Plan International Kenya

Managing CLTS
A Facilitator's Resource Pack

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‘CLTS triggering in communities is unlike any other facilitation. It needs a special style, interaction and behaviour.’

Kamal Kar, Workshops for Community-Led Total Sanitation: A Trainers’ Training Guide

Contents

Abbreviations

CLTS	Community-Led Total Sanitation
FFA	Force Field Analysis
KES	Kenya Shilling
MDG	Millennium Development Goal
M&E	Monitoring and Evaluation
MoPHS	Ministry of Public Health and Sanitation
OD	Open Defecation
ODF	Open Defecation Free
PHO	Public Health Officer
SWOT	Strengths, Weaknesses, Opportunities and Threats
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USD	United States Dollar
VIP	Ventilated Improved Pit Latrine
WHO	World Health Organisation
WSP	Water and Sanitation Program

Introduction

What the Resource Pack is
In little more than a decade Community-Led Total Sanitation (CLTS) has proved to be a highly successful approach to stimulating communities to make their own decisions and take their own actions in improving their sanitation conditions.

This resource pack is intended for those who direct and manage CLTS programmes – particularly for officers at county or national levels in ministries concerned with public health and sanitation – and also NGOs active in the same sectors. After reviewing the principles and processes of a CLTS campaign, the pack takes up main management functions – all related specifically to managing or overseeing CLTS campaigns and programmes.

Why it has been produced
In its early stages – in Asia and also in Africa – CLTS was promoted by NGOs. But, in order to scale up at a national level, it was vital that relevant ministries and other government agencies were involved – by formulating sanitation policies and by taking a lead in implementation.

However, CLTS is significantly – and deliberately – different from conventional and usual community development approaches. It calls for a most unusual facilitation style: one that is confrontational, invoking feelings of shame, without being authoritarian; one that rejects the typical target-setting and subsidy approaches used in most sanitation campaigns.

To be successful on a large scale, CLTS programmes need 'CLTS champions' within government and non-governmental agencies. But it is vital that those champions fully understand the nature of CLTS and are well equipped to select, train, monitor and support community-based and front-line workers.

That is why this resource pack has been compiled.

How it is structured
The pack is intended for those who will be facilitating the training of CLTS managers. It is structured in three parts:

Part One is a guide to facilitating sessions of a three-day workshop.
Part Two, the Toolkit, presents a number of methods or techniques used in the workshop sessions.
Part Three contains handouts on key themes that can be photocopied for workshop participants.
In **Annexes** there is the workshop programme, a list of further reading, and videos for viewing.

The accompanying CD contains the text of the pack, three short videos of CLTS in action, and the PowerPoint slides for use in the workshop.

Part One: The Workshop

Day One

Workshop Sessions 1 to 3

Objectives:	To welcome participants; to give them a chance to introduce themselves and reveal their expectations; to review the workshop objectives and themes in the light of what the participants say
Timing:	2 hours
Resources:	Toolkit Items 4, 5 & 6 Workshop programme, Annex A

Session 1: Opening

This short opening session will be conducted by either a senior officer of a participating agency – or by the lead facilitator.

You will see that the first part of the morning, up to the tea break (see Workshop Programme in Annex A) is given over to a series of orientation or introductory exercises. To expand a little on the objectives indicated above: the three sessions provide an opportunity for participants to introduce themselves, in relation to their work experience and their expectations for the workshop; to review the workshop agenda, in the light of the declared expectations; and to create a relaxed but also business-like atmosphere.

Given that the success of the workshop will depend on the freedom with which the participants engage with 'scenarios' or case studies, raise issues, share experiences and deepen their understandings, it is important that the opening sessions provide as much opportunity as possible to talk and discuss.

Introductions

After the brief welcome, it is a good idea to move straight into the participants' introductions. If there are not too many of them – less than 30, say – then, rather than a cursory round whereby they introduce themselves (name, agency, position, expectations), it is much more productive to use the 'Introducing a Partner' exercise, described in Toolkit Item 4.

Ask the participants, when they are in the 'interviewing' role, after checking on their partner's name and position in their organisation, to find out about their experience of CLTS, their views about it – and their expectations for the workshop.

If not many of the participants know each other, and you are really concerned that they should know names – and there is time – you could also try the 'Name Game' that you will find in Toolkit Item 5.

Review of the workshop agenda
One important thing is that the identification of expectations (hopes and fears) should lead into the plenary session (session 3 of the workshop programme in Annex A) where you introduce the three-day programme, ideally now passed round as a handout, explain the main objectives, and go through the content, theme by theme.

Administration issues
The end of this phase should be the time for any announcements about administrative matters (timing of daily sessions, arrangements for refreshments, issue of certificates, etc.); holding a short brainstorm on 'discipline' for the conduct of the workshop; and setting up an informal system for a daily review ('stocktaking') of its contents and methods.

You will find a suggestion for conducting such a session in Toolkit Item 6

Session 4: CLTS – An Overview

Objective:	To review the origins of CLTS, its spread, its characteristics – and the sanitation situation in Kenya
Timing:	2 hours
Resources:	PowerPoint slides 1-4 *Clean Living* film of Kamal Kar's work in Bangladesh Handouts 1 and 2

Sequence

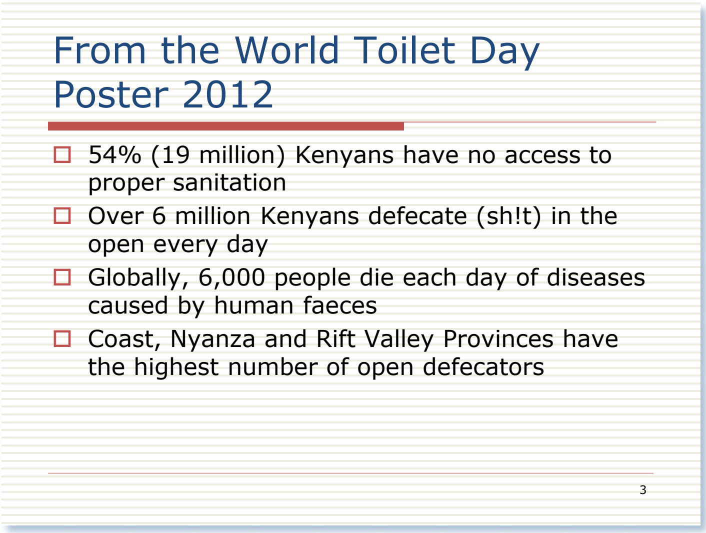
Making a Case:

1. Put up the first slide, related to the global Millennium Development Goals, and discuss the meaning of 'basic sanitation':

2. Show Slide 2: The assessment of progress – at a global level:

3. Ask the participants about the current situation in Kenya, with regard to the achievement of this target. To what extent has Kenya focused more on water rather than sanitation issues? Refer them to Handout 1, an extract from the MDG Progress Report of the Ministry of State for Planning, National Development and Vision 2030.

4. Show Slide 3, on some of the latest statistics about the sanitation situation in Kenya



5. Refer the participants to Handout 2, which estimates the financial losses in Kenya related to poor sanitation, highlighting the statistic: ‘Kenya loses KES 27 billion annually due to poor sanitation’.

6. However, ask the participants how they would relate these national statistics to the impacts on individual families – and whether they know their area statistics on sanitation status and its impact in terms of, for example, outbreaks of cholera or other diarrhoea-related diseases.

7. To end this opening phase of the session, show Slide 4:

8. Explain that the driving and constraining forces influencing this objective will be discussed later in the day, but now the focus is on one of the key strategies adopted in order to reach the declared goal – Community-Led Total Sanitation (CLTS)

The CLTS Approach

9. Show the film, *Clean Living*, which runs for 22 minutes.

10. After the viewing, in small groups, ask the participants to take up the following questions:

    - *What do you see as the key characteristics of CLTS – as shown in the film?*
    - *To what extent – and in what ways – is CLTS different from the usual community mobilization or community development processes?*
    - *In particular, what are the participants' views on the issue of subsidies that had been debated in the documentary?*
    - *CLTS started – and flourished – in Asia; do you think there are different cultural factors that make promoting it in Africa either easier or more difficult?*
    - *What are the risks that 'institutionalising' CLTS will be counter-productive*?

11. Make sure that you have about 30 minutes to get feedback on the five issues that the sub-groups have been discussing.

12. In order to avoid repetition, ask the rapporteurs of the small groups to focus on points that are additional to ones already made.

13. On a flipchart, log the key points that emerge in the feedback session – and assure the participants that the discussion on these preliminary points will be deepened as the day proceeds.

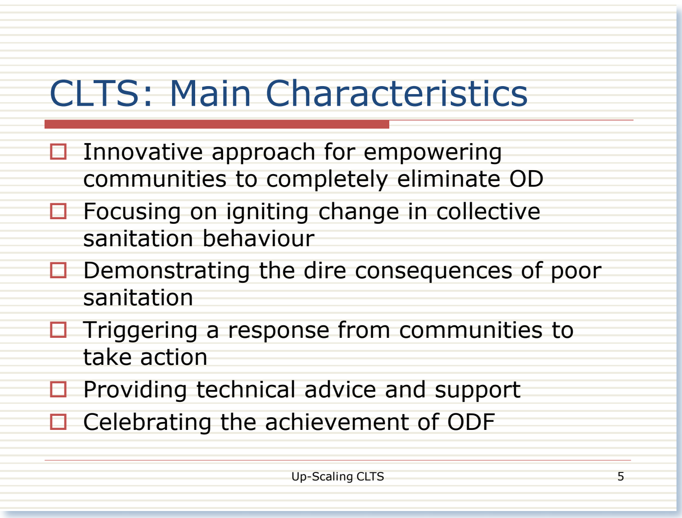
Session 5: CLTS – An Ideal Scenario

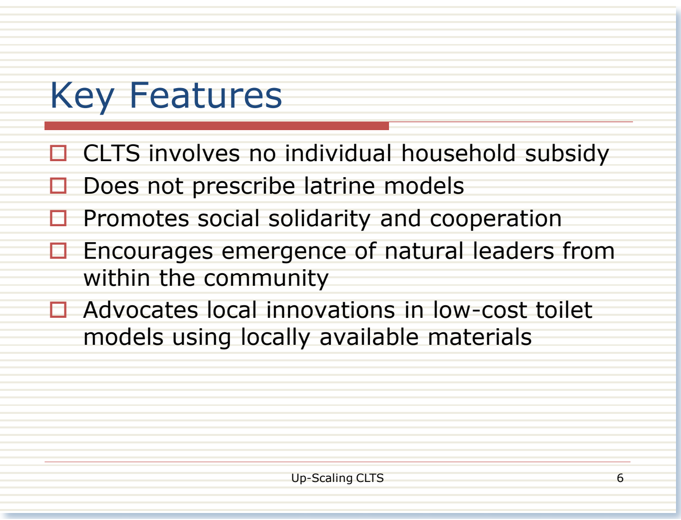
Objective:	To review the key principles of CLTS, the crucial conditions for ensuring success, and the desirable attitudes and behaviours
Timing:	1 hour, 30 minutes
Resources:	PowerPoint slides 5 & 6 Handouts 3, 4, 5 & 6

Sequence

This session will draw on some of the key texts on CLTS that are also being recommended for further reading – texts such as the 'Handbook on Community-Led Total Sanitation', 'Digging in, Spreading Out and Growing up' and 'Tales of Shit'.

1. The first two slides summarise the key features of CLTS:





2. With regard to key attitudes and behaviours, refer the participants to Handout 6: ‘Key Attitudes and Behaviours’.

3. From their own experience of community development – and CLTS – work in Kenya, ask the participants (ideally, and if there is time, in small groups) how it corresponds to either the Do’s or Don’ts columns in the handout.

4. Log and display the key points that emerge.

5. If there is time, refer the participants for a closer look at Handouts 3, 4 & 5:
    - ‘Accelerating Access to Rural Sanitation in Kenya’
    - ‘Toilets and Mobile Phones’
    - ‘Speech by the Minister for Public Health and Sanitation’.

Session 6: Up-Scaling CLTS in Kenya

Objective:	To assess the positive and negative factors influencing the possibilities of scaling-up CLTS in Kenya
Timing:	1 hour, 30 minutes
Resources:	Toolkit Item 8: Force Field Analysis

This final session, in the light of principles and issues discussed through the day, focuses on potentials and constraints affecting the chances of achieving the ODF targets in Kenya. It applies the planning tool, Force Field Analysis (FFA).

First, you will have to explain that FFA is a simple but very powerful way of testing out the possibilities of achieving an objective – and of deriving key actions that would need to be taken.

The sequence of carrying out a FFA is given in the Toolkit (Item 8). Explain that it involves two main stages: first, identifying the restraining and driving forces operating in the given situation (focusing in 'what is' rather than on 'what might be'); second, identifying actions to counteract the restraining forces and augmenting the driving ones.

Sequence

1. Ask the participants to assess the sanitation coverage in their own county or sub-county and then ask them to suggest a target date making it ODF.

2. Write up the agreed objective on a flipchart: 'To make the county (or sub-county) ODF within the next... years'.

3. Draw the line down the middle of a flipchart and put in the arrows indicating the direction of the restraining and driving forces.

4. Start with the restraining forces.

5. When these seem to be exhausted, turn to the driving forces.
   (The most common problem is that groups write up what needs to be done, rather than the current realities, when focusing on the driving forces. If this happens, tell them that identifying 'what needs to be done' is the business of the 'action points' phase of the exercise.)

6. Put up another flipchart and consider the action points.

7. Reflect on the findings (the nature and range of both the restraining and driving forces) – and the action points.

8. Consider the extent to which the findings relate to the roles and responsibilities of those, like the participants, are managing or overseeing CLTS programmes.

9. Comment on how this review has provided pointers for the work of the next two days of the workshop.

Stock-taking

End the day by asking for three or four volunteers to form a 'Review Team', to meet briefly at the end of the session to prepare a short presentation the following morning on four main questions:

1. *How relevant was the content of Day One?*
2. *What was the most significant learning to come from the day's presentations and discussions?*
3. *How appropriate were the methods used?*
4. *What, if any, adjustments should be made to improve the workshop?*

Day Two

Session 7: Stock-Taking

Objective:	To review the content and methods of Day One
Timing:	15 minutes
Resources:	Notes of the Review Team

Sequence

1. Ask a representative of the Review Team to make the presentation, according to the four main questions:

   - *How relevant was the content of Day One?*
   - *What was the most significant learning about implementing CLTS to come from the day's presentations and discussions?*
   - *How appropriate were the methods used?*
   - *What, if any, adjustments should be made to improve the workshop?*

2. Invite comments from the whole group.

3. Take up any significant issues arising from the presentation and discussion, and relate these to how you should/could adjust the workshop programme.

Session 8: Preparation for Field Trip

Objective:	To clarify the arrangements for the visit to a project site and, in particular, to develop an observation checklist
Timing:	1 hour

Sequence

1. Explain that the focus of the field trip will be to observe a triggering session in a community that hasn't been involved in CLTS activities. (It is assumed that such a community could be as much as two hours' drive away from the training venue, so it is important that the day should be organised in a flexible manner – with this preparatory meeting and a review meeting on return to the training centre.)

2. Clarify the logistical arrangements – transport, lunch, etc.

3. Agree a checklist of points to look out for when observing the triggering – ideally, derived from the presentations and discussions that have taken place on Day One. But make sure that the following issues are included:

    - Who were conducting the triggering session?
    - What kind of 'social climate' was established in the introductory phase?
    - What was the manner of the 'shaming' process?
    - How did the community members respond?
    - Did they agree on any kind of action plan?
    - In general, who well did the session conform to the ideal scenario discussed on Day One?

Session 9: Field Trip Review

Objective:	To review the field trip experience and draw key lessons
Timing:	1 hour (or more, depending on the timing of the trip)

Sequence

1. On return to the training venue (and after a cup of tea!) divide the participants into two or three groups (depending on the size of the whole group)

2. Ask the groups to discuss the points of their checklists, write them up on a flipchart, and appoint a rapporteur.

3. In plenary, receive feedback from the groups and highlight the main lessons that have emerged.

4. Don't forget to get volunteers for the following day's stocktaking session.

Day Three

Session 10: Stock-Taking

Objective:	To review the content and methods of Day Two
Timing:	15 minutes
Resources:	Notes of the Review Team

Sequence

4. Ask a representative of the Review Team to make the presentation, according to the four main questions:

    - *How relevant was the content of Day Two?*
    - *What was the most significant learning about implementing CLTS to come from the day's fieldwork and discussions?*
    - *How appropriate were the methods used?*
    - *What, if any, adjustments should be made to improve the workshop?*

5. Invite comments from the whole group.

6. Take up any significant issues arising from the presentation and discussion, and relate these to how you should/could adjust the workshop programme.

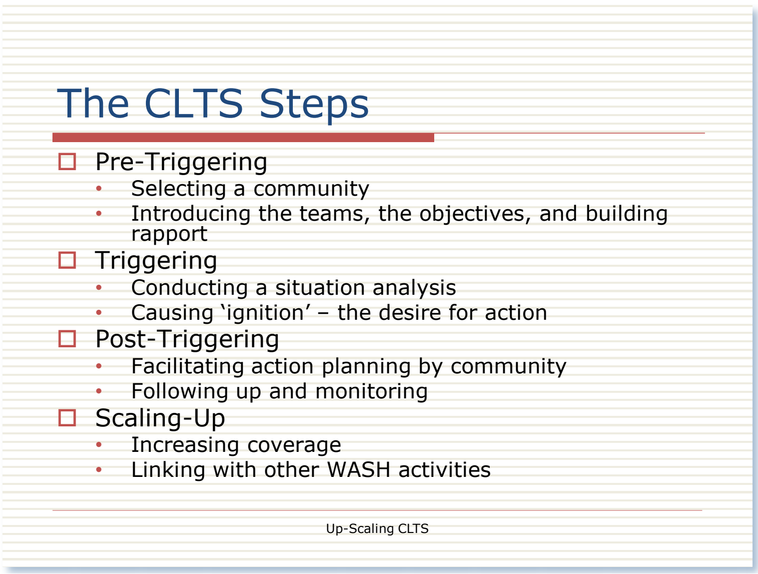
Session 11: CLTS Managers – Roles and Responsibilities

Objective:	To consider the strengths and weaknesses of the agency in implementing CLTS – and to identify key roles and responsibilities of those who manage or oversee the programmes
Timing:	1 hour, 45 minutes
Resources:	Handout 7: Roles and Responsibilities Slides 7, 8 & 9 Toolkit Item 9: SWOT Analysis

There are two main objectives here: to reflect on the capacity (and attitudes) of a ministry, or other agency, to manage a CLTS programme – and to reflect on the particular roles and responsibilities of those within them who oversee such a programme.

Sequence

1. Begin with a slide that summarizes the CLTS approach, as discussed on Day One – the slide identifying the four key steps in promoting CLTS:



2. Conduct a plenary brainstorming session in order to identify, not the 'frontline' and facilitating roles and responsibilities, but the 'overseeing' and more administrative ones, in order effectively to take the four main CLTS steps.

3. Log on a flipchart the key points that emerge from the brainstorm session.

4. Put up the two slides on Roles and Responsibilities, in order to compare the outcome with the list of roles and responsibilities in Handout 7:

Overseeing CLTS: Roles and Responsibilities

- Formulating and clarifying the Government policy on adopting a CLTS approach
- Establishing a sanitation vision for their own area of responsibility
- Setting targets, in a manner that is both realistic and in keeping with the 'community-owned' principles of CLTS.
- Collaborating with NGOs already active in promoting CLTS
- Identifying 'CLTS champions' within the ministry or agency staff
- Including CLTS activities within the job descriptions of field-based staff
- Mobilising resources for CLTS activities

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Roles and Responsibilities contd.

- Establishing a training programme for staff engaged in the implementation of CLTS, whether at frontline or supervisory levels
- Exercising supervisory responsibilities.
- Developing an M&E system related to CLTS initiatives.
- Developing a communication strategy for making the case for, and reporting the achievements of, the CLTS programmes
- As part of the communication strategy, engaging with media agencies in order to raise their awareness about the CLTS approach and to increase media coverage of CLTS activities.

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5. Use the SWOT discussion format to assess the capacities of the participants (as a collective) to effectively fulfil these roles and responsibilities.

6. Make sure to clarify the meaning of the key terms, as defined in the Toolkit 9:

   - **Strengths**: those internal factors that contribute to effective performance;
   - **Weaknesses**: those internal factors that are working against the agency achieving its objectives;
   - **Opportunities**: those external factors that could be of help in ensuring the success of CLTS programmes;
   - **Threats**: those external factors that could hinder or block the progress of the agency's CLTS programmes.

7. As with the previous FFA exercise, this plenary conduct of the SWOT could provide a model for the participants' own use of the method as a diagnostic tool in their own 'back home' management activities.

8. Review the key issues that have emerged, discuss how they might be tackled, and show how they will be taken up in the remaining sessions of the workshop.

Session 12: Working with Partners

Objective:	To consider the rationale for a partnership approach when up-scaling CLTS, and to explore the mix of driving and constraining forces acting on possibilities for building effective partnerships in CLTS campaigns
Timing:	1 hour, 45 minutes
Resources:	Slides 10 & 11 Handouts 8 & 9 Toolkit Item 10: Polarities

Sequence

1. Begin with a brainstorm session in plenary on the need for partnerships in carrying out a CLTS project or campaign.

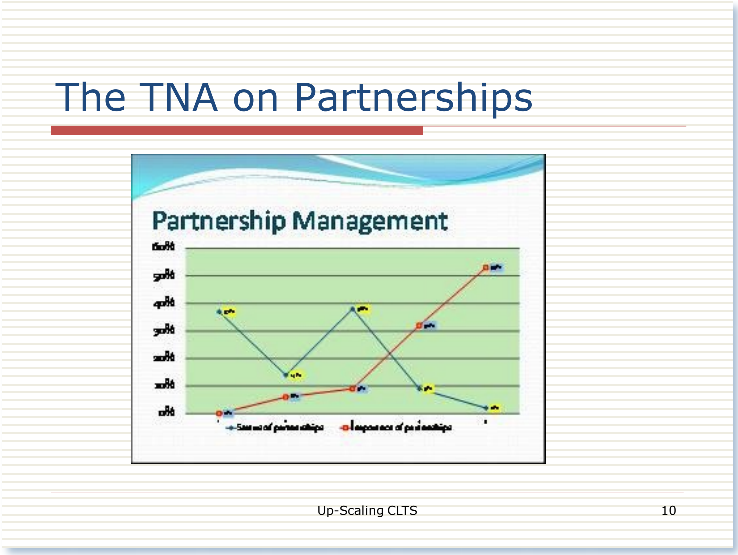
2. Log the key points that emerge. (It is likely that the participants will have identified such matters as the important links between ministries concerned with health, water and education; the benefits of tapping into the experience of NGOs working in the sector; the need for coordination at both national/policy and county/implementation levels.)

3. Refer the participants to the two handouts: 8 – ‘Institutional Support for Scaling-Up CLTS’, and 9 – ‘Government-Donor-NGO Relationships’.

4. Point out how the points made in the Lukenya Meeting make up a recipe for strengthening coordination.

5. Ask the participants if they agree with the points made in Handout 9 about the situations of partnerships in Africa.

6. Then show the slide on ‘partnership management’ from the training needs assessment (TNA) carried out by Plan International Kenya:



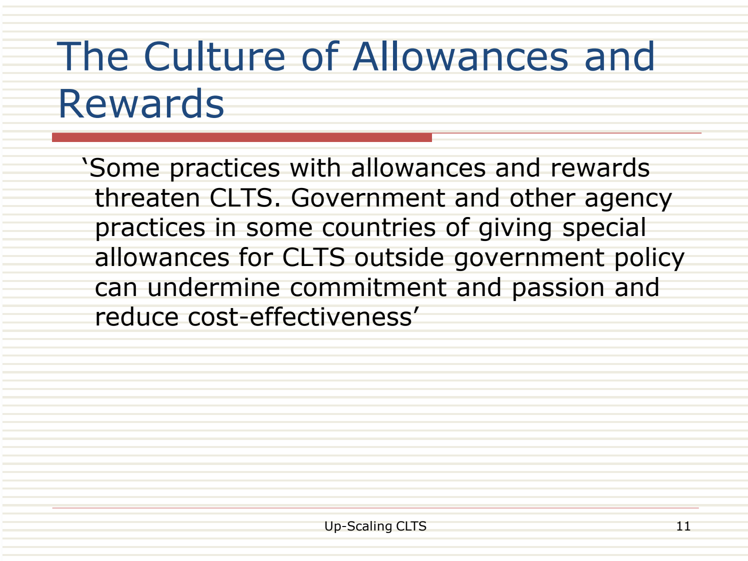
7. Ask the participants why they think there is this discrepancy: the majority thinking that partnerships are important but also arguing that partnerships have not worked well.

8. Use the Polarities exercise, as described in Toolkit Item 10 to structure a discussion on positive and negative views about partnerships in CLTS programmes.

9. Write up ‘Partnerships in CLTS’ on the flipchart – and then follow the sequence as described in the Toolkit.

10. Make sure to summarize and comment on the key points that emerge.

11. It is likely that the issue of finances and allowances will have come up – and, for comment, show the slide with the points made in the Lusaka Declaration back in November 2010:



12. Finally, ask the participants if this issue is affecting CLTS work in Kenya.

Session 13: Creating Favourable Environments

Objective:	To review the pre-triggering phase and consider favourable and unfavourable physical, institutional and social conditions affecting the implementation of CLTS programmes
Timing:	1 hour, 30 minutes
Resources:	Slides 12 –16 Handout 10: Favourable Conditions for Choosing Communities

This session focuses on the initial ‘pre-triggering phase’ – reflecting on favourable and unfavourable conditions to take into account when implementing a CLTS programme – and identifying strategies for overcoming challenges.

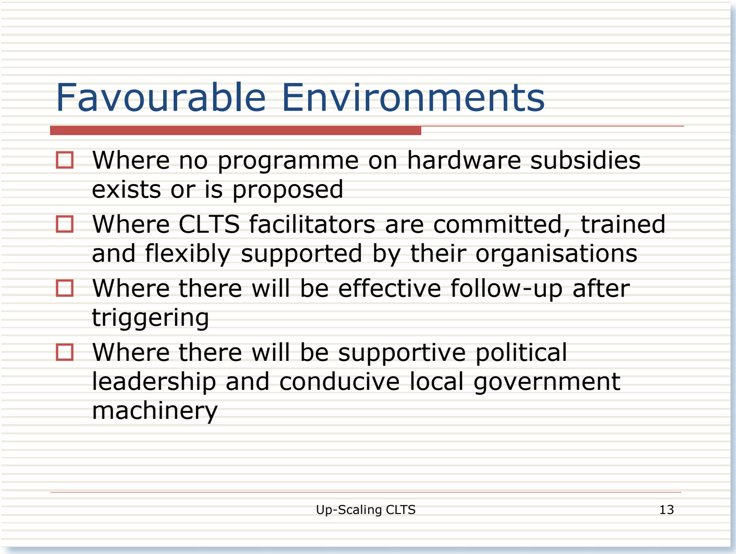
Sequence

1. Begin with a presentation that might revive issues discussed on Day One: the general cultural factors that some have assumed might make CLTS less successful in Africa than it has been in Asia – use a slide based on comments by Kamal Kar’s in ‘Digging in’[1]:

2. Ask the group how valid are these warnings about Kenyan communities.

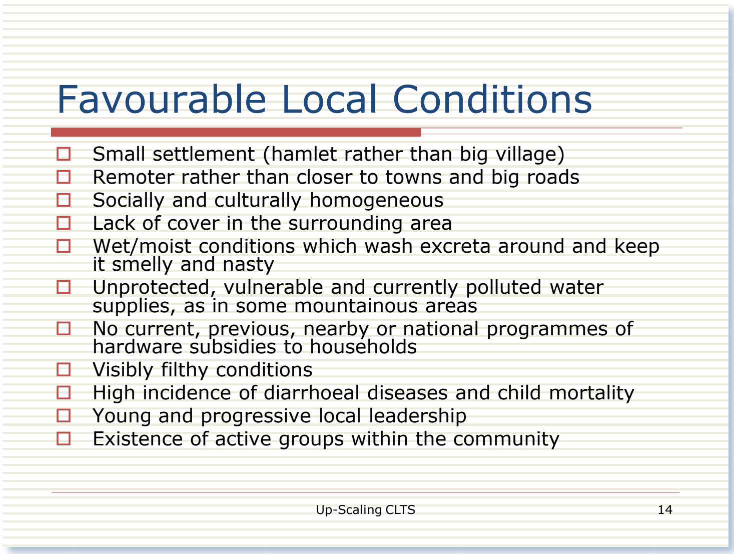
3. Picking up on issues raised in the previous session, show the slide summarizing a favourable policy environment[2]:

[1] Kamal Kar and Kirsty Milward, Digging in, Spreading out and Growing up: Introducing CLTS in Africa
[2] This and following slides are adapted from Kamal Kar and Robert Chambers, CLTS Handbook



4. Ask the participants whether all these points gave been already covered – or whether there is still need for assessing the extent to which these conditions apply in their own communities.

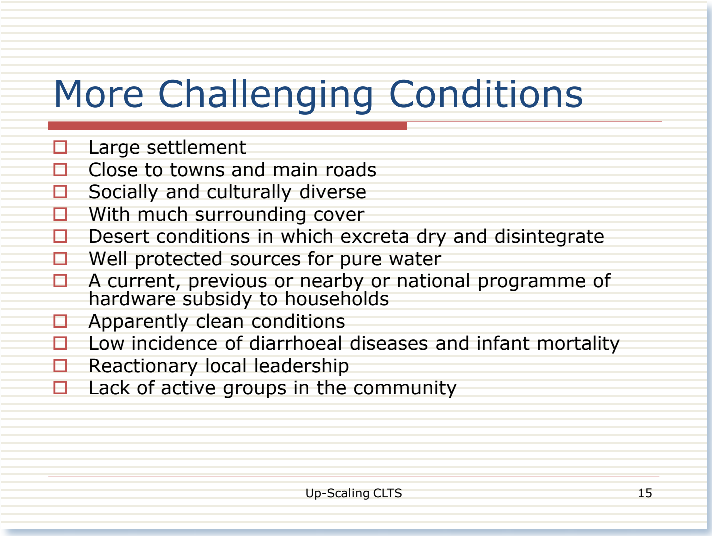
5. Follow up with the slide 14 which summarizes favourable local conditions:



6. Refer the participants to Handout 10, which elaborates on the above summary of conditions.

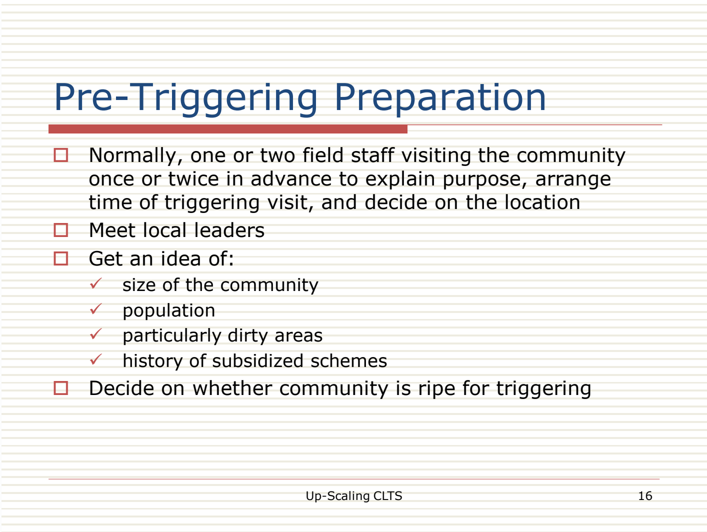
7. Ask to what extent the participants think these are valid points when related to the Kenyan situation – now that the objective is scaling up.

8. Now show the slide summarizing less favourable conditions – also adapted from the CLTS Handbook:



9. Ask if there is a need to clarify any of these points, consider their validity, and facilitate a brainstorming session focusing on how such challenges can be faced.

10. Now move to a concluding phase of the session when you review the kind of pre-triggering preparation programme managers should ensure happens – as summarised in slide 16:



11. Finally, ask if the participants can identify other matters that should be considered at this preparation phase.

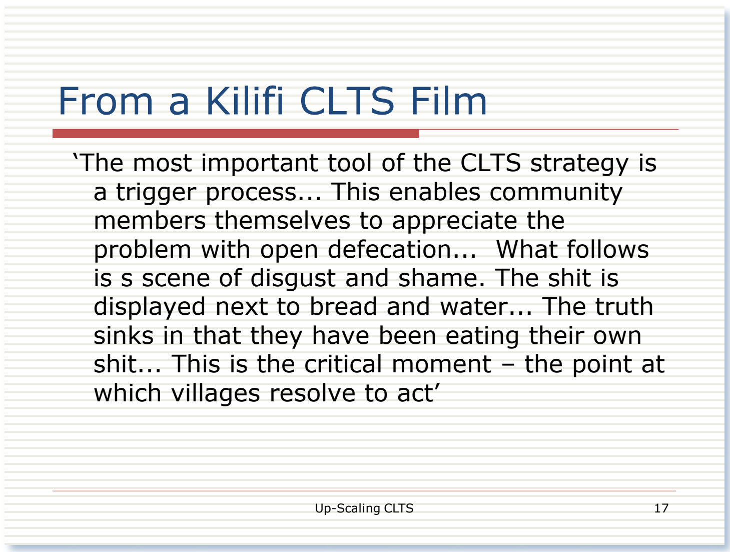
Session 14: Selecting Facilitators

Objective:	To review the processes involved in the triggering phase and to assess qualities to look for when selecting facilitators and local leaders
Timing:	1 hour, 30 minutes
Resources:	Films:' The Last Taboo' and 'CLTS in Kilifi' Slides 17 & 18

Sequence

1. Show the 20 minutes film, 'The Last Taboo', explaining that the main purpose is to focus on the triggering process.

2. Highlight some of the key words of the triggering process, as reproduced on Slide 17:



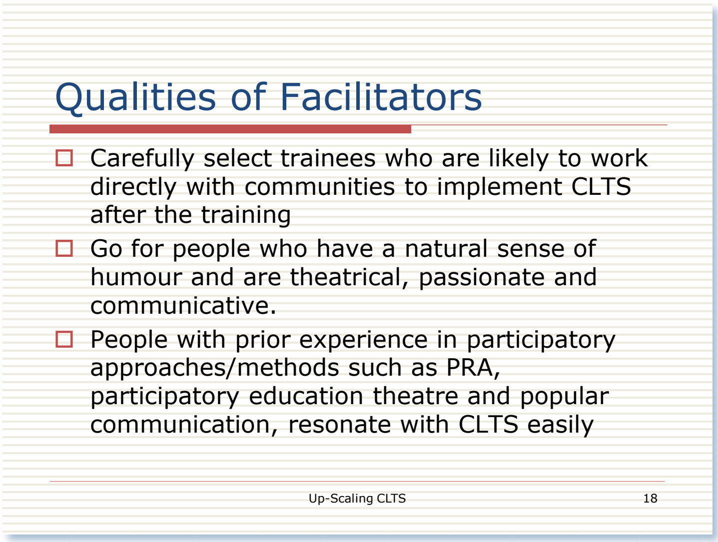
3. Show the short Plan film about triggering in Kilifi, where the above quotation occurs. Contrast this with a statement from one of the PHOs: 'We are telling people in this location to provide pit latrines, so they can do away with the habit of defecating in the open.' Which is the essence of CLTS?

4. In the light of what the participants saw in the field, reflect again on the distinctive, confrontational nature of the triggering process. – and refer the participants to the quotation at the beginning of the resource pack: 'CLTS triggering in communities is unlike any other facilitation. It needs a special style, interaction and behaviour'.

5. Divide the participants into small groups (the number depending on the size of the group) to discuss the question: 'What qualities should we look for when selecting CLTS facilitators or 'natural leaders?'

6. Get feedback from the groups in a plenary session and make sure key points are logged/recorded.

7. Compare the outcome with what Sammy Musyoki says about facilitators in 'A note for trainers, facilitators and those commissioning CLTS training', in Tales of Shit: Community-Led Total Sanitation in Africa:



8. Ask to what extent such qualities can be developed in training – but explain that this leads into the next session the following day.

9. Point out that, quite often, a local person might have the desirable qualities – rather than a trained ministry staff member – and do the participants agree?

10. Remember to identify the volunteers for the Review Team.

Day Four

Session 15: Stock-Taking

Objective:	To review the content and methods of Day Three
Timing:	15 minutes
Resources:	Notes of the Review Team

Sequence

7. Ask a representative of the Review Team to make the presentation, according to the four main questions:

   - *How relevant was the content of Day Three?*
   - *What was the most significant learning about implementing CLTS to come from the day's presentations and discussions?*
   - *How appropriate were the methods used?*
   - *What, if any, adjustments should be made to improve the workshop?*

8. Invite comments from the whole group.

9. Take up any significant issues arising from the presentation and discussion, and relate these to how you should/could adjust the workshop programme.

Session 16: Training Front-Line Workers

Objective:	To review the most effective approaches to organising and delivering training for CLTS front-line workers
Timing:	1 hour, 45 minutes
Resources:	Handout 11: Modes of Training Handout 12: Training for CLTS Slides 19 & 20

This is a session in which some basic principles of good adult education are established – principles that managers should be aware of when designing, commissioning or assessing training activities for those engaged in CLTS programmes. It then focuses on a number of practical issues to bear in mind when identifying potential trainers or organising training occasions.

Sequence

1. Begin the session with the 'Objects for Concepts' exercise, in which each member of the group explores one of the three roles: Student, Teacher and Adult (See Toolkit Item 10).

2. Go round the group, assigning the numbers 1, 2, and 3.

3. Tell them that the '1s' will explore the role of being a Student; '2s' the role of Teacher; '3s' the role of Adult.

4. Explain that they will do this in a rather unusual way: each person finding an object that symbolises what is involved in being whether a Student, Teacher or Adult – something that has the characteristics of the role; something from their pockets, inside or outside the room; something they will actually hold and show the others.

5. Give the participants 10 minutes to find the object, return to the training room, and prepare to explain their choice of object.

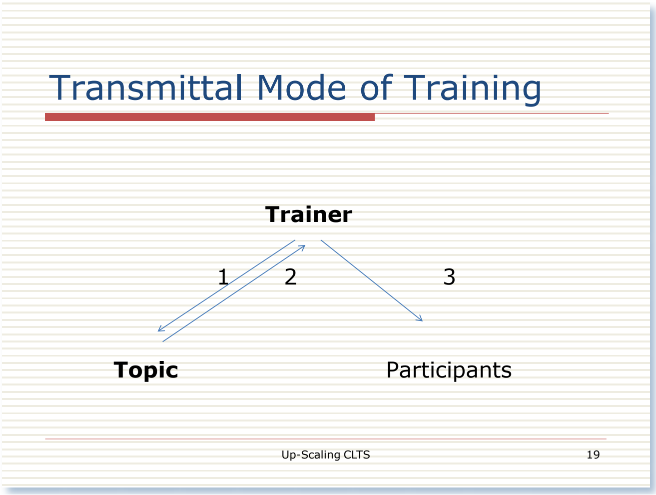
6. In feedback, log on a flipchart the objects and the ascribed characteristics.

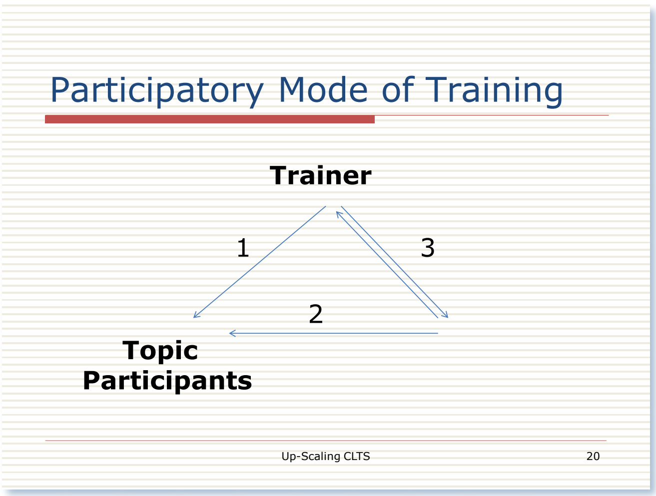
7. Unless this is a very unusual group of participants, it is likely that the characteristics for Student are quite passive (like an empty glass or a notebook) – but those for both Teacher and Adult are more active and more potent (a full glass say, or a textbook).

8. Ask what this says about the group's concept of the educational process?

9. Ask them what it implies about the way to approach Adults who become Students – like they themselves in this training programme!

10. Relate the outcome of this exercise to what is said about modes of training in Handout 11, and you also have two slides to illustrate the main features of the Transmittal and Participatory modes of training:





11. Ask which of the two modes – Transmittal or Participatory – is most common in training activities in Kenya – and why.

12. Refer the participants to Handout 12, which shows how training for CLTS can/should be participatory.

13. Ask what managers can/should do in order to ensure that such advice is followed.

Session 17: Supervising Frontline Staff

Objective:	To identify what makes for effective supervision and to simulate the key skills
Timing:	2 hours
Resources:	Toolkit Item 12: Role Plays Slides 21 & 22 Handout 13: Do's and Don'ts of Supervision

The topic provides an opportunity for a simulation exercise focusing on typical scenarios that call for an intervention by a supervisory officer.

Sequence

1. Explain that the scenario for the role play will be developed by the participants, in a process guided by you.

2. In a brainstorm session, ask the participants to suggest typical behaviours by frontline CLTS workers that should be taken up by supervisors.

3. Decide on one scenario, and build it up by naming two characters, their roles – the supervisor and the community-based worker – their situations (as would be public knowledge) and the precise happening that has led to the need for a supervisory meeting.

4. Divide the group into two – each group identifying with one of the characters.

5. Allow the group 20 minutes to decide on the stance to be taken in the meeting to come – and then to choose one of their number to act in the role play.

6. Arrange the setting and let the role play begin – having set a time of 15 minutes.

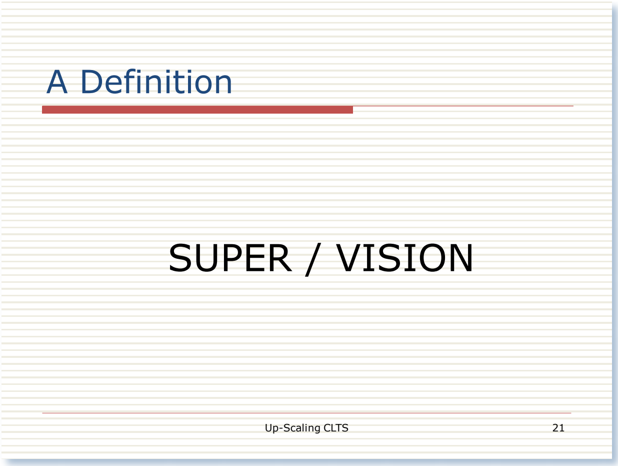
7. Make a video recording of the role play, the playback of which will enhance the analysis.

8. Using highlights of the recording, facilitate a critique session on the role play – identifying good (and not so good) supervision practices.

9. Using the outcome of the discussion, generate a list of Do's and Don'ts of supervisory practice.

10. As a final phase of the session, lead a brainstorm on the meaning of the term 'supervision'...

11. Show the slide with the word split in two:



Ask about the ordinary or 'root' meaning of 'super' – words such as 'over' or 'above' should come up (as in 'superstructure' or 'superior'.

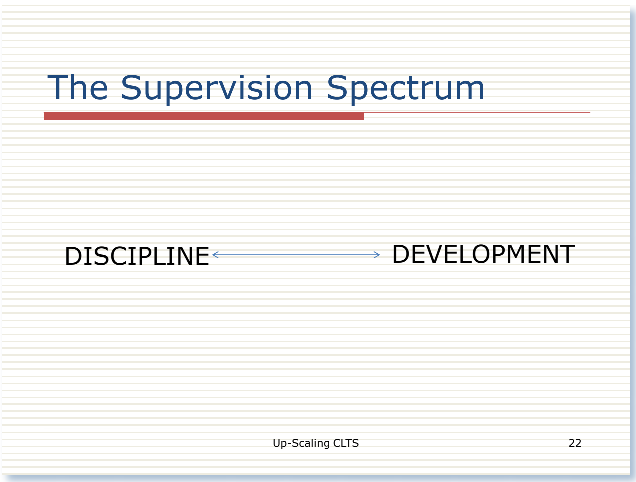
12. Then ask the same for 'vision' – and the word 'sight' will appear.

13. Then one meaning for supervision is 'oversight' – and so remind the group about the characteristics associated with 'overseers' – men with whips!

14. Now ask what 'super' means when a teenager, say, says something is 'super!' – and words such as 'excellent' will be given.

15. Do the same for 'vision' – and perhaps 'foresight' will be suggested, or 'picture of an ideal'... And from this analysis you can argue that a good supervisor is not a bully but someone who has a clear idea about how things should be – and from this it can be argued that a good supervisor of CLTS should have a clear idea about what it is – and how it should be carried out!

16. Finally, show the slide of the supervision spectrum, illustrating how a good supervisor holds the balance between discipline and development:



17. Refer the participants to Handout 13, which summarizes the characteristics of good and bad supervision.

Session 18: Monitoring CLTS Activities

Objective:	To explore the meaning of monitoring, consider its importance for managers of CLTS programme, and discuss how best it might be done
Timing:	1 hour, 30 minutes
Resources:	Handout 14: Post-Triggering Handout 15: A Checklist for Collecting Stories Handout 16: A Framework for M&E

For the most part, this is a brainstorming session, in which participants reflect on their own experience of monitoring CLTS programmes, review its importance for managers, and develop monitoring tools for applying to CLTS activities.

Sequence

1. Explain to the participants that this discussion of M&E will be from a manager's perspective – what they should try to ensure happens in the triggering and post-triggering phase of a CLTS project, in terms of recording progress, using stories from the field in order to assess impacts and further promote the CLTS approach.

2. In a brainstorming session, ask the participants what information about CLTS activities they need in order to fulfil their own management responsibilities.

3. Ask them how much of this information they are already receiving – from whom and in what format.

4. Having identified any shortfalls in the systems they are already using, set them the task – in functional groups – to devise a monitoring tool that would provide them with the information they need. (Allow at least 40 minutes for this exercise.)

5. In plenary, get feedback from the groups, highlighting – as, hopefully, will have come from the tools described – the importance of going beyond merely the counting of latrines constructed, in order to assess the use and care of the latrines, to estimate the chances of the practices being sustained.

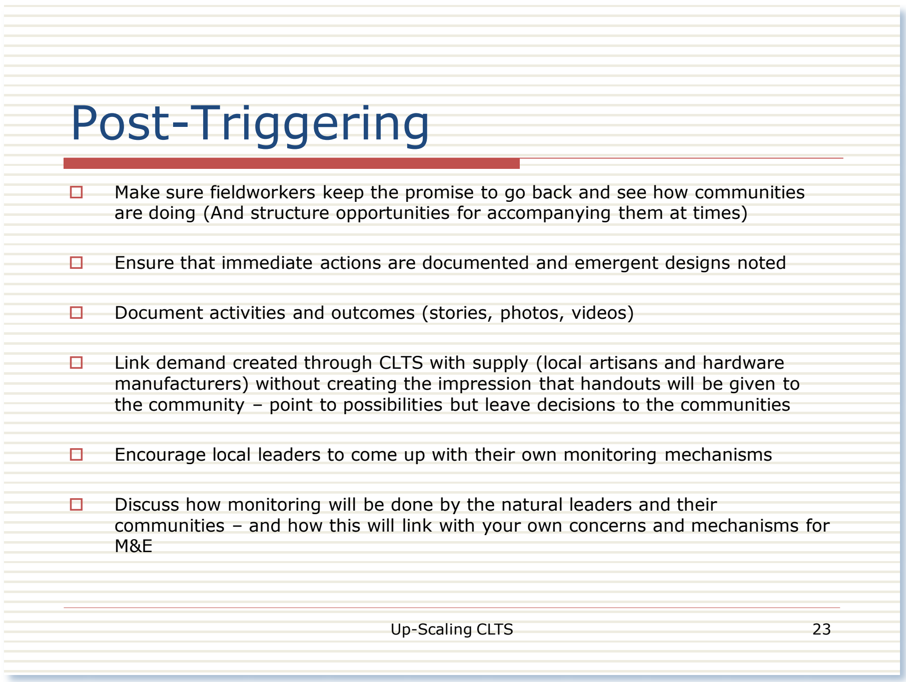
6. Note, in particular, how some agencies would benefit from the information about CLTS programmes that other agencies are collecting.

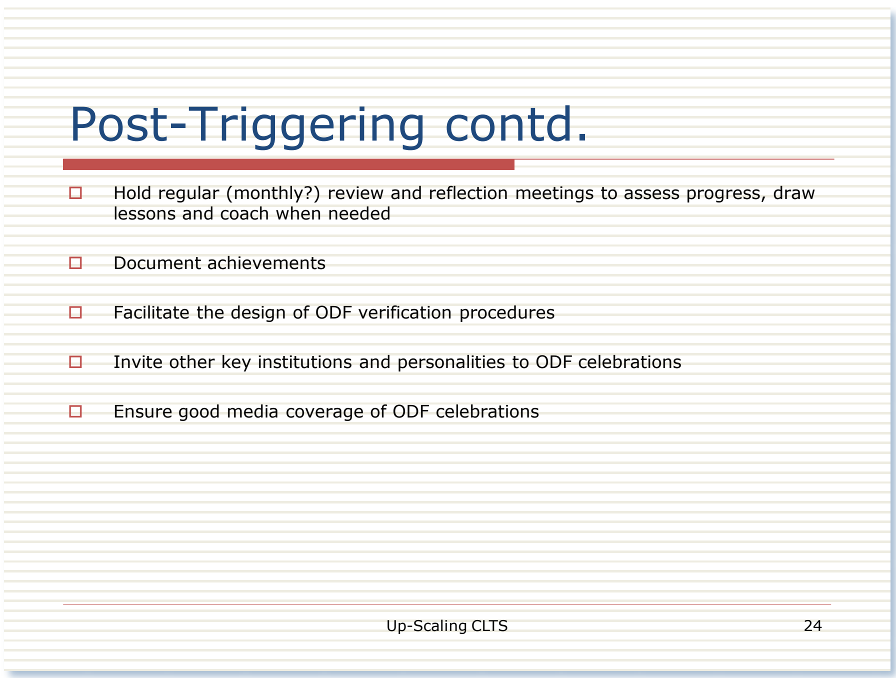
7. Ask the participants to compare the tools they have devised with those in current use.

8. Move on to a discussion about how the collected information will be used in order to report on and to adjust programme implementation.

9. Note that Sammy Musyoki's 'A note for trainers, facilitators and those commissioning CLTS training', in 'Tales of Shit', provides a useful list of desirable (and not desirable) actions after triggering of a community has taken place.

10. Refer the participants to Handout 14, which is summarised in the following two slides:





11. Lead a discussion of how qualitative, as well as quantitative, data is important for assessing impact – in particular, for showing how a CLTS programme can change people's livelihoods as well as their sanitation practices. (Here you can refer back to what was shown in the Kamal Kar film about increased productivity.)

12. For a more detailed description of what is involved in collecting stories (as in the application of a 'Most Significant Change' qualitative M&E approach) refer the participants to Handout 15: Collecting Stories.

13. Finally, refer the participants to Handout 16, which describes the questions a manager could ask when making an overall analysis of a CLTS programme. It goes beyond the assessment of the extent to which a programme is keeping to its work plan and keeping within its budget lines – it focuses on the 'big five' themes that managers should reflect on whenever they are seeking information about the achievements and the shortfalls of a programme they are responsible for.

Session 19: Evaluating the Workshop

Objective:	To appraise the content and methods used, and identify issues needing further exploration
Timing:	1 hour
Resources:	Questionnaire

Sequence

1. Give out a brief questionnaire of the same questions used in the daily 'stocktaking':

    - *How relevant was the content of the workshop?*
    - *What was the most significant learning about implementing CLTS to come from the presentations and discussions?*
    - *How appropriate were the methods used?*
    - *What, if any, adjustments should be made to improve the workshop?*

2. Invite the participants, for 20 minutes, to write down – anonymously if they wish – their responses to the four questions.

3. Collect the questionnaires and invite contributions in a final plenary discussion.

4. Make sure to take up any issues that call for further comment and discussion.

5. After your own concluding remarks, for closing the workshop, invite the most senior officer present to have the last word.

Part Two: Toolkit

Preparation

1. Running a Workshop

Here we are reflecting on how to set up a workshop and, in very general terms, how to promote participation. We are focusing on what will help you create a spirit of collaboration among the workshop participants as they build their own agenda for exchanging ideas and for promoting mutual learning. The assumption is that you will want to do as much as possible to make the workshop 'situation-centred (based on the realities of the participants' work experience) and 'problem-oriented' (dealing with issues that the participants need to address). Given that your participants will be experienced officers of the MoPHS, or of other stakeholders in managing and promoting CLTS, it will be important to tap that experience by encouraging reflection, comment and discussion.

Physical factors

The most obvious consideration is that the participants should be comfortable. If the place is cramped, the temperature hot, the room airless, the acoustics poor, the participants are not likely to be attentive or freely involved in whatever workshop activity is taking place.

Although not every item will be relevant for every workshop in every location, the following checklist offers a summary of points you might bear in mind when choosing and arranging a training venue:

Training Places: A Checklist

Space	Is it large enough for the group?
Lighting	Is it bright enough – without being harsh?
Temperature	Are the rooms cool (or warm) enough? Are they properly ventilated?
Décor	Is the centre clean and cheerful? Can the space be enlivened with posters or newsprint for recording group activities?
Acoustics	Can everyone be heard? Will noise from outside be a distraction?
Seats	Are they comfortable? Can they be easily arranged in flexible formations?
Tables	Will they be available when participants need to write or refer to texts?
Blackboard/ Flipcharts	Are they available for presentations – or sufficient for logging group discussions?
Power	Is electricity available and reliable?
Audio-visual aids	Do they work?
Materials	Will all participants have the Best Practices Handbook? Are there enough handouts, flipcharts, felt pens, masking tape, etc. for the presentations and group activities?
Refreshments	Have they been ordered? Will they be ready on time?

Interpersonal Factors

In keeping with the 'situation-centred' and problem-solving objectives, it is vital that the workshop sessions allow for participants to question or debate all the issues at hand. To achieve such flexibility on your part and to encourage truly free discussion among the participants, there are a number of introductory exercises in the following section that are designed to diffuse tensions and to begin the process of building group cohesion.

Beyond that, there are other exercises and activities that are designed to explore the participants' experiences and to identify important issues that should be addressed during the workshop.

But, before that, the next two Toolkit items provide checklists for preparing a lecture and managing conditions for effective discussion.

2. Checklist: Preparing a Lecture

Relevance	• Is your material adapted to the needs of the workshop participants? • Is the material organized in such as way that: ➢ The objectives will be made clear at the beginning? ➢ The main points will be highlighted? ➢ The connections between the ideas will be highlighted?
Emphasis	• Have you made sure the material will be vivid enough: ➢ By including suitable examples? ➢ By using visual (especially PowerPoint) presentations?
Setting	• Are the chairs arranged in suitable positions? • Are they movable, if you want to rearrange the layout? • Are the ventilation, heating, lighting, at the right levels?
Aids	• Are you making best use of available resources? • Have you checked: ➢ The LCD projector is working and your PowerPoint presentation is ready to be shown? ➢ The flipchart is in position and felt pens are at hand and usable?
Handouts	• Are they available? • Should they be given out at the beginning or end of your presentation?
Timing	• Will your presentation fit the time available? • If not, what could be discarded or reorganized?
Feedback	• Have you built in opportunities for brief periods for questions or discussion?

3. Checklist: Conditions for Effective Discussion

Purpose	The objectives are made clear at the beginning of the session
Preparation	The group members have had some experience on which the discussion is based – whether drawing on their work experience or relating to a case study
Control	In facilitating the discussion you are in authority but not the authority – responsible for the conduct of the session but not presenting yourself as the only expert in the group
Size	The group is small enough for everyone to feel able to make a contribution – when the participants are more than, say, 24 then it is difficult to promote full participation
Setting	The seating is arranged so that everyone has eye contact with everyone else
Atmosphere	The mood is one in which participants feel free to offer their ideas, to challenge and be challenged
Summary	You end the session with a statement on what has been agreed and what issues are still being debated

Introductory Exercises

4. Introducing a Partner

This is a well-known introductory activity that enables workshop participants to get to know each other, gives them an early opportunity to interact, creates a relaxed atmosphere in the group, and identifies the expectations – which can be a good lead into the review of the workshop agenda.

Materials

Flip chart, cards of different colours, pin board, masking tape, felt pens

Duration

45 minutes to one hour

Sequence

1. Ask the participants to form pairs.
2. If there is an odd number, pair up yourself with one of the participants.
3. Tell the participants that each person has five minutes to get to know as much as possible about his or her partner – five minutes in which to 'interview' the other.
4. As well as getting to know things about, say, work experience, likes and dislikes, explain that the interviewer should record on separate cards their partner's main hope for the workshop – and their main fear or concern.
5. Indicate that you will give a signal when the first five minutes are over, and it is time to change roles.
6. Suggest that the pair find a comfortable seating arrangement for holding the conversation.
7. After the ten minutes, re-form the plenary group.
8. Invite each person, in no more than two minutes, to introduce his partner, ending the presentation by reading out, and then pinning up, the cards with the 'hope' and the 'fear' for the workshop.
9. Be strict about the two minutes time-bar.
10. Review the opinions and feelings expressed by the participants and, in a following plenary discussion, consider how these match with the objectives and agenda given in Annex A – the one that you now give out to the participants.

Issues

- What has been revealed about the experience of the group?
- How consistent are the participants' hopes and fears?
- What are the main themes –and the main differences?
- How do they compare with the intentions, hopes and fears of the facilitators?
- Are there any grounds for modifying the workshop programme?

5. Name Game

To ensure that participants quickly learn each others' names.

Materials None

Duration 10 minutes

Sequence

1. Assuming that the participants are sitting in a seminar pattern, explain the purpose of the activity: to quickly learn all the names of people in the group.
2. Describe the process: One person gives his name; the next person repeats that name and then adds his own; the next person repeats both names and adds his own – and so on.
3. Reassure, especially those nearer the end of the process, that they will not find the exercise as hard as they might think – in fact, it gets easier as the process unwinds.
4. Suggest that participants should use the name (forename or surname) that they wish to be known by in the workshop.
5. Start with your own name: 'My name is David'. Indicate that the person to your left or right says, 'Your name is David, my name is Mary'. So it goes round: 'Your name is David, your name is Mary, my name is Ibrahim…'
6. And so it goes right to the full circle of participants.

Issues

- Do participants think this will make discussion in the workshop easier?
- To what extent has this indicated the degree of formality that the participants wish to have?
- Are there any differences to be noted between the agencies represented in the group?

6. Workshop Norms

To involve the participants in a discussion about how best to proceed with the workshop, the 'Norms' exercise establishes an informal set of rules and identifies any administrative problems that need to be addressed. It can also help to create a mechanism for evaluating the content and methods of the workshop – setting up small groups or clusters ('daily evaluation committees') to monitor its daily progress.

Materials

Flipchart

Duration

15 to 20 minutes

Sequence

1. In a plenary brainstorm session, ask the participants to identify any questions that might need to be answered, or problems that might have to be tackled to ensure the smooth running of the group – and to suggest what should be done to solve them.
2. When there is agreement, write up each of the points on a flipchart. (Eg. *Always start a session at the stated times, even if a few members are missing.*
   Make sure mobile phones are switched off during sessions – or are put in 'silent' mode.)
3. Outline the administrative and evaluation tasks that need to be performed.
4. Ask the participants to decide which two small groups (review teams), will take on this responsibility each of the two following days.
5. Explain that the questions to be explored by the review teams will be:
   - *How relevant was yesterday's content?*
   - *How appropriate were the methods used?*
   - *If you were planning a similar day's programme, what changes would you make?*

Issues

- What could disrupt the smooth running of the workshop?
- What should be done to counteract these problems?
- What is the purpose of the daily 'stock-taking' sessions?

7. Brainstorming

To elicit spontaneous reactions from a group or to get ideas quickly – without getting caught up in detailed analysis. It also encourages creativity in the generation of ideas.

Materials	Flipchart paper and felt pens
Duration	10 to 15 minutes
Sequence	1. Clarify the topic at hand 2. Encourage the participants to think imaginatively, freely – and not to be afraid to voice seemingly bizarre ideas. 3. Encourage them to be spontaneous – and to speak up. 4. Write up the points as they come – everyone's ideas should be treated equally. 5. While the ideas are coming, discourage debate on whatever is being presented. 6. When all – or what you assume is all – the ideas are up on the flipchart, then invite discussion and analysis. 7. Cluster the ideas according to themes, comparisons and contrasts.
Issues	• What has been learned about the participants' views on the situation under discussion? • What issues should be explored further?

8. Force Field Analysis

Force Field Analysis is a problem-solving, decision-making technique that is very effective in testing out the possibility of achieving an objective and in identifying key actions for overcoming constraints.

Materials	Flipchart paper and felt pens
Duration	45 minutes to one hour
Sequence	1. Write up on the flipchart the objective that you are 'reality testing'. 2. Draw a line down the middle of the sheet and arrows pointing in the opposite directions. 3. On the right-hand side, brainstorm and list all the restraining forces – those factors that have a negative influence on the achievement of the objective. Explain to the group that they should resist getting involved in much debate as the 'forces' are identified. (Note that it seems to be psychologically more productive to begin with the negative factors.) 4. On the left-hand side, identify and list all the driving forces – that factors that have a positive influence on the achievement of the objective. 5. Analyze both sets of forces, asking yourselves, 'How can the restraining forces be reduced or weakened?' 'How can the driving forces be strengthened?' and 'Can any driving forces be added?' 6. In this final step you will be generating 'action points' that could form the basis of an action plan for achieving the main objective.
Issues	• What has this exercise demonstrated about the chances of achieving the objective • Which restraining forces would be the crucial ones to tackle?

9. SWOT Analysis

A common, and very effective, discussion format to appraise the situation of an institution or programme.

Materials	LCD projector or flipchart paper and felt pens
Duration	45 minutes to one hour
Sequence	1. Explain the meaning of the key terms: ➢ Strengths: those internal factors that contribute to effective performance; ➢ Weaknesses: those internal factors that are working against the institution/programme achieving its objectives; ➢ Opportunities: those external factors that could be of help in ensuring the institution's/programme's success; ➢ Threats: those external factors that could hinder or block the institution's/programme's progress. 2. Either run the exercise as a brainstorm with the whole group, if it is small enough (less than twelve participants) – or divide the participants into sub-groups, if the group is large or if there would be an advantage in exploring the different perceptions of different stakeholders. 3. Suggest that the following questions might prove useful: To assess strengths: ➢ What are the things or activities in the current situation that are continually successful? ➢ What is working well? ➢ What important resources are available? ➢ What advantages are there? To assess weaknesses: ➢ What continually goes wrong? ➢ What are the things that need to improve? ➢ What is lacking – in terms of qualities, skills, experiences? ➢ What is lacking – in terms of resources? ➢ What do other institutions/programmes do better? To assess opportunities: ➢ What situations exist – or will likely exist in the future – that could be turned to advantage? ➢ What are the 'good ideas' that people have discussed but never actually tried out? To assess threats: ➢ What could threaten the institution's/programme's very survival? ➢ What could stop it from achieving its goals? ➢ What could diminish motivation and reduce effectiveness? 4. Tell the participants that, when answering these questions, they should try to avoid guesswork – and deal only with what exists, and not what should be the case!
Issues	• What are the key issues that have emerged? • What recommendations should be made about changes?

10. Polarities

Workshop participants might sometimes hold negative opinions or harbour doubts about the project or programme they are supposed to be supporting. If these views and questions are not declared or explored, certain blocks can remain to their learning – and their performance. ‘Polarities’ is an exercise that encourages participants to express their concerns. It also provides a useful opportunity for clarifying the objectives and strategy of the project or programme – in the light of both the negative and positive opinions that have been revealed.

Materials

Flipchart, felt pens.

Duration

1 – 2 hours.

Sequence

1. Explain the objectives of the activity, and write the name of the project or programme on the flipchart.
2. Ask the participants to write down their individual responses under two headings:

   - What do you think or feel is good about the project?
   - What do you think or feel is not so good about the project?

3. To facilitate the expression of negative, or even hostile, opinions, it helps to suggest that participants can write remarks that they imagine colleagues or other agents involved in the project might make.
4. Go around the group and log the responses under two main headings: ‘Positive’ and ‘Negative’.
5. Discuss the results with the group; identify common responses and agree the main issues to be addressed by the representative of the project who will conclude the session.
6. Invite the project representative to talk about its objectives and strategy in the light of the questions and concerns that have been raised in the Polarities exercise.

Issues

- How consistent are the reactions of the participants?
- What accounts for any major differences that have emerged?
- Why do people hold these opinions?
- If negative views have been expressed, how can they be countered - or what, if anything, can be done about them?

11. Objects for Concepts

To explore ideas and attitudes related to any kind of role or process; raise key issues related to any important theme; provide a channel through which participants can express themselves more freely and creatively than in the usual discussion format.

Materials	Flipchart paper and felt pens
Duration	30 to 40 minutes
Sequence	(Using the theme explored in the workshop)

1. Write the three roles on a flipchart: Student, Teacher, Adult.
2. Divide the group into three (or number off the participants: 1, 2 and 3) and assign the three roles: I for Student; 2 for Teacher; 3 for Adult.
3. Ask each participant to find an object which represents the role he or she is exploring – an object that has the same kind of qualities. It should be something that can be brought back into the room and shown. Give the participants 10 minutes for the search.
4. Use three separate flipcharts and head each one 'Student', 'Teacher' or 'Adult'.
5. Invite each participant to show and talk about the chosen object.
6. Log the image and the key qualities associated it.
7. When the presentations have ben made, invite discussion on the interpretation and significance of the images and qualities that have been recorded.

12. Role Plays

To enable groups to enact scenes that express their views on what of significance is (or has been) happening in a community or in a programme – or about what they wish would happen. Such dramatic presentations are particularly useful with groups that might be inhibited in articulating their thoughts and feelings (either because of language difficulties or because of the sensitivity of the issues being explored).

Materials	For the role play, whatever props are at hand. Video equipment
Duration	1 hour, 30 minutes – or half a day.
Sequence	1. Explain the objective of the exercise – to illuminate particular issues through a role play and a follow up discussion. 2. Agree a brief scenario that will highlight key issues. 3. To ensure participation of all participants, divide the group into clusters, with each cluster identifying with one of the characters in the role play. 4. Give the clusters time (from 20 to 30 minutes) to prepare for the meeting of the characters that will be role played. 5. Explain how long the role play will last – say 15 or 20 minutes. 6. Make sure that each cluster has selected one member to take part in the role play. 7. Begin the role play and, ideally, make a video regarding. 8. When the role play is finished, invite the participants to go back to their clusters to consider how the meeting had gone, in the light of their preparations and expectations. While this is happening cue the recording to focus on the most significant clips for playback – if there is not enough time for a full playback. 9. Show the recording, having briefed the participants to watch for key learnings. 10. Facilitate a discussion on the issues highlighted in the role play.
Issues	• How typical is the scenario that has been acted out? • What light does the exercise throw on what needs to be done to improve the situation or to improve the effectiveness of any ongoing projects?

Part Three: Handouts

Handout 1: From the Millennium Development Goals Status Report for Kenya – 2009

5.3.2 Proportion of Population Using an Improved Sanitation Facility

Sanitation coverage countrywide is about 50%. Living conditions in the settlements of the urban poor are appalling due to the unsanitary environment, and uncontrolled disposal of excreta that pollutes the water sources from which most of the informal providers draw water. Sustainable access to safe water and basic sanitation in terms of quality and quantity is far from being realized.

Flush toilets and pit latrines are considered as adequate means of human waste disposal. Nationally, 84% of the Kenya households use adequate human waste disposal facilities compared to 80.4% reported in the Welfare Monitoring Survey II of 1994. A reported 99.7% of households in Central Province use adequate sanitation facilities followed by Western province at 96.2%.

A reported 56% of urban households in Kenya use latrines compared to 78.8% of rural households. An estimated 49.3% of latrines in urban areas and 41.1% in rural areas are shallow (less than 10 ft). In Nairobi, 89% of the households in the low income settlements/slums use shallow pit latrines. The sanitation coverage is low and the existing facilities/latrines pollute surface and ground water. This poses major challenges in improving environmental health and reducing waterborne diseases because of widespread pollution.

The risk of on-site sanitation facilities polluting water resources is less in the rural than in the urban areas. The National Water Services Strategy estimated that access to safe sanitation facilities in the urban areas is only 55% and in the rural areas only 45% (estimation based on the requirements of human rights to sanitation). However, more than 50% of this population is said to access sanitation through the use of traditional pit latrines, which cause contamination of ground and surface water sources. Communities therefore have to play the key role in sanitation development, and promote technologies with the highest economic benefits for the users, provide dignity, and minimize water pollution. Therefore, latrines should be restricted to areas where the risks of ground and surface water pollution are minimal. There is also need for standards for low cost water and sanitation technologies which take into account technical and cultural elements as well as hygiene, environmental, and sustainability of management.

5.3.3 Sanitation in Schools

The Ministry of Water and Irrigation undertook a sample survey to assess the sanitary facilities and hand-washing practice in schools. The survey included the type of the toilet/latrines in use, depth of the latrine, and cleanliness of the latrines/toilets. Overall, 20% of the schools use flush toilets, 10% use pour flush, 21% use VIP, 35% use improved traditional latrine, 13% use traditional pit latrine with slabs, while 2% use pit latrine without slab. In addition, 89% of the pit latrines in schools are more than 20 feet deep, 10% of the schools had 15-19 feet. Only one percent of the schools have pit whose depth is 8-14 feet. Of the sampled schools, 78% of the schools latrines were cleaned daily, 11% twice a day, 4% three times a week, 3% twice a week, and 4% were cleaned once a week.

Only 1% of students practiced hand-washing with soap and clean water after visiting toilet. The students are highly aware of the importance of hand washing with soap and water, as 73% of the students thought it was very important to wash hands with soap before eating, and 74% thought it was very important to wash hands with soap after visiting toilets. One of the barriers of hand-washing is accessibility to water and soap.

Very few schools provide hand-washing facilities near the toilets and eating places, as only 18% of the sampled schools provided water and hand-washing facilities near toilets for teachers, staff and students. Only 15% provided hand-washing facilities near eating places and only 8% had water and hand-washing facilities near school latrines/toilets.

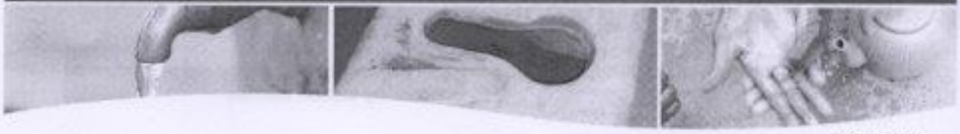
Handout 2: Economic Impacts of Poor Sanitation in Kenya

(From: publication by WSP, March 2012)

KENYA

wsp
water and sanitation program

ECONOMIC IMPACTS OF POOR SANITATION IN AFRICA



| March 2012

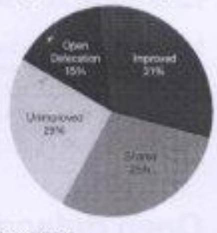
Kenya loses KES27 billion annually due to poor sanitation

Poor sanitation costs Kenya 27 billion Kenyan Shillings each year, equivalent to US$324 million,* according to a desk study carried out by the Water and Sanitation Program. This sum is the equivalent of US$8 per person in Kenya per year or 0.9% of the national GDP.

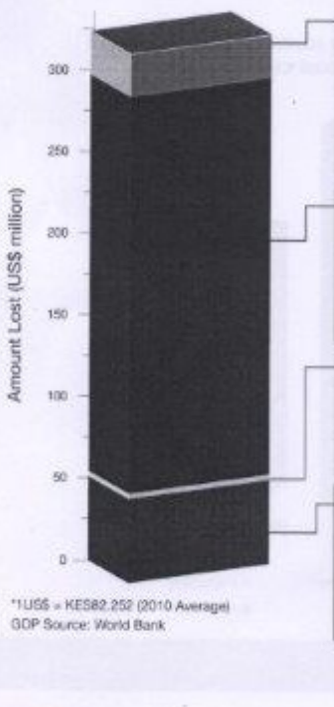
- 21 million Kenyans use unsanitary or shared latrines.
- 5.6 million have no latrine at all and defecate in the open.
- The poorest quintile is 270 times more likely to practice open defection than the richest.

Open defecation costs Kenya US$88 million per year – yet eliminating the practice would require less than 1.2 million latrines to be built and used.

Kenya sanitation coverage



Source: JMP 2010



US$26 million lost each year in Access Time:
Each person practicing open defecation spends almost 2.5 days a year finding a private location to defecate leading to large economic losses. This cost falls disproportionately on women as caregivers who may spend additional time accompanying young children or sick or elderly relatives. This cost is likely to be an underestimation as those without toilets, particularly women, will be obliged to find a private location for urination as well.[a]

US$244 million lost each year due to Premature Death:
Approximately 19,500 Kenyans, including 17,100 children under 5, die each year from diarrhea – nearly 90% of which is directly attributed to poor water, sanitation and hygiene (WASH).[b] In addition poor sanitation is a contributing factor – through its impact on malnutrition rates – to other leading causes of child mortality including malaria, ALRI and measles.

US$2.7 million lost each year due to Productivity Losses whilst sick or accessing healthcare:
This includes time absent from work or school due to diarrheal disease, seeking treatment from a health clinic or hospital, and time spent caring for under-5's suffering from diarrhea or other sanitation-attributable diseases.

US$51 million spent each year on Health Care:
Diarrheal diseases directly, and indirectly via malnutrition (and its consequences for other diseases such as respiratory infections and malaria) are all leading causes of morbidity. Costs associated with health seeking behaviour include consultation, medication, transport and in some cases hospitalisation – which place a heavy burden on households and government spending.

*1US$ = KES82.252 (2010 Average)
GDP Source: World Bank

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Handout 3: Accelerating Access to Rural Sanitation in Kenya

An Initiative of the Ministry of Public Health and Sanitation with support from UNICEF, SNV and PLAN

1. Sanitation in Kenya

1.1. Access to Sanitation

Access to sanitation in Kenya continues to be a major challenge. The 2009 census puts the *overall access levels at 65%* with *rural coverage at 56%* and *Urban at 79%*. The JMP, which considers those using shared facilities as lacking access, puts the overall coverage at 31% with rural coverage at 32% and urban at 27%[3]. These figures indicate that over 8 million Kenyans still defecate in the open which result in prevalence of diseases such as diarrhoea, amoeba, typhoid and cholera. In economic terms, Kenya loses KES 27 billion[4] annually due to poor sanitation[5].

1.2. Overview of Sanitation Interventions

Over the years, sanitation and hygiene interventions have been carried out using different approaches and these have realised different results. Common features in these interventions included awareness raising, training on hygiene and external subsidy of sanitation hardware materials. Recently, there has been a rapid spread of understanding and acceptance that external subsidies to rural households for sanitation hardware (and prescriptive toilet designs) are counterproductive and inhibit collective local action[6]. In some cases it has been found that though the number of toilets in the villages did increase through external subsidy, the practice of open defecation continued. The Community-Led Total Sanitation (CLTS) approach pioneered in Bangladesh in 1999, takes these lessons into consideration. The approach starts from the premise that, if communities transform their minds through discovery of the dangers and loss of dignity associated with open defecation they will do everything within their means to end the practice. The approach has a zero tolerance to external hardware subsidies to households.

CLTS focuses on igniting a change in sanitation behaviour rather than constructing toilets. It does this through facilitating a triggering process that evokes emotions such as disgust and shame associated with the practice of open defecation. It concentrates on the whole community rather than on individual behaviours. Collective benefit from stopping open defecation (OD) can encourage a more cooperative approach. People decide together how they will create a clean and hygienic environment that benefits everyone. It is fundamental that CLTS involves no individual household hardware subsidy and does not prescribe latrine models.

[3] 2008 figures in which shared facilities stand at 51% for Urban and 18% for Rural
[4] Approximately USD 270m (assuming 1USD = KShs 100, as of Sept 2011)
[5] (WSP, 2011)
[6] Handbook on Community-Led Total Sanitation. Kamal Kar with Robert Chambers. Plan UK, 2008.

2. CLTS in Kenya

2.1. Overview of the Journey

CLTS was introduced in Kenya by PLAN Kenya in May 2007[7], following two training workshops in Tanzania and Ethiopia attended by 3 of their WATSAN staff. From one Open Defecation Free (ODF) village (Jaribuni in Kilifi District) in November 2007, they were able to achieve close to 50 ODF Villages. The interventions generated interest with Ministry of Public Health and Sanitation (MOPHS) and NGOs who thereafter participated in various hands-on CLTS training. In 2010, MOPHS in partnership with UNICEF and SNV embarked on a pilot in six districts in Nyanza and Western Kenya. Within a period of one year this initiative registered impressive results with over 1,000 villages (571,231 people) attaining open defecation free status. From lessons learned in this initiative, MOPHS was inspired to adopt CLTS as a key strategy for scaling up sanitation in Kenya.

2.2. ODF Rural Kenya 2013 Roadmap

This was followed by the launch of the ODF Rural Kenya 2013 campaign in May 2011. A roadmap to actualize the campaign was drafted thereafter.

The roadmap entails working through partnerships and devolved government structures throughout rural Kenya to reach all the communities and ensure that they are ODF. At national level, the roadmap calls for a coordinated approach among stakeholders including NGOs and donors, hands on capacity building for facilitation and support for the implementation of the campaign; strengthening planning monitoring and evaluation systems; undertaking Research, Documentation and Knowledge Management; linking communities with affordable sanitation products and solutions; working with the media to keep the ODF agenda alive and sustain behaviour change; and engage in advocacy for increased resources.

At County and local levels the roadmap will entail: mapping and securing commitment from partners and supporting them in developing work-plans and securing resources for implementation of their plans for attaining ODF at County level. The roadmap emphasizes the importance of working with the private sector to respond to demand created through the ODF rural Kenya 2013 campaign.

For this roadmap to be realized, the MOPHS is calling upon all stakeholders to rally behind the campaign and commit their time and resources to the same.

[7] Musyoki S. M. Participatory Learning and Action: 61. IIED London. 2010

Handout 4: Toilets and Mobile Phones

DAILY NATION

NEWS

More people 'have phones than toilets'

PHOTO | DIANA NGILA | FILE Mobile phones on display in Nairobi. According to a United Nations study, more people around the world have access to mobile phones than toilets. NATION MEDIA GROUP

IN SUMMARY

- Six billion own handsets compared to only 4.5 billion with access to latrines, says study

More people around the world have access to mobile phones than toilets, a United Nations study says.

Addressing an international press conference, UN's deputy secretary-general Jan Eliasson said out of the world's 7 billion people, 6 billion have mobile phones compared to only 4.5 billion people who can boast having access to a working toilet.

"Let's face it — this is a problem that people do not like to talk about, but it goes to the heart of ensuring good health, a clean environment and fundamental human dignity for billions of people. Plans are under way to reduce by half the number of people without access to a toilet by 2015," he said.

Release of the study coincides with a planned study on the effect of liquefied waste in pit latrines to underground water sources by two university researchers. The researchers have raised fears of contamination of ground water, which is exploited for domestic and industrial use in many countries.

Assistant Professor Jay Graham of George Washington University and Matthew Polizzotto of North Carolina State University estimate that 1.77 billion people use pit latrines, while 2.2 billion rely on underground water sources. Despite this correlation, very few studies have been conducted.

The situation calls for an in-depth study that will help identify technologies that can be used to protect ground water from contaminants from pit latrines.

In August 2012, the Bill Gates Foundation began its own effort to build an affordable eco-toilet that uses less water to help reduce the number of people around the world without access to sanitary waste disposal.

India, with 1 billion mobile phones, has the highest per cent of the world's population without toilets, standing at an estimated 626 million individuals.

China has only 14 million people without access to a toilet. However, there are also fewer cell phones in China, numbering 986 million.

Lack of toilets has also been blamed for the deaths of more than 750,000 people annually from waterborne diseases.

Back to Daily Nation: More people 'have phones than toilets'

Handout 5: Speech by Minister for Public Health and Sanitation

World Toilet Day Celebrations at Nambale District, Busia County
Monday, 19 November 2012

I am delighted to join you at this event as we mark this year's World Toilet Day.

You will recall that in 2001 the World Toilet Organization declared the 19th day of November to be commemorated every year as the World Toilet Day. This day was created to raise global awareness of the struggle faced by the 2.5 billion people living without access to sanitation. It was also intended that the day be used to explore some of the health, emotional and psychological consequences people endure as a result of not having a proper, clean toilet. World Toilet Day is marked and celebrated around the globe with scores of events being hosted by various water and sanitation organizations and advocates.

In September 2000 the United Nations General Assembly adopted a number of Millennium Development Goals that challenged the global community to reduce poverty and increase the health and well being of all people. The Millennium Development Goals (MDGs) include a target to reduce by half the proportion of people without access to basic sanitation by 2015 (MDG 7).

On the premises of these MDGs, the World Summit on Sustainable Development held in Johannesburg in September 2002, added specific targets on sanitation and hygiene. These targets are referred to as the Johannesburg Plan of implementation, which outlines a series of goals and targets to be achieved by 2015. These include:

- Reduce by 50% the proportion of people without access to basic sanitation.
- Improve sanitation in public institutions, especially schools.
- Promote safe hygiene practices.
- Promote affordable and socially and culturally acceptable technologies and practices.
- Integrate sanitation into water resources management strategies.
- Implement plans, national policies and incentives for waste minimization and improved recycling and use of wastewater.
- Develop innovative financing and partnership mechanisms.
- Build institutional capacity and develop programmes.

Ladies and Gentlemen, despite its importance, achieving real gains in sanitation coverage has been slow. The severe impact of this situation on human health is well documented: diarrhea is estimated to kill over 1.5 million children each year, with 88% percent of these deaths are attributed to fecal contamination, inadequate water all resulting from poor sanitation and hygiene. Thus, lack of adequate sanitation continues to be an enormous human health and environmental problem in the developing world.

Ladies and Gentlemen, tackling this global problem requires new and innovative approaches, those that move beyond many of the myths or misconceptions that have undermined past approaches. The government, through my Ministry has made great strides in improving

sanitation and hygiene indicators. In spite of this, the country is still not on track to attain MDG goal 7 on sanitation. Over 8 million Kenyans still defecate in the open, which result in prevalence of diseases such as diarrhea, amoeba, typhoid and cholera. This situation is of great concern as the diseases I just mentioned affect children's wellbeing by causing loss of appetite, low school attendance and premature death. According to a study by the World Banks Water and Sanitation Programme, a child dies of diarrhea in Kenya every 15 minutes.

In addition illness, lost of productivity and other consequences of dirty water and inadequate sewage treatment mean that the country currently loses Kshs.27 Billion, which is equivalent to USD 324 Million annually.

Ladies and gentlemen, World Toilet Day is therefore an opportune time to reflect poignantly on these statistics, their implication and how to reverse the trends. It is unacceptable that tens of children under five should continue to die each day from entirely preventable water-borne diseases; that women and young girls are attached and defiled as they try to find a safe place to defecate and that teenage girls are denied full access to education due to lack of toilet facilities. It is for this reason that the government through the Ministry of Public Health and Sanitation has now announced an ambitious target to declare rural Kenya Open Defecation Free by the year 2013.

We recognize that there are very real benefits and reasons beyond moral obligation and human survival. It is clear that sanitation not only saves lives, but also makes lives better. There are financial gains to be realized through ending open defecation and ensuring adequate sanitation, at the individual, community and national level.

At the individual level, toilets improve health, dignity and security, providing greater opportunities for people especially women to engage in other activities, such as school and work. At the community level, the management of human waste improves water quality, health, education, economic activity and agricultural productivity.
However, it is at the national level that these local benefits translate into reduced burden on health care systems, healthier populations, greater education, improved environmental integrity, increased economic activity, improved tourism and very real increases in annual GDP.

Since my Ministry launched the campaign to declare rural Kenya Open Defecation Free by 2013, we have seen significant gains in sanitation and hygiene. So far, with support from partners working alongside Ministry staff in 16 counties across rural Kenya, we have reported and certified over 1700 Open Defecation Free villages. We now have more than 750, 000 Kenyans living in ODF communities and have mobilized hundreds of passionate natural leaders within communities who have driven this campaign. I wish to encourage community leaders, the private sector, international organizations and civil society to mainstream improved access to sanitation into international and economic development, whether it is through policy, advocacy, financial support, education and awareness, or infrastructure. Sanitation should be made a priority at the individual, community and national level in order to meet the Millennium Development Goals. In this connection, I wish to reiterate the government's commitment in this endeavor.

Indeed, ladies and gentlemen, it gives me great pleasure to note that today; we are celebrating this special occasion in the very first district to be declared Open Defecation Free in Kenya, Nambale district. I would like to congratulate the people of Nambale District and your

leadership steered by your MP; Hon. Okemo. Your commitment and efforts have resulted in this commendable achievement that has in turn contributed to improved wellbeing of children, women and impacted positively in several facets of your community's lives.

At this juncture, I wish to challenge the other districts and counties to fast-track their effort in sanitation provision to facilitate the achievement of our goal in ensuring that Kenya is Open Defecation Free by 2013.

My appeal to all Kenyans is to embrace the culture of constructing latrines whenever they are constructing their houses. All proprietors of public and private buildings, schools and Government institutions should ensure provision of an adequate number of latrines and hand washing facilities with Soap in their premises.

As I conclude, I would like to sincerely thank UNICEF, WSP, WHO and USAID, for your invaluable contribution to sanitation activities in the country. I also wish to recognize the support of the Private Sector Non-governmental Organizations and the Ministry of Education, as well as the National and Provincial planning committees for dedicating their time and ideas to make this day a success. Last but not least, I wish to thank the school children and members of the public most sincerely for gracing this important occasion.
Finally, ladies and gentlemen, my rallying call is that we all work together, utilizing the necessary resources to make the entire Kenya Open Defecation Free.

Handout 6: Key Attitudes and Behaviours

Do's	Don'ts
Facilitate a community's appraisal of their own hygiene situation	Lecture, and tell the community what their situation is
Structure the appraisal so that the people come to their own conclusions	Tell the people what their conclusions should be
Be ready to challenge if people are too coy or defensive	Be too polite
Let people decide for themselves that they should take action	Push them to take action – and tell them what it should be
Stand back and give room for local leaders	Stay in charge
Encourage the poorer members of the community, women and young people to participate in the discussions	Overlook those who might find it difficult to speak up
Allow conversations between the people to emerge	Interrupt and cut people's contributions short
Look for, and encourage, local leaders to emerge	Fail to recognise the potential of local leaders
Stay cool when discussions becomes heated	Block the discussions when people begin to argue and accuse each other
Let people come up with ideas about constructing simple latrines	Promote particular latrine designs
Offer to give technical advice	Provide hardware subsidies
Offer to return to discuss progress, without imposing targets	Set targets and announce that you will return to check up

Adapted from the Handbook on Community-Led Total Sanitation

Handout 7: Overseeing CLTS: Roles and Responsibilities

1. Formulating and clarifying the Government policy on adopting a CLTS approach.

2. Setting targets, in a manner that is both realistic and in keeping with the 'community-owned' principles of CLTS.

3. Collaborating with NGOs already active in promoting CLTS.

4. Identifying 'CLTS champions' within the MoPHS.

5. Including CLTS activities within the job descriptions of public health officers and technicians.

6. Establishing a training programme for staff engaged in the implementation of CLTS, whether at frontline or supervisory levels.

7. Exercising supervisory responsibilities.

8. Developing an M&E system related to CLTS initiatives.

9. Developing a communication strategy for making the case for, and reporting the achievements of, the CLTS programmes in the country.

10. As part of the communication strategy, engaging with media agencies in order to raise their awareness about the CLTS approach and to increase media coverage of CLTS activities.

Handout 8: Institutional Support for Scaling-Up CLTS

(From 'Taking Community-Led Total Sanitation to Scale with Quality – an executive summary of the Lukenya Meeting convened by IDS, July 2011)

- Creation and 'enforcement' of a national policy for sanitation and hygiene with clear guidelines for implementers and donors.
- Agree upon outcomes and goals for the country in terms of CLTS, sanitation and hygiene: disseminate to all stakeholders to increase coordination.
- Establish a national coordination unit to oversee all sanitation and hygiene activities.
- Strike a balance between the need to aim high in order to achieve the MDG targets, and realism about what is feasible.
- Recognise and reward honest reporting of shortfalls and achievements.
- Include CLTS activities in job descriptions and performance contracts of relevant government staff at all levels.
- Make political leaders accountable for effective support for CLTS.
- Provide management capacity building/coaching for CLTS managers at all levels.
- Advocacy needs to be strengthened for government officials to convince the relevant and decisive officials to be champions of CLTS.
- District level staff including extension workers, NGOs and decentralized structures to work together to make sanitation and hygiene part of their daily activities.
- Increase government allocation of resources for sanitation and hygiene in order to aim to meet the MDG targets.

Handout 9: Government-Donor-NGO Relationships

(From Digging in, Spreading out and Growing up: Introducing CLTS in Africa)

Most African countries do not access to the levels of internal funds available to some of the Asian countries such as India and China. This clearly puts many of them in a different relationship to donors and multilaterals than in those countries. Internal budgets in Africa do not generally allocate sufficient, or in some cases any, funds to develop and implement national strategies on sanitation, so most governments have not much choice but to take on board donors'' sanitation programmes.

This is another key factor in the difference between how rapidly CLTS has spread in Africa and Asia. UNICEF in particular, a UN agency which supports national government partners with UN funding according to agreements, is not a straight-forward donor organization. Partly as a result of this role, they do not have the kind of influence in many parts of Asia that they have in Africa. In India, for example, UNICEF was initially unwilling and subsequently perhaps unable to influence the government sufficiently to override the government-led and subsidy-driven Total Sanitation Campaign with CLTS principles.

In terms of numbers of players, the NGO-government-donor interaction is generally not so complex in African countries as in Asia. In most Asian countries, many organizations are working – either in different areas, or sometimes in the same area; often each has a different focus and approach. Communities are therefore frequently subject to mixed messages and conflicting loyalties. Politics driven by a variety of different political parties in some countries adds to this complicated canvas. In Africa, the requirements for coordination and alignment between agencies and organizations are somewhat less complicated, because fewer organizations are working, and the operational areas of NGOs overlap far less often.

At the same time, work with CLTS in Africa has produced some good examples of excellent coordination and cooperation between agencies. Strong functional linkages were built between Plan International and UNICEF around CLTS in several counties – Kenya, Ethiopia, Mozambique, amongst others. In Sierra Leone, as discussed, DFID sanctioned funds for the new CLTS-based five year WASH programme in cooperation with Plan, UNICEF and GOl. In other countries, relationships between UNICEF, WaterAid, Plan and other NGOs have been both cooperative and productive.

Handout 10: Favourable Conditions for CLTS

(Adapted from Kamal Kar and Robert Chambers, CLTS Handbook)

More favourable

- 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 programmes 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

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
- Where there is supportive political leadership and conducive local government machinery

Current conditions and practice

- 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

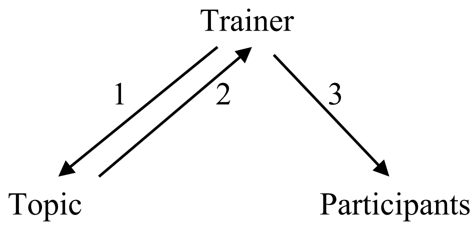
Social and cultural conditions

- Much sickness, especially diarrhoea, and child mortality
- Small size of settlement and community
- Socially homogeneous community with high cohesion
- Serious restriction on women’s movement
- Strong tradition of joint action
- Women have a voice
- Progressive local leadership

Handout 11: Modes of Training

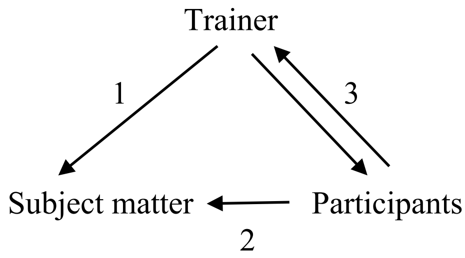
It can be said that there are only two modes (as opposed to methods) of training: transmittal and participatory. The first is an ‘outside-in’ process; the second is an ‘inside out’ process. The following diagrams (involving the three critical elements in any training situation: the trainer, the topic and the participants) will explain the communication patterns and clarify the distinctions:

The transmittal mode



In this essentially ‘outside-in’ process, the trainers (1) make themselves knowledgeable about the topic or subject matter; (2) prepare some kind of talk or audio-visual presentation; (3) deliver it in a presentation or lecture.

The participatory mode



Here, the trainers (1) also make themselves knowledgeable about the subject, but (2) encourage the participants to engage with it – through action-oriented methods such as field observation, role plays and project work – and (3) facilitate a discussion or a dialogue. It is essentially a reflective or ‘inside-out’ process.

There is substantial evidence that, though both modes are important and can be effective in training processes, the participatory mode is more likely to arouse interest and lead to behaviour change – in as much as it encourages attitudes and practices to be revealed, challenged and reflected on.

In relation to training methods, then, the more stimulating, effective – more emphatic – approaches are those that are:

- **Experiential**: drawing on the experience of the participants and providing them with new learning experiences;
- **Issue-based**: focusing on challenges actually faced when participants carry out their functions;
- **Scenario-based**: using case studies – video as well as in print – to stimulate discussion;
- **Interactive**: facilitating discussion and debate among the participants;
- **Action-oriented**: leading to a practice of skills.

Handout 12: Training for CLTS

(Adapted from Sammy Musyoki, 'A note for trainers, facilitators and those commissioning CLTS training', in Tales of Shit: Community-Led Total Sanitation in Africa)

Do's	**Don'ts**
Combine interactive classroom training with practical or hands-on training in real time with communities for at least 5-7 days	Do classroom training without the practical hands-on triggering in communities
Make CLTS training as interactive and natural as possible: let it come from your heart and not just your mind	Do not lecture with endless PowerPoint presentations
Introduce participants to the crude language of CLTS from the onset	Do not shy away from using the crude language of CLTS from the onset of training
Include in the content: sharing experiences of past sanitation programmes/projects; origins/pillars of CLTS; practical exposition and demonstration of methods/tools for data gathering, analysis and planning (e.g. mapping, shit flow channels, transect walk of shame; triggering/ignition moments; discussions on effects (health, social, economic); action plans	
Ensure full participation (from beginning to end) of the trainees	Rush through the training agenda
Encourage people to reflect and examine themselves to see if they are willing to facilitate CLTS	
Allow critical questions and expression of fears they might have about CLTS	Be defensive while people criticize CLTS
Engae in a constructive debate about CLTS	Preach about how wonderful CLTS is
Ensure gender representation in fieldwork teams	
Provide time for practising the different roles in implementing a CLTS programme	

Handout 13: Do's and Don'ts of Supervision

Do's	Don'ts
Strike a balance between maintaining discipline (upholding standards) and promoting the development of your supervisees	Focus on one side rather than the other of the 'supervision spectrum'
Make sure that you have a clear idea about the tasks your staff are expected to carry out – in this case, have a clear 'vision' about what CLTS involves	Pretend to know what you are supposed to know
Ensure that you are well informed about the activities and performance of the staff for whom you have responsibility	Fail to visit project sites and observe staff in action
Establish a system for holding regular performance appraisals	Have only sporadic or no appraisal meetings
When holding supervision meetings, listen as well as – perhaps more than – talk	Dominate supervision meetings
Involve your supervisee in determining solutions to problems that have emerged	Dictate solutions
Focus on positives as well as negatives	Focus only on negative factors – or fail to address problematic issues
Adopt a sympathetic and constructive attitude – without avoiding valid criticisms	Bully
Use supervision for identifying capacity building needs	Disregard capacity building opportunities

Handout 14: Post-Triggering

(Adapted from Sammy Musyoki, ‘A note for trainers, facilitators and those commissioning CLTS training’, in Tales of Shit: Community-Led Total Sanitation in Africa)

Do’s	Don’ts
Make sure fieldworkers keep the promise to go back and see how communities are doing (And structure opportunities for accompanying them at times)	Ensure that triggering of communities are not one-off events
Ensure that immediate actions are documented and emergent designs noted	Take documentation for granted and fail to plan for it
Document activities and outcomes (stories, photos, videos)	
Link demand created through CLTS with supply (local artisans and hardware manufacturers) without creating the impression that handouts will be given to the community – point to possibilities but leave decisions to the communities	Introduce and provide technological options (especially latrine designs)
Encourage local leaders to come up with their own monitoring mechanisms	Impose your own M&E system
Discuss how monitoring will be done by the natural leaders and their communities – and how this will link with your own concerns and mechanisms for M&E	
Hold regular (monthly?) review and reflection meetings to assess progress, draw lessons and coach when needed	Take a totally ‘hands-off’ approach
Document achievements	
Facilitate the design of ODF verification procedures	Impose your own verification checklists and methods
Invite other key institutions and personalities to ODF celebrations	
Ensure good media coverage of ODF celebrations	

Handout 15: A Checklist for Collecting Stories

1. Take care with the setting for the interview or group discussion – making sure it is as comfortable and non-distracting as possible.

2. Introduce yourself and explain the purpose of the occasion.

3. Invite the respondent(s) to say a little about themselves.

4. Put the key question. For example:
   'Looking back over the last year or so, what do you think has been the most significant change in the quality of service delivery in this community?'

5. If you are interviewing and taking notes, read the story back to the story-teller to check that you have captured the essence of the story – or you can use a tape-recorder and then transcribe.

6. If you are holding a group discussion, you will usually find that one person's story triggers another. Again, a tape recorder is almost essential in such discussion, story-sharing sessions.

7. You can also ask people to write down their stories themselves – but very often respondents would feel much more confident in telling rather than writing.

8. When documenting a story, make sure to record:

   - Information about who collected the story and when the events occurred;
   - Brief note on the nature of the story and the particular circumstance or change it describes;
   - What the storyteller says about the significance of the story.

If you are operating a MSC M&E approach, such 'stories of change' not only often provide dramatic examples of how a CLTS project is impacting on people's lives and livelihoods, they can also be used in the media – for articles in the press or for scripts of radio or TV programmes.

Handout 16: An M&E Framework

The main purpose of M&E should be to improve programme implementation. (Unfortunately, the need to be accountable to donors often takes precedence – which can mean putting a main emphasis on things that can be counted and on the achievement of targets.)

Analytical Framework
This handout goes beyond the assessment of the extent to which a programme is keeping to its work plan and keeping within its budget lines – it focuses on the 'big five' themes that a managers should reflect on whenever they are seeking information about the progress, the achievements, and the shortfalls of a programme they are responsible for.

When carrying out a monitoring or evaluation exercise, if you aim to be as comprehensive as possible in addressing issues, the five themes have questions that need to be answered – and, here, the questions are related specifically to CLTS as much as possible.

1. **Design**
   - Was the original CLTS project or campaign well conceived, in terms of choice of target communities, partner agencies and front-line workers?
   - Did the project 'bite off more than it could chew' – attempt more than its resources could achieve?
   - How well has the project adapted to changing scenarios during implementation**?**

2. **Strategy**
   - Is the implementation approach appropriate to achieving the CLTS objectives? (For example, is the setting of ODF targets undermining efforts to encourage communities to make their own decisions?)
   - Are the facilitators in tune with CLTS ideology and following the envisaged triggering processes?
   - Are the county level and sub-county level supervisory staff members and officers also in tune with the CLTS ideology and offering appropriate support to front-line staff?

3. **Management**
   - Are the project's inputs (funds, equipment and other materials) sufficient and available when needed?
   - Are activities on time, at planned cost, efficiently and sensitively managed?
   - How inclusive and flexible are the M&E systems being used to track achievements and identify shortfalls?

4. **Outputs and Outcomes**
   - In terms of outputs, to what extent is progress being made in achieving ODF>
   - To what extent are improvements being made in relation to other complementary health indicators?
   - What changes in people's lives being made – changes in well-being and livelihoods to which the CLTS project can be said to be contributing?

5. **Sustainability**
   - What is the level of policy support for such CLTS strategies from government agencies and other relevant organizations?
   - How well is the programme contributing to capacity building for those institutions, organizations and individuals that will be expected to carry on with CLTS promotion?
   - What evidence is there that progress will continue to ne made towards ODF status – and that ODF status can be maintained?
   - Are lessons being documented and communicated?

It should also be clear that these five themes can provide a structure for writing reports.

Annexes

Annex A: Workshop Programme

Day One

Time	Topic	Method	Materials
08.00-0830	Registration of participants		
08.30-08.45	**1. Opening** To welcome participants and briefly describe the objectives of the workshop	Opening statements by senior officer of the involved ministries or agencies, or workshop's lead facilitator	
08.45-09.30	**2. Introductions** To give participants a chance to talk about themselves, their experiences of CLTS, and their expectations for the workshop	'Pairs' exercise or 'Name Game'	Toolkit Items 4, 5 & 6
09.30-10.30	**3. Programme Review** A review of the workshop agenda and methods in the light of what participants have said about their expectations; taking up any administration matters and setting up a system for monitoring the workshop's progress	Plenary discussion	Handout: Annex A - Workshop Programme
10.30-11.00	Tea break		
11.00-13.00	**4. CLTS: An Overview** Starting with a showing of the film of Kamal Kar's work in Bangladesh, a review of CLTS's origins, spread, key characteristics – and the sanitation situation in Kenya	Presentation in plenary; Brainstorm exercise in plenary or in small groups	Slides 1-4; Film: *Clean Living;* Handouts 1 & 2:
13.00-14.00	Lunch		
14.00-15.30	**5. CLTS: An Ideal Scenario** Key principles, crucial conditions for ensuring success, and the desirable attitudes and behaviours	Presentation and plenary discussion	Slides 5 & 6; Handouts 3, 4, 5 & 6
15.30-16.00	Tea break		
16.00-17.30	**6. CLTS in Kenya** Assessing the positive and negative factors influencing the possibilities of scaling up CLTS in Kenya	Force Field Analysis exercise	Toolkit Item 8: Force Field Analysis

Day Two

Time	Topic	Method	Materials
08.30-08.45	**7. Stock-Taking** Review of Day One	Presentation by Review Team; Plenary discussion	Review Team's notes
08.45-10.30	**8. Preparation for Field Trip** Clarifying arrangements for a visit to a project site and agreeing an observation checklist	Presentation and discussion	
10.30-11.00	Tea		
11.00 – 16.00	**Field Visit**		
16.00 – 17.00	**9. Field Trip Review** Reviewing the field experience and drawing key lessons	Small group discussions and feedback in plenary	Field notes

Day Three

Time	Topic	Method	Materials
08.30-08.45	**10. Stock-Taking** Review of Day Two	Presentation by Review Team; Plenary discussion	Review Team's notes
08.45-10.30	**11. CLTS Managers: Roles and Responsibilities** Identifying roles and responsibilities of those who promote or oversee the implementation of CLTS campaigns and projects – in relation to the four main steps	PowerPoint presentation; Brainstorming session in plenary; SWOT analysis	Slides 7, 8 & 9; Handout 7: Overseeing CLTS - Roles and Responsibilities; Toolkit Item 9: SWOT Analysis
10.30-11.00	Tea break		
11.00 – 12.45	**12. Working with Partners** Consideration of the rationale for a partnership approach when up-scaling CLTS; an exploration of the mix of driving and constraining forces acting on possibilities for building effective partnerships in CLTS campaigns	Brainstorming; PowerPoint presentation; FFA exercise	Slides 10 & 11; Handouts 8 & 9; Toolkit Item 10: Polarities
12.45 – 14.00	Lunch		
14.00-15,30	**13. Creating Favourable Environments** Review of the pre-triggering phase; analysis of favourable and unfavourable physical, institutional and social conditions	Presentation and plenary discussion	Slides 12 – 16; Handout 10: Favourable Conditions for CLTS
15.30-16.00	Tea break		
16.00-17.30	**14. Selecting Facilitators** Review of the processes involved in the 'shaming' and decision-making process; assessing qualities to look for when selecting facilitators and local leaders	Viewing of films focusing on the triggering process; Small group discussion and feedback	Films: The Last Taboo & CLTS in Kilifi; Slides 17 & 18

Day Four

Time	Topic	Method	Materials
08.30-08.45	**15. Stock-Taking** Review of Day Three	Presentation by Review Team; Plenary discussion	Review Team's notes
08.45-10.30	**16. Training Front-Line Workers** Review of the most effective approaches to organising and delivering training for CLTS community-based workers	Objects for Concepts exercise and plenary discussion	Handout 11: Modes of Training; Handout 12: Training for CLTS; Slides 19 & 20; Toolkit Item 10: Objects for Concepts
10.30 - 11.00	Tea break		
11.00-13.00	**17. Supervising Front-Line Staff** Identification of what makes for effective supervision and a simulation of the key skills	Role play; Small group reflections; Plenary discussion	Slides 21 & 22 Toolkit Item 12: Role Plays Handout 13: Do's and Don'ts of Supervision
13.00-14.00	Lunch		
14.00-15.30	**18. Monitoring and Celebrating CLTS Activities** Designing and using an M&E system; using qualitative as well as quantitative approaches; using stories of achievement in promoting CLTS through the media	Presentation; Plenary discussion	Slides 23 &24; Handout 14: Post-Triggering; Handout 15: A Checklist for Collecting Stories; Handout 16: A Framework for M&E
15.30-16.00	Tea break		
16.00-17.00	**19. Evaluation of the Workshop and Closing** Appraisal of the content and methods used; Identifying issues needing further exploration	Individual questionnaires and plenary discussion	Open-ended questionnaire/ checklist

Annex B: If you want to read more:

Handbook on Community-Led Total Sanitation, Kamala Kar and Robert Chambers, Plan International UK and IDS Sussex, 2008

Going to Scale with Community-Led Total Sanitation: Reflections on Experience, Issues and Ways Forward, Robert Chambers, Practice Paper 1, IDS Sussex, March 2009

Millennium Development Goals Status Report for Kenya – 2009, Ministry of State for Planning, National Development and Vision 2030

Tales of Shit: Community-Led Total Sanitation in Africa, Petra bongartz, Samuel Musyoki, Angela Milligan and Holly Ashley (eds), Participatory Learning and Action 61, IIED London, 2010

Facilitating 'Hands-On' Training Workshops for Community-Led Total Sanitation: A Trainers' Training Guide, Kamal Kar, CLTS Foundation/Water Supply & Sanitation Council, April 2010

Lusaka Declaration (Recommendations from the Regional Sharing and Learning Workshops of CLTS Decision-Makers, Practitioners and Networkers in Lusaka, World Toiet day, 19 November 2010

The Bamako CLTS Consensus: What works and traps to avoid (Regional Sharing and Learning Workshop for Francophone Africa, Bamako, 29 November – 3 December, 2010)

Good Practices in Community-Led Total Sanitation: Plan's experience in Uganda 2007-2010, May 2011.

Digging in, Spreading out and Growing up: Introducing CLTS in Africa, Kamal Kar and Kirsty Milward, CLTS Foundation and IDS Sussex, July 2011

'Going to Scale with CLTS: What Works?' Samuel Musyoki and Roberts Chambers, note for AfricaSan, July 2011

Lukenya Notes: Taking Community-Led Total Sanitation to Scale with Quality, Outputs from a workshop in Nairobi, 24-27 July 2011

Training Manual for Training of Trainers in Community-Led Total Sanitation (CLTS), Ministry of Public health and Sanitation, Kenya, August 2011

Campaigns for Total Sanitation with CLTS: A checklist of 65 practical actions, Robert Chambers, December 2011.

'Kenya loses KES27 billion annually due to poor sanitation', Government of Kenya/Water and Sanitation Programme, March 2012.

A Practitioners' Guide for ODF Certification in Kenya, GoK/UNICEF, undated.

S.S.H.I.T: Shared Sanitation, Hygiene, Information and Tales, CLTS Kenya and Ministry of Public Health and Sanitation, October 2012.

Other relevant sources are available at www.communityledtotalsanitation.org

And if you want to view more:

Clean Living, Earth Report, BBC/TVE (20 Minutes)

Kilifi Community-Led Total Sanitation, a film by Plan International Kenya (15 minutes)

Homa Bay Community-Led Total Sanitation, a film by Plan International Kenya (20 minutes)