between families. However, once most families agree an average amount of money spent per month or year per family, they write the figure on the card. Then they calculate the total amount of money going out of the village every year/over the next ten years. This calculation is also written on a flip chart and hung on the wall. Discussion follows comparing the amount of shit spread vs. the consequent amount of money spent for treatment. Questions are asked: is that practice making them richer or poorer? This analysis is not generally done with the children's groups.

### **“Defecation area transect”**

During this exercise, members of the community gathered around the map are requested to take the visitors to those places which are being used for OD by many families. One or two groups of adults could visit more than one major OD area in and around the village. A lot of interesting discussions take place during OD area transect walks. Children are taken for transect walks separately from the adults. One of the main objectives of facilitating this exercise is to provoke an element of disgust and fear of contamination and disease.

### **“Diagramming faecal-oral contamination route”**

Sequentially this analysis could either be facilitated after OD area mapping or after an OD area transect walk. CLTS facilitators use their own best judgment to decide this. Drawing attention to the huge amount of shit produced and spread in the open on a daily basis, the community members are asked where it all goes. Some might say it gets in the water through rain, or is brought home by flies, domestic animals, shoes, bicycle tires, etc. As they (members of the community) respond to the questions asked by the facilitators, they are written on separate cards and are placed on the ground and a linkage diagram is facilitated. If facilitated nicely, the children's group always do very interesting faecal-oral contamination route analyses. These cards, often with simple pictures, are then glued on a chart paper and presented to the large group by the analysts. This exercise provokes extreme disgust amongst the community analysts. Often at this point the triggering process reaches its peak when people spontaneously say: “We have been eating each other's shit”.

### **“Food and shit”**

Facilitators collect raw shit from OD areas during transect walks and bring it to the gathering around the ground map where everybody assembles after the walk. A plate of food is kept next to the shit quietly. Fresh food and raw shit quickly attract flies, which start moving between the two. Community

members notice the phenomenon very soon and begin to react. Often reactions lead to women spitting profusely or even vomiting. An extreme level of disgust is generated at this point, which results in triggering.

### **“Water and shit”**

A sealed bottle of fresh drinking water (or a glass of drinking water sought from a household) is offered to a few members of the community. Naturally they wouldn't hesitate to drink the water. After some drink the water, the bottle is taken back, and the lead facilitator plucks a hair from his/her head and touches it on the shit and dips it in the drinking water in the bottle. After a couple of shakes the same bottle of water is offered again to the same persons. Though the water looks as fresh and clear as it was before, people refuse to drink or even to touch it. Questions are then asked as to how many legs a fly has/whether flies could bring more or less shit on their legs/whether people throw away the food or plates, or the glass or drink, once flies land on them. The conversation that follows leads to communities concluding of their own accord that they were ingesting each other's shit through food and drink.

### **“Triggering moment”**

The triggering moment is the time when the analyzing community collectively realises the danger of OD and feels disgusted about continuing the practice of open defecation for even a single day. This quickly moves on to a collective local decision to stop open defecation right away. Some of the common symptoms of a triggering moment might include community responses like: “We are poor, and we can't afford to build latrines. Could you help us to do so? We want to stop OD immediately, we will start digging pits at once”, etc.

### **“ODF planning”**

Immediately after triggering some members of the community spring up and decide to start digging a pit on the same day or the next morning. Many others join the discussion and look for various options. At this stage CLTS facilitators encourage early starters and appreciate their urgent action against OD. Facilitators ask the entire community if anyone else would be interested to see the technique of construction of a latrine by their fellow villagers or would be interested to start construction. Outsiders facilitate the process of planning by the community for achieving ODF status. This includes a week-by-week listing of families willing to start constructing latrines on their own, the formation of a sanitation committee or strengthening of an existing one, the identification and invitation of Natural Leaders for presentation of their plans the next day/after two days, and a decision on the final date of declaration of the ODF Community and a celebration.



### “Natural Leaders”

Natural Leaders are the ones who emerge spontaneously during the process of triggering and post-triggering stages. These are the people who take the lead role in cleaning up the community and in ending OD, as they best understand the meaninglessness of constructing a few more latrines rather than eradicating OD. They are the ones who really get charged up from the entire process, want to stop OD with immediate effect and jump into action, involving the community/neighbourhood in eradicating the practice. They could be schoolboys or girls, young men or women, elderly people, religious leaders or formal/informal leaders of the village or community. Often these Natural Leaders don't stop after the community achieves ODF status but carry on with their efforts, addressing other common needs of the community like food security, livelihoods, education or protection from natural calamities.

### “Community presentation”

Generally community presentations are organised on the last day of a CLTS training workshop, when 3, 4 or more members from all the communities (where participants of the workshop triggered CLTS) are invited to the main workshop venue for presentation of their analysis of the sanitation profile and plans of action. Arrangements for transport and snacks and lunch are also made for the visitors. Facilitators help them to arrange their presentation of the village analysis done during the triggering process and follow-up plans, including the date for the declaration of ODF. People from concerned

government departments, NGO and INGO leaders and civil society members are invited to listen to the community presentations and interact with them. This further reinforces the implementation of plans made by the communities.

### “Community Consultant”

As the triggered community implements its plan and moves toward achieving ODF status, some Natural Leaders gain more prominence than others, mainly due to their leadership roles and qualities in involving the community at large in eradication of OD. Often they initiate other collective local actions in addressing issues like solid waste management, cleaning of public toilets, drains and other such aspects. Outside facilitators providing follow-up to these communities keep an eye on these emerging natural leaders, who are different and could be used as Community Consultants in triggering nearby communities later.

Natural Leaders with special skills and capabilities who are willing to serve other communities are given further training and exposure and are used as Community Consultants of CLTS either individually or in groups. INGOs, NGOs, municipalities and government departments in some countries have engaged Natural Leaders as Community Consultants on payment of remuneration/fees. Often Community Consultants do a much better job in transforming communities practicing OD to ODF. Using selected Natural Leaders as Community Consultants could be very effective in scaling up CLTS faster than traditional methods.



### “ODF declaration and celebration”

Once the community stops the practice of OD totally and continues to maintain this status for a few months showing almost no indication of reverting to the practice of OD, rigorous verification and certification procedures are followed before they are declared ODF. The concerned community, Natural Leaders from neighbouring ODF villages if any, and agencies associated with the process of triggering, follow-up and verification and certification, jointly agree the declaration of ODF status before a celebration is arranged. On the day of the declaration a big celebration is arranged when Chiefs from the neighbouring villages and people from institutions involved in sanitation are invited. Natural Leaders run the show and offer their support to any community wanting to become ODF. If possible, electronic and print media are invited to cover the event.

Within 24 hours of triggering, the community in a village near Kolokani in Mali, dug 35 pits and started constructing latrines.

# PART 2: TRAINING METHODOLOGIES, TOOLS AND PROCESS

## 4) PLANNING AND PREPARATION FOR TRAINING

### 4.1 Sponsoring organisations

It may be efficient for one organisation to take the lead. At the same time, it is a good idea to encourage a consortium of like-minded organisations to sponsor training, and to send participants. This helps to create a spirit of collaboration and mutual support and so multiplies the impact of the training. It can provide the basis for later networking and functional linkages, for example through trainers working together and through interchange of natural leaders who emerge at the community level.



### 4.2 Timing of workshop and activities

Plan workshops at times convenient for communities. Avoid critical peak periods like sowing, weeding and harvesting, and lean seasons. Arrange triggering for days and times of the day that will be convenient for communities. Avoid market days and festivals.

### 4.3 Selection of participants

This guide refers to the training of CLTS facilitators and trainers. In training trainers there are usually fewer participants than in training facilitators.

**The following points may be kept in mind. Try to ensure that:**

- a good proportion are young and energetic;
- some or most have Participatory Rural Appraisal (PRA) experience;

- there is a good gender balance;
- most participants can speak the local language in the communities;
- in training of trainers, those who are trainers by profession should be open to experiential learning and not fixated on classroom teaching;
- in training of trainers, there are no more than 20-25 participants (except in special cases where a good number (3 or 4) of trained and experienced facilitators are available to work with the lead trainer).

If institutionalisation of the approach needs high-level support, one or two senior officers from the policy, advocacy or human resource departments of the trainees' organisations should take part. Similarly, technical managers of line departments of engineering, health, community development, education, rural development etc, could be involved in the training experience in order to develop a

common understanding of the approach. Such people should be kept in reasonable numbers, however, and never be a majority.

Care needs to be taken in finding the right people who can be future trainers of CLTS. This is quite crucial when selecting participants for a Training of Trainers (TOT) course. Not everyone is a natural trainer. Not everyone takes easily to the style of training and facilitation that are at the core of CLTS. Some have a natural flair as facilitators or trainers (which also aren't necessarily the same thing) and some try to acquire it with great difficulty. Invest time and resources in finding the right kind of people.

Ask these questions when selecting future CLTS facilitators for facilitator training or future trainers for a TOT. Positive answers are not essential but will indicate degrees of suitability.

- Are they going to be able to be full time on CLTS? Is there provision for this? Is there a danger that they will be reassigned or promoted to a post unconnected with CLTS?
- Are they coming with genuine interest in the approach or merely to obtain another certificate? Have they been sent against their wishes?
- For training of trainers, do they have 5-10 years of "hands-on" experience of participatory working with communities?
- For training of trainers, do they have a proven record of successfully empowering communities towards initiating collective local actions?
- Are they experienced with the skills, attitudes and behaviour of good participatory practice, and are they familiar with PRA tools? (This is desirable, though there have been cases of people without much experience on PRA who do well in facilitating CLTS.)
- Most importantly: are they flexible, friendly, jovial, and full of jokes and humour? Do they have a natural rapport with people? Do they mix well? Are they the sort of people who enjoy singing, dancing and fun?

Bear in mind that young professionals often become better trainers and facilitators than their senior counterparts. The latter may not want to change their convictions about sanitation approaches near the end of their careers. However, as always, there can be exceptions. In many international/regional workshops, I have met participants (senior people from their respective organisations) saying that hands-on CLTS training totally transformed their 25-30 year-old ideas and their understanding of local people's ability and power to take charge of their own sanitation. As always, use your best judgment.

#### 4.4 Advance information to participants and resource persons

Send advance information to all participants and resource persons. Explain that they should arrive in good time on the day before the training starts. Warn them that activities will not be strictly time-bound but will go on late. If they live nearby, returning home early will not be possible, and it will be better that they stay at the venue with everyone else.

If possible, invite leaders like headmen or schoolteachers to the second half of the first day's workshop to meet the participants and discuss the strategy for the next day in the village.

Consider inviting senior champions from the government or NGOs to come for the second triggering day (often the third day of a five-day training workshop) to participate and see CLTS in action.

If possible, selectively invite a couple of natural leaders from the nearby areas who are known and have become role models. They can then share their own experiences with the trainers spontaneously throughout the training. Invite other natural leaders from communities that are already ODF to attend the last day of the training to connect up with the triggered communities.

#### 4.5 Selection and preparation of communities

The training participants will be grouped into field groups to carry out live triggering in a number of communities. The number of communities needed for triggering can be worked out from the number of training participants, the number in each field group (usually 5-6 for adults and 3-4 for children), and the number of communities (usually 2) to be triggered by each group. The villages should:

- be conveniently close to the workshop venue
- practice open defecation
- be as filthy and dirty as possible
- preferably not have a history of an earlier hardware subsidy programme
- not be too large (ideally between 30 and 100 households)
- be where local organisations will be well placed to follow up.

Follow-up by local organisations is vital and easily neglected. Training should be a model of good practice. Triggering without follow up is a bad practice and must be discouraged. Follow-up must be negotiated and agreed before the training and



those from the organisation(s) following up should be present and make commitments at the feedback meeting on the final day (see below).

Inform the formal leaders of the communities that outsiders will be visiting to learn about the sanitation situation in their villages. Arrange and agree the time and venue in the village. Stress that everyone in the community should be informed and invited. Avoid market days, holidays and festivals, and, if known, marriage celebrations.

The organisers involved in pre-triggering arrangements should inform and invite selected community leaders in advance to the workshop venue at the end of day one to meet and discuss with the groups of participants about planning a visit to their respective villages in the following days. Please see 'Informal meeting with the community leaders' in section 8.2.

#### 4.6 Selection of and arrangements with video cameraperson

The video camera-person has several key roles: **1)** recording participants on video to play back to them and show their behaviour and attitudes, **2)** recording on video what is done by the community in immediate follow up after triggering to play back to them and the whole group on the last day and **3)** recording community members on video when they present on the last day and declare target dates for becoming ODF, and the reactions and responses of senior policy makers and others.



**Right:** Lack of space between presenter groups and scorching sun adversely affect the quality of the presentation.

**Left:** Members of the community in a village in White Nile State in Sudan taking positions on a big map to indicate their houses and places for open defecation.

Ensure that s/he has enough batteries and editing equipment, especially the connecting cord from the video camera to the multi-media or TV. Brief the person thoroughly in advance and give guidance during the process.

#### 4.7 Logistics

##### Venue

To reduce travel time, the venue should be fairly close to the communities being triggered. The training venue should have a large hall that can be darkened for slide shows and videos. Chairs should be light, easy to move, tough and stackable. They should preferably be set out in a circle or U shape, with a big open space in the centre, and no tables in front of participants. In a large hall, a few tables should be at the walls for group meetings and discussions.

##### Try to ensure:

- enough wall space for putting up all the charts and posters emerging from the workshop;
- enough space in the hall for at least an extra 30-40 people to sit or stand around. This is for the last day when the community members come in to make their presentations;
- that the training hall is not too hot or too cold. In hot conditions, air conditioning improves efficiency (For example, a venue had to be shifted from a renovated poultry shed near Islamabad to a hotel in Rawalpindi due to unbearable heat and humidity. Participants were freezing cold in the training hall in Kangra, Himachal Pradesh, but when 10 charcoal stoves were brought in nothing could be seen due to smoke).





## Transport

Adequate transport arrangements will be needed for all the subgroups to travel to different villages independently. Ideally, transport will be provided to bring village leaders to the venue to meet the teams on the afternoon of the first day, and to return them again to their respective villages.

## Accommodation and food

Arrangements need to be made for accommodation and food for all participants.

Community members from the selected villages will be invited to the main training centre for the last day of the training workshop. Hence the number of people to be catered for on the last day or couple of days increases.

## Equipment and training material (see Appendix A)

## 5) WORKSHOP STRUCTURE

### 5.1 Trainers' Preparatory Meeting

Trainers should be in touch with each other before the training to liaise about details. A face-to-face meeting is a good idea at least a day before the training starts.

### 5.2 Duration and Sequence

Durations and sequences of training workshops vary. Triggerings on two or even three successive days, in different communities, are desirable for gaining experience and confidence. A good practical length is 5 days with triggering on days 2 and 3.

This can be:

|                        |   |
|------------------------|---|
| <b>Day</b><br><b>0</b> | <ul style="list-style-type: none"> <li>■ Arrival of participants.</li> <li>■ Informal meeting in the evening</li> <li>■ Logistical arrangements</li> </ul>  |
| <b>1</b>               | <p><b>Getting Started</b></p> <ul style="list-style-type: none"> <li>■ Inauguration (optional)</li> <li>■ Introductions, setting norms, expectations (if not covered the evening before)</li> </ul> <p><b>Why CLTS?</b></p> <ul style="list-style-type: none"> <li>■ Essentials of attitude and behaviour change</li> <li>■ What is CLTS? Sharing experiences</li> </ul> <p><b>Training exercises and activities</b></p> <ul style="list-style-type: none"> <li>■ Forming and briefing fieldwork groups</li> <li>■ Groups meet community representatives</li> <li>■ Groups start working on village strategy</li> </ul> |
| <b>2</b>               | <ul style="list-style-type: none"> <li>■ (a.m.) Continue training exercises and activities. Groups review, present and fine tune their village work strategies</li> <li>■ (p.m.) Hands-on triggering in first communities</li> </ul>  |
| <b>3</b>               | <p><b>Reflection and review</b></p> <ul style="list-style-type: none"> <li>■ (a.m.) Brief reflection and review</li> <li>■ Quick sharing of experiences</li> <li>■ Video replay with analysis by the participating trainers</li> <li>■ Groups review and fine tune their strategies with detailed comment from each group on the rationale and need for such change</li> <li>■ (p.m.) Triggering in second communities</li> </ul>   |
| <b>4</b>               | <p><b>Reflection and practice session</b></p> <ul style="list-style-type: none"> <li>■ Quick sharing of experiences, comparing day 2 and day 3 outcomes</li> <li>■ Reflection and review and practice sessions by participating trainers and co-trainers</li> <li>■ Preparation for report and follow up</li> <li>■ Briefing for day 5</li> </ul>   |
| <b>5</b>               | <p><b>Community feedback and follow-up planning</b></p> <ul style="list-style-type: none"> <li>■ Community feedback</li> <li>■ Form groups by affiliation (i.e. organisations), departments or areas</li> <li>■ Prepare and present action plans and commitments</li> </ul>   |
| <b>Thereafter</b>      | <ul style="list-style-type: none"> <li>■ Follow up with communities and trainers</li> </ul>   |



Participating trainers at group work in the breakout session- Eastern Samar, Philippines.

This is not suggested as a rigid frame but as a sequence and timing that has been found practical. The first day is quite intense. Participants sometimes say that they are not ready to trigger on day 2, but there is much to be said for learning by doing without delay.

It is also possible to do triggering on three consecutive days – 2, 3 and 4.

Training can also be for longer than 5 days.

### 5.3 The evening before

Try to ensure that all invited participants arrive on the afternoon of Day 0. This will avoid any struggle of late arrivals to catch up. It is always better to kick-off “hands-on” training workshops on CLTS in the evening before the first full day with an informal meeting of all participants. This saves vital time and can be used to:

- Cover and sort out some of the basics of any workshop like introductions, expectations from the participants, objectives of the workshop, workshop schedule, basic housekeeping rules, travel arrangements, accommodation and food, and other issues that contribute to the success of the training.
- Identify people (men and women) who can whistle loudly. Two or three (depending on the total number of participants) are selected and given the responsibility of Chief Time Keeper, Deputy and so on. Generally, Time Keepers do a great job by blowing their whistles to remind all about the time and keeping everyone amused.
- Give participants a chance to meet each other, know about each other’s work and affiliations/ organisations, and absorb the first shock of the words used in CLTS training.

- Give trainers time to observe the participants, know about their experiences, professional background, mind-set, attitudes, and facilitation skills, etc. This is important and useful in forming balanced groups for village triggering exercises.

## 6) GETTING STARTED

### 6.1 Inauguration

If there is to be an inauguration:

- be careful deciding who to invite; ideally there should be someone senior from the Government or from an NGO/INGO involved in scaling up, and
- meet the person and ask them to
  - be short, crisp and to the point
  - touch on the importance of the training
  - encourage the spirit of learning a new approach through hands-on training
  - promote a relaxed, flexible and healthy learning atmosphere – humour helps.

### 6.2 Introductions and icebreakers

(On the evening of day 0 or the morning of day 1 or divided between them)

It is best to limit introductions and icebreakers to 30 – 60 minutes. Keep it lively and rapid. Aim to:

- give everyone a chance to know each other and break the ice
- set a tension-free and relaxed environment for training and learning.

#### Choose carefully the style of introductions.

##### Options include:

- Asking participants to meet each other and ask questions such as name, family situation (e.g. married? children?), institution, years of experience, hobby, favourite colour, film star, food, football club, etc.
- Forming subgroups on the basis of districts where they were born, professional background, colour of shoes, skirts, shirts etc., number of children and so on.

#### Use icebreakers to overcome inhibitions and get into the spirit of CLTS:

- Set an example and encourage everyone to overcome any reluctance to use the word “shit”. Ask them to share the equivalent words in other languages.
- Ask all to raise their hands if they have ever

defecated in the open, even if it was only once in their lifetime? Ask the rest to sympathise with any who do not raise their hands. What a wonderful experience of human life they have missed! It is fun!

- Ask the participants when they last defecated in the open? Then ask them to tell five others in turn and discuss the experience. This is a key activity in the early stages of the training!

Even when people are enjoying themselves with laughter, don't let introductions and icebreakers go on too long. There will be other chances to meet and get to know one another.

Facilitate a participatory session to set norms for behaviour and interaction, such as arriving on time, and not leaving early, switching off mobile phones, not interrupting others, and keeping to agreed time spans for group work. One option is to appoint timekeepers, who can then use whistling, clapping or other noises to signal starting and finishing times and ensure that everyone follows the schedule.



Participating trainers sorting out expectation cards under different topics – Mozambique.

### 6.3 Expectations

Participants' expectations can tell you what they are hoping for, and can help you to orient your training. They also give important information about the mindsets and attitudes of participants and the potential challenges these pose.

There are various ways of doing this. One method that works well is to put cards and markers on the floor in the middle of the room, and to ask participants to:

- Write their expectations in big letters, with a separate card for each, e.g. someone with ten expectations should use ten cards.
- Throw the cards on the floor.

- Cluster the cards by major headings, like methods and tools; community consultation; monitoring, etc. As the clusters emerge, write distinct cards for the headings and place them at the top of the clusters.

#### Then

- Ask for a volunteer to read the cards in one cluster out loud, and then others to read out others. Ensure that everyone is involved in this, e.g. women and men, senior and junior staff, etc.
- Hang the cards in separate columns on the wall and leave them there throughout the training. Tell participants to add more cards at any time.
- Refer to cards at appropriate moments during the training, particularly those which raise doubts, and ask those who wrote them if their doubts have been dealt with.

### 6.4 Objectives

Objectives should be agreed beforehand with the agency responsible for the training and based on the training needs. You or others could assess these beforehand. The objectives should state what will have been achieved by the end of the workshop. An example from Zambia is given in [box 1](#).

#### Box 1: Objectives of a CLTS Trainers' Training in Zambia

By the end of five days hands-on training workshop all participants will have:

- 1) Gained knowledge and understanding on the Community-Led Total Sanitation approach, its rationale, origin, development, methodology, spread and applicability in Zambia.
- 2) Developed skills of facilitation of CLTS to be able to trigger CLTS in their own working areas.
- 3) Arranged sharing of new experiences by the potential Natural Leaders from CLTS triggered communities with institutions working on sanitation in Monze District and other national and international NGOs like WaterAid, Oxfam, and Plan International working in Zambia.
- 4) Developed plans of action for introducing and implementing CLTS by their respective organisations in the next six months.
- 5) Developed an informal network of institutions, practitioners and facilitators of CLTS in Zambia.



Woman from a triggered community making presentation, Chisamba, Zambia.

Display on a flip chart or some other means the objectives of the workshop. Read them out and ask if participants understand them well. Ask if any clarifications are needed. Relate the objectives to the expectations.

Keep the statement of objectives on the wall throughout the entire duration of the workshop. You will be returning to them at the end of the training.

Don't spend more than fifteen minutes on the above agenda items.

Trainers must also prepare for themselves the objectives for each session of the workshop.

*Emphasise that it is important to note, if necessary, that this is not a training workshop after which participants will receive a certificate as CLTS facilitators. This is not about putting another course they have done on their list. The proof of whether they have really participated in the training will lie in their future work and its outcome.*

**If you are facilitating an advanced training of trainers course with experienced CLTS facilitators**, please ensure that you allocate sufficient time for practice sessions by the trainers with co-trainers. Introduce the concept of the Experiential Learning Cycle (ELC), including use of Lecturettes, Role Play, Case Studies, the Co-Trainer concept, etc. You could also form groups to watch the facilitation and team management in the field and exchange notes at the end of each day to determine different categories of learners and trainers e.g. *star*, *cooperative*, *shy*, *lonely* and *problem learners*. Decide strategies for the next day in order to improve the quality of training and

enhance participation of all trainers. With close observation and the right flexible training strategy in place, a *"problem learner"* could be transformed into a *"star learner"*. Experienced trainers have to decide and choose very carefully what tool they want to use from the tool basket to meet any particular training need. Lecturettes, case studies, and presentations are generally effective in addressing "knowledge" & "information" oriented needs. These are useful and are focused towards "gaining knowledge". Whereas "role plays", "games", "demonstrations", and "field work", etc., effectively deal with needs related to "behaviour change", "attitude and practice", "reflections on mind-set", "acquiring skills", etc. [More detail on the ELC can be found in Appendix B](#), and general classroom facilitation tips are given in [Appendix C](#).

## 7) TRAINING AND LEARNING ACTIVITIES AND EXERCISES

### 7.1 The "Why CLTS?" exercise

To initiate discussion on the rationale of the CLTS approach, form random groups of three or four (depending on the number of participants) and ask them to:

- Discuss past rural sanitation projects that failed or didn't produce the desired results. The discussions should refer to projects that are generally known in the country.
- Write down the reasons for the failure of the project and then present these to the large group. When some groups come up with too many causes of failure, it is often useful to request them to rank the first 3-4 major causes.
- Select a person to chair the presenting back session.
- Allow discussion after each presentation.
- Ask everyone's view on each of the reasons for the failure of the project.
- Keep the posters from the group exercise on the wall throughout the workshop. Ask volunteers to collate, summarise and post up the three or four factors which rank highest. Refer to these throughout the workshop.
- Be alert and observant. At this stage you can identify participants who tend to dominate or impose their views. It is good to remind everyone at this stage that the CLTS training is about being open to entirely new learning experiences.
- When challenging questions are raised, refer these to the group to respond, or suggest asking community members, as appropriate.
- Emphasise the difference between teaching and learning.



## Describe CLTS

Use a combination of lecturette, video and slide show, interspersed with group exercises. (A lecturette is a short version of a lecture. Lectures are used in “Teaching”, whereas in “Training,” and more especially in Experiential Learning approaches, lectures are not used. Instead “lecturettes” are used which never exceed 15 to 20 minutes and which use many visuals and often draw on the experiences of the participants, who are adult learners. Long lectures are avoided in training as the level of concentration/attention tends to fall sharply after 20 minutes).

## 7.2 Behaviour and attitudes role plays

Behaviour and attitude changes of outsiders are essential for successful facilitation of CLTS.

Role plays enable participants to become aware of their own and others’ behaviour and attitudes. They form a vital part of the training. They can include:

- **Non-verbal gestures.** Divide all into 4-5 groups and allow 5 to 10 minutes to prepare and rehearse silent non-verbal role plays on “top-down”, “dominating”, “friendly”, and “participatory” gestures. Let the groups play roles of outsiders and community members. While one group role plays, the others are observers and note particular body languages and gestures. After each role play distil learning by asking questions to the observers, with someone writing on flip charts the emerging do’s and don’ts. Repeatedly remind the observers to observe the specific “*body languages*” of the outsiders.
- **CLTS facilitation.** To demonstrate behaviours and attitudes in villages, including mistakes, form two groups, one with two or three experienced trainers to play the role of facilitators, and the other with five or six participants, including women, to play members of the community, while the rest of the participants watch. Explain very clearly that in the role play, they should watch the facilitators carefully and all of their actions (body language, eye contact, etc) will be discussed in detail after the role play. Brief the two groups separately. They are supposed to act out a triggering exercise and at the same time act out the mistakes, omissions and affirmations dealing with gatekeepers and team roles listed below.

### Our mistakes

- One facilitator walks up to the map and interferes when the community is mapping. Another facilitator drags him away from the map.
- A facilitator gives out the cards for writing households and calculating shit produced. The

other facilitator snatches the cards and puts them in the middle of the map for people to pick up for themselves.

- Repeat for giving out powders and coloured markers.
- Facilitators add up the total shit for the community and calculate total for the day/month/year. Snatch the sheet with calculations from them and hand over to the community.
- Facilitators write the names on cards. Seize the pens and hand over to the people.
- A facilitator starts talking on a mobile phone. The other admonishes him and makes him stop.
- A facilitator starts lecturing or criticising. The other taps him on the shoulder and they both laugh.

### Our omissions

- A woman says quietly – we are eating one another’s shit. The facilitator misses or overlooks this. The other rushes up and asks her to speak out and then asks those who agree to raise their hands.
- A man says: “I am going to start at once and dig.” The facilitator does not notice. The other brings the man out and asks him to repeat it, and then asks everyone to give a loud applause.
- A man says he is too poor to do anything and has to wait for outside help. The facilitator asks if others are willing to go on eating shit until outside help comes.

### Our affirmations

- After each exercise the facilitator summarises in a neutral way what has been shown and learnt.
- After the map, the facilitator summarises what it has shown, and that there is shit all over the place
- After the shit calculations, he/she summarises how much is produced and spread in the open daily
- After the health expenditure calculations, he/she summarises how much money is leaving the community
- After the pathways to the mouth analysis, the summary points out that you are eating one another’s shit, etc.
- The facilitator repeatedly says: “We are not telling you to construct toilets or to stop OD, we have just come to learn.”

### Dealing with gatekeepers, fence-sitters, etc.

- A participant interferes with the map, or raises objections. A facilitator approaches him and takes him off for a friendly chat.
- Demonstrate teamwork and roles through a role-play involving the lead facilitator, co-facilitator, environment setter, and content process recorder. Please see “Responsibilities in triggering groups” on page 21.

### 7.3 Basics of CLTS facilitation

Facilitation for CLTS is not the same as for PRA. A CLTS facilitator in a community stresses his or her role as a learner from the community; a person who would like to know and understand their sanitation practices. The facilitator is not there to teach anything, but more as a student who wants to learn. This is coupled with managing the sequence of the triggering process in a way which helps people to visualise and see what their practices are and through guiding their own analysis to understand the consequences.

The facilitator is continuously on the watch out for any individual who will denounce or criticise current practice, and then help them to amplify their critical voice. Ask: how many agree?

For do's and don'ts of facilitation see [Appendix C](#).



### 7.4 Dry runs of triggering activities

Ask groups to do dry runs of triggering activities, acting out (numbers in brackets refer to relevant pages in the CLTS Handbook):

#### Triggering

- **Getting started.** Rapport building, introduction, explaining objectives of visit, walking around the village, and informing people about the meeting and its location. People can be called in whatever way is the local custom.
- **Mapping** (Handbook: 31): This should be focused, fast and fun. Mapping must be on the ground with colours, chalks, cards, symbols etc, indicating details relating to health and diarrhoea like the major defecation areas, where the amateur private doctors known as “quacks” live, expenditures on health, and so on.
- **Defecation area transect** (Handbook: 27-29) and asking questions on the transect walk.
- **Shit and medical expenses calculations** (Handbook: 33-4).
- **Glass of water and shit** (Handbook: 34-35).
- **Shit and food** (Handbook: 34-36).
- **Pathways of faecal-oral contamination**, from open shit to open mouth (Handbook: 34).

#### Actions if triggered

**Discuss the ignition moment** very thoroughly in the classroom. Explain clearly before the participants visit villages for real triggering. As a result of the above activities, if triggering occurs, the participants should move to the next stage:

- Asking who would like to stop OD immediately, with raising of hands.
- If the cost of a latrine is a constraint, ask who would be interested to know the cheapest latrines constructed by communities elsewhere (Handbook: 37).
- When all agree and demand to know, draw a simple sketch of a direct pit latrine using black marker and clear drawing.
- Hand over the marker to interested community members to do their own drawings.
- Ask those who will act at once to write up their names.
- Identify prospective natural leaders and invite them for the last day. Also ask the community to select its own representatives to present their plans to the workshop.
- Leave markers and papers for the community to come up with plans for the last day. Tell the

**Top:** Potential Natural Leaders and Community Engineers took control after triggering and were busy drawing their own latrine designs in a village near Cochabamba in Bolivia. **Bottom:** No outside facilitator is in control of the proceedings. A village near Cochabamba in Bolivia.

community to transfer the map, and all analysis on chart papers, for presentation at the workshop.

- Inform them that they will be making a presentation of their sanitation profile, plans of action, date of declaration of ODF, and the progress made during the last 48 hours after triggering.
- If some start digging straight away, arrange for the video person to be present. If others decide to start the next day, ask if they would like to be filmed at work or on completion of a particular stage, which would be shown to other communities on the last day of the workshop.
- Inform the community about the logistical arrangements for bringing their representatives to workshop venue, return and lunch, etc.

## 7.5 Session on challenges

Ask groups or subgroups what challenges they anticipate. Do they feel confident about responding to them?

- discuss doubts
- stress that being honest about problems and mistakes as they arise can teach much more
- encourage self-reflection
- praise those who admit mistakes
- show self/critical awareness
- get participants to discuss responses to potential challenges
- stress that not all triggering will produce the same results
- lightly discuss favourable and unfavourable conditions
- refer where appropriate to the four types of community responses in the Handbook (38-39). Stress that the damp matchbox scenario is not a failure.

## 8) PREPARING FOR THE REAL-LIFE TRIGGERING

### 8.1 Forming groups for village triggering

Decide when to form groups for village triggering. You need enough time to assess the efficiency and facilitation skills of participants, and to identify “star learners”, “shy learners”, “problem learners” and “mediocre learners” so that you can form suitably balanced groups. It can also be difficult to move a member from a group once it has been formed.

However my experience is that there are strong advantages in forming the groups

earlier rather than later. Once in their groups participants get to know each other and find out each others’ strengths and weaknesses. They develop their own group dynamics and working relations as a basis for working as teams.

Ideally village-triggering groups should have:

- 5-6 members for the adult group and 3-4 for the children (with a total of up to 10)
- a gender balance
- some members with local language skills
- a good mixture of different backgrounds (e.g. when participants come from different ministries, or different teams in an organisation and levels (junior and senior)
- front-line extension staff from the government or NGOs who would assume responsibility for follow-up after the end of the workshop. Check that they have mobile phones so that they can be in touch with Natural Leaders during follow-up as and when required.

When the groups are standing together you can check the composition by raising of hands.

### 8.2 Responsibilities in triggering groups

Each group works out its own implementation strategy. This should include key questions for each step/segment of the triggering process as mentioned in section 7.4, *Dry runs of triggering activities*”. Questions, to be asked to the visiting community should be ready. Question should focus on the use and sequence of triggering tools beginning with the ice breaking and introduction right up to ODF planning, alternative plans for facilitation in case of unforeseen circumstances, and designated roles for each member of the group. As mentioned



Yirgalem Solomon of UNICEF Asmara (left) with the two co-facilitators, Zereabruk T (right) and Ghidey G (center) of Health Science College Asmara, making a final check of all equipment and materials the night before the training workshop, in Eritrea.

in section 7.4 above, please refer to respective pages in the Handbook of CLTS for example “key questions”.

Identify team members who will facilitate the participation of adults and of children. Children should always be involved and facilitated separately, away from the space where the adults are gathered. The team members and roles that have been found to be effective are:

### Adult group facilitators

- 1) Lead facilitator, who leads the facilitation process and discussion by asking questions, initiating participatory exercises and steering the process through different collective activities. The lead facilitator should be fluent in the local language and a person with skills in communication, a right attitude to learning from the local communities, and experience of participatory work.
- 2) Co-facilitator, who helps the lead facilitator in managing the entire process of facilitation by “paraphrasing”, “summarising”, helping to manage large community groups, carrying out participatory analysis and helping in eliciting community responses.
- 3) Content and process recorder, who records what happens and monitors how the team is following the agreed strategy; he/she also helps the lead facilitator as and when required.
- 4) Environment setter, who ensures conducive environment, makes sure that children are separated at the right time in the beginning and are involved in their own participatory exercises, deals with difficult people and monitors for right timing of the adults’ and children’s groups for the children’s presentation to the adults.

### Children’s group facilitators

- 1) lead facilitator
- 2) co-facilitator
- 3) environment setter (as for adult group)
- 4) facilitator for slogans, rhymes and procession.

If it is difficult for women to take part, or if they will be marginalised when they do, convene a separate meeting with them in a suitable venue, with only women as facilitators.

Encourage teams to draw up codes of conduct for triggering, including signals that will be used if team members fall into lecturing mode, dominate or ask lead questions, e.g. shoulder tapping or passing a marker pen to the person.

Warn the groups that they will need to write up their group reports on each day’s triggering exercise, to feed into their final report at the end of the week.

### Informal meeting with village leaders

Near the end of the first day, welcome the village leaders who have come to discuss the programme for the next day and to meet the teams. Have tea and snacks with them. Share the hope of meeting everyone, and of being able to walk around the village. Do not discuss the strategy of facilitation or the no-subsidy policy.

Make sure all preparations for the field visits are finalized beforehand. Appendix D contains a checklist of materials to be taken to the field for facilitating community analysis and CLTS triggering.

## 9) COMMUNITY HANDS-ON FIELDWORK

### 9.1 Video of trainees performing in the field and playback

When the participants are at work in the villages and are interacting with the communities, be alert with the video camera to capture the “top-down”, “instructing” and “prescriptive” behaviours. Film these quietly so that the participants do not notice. You will usually be able to capture a lot of behaviour that participants agreed not to use. Often participants go back to their normal ways of instructing instead of attentively listening to communities. Use some of these video clips in the next day’s session when you are reviewing the triggering experience. Ask participants to watch the video and identify where and how they went wrong. Pause the video at specific points when a participant makes an obvious mistake such as smoking, talking on a mobile phone during the community consultation, sitting on a chair when everyone else is on the ground, two participants laughing and having a private chat, etc. Ask what went wrong and what should have been done differently. Video feedback is a good way of raising awareness of ingrained behaviours that participants need to shed in order to do CLTS. After seeing themselves on video, participants’ performance and facilitation skills often improve dramatically.

The video playback can also be used to pick out key incidents and moments in the triggering process.

#### Tips

Brief the cameraperson before leaving for the field to:

- visit more than one community
- be discreet so as not to attract too much attention, especially from children
- remember the points he or she should capture



quietly on day one are: I) participants' attitudes and behaviours during the facilitation, II) body language and gestures, III) saboteurs, dominators, gate keepers, withdrawn participants (talking on mobile phones, relaxing and smoking when the process is going on. etc.) Further questions asked on the mapping exercise, during OD transect walk, food and shit demonstration, etc., also need to be captured.

Pick up on behaviours like:

- lecturing
- using a mobile phone
- smoking
- opting out of participation, relaxing on a chair, etc
- natural leaders emerging and taking control
- ignition moments
- record the sequence numbers and content.

Let the cameraperson go with the lead trainer on the first triggering day for guidance.

On the second triggering day he/she can go on his/her own.

## 9.2 Tips for trainers in the field

- As the trainer, you should not facilitate or get involved in direct triggering or facilitation in the field yourself except in special situations where your help and intervention is sought. Allow the participants to start and do everything on their own. Take a back seat and encourage them all.
- Don't interrupt them when they are in action and facilitating. They might get alarmed and be overly cautious in your presence.
- When you visit villages where groups of participants are triggering, walk in quietly, without disturbing the process. Keep the vehicle at a distance and walk up to the triggering site so that the crowd involved in the triggering is not distracted by your presence.
- If there are many people standing around when you arrive and/or some are still to come, consider getting started and forming an extra group later.
- Don't forget to take the video cameraperson with you. You must separately (not with the participants) brief the cameraperson what to shoot and how to shoot without disturbing the process of community analysis. Don't spend too much time in observing one or two groups only. You need to see the process of CLTS triggering in as many groups as possible. So move fairly quickly with the



Being respectful to local community leadership is essential. Chief in a village in Mali is greeted before starting the CLTS triggering session. ©Nicolas Osbert.

cameraman and spend a bit more time in groups that are a bit weaker. Use a vehicle to travel quickly to the groups.

- When you are travelling from village to village overseeing the process of triggering, in the later part of the day/evening, you will find yourself in villages that have more or less completed the appraisal and analysis and are very close to taking collective action on whether to stop OD or not. If you find low excitement, something like “scattered sparks” or a “damp match box”, meaning people are hesitant and looking for external funds, you can always share what you saw in other villages. Tell them, for example, how amazed you were to see the community in the neighbouring village (you must mention the name of the village) that took immediate action to stop OD. So you were surprised to see them want to wait for outside money and continue the business of eating each other's shit. Ask if you could take a picture of this amazing community? Sharing immediate experience from the neighbours helps.
- Remind each group to invite a few members selected by communities and the facilitators to the presentation session at the workshop venue. Inform them about transport and other logistics.
- When you notice that some members of the facilitation team are not doing what they should, do not be perturbed. Instead, start doing their work for them. For example, if the environment setter is not engaging everyone in the triggering exercise/discussions, you can encourage shy members of the community or fence-sitters to come forward and join in. When the participants see you doing their job they will be reminded about their roles and will move into action.

- If you notice a major distraction during the triggering process and feel an intervention is needed, call out some members of the facilitation team and discuss what is going wrong. Seek their views and opinion. Only if they request your intervention in facilitation, move in and facilitate. Show what you do differently and demonstrate the steps clearly so that all the participants can see where they went wrong.
- At the end of the process, if you see that the facilitating group is skipping/missing some important steps, you may walk in and take over.
- Please remember that the need for your intervention will probably be less on the second day of fieldwork. From day 2 onwards, give the teams time to start their work on their own before you arrive at the site.
- Remember that facilitation improves greatly from day 2 onwards. For you, the challenge is to hand over everything to your trainees and withdraw as quickly as possible from the “hands-on” process.
- You might notice sometimes that in spite of good team preparations and role distributions, some groups are confused or “frozen” as they enter the village. No one knows what to do and all stand together and look perplexed. They might even plan for an exhaustive introduction of themselves (e.g.

I am so-and-so from the World Bank, Government Ministry of..., etc.). Discourage long introductions as they take valuable time, are not necessary, and set a wrong relationship at the very beginning. Just to break the ice, you may start something yourself, e.g. start sweeping the ground for preparation of mapping by the community, or clap and call everyone to share a joke or song or dance according to the situation. Withdraw as soon as the team gets into action.

- Often I have seen professionals speaking with only one section of the gathering and ignoring all the others. This must be corrected carefully so that everyone is included in the discussion.
- Even some good facilitators get so involved in the process of community analysis that they forget the second stage of the triggering exercise after ignition, which is planning by the community for moving towards ODF. Quietly remind the lead facilitator or the environment setter about timing and sequence. Time for Community Analysis and Way Forward Planning must be well balanced.

### 9.3 Video recording of pit digging by the community

Video recording of pit digging by the early starters of the community within 24-48 hours of triggering and playback is one of the most important events in the entire CLTS triggering and training process. It often encourages everyone in the community and other communities to move faster and achieve a dramatic turn-around against OD. Generally as a result of good triggering a few members of communities always decide to start work and build latrines right from the day of triggering or the next morning. Identify the enthusiastic members of the community and decide a mutually convenient time the next day when you could arrange to send the video cameraman to shoot members of the community digging their own latrine pits, or constructing the toilets with locally available low-cost materials, or even improving the unhygienic open pit latrines. The cameraperson must be introduced to those particular members of the community who are ready to start their work immediately so that arrangements can be finalized.

Please don't forget to brief the cameraperson on the questions to ask the members of the community engaged in constructing the latrine, while filming the actions. The interview should be brief.

Among others, some of the questions may include the following:

- Why have you started constructing your latrine today?
- Where did you defecate for so long?



**Top:** Video cameraman recording the process of toilet pit digging by members of triggered communities 24 hours after triggering in a village in Mali. ©Nicolas Osbert.

**Bottom:** Video recording of pit digging after triggering in a village in Chad. The rough cut video documentary was shown to members from ten other communities on the last day of the training workshop.

- How many families in your community would construct such a latrine?
- What would happen if some don't and continue the old practice?
- Who would use this latrine and whose design is this?
- What would be the cost of this latrine? Could all families in the village afford one?
- How long would it take to start using this one, and would you help other people constructing such a latrine, etc?

The video is shown to everyone on the last day of the training workshop, including the invited members of the triggered communities. Remember you have already started the process of emergence of Natural Leaders through direct acknowledgement of their work and encouragement. Everywhere I saw a great sense of achievement and excitement in the faces of community members who were filmed during action in their villages when the video was shown in public. I was thoroughly impressed when I saw members of more than 55 households dig their toilet pits the next morning after triggering in a village in Chad (Central Africa). Most of these people were fasting as it was during Ramadan and the sun was scorching. Again, it was unbelievable when the video cameraperson returned late in the evening and reported that 157 out of 160 houses had started digging pits within 24 hours of triggering in a village in Sudan. Everyone urged that their construction process should be filmed for a few seconds at least. There are many such fascinating stories.

## 10) PROCESSING AND REPORTING PARTICIPANTS' EXPERIENCES

Upon returning from the communities, processing and reporting on the field experiences is a very important stage since a lot of good learning and internalisation can take place.

- Allow sufficient time for all the groups to share their experience amongst themselves before presentation to the larger group in a plenary.
- For enhancing good discussion you could give them an outline of questions.
- Encourage the groups to consider using audio-visual equipment in making their presentations. Often groups use PowerPoint. Help the video cameraperson to identify shots and sequences from different groups and show short video clips during that particular group's presentation. Such video support helps in understanding the diversity of the process of triggering CLTS including good and not so good practices.
- Identify one or two of the participants to chair the

presentations, generally people who are senior in the government or in the NGO sector.

- At the end of each group's presentation ask the other groups to say what they learnt from it.

### 10.1 Reflection and review

As mentioned earlier, brief reflection and review on the process of the first day's village work could be extremely useful in eliciting a great deal of new learning. Encourage the participants to shed more light on the process rather than the content, and also discuss the failures and constraints faced along with the success. We all learn from our failures. Please see the outline questionnaire in [appendix E](#).

It is always good to refer back and forth to the expectations of the participants and find answers to some of the key questions, doubts and scepticism shown by the participants. This is the best time for such discussion.

#### Video replay with analysis by the trainers

Either you or your co-trainer should spend some time with the video cameraperson before the sharing session begins. Please try to identify some of the common mistakes made by the participants during the triggering exercise. These could be related to attitude and behaviour, team coordination, facilitation skills, sequencing, managing the environment, or anything else. Together with the camera person, please identify specific slots (counter numbers in the camera) and show them during the respective group presentations.

Freeze the camera at specific shots/points and keep quiet. Wait for spontaneous responses from the participants. Ask what was wrong? What would have been the right thing to do? Ask the participants to voluntarily say what went wrong and raise their hands whenever you freeze the camera at a certain stage. Such video analysis generates a lot of fun and laughter, but real learning can take place.

#### Time for fine-tuning of the next day's facilitation strategy

Allow time for groups to review and fine-tune their strategies for the next day's triggering-facilitation in the light of the first day's experience. Encourage each group to comment in detail on the rationale and need for change in strategy, if any.

Try to avoid inter-group transfer of members. When the transfer of members from one group to another is unavoidable e.g. emergency early departure, sudden sickness, serious language barrier, please do discuss it with the groups concerned and request optional/voluntary transfer.



Make sure that you visit relatively weaker groups and extend help and support.

### Triggering in second communities

Generally all groups do much better facilitation on the second day of triggering. It might happen that one or more communities cannot participate in the triggering exercise due to unforeseen circumstances (death of a person in the community for example, or another emergency). In such a case, divide the group and ask them to join other groups and assist them. You could also ask the smaller sub-groups to visit the communities triggered the day before and see the progress of collective local action.

### Reflection and practice session

After the second day's village triggering, arrange a quick sharing of experiences as was done in day one. Ask the groups to focus on comparing the first and second day's triggering outcomes and to provide reasons for their conclusions.

### Preparation for report and follow up

Allow adequate time for groups to discuss, compare notes and prepare two days' reports on triggering. Remind them to document the basic sanitation data of the communities visited, which can serve as a benchmark for evaluation after ODF status is declared.

## 10.2 Briefing on last day's activities

Generally the last day of the workshop is a very busy day, when time management is of the utmost importance. It is advisable to brief all the participants about the last day's schedule in advance, on the fourth day, and distribute their roles. The major activities of the last day include **1)** community presentation, **2)** screening of rough-cut video film on triggering process and community actions which followed immediately after triggering, **3)** finalisation of post-triggering follow-up plan for the triggered villages, **4)** lunch with the visiting members of the communities, **5)** presentation and discussion on institutional plans of action for the next six months or one year, **6)** revisiting the expectations and objectives of the workshop, **7)** evaluation of the workshop, and **8)** official closing.

### Do explain the following to all groups:

- Check in advance the transport arrangements for bringing the invited potential Natural Leaders from the triggered villages.
- Prepare the long and preferably straight wall space outside the training hall. Arrange rotating presentations in a wide-open space so as to allow free discussions, talking and clapping around each community group. It would be difficult to arrange all the presentations simultaneously in the training

hall, as this would create a lot of noise. Avoid a plenary presentation by the community, as they might feel nervous if asked to make a presentation in front of a large crowd. Moreover, that would take a lot of time and Q&As would be restricted. Preferably the places for community presentations should be in a place outside and under cover.

- Arrange water/tea/drinks/light snacks for the members of the community as soon as they arrive.
- Arrange and allocate space for each community to display their respective posters in advance. Write the names from each village on big cards with markers and paste them at appropriate places/presentation stations. Also put up numbers on the wall for all the presentation stations allocated for the communities, e.g. (1), (2), (3) and so on. This would avoid confusion during rotating presentations the next morning.
- Procure whistle and pointers for the community members to use while presenting.
- Keep bottles of drinking water at each presentation station.
- Arrange to keep more chairs in the main hall. Add as many chairs as the total number of visiting community members.
- Arrange screen and microphone for the indoor session after outdoor presentation.
- Ensure lunch for all (workshop participants and the invited members of the community) and quick serving arrangements.
- Ensure transport arrangements for the community members to return to their respective villages.

## 11) COMMUNITIES' PRESENTATION AND FEEDBACK

On the last day of the workshop, invite representatives from all the triggered communities (chosen during triggering by the team members) to come to the workshop venue to present their action plans and, where appropriate, the progress of the work, and to share their experiences of CLTS triggering. Team members will have left chart papers and markers, masking tape, etc., with the Natural Leaders for them to prepare materials for presentation. These can be displayed on the walls as an exhibition, and presented by the community members, one after the other.

Every community is encouraged to declare its date for becoming ODF, and to invite those present to come for their celebration of ODF status. This introduces an element of competition.

Play back selected clips of the video taken of community activities that have followed immediately on triggering.



## 11.1 Tips for the triggered community presentations event

This is always the most important and exciting learning event. A great deal of new learning takes place during the communities' presentations. Many sceptics who are only partly convinced so far become totally convinced when they see the power of the communities' presentations.

### Preparations

- Make prior arrangements to invite ministers, senior government officers/policy makers/heads of departments of the district, state/head of county council, mayors or chairpersons of the municipality to the community presentation. This is extremely important from the point of view of ensuring support to frontline extension workers and for scaling up CLTS.
- Make sure that these VIPs are reminded about the time and venue of the event at least once or twice during the week.
- Make arrangements for the community members to reach the venue.

### When the community members arrive

- Welcome them and give them refreshments. Make them feel at ease. Give them confidence so that they do not feel out of place.
- Ask the groups to help and support their respective village community people to display their presentations on the walls. You may like to help in last-minute preparations yourself, if appropriate or needed.
- Allow sufficient time for setting up the presentations like exhibitions. Allow sufficient

**Opposite:** The Director General of Health Services of the People's Republic of Eritrea is seen listening to a triggered community presentation in August 2009

**Left bottom:** Don Mc Fee, Country Director of Plan Sudan is seen listening to a triggered community's presentation in North Sudan. 157 households out of 160 households in a community started digging latrine pits within 24 hours of triggering CLTS.

**Right bottom:** Disregarding or not paying attention to community presentation might seriously affect their enthusiasm and morale and must not be allowed.

space between the display of posters and charts from different villages. Having the presentations too close to each other may cause chaos and too much noise so that participants won't be able to listen to the presentations properly.

- Ask community members to write the name of the village on the top of each presentation in big bold letters. Number all presentations prominently in sequence to avoid confusion in rotating the groups.
- Ask the participants' groups to check with the community members that their target dates for ODF declaration are clearly written on each presentation, and whether they would like to invite participants to their ODF celebration.
- Ask the communities to post one or two persons as presenters in front of their village presentations. Make sure that each community presenter has a pointer or stick to explain, and a water bottle in case they become thirsty.
- Once these presenters are in position, call all the rest to a place at a distance from the presentations. They include the third and fourth person from all the communities if any.
- Explain to them that when the whistle blower blows, everyone will form equally sized groups around the presenters. Alternatively divide people into groups.
- Tell the presenters to start explaining their analysis and plans for achieving ODF. Allow 5-10 minutes



after which have the whistle blown again. This is the signal for groups to move on to the next community presentation.

- There will be nine such rounds if there are ten community presentations.
- Ask a few participants to ask community members if they would make any arrangement for hand-washing, and if so they should indicate how and where.
- The presenters can take turns so that they can go to some of the other presentations.
- Make sure that after each round of presentation the presenters are encouraged and appreciated with big claps.
- You may accompany the VIP or any important guests who have come to listen to the community presentations. If questions and answers are animated, don't be too strict about time. VIPs get extremely convinced through face-to-face interaction with the communities.



Nicolas Osbert of UNICEF Mali showing video footage of the recording to invited members of the communities who came to present their plans of action for achieving ODF. Video recording was done 24 hours after triggering in villages around Kolokani in Mali. Thrilled villagers returned back with renewed energy.

### Box 2: The role of champions

In Zambia, Chief Macha of Choma District emerged as the national champion and advocate of CLTS from one such presentation. He attended the community presentation by chance. In Mombasa, Kenya, the State Minister of Health was excited and promised full support to CLTS after the presentation of community plans.

Plenary session after community presentation

- As the community members enter the hall, ask all participants to stand up and welcome them and give them a big hand.
- Make sure that they are seated first and in front. If required, workshop participants can stand at the end of the hall.
- Welcome them personally and tell everyone that they were our teachers and how much we have learnt from them over the last couple of days.
- Invite the community to stand up group by group when you announce the name of the village they come from, and let them introduce themselves. After each village introduction, give a big round of applause.
- Invite community members to say anything special they would like to convey to the audience.
- Play a roughly edited version of the video taken on the second/third days after triggering (triggered community in action) to the audience. Tell them what had been done within 24/48 hours of triggering. To encourage the particular community who started collective actions and were captured in the video and to inspire others, ask them to stand up and receive a big round of applause.
- Pick up any of the community's defecation area maps which they were using during the presentation, and show the community members how they could use coloured markers and symbols for monitoring daily or weekly progress. For example call any member of the community (whose map you are using as an example) and ask them to indicate their house on the map. Then ask when he/she should put a tick mark on his/her house. Watch out to see if he/she mentions three things before putting a tick: **1)** Fly-proof pit/other latrine, **2)** hand-washing arrangements with soap/ash, and **3)** each and every member of the family using the latrine.
- Make sure the person clearly explains the three essential elements to all others and finally puts a tick mark on the map. Ask members from other communities to comment and add if they would like to.
- Ask, who in the community should check and ensure that tick marks given by each household are correct and acceptable to all other members of the community.
- Clearly declare that all the maps and charts used by the communities for presentations are their property and they should take them back to their villages. For participatory monitoring by all the

### Box 3: Hand-washing and other key behaviours

My experience of community psychology immediately after successful triggering in hundreds of CLTS-triggered communities all over the world has been more or less the same. The excitement reigns over the idea of the construction of the very first latrine by communities. For those who had been practicing OD for generations, this excitement temporarily overpowers all other aspects of sanitation and hygiene behaviour, such as hand-washing, arrangements for anal cleansing and disposal, nail trimming, use of slippers in toilets, etc. However, barring a few exceptions, I mostly saw that the triggered communities addressed these important issues sooner rather than later. They all came in a sequence once they achieved the first success of changing collective hygiene behaviour by stopping OD. In some communities it hits their mind much faster than in others. I have seen a great variation in the timing of moving to the next stage of regular hand-washing after defecation. In some communities it came almost simultaneously. In an ODF community in East Sumatra, Indonesia, I saw the enthused community were washing their toilet pans with soap on a regular basis but didn't wash their hands with soap until the issue was discussed by some of them in a post-triggering follow-up meeting. The result was electrifying, and within a day everyone in the community of 260 households was using soap. What we learnt was that achieving ODF status was always a strong precursor of many hygiene behaviour changes, be they individual or collective. I also found a great variation in sustainability and cost-effectiveness in the outcome of hand-washing campaigns in ODF and non-ODF villages.

It is very important for the facilitators to be alert to this important aspect and at the same time not jump ahead and advise, prescribe or direct the triggered communities on hand-washing before it is initiated by them. The best thing is to wait for an opportune moment and as soon as someone in the triggered community (either during the triggering process or immediately after) raises the issue of hand-washing facilitate a thorough discussion and ask questions like: What happens when one used a toilet but didn't wash the hands with soap or ash? Would they declare the village as ODF? What if in a 100% ODF village some still don't wash their hands with soap? Who suffers? Should anyone ensure that practice as they do in stopping OD? If yes, what would their arrangements be?

The best time to raise this discussion is during the presentation of the community's plans for achieving ODF. In a rotating presentation ask all the participants listening to the community presentation to raise such questions to each community presenter. When asked such a question, one member of a triggered community said: "If everyone in the village uses latrines, no one is eating each other's shit. But if someone uses a latrine and does not wash their hands with soap or ash he is eating his own shit." At this stage, ask the presenting community to indicate on the map or chart their design of hand-washing devices. Hand the markers to them to draw. I was fascinated to see great hand-washing devices developed by ODF communities in Ethiopia, Eritrea, Mali and in many other countries.

members of the community the maps should be displayed in a convenient and easily accessible place in the village.

- Facilitate and summarise the communities' plans for ODF declaration on a composite chart paper on the wall, with the names of the facilitators responsible for follow-up, one of the main natural leaders, the target date for achieving ODF, and their mobile numbers for contact. Read out the charts one by one, and encourage applause.
- Ask the participants and visitors to share their views on the community presentations. Facilitate the discussion and allow many to speak at this stage.
- Finally ask the VIP/VIPs to speak.
- Thank all the community members for their presentations and for sharing their plans for becoming ODF.
- Ask everyone to give them a standing ovation.
- Escort the members of the communities to

lunch. After lunch see them off to their cars/bus arranged by the organisers.

### 11.2 Report writing

Before the first day of village triggering don't forget to ask all the groups to write up their group reports on a daily basis. At the end adding text to their presentations of each day's village triggering exercises could be completed. Remind them that these reports will be used as base lines of sanitation profiles of the villages where they have triggered. When these villages become ODF, these reports will be useful in monitoring and in assessing subsequent improvements. Participants must complete the reports and hand them over to the organising institutions before leaving the workshop venue. Please [see appendix F](#).

## 12) PARTICIPANTS' ACTION PLANS AND PRESENTATIONS

- After the community presentation, ask the participants to form groups according to their institutions and/or working partner organisations.
- Allow them adequate time to develop plans of action for, say, the next six months. Tell them to brainstorm and discuss what they will do and how they plan to take the learning from the workshop forward. You could give them this exercise the evening before the last day in order to save time.
- The workshop organising agency would elaborate its plan to ensure follow-up for the villages triggered during the workshop.
- Once the back-home plans are prepared, they should be presented followed by questions and answers.
- Your role is to encourage agencies and/or trainers/facilitators in their efforts of training others. Collaborative training in which participants combine forces can give rise to better outcomes at the initial stages. Trainers feel more confident to run their first training with others with whom they were trained.

## 13) EVALUATION

Evaluation of the workshop by the participants can take several forms. There is nothing specific to CLTS about the approach and methods used. You can draw on your own experience and that of participants.

## 14) FUNDERS' AND MANAGERS' MEETING

On the final day or later, it is good practice to hold a meeting with senior officials and managers, to which Natural Leaders from the triggered communities are also invited. The Natural Leaders and trainees then feed back their experiences and their commitments. This practice has often proved very effective in assuring positive follow-up and outcomes from the training, together with high-level support. This meeting can be combined with the community feedback meeting (above), if there are time constraints.

## 15) FOLLOW UP

### 15.1 Informal assessment

CLTS-related aptitudes of participants are usually very evident in a training workshop. Give feedback to sponsoring organisations on those who really have the flair and have “got it” and who wish to engage with training CLTS facilitators.

### 15.2 Ensuring post-training follow up in communities

Post-triggering follow up has been described in detail in chapter IV of the CLTS Handbook. For ethical and practical reasons good follow-up in the communities that have been triggered is very important.

## 16) MENTORING AND SUPPORT FOR TRAINEES

Trainees need to broaden and deepen their experience of triggering. They often have to face the challenges of sceptics, and face difficulties outside the supportive environment of the workshop. Mentoring and support can and should where possible be provided to them:

- Be in touch by email, phone or in person in a mentoring role.
- Ensure moral support from senior people in the trainees' organisations.
- Recognize achievements.
- Where feasible, the principal trainer should accompany trainees when they are triggering or when they are training.
- Arrange periodical meetings of peers for mutual learning and encouragement.

## A FINAL WORD

In this Trainers' Guide, I have attempted to explain situations which can arise in the classroom as well as in villages, and the possible ways trainers can tackle them. I have explained how and why CLTS training workshops are different from others. There are no fixed rules, but common sense should not be in short supply at any stage. I wish all who use this guide success in enabling others to experience and learn the attitudes, behaviours and enthusiasms that are unique to CLTS.



# 3

## PART 3: APPENDICES

### APPENDIX A: EQUIPMENT AND MATERIALS FOR A TRAINING WORKSHOP

Because there is much sharing and learning to cover and the time is often limited to five days, smooth and efficient running of the workshop is very important. Therefore ensure beforehand that all necessary training materials are available and all audio-visual equipment is functioning properly. A checklist of materials that I have found are required for a CLTS training workshop of around 50 people is as follows:



- video camera, with all accessories, including enough batteries and the connecting cord direct from the camera to the multi-media or TV, and a set of speakers that are loud enough
- LCD projector & multimedia (should be able to make PowerPoint presentation)
- cordless microphones (at least 3)
- big screen
- standby generator if mains electricity unreliable
- big flip chart paper (at least 200 sheets)
- flip chart stands (minimum of 4)
- coloured cards “post card size” (white, blue, yellow, red, green, etc.) – at least 200 of each type
- masking tape (at least 8 reels)
- coloured markers (blue, red, green and black) – at least 2 or 3 boxes of each colour
- scissors (at least 5 pairs)
- coloured chalks (assorted colours, 2-3 boxes)
- coloured powders (cheap quality, at least 1-2 kg each) in yellow, blue, red, etc.
- sacks of sawdust, one for each field team
- medium-large size seeds (different types, 500-750 grams each type) – any locally available seed can be used for classroom and field exercises
- 6-8 white boards and/or soft boards with pins and white board markers
- enough wall space in the large training hall to exhibit outputs from group work
- where available, a large sheet of tough light material (e.g. for parachutes), and adhesive spray (e.g. 3M) to make a sticky cloth. This can be used for positioning and displaying cards generated in participatory brainstorming.

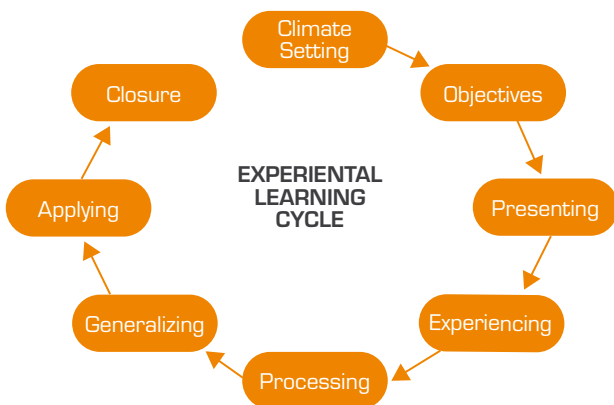
### APPENDIX B: THE EXPERIENTIAL LEARNING CYCLE

Derived from evidence-based principles of learning, the Experiential Learning Cycle (ELC) provides practical guidance about designing lessons. Training

and learning that is designed in accordance with the Experiential Learning Cycle:

- 1) is linked to real life
- 2) encourages the learners to express their feelings and opinions and draw on their own prior knowledge and experience
- 3) integrates evaluation methods that provide immediate feedback to learners about their progress.

The guidance in the Experiential Learning Cycle applies to both the intervention as a whole and to the individual lessons and activities. The principles described in the Experiential Learning Cycle are applicable regardless of the learning approaches used.



### Step 1. Climate Setting/Introduction

- Stimulates interest and curiosity. Prompts learners to begin thinking about the subject that is being introduced.
- Helps learners understand why the subject is important to them, how it will be useful and what relevant experience and skills they bring to the learning intervention as a whole or to a specific learning activity. Information collected is useful in tailoring learning activities to closely match the learners' interests and needs. Recognition of relevant experience, skills and accomplishments can be highly motivating for learners, especially when it is woven into subsequent elements of the learning experience.

### Step 2. Objectives

- Tells the learners what they will be able to do as a result of participating in the learning intervention or activity. At this stage, learners should develop a clear understanding of how the learning objectives relate to performance expectations at the work site.
- Gives learners an opportunity to relate the objectives of the learning intervention or activity

to their individual job requirements and work-site conditions. Links learning objectives to previous sessions.

### Step 3. Interactive Presentation

- Presents content using relevant examples; poses questions to learners; supplements explanations with visual aids and summaries to highlight key points.
- Provides a framework for learners – either a theory or a model – that becomes the basis for the experience that follows.

### Step 4. Experiencing

- Provides an opportunity to encounter a situation derived from the objective of the training (e.g., skit/drama, role plays, case studies, critical incident, video, small group task/exercise, site/field visit using a checklist to observe a demonstration of procedures). Becomes the common source of learning that learners will share and is the event that will be analyzed during the rest of the lesson.
- Provides learners an opportunity to practice what they have learned in an actual or simulated work setting.

### Step 5. Processing/Getting Immediate Reactions

- Solicits reactions from the learners about their individual experiences and challenges them to think about what they learned.
- Gives learners an opportunity to reflect on their accomplishments and receive feedback on their progress.

### Step 6. Generalizing

- Learners link what they have learned to the session objectives.
- Learners identify key learning.

### Step 7. Applying

- Using the insights and conclusions gained from the previous steps, the learners identify and share how:
  - the learning applies to actual work situations
  - they will use the learning in their work situations to close the performance gap.
- Encourages learners to develop and use an action

plan and make specific arrangements for how new skills and knowledge will be used.

- Answers the learners' questions: "Now what?" and "How can I use what I learned?"
- Encourages the learners to consider the implications of what happens in their work situation if they do not effectively apply what they have learned, i.e. consequences of performance errors.

## Step 8. Closure

- Summarises the events of the learning intervention or activity.
- Links training events to job-related objectives and determines if objectives have been met.
- Links learning objective to the rest of learning intervention, especially upcoming sessions.
- Thanks learners for their participation and contribution. Ensures them of your availability for any other questions after the session.

In: *Learning for Performance: A Guide and Toolkit for Health Worker Training and Education Programs*. Murphy C., Harber L., Kiplinger N, Stang A. and Winkler J, Capacity Project, 2007

<http://www.intrahealth.org/lfp/step9.html>

Adapted from:

Training Resources Group, Inc. (TRG). *Design components of an experiential session*. Alexandria, VA: Training Resources Group, Inc. (TRG), 1997.

University Associates, Inc. *The experiential learning cycle*. San Diego, CA: University Associates, Inc., 1990.

## APPENDIX C: CLASS ROOM EXERCISES

During classroom sessions of the training make sure that there is no long lecture or prolonged and boring activity that only involves a few participants. Remember what you are going to facilitate is not a "teaching" but a "training" session. Also remember that we learn from experiences. Concentration is also limited and tends to drop after around 20 minutes. Use the following as guidelines:

### Do's

- Use lecturettes not lectures!
- Always use co-trainers/co-facilitators to change

personality, gender, face, style and thereby avoid monotony

- Speak clearly and loud enough so that everyone can hear you
- Use the space and move around when talking
- Maintain right "body language" and "eye contact"
- Use role plays
- Use real examples such as case studies as much as possible
- Have group work/discussion sessions followed by large group presentations
- Train and demonstrate using dry run practices of participatory tools
- Use audio-visual equipment
- Arrange face-to-face interaction with Natural Leaders and members of communities in the classroom
- Use energizers and humour!
- Allow mistakes to happen – more can be learned from mistakes than from successes!
- Encourage shy learners and fence sitters
- Appreciate and encourage anybody who brings innovative ideas, styles of facilitation or methodology
- Don't always focus on star learners – encourage them to speak/perform last to give others a chance too
- Attend to each participant's needs individually as far as possible
- Check on participants' level of attention and interest before prolonging sessions
- Respect every individual participant during the workshop
- Deal with problem learners separately after the training sessions
- Leave the floor to participants and take a back seat as and when you feel they are in full control of things (especially when they are trainers)
- Maintain clarity and focus at all stages during the training – you can use the agreed workshop objectives as a reminder for yourself and others
- Be strict with your time-keeping!
- Inject enthusiasm all the time!

### Don'ts

- Don't lecture!
- Don't distribute training manual/handouts before the workshop or session
- Don't insist on participants getting a result from the triggering exercise at any cost
- Don't control or dictate everything!
- Don't behave as if you know everything!
- Don't dismiss others' views and ideas (even if they are not relevant or contextual)!
- Don't discourage or defuse enthusiasm!

**Tips:**

- Remember that no two training sessions are ever the same. Depending on the context, situation, participants' needs and levels, you need to be innovative in designing and conducting the training. CLTS training events are more of an "art" than a "science" and require spontaneity, flexibility and "thinking on your feet"!
- Every trainer is unique and has their own particular training style – encourage individual approaches and avoid creating clones that merely mimic you/ the lead trainer!

More on facilitation and behaviour and attitudes exercises can be found in Robert Chambers, **Participatory Workshops: a sourcebook of 21 sets of ideas and activities**, Earthscan, London and Sterling VA, 2002.

## APPENDIX D: CHECKLIST OF MATERIALS TO BE TAKEN TO THE FIELD FOR FACILITATING COMMUNITY ANALYSIS AND CLTS TRIGGERING

In all hands-on training workshops, facilitating community analysis and triggering CLTS is the most important event. Therefore the lead trainers and facilitators of the workshop must ensure that each group of village/community facilitators carries their own packet of kits and materials with them. The lead trainer must remind the lead facilitator of each group and the leader for the children's facilitation group to carry out a final check for all the essential materials before leaving for villages. The following list could be helpful:

- 1) Coloured powder or any similar stuff, especially yellow powder
- 2) Enough sawdust (at least 3-4 kg for each group each day of village work depending on the size of the village and population) to represent shit in the mapping
- 3) Markers (enough for the community to work during triggering and leave behind a couple of markers with them for their preparation)
- 4) Chart paper (enough for making community presentations in the village, and drawing of low-cost latrine designs by the community). A few sheets of chart paper need to be left behind with the community for their homework of transferring the ground map, and other analysis for presentation on the last day of the workshop

- 5) Coloured cards
- 6) Masking tape
- 7) Scissors
- 8) Camera
- 9) Bottle of drinking water (preferably sealed) and some food. For carrying out the "Water and shit" exercise, asking for some drinking water and food from the community is also possible
- 10) Facilitators who want to get samples of drinking water checked for faecal contamination by the community themselves should carry a few sealed H<sub>2</sub>S water testing vials
- 11) Depending on the local culture and customs, sometimes facilitators carry chat leaves, brittle nut, leaf-rolled cigarettes or something like that for offering to the village chief or village seniors as a token of respect. Children facilitators also carry a few candies for the kids.

Remember that all these materials need to be divided into two lots for use by the **adults** and by the **children's** group separately. It is always good to divide the materials and put them in separate packets the evening before. Names of each group should also be written on the packets to avoid confusion. Arrange a small team to put the materials for the field in piles to be collected by the teams. This requires careful foresight.

Cars, buses or other transport for taking the groups to different villages should also be arranged and drivers briefed in advance. Often 2/3 groups are taken in one vehicle and are dropped off at different locations. In such cases, it is easier to hand over a small map of these villages with their names to the drivers.

Write down the names of the groups and the respective villages they will visit on paper and paste them on the windscreen of the vehicle in advance. Clearly describe the arrangements for dropping the groups and picking them up after community triggering.

## APPENDIX E: SAMPLE QUESTIONS ASKED TO FACILITATING GROUPS AFTER THE FIRST DAY'S VILLAGE TRIGGERING

In the morning of the day after, when all the groups return to the training hall after completing their first day's village work, write down the following questions on a flip chart and ask the groups to meet in their respective groups, discuss the following



questions and write down their group responses for presentation:

### Adults' participation

- How did you start? What was the first thing you did?
- How did you do the climate setting and eventually get into the discussion on the subject?
- When did you separate the children from the adults? Was it a smooth transition?
- What tools (CLTS) did you apply?
- What worked well and what didn't?
- What challenges/difficulties did you encounter?
- Application of which tool took most time? Which tool could generate most lively discussion and high level of community participation?
- When did the triggering moment come? During application of which tool?
- How did you capture that? Did it last for some time and move on from that moment to ODF planning?
- How was the teamwork? How did the members do their job as planned? What mistakes did you identify?
- What surprised you most yesterday?
- How was the participation of the women (in places where women are facilitated away from the men)?
- How do you rate the final triggering outcome of yesterday?
- Did you identify and invite promising natural leaders for the last day?
- Did the community decide to clean up their villages and make them ODF? If yes, by what date?
- What has been the most important learning of your group?
- Anything else that your group wants to share as special learning?
- Based on yesterday's experience, how are you going to do things differently today or change your strategy?

### Children's participation

In addition to the above questions, throw light on the special aspects of children, e.g.

- Children's procession organised (if any)
- Slogans/rhymes against OD by the children
- How was the children's presentation to their parents and others?
- How was the reaction of the adults to the children's analysis and presentation?
- Did you identify any child natural leaders? If so did you invite him/her for the last day's presentation?
- Anything else you would like to share specially?

## APPENDIX F: GUIDELINES FOR CLTS TRIGGERED VILLAGE REPORT

It is very important to allocate some time for the groups to write down reports of triggering CLTS in their respective villages. These reports would serve as benchmarks for those villages that could be used later for evaluation, impact assessment and to measure progress. Both the quantitative and qualitative aspects of the sanitation profile of these villages need to be documented.

For example:

- total number of households
- households with and without latrines
- usage pattern, OD practice,
- incidences of diarrhoea, child mortality
- household expenses on treatment of enteric diseases
- average number of workdays lost due to diarrhoea
- mobility related to treatment and taking critically dehydrated patients to doctors and hospitals, etc.

Many of these facts would emerge spontaneously during the mapping, transect, calculation of faeces and household expenses, etc., during triggering. An alert content recorder would easily capture and document many of these.

Reports should also contain the community's plan of collective action for achieving ODF status if already prepared by the community themselves. This basic report serves as a benchmark and baseline for future monitoring of any change in the sanitation profile.

Names of potential natural leaders, sanitation committee/existing group, etc., and organisations/institutions active or responsible for the follow-up should also be documented. If decided by the community, the date for declaration of ODF should be mentioned clearly.

### Trainers' report

The report of the "hands-on" training workshop is very important and is a must for the principal trainer to organise and produce fairly quickly.

This report should contain among other things recommendations for the way forward, further training and capacity-building initiatives needed, strategy and approach for institutionalisation/mainstreaming of the approach, etc. Major challenges and constraints in scaling-up and spread should be included in your report and possible solutions indicated.

It is important to recommend names of a few potential trainers and/or facilitators who could be included in the “core team” of trainers or resource persons for future training. Names of persons whom you think would be important in the institutionalisation and spread of CLTS in the country or within the organisation should be mentioned in your report as a trainer.

The following is a guideline for such a report, which could be modified according to local needs and circumstances. The principal trainer must remember that a detailed report of the entire workshop might become an extremely useful document for many trainers who might conduct hands-on training in the future. That is why it is worthwhile to make advance arrangements for detailed recording of the day-to-day progress of the workshop. At the end of each day the trainers/facilitators should meet and discuss the day's proceedings and help the person documenting the process to incorporate all major events and outcomes.

### Guidelines on Contents

- Introduction and background
- Summary of CLTS workshop
- Participants' expectations
- Workshop objectives
- Workshop schedule
- Workshop process
- Day-I
- Day-II
- Day-III
- Day-IV
- Day-V
- Group-wise distribution of participants for triggering CLTS in villages
- Group presentation after the day one village work
- Group presentations on new learning on CLTS approach,
- Process applied and community facilitation skills
- Community presentations
- Way forward and country plans of action for next six months
- Evaluation of the workshop
- Recommendations
- Sources of global information on CLTS
- List of participants of the workshop
- Appendices
- Reports of village triggering
- Reasons for failures of earlier sanitation projects (results of group work)
- Training materials distributed

## APPENDIX G: HOW CLTS TRAINING WORKSHOPS ARE SPECIAL AND DIFFERENT FROM TRADITIONAL TRAINING EVENTS

CLTS training workshops are different from traditional training workshops in several ways. In “hands-on” CLTS training, participants do gain theoretical knowledge, share experiences and acquire skills as in other practical training sessions, yet they are different because they are with communities and for real. It is impossible to simulate a CLTS triggering in an artificial situation. Though it follows the principle of “learning by doing and training by doing” it is one step ahead of that. In CLTS training, the final outcome of all “training-learning” activities must definitely be reflected or expressed in the initiation of the process of collective behaviour change by the local communities.

A successful CLTS training workshop should be able to initiate community-led collective local actions in at least a few communities. Ideally in a hands-on training workshop, the participants are triggering CLTS in a number of communities. Even in a worst case, some of these communities would decide to end OD and initiate collective local action.

CLTS training workshops are outcome-focused. If no villages are triggered during a CLTS training workshop they cannot be considered CLTS workshops. A good aim can be that at least 60% of the triggered villages should be ODF within say three months of triggering (how long may depend on seasonal factors). If no ODF conditions are achieved, it may not be considered a successful training workshop.

This means that follow-up with the triggered communities must be planned and assured in advance. It is bad practice to trigger in training without follow-up. This is unfair on the communities and will discredit CLTS.

## What makes hands-on CLTS training workshops different from traditional training on sanitation?

|  | Other training   | CLTS training   |
|--|--|---|
| Training is focused towards  | Output in the form of capacity build-up of the participants  | Outcome through emergence of ODF villages while building capacity of the participants   |
| Final output/ outcome  | <ul style="list-style-type: none"> <li>■ Trained facilitators/trainers</li> <li>■ Shape, form and the kind of output is generally known</li> </ul>           | <ul style="list-style-type: none"> <li>■ More than trained trainers and facilitators, it initiates collective local action towards sustainable ODF status as an outcome from every training workshop</li> <li>■ Final outcome is not known. It could be positive as hoped by the outside facilitators or unexpectedly negative</li> </ul> |
| Mode of imparting training   | Could be participatory but emphasises learning what has been predetermined   | Participatory and with emphasis on experiential self learning, keeping options open for new learning.   |
| Distribution of time of training between classroom learning and community interactions | <ul style="list-style-type: none"> <li>■ More in classroom</li> <li>■ More time is spent in further analyzing outputs from community interactions</li> </ul> | <ul style="list-style-type: none"> <li>■ More with the communities than in classroom</li> <li>■ Community members are invited back to share their own analysis and present their plans for immediate action</li> </ul>  |
| Learning from whom   | Learning from experts and specialists  | Learning from local communities and Natural Leaders   |
| PRA tools used to  | Generate information, local analysis and participatory planning. If facilitated well, gradual local actions might begin as a result of PRA exercises         | Community embarks on immediate collective local actions. Learning from their own analysis is put to use with immediate effect by setting a deadline to accomplish   |
| Major focus  | Facilitating participatory analysis and learning by insiders and outsiders   | Facilitating analysis, learning to generate “disgust”, “shame”, “fear”, “self-respect”, and “solidarity” to change practice rapidly   |
| Time to see the impact/ outcome of training  | From few months to years. Often these are reflected in capacity build-up of the participants   | Radical change within 3-4 weeks to 3-4 months   |
| Style of facilitation  | Polite and very decent (no unconventional words are used that might agitate people)  | Provocative and straightforward (commonly spoken local terms and language are used, not trying to please anyone)  |

## APPENDIX H: TIPS FOR INTERNATIONAL TRAINERS CONDUCTING TRAINING WORKSHOPS IN LANGUAGES IN WHICH THEY ARE NOT FLUENT

Often international trainers and facilitators have to facilitate training in languages other than their own or in languages in which they are not fluent. For example, I have had to conduct training workshops in Portuguese (Mozambique), Spanish (Bolivia), French

(in Mali with participants from eleven Francophone countries of West Africa), Bahasa in Indonesia, Tagalog in the Philippines and many other languages with the help of interpreters or translators. I thought the following tips would be useful for other international trainers:

- Meet the translator/interpreters in advance and explain the CLTS approach. Especially explain how this training is entirely different from other traditional training workshops.
- Stress the need to call “shit” “shit”. “Shit” is not faeces or excreta in CLTS training.

- Personally check all the equipment like wireless audio devices, number of available headphones, exact channel of translation, etc.
- If wireless devices are not available, instead old-style wire/cord is used to connect each headphone, so check the number of available connections and the length of the connecting cords. Often these technical details pull you down in the middle of the training workshop. Always insist on a wireless headphone system because CLTS workshops involve a great deal of movement in the classroom, shifting of chairs, group formations, role-plays, games and energisers. It is extremely difficult to run the training with people fixed to their chairs.
- When you are conducting games or quick group exercises and want to give general instructions to all participants, call the interpreter from his/her booth and ask the person to stand next to you and hand over a cordless microphone. Tell him/her to translate (using the microphone) exactly what you have been saying. Interpretation could be used in this style at times whenever participants need to move quickly or change positions, group formations, or standing for an energiser. This style needs to be followed during rotating presentation by the CLTS-triggered communities (which is generally organised outdoors as it requires a lot of space) when more than 10-12 communities come to present at a time.
- It is important to sit down with the interpreter on a daily basis and inform him/her about the plan of the day very clearly. Also please mention the styles of interpretation (with or without headphone – direct translation on microphone) you will need at different sessions.
- If reading material or handouts which you will distribute during the workshop need to be translated, make the arrangements well in advance and check the quality of translation with the translators and other concerned people.
- In CLTS workshops with senior policy makers, managers and country level decision makers where people would like to make presentations and share their country experiences in languages not understood by all concerned, go through the content yourself in advance if possible. Lack of clear understanding due to language differences has often led to unnecessary discussions and wasted time.

## APPENDIX I: CHECKLIST FOR CLTS STRATEGIES

### Is your strategy right and in line with the spirit of the CLTS approach?

Where appropriate in the training, the following tips could be useful to check whether the CLTS strategies developed by the participating organisations are on the right track:

- Is your strategy capable of moving from a few villages to an entire district or larger area? Ideally the spread under a CLTS approach should be much faster than that under externally driven sanitation improvement programmes.
- Are you facilitating to create social structures where the communities are in the driving seat, while being supported, helped and guided by others, 'experts'?
- Is your strategy an **'output'** or **'outcome'** orientated approach? Outputs are for example 'number of latrines built', while outcomes could be 'sustained behaviour change' or 'total elimination of open defecation'.
- Have you been able to create an institutional framework with dedicated special teams at the district, block, village and community level?
- Is the strategy promoting hardware sanitation subsidies or is it dependent on some kind of reward from outsiders?
- Is implementation of the strategy heavily dependent on government officials and cells/structures?
- To what extent are the elected people's representatives and communities involved in the entire process of planning and implementation?
- Is there a clearly defined system of involving the emerging Natural Leaders and using them as Community Consultants? Are they involved just as tokens, or as equal partners of scaling up CLTS?
- Are the local NGOs and CBOs who are supposed to create demand, looked down upon as contractors of the government or are they committed and empowered?
- Is there provision for adequate training and capacity building at all levels?
- Are the members of the core teams clear about the specific steps to be taken as follow up after triggering of CLTS?



- Is the five day TOT on CLTS enough for the district? Does the strategy have any scope for further capacity building or follow up on CLTS?
- To what extent does your strategy follow the same old style and activities with regards to developing IEC materials (e.g. instructive posters, handouts) that were used before introduction of CLTS?
- Do you have the details of all CLTS trained people of your district/area? What are they doing? Did all of them conduct CLTS training and/or triggering in their own villages after CLTS training? Who didn't do anything? If so why? What constraints did they face?
- How many CLTS trainers of your district emerged as champions and are requested by other villagers to visit them as resource person?
- How many times have you invited them to participate in district level meetings with senior government officials? Did they participate as a token?
- How many non-conventional monitoring indicators emerged from the CLTS approach in your district? For example, income of village doctors/medicine men dropped drastically; sharp drop in number of referral cases to subdivision hospitals or admissions in block health clinics; sharp increase in sale of sanitary hardware in local shops.
- How do children participate in daily monitoring of the campaign against Open Defecation?
- How many of your monitoring indicators are quantitative and how many qualitative?
- At what stage is your district introducing/dictating sanitation technologies? Are you introducing these before working on the desired behavioural change?
- Are you providing a 'basket of choices' of technologies, or imposing outsiders' ideas on technology? Are we empowering 'community engineers'?
- Are we serious about 'technology assessment' and 'technology refinement' or straight away prescribing technology?
- Are we sure that our rural communities are moving up along the "Sanitation ladder"? What steps in the ladder of toilet improvement are being followed? Are we expecting the communities to climb to the top of the sanitation ladder in one jump?

## APPENDIX J: USEFUL RESOURCES ON CLTS

The CLTS website [www.communityledtotalsanitation.org](http://www.communityledtotalsanitation.org) has much information about CLTS in different countries, publications including research reports and conference papers, a library of photographs, and information about other websites and electronic sources.

To join the CLTS mailing list and receive updates on new additions to the website as well as any other CLTS-related news, please contact Petra Bongartz ([P.Bongartz@ids.ac.uk](mailto:P.Bongartz@ids.ac.uk))

### Publications

**Downloadable publications and materials** include papers on Bangladesh, India and Indonesia presented at a CLTS Research Conference held at the Institute of Development Studies, Sussex, in December 2008, and reports on CLTS workshops held before SACOSAN 2 in Islamabad. SACOSAN 3 in New Delhi, and AfricaSan 2 in Durban.

### Other publications are:

Chambers, Robert (2009) *Going to Scale with Community-Led Total Sanitation: Reflections on Experience, Issues and Ways Forward*. IDS Practice Paper. Brighton: IDS  
<http://www.communityledtotalsanitation.org/resource/going-scale-community-led-total-sanitation-reflections-experience-issues-and-ways-forward>

George, Rose (2008) *The Big Necessity—The Unmentionable World of Human Waste and Why it Matters*, Metropolitan Books, Henry Holt and Company, New York

Kar, Kamal (2006) *Subsidy or Self Respect?* IDS Working Paper 184, Brighton IDS

Kar, Kamal with Robert Chambers (2008) *Handbook on Community-Led Total Sanitation*. London: Plan International (UK).  
<http://www.communityledtotalsanitation.org/resource/handbook-community-led-total-sanitation>

French, Spanish, Portuguese, Bengali and Hindi translations of the Handbook on Community-Led Total Sanitation is also available for free download.

Kar, Kamal and Petra Bongartz (2006) *Latest Update to Subsidy or Self Respect?* (Update IDS Working Paper 257) Brighton: IDS.  
<http://www.communityledtotalsanitation.org/resource/latest-update-subsidy-or-self-respect-update-ids-working-paper-257>

Kar, Kamal and Katherine Pasteur (2005) *Subsidy or self-respect? Community led total sanitation. An update on recent developments.* IDS Working Paper 257. Brighton: IDS.  
<http://www.communityledtotalsanitation.org/resource/subsidy-or-self-respect-community-led-total-sanitation-update-recent-developments>

Mehta, Lyla and Synne Movik (forthcoming) *Shit Matters.* Book Manuscript.

Musyoki, Samuel Musembi (2007) *'Sceptics and Evangelists': Insights on Scaling up Community-Led Total Sanitation (CLTS) in Southern and Eastern Africa.* Brighton: IDS  
<http://www.communityledtotalsanitation.org/resource/sceptics-and-evangelists-insights-scaling-community-led-total-sanitation-clts-southern-and->

## Films

### BBC/TVE Earth Report Part 1 "Clean Living Part 1" (Bangladesh)

To order them, please contact Dina Junkermann, TVE distribution manager: tel. +44 20 7901 8834, [dina.junkermann@tve.org.uk](mailto:dina.junkermann@tve.org.uk)

A clip from the film can also be viewed on YouTube at <http://www.youtube.com/watch?v=kSCFJxhjNqg>

### Knowledge Links, Delhi has produced the following films

- 1) No Shit Please!
- 2) Understanding CLTS with Kamal Kar
- 3) People and their Voices
- 4) Ek Behtar Duniya Ke Liye (Hindi)

To order them, please contact [knowledgelinks@gmail.com](mailto:knowledgelinks@gmail.com).

### WSP: Awakening: The story of achieving total sanitation in Bangladesh

Part 1 <http://uk.youtube.com/watch?v=2ZOblirCzQ>

Part 2 <http://uk.youtube.com/watch?v=HkiCi3AEa8O&feature=related>

For more information, contact Ajith Kumar, [Ckumar1@worldbank.org](mailto:Ckumar1@worldbank.org)

WSP: Awakening Change: CLTS in Indonesia (in English and Bahasa Indonesia), available from Water and Sanitation Program – East Asia and Pacific, contact Djoko Wartono [dwartono@worldbank.org](mailto:dwartono@worldbank.org)

## Also on YouTube

Plan, Bangladesh <http://uk.youtube.com/watch?v=SPtM4pZrf1g>

<http://uk.youtube.com/watch?v=mOGvUgQCDC&feature=related>

IRSP Pakistan <http://uk.youtube.com/watch?v=mzpR-xVH8nQ>

## Photos

A slideshow of CLTS images is available here <http://www.communityledtotalsanitation.org/page/clts-photos>, and new photos are constantly being added to CLTS on Flickr here <http://www.flickr.com/photos/communityledtotalsanitation/>

## ABOUT THE AUTHOR

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Dr. Kamal Kar pioneered the Community-Led Total Sanitation (CLTS) approach whilst evaluating a traditionally subsidised water and sanitation project of Water Aid Bangladesh and their NGO partner VERC (Village Education Resource Centre), in Mosmoil, a village in the Rajshahi district of Bangladesh in 1999-2000. Kamal Kar, who had years of experience in participatory approaches in a range of development projects, wanted to understand from the community's perceptions why people defecated in the open.

Learning from the local community, he succeeded in persuading the local NGO to stop top-down toilet construction through subsidy. He advocated change in institutional attitude and the need to draw on intense local community participation and facilitation to empower them to analyse their sanitation and waste situation and take a collective decision to stop open defecation without waiting for outsider's dole. The results were remarkable and the rest, as they say, is history.

Through training, advocacy and consultation, Kar introduced and took active role in the spread of CLTS in more than 28 countries in Asia, Africa and Latin America over the last ten years working with international agencies like, WSP, DFID, UNICEF, WSSCC, Irish Aid, WHO, Plan International, WaterAid, CARE and many more. After introducing the approach in India, Indonesia, Cambodia, Pakistan and a few other countries in Asia, Kar introduced the approach in the countries in Eastern and Southern Africa from 2006, which included Uganda, Ethiopia, Tanzania, Kenya, Zambia, Mozambique, Malawi, Eritrea and Sudan. He took the approach to West Africa in 2007 and facilitated the first three training workshops in Sierra Leone followed by Mali, Nigeria and Chad in 2009. Today CLTS is being implemented in more than 32 countries across the world and at least five countries have adopted CLTS in their respective national sanitation policies.

Dr. Kar's recent area of interest and work includes institutionalisation and scaling up of CLTS, applications of urban CLTS and understanding on infectious diseases and other human infections of zoonotic origin, related to open defecation and the interface between animal and human health. Kar is a Temporary Adviser of the two Disease Reference Groups of WHO, namely, Neglected Tropical Diseases (NTD) and Zoonoses and Marginalised Infectious Diseases (ZOOM-IN).

In view of the growing demand for trainers, professionals and knowledge management globally, Kar founded 'CLTS Foundation' in order to develop functional linkages with the practitioners of CLTS, Policy makers and the Governments.

Being a specialist in livestock production, agriculture and natural resources Kar has pioneered a number of innovative approaches in natural resources management and low cost appropriate technologies in farming. He has also been a leading figure in the field of collective management of pasture and natural resources (Nukhurluls) in the Gobi region in Mongolia. Other areas of work include urban poverty, slum improvement, and local governance in India, Mongolia, Bangladesh and Cambodia. He is also a founder member of the International Federation for Women in Agriculture (New Delhi).

## ABOUT WSSCC

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*The Water Supply and Sanitation Collaborative Council (WSSCC) is a global multi-stakeholder partnership and membership organisation that works to save lives and improve livelihoods. It does so by enhancing collaboration among sector agencies and professionals who are working to provide sanitation to the 2.6 billion people without a clean, safe toilet, and the 884 million people without affordable, clean drinking water close at hand. Through its work, WSSCC contributes to the broader goals of poverty eradication, health and environmental improvement, gender equality and long-term social and economic development. It has coalitions in 36 countries, members in more than 160 countries, and a Geneva-based Secretariat which is hosted by the United Nations Office for Project Services (UNOPS). Visit [www.wsscc.org](http://www.wsscc.org) for more information.*

## FACILITATING “HANDS-ON” TRAINING

# WORKSHOPS FOR COMMUNITY-LED TOTAL SANITATION

### A Trainers’ Training Guide

CLTS is spreading fast in many countries in different regions. The demand for facilitators and trainers of facilitators far exceeds the supply of trainers who have got what it takes and who are able to devote their time and energy to training.

This is even more serious because CLTS triggering in communities is unlike any other facilitation. It needs a special style, interaction and behaviour on the part of the trainers. Training has to be hands-on through actual triggering in communities in real time, leading to the emergence of Open Defecation Free (ODF) villages and communities. The test of trainers and training is then not numbers trained but numbers able to facilitate effectively themselves. Only when they can do that can they train others. And a key indicator of good hands-on training is that communities are ignited and take immediate action together, with follow-up resulting in fairly quick emergence of ODF villages.

CLTS has a huge potential for addressing the rural sanitation situation in developing countries, enhancing human well-being, and contributing to the Millennium Development Goals (MDGs). To achieve that potential, a critical mass of trainers with capacity, experience, flair and opportunity is vital in order to train facilitators and to train other trainers. So the number of really good trainers must increase exponentially. Their work must be adequately supported.

## WATER SUPPLY & SANITATION COLLABORATIVE COUNCIL

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