



School-Led Total Sanitation:

Guidelines To Accelerate Support for the ODF Malawi 2015 Strategy

NATIONAL ODF ANNUAL REVIEW WORKSHOP – MARCH 2013

The Potential of SLTS

We would love to reach each and every village in Malawi with a CLTS triggering and sufficient follow-up support. But this could take many years, and a lot of resources. So, the ODF Malawi by 2015 National Strategy has suggested additional ways to promote the concept of “ODF” through School-Led Total Sanitation.

Many initiatives to improve school sanitation currently exist, such as latrine and urinals construction, promotion of hand washing, and creation of School WASH clubs, among others. As a demand-creation methodology, SLTS has potential to add value to school sanitation initiatives through:

- Supporting the changes brought forth by other sanitation initiatives
- Providing much needed software support through: improved management of school sanitation facilities. Mobilizing community support for School WASH, and re-activating School WASH Clubs (when present)
- Generating excitement and a “can-do” attitude in the school community on solving sanitation and hygiene challenges

*SLTS also has the potential to trigger the villages around the school into becoming ODF through the actions of learners and other school stakeholders.



Dirty toilets commonly found in schools which children don't want to enter and therefore revert to open defecation

The School Sanitation Challenge

Some of the key issues identified by school stakeholders with regards to school sanitation and hygiene which must be addressed include:

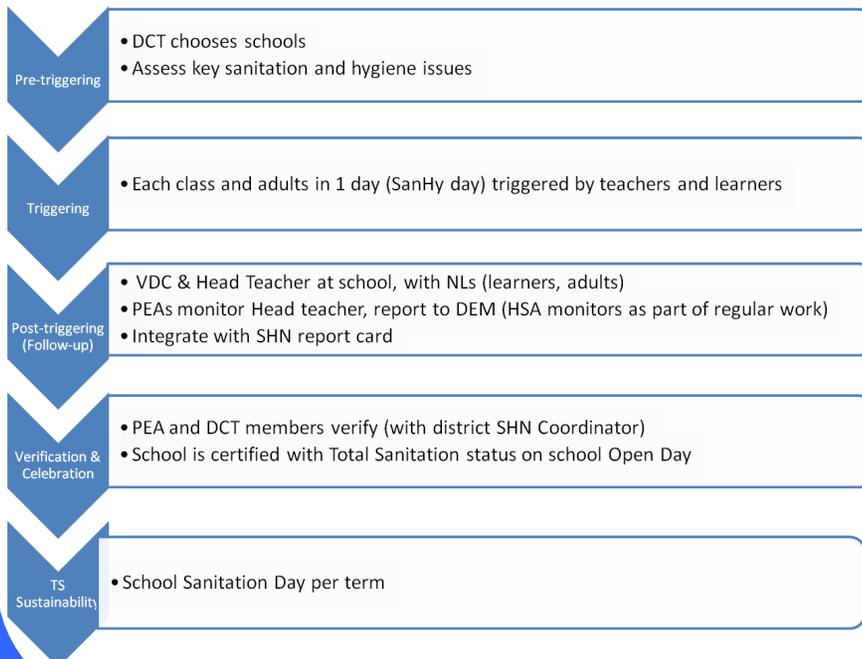
- Maintenance of toilets (cleanliness and hygiene)
- Inadequate number of toilets
- Vandalism of WASH facilities
- Lack anal cleansing materials
- Inadequate number of hand washing facilities and use by learners
- Community ownership for sanitation issues
- Inadequate facilities for older girls

Some of these issues lead to open defecation and an unhealthy environment for children. Action must be taken. Through the SLTS process the school community is empowered to address their sanitation challenges. Members of the school community can include:

- Learners Parents HSAs*
- Mother groups Phala committee Teachers*
- School Management Committee (SMC)*
- Parent Teachers Association (PTA)*
- Influential community leaders*
- Religious leaders Village Heads*
- Village Development Committee (VDC)*

There are many who support our schools!

SLTS Process Overview



More on the next page...

(I) PRE-TRIGGERING

Pre-triggering is an important step.

1. **Form a school triggering team**
Ensure that there are an adequate number of facilitators trained for the school. You will need at least the PEA for the zone and one student to trigger the adults (if available, the HSA for the school can also help conduct the triggering). One student and one teacher per class is required to trigger each class (depending on the size of the school, classes can be combined for triggering).
2. **Make an appointment**
Book a time with the Head Teacher that is convenient for the school. Mornings work best as students are around.
3. **Invite School Community**
Members of the school community (listed in the previous page) should be invited to the triggering.
4. **Situational Assessment**
The triggering team, based on their knowledge of school practices and norms, can provide an assessment of the key sanitation and hygiene issues faced by the school. Understand these issues and plan for how best to facilitate the triggering to bring them out. Remember, the goal is not always to stop open defecation (e.g. it may be to ensure cleanliness of current toilets).



A school mapping process taking place with learners during an SLTS triggering. SLTS fits naturally in the SHN strategy for clean, healthy environments for children.

(II) TRIGGERING

1. **Opening**
Bring the school together quickly for quick introductions to any visitors present. This can be done immediately after a morning assembly. Tell the school that you are there to learn from them with the help of the school facilitators (learners and teachers).
2. **Triggering tools and Action Plan**
The next step is to conduct a triggering process for each class, and for the adults. Each facilitation group should find a space in the school and proceed to conduct a triggering using various tools. Most of the tools which you use in CLTS and Hand Washing Triggering can be adapted for use in schools (e.g. the food and shit demonstration can be conducted with “phala” instead of fish). There are also 2 new tools created called “Bwalo Likule” and “Cock Fight” which have been created just for SLTS. Ensure that there is enough space to conduct the triggering without disrupting the other groups (this is especially important for the transect walk when the toilets may easily become overcrowded). When the your group is triggered, launch into an action plan for the class and choose 1-2 Natural Leaders.
3. **Bringing it all together**
Once all groups are triggered, bring them together once more. Each group should present their action plans to the entire group. The action plans will be consolidated into one school action plan. The school should commit to a date when they will complete their action plan, in which case they can be certified as having achieved “Total Sanitation” (equivalent of the “ODF” status achieved in communities).
4. **Closing**
Conduct any closing remarks as needed. After the crowd disperses, make a plan with the School Natural Leaders, PEA, Head Teacher and HSA (if present) on when the follow-ups will be conducted to ensure that time is kept for SLTS. Facilitators should arrive just after 8am so the triggering process can conclude by half 10, when phala is served to the children.

(III) POST-TRIGGERING

As with villages, it is important to follow-up to schools after the triggering.

1. **Check the school action plan.**
The PEA should follow-up on the school action plan during their regularly scheduled supervision visits. The HSA can work with the PEA to conduct follow-ups when available.
2. **Support the School Natural Leaders and Champions.**
It is important to meet the head teacher and the School Natural Leaders at these follow-ups to see if any challenges are faced in and to help address them. If technical advice is required (e.g. if the school wishes to construct latrines for students), be sure to link them with the appropriate DCT member.

(IV) VERIFICATION & CELEBRATION

The school shall report to their PEA when their school action plan has been completed. This means that they have achieved “Total Sanitation” status.

1. **Inform the DEM and the DCT**
The DEM (or DEM’s representative) and one DCT member should go to the school to verify that they have indeed completed their action plan. The verification exercise should involve checking the school facilities and speaking with some learners to ensure the desired changes have occurred.
2. **Celebration**
If verified that they have completed their action plan, it is important to celebrate their success. This can be done in conjunction with school Open Days, where community members are invited to see the school improvements. A certificate from the DEM’s office should be presented to the school on this day.

If you have any questions, or would like more information, contact:

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