

PHAST/CLTS

USER'S GUIDE

For Partner NGOs

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Table of content

Table of content.....	ii
1.0 INTRODUCTION	1
2.0 WHAT ARE PARTICIPATORY APPROACHES?	2
2.1 What PHAST tries to achieve.....	2
3.0 HOW TO BE A FACILITATOR:.....	3
3.1 All participants are equal.....	4
3.2 How to cope with dominant personalities	4
3.3 General instructions for all activities.....	4
4.0 COMMUNITY DIAGNOSIS.....	5
4.1 Tool: MAPPING	5
4.2 Tool: UNSERIALISED POSTERS.....	12
5.0 SANITATION CYCLE	12
5.1 Tool: SANITATION LADDER	12
5.2 Tool: SARAR RESISTANCE TO CHANGE CONTINUUM (SRTCC) or "BUT"	Error! Bookmark not defined.
6.0 HYGIENE BEHAVIOURS	14
6.1 Tool: FAECAL/CONTAMINATION ROUTES	14
6.2 Tool: CONTAMINATION BARRIERS.....	16
6.3 Tool: BARRIER MATRIX.....	Error! Bookmark not defined.
7.0 Water.....	18
7.1 Safe water chain	18
Tool: HYGIENE BEHAVIOUR CARDS	20
8.0 GENDER ISSUES	Error! Bookmark not defined.
8.1 TOOL GENDER RESOURCE ANALYSIS	Error! Bookmark not defined.
8.2 TOOL GENDER TASK ANALYSIS	Error! Bookmark not defined.
9.0 OPERATION AND MAINTENANCE	22
9.1 TOOL STORY WITH A GAP (BOREHOLE, HOUSEHOLD LATRINE) ...	22
10.0 MONITORING.....	23
10.1 TOOL: TRANSECT WALK.....	Error! Bookmark not defined.
10.2 Tool HOUSEHOLD SANITATION MONITORING FORMAT.....	23
11.0 PLANNING.....	Error! Bookmark not defined.
11.1 TOOL FORCE FIELD ANALYSIS	Error! Bookmark not defined.

1.0 INTRODUCTION

This guide has been prepared to help the user in the use of participatory methods and tools during mobilisation and training of extension staff. The guide on and the tools contained herein are not a solution to the communities' problems nor are they the subject matter to be addressed or focussed on when mobilising, training or sensitising communities. The guide and the tools are only starters to a community dialogue i.e. only provoke the community to enter into discussions. Therefore, the user should not be tools focussed but use the tools to achieve the objectives of the training or gathering.

Very often, the user will always slide back to the traditional ordinary way of teaching (didactic – too eager to teach or give instructions and prior information). However, it is important for the user to restrain from this eagerness to teach and pass on information while using participatory tools and communities to be active. It is also important for the user to keep a low profile after introducing the activity/task to the community. The user must ensure the activity is simple and the instructions clear, precise and minimal. The community should control the discussions of activities.

The aim is to allow the community to identify and solve their own problems. I.e. learning by doing through self-discovery. The basic premise is that people are their own most variable resource and that development is about human development, fulfilment of human potential and drawing strength from working groups

It is however necessary for the user to have been trained in PHAST participatory approaches and methods, to have tried them out under a wide experienced guidance and have adequate knowledge about the community and the subject matter before using the participatory tools. The user should always spend time preparing the material and think through the activity before going out to the communities.

2.0 WHAT ARE PARTICIPATORY APPROACHES?

Participatory approaches are methods, which encourage the participation of individuals in a group process, no matter what their age, sex, social class or educational background. They are especially useful for encouraging the participation of women (who in some cultures are reluctant to express their views or unable to read and/or write.) participatory methods are designed to build self-esteem and a sense of responsibility for one's decision. They try to make the process of decision-making easy and fun. They are designed for awareness creation and planning at community level. Participants learn from each other and develop respect for each other's knowledge and skills. There are a number of participatory methods in use all over the world. These include the conventional Participatory Rapid Appraisal (PRA) methods, Visualisation in Participatory Planning (VIPP) and the current SARAR (Self-esteem, Associative strength, Resourcefulness, Action planning and Responsibility) and PHAST (Participatory Hygiene And Sanitation Transformation), community Led Total Sanitation (CLTS) methods.

The activities in this guide are based on the PHAST approach and on the principles of adult learning.

2.1 What PHAST/CLTS tries to achieve

PHAST tools

PHAST seeks to help communities:

- Improve on their hygiene and sanitation behaviours
- Encourage community management of water and facilities.

It does this by:

- Demonstrating the relationship between sanitation and health status
- Increasing the self-esteem of community members

- Empowering the community to plan environmental improvements and to own and operate water and sanitation facilities.

PHAST methods help people to feel more confident about themselves and their ability to take action and make improvements in their communities PHAST activities are open-ended. This means that there is no correct answer or result. Decisions made by the group/community reflect what is right for the group/community and what it is prepared to take responsibility for.

CLTS methodology

CLTS seeks to help communities

- ✓ Stop open defecation

3.0 HOW TO BE A FACILITATOR:

The most important thing to remember about being a facilitator is that you are a torch bearer!

Your role is to help or “facilitate”. Using the activities in the guide, you can help the community/group to;

- Identify issues of importance to them
- Express their problems
- Analyze their problems
- Identify possible solution
- Select appropriate option
- Develop a plan to implement the solution they identify and agree on
- Evaluate the outcome of the plan

So you do not have to:

- Direct the group -

- Give information instead of letting the group find it itself
- Advise or suggest what the group should do
- Make assumptions about what is the right response to an activity
- Correct the group unless it is absolutely wrong.

3.1 All participants are equal

The activities in this guide have been developed so that the participation of each group member is considered equally important. Additionally, you must be seen to be on the same level as the participants. So you should not present yourself as an authority figure. Information should flow from you to the group and from the group to you. By both sharing and receiving information, you and the group will remain equal. Evidently, good listening skills are essential.

3.2 How to cope with dominant personalities

If this happens, find out whether the dominant individual is a designated leader, or simply a competitive or aggressive person with little or no significant support or influence in the group. Competitive or aggressive person can either be taken aside and be given separate tasks to keep them busy and allow the group to carry on. If the persons concerned are community leaders, approach them formally or privately early in the planning phase, explain the process, and try to gain their support. Hopefully, you will convince them that allowing community members to fully and equally participate will result in personal growth and betterment for all.

3.3 General instructions for all activities

1. Have all the materials for each activity ready before starting.
2. Make sure the materials are large enough to be seen by all participants.

3. Try to limit the size of your group to no more than 40 persons.
4. Make sure that people talk to one another easily; use a circle where possible.
5. Begin each new session with a warm- up activity such as a game or song.
6. Go through each activity one step at a time and follow the instructions in the guide.
7. Be guided by the requirements of the group when facilitating activities. The time given for each activity is only an estimate.
8. When giving the group its task, use the exact words provided for this purpose.
9. Encourage and welcome the input that individuals make. Remember, there are no wrong answers.
10. Facilitate the group but do not direct it.
11. Try to encourage the active participation of each participant. Be careful not to find fault or make critical comments when you respond to people.
12. Take into account the participants' literacy level and work out ways in which they can keep records of what is discussed and agreed.
13. Have the group keep the materials and records in a safe place.
14. At the end of each activity, ask the group members to evaluate each activity on the basis of what they have learnt, what they liked and what they did not like.
15. At the end of each session, congratulate the group members on their efforts and explain briefly what will be covered at the next session.
16. At the beginning of each new meeting of the group, ask the group to review what it has done so far and the decision it has taken.

4.0 COMMUNITY DIAGNOSIS

4.1 Tool: COMMUNITY MAPPING

Purpose:

The purpose of this activity is for the community to appreciate the resources they have in their community and to identify the missing resources. It can also be used to

establish the settlement pattern, open defecation areas, services gaps, monitoring of community development activities and for planning future development e.t.c. It is a good instrument for baseline data collection.

Materials:

The materials required are Newsprint/flip chart, markers and tape for drawing on paper. However, the activity can be done on the ground using ash for the boundaries, stones, leaves, sticks etc, to indicate the various resources and infrastructures. After drawing the map on the ground, the map can be transferred to paper.

Time: 60 minutes

Procedures:

1. Let the community form two groups taking into account the gender balance (male and Females), if children are around they can form their own group.
2. Ask each group to select a secretary who will do the drawing.
3. Give instructions groups to draw their village map indicating the various resources and features they have e.g.
 - Physical features, (Roads and paths)
 - Homesteads and sanitation facilities,
 - Social services i.e. schools, churches/mosques, health centres etc
 - Existing Water sources and water source user boundaries
4. Let all members present indicate on the map the **defecation areas**
 - ✓ Where they usually defecate in the open
 - ✓ Where the children defecate

Plenary

5. On completion of the task, let both groups come together and present their maps by taking the entire gathering on a tour of their village, pointing out what they are proud of respectively.
6. Let them discuss the similarities and differences
7. Agree on the common appearance of the village
8. Let the community identify and prioritise their problems and discuss how they can acquire the missing resources and services

Note to facilitator.

9. Assist the community to come up with an action plan of how to solve the prioritised problem by identifying who is to do what, when where and what resources are required.

4.2 Walk of Shame- Transect Walk

Purpose:

Transect walks are designed to cross check information that will have been given through mapping. They are often referred too as purposeful walking whose aim is to observe the community environment, the quality of works, hygiene in household, operations and maintenance of facilities, latrine coverage etc.

Materials

- Community Map to guide you through the walk
- Observation list
- Markers

Time: 1 – 3 hrs (depending on the village)

Procedure:

Invite a small group of people from the water committee and members of the community to join you for the walk. A maximum of ten people is recommended. Make sure that your group includes women and men that are representative of the community.

Identify on the map the source and sample water points you will be visiting. Mark by drawing a line diagonally across the map. Natural water points (rivers, ponds, streams, etc) existent in the village should be visited. Visit only one type e.g. spring or pond etc (if there are many natural sources, visit the one used most by the population). Identify the points where they defecate in the open, visit those places and carry the faeces to the meeting place

If sanitation services are existent in village, identify on map those to visit Number all latrines according to those built before the project and those built after the project. Randomly select a proportion to visit (10% of total available) from both categories (before/after project).

At the end of the exercise the assessment team assesses the observations.

Note to Facilitator

The best time to plan for a transect walk is before carrying out the walk.

At community level, you will request community members who are willing and knowledgeable about the community to accompany you during the transect walk.

A transect walk is purposeful walking to meet certain objectives. The trainers and or extension workers should therefore give each other tasks about what they will be looking for during the transect e.g. quality of works, functionality, hygiene, sanitation. (Reference should be made to the observation list)

Observation checklist

Latrine observation

Latrine name/household.?	Latrines built with external assistance			Latrines built after external assistance		
	Yes	No	Don't know	Yes	No	Don't know
Is the latrine location technically correct?						
Latrine in working order (can it be used)						
Latrine built according to standard (defined, e.g. VIP)						
Latrine safely located. (e.g. Downstream of water source)						
Does the squat hole provide the necessary privacy?						
No excreta visible on floor/ walls and around the latrine						
Hand washing facility present						
Is it used for hand washing? (check if soap is present)						
Is there a proper footpath to the latrine?						
Is there sludge in the latrine?						
Is there toilet paper or anal cleaning materials in toilet?						

WATER POINTS – CHECKLIST

Type of source

Type of pump.....

Working order.....

YES/NO

Evidence of maintenance and cleaning of surrounding.....

YES/NO

Control of drainage water.....

YES/NO

Greasing of bolts.....

Replacement of worn parts.....

YES/NO

USAGE

Is the source easy to use/pump.....

YES/NO

TIP On the transect walk, ask questions like about which families use which areas for defecation, where women go, and what happens during emergency defecation at night or during high incidence of diarrhoea.

TIP On the transect walk, draw attention to the flies on the shit, and the chickens pecking and eating the shit. Ask how often there are flies on their, or their children's, food, and whether they like to eat this kind of local chicken.

There are many ways of helping to trigger the sense of disgust among community members without teaching or telling them anything. You can be creative in the questions you ask. See the box below for one example.

Transect walks are the single most important motivating tool. The embarrassment experienced during this 'walk of shame' results in an immediate desire to stop open defecation and get rid of these areas. Even

though everyone sees the dirt and shit every day, they only seem to awaken to the problem when outsiders force them to look at and analyse the situation in detail.

DO NOT avoid the defecation areas, but rather spend as much time there as possible asking questions, forcing the people to inhale the smell of their shit and feel uncomfortable at having brought an outsider there. This will help to trigger the sense of shame and disgust that will make them want to do something to change.

How to trigger the disgust of consuming one another's shit

Ask for a glass of drinking water. When the glass of water is brought, offer it to someone and ask if they could drink it. If they say yes, then ask others until everyone agrees that they could drink the water. Next, pull a hair from your head and ask what is in your hand. Ask if they can see it. Then touch it on some shit on the ground so that all can see. Now dip the hair in the glass of water and ask if they can see any thing in the glass of water. Next, offer the glass of water to anyone standing near to you and ask them to drink it. Immediately they will refuse. Pass the glass on to others and ask if they could drink. No one will want to drink that water.

Ask why they refuse it. They will answer that it contains shit. Now ask how many feet a fly has. Inform them it has six feet and they are all serrated. Ask if flies could pick up more shit than your hair could pick. The answer should be 'yes'. Now ask them what happens when flies sit on their, or their children's food and plate: what are they bringing with them from places where open defecation is practised? Finally ask them what are they eating with their food. The bottom line is: everyone in the village is ingesting each other's shit.

Ask them to try to calculate the amount of shit ingested everyday. Ask how they feel about ingesting each others' shit because of open defecation? Don't suggest any thing at this point. Just leave the thought with them for now, and remind them of it when you summarise at the end of the community analysis.

Calculations

Calculating the amount to faeces produced can help to illustrate the magnitude of the sanitation problem. How much human excreta is being generated by each individual or household per day? Households can use their own methods and local measures for calculating how much they are adding to the problem. The sum of the households then can be added up to produce a figure for the whole community. A daily figure can be multiplied to know how much shit is produced per week, per month or per year. The quantities can add up to a matter of tonnes which may surprise the community.

5.0 Tool: SANITATION CYCLE

5.1 Tool: SANITATION LADDER

Purpose

The tool is used to assist the community identify the level at which their community is as regards the safe disposal of human wastes/faeces. It will also provoke the community to move from the least desired method of faecal disposal to the most desired method.

Materials:

The tool consists of the following pictures

- a) Defecating in the bush i.e. open defecation by either a man or a woman
- b) A person burying the faeces using a hoe after defecation in the plantation
- c) A pit with logs only
- d) A pit with a temporary shelter but with no roof
- e) A latrine with a Sanplat but without a door
- f) A latrine with a door, Sanplat, superstructure and a roof but without a handwashing facility
- g) A latrine with a door, Sanplat, superstructure and a roof with a handwashing facility being used

Time: 30 minutes

Procedures:

1. Let the community form two groups of not more than 20 people each.
2. Give the pictures to both groups to identify and understand.
3. Ask each group to arrange the pictures from the least desired picture at the bottom to the most desired picture at the top.

4. Ask the groups to answer the following questions during their discussions:
 - i. What are the most common types of latrines found in your community?
 - ii. What are the communities' problems / constraints associated with the constructions and use of latrines in the community?
 - iii. Suggest possible solution

Plenary

5. On completion of the task, let both groups come together and present their arrangements.
6. Discuss the similarities and differences focussing on the advantages and disadvantages of each picture and why each next picture is better than the previous picture?
7. Discuss the answers to the above questions and agree on a common consensus.

Notes to facilitator

8. Note the cultural beliefs, taboos, customs and norms; caution the community against falling down the ladder especially when the latrine gets filled and one does not construct a new one. Explain the need for hand washing at all levels of sanitation improvement.
9. Assist the community to come up with possible actions to improve upon the situation with special emphasis on the female household heads, the elderly and orphanage homes
10. Draw up a community action plan for sanitation improved starting with the individuals and then the entire community and the public places.
11. Don't dismantle the ladder as this will be used for the next activity

6.0 HYGIENE BEHAVIOURS

6.1 Tool: FAECAL/CONTAMINATION ROUTES

Purpose

This tool is intended for creation of awareness among the participants on the routes through which faecal diseases are transmitted and to enable them appreciate the importance of improved sanitation and hygiene practices.

Materials:

Markers, Butcher paper, paper

In addition to the above materials, the tool consists of the following pictures:

- a) A hand
- b) A mouth
- c) Flies
- d) Open foodstuffs on a table
- e) An unprotected source with a person drawing water and children playing in it and cows drinking from there
- f) Cows, dogs, and cats feeding from the family utensils
- g) A heap or heaps of faeces or a person defecating in the open (use one the three options)

Time: 30 minutes

Procedure:

1. Let the community form two groups of not more than 20 people each
2. Give out the pictures
3. Let the groups identify the pictures given to them
4. Ask each group to place the pictures on paper or ground.

5. Let them first identify as many as possible the different ways through which faecal contamination can occur. Allow time for discussions
6. Let them show the various routes using numbers, different colours or dotted lines, or zigzag lines.

Plenary:

7. On completion of the assignment, each group presents its routes
8. Discuss the similarities and differences
9. Let each group give the lessons learnt out of the exercise.

Note to facilitator

10. Mention the routes, which they cannot mention.
11. Do not dismantle the presentation as it is to be used for the next activity

6.2 Tool: FAECAL/CONTAMINATION BARRIERS

Purpose

This tool will enable the community to identify ways of preventing faecal disease transmission and prepare or provoke them to start practicing hygienic behaviours.

Time: 30 minutes

Materials:

The tool consists of the following pictures:

- a) A latrine
- b) A protected water source (Borehole or Spring or Gravity or Piped water system)
- c) Covered food
- d) Cooking food
- e) Boiling water,
- f) Sandles
- g) Handwashing after visiting the latrine
- h) Handwashing before having a meal
- i) Removing baby's faeces
- j) Training a child to use a latrine etc.

Procedure:

- 1) Let each group refer to faecal routes activity
- 2) Give out the barrier pictures.
- 3) Let the group members identify the pictures
- 4) Ask each group to place the pictures on top of the arrow where they think the route can be blocked (intervention)

Plenary:

- 5) On completion of the assignment each group presents its barriers

- 6) Discuss the presentation
- 7) Ask the groups which ones are being practiced and encouraged them to continue
- 8) Ask the groups which barriers are easy or difficult to practice (note them down)
- 9) Discuss which barriers are not being practiced in the communities and why?

Note to facilitator

- 10) Discuss how hygienic practice can be undertaken first in their homes and then the community as a whole.

7.0 Water

7.1 Safe water chain

Purpose

- I. Identify and explain the different sources of contamination at the various levels of the water chain.
- II. Explain the preventive measures of water contamination.
- III. Facilitate communities on how contamination of water can be prevented at the various levels.

Time: 60 minutes

Materials:

Newsprint, Markers, safe water chain chart

In addition to the above materials, the chart below should be explained before filling it in.

Safe water chain chart

	At Source	During Collection	During Transportation	During Storage	During Use
Source of contamination					
Preventive measures					
Person					

responsible					
-------------	--	--	--	--	--

Procedures:

Using the chart above participants can be requested to illustrate with drawings, the different sources of contamination within the water chain. They are also required to illustrate how the identified sources of contamination could be prevented.

Plenary

- 1) Let each group make their presentation
- 2) Discuss in the plenary the normal sources of contamination, preventive measures and persons responsible.

Or

The second group, is given a set of pictures of bad practices of water collection, transportation, storage and consumption and asked to arrange the pictures to form a water collection and management process. They are also asked to comment on each stage and give reasons for the different picture in the process

Or

The third group is given pictures of the good practices of water collection, transportation, storage and consumption and asked to arrange the pictures to form a chain. They are also asked to comment on each picture at each stage and point out the weak points in the community.

Tool: HYGIENE BEHAVIOUR CARDS

Purpose:

To enable participants identify and distinguish between the common and uncommon hygienic and the good and bad practices within their community. It is also meant to enable the community to move from the common bad practices and start practicing the uncommon good practices.

Time: 30 minutes

Materials:

The tool consists of 10 small pictures of the following practices

- a) A child defecating in the compound
- b) A heap of dirt utensils left unattended in a basin with flies hovering over them
- c) Handwashing after latrine use
- d) A woman washing hands before serving a meal to children
- e) Handwashing after cleaning the baby
- f) Covered food articles
- g) Boiling water for drinking
- h) A woman handwashing before preparing food on a mat and boiling water at the same time
- i) Bathing a baby on a wash slab outside
- j) Use of insecticide

Procedure

- 1) Give out the pictures for identification and analysis
- 2) Let the community form two groups
- 3) Ask one group to sort the cards into common and uncommon practices within their community

- 4) Ask the second group to sort the cards into Good and Bad practices

Plenary

- 5) Let the groups present in a plenary session explaining why cards have been sorted the way they have done it.
- 6) Compare the two presentations and draw lessons.

Note to facilitator

- 7) Practices in the common column shall be the same cards in the bad column for the second group
- 8) Facilitate a discussion on how the uncommon good practices can be undertaken to become common practices first at individual level and then at community level

8.0 OPERATION AND MAINTENANCE

8.1 TOOL STORY WITH A GAP (BOREHOLE, SPRING, HOUSEHOLD LATRINE)

Purpose:

To enable participants develop steps and procedures for proper maintenance of facilities in sanitation and hygiene, water sources and public toilets

Materials:

- Pictures of the "now" and "future" situations of a water source (Borehole), and a household toilet
- Sticky tape
- Pens and paper

Time: 2 hours

Procedure:

1. Put up the sanitation option drawings of the bad situation and the good situation (or drawings representing either options) up on the wall.
2. Ask participants to work in groups of 5 - 8 persons

Give participants a set of tools and the task using the following words:

" Do you agree that this (point to the sanitation option representing the current situation - bad) is a common situation in the community? And do you agree that this (point to the group's preferred future option - good) would be a desirable future situation?"

"Ask participants to work out what caused the bad situation and what needs to be done to improve it. To do this participants need to develop steps and procedures to "fill in the gap"

3. Give the group about 30 - 45 minutes to work on its arrangement of steps and identify strategies for maintaining the improve situation

Plenary

4. Let each group present their discussion findings and the strategies earmarked for maintenance of the facilities.
5. Facilitate a group discussion on what it has learned during this activity, what it liked and what it did not.

Notes for the Facilitator

The discussion should cover:

- What difficulties they might encounter while trying to carry out the steps
- What resources they might need to carry out these steps
- The amount of time necessary to carry out the plan

9.0 MONITORING

9.1 Tool HOUSEHOLD SANITATION MONITORING FORMAT

Purpose:

The purpose of the tool is to enable communities undertake community based monitoring of their hygiene and sanitation practices. The form also helps the

extension worker to have targeted efforts towards the most difficult area or persons who are at the bottom of the sanitation ladder.

Materials:

A household sanitation monitoring form which has the levels of sanitation improvements on the top of it.

Time: 30mins

Procedure:

Give out the format to each participant.

Go through the format with the participants step by step

Establish a common understanding of each level of improvement.

Plenary

Discuss and agree upon the best method of filling the format.

Note to facilitator

- 1) The first column takes the household name and the subsequent columns represent the current sanitation situation of the homestead
- 2) The format could either be ticked or the best alternative would be to indicate the date of the actual visit in the column where the household is at that material time

The format can be used for the following;

- Baseline surveys
- Progress monitoring
- Final evaluation and as
- A community policing form when left with the community to undertake monitoring.

- Always remember to review your finding from time to time.