



Plan Ghana

# **NATURAL LEADERS TRAINING GUIDE**

## **COMMUNITY LED TOTAL SANITATION**

FINAL DRAFT

**2013**

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## Background

Plan International is an international, humanitarian, child-centred development organisation devoted to improving the lives of children. In order to improve its WASH programming, Plan International Ghana, Plan International USA and its research partners, the Water Institute at the University of North Carolina, are conducting a rigorous, research-based project titled “Testing CLTS Approaches for Scalability.” This is a four-year, multi-country (Ghana, Kenya, and Ethiopia) project which aims to advance global rural sanitation efforts by improving the cost-effectiveness and scalability of the Community-Led Total Sanitation (CLTS) approach through increased engagement of local actors. This goal will be achieved by collecting, critically evaluating, and disseminating practical lessons learned about overcoming common challenges to implementing CLTS at scale. In line with the CLTS approach, the proposed project applies community-led solutions to address both demand for and supply of sanitation to help communities eliminate OD and maintain an improved sanitation status over time.

As part of the NL capacity development process, a technical team composed of Plan Ghana, the Ministry of Local Government and Rural Development, the Environmental Health and Sanitation Directorate, and the Community Water and Sanitation Agency was tasked to develop a training guide for NLs’ capacity enhancement. The goal of the training is to enable them to play lead roles in attaining and sustaining ODF status in their respective communities.

Further, a forum was organized to seek input from other key stakeholders in the WASH sector to improve the quality of the training guide. Based on the recommendations the document was finalized and deemed appropriate for the capacity enhancement of NLs.

## Introduction

NLs play a very critical role in the implementation of CLTS activities in their communities. The various roles they play include facilitating community meetings, mobilizing community resources, promoting hygiene, serving as an interface between community and development partners, developing and implementing community action plans, and ultimately facilitating the implementation of other sanitation related activities geared towards attaining a clean environment and ODF status. However, the essential organization and facilitation skills needed to effectively carry out these functions are usually inadequate among the NLs. Hence, enhancing the capacity of these NLs is of paramount importance.

This step-by-step curriculum has therefore been designed to address these capacity gaps identified among the NLs to ensure they can appropriately facilitate CLTS activities towards the attainment and retention of ODF status over time.

Generally, this curriculum is divided into three main modules. Module one -- **Participatory Planning and Management of CLTS Activities** -- consists of seven thematic areas; self-help, social mobilization, team building/work, leadership, communication, the community entry process, and conflict prevention and management. Module 2 -- **Sanitation and Health** -- is made up of six thematic areas: safe human excreta management, the sanitation ladder, hand-washing with soap, latrine facility user education, and general community sanitation. The last Module -- **Finance Options** -- has one thematic area for financing latrine construction options.

Broadly, methodologies identified to facilitate the training sessions include role-play, riddle, discussion, group work and presentations, demonstrations and diagrams, picture shows, and question and answer.

This document is intended to be a flexible guide in facilitating training for NLs. However, achieving the goals and objectives of each session is largely dependent on the experience and facilitation skills of the trainer/facilitator.

## LIST OF ACRONYMS

- CLTS-----Community-Led Total Sanitation

- CSA-----Community Self-Assessment
- CWSA-----Community Water and Sanitation Agency
- DA-----District Assembly
- DCD-----Department of Community Development
- DVT-----District Verification Team
- EHSD-----Environmental Health and Sanitation Directorate
- NGO           Non-Governmental Organization
- NL-----Natural Leader
- OD-----Open Defecation
- ODF-----Open Defecation Free
- PLA           Participatory Learning and Action
- RVT-----Regional Verification Team
- SHEP-----School Health Education Program
- SM-----Social Mobilization
- UNICEF       United Nations Children's Fund
- VIP           Ventilated Improved Pit
- WASH         Water, Sanitation, and Hygiene

# MODULE ONE

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## SESSION 1

### SELF-HELP/DEVELOPMENT

#### Introduction

Frequently communities' ideas about development revolve around government provision of development interventions, without the recognition of how the community can lead their own development. This session therefore is tailored to empower individuals and communities to explore and utilize their potential for attaining development to enhance quality of life.

#### Session Objectives:

By the end of the session participants will be able to:

- Understand the concept of self-help development
- Identify obstacles or barriers to self-help development
- Identify strategies and suggestions to address the obstacles or barriers
- Write meeting minutes
- Draft and monitor action plans
- Monitor the use of a visitors book

**Total time: 3 hours and 40 minutes**

#### Self-help development

Process	Method	Materials	Time
Ask participants “What is self-help development?” Let them provide examples and record responses.	Question and answer	Flip chart, marker, blackboard, and chalk	15 min
Present Handout 1.a to summarize discussion.	Lecture	Handout	5 min

### Obstacles to self-help and possible solutions

Process	Method	Materials	Time
Divide participants into manageable groups and ask them to identify obstacles to self-help development and their possible solutions.	Small group discussion	Flip chart and markers	30 min
Ask each group to make a presentation at plenary and discuss.	Presentation	Flip chart and paper	15 min
Summarize the discussion using Handout 1. B	Lecture discussion	Handout 1.b	30 min

### Writing meeting minutes, drawing up action plans and using visitors' books

Process	Method	Materials	Time
Ask participants if they have experience in writing minutes, developing action plans, and using a visitors' book.	Question and answer		5 min
Ask those who responded yes to share their experiences.	Experience sharing		5 min
Teach participants using samples of minutes books, action plans and visitors' books provided (Handout 1.c.).	Teaching	Handout 1.c	30 min
Give participants assignment to practice and review for the next day.	Assignment	Samples of Handout 1.c.	

## HANDOUT 1.a

### MEANING OF SELF-HELP DEVELOPMENT

- Improvement of one's condition through one's own efforts.
- The act or state of providing the means to help oneself without relying on the support of other people.
- The practice of solving one's problems by joining or forming a group designated to help those suffering from a particular problem such as OD.

**HANDOUT 1.b****OBSTACLES TO SELF-HELP DEVELOPMENT AND SOLUTIONS****OBSTACLE 1:**

**Unprogressive Mindset:** This is a state of mind in which people think that they have no control or power over their underdevelopment or problem and therefore expect outsiders' assistance. Most often such people attribute their deplorable situations to evil spirits, curses, or ancestral gods. Instead of analysing the situation and finding practical solutions, they resort to performance of rituals with the hope of reversing the bad situation.

**SUGGESTION**

**Progressive Mindset:** People with progressive mindsets believe they have the inner power to improve their bad situations. Unlike those with an unproductive mindset, they conduct thorough investigations to understand outcomes and to develop lasting solutions.

**OBSTACLE 2****INADEQUATE BASIC INFORMATION:**

Often, people do not have adequate information about how an existing situation like OD impacts the health and development of individuals and the community as a whole. For them the practice of OD is a normal way of life, and it will continue to be normal until the negative effects of the practice are brought to their attention.

**SUGGESTION**

- It is important to lead community members to investigate how OD affects the health, education, economic, and social well-being of the society. Presentation of the facts and figures could then trigger a positive change in attitudes and behaviours.

**OBSTACLE 3****UNEQUAL GENDER PARTICIPATION:**

As we live in a male dominated world, the involvement and participation of women in decision making is rare although women and children are the primary providers of water for household use and are also responsible for maintaining a clean environment. This male-dominated attitude prevents women from making valuable contributions to the provision of water and maintenance of basic hygiene and sanitation.

**SUGGESTION**

- As NLs emerge after triggering it is most often challenging to achieve equal representation of men and women. However, it is important to encourage women and young females to volunteer as NLs and to participate actively in the WASH decision making processes. Encourage men to support female NLs in the community to boost their confidence and assertiveness so the women will participate meaningfully.

**OBSTACLE 4****POOR RECORDKEEPING**

In most communities the art of keeping written records of events and experiences is inadequate. This could be attributed to low levels or lack of education; people do not value keeping written records. Without written records project history or events entrusted to memory are lost over time.

**SUGGESTION**

- It is very important for the group and the community that NLs keep written records on WASH issues. Written records provide opportunities for refreshing the memory of a project intervention's success stories and failures and ensure that past mistakes are not repeated.

**OBSTACLE 5****LOW LEVEL OF PROJECT AWARENESS**

Sometimes community members and marginalized groups do not receive enough information about a project and therefore do not appreciate the importance of the intervention. This could lead to low participation, misunderstanding, confusion, and conflict among community members.

**SUGGESTION**

- One major duty of the NLs is to share project information with all community members, including marginalized groups, to ensure proper understanding of the project as well as its benefits. They also outline roles and responsibilities of the various sectors of the community.
- NLs should create project files such as minutes books, action plans (Refer to sample provided below.), visitor's books, and baseline data for the community's reference and future use.

**OBSTACLE 6****IRREGULAR COMMUNITY MEETINGS**

Sometimes community committees do not organize regular meetings to address emerging issues, provide feedback to community members, or involve community members in decision making. This can lead to confusion or mistrust among community members and ultimately defeat the purpose of the project.

**SUGGESTIONS**

- NLs should be able to answer questions from the community at large on the progress and details of the project.
- Meetings help improve planning, allow for community review of actions, and increase accountability to community members. They should not be removed from the project's schedule of activities. (Refer to a sample of community meeting minutes book provided below.)

**HANDOUT 1.c.****SAMPLE OF COMMUNITY MEETING MINUTES BOOK****Name of Community:****Date:****Members Present:**

<b>Issue Discussed</b>	<b>Decision Made</b>	<b>Individual Responsible</b>	<b>Timeline Complete to</b>	<b>Remarks</b>

Signature of recorder..... Approval by chairperson.....

**SAMPLE OF COMMUNITY ACTION PLAN****Name:** Fodome Woe**Date:** 30/01/13**Plan Number:** 1**Period:** From 1/02/13 To: 28/02/13**Subject:** Implementation of CLTS**Objective:** To ensure community participation in CLTS activities

<b>Serial No.</b>	<b>Activities</b>	<b>Description</b>	<b>Individual Responsible</b>	<b>When/ How Long</b>	<b>Things Needed</b>
1	To prepare sanitation action plan	Community meeting	NL (s)	Tuesday 5/02/13 (one hour)	Venue Chairs/benches Stationery
2.					

**SAMPLE OF COMMUNITY VISITOR'S BOOK**

<b>Name</b>	<b>Organization</b>	<b>Purpose of Visit</b>	<b>Findings</b>	<b>Recommendations</b>	<b>Time In</b>	<b>Time Out</b>	<b>Signature</b>

## LEADERSHIP IN IMPLEMENTATION OF CLTS

### Introduction

The success of a team or group depends to a large extent on effective and proactive leadership. NLs as a group will need to enhance their knowledge and skills in leadership to effectively facilitate the CLTS process in their communities.

### Session Objectives:

By the end of the session participants will be able to:

- Explain leadership,
- Differentiate leadership styles,
- Identify the qualities of a leader (NLs),
- Explain the importance of leadership, and
- Describe roles and responsibilities of NLs in implementation of CLTS.

Total time: 3 hours

### A. Leadership:

Process	Method	Materials	Time
Ask the question “Who should ensure community participation to end Open Defecation (OD) in your community?” Discuss and record responses.	<ul style="list-style-type: none"> <li>• Question and answer</li> <li>• Discussion</li> </ul>	Flip chart paper, marker, blackboard, and chalk	15 min

### B. What is leadership?

Process	Method	Materials	Time
Ask participants to explain what leadership means to them.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart paper	10 min
Discuss and summarize using Handout 2. a.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Handout 2. a.	10 min

**Different leadership styles:**

Process	Method	Materials	Time
Invite volunteers to the front of the class and ask them to role play the different leadership styles they are familiar with.	<ul style="list-style-type: none"> <li>• Role play</li> </ul>		30 min
Present Handout 2.b. to summarize the three main leadership styles and indicate their strengths and weaknesses.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout 2.b.	15 min

**Importance of leadership:**

Process	Method	Materials	Time
Divide participants into manageable groups and ask them to discuss the importance of leadership in CLTS implementation.	<ul style="list-style-type: none"> <li>• Small groups discussion</li> </ul>	Flip chart paper	20 min
Ask each group to make a presentation at plenary for further discussion and note salient issues.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Flip chart paper, marker, blackboard, and chalk	30 min
Summarize discussion by using Handout 2.c.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart, marker, blackboard, and chalk	10 min

**Roles of NLs in CLTS implementation:**

Process	Method	Materials	Time
Ask participants to explain their roles to ensure popular community participation. Record the responses.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart, marker, blackboard, and chalk	15 min
Present Handout 2.d. to summarize the discussion.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout 2.d.	10 min

**Desired qualities of NLs**

Process	Method	Materials	Time
Divide participants into manageable groups and ask them to identify the desired qualities of NLs.	<ul style="list-style-type: none"> <li>• Small groups discussion</li> </ul>	Flip chart, marker, blackboard,	15 min



		chalk	
Ask each group to make a presentation for further discussion. Collate views expressed and summarize using Handout 2.e.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Flip chart	30 min

### **Handout 2.a.**

#### **What is leadership?**

Leadership is a process whereby one person or group influences others to do something or supports others to achieve a common goal such as ODF status.

### **Handout 2.b.**

#### **Different leadership styles**

##### **1. Autocratic or authoritarian style:**

- Decision power is the sole prerogative of the leader.
- Most often the leader does not succumb to suggestions from others.
- The leader praises their own initiatives and criticizes the efforts of team members (self-glorification).
- There is no division of labour, rather the leader instructs specific persons to do specific things.

#### **STRENGTHS**

- Decision making is fast and time saving.
- Recommended during emergency situation where time is of essence and leader has to make quick decisions.

#### **WEAKNESS**

- Does not make room for the participation of other team members in decision making.
- No consensus building on issues.
- Does not promote division of labour.
- Does not value the contribution of others.

## **2. Democratic or participative style:**

- The leader creates a democratic space for participation in decision making.
- The leader motivates the team by praising efforts and rewarding excellence.
- The team members share responsibilities among themselves through discussion and consensus.

### **STRENGTHS**

- Promotes unity of purpose.
- Rewards individual and collective contributions.
- Decisions are based on consensus.
- Encourages participation of all.

### **WEAKNESSES**

- Delays in decision making.

## **3. Laissez-faire or disinterested style:**

- The leader does not care about what goes on in the team.
- Subordinates are given a free hand in deciding what to do and how to do it.
- The leader remains detached from participation.

### **STRENGTHS**

- Promotes the emergence of potential leaders.
- Effective if subordinates are responsible.

### **WEAKNESS**

- Lack of direction and focus for subordinates.
- Team loses interest in their job.

## **HANDOUT 2.c.**

### **Importance of leadership:**

- Organizes the team members as well as community members (e.g., role planning)

- Creates opportunity for participation to end OD
- Convinces community members to contribute time and resources for the good of all (especially the haves contributing more to leverage for the poor)
- Mobilizes and distributes resources
- Develops human resources (e.g., training, coaching, and mentoring)
- Serves as an interface between community and development partners
- Ensures discipline among team members
- Informs the population on the progress of CLTS implementation
- Shares information on CLTS
- Resolves conflict among team members and the community

## **HANDOUT 2.d.**

### **Roles of NLs**

- Create CLTS awareness in the community
- Are accountable and transparent to group members and community members on CLTS implementation (e.g., progress and challenges)
- Serve as an interface between the community and development partners
- Share information among community members on hygiene and sanitation issues
- Organize and/or support clean-up campaigns
- Monitor, document, and maintain data relating to CLTS implementation
- Lead community self-assessment towards ODF

## **HANDOUT 2.e.**

### **Desired Qualities of a NL**

- ✓ Knowledgeable in CLTS (principles and objectives)
- ✓ Good listener and communicator
- ✓ Leads by example (e.g., owns and uses a latrine)
- ✓ Interest in working for the common good of society
- ✓ Patient and tolerant
- ✓ Transparent and accountable (honest)
- ✓ Ability to understand others

- ✓ Analytical skills
- ✓ Approachable
- ✓ Ability to influence others

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## SESSION 3

### TEAM WORK/BUILDING

#### Introduction

NLs cannot work individually to achieve general ODF status; they must come together to work as a groupm because there is strength in unity. Therefore, the purpose of this session is to improve the understanding of participants about teamwork and their individual and collective roles in building a cohesive team.

#### Session objectives:

By the end of the session participants will be able to:

- Explain what teamwork is.
- Understand and explain the importance of individual and collective roles and responsibilities.
- Identify characteristics of a good team.

**Total time: 1 hour and 40 minutes**

#### Teamwork/teambuilding

Process	Method	Materials	Time
Ask participants to explain their understanding of what a team is. Collate responses on a flip chart or blackboard and discuss.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart, marker, blackboard, and chalk	10 min
Present Handout 3.a. and summarize discussion.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout 3.a.	10 min

**Importance of a team:**

Process	Method	Materials	Time
Ask a volunteer to tell a story on the importance of a team and discuss.	• Story telling		10 min
Note key points.		Flip chart, marker, blackboard, and chalk	5 min
Now tell the story “Nobody Did It.” If necessary share hard copies of Handout 3.b.	• Story telling	Facilitator	5 min
Divide participants into groups and ask each group to discuss the story and present challenges and solutions.	• Discussion	Flip chart paper, marker	30 min
Summarize discussion using Handout 3.c.			10 min

**Characteristics of a good team:**

Process	Method	Materials	Time
Ask the question “What are the characteristics of a good team?”	Discussion		5 min
Record key issues mentioned.	Discussion	Flip chart, marker, blackboard, chalk	5 min
Summarize discussion with help of Handout 3.d.	Discussion	Handout 3.d.	10 min

**HANDOUT 3.a.****What is a team?**

A team is a group of people with specific knowledge and skills working together to achieve a common goal or task that will benefit them and the society at large.

**HANDOUT 3.b.****“Nobody Did It”**

There is a story about four people named Everybody, Someday, Anybody and Nobody. There was an important job to be done and Everybody was asked to do. Anybody could have done it.

Nobody did it. Somebody got angry because it was Everybody's job. Everybody thought Anybody could do it but Nobody realized that Everybody wouldn't do it. Consequently, it wound up that Nobody told Anybody, so Everybody blamed Somebody. But still NOBODY DID IT.

### **HANDOUT 3.c.**

Possible responses could include the following:

- No clear and achievable goals for the four people,
- No clear roles and responsibilities for each individual and for the group,
- No leader to deal with the conflict situation, and
- No regard for team members.

### **HANDOUT 3.d.**

- There should be a clear and achievable goal for the four member team.
- Need for commitment to achieve goals.
- Need to set realistic roles and responsibilities for individuals and team members.
- There should be mutual respect for team members.
- It is important to have a team leader.
- Team members must support the leader and vice versa.
- Hardworking team members should be complimented and rewarded.

### **HANDOUT 3.e.**

#### **Characteristics of a good team**

- ✓ Adopt a collaborative approach in their work.
- ✓ Share authority and responsibility for self-management.
- ✓ Celebrate the team's successes and recognize failures.
- ✓ Work toward a common goal and share rewards.

## **SESSION 4**

### **COMMUNICATION**

#### **Introduction**

Communication is a means of sending information to another person (s) to make things happen. Communication happens during every moment in our lives and at various levels of society:

- (1) Household level
- (2) Community level
- (3) Workplace

It is therefore important for NLs to enhance their skills for effective communication so that they can bring about behaviour change in their communities.

**Session objectives:**

At the end of the session, participants will be able to:

- Explain the importance of communication;
- Explain the meaning of communication;
- Discuss the communication process;
- List barriers to communication; and
- Explain how to communicate effectively (verbal and non-verbal).



**Total time: 2 hours and 40 minutes**

**Importance of communication:**

Process	Method	Materials	Time
Select two participants to perform a role play. Ask the first participant to go outside and brief the second participant to instruct the first participant to pick the pen on the facilitator's table and give it to the facilitator. The second participant must do this without speaking, using body language, or writing a note or text a message with a mobile phone.	<ul style="list-style-type: none"> <li>• Role play</li> </ul>		10 min
Invite first participant into the classroom and instruct second participant to deliver the message bearing in mind the instructions given earlier. Ask the class to observe the scenario between the first and second participant for a while. Then ask class if communication took place between the two participants.			5 min
Discuss the learning points from the role play using Handout 4.a.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Handout 4.a.	15 min

**Meaning of communication:**

Process	Method	Materials	Time
Ask participants the question "What is communication"? Capture their responses on flipchart or blackboard.	<ul style="list-style-type: none"> <li>• Question and answer</li> </ul>	Flipchart Marker Blackboard Chalk	10 min
Present Handout 4.b. and summarize the discussion.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout 4.b.	15 min

**The communication Process:**

Process	Method	Materials	Time
Present the communication process in Handout 4.c. and explain the key elements	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	Handout 4.c.	15 min

involved.			
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**Barriers to communication:**

Process	Method	Materials	Time
Select 4 interested participants (Mr. A, Mr. B, Miss C and Mrs. D) to play some roles.	• Role play		10 min
Ask Mr. B, Miss C and Mrs. D to go outside the classroom.			
Facilitator reads message on Handout 4.d. to Mr. A and the other participants in the classroom. Invite Mr. B, Miss C and Mrs. D to return.			5 min
Instruct Mr. A to transmit the message to Mr. B without Miss C hearing it. Then Mr. B should transmit the message to Miss C. Then Miss C to Mrs. D.			5 min
Ask Mrs. D to tell the class the message she received from Miss C.			5 min
Ask participants about their experience	• Discussion		5 min

**NOTE:** It will be obvious that the core message has changed somewhere along the line of communication and Mrs. D might have received a diluted message due to several reasons.

**Some of the reasons could include:**

1. Message overloaded with lots of information,
2. The complexity of the information vis-à-vis literacy of the recipient of the message,
3. Lengthy communication channel, or
4. The time the message was delivered.

**Barriers to effective communication:**

Process	Method	Materials	Time
Divide participants into manageable groups and ask them to identify barriers to communication and how to overcome each barrier.	• Small groups • Discussion		20 min
Ask each group to make a presentation at plenary for further discussions.	• Presentation • Discussion	Poster	30 min
Summarize discussion with help of Handout 4.e.	• Discussion	Handout 4.d.	10 min

#### **HANDOUT 4.a.**

Participants' feedback on first role play on importance of communication:

1. The two participants stood looking at each other.
2. They were confused.
3. There was no action.
4. The message was not delivered.

Conclusion: Both verbal and non-verbal communication are very important to allow meaningful interaction among people to take place.

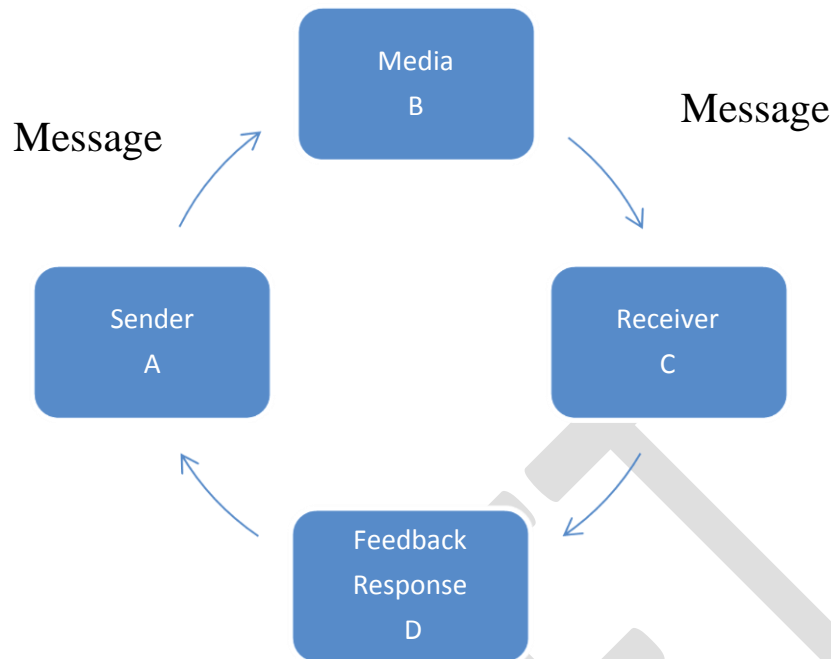
#### **HANDOUT 4.b.**

##### **Meaning of communication**

- ✓ Communication is a process where information and ideas are transmitted from one person to another. It involves a sender sending the message, idea, or information to a receiver.
- ✓ Communication is a process of sending and receiving information through the use of verbal and non-verbal symbols so that understanding takes place.

#### **HANDOUT 4.c.**

##### **COMMUNICATION CYCLE**



The sender (A) sends a message through a medium/channel (B) to a receiver (C). After receiving the message, the receiver (C) has a responsibility to respond or reply or give feedback (D) to the sender (A). It is only when the sender (A) receives feedback, a reply, or a response from the receiver (C) that communication is deemed to be completed. It is therefore important to note that in any effective communication process there should be:

- Sender;
- Message, ideas, or information;
- Media or channel;
- Receiver; and
- Response, reply, or feedback.

#### **HANDOUT 4.d.**

##### **The message:** (fiction)

Two years ago my grandfather was involved in a motor accident which occurred between mile 9 and 12 on the Kasoa-Winneba road in the Central Region of Ghana. Twelve vehicles were involved in all. Two of the victims died on the spot and several of the others sustained serious injuries. The injured included six men, eight women and five children. The two dead men were immediately conveyed to the Winneba hospital morgue while the injured were transported to

Korle-Bu and Kasoa hospitals by ambulance service. Four men and seventeen women were pronounced dead on arrival by medical doctors on duty at the hospitals. An announcement was posted on the local FM stations inviting those whose relatives could be among the victims to proceed to the hospitals to identify if their relations were among dead so that they would claim the bodies for final interment. My grandfather was lucky as he escaped unhurt, but he lost a fortune of monies he was carrying from the bank to pay his workers. Relatives of the dead could not claim any insurance benefits as most of the vehicles involved, except for three, had no valid vehicle insurance coverage. Secondly, relatives of the dead could not identify which vehicles their relatives travelled in to facilitate insurance claims. In the end no family received insurance claims.

#### **HANDOUT 4.e.**

#### ***BARRIERS TO EFFECTIVE COMMUNICATION***

Anything that prevents understanding of the message is a barrier to effective communication.

- **Unfamiliar language:**

Language is a very powerful tool in communication. It is part of culture and identifies people of a particular geographic location. When a message is sent in a language that the receiver does not understand he/she would not respond and there would be no impact.

**Noise:**

- Noise has the capacity to interrupt any clear communication. It can affect the concentration of the sender and the receiver. Any noise above normal hearing level can be irritating and result in communication breakdown.

**Rating self above others:**

When we feel superior to others the tendency is not to respect or give due attention to any message being delivered from that person, and thus effective communication is impeded.

**Talking too fast or incoherently:**

If a sender of a message talks too fast the receiver will find it difficult to concentrate or stay focused on the message being given. If the message is not clear effective communication will not take place.

**Overloaded and coded message:**

If the message to be given out is loaded with different information or ideas, the receiver will be overwhelmed because he/she will be struggling to ascertain what information to focus on. Thus, the core message may not reach the receiver. Coded and technically motivated messages may not be understood by ordinary people. The receiver may end up getting confused, resulting in ineffective communication.

### **Timing of information or message delivery**

Time is very important in everyday life and can affect communication. If we expect an outcome of communication to be timely then we must deliver the message or information in a timely manner. Late delivery of information or a message will generate a corresponding late outcome or nothing at all.

### **WAYS TO OVERCOME BARRIERS TO COMMUNICATION:**

- **Active listening:**

This involves the receiver paying attention to the words, gestures and expressions of the sender to ensure understanding is achieved.

- **Feedback:**

Giving and receiving feedback is very important as it indicates that communication is complete. Also, it provides an opportunity for the sender to know that he/she has been understood.

- **Avoid technical language and jargon**

Technical words and jargon could affect the meaning of a message and have to be avoided or minimized when communicating with non-technical people.

- **Timing of information or message delivery:**

The sender of a message or information must ensure that the time of delivery is appropriate and that the receiver is alert and listening attentively.

- **Simple and clear message:**

Messages and information should not be overloaded. They should be short, simple, and clear so that the receiver will not have difficulties understanding. Also, the use of appropriate language (preferably local) is very important in communication.

- **Mutual respect and understanding:**

It is important that there is mutual respect and understanding between the sender and the receiver of a message or information so that each of the parties is able to freely express him or herself.

### ***NONVERBAL COMMUNICATION***

- **Eye contact:**

Keeping acceptable eye contact promotes friendliness and interest during communication.

- **Facial expression:**

One's facial expression has the potential to attract people or repel people. A smiling face conveys happiness, love and warmth and therefore attracts people while an unpleasant face drives people away. It is natural that when you smile at others they smile back and that promotes friendship.

- **Gestures:**

The use of appropriate gestures keeps the receiver or audience alert and interested in the message or information being given out. So, it is important to adopt and use gestures that are socially and culturally accepted in the area.

- **Posture and body orientation:**

Be aware of the way you talk and move different parts of your body as each gesture and movement communicates a message.

- **Proximity:**

Knowledge and usage of the cultural norms of the environment promotes effective communication as the sender is perceived to identify with the receiver or audience.

## SESSION 5

### SOCIAL MOBILIZATION (SM)

#### Introduction

The attainment and sustainability of ODF status is a collective responsibility. Therefore it is important to enhance the capacity of NLs in mobilizing community resources (e.g., human, material, and finance) to achieve set targets and goals

#### Session Objectives:

By the end of the session participants would be able to:

- 1-Explain the meaning of SM,
- 2. Understand the importance of SM,
- 3. Identify the steps of SM,
- 4. Identify the strategies for SM, and
- 5. Identify possible stakeholders and media in SM.

**Total time: 3 hours**

#### Meaning of SM

Process	Method	Material	Time
Gauge participants understanding of social mobilization by asking them the question “What is social mobilization and what is its importance to CLTS implementation?” Record their responses on the flip chart or blackboard.	• Question and answer	Flip chart, marker, blackboard, and chalk	20 min
Strengthen participants’ knowledge through Handout 5.a.	• Presentation and discussion	Handout 5.a. and poster	10 min

#### Steps of SM

Process	Method	Material	Time
Assess steps participants adopt in mobilizing community members to participate in communal activities by asking each of them. Note down responses.	• Question and answer	Flip chart, marker, blackboard, and chalk	20 min
Summarize discussion with help of Handout	• Presentation	Handout 5.b.	15 min



5.b	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	and poster	
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### Strategies for SM

Process	Method	Material	Time
Divide participants into three or four groups. Ask each group to identify strategies for community mobilization and make a presentation at plenary.	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• Presentation</li> <li>• Discussion</li> </ul>	Flip chart, marker, blackboard, and chalk	30 min 35 min
Explain the strategies using Handout 5.c.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout and poster	15 min

### Stakeholders and media in SM

Process	Method	Materials	Time
Ask participants to mention key stakeholders to be involved in SM and possible media.	<ul style="list-style-type: none"> <li>• Question and answer</li> <li>• Discussion</li> </ul>	Flip chart, marker, blackboard, and chalk	20 min
Summarize discussion referencing Handout 5.d	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout and Poster 5.d.	15 min

### HANDOUT 5.a.

#### SM:

Is a process of bringing individuals, groups, institutions, and organizations together with the view of addressing a common issue or problem affecting the society (e.g., OD)?

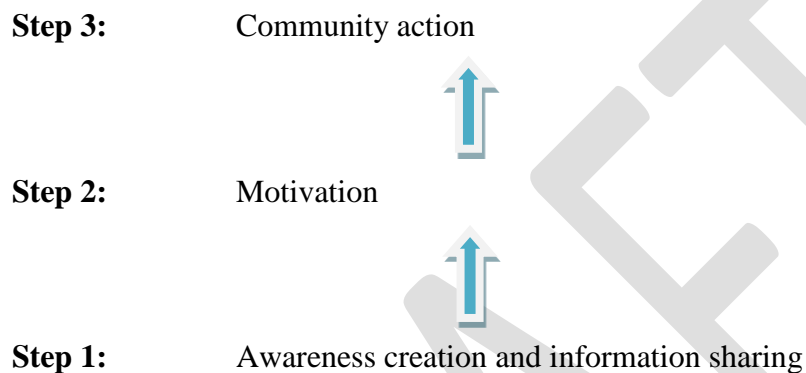
#### Importance of SM:

- Promotes shared vision (stakeholders buying into project vision),
- Allows collective identification of issue/problem (e.g., OD),
- Brings to the fore individual and collective responsibility,
- Puts pressure on others to conform to new way of life,
- Promotes project ownership and sustainability,
- Leverages resources (sharing and supporting the poor and vulnerable),
- Facilitates the identification and emergence of NLs.

- Promotes competition among communities, and
- Promotes participation.

## HANDOUT 5.b.

### *STEPS IN SOCIAL MOBILIZATION*



#### **Summary of the steps:**

##### **Step 1: Awareness creation and information sharing**

People need information to make informed decision on issues that affect their lives. The use of facts and figures (e.g., disease or deaths) about OD and faecal-oral transmission routes (Using F-diagram) has great potential for triggering behaviour change and practices around OD.

##### **Step 2: Motivation**

Understanding that through poor hygiene and an unsanitary environment one ingests one's own faeces or that of others has the potential to ignite disgust and desire to change the trend (OD).

##### **Step 3: Community mobilization and action**

Following the desire to change, it is easier to organize the community members to take positive actions to eliminate OD (e.g., construction and use of latrines and hand washing at

critical times). Ultimately, individuals and groups in the community will understand the negative consequences of OD and know how to sustain the gains achieved.

### **HANDOUT 5.c.**

#### **Strategies for SM include:**

- Publicity in various media sources (print and electronic) to generate interest for CLTS implementation;
- Utilization of religious, social, and political platforms to campaign for CLTS activities;
- Sustained discussions at various meetings and with targeted persons or groups;
- Collaboration among CLTS key stakeholders (individuals, chiefs, community members, Plan staff, local NGOs or consultants, universities, district assemblies (DAs), teachers, and youth);
- Provide success stories of OD free communities;
- Organize exchange visits to communities doing well in CLTS activities for peer learning and sharing; and
- Celebrate ODF status and present certificates and awards.

### **HANDOUT 5.d.**

#### **Media for SM include**

- Community radio station, television, and newspaper;
- Drama or puppetry;
- Songs or storytelling;
- Signboards or billboards;
- Posters;
- Folklore (concert);
- Loud speakers or megaphones;
- Community information centres; and
- Festivals.

#### **Key stakeholders in CLTS implementation include:**

- Community members (including community leaders, NLs, and religious groups);
- Local NGO partners;
- Political institutions;
- Government institutions (EHSD, CWSA, DA, DCD);
- Teachers and school children;
- Private sector practitioners (hardware production and distribution, artisans);
- Universities;
- Donors;
- Youth clubs; and
- Men and women associations.

## SESSION 6

### CONFLICT PREVENTION AND MANAGEMENT

#### Introduction

When two people from different backgrounds, with different values and reference points come together, misunderstandings and conflicts are bound to occur. Therefore, NLs could encounter conflict situations in the course of their work, and so there is a need to enhance their ability to prevent and manage conflicts.

#### Session Objectives:

By the end of the session participants will be able to:

- Explain what conflict is and its possible causes;
- Identify the negative consequences of conflict in CLTS implementation; and
- Identify strategies for minimizing conflict in CLTS implementation.

**Total time: 1 hour and 40 minutes**

#### Conflict scenario

Process	Method	Materials	Time
Ask five volunteers to share their experiences of a conflict situation and what mitigation measures were used. Note down key information from the discussion.	<ul style="list-style-type: none"> <li>• Experience sharing</li> <li>• Discussion</li> </ul>	Flip chart, marker, blackboard, and chalk	10 min
Summarize discussion and share own experiences if any.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Lecture</li> </ul>		15 min

#### What is conflict and what are possible causes?

Process	Method	Materials	Time
Ask participants to explain the following questions and record their responses: What are conflict and its possible causes? How do people respond to conflicts (manifestations)?	<ul style="list-style-type: none"> <li>• Question and answer</li> <li>• Discussion</li> </ul>	Flip chart, marker, blackboard, and chalk	30 min
Summarize discussion with help from Handout 6.a.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout and poster	5 min

### Negative consequences of conflict

Process	Method	Materials	Time
Divide participants into three or four groups. Ask each group to identify the negative consequences of conflicts	• Discussion	Flip chart and marker	20 min
Ask each group to make a presentation at plenary for further discussion.	• Presentation • Discussion	Poster	15 min
Summarize discussion through Handout 6.b.	• Presentation	Poster	5 min

### Strategies for minimizing conflicts in CLTS implementation

Process	Method	Materials	Time
Ask participants to mention possible strategies to adopt in order to minimize conflicts in CLTS implementation.	• Discussion	Flip chart, marker, blackboard, and chalk	5 min
Record responses and summarize with the help of Handout 6.c.	• Discussion	Handout poster 6.c.	10 min

### HANDOUT 6.a.

#### Meaning of conflict:

A struggle between two or more opposing forces, ideas, or beliefs that could be due to political, religious, tribal, ethnic, or economic differences. The outcome of a serious conflict is usually devastating.

#### Possible causes and sources of conflict:

- When an individual or group of people feels cheated;
- When one is denied his or her rights (e.g., right to participation in the decision making process);
- When there is a lack of access to relevant information intended for all;
- When there is a lack of transparency and accountability of community resources;
- When minority groups are marginalized;
- When other groups or individuals in society are denied the opportunity to enjoy the benefits of development interventions (e.g., the poor, aged, people with disabilities, children, and women);

- When there is discrimination in the application of sanctions on violators of by-laws;
- When there is elite capture of community development interventions; and
- When an individual or group of people are not willing to change negative attitudes and behaviours that impinge on the rights of others (e.g., OD).

### ***MANIFESTATIONS OF CONFLICT***

- Disagreements,
- Quarrels,
- Arguments,
- Enmity,
- Litigation,
- Fighting,
- Wars,
- Destruction, and
- Loss of lives and property.

### **HANDOUT 6.b.**

#### **Negative consequences of conflict:**

- Apathy towards development interventions meant to address needs of the community,
- Absence of peace and harmony needed for societal cohesion and development,
- Mental and psychological trauma,
- Physical fighting leading to injuries and loss of lives and property,
- Stoppage or reduction of external support for development interventions,
- Displacement of persons or populations,
- Disruption in social services (e.g., education and health care).

### **HANDOUT 6.c.**

#### **Possible solutions to minimize conflict:**

- Participate in mutual respect for all members of society irrespective of ethnicity, religious or political persuasion, or level of education;
- Encourage the haves to support the have-nots (poor) in contributing to project delivery;

- Provide opportunities for all to participate meaningfully (e.g., equal representation from all sections of the community on committees);
- Disseminate information to all through appropriate community media (e.g., religious and traditional leadership and radio);
- Put in place internal mechanisms for conflict resolution (e.g., enabling free expression of concerns by individuals or groups during meetings or mitigating through traditional and religious leaders or other socially and culturally accepted mediums);
- When conflicts arise do not postpone settlement, but instead deal with them immediately, irrespective of who is involved;
- Sanction violators of community by-laws without discrimination;
- Institute platforms (meetings) for community project reflections and accountability;
- Reward hardworking community volunteer groups and individuals to motivate them; and
- Give up entrenched positions.



## SESSION 7

### COMMUNITY ENTRY

#### Introduction:

It is anticipated that the capacity building of NLs may help to reduce the cost of facilitating CLTS processes. In the light of this, it is important to build the capacity of this group of cadres in every aspect of community entry techniques.

#### Session objectives:

At the end of the session participants will be able to:

- Explain the concept of community entry;
- Understand the steps in community entry to win the trust, commitment, and cooperation of community members in their mobilization efforts;
- Identify key contact persons and groups to work within the community; and
- Explain skills and attitudes required for community entry.

**Total time: 2 hours and 40 minutes**

#### Concept of community entry

Process	Method	Materials	Time
Ask participants to explain the concept of community entry.	<ul style="list-style-type: none"> <li>• Question and answer</li> </ul>		10 min
Note and discuss their responses on a flip chart or blackboard.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart, marker, blackboard, and chalk	10 min
Present Handout 7.a. to wrap up the discussion.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Poster 7.a.	5 min

**Steps in community entry:**

<b>Process</b>	<b>Method</b>	<b>Materials</b>	<b>Time</b>
Divide participants into groups of three or four.			
Ask each group to discuss the steps they would use during community entry for plenary discussion.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Presentation</li> </ul>	Flip chart, marker, blackboard, and chalk	20 min
Note down critical comments on a flip chart or blackboard.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart, marker, blackboard, and chalk	10 min
Walk participants through the points itemized in Handout 7.b.	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	Handout 7.b.	5 min

**Key contact persons or groups to work with in the community:**

<b>Process</b>	<b>Method</b>	<b>Materials</b>	<b>Time</b>
Ask participants to identify possible contact persons or interest groups they would work with in the community apart from chiefs and elders and ask them to provide reasons.	<ul style="list-style-type: none"> <li>• Question and answer</li> <li>• Discussion</li> </ul>	Flip chart, marker, blackboard, and chalk	15 min
Ask participants to mention the advantages and disadvantages of working with contact persons in a community.	<ul style="list-style-type: none"> <li>• Question and answer</li> <li>• Discussion</li> </ul>	Flip chart, marker, blackboard, and chalk	10 min
Summarize the discussion with the help of Handout 7.c.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout 7.c.	5 min

**Skills and Attitudes Required of NLs for community entry activities:**

<b>Process</b>	<b>Method</b>	<b>Materials</b>	<b>Time</b>
Divide participants into three or four groups and ask them to brainstorm skills and attitudes required of NLs for community entry activities.	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• Brainstorming</li> </ul>	Flip chart, marker, blackboard, and chalk	20 min
Ask each group to prepare a presentation or poster for plenary discussion.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Presentation Poster	10 min
Capture responses and discuss.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>		5 min
Summarize discussion using Handout 7.d.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>		5 min

**HANDOUT 7.a.****Concept of community entry**

Community entry is the process of establishing initial contact with community leadership and members. As all future interactions are based on the success of the initial contact, it is important that the initial contact is done in a professional manner so that social legitimacy is achieved. It involves using socially and culturally acceptable techniques and channels in reaching out to them.

**HANDOUT 7.b.****CRITICAL STEPS IN COMMUNITY ENTRY**

**1. Identify community by gathering information from formal and informal sources such as:**

- Reading from available books and newspapers;
- Talking to individuals or organizations that have worked or are working in or near the community;
- Talking to community members;
- Utilizing informal sources such as markets, drinking bars, and funerals; and
- Contacting the DA.

**2. Identify the leaders by:**

- Recognizing the position and roles of the leaders to facilitate seeking support from the right place or person and
- Scheduling meeting times that would be convenient to the traditional leaders and participation of women and children.

### **3. Follow protocol**

- Meet the District Chief Executive and key staff of the DA to discuss the purpose of engaging the community and elicit their support.
- The DA may delegate an official to walk you through the traditional protocol arrangement of the area.
- Alternatively, find a respectable community member to facilitate the interaction with community leadership and members.

## **PROTOCOL PROCESS**

Using the right community entry approaches is crucial for winning social legitimacy, acceptance, and support for the project and therefore no effort should be spared at achieving this goal. Failure to use the right approaches could result in total rejection of the project intervention by the community leadership and members.

### **SOME TIPS:**

- ✓ Identify someone very conversant with the customs and traditions of the area to accompany you and lead the process.
- ✓ It would be appropriate to book an appointment prior to visiting so that you do not take community members or its leadership by surprise.
- ✓ Introduce yourself and the project appropriately.
- ✓ Use the occasion to schedule subsequent visits.
- ✓ Remember to thank people at the end of every interaction.
- ✓ At meetings take note of people who show interest in the project and seek their support.

## **HANDOUT 7.c.**

## **CONTACT PERSONS, INTEREST GROUPS, AND PERSONALITIES IN COMMUNITIES NLS CAN WORK WITH**

- Heads of prominent families,
- Heads of schools and teachers,
- Religious leaders or catechists;
- DA members;
- Unit committee members;
- Youth leaders;
- Women group leaders;
- Water and sanitation committees;
- Traditional birth attendants; and
- Environmental health assistants.

### **HANDOUT 7.d.**

#### **ADVANTAGES OF WORKING WITH CONTACT PERSONS**

- Knowledgeable and have experience in community mobilization,
- Respected by community members,
- Can influence community decision making, and
- Trusted by community members.

#### **DISADVANTAGES WORKING WITH CONTACT PERSONS**

- Can hijack the development process of a project to the exclusion of other community members;
- Sometimes are not trusted by community members so their mere association with any development intervention may decrease participation; or
- Can be a barrier between project staff, community leadership, and community members.

## **HANDOUT 7.e.**

### **SKILLS REQUIRED OF NLs IN COMMUNITY ENTRY ACTIVITIES**

- Organizing,
- Meeting facilitation,
- Communication,
- Recordkeeping,
- Listening,
- Empathy,
- Critical observation, and
- Analysing.

### **ATTITUDES REQUIRED OF NLs IN COMMUNITY ENTRY ACTIVITIES**

- Patience,
- Tolerance,
- Respect for other people's opinion,
- Good listening attitude, and
- Humility.

# MODULE TWO

## SESSION 8

### SAFE HUMAN EXCRETA MANAGEMENT

#### Introduction:

In all countries public health is of central importance to the design and implementation of excreta disposal projects. Better health is the main social and economic benefit that governments hope to gain by investing in safe excreta disposal systems.

#### Session objectives:

Participants will be able to

1. Define human excreta and its purpose,
2. Identify possible defecation sites in communities,
3. Identify faeces transmission routes (anus to mouth),
4. Mention factors that motivate or promote OD in communities,
5. Identify advantages of providing and using safe, hygienic excreta disposal facilities, and
3. Gain increased knowledge of diseases transmitted through excreta and behaviours required to break the transmission routes.

**Total time: 3 hours**

#### Identification of human excreta from riddle

Process	Method	Materials	Time
Introduce topic with a riddle and ask participants to identify the main character in the riddle.	<ul style="list-style-type: none"> <li>Riddle</li> <li>Discussion</li> </ul>		10 min
Record participant responses and discussion	<ul style="list-style-type: none"> <li>Discussion</li> </ul>	Flip chart, marker, blackboard, and chalk	10 min
Summarize discussion with help of Handout 8.a.	<ul style="list-style-type: none"> <li>Presentation</li> <li>Discussion</li> </ul>	Handout 8.a.	5 min



**What is human excreta?**

Process	Method	Materials	Time
Ask participants the question “What is human excreta”? Record their responses.	<ul style="list-style-type: none"> <li>• Question and answer</li> </ul>		5 min
Summarize discussion through Handout 8.b.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout poster 8.b.	5 min

**Possible defecation sites in communities and implications**

Process	Method	Materials	Time
Divide participants into three or four groups. Ask each group to identify possible defecation sites in their communities and its implications.	<ul style="list-style-type: none"> <li>• Small group work</li> <li>• Discussion</li> </ul>	Flip chart and marker	20 min
Ask each group to prepare a presentation for plenary discussion.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Flip chart and marker	15 min
Capture responses and discussion.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart and marker	5 min
Summarize discussion through Handout 8.b.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout 8.b.	10 min

**Transmission routes of faeces (anus to mouth) and barriers**

Process	Method	Materials	Time
Maintain the same groups above. Ask the groups to identify transmission routes of faeces from anus to mouth. Prepare presentation for plenary discussion.	<ul style="list-style-type: none"> <li>• Small group work</li> <li>• Presentation</li> </ul>	Flip chart and marker	20 min
Record salient issues raised in the discussion.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart and marker	5 min
Use diagram on faecal-oral routes to summarize.	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	Handout 8.c.	10 min

**Factors that promote OD in communities:**

Process	Method	Materials	Time
Ask participants to identify factors that motivate or promote OD in their communities.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart and marker	10 min
Record responses on a flip chart.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart and marker	5 min
Summarize discussion using information on Handout 8.d.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout 8.d.	5 min

**Advantages of providing safe, hygienic human excreta disposal systems:**

Process	Method	Materials	Time
Divide participants into three or four groups. Ask the groups to identify advantages of providing and using safe, hygienic excreta disposal facilities and prepare a presentation for plenary discussion.	<ul style="list-style-type: none"> <li>• Small group work</li> <li>• Discussion</li> <li>• Presentation</li> </ul>	Flip chart and marker	20 min
Record important issues raised on a flip chart or blackboard.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart and marker	5 min
Present Handout 8.e. to summarize discussion.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout 8.e.	5 min

**HANDOUT 8.a.****Riddle**

I'm a semi-solid by-product of digestion

Anytime I'm exposed, I'm surrounded by flies

I'm a by-product of all animals including human beings

I'm a delicacy for other animals

People frown at me and avoid me by covering their nose

On the one hand, if I'm carelessly handled I can cause havoc to humanity

However, if I'm handled properly I'm a good source of organic manure and energy. Who am I?

**HANDOUT 8.b.****What is Human Excreta?**

Human excreta are the by-products or waste generated by digestion (e.g., faeces).

- Human faeces are the principal vehicles for the transmission and spread of a wide range of communicable diseases. (e.g., cholera, typhoid, dysentery, hookworm, and diarrhoea).
- Some of these diseases are the major causes of sickness and death in societies and communities where OD is commonly practiced.

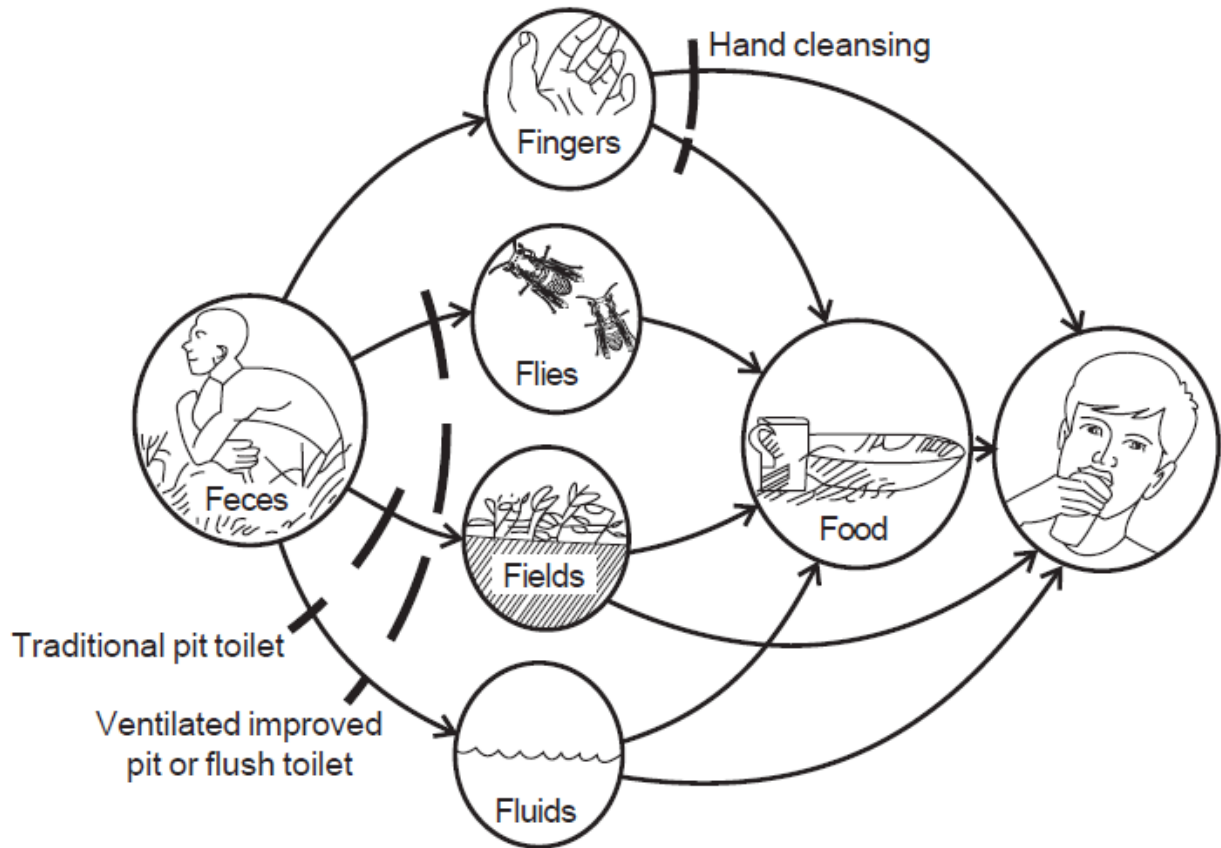
**HANDOUT 8.c.**

### **Possible defecation sites in communities**

- Defecating directly on the ground,
- Defecating in the bush,
- Defecating in uncompleted buildings,
- Defecating in abandoned quarries,
- Defecating into rivers,
- Defecating into and discarding polythene bags,
- Defecating into drains,
- Throwing child's faeces on the ground,
- Defecating into a chamber pot and not disposing of it immediately, or
- Defecating at the beach.

### **Implications of OD:**

- Transmission and spread of excreta related infections and diseases (hookworm, cholera, and diarrhoea);
- Loss of life due to excreta related diseases;
- High cost of treatment of excreta related diseases;
- Labour loss due to illness and loss of income;
- Absenteeism in the school or workplace;
- Malodorous environment;
- Increased fly breeding and spread of infections; and
- Snake bites in the bush that occur during OD, especially in the night.

**HANDOUT 8.d.****Diagram on faecal Oral Routes and barriers****HANDOUT 8.e.****Factors that promote OD in communities**

- Availability of bushes or other hiding places,
- Cost of latrine construction,
- Latrines odours,
- Cultural beliefs and practices,
- Latrines located far from houses,
- Fear to visit distant latrines in the night, and
- Inclement weather conditions.

## **HANDOUT 8.f.**

### **Advantages of providing safe and hygienic human excreta disposal systems:**

- Healthy population;
- Healthy and clean environment;
- Uninterrupted education programme as children do not suffer from excreta-related infections;
- Saving of income that could be channelled to providing other essential amenities for the family such as housing instead of buying drugs to treat excreta-related infections;
- Increased productivity as population will be free from sanitation related diseases;
- Provision of privacy especially for women and adolescent girls;
- Provision for comfort if appropriate cultural, social, and physical conditions of users are taken into consideration during the construction process;
- Convenience to users irrespective of time or weather for latrines closer to the home, and
- Sense of prestige or elevated social status for latrine owners.

## SESSION 9

### INTRODUCTION TO CLTS

#### Introduction

CLTS is a process of mobilizing communities to eliminate OD and other sanitation related issues. It involves facilitating communities to identify and analyse their sanitation and OD situation and map out strategies and actions to achieve ODF status and improved sanitation at the household and community levels. It is therefore necessary for facilitators and NLs of community behaviour change to understand the tenets of CLTS processes.

#### Session objectives

At the end of the session participants will be able to:

- Understand the concept of CLTS;
- Explain the principles of CLTS;
- Carry out the community triggering process;
- Identify roles and responsibilities of NLs;
- Conduct follow up and monitoring using indicators; and
- Understand the ODF verification, declaration, and certification processes.

**Total time: 1 hour and 40 minutes**

#### Concept of CLTS

Process	Method	Materials	Time
Ask participants the full meaning of the abbreviation CLTS and their understanding of the concept. Note down their responses	<ul style="list-style-type: none"> <li>• Question and answer</li> <li>• Discussion</li> </ul>		5 min
Summarize the discussion by explaining every letter in the abbreviation and the CLTS concept with help from Handout 9.a	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	Presentation Handout 9.a.	10 min

### Principles of CLTS

Process	Method	Materials	Time
Ask the question “What are the principles of CLTS?”	<ul style="list-style-type: none"> <li>• Question and answer</li> </ul>		5 min
Record the responses and summarize through Handout 9.b.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Poster Handout 9.b.	10 min

### Community triggering process

Process	Method	Materials	Time
Select volunteers (4) representing four main local NGO facilitators (Community Development Specialist, Hygiene Education Specialist, Water and Sanitation Engineer and Project Coordinator).			
Take the volunteers outside the classroom and tell them you want them to enact the triggering process in their community using all tools employed to the point of emergence of NLs.	<ul style="list-style-type: none"> <li>• Role play</li> </ul>		5 min
Return to the classroom and tell the class about the role play and ask them to select a chief; elders of the community that include a queen mother, community secretary, clergy, assembly member; and community members.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>		10 min
Ask the role play team to enter the classroom and begin the triggering process.	<ul style="list-style-type: none"> <li>• Role play</li> </ul>		30 min
Stop the team and correct mistakes and allow them to continue.	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Discussion</li> </ul>	Paper and pen	15 min
Ask the class to share their observations and summarize the discussion through Handout 9.c.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Presentation</li> </ul>		10 min

**Roles and responsibilities of NLs**

Process	Method	Materials	Time
Divide participants into three or four groups and ask them to identify the roles and responsibilities of NLs in the community.	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• Discussion</li> </ul>	Flip chart and marker	10 min
Ask each group to prepare a presentation for discussion by the larger class.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Presentation</li> </ul>	Presentation and poster	15 min
Record responses and discussion.			10 min
Summarize discussion with the help of Handout 9.d.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Presentation and Handout 9.d.	10 min

**Conduct follow up and monitoring using indicators:**

Process	Method	Materials	Time
What is monitoring? Ask participants to share their understanding.	<ul style="list-style-type: none"> <li>• Question and answer</li> </ul>		5 min
Ask participants what they will monitor and how will they do it	<ul style="list-style-type: none"> <li>• Question and answer</li> </ul>		10 min
Record participant feedback and summarize through Handout 9.e.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart and marker	10 min

**ODF verification, declaration, and certification processes:**

Process	Method	Materials	Time
Ask participants to mention the levels involved in the ODF verification process.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>		5 min
Take down responses and walk them through the levels, categories, processes, and key stakeholders. Use Handout 9.f for illustration	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout 9.f.	30 min

**HANDOUT 9.a.****Meaning of the abbreviation CLTS:****C = Community****L = Led****T = Total**



**S = Sanitation**

**Therefore CLTS = Community Led Total Sanitation**

## **HANDOUT 9.b.**

### **PRINCIPLES OF CLTS**

1. No hardware subsidy for components such as cement, slabs, vent pipes, and rings. The focus is on self-reliance and the utilization of local materials for latrine construction.
2. Private sector participation to create demand for latrines as well as supply of materials and services. This provides opportunity for local employment for goods and services.
3. Focus on collective behaviour change rather than mobilizing individual households.
4. Accommodates a variety of technological options to get people on the sanitation ladder.
5. Appropriate institutional frameworks are instrumental to achieving scale and sustainability.

### **STAGE 1: PRE-TRIGGERING**

- Community entry:
  - Search for information about the community (norms, contact persons, protocol, and sanitation and hygiene practices).
  - Establish rapport with community leadership (introduce yourself and the intervention and set dates for meetings).
  - Meet the general community (introduce self and the intervention and establish appointments for triggering sessions).
  - Casually walk through community and observe sanitation and hygiene practices.
  - Note observations after leaving the community.
  - Establish a relationship with the health and education sector and collect necessary data on diseases for comparison pre- and post-intervention.

## **HANDOUT 9.c.**

### **COMMUNITY TRIGGERING PROCESS**

The success of this exercise will depend to a large extent on the facilitation skills and understanding the application of participatory learning and action (PLA) tools. If feasible, conduct distinct sessions for the different groups of the community (men, women, youth and

children) as each group is affected differently by the existing situation and then summarize at plenary. Some of the PLA tools are outlined below:

**1. Transect walk or walk of shame:**

This involves walking through the community with opinion leaders (e.g., traditional leaders and religious leaders) and other community members. Stop at each OD site and discuss the issue. Normally, community members feel ashamed of an outsider seeing what they do in secret. Note down key comments and observations for further discussion at the general community meetings.

**2. Community mapping:**

Community members draw an outline of their community on the ground or water proof paper. They then indicate important features such as houses, houses with latrines, location of water sources, OD sites, roads, churches, mosques, and schools. The exercise facilitates discussions among community members who work as a team to address the deplorable sanitation and hygiene situation. The map is stored in a safe place and updated regularly to show progress or lack of progress.

**3. Faeces calculation:**

Community members are encouraged to approximate the quantity of faeces deposited in the environment daily, weekly, monthly, and annually per person and per community. This gives a picture of the quantity of faeces in the environment and leads to the realization that they are ingesting each other's faeces and that the situation will continue unless OD is entirely eliminated. Further, the facilitator can help the community members to calculate the amount of total cost associated with sanitation related infections.

**4. Pathways to faecal-oral contamination (F-diagram):**

The amount of faeces in the environment from the calculation above may surprise the community members. If asked where the faeces goes, possible answers could include the following:

- Eaten by animals (dogs, chickens, and pigs);
- Eaten by flies;

- Washed away by floods;
- Dried and blown away by the wind; or
- Disappeared into the soil.

This distribution is then linked to the F-diagram showing the transmission routes (food, flies, fingers, feet, and field) and barriers. Use the F- diagram poster for the demonstration.

### **5. Glass of water exercise – the triggering moment:**

The facilitator asks a participant to bring water from a nearby house. The water is poured into a glass and participants are asked to drink it. Many may want to drink it. The facilitator picks a hair from his/her head and asks participants if they can see the hair. They may not see it. The facilitator then touches the hair to faeces and puts it into another glass of water and asks the participants if they can see anything in the glass of water. They might not see anything but they have seen the facilitator touch the water with the hair contaminated with faeces. When asked if anyone wants to drink it, the community members will refuse without hesitation.

### **6. Sanitation ladder:**

This involves the arrangement of sanitation practices starting with the worst practices in the community and ending with the highest rungs of the ladder. The purpose of this exercise is to:

- Help participants to describe their sanitation situation in the community.
- Assist community members in identifying options for improving their sanitation situation.
- Assist community members to discover that improvements to risky behaviour practices can be made on gradual basis.

**IMPORTANT:** Extend triggering activities into institutions (schools, churches, and other locations) to achieve an overall ODF environment.

### **TRIGGERING OUTCOMES:**

The outcome of a triggering exercise can be classified into four broad areas:

1. **Matchbox in a gas station:** everyone agrees to stop OD and starts the action immediately.
2. **Promising flames:** most people have agreed to stop defecation.
3. **Scattered sparks:** the majority is undecided but a few individuals in the community agree to act promptly.
4. **Damp matchbox:** CLTS exercises do not trigger any positive response.

## **HANDOUT 9.d.**

### **Roles of NLs**

1. Monitor CLTS activities using indicators,
2. Help community to develop an action plan to address OD,
3. Construct own latrine and use it,
4. Encourage others to construct and use latrines,
5. Educate households and the community on the dangers of OD,
6. Conduct home visits to provide technical advice on latrine construction,
7. Conduct home visits to educate households about sanitation and hygiene,
8. Mobilize the community for clean-up exercises,
9. Mobilize the community for ODF self-assessment,
10. Participate in other ODF assessment exercises,
11. Serve as liaison between the community and development partners, and
12. Disseminate project information in the community.

## **HANDOUT 9.e.**

### **POST TRIGGRING FOLLOW UP:**

#### **3 b. Monitoring and evaluation:**

Monitoring is a regular follow up to ensure that procedures and processes are being followed. It offers an opportunity to identify problems and corrections made. In this regard monitoring methodologies, tools, and indicators will be helpful in facilitating the work of the NLs. Some of the tools will include observation, focus group discussion, a transect walk, and a community map.

**COMMUNITY MAP:** Developed during the triggering exercise, this map could be updated regularly at an agreed upon interval at the community level. Any new latrines constructed are indicated, as are old defecation sites that are cleared. The map provides a picture of the sanitation and hygiene conditions of the community and a shaming tool as well. However, the map can also be used as a tool for praise especially if the community has significantly improved its unsanitary conditions.

**TRANSECT WALK:** This could also be undertaken regularly to check the sanitation conditions of the old defecation sites for any progress or regression. Usually a group of community members representing various sections undertake this exercise and submit a report at general community meetings.

#### **SOME KEY MONITORING INDICATORS:**

1. Latrine facilities in use and kept in good working and hygienic condition (e.g., no faeces on the slab, around the drop hole, on the walls and floors of latrine, and fly screen fitted to vent pipes);
2. Household latrines at an acceptable distance from water points and homes;
3. Presence of hand washing facilities close to latrines;
4. Availability of soap and water for hand washing after defecation;
5. No evidence of human excreta behind houses or bushes or on refuse dumps;
6. Baby faeces disposed of into latrine facilities;
7. Well maintained refuse dumps;
8. No animal droppings indiscriminately deposited in community; and
9. Existence and enforcement of community sanitation by-laws to discourage OD.

**NOTE:** Communities can use the above indicators to assess their ODF status at any given time. The ratings can be good, fair, or poor. If the rating is poor then they have to decide to improve the ratings before inviting the district level evaluation team.

#### **HANDOUT 9.f.**

#### **VERIFICATION, DECLARATION, AND CERTIFICATION:**

Verification of ODF status is conducted at three main levels:

1. Community self-assessment,
2. District level assessment (basic and ODF), and
3. Regional level independent assessment and confirmation (ODF).

**COMMUNITY SELF ASSESSMENT PROCESS:**

The first step in the ODF certification process is the community self-assessment. This involves community representatives, including NLs, conducting the self-assessment and discussing their findings with the entire community. If satisfied, they invite the district evaluation team to come. However, if they are not satisfied, they develop ways to improve their ODF status. The Environmental Health Assistant working in the community or area supports the community to conduct the exercise. When the community finally feels that they have achieved ODF status, they then invite the district level verification team to conduct the verification exercise through the Environmental Health Assistant working in the area.

**DISTRICT LEVEL VERIFICATION PROCESS:**

A printed checklist should be used in appraising a community's progress towards the attainment of ODF status.

**IMPORTANT:** Before the checklist is applied, the following pre-conditions should exist:

1. Access to baseline information collected on the community before the triggering exercise and
2. Community self-assessment conducted before external verification.

Minimal information should be given to the community before the verification exercise is conducted. They should not know the date and time to avoid the community cleaning their environment solely for the exercise.

### **ACTIONS TO TAKE:**

- Upon arrival at the community, the verification team should not forget to observe community protocol, Visit all former OD places,
- Inspect any communal latrines that exist in the community,
- Visit a number of household latrines in the community,
- Visit school latrines (if exist),
- Observe general cleanliness of the community, and
- Organize a community meeting after the verification exercise and share findings with the community members. This exercise does not in any way constitute attainment of ODF since declaration and certification would be done by the regional team.

**NOTE:** The exercise is conducted in collaboration with NLs and other interest groups in the community.

### **COMPOSITION OF DISTRICT INTERAGENCY COORDINATING COMMITTEE**

1. District Environmental Health Officer (lead)
2. District Water and Sanitation Team representative
3. Department of Community Development representative
4. District School Health Education Program (SHEP) Coordinator
5. Ghana Health Service representative (Disease Control Officer)

### **COMPOSITION OF REGIONAL INTERAGENCY COORDINATING COMMITTEE**

1. Regional Environmental Health Officer (Lead)
2. Regional Water and Sanitation Team representative (CWSA)
3. Regional SHEP Coordinator
4. Regional Coordinating Council representative
5. Ghana Health Service representative (Regional Disease Control Officer)

**PROCESS:**

On receiving a community's status report from the District Environmental Health Officer, the Regional Environmental Health Officer informs the Regional Verification Team members, and a visit is planned within four weeks to conduct an assessment of the community.

**ACTIONS:**

1. The date and time for the team's visit is not made known to the community.
2. The team assesses the environment of the community and visits former OD sites and latrines that have been constructed in the community. Other criteria of ODF are also assessed by the team.
3. Apart from the regional team members, participation is extended to district representatives and NLs of the community. When the regional team's assessment is completed, a community meeting is organized and the verdict is announced to the community.
4. If a community is successful and is declared ODF by the regional team, information on how to attain the next level of certification which is "Model Clean Community" is passed on to the community.
5. Once a community is declared ODF the DA works with the NLs and leadership of the community to plan the ODF Celebration during which time the certificate is presented to the community.
6. The DA should support the community to erect a big signpost stating its ODF status and a commitment to remaining so. The signpost is to be erected at a very conspicuous place in the community where all visitors and community members will see it.

**NOTE:** A community that triggers itself and wishes to be declared ODF could inform the Environmental Health Department through the Environmental Health Assistant of the area and that community will be allowed to go through the whole cycle of the process.



## SESSION 10

### SANITATION LADDER

#### Introduction

The sanitation ladder provides an opportunity for community members to identify their current status on the sanitation ladder and efforts required to reach the ideal situation.

#### Session objectives:

By the end of the session participants will be able to:

- Understand the different options of latrines available and make informed decisions on a suitable option to stop OD and
- Appreciate the gradual incremental stages of safe excreta disposal based on the sanitation ladder.

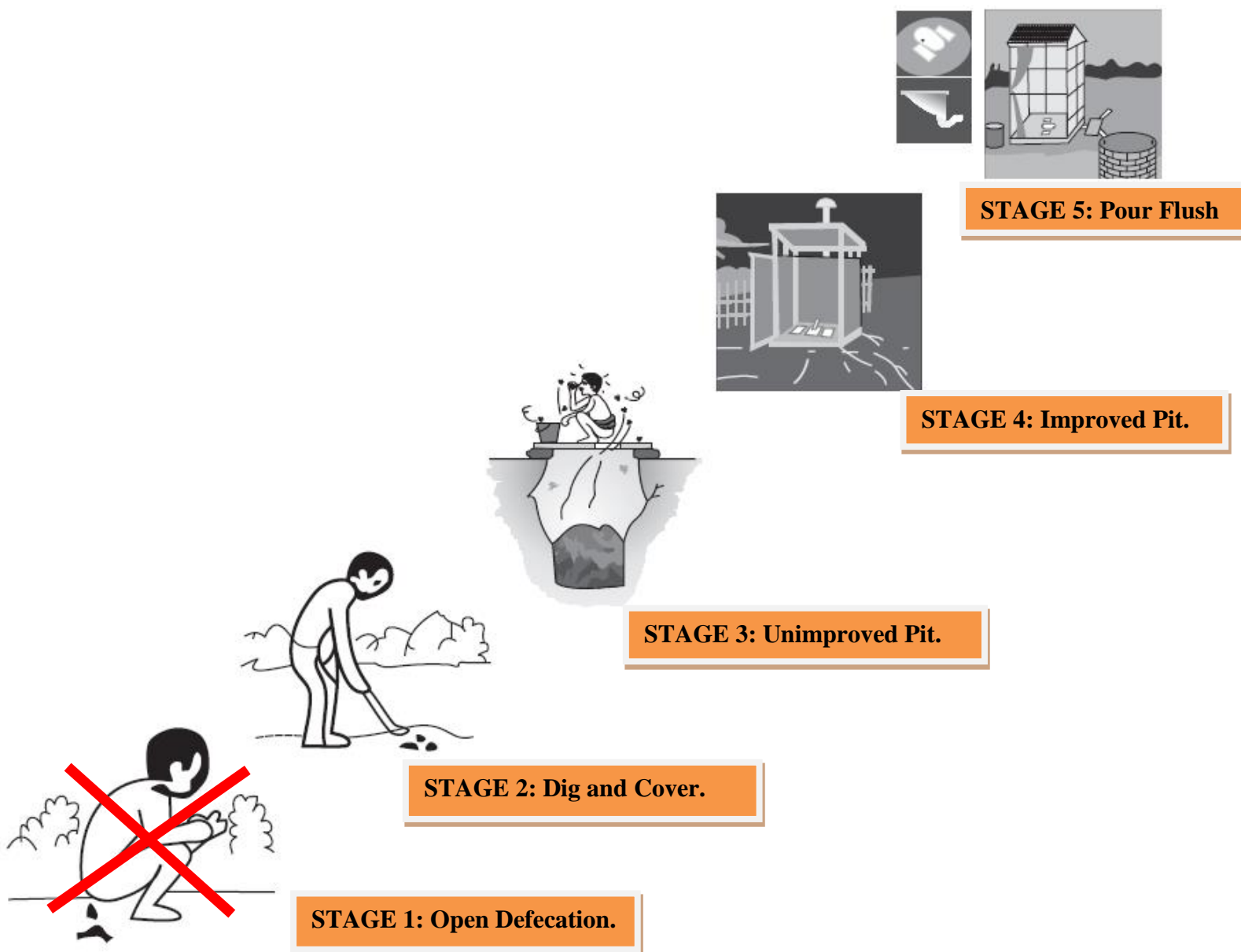
**Total time: 2 hours and 40 minutes**

#### Different latrine technology options:

Process	Method	Materials	Time
Divide participants into three or four groups and ask them to identify latrine technology options they know and their advantages and disadvantages	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Discussion</li> </ul>	Flip chart and marker	15 min
Ask each group to make a presentation at plenary for further discussion.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Discussion poster	15 min
Record the highlights of the discussion.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart and marker	
Summarize discussion with help of Handout 10.a.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout 10.a.	30 min

HANDOUT 10.a.

## SANITATION LADDER



Source: *Water and Sanitation Program, Training of Trainers Manual on Community-Driven Total Sanitation, October 2007, p 55.*

## Dig and bury

### Description:

This is a temporary excreta disposal system commonly adopted on farms and camping sites. A hole is dug in the ground with a cutlass or hoe. After defecation the faeces is buried with some of the soil. In camping situations, the hole is bigger, and the soil is kept by the side of the hole or pit. After each defecation some soil is scooped to cover the faeces. However, some households adopt this method immediately after triggering to stop OD.



Source: Franceys *et al.* 1992.

#### a. Advantages

- Low cost,
- Easy to construct, and
- Beneficial to farmers as fertilizer.

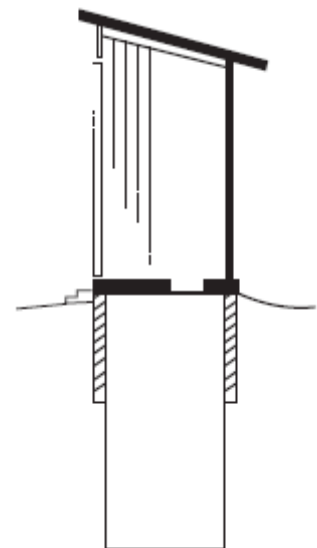
#### b. Disadvantages

- Short life span as pit fills up in a short period of time,
- Emits offensive odour,
- Spreads hookworm larvae, and
- Attracts flies and thus becomes a nuisance.

## 2. Unimproved pit latrine:

### Description:

Usually a trench is dug in the ground to a reasonable depth depending on the nature of the soil. The sides of the pit can be supported to prevent the walls caving in. A slab or wooden board is placed across the hole to support the weight of users. A drop-hole (s) is provided to ensure faeces falls directly into the pit. A shed or superstructure may be provided to enhance privacy or protect users



Source: Franceys *et al.* 1992.

from inclement weather conditions. When the pit is filled up, it is abandoned and a new one is built.

**a. Advantages**

- Minimal construction cost,
- Can be built easily without external assistance,
- Allows use of all types of anal cleansing materials,
- Helps people to get on the sanitation ladder, and
- Does not need water for its operation.

**b. Disadvantages**

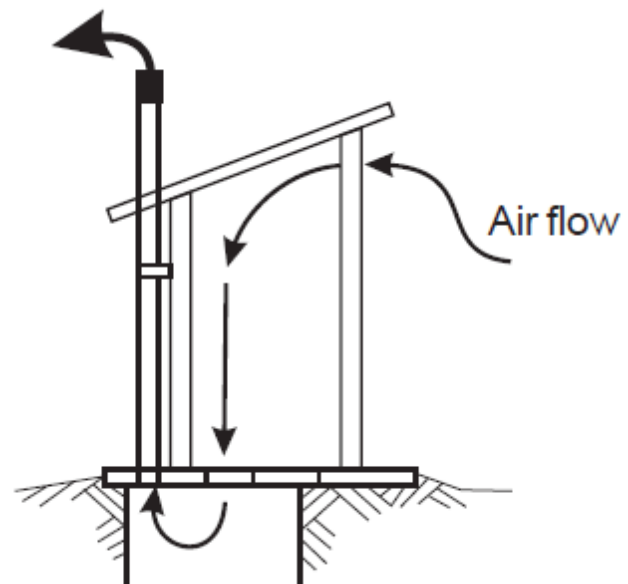
1. Fly, mosquito, and cockroach nuisance if pit is wet unless squat hole is tightly covered;
2. Emits offensive odour;
3. Lack of space to relocate when pit is filled up;
4. Likelihood of underground water pollution; and
5. Difficulty of construction in rocky and water-logged areas.

**3. Ventilated improved pit (VIP) latrine:**

**Description**

There are two main types of the VIP latrine; the single pit and the double or alternating pit. The alternating pit system has two adjacent holes. One pit is used at a time. When a pit is filled up it is closed, and the other pit activated. By the time the second pit is filled up the contents of the first

one might have decomposed, or been removed ma



**Source: Franceys et al. 1992.**

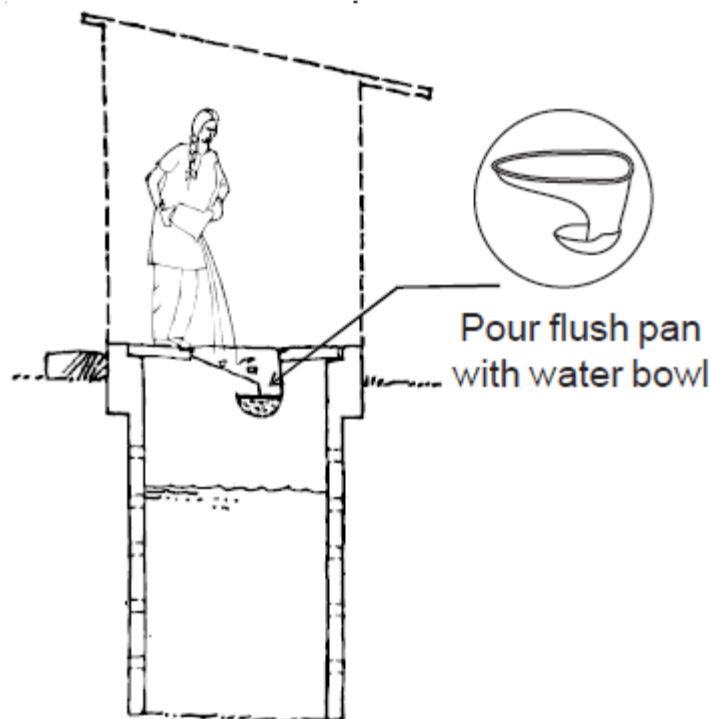
A special feature of the VIP latrine is the provision of a vent pipe which projects above the roof of the latrine. Its function is to reduce odour and fly nuisance in the pit. Usually the latrine room is kept dark so that the only source of light to the pit is sunlight through the vent pipe. Flies in the pit are attracted by the light and in the process of flying out get trapped and die in the vent pipe due to the mesh across the top of the vent pipe.

**a. Advantages**

1. Permanent,
2. No fly breeding, and
3. Reduced odour.

**b. Disadvantages**

1. Expensive to construct and
2. Removing the faecal sludge when it is full can be difficult.



**4. Pour flush latrine**

**Description:**

The pour flush latrine system basically has a bowl with a water seal trap under the bowl. After defecating, the excreta are flushed down into the pit by pouring water into the bowl. The functions of the water seal are to:

- a. Prevent foul odour from entering the latrine room,
- b. Prevent flies and cockroaches from entering the latrine, and
- c. Prevent mosquitoes from entering the latrine.

The pit can be under the latrine or located at a distance from the latrine but connected by pipes under the ground. The pit can be single or double. However, one pit is used at any given time while the other remains closed.

**Advantages:**

- Fly and mosquitoes nuisance controlled,
- Absence of smell,
- Contents of pit not visible, and
- Latrine can be in the house.

**Disadvantages:**

- Requires reliable water supply,
- Expensive to construct (materials and labour), and
- Dislodging problem when filled up.

***Factors that influence choice of latrine technology***

1. Social and cultural beliefs, values, and practices;
2. Religion;
3. Population and settlement pattern;
4. Economic standards;
5. Topography;
6. Geological formation;
7. Political and social organizations;
8. Education level;
9. Level of health awareness;
10. Safety to users; and
11. Availability of resources, materials, and artisans.

## SESSION 11

### HAND WASHING WITH SOAP

#### Introduction:

The human hands are probably the most mobile part of the body and so come into contact with many objects. Therefore the hands become contaminated with germs and dirt. In turn you can infect yourself with these germs by touching your eyes, food, nose, or mouth. It is also possible to infect others through handshakes, touching their food, and contaminating their water.

**Note:** Good hand washing practice is the first line of defence against the spread of many illnesses. So don't underestimate the power of hand washing! The few seconds you spend at the sink could save you trips to the hospital or clinic!

#### Session objectives:

By the end of the session participants will be able to:

- Understand the importance of hand washing with soap,
- Gain increased knowledge and skills on hand washing with soap,
- Demonstrate proper hand washing with soap, and
- Mention at least three critical times to wash hands with soap.

**Total time: 2 hours and 30 minutes**

**Importance of hand washing with soap**

<b>Process</b>	<b>Method</b>	<b>Materials</b>	<b>Time</b>
Ask participants to mention the number of objects they have touched since entering the classroom.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>		10 min
Record responses on a flip chart or blackboard.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart and marker	
Summarize discussion and indicate that it would be difficult to recount or remember all objects the hands have touched.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>		10 min
Ask participants to examine their hands and categorize if the hands are clean or dirty.	<ul style="list-style-type: none"> <li>• Question and answer</li> </ul>		5 min
Select three participants from each group (clean and dirty) and let them wash their hands first without soap. Examine the color of the water.	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	Water	10 min
Ask them to wash this time with soap and observe the color of the water.	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	Water and soap	10 min
Ask the class to share their observations of the water color in both situations and record responses.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart and marker	5 min
Present Handout 11.a. to summarize discussion.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout 11.a.	10 min

**Knowledge and skills on hand washing with soap:**

<b>Process</b>	<b>Method</b>	<b>Materials</b>	<b>Time</b>
Ask the question “What is hand washing?”	<ul style="list-style-type: none"> <li>• Question and answer</li> </ul>		5 min
Capture responses on a flip cart.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart and marker	10 min
Explain the meaning of hand washing with soap to participants.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Presentation</li> </ul>	Handout 11.b.	5 min



**Demonstration on proper hand washing with soap:**

Process	Method	Materials	Time
Select two participants and ask them to demonstrate proper hand washing with soap, and let the other participants observe.	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	Water and soap	10 min
Ask the class to share their observations and record responses.	<ul style="list-style-type: none"> <li>Discussion</li> </ul>	Flip chart and marker	5 min
Summarize discussion through Handout 11.c.	<ul style="list-style-type: none"> <li>Presentation</li> <li>Discussion</li> </ul>	Handout 11.c.	15 min

**Critical times for hand washing:**

Process	Method	Materials	Time
Divide participants into three or four groups. Ask them to identify critical times for hand washing and prepare a presentation for plenary discussion.	<ul style="list-style-type: none"> <li>Discussion</li> <li>Presentation</li> </ul>	Flip chart and marker	15 min
Note down responses to the presentation.	<ul style="list-style-type: none"> <li>Discussion</li> </ul>		10 min
Present Handout 11.d. to summarize discussion.	<ul style="list-style-type: none"> <li>Presentation</li> <li>Discussion</li> </ul>	Handout 11.d.	15 min

**HANDOUT 11.a.****Importance of hand washing with soap**

- The ordinary human eyes cannot easily see germs and dirt or disease-causing organisms on the hands.
- Therefore washing hands with soap is the surest way of removing dirt and germs from the hands.
- 

**HANDOUT 11.b.****Knowledge and skills on hand washing with soap**

Hand washing is the act of cleaning the hands with soap and water or ash for the purpose of removing soil, dirt, and/or germs.

**HANDOUT 11.c.****Demonstration on washing of hands with soap under running water:**

**Step 1:** Wet your hands with water (warm if possible).

**Step 2:** Rub your hands together for at least 20 seconds with soap.

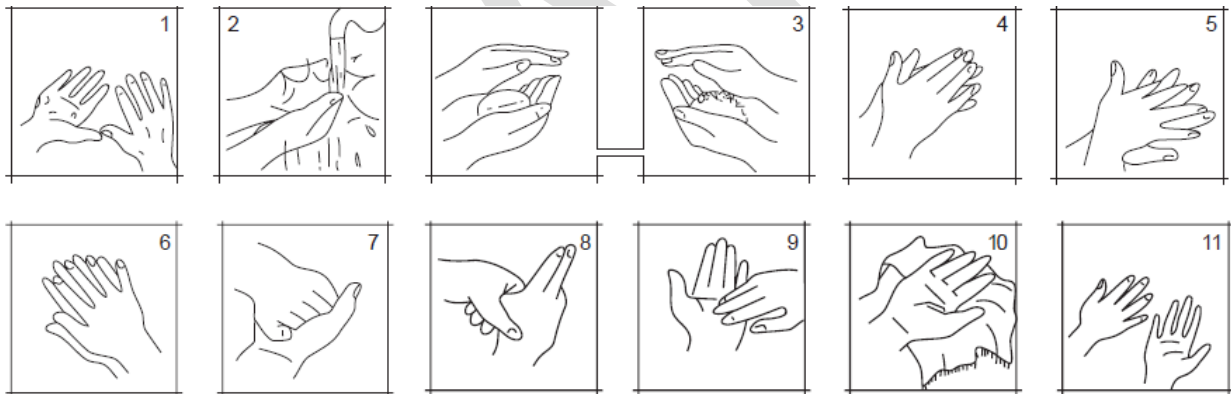
**Step 3:** Wash hands thoroughly, including wrists, palms, back of hands and under the fingernails.

**Step 4:** Clean the dirt from under fingernails.

**Step 5:** Rinse the soap from your hands.

**Step 6:** Dry your hands completely with clean individual towels or handkerchiefs. This helps remove the germs. However, if towels are not available it is okay to air dry your hands. If you use a disposal towel, throw it in the trash.

**Note:** Remove rings from fingers before washing hands

**Demonstration of proper hand washing with soap****HANDOUT 11.d.*****When should you wash your hands? (critical times for hand washing)***

- Before preparing or eating food;
- After defecation;
- After changing baby diapers or cleaning a child who has defecated;
- Before and after caring for someone who is sick;
- After handling uncooked foods, particularly raw meat, poultry, or fish;
- After blowing your nose or sneezing;

- After handling an animal or animal waste;
- After handling refuse;
- Before and after treating a cut or wound;
- After handling items contaminated by flood water or sewage;
- When your hands are visibly dirty;
- After shaking hands in public gathering;
- After handling money;
- After handling dead bodies; and
- Before breastfeeding a child.

## SESSION TWELVE (12)

### LATRINE FACILITY USER EDUCATION

#### Introduction:

Provision of hardware infrastructure alone does not bring about improvement in health status unless it is intertwined with community participation and health education. This session is therefore designed to provide NLs with the education “know how” to facilitate hygiene education on latrine construction and use.

#### Session objectives:

By the end of the session participants will be able to:

1. Identify the various components of the latrine facility and how to maintain them to support health benefits to users and
2. Understand why the latrine facility must be kept clean.

**Total time: 1 hour and 40 minutes**

#### Components of a latrine facility:

Process	Method	Materials	Time
Ask participants to mention the components of a latrine facility.	• Discussion	Flip chart and marker	5 min
Write down their responses.		Flip chart and marker	
Summarize the discussion using diagrams on the sanitation ladder.	• Presentation • Discussion		15 min

#### Why latrine facility has to be kept clean:

Process	Method	Materials	Time
Organize a visit to a nearby latrine and assist participants to identify major components.	• Field visit		25 min
Ask participants how faeces from such a latrine facility would find its way back to the community members.	• Discussion	F-diagram	10 min

Ask participants to relate the conditions of the latrine visited to the F-diagram in their response to Step 2 above.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	F-diagram	10 min
Record responses and summarize with help from the F-diagram to refresh participant memories.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	F-diagram	15 min

### **Maintenance of latrine facility to ensure faeces is not transmitted back to community members**

<b>Process</b>	<b>Method</b>	<b>Materials</b>	<b>Time</b>
Divide participants into three or four groups and ask them to identify how they will maintain their latrine facility.	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• Discussion</li> </ul>	Flip chart and marker	10 min
Present Handout 12.a. to summarize discussion.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Presentation and Handout 12.a.	10 min

### **HANDOUT 12.a.**

#### **Maintenance of latrine facility:**

- Regularly check if fly-proof material across the vent pipe is in place (if latrine facility is VIP).
- Always keep latrine door shut to maintain some level of darkness in the room so that the only source of light in the room is the vent pipe in the roof. In such a situation flies in the pit will be attracted to the light above the vent pipe and try to escape through that point. Because of the mesh across the vent pipe they will become trapped and die.
- Clean latrine floor and slab daily.
- All anal cleansing material should be deposited in the pit and not kept on floor. This will prevent the likelihood of flies and domestic animals accessing the used materials.
- Keep latrine pit as dry as possible except for urine by ensuring only a minimal amount of water enters the pit.
- Scrub slab daily to clean off pieces of faeces deposited on or around the drop-hole.
- Do not allow chemicals (e.g., disinfectants) into the pit as these chemicals have the potential to destroy the anaerobic bacteria needed to breakdown the faeces.

**CAUTION:** do not put carbide into the pit as it is an explosive material when it comes into contact with naked flame and it can be dangerous to users of the latrine facility.

- Place hand washing facility inside or near the latrine to facilitate hand washing immediately after defecation.
- Wash hands with soap under running water immediately after defecation.
- Keep the area surrounding the latrine free from weeds and surface run-off.

DRAFT

## SESSION 13

### GENERAL COMMUNITY SANITATION

**Introduction:** Good sanitation is the bedrock to healthy living. It ensures prevention of diseases and therefore assures individual, family, community, and national health for development and well-being.

**Session objectives:**

By the end of the session participants will be able to:

1. Understand and explain the meaning of sanitation,
2. Identify the factors and conditions in their environment that could undermine their health and development, and
3. Develop strategies to prevent or manage these factors and conditions to ensure improved quality of life for all members of society.

**Total time: 1 hour and 20 minutes**

**Meaning of sanitation**

Process	Method	Materials	Time
Direct the question “What is sanitation?” to the participants.	<ul style="list-style-type: none"> <li>• Question and answer</li> </ul>		5 min
Note down the responses from the discussion.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart and marker	5 min
Present Handout 14.a. to summarize the discussion.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Handout 14.a., computer, and projector	5 min

### Factors and conditions in the environment that undermine health and development of people

Process	Method	Materials	Time
Divide participants into three or four groups and provide each group with two discussion posters. The first one depicts the deplorable environmental conditions and behaviours in a community, and the second poster depicts a clean environment.	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Discussion (story with a gap)</li> </ul>	Posters	15 min
Ask participants if conditions and behaviours in the first poster exist in their community.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Posters	5 min
Record their responses from the discussion.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart and marker	
Ask the groups to formulate a story to link the two posters and present at plenary.	<ul style="list-style-type: none"> <li>• Storytelling</li> </ul>		15 min
Write down their responses from the discussion and summarize with help of Handout 14.b.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>		10 min

### Strategies to prevent and manage factors and conditions to ensure improved quality of life

Process	Method	Material	Time
Maintain the groups. Ask them to identify strategies to address the deplorable conditions in their communities and present for wider group discussion.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Flip chart and marker	10 min
Record responses and summarize discussion through Handout 14.c.		Handout 14.c.	10 min

#### HANDOUT 14.a.

##### Meaning of sanitation:

In general terms, sanitation is the control or management of factors and conditions in the environment that have the potential of undermining the health of individuals, families and communities. The abatement of such factors and conditions is the responsibility of the person(s) whose acts or omission caused it or by the public health authority when the perpetrator cannot be identified. Sometimes, the public health authority by the power invested in them can direct those near the scene to abate such undesirable conditions.



**HANDOUT 14.b.**

**DISCUSSION POSTER 1 (Unclean environment)**



**DISCUSSION POSTER 2 (Clean environment)**



**FACTORS AND CONDITIONS IN THE ENVIRONMENT THAT UNDERMINE PUBLIC HEALTH:**

1. OD behind homes, in bushes, gutters, rivers, or polythene bags;
2. Indiscriminate dumping of household and industrial refuse;
3. Stagnant water behind bathhouses and excavated pits;
4. Accumulation of water in unserviceable lorry tyres, broken bottles, or empty cans;
5. Presence of animal faeces;
6. Overgrown weeds near houses;
7. Poor drainage systems;
8. Burial of the dead in homes especially if deceased died of an infectious disease;
9. Poor ventilation and lighting of rooms;
10. Poor food-handling and personal hygiene practices;
11. Drinking water from contaminated sources; and
12. Inappropriate handling of water at the source, during transportation, or during storage at home.

**HANDOUT 14.c.**

**STRATEGIES TO MANAGE FACTORS THAT UNDERMINE PUBLIC TO IMPROVE QUALITY OF LIFE**

1. Stop OD,
2. Create and manage refuse dumps,
3. Construct soak-away pits behind bathhouses and maintain them,
4. Bury empty cans and old lorry tyres to prevent breeding areas for mosquitoes,
5. Provide proper housing for animals and stop animals from roaming in the community,
6. Regularly weed around houses,
7. Construct proper drainage systems for the effective disposal of wastewater,
8. Prevent burial of the dead in homes if possible,
9. Ensure adequate ventilation and lighting of rooms,
10. Ensure proper personal and food hygiene practices all the time,
11. Drink water from quality sources and prevent contamination of water from sources.

# MODULE THREE

## SESSION 14

### FINANCING LATRINE CONSTRUCTION OPTIONS

**INTRODUCTION:** As community members' awareness increases in regards to the health benefits of the various latrine options some may want to scale up on the sanitation ladder by acquiring improved latrines that are permanent and durable in nature. They may not be able to realize their dreams due to poverty which is endemic in most rural communities.

#### SESSION OBJECTIVES:

By the end of the session participants will:

- Be aware of the various funding mechanisms available and their limitations and
- Explore and develop feasible local opportunities for funding latrine construction.

**Total time: 1 hour and 20 minutes**

#### Funding mechanisms and their limitations:

Process	Method	Materials	Time
Divide participants into three or four groups. Ask them to list sources of funding options available in their respective communities for individual needs.	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• Discussion</li> </ul>		25 min
Record responses from the discussion.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart and marker	
Use Handout 13.a. to summarize the discussion.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Poster	10 min
Ask the groups to categorize the funding sources into three domains (most preferred, medium, and least preferred) and prepare a presentation for discussion in the wider group.	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• Discussion</li> </ul>		15 min
Write down discussion points and summarize using Handout 13.b.		Flip chart and marker	10 min

**Opportunities for local funding sources for latrine construction:**

Process	Method	Materials	Time
Ask participants to identify two major local funding sources of their choice.	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Flip chart and marker	10 min
Write down their responses and summarize discussion with Handout 13.c.	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	Presentation and Handout 13.c.	10 min

**HANDOUT 13.a.****POSSIBLE FUNDING SOURCES IN COMMUNITY:**

- Foreign banks;
- Local commercial and agricultural banks;
- Home financing institutions;
- Rural banks;
- Money lenders;
- Microfinance institutions;
- Savings and loans associations at community level;
- Friends;
- Family members; and
- Sale of belongings (clothing, animals, or crops).

**HANDOUT 13.b.****CATEGORIZATION OF FUNDING SOURCES****A. LEAST PREFERRED:**

- Foreign banks,
- Local commercial and agricultural banks, and
- Home financing institutions.

**B. MEDIUM PREFERRED:**

- Microfinance institutions,
- Rural banks, and
- Money lenders.

**C. MOST PREFERRED:**

- Savings and loans associations at community level,
- Friends,
- Family members, and
- Sale of belongings.

**JUSTIFICATIONS FOR EACH CATEGORIZATION****A. LEAST PREFERRED:**

- Far away from community,
- Bureaucratic procedures,
- Request for collateral,
- Arrest and prosecution in case of inability to repay loans,
- Request for a guarantor,
- High interest rates, and
- Lack of interest to grant loans to non-business or non-salary workers.

**B. MEDIUM PREFERRED**

- Closer to community,
- Less bureaucratic,
- Repayment can be negotiated if the borrower is struggling to repay the loan,
- No request for collateral,
- May not request for a guarantor, and
- Willingness to grant small loans.

Note: Some private money lenders may charge exorbitant interest rates.

**C. MOST PREFERRED**

- Minimal or no bureaucracy,
- No travel cost as facility is located inside the community,
- Minimal or no interest on loan, and
- Terms of repayment can easily be negotiated (but protracted delays can strain relationships).



**HANDOUT 13.c.**

**The ranking could possibly be as follows:**

1. Savings and loans associations at community level because interest would accrue on savings which could defray interest on loan
2. Friends or family members
3. Home financing institutions as improved latrines are included in housing improvement

**CONCLUSION:**

Encourage participants to start small savings and loans associations as a first step and grow gradually.



## REFERENCES:

1. Water and Sanitation Program, Training of Trainers' Manual on Community-driven Total Sanitation, October 2007,  
[http://www.wsp.org/sites/wsp.org/files/publications/Guidance\\_Book\\_24Jun08.pdf](http://www.wsp.org/sites/wsp.org/files/publications/Guidance_Book_24Jun08.pdf)
2. UNICEF, Communication for Development -- Social Mobilization, December 2012
3. Ministry of Local Government and Rural Development, Environmental Health and Sanitation Directorate, Checklist for ODF Verification and Certification, UNICEF, 2010.
4. Aquaconsult and Maple Consult, Development of a Rural Sanitation Strategy and Model for Ghana: District Resource Book for Scaling up Community Led Total Sanitation and Hygiene and Social Marketing in Ghana: A District Handbook, UNICEF and Government of Ghana, 2011.

## APPENDIX TRAINING SCHEDULE

DATE/TIME	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
8:00-8:20 am	Participants' Registration	Day one recap	Day two recap	Day three recap	Day four recap
8:20-8:35 am	Welcome and introduction	Team building	Conflict	CLTS	Latrine facility user education
8:35-8:45 am	Workshop background and objectives	Cont.	Cont.	Cont.	Cont.
8:45-8:55 am	Participant expectations	Cont.	Cont.	Cont.	Cont.
8:55-9:00 am	Ground rules	Cont.	Cont.	Cont.	Cont.
9:00-10:00 am	Self-help development	Cont.	Cont.	Cont.	Cont.
<b>10:00-10:20 am SNACK/TEA BREAK</b>					
10:20 am-1:00 pm	Cont.	Communication	Community entry	Sanitation ladder	Latrine construction financing and general community sanitation
<b>1:00-2:00 pm LUNCH BREAK</b>					
2:00-4:30 pm	Leadership	Social mobilization	Safe human excreta management	Hand washing	Evaluation and closing
<b>4:30-4:50 pm SNACK/TEA BREAK</b>					
4:50-5:20 pm	Minutes taking, action plan, and visitors' book	Cont.	Cont.		