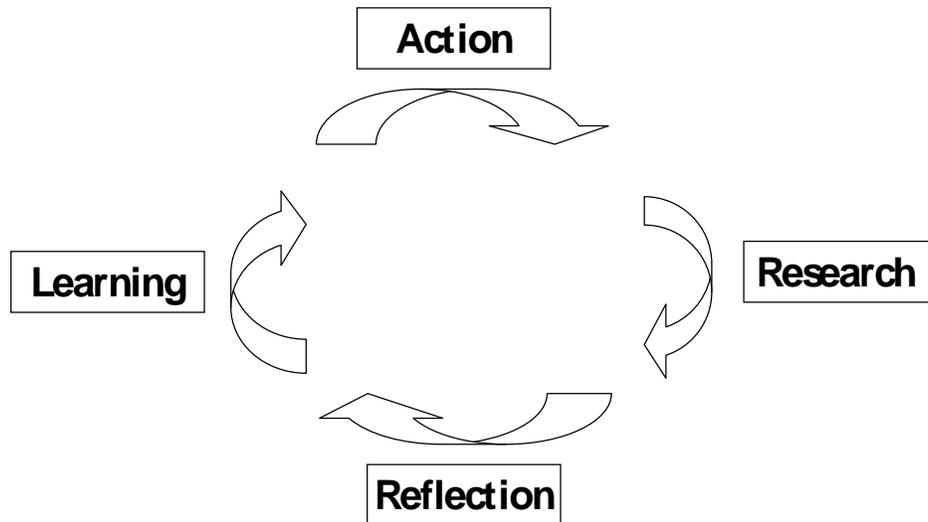


Evidence Based SLTS



1. What is evidence based

GON/Unicef Nepal):

If it is evidence based or not is too early to tell. What we need to know is impact assessments. Evidence also depends on the time span of a program. It is country specific and in line with your international/national statistics.

2. Why evidence based

To stimulate action
To demonstrate impact
To document and disseminate

3. Evidence based Activities

3.1 Programme initiation

3.1.1 Background information

- Context analysis. Information on country strategies, international tendencies, and different stakeholders involved at different levels.

Plan Indonesia

Lesson Learned

Plan Indonesia conducted a study on CLTS, “change from subsidy to non subsidy”, which was a painful exercise because of two reasons. One was that there was no money and the other one was that there was so many different data which could not be trusted. For instance the national data reports cannot be trusted. Therefore Plan Indonesia used the reports of different international NGOs, but also information of the World Bank. The government is easier to influence by quantitative data then by qualitative data, so the main focus of the study was on the first. Part of the study was a survey on behavioral change. This was done through Focus Group Discussions

Tip

It was rather difficult to convince the government. The success was that Plan found a champion within the government. The Water Sanitation Networking Group (WSNG) together with that one person from the government took on the issue of CLTS and now there is a national policy on this.

Challenge

However the different ministries have a high autonomy, therefore are not compelled to comply with this national policy on CLTS. This might endanger follow up actions and impact.

3.1.2 Baseline survey

- o Doing a baseline survey (in dept) in the programme areas of a certain project. This in order to establish the status of WASH in schools and communities to improve the learning and living environment of children.



- o Baseline needs to follow a certain scientific approach, in example sampling, mapping, questionnaires and interviews.
- o Examples of indicators (common indicators at aggregate level, specific indicators to be decided per programme):
 - School enrolment (boys and girls)
 - School attendance
 - School retention (boys and girls, with specific focus on girls hitting puberty)
 - School completion
 - School performance

- # of toilets for boys and girls in relation to the number of students
- Amount of water available per student per day
- # number of hand washing facilities available
- Occurrences of hand washing practices with soap
- A cleaning schedule for cleaning toilets
- Health indicators
- Child friendly indicators (# of flies, toilet odor, path to toilet fully overgrown with grass?, is there soap at the toilet facilities?)
- Disease incidents (# diarrhea cases, # cholera cases, # respiratory diseases, # eye diseases)
- Is there a school Health club
- Is WASH part of the school curriculum
- Is WASH part of the school budget

Plan Indonesia

Challenge

There was no budget set aside for a baseline on CLTS. Plan Indonesia used the national baseline survey. However it was just mentioned that the data of the government cannot be trusted. This might pose as a problem. As Plan Indonesia pointed out, doing certain monitoring activities depends on politics of the organization.

3.2 Programme implementation

3.2.1 Monitoring

- Monitoring progress of activities and results in relation to the set objectives
- Who will do the monitoring?
- Monitoring will take place at different levels using different tools

GON/Unicef Nepal:

Explanation of process

There are four levels of monitoring:

- Central level monitoring - which is not enough.
- Regional level
- District level monitoring by the members of district water supply and sanitation coordination committee.
- VDC level monitoring
- School and community level self monitoring.

Have developed some formats and focus on 5 things:

- Activities of the child club.
- Use and maintain and urinals by all in schools and communities.
- Hand washing behavior with soap.
- Documentation.
- Maintenance of ODF status.
- Point of use water treatment.

Tools

- Interview
- Observation.
- Photographs.
- Fill-up some forms to go into formats (monitoring checklists).
- Institutionalization – is the programme owned by an institutional process.

Use of information

- Share with media people (radio, TV).
- Report to higher office authorities.
- Publish in newsletters.
- Information shared in workshops, seminars.

Success

- It inspires the people from sharing experiences of successive stories, ignited and inspired to follow the same principles (VDC to VDC, school to school, political leaders).

3.2.2 Mid term evaluation

GON/Unicef Nepal:

Why

- To measure the actual results versus the planned results.
- Update and compare the baseline data
- Develop a summary report and share the reports with district staff.
-

Challenge

- Did not do mid-term evaluation but do an annual review.
- No assessment done so far. Are planning to do impact assessment a budget has already been allocated.

3.2.3 Measuring input, output, outcome and impact

GON/Unicef Nepal:

Explanation of process

- Input: look at the budget and capacity human resource development activities and IEC.
- Outputs and outcome: ODF promotion of toilets, hygiene and hand washing behavior in the school and the community.
- Impact- reduction in diarrhoea diseases, scaling up-stagnant or getting spread, institutionalization of the efforts and the achievements. Spending a lot of the money in the past but no result but now are focusing more and more on institutionalization, focusing on government to get involved to ensure that success are institutionalized, schools catalyzing and local government bodies getting ownership- allocating budgets to the schools and community, formulating a unified strategic umbrella plan, are involved in joint monitoring.

Document about Malawi:

Success

It was worth noting that 8 ODF villages had no cholera case in 2008/09 outbreak season and all 15 triggered villages had decreases diarrhoea episodes reported at their nearest health facilities as compared to the same period previous year.

3.3. Programme ending

3.3.1 Impact assessment

- To collect information in order to measure long term changes (going beyond the program)

Knowledge Link India:

Challenge

It is a grey area for the government and for the people working with SLTS and CLTS in India

3.3.2 End evaluation

- To measure the actual results versus the planned results.
- Update and compare the baseline data

Knowledge Link India:

Experience/challenges

In India school is part of the community. Once they are completely ODF, a committee (with different stakeholders) will check village and school. They do this through interviews (personal, groups in different classrooms). There is a format and checklist for this. On the basis of that they verify ODF. After that a district sanitation committee comes to visit (with different stakeholders, but at a higher level. They do the same sort of verification. They do this in order to reward the village/school with the School Sanitation Award, the Award for Fully Sanitised Communities and the Clean Village Award (this last award is handed out by the president of India himself).

Government is using this information to monitor where they are. They have the MDGs to reach. The awards are good for verification and also for scaling up

But this needs a good institutionalised, rigorous and scientific M&E system. There is a national online evaluating system, however this is not trustworthy. It is a target oriented problem. People are just counting toilets, not ODF villages or the use of the toilets. A lot of these committees are committees in name only and are not really working. The focus is more on implementation, instead of M&E.

Tip

SLTS/CLTS needs a rigorous, scientific and participative M&E system. There is a follow up strategy which focuses more on M&E, but government is not into it yet.

Innovations

- Award being handed out by the president of India.
- Online M&E system that allows stakeholders to upload their information
- Technology in India is good. This can be used in data collection

4. Cross cutting issues

- Aggregation
 - o Immediate use of certain data to stimulate action

Knowledge Link India:

Success

Boy was triggered, went home and started digging a pit and collecting boulders. His parents came home and asked who had done this and why. The boy related the whole story he had learned at school. Parents were impressed and next day went to the head teacher to hear more. Came back and told the community. Within 10 days the whole village had built toilets and was ODF.

- o Collecting the right data (how to go about, what tools are there to use, timing, who conducts)
- o Linking different data together. Linking different indicators in order to establish evidence
- Dissemination
 - o Using evidence (based on aggregation) to stimulate action
- Verification
 - o ODF is checked after 6 months
 - o Different stakeholders each have their ToR and work on complementarities
- Up scaling
 - o Scaling up of ODF activities even without external financing
- Sustainability
 - o social (socio-economic)
 - o technical
 - o environmental
 - o financial
 - o institutional
- Brokering linkages
 - o Identify stakeholders
 - o Lobby and align interest of stakeholders to the needs that are actually there
 - o Lobby stakeholders on what schools to target and what needs to be done
- Documentation
 - o success models

- bottle necks
- lessons learned
- etc.
- Attribution
 - To whom do we report?
- Tips
 - When budgeting make sure that there is money set aside for evidence based activities
 - Create a pool of ambassadors. Knowledge centre
 - Use pictures to elaborate and support your story, but bare in mind the ethical consideration of photography.
- Key areas that will need more research:
 - Research into sanitation ladder developments (with private sector)
 - Research into health impact. *Is there any “hard” evidence of good health impact of ODF conditions? There is a lot that is anecdotal and worth collecting and colleting.*
 - Research into economic impact
 - Participatory Action Research (can it be a replicable intervention or does it take too much time and resources + continuity?).