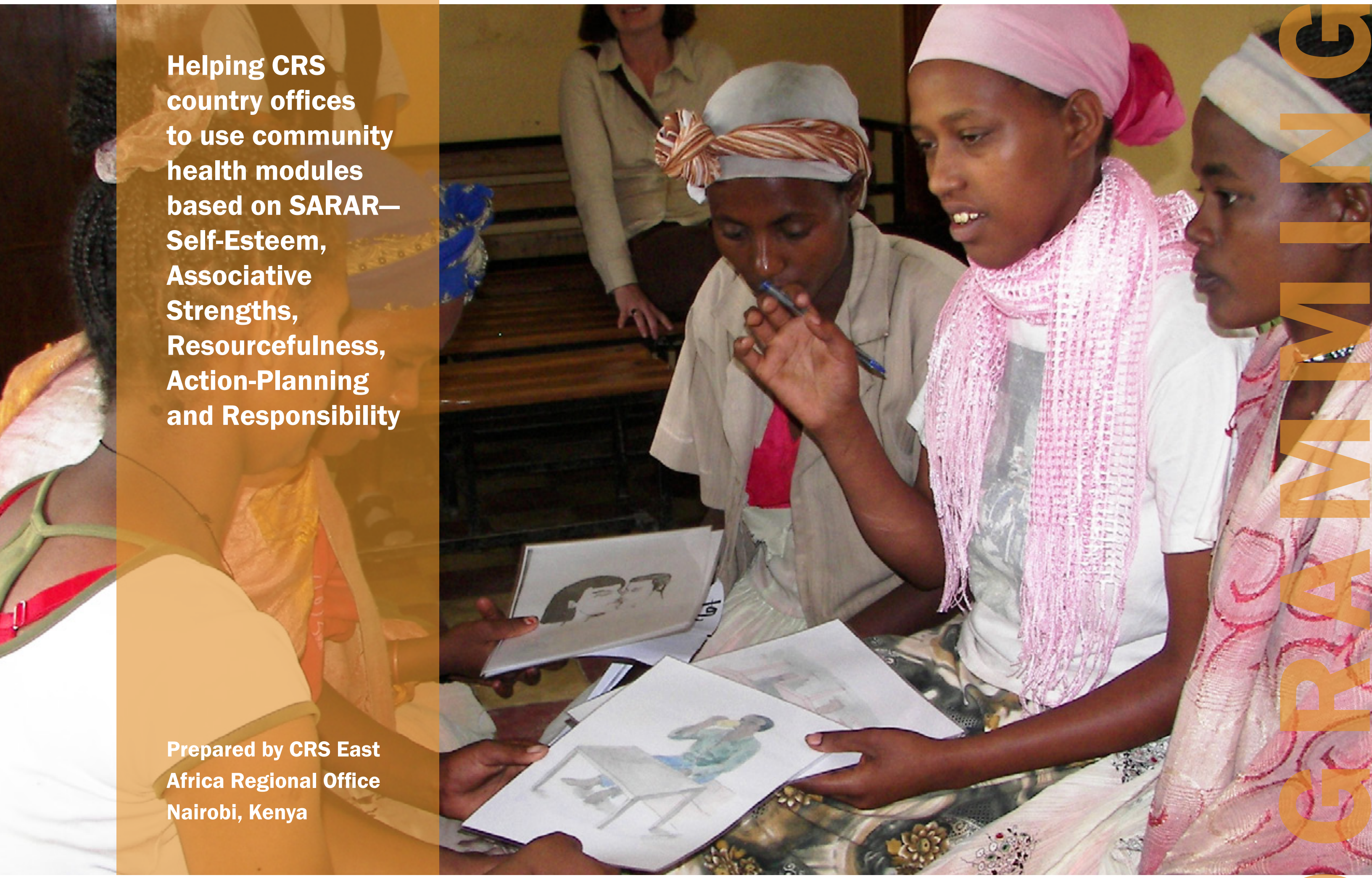
CRS Manager's Guide to SARAR-Based Community Health Modules



Helping CRS country offices to use community health modules based on SARAR—Self-Esteem, Associative Strengths, Resourcefulness, Action-Planning and Responsibility

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Cover photo: An Ethiopian community group action planning for malaria control. Mayling Simpson-Hebert/CRS.
All other photos: CRS staff.

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EXECUTIVE SUMMARY

This guide has arisen from the request of CRS country programs to understand how SARAR*-based community health modules should be programmed into their projects and how to train facilitators who will implement these methods at community level. It is for CRS Heads of Programming, program managers, project officers, equivalent positions among CRS partners, and those hired as consultant trainers for training workshops.

The guide is divided into two parts. Part I concerns programming a SARAR-based health module into a CRS country program or project, and how the modules are supposed to be implemented at community level using SARAR facilitators. Part II provides guidance on how to plan and implement a SARAR facilitator training course.

The purpose of all SARAR-based modules created by CRS is to facilitate a process of community, household and individual behavior change through participatory learning and planning. The idea is to assist a selected *community planning group* to decide for itself what changes they would like to make in community behavior, and to take ownership of the problem and its solution. The learning and planning activities follow a specific logical sequence of 1) problem identification, 2) problem analysis and 3) action planning, 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. SARAR-based modules created by CRS are designed to maximize community participation and to encourage participation of illiterate and marginalized people, who often are women.

ACKNOWLEDGMENTS

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*Self-esteem, Associative Strengths, Resourcefulness, Action-planning, Responsibility

INTRODUCTION

THE PURPOSE OF THIS GUIDE

This guide has arisen from the request of CRS country programs to understand how SARAR-based community health modules should be programmed into their projects and how to train facilitators who will implement these methods at community level. The purpose of this guide, therefore, is to give some simple and direct advice on how best to do this. The creation of these modules began in the CRS Ethiopia in 2004. Since then a great deal has been learned in terms of implementation. This guide seeks to provide updated advice based upon many years of learning.

WHO THIS GUIDE IS FOR

This guide is for CRS Heads of Programming, program managers, project officers, equivalent positions among CRS partners, and those hired as consultant trainers for training workshops. Since a SARAR training workshop is quite unique in its approach, program officers may not know how to go about it. Sometimes consultants hired as trainers may not know how CRS uses these modules in its programs, yet that knowledge is essential to running a successful training workshop.

ORGANIZATION OF THE GUIDE

This guide is divided into two parts. Part I concerns programming a SARAR-based health module into a CRS country program or project, and how the modules are supposed to be implemented at community level using SARAR facilitators. Part II provides guidance on how to plan and implement a SARAR facilitator training course. Annexes 1, 2 and 3 provide checklists on programming, preparing a facilitator training workshop and monitoring the quality of a facilitator. Annex 4 features the table of contents pages of the six CRS SARAR-based health modules that are available to CRS country programs.

PART I: SARAR-BASED MODULES PROGRAMMING FOR CRS

THE PURPOSE OF SARAR-BASED MODULES

The purpose of all SARAR-based modules created by CRS is to facilitate a process of community, household and individual behavior change through participatory learning and planning. Community groups are not “trained” but rather they are taken through a participatory *process* where they can examine their own beliefs, attitudes and behaviors, learn new health concepts and plan for change. *Thus the “training” referred to in this document pertains only to training of trainers and facilitators who will become experts in the modules and the participatory methods and process. Project documents should never say they are training community groups using a module. They should say they are implementing the module with community groups. This nuance is extremely important and should be understood by the reader from the outset.*

SARAR-based methods are quite similar to other participatory methods, such as Participatory Rural Appraisal. They are cross-cultural methods, as they can be adapted for use with people in any culture. The health problems are defined locally, and the drawings that accompany the methods should be drawn to reflect the local culture and setting. The activities in these modules are based upon universal adult learning principles, primarily the principle that adults normally learn and change when they have a problem to solve that they have defined.

It follows then that the purpose of SARAR-based modules is to involve community leadership in identifying their own health problems and planning for their solutions. The idea is to assist a selected *community planning group* to decide for itself what changes they would like to make in community behavior, and to take ownership of the problem and its solution. The learning and planning activities follow a specific logical sequence of 1) problem identification, 2) problem analysis and 3) action planning, 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.*

SARAR-based learning and planning is predicated upon the belief that people change best in groups, not as individuals or as households. This is called a “normative shift.” It is a dynamic process whereby the group changes, shifting from one norm (little use of and demand for bed nets) to another norm (everyone wanting and using a bed net).

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 community planning group so that all decisions are taken together and seem logical to all involved.*

Decisions taken on changing behaviors or achieving coverage of something such as bed nets as a result of the participatory process are implemented not by an NGO or government agency but rather by the community planning group. They plan how they will do it. *It is not efficient for health projects to send out health 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. Thus the health changes required become *community-led and community-owned.* There is no real "handover" at the end of the project. The handover occurs at the beginning of the project when the planning module is implemented with a community planning group.

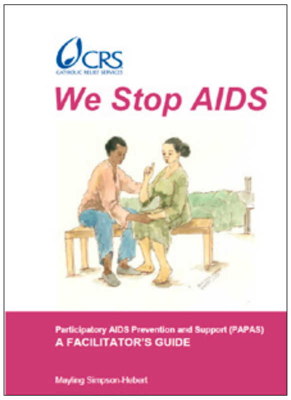
SARAR-based modules created by CRS are designed to maximize community participation and to encourage participation of illiterate and marginalized people, who often are women. The planning group should ideally be composed of a wide variety of community members including community decision-makers, ordinary community members and members of any external project team, such as government or a non-governmental organization. SARAR-based health modules have no direct messages and involve no teaching, but they are very effective in stimulating discussion and discovery and action-planning around a key set of behaviors relevant to the topic.

There are two exceptions to the above explanation: the module called *In Charge!* and the module called *Faithfulness for Youth.* (See directly below for further explanation of these two modules.) These two modules were created to bring about awareness about HIV and AIDS among youth and do not have group planning as a goal. Obviously, they are not done with community leaders but rather with youth in and out of school.

Background to SARAR and these modules

The SARAR methodology was created by Columbia University professor Lyra Srinivansan during the 1980s to help illiterate people become involved in their own health development. In the late 1980s the approach was advocated by the UNDP/World Bank Water and Sanitation program for involvement of communities, and particularly women, in planning their own water and sanitation projects. Dr. Srinivasan produced *Tools for Community Participation* and *Options for Educators,* in the 1990s, both available from TALC (Teaching Aids at Low Cost) publishing company. Later (1998) the World Health Organization and the UNDP/World Bank Water and Sanitation Program, together with much assistance from UNICEF, produced *Participatory Hygiene and Sanitation Transformation (PHAST),* based on SARAR methods. PHAST proved successful in involving communities to make behavioral and physical changes around water, hygiene and sanitation, such that the CRS Ethiopia Country Program and the CRS Abstinence and Be Faithful Program requested Dr. Mayling Simpson-Hebert to continue to use her SARAR skills to create a series of modules around HIV and AIDS prevention, malaria control, and maternal and child health. The creation of these modules began in 2004 with *We Stop AIDS* and continued until 2010 with the completion of *Faithfulness for Youth,* six modules in all.

The SARAR-based modules and their uses



We Stop AIDS: Participatory AIDS Prevention and Support (PAPAS)

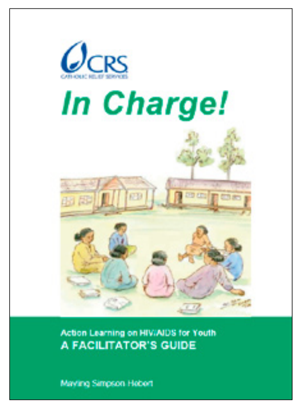
This module is designed to be used with community groups that wish to be active in HIV and AIDS prevention. The activities stimulate learning about HIV and AIDS through discussions, dramas and role plays, and these are followed by planning activities. *We Stop AIDS* is most appropriate for adults. It has eight learning activities followed a planning activity and takes about 9 to 10 hours to complete. It can be done in several sessions over a number of weeks, if the learning group prefers.

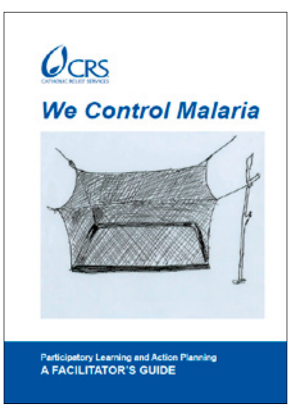
http://www.crsprogramquality.org/publications/2011/1/18/we-stop-aids.html

In Charge!: Action Learning Around HIV and AIDS for Youth

This module is a shortened version of *We Stop AIDS* for use in schools and among youth groups. It helps youth (15–24) learn about HIV and AIDS, stigma and discrimination and how to avoid infection, both biologically and socially. It has five activities and takes about 4 to 5 hours to complete. It is best administered in one day.

http://www.crsprogramquality.org/storage/pubs/hivaids/In_Charge.pdf





We Control Malaria: Participatory Learning and Action Planning

This module is designed to be used with a community planning committee, adults and youth, to control malaria in their community. It has 8 activities that involve learning about malaria transmission, addressing misconceptions on transmission, and planning for prevention. It takes about 6 to 8 hours to complete all activities and community groups tend to prefer finishing the module in two days.

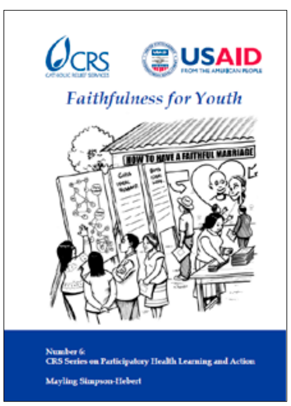
http://www.crsprogramquality.org/publications/2011/1/13/we-control-malaria.html

We Have Healthy Newborns: Participatory Learning and Action Planning

This module is designed to be used with a community planning committee and can be used to compliment activities in C-IMCI—Community Integrated Management of Childhood Illness—which is an approach for training community health workers in common newborn and infant illnesses and facilitating them to reach out to parents. The difference between this module and IMCI is that We Have Healthy Newborns is designed, like all SARAR-based modules, for inclusion of illiterates in discussions and planning. Another difference is that IMCI is largely focused on managing illnesses, but We Have Healthy Newborns also focuses on early marriage, harmful traditional practices, child-spacing, nutrition and general infant care. It is not a training course but there is a learning component that precedes the planning. There are 8 activities and it takes about 8 hours to complete the module.

We Have Healthy Children: Participatory Learning and Action Planning

This module is designed to be used with a community planning committee and can be used to compliment activities in IMCI, just as in *We Have Healthy Newborns.* It focuses on child care from infancy to age 18. It has 7 activities around recognizing health problems in children, seeking health care for children, nutrition, and harmful traditional practices, and it takes about 7 hours to complete.



Faithfulness for Youth

This module is a facilitator's guide to five highly participatory learning activities around HIV prevention by being mutually faithful to one's partner. The target group for the activities is youth from about age 9 to 24. It helps youth learn about the importance of faithfulness in a relationship, both for a happy family life and for reducing risk of HIV infection. It is intended to help youth form values of faithfulness long before they form permanent relationships. It takes four to five hours to complete.

REAL EVIDENCE OF CHANGE: *WE STOP AIDS*

Three studies were carried out by CRS in 2006 and 2007 on the impact of the participatory learning module *We Stop AIDS* on subsequent behavior of participants in Ethiopia and Uganda. A total of 521 participants were interviewed in the three studies.

These studies show that *We Stop AIDS* brings about large changes in knowledge, attitudes and behaviors. Diverse people from all ages, different backgrounds and different countries and cultures made a wide variety of changes according to their own needs and circumstances.

- The methodology broke the silence around HIV and AIDS. At least half of all participants interviewed had spoken to someone else about what they had learned about HIV and AIDS and many spoke out in public. In one study, 96 respondents had reached over 6000 people with messages and advice.
- Between 62 and 82% of respondents reported a change in themselves as a result of the module.
- 98% of all respondents reported making at least one change in their lives to reduce risk or to help others infected or affected by HIV.
- 15 to 17% decided to make major changes in their risky behaviors, including testing for HIV and advised others to get tested, practicing abstinence until marriage, and/or being faithful to one partner.
- Between 15 and 45% reported a reduction in their stigma attitudes and were now willing to reach out to those infected and affected, to help the sick, counsel them and even provide financial support.
- 21% of Ethiopian respondents reached out to stop FGM.
- Out of 21 We Stop AIDS groups interviewed, 20 made group action plans and carried them out.

Reference: Mayling Simpson-Hebert, 2008. "Impact of *We Stop AIDS* prevention education curriculum on people's behaviors in East Africa: A meta-analysis of three impact studies 2006–2007," Catholic Relief Services Regional Office, East Africa. Unpublished paper.

Where SARAR-based modules fit in projects

SARAR-based modules fit best at the beginning of a new project in a community. Since these are largely community planning tools, community groups can become engaged from the beginning of a project on controlling the spread of HIV, controlling malaria, or improving child health and defining the solutions from their perspective. *In Charge!* and *Faithfulness for Youth* are a little different because they are used largely in schools, and they are primarily for HIV prevention education and empowerment of individuals.

Can SARAR-based modules be used just for health education at community level? This question arises quite often, mainly because these tools seem perfect for learning at all levels. Using these tools just for health education would be *inefficient* for bringing about community-wide behavior change because they take rather long to complete and they require a highly-skilled and trained facilitator. It is unlikely that usual health education projects would have the time, staff or funds to roll out these modules on a mass basis, except perhaps for *In Charge!* and *Faithfulness for Youth.* In addition, behavior change requires attention to some community-wide issues, such as traditional beliefs and harmful traditional practices that are usually not changed on an individual basis but rather through a "normative shift" at community level where everyone decides to change at once. For households to make changes, they often need the support of the entire community, community leaders and the project. So it is more efficient for community leaders or an elected group of community planners to decide on changes feasible for their community and then have them reach out to households and other groups with those changes.

The community planning group

Who composes the community planning group naturally varies from site to site, but usually it is made up of formal and informal community leaders who have an interest in or responsibility for community development and a few representatives from households. Normally a community planning committee is 15 to 40 people and youth can be invited to participate. An ideal size is about 24 persons and about half should be women. Even in very traditional societies where women's participation in speaking out and decision-making is discouraged, SARAR methods have shown time and again to break through this barrier and successfully engage women.

For *In Charge!* and *Faithfulness for Youth,* it is best to use the modules with the head teacher, other teachers and parents or the Parent-Teacher Association, before rolling them out in a school. In this way there are no surprises, and teachers can become trained as facilitators, which could lead to sustainability of the methodology in the schools.

SARAR facilitators and their role with the community

SARAR facilitators should be paid project staff and not community volunteers. Being a good SARAR facilitator is a high skill. It takes at least 6 days of training and practice to become a facilitator, and even at that, some people end up being much better facilitators than others. The best SARAR facilitators have completed high school and some additional higher education. It is also best if the facilitator has an adequate knowledge of the subject area before receiving training in the specific module. Each module provides some background on the health topic concerned.

SARAR 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 activities are completed. In the course of completing the activities, the community planning group will be making 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 process has failed in that community, and the likely reason for failure is that the facilitators did not “hand over the stick” to the community early enough or often enough, leaving the impression that the community plan was owned by someone else.

Number of facilitators per project

The number of facilitators to be trained depends upon the number of “communities” in the project or the number of schools or groups to be reached. The number to be trained or hired can be calculated according to how many groups to be reached and how many hours it will take to complete the module. Some time should also be allotted for facilitators to follow up with the community group on its plan.

Costs of using SARAR modules in communities

The costs of using SARAR modules in communities depend entirely upon how they are programmed. If *In Charge!* or *Faithfulness for Youth* is to be programmed into 100 schools per year, and each module takes one day to implement, then 100 facilitator days need to be budgeted. Facilitators will also need supervisors to observe them in the field, so a number of supervisor days would need to be budgeted. Facilitators also need a few extra days for meeting together to share experiences and solve problems and upgrade their toolkits of drawings. Other modules may need two or more days to complete with community groups and need to be programmed accordingly. The program needs to decide whether facilitators will be paid on a daily basis or will be fully employed program staff. If there is sufficient work, the latter arrangement might be best. Another expense is travel to and from the program sites and perhaps a per diem would apply to facilitators.

There are costs associated with making the initial toolkits of drawings and keeping them in good shape. The toolkits can be budgeted with the facilitator training workshop, so that each hired facilitator leaves training with a personal toolkit. After that, only the costs associated with keeping the kit in good order need to be considered. These might involve photocopying and laminating drawings.

Thus the line items for budgeting would be: 1) salaries and benefits for facilitators and supervisors, 2) travel, 3) per diem and 4) materials, including budgeting for an artist.

Monitoring and evaluation

Programs need to come up with their own monitoring and evaluation indicators based on the purpose of using these modules. Some indicators should measure progress in completing the module with groups, while other indicators might measure impact of the module on the group or community.

Indicators to measure progress might be: number of groups reached, whether groups made action plans, and whether groups implemented action plans. Impact indicators would measure whether signs of implementation can be seen on the ground, and whether there are any indications over time that the module resulted in a health impact.

Three of the modules provide suggested indicators *(We Control Malaria, We Have Healthy Newborns and We Have Healthy Children). Faithfulness for Youth* provides a pre- and post-test to measure changes in knowledge and attitudes as a result of experiencing the module. Similar pre- and post-test questions could be created for *In Charge!* and *We Stop AIDS.*

Orienting managers on SARAR methodology and modules

Various managers within country offices would benefit from an orientation to the SARAR methodology and the modules. This would include managers from different sectors (such as water, agriculture, microfinance) as well as those from administration, logistics and finance. This will encourage integration of modules into various sectoral projects and garner support from departments whose services are required for success, such as finance and transport. The orientation would include an introduction to the SARAR methodology and the specific modules and the significance of the methodology for community empowerment. It would share the successes of the methodology where already applied and could include short field visits to such communities, followed by reflection on how these managers can be supportive of the approach.

PROGRAMMING FACILITATOR TRAINING AND SUPERVISION

Master trainer for a country program

Every CRS country program using SARAR-based modules should have at least one highly trained and confident master trainer in SARAR methods who can train others. We call this person a "trainer of facilitators." Facilitators are project staff who are field level extension workers who work with community planning groups and take them through the learning and planning activities.

Selecting who to train as facilitators is a very important decision. Facilitators should be out-going, flexible and feel comfortable speaking in front of a group. They should understand that SARAR methods are designed to encourage community participation and planning. Facilitators need to be reliable people who will keep appointments with communities or schools and are sensitive to community needs and time-keeping.

Training trainers and facilitators—who should be trained?

The terms TOT and TOF are often used without much thought to their meaning. A TOT, or "training of trainers" is a course designed to create "master trainers," those who can train others as facilitators and can plan and run an entire training workshop on his or her own. A TOF, or "training of facilitators," is a training course to train the field level facilitators. Normally it takes one or more year of practice in the field and exposure to two or more TOF workshops before a facilitator can be qualified as a trainer of facilitators, or "master trainer." Usually a SARAR master trainer earns his or her status through practice and demonstration of knowledge about SARAR, adult learning principles and other participatory methodologies, such as Participatory Rural Appraisal.

A SARAR "master trainer" is someone who can train SARAR facilitators. This person knows how to organize a TOF workshop, is well versed in the SARAR 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 workshop.

A SARAR "facilitator" is someone who is employed by the project to facilitate community planning, using a SARAR module. Facilitators do not "train" the community or anyone else in the methodology—they simply facilitate the planning process using SARAR modules.

A participant is a person at community level who is engaged in the planning process as a member of a 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 below shows these relationships.

Figure 1: SARAR relationships

When to train new facilitators

SARAR training for new facilitators should be a preliminary activity of a health or HIV project. That should be quickly followed by the planning process at community level. We never say we are "training" the community. We say we are planning with the community.

Putting SARAR modules at the end of a project misses the point. SARAR modules are 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, and not too long before implementation begins, thus presenting a danger of losing their newly-acquired skills. Also, training SARAR facilitators at the beginning of the project generates important inputs that may lead to improvement of planned project activities.

Coordinating training with local government offices

As CRS country programs implement development projects in coordination with the government, it is important to coordinate training with local government offices and to invite them to send participants to the training. Local government offices will understand from the training that the purpose of these modules is to create community-owned health plans. The design of these plans will have implications for the local government offices. The government staff will need to work with community groups for further empowerment, scale up and sustainability of their activities.

Costs of a SARAR training workshop

The line items for costing a SARAR training workshop are: 1) training hall, 2) materials (see materials list), 3) participant travel, 4) accommodation and meals for participants and workshop helpers (or conference package per participant), 5) trainer fee and travel (if any), 6) cars and drivers for field practice for one day. Training workshops are typically 6 days, with 5 to 6 nights of accommodation for participants. Staff time to prepare the workshop in advance may also need to be budgeted.

AFTER TRAINING—PROGRAMMING FACILITATOR SUPERVISION

Supervising facilitators

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

The supervisor must be well trained and have a good understanding of SARAR. That way the supervisor can easily pick up mistakes made by the facilitator and can give feedback to the facilitator in a helpful way. Always use "Positive Feedback" approach to motivate the 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.
- Use the Quality Improvement Checklist to monitor improvement of the facilitator.
- Don't keep new facilitators who don't improve. Not everyone can be a facilitator!

A sample supervisory form with a list of things to look for can be found in Annex 3. SARAR facilitators should also be encouraged to do self-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.
- 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.

When planning a SARAR training workshop to train facilitators, use the *SARAR Facilitator Training Workshop Guidelines (Part II)* in Annex 3 to plan and carry out your workshop.

Facilitator reporting

A system for facilitator reporting on their activities is essential for monitoring progress and learning about successes and challenges they are facing. Normally monthly reporting is advisable. Supervisors should create reporting forms to be completed by each facilitator, which can be discussed further through oral reporting. Program quarterly review meetings with facilitators.

Program quarterly review meetings with facilitators

Quarterly program review meetings would bring together all facilitators implementing a single module for experience-sharing and discussion of successes and challenges. At this time, toolkits of drawings can be refreshed (in case some were lost). Such meetings could also take place at a community site where a group has completed a module, and facilitators from other locations can see what has been accomplished in a different community.

Recognition and incentives for facilitators

A system for recognition and incentives for facilitators needs to be in place from the start of a program. As facilitation (and travel to community sites) is often hard work, facilitators need to be recognized and rewarded. If facilitators are paid employees of the project (recommended), then recognition could be in the form of prizes or awards given quarterly. If the facilitators are volunteers, then incentives could be in the form of transportation and lunch allowances and monetary prizes for completing modules and witnessing group activities as a result of their action plans. Whatever the plan, recognition and incentives are an important part of supervision and program success.

PART II: SARAR FACILITATOR TRAINING WORKSHOP GUIDELINES

Over the past five years CRS country offices have conducted a number of SARAR training workshops with varying levels of success. Most project managers without previous SARAR training who have arranged these workshops have found it difficult to select a consultant trainer and have not known how many days the workshop should take, how to plan the agenda or even to know whether the trainer they hired is fulfilling expectations. Thus the purpose of this section is to assist CRS program managers in preparing for SARAR training of facilitators, and to guide them through the process of training.

PREPARING FOR FACILITATOR TRAINING

Three months before the training workshop

Set the date

Ideally, the length of training should be six days or more, and it is best to do it in a retreat setting to avoid participants coming late or leaving the training to go to their offices.

A week before the SARAR facilitators training workshop, you will need to have a pre-planning workshop of at least three days, followed by two days of follow-on preparations.

Dates for both of these workshops and letters of invitation for those to be trained as facilitators should be sent.

Select those to be trained

The first and most important decision to be taken in preparing a SARAR training of facilitators is to decide who will be trained. Here are some suggested selection criteria:

- The person is or will be a paid CRS project staff member.
- The person's job is to facilitate behavior change at community level, or to be a supervisor of facilitators.
- The person has a high school diploma and preferably other higher formal training.
- The person is familiar with the health issue.
- The person has an out-going personality and is not shy to speak in front of a group, likes working with communities, is well organized and flexible.

Supervisors of facilitators and sometimes higher level personnel within the organization should also be trained so that they can be supportive of the facilitators and the SARAR methodology.

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.

Hire or select a SARAR trainer

It is anticipated that over time, all CRS country offices with health programs will have at least one, and preferably two, staff who can act as a SARAR master trainer. In the meantime, it may be necessary to hire an outside consultant who is trained in SARAR. As the modules discussed in this guide were created by CRS in Ethiopia, it is unlikely that SARAR trainers outside CRS will be familiar with these modules. Nonetheless, a well-qualified SARAR trainer should be able to pick up these modules, read them, and know what to do. Thus what you need to look for in hiring someone is their knowledge, experience and skills with SARAR methods.

See whether the applicant has indicated SARAR training on his or her resume. A SARAR trainer is not a teacher and should not behave as a teacher. This person should model good participatory facilitation that trainees can copy when they roll out the SARAR-based module at field level.

Interview your candidates based on what you know about the SARAR methodology. Here are some qualities you should look for and questions to ask.

- Ask the person to explain to you the theory behind SARAR participatory learning and the value of participation at community level for planning. 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 SARAR 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 person to explain how he or she runs a training workshop and how many days he or she usually spends in training. If the person has difficulty explaining how the training is conducted, you might not have the right person.
- Ask the person for a typical SARAR training workshop 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 SARAR activity with a group from your office and try to judge whether this facilitation matched your expectations.
- 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 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 SARAR trainers with knowledgeable staff within CRS for advice and if possible ask them to participate in interviewing candidates.

Terms of reference for the trainer

- Background to the project
- The time, dates and place of training
- A profile of the participants to be trained
- The expected outputs

The trainer is expected to plan and execute a SARAR training workshop, taking the lead for the pre-planning phase as well as the workshop phase. The trainer shall be well-versed in SARAR theory and methodology and has demonstrated experience training others.

Select the training room

The TOF workshop 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. Below is a room selection checklist.

- This 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, and tables for a photocopy machine, a computer and printer and possibly a laminating machine, and tables for keeping workshop materials and drawings.
- The room should have good light, a pleasant feel and plenty of wall space for placing drawings and flipcharts on the walls.
- The room should not be too big with echoes as this may affect the concentration of the participants.
- Be sure that the proprietor of the room will not object to using masking tape on the walls to stick up drawings and flipcharts. These drawings and flipcharts are normally left in place on the walls throughout the workshop, therefore the proprietor must also agree that these drawings can be left in place until the end of the workshop and any that fall down will not be swept away but rather will be picked up and placed on tables until they can be replaced on the walls.
- Arrange to have all tea breaks and meals served outside of this room so as not to disturb the workshop.

Set the agenda

Experience shows that it takes a full five days of training, or more, to prepare facilitators or trainers of facilitators to become competent in one module. If you plan to train in more than one module, you should plan for at least five days for training in each module. It is best to hold the workshop opening the afternoon or evening before actual training begins. This is best done with an opening dinner, which is less time-bound. This session can take two or more hours and if officials opening the training are late, it is better that they hold up the dinner than delay the actual training. An opening dinner also ensures that all participants are present before the training begins, and that there are no late arrivals on the first day of training who miss important training fundamentals. A sample 6-day training agenda follows.

Table 1: A sample six-day training agenda

DAY	ACTIVITY	FACILITATOR
1 (evening)	Opening dinner, introductions, registration	Name
2	Introduction to SARAR The cup exercise Johari's window Activity 1 Activity 2 Activity 3 Activity 4	
3	Activity 5 Activity 6 Activity 7 Activity 8 Review of facilitation skills Taking time for questions (Question Box)	
4	Preparing for field practice Practicing facilitation skills Gathering materials for field practice	
5	Field practice - AM Reporting on field practice - PM Review of activities and facilitation skills Planning for rolling out the module Deciding who should compose the community planning group	
6	Preparing the room for closing - AM Closing "walk" through the training activities - PM Closing speeches Presentation of certificates, toolkits and manuals	

Invite the participants

Once the dates and agenda are set, you are ready to invite your participants, the trainees. The letter of invitation should state that participants need to attend all of the training in order to receive a certificate. It should also be decided whether facilitators will be hired based on their performance during training, which is highly recommended. If the program takes this decision, it should also be stated in the letter of invitation. Ask the participants to confirm their attendance by a certain date, preferably two months before the training is slated to begin.

One month before the training workshop

Select the community for field practice

Ideally, the community selected for field practice should be a community where the project will take place. In this way, the community can start to become familiar with the project and with SARAR methods, 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, the 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 *two weeks 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 participants multiplied by number of groups)
- men and women
- amount of time the learning exercises will take

Organize workshop materials

All SARAR training of facilitators' workshops 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

- 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 workshop helpers

A SARAR training workshop 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 SARAR training of facilitators workshop: 1) an administration/logistics person to handle all travel arrangements during the workshop, to go for more supplies, to work with the caterers and to handle small matters that arise with participants; 2) a person who knows SARAR methods 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 workshop 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 workshop begins, such as copying manuals to be given to each participant and copying drawings to be used in training. However, in addition to the manual, each workshop participant should be given a complete toolkit of drawings at the end of the workshop. This may run up to 80 drawings per toolkit. The drawings to be included may only be decided upon during the training workshop 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 workshop 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 workshop

The pre-planning workshop

Projects should set aside the entire week before a SARAR TOF workshop to get ready. The first 3 days should be a SARAR 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 workshop.

The importance of a 3-day SARAR Pre-planning Workshop cannot be overemphasized. It is simply essential to having a smooth and successful SARAR training. Below are the guidelines for the 3-day pre-planning workshop.

3-Day SARAR Pre-planning Workshop Guidelines

Purpose: to plan the SARAR training workshop so that it will go smoothly and easily without any stress for the facilitators.

Participants: Lead facilitator and co-facilitators, project manager, administrative/ logistics person, a photocopy staff, and an artist.

Day 1: Prepare agenda and all materials for the workshop

- **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, 3 work tables with about 6 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 8 to 9 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 SARAR and can assist the trainer.
- **Check to see if you have all of the drawings** necessary for each activity. Drawings should be commissioned before the start of the trainings.
- **Make a list** of drawings that are needed. Let the artist get started.
- **Check the drawings to see if they are culturally relevant.** If not, have them re-drawn.
- **Quality of drawings:** Colored or black and white drawings can be used for SARAR training. In either type, the drawing should be of good quality. If black and white, they should be blackened so that they can easily seen by the participants when displayed before the class. 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 inside the SARAR-based modules.

- **Photocopy 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 manuals** to be given to the new facilitators at the end of the workshop. 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. Emphasis on importance of attending all sessions has to be communicated to the participants right from the beginning and stated clearly on the letter of invitation.
- If there is time at the end of this day, have facilitators begin practicing the activities they will lead.

Day 2: Prepare the field site for practicing activities at village level

- **Visit the communities** that have agreed to the practice sessions.
- **Sit down and explain to village leaders** about the 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 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) 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 workshop.
- **Prepare agendas in large type** for posting in two or three spots around the training room. (Avoid giving out agendas or any other handouts.)
- **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 workshop.
- 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.

By the end of Day 3, you should feel like everything is ready for this workshop.

IMPLEMENTING THE TRAINING WORKSHOP

What to remember about the purpose of SARAR and training

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

- SARAR is intended to empower a community planning group to make decisions for their project. We have to give away the activities to them and not think of it as ours.
- All activities done at community level 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 new behaviors. Facilitators should not go into communities thinking they will teach or demonstrate new 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 decide to change behaviors quickly when given a chance to truly participate in learning activities.

The workshop opening, progression and closing

Opening: All of us have had experiences of conferences and workshops 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 workshop 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 workshop can begin the next morning fresh, just as it would in a community.

Workshop progression: SARAR workshops should be designed to first let the participants experience what the community will experience. The facilitator should model good facilitation that participants can copy, in order to help them experience all the activities just as the community groups will experience them. Later the participants can pause to analyze what they have completed and what this will mean when done the same way at community level. Participants should practice the activities in front of their peers, and discuss and internalize good facilitation skills and attitudes. Then they should go to the field to practice facilitating the same activities that they have learned. The participants should prepare their own "toolkits of drawings, tape, scissors and other materials for the field practice. Upon returning from field practice they should share their experiences, their successes and errors or missteps, so that participants can learn from each other. Lastly they should discuss who should be members of the community planning groups and the details of how they will roll out the module in their program areas. Toward the end of the workshop there will be many questions about SARAR; allow plenty of time for questions.

Closing: SARAR training workshop closings are unique and they are also a learning event. 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 workshop activities. We keep all the work done during the workshop, including the work done by communities during the field practice, and we display them in a logical sequence along the walls of the training hall. The participants will be given time to organize their work on the walls by "activity." Each participant takes responsibility for preparing one activity and stands beside the activity displayed on the wall and explains it to the visitors. The visitors travel around the room learning what occurred during training 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 SARAR and the specific module, and it encourages them to understand extremely well at least one 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 informs these various partners about SARAR, the specific module and its philosophy of participation and planning together.

This closing should also model what should be done at village level. After a community planning group has completed all 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

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

- At least one large table, possibly two tables, should be set aside in the workshop room for keeping workshop 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, workshop 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 workshop plans to scan drawings into a computer, then a table is needed for that.
- If the workshop plans to laminate final drawings for participants, a table for that will be required. The table should be large enough to accommodate one lamination machine, 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 workshop 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 workshop 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 section below on the workshop opening, progression and closing).

Keeping attendance

It can be quite unsettling to trainers and other workshop 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 SARAR 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 workshop that persons who do not complete every activity in the workshop will not be entitled to a certificate of completion. Trainees who do not complete the workshop 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 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.

Use of the written word in training facilitators

As SARAR 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 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. Workshop participants usually want to write everything down that they are learning. This also should be discouraged and participants need not be given writing materials. We encourage participants to experience the activities, and then we give them a manual as a reference.

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 workshop 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 SARAR—to include illiterates in planning—will largely be lost. Illiterates will be marginalized and will stop participating. *Thus we highly encourage a workshop without the written word appearing or appearing as little as possible.*

Preparing facilitators for field practice

Usually once or twice during a training workshop, trainee facilitators will go to communities to practice their new skills. It is important to prepare for this day. It is best to divide the trainees into groups of 4 persons and to assign them two activities to facilitate over a 2 to 2.5 hour period. Different groups of trainees will do different activities, will trade off facilitating, and then report back to the entire group. Here is a sample assignment from a workshop in Tanzania:

Table 2: A field practice sign-up sheet

	ACTIVITIES TO BE FACILITATED	TRAINEE NAME
Group I	Activity 1 Activity 4	1. 2. 3. 4.
Group II	Activity 2 Activity 5	1. 2. 3. 4.
Group III	Activity 3 Activity 7	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.

Materials for field practice

The materials taken to the field, both for the training workshop field practice and for actual implementation in 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", if necessary

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 to practice the activities they will facilitate.

Giving feedback to trainees

Trainees can receive feedback from their master trainer and from other trainees. First they receive feedback on their field practice from their colleagues who observed them. Also, before and after the field practice, trainees are invited to practice in front of the entire group giving the task and leading the discussion of the results of the activity. 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.

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 planning for the next day.

Sample wall posters for training: SARAR, Facilitator's Role, the module's activities

The following wall posters can be created by facilitators using flipchart paper and colored markers.

Wall poster 1: SARAR

Self-esteem
Associative Strength
Resourcefulness
Action-planning
Responsibility

Wall poster 2: Facilitator's Role wall chart:

(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 poster 3: The module's activities

These should be taken from the manual.

The contents pages from each of the five health manuals are appended at the end of this document.

What to remember about drawings and the artist

The SARAR training workshop will create a final toolkit of drawings adapted to the local area and relevant to the specific project. Trainers often arrive at a training workshop 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 in order to keep the number of drawings to a minimum. The workshop 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 (where relevant) should be cut in ovals, encircled with a colored marker, or photocopied on paper of a different color. The project should decide whether they will laminate the drawings for the toolkits.

While many drawings may be available for the workshop, it is usually necessary to modify some drawings to suit the local culture. The artist, therefore, should be part of the workshop 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 workshop report

CRS often expects a report from every meeting and workshop. A SARAR Training of Facilitators workshop does not lend itself to a lengthy report since it is training. The workshop report should be two- to three-page brief summary with mention of the dates and place of train ing, the names and organizations of the trainees, the trainer, the activities included in the training, 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 workshop agenda can be appended to the report. It is best to include photos of the training, the field practice and the closing.

ANNEX 1

PROGRAMMING CHECKLIST

☐ All project team members have read and understood the Manager's Guide to SARAR.

☐ The Head of Programs and other team members have read and understood the specific SARAR module to be used in the project.

☐ The project document describes how the module will be programmed:

__ when activities will begin and end in the project cycle

__ number of community groups or schools to be reached

__ number of facilitator days needed to complete modules with groups

__ number of facilitators to be hired

__ number of supervision days required

__ supervisory position has been identified

__ date and planning for facilitator training workshop

__ M&E indicators and plan

__ budget created for the programming activity

☐ A SARAR Master Trainer has been identified for the country program (either someone internal or an external consultant).

☐ The characteristics of facilitators to be trained and hired have been defined.

ANNEX 2

FACILITATOR TRAINING WORKSHOP CHECKLIST

Three months before training

☐ The dates for the *facilitators training workshop* have been set

☐ The dates for the *pre-planning workshop* have been set and participants invited

☐ Those to be trained have been identified

☐ The total size of the training group has been firmly set

☐ The SARAR Master Trainer has been identified (internally or externally)

☐ The Terms of Reference for the trainer has been written

☐ The training room has been identified, visited and is suitable

☐ The training room has been booked

☐ The agenda for the training has been set

☐ The participants have been invited

☐ The participants have confirmed

One month before training

☐ The community or school for field practice day has been selected and visited and community leaders agree and are ready

☐ All of the workshop materials and machines are ready (including purchase of machines, if necessary)

☐ Workshop helpers have been identified and booked for the meeting

One week before training

☐ The pre-planning workshop has taken place and was successful

☐ The pre-planning workshop guidelines were used and all items were completed

☐ Certificates were created and ready for the workshop

The training workshop

☐ The materials for the workshop are well-organized and easily accessible to the trainer and artist

☐ The furniture in the room is arranged as advised in the Manager's Guide

☐ Tea breaks are held *outside* the training room

☐ The artist has a good place to work in the room and all materials needed

☐ The participants are well-informed about the rules of attending every session

☐ The trainer and other organizers are avoiding the use of the written word in training

☐ The participants are well organized for field practice

☐ The participants have organized their materials for field practice and displayed them to the other trainees and the trainer

☐ The trainees have given feedback on their field practice, and the trainers and other participants have also shared feedback on facilitation skills observed

☐ The trainer has shown flexibility and made adjustments to the agenda as needed

☐ The wall charts and other training materials have been kept orderly and well displayed during training

☐ Participants who passed the training received certificates and toolkits of drawings to take with them

☐ A brief training report was produced, with lessons learned for the next training

ANNEX 3

FACILITATORS' QUALITY IMPROVEMENT CHECKLIST (PEER, SUPERVISOR)

Instruction: Complete one of these forms for each activity you observe.

Date:	Partner:	Facilitator:
Location:	Group Name:	
Number of Females:	Number of Males:	Total Number of Participants:
Age Range:	Activity Observed:	Duration of the activity: ________Hours ________Minutes

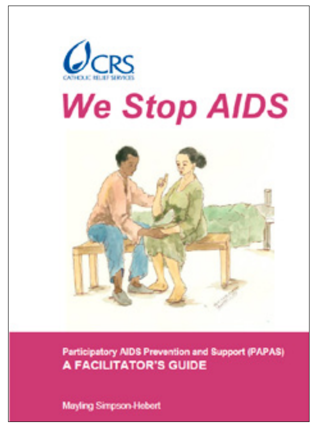
#	FACILITATOR'S SKILLS TO BE OBSERVED	YES	NO
1	Did the facilitator introduce him/herself and In Charge!		
2	Did the facilitator arrange the participants in the room for easy discussion?		
3	Did the facilitator introduce the HIV and AIDS topic in a friendly way?		
4	Did the facilitator give clear instructions for the task or activity?		
5	Did the facilitator handle the materials appropriately?		
6	Did the facilitator ensure participation of all children?		
7	Did the facilitator guide the discussion towards its purpose?		
8	Did the facilitator use the activity's questions to stimulate the discussions?		
9	Did the facilitator encourage the group to reach its own conclusion?		
10	Did the facilitator conclude the session appropriately?		
	Total responses		
	Score: (total responses "Yes" / 10) X 100		%

Write your other observations on the back of this form. Remember to give positive feedback to the facilitator the same day.

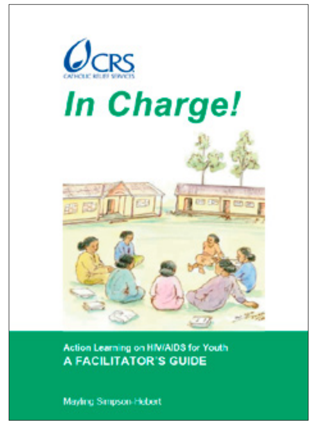
ANNEX 4

CONTENTS PAGES OF CRS SARAR-BASED HEALTH MODULES

We Stop AIDS
Contents

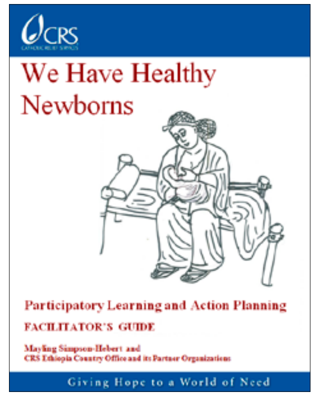


In Charge!
Contents

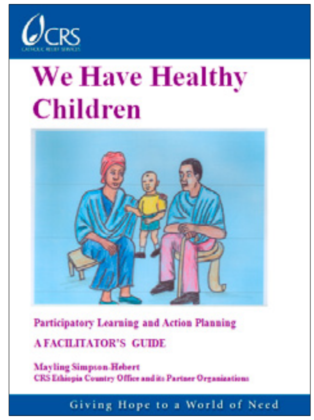


We Control Malaria
Contents

We Have Healthy Newborns
Contents

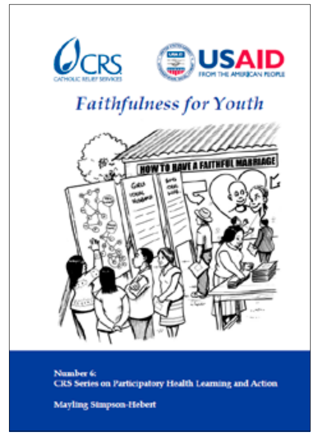


We Have Healthy Children
Contents



Faithfulness for Youth

Contents



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