

# A note for trainers, facilitators and those commissioning CLTS training

# 14

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## Introduction

As Community-Led Total Sanitation (CLTS) continues to gain prominence in Africa many organisations increasingly want to go to scale. This has sharply increased the demand for training and supporting facilitators to ensure that quality is not lost in the process of scaling-up. Going to scale is necessary if CLTS is to make a significant contribution in the lives of about 533 million people who have no access to improved sanitation and 260 million who practice open defecation in sub-Saharan Africa.<sup>1</sup>

The quality of training and support is essential for effectively scaling-up CLTS. This note provides some tips on what to look out for to. The CLTS Handbook (Kar with Chambers, 2008) and the new CLTS Training Guide (Kar, 2010) will be useful resources for those interested in further reading on CLTS training. The chapter on triggering from the handbook is also included in this issue.<sup>2</sup>



Photo: Samuel Musembi Musyoki

**Benjamin Ochieng, who is a teacher, a youth and a CLTS natural leader working with a children's group in Siriwo, Siaya District, Kenya.**

The tips provided in this short piece are simple and provide a brief 'menu' of dos and don'ts: what has been found to work and what does not. It is based on my personal experience as a CLTS trainer, facilitator and manager. I recommend starting in areas with favourable conditions

<sup>1</sup> WHO/UNICEF Joint Monitoring Programme, 2008.

<sup>2</sup> See chapter 15, this issue.

**Box 1: Favourable conditions****Favourable conditions**

- small settlement (hamlet rather than big village)
- remoter rather than closer to towns and big roads
- socially and culturally homogeneous
- lack of cover in the surrounding area
- wet/moist conditions which wash excreta around and keep it smelly and nasty
- unprotected, vulnerable and currently polluted water supplies, as in some mountainous areas
- no current, previous, nearby or national programme of hardware subsidies to households
- visibly filthy conditions
- high incidence of diarrhoeal diseases and child mortality
- young and progressive local leadership
- existence of active groups within the community



**Children on a walk of shame during a district training in Lilongwe district.**

Photo: CLTS photostream, Flickr

**Programme policy environment**

- where there is no programme of hardware subsidies to households and none is proposed
- where CLTS triggering facilitators are strongly motivated, well trained, have appropriate attitudes and behaviours, and are flexibly supported by their organisations
- where there is provision for follow up, encouragement and support after triggering
- supportive political leadership and conducive local government machinery

**Current conditions and practices**

- visibly filthy and disgusting conditions where faecal contamination is offensive
- where defecation is constrained by lack of privacy
- where there are no or few private, accessible or convenient places to defecate
- where faeces have no or little economic value
- where conditions and practices present good opportunities for triggering questions and processes, e.g. people can analyse how they eat their own shit, and bathe in the shit of others
- where during rains or the night, people shit nearby

**Physical conditions**

- soil is stable and easy to dig
- fairly low water table and no periodic inundation/flooding
- settlement patterns provide adequate space nearby
- wells will not be polluted
- water supplies are unprotected and vulnerable to contamination

**Social and cultural conditions**

- much sickness, especially diarrhoea, and child mortality
- small size of settlement and community (hamlet rather than bigger village)
- socially homogeneous community with high cohesion
- serious restriction on women's movement and '*purdah*' where women have to shit in buckets in their homes and empty them in the dark
- a strong tradition of joint action
- women have a voice
- progressive local leadership

**Source: (Kar with Chambers, 2008).**

(see Box 1).<sup>3</sup> This provides higher chances for quick wins thus providing opportunities for learning and motivation for scaling-up CLTS.

<sup>3</sup> To read more about favourable conditions, see the CLTS Handbook, Chapter 2, 'Pre-triggering' (Kar with Chambers, 2008).

What works: DOs	What does not work: DO NOTs
<p><b>Preparation</b></p> <p>DO constitute an internal team of committed personnel that will spearhead the entire CLTS process: pre-training, triggering and post triggering support.</p> <p>DO carefully target, identify and select trainees who are likely to work directly with communities to implement CLTS after the training.</p> <p>DO go for people who have a natural sense of humour and are theatrical, passionate and communicative. People with prior experience in participatory approaches/methods such as PRA, participatory education theatre and popular communication resonate with CLTS easily.</p> <p>DO identify a reasonably large but manageable number of participants (e.g. 35-40) as this provides an opportunity to identify those who are passionate and talented to engage in CLTS.</p> <p>DO use the favourable and non favourable conditions to select communities or villages where triggering will take place.</p> <p>DO start small (6–10 villages) and learn before scaling up.</p> <p>DO invite participants from different disciplines and sectors of work: some of the best practitioners are from disciplines other than sanitation. Even drivers in some organisations have emerged as better facilitators than the so called ‘professionals’.</p> <p>DO set aside resources and time for follow-up, reflective learning, monitoring, evaluation and documentation.</p>	<p><b>Preparation</b></p> <p>DO NOT start the CLTS process without putting in place a leadership and support mechanism.</p> <p>DO NOT commission CLTS work externally if there is no internal capacity for follow-up and support.</p> <p>DO NOT target more management than frontline staff for the hands-on training.</p> <p>DO NOT insist on literacy levels as a key criteria in selecting trainees.</p> <p>DO NOT go for indirect targeting of trainers through a cascade model of training of trainers (ToTs). Do not assume that those trained (e.g. at national level) are able to and will transfer the knowledge, skills and attitudes needed to others at e.g. provincial and district levels.</p> <p>DO NOT restrict or insist on training very small numbers of participants.</p> <p>DO NOT start in villages that do not meet the most favourable conditions.</p> <p>DO NOT select more villages for triggering than you can follow-up effectively.</p> <p>DO NOT assume that all those trained must or will become good CLTS facilitators or trainers.</p> <p>DO NOT pay allowances to CLTS facilitators: it is not sustained and most of the time it becomes the motivation and replaces the passion (see also Musyoki, this issue).</p> <p>DO NOT organise CLTS training as a one-off event and fail to factor in time for follow-up, reflection, learning and documentation of the experiences.</p> <p>DO NOT choose to sanitise CLTS language so as to make it more polite, friendly or culturally appropriate – it loses its effectiveness.</p>

What works: DOs	What does not work: DO NOTs
<p><b>Training</b></p> <p>DO combine interactive classroom training with practical or hands-on training in real time with communities for at least 5–7 days.</p> <p>DO make CLTS training as interactive and natural as possible: let it come from your heart and not just your mind.</p> <p>DO introduce participants to the crude language of CLTS from the onset. For instance during introductions, ask them to share with colleagues when they defecated in the open last.</p> <p>DO have a session for participants to share their childhood stories about shit.</p> <p>DO include in the training content: sharing experiences on past sanitation programmes/projects; origins and principles/pillars of CLTS; practical exposition and demonstration on methods/tools for data gathering, analysis and planning (how to) e.g. mapping; shit flow channels diagramming; transect walk or walk of shame; triggering/ignition moments; discussions on effects (health, social, economic) and action plans.<sup>4</sup></p> <p>DO ensure full participation (beginning to end) of the trainees.</p> <p>DO encourage and allow people to reflect and examine themselves to see if they are willing to facilitate CLTS.</p> <p>DO allow trainees to raise critical questions and fears they may have about CLTS.</p> <p>DO engage them in a constructive debate about CLTS.</p> <p>DO ensure gender representation in formation of the fieldwork teams.</p> <p>DO provide adequate time for fieldwork preparation: setting objectives, choice and sequencing of activities and methods/tools, sharing of roles and responsibilities.</p>	<p><b>Training</b></p> <p>DO NOT do classroom training without the practical hands-on triggering in communities.</p> <p>DO NOT allow some trainees to participate in the classroom sessions only.</p> <p>DO NOT lecture with endless PowerPoint presentations.</p> <p>DO NOT force trainees to take up roles they are not comfortable with.</p> <p>DO NOT shy away from using the crude language of CLTS from the onset of the training</p> <p>DO NOT rush through the agenda of the training.</p> <p>DO NOT be defensive while people criticise CLTS.</p> <p>DO NOT preach about how wonderful CLTS is.</p> <p>DO NOT promise that CLTS will lead to ODF within prescribed timeframes (e.g. 3 months).</p>

<sup>4</sup> See Kar (2010).

What works: DOs	What does not work: DO NOTs
<p>DO provide time for practicing the different roles assigned (dry run).</p> <p>DO alert participants during that the practical sessions in the field that you will be going around and could step in to demonstrate facilitation if need be.</p> <p>DO obtain the necessary work tools/materials in advance: coloured powder, ash, sawdust, felt pens, newspapers etc.</p>	
<p><b>Triggering</b></p> <p>DO make prior arrangements with the hosting village/community but do not give too much detail on what the meeting is about. You could for instance say that the meeting will focus on learning about sanitation and hygiene in the community. We recommend giving at least one week's notice.</p> <p>DO ensure seasonality is taken into account in the planning for fieldwork.</p> <p>DO ensure that every one in the village is invited – including children, boys and girls.</p> <p>DO ensure participants work in small facilitation teams of 6–8 depending on the size of the community and the number of villages to be triggered.</p> <p>DO if possible, visit observe, encourage and support all the teams while they are doing the practical fieldwork.</p> <p>DO take notes and share during the feedback session.</p> <p>DO step in if facilitators are stuck or seem a bit scared. Carefully help to facilitate the process just to demonstrate and then step out at an appropriate point.</p>	<p><b>Triggering</b></p> <p>DO NOT visit communities you have not made prior arrangements or within very short notice.</p> <p>DO NOT assign community-based facilitators to trigger in their own villages in particular if they do not have sanitation facilities in their homes and they themselves defecate in the open.</p> <p>DO NOT force those who decide not to participate in the actual triggering after the training.</p> <p>DO NOT trigger in seasons or occasions that are not favourable for communities to take immediate action e.g. during the rainy season or funerals.</p> <p>DO NOT trigger in communities where there is no designated institution or group of practitioners and plans for follow-up.</p> <p>DO NOT work with only a selected group or community representative.</p>



Photo: CLTS photostream, Flickr

Workshop of natural leaders facilitated by CLTS trainer Manera, Homa Bay.



Photo: CLTS photostream, Flickr

Tanzanian villagers calculate the amount of shit produced per household and add this to the map.

What works: DOs	What does not work: DO NOTs
<p>DO warm-up people to talk about 'shit' in plain (local) language – for instance you could ask those who went to shit that morning to raise their hands and then clap for them. It helps to create short moments of laughter. Humour is essential for effective facilitation.</p> <p>DO ensure that mapping of households and defecation sites is done on the ground or floor (possibly under a shed) and later transfer it to a large piece of paper.</p> <p>DO work in groups (women, men and children) and then get the groups to share as this helps to find diverse opinions.</p> <p>DO be observant to identify moments of disgust, shame and fear and push the communities beyond their comfort zone.</p> <p>DO be keen to spot natural leaders – those who are passionate and want to do something to bring open defecation to an end.</p> <p>DO remain in the devil's advocate role – do not be 'too nice' to people. So for instance if people ask you to provide them with assistance to build latrines let them know it is not your business to provide latrines but if they want to continue eating their own shit it is fine.</p> <p>DO make sure you annoy, disgust, and shame the community using the facts they have generated through the different tools: mapping, transect, shit calculation, flow diagrams of faecal-oral routes.</p> <p>DO congratulate them for resolving to stop open defecation and developing an elaborate work plan to improve their sanitation – and promise them you will come back.</p> <p>DO let the community members decide on their own what actions they want to take, by when and who will be responsible.</p> <p>DO ensure trainees exchange contacts with the natural leaders at the end and guarantee them that you will be in touch on a regular basis (initially weekly or even twice a week).</p> <p>DO ensure trainees invite natural leaders and community representatives to join in the hands-on CLTS training to share their experiences and action plans during the last day where key stakeholders in the sanitation sector are invited.</p>	<p>DO NOT use an imitation or substitute word or substance for shit during the ignition moments.</p> <p>DO NOT lecture the community on their behaviour and what they need to do to change.</p> <p>DO NOT force people to take action to end open defecation if they have decided not to do so or if they prefer to continue with their practice.</p> <p>DO NOT promise rewards for ending open defecation or constructing toilets.</p> <p>DO NOT exclude natural leaders from participating in the last roundtable stakeholder meeting.</p> <p>DO NOT end the feedback session without allowing the sanitation sector stakeholders an opportunity to identify institutional champions or natural leaders and agreeing on next steps for supporting CLTS work post tripping.</p>

What works: DOs	What does not work: DO NOTs
<p>DO facilitate meaningful interaction between the natural leaders and sanitation sector stakeholders at the end of the training. This is vital when initiating CLTS in urban settings where sanitation improvement needs concrete commitment by institutions (e.g. town or city councils).</p> <p>DO give the sanitation sector stakeholders an opportunity to reflect on the approach, the outcomes and give feedback and decide on next steps, roles and responsibilities.</p>	<p>DO NOT take over the role of the natural leaders and be the one to summarise and present their experiences and action plans (PowerPoint) and make them spectators.</p>
<p><b>Post triggering</b></p> <p>DO keep the promise to come back and see how communities are doing.</p> <p>DO follow-up and document immediate actions and emergent designs.</p> <p>DO document the activities and outcomes (pictures, video and oral stories) from the onset.</p> <p>DO ensure that CLTS trained government staff or any other mandated agencies take-up the follow-up responsibilities as it is their duty.</p> <p>DO link demand created through CLTS with supply (local artisans and hardware manufacturers) without creating the impression that you will give handouts to the community: point to the possibilities or opportunities that exist and let the communities pursue them on their own.</p> <p>DO encourage natural leaders and their communities to come up with their own monitoring and evaluation mechanisms.</p> <p>DO discuss how monitoring and support for hygienic use of sanitation facilities will be done by the natural leaders and the wider community – what would they like to monitor? How? How will they record the information?</p> <p>DO hold regular (monthly initially and then quarterly) review and reflection meetings to assess progress, draw lessons and mentor and coach those involved.</p>	<p><b>Post triggered</b></p> <p>DO NOT trigger villages as a one-off event and then disappear not to be seen in the community again.</p> <p>DO NOT step out of role and sympathise with communities.</p> <p>DO NOT take documentation for granted and fail to plan for and do it.</p> <p>DO NOT introduce and provide any technological options (i.e. latrine designs and costing) during or soon after triggering.</p> <p>DO NOT prescribe standards (designs) of sanitation facilities.</p> <p>DO NOT promise or provide subsidy in the form of tools.</p> <p>DO NOT impose your organisational monitoring and evaluation system.</p> <p>DO NOT take a totally hands-off or laid back approach and assume everything will take care of itself.</p>



Photo: CLTS photostream, Flickr



ODF celebrations in Port Loko, Sierra Leone.



Photo: CLTS photostream, Flickr

Health Surveillance Assistant Agnes Kutshire facilitates CLTS in Kango village, Plan Malawi.

**What works: DOs**

- DO invite key institutions and personalities you want to influence during ODF celebrations.
- DO undertake informal follow-ups to discuss, assess progress and encourage people.
- DO document progress, innovations and oral stories – if possible keep a journal or a blog.
- DO join the communities when they are planning the verification, during the verification and for ODF celebrations.
- DO facilitate them to develop a verification criteria to guide the assessment process – trust them to do it.
- DO invite the media and ensure media coverage and documentation of the ODF celebrations.
- DO support documentation and sharing of experiences in collaboration with media, research and academic institutions.
- DO organise learning exchange visits between communities and institutions from neighbouring communities and other regions.
- DO support and facilitate natural leaders to participate in CLTS training and share their experiences and also to trigger other communities and professionals in the sanitation sector.

**What does not work: DO NOTs**

- DO NOT work in isolation from other agencies committed to scaling-up sanitation initiatives.
- DO NOT impose your verification checklist or criteria of assessment.
- DO NOT undermine capacity of natural leaders in spreading and scaling-up CLTS in neighbouring communities and districts.
- DO NOT decide to scale-up too quickly and without adequate learning and support for the entire process.

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