

CRS Manager's Guide to PHAST Methodology

Helping CRS
country offices
to use the
Participatory
Hygiene and
Sanitation
Transformation
(PHAST)
methodology

Prepared by CRS East
Africa Regional Office
Nairobi, Kenya



This publication was written by Mayling Simpson-Hebert, Senior Technical Advisor for Health and Water and Sanitation, CRS East Africa. It was reviewed by:

- Paul Hicks, GWI CA Regional Coordinator, CRS LACRO
- Harold Msanya, Water & Sanitation Engineer, CRS Tanzania
- Chris Seremet, TA Water Supply and Sanitation, CRS Headquarters
- Misgina Suba, BCC Officer, CRS Ethiopia
- Dennis Warner, STA Water Supply, Sanitation, and Water Resources, CRS Headquarters

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CRS Manager's Guide to PHAST Methodology

Helping CRS country offices to
use the Participatory Hygiene
and Sanitation Transformation
(PHAST) methodology

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EXECUTIVE SUMMARY

The purpose of PHAST is to get communities to take leadership in planning their own water and sanitation projects. The idea is not to give hygiene education to individuals, households or even community groups. The idea is to assist a selected *community planning group* to decide for itself what changes they would like to make in community behavior, where they would like water points sited and how they will go about getting sanitation coverage. In addition to the community-selected representatives, the planning group should include CRS and partner project staff and relevant government representatives.

PHAST is a series of learning and planning activities that follow a specific logical sequence leading to making final concrete decisions. These final decisions are owned by the community planning group, and they are responsible for ensuring that these decisions are implemented. Thus water and sanitation projects become *community-led and community-owned* as a result of PHAST.

PHAST is designed to maximize community participation and to encourage participation of illiterate and marginalized people, who are often women. PHAST is intended to raise awareness in the early weeks of the start-up phase of a water and sanitation project of the need for improved hygiene behaviors and sanitation to complement and get the most out of a new or rehabilitated water supply system.

There are two essential resource materials for learning about and rolling out PHAST in your program. They are:

- *The PHAST Initiative: Participatory Hygiene and Sanitation Transformation—A new way of working with communities* (Mayling Simpson-Hebert, Ron Sawyer and Lucy Clarke, WHO 1997).
- *PHAST Step-by-Step Guide—A participatory approach for the control of diarrhoeal disease* (Ron Sawyer, Mayling Simpson-Hebert and Sara Wood, WHO 1998).

This *PHAST Manager's Guide for CRS* is now an additional resource material. It will help managers to understand where PHAST should fit into their programming and how to train the facilitators who will carry out the PHAST planning process with the community. It contains complete information on how to plan and implement a facilitator's training. At the end are Annexes containing checklists and guidance to ensure that the manager has covered all tasks and topics necessary for success.

INTRODUCTION

The Participatory Hygiene and Sanitation Transformation (PHAST) methodology was created between 1992 and 1997 and published by the World Health Organization in 1998. Since then, a great deal has been learned on how to successfully implement PHAST.

This CRS guide seeks to provide updated advice based upon over ten years of field-based learning. It's a direct response to requests from CRS country programs to understand how PHAST should be programmed into their water and sanitation projects, how to implement it at the field level, and how to train facilitators who will implement PHAST at the community level.

This guide is for CRS Heads of Programming, water and sanitation program managers, project officers, equivalent positions among CRS partners, and those hired as consultant trainers for PHAST trainings.

PART I: PHAST PROGRAMMING FOR CRS



Sanitation options activity.

FAQs ON PHAST

WHAT'S THE PURPOSE OF PHAST?

The purpose of PHAST is to get communities to take leadership in planning their own water and sanitation projects. PHAST is an off-shoot of SARAR methods, pioneered by Lyra Srinivasan. SARAR stands for Self-esteem, Associative strength (of a group), Resourcefulness, Action-planning and Responsibility. These are all attributes to be developed within the planning group and the wider community to help people solve their own problems. PHAST uses the philosophy and many of the activities developed by Lyra and others to create a tool specifically for the water and sanitation sector. It is very empowering but does require training and care in its implementation. PHAST is one of several participatory tools used in development called Participatory Learning and Action (PLA). SARAR is based upon adult learning principles, in particular that adults learn and change best in groups and that adults learn best when they have a self-identified problem to solve. When adults have defined the problem and solution, they will own it, as *long as no one takes it away from them.*

The idea behind using PHAST is to assist a selected *community planning group* to decide for itself what changes they would like to make in community behavior, where they would like water points sited, and how they will go about getting sanitation coverage. The planning group should include project staff and relevant government representatives.

PHAST is a series of learning and planning activities that follow a specific logical sequence leading to making final concrete decisions. These final decisions are owned by the community planning group, and they are responsible for ensuring that these decisions are implemented by the community at large.

PHAST is predicated upon the belief that communities change best as groups, not as individuals or as households. It is a dynamic process whereby communities change as a group, shifting from one norm (such as no sanitation coverage) to another norm (100% sanitation coverage). This is called a “normative” shift. *It is not efficient for water and sanitation projects to send out hygiene educators to go household by household to try and bring about behavior change.* It is time-consuming and expensive. A community planning group can do it more quickly and efficiently at very little cost.

When a community planning group makes a decision for their community, they own that decision and take responsibility for ensuring that it happens. They also communicate directly and often with other project stakeholders, such as government and NGOs involved. *Representatives from government and any other stakeholder or implementing agency are normally a part of the PHAST planning group at community level so that all decisions are taken together and seem logical to all involved.*

PHAST is designed to maximize community participation and involvement by illiterate and marginalized people.

The plan should include decisions such as 1) who will be members of the WASH committee to oversee the new water point, 2) the tariff for water that will cover repair costs over the long term, 3) what water handling practices need to be encouraged to keep water clean in the home, 4) how to achieve 100% latrine coverage and what latrine designs would be most suitable for the area, 5) how to achieve hand washing at key times, and 6) perhaps other key hygiene behaviors identified by the planning group. The planning group will establish its own monitoring and evaluation system for their plan and will be responsible, together with project staff, for implementing the plan and ensuring its quality. Within PHAST activities is practical training for the community on ecological sanitation options and demonstrations on how to make an ecological sanitation and a hand washing facility.

The next step after a community planning group has completed PHAST is for that group to share their results with the wider community. This can be done by 1) inviting the community to see the results of the PHAST activities, which can be retained and displayed in a central area and 2) holding community meetings where all households are invited and sharing the results of the PHAST process. Some issues may still need to be resolved, such as who should be members of the WASH committee to oversee water points, what amount should be charged for water (the water tariff) and how it should be collected, and what latrine designs are best for the area. Some education on ecological sanitation is useful for the larger community to make decisions at household level on what latrine type they prefer.

Decisions taken on changing hygiene behaviors or achieving sanitation coverage as a result of the PHAST process are implemented not by an NGO or government agency but rather by the *community planning group*. They plan how they will do it. Thus water and sanitation projects become *community-led and community-owned* as a result of PHAST. There is no real “handover” at the end of the project. The handover occurs at the beginning of the project when PHAST is implemented with a community planning group.

PHAST is designed to maximize community participation and to encourage participation of illiterate and marginalized people, who often are women. The planning group should ideally be composed of a wide variety of community members including community decision-makers, ordinary community members and members of any external project team, such as government or a non-governmental organization.

PHAST is intended to raise awareness in the early weeks of the start-up phase of a water and sanitation project of the need for improved hygiene behaviors and sanitation to complement and get the most out of a new or rehabilitated water supply system. It helps the community group to identify any hygiene or sanitation problems they may have that are causing illness, to investigate the behaviors around those problems, to choose solutions to those problems and to lead the

PHAST—AN ENGINE FOR CHANGE IN ETHIOPIA

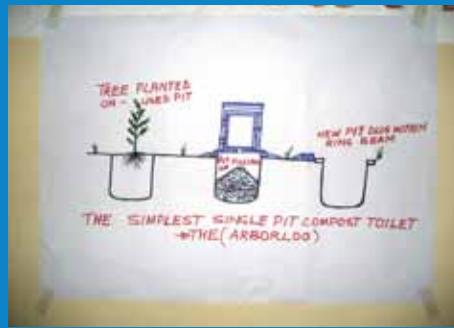
By Chala Tolessa, CRS Ethiopia

Hygiene and environmental health have been promoted in Ethiopia since the 1940s. However, rural sanitation coverage has never reached above 15%, and in many areas coverage may be described as zero.

In 2000, CRS developed locally appropriate posters and flip charts with community and government involvement to promote various sanitation options and other hygiene behaviors, but their impact was limited. In 2005, CRS Ethiopia adopted the PHAST approach and trained CRS partners and government staff, who in turn facilitated PHAST with various community leaders, malaria agents and community health volunteers. The change was astonishing.

PHAST was re-named by local communities in East Hararghe as “Our Mirror,” meaning, according to participants: “it reflects our practices back to us and stimulates us to change.” According to community members, open defecation was the only means of human feces management prior to the project. They said they didn’t know that open defecation would contaminate water. Elders in many communities said that PHAST opened their eyes. “PHAST showed us problems related to sanitation and hygiene which we have never known,” one elder said. “We used to think all water is clean, that our hands are also clean. PHAST boldly showed us how the germs travel in our environment. It was a discovery like looking under a big microscope in a laboratory.”

PHAST was first introduced in 2006 to Horewologela kebele, of Gorgutu woreda in East Hararge zone. The community planning committee was composed of community headmen, kebele chairmen, and religious leaders. Following this, all 1200 households in the target kebeles constructed an ecological sanitation facility called the Arborloo (see diagram to the right). Those who had completed PHAST planning steps led community mobilization, and they achieved 100% sanitation coverage, linking latrines with the water development activities. The community agreed that before constructing their new water source, hygiene education and construction of ecological sanitation was the top priority to prevent contamination. Households excavated pits, built privacy shelters and put hand washing facilities near the sanitation facility. Women said that before PHAST they had use the bush at night, but PHAST motivated their husbands to construct latrines and solve this problem.



The program was expanded to three more kebeles and a total of 7182 households. Before PHAST there were no sanitation facilities at all. In 6 to 12 months, there was 98% coverage. PHAST, being highly participatory, having effective learning activities that require no literacy skills, and that turns over decision-making to a community planning group, results in high levels of empowerment and responsibility and ultimately ownership of community change.

way in changing behaviors. It develops community ownership and responsibility of the water and sanitation project.

CAN PHAST BE USED FOR HYGIENE EDUCATION?

There is often a misconception that PHAST is a hygiene education program, which probably comes from just reading the title “Participatory Hygiene and Sanitation Transformation.” While much learning about hygiene and sanitation takes place during PHAST, it is *not designed* to be a mass hygiene education tool. PHAST *has no messages and involves no teaching*, but it is very effective in stimulating discussion, discovery and action-planning around a key set of behaviors, including hand-washing, building and using sanitation facilities consistently, keeping drinking water clean and food hygienic. In this sense, PHAST more closely resembles Participatory Rural Appraisal (PRA) than typical hygiene and sanitation education programs. PHAST is sometimes described as “PRA with drawings,” because it uses drawings to draw out nuanced discussions around hygienic behaviors.

PHAST uses many drawings in the various activities for problem identification, problem analysis and problem solving. However, pictures are never used for teaching. People learn by discussing the drawings and arranging them in various ways to identify and solve problems. The approach is very rich as long as the picture set is relevant to the context of the community and large enough to encompass all possible behaviors and solutions. The drawings are also very important for leveling the hierarchy, often present in communities, so that everyone can speak. Marginalized people, such as women, disabled, elderly and others, who might be shy to speak in meetings, find that they can speak to what is happening in drawings and make their voices heard.

Using PHAST just for hygiene education would not be sufficient or effective for bringing about community-wide behavior change. While one could use a few of the PHAST learning activities (for example, Steps 1 to 4 in the methodology) for hygiene and sanitation education, this would not be enough to achieve the community-wide change we seek with PHAST.

With PHAST, we believe that to achieve community-wide change, the community needs to identify its own problems and propose its own solutions, thereby creating ownership of its initiative to ensure sustainability. In addition, the community needs to take charge “managing” this process, including operating and maintaining the facilities, collecting user fees, electing a treasurer and setting up a bank account, and deciding how to monitor change over the whole community.

Why not use the decision-making activities with informal groups or groups of households, which is typical of PRA tools? The decision-making or planning activities in PHAST are designed for community-wide planning, not so much for individual planning. For households to make changes, they often need the support of the entire community, community leaders and the project. So while using some PHAST activities for hygiene education may be informative, it would

be time-consuming, expensive, and might not lead to meaningful change. The kind of change desired from PHAST is a normative shift of the community brought about by leadership from a *community planning group*.

Facilitators do not “train” the community in the methodology—they simply facilitate the planning process, using PHAST as the tool.

WHAT ARE THE BEST RESOURCES ON PHAST?

There are *two essential resource materials* for learning about and rolling out PHAST in your program. They are:

- *The PHAST Initiative: Participatory Hygiene and Sanitation Transformation—A new way of working with communities* (Mayling Simpson-Hebert, Ron Sawyer and Lucy Clarke, WHO 1997).

This document explains the development of PHAST and the learning principles upon which it is based. It is basic reading to understand the approach.

- *PHAST Step-by-step Guide—A participatory approach for the control of diarrhoeal disease* (Ron Sawyer, Mayling Simpson-Hebert and Sara Wood, WHO 1998). (You can download at: www.who.int/water_sanitation_health/hygiene/envsan/phastep).

The PHAST Step-by-step Guide is designed for managers, trainers and facilitators to plan, train facilitators and to implement at community level. It contains 1) an introduction to PHAST and participatory methods, background concepts on disease transmission, and important points on how to be a good facilitator; 2) the step-by-step activities to do with community groups; and 3) guidelines on how to make a toolkit.

WHAT ARE THE MAIN STEPS AND ACTIVITIES IN PHAST?

PHAST has 7 steps and 17 activities as follows:

Step 1: Problem identification

Activity 1: Community stories

Activity 2: Health problems in our community

Step 2: Problem analysis

Activity 1: Mapping water and sanitation in our community

Activity 2: Good and bad hygiene behaviors

Activity 3: Investigating community practices

Activity 4: How diseases spread

Step 3: Planning for solutions

Activity 1: Blocking the spread of disease

Activity 2: Selecting the barriers
Activity 3: Tasks of men and women in the community

Step 4: Selecting options

Activity 1: Choosing sanitation improvements
Activity 2: Choosing improved hygiene behaviors
Activity 3: Taking time for questions

Step 5: Planning for new facilities and behaviour change

Activity 1: Planning for change
Activity 2: Planning who does what
Activity 3: Identifying what might go wrong

Step 6: Planning for monitoring and evaluation

Activity 1: Preparing to check our progress

Step 7: Participatory evaluation

Activity 1: Checking our progress

The two existing PHAST documents mentioned above offer general guidance. This CRS Manager’s Guide is intended to supplement these documents based on CRS experience and CRS program expectations. The PHAST activities are accompanied by a “toolkit” of drawings and charts that community members use for learning and for planning their project. As each culture looks different, it is usually wise to ensure that drawings are culturally appropriate. Often an artist is engaged before facilitator training and during training to make any necessary changes to drawings.

WHERE DOES PHAST FALL IN THE PROJECT CYCLE?

In the project cycle, PHAST should be the first activity at the community level. In the CRS document *Guidelines for the Development of Small-Scale Rural Water Supply and Sanitation Projects in East Africa (2005)*, it is recommended that community participation in project planning come right at the beginning (page 21). The document lists what CRS should do:

- CRS and its partners should begin working with the community as the first step in project development.
- CRS and its partners should build upon traditional community structures, where available.
- CRS and its partners should use participatory methods in working with the community.
- CRS and its partners should encourage communities to contribute labor and local materials during project implementation.
- CRS and its partners should assist the community to establish effective links with the local government technical bureaus and the private sector.
- And projects should be based on needs identified by the community.

Using PHAST as the participatory methodology can accomplish all of the objectives above. What is critical is that water and sanitation projects should begin with the software of PHAST before initiating hardware.

When using PHAST, it is common that engineers who have planned a water project for project proposal will alter their plans after working with a community planning group. This is because the community planning group takes over the responsibility for major decision-making for behavior change, sanitation and multiple uses of water. They decide how hygiene education and sanitation promotion will be done in their community. The project needs to be able to provide some resources to support their ideas. *The budget for hygiene education and sanitation promotion goes to implementing PHAST and the ideas of the community planning group, not to reaching households one-by-one.*

HOW DO YOU SET UP A COMMUNITY PLANNING GROUP?

A community planning group should be selected to represent development of a new water scheme, rehabilitate an old scheme or expand an existing scheme. Project staff need to determine, based on local realities, the ratio of planning groups to numbers of households. Think about how many households the planning group might need to share its plan with, discuss details of the plan (such as setting tariffs), and obtain their support and consent. Thus it is difficult to imagine a planning group of 30 doing this planning for 1000 households. Based on experience, a suggested rule of thumb is that one planning group of 24 people should represent about 100 households, but this really needs to be determined locally and based on good logic for the project area.



Community members engaging in the “Good and Bad Hygiene Behaviors” activity.

The composition of the community planning group naturally varies from site to site, but we recommend that it be made up of (a) formal and informal community leaders who have an interest in or responsibility for community development, (b) a water and sanitation committee (if one already exists), and (c) a few representatives from households. Normally about half should be women. Even in very traditional societies where women are reluctant to speak out and actively participate, PHAST has shown time and again to break through this barrier and successfully engage women.

If PHAST is used as a planning tool for school water, sanitation and hygiene behavior change, then the planning group might be the school management committee comprised of the school head teacher, other teachers, some parents and some older students. This is further discussed on page 10 of the *PHAST Step-by-step Guide*.

HOW DO YOU SELECT PHAST FACILITATORS AND WHAT'S THEIR ROLE IN THE COMMUNITY?

PHAST facilitators should be paid and trained project staff assisted by community volunteers who have been trained or otherwise exposed to the methodology. It may happen over time that more and more community members become capable in the methodology, especially if they received training and careful mentoring. Being a good PHAST facilitator is a high skill. It takes many days of training and several days of practice to become a facilitator, and even with the proper training, some people end up being much better facilitators than others.

The more fun the PHAST meetings are and the sooner the facilitator hands over the leadership, the faster the process will go.

PHAST facilitators work best in pairs in communities. They meet with the community planning group over time, at times specified as convenient by the community planning group, until all 7 steps of PHAST are completed. In the course of completing the steps, the community planning group will be taking their final preliminary decisions for the project. However, these decisions can be changed as the project unfolds. The facilitators stay with the community group to support and assist the implementation of the community plan, but the facilitators do not implement it themselves. If the community planning group tries to turn over the plan to the facilitators, we can say that the PHAST process has failed in that community, and the likely reason for failure is that the facilitators did not “hand over the project ” to the community early enough or often enough, leaving the impression that the community plan was owned by someone else.

What does it mean to “hand over the project?” It means that the community now owns the project and its sustainability. They are now totally in charge and all other stakeholders who made the project happen are now exiting. Oddly, this is often planned as a ceremony at the end of a project. However, if it begins to occur at the beginning of PHAST, community ownership will be much stronger. The NGO or other actor should be seen as a facilitator of a process and a partial financier who also offers technical advice, but the project should belong to the community from the beginning. *To further support this idea, the NGO or other outside project actor should never put their signage on water points or other facilities unless it is humble and subordinates its name to that of the community.*

HOW MANY FACILITATORS ARE NEEDED PER PROJECT?

The number of facilitators to be trained depends upon the number of “communities” in the project. Ideally, the project should have two facilitators for each community in the project but a pair of facilitators can serve more than one community at a time. A community may be defined as a unit of households, village, or group of villages, that will be sharing a new water source or sources, perhaps having several domestic points. (Each domestic point might have a Water and Sanitation Committee with a trained mechanic—this should not be confused with the PHAST Planning Group.) Two facilitators can probably handle not more than four communities at a time, per year of the project. A large project involving thousands of households will probably need to break the project area

into smaller units for planning using PHAST. Each unit will need two PHAST facilitators to help them make their plan.

HOW DO YOU PLAN PHAST AT THE COMMUNITY LEVEL?

It takes at least 16 hours to complete all PHAST steps and activities, but experience shows that it usually takes longer than that. A community group in theory could do all steps and planning in two to three days, but normally groups like to move slowly, meeting weekly, taking time between meetings for ideas and plans to gestate within the community. It could therefore take three days, three weeks or three months to complete PHAST. The more fun the PHAST meetings are and the sooner the facilitator hands over the leadership to the community group, the faster PHAST will move. There is nothing worse than a PHAST facilitator acting like a teacher or the leader of the group, and nothing will kill community initiative faster. So if the facilitator understands his or her job well, to facilitate a decision-making process owned by the community group, then PHAST will move along at a reasonable pace.

WHAT ARE THE COSTS OF IMPLEMENTING PHAST AT THE COMMUNITY LEVEL?

It is important to budget properly for implementing PHAST at community level. Some project budget line items to consider are: staff (facilitators and supervisors), transport (several times to each community to facilitate PHAST activities), and a training of facilitators (see Part II below for related costs). Generally, it is not advisable to pay an incentive to community members who serve on the PHAST planning group. However the project may offer simple snacks or lunches, and perhaps even some transport costs to participants, where appropriate. A correct balance needs to be found between enabling participation and maintaining the community's sense of ownership of the project.

PROGRAMMING FACILITATOR TRAINING AND SUPERVISION

A key to success in implementing PHAST is good supervision, especially in the period directly following training.

THE MASTER TRAINER FOR A COUNTRY PROGRAM

Every CRS country office with a water and sanitation program should have at least one highly trained and confident *master trainer* of PHAST who can train others. Master trainers can train more trainers or can train facilitators who will take PHAST to the community.

TRAINING TRAINERS AND FACILITATORS—WHO SHOULD BE TRAINED?

We should be very clear what we mean by the terms TOT (training of trainers) and TOF (training of facilitators). A TOT is a course designed to create “trainers,” those who can train others as facilitators and can plan and run an entire training on his or her own. A TOF is a training course to train the field level facilitators. Normally it takes one or more year of practice in the field plus participation in two or more TOFs before a facilitator can be qualified as a trainer of trainers.

Selecting who to train as trainers and facilitators is a very important decision. Here are some selection criteria:

- The person is or will be a paid project staff member of a CRS or partner water and sanitation project. The person’s job is to facilitate hygiene and sanitation behavior change and facilities at community level.
- The person is a community member who wishes to become a facilitator and shows potential to learn the methodology.
- The person has a high school diploma and preferably other higher formal training.
- The person is familiar with the water and sanitation sector and has received training on good hygiene behaviors, safe water handling and sanitation.
- The person has an out-going personality and is not shy to speak in front of a group, likes working with communities and is well organized and flexible.
- The person will keep appointments with communities and be sensitive to community needs and time-keeping.
- The person should have a good sense of humor, be innovative and easily adapt to a new environment.
- The person is already sensitive and grasps the richness of participatory approaches.
- The person knows how to inspire and motivate community representatives to enthusiastically participate and contribute to the analysis and planning exercises.

It is sometimes preferable to train and then hire, rather than hire and then train. In nearly every PHAST training, trainees self-discover that they are not cut out for this kind of work. Sometimes the trainer will also decide that a trainee does not seem to be capable. As a result, some programs train one or two additional people and do the final hiring of facilitators based on training performance.

THE SEQUENCE OF EVENTS TO REACH THE COMMUNITY WITH PHAST

The box to the right shows the sequence of training and community change events using PHAST, from the first training of trainers (TOT) until it reaches the households.

- A PHAST “trainer of trainers” is someone who can train other trainers who will in turn train facilitators. This person knows how to plan, organize and facilitate a “training of trainers” (TOT), is well versed in the PHAST methodology, in adult learning principles and in participatory methods in the wider sense. This person knows principles of training and how to mentor trainees so their skills will improve. This person is flexible in training and knows how to respond to new training challenges as they arise in the training.
- A PHAST trainer trains facilitators. This person organizes and facilitates a “training of facilitators” (TOF).
- A PHAST “facilitator” is someone who is employed by the project to facilitate community planning for a water and sanitation project, using the PHAST methodology. Facilitators do not “train” the community in the methodology— they simply facilitate the planning process, using PHAST as the tool.
- A PHAST participant is a person at community level who is engaged in the water and sanitation planning process as a member of a community planning committee. This committee then reaches out to their community households with the changes that they have decided to make, to bring about a normative shift in behavior. The diagram shows these relationships.



WHEN TO TRAIN FACILITATORS

PHAST training to new facilitators should be one of the first activities of a new water and sanitation project. That should be quickly followed by the PHAST planning process at community level.

Putting PHAST at the end of a project, after the water system is built, in order to provide hygiene education and sanitation, misses the point. PHAST is designed to kick-off a project, not close one out. Thus training of field facilitators should take place about one month before field implementation is to begin, which is early enough for them to be ready with their training, but close enough to implementation to make sure the training is still fresh in their minds.

SUPERVISING FACILITATORS

A key to success in implementing PHAST is good supervision, especially in the period directly following training. Supervisors of facilitators (such as a CRS staff person or, perhaps more appropriately, a government staff person) need to be trained in PHAST, as the primary role of the supervisor is to be a *mentor* of new trainees, helping them to gain confidence and correcting errors they may be making in facilitation. Supervisors, their travel and time for supervision, should be programmed into water and sanitation projects. Each supervisor should not be expected to supervise more than about six facilitators.

Here are some important points on supervision:

- Directly after training, supervise the new trainee very often until you are satisfied with his or her performance.
- After that, supervise the new facilitator once every 3 months for the first year.
- Keep a record of every supervision visit and the feedback you gave the facilitator.
- Don't keep new facilitators who don't improve. Not everyone can be a facilitator!

In Annex 1, you will find a sample evaluation form with a list of behaviors to look for when critiquing a PHAST facilitator. PHAST facilitators should be encouraged to do self-evaluations and to ask their fellow facilitators to do peer evaluations.

It is very important to give clear feedback to new facilitators. Here are some important points on reporting feedback:

- Write a narrative report to the facilitator immediately after observing him or her.
- List the positive points of facilitation. Always give positive feedback first.
- List the areas that need improvement.
- Write suggestions for improvement.
- Discuss all with the new facilitator immediately.
- Both the supervisor and the facilitator should sign the report and both should have a copy.

COST CONSIDERATIONS OF PHAST TRAINING

The cost of a PHAST training is part of programming for a water and sanitation project, therefore it needs to be planned for in the budget. Some of the budget line items would be: fee for a PHAST trainer (if a consultant), artist fee, training materials (see Part II for complete list), accommodation and meals for the trainees and training helpers, transport for trainees, transport for one or two trips for field practice, cost of production of a toolkit for each trainee (photocopying, lamination, bag or folder for drawings). Costs of training vary enormously. The largest costs tend to be accommodation and meals at the training venue. Toolkits of drawings, with a sturdy cloth, nylon or leather bag, on average, cost about \$60 each.



A PHAST planning group's use of planning posters to determine who is responsible for what changes in the community.



A community member describes good and bad hygiene behaviors.

A progress evaluation schedule.

Goal	Number	How to measure	How often to measure	By whom
	100 HHs	- Pocket charts - H/Hs visits - Reports	3 Months 2 Weeks 1 Month	Watsan Committee Ten Girls Leaders
	600 people	- Pocket charts - H/Hs Visits - Data from Dispensaries	3 Months 1 Month	Watsan Committee

A progress evaluation schedule.

PART II: GUIDELINES FOR CONDUCTING A PHAST TRAINING OF FACILITATORS



A PHAST training.

The purpose of this section is to assist CRS program managers in preparing for PHAST training of facilitators and to guide them through the process of training. Over the past five years CRS country offices have conducted a number of PHAST trainings of facilitators with varying levels of success. Based on experience, PHAST facilitator training events need to be at least 10 days. We have found that shorter trainings are not very effective. The training will involve time at a training facility as well as field practice in a community setting.

PREPARING FOR A PHAST TRAINING OF FACILITATORS

THREE MONTHS BEFORE THE TRAINING

SET THE DATE OF THE TRAINING AND PRE-PLANNING WORKSHOP

A good PHAST training takes at least ten days, preferably 12. Planning for two weeks, where participants arrive on a Sunday evening and depart nearly two weeks later on a Saturday morning, is ideal. The first week should entail six days of training, with one religious day off, and a second week of five days.

A week before the PHAST training, you will need to have a pre-planning workshop of at least three days, followed by two days of follow-on preparations. At least three people will attend this pre-planning workshop: the trainer, the training organizer and the artist.

Dates for both the pre-planning workshop and the training need to be set and letters of invitation need to be sent out to participants.

DETERMINE THE SIZE OF THE TRAINING GROUP

The ideal size of a training group is 15 to 24 people, but it can be less if only a few facilitators and their supervisors need to be trained. If the project cannot meet this size of training group, it might be best to combine training with another country office or another local organization to bring the number of trainees up to at least 12 persons. Training is more successful with 12 or more participants than with a smaller group because we want the trainees to experience the same group discussions and decision-making processes that the community groups will experience.

HIRE A PHAST TRAINER OF FACILITATORS

It is anticipated that over time, CRS country offices with water and sanitation programs will have at least one, and preferably two, staff who can act as a PHAST master trainer and be able to train trainers or facilitators. In the meantime, it may be necessary to hire an outside consultant.

A number of national governments and NGOs around the world are using the PHAST methodology, but finding a qualified PHAST trainer is not always easy. You need to be knowledgeable yourself on PHAST before you can hire a trainer.

The trainer shall be well-versed in PHAST theory and methodology, have demonstrated experience training others and have a complete toolkit of appropriate drawings that can be photocopied for training. He/she is expected to plan and execute a PHAST training, taking the lead for the pre-planning phase

as well as the training phase. Here are the basic steps to take in hiring a master trainer:

1. First, read the *PHAST Step-by-Step Guide* (available on the World Health Organization website) in order to understand the methodology. Then see whether the applicant has indicated PHAST training on his or her resume. A PHAST trainer is not a teacher and should not behave as a teacher. This person should model good participatory facilitation skills that trainees can copy when they roll out PHAST at field level.
2. Next, interview your trainer candidates based on what you have read. The following are some qualities you should look for and questions to ask:
 - Ask the person to explain to you the theory behind participatory learning and the value of participation at community level for planning water and sanitation projects. If it sounds convincing and what your project wants, then this is a good sign.
 - Ask the person how many times he or she has conducted training. Ask to see letters of appreciation for having trained facilitators for other organizations. Note the dates of these letters to see how long it has been since this person conducted training. Ask the candidate to produce one of his or her training of facilitators' training reports.
 - Ask to see his or her set of PHAST drawings, also called a "toolkit." Look at the quality of these drawings. If they are faded from too much photocopying, it might be a sign that the trainer does not take his toolkit seriously.
 - Ask the person to explain how he or she runs a training and how many days he or she usually spends in training. If the person has difficulty explaining how the training is conducted, or says he or she can do it in 5 days, you might not have the right person, as a good training takes at least 10 days.
 - Ask the person for a typical PHAST training agenda used in the past and have them explain it. If there is no time for practice in the agenda, especially field practice, then this raises a red flag.
 - Note the person's demeanor and try to judge whether this person will act like a teacher and be domineering, or whether the person is softer and open and is likely to encourage wide participation. Ask the person to facilitate at least one PHAST activity with a group from your office and try to judge whether this facilitation matched your expectations.
3. Ask for references. Call these references and ask about the candidate's training ability, whether the organization was satisfied with the training, and whether those trained as facilitators are successfully implementing PHAST at community level and getting an action plan from the groups they are working with. If the reference doesn't know, then discard this reference and go to the next one.

It is good to share the resumes of potential external PHAST trainers with knowledgeable staff within CRS for advice and ask them to participate in interviewing candidates.

TERMS OF REFERENCE FOR THE PHAST TRAINER OF FACILITATORS

- Background to the project
- Participant's profile
- The time, dates and place of training
- The expected outputs

SELECT THE TRAINING ROOM

The training will involve both time spent at a training facility as well as practicing in a selected community. The importance of an appropriate training room cannot be overemphasized. See Annex 2 for a room selection checklist.

ONE MONTH BEFORE THE TRAINING

SELECT THE COMMUNITY FOR FIELD PRACTICE

Ideally, the community selected for field practice should be a community where the water and sanitation project will take place. In this way, the community can start to become familiar with the project and with PHAST, even though the adults who will come for practice may not be a part of the community planning group, because presumably that group has not yet been selected. The field practice can be explained as a first step of implementation of the project to begin discussing some decisions that will have to be taken. However, PHAST planning activities will not be done at the field practice, nor will decisions be taken, as this is not the right group, therefore only the learning activities will be practiced.

The community should be notified at least a few days in advance that a field exercise will take place and that you would be grateful if three or more (depending upon the number of facilitators being trained) groups of about 15 to 20 people could be gathered for about 2 hours to do some learning activities.

It is important to be completely clear about what you expect of the community on the day of field practice:

- time of day to meet
- place to meet
- number of members to be gathered (15-20 per group x # of groups)
- men and women
- amount of time the activities will take.

ORGANIZE TRAINING MATERIALS

All PHAST trainings of facilitators need the following materials:

- Photocopy machine
- Photocopy paper
- Scanner and computer (for scanning drawings into a computer, if desired)
- 3 *high-quality heavy-duty* lamination machines and about 1000 sheets of the *lightest weight* lamination plastic (if the project has decided to laminate drawings for participants)

- 6 pairs of scissors
- 24 rolls of narrow masking tape; several rolls of wider masking tape
- 3 rolls of flipchart paper
- 30 markers in different colors
- 100 manila envelopes for storing drawings
- One plastic portable file for each trainee to store their own drawings upon departure—either file type or notebook type.

IDENTIFY TRAINING HELPERS

A PHAST training involves a great deal of logistics and on-the-spot drawing, photocopying and organizing of materials. In addition to one or two trainers, it is best to have at least *three extra helpers* at a PHAST training: 1) an administration/logistics person to handle all travel arrangements during the training, to go for more supplies, to work with the caterers and to handle small matters that arise with participants; 2) a person who knows PHAST to work with the artist on quality of drawings and to keep drawings organized before and after use; and 3) a photocopy/computer scanning person.

It may not seem possible at face value to believe that these could be full-time jobs, but they usually are because the dynamics of the training are so fast-moving, and there are a great many drawings to be produced and copied on the spot and kept organized. As much photocopying as possible should be done before the training begins, such as copying PHAST manuals to be given to each participant and copying drawings to be used in training. However, in addition to the manual, each training participant should be given a complete toolkit of drawings at the end of the training, either paper copies or a CD. This may run up to 80 drawings per toolkit. The drawings to be included may only be decided upon during the training in consultation with the trainees, especially if this is a new field area, thus much of this photocopying and sorting into file folders or manila envelopes, and scanning into a computer, will be done during the training itself. The trainer cannot do all of this work, nor is it appropriate to take trainees away from the training to do these jobs. Thus it is well worth the extra financial investment to hire staff to do these jobs.

ONE WEEK BEFORE THE TRAINING

THE PRE-PLANNING WORKSHOP

An entire week should be set aside before a PHAST training in order to get ready. The first three days should be a PHAST Pre-planning Workshop and the next two or three days should be follow-up activities, such as photo-copying manuals and drawings and bringing in essential equipment and supplies for the training.

The importance of a three-day PHAST Pre-planning Workshop cannot be overemphasized. It is simply essential to having a smooth and successful PHAST training. Experience shows that trainings need to be somewhat flexible and trainers should be able to make changes as needed. CRS is now promoting ecological sanitation; therefore we find it useful to insert some training on

ecological sanitation into the PHAST training in order for participants to see how it is folded into PHAST activities at the community level.

There are at least two ways to run a training. One way is for the trainer to do all the training. Another way, which experience has shown to be promising, is that the training group is divided into three teams, and each team becomes responsible for training the other training participants, with help from the master trainer. This has the advantage of 1) getting trainees involved in reading the manual from the beginning, 2) feeling responsible for facilitation and the materials required, and 3) appreciating the skills involved.

THREE-DAY PHAST PRE-PLANNING WORKSHOP GUIDELINES

Annex 3 includes the guidelines for the three-day pre-planning workshop. The purpose of the pre-planning workshop is to prepare the PHAST training so that it will go smoothly and easily without any stress for the facilitators. By the end of the third day of the pre-planning workshop, you should feel like everything is ready for the main training.

SAMPLE AGENDA—A TWELVE-DAY TRAINING

The sample 12-day training agenda in Annex 4 is only to give ideas and not to be strictly adhered. Experience shows that trainings need to be somewhat flexible and trainers should be able to make changes as needed.

**The importance
of a three-day
PHAST pre-planning
workshop cannot be
overemphasized.**



A PHAST training.

IMPLEMENTING THE TRAINING

WHAT TO REMEMBER ABOUT THE PURPOSE OF PHAST AND TRAINING

Sometimes in the rush to prepare a training, we forget the purpose of PHAST and fail to communicate this properly to trainees. These are the thoughts to keep in mind during training:

- PHAST is intended to empower a community planning group¹ to make decisions for their water and sanitation project. We have to give away PHAST to them and not think of it as ours.
- All activities done during PHAST are owned by the community group, including the community map and all other activities involving pictures. Many community groups want to keep the work they have done and use them as wall charts and for educating other members of the community. They should be allowed to do this, so we should not write on their work or take it away. It should be treated with respect.
- We are training facilitators to work with community groups for planning purposes, not to train community groups or teach them hygiene behaviors. Facilitators should not go into communities thinking they will teach or demonstrate hygiene behaviors or disseminate messages.
- We should not be afraid that community groups will come up with the wrong answers or make wrong decisions or cannot draw a map. Communities are full of clever people who will make the right decisions for their own situation and can do all of the activities. Experience shows that they learn new hygiene behaviors quickly when given a chance to truly participate in learning activities.

THE TRAINING OPENING, PROGRESSION AND CLOSING

Opening: All of us have had experiences of conferences and trainings starting late and losing time because officials invited to open the meeting or participants arrived one or two hours late. Therefore, it has often worked best to *hold an opening dinner the night before the training begins* where opening speeches are given, the participants introduce themselves and any registration activities can take place. Once these formalities are out of the way, the training can begin the next morning fresh, just as it would in a community.

Closing: PHAST training closings are unique and they are also a learning event. We keep all the work done during the training, including the work done by

1. Community Planning Group involves members of the WATSAN Committee, community leaders, and influential leaders. This number should not exceed a total of 40 participants.

PHAST trainings can become quickly chaotic if attention is not given to organization.

communities during the field practice, and we display them in a logical sequence along the walls of the training hall. The participants have taken the time to organize their work on the walls by “step” and by “activity.” Each participant takes responsibility for preparing one activity and stands beside the activity displayed on the wall (such as “Step 2, Activity 1”) and explains it to the visitors. This is called the “PHAST Walk.”

We invite local officials, decision-makers from our organizations, and even community leaders who assisted us with the field practice to come to a closing whereby they are taken on a “walk” through the training activities. The visitors travel around the room learning about PHAST and what the trainees have learned. Finally we ask one of the visitors to tell us what he or she learned from the closing and to give us closing remarks.

Preparing for this closing is a learning event for the participants, the new facilitators. It refreshes their understanding of PHAST, the steps and activities involved, and it encourages them to understand extremely well at least one PHAST activity, the one they must explain. It is also a learning event for the visitors who are our bosses, colleagues, and partners in the field, as well as the community members who attended. It brings these various partners together to understand how the trainees have spent their two weeks of training in preparation to involve the local communities in the planning of the new water and sanitation project.

This closing should also model what should be done at *village level*. After a community planning group has completed all PHAST steps and activities, they should have saved their work also and should display it in the same manner to the rest of their community and use it to explain how they reached their decisions and their plan. In this way, the larger community can understand what their planning group has been through, what they have learned and decided, and they can become owners of these decisions as well.

ORGANIZING TRAINING MATERIALS AND DRAWINGS IN THE TRAINING ROOM

PHAST trainings can become quickly chaotic if attention is not given to organization of machines and materials. Here are recommendations on how to keep your machines and materials organized based on many PHAST trainings:

- At least one large table, possibly two tables, should be set aside in the training room for keeping training materials such as flipcharts, other papers, drawings, scissors, masking tape and markers. Materials should be stored in clearly-marked separate containers. At the end of each day, training participants should gather all materials around the room and return them to their appropriate containers.
- A table should be for the artist and his or her drawing materials.

- A table should be set aside for photocopying. The table should be large enough to accommodate the photocopy machine, reams of paper, and sets of drawings to be copied.
- If the training plans to scan drawings into a computer, then a table is needed for that.
- If the training plans to laminate final drawings for participants, a table for that will be required. The table should be large enough to accommodate one lamination machines, the boxes of plastic lamination sleeves, and drawings to be laminated. Usually it is wise to have two to three lamination machines located separately on different tables so that more than one person can laminate at a time. Participants can laminate their own drawings for their own toolkits, but lamination is a slow process, taking hours for each toolkit, so participants need to have plenty of time to do their lamination in uncrowded conditions.
- *It is very important to keep the training drawings organized.* The drawings for training for each activity should be kept in portable files or manila envelopes. Master copies should be kept separately and never used directly for training—only photocopies are used.
- *It is also very important to keep all training activity outputs, such as flipcharts and activities with drawings, neatly and well organized.* Usually it is a good idea to store them on the walls of the training room. That way participants can be reminded of what they have completed and the materials will be ready for the closing (see the previous section above on the training opening, progression and closing).

KEEPING ATTENDANCE

It can be quite unsettling to PHAST trainers and other training participants to have trainees arriving late, leaving early or being absent for part of the training. While participants often have good excuses, experience shows that trainees missing even one activity have a difficult time catching up because PHAST is a *logical progression of community planning*. Missing one step means that the trainee will not understand the sequence of the logic. While this has been communicated in the letter of invitation, it should be stressed in the training that persons who do not complete every activity in the training will not be entitled to a certificate of completion. Trainees who do not complete the training should be sent to the field as facilitators with great caution, and every effort should be made to ensure that they are trained in the missing activities and carefully supervised in the field. Any trainee that misses several PHAST sessions should probably not be a facilitator. Their absences might be taken as a sign of lack of interest to be a facilitator.

Thus, attendance should be taken each morning at the start of the day, and at the start of each afternoon session. It would also be wise to note each activity that a trainee has completed in the training, so that gaps can be seen and rectified. PHAST has 17 activities and trainees need to complete all 17.

USE OF THE WRITTEN WORD IN TRAINING

As PHAST is a methodology designed to encourage the participation of illiterate people, it is best to model in the training what should take place at the community level. Therefore, the use of the written word in PHAST training is discouraged. It is not possible to avoid all writing, such as for administrative matters, or the explanation of the word SARAR, but for the most part, writing should be avoided. Training participants usually want to write everything down that they are learning. This also should be discouraged and participants need not be given writing materials. Participants like to be given the PHAST Step-by-step Guide as a reference, and this would be essential if participants are to take an active role in facilitation from the beginning of training.

Overall, trainees need to learn the activities by doing and then should be able to facilitate them in the same way at community level. It does take some practice and feedback, but eventually they can do it. If the training master trainer brings plenty of flipcharts into the room, writes everything down, gives writing assignments to the trainees, and so forth, experience shows that the trainees will do the same thing at community level. When this happens, the purpose of PHAST—to include illiterates in planning—will largely be lost. Illiterates will be marginalized and will stop participating. *Thus we highly encourage a training without the written word appearing, or appearing as little as possible.*

PREPARING PARTICIPANTS FOR FIELD PRACTICE

Usually twice during a training, trainee facilitators will go to communities to practice their new skills. It is best to divide the trainees into groups of 4 persons; depending upon the size of the training group, it can be 3 groups or 4 groups. Create a sign-up sheet and let them sign up for two or three activities to facilitate over a 2-hour period. (It is important to stick to two hours, as community groups can become quite fatigued if asked to stay longer.) Different groups of trainees will do different activities, will trade off facilitating, and then report back to the entire group. They should prepare for three activities but might only complete two in the field. Here is a sample assignment for the first field practice as it appears in the sample agenda.

Example field practice sign-up sheet

Group	Activities to be facilitated	Trainee name
Group I	<ul style="list-style-type: none">• Community stories• Good & bad hygiene behaviors (3-pile sorting)	1. 2. 3. 4.
Group II	<ul style="list-style-type: none">• Nurse Tanaka• Community map	1. 2. 3. 4.
Group III	<ul style="list-style-type: none">• Investigating behaviors with pocket chart• How diseases spread	1. 2. 3. 4.

Trainees are invited to write their names beside the group of their choice, with no more than 4 people to a group. The group is then asked to prepare all materials they need for facilitating their activities and to practice among themselves, giving the task for the activity. At the time of field practice, two facilitators facilitate one activity and the remaining trainees observe, take notes, and eventually give feedback to their colleagues. Then they rotate and switch roles until everyone has facilitated an activity. Experience shows that at most 2 activities are adequate for one community per day.

MATERIALS FOR FIELD PRACTICE

The materials taken to the field, both for the training field practice (and for eventual implementation of the program), should be few. Here is a typical list:

- A few pages of flipchart paper or manila brown paper and markers for making a community map or attaching drawings for display
- 3 sets of drawings for the activities to be facilitated
- A pair of scissors (just in case they are needed)
- A roll of narrow masking tape
- A pre-prepared pocket chart or jars or other materials for “voting”

The trainers should check materials of each group of trainees before they go to the field as new trainees sometimes cannot imagine well what materials they will need. Therefore in preparation for the field practice, some time should be taken to check materials and practice the activities they will facilitate.

GIVING FEEDBACK TO TRAINEES

Before field practice, on Days 3, 7, and 10 of the Sample Agenda—A Twelve-Day Training (as shown in Annex 4), trainees are invited to practice in front of the entire group giving the task and leading the discussion of the results of the activity. Trainees can receive feedback from their master trainer and from other trainees. Some trainees need to practice several times before they learn to give the task in simple clear instructions. Often there is a tendency for inexperienced trainees to say too much, which can lead to confusion. Instructions should always be short and clear. Leading a discussion requires good focus on the objective of the activity and to bring it to a solid conclusion. All of this takes practice, and gentle feedback can nudge the trainee toward good facilitation.

It is important to give *positive feedback first*. A rule of thumb also is—for every negative remark, the person giving feedback needs first to give two comments that are positive.

It is important to give positive feedback first.

FLEXIBILITY AND ADJUSTMENT DURING TRAINING

- Flexibility: The master trainer will need to be flexible while conducting the training and may need to make adjustments to the agenda each day.
- At the community level, allow adequate time for discussions. Hence trainee facilitators should not be mechanical but flexible with the community group.
- At the end of each day of training, the facilitators and organizers should hold a brief meeting to reflect on how the day has gone and plan for the next day.

SAMPLE WALL CHARTS FOR TRAINING

The following are sample wall charts that could be created and posted for all to see during a training:

WALL CHART ONE: SARAR

- Self-esteem
- Associative Strength
- Resourcefulness
- Action-planning
- Responsibility

WALL CHART TWO: FACILITATOR'S ROLE

- (drawing of an eye) eyes open
- (drawing of an ear) ears open
- (drawing of a heart) heart open
- (drawing of a mouth) mouth shut

WALL CHART THREE: THE PHAST STEPS AND ACTIVITIES

- These should be taken from the *PHAST Step-by-step Guide*.

WHAT TO REMEMBER ABOUT DRAWINGS AND THE ARTIST

The PHAST training will create a final toolkit of drawings adapted to the local area and relevant to the specific project. Trainers often arrive at a training with drawings from previous trainings and various locations. It is important to select the drawings relevant to the current project and location. It is also important to select only one drawing representing an idea, such as open defecation, in order to keep the number of drawings to a minimum. The training should end with a small number of essential drawings for each activity, each nicely blackened and easily seen from a distance. Most drawings should be *one-half A4 size*, so that two drawings can be photocopied on one A4 sheet, saving time and money. Drawings should be cut apart, and barriers drawings should be cut in *ovals*. The project should decide whether they will laminate the drawings for the toolkits.

While many PHAST drawings may be available for the training, it is usually necessary to modify some drawings to suit the local culture. The artist, therefore, should be part of the training and should modify drawings on an as-needed basis. Once the artist understands how drawings are used, he or she can usually produce ideal drawings.

THE TRAINING REPORT

CRS often expects a report from every meeting and training. A PHAST Training of Facilitators does not lend itself to a lengthy report, since it is a training. The report should be a two- to three-page brief summary with mention of the following:

- dates and place of training,
- the names and organizations of the trainees and the trainer,
- the PHAST activities included in the training (hopefully all),
- the place field practice occurred and what activities were practiced,
- the response of community groups to the activities,
- decisions or plans for the project that resulted from the training and
- the closing.

The list of trainees and the training agenda can be appended to the report.

ADDITIONAL RESOURCES ON SARAR

Lyra Srinivasan, 1977, Perspectives on nonformal adult learning. World Education

Lyra Srinivasan, 1990, Tools for Community Participation. UNDP.

Lyra Srinivasan, 1992, Options for Educators: A monograph for decision makers on alternative participatory strategies. PACT/CDS.

ANNEX 1

PHAST FACILITATOR EVALUATION FORM

Self, Peer, Supervisor (circle one)		
Complete one of these forms for each activity you observe.		
Date:	Facilitator:	Location:
Number of women in the community PHAST planning group:	Number of men in the community PHAST planning group:	
Activity:	Duration of activity: ___ hours ___ minutes	
Facilitator's skills to be observed	Yes	No
Did the facilitator introduce him/herself and PHAST?		
Did the facilitator arrange participants for easy discussion?		
Did the facilitator give clear instruction for the activity?		
Did the facilitator handle materials appropriately?		
Did the facilitator ensure the participation of women?		
Did the facilitator guide the discussion toward its purpose?		
Did the facilitator use activity questions to stimulate discussion?		
Did the facilitator encourage the group to reach its own conclusion?		
Did the facilitator conclude the session appropriately?		
Did the facilitator complete the activity in the appropriate amount of time?		
Total responses "yes" and "no"		
Score: (total responses "yes" × 10	%	
Write your other observations on the back of this form. Remember to give feedback to the facilitator the same day.		
Signed Supervisor:	Signed Facilitator:	

ANNEX 2

ROOM SELECTION CHECKLIST

The room should be large enough to have:

- a common meeting space for 15 or more people
- at least three large break-out work tables and chairs a table and space for an artist to work
- tables for a photocopier machine, computer, printer and possibly a laminating machine
- tables for keeping training materials and drawings

The room should have:

- good light
- good acoustics (no echoes that will affect participants' concentration)
- a pleasant feel
- plenty of wall space for placing drawings and flipcharts

The facilitator should check with the owner of the room to make sure that:

- it's ok to use masking tape on the walls to hang drawings and flipcharts
- it's ok to leave drawings and flip charts on the walls throughout duration of the training
- the drawings and flipcharts will not be swept away by cleaning staff if they fall on the floor, but instead placed on a table until they can be stuck back on walls

The facilitator should check with catering staff to make sure that:

- arrangements have been made for tea breaks and meals to be served outside of the room so as not to disturb the training

ANNEX 3

GUIDELINES FOR THE THREE-DAY PRE-PLANNING WORKSHOP

DAY 1: Prepare agenda and all materials for the training.

- Check the room where training will take place. Think about how participants will be arranged in the room for different activities. Normally, there should be a semi-circle of chairs, three work tables with about six chairs around each, an artist's table with art supplies, a photocopy table, one or two tables for holding supplies, and at least two additional tables for a total of eight to nine tables.
- Make the agenda for each day of training (see sample agenda below).
- Name who will be the facilitator for training each activity. This is applicable when more than one person present has experience with PHAST and can assist the trainer.
- Check to see if you have all of the drawings necessary for each activity.
- Check the drawings to see if they are culturally relevant. If not, have them re-drawn.
- Make a list of drawings that are needed. Let the artist get started.
- Quality of drawings: Colored or black and white drawings can be used for PHAST training. In either type, the drawing should be of good quality. If black and white, they should be blackened so that they can easily be seen by the participants when displayed at a distance. The drawings should be simple, showing only the necessary activity or event. This is important because participants can be misled by focusing on unnecessary images. See samples of recommended pictures at the end of the PHAST Step-by-step Guide.
- Photocopy or print the required number of sets of drawings for the training. Normally, this requires 3 sets of drawings for most activities. Eliminate duplicate drawings of the same idea until you have a tight small set of essential drawings for training. Put the drawings for each activity in a separate envelope or file folder labeled and arranged sequentially.
- Prepare certificates and PHAST manuals to be given to the new facilitators at the end of the training. Do all photocopying necessary.
- Check all other materials required for training (see list below). If you are lacking anything, this is the time to purchase it.
- Decide how you will take attendance of participants each day and who will do that. Set the rules for attendance. It is unwise for participants to miss any session, as they will not be completely trained. The importance of attending all sessions has to be communicated to the participants right from the beginning and stated clearly on the letter of invitation.
- Discuss how and when daily recap sessions shall be done, and by whom, to adjust the agenda and make plans for the next day.
- If there is time at the end of this day, have facilitators begin practicing the activities they will lead.

DAY 2: Visit the communities that have agreed to the practice sessions.

- Sit down and explain to village leaders about the PHAST training course and what is going to happen when the trainees arrive. Ask village leaders if they can organize three groups of about 15 adults each to do PHAST activities with the trainees as a service to the project. It is important to agree with community leaders on specific number of community members to be invited so as to avoid having too many community members. Having very large groups leads to poor participation of individual members and sometimes it is difficult to manage the field practice. Again, dates and convenient times for meeting with the community should be agreed upon.
- Have the artist walk around the village, looking at people (hairstyles, clothing) and buildings (houses, schools, sanitation facilities, water supply system) and make sketches. The artist can begin to make any changes to existing drawings that will be used in that area. The relevance of drawings should be carefully checked by the team while in the community. If possible, the trainer may take with him/her the set of drawings to the community to check its relevance. This responsibility should not be left to the artist alone. The trainer should take the lead in this activity because the artist might not necessarily know what the training requires.
- Note also on how long it takes to drive from the training room to the village. This will help the logistician.
- If there is time at the end of this day, have facilitators practice the activities they will lead.

Day 3: Discuss what changes need to be made in the agenda after the field visit.

- Review the entire agenda in light of the field visit. Make any changes you now feel are necessary to have a successful training.
- Prepare agendas in large type for posting in two or three spots around the training room. (Avoid giving out agendas, as the agenda may change during the course of the training).
- Check the new drawings coming out of the field visit. Make sure they are appropriate.
- Have facilitators practice the activities they will lead.
- Critique each other's facilitation skills.
- Make sure each facilitator feels completely confident to lead the activities.
- Decide how you are going to ask participants to evaluate this training.
- Decide on sitting arrangements and prepare badges indicating the names of each participant. Make the room attractive and let everything be arranged properly. Plan and arrange places to conduct group work.
- Think also of the way the materials are going to be displayed for the final day presentation—ensuring enough wall space enough to display at least 18–20 sheets of flip charts.

ANNEX 4

SAMPLE AGENDA—A TWELVE-DAY TRAINING

Day	Activity	Responsible
0	<ul style="list-style-type: none"> • PM: Participants arrive in the late afternoon. • Opening dinner, introductions, and speeches, if any. 	Project officer
1	<ul style="list-style-type: none"> • Ground rules • Expectations • Introduction to SARAR and PHAST • Training in participatory facilitation skills, such as Johari’s Window, Teacup Exercise, Photo Parade, etc. • Familiarization with PHAST—the steps and activities 	Participants and trainer
2	<ul style="list-style-type: none"> • Division of training group into 3 teams: Steps 1-2 group, Steps 3-4 group, and Steps 5-7 group. • Groups read the manual, divide facilitation responsibilities, and begin gathering materials and practicing facilitating their activities. 	Trainer and participants
3	<p>Group 1 presents to the participants the following:</p> <ul style="list-style-type: none"> • Step 1: Problem identification <ul style="list-style-type: none"> Activity 1: Community stories Activity 2: Health problems in our community • Step 2: Problem analysis <ul style="list-style-type: none"> Activity 1: Mapping water and sanitation in our community Activity 2: Good and bad hygiene behaviors Activity 3: Investigating community practices Activity 4: How diseases spread 	Trainer provides support to participants who facilitate
4	<ul style="list-style-type: none"> • Preparation for first field practice: facilitation teams are formed; they practice in the training room and prepare materials to go to the field the next day. 	Trainer provides support to participants
5	<ul style="list-style-type: none"> • First field practice—Steps 1 & 2 in community • Reporting back on field practice in late afternoon/evening 	Participants
6	<ul style="list-style-type: none"> • Training on ecological sanitation • Field visit to ecological sanitation facilities 	Trainer
–	Day off	
7	<p>Group 2 presents the following to the participants:</p> <ul style="list-style-type: none"> • Step 3: Planning for solutions <ul style="list-style-type: none"> Activity 1: Blocking the spread of disease Activity 2: Selecting the barriers Activity 3: Tasks of men and women in the community • Step 4: Selecting options <ul style="list-style-type: none"> Activity 1: Choosing sanitation improvements Activity 2: Choosing improved hygiene behaviors Activity 3: Taking time for questions 	Trainer provides support to participants who facilitate

Day	Activity	Responsible
8	Preparation for second field practice: facilitation teams are formed; they practice in the training room and prepare materials to go to the field the next day. All participants do a second field practice.	Trainer & all Participants
9	<ul style="list-style-type: none"> • Second field practice: Steps 3 & 4 in community • Reporting back on field practice in late afternoon/evening 	Participants
10	<p>Group 3 presents the following to the participants:</p> <ul style="list-style-type: none"> • Step 5: Planning for new facilities and behaviour change <ul style="list-style-type: none"> Activity 1: Planning for change Activity 2: Planning who does what Activity 3: Identifying what might go wrong • Step 6: Planning for monitoring and evaluation <ul style="list-style-type: none"> Activity 1: Preparing to check our progress • Step 7: Participatory evaluation <ul style="list-style-type: none"> Activity 1: Checking our progress 	Trainer provides support to participants who train
11	<ul style="list-style-type: none"> • Preparation for the closing: preparing the room for the PHAST Walk • Preparing toolkits in final form • Preparing CDs of all materials in soft copies • Training evaluation • Discussion on rolling out PHAST in the program 	Trainer, project officer, participants
12	<ul style="list-style-type: none"> • “The PHAST Walk”—a display of all activities done in the training and at community level—shared with invited guests • Awarding certificates and closing • Departure (or next day) 	Project officer, trainer, participants, invited guests

Catholic Relief Services
228 W. Lexington Street
Baltimore, MD 21201 USA
Tel: 410.625.2220

www.crsprogramquality.org

