

Training Manual
For Community-Led Total Sanitation
and Hygiene Facilitators
SOMALIA

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PREFACE

Improved sanitation and hygiene practices contribute significantly to the realization of child survival; socio-economic development and wellbeing of the society at large. However, access to improved sanitation in Somalia has remained rather low over the years with the 2015 coverage reportedly about 36% (Somalia KAP survey 2015), while over 77% of this in rural set up are estimated to defecate in the open. This poses grave public health risks, and more so for the poorest Somali children.

Community Led Total Sanitation (CLTS) was piloted in Somalia from 2011 with the help of Kamal Kar a training manual was developed and 30 regional master ToTs trained. CLTS scale up from 2011 to 2014 experienced failures related to subsidy interventions within CLTS target communities. The scale up process also varied amongst the stakeholders due to absence of a common implementing protocols and training manual. In 2015 June the ministry of Health Federal government of Somalia published a decree declaring CLTS as the national strategy to Sanitation a zero tolerance to subsidy at household level. In 2016 the CLTS implementing protocol was developed and endorsed by the ministry in 2017. 2017 was a year of failure for CLTS due to prioritization of life saving emergency interventions that undermined the scale up of CLTS. By 2017 Somalia had 50 ODF communities across that were certified by either the national Government. 2018 was another year with minimal coverage covering 17 communities in Kismayo and Balcad with 15 certified as ODF by the Ministry of health authorities.

This rapid spread of the CLTS approach across Somalia has been largely due to the untiring efforts of CLTS practitioners at various levels – community, Federal Ministry of Health, State Ministry of Health & National level and includes community members, government staff, NGOs/CSOs and development partners. The CLTS practitioners in Somalia have undergone series of trainings largely built around the approach stated in the CLTS Trainers' Training Guide by Kamal Kar and Robert Chambers. As the CLTS interventions expanded across the country various indigenous adaptations and variations got into the implementation of the CLTS approach, and positively influenced the success of the CLTS process thus adopted in this National Training Manual.

The Federal Ministry of Health and Human Health in collaboration with UNICEF is working on a National Road Map for the Elimination of Open Defecation by 2030. The Road map will be completed in 2019 to clearly set out the costed path for achieving an open defecation free environment in the communities, around schools, health centres, markets and other public places. For Somalia to achieve this, CLTS has a significant role to play. The need for a more standardized approach and common set of guidelines building on the experiences in Somalia is urgently required to assist practitioners to scale up quality CLTS interventions in the country through the use of the CLTS Training of Trainers' Manual.

Efforts have been made to capture the best field practices and experiences in CLTS implementation emanating from various parts of Somalia as well as include best practices in learning for delivering quality CLTS interventions. Existing CLTS documents from within Somalia and globally, were reviewed and the initial version of the manual was developed by a team from Ministry of Health Federal government of Somalia with technical support from UNICEF Somalia. The manual was reviewed

and finalized at a stakeholders' meeting involving the National Sanitation Task Force and IMWSC towards increasing equitable and sustainable access to basic sanitation, especially in rural Somalia.

This updated training manual is developed with participation of representations from Ministry of health Galmudug, South West, Jubaland and Hirshabelle Federal member states as well as the Ministry of Health, Ministry of Water, Ministry of planning and ministry of Interior of the Federal government of Somalia this product will be deployed in strengthening the capacity of sector practitioners to massively scale-up the CLTS approach across the country. This document will be refined and updated over time as experiences emerge from the field and CLTS gets fully entrenched in Somalia.

It is expected that the application of this manual will enhance the capacities of CLTS facilitators, trainers and sector practitioners on quality delivery of sanitation and hygiene services in Somalia by 2030 and will help accelerate Somalia's attainment of an Open Defecation Free status well ahead of the 2030 SDG deadline.

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Contents

S/No.	Topic	Page
1	Introduction	4
2	For whom is this Manual	4
3	Who is the Trainer	5
4	Selection of Participants	5
5	Objectives of the Manual and Targeted Outputs	6
6	Training Activities	7
7	Training Requirements	8
8	Training sessions and their Implementation Plan	9
9	Session 1: Preliminary Session	11
10	Session 2: Participatory Approaches in the Development of Rural Communities	15
11	Session 3: Implications of the Open Defecation and Open Discharge of Human Excreta	19
12	Session 4: Methodology of Community-Led Total Sanitation	25
13	Session 5: Selection of Targeted Communities and preparing them for Ignition Stage	32
14	Session 6: Preparing for Ignition, introduction, and building Relation and Familiarity with Community	36
15	Session 7: Ignition Tools	41
16	Session 8: Field Implementation of the Ignition Process	53
17	Session 9: Continued Field Implementation (Evaluation of the First Visit and Implementation of the Second Visit)	57
18	Session 10: Continued Field Implementation of the Ignition Process (Evaluation of the Second Visit and Agreement upon the Points of Improvement)	59
19	Session 11: Community Plan for the Achievement of Total Sanitation	60
20	Session 12: Follow-up of the Implementation of Community Plan for the Achievement of Total Sanitation	63
21	Session 13: Evaluating the success of the villages in achieving the objectives of the Total Sanitation	79
22	Session 14: Upscaling the Environmental Sanitation Ladder	82
23	Evaluation and Conclusion of the Course	89

Introduction:

The methodology of Community-Led Total Sanitation is aiming towards achieving open defecation free areas and free of open discharge of human excreta; and reducing the proportion of population without sustainable access to improved sanitation facilities in villages and peri-urban areas, in a manner that contributes to the achievement of the Sustainable Development Goals, especially with regard to issues that affect women, girls and children.

The methodology style in eliminating the phenomenon of open defecation and open discharge of human excreta is to empower communities to analyze the extent and risks of the environmental pollution caused by that, and to motivate them to build toilets and use them without any external subsidies. This approach is based on the belief that the community has within it the ability to bring about change and continuity if assistance was provided to the community to be aware of the benefits it would gain from that change. This methodology has proven its success in many countries, including Somalia.

The facilitator is the key to the success of triggering the Community-Led Total Sanitation; whereby the objective of the facilitator is to help the members of the community to see for themselves that open defecation has consequences, disgusting and creates an unpleasant environment, thereby, pushing the members of the community to make a decision on how to address the problem and take the necessary actions. The facilitator must avoid "dictation" or "advice", so the community can understand and address the specific problem.

Due to the importance of the role of the facilitator, there had to be a training program that can enable the facilitator to have the characteristics that qualify him to apply the methodology successfully. Since 2012, the onset of the application of the methodology in Somalia, it had been relying on trainers in the preparation of the training program by drawing on documents that have been applied in communities that differ in their customs and circumstances from those prevailing in the Somali society, while in order to achieve better results; it has been essential to have a manual for training of facilitators stems from the reality of Somali environment and ensures the orientation of the trainers towards the empowerment of the facilitators to gain knowledge, skills and behaviors that qualify them to achieve successful facilitation in the targeted communities, and that was the reason for the preparation of this manual, which has been prepared concomitantly with the preparation of the application manual of the methodology of the Community-Led Total Sanitation in a manner that achieves compatibility and integration between both of them, whereby this was actually taken in consideration in the preparation of the training sessions that had been arranged; as well as orienting its objectives and outputs; according to the application manual of the methodology.

For whom is this Manual?

This manual is designed to be used by the trainers of facilitators to train facilitators of the Community-Led Total Sanitation in particular. The manual is composed of 14 training session to be carried out during six days of training (four days in the training hall + two-day field training in several target villages). Training sessions has been designed so that each session will include:

- Session title.
- Expected outputs.
- Elements of session.
- Time required.
- Tools.
- Session methodology plan.
- At the end of each session, the trainer shall capture notes, tips and additional materials to be read around the concepts, procedures and steps related to the session.

- Who is the Trainer?

He is a qualified person who has the expertise and skills necessary to train the facilitators, who represent the first line to facilitate the launch of the Community-Led Total Sanitation in rural areas.

Trainers are selected and compared according to the availability of the following conditions:

- Hold a bachelor's degree at least. It is preferable to select any trainer who is specialist in any of the fields of community health.
- Trained to apply the methodology of the Community-Led Total Environmental Sanitation.
- Has field experience in the implementation of the methodology in five rural areas at least.
- Experience in the field of training.
- Skills in the application of participatory training techniques.

For each training course, there must be a trainer and assistant trainer; one of them a male and the other is a female; while during the two days of field practice it is recommended to use two facilitators (1 male + 1 female) who have the field experience in the application of the methodology in order to ensure observing and supporting the groups of the participants during their work with rural communities.

- Selection of Participants:

Participants could be selected from between the staff working in the field of community health and the graduates of colleges and universities, according to the following standards:

- Hold a degree of at least intermediate diploma.
- Agree to attend the training program for a period of six days at an average of eight hours a day.
- Accept the theme of the session; and enthusiastic to work in this field.
- Prepared to work within a team in the rural areas with different geographical and social circumstances.
- Has the ability to communicate with the others.

- Preferably having previous experience in the field of community participation.
- In each training course, it is preferable there are no more than thirty participants, taking into account the gender balance; where in the event of the difficulty in balancing; the number of females must not be less than the third, with keeping in mind the norms of the Yemeni society denying the mixing between males and females, especially in the rural areas.

Objectives of the Manual:

General Objective:

Equip the participants with knowledge and skills relevant to the methodology of the Community-Led Total Sanitation in order to enable them to facilitate a process of community empowerment in fostering the status of the environmental sanitation.

Specific Objectives:

1. Equip the trainees with the knowledge and understanding of the concepts, principles, elements and tools of the Community-Led Total Sanitation.
2. Enable the trainees to facilitate triggering the ignition process with CLTS.
3. Enable trainees to successfully generate the motive and enthusiasm among the communities to change the wrong behaviors associated with hygiene and open defecation.
4. Enable the trainees to apply the different stages of triggering the CLTS.

Expected Outputs:

Upon completion of training, it is expected that the participants are able to:

1. Knowledge:

- Distinguish between traditional approaches and participatory approaches in the development of local communities.
- Recognize the modes of feces transmission to the mouth and the effective interventions to cutoff its pathways of transmission.
- Recognize the status of the environmental sanitation in Yemen and its implications, and the national orientations for its improvement.
- Understand the CLTS methodology as a participatory approach for the development of the environmental sanitation conditions in the rural communities.
- Understand the basics of behavior change; particularly those associated with the CLTS methodology.
- Explain the stages of applying the CLTS methodology and the roles of local communities in implementing every stage of its stages.

2. Skills:

- Able to build a relationship and gain the community confidence very quickly.

- Able to help people to analyze the status of the environmental sanitation in the community.
- Employ behavior change motives associated with the total sanitation methodology in mobilizing the community to take collective decisions.
- Capable of speaking and listening, observation and persuasion during communicating with the community.
- Use effectively the triggering tools of CLTS.
- Able to help people on understanding and motivate them to work without lecturing.

3. Attitudes:

- Adequately enthusiastic to mobilize the community to understand the status of their environmental sanitation.
- Adequately confident and bold to motivate people significantly, particularly at the moment of triggering.
- Ability to work effectively with the team.
- Ability of change and adaptation in the facilitation method according to the surrounding conditions.

Training Activities

To ensure the achievement of the targeted outputs, the trainer shall follow a number of training methods and activities that are dependent on the active participation; some of these are:

- ✓ Dialogue and discussion.
- ✓ Role play.
- ✓ Presentations.
- ✓ Work of groups.
- ✓ Brainstorming.
- ✓ Field training.

The trainer shall diversify training methods according to the requirements of the training position; with a focus on the use of participatory learning techniques, employing the participant's experiences as much as possible, and limiting the lectures; and furthermore; review realistic images illustrating the stages and tools of applying the methodology. It is also possible to display samples of images that encompass wrong practices and motivate the participants to evaluate them.

The trainer shall prepare well for the training sessions and arrange the requirements of their implementation from the first day, with avoiding the literal obligation with the procedures of implementing the sessions since they are merely general guidance that may be inappropriate for all positions, while we will find some of the trainers who have expertise that qualify them to apply the best and the shortest practices to achieve the targeted outputs of the training sessions.

Training Requirements

For the implementation of the training course, and in coordination with the supporting body; the trainer shall provide the training requirements according to the items and quantities specified in the following Table:

Item	Usage	Quantity
Files for participants, containing (notebook and a pen, program of session)	For participants	Number of participants
Implementation Manual of CLTS	For participants, a copy for the trainer	Number of participants, the trainer and his assistant
Colored cards (green, yellow, red) size 20 cm × 10 cm	For implementation of office training For field practice in targeted villages	One hundred card of each color for office training Plus One hundred card of each color for every targeted village
Colored powders from building materials shops (white, blue, yellow)	To implement practical applications during office training For field practice in targeted villages	1 Kg of each color for every village
Flipchart	For office training To calculate quantities and write children banners	Three for office training Plus Two for field training
Marker pens of different colors	For writing	Twenty four for office training Plus four pens for every village
Disposable transparent plastic cups + Water bottles	For implementation of hair and water tool during office training; in addition to field training	Three cups and three bottles for every village
Disposable plastic plates and food that attracts flies (cheese or halva, etc)	For implementation of food and shit tool during office training; in addition to field training	Three plates for every village
		Three pieces of 150 gram weight of each piece for every village
Cork slab and pins	For the map relevant to the follow-up of progress of the environmental sanitation status in the village	One piece of 1.5 m × 1 m for every village
		Small packet of pins for every village
Adhesive tape	To paste papers	One for office training Plus Three for all villages
One Data Show Projector + One Computer	For presentation during training sessions	One
Selection of villages for field practice	For field practice	6 – 8 villages, preferably with a number of houses does not exceed 50 units, at a distance of no more than two hours from training venue and easily accessible
Four wheel drive vehicles	For transporting participants to villages in which field training will be conducted for two days	One vehicle for every six participants at maximum Plus one vehicle for follow-up
Cameras	For documentation	One for office training One for each group during field practice (to be provided by participants)

Ignition Report Form	To ensure inclusion of all the information required in the Ignition Report	One
Four wheel drive vehicle	For team transportation	One
Facilitators who have good experience in the application of the methodology	To move with the training teams during field practice for two days	Two Facilitators (1 Male + 1 Female)

Training sessions and their Implementation Plan

Day	Activity	Time Required (Hour)
Day 1	Session 1: Preliminary - Introducing participants to each other - Expectations of participants - Objectives of the session - Ground rules during the training period - Pretest - Definition of the facilitator and his roles - Session Program	2
	Session 2: Overview on Participatory Approaches in the Development of Rural Communities - What are the participatory approaches? - Why participatory approaches? - What is the difference between participatory approaches and traditional approaches of development?	1
	Session 3: Health Implications of Open Defecation and Open Discharge of Human Excreta - Risks arising from open defecation and open discharge of human excreta - Fecal-oral transmission routes - Interventions that can be performed to minimize the problem - Definition of the problem and its volume and implications in Yemen - National orientations and efforts to control it	1.5
	Session 4: CLTS Methodology - Definition of concepts relevant to CLTS - Behavior change motives in the methodology - Advantages of CLTS in comparison with traditional approaches of environmental sanitation - Basic principles of CLTS Methodology	2.5

Day	Activity	Time Required (Hour)
	- Characteristics of the facilitator in the total sanitation methodology - Main stages of the application of the methodology	
Day 2	Session 5: Selection and Preparation of Targeted Communities for Ignition Stage - Standards for selection of targeted communities - Information required on the community and mechanisms of information collection - Coordination with community leaders to implement the ignition stage	1
	Session 6: Ignition - Concept and objectives - Required equipment to implement the ignition - Preparation of the facilitators team, and setup of the field work plan - Preparation of the community to accept the ignition process	2
	Session 7: Ignition Tools - Introductory Visits - Community sanitation map - Hair and water - Food and shit - Calculation of shit and its amount in the village - Feces transmission pathways to the mouth - Calculation of the health expenses - Violations against Sharee'ah resulting from open defecation - Managing the triggering moment	4
Day 3	Session 8: Field application of Ignition Process - Preparation of teams for field visit - Agreement upon the implementation procedures - Equipping the materials necessary to implement triggering - Field work and implementing triggering in the targeted communities	9

Day	Activity	Time Required (Hour)
Day 4	Session 9: Continued field application of Ignition Process – Review the reports of the first field visit – Preparation of the Improvement Plan – Equipping the requirements of ignition – Field work and implementing triggering in the targeted communities for second day	9
Day 5	Session 10: Continued field application of Ignition Process – Review the reports of the second field visit – Determining points of improvement	2
	Session 11: Community Plan to achieve Total Sanitation – Definition of the Action Plan and its objective – Procedures of community plan preparation	2
	Session 12: Follow-up of the implementation of the Community Plan for Total Sanitation – Importance and objectives of follow-up – Roles of community and facilitators in the follow-up of implementation of the plan – Empowerment of community leaders and active groups to implement their roles in the follow-up process – Monitoring and follow-up tools	3
Day 6	Session 13: Evaluation of the success of the villages in achieving the objectives of Total Sanitation – Importance and objectives of the evaluation – Standards of evaluation – Procedures for the implementation of evaluation – Declaration of villages	1
	Session 14: Upscaling the Environmental Sanitation Ladder – Tools to maintain behavior change – Improving the quality of latrines – Expanding the practices of environmental sanitation	3
	Posttest Evaluation	1.5

Day	Activity	Time Required (Hour)
	Closing Ceremonies and Distribution of Certificates	

Description of the Training Sessions:

Session 1: Preliminary Session

The purpose of this session is to create a conducive atmosphere to the success of the session through empowering interactive rapport building between the participants, such as respect, trust and openness, and through introducing participants to each other, sharing the expectations, establish the ground rules, and the positive roles of the participants to the success of the session.

Expected Outcomes: After the completion of the session, participants will be able to:

- Introducing participants to each other.
- Linking between the participants expectations and objectives of the session.
- Specifying work rules during training.
- Evaluation of the level of the participants knowledge around CLTS.
- Define the facilitator and his roles.

Elements of the Session:

- Introducing participants.
- Expectations of participants.
- Objectives of the session.
- Work rules during training.
- Pretest.
- Introducing the facilitator and his roles.
- Course program.

Time required: 120 minutes

Tools Required: Colored cards, Marker Pens, Flipchart Paper, Implementation Schedule, Projector, Computer.

Session Plan

Elements of Session	Steps	Training Method	Time
Introducing participants	– Start by welcoming the participants and give a brief explanation about the workshop. – The trainer shall begin with introducing himself; and then ask the participants to identify	Ice Breaker Exercise	15

Elements of Session	Steps	Training Method	Time
	themselves through a package of information (Name - specialization - the area to which participant belongs, two of sanitation practices in his area either positive or negative), the trainer can propose a certain exercise (Ice Breaker Exercise) to break the barrier through introducing participants to each other.		
Expectations	– Put colored cards and marker pens on the table in the middle of the training hall. – Ask each participant to take a card and to write his expectation from the session. – Put the cards on the wall. – Classify the cards - with the help of a participant - according to their similarity or sharing same expectations. – Keep the cards in a prominent spot until the end of the session to review them once again.	Brainstorm	15
Objectives	– Show the expected objectives of the training session. – Compare the objectives of the session with the participants expectations. – Exclude the achievement of the expectations not relevant with the theme of the session. – Be sure to put those objectives in a prominent spot in the presentation hall until the end of the session.	Dialogue and discussion	15
Rules	– Ask the participants to agree on general rules for the conduct of the training process. – Ask one of the participants to write those rules on a board and to hang it in a prominent spot.	Dialogue and discussion	10

Elements of Session	Steps	Training Method	Time
	– Agree on a mechanism to continue adherence with the rules.		
Who is the facilitator and what are his roles	– Ask the participants: Who is the facilitator? What are his roles? – Ask one of the participants to write answers on the flipchart paper. – Read the answers and provide a summary of the definition of the facilitator and his roles in the methodology of CLTS. – Discuss with the participants how the session can contribute to help them to perform those tasks? Explain the importance of their positive interaction and roles required by them.	Dialogue and discussion	15
Training Schedule	– Show the training schedule; with answering the questions posed by the participants.	Dialogue and discussion	5
Pretest	– Explain to the participants the objective of the pretest evaluation. – Ask them not to speculate; and only to answer the paragraphs they are sure of. – Distribute the evaluation paper to the participants and withdraw it after ten minutes.		15
Distribution of participants into Work Groups	– Specify the number of groups that can be formed according to the number of villages in which methodology will be applied. – Based upon that, determine the number of participants in each group. – Specify the team lineup on the basis of the specialties and experiences of the participants, in a manner that contributes in the	A free activity inside the hall or in an adjoining open space	30

Elements of Session	Steps	Training Method	Time
	sharing of experiences and strengthening the work teams. - Kinship between males and females can also be taken into consideration. - Explain those standards for the participants, and ask them to move freely inside the hall and to gather themselves in groups within five minutes. - Be sure that the standards agreed upon are applied in the framework of each group, and therefore, you can make transfers between groups. - Tell the participants that these groups will constitute their teams during the session. - Give the teams an opportunity to meet and to re-introduce themselves to each other, and choose a Facilitator and a Rapporteur for each group with selecting the name and a symbol for the team and writing it all in a flipchart board and put it in a prominent spot in the hall.		

Supportive Information for Trainer:

Proposed objectives of the Training Session:

- Provide participants with the knowledge, skills and attitudes relevant with the CLTS methodology.
- Develop the skills of the participants in the facilitation of the triggering of CLTS in the local communities.
- Practical performance of the CLTS stages and tools by the participants.
- Enable participants to understand the process of helping the local community in the analysis of the status of the total sanitation.
- Identify the behavior change motives relevant to CLTS.
- Prepare survey reports and follow-up reports on the implementation of the methodology.

Examples of the Rules agreed upon by the Participants:

- Adjust the dates of the course and sessions.
- Use of mobile phones during the sessions.
- Training venue must be well organized and clean.
- Respect the opinions of others and create an open environment for participation.
- Encourage participants to speak freely.

Regarding the distribution of participants into groups:

- Determine the standards dividing the groups before you start with the participants in terms of the number of groups and the number of participants in each of them.
- The number of the groups that can be formed is determined according to the number of villages in which the methodology will be implemented, for example, if we have six villages; then participants can be divided into three groups because the visits will be made for two days at an average of three villages a day.
- It is presumed that the number of the participants in each group must not be less than six participants, equally distributed between males and females, while in the event that it was difficult to manage this rule, therefore the number of females in each team must not be less than two females; and this also applies to the males in the case of increased number of females. This distribution is considered as a prerequisite for the field work during the period of implementation and work with the community categories (two males with the category of men and two female participants with the category of women + Two males or two females or a male participant and a female participant with the category of children).
- It must be taken into account the diversity of the scientific specialties and the practical experience of the participants in each team, giving special attention to the distribution of the participants who have experience in the field of development and community participation on the various teams.
- In addition, it must be taken into account the kinship between males and females; whereby these relatives often prefer to work in one team.
- Guide the teams, when choosing the names and symbols, to avoid choosing the names and symbols that can lead to disagreements, such as those relevant to the partisan and ideological aspects, while it is preferable to choose names and symbols that imply a meaning linked to the theme of the session, and also those names and symbols that motivate the teams to work towards the achievement and quality, etc.

Session 2: Participatory Approaches in the Development of Rural Communities

This session aims towards enabling the participants to understand participatory approaches and their importance in comparison with the old traditional methods.

Expected Outcomes: After the completion of the session, participants will be able to:

- Define the participatory approaches.
- Identify the importance of the participatory approaches.
- Identify the characteristics of the participatory approaches.
- Explain the difference between the participatory approaches and the traditional approaches of development.

Elements of the Session:

- Definition of the participatory approaches.
- Importance of participatory approaches.
- Difference between participatory approaches and traditional approaches of development.

Time required: One Hour

Tools Required: Colored cards, Marker Pens, Flipchart Paper, Projector, Computer.

Session Plan

Elements of Session	Steps	Training Method	Time
What are the participatory approaches?	– Explain to the participants the targeted outputs of the session. – Ask the participants about the meaning of the participatory approaches in development. – Explain the definition. – Ask them to provide examples of this concept from practical life. – Discuss the participants about the most important characteristics of participatory approaches.	Brainstorm	10
Importance of participatory approaches	– Ask them: why participatory approaches. – Create with the participants a summary of the most important benefits of participatory approaches. – Ask participants to provide practical examples from the reality of their experiences.	Group discussions	10
Difference between participatory approaches and traditional approaches of development	– Brainstorm with participants on the main differences between participatory approaches and traditional approaches of development in rural communities, and then summarize the key points on a flipchart. – Show the summary of the comparison chart between the two approaches.		40

Supportive Information for Trainer:

The concept of development:

Development, in its most glaring images, involves the achievement of some sort of change in the community it is oriented to, and of course, this change could be a material change endeavoring towards raising the economic and technological levels of the same community, and it could be a moral change targeting to change the attitudes, traditions and orientations of people.

Local Development:

Local development is a process through which it is possible to achieve effective cooperation between the people's effort and governmental effort to raise the level of the local communities and units economically, socially and culturally from the perspective of improving the lifestyle of the people of those local communities.

It is a process of change that takes place at the base from the bottom and gives priority to the needs of the local community, and is based on the active participation of the different local resources; all of that in order to raise the living standards, integration, partnership and mobility.

Community Participation: What is it?

It is the process of contribution by individuals of their own volition in works that are important for the community and in increasing its potentials in making and utilizing the opportunities that would lead to the development of their living conditions and improve their social status, whether such contribution is in the form of money or effort or opinion. The community participation can be expressed through frameworks and semi-institutional committees that are elected locally and gaining its legitimacy from services they provide to the community and the role of the community in determining their future activities and orientations.

Community Participation: Why?

The emergence of community participation is associated with the increased awareness that members of the community have their own additions to the development projects such as ideas, information and acquired experiences, as well as in-kind and financial contributions. As well, this is also associated with the failure of the projects that have been planned away from the participation of the targeted communities, and thus remain far from the needs and real situation of these communities, and the difficulty of accessing the benefits of development by the most poorest members of the community.

Methodology of Participatory Learning in Action:

It is a set of methods and tools that can be used in many situations for the empowerment and rehabilitation of persons and groups and make them able to adopt solutions for which they are responsible for selection and completion. This methodology focuses on the importance of community members and their local knowledge to analyze their problems and find out the most appropriate and best solutions for them. The methodology of Participatory Learning in Action is

a process in which members of the community are engaged in studying and identifying their conditions and situations and take developmental decisions based on this knowledge. The concept of participatory approaches can be summarized in the phrase "Work with People" instead of "Work for People".

Participatory Approaches is an Introduction to the Empowerment of the Local Communities:

Development objectives are not reflected in the achievement of material gains only, but also in working with the individual to make him acquire the ability to discover himself and find out his own capacities and skills in order to achieve the lifestyle that he desires; this is the concept of empowerment. The concept of empowerment includes three key elements represented as follows:

1. The Right of Choice:

Human is not a passive person; recipient of development projects who keeps expecting their outputs to shift him to a better situation, but he is an interactive and positive person participating in the stages of specifying the needs and in the design, implementation and evaluation of projects in collaboration with the institutions representing the members of the community and with the ordinary members of men, women and youth.

2. Self-reliance:

Through this element, communities are empowered to achieve their objectives in development on the short term and the long term through awareness and training, that enables individuals to help themselves and others, and in the method of maintaining and increasing the gains of development after the completion of the project (concept of sustainability).

3. Building the Capacities for Regulation and Collaborative Work:

Supporting the formation of committees or supporting the effective functioning of the existing institutions because the process of change requires concerted efforts and institutionalizing it.

From among the most important characteristics of participatory approaches; are the following:

- They give priority to the human dimension in development based on the fact that the human is an active factor in development, which gives him the right to participate in power and decision-making.
- They give attention to summon the appropriate conditions in order to create a positive interaction between the environment and the human in the context of a strict management of resources.
- They encourage teamwork, but this does not mean ignoring the individual effort, which receives major attention by the approach because the personal energy has creativity in its nature and must inflow as a tributary into the collective effort.
- They are built on the initiative and proceeding from the individual knowledge and capacity surpassing the formation that is built upon indoctrination towards opening the horizons of thinking, decision-making and self-achievement.

- They raise questions: Non-biased, and they rely on counseling and dialogue.

Some of the benefits of Participatory Approaches:

- The participatory approaches represent the foundation for the human development which situates the people at the focus of attention regardless of the disparities of gender, age, knowledge and social status, and that comes through the involvement of all people in all stages of the management of development projects and programs, including evaluation and analysis; to the planning and implementation; and to the tracking and appraisal.
- They bring projects and services to be more appropriate and consistent with the reality.
- Participatory approaches lead to some sort of intellectual independence in communities instead of dependency and servility to the others; so that the citizen becomes an active, interactive and responsible person, and can take his own decision; and controls his own destiny and choose the solutions for his problems; and therefore developing himself.
- Participatory approaches transfer people from the waiting situation to the initiation and act, and in this case, the foreign aid (financial and technical aid) will be utilized to overcome the obstacles, no more.
- Participation represents one of the main linchpins of the success of any act envisages the change; whether that was relevant to change the concepts, attitudes or behaviors or to change the situation (health, economic, social).
- Despite that the developmental programs can contribute to the achievement of the envisaged outcomes in the short term, but it cannot manage its progress later, because the responsibility in orienting the route of the achievements in the long term rests on the shoulders of the targeted entities.
- Experience has shown that the involvement of citizens in the preparation and implementation of programs and projects pertinent with their situations is deemed as a crucial factor in their success. The involvement of the beneficiaries is an important guarantee to achieve informed and responsible engagement and for the adoption of any initiative or policy for human development; and hence; a guarantee for the continuity of scheduled interventions and maintaining the dynamism that has been launched.

The difference between Participatory Approaches and Traditional Approaches of Development:

- Participatory approaches were developed in order to correct the methodology adopted in the public work represented through relying on the expert and the public sector in the completion of development projects and programs without the involvement of citizens beneficiaries of this development. As well, they were also developed to correct the adverse methodology which the civil society has resorted to; and which is embodied through consulting and involvement of the beneficiaries without reference to the expert, and without relying on the potentials and capabilities of the public sector, pursuant to the folk proverb that says "Ask the experienced rather than the doctor" which is opposite to the actions followed by the government policies; i.e. "Ask the doctor rather than the

experienced". What is required in accordance with the participatory approaches is: "Ask the experienced and the doctor together".

The following Table summarizes the most important differences

Field of Comparison	Traditional Approaches of Development	Participatory Approaches
Decision-making system	Vertical (from top to bottom)	Upward (from bottom to top)
Communication	Informing, orders	Dialogue
Human element	Implementing	Active – Creative
information collection	Human is only a source of information	Through direct encounter, dialogue and observation
Planning	Superiors and specialists	Targeted groups and other energies
Solutions	Guiding, general and fixed	Private - Negotiated - Appropriate
Systematic errors	Unrecognized	Source of learning and improving
Methodology	Fixed	Scalable to cope with reality
Decision-making system	Vertical (from top to bottom)	Upward (from bottom to top)
Targeted groups	One of the constraints to development (Illiteracy, recession, lack of desire for change)	Active in depicting the solutions and activating the change

Session 3: Implications of the Open Defecation and Open Discharge of Human Excreta

This session will enable participants to discuss the health, living and educational risks of the open defecation and open discharge of human excreta, and the transmission pathways of the exposed feces to the human, as well as the effective interventions to avoid them, with specifying the fact of the problem and its implications in the rural areas of Yemen, and the national orientations and efforts that have been made to address this problem.

Expected Outcomes: After the completion of the session, participants will be able to:

- Identify the risks of open defecation and open discharge of human excreta.
- Identify the pathways of transmission of the exposed feces to the mouth and to reach to a conclusion of the effective interventions to avoid those pathways.
- Define the volume of the problem in Yemen and its implications, as well the national orientations and efforts that have been made to control the problem.

Elements of the Session:

- Risks resulting from open defecation.
- Exposed feces transmission pathways to the mouth.
- Interventions that can be implemented to reduce the risk of open feces.

- Define the problem and its volume in Yemen and its implications.
- National orientations and efforts made to control the problem.

Time required: 90 Minutes

Tools Required: Colored cards, Marker Pens, Flipchart Paper, Projector, Computer.

Session Plan

Elements of Session	Steps	Training Method	Time
Risks resulting from open defecation	- Explain to the participants the targeted outputs of the session. - Ask a question to the participants: What are the causes of our health problems? - Encourage participants to brainstorm about those reasons, and then conclude from them that the open defecation is a key reason for those problems. - Ask them about the difference between the open defecation and the open discharge of the toilets waste. - Ask them a question: What are the risks of open feces? Assist them to conclude the main fields for those risks (health, living and educational). - Ask each group to characterize the nature of the risks relevant to each field, and then discuss them in a plenary session. It is also possible to focus on the risks of the lack of a toilet in the house. - Make a presentation that summarizes the risks of open defecation and open discharge of human excreta.	Brainstorm	20
Exposed feces transmission pathways to the mouth	- Discuss with the participants, how feces transmits to the mouth. - Give an opportunity to each group to develop a scheme of those pathways on a flipchart list, and emphasize on them to remember those from the reality of their local environment; whereby most of them belong to rural areas. - Review and discussion of work results of the groups. - It is for sure that each group will show a lot of pathways. Discuss with them the most important of those pathways, and		30

	assist them to find out the five main pathways. - You can show a poster illustrating the feces-transmission pathways to the mouth. - Make sure that the participants have understood the details of each pathway.		
Define the problem and its volume in Yemen and its implications	- Ask them if they have information about the volume of the problem of open defecation and open sanitation in Yemen, and the implications associated thereto. - Show to them a summary about that, with the presentation of live examples of open defecation and open sanitation.		10
Interventions that can be implemented to reduce the risk of open feces	- Ask each group to discuss modalities to prevent the transmission of feces to the mouth through those pathways, with the translation of those barriers to icons and placing them on the scheme of the pathways as major and minor barriers. - Review and discussion of work results of the groups. - Thank them for the result they have reached to; with the adoption of the correct barriers they have developed and the exclusion of the irrelevant ones. - In case there are a lot of interventions, assist them to find out the most important of these interventions; and show them the poster of the pathways cutoff. - Discuss with them: the importance of each intervention in reducing the risks relevant to the open defecation and the open discharge of toilets waste; in addition to discussing the technical information relevant to each intervention.	Dialogue and discussion	30
National orientations and efforts made to control the problem	- Discuss Yemen's commitment with the rest of the countries of the world to achieve the Millennium Development Goals by 2015. - Show the Millennium Development Goals to the participants in general; and assist them to the conclusion of the goals that		10

	can be achieved by eliminating the transmission of feces to human. - Discuss with the participant the efforts made at the realistic level and the parties relevant to those interventions. - Explain the level of progress in achieving the indicators of the relevant objectives, with the possibility to compare them with the indicators of the progress achieved by countries similar to Yemen, such as Arab and African countries. - Assist them to recognize the challenges facing Yemen to fulfill its obligations in achieving the Millennium Development Goals relevant to the environmental sanitation and the efforts required to achieve that. - Make sure that every participant has a sense of the importance of the national role that he can contribute with; in order to improve the status of the environmental sanitation in Yemen to a better position.		
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Supportive Information for Trainer:

Open defecation means that human (men, women, children) goes to the open environments for shitting (next to the houses, in the alleys and squares in villages, between the trees, near water sources, at agricultural land, etc.) due to the unavailability of toilets in the house; or because of the lack of conviction of some people to use the toilets and prefer to shitting in the open.

While open discharge of human excreta means: compiling the waste of the domestic toilets (feces, urine and wastewater) in an open spot of land, or in a pit or in an open reservoir next to the house.

In both cases, the result is: the spread of large amounts of the exposed feces in the villages suffering from the phenomenon of open defecation and open discharge.

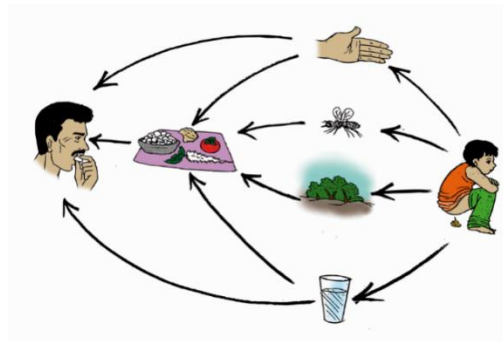
Feces Transmission Pathways to the Human:

There are many modalities for transmission of daily large amounts of open feces to the human mouth, such as:

- Animals, such as cows, sheep, dogs, donkeys and chickens.
- Insects, such as flies and cockroaches.
- Human hands also play a role in the transmission of feces to mouth.
- Water, soil and food.

The figure below summarizes the most important pathways of feces transmission to mouth, represented in:

- Hands
- Water
- Soil
- Flies
- Food



Risks of the exposed Feces and lack of Toilets:

1. Impact on the Health Status

Human feces is full of pathogens that cause many diseases. Each gram of feces can contain:

- 10,000,000 of viruses
- 1000,000 of bacteria
- 1000 of parasites cocoons
- 100 ova of parasites

The above are leading to many human diseases, including:

- Typhoid fever, Cholera, Dysentery, Epidemic Hepatitis (A), Polio, Intestinal Catarrh.
- Some Parasitic Diseases; including Hookworm, Ancylostoma, Pinworms, Tapeworms, Giardia and others.
- Furthermore, a close interrelation has been found between the prevalence of malnutrition, especially among children, and the prevalence of the phenomenon of open defecation and open discharge of human excreta.

The unavailability of household toilets has led to other risks, particularly to women and children, including:

- If women would have to wait until nightfall for shitting or pissing in the open environment, then they inevitably will tend to intake less amount of fluids during the daytime, which would produce a subsequent suffering of all kinds of health problems such as urinary tract infections, for example.
- Precipitation of salts and gallstone formation as a result of urine retention for a long time daily, whereby men, women and children suffer from that.
- Vulnerability to the risks arising from insects, snakes and wild animals while going to the open spots for shitting or pissing, particularly at night.

2. Impact on the Educational Status

- Worms that afflict the school students devour one-third of the food they eat, and the consequences of that are represented through the retardation of the mental and physical growth; which impacts the student ability to educational attainment.
- The high number of days of absence for school students because of their vulnerability to diseases arising from exposed excreta.
- As well, the lack of separate and appropriate toilets in the schools inhibits the girls enthusiasm to attend school regularly, forcing some of them to drop out the schools.

3. Impact on the Living Situation

- Households with members infected with diseases arising from the exposed feces lose most of their monthly income for the cost payment for the health expenses as a result, including: (patient transportation cost to the nearest health facility + cost of examination by the doctor + cost of medical tests + cost of medicines + accommodation cost and cost of the requirements of living such as food and the like during the period of staying outside the house for treatment + wages of the working days missed by the head of the family during the period of absence due to disease); which leads to increase the severity of poverty among the poor families, as well as the decline of a lot of families to below the national poverty line.
- The loss of a large portion of the national income because of the intense pressure on the health services and the import of medicines, with the decline of the productivity due to the missing working days due to disease.

Sanitation and its Impacts in Somalia:

1. 77% of the rural population lack access to sanitation. 44% have hand washing facility in which 10% of them have soap and water while only 4% have a combination of water soap and drainage (KAP SURVEY 2015).This problem exists in several forms, including:
 - The presence of household toilets that discharge waste to exposed spots near the houses, whereby this reflects the most prevalent practice across the Republic.
 - The lack of household toilets and defecating in the open environment, whereby this practice is widely spread in the rural set up; with highest prevalence in the rest of regions.
 - At the level of schools: Most of the schools do not have toilets, while many of the toilets available in the schools have no water or privacy for girls. School children practice open defecation.
2. Additionally, there is a behavioral problem represented in:
 - The prevalence of the phenomenon of open defecation in the areas in which the houses have toilets and sanitation facilities, and this is often practiced by the children; and can also be practiced by men and women in the areas suffering from water scarcity, particularly in winter.

- Misuse of the toilets at the level of houses and public facilities, and neglecting of their cleanliness. This problem is widely spread in the various regions of the Republic.

The previous situation resulted to the prevalence of large quantities of exposed feces in the various regions of the Republic, up to nearly two million tons per annum. A large part of this quantity, with its content of pathogens, is taken by people in Yemen (men, women, children) daily with their food and drink, leading to implications, of which:

- Diarrhea, which represents the main health problem in Yemen; whereby 88% of its causes are attributable to unsafe water supply, lack of sanitation and weakness of personal hygiene practices.
- High prevalence of Schistosomiasis in many parts of the country.
- Amoeba, Giardia, Typhoid and Hookworms diseases are from between the endemic diseases in Somalis and infect a large proportion of the population.
- Prevalence of malnutrition among children.
- Prevalence of urinary tract infections and kidney stones in the areas that lack the household latrines.

Effective Interventions to eliminate the Transmission of Feces to the Mouth:

There are three basic interventions to eliminate the transmission of feces to the mouth, as follows:

- Construction and use of latrines.
- Hand washing with soap and water.
- Water filtration before use.

Importance of Sanitation and effective Interventions to eliminate the Transmission of Feces to the Mouth:

Sanitation has a vital importance for health, whereby it contributes to:

- Reduce the rates of the disease.
- Reduce the child mortality.
- Improve the public health.

Sanitation generates economic benefits:

- Increase the staff productivity.
- Create savings in the medical costs.
- Increase the Gross Domestic Product (GDP).
- Promote tourism.

Sanitation contributes to social development:

- Increase the personal sense of dignity, pride and self-esteem.

- Increase regular attendance to schools, particularly for girls.
- High rate of literacy among females.
- Improved cognitive growth.

Sanitation preserves the environment and prevents its contamination:

- Reduce the environment pollution, including water and soil.
- Protection and enhancement of biodiversity.
- Increase the sustainability of the resource.

Session 4: Methodology of Community-Led Total Sanitation

This session will focus on the basic concepts of the methodology of Community-Led Total Sanitation; in addition to explaining its nature as an effective approach to promote the implementation of the total environmental sanitation. The session will clarify the basic principles of the methodology; and the motives of behavior change upon which the methodology has relied in order to motivate communities for change.

Expected Outcomes: After the completion of the session, participants will be able to:

- Define the basic concepts of the methodology of CLTS.
- Define the motives of behavior change upon which the methodology has relied.
- Define the principles of CLTS.
- Specify the advantages of CLTS as a participatory methodology compared with traditional approaches.
- Specify the deficiencies of the traditional approaches in terms of promotion for sanitation.
- Define the roles and responsibilities of insiders and outsiders.
- Conclude the most important practices that should be taken in consideration for the success of environmental sanitation projects.

Elements of the Session:

- Definition of the concepts of CLTS.
- Motives of behavior change in the methodology.
- Principles of CLTS.
- Advantages of CLTS compared with traditional approaches of environmental sanitation.
- Basic principles of the methodology of CLTS.
- Characteristics of the facilitator in the total sanitation methodology.

Time required: 150 Minutes

Tools Required: Colored cards, Marker Pens, Flipchart Paper, Projector, Computer.

Session Plan

Elements of Session	Steps	Training Method	Time
Definition of the concepts of CLTS	– Explain to the participants the objectives and outputs of the session. – Write the title of the methodology on the board (Community-Led Total Sanitation). – Develop with the participants partial definitions of the terms that make up the name of the methodology: community, sanitation, total sanitation, full sanitation led by the community, community-led total sanitation. – Assist the participants to understand the difference between the terms of sanitation and sewerage: To attain that, create a definition of sewerage, total sanitation, community-led total sanitation. – Now, ask the participants to extract the distinctions between the two terms. – What are the advantages of focusing on the community rather than individual behaviors?	Presentation + Dialogue and discussion	20
Motives of behavior change in the methodology	– Ask the participants to think for a few minutes and share experiences with regard to an incident or procedure or an event that pushed them to change their behavior or habits. – Reach with the participants to consensus about the concepts of behavior, motive, relationship between the motives and behavior, factors that control the behavior of individuals and groups.		60

	- Ask the participants to brainstorm on what are the reasons that would motivate people to change their behavior and discontinue open defecation? - After a few minutes, ask the participants to share their answers with the larger group, and if necessary, start with an example of your own. It is possible that the examples of the motives could be represented in the following: - Privacy and Shame (among women and adolescent girls). - Fear (of the dark, wild animals, high medical expenses, etc.). - Status (lack of a toilet is embarrassing when guests from urban areas come to visit them). - Comfort (for the elderly, pregnant women, children, during rainfall, at night and during morbidity) etc. - Explain the motives upon which the methodology has relied; and reach with the participants to consensus upon the concept of each motive. - Ask each group to discuss how to employ each motive in changing individual and collective behavior associated with open defecation and open discharge of human excreta. - Give an opportunity to the groups to present their work. - Allow a discussion after the completion of every presentation. - Explain the tools used for each motive; with enabling the		
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	participants to propose other tools. - Discuss the steps followed by the methodology to empower the communities to change their practices and the declaration of their villages free from open defecation and open discharge.		
Advantages of CLTS compared with traditional approaches of environmental sanitation	- Ask the groups to review and analyze the traditional approaches for the implementation of sanitation projects that are applied in the Yemeni community. - Provide the participants with a set of general guidelines that will help them in the process of discussion, such as: - How is the initiative so far? - Who are the participants in the initiative? - What is the extent of participation, attracting, accepting and preparedness by the targeted groups? - How was the leadership? - What are the roles of the various actors involved in the implementation of the initiative? - What is the thing that was missing? What is the thing that could have been done differently? - What are the factors for the failure or success of the project? With a focus on the factors of failure. - Ask each group to present the result of its work. - Allow discussion after every presentation of each group. - At the end of discussion, be careful that the participants understand the importance of the participatory approach in	Groups work + Dialogue and discussion	40

	motivating the communities to interact, implement and maintain the continuity of the success of sanitation initiatives. – Take advantage of the outputs of the previous session concerning the analysis of the previous experiences and expertise in asking the following question to the participants: "What is the difference between CLTS and other traditional approaches?" – Give a card to each participant and ask each one of them to write a single idea about the difference. – Later, ask every six participants to work in one group to discuss the differences and reach to consensus on them. – Allow each group to present the result of its work. – Convene a discussion after every presentation. – Conclude the discussion with a summary of the difference between the two approaches. (Annex of Difference) – At the end of discussion, be careful that the participants understand the importance of the participatory approach in motivating the communities to interact, implement and maintain the continuity of the success of sanitation initiatives.		
Basic principles of the methodology of CLTS	Through the results of the previous sessions, ask the participants to establish the basic principles and guidelines for the application of the methodology.		10

	Prepare a presentation on the principles, followed by a discussion to clarify any ambiguity or confusion.		
Characteristics of the facilitator in the total sanitation methodology	Through discussion and brainstorming, reach with the participants to an agreement on the concept of the facilitation process and its objectives, and the facilitator and his characteristics and roles, the facilitators team and factors of its success. - In front of all participants, ask from one of the participants to play the role of a facilitator while some others to play the role of the residents. - Let the other to watch the scene and write down their observations. - After the end of the scene, allow participants to pose their observations about the role and what are the strengths and the weaknesses. - From this role, reach to a conclusion on the characteristics of the facilitator; and the factors of communication success with the community and discuss them with the participants.		20

Supportive Information for Trainer:

First: Definition of Concepts:

- **Sewerage:**

Is the disposal of domestic wastes in a manner not conducive to the spread of disease or contamination of the environment?

- **Total Sanitation:**

Total Sanitation refers to the elimination of open defecation and open drainage of the toilets waste in the community through building and use of improved latrines (and hand washing) to achieve a significant reduction in diseases relevant to sanitation and hygiene.

- **CLTS:**

Is a participatory approach that motivates and induces the rural communities to discontinue the open defecation; and to build and use the improved latrines without any external subsidies.

- The CLTS emphasizes on the hygiene behavior change instead of the implementation of the material changes, such as building the latrines, whereby this is performed through a process of social awakening, motivated by the facilitators from within or from outside the community. The approach focuses on the behavior of the community as a whole and not on the individuals.

Definition of Sanitation: Is a comprehensive concept that encompass correcting all practices that are used to break through the cycle of infection transmission in the house and within the community. For the purposes of this Manual, we mean the following interventions by the environmental sanitation:

- **Eliminate the phenomenon of open defecation and open discharge of human excreta.**
- **Water filtration at the point of use and protection of water sources from pollution.**
- Effective hand washing at critical times.
- Disposal of solid waste and animal droppings.
- Maintain general and personal hygiene; including cleanliness of the house, food, street, clothes and body.

Second: Motives of Behavior Change in the Methodology:

- **Disgust:** is a response to something which is disgusting, whereby this sense is always associated with tastings or vision.

It is a sense that is associated with things that look unclean, inedible, contaminated or other undesirable qualities, and has a role in protecting the human from eating such contaminated food; and thus reducing the risks of vulnerability to diseases.

The methodology has utilized this motive through assisting the people to recognize the fact of eating the exposed feces, and that this will not be discontinued unless they all discontinue the open defecation; and build and use latrines, and follow hand washing and water filtration. Some of the tools used by the facilitator to create disgust are tracking the transmission pathways of feces to the mouth, hair and water, feces and food.

- **Fear:** Is an emotion in the soul and felt when anticipating a detestable event or leading to miss the interests. It is an emotional reaction to tangible and realistic risks that drives the person who has this feeling to control the source of the risk in a way that maintains his interests and drives away from him whatever he dislikes. The methodology has benefited from this motive through intimidating the people with the volume of the exposed feces

being produced by the individual, family and community during the day, month and year; and the its threat to the health of human and environment (such as air pollution, food and water pollution, etc.) with the review of the amount of the financial loss of the individual, family and community, and as well, destabilizing the safety of the households which have sanitation facilities due to the threats arising from the neighboring families which do not have sanitation facilities, in addition to intimidating the people with the volume of the violations against Sharee'ah. All of that will drive people towards collective mobilization to eliminate the phenomenon of open defecation and open discharge through building and use of latrines. From between the tools that are used by the facilitator to intimidate the people; are: calculation of the quantity of shit, calculation of medical expenses, visiting the houses that have sanitation facilities, discussing the volume of the violations against Sharee'ah resulting from the open defecation and open discharge, discussing the risks arising from the insects, snakes and predators that can happen to a person during the night due to the open defecation.

- **Shame:** It is a human feeling, involving the sense of imperfection and shame or inferiority resulting from physical causes such as tattered and dirty clothes, and the dirty house. Shame is a form of social anxiety that appears in confronting the existence of the people, and it often happens because the individual expects that he will be unable to show himself with the same image that he wishes to appear with in front of the others. The methodology has utilized this motive through the external facilitator during his visit, accompanied by the members of the community, to the places of open defecation and open discharge of the household latrines waste, whereby this raises shame of residents due to the scene and the smell of the shit that surrounds their houses. In addition, anyone feels shame when others visit the spot where he practices open defecation and look at his shit, given that such a behavior reduces the value and social status of such person, all of which drive people to take decisions to change their behavior in a manner that boosts their social status and makes them more accepted by the others. From between the tools that raises the shame: Visiting the places of open defecation, mapping the sanitation in the village.

Guidelines for Successful CLTS

1. The role of the facilitator is the facilitation and not dictating the orders or lecturing and educating.
2. People should design their own latrines and should not rely on the engineers or the skilled builders.
3. It is important not to use good words when describing the shit or defecation.
4. Focus on collective behavior change rather than mobilizing a single household.
5. Training of community leaders, motivators and natural leaders to foster hygiene and sanitation rather than investing in the physical infrastructure.
6. The community members themselves must control and follow up progress towards an open defecation free environment.

7. The main indicator of the state of sanitation is the degree reached in achieving an open defecation free environment (compared with a number of other indicators).

The main differences between the Traditional Approach of Sanitation and CLTS

The main differences between the Traditional Approach of Sanitation and CLTS		
Field of Comparison	CLTS Approach	Traditional Approach of Sanitation
Latrine designers	People from the inside and engineers from the community (with technical support from people from the outside)	People from outside the village and skilled engineers
Measurement indicators of change	Number of communities free of open defecation	Number of built latrines
Main outputs	– Programs, training and capacity building – More periodic follow-up and back-up support	Sanitary ware and support (expensive cost)
Role of persons from the outside	– Facilitating the process of change and empowerment – Monitoring and unlimited technical support with practical technical solutions	Educating, provision of counseling and guidance, equipment and materials
Main focus	Empowering the people by accepting their feelings and supporting them to motivate them to think critically about their personal dignity and the dignity of the community	Building the latrines
Learning modality	Visual - Practical	Oral
Community role	Active analyst, initiators and decision-makers	Passive recipient of information, techniques and support
Behaviors of the people from the outside and their motives and intentions about the people at the inside	Agents who start the local empowerment and initiators with collective local work	Assistance, donations and charitable work

Characteristics of the Facilitator in the Total Sanitation Methodology

Cognitive Characteristics	Skills Characteristics	Personal Characteristics
▪ Concept and importance of the participatory approaches in the	▪ Build rapport and gain the trust of the community very quickly. ▪ Assist people to analyze the situation of environmental	▪ Adequately enthusiastic for the theme to bring the community to understand on the status of their own environmental sanitation.

development of local communities. ▪ Modes of transmission of feces to the mouth and the effective interventions to cutoff its transmission pathways. ▪ Models of low-cost toilets. ▪ General information about the community and the status of environmental sanitation in the targeted villages. ▪ Concept of CLTS as a of participatory approach and stages of its implementation. ▪ Understanding the basics of behavior change, particularly those associated to the CLTS methodology. ▪ Modalities to apply the CLTS. ▪ Successful experiences and expertise concerning the implementation of the methodology in the other areas. ▪ Basics of working in a team. ▪ General information about the village.	sanitation in the local community. ▪ Utilize the motives of behavior change associated with the total sanitation methodology in mobilizing the community to take collective decisions. ▪ Speaking, listening, observation and persuasion during communication with the community. ▪ Use the tools of triggering the CLTS effectively. ▪ Assist people to understand and inducing them to work without lecturing.	▪ Adequately confident and bold to motivate people significantly, particularly at the moment of triggering. ▪ Ability to work effectively within the team. ▪ Capacity to change and adapt in the style of facilitation according to the surrounding circumstances. ▪ Respect for local knowledge which means learning from the local population instead of teaching or lecturing them. ▪ Humility and the use of simple language and monitoring the local standards, etc. ▪ Avoid bias for individuals, regions or thoughts.
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Session 5: Selection of Targeted Communities and preparing them for Ignition Stage

The purpose of this session is to enable the participants to identify the targeted communities and the standards of their selection; the priority communities in terms of interventions that must be initiated therein, in addition to the clarification of the importance of the previous visits of triggering; and the information to be collected on the targeted villages; and the necessity for coordination with the leaders of the villages on the time, place and method of triggering the interventions of CLTS in the community.

Expected Outcomes: After the completion of the session, participants will be able to:

- Identify the standards for the selection of the targeted communities.
- Identify the basic information required on the community and mechanisms of collecting them.
- Coordinate with the community leaders for the implementation of ignition stage.
- Specify the tools necessary for the implementation of ignition.
- Prepare the facilitators team and develop the plan of field visits.

Elements of the Session:

- Standards for the selection of the targeted communities.
- Basic information required on the community and mechanisms of collecting them.
- Coordination with the community leaders for the implementation of ignition stage.
- Tools necessary for the implementation of ignition.
- Prepare the facilitators team and develop the plan of field visits.

Time required: One Hour

Tools Required: Colored cards, Marker Pens, Flipchart Paper, Projector, Computer.

Session Plan

Elements of Session	Steps	Training Method	Time
Introduction and standards for the selection of the targeted communities	– Explain to the participants the objectives and outputs of the session. – Prepare a presentation to explain and discuss the stage of setup and preparation through showing the basic concepts. – Encourage the participants to engage in the discussion by asking them a number of questions, such as: "What are the components of the stage of setup and preparation? What is the importance of it? What are the works required to be performed by us at this stage? Why such works should be performed?" "What are the communities targeted by the methodology? Why?" "How to distinguish between the villages in which the interventions will be implemented first?"	Dialogue and discussion	20
Basic information required on the community and mechanisms	– Divide the participants into a number of groups. – Encourage the participants to positively interact in the discussion by asking them a number of questions, such as: "What are the data that we want to collect? Where do we collect the data (data source)?" "Who is the person who will provide us with the data to be collected by us?" "What is the appropriate tool to		20

of collecting them	collect those data?" "Who will collect those information?" – Ask the groups to present the result of their work. – Allow discussion after the end of every presentation. – Provide a summary of the required information and the tools for collecting them, and focus on the importance of community involvement in the collection of information.		
Equipment necessary for the implementation of the components of CLTS	– Prepare a presentation on the equipment that we need to implement the components of the CLTS. – Specify the specification and use of each of the required elements. – Discuss with the participants the local alternatives in case of the unavailability of such requirements.	Groups work + Dialogue and discussion	10
Coordination with the community leaders for the implementation of ignition stage	– Discuss with the participants who are the concerned parties with the awareness campaign in the area? what are their roles? How to encourage them to interact with the campaign? What is the appropriate mechanism for that? – Discuss the importance of the meeting with the leaders of the villages in the exploratory visits and to coordinate with them for the implementation of the ignition stage.	Dialogue and discussion	10

Supportive information to Trainer:

Components of the Stage of Setup and Preparation

- Selection of the villages eligible for the implementation of the methodology.
- Selection of the facilitators team.
- Collecting the preliminary information on the targeted villages.
- Coordination with the leaders of the villages.

Villages Selection Standards

It is always presumed to start with the villages that are most able to absorb and accept the change, whereby this will assist them to gain experience and build confidence, and will qualify them for transition and success in the areas that might be resistant to change. As well, successes that might be achieved from the beginning provide a way to motivate other communities to learn and start the adoption process of new behaviors.

Based upon the actual field expertise accumulated since the beginning of the implementation of the methodology in Yemen in 2007, and through the lessons learned from the experiences of the others, a set of factors were extracted through which we can distinguish the villages eligible for intervention firstly. Those factors are represented by the following:

- Number of houses do not exceed one hundred.
- Existence of leaders and active social organizations within the community.
- Distance from main cities and roads.
- Social and cultural homogeneity.
- Existence of the problem of open defecation and open sanitation.
- Availability of water in the area.
- Unavailability of interventions or associated events that deplete the community efforts and potentials.
- Unavailability of any promises by other agencies for providing support for the same intervention.
- Unavailability of similar supported interventions in nearby localities.

The Required Information and the Sources of their Collection

The following Table contains a description of the required information and the sources of their collection:

S/No.	Required Information		Sources
1	General Information	• Number of houses and population • Location and geographical terrain • Services and infrastructure • Activities practiced by the people	• Population census records • Field visits • People and community leaders
2	Community components	• Social groups composing the community • Community leaders and village councils • Associations and clubs	• People and community leaders • Field visits
3	Sanitation practices	• Toilets and discharge system of their waste at the level of the household and the public facilities • Prevalence of open defecation • Water sources and practices of filtration • Availability of hand washing requirements at home • Pollution sources in the village	• Field visits • Visiting the public facilities (schools, mosques, health units, other) • Home visits
4	Health problems	• Prevalence level of diarrhea among children • Most widespread diseases in the village • Population categories suffering from those diseases	• Visiting the Health Unit if any • Individual and group

			meetings with people
5	Previous interventions and the extent of their continuity and utilization	• What are the interventions • The supporting agency • Continuity of its work • Level of benefits to community from the interventions	• Field visits • Convene meetings with people, community leaders and members of the committees of the projects, if any • Previous reports and studies on the area

Coordination with Community Leaders for the Implementation of Ignition Stage

After the completion of visiting all the villages, convene a meeting with the representatives of the villages in the time and the place agreed upon by everyone, and at the meeting, express thanks to everyone for cooperation, and show the positive points that you have observed, and then guide the meeting to conclude an agreement on the following:

- Agreement on the proposed date of the fieldwork of the ignition team and the dates of visiting every village.
- Coordination with the community leaders to mobilize the people in the proposed dates (men, women, children).
- Identifying the places proposed to meet with the people; so as to avoid the divans (sitting rooms) and the indoor.

Session 6: Preparing for Ignition, introduction, and building Relation and Familiarity with Community

This session will focus on explaining to the participants the concept of ignition and steps for its implementation, and determining the requirements for the implementation of the ignition, the requirements for preparing the facilitators team and develop a fieldwork plan. In addition, and during this session, the first step in the ignition represented by introduction and building the rapport, will be discussed.

Expected Outcomes: After the completion of the session, participants will be able to:

- Define the concept, objectives and steps of ignition.
- Specify the requirements for the implementation of ignition.

- Develop the fieldwork plan and the requirements for preparing the facilitators team.
- Clarify the importance of building mutual trust with the community prior to starting the implementation of the ignition, with the knowledge of the aiding mechanisms for that.

Elements of the Session:

- Definition of ignition, objectives and steps.
- Preparing the requirements for the implementation of ignition.
- The fieldwork plan and the requirements for preparing the facilitators team.
- Building relation, trust and rapport with the community members.

Time required: 120 Minutes

Tools Required: Colored cards, Marker Pens, Flipchart Paper, Projector, Computer.

Session Plan

Elements of Session	Steps	Training Method	Time
The concept of ignition	– Explain to the participants the objectives and outputs of the session. – Make a presentation on the concept and objectives of ignition. – Explain the steps of ignition. – Motivate the participants to engage in discussion; and make sure that they understand the basic concepts.		15
Preparing the requirements for the implementation of ignition	– Review with the participants the table of equipment with assisting them to realize the importance of each of them, quantity and specifications required. – Discuss with them the alternatives from the local environment.		15
Develop the fieldwork plan and preparing the requirements for the implementation of ignition	– Ask the groups to develop the fieldwork plan. – Be sure to discuss the following points within the work of the groups: distribution of roles, preparing the requirements, communication with community leaders, timetable for implementation. – Discuss with the participants the importance of reviewing the information that has been collected on the villages with the facilitators team before the fieldwork.	Groups work	30

Building relation, trust and rapport with the community members; and motivating them towards positive interaction in all the activities	– Through brainstorming, ask the participants to clarify the importance of building rapport with the community before starting the ignition. – Ask the group to play roles around the mechanisms for gaining the trust of the community. – Give an opportunity to the groups to plan how to play the roles. – The team performs the process of playing the roles. – Group discussion on the process of playing the roles and feedback them. – Concluding the mechanisms through which the trust of the community could be gained.	Presentati on + Work within the group + Playing roles + Dialogue and discussion	60
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Supportive Information to Trainer:

Ignition is: Mobilizing the community to analyze the status of sanitation they have in order to recognize the risks of open defecation and open discharge of human excreta; and to reach to collective decisions to change the health behavior.

Objectives of Ignition:

- Assist the people to analyze the status of sanitation in the village.
- Encourage the people to take collective decisions to change wrong behavior and practices and improve the status of sanitation in the village.

Steps of Ignition Process:

1. Building rapport with the community.
2. Exploratory visit.
3. The community map.
4. Apply the hair and water, food and shit.
5. Calculate the amount of shit and health expenses.
6. Discussing the pathways.
7. The ignition moment.
8. Community Plan.

Preparing the Requirements for Ignition

Item	Use	Quantity
Colored cards (green, yellow, red), size 20 × 10 cm	For coding the houses on the community map: Green for houses with toilets and covered discharge, yellow for houses with toilets and open discharge, red for houses without toilets	Average of 100 cards of each color for every village; with taking into account the big villages
Colored powder from the building materials shops (white, blue, yellow)	To draw a map Yellow: for coding the feces on the map White: to draw the boundaries of the village Blue: to draw the roads and routes of moving to the places of open defecation	One kilogram of each color for every village
Flipchart	To calculate the quantities and write the children banners	One for every two villages
Marker Pens (Colored)	For writing	Four pens for every village
Disposable transparent plastic cups + Water bottles	For implementation of hair and water tool	Three cups and three bottles for every village
Disposable plastic plates	For implementation of food and shit tool	Three plates for every village
food that attracts flies (cheese or halva, etc.)		Three pieces of 150 gram weight of each piece for every village
Cork	For the map relevant to the follow-up of progress of the sanitation status in the village	One piece of 1.5 m × 1 m for every village
Pins		Small packet for every village
Adhesive tape		Three for all villages
Cameras	For documentation	2
Ignition Report For		1
Four wheel drive vehicle	For team transportation	1



Fieldwork Plan Setup

Communicating with the community leaders and specifying the dates of the fieldwork.

Based upon the dates proposed by the community leaders during the pre-evaluation period, the facilitators team leader shall communicate with them to confirm those dates or propose other dates in the case of the existence of any obstacle. A timetable shall be developed that determines the timing of visiting each village.

Timetable for the implementation of the methodology in the targeted villages

S/No.	Village	Day & Date	Communication Data with Community Leaders
1	X Village	Day..... Dated.....	Name of Community Leader: Phone Number:
2	Y Village		
3			
.....			

A key factor for the success of the implementation of the methodology is to ensure that the date and time at which the triggering will be initiated:

- does not coincide with other social events, such as religious occasions, wedding parties, funerals, markets, agriculture seasons (seeding and harvest), etc.
- it should be implemented at times that are comfortable and appropriate for all population categories (men, women and children), for example, taking into account the time of preparing meals by women.
- all households and community members must know the date and place of the meeting.

Team Meeting and Distribution of the Roles:

After the final agreement upon the dates of the field visits, the facilitators team (Leader and five members) will convene a meeting.



Meeting of the team before the field visits shall prepare the facilitators for the success of the stage of ignition

During the meeting, the following shall be discussed:

- Review the preliminary evaluation report to obtain a full perception on the nature of the villages, the sanitation status in them and any further important observations.
- Emphasize on the principles of teamwork and its importance in the success of the implementation of the methodology.
- Emphasize on preparing personal requirements, such as clothes and others during the period of the field visits.
- Distribution of the roles between the team members, through dividing them to groups of two members each, and specifying the population categories for each of them in accordance with the following Table:

Population Categories	Names of Facilitators	Remarks
Men Group	1.	At the level of each group, the main facilitator and the co-facilitator shall be identified. Naturally, the roles can be redistributed from one village to another according to the interest of the work and the work team.
	2.	
Women Group	1.	
	2.	
Children Group	1.	
	2.	

Important matters that must be observed during the building of rapport with the community:

- Do not forget to introduce yourself, and explain the reason for your presence there.
- Do not make the introduction longer than necessary.
- Do not use official or polite words, but use people's own terms.
- Do not rush in asking the questions from the list you have.
- Do not provide any promises.
- Do not ask for any irrelevant information (non-beneficial) during the process of ignition.
- Do not be a lecturer.
- Do not be arrogant / Do not use the phone.

Session 7: Ignition Tools

This session is aiming towards explaining to the trainees the different tools used in the facilitation of CLTS, the method of implementing each tool and the important observations that must be taken into consideration by the facilitator during the implementation of each tool.

Targeted Outputs: After the completion of the session, participants will be able to:

- Specify the ignition tools and the objective of each tool.
- Determine the requirements and procedures for the implementation of each tool.
- Develop the fieldwork plan and the requirements for preparing the facilitators team.
- Apply the procedures for the implementation of each tool.

Elements of the Session:

- Exploratory visit.
- Community sanitation map.
- Hair and water.
- Food and shit.
- Calculation of the amounts of shit in the village.
- Feces transmission pathways to the mouth.
- Calculating the health expenses.
- Violations against Sharee'ah resulting from open defecation.

Time required: Four Hours

Tools Required: Colored cards, Colored Powder, Halva, Marker Pens, Flipchart Paper, Projector, Computer.

Session Plan

Elements of Session	Steps	Training Method	Time
Exploratory visit	– Explain to the participants the objectives and outputs of the session. – Explain to the participants about the exploratory visit and its purpose, and the places targeted during the visit; with supporting that by photos captured from the field. – Discuss the procedures for implementing the exploratory visit; and clarify the roles of the facilitator and the co-facilitator. – Based upon the field experience, discuss the matters and the situations that may encounter the facilitator during the visit and how to deal with them, and motivate the participants to enrich the discussion. – Engage with the assistant trainer in the delivery of an illustrative presentation on the procedures for implementing the visit. – Divide the participants into two groups (males and females). Ask each group to nominate two of its members to repeat the presentation independently; with observing the specificities of each category in the dialogue during the visit. – Make a group discussion on the process of playing the roles and feedback them. – Conclude an agreement with the participants on what should be done and what should not be done during the visit. – Make sure that the participants have understood the basic concepts relevant to the tool.	Presentation + Work within the group + Playing roles + Dialogue and discussion	30
Health map	Repeat the following steps with all the tools: – Preparation of the materials required for the delivery of illustrative presentations and playing the roles in the place at which the exercises will be implemented.	Presentation + Playing roles + Dialogue and discussion	40
Hair & Water Tool		Presentation + Playing roles +	20

Food & Shit Tool	– Show to the participants the definition of the tool; and explain the purpose of implementing it. – Discuss the procedures for implementing the tool and clarify the roles of the facilitator and the co-facilitator during the implementation; with supporting that by photos captured from the field. – Based upon the field experience, discuss the matters and the situations that may encounter the facilitator during the implementation of the tool and how to deal with them, and motivate the participants to enrich the discussion. – Engage with the assistant trainer in the delivery of an illustrative presentation on the procedures for implementing the tool. – Divide the participants into two groups (males and females). Ask each group to nominate two of its members to repeat the presentation independently; with observing the specificities of each category in the dialogue. – Make a group discussion on the process of playing the roles and feedback them. – Conclude an agreement with the participants on what should be done and what should not be done during the implementation of the tool. – Make sure that the participants have understood the basic concepts relevant to the tool.	Dialogue and discussion	20
Calculation of the amounts of shit in the village			20
Feces transmission pathways to the mouth			40
Calculating the health expenses			20
Violations against Sharee'ah resulting from open defecation	– Explain to the participants the objective of discussing the violations against Sharee'ah resulting from open defecation and open discharge of human excreta. – Make a presentation on the areas of violations against Sharee'ah and the supporting evidence thereto. – Give five minutes for the groups to enrich the theme with new additions or to provide their observations on the presentation. – Discuss the results of the work of the groups.		20

	- Discuss with the participants about the appropriate time to discuss these violations during the ignition. - Conclude an agreement with the participants on what should be done and what should not be done during the implementation of the tool. - Make sure that the participants have understood the basic concepts relevant to the tool.		
Management of Triggering Moment	- Provide a definition of the ignition moment and clarify its purpose and how to measure the response of the people. - Discuss with the participants the types of possible responses by the community members. - Discuss with the participants how to deal with each type of the responses of the participants. - Review of some of the questions, demands or obstacles that might be raised by the community members concerning the toilets being built by them and the covering of the exposed feces, and allow the participants to engage in discussion to provide their opinions and thoughts on how to deal with that; and then provide a feedback. - Provide a summary on the method of dealing with the responses of the people; and link all of that with the basic principles of the methodology. - Reach with the participants to a conclusion on the skills of the successful facilitator in dealing with the ignition moment.		30

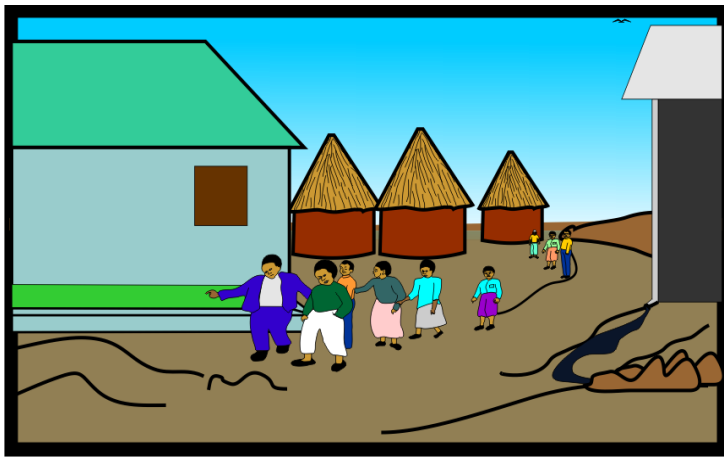
Supportive Information to Trainer:

Exploratory Visit

This step begins after the completion of introduction; through a transect walk on foot with the community members in the village from one place to another to observe and stand at the places of open defecation and open discharge of toilets waste; and to ask questions and listen to people.

Objective:

- Build a rapport with the community.
- Stirring the sense of shame and embarrassment at the community level due to the situation of open defecation and the open discharge of human excreta.
- Identify models of toilets and methods of discharging its waste; and learning from the expertise of the community.



Coordination of the roles and locations of the facilitation team is one of the factors for the success of the exploratory visit

- Alert the participants to give attention to visiting the places of open defecation, water sources and between the trees in the village.



The exploratory visit should target all the village squares and its facilities

- Discuss with the participants the importance of drawing the attention of the people to the flies, chickens and animals surrounding the shit.



The presence of flies and chicken around the feces is an opportunity that should be utilized to stir the disgust of people from eating the exposed feces

The alerts participants on what should be done and what should not be done

Do	Don't
- Ask for the local word that means feces and then use it in your conversation with them permanently. - Be patient and do not let the others to push you lose your temper. - Take in consideration to walk slowly at the places of open defecation and open discharge, initiate discussion and direct your questions to the targeted people. - Appreciate those who take a lead; and appreciate the successful experiences in the village. - Make sure to keep the group together until the end of the visit; and avoid dropout from the group. - Ask permission before capturing photos. - Use the sense of fun at the exploratory visit ad hoc for children. - Take in consideration that the timing of the exploratory visit should be appropriate for the conditions of the targeted group.	- Do not provide any promises. - Do not ask for any irrelevant information (non-beneficial) during the process of ignition. - Do not be a lecturer. - Do not be arrogant / Do not use the phone / Do not be interrupted about the main theme during the visit. - Do not respond if people ask you to leave the site or the place of open defecation (even if that was embarrassing to them). - Avoid the pathway of the men group to intersect with the pathway of the women group during the exploratory visit.

Third: Sanitation Map in the Village

It is a simplified map of the village that is drawn by the community showing the major landmarks (roads, mosques, health centers, schools, water sources, etc.); including the houses with the three classifications (houses with toilets and sanitation, houses with toilets but without sanitation, houses without toilets) and the sites of open defecation during the natural conditions and emergencies.

Objectives of the use of the Tool:

- It is a method to develop people understanding to the volume of the pollution problem in the village.
- Stirring the sense of shame among people due to the view of the village; in which the phenomenon of open defecation and open discharge of human excreta is spread.
- Bring the people to a persuasion that they all are affected by the phenomenon of open defecation.
- Clarify the correlation between the open defecation and the pollution of the village environment with all of its components.
- Motivate the people to discuss the situation in preparation to reach to collective decisions about correcting the sanitation practices in the village.



Community Map represents one of the most important tools to stir the people to discuss the status of sanitation in the village

Alert the participants on what should be done and what should not be done.

Do	Don't
- Prepare all the tools used in drawing the map before starting the work. - Select an open space where you can create a large map and also a lot of people can participate in this activity.	- Do not draw the map by yourself. - Do not embarrass the attendees by selecting certain persons to participate in drawing the map. - Do not discuss what should be done by the community.

- The co-facilitator must be constantly sure that all attendees are able to watch and listen to all the events during the activity. - Ask people to identify the external boundaries quickly (it is not important to identify accurately). - Attempt to involve all attendees in the process of drawing and analysis of the sanitation map. - Encourage creativity and make the drawing of the map full of joy. - Make sure that people understand and realize the objective of drawing the map.	- Do not tell people what is good and bad; and do not push them to do what should be done. - Avoid drawing the map in the divans and at indoor because many people will not come to these places.
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Fourth: Implementation of the Hair and Water Tool

It is a method that assist people to realize how the shit reaches to them without seeing it. The objective of this tool is as follows:

Stirring disgust among people through proving to them that they are eating each other's shit in an invisible manner.



Hair and Water tool is one of the most tools that raises disgust if implemented correctly

Fifth: Implementation of the Food and Shit Tool

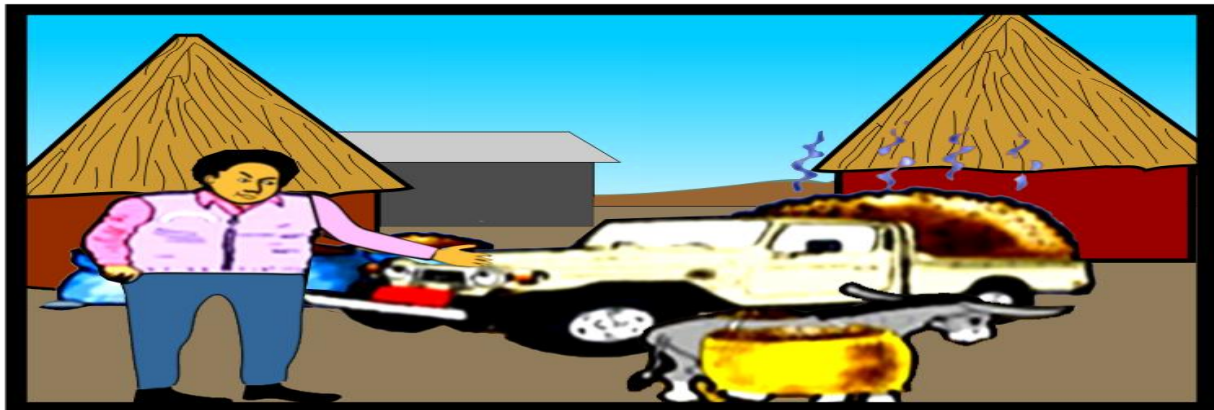
It is a method that assist people to realize how the shit reaches to the food without seeing it. This tool is aimed towards stirring the disgust of the people through proving to them that they are eating each other's shit in an invisible manner; and to show to them tangibly the role of the flies in that.

Alert the participants on what should be done and what should not be done during the implementation of the Hair and Water Tool and Food and Shit Tool

Do	Don't
- While you implement each step, do not rush and make sure that all the attendees are able to watch and listen to all the events of the activity. - Let the attendees to speak for themselves that they eat each other's shit. - Use real shit during the implementation of the tool.	- Avoid words and phrases that may hurt the attendees. - Do not say any sentence that declares they eat each other's shit.

Sixth: Calculation of the Amount of Shit

Is a tool to calculate the amount of the shit produced by the individual and the village (daily, weekly, yearly); in order to generate a sense of fear among the community concerning the volume of the problem they suffer.



In order to stir fear between the people, assist them to conceive the large quantities of the shit produced by the village annually

Seventh: Tracing the Transmission Pathways of Feces to the Mouth

Is a tool through which the community traces the transmission pathways of feces from the places of the open discharge and open defecation to the mouth.

B. Objective of implementing the Tool:

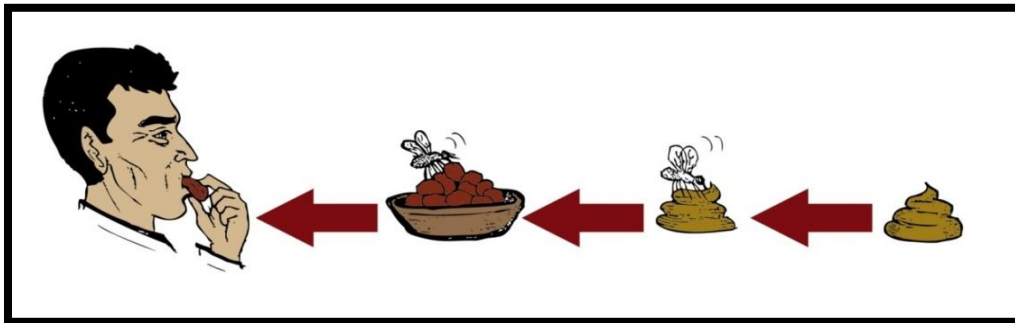
- Facilitate the understanding of people of the modalities of transmission of feces to the mouth.

- Stirring the sense of disgust through discussing the role of the flies, chickens and animals existing in the places of open defecation in the transmission of feces to the human mouth.
- Assist the communities to understand the environmental impact of open defecation (air pollution, food pollution, water pollution, etc).
- Assist people to determine the health behaviors to prevent transmission of feces to the mouth.

What is the appropriate time to implement the Tool?

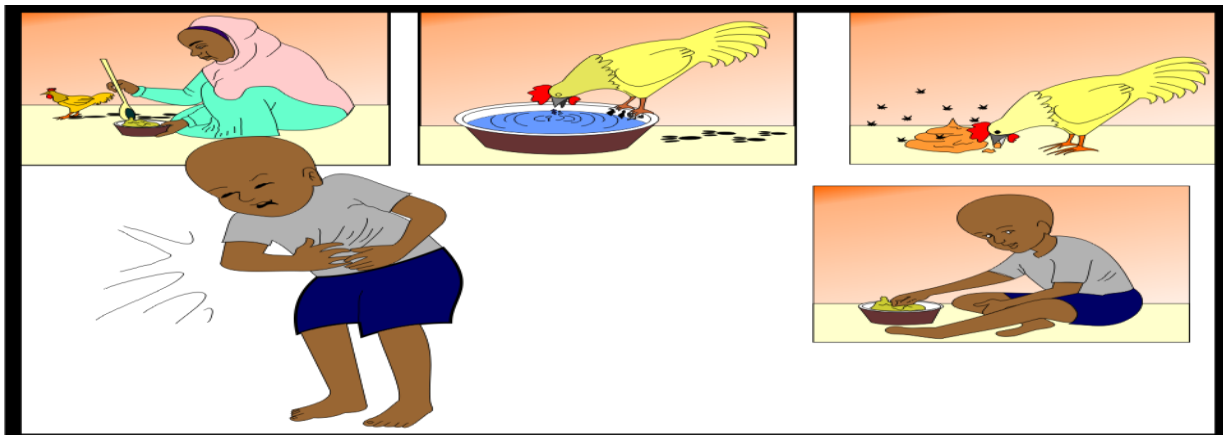
- This process is implemented during the exploratory visit when flies, chickens and other animals are seen on the shit; and hence; it is necessary to draw the attention of the people to them; and assist people to deduce their respective roles in the transmission of feces to the human.

Flies Pathway:



We eat the exposed feces daily with our food because of the flies that come from the open defecation places

Transmission of feces through Chicken:



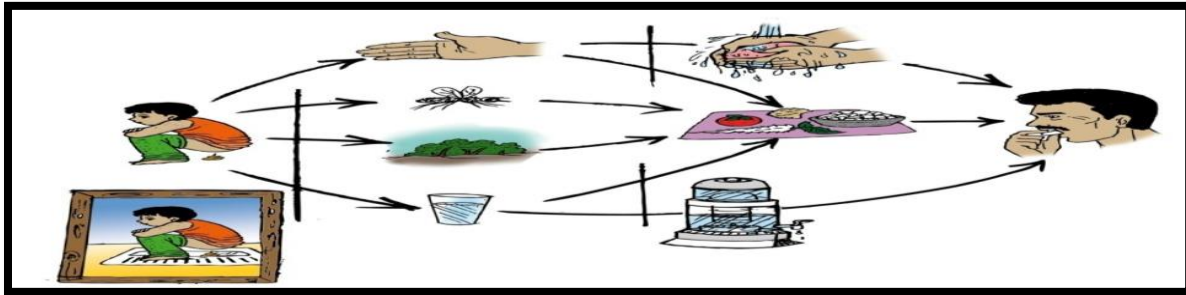
Chickens feed on the exposed feces and transfer it to us through their legs and beaks

It is secondly implemented; after the implementation of the tool of calculating the amount of the shit; as follows:

Using the graph to assist people to focus on the five main transmission pathways of exposed feces to the mouth and to enable them to identify the most important interventions to cutoff those pathways.

- Build and use toilets.

- Hand washing.
- Water filtration.



Availability of the toilet, hand washing with soap and water and water filtration are of the most important interventions to cutoff the transmission pathways of exposed feces to the mouth

1. Dos and Don'ts

Do	Don't
- Ensure everyone's participation in the discussion. - Let people realize on their own the transmission modalities of feces to the mouth. - Use encouraging expressions during the discussion, such as (well done / Excellent / etc). - Be patient and smiley.	- Do not draw the transmission pathways of feces to the mouth on your own. - Do not let people to drag you to minor themes that do not serve the process of ignition. - Avoid the risk to or attempt to educate the community about the diseases caused by open defecation, flies, disease vectors or the need to hand washing. - Do not propose solutions, let people to find out solutions on their own. - At this time, do not ask them what they should do; and defer that until the moment of triggering the ignition.

Eighth: Calculating the Health Expenses

It is a tool used to calculate the cost paid by people in the treatment of diseases relevant to hygiene, unhealthy discharge and the exposed feces. The objectives of this tool are as follows:

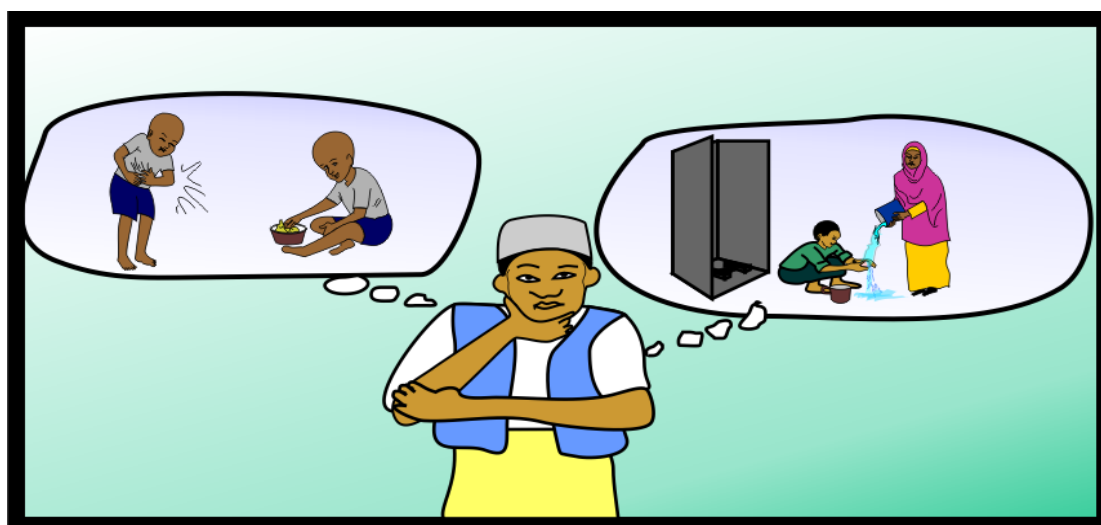
1. Stirring the fear among people through clarifying to them the large sums that are paid annually against the treatment of diseases associated with poor sanitation.
2. Assist the people to realize the relationship between the expenses they pay for treatment and the situation of the sanitation and hygiene in the village.
3. Clarify the economic and health benefits that are accrued to the households as a result of improving their behaviors regarding the hygiene and sanitation.



Calculation of the health expenses is one of the important tools to intimidate the people with the volume of expenditure on the diseases resulting from poor sanitation

Important notes that should be observed:

- While calculating the health expenses, it must be taken into account all of its components; represented in: transportation cost, cost of medicines, cost of medical tests and personal expenses, lost opportunity cost during discontinuity from the work by the patient or his attendant, etc.
- Do not exaggerate in calculating the annual through adopting the information provided by the people. This may lead you to lose their interaction and trust; so attempt to reach with them to a reasonable amount.
- Ask them to compare between the costs of building a toilet and the provision of hand washing utensils and the volume of the health expenses.



I have discovered today that hand washing and use of toilet saves money and maintains the health of children

Ninth: Intimidation through Violations against Sharee'ah

Through this tool, the facilitator will assist the community to recognize the violations against Sharee'ah in which perpetrated by human intentionally or unintentionally because of open defecation and open discharge of the waste of the household toilets. Focus will target the violations against Sharee'ah that are relevant to the following aspects: (Purity, the rights of the neighbor, eating the meat of livestock and chickens that feed on feces and dirt, loss of honesty, deterioration of environment, etc).

This tool is aimed at intimidating the local communities from perpetrating the violations against Sharee'ah that would generate a strong motive for behavior change and to ensure its continuity.

What is the appropriate time to implement this Tool?

There is no specific time allocated for this tool; and it is preferred to utilize the attitudes during the exploratory visit, the map and discussing the pathways. Additional time can be allocated for this tool after the completion of the implementation of all other tools.

Important notes that should be observed:

- Do not become a preacher; whereby your job is to motivate people to discuss and extract provisions by themselves.
- Avoid to be engaged in a discussion on the doctrinal disputes about every issue.
- Make sure that you have a stock of the Quran Verses and Prophet's Traditions (Hadith) relevant to those violations against Sharee'ah.
- Take advantage of the mosque preacher and the teachers of Islamic education in the schools to enrich the discussion on this theme.

Tenth: Management of the Ignition Moment

The Ignition Moment is the key point in the process of triggering the CLTS when the community attains a collectively realization that every person "eats" the other's shit because of the open defecation, and that this will persist unless open defecation is totally discontinued.

How the facilitator can ensure that the community has attained this point?

After the completion of the implementation of all the participatory analysis tools, the facilitator should measure the level of people realization to the risks of open defecation and open discharge of human excreta by asking them: Who will continue to defecate in the open? Who is ready for change?

Types of the responses of people and methods to deal with them by the facilitator:

- **Full Response:** When the entire community totally participate and be prepared to begin immediately to discontinue the open defecation, and to eradicate the phenomenon of open discharge of human excreta. In this case, the facilitator shall express thanks to the

community for their analysis and the decision reached, and immediately shifts towards facilitating the preparation of the community action plan.

- **Response conditional with the provision of subsidies:** If some people said that they are interested and have willingness for change, but that would cost them large amounts of money and they are in need of subsidies: tell them explicitly that you are there not to provide subsidies; and explain to them the options of low cost toilet or pit, draw the pit toilet (in the villages which do not have toilets). Ask them: how much will it cost? and according to the situation in the village, tell them about the experiences of other villages in introducing low cost toilets and pits; and the sharing of several houses of one pit; etc. Tell them that they are no less significant than those villages, and remind them with the expertise and capabilities they have, that enables them to **create better ideas for the designs of the toilets and pits even at costs less than the costs established by the others.**
- **Partial Response:** If some people have shown their willingness for change while some others have refused, raise the status of those who have responded to be leaders for change in their community; and be sure to capture a group photo with them as they are from between the first people who took the initiative in the willingness to discontinue open defecation and eradicate the open discharge. Motivate the attendees to discuss the attitude importance of these initiators at the level of their families and at the level of the community, whereby this would motivate other groups to join the initiators. Ask them: if most of the households have shown their commitment to discontinue the open defecation and eradicate the open discharge while some of the households have refused that, is it possible that the transmission of feces to the people in the village will be discontinued? Ensure that they realize the importance of the collective decision to eliminate the phenomenon of the exposed feces 100%.
- **Collective Disapproval:** If you found that the entire community is not definitively interested to take any action to eliminate the open defecation and eradicate the phenomenon of open discharge of toilets waste: Express your thanks to them all for their decision to persist in the open defecation and to keep the waste of their household toilets discharged to the open. Leave them alone; and do not put pressure on them.

Session 8: Field Implementation of the Ignition Process

This training session is focusing on providing the opportunity for participants to apply the facilitation procedures of the triggering process at the community level. The training session covers the preparation procedures that must be followed prior to the practical triggering including the formation of the teams, division of roles, organizing the materials, etc.

Expected Outputs: After the completion of the session, participants will be able to:

- Facilitators team able to organize and determine their roles in the triggering process.
- Facilitators team able to specify and prepare the required tools for the community triggering.
- Facilitators team able to practice the procedures of community triggering step by step.
- Facilitators team able to prepare the ignition report.

- Facilitators team able to specify the difficulties and problems that may be encountered during the work with the local community.

Elements of the Session:

- Prepare the teams for fieldwork.
- Agreement upon the implementation actions.
- Specify and prepare the required tools for the community triggering.
- Practicing the procedures of community triggering step by step.

Time required: Nine Hours

Tools Required: Colored cards, Marker Pens, Flipchart Paper, Projector, Computer, in addition to all the tools and equipment mentioned in Session 6 for the fieldwork.

Session Plan

Elements of Session	Steps	Training Method	Time
Prepare the teams for fieldwork	– Explain to the participants the objectives and outputs of the session. – Explain the importance of field training. Emphasize that it represents an opportunity to learn the skills of facilitation. – Through your own evaluation of the skills and capacities of the participants during the previous two days, ensure that there is a balance between the members of the groups (high, medium and low capacities); and if unbalance exists, you can make a re-distribution to attain balance. – Distribute the targeted villages on the groups, with brief information about each village. – Ask each group to distribute the roles between the members of the team (men team, women team and children team) with defining the role of the members of each team (the facilitator and the co-facilitator) and the details of the role of each person. – Ask the groups to brainstorm around: – How can they present themselves to the community? – How will they express to the community the purpose of their visit?		60

	- What are the tools the team will implement, and how will be the sequence of implementing them? - Ask each group to provide a brief summary of the result of their work.		
Agreement upon the implementation actions	- Reach with the participants to consensus on the sequence of the implementation steps. - Divide the participants into two groups (males and females); and ask each group to nominate two of its members to play the role of the facilitators while the rest of the group members represent the people of the village. - Allocate an open space outside the hall for each group to deliver an integrated presentation for all the steps of ignition according to the arrangements agreed upon. - One of the groups shall be accompanied by the trainer; while the other group shall be accompanied by the assistant trainer in order to observe the implementation actions and bridge the gaps that appear during playing the role. - Remind the participants with what should be done and what should not be done during the ignition process. - Make sure that the participants have understood the basic concepts relevant to the tool. - Distribute to the participants the paper containing the report data required from each group; and tell them that the time will be allocated in the next day to discuss the reports.		60
Specify and prepare the required tools for the community triggering	- Ask each group to identify the requirements of fieldwork by type and quantity; then distribute a list on them. - Give an opportunity for groups to receive the requirements of fieldwork from the training management according to the list. - Ask each group to divide the tools into three parts and deliver them to the men team, women team and children team.		30

	– Provide the leader of each group with the data necessary to communicate with the community leaders, the plate number of the vehicle allocated for the team and the data necessary to communicate with the driver. – Give the groups 15 minutes to prepare themselves for the fieldwork. – Ensure that the groups have all the required materials.		
Practicing the procedures of community triggering step by step	– After the groups have agreed upon the roles and all materials – You can give orders to start the work, taking into account that this is done according to the specified time, and moving must be en masse while ensuring there are escorts from the people of the targeted villages. – Emphasize on the teams to communicate with the community leaders at the moment of moving; and the emphasize on initializing the people (men, women, children) and assembling them in places agreed upon by people. – Conduct visits to the groups during the field implementation; and write down the notes to discuss them with the participants during the feedback.		6½ Hours

Supportive Information for Trainer:

Note:

The trainer should:

- Distribute the participants into groups, taking into account that each group is formed of members with different levels.
- Record all observations during the training; and discuss them with the participants upon return.
- Ask each group to report on the level of implementation; and indicate to all pros and cons; and review the report with the participants for discussion.
- Select close areas for training.

The basic steps in the facilitation of the community triggering through the CLTS tools through the community tools

- Introducing the team to the community leaders and to people, and explains the objective of the visit starting with amicable conversations to gain trust and for ice breaking, concluding the conversation by asking about the popular word used for the shit, and then ask them to accompany the team to take a tour in the village.
- Conduct the exploratory tour with all the people – men, women, children (each category separately) – to show the open defecation overtly.
- Bring people to an appropriate location and facilitate the elaboration of the environmental sanitation map of the village, identify the places of open defecation, urination and bathing, and drawing the water sources, houses and public facilities, etc.
- Conduct the calculation process of the amount of the shit according to the total number of the households in the village and the number of the households without toilets.
- Share the thoughts with the community about what really happens to the large amounts of shit that are exposed to air; and where does all that shit go?
- Implement the exercise of "hair and water, food and shit" to prove that water and food can be contaminated with the shit without being noticed.
- Discuss the transmission pathways of the feces to the mouth and the effective interventions to cutoff those pathways.
- Discussed the violations against Sharee'ah perpetrated by the people because of the open defecation and open discharge of toilets waste.
- Manage the ignition moment through:
 - Motivating the people to discuss with each other upon what they can conclude from this process.
 - And then ask them about their willingness for change.
- Ask for proposals for change.
- Conclude the visit, thanking people for their participation and sharing their experiences.

– Reports of the trainees on the implementation of the methodology with the community

- Report of the participants after the implementation of the community triggering shall include the following elements: name of the community and village.
- Number of the attendees from each category.
- Procedures followed / tools used during the community triggering.
- Tools with greater impact.
- What was performed correctly?
- What was performed incorrectly?
- How was the triggering moment?
- What are the challenges that encountered the team during the community triggering?
- What are the improvements that will be applied the next day?

Session 9: Continued Field Implementation (Evaluation of the First Visit and Implementation of the Second Visit)

This session will enable the participants to review and share the experiences relevant to the practice of ignition facilitation in the rural areas during the first visit; and planning to improve the performance in the second visit.

Expected Outputs: After the completion of the session, participants will be able to:

- Identify the strengths and the weaknesses in the performance of the teams during the first day of field training.
- Determine what should be done to improve the performance during the second field visit.
- Practicing the procedures of the community triggering in accordance with the improvement plan agreed upon.

Elements of the Session:

- Review the reports on the first field visit.
- Prepare the improvement plan and arrange the ignition requirements.
- Field visit and practicing the triggering in the targeted communities for the second day.

Time required: Nine Hours

Tools Required: The same requirements for the implementation of Session 8.

Session Plan

Elements of Session	Steps	Training Method	Time
Review the reports on the first field visit	– Explain to the participants the objectives and outputs of the session. – Ask each group to meet and make a final review for their report. – Ask each group to present its report and discuss it with the participants in a plenary session. – Ask the other groups to express their opinions, proposals and comments on the work of the group that delivered the presentation; after the presentation of each group; and then provide a feedback after every discussion within a time not exceeding 10 minutes for each presentation. – The trainer and his assistant shall provide their observations on the performance of the group. – After all the groups ends the review and discussion of their reports,		90

	establish with the participants a summary on the experiences that would be advantageous.		
Prepare the improvement plan and arrange the ignition requirements	- Explain to the participants that a second visit will be conducted. - To practice facilitation skills; and providing the groups with the names of the villages that will be visited; in addition to brief information on those villages. - Ask the participants in the plenary session: What will each group do today differently? And how the performance can be better? - Ask the groups to re-distribute of roles among its members, and agree upon the improvement plan. - Give an opportunity for the groups to receive the requirements for fieldwork from the training management according to the list, and divide the tools into three parts and deliver them to the men team, women team and children team. - Provide the leader of each group with the data necessary to communicate with the community leaders, the plate number of the vehicle allocated for the team and the data necessary to communicate with the driver.		60
Field visit and practicing the triggering in the targeted communities for the second day	- After the completion of all arrangements, you can give orders to start the work, taking into account that this is done according to the specified time. - Utilize the observations from the first day to improve the follow-up of the second visit.		6½ Hours

Session 10: Continued Field Implementation of the Ignition Process (Evaluation of the Second Visit and Agreement upon the Points of Improvement)

This session will focus on the discussion of the second field visit reports and the level of performance improvement.

Expected Outputs: After the completion of the session, participants will be able to:

- Identify the strengths and the weaknesses in the performance of the teams during the second day of field training.
- Determine what should be done to improve the performance in the future.

Elements of the Session:

- Review the reports on the second field visit.
- Reach to an agreement upon the points of improvement.

Time required: Two Hours

Tools Required: Colored cards, Marker Pens, Flipchart Paper, Projector, Computer.

Session Plan

Elements of Session	Steps	Training Method	Time
Review the reports on the second field visit	– Explain to the participants the objectives and outputs of the session. – Ask the participants to express their feelings about the experience of the second visit, and how it was different from the first one. – Ask each group to meet and make a final review for their report. – Ask each group to present its report and discuss it with the participants in a plenary session. – Ask the other groups to express their opinions, proposals and comments on the work of the group that delivered the presentation. – The trainer and his assistant shall provide their observations on the performance of the group. – After all the groups ends the review and discussion of their reports, establish with the participants a		90

	summary on the experiences that would be advantageous.		
Identify the points of improvement	– Ask the participants: if there has been a third visit; what are the points of improvement that can be applied? – Express thanks to the groups; and demonstrate the level of their progress and conclude the session.		30

Session 11: Community Plan for the Achievement of Total Sanitation

This training session is aimed towards providing the participants with the basic skills to facilitate the process of the preparation of the community action plan for the implementation of the CLTS activities in pursuit to achieve the status of open defecation free.

Targeted Outputs: After the completion of the session, participants will be able to:

- Define the community action plan and its objective.
- Facilitate consensus-building.
- Apply the facilitation procedures for the for community plan preparation.

Elements of the Session:

- Definition of the action plan and its objective.
- Procedures for community plan preparation.

Time required: Two Hours

Tools Required: Colored cards, Marker Pens, Flipchart Paper, Projector, Computer.

Session Plan

Elements of Session	Steps	Training Method	Time
Definition of the action plan and its objective	– Explain to the participants the objectives and outputs of the session. – Discuss with the participants the definition of the community action plan and its purpose. – Clarify the definition of the plan and explain the purpose of its implementation. – Ask the participants about the components of the community plan? Who is responsible for the preparing it? Reach with them to consensus upon that issue. – Discuss the roles of women and children in the community plan.		30

Procedures for community plan preparation	- Discuss the procedures for the preparation of the plan; with clarifying the roles of the facilitator and the co-facilitator during implementation. - Based upon the real field experience, discuss the issues and attitudes that may encounter the facilitator during the facilitation of the plan preparation and how to deal with them; and motivate the participants to enrich the discussion. - Engage with the assistant trainer in the delivery of a presentation concerning the facilitation of the plan preparation. - Divide the participants into two groups (males and females). Ask each group to nominate two of its members to repeat the presentation independently; with observing the specificities of each category in the dialogue. - Make a group discussion on the process of playing the roles and feedback them. - Conclude an agreement with the participants on what should be done and what should not be done during the implementation of the tool.		90
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Supportive Information to Trainer:

Community Action Plan

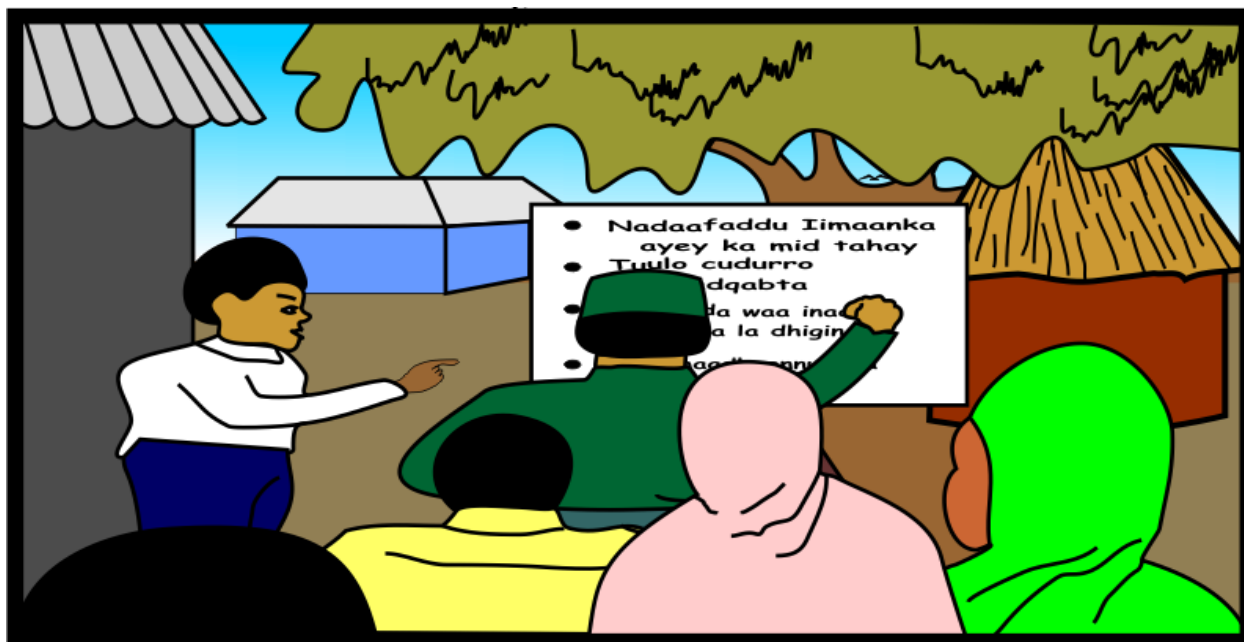
It is a simplified plan developed by the people with the assistance of the facilitator to show their determination through it towards the objective of declaring their village free of the exposed feces during a specific period of time, and identifying the activities and initiatives that will be implemented by them to achieve that objective (build and use toilets, dig pits and covering them, awareness, water filtration, eliminate open defecation) with identifying those responsible for the implementation and follow-up for each activity.

Implementation Procedures:

1. If you found that people have shown a positive interaction to change their behavior to discontinue the open defecation and eliminate the phenomenon of open discharge of

human excreta; assist the community to implement their plan to achieve the status of open defecation free.

2. Start immediately to create competition between the people; and tell them that if they have eliminated the open defecation and eradicated the open discharge of toilets waste, then their village will be declared as the first village in the region free of open defecation and that they will be celebrated for this achievement.
3. Start to record the initiatives and the initiators as natural leaders within the area; through setting a flipchart and encouraging the early applicants for work to come and participate.



The initiatives panel can be designed in accordance with the following model:

Initiatives Panel

S/No.	Name of Initiator	Initiative Type					Time Period Implementation Date
		Building Toilets	Pits Digging	Pits Covering	Provide Support	Other	

1							
2							
....							

1. To prepare the plan of change in an integrated manner, motivate people to form a committee from between the community leaders and the natural leaders to oversee the completion of this process. The plan can be designed in accordance with the following model:

Plans of Change		Activities to discontinue Open Defecation and Open Discharge			Water Filtration Activities				Hand Washing Activities			Person In charge for follow-up	
N o.	Name of House Owner	Activities			Implementation Period	Activities			Implementation Period	Activities		Implementation Period	
		Built Toilet	Pit Digging	Pit Covering		Water Filter	Boil Water	Other		Cleaning Materials	Hand Wash Basin		
1													
2													
3													
4													
5													

Important points that should be observed

1. **Beware:** Do not provide any promises concerning the delivery of any subsidies to them.
2. Encourage the leaders to lead the community and to share their thoughts with all the community in regard of the implications of the exposed feces and what should be done to eliminate that.
3. In order to motivate the community leaders to play a more positive role, explain while talking to them the experiences of villages that have been successful in introducing change; and the positive roles played by the leaders of those villages in bringing their villages to that success

Session 12: Follow-up of Implementation of Community Plan for the Achievement of Total Sanitation

This training session is aimed towards enabling the participants to understand and absorb the importance and objectives of the follow-up of the community action plans; and the roles of the external facilitators and community leaders to facilitate the community participation in implementing the activities of the total environmental sanitation.

Outputs of the Session: After the completion of the session, participants will be able to:

- Determine the importance and objectives of follow-up and the activities subsumed thereto.
- Identify the roles of the external facilitators and the local community in the follow-up of implementation.
- Determine the community organizing mechanism for the implementation and follow-up of the community plan.
- Empower the community leaders and the active groups to implement their roles in the follow-up process.
- Motivate the community for positive interaction and the implementation of further initiatives that contribute in the improvement of sanitation situation in the region.
- Identify and use monitoring and follow-up tools.

Elements of the Session:

- Importance and objectives of follow-up.
- Roles of facilitators and community in the follow-up of the implementation of the plan.
- Organizing the community for the implementation and the follow-up of the community plan.
- Empower the community leaders and the active groups to implement their roles in the follow-up process.
- Motivate the community for positive interaction and the implementation of further initiatives.
- Monitoring and follow-up tools.

Time required: Three Hours

Tools Required: Colored cards, Marker Pens, Flipchart Paper, Projector, Computer.

Session Plan

Elements of Session	Steps	Training Method	Time
Importance and objectives of follow-up	– Explain to the participants the objectives and outputs of the session. – Discuss the participants about the reasons for the failure of many communities and institutions in the implementation of their	Lecture	10

	plans, despite the availability of the potentials and the observance of all factors of success in their preparation. Assist them to reach to a conclusion concerning the importance of the follow-up, and that its absence means the failure or insufficiency in the implementation of the plans. – Discuss with them the concept of the follow-up and its objectives in the CLTS methodology, and conclude the discussion by presenting a summary on the concept, the importance and the objectives.		
Roles of the community and facilitators in the follow-up of implementation of the plan	– Ask the following question to the groups: Will the follow-up by the external facilitators be better, or by the local community? Ask the groups to provide justifications for their selection. – Each group presents the results of its work. – Convene a plenary discussion session to make a comparison between the options posed by the groups; and if there is bias from the participants towards the external facilitators, remind them with the principles of participatory approach; and in particular the principles of the CLTS methodology. – Reach with the participants to a conclusion that the local community is the first and key responsible for the follow-up; and that there is a minor role for the external facilitators. – Now, apply a brainstorming to determine the roles of both of the community and the facilitators. – After the end of the brainstorming, make a comparison between the thoughts proposed by the participants and what is specified in the manual, and if you found any additional thoughts being posed by the participants; make a recommendation to adopt them and express thanks to the participants for that.	Groups discussions	15
Organizing the community for the implementation and the follow-up	– Discuss with the participants the concept and importance of organizing the community in the participatory approaches.		15

of the community plan	- Determine with the participants, through discussion, the mechanism by which the community can be organized to implement the follow-up (who are, in specific, the persons and bodies that will be responsible for the follow-up? What are the activities of the follow-up? When they will be implemented? Which is the reference body that will guide the process of follow-up in the community? - Review the proposed mechanism and reach with them to consensus.		
Empower the community leaders and the active groups to implement their roles in the follow-up process	- Now, discuss the roles of the external facilitators in empowering the community leaders and the active groups to implement their roles in the follow-up, for example: 1. Training the leaderships on the techniques of follow-up and the modalities of motivating the community to accelerate the implementation of their obligations in change; and the timely achievement of the objectives of the community plan, for example: • Conduct public conversations and discussions with the community. • Meetings of men and women at the neighborhood level. • Organizing hygiene campaigns. • Facilitation procedures for individual meetings and family visits. • Development of the regulations and societal norms. • Organizing initiatives to improve sanitation conditions in the public facilities in the village (schools, mosques, health facilities, etc). 2. Training the school community (teachers and students) on the mechanisms of activating the role of the school in the implementation of the community plan. - Create a summary of the steps for the implementation of the training sessions and the skills that must be available in the trainer to apply the participatory training. - Divide the participants into groups; and ask each group to prepare for a training	Presentation by the participants	120

	session, according to the description of the training sessions in this manual. – Beyond, give each group the opportunity to implement its training session before the participants, followed by a plenary discussion with all the participants. – Provide your concluding feedback around the performance of each group; and always start with the pros.		
Monitoring and follow-up tools	– Discuss the participants on the concept of monitoring and its importance. – Deliver a presentation on the tools of the information collection; and distribute models of them to each participant: – Discuss each tool separately in terms of its definition and relevance, the nature of the data it contains and the sources of collecting the data, who is responsible for filling the data, and the number of times to repeat it, and the agency to which you will forward the report, and how is it possible to utilize its information. – Collection and analysis of information and submitting the reports.	Group discussion	20

Supportive information to Trainer:

Definition of the Follow-up Stage:

It is the continuous process of the follow-up for the implementation of the community action plan, and the provision of support and assistance to prevent deviations. Usually the success and failure of the implementation of plans is based upon the availability of follow-up and the modality of its implementation.

Objectives of the Follow-up

1. Ensure the implementation of community action plans.
2. Follow up the progress made in the implementation of the activities of hygiene and sanitation.
3. Identify the challenges and take corrective actions in a timely manner.
4. Documenting and sharing best practices and reward the outstanding performance.
5. Create social pressures and foster competition.

Who is responsible for follow-up?

The CLTS methodology emphasizes that the process must be rightly led by the community to ensure the continuity of the sanitation activities and improving it over the time, hence, and after

completing the preparation of the community action plan by the community, the facilitators shall have to encourage the community leaders and the other actors to be responsible for ensuring the implementation of the activity plans constantly, and ensure the continuity of changes in behavior.

Organizing the Community for the achievement of the Total Sanitation:

How is it possible to organize the community to achieve Total Sanitation?

- It is preferable to motivate the senior person in-charge in the locality to lead and guide the community, and in case that there exist a council for the locality, then it can play the role of the reference body.
- There should be a supervisory committee to support and motivate the community for implementation, and it is possible to utilize of the existing community groups, while in case of the unavailability of these groups, the community will be responsible to form a supervisory committee or under any other appellation acceptable by the community, whereby this committee will be accountable in front of the senior person in-charge or the village council.
- Dividing the locality into squares or neighborhoods; and the formation of follow-up groups from males and females for every neighborhood; whereby they will be accountable in front of the supervisory committee.
- Identify and activate the community parties that can be involved to follow up the implementation.

Identify the tasks and the implementation mechanisms for the community parties that can be involved in the follow-up:

- Community leaders or village cooperation council
- Supervisory Committee
- Clusters of men and women at the neighborhood level
- School
- Health workers
- Orators and imams of mosques and preachers
- Water project management in the village

Community Parties	Tasks	Methods
The reference body (First person in-charge in the locality or the village council)	1. Existence of the persons who take the lead in the adoption of sanitation practices. 2. Participate in the preparation of the community plan for change. 3. Provide support and assistance for the implementation of the community plans. 4. Adopt accountability of the parties whose conduct falls short in the implementation;	1. Periodic meetings with the people in the village. 2. Periodic meetings to discuss the progress reports. 3. Conduct accountability sessions for violators and laggards. 4. Visits to families and neighborhoods to encourage the

	and practice social pressures for the success of the process of change. 5. Resolving the disputes arising from the implementation of the sanitation activities. 6. Encourage the social solidarity to fund the activities of change that are in need for that. 7. Follow-up the achieved progress by reviewing the monthly reports filed by the supervisory committee. 8. Approve the regulations.	initiatives that were initiated; and motivate the others to start. 5. Issuance of a written regulation.
Supervisory Committee (Composed of community leaders, natural leaders and active personalities)	1. Preparation of the community plan for change. 2. Create a community-based orientation towards the achievement of total sanitation. 3. Facilitation of meetings and community discussions to follow up the implementation of community plans. 4. Advocacy to organize public activities at the village level; such as organizing hygiene campaigns and supporting the sanitation facilities in mosques and schools. 5. Evaluate the level of progress and achievement; and propose improvement plans to address the deviations. 6. Identify and document the lessons learned and sharing them at all levels. 7. Facilitation of community dialogue in order to expand in the adoption of the sanitation behaviors and ensure their continuity. 8. Adopt accountability of the parties whose conduct falls short in the implementation; and practice social pressures for the success of the process of change. 9. Development of regulations and societal norms to ensure the continuation of the change. 10. Encourage the social solidarity to fund the activities for change that are in need for that.	1. Initiating the adoption of the new practices by the members of the committee. 2. Group and individual meetings with people. 3. Field visits to neighborhoods and families. 4. Formation of community committees to plan for the hygiene campaigns and public initiatives. 5. Organize visits to the villages that have scored success in applying the CLTS methodology; and transfer their expertise and lessons learned from its experiences to the community.
Gatherings of women and men in the neighborhoods of the village	1. Providing support to families concerning methods of hygiene, water filtration and toilets building.	1. Initiating the adoption of the new practices by the members of the committees.

	2. Bolstering the spirit of competition between the families in the neighborhood to accomplish the community plans. 3. Follow-up the level of progress at the level of the neighborhood and provide reports every two weeks to the supervisory committee.	2. Convene a meeting every two weeks, whereby this gathering is considered as a way to revive the competition between each other to improve the general hygiene and environmental sanitation in their houses and at the surrounding environment. 3. Home visits. 4. organizing public events to build toilets and implement hygiene campaigns at the level of the neighborhood.
The roles of personalities and other actors		
Schools	1. Improve the level of sanitation in the school; and provide opportunities for students to get used to the health practices. 2. Utilize the student's capacities in the preparation and implementation of awareness messages in support to the implementation of community plans. 3. Activating the role of the school in the implementation of public initiatives to support the sanitation in the village.	1. The formation of the health and environment committee in the school to lead the school outreach activities and the initiatives. 2. Utilize the morning queue program. 3. Intellectual, health, environmental and drawing competitions. 4. Organizing environmental plays and puppet theater for students and people in general.
Health Workers	1. Pursuit towards creating an environment supportive for the health practices in the health facility. 2. Outreach around the environmental sanitation during their work within the health units and centers and outside them.	1. Convene seminars and regular meetings at the health facility. 2. Home visits for mothers.
Orators and imams of mosques and preachers	1. Utilize the Friday sermon and lessons at mosque to raise people's awareness of the importance of the environmental sanitation and avoidance of open defecation. 2. Advocacy for public initiatives to resolve the problem of sanitation in the mosques and in the village in general. 3. Encourage the social solidarity to fund the activities for change that are in need for that.	1. Inference through the Quran Verses, Prophet's Traditions (Hadith) and the Prophet's biography associated with the importance of hygiene and environmental sanitation.
Water project management in the village	1. Participation in the environmental and health awareness.	1. Distribute outreach handouts around environmental sanitation. 2. Social and behavioral marketing in change, adoption of regulations

	2. Linking the provision of water services to the availability of toilet and sanitation in the house. 3. Periodic monitoring of the beneficiaries compliance with the regulations.	that oblige the beneficiaries with proper discharge of feces. 3. Home visits to ascertain the availability and use of toilets.
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Training the community leaders and active groups on the implementation of the tasks of follow-up:

The training is aimed to build the capacities of the community leaders and active groups in the empowering and motivating the community to achieve the objective of total sanitation in the locality.

The Targeted Groups by Training:

Participants at the community level:

1. Community leaders.
2. Members of the supervisory committees.
3. The school administration.
4. Management of the health facility.
5. Preachers and imams at mosques.

Participants at the school level:

1. School teachers.
2. Students.
3. Parents Council.

Expected Outputs: After the training, the supervisory committees, community leaders and teachers will be able to:

- Facilitate community dialogues in a participatory approach.
- Motivate families and neighborhoods to adopt changes in the targeted sanitation practices.
- Enable families to adopt simple techniques appropriate for building the toilets and hand washing utilities, and household water treatment and safe storage.
- Organize the roles of the schools and health facilities to support the sanitation process in the locality.
- Organize hygiene campaigns.
- Develop regulations and customs that ensure accelerating the change and its continuity.

Main Topics of Training:

- Skills of facilitating the community conversations, individual meetings and home visits.
- Skills of organizing hygiene campaigns and organizing sanitation initiatives at the public facilities.

- Simple techniques for building of toilets and hand washing utilities, and household water treatment and safe storage.
- Monitoring and follow-up mechanisms.
- Sanitation support mechanisms in the public facilities.

At schools, training focuses on the following topics:

- Methods of the formation of the environmental sanitation committees in the school and their tasks.
- Modalities of supporting the sanitation in communities by the schools and health facilities.
- Skills of facilitating the meetings of students, teachers and the parent's council.
- Sanitation requirements in schools.

Processes and Tasks

- Prepare the contents of training.
- Selection of training venue.
- Schedule the training.
- Invite the participants.
- Conduct training sessions.

Training Period: Two days; distributed between training the community groups and the training at school.

Below, supportive information are indicated that can be useful to the facilitator in the implementation of the training process, particularly with regard to the community support mechanisms for the implementation and follow-up of the community sanitation plan. The facilitator can obtain the same information stated here from the implementation manual of CLTS.

Community support mechanisms for the implementation and follow-up of the community sanitation plan:

1. Public meetings and discussions at the community level:

Public meetings are targeted towards:

- Follow up the progress in the community action plans.
- Improve the community plan, according to the results of the follow-up and evaluation.
- Promote dialogue and discussion about hand washing, water purity and public hygiene.
- Discuss the general actions for group work in the village.



The village council organizes periodic meetings with people to follow up the achieved progress

2. Periodic meetings at the level of the neighborhoods of the village:

Convening meetings for men and for women in the neighborhoods of the village is considered as one of the mechanisms to enable the local community to discuss the behaviors of the public hygiene and environmental sanitation; and contributing in the implementation of the community plan. Such gatherings assist to keep encouraging and promoting the spirit of competition between the localities and neighborhoods in the village to improve the public hygiene and environmental sanitation in their houses and the surrounding environment. Meeting could be held every two weeks, and as well, it is possible to benefit from the daily gatherings of men and women.

Convening group meetings at the level of neighborhoods in the village.



Women organize periodic meetings to discuss their contributions in the implementation of the community plan at the level of neighborhoods in the village

3. Home Visits:

Conduct home visits by the women and men committees at the level of the neighborhoods, whereby they are aimed towards enabling and motivating the families to implement their obligations with change; by achieving the following:

- Talk with the family about the practice of household hygiene and the current sanitation and the implementation of the household outreach regarding that.
- Evaluate and identify the achieved progress by the family toward the community action plan that has been developed during the ignition stage.
- Agree on one or two areas that can be improved by the family.

4. Organizing Hygiene Campaigns:

Organizing hygiene campaigns in the village is one of the important methods to assist people to recognize their problems and the importance of participating in solving them. The role of the facilitators will focus on enabling the community leaders to organize hygiene campaigns and the associated possible community-based activities regarding awareness of the importance of hygiene and sanitation, through assisting them to perform the following steps:

- First of all, it is essential to explain to the community leaders and the supervisory committee the importance of the hygiene campaigns; and it is necessary that people must demonstrate they are convinced with the implementation of those campaigns.
- This is followed by preparing the implementation plan of the hygiene campaign; whereby the plan shall include the day and date specified to start the campaign, the point of start and the places that will be covered by the campaign; including the places of open

defecation; with identifying the implementation requirements, preparation activities and the distribution of those responsibilities on the community leaders and members of the supervisory committee.

- Give special attention to outreach activities in order to motivate the community to participate in the campaign, through the mosque preacher and the public gatherings in the divans. In addition, it is possible to present theatrical performances by the students about the importance of hygiene campaigns.
- Later comes the provision of the requirements for the implementation of the campaign; such as brooms, sacks or bags to collect the garbage, shovels, etc. Finally, mobilize the entire community for the implementation of the hygiene campaign.



Involvement of people in the hygiene campaigns is one of the important methods to assist them to gain health practices

Hygiene campaigns must include schools.



Involvement of the students in the school cleaning will educate them to follow the practices of hygiene and environmental sanitation

5. Organizing the community initiatives to resolve the problem of sanitation in the public facilities in the village

The public facilities in the village includes:

1. Mosques
2. Schools
3. Health units and centers
4. Other public facilities

If these facilities remain lacking for sanitation utilities represented by facilities for sanitation, safe drinking water and means of personal and public hygiene, then they will remain a source of risk to the village, and the objective of the total sanitation will not be achieved in the village unless the situation in these facilities was rectified. In addition, these facilities have another function represented in the provision of the example and the environment able to assist the members of the community to gain health behavior associated with the practices of environmental sanitation and personal and public hygiene. The objective underlying the organizing of these initiatives is to improve the conditions of sanitation and the hygiene in the public facilities; through:

- Improving the status of the latrines in these facilities and make them usable, and completing them through building new latrines.
- With regard to schools, it is imperative to allocate latrines for female students at a location out of sight, preferably at the location where the female students spend the break.
- Attention to establishing hand washing utilities next to the latrines; and providing them with soap and water.
- Attention to the provision of clean and safe drinking water.
- Attention to hygiene.
- Create a mechanism to ensure the continued use of those facilities and to maintain their cleanliness; and the continuation of their functions and developing them.

In order to achieve the aforesaid, the facilitator; together with the community leaders; must convene public meetings with the stakeholders to:

- Assist them to acquire the knowledge and the skills to support the improvement of sanitation practices in the public facilities.
- The revival of the spirit of cooperation and solidarity which is famous to the Yemeni society, and as well, highlighting the worshipful side therein, particularly where the terms of the ongoing charity applies thereto.
- Motivating the leaders to mobilize the physical and human potentials of the community to meet the sanitation requirements in these facilities, whereby when the community energies are mobilized, they represent strength for the success of such acts. From between the aspects of that strength are the multiple skills and abilities of the members of the community (skills of construction, carpentry and blacksmithing, etc), and any of the physical resources that can be offered by each family of (stones, cement, timber, cars for transport; as well as animals; such as donkeys and camels, providing money, etc).

- In addition, it is possible to orient the community towards utilizing the charities and the tradesmen from the region or from other, whereby such entities always contribute in support of such societal orientations, but the facilitator should refrain from doing that on behalf of the community, whereby he can only indicate to this matter if there is a reason to so, for example, he can say that while he was in some of the villages; he has noted the existence of such entities which have supported the initiatives of those villages.

6. Develop regulations and customs that ensure accelerating the change and its continuity:

In order to accelerate the achievement of the total sanitation, and to ensure that the population will not return back again to their old behaviors, the community may develop regulations to show solidarity with the issue and penalize the violators, whereby these regulations will be implemented through the traditional social structures; and mainly aimed at collective pressure on the violators to the adherence with the standards and practices generally agreed upon. The applied regulations include:

- Imposing monetary fines on the violators being used in favor of sanitation in the village.
- Prevent families from utilizing certain features provided through the community such as water and electricity services.
- Other.



Linking water connection to houses with the availability of a toilet and discharge of its waste through sanitation facilities

Some of the customs created by some of the rural communities in Yemen, which has succeeded in declaring their villages free from open defecation and open discharge of human excreta:

- Refuse water connection to houses only after building a toilet and digging a pit.
- People in villages refuse to attend the Qat assemblies in houses without toilets.
- Families stipulate the availability of a toilet at the house of the husband to accept to marry off their daughters.



My basic clause is the availability of a toilet that protects the privacy of my daughter; and offers her comfort and safety

Monitoring and Follow-up Tools

Information required to be monitored and followed up:

There is a number of indicators that must be followed up in order to measure the progress in the implementation of sanitation activities in the community plan, the most important:

- The number of families that built shared toilets.
- The number of families that has built private toilets.
- The number of pits that have been dug and covered.
- Declining number of the places of open defecation.
- Lessons learned and successful experiences.
- Public activities to support and motivate the community.
- Societal norms and penalizing the violators as an indicator for sustainability.
- Provision of tools and utilities for hand washing and water filtration.

Those information are collected through:

- Field visits and observing what has been accomplished.
- Individual and public meetings and discussions.
- Submitting regular reports.

A tool that can be used in the monitoring process:

Community Sanitation Map:

The community map is considered as one of the important tools to monitor and follow up the level of progress in the implementation of the sanitation activities. The layout of the village map can be designed on a slab of cork and coding the houses and the public facilities with the green, yellow and red cards, according to the sanitation status therein; and the slab is fitted in a public place agreed upon by people (office of the village, the school, etc); a person will be assigned to follow up the changes in the village and reflect those changes in the map. For example, a house

that was built without a toilet but now it has a toilet and a pit; so its coding in the map will be changed from the red card to the green card; and so on. This process will continue until the village achieves the objective of the total sanitation.

This map will have another benefit, namely motivating and pressure:

- As the families will compete for change in order to change their position in the map and to declare that in front of all people, and as well, this will also happen at the level of families and neighborhoods in the village. This will be more effective if it is associated with a speech of acknowledgements publicly or a certificate of appreciation from the leadership of the village.
- Furthermore, the map can be used in practicing social pressure, whereas in the advanced stages of the improved sanitation process there will appear in the map a limited number of households who protracted in change and disfigure the appearance of the map, whereby these households will receive criticism and discontent from all people who look to the map; and may this will push them towards change.

Follow-up Form

Implementation of the household initiatives in every village

No.	Name of House Owner	Initiatives committed by the family according to the plan	Family commitment in the initiative implementation			In case of non-commitment, what are the causes	Solutions
			Full commitment	Partial commitment	Non committed		
1							
2							
3							

Follow-up Form

Sanitation progress in village

Status of open defecation and open discharge						Water Filtration		Hand Washing Problem			Person in-charge for follow-up
Monitoring Stage	Number of places of open defecation	Distribution of houses and facilities with toilets and sanitation				Distribution of houses according to the availability of a means of water filtration		Distribution of houses according to the availability of hygiene materials at a distance of less than 3 meters from toilet			
		Houses and facilities with toilets	Houses and facilities with toilets	Houses and facilities witho	TOTAL	Available	Unavailable	Available	Available in a remote location	Unavailable	

	month from ignition											
Villag e Y	Pre- ignition											
	End of first month from ignition											
	End of second month from ignition											
	End of third month from ignition											

Session 13: Evaluating the success of the villages in achieving the objectives of the Total Sanitation

This training session is aimed towards enabling the participants to understand and absorb the importance, objectives and standards of evaluating the success of the villages in the achievement of the objectives of the total sanitation and the actions adopted to implement the evaluation; with the arrangements for organizing the declaration ceremony and awarding the certificates.

Outputs of the Session: After the completion of the session, participants will be able to:

- Determine the importance and objectives of evaluation.
- Determine the standards for evaluating the targeted villages and the parties involved in the evaluation.
- Explain the evaluation mechanism.
- Clarify the arrangements for organizing the ceremony of the declaration of villages and awarding the certificates.

Elements of the Session:

- Importance and objectives of evaluation.
- Evaluation standards.
- Evaluation mechanism and actions of implementation.
- Arrangements for organizing the ceremony of the declaration of villages and awarding the certificates.

Time required: One Hour

Tools Required: Colored cards, Marker Pens, Flipchart Paper, Projector, Computer.

Session Plan

Elements of Session	Steps	Training Method	Time
Importance and objectives of evaluation	– Explain to the participants the objectives and outputs of the session. – Discuss with the participants the concept and objectives of evaluation within the framework of the CLTS methodology, and conclude the discussion by providing a summary on the concept, importance and objectives.	Lecture	10
Evaluation standards	– Deliver a presentation on the evaluation standards. – Discuss each standard separately. – Discuss the indicators of attaining each standard.	Group discussion	20
Actions of implementing the evaluation	– Clarify to the participants the parties responsible for evaluation. – Discuss the importance of the abrupt visit for the initial evaluation and those responsible for its implementation. – Discuss the actions for implementing the final evaluation visit; and the signing of the minutes of substantiation of the results of the visit.	A presentation by the participants	20
Declaration of villages	– Discuss with the participants the importance of the declaration ceremony. – Clarify the responsibilities of the local communities and the supporting agencies in organizing and supporting the ceremony. – Discuss about the proposed agencies that could be invited to attend the ceremony, with the importance of inviting representatives from relevant government agencies. – Show a model of the certificates that are awarded to the villages.	Group discussion	10

Supportive Information to Trainer:

- **Standards of the evaluation and declaration of villages:** The evaluation and declaration of villages is subject to the following standards:
 - Availability of toilet in every house.
 - Availability of a covered pit or closed reservoir.
 - Availability of toilets and pit in the assemblies.
 - Village is free of the exposed feces.
- The eligible villages will be abruptly inspected under the supervision of a team composed of:
 - Two male and female facilitators
 - A representative from the supporting agency
- Beyond, a final preview committee will be formed to inspect the villages for the declaration of such villages; composed of:
 - Two male and female facilitators
 - A representative from the supporting agency
 - A representative from between the population of each village targeted by the facilitators team

Verification Methods

- Reports review
- Preview the community map
- Transect walk in the village
- Home visits
- Individual / community discussions and / or meetings

After ensuring that the standards has been attained in the village, the committee signs the minutes regarding that; a copy of it will be kept in the village; and a copy to be delivered to the supporting agency. The committee continues to inspect the remaining nominated villages; and the same measures apply.

Ceremony of the declaration of villages

After the successful villages are identified, an agreement will be made on the date of organizing the declaration ceremony, whereby the ceremony will be organized for all villages that attained the standards in a venue agreed upon by the targeted villages.

The villages will be responsible to organize the parts of the ceremony, while the supporting agency will prepare a certificate for each village with the possibility of contributing to the support of the ceremony with soft drinks and other, whereby this depends on the policy of the agency.

It is recommended to invite social figures and formal and informal leaderships to attend the ceremony, with the importance of coordinating with a TV channel to photograph and publish the declaration news at the channel at a time that it can be watched by the others. As well, it is recommended to publish the event in one of the government newspapers and on the web, etc., given that all of this represents a moral support for the targeted villages; and at the same time; it may motivate other villages to continue their efforts in the achievement of total sanitation.

Session 14: Upscaling the Environmental Sanitation Ladder

This session will focus on discussing the importance and the mechanisms of supporting the community to maintain the new behaviors and the expansion in the practices of other behaviors, including hand washing, household water treatment and proper use of latrines.

Outputs of the Session: After the completion of the session, participants will be able to:

- Specify the importance and the tools of maintaining the behavior change.
- Motivate the community towards the expansion in the sanitation practices.

Elements of the Session:

- Tools of maintaining the behavior change.
- Improve the conditions of the household latrines.
- Expansion in practicing new behaviors.

Time required: Three Hours

Tools Required: Colored cards, Marker Pens, Flipchart Paper, Projector, Computer.

Session Plan

Elements of Session	Steps	Training Method	Time
Maintain the behavior change	– Explain to the participants the objectives and outputs of the session. – Through working groups, ask each group to answer the following question: After the success of the villages to change their practices: is it possible that those villages; totally or partially; may return to practice the old behavior? If the answer is yes, what are the factors that can cause that retreat? How can they be prevented and minimize their impact? – Ask each group to review the results of its work.	Groups work with general discussion	60

	– Reach with the participants to the conclusion about the factors that may cause the retreat of the villages towards practicing old behaviors. – Discuss with the participants the tools of maintaining the behavior change; and focus on discussing the importance of improving the conditions of household latrines and options of improving them. As one of those tools, also continue the development of the community regulations.		
Expansion in the sanitation practices	– Show the participants the scheme to cutoff the transmission pathways of the exposed feces to the mouth. – Ask them to establish the most important sanitation practices which the community can expand in applying them. – Discuss with them the importance of water filtration as one of the effective interventions. – Clarify the methods of water filtration in the house; with discussing the advantages and disadvantages of each. – As well, discuss the importance of water sources protection. – Ask the participants if there are other areas to expand in the environmental sanitation practices? – Assist them to reach to a conclusion on the importance of the public hygiene for houses and villages, and how to deal with animal droppings to reduce their harms and benefit from them as fertilizer for the agricultural lands. – As well, discuss the roles of the villages that have been successful in achieving the total sanitation in the transfer of their experiences to the neighboring villages.	Presentations and discussion	120

Supportive Information to Trainer:

Methods to maintain the behavior change and avoid return to open defecation:

1. Improve the conditions of the toilets.
2. Community outreach on the importance of the use of toilets and keeping them clean.
3. Continue to activate and develop the community regulations and norms.

Improving the conditions of the latrines:

The expertise and experiences in the application of the CLTS at the level of Yemen and abroad have demonstrated that improvements in the sanitation systems usually occur gradually and not in a single leap, whereby the interim solutions presume that they should be improved gradually with the availability of the expertise and the resources required to improve them; or at the end of the life cycle of the temporary latrines.

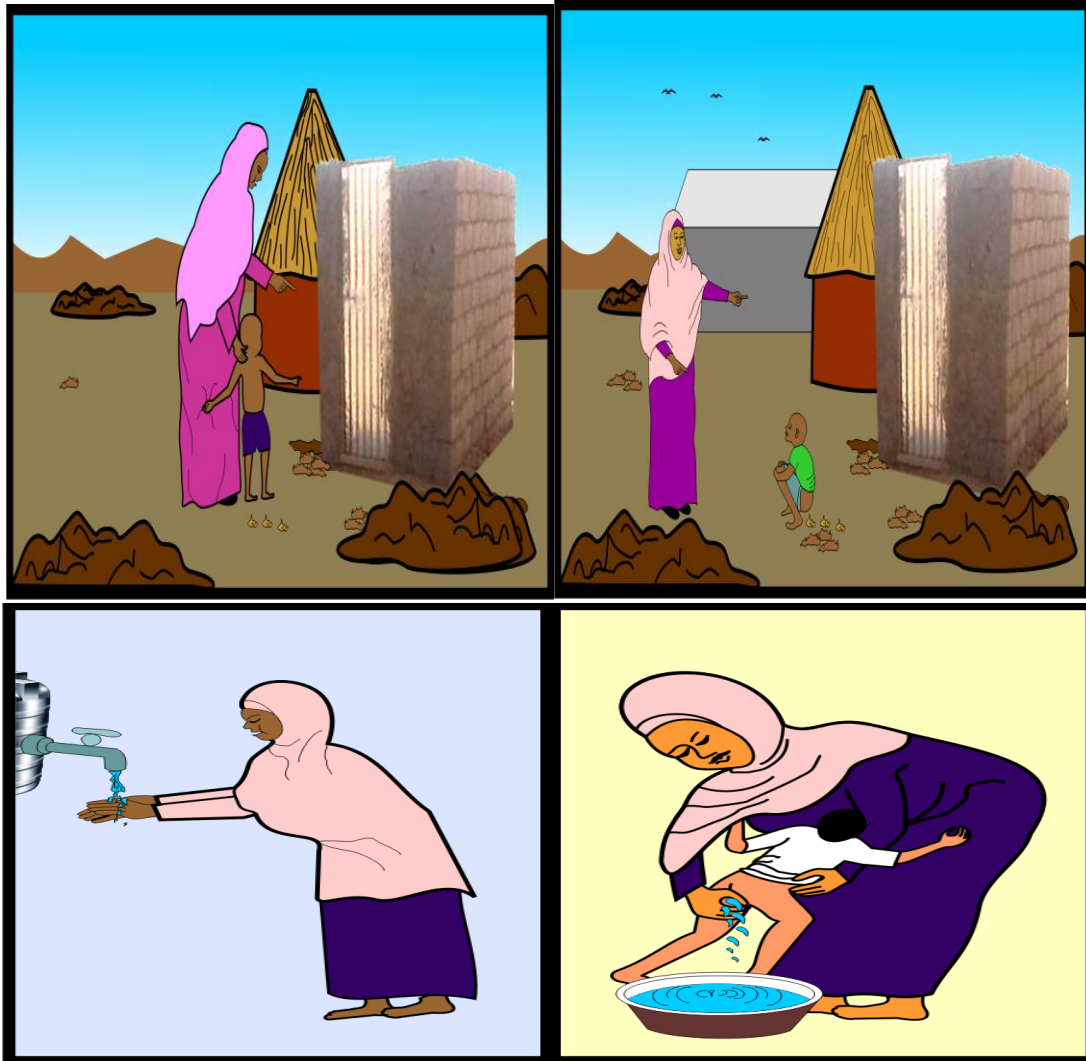
What is the improved latrine?

- "Improved" sanitation facilities are those that reduce the chances of population contact with the human feces. Those improved facilities include:
- Latrines that discharge the fecal waste in a sewage network through pipes or in an absorbency pit.
- In addition to the latrines dry pits established and equipped with covers.
- These facilities are not considered improved except only if they were private latrines and not shared with other families; and provided that those facilities are cleaner than those unimproved facilities.

The trainer should ask the participants to preview the models of the latrines at the end of the methodology implementation manual to compare between the improved and unimproved latrines.

Sanitation Technologies

The trainer must alert the participants that CLTS approach strongly prohibits to divulge any type of information on sanitation technologies to the community without expressing a demand by them, and even if there was a demand from the community for information on sanitation technologies; the facilitator should not describe the models, and instead, the facilitator should attempt to share the general principles or technical standards of the design. For example, the distance between the toilet and the water source or the depth of the pit.



Disposal of the children's faces in the latrines or in a pit and covering it
Expansion in the application of other environmental sanitation practices

One of the most important areas of sanitation, which the communities can expand in applying them after eliminating the open defecation and hand washing:

Water treatment and safe storage within the households

Water filtration at the point of use (at home) reduces diarrhea between children to 29%

While water filtration at the source reduces diarrhea between children to 21%

Why? Because the water treatment at home will be followed by using it immediately and it will not be exposed to pollution as in the case of water treatment at the source where it is exposed to pollution in the pots used for water collection; and from the exposed feces which dries up and volatilize in the air.

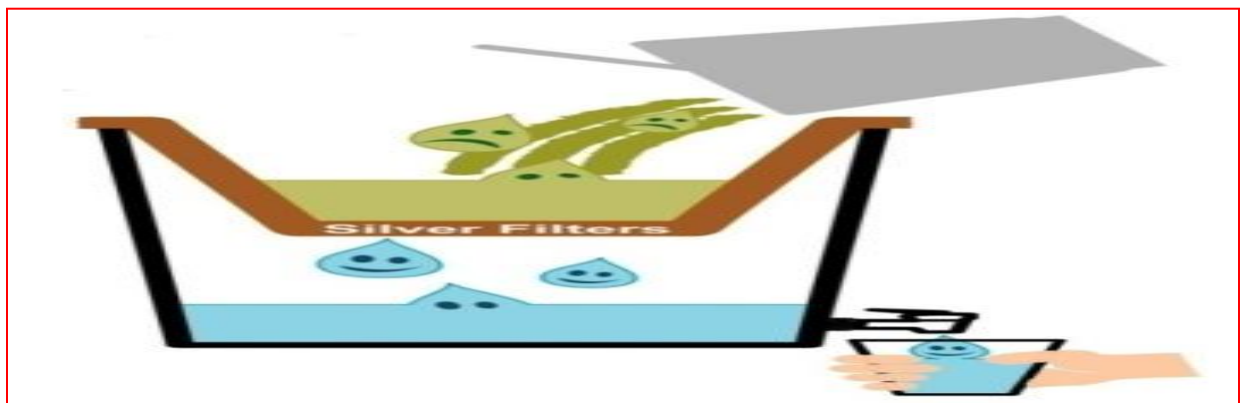
Review with the participants the filtration methods of household water with discussing the advantages and disadvantages of each method, including:

Porcelain filter saturated with silver

It consists of a porcelain pot saturated with silver for water filtration and purification. The pot receptacle is installed inside the pail to collect the clean water; while water is poured through a faucet. This pail always needs to be kept clean.

Advantages:

- It removes suspended particles in the water, such as dust and other.
- Eliminates bacteria up to 100%
- Productivity: 2 – 3 liters per hour



Porcelain filter is one of the best methods for water filtration at home

Ceramic Filter:

It consists of ceramic candles for filtration installed inside a pail. clean water is collected to another pail equipped with a faucet to pour water, as in the following figure:



Water filtration at home by using ceramic filter



Ceramic candles installed inside the pail for water filtration

Advantages:

- It removes suspended particles in the water, such as dust and other.
- Eliminates bacteria up to 75%
- Productivity: 1 – 2 liters per hour

Water filtration with a clean piece of cloth

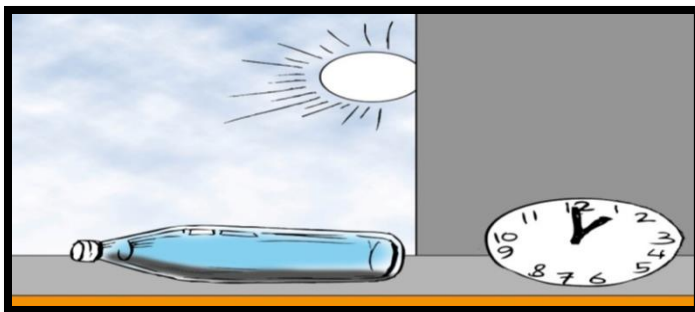
This method is of low efficiency in water filtration. It is recommended to boil the water after being filtered with a piece of cloth, but it is recommended to use the piece of cloth to filter water containing a large amount of suspended particles prior to the use of one of the aforementioned filters.



Boiling the water after being filtered by the use of a clean piece of cloth

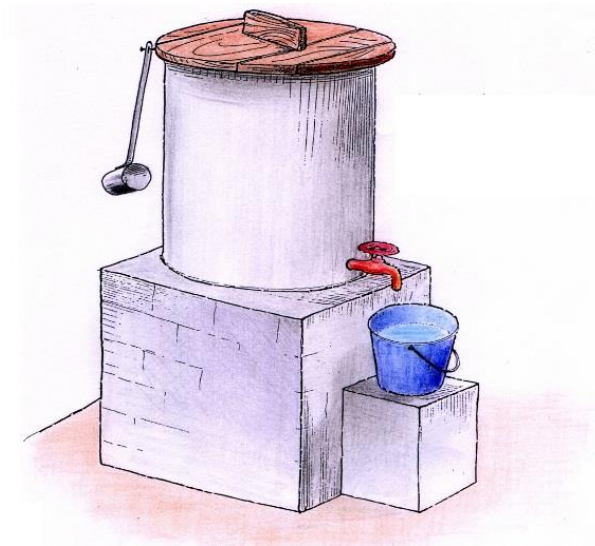
Exposing the water to sunlight

Putting the bottles filled with water under the sunlight for 4 hours at noon is enough to kill a lot of germs. It is recommended to color one side of the outer surface of the glass bottles with the black color to help absorb as much of the sunlight. this method is one of the cheapest methods for water filtration at home.



Exposing the water to sunlight for four hours is enough to purify it

After water filtration, it should be kept in a clean and sealed utensil to prevent exposing it to contamination again.



Sample of a tank to save water equipped with a faucet and placed in a clean spot at home

One of the expansion areas in sanitation is that the villages that have been successful in applying the CLTS can expand the implementation of the methodology through mainstreaming their experiences to other villages on the level of the District they belong to.

Evaluation and Conclusion of the Course

This session will focus on the evaluation of the achievement level of the outputs of the course; and receive the opinions of the participants on the program of the course, trainers, management of the course and other facilities; and their recommendations to improve the future courses.

Time required: 90 Minutes

Elements of Session	Steps	Training Method	Time
Benchmarking learning outcomes	– Distribute self-evaluation form, the same form that was only distributed on the first day. Type on it (post-evaluation form) and ask the participants to fill it. – Then, you should compare the outcomes of the pre-evaluation forms with the outcomes of the post-evaluation forms; and find out the level of the achievement of the course outputs.	The use of self-evaluation form of the course outputs	20

Training evaluation and conclusion of the course	– Show to the participants the training objectives that was announced on the first day. – Put options for the level of achieving the first objective and distribute them in different parts of the hall. – Ask the participants to assemble at the option they think it expresses the level of achieving the objective. Record the numbers of the participants assembled at every option and calculate the proportion of each of them to the total. – Repeat the previous steps for measuring the level of achieving the rest of the objectives. – distribute the course evaluation form and ask the participants to articulate their opinions on the program of the course, trainers, management of the course and other facilities, with a recommendation on how to improve such courses in the future.	Evaluation forms and general discussion	40
Conclusion	– Express sincere thanks to the participants for the time and effort that went through the course, and focus on their most important pros. – Deliver a speech reminding them with their future responsibilities. – Also, express sincere thanks to everyone who contributed in the success of the course.	Concluding speech	30