UNITED REPUBLIC OF TANZANIA

MINISTRY OF HEALTH, COMMUNITY DEVELOPMENT, GENDER, ELDERLY AND CHILDREN

NATIONAL GUIDELINES FOR URBAN COMMUNITY LED TOTAL SANITATION (U-CLTS)

Prepared by:
Environmental Health and Sanitation Section

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Inadequate provision of Environmental sanitation and hygiene services is becoming a serious concern in most developing countries due to high rates of population growth and urbanization. In African countries, provision of adequate environmental health services including sound solid and liquid waste management, management of storm water drains and provision of improved toilet facilities has remained a challenge for decades. These challenges are not confined in rural areas alone but are noticeable in the urban settings at an alarming rate. Relentlessly, measure taken to mitigate this pathetic condition of environmental health are naïve or ineffective compared to the magnitude of the problem.

In Tanzania, the increase of unplanned settlements due to urbanization have intensified the challenge of increasing access to environmental sanitation and hygiene services to urban dwellers. It is estimated that only 34.2 percent of the urban population has access to improved sanitation, with the remaining using basic sanitation facilities or practicing open defecation (NBS, 2014). Similarly, it is estimated that less than 75 percent of solid waste generated is collected and disposed. Furthermore, only 17 percent of the urban population is connected to the sewer system. This situation has made communicable diseases related to poor sanitation and hygiene a persistent burden.

In response to these growing concerns, the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) in collaboration with stakeholders is implementing the National Sanitation Campaign (NSC) which aims to increase proportion of urban population with access to improved sanitation from 34.2% to 75% and the amount of solid waste collected from 47% to 75% by 2020. In order to achieve these targets, the Ministry has adopted a participatory approach referred to as Urban-Community Led Total Sanitation (U-CLTS). The approach entails the facilitation of the community’s analysis of their sanitation profile, their practices of defecation and the consequences, leading to a collective action to become ODF with emphasis on increasing access to improved sanitation and hygiene facilities.

These Guidelines are therefore put in place to assist urban Local Authorities to conduct CLTS facilitation sessions uniformly without compromising its fundamental principles. It is expected that the application of these Guidelines will contribute to the restoration of the state of the art of sanitation and hygiene across the country.

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Permanent Secretary
ACKNOWLEDGEMENT

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Prof. Mohammad Bakari Kambi
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<tr>
<td>BEST</td>
<td>Behavioural, Environment, Sanitation and Total Elimination of OD</td>
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<td>CAP</td>
<td>Community Action Plan</td>
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<td>CBO</td>
<td>Community Based Organization</td>
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<td>CCs</td>
<td>Community Champions</td>
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<td>CSOs</td>
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<td>FBO</td>
<td>Faith Based Organization</td>
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<td>MoHCDGEC</td>
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<td>NSC</td>
<td>National Sanitation Campaign</td>
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<td>OD</td>
<td>Open Defecation</td>
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<td>OGD</td>
<td>Open Garbage Disposal</td>
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<td>PHO</td>
<td>Principal Health Officer</td>
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<td>RAS</td>
<td>Regional Administrative Secretary</td>
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<td>SLTS</td>
<td>School Led Total Sanitation</td>
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<td>SWM</td>
<td>Solid Waste Management</td>
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<td>UCLTS</td>
<td>Urban Community Led Total Sanitation</td>
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<td>WASH</td>
<td>Water Sanitation and Hygiene</td>
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<td>WEC</td>
<td>Ward Educational Coordinator</td>
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<td>WES</td>
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GLOSSARY

Community Led Total Sanitation (CLTS)
This is an integrated approach that sensitize and transform the community to stop open defecation practices and related behaviours to achieving and sustaining ODF status. It entails the facilitation of the community analysis of the defecation practices, waste disposal and the associated consequences leading to collective action to become ODF.

Community Champions
These are the people who emerge spontaneously during the process of triggering and post-triggering stages. They take the lead role in persuading the whole community to participate in improving hygiene and sanitation status in their area.

Improved latrines
Refers to the latrine with a washable floor, walls and door for privacy, a roof and safely contain faecal matter from contact with human being. The following types of latrines are considered improved in Tanzania’s context: Pour-flush/flush latrine; Improved Pit Latrine; Ventilated Improved Pit latrine; Composting latrine; Ecological sanitation and Mound / raised pit latrine

CLTS facilitators
For the purpose of this Guideline, CLTS facilitators are those who are capable of working directly with the community and trigger CLTS at that level e.g. Government staff, Non-Governmental Organizations or even natural leaders who emerged from triggered Mitaa/Sub-villages.

Transect walks
A transect walk involves walking with community members through the Block or Mtaa from one side to another observing, asking questions, listening and discussing the insanitary conditions found along the way, locate the areas of open defecation and visiting different types of latrine along the way.

Triggering
This is the process of facilitating participatory exercises using different tools of CLTS where a community realizes the bad effects of open defecation and decides to stop it.

Shame
It is a painful sensation excited by a consciousness of guilt or of having done something which injures reputation.

Disgust
Aversion or displeasure produced by something loathing, strong distaste and anything extremely unpleasant to the moral taste or higher sensibilities of our nature; as practicing open defecation and eating each other’s shit in the village.

Fear
It is an emotional response to tangible and realistic dangers related to unsanitary conditions which may lead to diarrhoea, malnutrition and death.
Pride
It is a delightful feeling that an individual or community carries following attainment of desired sanitation and hygiene behaviour change.

Sanitation/ Social Mapping
Is an exercise whereby the community joins together to draw a large map on ground of their Mtaa/neighbourhoods using different locally available materials such as colour powders, saw dust, ash, rice husk etc. The map, among other things indicates the preferred defecation areas as well as the places for disposal of waste.

Shit Calculation
Is the exercise undertaken during triggering session where the amount of feaces produced in that community is calculated to establish the quantity of shit that if is not safely contained in a toilet facility will definitely get back to human through several routes including but not limited to food, flies, fingers, fluids, formites, and field (soil). This exercise generates an element of shame and disgust among the participating members of the community.

Ignition moment
It is the moment of collective realization that due to open defecation all are ingesting each other’s faeces and this will continue as long as open defecation goes on. Often at this stage the spirit goes high and violent arguments begin as to how to stop open defecation. The magnitude of Ignition (community reaction) can be one of these; match box in a petrol/gas station, promising flames, scattered sparks and damp match box.

Community Declaration
It is a written declaration that is signed by the community leaders immediate after triggering in agreement to stop OD and improve sanitation facilities with specified period of time.

Community Action Plan
This is an implementation plan developed by community after critical analysis of the situation of sanitation and hygiene where they resort to change and develop a plan to enable the attainment of the desired changes that ultimately leads into ODF. The plan shows the objectives, targets and planned activities among others.

Open Defecation
Open defecation means that faeces are openly exposed to the air or direct to the environment.

Open Garbage Disposal (OGD)
Means disposal of solid waste in an indiscriminate or haphazard manner.

Open Defecation Free (ODF)
Means there is an indication of the community stopping the practice of open defecation totally and no indication of reverting to the practice of open defecation.

ODF verification
ODF Verification is a process of inspecting whether the triggered community has achieved ODF status.

ODF Certification
Means official confirmation and consequently recognition that a triggered community has actually achieved ODF status.

**Block**

Means a cluster of 200-300 dwelling houses whose inmates will form a geographical boundary for triggering session.
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PART ONE: INTRODUCTION TO THE GUIDELINES

1.1. Background Information

Globally urbanisation is increasing at unprecedented rate and contributes to economic and social development. In developing regions the proportion living in cities and towns has risen from 1.4 billion people in 1990 to 2.5 billion people in 2010 (Jacobsen et al. 2012). In most countries especially in the southern part of the world urbanisation is associated with many challenges including inadequate provision of sanitation and hygiene, poor solid and liquid waste management, and poor management of storm water.

A World Bank report on Urban Sanitation (2013) revealed that sanitation coverage in rapidly urbanising developing regions has increased slightly over the last 20 years. However, the number of people without access to improved sanitation in the same regions has grown to 35 percent. Specifically the report stresses that although the number of urban dwellers practicing open defecation has fallen overall from 145 million to 101 million, it has risen from 14 million to 25 million in Sub-Saharan Africa, and has fallen only slightly in Southeast Asia, from 19 million to 17 million people (UN-Habitat 2010), indicating that the problem of urban sanitation is still an issue of concern.

In Tanzania, urban areas faces similar challenges on sanitation and hygiene more worse on the mega cities. The coverage of basic sanitation and improved sanitation in urban areas is 97.6% and 34.2% respectively (NBS, 2012). Furthermore, sewerage coverage is as low as 17% which does not keep pace with the increasing demand due to urbanisation and thus a small proportion of the urban population have access to these facilities. Similarly in schools, there is in adequate provision of sanitary facilities for pupils. Most schools do not have improved latrines and where they are available the pupil drophole ratio does not meet the national targets. Further, most of these latrines are not clean; and are not provided with clean water and soap for hand washing. As a result the water, sanitation and hygiene related diseases are still common in Tanzania and contribute to more than 60% of the diseases reported in health facilities (MoHCDGEC).

In response to these challenges, the Government of Tanzania (GOT) through the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC, the Ministry of Water and Irrigation (MoWI), and the Ministry of Education, Science and Technology (MoEST) implements the National Sanitation Campaign (NSC) that aims to improve the status of sanitation and hygiene in rural and urban areas. In the later the campaigns targets household sanitation, solid and liquid waste management, and management of storm water. In this regard, the Ministry of Health, Community Development, Gender, Elderly and Children has developed these Guidelines for promoting behaviour change for urban dwellers. The Guidelines (Urban CLTS Guidelines) have been developed based on the environmental challenges encountered in the urban and peri-urban settings.
1.2. **Rationale of the Guidelines**

These Guidelines are developed to guide the facilitation of Community Led Total Sanitation in urban and peri urban areas. Over years, there has been no guidelines that reflects the sanitation challenges of the urban areas. Therefore, the introduction of the U-CLTS guidelines is a step ahead towards addressing problems of urban sanitation.

1.3. **Objective of the Guidelines**

The main of objective of these Guidelines is to guide in the implementation of Community Led Total Sanitation in Urban and peri urban setting. Specifically, the Guidelines aim to:

1. Lay out the procedures and tool for implementation of CLTS in urban communities; and
2. Lay out procedures and tools for implementation of CLTS in school communities in urban.

1.4. **Structure of the Guidelines**

These Guidelines consists of three main parts.

- The First part provides the introduction to the guidelines
- The Second part guides on the steps for facilitation of CLTS in urban areas.
- The Third part guides on the steps for facilitation of CLTS in school communities
PART TWO: STEPS FOR FACILITATION OF URBAN COMMUNITY LED TOTAL SANITATION

Urban Community Led Total Sanitation is conducted to provide an in-depth understanding on the importance of sanitation and hygiene to the urban communities. It encourages active participation of community members in observing hygiene practices and use of improved sanitation facilities and increase ownership of hygiene and sanitation intervention. There are three steps in the facilitation of U-CLTS and they include pre-triggering, triggering and post-triggering.

2.1. Step 1: Pre-triggering

This stage is where the facilitator gets to know the target area (Mtaa/blocks*) that will be triggered. It provides an opportunity for the facilitator to get an in-depth understanding of the community in terms of cultural barriers, enablers, and the status of Water supply, solid waste, liquid waste, storm water drains, latrine status, hygiene and the disease burden.

The pre-triggering stage essentially involves the following key elements:

- **Communication**: Communicate with the targeted community by sending formal information to the respective authorities (Ward and Mtaa Leaders). The letter should explain the purpose of the visit, proposed time, place and people to meet. It is advisable to follow up with the leaders to be sure whether the letter has been received and attended.

- **Site visit**: Meet the Local leaders to discuss in details the intention to conduct triggering in their area. Explain the importance and the scope of work and agree with them on the suitable time and venue for the community meeting. At this stage, you are advised to observe the physical status on the target intervention areas (Water Sources, Solid Waste, Liquid Waste, Storm Water Drains, Food outlets and Latrines/Toilets). Identify the sites with a potential for maximizing SHAME, FEAR, DISGUST and PRIDE during the triggering stage. Also, the site visit will help to comprehend the boundaries of the area which can facilitate the zoning.

- **Collection of baseline information**: Collect baseline information (primary and secondary) on the intervention areas to enable the facilitator understand the magnitude of sanitation and hygiene problems that the community is facing. The data can be obtained from the Ward/Mtaa leaders or any other potential source (NGOs, CBOs, FBOs, etc). Obtain data on disease burden from a nearby health facility.

- **Identification of stakeholders**: Identify all key stakeholders involved in managing urban sanitation (water supply, solid waste, liquid waste, storm
water drains, and food outlets) who will be involved in the implementation of the campaign. Prepare a list of stakeholders indicating their area(s) of intervention and contacts.

- **Advocacy:** Organize an advocacy session involving all the identified stakeholders (Mtaa Leaders, Extension Workers at Mtaa level, and representatives from NGOs, CBOs, FBOs, Private Sector, and Influential people) in the target area. Prepare the topics for sharing based on the key issues identified during the site visit and the baseline data collection. Prepare the hard facts based on the existing situation e.g. the association of the prevailing diseases with the status of sanitation and hygiene in the area. Explain the roles of stakeholders in the implementation of the campaign.

**Required materials:** Stationary, Transport, Fuel,

**Time for pre triggering:** At least one week

### 2.2. Steps 2: Triggering

Triggering is a process based on stimulating collective sense of Fear, Disgust, Shame and Pride among community members as they practically analyze the profile of environmental sanitation in their locality and the associated impact on the entire community. Triggering involves the following tools and their corresponding steps.

#### 2.2.1. Social Mapping

Mapping involves identifying and locating environmental sanitation challenges associated with poor solid and liquid waste management, construction and use of improved latrines; storm water drains, water supply etc. It is a useful tool for engaging all community members in a practical analysis of the prevailing sanitation status in the area.

**Aim:** The social map helps to provide an insight regarding the common practices related to sanitation and hygiene in the area. It enables the facilitator and the community to establish the right cause of problems in the respective locality.

**Steps involved in social mapping:**

1. Invite the audience around a suitable place where the map can be drawn;
2. Explain to the audience the highlights on the map drawing process;
3. Facilitate community to draw a quick outline boundary of the villages;
4. Request them to locate their houses, institutions, water sources, solid waste collection points, storm water drains, sewers, etc on the map. Tell them to use cards (provided) to represent structures mentioned above.
5. Guide them to use the **White** colour to indicate the boundaries; **Yellow** for the discharges/informal sites for urination/defecation; **Blue** for liquid waste and stagnant
water; and **Red** for heaps of solid waste. Other suitable locally available materials can be used.

6. Facilitate the community to break the silence and mention the word shit and sitting

7. Facilitate the brainstorming session based on the features indicated on the social map. Use the following prompt questions to lead the discussion;
   - Ask them whether they agree with the map and features indicated
   - What do they learn from the map?
   - Ask them why their surroundings are in that state?
   - Ask them whether they are happy with their surroundings

8. Request the group to join in a brief transect to establish the facts based on the features indicated on the social map.

**NB: Encourage everyone (elderly, women, and people with disability) to participate in the exercise and make it funny.**

**Materials:** Use the following materials to conduct the triggering session: Flip charts, Masking tapes, Markers, Pair of scissors, Coloured Powder, Manila Cards, and camera or any locally available materials such as saw dust, ash, tree leaves, e.t.c

**Time:** The exercise should not take more than 30 minutes

2.2.2. **Transect Walk**

It is a triangulation walk aiming to verify features and practices indicated on a social map. It involves walking with community members within the Mtaa or Block to observe the prevailing situation/facts and asking questions based on what is encountered.

**Aim:** The exercise aims at generating the sense of **Shame, Disgust, Fear** and **Pride.**

**Steps involved in transect walk:**

1. Invite community members to join the transect walk within their Mtaa or Blocks
2. Observe, ask questions, listen and discuss with community members on the existing sanitary conditions
3. Organize discussions near (very close) to where insanitary conditions are spotted. This helps to maximize disgust and shame
4. Pick shit or flowing discharges, bottles with urine, wipes/diapers
5. Take photos of the insanitary conditions
6. Upon completion of the transect walk convene at the original site (where the map was drawn) for discussion.

**Materials for Transect Walk:** Tools for conducting transect walk includes: note book, pen, Camera, shovel, gloves, container, water and soap for handwashing.
Time: The exercise should not take more than is 30 minutes

2.2.4. Shit and Waste Flow Diagram

At this stage, members of the community discuss and calculate the average amount of shit one person produces per day and multiply that amount by the number of members in the family/households and Mtaa or Block. Apply the steps below to facilitate participants to do shit calculation;

Aim: This aims to provide an inner understanding of the association between haphazard disposal of solid and liquid waste and other unhygienic practices which are likely to endanger health.

Steps for Shit calculation
1. Ask people how many kilos of shit an average individual produces per day, pick a reasonably big number;
2. Ask, how many people live in one household, (pick a big number)
3. Facilitate the meeting to calculate the average amount of shit produced per household per Day/Week/Month/Year
4. Multiply the amount of shit produced by households in a Mtaa or Block per year.
5. Facilitate the meeting to quantify the Kilos of shit into simple bulk measures (lorries, or bags)
6. Then, tell them they are healthier because they eat huge amount of shit (make it funny not to provoke them)
7. Ask them what they should do to stop eating shit

Steps for solid waste calculations
1. Ask people how many kilos of solid waste each household can generate per day, (pick a reasonably big number);
2. Facilitate the meeting to calculate the average amount of solid waste produced per household per Week/Month/Year
3. Multiply the amount of solid waste produced by households in a Mtaa or Block per year.
4. Ask people on the factors leading to improper disposal of solid waste identified during transect walk.
5. Facilitate the meeting to quantify the Kilos of solid waste into simple bulk measures (lorries, or bags)
6. Then, ask them where that huge amount of solid waste goes?
7. Ask them whether they are happy with the situation.
8. Ask them what they should do to stop uncontrolled dumping of solid waste
**Materials:** Marker pen and Flip chart, masking tape and flipchart stand,

**Time:** This step should not consume more than 30 minutes.

To make the community understand clearly the shit flow or waste flow diagram, the facilitators are required to carry out two practical exercise. The water/shit and or food/shit demo to help them assimilate the end point of shit when left on the open.

**Water/ Food Shit Demo**

This is a step that provides the community an in-depth understanding on the way feecal matter contaminates water sources and also gives an eye opener on how often they drink or eat shit.

Facilitate the process to enable the community members to internalize how shit can get back into their homes and cause diseases.

Similarly, the effects of haphazard disposal of solid and liquid waste should be well articulated based on what has been revealed during the transect walk.

**Aim:** To expose the community understand how open defecation can contaminate water and food. At this step the three pillars (shame, disgust and fear) of triggering are being realized.

**Steps involved in water shit demo**

1. Ask the audience to convene at the meeting place
2. Place the collected sample of shits on the ground
3. Ask two volunteers to step forward (Male and Female)
4. Give each one a sealed bottle of drinking water preferably 500ml and request them to drink half.
5. After they have drunk half-full of the bottle take back the bottles;
6. Use a stick to touch shit on the ground and then dip it in the same bottle of water;
7. Give back the bottle of water to them (do not interchange the bottles). Request them to drink again.
8. Immediately after they have refused, ask them why they can’t drink the remaining amount.

**2.2.5. Community Declaration**

At this stage, the audience declares to stop unhygienic behaviours in their neighborhood. It is a collective statement of the respective community to improve environmental
sanitation in the Mtaa or Blocks by ending offensive practices. The declaration must have a timeline for effecting the desired community changes.

**Aim:**
To obtain the commitment from the community members on their readiness to stop open defecation or open garbage disposal practices.

**Steps for community declaration**

1. Facilitate the community members to declare to stop OD and OGD (ask how many people are ready to continue eating shit; ask how many people are comfortable with the polluted environment; ask them to raise up their hands to know exactly who are ready to continue eating shit or are happy with the dirty environment (see if there is anyone who would like to continue with the current practices; ask them what they need to do to stop OD and OGD; ask them to specify time to fully stop the OD and OGD
2. Allow the Mtaa Leaders to read the declaration loudly to the community members and finally sign
3. Congratulate the community for taking wise decision and encourage them to ensure it is fully implemented

**Materials:**
Declaration form, pen and a loud speaker

**Time:**
Estimated time is 10 minutes.

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**2.3. Step 3: Post Triggering**

This is the final stage and essentially involves monitoring and follow up. When facilitating post triggering the following should be considered

**2.3.1. Engagement of the champions**

The Community Champions (CCs) these are the representatives of the community members and are eager to see changes in their neighborhood. The CCs are key for the implementation of the Community Action Plan in collaboration with Mtaa or Blocks Leader. Facilitate the process of identification of the CCs by engaging the community to select their peers, allow people to voluntarily propose themselves and at some points identify them and seek endorsement from the community. It is important to select CCs from both sexes.

**2.3.2. Preparation of Community Action Plan (CAP)**

The CAP is the community plan that is prepared with logical flow of events earmarked for solving the identified problems. The CAP need to capture the key focus areas as identified and agreed during the community meeting. In order to prepare a concise CAP the facilitator needs to ensure wide participation of the stakeholders present as indicated in section 2.1. The following are the key procedures to facilitate a good CAP;
✓ Form a task force (drawing representatives from the stakeholders)
✓ Identify other stakeholders who will take part in solving the environmental problems.
✓ Ensure the problematic areas identified during community meeting are captured comprehensively.
✓ Facilitate the identification of the solutions to overcome the problematic areas within the Mtaa or Blocks.
✓ Display the CAP in a publicly accessed place to enable the community to see it.
✓ Ensure the inclusion of the follow up and monitoring activities in the CAP.

2.3.3. Follow up and monitoring

Follow up entails tracing progress made against the Agreed Actions on a certain issue. It is a very useful step as it enables the systematic way of ensuring the agreed actions are being implemented within the specified period. It is important to indicate in the CAP the follow up component to keep the plan alive.

On the other hand, monitoring process refers to the tracking of progress over the planned activities and their corresponding outputs/outcomes. It is essentially a dash board to provide an immediate alert whether or not the intervention are heading towards the right direction and at the anticipated pace. The form A1 (which makes the Household Registers) is used to track progress on the key indicators. The following are key steps to enable the monitoring process;

- Involve the Community Champions who emerge from the group; Ward and Mtaa leaders and representatives from CBOs/FBOs and Private sector
- Gauge the progress against the Process and Output indicators as captured within the CAP.
- Apply indicators of process and progress to assess the performance.
- Organize the periodic community meeting to share the progress.
- Facilitate the community to review the CAP based on the progress observed.

2.3.4. Sustaining the Desired Community Changes

After the declaration and development of the CAP the community needs to continuously encourage practicing safe environmental sanitation and hygiene. The promotional events through Direct Consumer Contacts (Live Band, Drama, Gymnastic, football match etc) need to be planned and carried out from time to time with a branding of sanitation and hygiene messages. Equally important are the cleanliness competition and rewarding of the best performers and early adopters, enforcement of bye-laws and formulation or strengthening of the Community Based Organization with interest on environmental sanitation and related fields.

2.3.5. Capacity Building

Capacity building to various service providers needs to be strengthened from time to time in order to enable the community access high quality services. Identify the existing masons and map out their skills and experience in sanitation technologies. Train masons, food...
handlers, refuse collectors and street sweepers to enable them deliver services at an accredited standard.

2.4. Supportive Subject

2.4.1. Hand washing

Quite often the topic of hand washing is overlooked during facilitation of CLTS because of capitalizing on the use of latrines. It has to be clear that, hand washing with soap is key to optimize the benefits of latrine use. Therefore, facilitators should never forget material used for hand washing (water, soap, empty gallon and a piece of rope). It is also good to demonstrate the modern hand washing facilities to enable the people to know the recommended options.

Ask the community the following questions to provoke the discussion.

- At what critical moments do they wash hands?
- How is hand washing habitually done?
- Do they wash hands with water and soap?
- After defecation how do they clean kid’s bottom and how is its disposal
- Do they have a habit of hand shaking as a way of greeting one another
- How do they perceive shaking hands with a person whose hands are soiled with faeces
- Observe their feelings and ask what do they propose to get rid of dirt hands

Steps for proper Hand Washing

1. Wet hands with running water — either warm or cold.
2. Apply liquid, bar or powder soap.
3. Lather well.
4. Rub your hands vigorously for at least 20 seconds. Remember to scrub all surfaces, including the backs of your hands, wrists, between your fingers and under your fingernails.
5. Rinse well.
6. Dry your hands with a clean or disposable towel or air dryer.
7. If possible, use a towel or your elbow to turn off the faucet.
2.4.3. **Tips to be observed during facilitation**

Triggering requires proper organization and composition of the steps in order to convey the intended message to the audience. It is recommended to observe the following tips during the facilitation process;

- Facilitate, do not dictate or teach.
- Do not use “nice” words to describe shit or shitting.
- Focus on collective behavior change rather than on mobilizing individual households.
- During transect walk address all four pillars (Shame, Disgust, Fear and Pride)
- Initiate and encourage participants to express their feelings, and how they perceive
- Bring the discussion in agreement in order to reach on consensus.
- In case of large group of people, use Public address (PA)

2.4.4. **Qualities of a good facilitator**

Effective facilitation is key to a successful CLTS triggering in any community. Facilitators are required to enshrine the capabilities of getting the community to a level that they comprehend the essence of conducting triggering sessions in their areas. A good facilitator is expected to demonstrate the following qualities;

- Have background on participatory methodologies
- Be confident in expressions
- Be conversant with the approach
- Be gender sensitive
- Be able to communicate modestly
- Be cooperative and avoid dominancy characters
- Be flexible to cope with community situations
- Be able to speak clearly and loud enough so that everyone can hear
- Maintain right "body language" and "eye contact"
- Being energetic
PART THREE: STEPS FOR FACILITATION OF SCHOOL LED TOTAL SANITATION APPROACH

The implementation of the NSC applies the CLTS and SLTS approaches for mobilization of the entire community. While CLTS is meant for the general population the SLTS is intended for school community, pupils and teaching and non-teaching staff. The SLTS is intended to provide a platform for wider participation of all the pupils in schools in observing hygienic behaviour and keeping their environment clean. The approach emphasizes the concept of “Total” rather than dealing with a few as used to be a case under school WASH clubs. It is worth noting that, the introduction of SLTS is not meant to replace the WASH club but provide an entry point capturing all the pupils so that the responsibility of keeping the environment clean is shared across.

The design and implementation arrangement of the SLTS is in such a way that it enables pupils, teachers and non-teaching staff at schools (school community) to observe hygienic practices so as to maintain the surroundings clean. Further, it stimulates the participation of parents and school committees in the improvement of WASH facilities. Steps for facilitating SLTS are similar to those involved in CLTS and they include pre-triggering, triggering and post-triggering. However, there are some differences in the facilitation of these steps as described in the following sub sections.

3.1. Step 1: Pre – triggering

While organizing the triggering session in the community, it is important to ensure the school administration is aware so that pupils and staff take part in SLTS. The letter sent to the village leaders should state clearly that during triggering there will be a separate session for schools. At this stage the facilitator should do the following;

• Visit school and build a rapport with the school administration;
• Agree with the school administration the convenient day and time for triggering

NB: It is recommended to conduct triggering for schools and community in the same day. However, under certain circumstances triggering sessions may be conducted in different days.

3.2. Triggering

This stage refers to the actions taken to ignite the deep understanding of the linkage between unhygienic practices and the related effects. It is at this stage that the pupils and staff internalize the danger of unsafe excreta disposal and failure to practice proper hand washing. The SLTS applies the same tools as in CLTS to facilitate triggering sessions. The following are the tools for triggering the school community.

3.2.1. School Mapping/ sanitation map:

Mapping involves identification and location of environmental sanitation challenges associated with solid and liquid waste management, use of latrines; availability of clean
and safe water, and food safety. It is a useful tool for engaging the school community in a practical analysis of the prevailing sanitation and hygiene status in the school.

**Aim:** The social map helps to provide an insight regarding the common practices related to sanitation and hygiene in the school. It enables the facilitator and the school community to establish the right cause of problems in the respective locality.

**Steps involved in social mapping**

- Facilitate the formation of two groups of pupils (with consideration of gender) based on the class/grade (Standard 1-4 and Standard 5-7). If the number of pupils in a group exceeds 15, the group should be split into two.
- Gather the groups in different suitable place where the map can be drawn.
- Explain to the groups the highlights on the map drawing process;
- Facilitate the groups to draw a quick outline boundary of the school compound using sticks, branches, and coloured powder e.t.c.
- Request the pupils to locate their classrooms, kitchen, playground, water sources, sanitary facilities, bushes e.t.c. Tell them to use cards (provided) to represent features mentioned above.
- Facilitate the pupils to break the silence and mention the words shit and shitting.
- Guide them to use the White colour to indicate the boundaries; Yellow for the defecation areas; Blue for liquid waste and stagnant water; Red for heaps of solid waste.
- Facilitate the brainstorming session based on the features indicated on the social map. Use the following prompt questions to lead the discussion (Ask them whether they agree with the map and features indicated; what do they learn from the map? Ask them why their surroundings are in that state? Ask them whether they are happy with their surroundings
- Encourage as many as possible pupils to indicate the defecation areas (ensure them freedom and that nobody will be punished by indicating the wrong place); Praise those who seem to indicate the secrete places
- Select few pupils to transfer the drawn map into the flip chart
- Request the group to join in a brief transect to establish the facts based on the features indicated on the social map.

**Materials:** Use the following materials to conduct the triggering session: Flip charts, Masking tapes, Markers, Pair of scissors, Coloured Powder, Manila Cards, and camera or any locally available materials such as saw dust, ash and tree leaves e.t.c

**Time** The exercise should not take more than 30 minutes
3.2.2. Transect walk in the school compound

This is the stage where pupils, teachers and non-teaching staff participate in a transect walk to verify the features indicated on the social map. The focus should be on the defecation areas (latrines or open defecation areas).

**Aim:** The exercise aims at generating the sense of **Shame, Disgust, Fear** and **Pride**.

**Steps involved in school transect walk**

1. Facilitators and teachers to split and join pupils’ groups.
2. Facilitators and teachers guide pupils to walk and observe areas for open defecation, water points/sources, garbage pits, and waste bins.
3. Lead pupils and teachers to observe OD places and shits. Here facilitators should encourage pupils to point and/or to show open defecation areas where shits are usually seen.
4. Facilitator should pick sample of shit,
5. A portion of fresh shit is good for ignition.

3.2.3. Food /Water -Shit demo

Shit-food/water demo is a step where facilitators expose pupils and staffs to understand how open defecation can contaminate water and food. At this step the three pillars (shame, disgust and fear) of triggering are being provoked.
Steps involved in food/water shit demo

1. Gather the pupils and teachers at the meeting place
2. Place the collected sample of shits on the ground
3. A facilitator brings a sealed bottle of drinking water preferably 500ml which is then offered to two volunteers (boy and girl).
4. After they have drunk half-full take back the bottles;
5. Use a stick to touch shit on the ground and then dip it in the same bottle of water;
6. Ask if they can see anything in the bottle.
7. Give back the bottle of water without interchanging and ask them to drink the remaining portion.
8. Immediately after they have refused, pass the bottle to other pupils and ask if they could drink.

- Ask why they refuse it;
- Use flow diagram to ask pupils to describe how feaces can get into their mouths;
- Ask how many legs a fly has. They might tell you the correct answer. If not, inform them it has six legs and they are all serrated. Ask if flies could pick up more or less shit than your stick could. The answer should be ‘more’.
- Ask them if they can eat food that flies have landed on/ touched;
- Now ask them what happens when flies sit on their food and/or plate?

3.2.4. Shit calculation

It is a participatory analysis for creating fear to pupils on the impact of open defecation. At this stage pupils are facilitated to discuss and calculate the average quantity of shit one pupil produces per day and multiply that amount by the number of pupils in the class and that of entire school.

Facilitate pupils to do shit calculation by probing the following questions:

- How many pupils are in a classroom and school?
- What is the total number of pupils in the school?
- How many times pupils normally defecate per day?

Then apply the following example to lead pupils to perform shit calculation:
Assumption: The average amount of shit produced per pupil per day is 0.25Kg (1/4Kg)

- The total number of pupil in a classroom is 40
- Total shit produced in that class per day: ¼ Kg x 40 pupils =10kg
- Total shit produced in that class per week: 10Kg x 7Days = 70kg
- Total shit produced in that class per month: 70Kg x 4 weeks = 28kg
- Total shit produced in that class per year: 28Kg x 12 Months = 336kg
- Count number of classes in that school, let say 14 classes.
- The amount of shit generated per year = 14 classes X 336kg = 4704 kg equivalent to 4.7 Tones of shit.

3.2.5. School Declaration

School declaration is a collective statement of the respective school community which is signed to commit their efforts with agreed timeframe to improve environmental sanitation in the school surroundings by ending unhygienic behaviour. At this point the facilitator guide pupils and teacher to declare actions and timeline for implementing activities for a desired hygienic behaviour to be attained.

Aim: The school declaration is meant to obtain the commitment from the school community on their readiness to stop malpractices. It stipulates the duration in which the action need to be promptly taken to arrive at the desired level of environmental sanitation and hygiene.

Steps for preparation of school declaration

1. Engage pupils to declare that they will end open defecation.
2. Ask how long the process of ending OD, and improving cleanliness of the environment will be achieved.
3. Use form number 1 (Annex 1) for signing the declaration

3.2.6. Facilitating teachers and pupils to prepare Action Plan:

At this point the facilitator should engage teachers and pupils to select few representatives to form a team which will prepare an action plan of the declared issues. Use the template below as an example for preparation of the school action plan.

<table>
<thead>
<tr>
<th>SN</th>
<th>ISSUES</th>
<th>ACTIVITIES</th>
<th>TIME FRAME</th>
<th>RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Open defecation</td>
<td>-Develop and effect mechanism to monitor pupils who defecate openly</td>
<td>1 month</td>
<td>Teachers and pupils</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Sensitize pupils on importance of using latrine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Punish pupils who are found practicing OD</td>
<td>1 month</td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------</td>
<td>---------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Inaccessibility to improved latrine or toilet</td>
<td>1 month</td>
<td>School Head, Committee Chairperson and Village Executive Officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--engage school management, committee and village government to mobilize resources for renovation and/or construct latrines</td>
<td>2 months</td>
<td>School Head, Committee Chairperson and Village Executive Officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Renovation and/or construct latrines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Unhygienic practices</td>
<td>1 month establishing, implementing through out</td>
<td>SWASH Focal teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Promote hand washing with soap</td>
<td></td>
<td>-Teachers and pupils</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Install hand washing facilities</td>
<td></td>
<td>-Pupils</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-develop and implement rosters for re-filling hand washing facility with water</td>
<td></td>
<td>School Head and committee chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Provide soap for Hand washing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Establish or strengthen the school health club</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Littering</td>
<td>1 month</td>
<td>SWASH Focal teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Dig garbage pit</td>
<td></td>
<td>-Teachers and pupils</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Install waste bin in all classrooms and at school environment</td>
<td></td>
<td>-Pupils</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-develop a plan for disposal of waste dump into bins to the garbage pit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.3. Post triggering

This step involves mainly monitoring and follow up on implementation of activities laid down in the developed action plan as detailed below;

#### 3.3.1. Monitoring

This section provides guidance for conducting monitoring of the activities itemized in the action plan such as; use of latrines, promoting personal hygiene, water supply, waste management etc. The facilitator should guide the school to develop a monitoring system by involving teachers, pupils, and school management. Monitoring should give due focus on child-friendly and gender specific aspects.
### 3.3.2. Follow up

In this stage, the facilitator should assist the Ward Education Officer (WEO) and Ward Health Officer (HO) to develop a follow up plan. The plan should consider the following.

- In case of a Matchbox in a Gas Station and Promising Flames, agree with the school for immediate visits in the following few days with dates, times and purpose to monitor status.
- Encourage school to mobilize locally available hard wares for example building stones, sand, aggregate, cement, timber, building poles, limestones etc
- Do not intervene in a way which may induce dependence. Encourage the school management, committee, parents and pupils in taking their own action.
- Organize support visit by District Engineers and Education Technical Officer to support hardware activities at schools

### 3.4. Supportive subjects

#### 3.4.1. Key Components of School Led Total Sanitation

SLTS has four key components; total elimination of open defecation, construction and use of sanitation facilities at schools, environmental sanitation and behaviour transformation. It is commonly referred to as BEST (B- Behavior transformation, E- Environmental sanitation, S- Sanitation facilities and T- Total elimination of open defecation).

**B: Behaviour transformation**  
The critical component which aims at bringing desired changes in the thinking of pupils, teachers and communities at large. It helps to influence school community to change their attitude and undesired practices on WASH.

**E: Environmental sanitation:**  
This component focuses on keeping the general environment clean such as cutting grasses, cleaning storm water drains, landscaping among other undertakings. Environmental sanitation also looks at management of solid and liquid waste in the entire school community.

**S: Sanitation facilities:**  
This is at a core of the success of SLTS where community should be encouraged to build the school sanitation facilities by applying appropriate technologies. For effective operational and maintenance, it is advisable to use locally available materials and resource person.

**T: Total elimination of OD:**  
SLTS strives to achieve open defecation free environment whereby all the pupils, Teachers and
other staff use improved latrines and practice hand washing with soap at critical moments.

3.4.2. Tips to be observed during facilitation

triggering requires proper organization and composition of the steps in order to convey the intended message to the audience. It is recommended to observe the following tips during the facilitation process;

- Facilitate, do not dictate or teach.
- Do not use “nice” words to describe shit or shitting.
- Focus on collective behavior change rather than on mobilizing individuals.
- During transect walk address all four pillars (Shame, Disgust, Fear and Pride)
- Initiate and encourage the pupils to express their feelings, and how they perceive
- Bring the discussion in agreement in order to reach an consensus.
- In case of large group of pupils, use Public address (PA)

3.4.3. Qualities of a good facilitator

effective facilitation is key to a successful CLTS triggering in any community. Facilitators are required to enshrine the capabilities of getting the community to a level that they comprehend the essence of conducting triggering sessions in their areas. A good facilitator is expected to demonstrate the following qualities;

- Have background on participatory methodologies
- Be confident in expressions
- Be conversant with the approach
- Be gender sensitive
- Be able to communicate modestly
- Be cooperative and avoid dominancy characters
- Be flexible to cope with community situations
- Be able to speak clearly and loud enough so that everyone can hear
- Maintain right "body language" and "eye contact"
- Being energetic
Annex I: Community Declaration Form

**Fomu ya tamko**

Jina la Mwezeshaji Mkuu ........................................... Cheo ............................

Taasisi ............................................................

Jina la Kata ................................. Mtaa/Bloku ............................

Mahudhurio  Ke .......................... (chini ya18) .................(zaidi ya 18)

Me .......................... (chini ya18) .................(zaidi ya 18)

**Tamko**

Sisi wakazi wa Mtaa wa.................................tunaahidi kuwa kuanzia leo tarehe.........................tumeamua kuwa; tutaboresha na kujenga vyoo yetu ili viwe bora, kudhibiti utupaji hovyo wa majitaka na taka ngumu ifikapo tarehe......................... Vile vile, tunaahidi kuacha mara moja tabia ya kujisaidia hovyo.

Jina la MEO ................................. Sahihi ................................. Tarehe .................................

M/kiti Mtaa ................................. Sahihi ................................. Tarehe .................................
Annex II: School Declaration form

**Fomu ya tamko**

Jina la Mwezeshaji Mkuu ................................. Cheo .................................

Jina la shule ..................................................

Jina la Kijiji ...........................................

Mahudhirio:

Wanafunzi  Was: ...................... Wav: .................

Walimu/watumishi wengine  Me: ......................; Ke: ......................

**Tamko**

Sisi wanafunzi wa shule ya ............................... tunaahidi kuwa kuanzia leo
tarehe .............................................. tumeamua kuacha kunya hovyo na kuhidi kutekeleza
yafuatayo .......................................................... hadi ifikapo
tarehe ..........................................

Jina la Kiranja Mkuu ............................. Sahihi .............................. Tarehe ..........................

Jina la Mwalimu Mkuu: ............................. Sahihi ...................... Tarehe ..........................
## Annex III: Key issues to observe during CLTS and SLTS facilitation.

<table>
<thead>
<tr>
<th><strong>DO’S</strong></th>
<th><strong>DON’TS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask people what the local words for “SHIT” and “SHITING” are and then always use those terms.</td>
<td>Use nice and polite words for SHIT and SHITING, use people’s own crude terms for shit throughout the facilitation process.</td>
</tr>
<tr>
<td>Facilitate appraisal and analysis of their own local sanitation profile</td>
<td>Educate or lecture.</td>
</tr>
<tr>
<td>Let people realize themselves through their own analysis</td>
<td>Tell people what is good and bad.</td>
</tr>
<tr>
<td>Trigger self-mobilization</td>
<td>Push for, or demand action.</td>
</tr>
<tr>
<td>Stand back, leave it to local leaders</td>
<td>Be in charge.</td>
</tr>
<tr>
<td>Allow conversation between themselves when approaching the triggering moment</td>
<td>Interrupt when community members start shaming or charging their own people for open defecation practices or other hygiene behaviours.</td>
</tr>
<tr>
<td>Take a neutral stand and allow heated discussion for and against OD between them. “Remember these are right indications and symptoms of approaching triggering moment”</td>
<td>Discourage members of the community from arguing amongst themselves or shaming each other, or quickly conclude that the ‘shaming’ element between community members should be avoided as culturally insensitive.</td>
</tr>
<tr>
<td>Applaud those who take a lead and engage themselves</td>
<td>Ignore emerging natural leaders.</td>
</tr>
<tr>
<td>Always encourage women and the disadvantaged group of the community to participate</td>
<td>Ignore women, children and others who often get left out.</td>
</tr>
<tr>
<td>Appreciate community members’ offers to help disadvantaged members</td>
<td>Ignore people who come forward to help.</td>
</tr>
<tr>
<td>Trigger local action, encourage self-help</td>
<td>Offer hardware subsidy.</td>
</tr>
<tr>
<td>Be bold/courageous yet cautious</td>
<td>Be too humble or too polite. Don’t try to convince too politely.</td>
</tr>
<tr>
<td>Listen attentively to everything</td>
<td>Interrupt.</td>
</tr>
</tbody>
</table>
### Annex IV: Household Monitoring form

Jina la mhudumu wa afya/Mjumbe wa kamati ya Afya ya Mtaa………… ……… … ………………

<table>
<thead>
<tr>
<th>Tarehe ya kujaza formu………………..</th>
<th>Kipindi cha ufuatiliaji</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mwaka……………</td>
<td>Robo 1</td>
</tr>
</tbody>
</table>

#### Jina la mhudumu wa afya/Mjumbe wa kamati ya Afya ya Mtaa

#### Jina la mkuu wa Kaya

#### Idadi ya watu katika Kaya

#### Usalama wa maji

<table>
<thead>
<tr>
<th>Vyoo</th>
<th>Aina ya Choo</th>
<th>Sakafu</th>
<th>Kuzuia kuenea kwa kinyesi</th>
<th>Usiri</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Asili</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Asili kilichoreshewa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Chenye bomba la hewa (VIP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Cha maji</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Hakuna</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Hakuna</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Sehemu ya Kunawia Mikono

#### Kujsaidia nje ya choo

<table>
<thead>
<tr>
<th>Sehemu ya Kunawia Mikono</th>
<th>Kujisaidia nje ya choo</th>
</tr>
</thead>
</table>

#### Jumla

**Kumbuka:**
- Weka alama ya (V) kama kitu hicho kipo na alama (X) kama kitu hicho hakipo