Behavior Change Communications Tools to Scale Up Rural Sanitation in the Philippines

Campaign Guidebook
for Health Service Providers and CLTS Facilitators
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to Scale Up Rural Sanitation in the Philippines

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CHAPTER I

Introduction

What you have in your hands is the Guidebook for *UNLI Asenso pag may Inidoro*, a Behavior Change Communications (BCC) campaign that aims to convince households in your area to want to acquire, build and use hygienic toilets for the improvement of their quality of life and for the betterment of the entire community. This is part of a larger effort that aims to eradicate the practice of open defecation within rural communities in the Philippines by communicating its social, sanitary, security and developmental implications.

As health service providers and facilitators, your role is vital to the success of the campaign. Contained within these pages is important information that you may share, as well as useful tips and ideas on how to engage your target groups.

**YOU WILL KNOW**
- The Status of Open Defecation in the Philippines
- An Overview of the BCC Campaign
- The Campaign Concept and Tools

**YOU WILL LEARN**
- Interpersonal Communications (IPC) Guidelines
  - As a frontline worker to engage households directly
  - As a trainer to other health service providers and facilitators

May you find the Guidebook helpful as you carry out your task. Good luck!
“Yan talaga kami sa tribu namin noon. Wala. Hindi kami sinasanay na may CR. At kahit saan-saan kami mag-ano, mag-CR.

Pero ngayon hindi na. Kasi natuto na kami.

Meron na po kaming kubeta sa bahay.”

Noraisa Padillo
Alabel, Sarangani

[That was really our practice in the tribe. There were no toilets. We were not trained to use toilets so we would defecate in the open.

But now, it’s different. Because we’ve already been educated.

We now have a toilet in our home.]
CHAPTER II

Open Defecation in the Philippines

The Philippine Government, through the Department of Health (DOH), and with the support of international organizations such as the World Bank’s Water Sanitation Program (WSP) and the United Nations Children’s Fund (UNICEF), has spearheaded efforts to improve people’s lives by addressing health and sanitation issues such as the eradication of the practice of open defecation in rural communities.

In 2010, the National Sustainable Sanitation Plan (NSSP) was adopted as a national policy and priority program, with the following targets set to be achieved by 2016:

### NATIONAL SUSTAINABLE SANITATION PLAN 2016 GOALS

- All local government units (LGUs) have declared sustainable sanitation as their policy
- At least 60% of all barangays have been declared Zero Open Defecation (ZOD)
- Septage management plans are established and being implemented in at least 50% of all LGUs
- The incidence of diseases such as acute gastroenteritis (AGE) and Soil-Transmitted Helminthiasis (STH) attributable to poor sanitation is reduced by 60.8%

To date, the DOH’s efforts have already made significant progress; however, statistics show that the poorest of the poor are still lagging.²

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1. Concept Note: Technical Assistance (TA), Support to Rural Sanitation Scale Up under the Philippine National Sustainable Sanitation Plan (P132174), WSP p.3.
The above statistics show that approximately 31% of rural communities in the Philippines practice open defecation or have unimproved facilities. However, there are still areas within these communities where toilet access is extremely rare - with up to 67% of the local population still openly defecating.4

The goal of this campaign is to drive hygienic toilet ownership within households in these last remaining areas through efforts such as Behavior Change Communication (BCC) so that the Philippines may be classified as a country with Zero Open Defecation (ZOD).
CHAPTER III
BCC Campaign Overview

BEHAVIOR CHANGE COMMUNICATION

Behavior Change Communication (BCC) is the process of instructional intervention with targeted individuals or communities to define behaviors that will lead to and sustain positive and desirable outcomes. While closely linked with information dissemination, BCC is unique in that for each target audience, based on research and evidence, it specifically defines:

- Which current behaviors to continue, modify or abandon
- Which new behaviors to adopt and practice

Within the context of the goal of eradicating the practice of open defecation in the Philippines, BCC has taken the form of different strategic interventions to attain its goal, which include:

<table>
<thead>
<tr>
<th>STRATEGIC INTERVENTIONS FOR BCC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Mobilization</strong></td>
</tr>
<tr>
<td>• Triggering initiative: Community-Led Total Sanitation (CLTS)</td>
</tr>
<tr>
<td>• Local Government Unit (LGU) initiative: Public Policy Workshops</td>
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<tr>
<td><strong>Interpersonal Communications (IPC)</strong></td>
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<tr>
<td>• Household Engagement and Training of Trainers</td>
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<td><strong>Actions toward Behavior Change</strong></td>
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<tr>
<td>• Sanitation Marketing: Purchase of Household Toilets</td>
</tr>
<tr>
<td>• LGU Effort: Policy and Program Development vs. Open Defecation</td>
</tr>
</tbody>
</table>

Your involvement in these interventions is detailed as part of your Roles and Responsibilities, discussed on the following page.

**CLTS EFFORTS**

Since 2013, Community-Led Total Sanitation (CLTS) Triggering sessions have been implemented in select areas across the Philippines. These initiatives gathered groups of households and used shock, shame and disgust (SSD) communications to:

- Build awareness for the negative implications of the practice of open defecation, as well as its repercussions on health, especially on children
- Create demand for improved sanitation facilities

Among the activities included at these CLTS sessions were:

**Calculation of Feces Accumulation**

The community calculates how much feces left lying around has accumulated within the span of a year based on the number of people who practice open defecation. At one session in Negros, the result came to 10,416 kg of feces in a year!

**Defecation Mapping**

Participants identify the houses without toilets in a mock map of the barangay. The activity is meant to shame the residents of those houses as it clearly recognizes them as people who practice open defecation.

**Transect Walk**

The respondents are taken on a tour of areas where open defecation is practiced. They encounter feces lying around; the feces are identified and responsibility and ownership of the feces is discussed.

**Food/Feces Demonstration**

Food is placed beside feces to show how flies and insects would land on the feces and then transfer to the food, directly demonstrating how having feces lying around contaminates even the food they eat.

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As a health service provider or facilitator, you may find yourself taking on two different roles during the course of the campaign:

As a frontline worker that engages households directly

As a trainer of other health service providers or facilitators

The following sections describe your target audiences and communication objectives for each role.

As a frontline worker, your role will be to explain and discuss the included BCC materials with households who currently practice open defecation:

- Households with no toilets
- Households with unimproved toilets

Your goal is to elevate these households to the status of owning hygienic toilets.

TOILET CLASSIFICATIONS

Unimproved Toilet
- Pit without concrete slab
- No septic tank
- No facilities
- Bucket or hanging toilet
- Facility poses substantial risk of contamination of ground-water

Hygienic Toilet
- Pit with concrete slab
- Has a septic tank
- Pit sewer system
- Facility does not pose high risk of contamination of ground-water or direct human contact

http://www.wssinfo.org/definitions-methods/watsan-categories/
Households with unimproved toilets also refer to those who may have acquired or installed individual or separate parts of a hygienic toilet (e.g. the bowl or concrete slab) but have not yet assembled the full set.

With your help, and with the support of the BCC tools, your target audiences should exhibit the following behaviors after the campaign:

- Continue to reject open defecation both in belief and in practice
- Know the difference between an unimproved and a hygienic toilet
- Want to own a hygienic toilet in their individual homes for the following reasons:
  
  **Safety**
  
  Having a toilet in the house means not having to venture outside where one will be exposed to danger.

  **Pride**
  
  Having a toilet means being able to entertain visitors without shame.

  **Convenience**
  
  A toilet in the home means the residents may use it at any given time, any number of times and for as long as they require.

  **Progress**
  
  A hygienic toilet in every household reflects individual social status, as well as the general progress of the entire barangay.
As a trainer, your role is to engage:

- Health service providers such as provincial and municipal health officers, barangay health workers, medical professionals
- CLTS facilitators
- Community Influencers
- Volunteers

Your objective is to educate them about the BCC campaign and empowering them to be able to engage households directly as frontline workers, and as trainers of other health service providers.

The information, methodologies and sample exercises at the end of this Guidebook should assist you in ensuring that after your training sessions, your audiences will:

- Know the current status of Open Defecation in the Philippines
- Understand the role of BCC in eradicating the practice of Open Defecation
- Understand the communication objectives, concept and tools for the BCC campaign
- Be able to use the BCC tools to actively engage both households (as frontline workers) and others (as trainers) to take action for the campaign
“Minamaliit ka kung wala kang kubeta. So kung meron na kaming kubeta, siguro ang tingin nila sa amin-pantay na rin.”

Lucy Claro
Calatrava, Negros Occidental

[People look down on you when you don’t have a toilet. So if we had one, maybe they would look at us differently; they will see us as their equals.]
CHAPTER IV

Campaign Concept

The campaign aims to communicate this simple insight to target audiences: **There is unlimited progress when one has a hygienic toilet.**

Short for “unlimited,” meaning an endless supply, the term *UNLI* is familiar as it is commonly used in mobile phone and restaurant advertising materials, even a television variety show.

On the other hand, *Asenso* is the common folk’s perennial aspiration, the promise of comfort, progress and a better life. It means one has moved up in society and in most cases, has earned respect from the community.

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To say that unlimited progress can be gained through a hygienic toilet is not an empty promise. And it is the purpose of the following campaign materials to show our audiences how kaligtasan/kaluwasan (safety), pagmamalaki/garbo (pride), ginhawa/katagbawan (comfort), and kaunlaran/kauswagan (development) can be obtained by rejecting the practice of open defecation and owning a hygienic toilet in the home.

CAMPAIGN MATERIALS

It is no easy task to convince people to abandon lifelong mindsets and habits, and to adopt practices that will lead to Zero Open Defecation. In order to help you bring about this change, you can make use of the materials included in your Campaign Kit.

The Kit also includes a DVD-ROM with soft copies of additional tools, as well as a few other suggested resources. The data should be accessible on most computers; you are free to produce more materials and resources that you feel you may need as you continue your engagements.

YOUR KIT INCLUDES:
- This handbook
- Handheld Flipchart
- Stickers
- Poster
- Wall Calendar
- Shirt
- Bag
- Asenso (Informed Choice) Catalog

YOUR DVD INCLUDES:
Digital versions of:
- Campaign logo
- 3 Audio-visual Presentations (AVPs)
- 5 versions of 18” x 24” poster
- Sticker
- Calendar
- Large Format Flipchart
- Campaign Powerpoint presentation
Your Campaign Kit includes three main Engagement Tools with which to conduct interactive discussions with target households. Which tool to use will depend on the number of people gathered at your sessions:

1-5 People  |  Handheld Flipchart
6-10 People |  Large-Format Flipchart
11-25 People|  Community Event

The **HANDHELD FLIPCHART** is your main tool for interactive discussions with individual audiences or small groups of up to 5 people. It is constructed in a way that will allow you to discuss a specific topic while giving you a quick guide to engaging with them. To help you remember important details, key talking points are printed at the back of each page; or the side facing you, the speaker.

**Engagement Duration**
Engagements using the Handheld Flipchart should last between 30-45 minutes.
Flipchart Sections

The Flipchart slides are divided into three main sections:

**Situation**

*Situation*, where you will assess your audience’s current understanding of the topics to be discussed. Subjects to be covered here include:
- Definition of Toilet
- Definition of Hygienic Toilet
- Definition of UNLI
- Explanation of the BCC Campaign Concept

**Solution**

*Solution*, where you will discuss the positive benefits of owning a household toilet such as safety, pride, convenience, increase in social standing and progress

**Decision**

*Decision*, where you will drive your audiences to commit to owning a toilet and take action

Each of these sections are color-coded, and may be found at the top left corner of each page on your side of the Flipchart.

Method of Engagement

You will notice that the slides intended to face your audience have little to no words. This allows you to adjust your engagement with audiences of different languages, using pictures as a practical and effective basis of communication.

To ensure helpful discussion that supports each visual, the key talking points and guide questions written on the back of each slide are framed in a way that encourages the following method of engagement:

*Ask, Listen, Explain, Relate.*
So remember: **Ask. Listen. Explain. Relate.** Four easy steps that ensure that the key benefits and messages are clearly understood by your audience.

**Additional Talking Points for Benefit Slides**
To supplement the discussion points at the back of each side, the table below includes additional discussion guides to each of the benefits illustrated in the Flipchart:
ASK/LISTEN
• What do you see in the left picture? Who is the person?
  What is she doing?
• Describe her environment – the things you see around her.
  What do these things mean? (rain, eyes, snake)
• What do you think is she feeling?
• What do you see in the right picture? Compare it to the left picture.

EXPLAIN
We see a young girl in contrasting scenarios:
• The left side shows her openly defecating in a dark field. She is
  surrounded by danger: we see glowing evil eyes that represent either
  wild beasts, peeping toms or supernatural creatures that may
  threaten her safety. The rain also poses a great inconvenience.
• On the right side, the girl is shown defecating safely in a hygienic
  toilet. We see that she feels secure while performing the act.

RELATE to Context
• Is the scenario on the left something your daughter or wife has
  experienced? How did they feel?
• How do you think would they feel if they were on the right side of the
  picture, using a toilet in the safety of your home?
• How would you feel knowing that they were safe?

Sample Spiels
• Di kailangan tumawag ng saklolo pag UNLI ang kaligtasan. Pag may
  inidoro sa tahanan, Unlimited ang proteksyon sa panganib at peligro:
  sa ulan, sa magnanakaw, pati na sa halimaw.
• Di kinahanglan manawag ug tabang kung UNLI ang kaluwasan. Kung
  aduna'y inidoro sa panimalay, Unlimited ang proteksyon sa peligro, sa
  ulan ug sa kawatan.
ASK/LISTEN

- What do you see in the left picture? What is the situation? Who are these people?
- What is the man doing or feeling? What is the woman doing or feeling?
- What do you see in the right picture? Compare it to the left picture.

EXPLAIN

We see a pair of people at a festive occasion, in contrasting scenarios:

- On the left side, we see a woman leading a visitor to an open field because the man needs to relieve himself. She is embarrassed that she cannot offer him the use of a hygienic toilet but she doesn't have a choice.
- On the right, we see the same scene; but this time, the woman is able to offer her guest the use of a hygienic toilet. We can see that she is happy and feels pride in being able to do so.

RELATE to Context

- Have you ever experienced a similar scenario – not being able to offer a guest the use of a hygienic toilet?
- How did you feel?
- How would you feel if you were the woman on the right picture?

Sample Spiels

- Gaano man kabigtat ang load pag may salu-salo, hindi ka kabado. UNLI ang maipagmamalaki pag may inidoro. Pag may inidoro sa tahanan, at home na at home kahit Unlimited pa ang bisita: kapuso man, kapatid o kapamilya.
- Bisan unsa kabug-at ang load kung aduna’y tapuk-tapok, dili ka mabalaka kung UNLI ang Garbo. Kung aduna’y inidoro sa panimalay, kumportable ug at home maskin Unlimited pa ang bisita: kapuso man, kapatid o kapamilya.
HANDHELD FLIPCHART

ASK/LISTEN
- What do you see in the left picture? Who is the person? What is he doing?
- Describe his environment – the things you see around him. What do these things mean? (the field, the bus, etc.)
- What do you think is he feeling?
- What do you see in the right picture? Compare it to the left picture.

EXPLAIN
We see a man in contrasting scenarios:
- On the left side, he is openly defecating in the middle of a field. Even as he hurries to finish his business, we see that his bus has already left him behind. This causes him stress.
- On the right side, we see the man comfortably defecating in his own hygienic toilet. Since he can defecate anytime, even before leaving the house, he doesn’t need to take breaks in the middle of long trips anymore; hence, he won’t get left behind.

RELATE to Context
- Have you or your family ever experienced the inconvenience of having to hurry while you defecate? What was the situation? What happened?
- How did you feel?
- How would you feel if you were the man in the right picture?

Sample Spiels
- Hindi kailangang magmadali o per minute pag UNLI ang Ginhawa. Pag may inidoro sa tahanan, walang pressure dahil Unlimited ang oras para Kubeta-All-You-Can.
ASK/LISTEN
- What do you see in the left picture? Who are these people? What are they doing?
- Describe their environment – the things you see around them. What do these things mean? (feces, dog)
- What do you think are they feeling?
- What do you see in the right picture? Compare it to the left picture.

EXPLAIN
We see a family (father, mother, son, daughter) in contrasting scenarios:
- The left side shows the family walking down a path littered with human waste. They are clearly disgusted, partly because the feces give off a foul smell and are infested with flies. A dog is seen playing with/eating the feces.
- On the right side, the same family is shown walking down a path that is free of feces. It can be seen that they are happy and at peace.

RELATE to Context
- Have you ever experienced the scenario on the left? Stepped on feces? Have you seen your dog or pet eat feces on the ground? What happened? How did you feel?
- How would you feel if your family were the one on the right picture?
- How would your community feel if everyone had the same experience as the family on the right?

Sample Spiels
- Ang pagkakaroon ng inidoro sa tahanan ay nagdudulot ng UNLI Asenso sa bawat mamamayan at UNLI Kaunlaran sa buong pamayanang.
- Sa pag-angkon ug inidoro sa panimalay nakasalig ang UNLI Kaharuhay sa katawahan ug UNLI Kauswagan sa tibuok barangay.
You may notice that the characters displayed on the pages of the flipchart correspond to different members of a family:

- A female child is used for the visual on SAFETY.
- A mother is used to discuss PRIDE when entertaining visitors.
- A father is used for the visual on CONVENIENCE.
- The full family is shown to discuss PROGRESS.

Use these references when engaging your audience. Emphasize that owning a toilet in the home benefits all members of the family. The good effects of hygienic toilets are felt not only in homes but also throughout the community.

**Quick Tip**

**Handheld Flipchart**

**Key Audience Response**

The last few slides of the Flipchart discuss a commitment on the part of your audience: an articulation or declaration of their desire to acquire a hygienic toilet for their home.

Templates for the production of giveaways depending on audience responses are included in the DVD in your Campaign Kit:

- A sticker may be given to households who express the desire to acquire a hygienic toilet but who cannot yet make a decision (need to consult spouse or other household member not present at the engagement).
- A calendar may be given to households who have committed to take action. This may be accompanied by an Informed Choice Catalog (ICC) and may require a separate discussion on toilet and payment options. (see separate Sanitation Marketing document)
LARGE FORMAT FLIPCHART

In order to engage a larger group of 6 to 15 people, it is recommended that you use the LARGE FORMAT FLIPCHART, digital files of which are included in your Campaign Kit DVD. You may wish to coordinate with your LGU, provincial or municipal health office regarding the printing and production of Large Format Flipcharts for use within your area.

Engagement Duration
With a larger audience of up to 15 people, Large Format Flipchart engagements should last from 45-90 minutes.

Notes on Engagement
The sequence, method of engagement and content of the Large Format Flipchart is the same as that of the Handheld Flipchart; it is only a larger version that is recommended to be used for bigger audiences for better visibility.

As such, only the slides intended to face the audience – those with visuals and pictures – are to be used. This means that at these engagements, you may not have the benefit of being guided by reference notes as you walk your audience through the engagement process.

It is highly encouraged that you practice with small audiences using the Handheld Flipchart prior to engaging groups with the Large Format version to acquaint yourself with the sequence and communication points, for a smoother, more effective discussion. Alternatively, you may use the Handheld Flipchart as an additional guide, or write your own notes on portable index cards.
Production Notes

Slide size: 18” x 24” vertical
To be printed on: lightweight, waterproof material such as tarpaulin
Recommended binding: Top

When all the slides are printed, they may be ring-bound or fastened at the top, then attached to a wooden rod for hanging, or attached to an easel.

QUICK TIP
When dealing with larger audiences, it may not always be feasible to engage all gathered participants for each ASK/LISTEN sequence. While it is alright to address a question to only some members of the audience, make sure you ask several questions that will engage all members of the audience at least once. For example:
- For the slide on SAFETY, you may engage only the mothers or parents in the audience.
- For the slide on CONVENIENCE, you may engage the men.

For sessions with 16 to 25 people, the Flipcharts may not provide enough visual support to effectively communicate our message to everyone in the audience. It is recommended that COMMUNITY EVENTS be used as a method for these larger gatherings. Your Community Events may also be sequenced as part of your post-CLTS activities.

Note, however, that you will need some technical equipment, which you must know how to use, as well as a larger venue to be able to address your audience.
What You Will Need

- A comfortable and quiet venue that can accommodate your target attendees. This may be at the Municipal or Barangay Hall, or even at an outdoor gathering place or *tambayan* within your community.

- Video Playback System
  - Projector and screen (that can be clearly seen even if the venue is outdoors)
  - Laptop with speakers, loaded with Microsoft Powerpoint or Adobe PDF Reader

- Playback Materials/Visual Aids
  - The DVD included in your Kit, which includes three videos for playback
  - The Powerpoint/PDF presentation included in your DVD, which is a version of the Flipchart specifically scaled up for much larger audiences

- Optional Items
  - Sound system with a microphone
  - Chairs for attendees
  - Small tokens as giveaways/ prizes for your guests

QUICK TIP

Your DVD includes three videos for playback at specific times within the event. They are:

- “Sana” – Establishing the current sanitation condition in the country, and in specific areas similar to your community
- “Paano” – Exploring the different efforts currently being done to address the problem of Open Defecation
- “UNLI Asenso” – Encouraging everyone to commit and work together to achieve Zero Open Defecation and find UNLI Asenso on a personal and community level

Also, continue to use both the Large Format Flipchart and the Handheld Flipchart as additional visual aids, even for Community Events.
Event Preparations

• Before Event Day
  • Pick a date and time that would be most convenient for your targeted attendees.
  • Identify and reserve the venue.
  • Invite your participants: members of households with no toilets or with unimproved toilets. Whenever possible, ask the decision maker to attend. (father or mother)
  • Confirm the attendance of participants, and remind them of the event at least a day before the event.
  • Whenever possible (such as when the event will take place indoors in the security of the municipal hall), set-up the visual aids and sound system a day before the event. Make sure that everything is in place and you are at the venue an hour before your participants arrive.

• On Event Day
  • Greet your attendees as they come in and make them feel comfortable. You may ask them to sign a registration form for your records.
  • To set the tone and engage the audience, you can play some popular upbeat music.
  • Start on time and keep to your schedule to make sure you complete the activity and no guests will need to leave before the end of the event.
  • The entire program should run for only 60 to 90 minutes.

Event Program Flow

<table>
<thead>
<tr>
<th>Time</th>
<th>Segment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 mins</td>
<td>Arrival of Audience</td>
<td>• Invite everyone to register</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Playback upbeat music</td>
</tr>
<tr>
<td>05 mins</td>
<td>Opening Spiels</td>
<td>• Facilitator welcomes everyone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ice-Breaker/Warm-up Activity</td>
</tr>
</tbody>
</table>
### COMMUNITY EVENTS

<table>
<thead>
<tr>
<th>Time</th>
<th>Segment</th>
<th>Description</th>
</tr>
</thead>
</table>
|          | SUGGESTED WARM-UP ACTIVITY | • Basic stretching  
• Hand movement mnemonics or memory aids for the campaign  
• **UN** - Form a “U” with your hands (Form an “L” with both hands, with pointer fingers up, thumbs out, close the other 3 fingers on each hand. Then let the tips of the thumbs meet)  
• **LI** - Extend arms forward, still holding the “U”  
• **ASENSO** - Make the tips of the pointer fingers meet to form a triangle or letter “A”  
• **INIDORO** – Bring down the “A,” arms still halfway extended, to form a “hole” representing the toilet |
| 05 minutes | Welcome Remarks | • Thank everyone for attending.  
• Establish that the issue that will be discussed will be important because it impacts everyone in the community, but the session for the day will be done in a fun and entertaining manner.  
• Encourage everyone to participate. |
| 05 minutes | AVP Part 1: Sana | • Facilitator introduces AVP 1  
• Play AVP 1 |

### AVP PART 1

AVP 1 shows scenes from rural municipalities around the country and how the practice of open defecation has become a barrier to Asenso from both a household and community level.
COMMUNITY EVENTS

<table>
<thead>
<tr>
<th>Time</th>
<th>Segment</th>
<th>Description</th>
</tr>
</thead>
</table>
| 08 minutes | AVP Recap and Slides Walkthrough | • Facilitator does a quick recap of the messages of AVP 1  
• Discuss the reason for the campaign and recap the disadvantages/advantages of owning a toilet. This sequence replicates that of smaller engagements where each benefit is shown and the process of ASK – LISTEN – EXPLAIN – RELATE is repeated for each benefit. You may refer to the Communications Guide for the Handheld Flipchart above for details. |
| 12 minutes | Game 1                           | • Reinforce the message of AVP 1 in a fun and engaging way                                                                                                                                                |

SUGGESTED GAME: TOILET MUSICAL CHAIRS

This activity is an adaptation of the popular game musical chairs, and simulates what people experience when they need to defecate.

• Dancing around the chairs pertains to when one searches for a place where one may “unload.” The fact that they have to hurry and beat others to a “toilet” shows urgency.

• Having a toilet on hand underscores the benefit of convenience: having a place to defecate when one needs to.

• It also shows how somebody who fails to use a “toilet” is in some ways, out, or excluded from true Asenso.

GAME MECHANICS

• Get participants and corresponding number of chairs. The number of chairs must be one less than the number of participants. (e.g. five participants, four chairs)

• Arrange the chairs in a circular formation at the center of the venue. Ask the participants to form a circle around the chairs.

• When the music plays, the participants go around the chairs, dancing and acting (making faces) as if they need to use the toilet.
COMMUNITY EVENTS

<table>
<thead>
<tr>
<th>Time</th>
<th>Segment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>05 minutes</td>
<td>AVP Part 2:</td>
<td>• Facilitator introduces AVP 2&lt;br&gt;• Play AVP 2</td>
</tr>
<tr>
<td>12 minutes</td>
<td>Game 2</td>
<td>• Reinforce the message of AVP 2 in a fun and engaging way</td>
</tr>
</tbody>
</table>

AVP PART 2

AVP 2 shows how efforts from different sectors (local government, CLTS sessions) have begun to influence the communities to acquire toilets for the home. Representative members of the community also express support for the campaign and enjoin others to do the same.

SUGGESTED GAME OPTIONS

These games are designed to reinforce the message of AVP 2 by verifying if the audience has paid attention to its contents, and how the sample efforts against Open Defecation shown in the video may be contextualized in their own community, for example – the creation of ordinances by local government.

Sample game option 2, in particular, is a fun, physical game that aims to make the Unli Asenso campaign memorable for the participants.

• When the music stops, every participant must find a “toilet” (a chair) to sit on, while smiling or making a contented facial expression.
• Whoever fails to find a seat is OD – Out of the Dance!
• For the next round, one chair is removed from the game.
• Rounds are repeated until only one participant remains and is declared the winner.
• The winning player gets a prize. A Special Prize may also be awarded to player/s who have the best facial expression (as if needing to defecate) during the dance.

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GAME MECHANICS OPTION 1: INIDORO HENYO

- The game is played in pairs. Player 1 faces the audience while Player 2 faces Player 1, his/her back to the audience.
- A secret word is placed on a dipper (tabo) and placed on the head of Player 1. Player 2 and the audience can see the word, but Player 1 cannot.
- Player 1 guesses the word by asking for clues using YES or NO questions. These are the only answers that Player 2 can give (aside from “PWEDE/POSSIBLE”).
- Audience may distract or help Player 1 by shouting YES or NO.
- Player 1 must guess the word in 30 seconds or less in order to win a prize.
- It is necessary for these words to be related to Open Defecation. Sample words: INIDORO, ASENSO, TABO, TUBIG, ORDINANSA.
- After each round, discuss each word. Ask the participants how they are related to Open Defecation. Lead the discussion. Always go back and relate the words to the benefits of using a proper toilet.

GAME MECHANICS OPTION 2: TOILET RELAY RACE

- Call 2 teams of 4 players each.
- 1st players run with a dipper (tabo) to a chair on the opposite end, sit on the chair, get a white pingpong ball from a pail in front of the chair using the dipper. (must remain seated while doing this)
- With the ball in the dipper, 1st players run back to their team, get the ball and pass the dipper to the next player.
- Once all players have collected their 4 pingpong balls, the words on the pingpong balls form an easy statement (UNLI/Asenso/pag may/Inidoro) which they have to answer as a team.
- The first team to shout out the statement wins the game.
### AVP PART 3

AVP 3 shows that true progress is something that the entire community aspires for and that UNLI Asenso is possible if everyone stands up and does his or her part by acquiring a household toilet.

<table>
<thead>
<tr>
<th>Time</th>
<th>Segment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Sanitation Marketing</td>
<td>• Facilitator may lead the discussion or call in another speaker to discuss toilet models, features, pricing and payment options. For detailed explanations on this section, you may need to refer to the separate Sanitation Marketing guide.</td>
</tr>
</tbody>
</table>
| 05 minutes | AVP Part 3: UNLI Asenso | • Facilitator introduces AVP 3  
• Play AVP 3 |
| 04 minutes | Recap and Review of Hand Movements | • Facilitator does a quick recap of the messages of AVP 3  
• Facilitator asks everyone to stand and recaps the hand movements for UNLI Asenso pag may Inidoro  
• Perform the movements as they chant the campaign slogan |

Recessional
COMMUNITY EVENTS

QUICK TIPS

- You may lengthen or shorten the program depending on available resources, or what you feel may be more relevant to your audience – as long as all major points are communicated. For example, you may choose to add more games and exercises.
- Refer to the Program Flow provided but watch out for opportunities to inject specific insights or actual experiences that your audience will be able to relate to.
- Watch the time! If your audience participation level at the discussions is high, you may need to cut a game from the program and proceed to the next segment.
- Keep the atmosphere light and informal to encourage openness and participation from your attendees.
- Don’t forget to have fun!

OTHER TOOLS

STICKERS

Also included in your Trainers’ Kit is a set of stickers which may be used as giveaways at the end of your engagements. These are intended to be affixed to houses who have expressed the desire and interest to further UNLI Asenso by rejecting the practice of Open Defecation. These stickers are symbols of pride for households that agree to support the campaign.
It is left to your discretion whether to just distribute stickers to household decision makers, or to affix it to the house yourself.

**QUICK TIPS**

- The stickers may also be used as a Monitoring Tool: households with stickers represent those who have already undergone engagements with trainers such as yourself – eliminating the need to profile every house within a community at every visit.
- Stickers may also be considered an empowerment tool: aside from identifying the household as an active participant in driving UNLI Asenso for the community, it also allows households to talk about the campaign to neighbors or visitors who may inquire about the sticker after seeing it, and encourage others to follow their example if they too would like to experience such progress. In this way, we effectively turn these households into ambassadors of our message.

**WALL CALENDAR**

Households who express more than the desire to support the campaign, and commit to *take action* may be awarded Wall Calendars.

The Calendar symbolizes that better days can be expected, which are characterized by reminders on the key benefits of safety, pride, convenience, and progress – that they will experience once they start acquiring proper toilets for their homes.

**QUICK TIP**

The calendar could also be useful as a transitional tool for Sanitation Marketing. It can help households track payment terms and record milestones such as the acquisition of supplies (bowls, slabs) and installation of their hygienic toilets. When deemed necessary, you may make marks and notes on the calendar to remind them of important dates.
BAG AND SHIRT
Your bag and your shirt will probably be the most visible elements of the campaign, as they are portable – you will be carrying the bag and wearing the shirt as you engage audiences within the community. Wear and use them with pride!

QUICK TIP
When on the road as a frontline worker, you are an official representative for the BCC campaign. Take the time to read up on the campaign overview found at the start of this Handbook, so that when approached or asked – you will be able to answer questions and begin a possible discussion on sanitation, even without a formal or scheduled engagement. Remember: the toilet visual on your shirt may prove to be a conversation opener!

POSTER
At 18” x 24”, the poster is the largest material in your kit in terms of size. It is recommended that you put up the poster at an area in the community where there is a large concentration of pedestrian traffic. We want the people in your area to see it and talk about it!

QUICK TIP
The poster is an omnibus material, meaning it includes all of the communication points and benefits of owning a household toilet, either in words or in pictures. Different audiences may find themselves relating to a specific scenario or word in the poster. Additional information on each of the situations may be found either in the section on the Handheld Flipchart above, or on the guides (back pages) of the Flipchart itself.
PRODUCTION NOTES

Digital files of these other tools (Sticker, Calendar, Shirt Graphics and Poster versions) are also included in your DVD. You may print and produce as many additional tools as you may need for your area.

SANITATION MARKETING

At the end of your engagements, participants who have been driven to take action will most likely ask about next steps: what they will need to do, and how they can acquire hygienic toilets.

The acquisition of household toilets within the context of the campaign does not mean simply giving them away. Instead, we hope to empower our audiences by giving them access to a range of toilet models through easy and affordable ways, thereby instilling a sense of ownership that will not only give them pride, but also drive them to take care of their toilet, use it properly, and maybe even improve it further in the future.

You may refer to your Informed Choice Catalog and Sanitation Marketing documents to discuss purchase options based on your audience’s capacity to pay.
“Sa kanila na mismo. Nagkusa na sila. Naisip nila na ‘Hindi pala ako pwedeng umasa lang...sa aking paraan pala, kaya kong magpundar ng CR.’”

Dr. Tiong Eng Roland Tan
Gumaca, Quezon

[They took the initiative. They became aware that they should not just depend on dole-outs, but that on their own, they can save up for a toilet.]
To achieve Zero Open Defecation in your area, you will need to have more partners in this campaign to allow you to reach as many households as possible. This section will walk you through the ways in which you can train others to become frontline workers and fellow advocates of ZOD.

**DETERMINING THE TRAINEES**

In identifying possible candidates for training, look for people who have influence and authority, whether formal or informal, within the community, as they will be in the best position to influence others and be agents of change.

- **Health Service Providers**
  Provincial and municipal health officers, barangay health workers and medical professionals will have direct and constant interaction with our target households. They will thus have the opportunity and credibility to promote ZOD, the benefits of which will directly affect the overall health of the community.

- **Community Influencers**
  Whether they are Barangay officials, heads of local associations, or simply volunteers who are respected citizens of the barangay, they are the ones actively working for the betterment of the community, and will therefore serve as natural partners for this campaign for UNLI Asenso.
Once the qualified participants have been identified, you can invite them to a training session. Each session may have as few as one, or as many as 10 participants. Larger numbers (up to 15) may be accommodated in special cases, but please ensure that all attendees get to participate and fully understand each part of the training.

### What You Will Need

- A comfortable and quiet venue, preferably indoors, that is available on your preferred date and can accommodate your target number of attendees
- Video Playback System
  - Projector and screen
  - Laptop with speakers, loaded with Microsoft Powerpoint or Adobe PDF Reader
- Playback Materials/Visual Aids
  - Aside from the videos, your DVD also has an editable Powerpoint file to serve as guide for Training. You may add, edit, or customize this presentation as you see fit.
  - Markers and a whiteboard, blank flipchart, or manila paper mounted on a wall
- Tools to be distributed to Trainees
  - Digital files of all materials are included in your DVD in case you will need to reproduce more of these items: Campaign Guidebook and DVD, Handheld Flipchart, Stickers, Bag & Shirt, Poster
- Optional Items
  - Sound system with a microphone
  - Chairs for attendees
  - Certificate to be presented to the attendees at the end of the training
ICEBREAKER ACTIVITY (15-25 minutes)

This activity is designed to introduce the attendees to one another, while at the same time bringing up the energy of the group and encouraging them to participate by allowing them to relax and become receptive to our messages.

- Ask each participant to introduce himself or herself by filling in the blanks:
  - My name is _________.
  - I have been working as a (state your profession) for the past ____ years.
- You may add an element of fun by asking them to do any one of the following:
  - I SEE ME. State their name with an additional positive adjective to describe them, one that begins with the first letter of their name, e.g. *My name is Merry Maria Cruz.*
  - WE SEE YOU. Sharing their favorite song or color and then asking others in the audience to guess why that song or color was his or her favorite.
  - I THINK THAT. After giving their name and profession, the participant picks out a piece of paper from a box or bowl and completes the open-ended sentence written there, for example:
    - I like my job because ________.
    - I love living in our community because ________.
    - I am happy today because ________.
    - Because I am part of this session, I feel ________.
    - What I expect to learn today is ________.

THE OTHER SETS OF ICEBREAKERS MAY BE USED TO START OFF THE AFTERNOON SESSION TO RE-ENERGIZE THE GROUP.
TRAINING SESSIONS

Introduction to the Session (20-30 minutes)
• Share the Agenda of the training session.
• Set expectations:
  • What does the audience want to get out of the training?
  • What do you, as the facilitator, want your audience to take away?
  • What behaviors do you want your participants to exhibit throughout the entire session?
  • What does the audience want to see from you as the session’s facilitator?
• Define the objectives of the session, integrating the feedback from the participants.
• Discuss what will be expected of the attendees after they complete the training session (refer to Chapter 3 of this Guidebook: Campaign Overview – Roles and Responsibilities).

QUICK TIP
Provide support or guides for the Introduction Segments using a few bullet points (instructions, questions) flashed on screen.

Presentation of the Campaign (60–90 minutes)
• While flashing the digital Powerpoint file or the large format Flipchart, explain the concept of the campaign (refer to Chapter 4 of this Guidebook: Campaign Concept)
• Discuss each of the tools and demonstrate how they should be used. (refer to Chapter 5 of this Guidebook: Engaging Households as a Frontline Worker)
• Distribute individual copies of the Handheld Flipchart to the attendees for use during the discussion.
Discovering Effective Communication Models (120-180 minutes)

Armed with all the tools in the campaign, the most important driver of change remains to be the communicator – YOU. So in every communication situation – whether speaking to a household, a fellow trainer, or barangay officials who are in a position to support the campaign - it is important determine the best way to communicate our message to them.

There are four communication models that may apply:

**The Dictator (Transmission Model)**

The message is determined by the speaker and follows a linear, one-way track: from the source, the message travels through the communication channel and is received by the audience. This is most evident in informational or instructional materials often used by the government, military, or educational sector.
The Believer (Ritual or Expressive Model)
In this communication model, no new information is necessarily passed on; rather, through the continued participation of the audience, a symbolic reality is constructed – a representation of what that particular society believes in. This model is better able to capture elements that have to do with art, drama, entertainment and the many other symbolic uses of communication.

The Celebrity (Publicity Model)
This approach to communication is less concerned about the content of the message but focuses mainly on catching and holding the attention of the audience - such as in the case of advertising or formula-based television shows whose primary objective is to draw ratings.

The Viewer (Reception Model)
This communication process takes into account that no matter what the intention of the sender is, the message may be interpreted in different ways by the audience and that the meaning they will derive from the message is influenced by their constantly changing needs, preferences and dispositions.

It is important to recognize which communication model must be applied to a particular situation so that your message will be best received by your audience. Perform sample exercises to better understand these communication models and how they work.
SAMPLE EXERCISE 1: GROUP ROLE PLAY

SITUATION
• Group the attendees into four.
• Assign one Communication Model for each group to discuss and work on.
• Each group needs to prepare a 5-minute skit to demonstrate the communication model assigned to them.
• They have 15 to 20 minutes to discuss and plan their skit.

ACTION
• Groups should consider the following as they come up with their skits:
  • What is the situation?
  • Who is your audience? (Households, other BHWs, potential volunteers for the program, local officials)
  • What is your message?
  • How would you best be able to say it?
• Groups present their 5-minute skit.

LEARNING
• After every presentation, the rest of the participants will be asked to give feedback on the coherence, impact and overall effectiveness of the presentation:
  • Did they understand the message of the group?
  • Was the content and delivery effective?
  • Is there anything they could have improved on?

SAMPLE EXERCISE 2: ONE-ON-ONE SIMULATION

SITUATION
• Get two volunteers from the group.
• Assign one to be the frontline worker.
• The other person will play the role of an intended audience with a very specific background:
  • Household without toilet who says they do not have the money to install one
  • Household who shares a toilet with several other families
  • Household with unimproved toilet
  • A busy Municipal or Barangay Councilor who is in a position to sponsor ordinances to support ZOD
Honing Your A.C.E. Skills  (120-180 minutes)

Becoming an effective frontline worker or trainer requires a certain set of skills that can be perfected once you have a full understanding of their significance and if you constantly put them into practice:

- **Assess** every situation objectively so that causes and consequences are clearly identified. Just as a doctor never prescribes treatment without a diagnosis, you must first step back and understand what the situation is before taking any action. Ask and listen so you can be informed.
- **Concentrate** on specific actionable items to address the issues you have framed. Once you have diagnosed the situation, identify a concrete behavior or set of behaviors that you can focus on. This simplifies the problem, makes it easier to understand and eventually allows you to plan out realistic solutions.

**ACTION**

- Using the tools of the campaign (flipchart, poster, sticker, calendar, etc.) the frontline worker must engage the other person and convince her/him to either install hygienic toilets or support the campaign.
- You may choose not to share with the rest of the group the identity or background of the intended audience while the role play is ongoing so you can assess if the frontline worker is able to draw out the information enough for the audience to understand.
- Use a different pair for every type of audience who needs to be engaged so you can involve as many of the participants as possible.

**LEARNING**

- After every simulation, the group will be asked to give feedback:
  - Did they understand what the frontline worker was trying to say?
  - Did he or she ask the right questions?
  - Was his or her message and delivery effective?
  - Is there anything that he or she could have improved on?
• **Engage** and Collaborate with others in order to take the proper course of action. A sensitive but persistent concern such as Open Defecation will only be addressed if enough people speak out and actively pursue measures to put an end to it. So aside from convincing people to adopt a particular behavior, also learn to recognize and gain the support of people who will be instrumental in promoting your cause.

### SAMPLE EXERCISE 1: ASSESSING SITUATIONS

#### SITUATION

- Discuss with the group what the community’s goal should be with regard to the issue of Open Defecation. Be as specific as possible. (What? When? Where? How?)
- Write the goal on the board.

#### ACTION

- Divide the group into two, each one provided with their own manila paper and a set of markers.
- Each group creates two columns:
  - Factors that will **support** the achievement of this goal
  - Factors that will **hinder** the achievement of this goal
- Groups have 10 to 15 minutes to fill in their answers under the two columns.
- Groups have 5 to 10 minutes each to present and explain their answers.

#### LEARNING

- The facilitator finds commonalities between the two groups and identifies if there are differences in their answers.
- The other group may react to the answers of the former, and vice versa.
- Discuss the validity of each answer.
TRAINING SESSIONS

SAMPLE EXERCISE 2: CONCENTRATING ON ADDRESSING KEY ISSUES

SITUATION
• Review the community’s ZOD goal and the answers from the previous exercise
• Each group can then proceed to identifying the specific areas or factors that can be the focus of their action plan

ACTION
• Groups have 15 to 20 minutes to:
  • Clearly define the factors/areas that can be addressed
  • Provide specific action plans based on these factors
  • Limit the factors/areas to a maximum of 3
• Groups have 15 minutes to present their plans

LEARNING
• Facilitator summarizes the presentation of each group.
• The other group may react to the answers of the former, and vice versa.
• Discuss the feasibility of each action plan. Suggestions may be made by all participants.
• Facilitator combines all action plans stated by the two groups

SAMPLE EXERCISE 3: ENGAGING AND COLLABORATING WITH OTHERS

SITUATION
• Share the current statistics of Open Defecation in your area:
  • Percentage of households practicing OD
  • Actual number that translates to, e.g. 6,000 households
• With the help of the participants, go through the steps below to underscore the importance of having more allies in this campaign:
  • Divide the number of OD households by the number of people in the room, e.g. 6,000 households/10 allies = 600
  • Approximate the number of days it will take for one person to reach all those households, if they visit at least 2 households a day, e.g. 600 households/2 per day = 300 days
ACTION
• Identify the key people who can be allies in this campaign.
• How can we initiate a collaboration with them? What is the best way to communicate with them?
• Role-play possible scenarios with these key people.

LEARNING
• Assess the Role-play scenario.
• Provide suggestions for improvement.

Sanitation Marketing Discussion (60 minutes)
Using the Informed Choice Catalog and other Sanitation Marketing documents, discuss the different toilet models, pricings and modes of payment.
• Address concerns and questions from the group.
• Role-play: Select 2 volunteers to simulate scenarios where:
  • A frontline worker explains the catalog to a household
  • A frontline worker or trainer discusses the catalog with an LGU representative

Closing Ceremony (30-60 minutes)
• Summarize all the discussion points and outputs of the exercises.
• Ask participants to stand and chant along to the commitment “UNLI Asenso pag may Inidoro!” (May complete this with the hand movements for the campaign. Refer to Chapter 5 of this Guidebook: Engaging Households as a Frontline Worker - Community Events)
• Distribute the rest of the Campaign Kits to all the attendees.
• Present the participants with Certificates for completing the Training.
• Take a Group Photo.
The entire training session will take 1.5 to 2 days in order to extensively cover the topics and perform all exercises, ensuring that all the attendees fully understand the concepts and feel confident about engaging households on their own. However, if time or resources are limited, the training may be compressed into a 1-day workshop by shortening some exercises, while still ensuring that all attendees are able to participate every step of the way.

After the Training has been conducted, the participants are now equipped to engage households as frontline workers. You may opt to accompany them during initial visits to provide support and suggestions for future engagements.

It is ideal to initiate a regular meeting of trainers within your community on a monthly or bi-monthly basis to keep track of the progress of each frontline worker, monitor the effect of the campaign, allow a continuous sharing of learning, and inspire everyone to continue working for the achievement of Zero Open Defecation in your community.
About the Water and Sanitation Program (WSP)

The Water and Sanitation Program (WSP) is an independent, donor-funded body under the World Bank. It implements development projects in 25 countries all over the world, empowering not just governments and communities, but also individuals. In addition, WSP also supports the creation of policies and implementation of reforms that help developing countries and their people address sanitation problems.

Within Asia, WSP has spearheaded developmental work in countries such as Cambodia, Indonesia, India and the Philippines.