Training Effectiveness Evaluation

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ACRONYMS

CHSAC	Community Hygiene and Sanitation Action Committee
CLTBCHS	Community Led Total Behavior Change in Hygiene and Sanitation
DDC	District Development Committee
DoLIDAR	Department of Local Infrastructure Development and Agriculture Roads
DTO	District Technical Office
DWASHCC	District Water Sanitation and Hygiene Coordination Committee
DWIG	District WASH Implementation Guideline
DWS	Domestic Water Supply
FCHV	Female Community Health Volunteer
FGD	Focus Group Discussion
FY	Fiscal Year
GESI	Gender Equality and Social Inclusion
GoN	Government of Nepal
HH	Household
IMC	Institutional Management Committee
KKI	Key Informant Interview
LDO	Local Development Officer
LGCDP	Local Governance and Community Development Programme
LSGA	Local Self Governance Act
LTBCF	Lead Total Behavior Change Facilitators
MIS	Management Information System
MoFLDA	Ministry of Federal Affairs and Local Development
MSF	Multi Stakeholder forum
MUS	Multiple Use System
NGO	Non Government Office
NPR	Nepalese Rupees
NS	Nepal Standard
O&M	Operation and Maintenance
ODF	Open Defecation Free
PD	Project Document
RWSSP-WN	Rural Water Supply and Sanitation Programme in Western Nepal
SDA	Small Doable Activities
SMC	School Management Committee
SODIS	Solar Water Disinfection
SP	Service Provider

TBC	Total Behavior Change
ToT	Training of Trainers
UC	Users' Committee
VDC	Village Development Committee
VMW	Village Maintenance Worker
VWASH	VDC Water Sanitation and Hygiene
VWASHCC	VDC Water Sanitation and Hygiene Coordinating Committee
WASH	Water Sanitation and Hygiene
WCF	Ward Citizen Forum
WSST	Water Supply and Sanitation Technician
WUSC	Water Users' and Sanitation Committee

EXECUTIVE SUMMARY

Background

Rural Water Supply and Sanitation Project in Western Nepal (RWSSP-WN), funded jointly by the governments of Nepal and Finland, is a project focused on implementing Water, Sanitation and Hygiene (WASH) activities in selected districts of Nepal. The overarching goal of the project is to fulfill the basic needs and ensure the rights, of the poorest and excluded households, of access to safe drinking water, good health and hygiene through a decentralized governance system.

One of the programme objectives, to provide safe domestic water, is achieved through financial support to the construction of water schemes. In addition, it also supports various capacity building activities in the form of trainings called pre-construction and post construction training. To achieve good hygiene practices the programme followed a triggering approach. This approach aims to change the behavior of the people by igniting them into behavior changing patterns. Trainers were developed in order to deliver the triggering training at different levels. To make the planning, related to the WASH programme more effective, the programme provided various trainings. These included trainings on data collection, report writing, and forming groups such as CHSAC, VWASH.

The purpose of this evaluation is to document the successes and failures in the form of recommendations in relation to the training packages of the programme with the hope that these recommendations can then be incorporated in the subsequent phase to improve the performance of the programme.

Objectives

The objectives of the evaluation are:

1. To assess whether the training events organized by the districts have been successful in transferring knowledge and skills to the trainees and whether the trainees are actually putting these into practice.
2. To assess whether the training events were held as described in the training curricula and following training norms.

Methodology

Training effectiveness is assessed in two ways. First, trainees were assessed whether they have retained the knowledge obtained during the training, their attitude was assessed to know whether the idea/tools/technology is suitable or not, their practice was assessed to know whether they have been able to bring into practice the knowledge they learned.

Secondly, household's behavior change is examined to assess training effectiveness. The main aim of assessing household's behavior is to determine whether the trainees have been able to translate their learning into practice whereby changing household behavior. This is assessed by measuring changes in behavior in sanitation practices such as hand washing, personal hygiene, and waste water disposal.

Likewise, community's involvement in implementation and monitoring of VWASH planning, knowledge about the procurement process, construction of toilets and access to clean water is also measured.

For this purpose, data and information were sought through household survey and discussions with VWASHCC, CHSAC, WUSC, and triggers. Key Informant Interview was also conducted among different stakeholders and at the household. In order to assess the process followed, process tracking was conducted which included the collection of expenditure data.

Findings

1. TBC Triggers' Training

TBC trigger training is an effective tool to ignite the people to change their behavior. The proportion of households using toilets after the inception of the program is 91 percent compared to 37 percent before program implementation with an increase of 54 percent. Because 9 percent of the households are still either using single point defecation or not using toilets, there is room to make improvement in program effectiveness by targeting those households.

Participants of TBC trigger trainings retained their knowledge on TBC in health and sanitation and have well disseminated their knowledge in the village in the form of triggering events. These events have helped to change the behavior at the household level.

Triggering event participation by level of household's education and wealth quintile reflects that households with completely uneducated inhabitants and households in poorest quintile have a significantly lower participation rate. This indicates that even after the program's target towards poor and uneducated HHs their participation is slightly lower.

The role of triggers in the post ODF phase of the program is not clear and their activity was seen to be reduced during this period. This is because they were seemed not fully aware about the targets after the ODF declaration and lack of refresher trainings.

Training participants were within the limit as per the training norms except Mahendrakot and Dhairing where training cost and the participants exceeds the limit.

2. Pre and Post Construction Training

Pre and post construction trainings were able to make WUSCs members well aware of their roles and responsibilities. They know the procurement processes, which they have followed as dictated by the training manual. Quality of materials has been purchased by ensuring the Nepal Standard (NS) Mark and holograms for the construction of the water schemes.

Completed water schemes have made a provision of maintenance workers and masons. Operation and Maintenance (O&M) funds are also in place but the periodical replenishment of this fund can be improved in many cases. Participation in training and by hiring maintenance worker, WUSCs is now more capacitated in terms of operation and maintenance of the water scheme. The regularity of the water in the taps has been ensured in almost all the cases. Only very few schemes needs maintenance

and in case of any required, repair has been addressed in a timely manner. But another pillar of sustainability for the water schemes regular tariff and O&M fund is not regular. In some cases it's too low which could not be enough to meet the maintenance cost in case of any required repair.

As part of the accountability and sustainability completed water schemes have conducted public audits however not all members of schemes are aware of the actual cost of the schemes. This may be due to the left out of some WUSCs members from training. In some cases only few members of the WUSCs were involved in the trainings which may hinder the accountability and sense of ownership.

All WUSCs have kept financial records in a simplified version of book keeping practices, however significant improvements can be made related to record keeping in all regards in WUSC offices. In Kapilbastu VDCs are responsible to transfer the funds to the WUSCs and monitor them but VDC offices lacked technical expertise and the proper accounting.

3. VWASH Plan Preparation Training

WASH plan training and the process itself have been successful in forming local institutions that take the responsibility for overall planning of the VDC. The 15 step planning approach has been followed during the preparation of the plan. The planning processes have promoted formation of community based institutions such as CHASAC, VWASHCC and IMC, which were found to be instrumental in implementing and monitoring the planned activities. The combined efforts of these community based organizations and other stakeholders have been found instrumental in declaring open defecation free districts and villages. The prioritization of the schemes and other sanitation activities has helped in mitigating and resolving the community level dispute. However, additional attempts are required for periodic review and updating the VWASH plan at VDC level and linking it with district level WASH plan.

At the first sight one can conclude that the cost incurred in preparation of VWASH plan is bit too high. The total cost includes not only the training cost only but also cost of social mobilization in formation of community based organizations, data collection and various other activities to follow the 15 steps of the planning process.

4. Training Modality and Delivery Mechanism

The DDC official, DWASHCC and other respondents, during the course of discussion with the evaluation team, revealed that the individual consultants are the best mechanism to deliver the all training packages. However this mechanism has its own limitation in selection of the trainers that includes immense political pressure. Furthermore, DDC faced difficulty in retaining them for long time as they get experienced and opt for jobs with better perks elsewhere. Currently, out of total six trainers trained in all three districts, only two in Syangja, two in Parbat and none in Kapilvastu districts were retained. In the case of Kapilvastu trainers contracts were often not renewed.

The respondents further argued that the skill and competence of NGOs, specifically related to training such as Pre and Post Construction training, did not match the desired standards. This was mainly due to difficulties the NGOs are facing in recruiting and retaining the competent trainers.

Recommendations

1.   OPTIMIZE TRAINING DELIVERY MECHANISM

RECOMMENDATION 1: It will be logical to develop a group of independent lead trainers specifically in CLTBCHS, Pre/Post Construction training packages. The lead trainers would be available to deliver training services through local bodies such as DDC and VDC on a contract basis.

RECOMMENDATION 2: Periodic refresher training and on-site coaching to lead trainers should be delivered to upgrade and update their level of knowledge and skill.

RECOMMENDATION 3: Service Providers (SP) should be chosen to deliver the social mobilization packages.

2.   REVISE TRAINING NORMS

RECOMMENDATION 1: Focused and in-depth training should be delivered for all WUSC members against current practices in some district of delivering to only 3 from each WUSC. Such as account training to Treasures.

RECOMMENDATION 2: The duration of pre construction training should be reduced to 4 days with a focus to fundamental prerequisites of construction such as quality of materials, procurement process, monitoring and importance of community ownership of the schemes. If necessary the manual should be revised.

RECOMMENDATION 3: Best use of training duration should be ensured by providing less priority to sanitation related contents. However, a logical link of sanitation with the construction should be established.

3.   STANDARDIZE ALL TRAINING MANUAL

RECOMMENDATION: All training manuals should be consolidated, standardized and then published as sanitation training manual of MoFALD so that wider ownership is ensured.

4.   MODIFY TRAINING DELIVERY ON THE BASIS OF NEED

RECOMMENDATION: In next phase it will be logical to consider striking a balance between supply side training and demand side training. This could be done by offering training packages on LTBC, Pre/post and WASH planning with some modification. DDC, VDC, User's Committee and community should also be offered training package on the basis of rigorous training needs assessment. Some of the examples of the training program to be delivered on the basis of demand could be income generation to address the need of developing capacity of poor people to construct toilet.

5.   TARGET POOR HOUSEHOLDS

RECOMMENDATION 1: It is recommended that the program should attempt to target the poorer segments of the population specifically.

RECOMMENDATION 2: In the community other programs like LGCDP are operating Citizen Awareness Centers (CAC) in poorest community identified after DAG mapping in the village. Mostly women participants of this center are often poor, dalit and not formally educated group of people. It is recommended that these centers should be point of entry to deliver selected training packages so that poor, dalit and uneducated people are included.

6. STANDARDIZEOPERATION & MAINTENANCE (O&M)FUND

RECOMMENDATION: The program should make a concerted effort to ensure that the guidelines regarding creation and upkeep of the O&M fund are strictly followed by all water schemes to minimize periods of when they are out of use and ensure their sustainability.

7. THOROUGHLY CAPACITATE THE VWASHCC MEMBERS

RECOMMENDATION: The VWASH planning training should be more focused towards the members of VWASHCC. It should be made mandatory that VWASHCC member should take the lead role to draft the document while SP should only facilitate the process.

8. INCLUDE TRAINER'S EVALUATION IN TRAINING COMPLETION REPORT

RECOMMENDATION: Revise the reporting format to include training evaluation and make provisions to strictly follow this format. A recommended format of training evaluation is annexed.

9. ENSURE TRIGGERS ARE ALSO ACTIVE IN POST ODF PHASE

RECOMMENDATION: In subsequent phases of the program there is a need to explain the importance of activities following ODF declaration. One way of achieving this could be by conducting regular refreshers trainings and highlight the importance of continued engagement in order to ensure sustainability of ODF status.

10. IMPROVE RECORD KEEPING OF COST RELATED TO TRAINING

RECOMMENDATION: In addition to storage at account section of the DDC a copy of cost record of the training should be kept at WASH unit of DDC as well.

11. CAPACITATE THE VDC ON PERIODICALLY REVIEWING AND UPDATING VWASH PLANS

RECOMEDATION: Selected members of the VWASHCC and VDC office should be capacitate on data analysis and plan reviewing and updating.

ACKNOWLEDGEMENT

CHAPTER 1   INTRODUCTION

1.1   BACKGROUND

Rural Water Supply and Sanitation Project in Western Nepal (RWSSP-WN), funded jointly by the governments of Nepal and Finland, is a project focused on implementing Water, Sanitation and Hygiene (WASH) activities in selected districts of Nepal. The overarching goal of the project is to fulfill the basic needs and ensure the rights, of the poorest and excluded households, of access to safe drinking water, good health and hygiene through a decentralized governance system.

The implementation period for the first phase of the project is of 5 years starting from August 2008 to July 2013. The second phase of RWSSP-WN is planned to start immediately on completion of the first phase. RWSSP-WN operates in nine districts (six hill and three Terai districts). Eight of these districts (Myagdi, Parbat, Baglung, Syangja, Tanahun, Nawalparasi, Kapilbastu and Rupandehi) are in the Western Development Region and one district (Pyuthan) is in Mid-Western Development Region. The program was implemented in all wards of 54 VDCs and 2 Municipalities. The project has adopted a decentralized governance approach and follows the GoN rules and regulations.

The Executing Agencies of the project are the Ministry of Federal Affairs and Local Development (MoFALD) and its Department of Local Infrastructure Development and Agricultural Roads (DoLIDAR), in collaboration with participating District Development Committees (DDCs), Village Development Committees (VDCs) and municipalities. The project is implemented and managed by the communities, which in the case of water supply schemes is through inclusive Water Users' and Sanitation Committees (WUSCs) and for Institutional/public WASH activities by Institutional Management Committees (IMCs) or School Management Committees (SMCs) and for sanitation and hygiene activities by Community Hygiene and Sanitation Action Committees (CHSAC).

One of the programme objectives, to provide safe domestic water, is achieved through financial support to the construction of water schemes. In addition, it also supports various capacity building activities in the form of trainings called pre-construction and post construction training. Under pre-construction trainings, trainings on topics such as procurement, book keeping, quality construction, maintenance work are delivered. Whereas post construction trainings are focused on providing trainings related to operation and maintenance of water schemes.

To achieve good hygiene practices the programme followed a triggering approach. This approach aims to change the behavior of the people by igniting them into behavior changing patterns. Trainers were developed in order to deliver the triggering training at different levels. At the initial stage, the programme conducted training to produce Lead TBC Facilitators (LTBCF), selected from the various program districts. The LTBCFs were hired by the DDC and were assigned to deliver a Trigger's Training Package at the VDC level, which was aimed at developing Community Triggers/Motivators at the ward level. These motivators went to the community level and used triggering tools to ignite and thereby change peoples' behavior patterns.

To make the planning, related to the WASH programme more effective, the programme provided various trainings. These included trainings on data collection, report writing, and forming groups such as CHSAC, VWASH.

Up to the end of the 1st trimester of Fiscal Year 2069/70, altogether 34,563 people, comprised of 42% women, had participated in the various training/workshop programs organized by the nine participating DDCs of RWSSP-WN. Altogether 2,331 persons, comprised of 12.5% women, received various types of trainings organized by the Project Support Unit of RWSSP-WN.

Altogether, 59 different types of training events were organized by the participating DDCs. Of these, two major types of training events are TBC Triggers' Orientation, and Preconstruction Training, which are organized in all the districts. Other major trainings measured by number of participants organized by the DDCs are CHSAC Capacity Building Training, Bookkeeping, MSF meeting/Orientation, Post Construction Training, VDC WASH plan preparation training, Procurement/Quality Inspection Training, Lead Mothers (Nutrition) Training and WASH Orientation.

The purpose of this evaluation is to document the successes and failures in the form of recommendations in relation to the training packages of the programme with the hope that these recommendations can then be incorporated in the subsequent phase to improve the performance of the programme.

1.2 OBJECTIVES

The objectives of the evaluation are:

3. To assess whether the training events organized by the districts have been successful in transferring knowledge and skills to the trainees and whether the trainees are actually putting these into practice.
4. To assess whether the training events were held as described in the training curricula and following training norms.

1.3 SCOPE AND FOCUS AREAS OF THE ASSESSMENT

The scope of the evaluation is to focus on meeting the information needs arising from the following questions:

Training Effectiveness: Were the training events effective?

Training effectiveness is assessed in two ways. First, trainees were assessed on the following dimensions:

Knowledge: Have the trainees retained proper knowledge of the information they obtained from the training events they participated in (i.e. do the trainees remember the key points of the training)?

Attitude: Based on this knowledge, do the trainees think the technology/idea/tools/behavior is suitable for her/him (and if not, why not)?

Practice: Are the trainees actually implementing or would they be able bring into practice the new technology/idea/skill/tools/behavior?

Delivery Process: Were the training curricula and training materials appropriate and adequate? Were the training events conducted as intended and prescribed in the training curricula? Did the districts follow the training norms? If the training curricula and training norms were not followed, why and what was the deviation? Was this deviation likely to have hindered achievement of the training objective? Were the trainings inclusive? What was the per capita cost of the training? Was the training efficient in terms of turning the financial inputs into training outcomes? What should be done differently process-wise in the second phase?

Secondly, household's behavior change is examined to assess training effectiveness. The main aim of assessing household's behavior is to determine whether the trainees have been able to translate their learning into practice whereby changing household behavior. Behavior change is an important aspect of training effectiveness because the ultimate goal of providing training to the community is to produce human resources who can change behavior at the household level.

This is assessed by measuring changes in behavior in sanitation practices such as hand washing, personal hygiene, and waste water disposal. Likewise, community's involvement in implementation and monitoring of VWASH planning, knowledge about the procurement process, construction of toilets and access to clean water is also measured.

The evaluation team has assessed the effectiveness of the process followed of the four training events organized by the nine participating DDCs.

1.4 STRUCTURE OF THE REPORT

Report is divided into 4 chapters. First chapter gives a brief introduction to the program followed by objective of the study and the scope of work. Second chapter provides a details description of methodology which includes description of study tools, sample size sampling strategy. In third chapter findings along with discussion is presented. Finding of all training packages selected for evaluation is presented and discussed separately. While doing so a brief introduction to training is presented in a Box. Finally, 4th chapter provides conclusion and recommendation of the study.
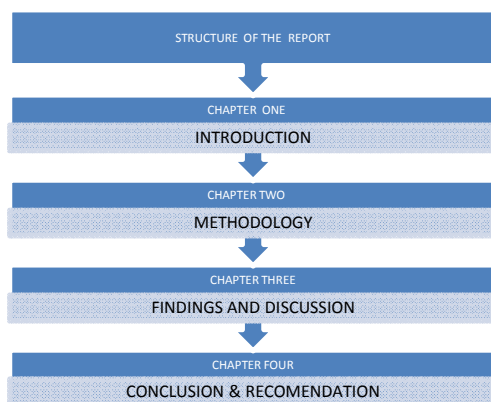
1.5 LIMITATION OF THE STUDY

There was originally an indication for the need to assess the training efficiency in terms of turning financial inputs into training outcomes, which would suggest a need for a cost benefit or cost effectiveness analysis of the training. We can compare per household cost of trainings in a particular VDC to the percentage of toilets constructed as a result of ignition or other forms of inputs. However, to have a monetary comparison of inputs and outputs or to do a cost benefit analysis, there is a need to monetize the benefit of toilet construction, which is beyond the scope of this study and as a result we cannot do a cost benefit analysis. Additionally there is no disaggregated cost data on the MIS so we had to manually review DDC's account record.

Furthermore, pre construction trainings were conducted at the start of the programme. Although there were records of the training initially, DDC offices had already archived the record for the pre construction training, and therefore were not available to the research team. As a result, some of the VDC pre construction training records are not presented in this report.

Due to the unavailability of the expenditure data of the similar training packages by other program, comparison in terms of cost effectiveness is not measured.

CHAPTER 2 METHODOLOGY

This section details the methodology that was followed to complete the task. We used both quantitative and qualitative methods for the analysis. Information and necessary data were gathered using primary data as well as information collected during survey, interview, group discussions, FGD and KII with relevant trainees, individuals and stakeholders. Secondary data (programme documents, mid-term evaluation, WASH plans, baseline surveys and progress reports) were collected exhaustively and analyzed. The study comprised following survey methods, data collection tools and analysis plan.

2.1 SURVEY METHODS

The section details the survey type and the information to be collected. Comprehensive surveys consisting of household survey, perception survey for trainees, process tracking and expenditure tracking surveys will be conducted.

2.1.1 Household survey

Effectiveness of training programs should essentially be visible at household level. The extent of positive change at the household level is an indicator of successful execution of training. This is important in order to determine whether the household members have translated the knowledge they have acquired from trainings into improving health and sanitation behavior. The HH survey captures WASH planning activities and HH involvement in planning, health and hygiene behavior patterns at the household level, sanitation facilities and waste water disposal practice. It also captures information regarding availability of preconstruction materials, participation of women in pre and post construction trainings, awareness about procurement processes, operation and maintenance of the water and sanitation facilities built, enforcement of tariff systems and maintenance of funds for water supply.

Household surveys contained both a structured questionnaire and a semi structured interview component. The semi-structured interview captured qualitative aspects related to user perception, among other things.

2.1.2 Perception survey

The study conducted perception survey with the trainees of TBC triggers trainings, pre and post construction training and WASH plan preparation trainings. This information is collected by the FGDs, group discussions and KIIs administered with semi-structured questionnaire. It captures information regarding the training effectiveness in terms of translating knowledge into practice, effectiveness of different training modalities (such as those by institutional service providers, individual service providers and/or directly by DWASH Unit/DDC.), and availability of training manuals and its effectiveness. This can be helpful to modify the training manuals and strategy, if necessary. The target groups for this survey were trainees who have participated in the TBC, pre-and post construction, WASH plan preparation trainings implemented with the support of RWSSP-WN.

2.1.3 Process tracking

Process tracking was done to capture the WASH planning process, TBC triggers training and pre and post construction training process. Furthermore, it captured the details on training modalities (type of the facilitators) and effectiveness of delivery of training by different actors, sequential order of the training, and duration of the training, whether the training modules were followed strictly, and sustainability of the drinking water facilities and sanitation. This was assessed through random checks of WASH plans at VDC, DDC level, interaction with service providers, consultation with stakeholders and process evaluation at all levels. This was cross checked with project documents and plans. Furthermore, the information gathered was compared with available MIS to derive conclusions.

There was additional focus on determining the involvement of community people in procurement of construction materials, availability of design and cost estimates of constructed facilities with WUSC, maintenance of stock and ledger books by WUSC, regularity in WUSC meetings, availability of minute etc.

2.1.4 Expenditure tracking

It is important to capture the cost of different trainings conducted by the programme in association with DWASHC, VWASHCC and other stakeholders. The study has captured financial records of selected training (TBC Trigger's, Pre & Post Construction and WASH Planning) events including verification of vouchers on sample by sample basis kept by the Districts and VDCs and service providers in relation to the training events and in consultation with the DWASH Unit and service providers.

Furthermore, determining disaggregated cost, by different module of trainings, will help to find the unit cost of training and to compare the cost of each training with outcome variables at household levels. Although a direct cause cannot be quantified, average households training costs can be compared with percentage effect on the sampled households.

2.2 SAMPLING METHODS

The sampling method used for this evaluation consists of a selection of sample districts, sample size, strategy and eligibility criteria for sample households as follows:

2.2.1 Sample Size

A total of 500 samples were drawn for household survey purpose. The sample size was determined by considering the time and cost involved in the survey as well as in consultation with the RWSSP team. The proportion of the sample drawn is approximately 10 percent of the total HHs in the 6 sampled working VDCs of RWSSP program.

2.2.2 Sample allocation

The following are charts of the three districts selected for the programme evaluation, with highlights of the 2 VDCs in which the programme was implemented in each of the three districts:

Kapilvastu

Kapilvastu (Sanitation Coverage)	
Total No of Population	590298
Total No of Beneficiary	186646
Sanitation Coverage	32%

0   3,850 7,700   15,400   23,100   30,800
Meters
1:265,000

Legend
Kapilvastu
<all other values>
VDC_NAME
Baluhawa
Gugauli
Khurhuriya
Kopawa
Maharajganj
Mahendrakot
Rangapur
Shivagadhi
Sisawa

Parbat

Parbat (Sanitation Coverage)	
Total No of Population	181795
Total No of Beneficiary	151905
Sanitation Coverage	84%

0   3,000 6,000   12,000   18,000   24,000
Meters
1:240,000

Legend
Parbat
Other VDCs
VDC_NAME
BihadiBarachaur
BihadiRanipani
Dhairing
FulebasKhanigaun
Limithana
Thulipokhari

Syangja

Syangja (Sanitation Coverage)	
Total No of Population	363205
Total No of Beneficiary	310544
Sanitation Coverage	86%

0   2,950 5,900   11,800   17,700   23,600
Meters
1:239,938

Legend
Syangja
Other VDCs
VDC_NAME
Alamdevi
ChandiBhanjyang
ChitreBhanjyang
KewareBhanjyang
Kyakmi
Sakhar
Sekham

The sample districts and VDCs for the evaluation were selected purposively in consultation with RWSSP-WN team. Kapilvastu district, from Terai, and Parbat and Syangja, from the hill area, were selected. Two

VDCs from each of the three districts were selected mainly on the basis of geographical locations, with one close to the district headquarters and another further from district headquarters. A ward in each district was selected randomly. While selecting, only those wards in which RWSSP-WN supported water scheme is implemented are taken. Another basis of VDC selection is the delivery of all 4 training packages under assessment. Table 1 below shows the details related to total households in the respective VDCs and those sampled for the household survey.

Table 1: VDC wise sample size

District	VDC	Total HH	Proportion (%)	Sample HH
Kapilvastu				**230**
	Sisawa	1013	19	95
	Mahendrakot	1488	27	135
Syangha				**140**
	Kewarebhanjyan	687	13	65
	Chitrebhanjyang	834	15	75
Parbat				**130**
	Dhairing	826	15	75
	Ranipani	579	11	55

The samples for each VDC were allocated based on the proportion of households in the VDCs. While doing so, a total of 500 sample households in three districts were proportionally allocated to each of the VDC of three districts, Kapilvastu, Syangja and Parbat.

2.2.3 Sampling strategy

A ward of each VDC was selected as the primary sampling unit for the survey. Selecting a ward as the primary sampling unit has helped reduce the time and cost required for the survey. First, enumerators selected a ward of a VDC randomly to conduct the survey. If the sample households were insufficient then they went to the adjoining ward to fulfill the required number of samples. Households were selected randomly based on a systematic sampling method.

2.2.4 Eligibility criteria for household survey

Households having water scheme with support of RWSSP-WN programme VDCs were eligible for the survey.

2.2.5 Sample Size of Group Discussion, Focus Group Discussion and Key Informant Interviews

Focus group discussions (FGDs), group discussions and key informant interviews (KIIs) provided the basis for the qualitative findings on implementation of the training program. This helped capture information regarding the process of the WASH plan (planning process, sustainability of schemes and role of community on project planning and execution, knowledge about the procurement process and their

involvement etc.), experience of the water user committee/VWASHCC, training effectiveness in terms of the community behavior change and translation of knowledge into practice. Information on efficiency of training manuals, modalities and overall experience of the trainees was also collected.

Furthermore, information from stakeholders for the improvement and effective implementation of the trainings in the next phase is reviewed and highlighted in the discussion.

FGDs, group discussions and KIIs were carried out by the team leader and financial analyst.

Three separate types of FGDs, with participants of different training programs, and one group discussion with members of VWASHCC, CHASC, WUSC and WCF were organized in the sample VDC. In total 3 group discussions and 19 FGDs were conducted. The Table2 summarizes the participants and number of FGDs in each VDC.

Table 2: Sample size of discussion

VDC	**FGD** Max 20 selected members of VWASHCC	**Group Discussion**, CHSAC	**FGD** Max 10 participants of Pre and Post Construction Training**(WUSC memebrrs)**	**FGD** Max 10 Participants of TBC Trigger's Training	**Total**
Siswa	√		√	√	3
Mahebdrakot	√	√	√ √		4
Chitrebhanjyang	√	√	√	√	4
Keware	√	√	√ √	√	5
Dhairing	√		√	√	3
Ranipani	√		√	√	3
Total	**6**	**3**	**8**	**5**	**22**

The Group Discussion and FGDs were organized in school, VDC offices, health post venue that was decided in consultation with VDC and VWASHCC.

The following list served as the guideline to select the participants of the KII.

- Relevant RWSSP staff, including financial officer – mainly to update training delivery mechanism, process, mainly on the input side of the programme.
- DDC officials, District WASH Coordination Committee – LDO, DTO, WASH Focal Person, Service providers, financial head – mainly on relevancy of training package, procedural tracking, effectiveness of delivery mechanism and support to DDC in achieving WASH goals.
- VDC WASH Coordination Committee representatives, WUSC members.
- CHSAC/WCF members.
- Teachers, institutional management committee, school management committee, health facility management committee and other relevant persons from the ward.

- NGOs- Field Coordinator and Sub-Engineers/WSSTs
- DDC officials.
- Lead TBC Facilitators. GESI focal person of DOLIDAR

2.3   DESK REVIEW

Desk review was done to familiarize the study team with the project, the role and responsibilities of different stakeholders, the training curricula of the training events and to organize and begin analysis of the training related data available in the MIS of RWSSP-WN. The available documented processes, implementation strategy, mid-term achievements were analyzed and were cross validated with the field survey outcomes. This was helpful to establish the relationship between the baseline information and survey outcomes. The following documents and information were reviewed:

- Project Document (PD) of RWSSP-WN with its Annexes
- District WASH Implementation Guideline (DWIG) both Model and District and its Annexes
- Annual Progress Reports of RWSSP-WN of 2068/69
- Audit Report of RWSSP-WN (parts relevant to the consultant)
- Mid-Term Review of RWSSP-WN (parts relevant to the consultant)
- Training Norms of RWSSP-WN
- Technical Audit Report (parts relevant to the consultant)
- VDC level WASH Planning Guideline and VDC WASH plans of sample VDCs
- MIS Data of RWSSP-WN regarding training events
- Lead TBC Facilitators Training Manual and Resource Book
- TBC Triggers Training manual and Resource Book
- Any other relevant documents from other organizations/projects

2.4   DATA COLLECTION TOOLS

Data was collected through a structured and semi-structured questionnaire. For this purpose the following tools were developed and used:

1. Structured questionnaire for household survey
2. Checklist for Focus Group Discussion
3. Open ended questionnaire for KII
4. Checklist for expenditure and process tracking survey

This was developed in consultation with the RWSSP team prior to the visit to the first district.

Details of the data collection tools are presented in the annex 2, 3, and 4.

2.5   TRAINING TO THE ENUMERATORS

After finalizing the survey tools in consultation with RWSSP team, a one day training session was organized for enumerators about how to conduct surveys at the household level.

2.6   RESEARCH MATRIX

Table 3 summaries the assessment, data source and analysis of the study.

Table 3: Research matrix for indicators and method of analysis

Training name	Assessment	Data Source	Analysis
TBC Trigger training	•Knowledge retention level • Relevancy of the idea of triggering • Translation of learning into action •Following of curricula and required content delivery •Behavior change at the household level	•FGD and KII •Process tracking •Household Survey	•Thematic for FGD and KII •Comparison with baseline for household survey
Pre and post construction (Toilet and water supply schemes)	•Knowledge retention level • Relevancy of the idea and technology • Translation of learning into action **Pre-Construction** •Design, cost estimate available with WUSC •Involvement of community in procurement processes •Stock and ledger book maintained by WUSC •Regular meeting held, minute book well kept •Availability of trained masons •Availability of preconstruction materials within the village **Post-Construction** •Maintenance workers(M/F) selected, trained, working and payment systems established •Tariff collection and payment system established •Availability of tools with the	•FGD with training participants •KII with VWASHCC and DWASHCC, WUC •Process tracking •Household survey	•Thematic for FGD and KII •Comparison with baseline for household survey

	WUSC •Constructed structures and system fully operating •Meeting Regularity •Status of the prevailing facility •Willingness to pay for continuous water supply •Initiation or establishment of fund for maintenance of the schemes		
VWASH Planning	•Knowledge retention level • Relevancy of the idea • Translation of learning into action •Adherence to norms •Following of manuals •Who takes the lead of WASH plan •Number of VDCs with WASH plans •Planning process followed(15 steps) •Awareness about VWASH plan at VDC •Need identification and priority ranking •Reflection of poor and excluded need in priority ranking of WASH activities •Sequential order of planning •After planning implantation agency and implementation of priority ranking by DDC •Role of VWASHCC/DWASHCC in planning and implementation •Ownership of VWASH Plans/ Marketing	•Process tracking •FGD with participants of VWASH planning training •KII with VWASHCC and DWASHCC •Household survey	•Thematic for FGD and KII
Cost of training	•Unit cost per training •Proper book keeping at VDC/DDC WASH programs •Benefits from trainings	• Expenditure tracking	• Quantitative

GESI and Social inclusion	•Role of female in decision making •Participation of females in VWASH planning/ WUC •Participation of female in decision making body •Proportion of female/Dalit training participants •Female friendly training manuals	•FGD with training participants •KII with DOLIDAR office •HH Survey	•Thematic for FGD and KII •Comparison with baseline for household survey

CHAPTER 3   FINDINGS

This section highlights the findings related to the effectiveness of the various trainings.

3.1   TBC TRIGGERS' TRAINING

The Triggering approach for behavior change is based on the idea of reward rather than subsidy, motivation rather than force, awareness rather than imposition. This approach, used by the program, is called a community lead total behavior change in hygiene and sanitation (CLTBCHS). RWSSPWN developed a Model District WASH Implementation Guideline (DWIG). The DWIG included an approach called Community Led Total Behavior Change in Hygiene and Sanitation (CLTBCHS) was promoted by RWSSP-WN. In the DWIG it is focused that the sanitation will be the entry point and after the ignition and triggering process for hygiene and sanitation. The ignition and triggering process have been executed at three levels: Ignition and capacity building at District level, Ignition, planning and capacity building at VDC level; and Ignition, triggering, capacity building, construction, sustaining and consolidating the achievements at community level.

Triggering is used to target household knowledge of the health risks associated with open defecation. It suggests and provides demonstration of methods by which community people are eating feces indirectly. For example, awareness of the total amount of feces in the villages an essential part of the campaign.

Furthermore, it gives much needed emphasis on the non-health benefits of latrine use, including a focus on security, prestige and privacy of the individual especially of women and the community.

Finally, CLTBCHS attempts to change social norms. Essentially, CLTBCHS is an attempt to move communities from one social norm (open defecation) to another (universal toilet use) and ultimately to achieve the status of behavior change in health and sanitation.

To promote this new norm, CLTBCHS triggers focus on increasing the perceived benefits of latrine use by emphasizing privacy and dignity as important values, and inducing individuals to feel shame when they violate this new norm. Importantly, the intervention explicitly targets villages, rather than individual households, and the stated goal of CLTBCHS is to generate a community-wide agreement to end open defecation. Bringing village members together, establishing this common goal, and promoting a new set of norms that reinforce this goal, may allow households to overcome their collective action problem.

Triggering informs and inspires community people on the following issues:

- Ignition and triggering for reduction in open-defecation and greater percentage of community population engaging in fixed point defecation or use of better sanitation facilities through an intensive public health education, hygiene and sanitation behavior change campaign.
- Improvements in the basic infrastructure for households, institutional and environmental sanitation through household and institutional sanitation facilities, garbage dumps, compost pits.

- Information and education about five key hygiene behaviors i.e. hand washing at critical times, safe disposal of faces, personal hygiene including menstruation hygiene, water purification and safe storage, solid and liquid waste management in and out of home, , hygienic practices for water storage and handling and food preparation, and safe disposal of child feces campaign.

There is an important distinction between TBC Triggers Trainings and Triggering Events. Triggers Training is a training of trainers (ToT) type event, in which people from each ward of each VDC are trained by the Lead TBC Facilitator trained by the RWSSWN to conduct Triggering Events in their respective villages. A Triggering Event is a demonstrative method of igniting training participants towards changing their hygiene and sanitation behavior.

Box 1: Result matrix of TBC trigger's training

Objectives	• To arrive at a logical conclusion to eliminate open defecation in VDCs • To gain knowledge & understanding of the CLTBCS approach to hygiene & sanitation • To develop skills to trigger collective local action through hands-on field experience • Successfully generate enthusiasm to TBC in H&S in the villages/cluster, wards/VDCs • To gain training skills to train VDC level TBC triggers • To develop an action plan to scale up TBC in hygiene & sanitation program using the CLTBCHS approach
Desired Results	• All training participants will be able to conduct triggering in the community • As a result of triggering community people will be able to declare their VDCs open defecation free zone and ultimately to declare TBC in hygiene and sanitation.
Indicators	After the triggering community people will be motivated towards, • Construction of toilet by each household on their own without any external subsidy • Practice of five key hygiene behaviors
Norms and process of delivering training	• Training length will be 4 days. • Target groups: FCHVs, Natural Leaders, Teachers, Lead Mothers, Social Workers. • Maximum participants will be 20. • Resource person will be LTBCF • Training delivery mechanism may differ by the programme districts • Training manual and resource book and WASH song album will be used prepared by RWSSPWN NRs. 32,000.00 (for maximum 20 participants per group)

This training was evaluated in 3 dimensions (knowledge, attitude and practice). Findings from discussions and survey are presented in subsequent sections.

3.1.1 Effectiveness of TBC triggers training

3.1.1.1 Household participation in TBC trigger training and TBC triggering events

Table 4 show that 6 percent of sampled households has participated in the TBC Trigger Training. Similarly, 45 percent of households have participated in triggering events. This gives an indication that 6 percent of the population of program communities is able to reach 45 percent of households for triggering events.

When we examine triggering event participation by level of households education, as presented in Table 4, we can see that households with completely uneducated inhabitants has a significantly lower (22 percent) participation rate than households with some level of education. However, there is no trend in participation rate seen as the education level of households increase from informal education college education.

Alternatively, when the participation in triggering events is examined by wealth quintile as seen in the Table 4, we see that the poorest quintile of households has a relatively lower rate (36%) of participation than households in other quintiles.

Table 4: Participation in TBC triggers training

Participation	Percent
TBC Triggers training	6
Households participating in TBC trigger events	45
Participation in triggering event by educational level	
No Education	22
Informal Education	54
Upto Primary	40
Upto Secondary	52
College Education	34
Participation in Triggering Events by Wealth Quintile	
Poorest	36
Second	52
Third	40
Fourth	47
Richest	48

Source: Household Survey, 2013

3.1.1.2 Knowledge retention

Knowledge retention is examined in two different entities. First, finding on knowledge retained by the triggers' is presented and secondly knowledge retained at the household level is presented.

1.   Retention of triggers' knowledge

Triggers' retention of knowledge is assessed at 2 different levels:

    a.   Key points that they learned in the training.
    b.   Activities that they did in their villages.

In general Triggers in the sample VDCs have retained knowledge on 5 key hygiene behavior patterns which were the main focus of TBC Triggers training. They confidently explained the consequences of not using toilets, the four critical times that need hand washing, methods of maintaining personal hygiene, proper management of in-house as well as outside waste and wastewater and purification and safe storage of drinking water.

In order to confirm whether TBC Triggers have retained the knowledge gained in the training they were asked to detail activities they performed in their villages. Most responses indicate that they are more focused towards encouraging people to build toilets. Similarly, triggers were also effective in explaining the work that they led in communities, such as sensitizing people about benefits of hand washing, construction of dish drier, putting dust bins at the public places, covering drinking water, maintaining safety of drinking water from source to mouth, etc.

2.   Retention of knowledge at the household level

As a result of triggering events households are expected to learn better hygiene and sanitation practices. Through the household survey we tried to assess their retention of knowledge about key activities such as benefits of hand washing, water treatment.

i.   Benefits of hand washing

Knowledge retention at the household level was examined, and data regarding the benefits of hand washing is presented in Table 5. Benefits of hand washing were acknowledged by 97 percent of the respondents in the survey, of which 88 percent stated they washed their hands to prevent diarrhea and 84 percent for cleanliness.

The results show that the knowledge on benefits of hand washing is lowest among uneducated households (83 percent), while this knowledge level is slightly higher for households that have some level of education.

Table 5: Benefits of hand washing

	Frequency	Percent
Knows the benefits of hand washing	485	97
Knowing hands washing benefits by household highest level of education		
No Education	19	83
Informal Education	103	98
Upto Primary	82	95
Upto Secondary	126	99
College Education	72	100
Benefits of hand washing		
Prevents diarrhea	425	88
Feels clean	410	84

Source: HH Survey, 2013

ii.   Water treatment

Households were surveyed on their level of agreement with the need to treat drinking water before consumption. When asked whether the respondents felt it is important to treat drinking water, 42 percent totally agreed (Figure 1), while 34 percent partially agreed. Only 7 percent of the HH totally disagreed that water treatment is needed. This shows that 76 percent of households had retained knowledge on the need for this practice.
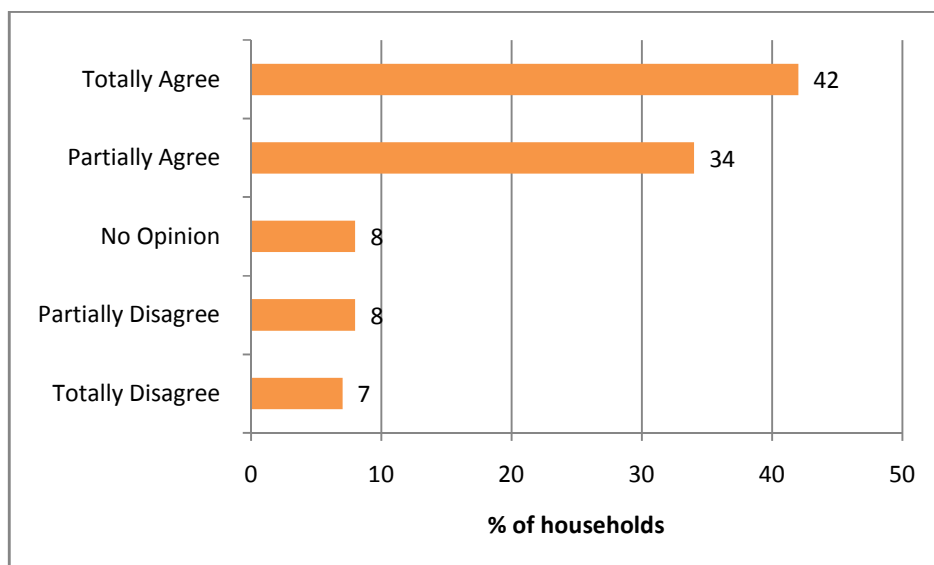
Source: HH Survey 2013

Figure 1: Perception on need for water treatment

3.1.2 Relevancy of triggering tools

The programme(RWSSPWN) adopted and promoted the use of five different triggering tools of CLTBCHS which are, Walk of Shame, A Glass of Water Exercise, "Shit" Calculation, "Shit" Flow, Defecation Mapping. The Nepali equivalent of the word "shit" is used to add an antagonistic element during the triggering activity in order for it to have a stronger effect on the individual.

Triggers provide demonstrations using all these tools in the village to ignite the people. When asked to prioritize them, the Triggers' priority order was 1st: Glass of water, 2nd: fecal matter calculation, 3rd: defecation mapping and 4th: walk of shame in descending priority order.

During the discussion triggers confirmed that Feces Calculation and A glass of water exercises as the most effective tools. These two methods seem to reveal a hidden fact so

"Feces Calculation exercise helped to derive the amount of feces eaten by a person in his/her lifetime. It is such a surprising fact for the people that they have been unknowingly eating almost 2 kg of feces every year. And this was a turning point to most respondents in changing their behavior and encouraged in constructing toilet."

(Participant of TRIGGERS'FGD)

people are more encouraged towards changing their behavior. Almost all the participants remembered the demonstration made to them that they were eating fecal matter. While this demonstration was made before ODF declaration, people remembered the event 2 to 3 years after the Triggering activities.

3.1.3 Clarity of triggers' role

It is observed that Triggers are unaware about their role after ODF declaration. During the focus group discussion it was felt that most of the triggers were actively working towards changing the behavior of the community. However in at least three out of six sample VDCs (Ranipani, Chitrebhanjyang and Sisawa) the level of understanding on the role of Triggers is unclear after ODF declaration. After ODF declaration the Triggers seemed less active and this continued as time passed. For example, in Ranipani, which is the first ODF VDC of Parbat, triggers were found to be less active than those of any other sample VDCs.

3.1.4 Attitude of the triggers

Most Triggers were able to translate the knowledge they have gained during the training in the community. However they faced few problems in raising awareness in the community. The problem came from the community perception that the Triggers were not working solely for the communities benefit but rather working to generate income for themselves. Such attitudes delayed the construction of toilets in some of the communities and hindered possible changes the behavior of people. Natural leaders, VWASHCC members, and other people with positive nature were instrumental in resolving this perception that could have reduced the effectiveness of training.

3.1.5 Spillover effect of triggering

Indirect triggering effects as envisioned were also seen during evaluation. It was well understood at the community level that an individual's habit of open defecation could have harmful effects on another person's health. This was affective in convincing neighboring households to construct toilets and curb habits of open defecation.

"After the triggering people in the community are aware of use of toilet. A widowed woman in our community has built her toilet just after the triggering. People in the community have started to reinforce other households who have not built toilet to get benefit of the open defecation." (FGD VWASHCC, DHAIRING)

"After taking part in the triggering events we are able to know the benefits of constructing toilet and how HHs having no toilets affecting others health. Now we tell other neighbors who have not constructed toilet about the benefits of using toilet and try to convince them. Many of them built toilets after knowing they are harming community people." (FGD TRIGGERS)

3.1.6 Source of inspiration for toilet construction

Households were asked about the source of inspiration for them to build toilets. Figure 2 shows that 44 percent were motivated by the natural leaders, who received the triggers training and ignited himself/herself. Natural leaders contributed to improve the sanitation facilities at their own house and

trigger their neighbors. While 37 percent were motivated by triggers. This was also evident in the qualitative investigation where FGDs identified natural leaders as the key inspirers. Most of the TBC triggers are FCHVs.

Both the HH survey data as well as results from FGDs support the program expectation that natural leaders and FCHVs would be effective in motivating households to change behavioral patterns.
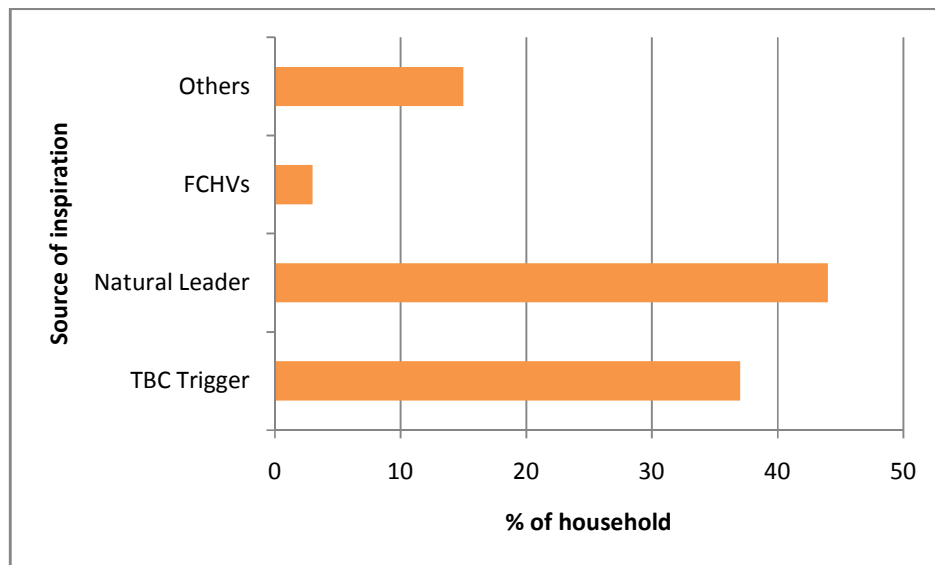
Source: Household survey, 2013

Figure 2: Source of Inspiration for Toilet Construction

3.1.7   Practice

Practice was measured in two ways. First, training participants were directly asked what they had done and what change was observed in the village as a result of their activity. Secondly, households were asked about the specific behavior that could have had an impact on such changes. In the subsequent section we present the findings from discussions with training participants and results of the household survey.

3.1.7.1 Triggers'

Participants stated that the training helped them gain knowledge that was useful to convince people in the Community regarding good sanitation practices. Particularly, the concept that people were eating feces indirectly as a consequence of open defecation was instrumental in changing the behavior of the community people. "This motivated us as well as community people to build toilet", as said by all the participants in a common voice.

"Now toilet use has become a common practice for community people. Substantiating this fact a women participant from Keware VDC said "I didn't have a toilet before participating in triggers' training. After becoming aware that I was ingesting the equivalent of 2 kg of fecal matter a year, I immediately decided it was time to build toilet. I immediately constructed a one-point temporary, which I converted into an improved sanitation as soon as I could afford to. Now I visit other households and try to explain to them the importance of building toilets."(FGD Triggers)

Training participants, mainly the Triggers were asked what they have done to change the behavior of the community people; their response covers the following actions:

- Visit to the community in groups along with natural leaders, VWASHCC/CHSAC/WUSC members and also local politicians in some cases.
- Ignited the community people about the demerits of open defecation and unimproved sanitation facilities
- Inspire them to built toilet, construct dish drier, hand washing at four critical times, waste management etc.

With the help of tools learned during the training the participants were able to convince people to construct temporary toilets, at the least, in their yards that used to defecate in open places, which was later converted into permanent toilets (water sealed toilet).

All the FGD participants were happy to reveal that their community was now open defecation free as people in the community have constructed toilets. They also confirmed that almost all participants now have toilets in their houses or yards and are using them regularly. Fewer participants indicated that they were also practicing Small Doable Activities (SDAs) such as hand washing, drying utensils in the sun, purifying water by using SODIS method, and managing household wastewater. These practices were visible in a few wards such as ward number 2 and 4 of Keware and ward 2 of Ranipani and in Mahendrakot.

"As seen in the case of a VWASHCC member in Keware VDC who said "When water is available near our homes, we saved a lot of time. We used this time for kitchen gardening. We also used the wastewater in ours gardens. Now we are able to grow lots of cauliflower ourselves and save money."(FGD Keware)

Some people in the community have used waste water for kitchen gardening.

3.1.7.2 At the household level

At the household level their practices regarding toilet use, SDA, hand washing practices, oral hygiene, water treatment, and waste water management were assessed. In following sections results of these assessments are presented.

1. Toilet construction

Of total sample households, 91 percent use toilets (Table 6). The same table details the use of toilets according to wealth level of households. The households were categorized into 5 quintiles based on the wealth indicators measured by the survey. Only 80 percent of the poorest households use toilets, while 98 percent of the households in the richest quintile use toilets. This shows a direct relation between toilet use and wealth. When examining toilet use by ethnicity, we can see that 98 percent of Hill Dalit and Brahmin/Chhettri use toilets and only 28 percent of Madhesi ethnic group use toilets. While there was significant relation between level of education and construction of toilets, only 78 percent of households with no education had built toilet. This is significantly lower than the overall 91 percent toilet construction rate.

Table 6: Percentage of households using toilet

	Percent
Overall	91
Syangja	96
Parbat	98
Kapilbastu	84
Wealth quintile	
Poorest	80
Second	91
Third	95
Fourth	93
Richest	98
Ethnicity	
Hill Dalit	98
Madhesi	28
Janjati	90
Brahmin/Chettri	98
Others	69
Household highest level of education	
No Education	78
Informal Education	89
Upto Primary	94
Upto Secondary	88
College Education	97

Source: Household Survey, 2013

Disaggregation of the use of toilets by VDCs is shown in Table 7 which indicates that Sisawa has the lowest toilet use pattern (62 percent), whereas Mahendrakot of Kapilbast district and Dhairing of Parbat district has the Highest (100 percent).

Table 7: Toilet use by VDCs

Districts	Syangja		Parbat		Kapilbastu	
Use of toilet (%)	Chitrebhanjyang	Keware	Dhairing	Ranipani	Sisawa	Mahendrakot
	96	97	100	96	62	100

Source: Household Survey, 2013

Figure 3 shows that after implementations of the programme, a total of 54 percent of households have started using toilets.
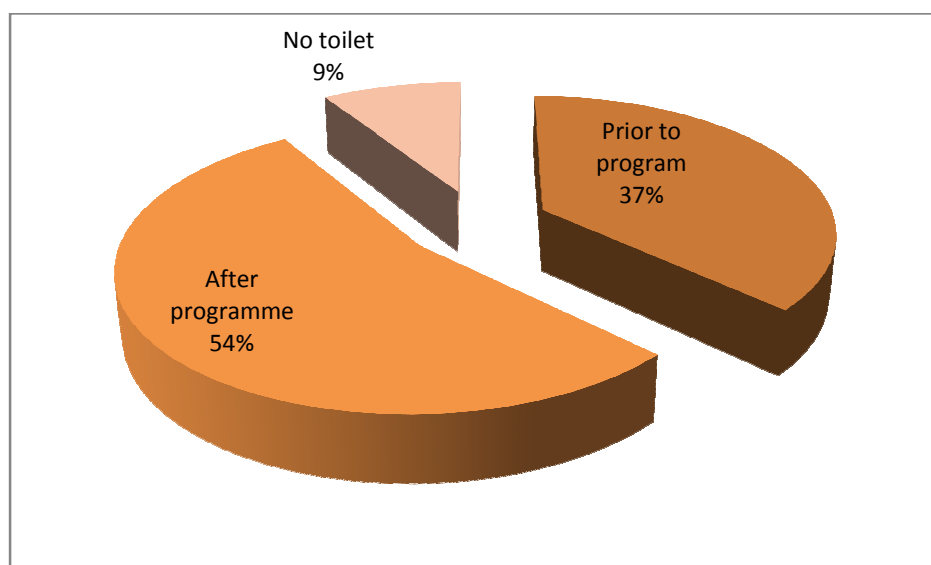
Source: Household Survey, 2013

Figure 3: Toilet construction by sample households

The findings show that even after ODF declaration there are still some (9 percent) households that have not been using toilet. This may be because respondents who are using single point defecation or temporary toilet have not spelled themselves as using toilets. Qualitative findings also suggest that some households are using temporary toilet such as "single point defecation" which was not captured by the household survey. This possibility is in line with finding that high cost of toilet construction (Figure 4) is a primary factor preventing the 9 percent of households from constructing toilets.

i. Reason for not constructing a toilet

Those households that have not constructed a toilet were asked to state the reason behind it. The two main reasons provided were that they were prevented by the high cost or that they have not properly learned the practice of toilet use, at 34 percent each (Figure 4). Additionally, 13 percent of the respondents stated that they have not constructed toilets because of the unavailability of construction material.
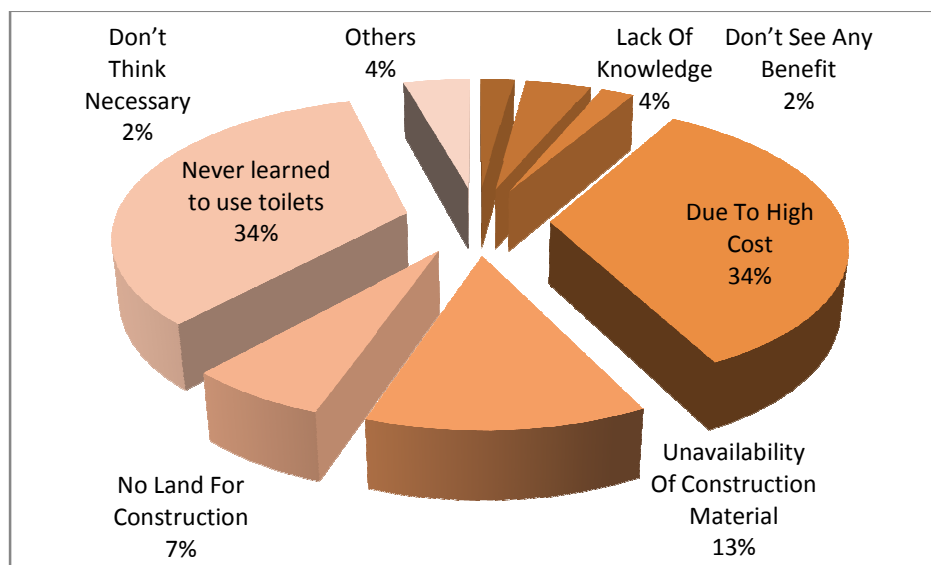
Source: Household Survey, 2013

Figure 4: Reasons for not constructing toilet

2. General observation of Small Doable Actions in Hygiene and Sanitation

As a part of the survey, the sampled households were observed to determine their sanitation practices. Fecal matter was observed around the toilet of 13 percent (Table 8) of households and 5 percent of households had toilets that were filled with feces. However 83 percent had adopted the practice of using a separate bucket of water for toilet use. Similarly, 69 percent of households had covers placed on kitchen water pots and 53 percent had separate area for dish washing and 24 percent had a drying stands for dishes.

Table 8: Cleanliness of household, toilet and utensils

Observation of	Frequency	Percent
Fecal matter around toilet	64	13
Water seal	351	78
Clean slab	315	69
Flies and mosquitoes around toilet	124	27
Separate toilet bucket	380	83
Separate brush to clean the toilet	279	61
Bad smell from the toilet	105	23
Toilet is filled with fecal matter	25	5
Toilet is comfortable to use for children	371	81
Toilet is comfortable to use for disabled	74	16
Water pot is not clean	96	21
Water pot is covered	348	69
Drinking water pot is accessible to children	321	64
Separate place for solid waste	115	23
Separate place for dish wash	264	53
Drying stand	122	24

Source: Households Survey, 2013

3. Hand washing practices

The households were asked about when they wash their hands. Some, 95 percent (Table 9) of the households wash hands after defecation/urination and 92 percent do so before eating. Eighty five percent of households wash their hands after meals and 64 percent when they perceive their hands to be dirty. Interestingly, only 42 percent of households wash their hands before preparing meals, 32 percent after changing their baby's bottom, 24 percent after cleaning the toilet and 7 percent before baby feeding.

Table 9: Hand washing practices

Hygiene practices	Frequency	Percent
Before eating	462	92
After eating	426	85
Before breast feeding or baby feeding	43	7
Before preparing meal	213	42
After defecation/urination	476	95
After changing baby's nappy	163	32
When hands are dirty	319	64
After cleaning toilet	119	24
Don't know	2	1
Others	5	1

Source: Households Survey, 2013

Of all events when people wash their hands Table 10 details hand washing during 4 critical events by two variables, wealth quintile and education level. A direct relation was seen between wealth level and tendency to wash hands after defecation. Of the sampled households, 91 percent in the poorest quintile and 99 percent of the households in the richest quintile wash hands after defecation. A similar trend was seen, for the wealth quintiles, in hand washing practices in the other critical times.

There was, however, no trend in education level and hand washing, although uneducated households washed their hands less than those with a certain level of education for all critical times expect before eating. Overall households tend to wash their hands regularly both before eating and after defecation, while giving less importance to washing hands before preparing food or washing their baby's bottom.

Table 10: Hand washing at **c**ritical event by quintile and education

	Before eating	After defecation	Before preparing food	After cleaning baby's bottom
Overall	92	95	42	32
Wealth Quintile				
Poorest	93	91	33	23
Second	95	94	36	22
Third	90	96	43	39
Fourth	89	96	45	36
Richest	95	99	56	43
Highest completed education				
No Education	96	83	39	9
Informal Education	100	93	30	19
Up to Primary	84	97	49	51
Up to Secondary	98	96	34	21
College Education	92	96	64	36

Source: HH Survey 2013

4. Waste water management

The respondents were asked about the way in which they dispose of their household waste water. Whereas, 60 percent (Table 11) of households use wastewater in their kitchen garden, only 5 percent each dispose of wastewater by burying in hole and covering or in a sewage system. Furthermore, 30 percent of households dispose of the wastewater by leaving it elsewhere. The results are supportive of the program's intention to train the communities to use waste water in kitchen gardening.
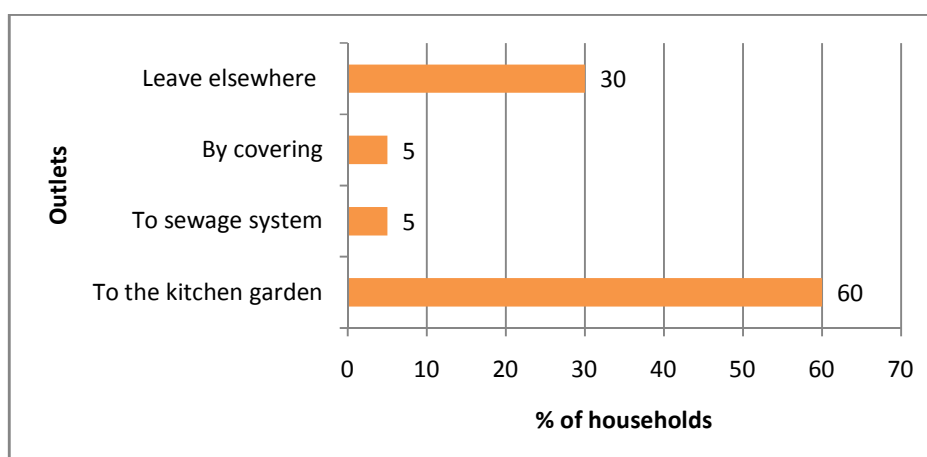
Source: Household Survey, 2013

Figure 5: Waste water outlet

5.   Oral Hygiene

Respondents were asked regarding their tooth brushing habits. Tooth brushing is a regular practice for 94 percent (Table 11) of households, of which 85 percent do on a daily basis, 7 percent twice daily and 2 percent once weekly. Conversely 6 percent of the households do not brush their teeth regularly.

Table 11: Tooth brushing habit

	Frequency	Percent
Tooth brushing habit	470	94
How often		
Twice daily	35	7
Once daily	424	90
Once in a week	11	3

Source: Household Survey, 2013

When segregated tooth brushing habit by VDCs, HHs of the Mahendrakot has highest (98%) while Kewarebhanjyang has least (88%).

Table 12: Tooth brushing habit by VDCs

Districts	**Syangja**		**Parbat**		**Kapilbastu**	
Tooth brushing habit (%)	Chitrebhanjyang	Kewarebhanjyang	Dhairing	Ranipani	Sisawa	Mahendrakot
	91	88	96	95	94	98

Source: Household Survey, 2013

6.   Water treatment

Households seem well aware of the benefits of the drinking clean and treated water. This was evident from group discussion that majority of participants were aware of the cleanliness of drinking water from source to mouth. Also HHs survey show that they are knowledgeable about the water treatment methods. Highest proportion of the HHs (64 %) are aware about the SODIS while other methods of water treatment they know are boiling, adding chlorine /Piyush, filtering through the cloth.

3.1.8   Need for refreshers training

Trainees felt that the duration of the training was adequate. However they felt that timely refresher trainings would have been helpful to effectively retain knowledge in the long run. Most of the respondents in group discussion told that they need refresher training in the context of post ODF declaration.

3.1.9   Other motivators for toilet construction

The programme envisaged that triggering tools would be the most effective incentive for toilet construction and the long term sustainability. However it was seen, in the group discussions, that the potential for access to water schemes and social security schemes was also a significant motivator for toilet construction.

In some of the program VDCs the participants responded they were told that if they construct toilet then they would be eligible to have water schemes. Since water schemes were there primary interest, they were motivated to construct toilets. Interestingly however, the same participants also revealed that the construction of water schemes alone would not have motivated them to construct toilets. Furthermore, in Sisawa VDC of Kapilvastu district the threat of losing social security benefits pressurized the toilet construction.

In order to examine whether factors other than triggering were effective towards toilet construction, Bajung VDC of Parbat district and ward no 6 of Chitrebhanjyang VDC of Shyangja were visited. Although there was no water scheme, toilet construction did take place and they were declared ODF zones. People within these communities stated that triggering was the major factor for their motivation to construct toilets.

In conclusion, triggering is the main factor motivating people to build toilets, while the incentive of water schemes has played a supporting role towards their timely construction.

3.1.10 Open Defecation Free (ODF) Status

To ensure sustainability of ODF status, Triggers and facilitators were assigned with the job of conducting follow up monitoring of households to ensure that those toilets that had been constructed continued to be used and that open defecation did not reoccur. During the evaluation it was observed thatsome of the Triggers were not as active in conducting the follow up as expected subsequent to the declaration of ODF. In fact the level of activity was found to be decreasing as time passed after ODF declaration. For example, in VDC such as Ranipani, the first ODF VDC of Parbat, only 4 Triggers were present in the FGD and from the discussion it was found that the Triggers were in fact not as active as in other VDCs of Parbat where ODF had been declared more recently.

"Parbat district is going to be ODF zone in few days but we have still big problem of public toilets in Kusma Bazar itself. Hundreds of outsiders who came to Kusma for the different purpose face problems regarding defecation because there are not enough public toilets. We have to go to restaurants and drink a cup tea just to have access to toilets. This will hinder the sustainability of the ODF."

(VDC Secretaries, Parbat)

It was also seen that the Triggers originally trained by the programme had moved out of the community and relinquished the follow up activities. Triggers may have thought their work was complete after ODF declaration and the importance of the follow up was not clearly explained to the Triggers.

In most of the VDCs management of the public toilets was weak. Respondents stated that this was because of weak management and lack of water in some cases. Also in market areas there are insufficient number of public toilets which may lead to the open defecation.

3.1.11 Triggers visits to the households

Figure 6 details the number of visits conducted by TBC triggers to the sampled households in the past three months. Some 85 percent of the households were not visited by the TBC Triggers in the past three months, while 11 percent of households had been visited one to three times and 4 percent of households had been visited more than three times in the past three months. The low frequency of visits in the last three months is indicative of the community perception that achieving ODF is the final goal, thereby jeopardizing the sustainability of ODF status.
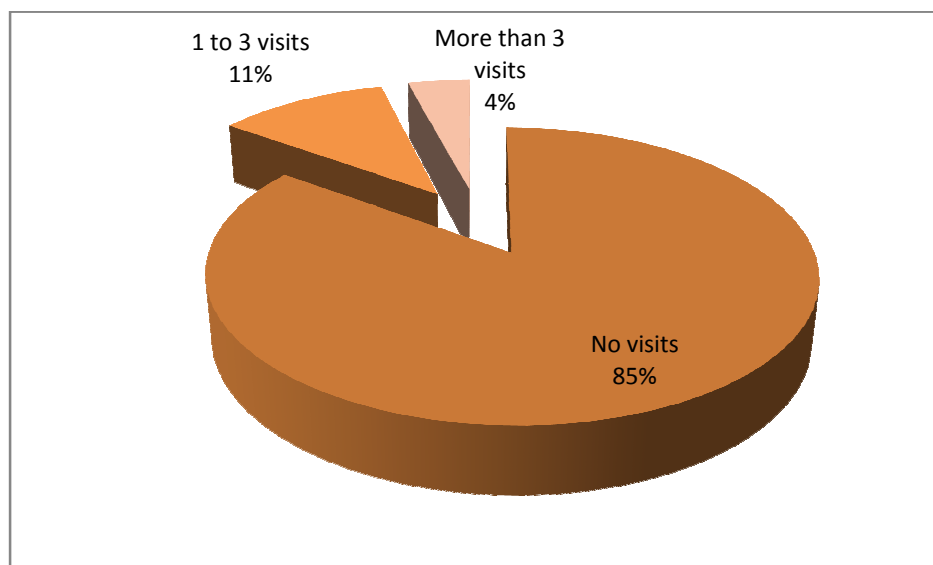
Source: Household Survey, 2013

Figure 6: Number of visits by TBC Trigger in past three months

3.1.12 Training manuals

3.1.12.1 Availability

The intention of the program was to provide manuals to all LTBCFs and Triggers. A few Triggers were not in possession of the manual in Kewarebhanjyang, where only 10 out of 18 had received the manual from the VDC. In response, VDC officials, who were unaware of this, showed the initiative to distribute the remaining manuals as needed.

3.1.12.2 Review

From the group discussion the study team deduced that all trainings had incorporated a sanitation component, specifically in the case of triggering and ignition. However LTBC Trigger Training packages do not have any linkage with pre/post construction and WASH planning. Having a holistic training package that links all component of the programme could improve the effectiveness of all trainings.

3.1.12.3 Changes

The training manual for TBC Triggers was initially developed by the program. The training was conducted based on this manual and was delivered by the LTBCF at the VDC level, which was aimed at developing Community Triggers/Motivators to take action at the ward level.

Training participants were asked about the sufficiency of the training materials as well as whether changes were made to the manual during the course. Everyone in the discussion showed appreciation for the manual as a guidebook in changing the behavior of the people. No major changes were made to

the manual since it was developed. However the participants felt that the manual should be revised in the context of post ODF status with a focus on sustainability of hygiene and sanitation.

3.1.13 Process of training

As a part of the process evaluation, training duration, target groups, participation and training mechanism were reviewed and compared with that which was required by the program as seen in Box 1. All of the evaluation VDCs conducted 4 days of training except Sisawa which claimed to have conducted 6 days of training. However, only two days worth of expense reports were available. The target groups in all six VDCs were as required by the programme, however a bigger focus was given on FCHVs and a smaller focus was given on teachers. Four of the VDCs adhered to the maximum threshold of number of participant in trainings, while Mahendrakot and Sisawa did not. In Mahendrakot the VDC reported that a total of 88 participants had attended the training, while the DDC reported 45 participants in the training and in Sisawa a total of 50 participants attended the training as per expense reports. A justification for this discrepancy could not be obtained and an attendance sheet was not available. LTBCFs held the position of resource person in all sampled VDCs as per the program norms. Therefore, all of the envisioned processes were followed except for the limitation in number of participants in trainings.

3.2   PRE/POST CONSTRUCTION TRAINING

Pre Construction training was targeted to take place at the beginning of the implementation phase, or before construction of drinking water scheme. The main motive of the training is to inform WUSC/IMC members on their roles and responsibilities related to scheme implementation.

Box 2: Result matrix to pre construction training

Objectives	• To orient WUSC/CHASC/IMC on the system lay out, final design estimate, structures and materials requirements for the construction of DWS and sanitation schemes • To orient on roles and responsibilities of WUSC on scheme construction, procurement, local materials collection, plan for unskilled labor contribution • To orient WUSC on records, stock and ledger books keeping • To orient WUSC on water safety plan preparation and implementing control measures
Desired Results	• be familiar on lay out, design estimate, location of different structures of DWS schemes and sanitation hardware • be familiar on materials and labors required and plan for contribution and management • be transparent, leadership capacity enhanced and able to make clear roles and responsibilities on construction activities among WUSC/CHASC/IMC • be familiar to organize public hearing and audits • be familiar on CLTBCHS approach and SDA process
Indicators	• formation of and functioning of the WUSC • inclusion of women, Dalit and Janjatis in WUSC/CHSAC/IMC • regularity of the WUSC/CHSAC/IMC meetings • formation of procurement committee by WUSC • minutes kept at WUSC • materials purchasing process • Use of quality materials for construction of water schemes (Nepal standard mark) • public hearing done after the completion of the scheme • provision of monthly tariff for water users • provision for operation and maintenance fund • practice of good health and hygiene small doable actions at the HH level
Norms and process of delivering training	• Should be delivered at the community level • Duration of the training will be of 6 days • Target groups will be WUSC/CHSAC/IMC members • Maximum number of the participants will be 15 • Resource person will be FC/WSSTs/ Sub-Engineer • Tentative total cost of the training for 15 persons will be 25,000 Nrs

Box 3: Result matrix to post construction training

Objectives	To train WUSC/CHASC/IMCs on post construction, such as • to impart knowledge and managerial skills to UC members on operation and maintenance of completed DWS schemes • to orient the user's committee (UC) to establish community owned O&M system and future O&M plan • to reactivate UC towards improvements of hygiene and sanitation issues
Desired Results	After this training, the WUSC/CHSAC/IMC members will • Establish community fund for operation and maintenance (O&M)

	• appoint and mobilize MW or caretakers in WUSC • carry out routine O&M activities abide by the pre-conditions for repair and maintenance • continuous improvement of hygiene and sanitation status • effective use of the excess water under MUS and waste water from structures for establishing kitchen gardening/vegetable farming
Indicators	• Provision of O& M fund • Hiring of VMW by the Scheme
Norms and process of delivering training	• Provision of O& M fund • Hiring of VMW by the Scheme • Duration 3 days • Maximum participants will be 15 • Tentative training cost NPR 25,000

The evaluation attempted to seek information on how successfully the members of WUSC/IMC have fulfilled their roles and responsibilities in scheme implementation after pre-construction training.

3.2.1 Effectiveness of pre construction training

3.2.1.1 Participation in training

Of the total sampled households, 19 percent (Table 13) included members who were represented in WUSCs, while 29 percent of households had members who had participated in pre or post construction training. Of the 94 WUSC members in the households sampled, only 27 had received pre and post construction training, which is a significant deviation from the program requirement all WUSC member receive this training.

Table 13: Total training participants in water users committee

Membership	Households	Percent
Membership in WUSC	94	19
Members of WUSC who received Pre/Post Training	27	29

Source: Household survey, 2013

3.2.1.2 Knowledge on procurement process

Participants attained knowledge regarding methods and procedures for maintaining the purity of water from source to consumption. At least one water scheme was observed in each VDC for verification.

Participants can generally identify quality materials for the construction of water schemes. WUSCs seem to be aware of the procurement guideline as explained in the training. The WUSC members were generally aware of procurement processes and have also internalized the process of ensuring quality of construction material by checking various marks and symbols. They confirmed that only Nepal Standard (NS) marked materials have been used.

"After pre construction training we are able to differentiate the quality material for the purpose of water scheme construction. We have used only NS marked materials. To ensure whether the materials procured by the constructor were of standard quality we have also verified from the technicians of WASH unit before unloading."(Tarkeswor WUSC, Mahendrakot)

Procurement guidelines have been followed in all VDCs with the exception of Dhairing where the community members stated that, although they were fully aware of these guidelines, they felt obligated to purchase from a certain supplier. They stated that though the quality of materials that they purchased from a selected supplier met the standard norms and practices, they felt they had lost their decision making power. They further stated that they would have also selected the same supplier if they had the opportunity. This does not correspond to the training and translation of learning into practice. The process somehow has contributed in diluting the overall community ownership of the water schemes. This ultimately would adversely contribute towards the sustainability of the water scheme which has improved the lives of community people.

As seen in the Table 14, Mahendrakot is the most knowledgeable VDC in terms of procurement processes and Ranipani is the least with only 5 percent of respondent stating they were knowledgeable on the subject. In overall only 12 percent households knows the procurement process. Results from the

discussion and household survey show that while knowledge about procurement processes are low at the household level, members of WUSC, who are responsible for ensuring adherence to procurement processes, are knowledgeable.

Table 14: Knowledge about Procurement Process

Districts	Overall	Syangja		Parbat		Kapilbastu	
Knowledge on Procurement (%)		Chitrebhanjyang	Kewarebhnjyang	Dhairing	Ranipani	Sisawa	Mahendrakot
	12	13	6	16	5	10	17

Source: Households Survey, 2013

3.2.1.3 Knowledge about scheme

Only 52 percent of respondents knew the name of the WUSC they received water from. There was little knowledge related to the cost of construction of water schemes, with 90 percent of households stating that they have no knowledge about it.

3.2.2 Time saving

The reduction of time required for water collection as a result of access to water schemes was confirmed by 83 percent of the population and 56 percent of the households stated that they used this saved time towards income generating activities, 10 percent towards study and 9 percent in children's cleanliness.

Table 15: Reallocation of saved time from water collection

	Percent
Proportion of HHs stating reduction in water collection time	83
Allocation of Saved Time	
In children's cleanliness	9
Study	10
Income Generation Activities	56
Others	26

Source: Household Survey, 2013

3.2.3 Formation of procurement committee

In general WUSCs have created a separate sub-committee of 3 members for procurement as per the standard provision. In Mahendrakot the procurement committee, whichis responsible for the procurement process of the scheme, consisted of 3 persons from the WUSC advisory board. This indicates that they have followed the procurement process and translated training learning into actions.

3.2.4 Book keeping practices

Although there was a general attempt to have female treasurers, responsible for book keeping, there were many deviations seen throughout the sampled districts. Often, while women were holding the

post of treasurer, the functions of the post were being completed by others. Bookkeeping training of at least 3 members of WUSC in all VDCs was conducted and is generally practiced. However book keeping is very basic and does not follow standard accounting principles and practices. In order to ensure more specialized book-keeping the scope of the book keeping training should be adapted in the future.

3.2.5 Sustainability

Sustainability of the water scheme is measured in two ways. Firstly, availability of Operation and Maintenance fund and its adequacy is discussed. Secondly, availability of materials and mason in the VDC in the case of repair is analyzed.

3.2.5.1 Provision for Operation and Maintenance Fund

WUSCs have made a provision of an operation and maintenance fund. This fund is left over of the tariff after deducting regular expanses like electricity bill and maintenance workers salary.This varies fromNPR 5 in SetoGuras WUSEs to 500 in Bankatta WUSC and Chitrebhanjyang WUSC (Table 16). The contribution from each household in this fund differs by the type of scheme and community. However the decision in this regards is taken by WUSC and no community members were found to be objecting this. This was possible because the community itself had set the criteria for household contribution towards the maintenance fund.

Though provision of O&M fund is in place in most of the schemes, there is no defined mechanism to determine the amount in the fund. Two schemes in Ranipani VDC of Parbat and Sisawa of Kapilbastu, have a very low O&M fund which is just enough to meet the operational cost with no leftover funds in case of major repairs.

Although the program envisions for an O&M fund to be created containing the amount equal to 1 percent of construction cost, this is not uniformly followed. While most schemes do have a periodical contribution towards this fund, the deviation from the practice suggested by the program may have an effect on the sustainability of the water schemes.

Table 16: Provision of Operation and Maintenance fund

WUSC	O&M fund /NPR per Month	Remarks
Sapudi WUSC, Keware	No provision	Just completed the construction so is in process to determine the tariff.
Bankatta WUSC, Syangja	500/tap/month	4 HH
Jukepani, Parbat	250/year	
BhusuneSalyantar, Dahairing, Parbat	300/year	No regular tariff
Chakaude WUSC, Ranipani, lift scheme	60 permonth /hh	10 HH
Tarkeswor WUSC, Mahendrakot, Kapilbastu	300,000 in fund	Just completed the construction so is in process to determine the tariff.

Birpur WUSC, Mahendrakot, Kapilbastu	250 /month	
Basant WUSC , Mahendrakot, Kapilbastu	182,000 in MF	Just completed the construction so is in process to determine the tariff.
SetoGuras WUSC, Sisawa, Kapilbastu	5 NRs /month	

Source: Discussion with WUSC

Only 11 percent (Table 17) of the households from the survey confirmed that an O&M fund was in place for their water scheme, while 58 percent said there was not and 31 percent did not know. At the same time, 13 percent of households said they provided regular contribution towards the water scheme, which is 2 percentage points higher than those aware of the existence of an O&M fund. This suggests that some households may be contributing to an O&M fund, while being unaware of what the fund is called and what exactly it is used for.

Table 17: Operation & Maintenance Fund

	Yes (%)	Don't Know
Existence of an O&M fund	11	31
Regular Contribution to fund	13	
Knowledge about who operate O&M Fund	80	

Source: Household Survey, 2013

3.2.5.2 Availability of materials and mason

Other ways to measure sustainability of the schemes was to assess the availability of construction materials and trained technicians so that any break downs could be repaired in a timely manner. Of the households that were sampled, 62 percent (Table 18) said there was availability of construction material in nearby villages and 84 percent said that masons were available. Only 12 percent of the household reported the requirement for any kind of maintenance or repair.

Table 18: Availability of Construction Materials in the Village

Availability	Yes	No	Don't Know
Availability of Construction Material	62	30	8
Availability of Mason/MW	84	9	7
Knows Name of the WUSC	52	48	
Maintenance required	12	81	7

Source: Household Survey, 2013

Interestingly, 88 percent (Figure 8) of respondent said that any malfunctions with water schemes were repaired on the same day and only 3 percent of respondents said that repair took more than three days. This shows that any required repair has been addressed in a timely manner.
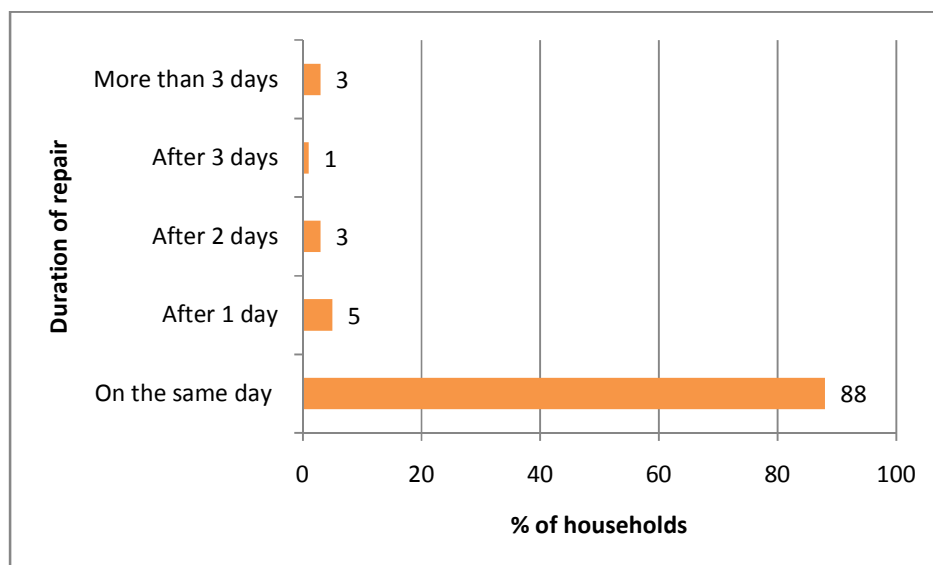
Source: Households Survey, 2013

Figure 7: Time Taken for Maintenance

3.2.5.3 Willingness to pay

In Figure 8 a comparison is made between average monthly tariffs paid by households to the water schemes and their actual willingness to pay to ensure continued with access to water. The highest tariff was seen in Syangja, where it was 198 NPR/month, and the lowest tariff was seen in Parbat where it was 40 NPR/month. There are often differences in the amount of tariff paid by households and the amount they are willing to pay at the VDC level. Interestingly however, the overall average tariff of all samples households and the average amount they are willing to pay is the same at 128 NPR/month.
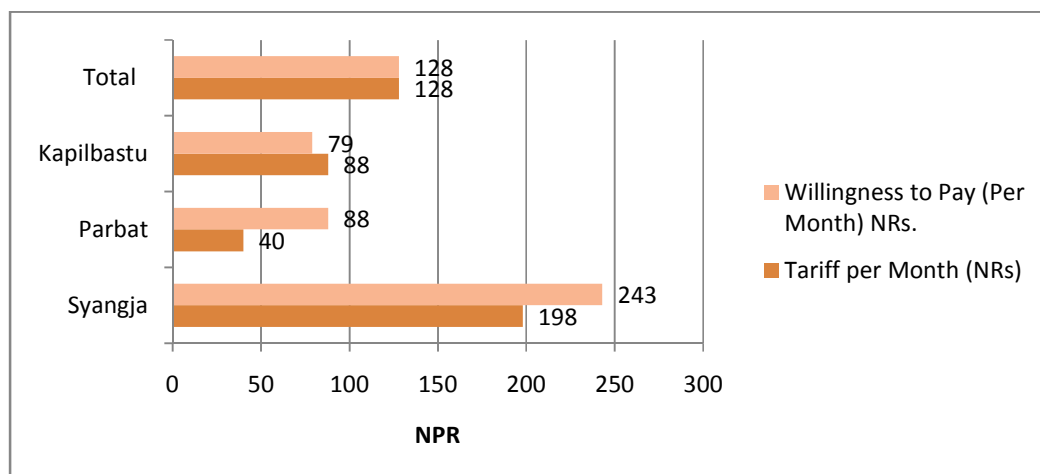
Source: Household Survey, 2013

Figure 8: Average Monthly tariff

3.2.6 Public Auditing

All the WUSCs, in collaboration with beneficiary households, have conducted public auditsof the completed water schemes. However a majority of the members could not remember the total cost of the scheme. In addition, participants also could not well inform on the process of public auditing in general.

3.2.7 Employment generation

Pre and post construction training was able to produce technicians and maintenance workers for water schemes at the local level, thereby generating employment opportunities. Every WUSC has hired at least one operation and maintenance worker from those trainees, which has ensured the timely maintenance of the schemes.

3.2.8 Household's perception on WUSC

The overall perception regarding the performance of the WUSC was that it is good as seen by 75 percent (Figure 9) of responses. Seventeen percent felt that the performance of the WUSC was very good and no one felt that it was bad.
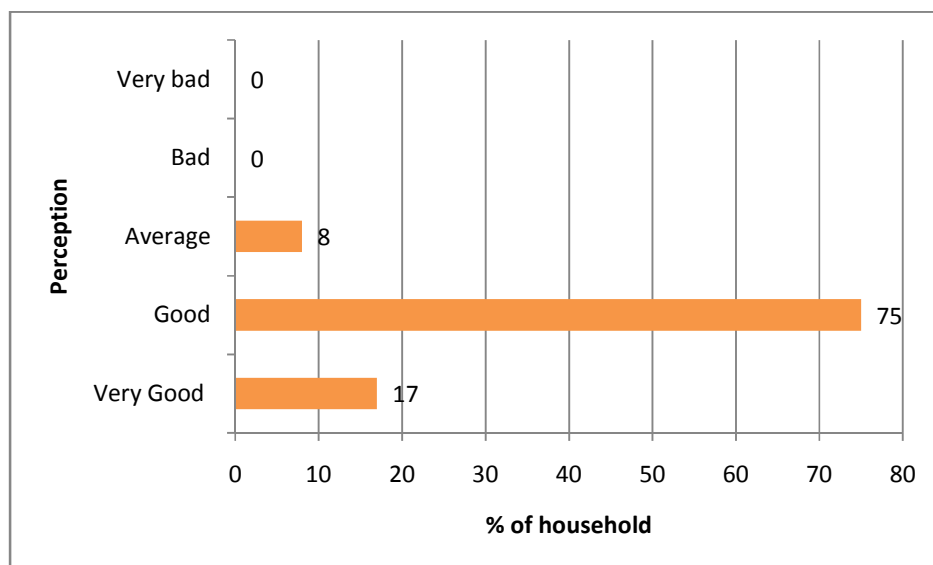
Source: Households Survey, 2013

Figure 9: Perception on WUSC performance

3.2.9 Training Process

As a part of the process evaluation, training duration, target groups, participation and training mechanism were reviewed and compared with that required by the program as seen in BOX 2 and BOX 3. The standard duration of the pre construction training was shortened to 3 or 4 days in all the districts. In Kapilbastu this occurred as a consensus decision between RWSSP and local bodies. In some VDCs the pre-construction training was conducted after the completion of the scheme such as in Sipaudi WUSC of Keware, Syangja.

Upon considering the practicality of the pre construction training delivery, including the reluctance of participants to spend 6 days, and the cost factor, the training duration was reduced. This compromised the quality of the training as seen by the procurement procedure not being followed in various cases. In some districts it was done deliberately by the WASH unit and the logic behind it was given as the unavailability of the community people for 6 continuous days for the training.

All the members of the WUSC were expected to receive training, but this was not always the case. Instead, 3 vital

"We were busy in construction of the scheme so couldn't get time to conduct pre construction training in Keware at the beginning of the scheme; however at final stage of the scheme it was delivered."(Technical Staff, Syangja DDC)

"We conducted this training for 4 days only instead of 6 days. This was done because of the unavailability of the participants for all 6 days."(WASH Advisor, Myagdi).

"We modified the pre-construction training for 3 days instead of 6 days. This was done due to the unavailability of participants and limitations of existing support providers/ experts."(WASH Advisor, Kapilbastu)

members namely chairman, secretary and treasurer from each WUSC were selected toparticipate in the training. This has ruled out the possibility of learning about the schemes procurement procedures, provision for operation and maintenance fund, and affected the sustainability of the schemes.

3.3   POST CONSTRUCTION TRAINING

Out of the nine schemes visited during evaluation, three had only recently completed construction work and therefore the post construction training had not yet occurred. Of the remaining six schemes, only two had completed post construction training. The general justification provided for not having completed the training in the four schemes was that elements of the post construction training were included in the pre construction training. While this may seem rational, it would be more beneficial to separate these two trainings to clearly identify roles and responsibility and ensure sustainability.

3.4 VDC WASH PLAN PREPARATION TRAINING

VDC WASH plan preparation training was delivered through Service Providers (SP). DDC and RWSSP in combination trains SP which in turn train the VWASHCC. SPs are also responsible to facilitate the process of forming the committees in VDCs. This evaluation seeks to assess the level of knowledge retained, the WASH planning process and the effectiveness of the WASH plan.

Box 4: Result Matrix of VDC WASH Plan Preparation Training

Objectives

- Make familiar service providers on District WASH implementation Guidelines (DWIG)
- Impart knowledge on District and VDC level WASH planning process and need for alignment with LSGA planning process
- Provide practical skills on social technical assessment tool; such as, HHs Survey, Social/resource/sanitation mapping, Needs Identification and prioritization, Focused group discussion, Well-being ranking, source measurement, VDC WASH situation assessment
- Provide practical knowledge on data processing and analysis
- Orient on monitoring process of arsenic at (Terai) and water quality monitoring
- Provide knowledge and outline for strategic and annul WASH plan preparation of DDC/VDC

Desired Results

After the training all SPs and VDC secretaries will be

- familiar on DWIG, WASH program and VDC/District WASH plan, 15 steps of VDC WASH plan preparation, alignment of WASH plan with LSGA
- able to use socio-technical assessment tools (HH Survey, Resource/Social/Sanitation mapping, Needs Identification and prioritization, Focused group discussion, Well-being ranking, source measurement, VDC WASH situation assessment)
- able to analyze data and prepare WASH Plan report

Indicators

- WASH plan prepared
- Plan revision and update

Norms and process of delivering training

- Number of participants 20
- Resource person will be DDC/DTO Staffs (WASH Unit Chief, Sub-Engineers, Engineers, Planning Officer, Social Development Officer) or External Resource Person if needed

3.4.1 Effectiveness of VWASH plan preparation training

3.4.1.1 Knowledge of the VWASHCC

Only 6 percent of respondents confirmed that a member of their household had participated in VWASH training, 14 percent were members of the VWASHCC, and 32 percent were involved in WASH plan

preparations. Similarly, only 45 percent have some knowledge about the WASH plans altogether (Table 19).

Table 19: Knowledge, participation of HH members on WASH Plan

	frequency	percent
WASH training participation	28	6
Member of HH in VWASHCC	31	14
Involvement of HH members in WASH plan preparation	71	32
Knowledge about WASH plan	223	45

Source: Household survey, 2013

3.4.1.2 Knowledge of VWASHCC roles and responsibilities

In general, committee members know their roles and responsibilities as described in the training manual. When asked to list their roles and responsibilities members stated that it was to facilitate hygiene practices, facilitate the functioning and construction of water schemes, and contribute towards behavior change activities of the households.

3.4.1.3 VDCs priority ranking procedure

The participants of the discussion were asked about the priority ranking procedure of the VWASH plan in order to determine how they have ranked different priorities. They have prioritized the community needs specifically related to water schemes such that the neediest ward was given the first ranking for construction of scheme in case of water. This has been done using a matrix in most of the cases. VDCs real priorities seemed to have been reflected in VWASH plans.

"We have identified the neediest ward for the drinking water, during the need assessment we come to the conclusion that ward no 4 of the Chitrebhanjyang as the neediest ward. Hence, first priority was given to the ward 4 to build water scheme."

FGD VWASCC,Chitrebhanjyang

Only the households who confirmed having knowledge about the VWASH plan were further questioned regarding the priorities of the recent plan. Awareness was highest in Sisawa, with 44 households (Table 20) stating that they were aware of the priorities or the recent VWASH plan. While in Ranipani, only 10 households had this awareness.

Table 20: Knowledge about the priorities of recent VWASH plan

Districts	Syangja		Parbat		Kapilbastu		Total
	Chitrebhanjyang	Keware	Dhairing	Ranipani	Sisawa	Mahendrakot	
Percent of HH with knowledge of VWASH plan	27	20	21	10	44	35	28

Source: Household survey, 2013

Respondents who had knowledge about the VWASH Plan were asked about whether the recent plan had addressed their personal priorities. Interestingly, of those aware of the priorities in the recent VWASH plan, 95 percent thought that the plan actually addressed their needs.

Respondents were further asked to state these priorities and the results are summarized in Table21.Construction of toilet as first priority was stated by 49 percent of the respondent. Second priority is again toilet construction and awareness on health and sanitation as 35 percent of the respondents has said this as a second priority. Third is again awareness on health and sanitation and finally fourth priority is capacity building.

Table 21: Perception on priority order of the VWASH plan

Priorities	Ranking			
	First	Second	Third	Fourth
Toilet construction	49	35	6	10
Drinking water	32	29	36	3
Awareness on health and sanitation	16	35	47	2
Capacity building	3	3	10	84

Source: Household survey, 2013

3.4.1.4 Availability of WASH plan and its use

VWASH plans have been prepared in all 6 visited VDCs. However a copy of WASH plan was available only in 3 VDCs. This means that proper use of the WASH plan is lacking for planning purposes at the VDC level. Respondents were asked about the use of knowledge learned during WASH Plan preparation in other areas to know how the training had helped them to learn planning skills.

In general they have learned the skill of planning but in practice they have not used it to make plans in other areas except in few cases. For example, VWASHCC members of the Keware have used their acquired skills for need assessment of "thopasichai" in their community and prioritized accordingly.

3.4.1.5 Steps followed during preparation of WASH plan

The programme has envisioned a 15 step planning approach. The 15 steps that should have been followed during the WASH plan preparation and steps practiced as found during discussion are presented in Box 5.

Box 5: Steps during VWASH plan preparation

Steps to be followed as mentioned in the manual	Steps followed
Step 1: VDC selection Step 2: MoU between DDC and VDC Step 3: SP Selection and Mobilization Step 4: VDC Level All Party and MSF Meeting and Orientation Step 5: CHSAC and VWASHCC Formation or Activation Step 6: CBT of CHSAC and VWASHCC Step 7: Ignition and Baseline Data Collection (Socio-Technical	• VDC level orientation • Making institutional arrangements (formation of VWASHCC, WUSC, CHASC etc) • Socio technical assessment (ignition, baseline data collection -- social mapping, household survey)

Assessment) • HH Survey • Resource/ Social/ Sanitation Mapping • WASH Needs Identification and Prioritization • Institutional WASH Assessment • Well Being Ranking • Focused Group Discussion • IGA inventory / Status survey • Source Inventory Survey • DWS Inventory Survey • DWS Pre-feasibility Survey Step 8: HH/ CHSAC/ WUSC/ IMC Level Planning Step 9: VDC/ Ward Level Planning Step 10: VDC/ Ward WASH Plan Preparation • Strategic WASH Plan • Annual WASH Plan Step 11: Endorsement by VDC and Ilaka Council Step 12: Endorsement by District Council Step 13: Implementation of WASH Plan Step 14: District Level Post-WASH Coordination Workshop Step 15: Follow-up of WASH Plan and Updating	• Ward level planning , priority ranking • Strategic and annual WASH plan • Dissemination at VDC level for comments and finalization

Source: Discussion with VWASHCC

Members of the VWASHCC and the support providers were asked about the VWASH planning process and steps followed during the plan preparation phase to know whether 15 steps were followed or not. The findings shows that, with exception to follow-up of WASH plan and updating and preparation of annual wash plan, almost all other steps have been followed in all VDCs.

Respondents of the household survey were asked to list the activity performed during the preparation of WASH plan. More than fifty percent of the respondent (Table 22) said that formation of CHSAC, VWASH HH survey, social mapping and need assessment and prioritization were done. But capacity building activity seemed lacking as only 17 percent said it was done.

Table 22: Steps performed before WASH plan

Steps	Percentage of HH with knowledge of WASH plan
Formation of CHSAC	56
VWASH Plan HH Survey	88
Social Mapping	66
Need Assessment and Prioritization	59
Capacity Building	17
Others	3

Source: HH Survey 2013

3.4.1.6 Formation of Committees and VWASHCC as a coordinating body

In all 6 VDCs formation of VWASHCC had taken place. Among them VWASHCC of Chitrebhanjyang, Keware, Sisawa,Ranipani and Dhairing were chaired by natural leaders whereas in Mahendrakot it was chaired by the VDC secretary. However the program required that the chair the committee be the VDC secretary. VWASHCC has played a supportive role in formation of WUSC, CHSAC and selection of Triggers at the community level.

3.4.1.7 Review of VWASH plans

VWASH plans seem more ritualistic and do not cover all the steps as prescribed in the manual. Monitoring parameters, strategic planning do not correspond to the standard norms.

"Delivery of the VWASH Plan in the field was poor and cursory. Very few Institutional SPs have done field practices (this is reflected in the initial and subsequent VWASH Plan documents). The copy paste from the previously finalized VWASH Plan was popular in finalizing the newer VWASH Plan."

(WASH ADVISOR)

Table 23: Summary and weakness of WASH plan in study VDCs

VDC	Summary of Wash Plan	Weakness
Siswa	• Water source, access to toilet is well documented. VWASHCC is inclusive, participation of both female and socially excluded people have been addressed. There is a provision to establish for CHSAC, VWASH unit, IMC/SMC. • Strategy for the WASH plan is clearly mentioned. • Need identified as toilet, overhead tank and hand pump. • Provision for yearly monitoring and review of plans mentioned in WASH Plan. • Provision for CHSAC meeting is at least 10 meetings in a year whereas for VWASHCC at least 12 meetings in a year.	• Role and responsibilities of the VWASHCC not mentioned. • No monitoring parameters defined. • Timely change in Plans has not been done. • Implementation strategy not followed. • WASH Plan not reviewed.
Mahendrakot	• VWASHCC is inclusive, participation of both female and socially excluded people have been addressed. Provision for CHSAC, VWASH unit, IMC/SMC. • Identification of various needs through participatory tools like social and resource mapping, wellbeing ranking,	• Priority ranking was done and tabulated ward wise however it's had to difficult the ranking table. For example what is the order of ranking whether the ranking start from 0 or 4? • WASH plan not reviewed.

	household survey, focus group discussion was done and prioritized according to the need identification. • Strategic planning for five years from the start of the programme was documented which is based on the target vs achievement. • Monitoring meeting should be at least twice in a year. CHSAC meeting at least 6 times in a year. • Review of planning meeting proposed in VWASHCC level twice in a year. • Implementation strategy is well documented. • Progress made in the water schemes is documented.	• Not user friendly, somewhere it is written in English and in some places it's in Nepali. • Implementation strategy is well documented but not properly followed and no changes made in WASH Plan till now. • What plans were fulfilled and what remains to do list is not available except in case of water schemes.
Dhairing	• VWASHCC, CHSAC were formed which is inclusive. • Details of the WASH situation explained. • WASH plan is a 5 years strategic plan of the VDC. Plan has envisioned providing water and sanitation to all till 2071/2072 thereby declare Dhairing a total behavior changed VDC. • Plan mainly focused on water and sanitation. • Provision for CHSAC meeting is at least 6 meetings in a year.	• Roles and responsibilities of the VWASHCC not clearly mentioned. • Implantation strategy not mentioned clearly. • No changes were made in plan over the period. • Monitoring parameters not defined.
Ranipani	Could not obtained	
Kewarebhanjyang	• Roles and responsibilities of the VWASHCC id well defined. • Overall WASH situation is well documented. • Provision of VWASHCC, CHSAC, IMC SMC and are in function, VWASHCC is inclusive. • VWASH plan followed participatory approach. • Main theme of the plan " *स्वास्थ्य , सभ्य र भव्य समाज निर्माणमा सबैको समानअवसर केवरे भन्ज्याङ् गा.वि.स. को पहिचान ।"* • Apart from WASH, income generation activities and plans were also documented in the plan.	• Review of the plan not documented. • Monitoring parameters were not well defined. • Yearly review of the plan not conducted and documented.

	• Target, source, implantation strategy and potential implementing partners were well mentioned in the plan. • Plan review meeting should be at least once in a year. Provision of at least 12 meetings of VWASHCC in a year, review and publication of the plan will be done yearly.	
Chitrebhanjyang	Could not obtained	

3.5   GENDER AND SOCIAL INCLUSION (GESI)

3.5.1   Representation of females in training

The programme envisioned addressing GESI issues mainly by ensuring the participation of female and socially excluded groups in all trainings and also ensuring the representation in committees formed under the programme.

There was significant female participation in the trainings. Of the total households having participated in TBC trigger events and WASH plan preparation trainings, 68 and 62 percent of the participants respectively were female (Figure 11). Likewise 45 percent of them involved in pre and post construction training were female and 39 percent of those involved in TBC trigger training were female.
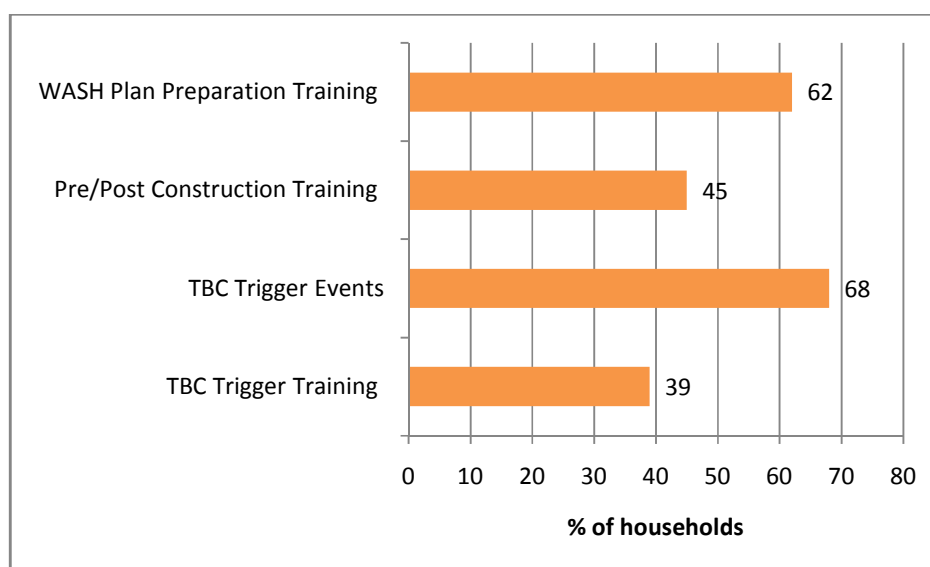
Source: Household survey, 2013

Figure 10: Female participation in different trainings and events

Table 25 shows that females were most represented in decisions regarding participation in WASH events, with only 2 percentage points lower participation than male, which was at 34 percent. Females were slightly less involved in decisions regarding WUSC and social meeting. Interestingly, while Females are taking the lead roles in household chores they are also involved in decision regarding WASH activities.

Table 24: Female participation and Household decision making

	Male (%)	Female (%)	Male/Female Both (%)
Perform Household Chores	6	85	9
Decision on participation in Water Users committee	42	27	27
Decision regarding participation in WASH events	34	32	29
Decision regarding participation in social meetings	41	25	32

Source: Household survey, 2013

3.6   ASSESSMENT OF TRAINING DELIVERY MECHANISM

Four different trainings that were selected as sample packages for evaluation are delivered with following standard norms and modalities.

1.   Triggers' training

This training package promotes behavior change at the community level by igniting through triggering tools, techniques and process. The LTBCFs who are regular individual consultants hired on competitive basis by DDC and trained intensively by RWSSP-WN during the trainer's training, are usually responsible to deliver the training at community level triggers. The triggers thus trained, are mandated to ignite the people at community level by using various triggering tools and processes that they learn.

2.   Pre and post construction training

These training packages developed by the government aims at sharing knowledge and enhancing skills required to construct, maintain and manage different types of water schemes. These two training packages by default are delivered before and after the construction of water schemes to the officials and members of water user's committee. The training often is delivered by the technicians of partner NGO contracted locally on competitive basis. If required the NGO trainers can request for support from DDC technicians as well. By nature of their qualification the trainers are considered experts to deliver the training. However, they need attend periodic trainings to update and upgrade their level of knowledge, skill and attitude.

3.   VWASH planning training

The project has envisaged developing a VDC level WASH plan in all program VDCs, The training package developed for this purpose, aims at training the competent planners at the district level who are mandated to facilitate the process at VDC to formulate a comprehensive VDC WASH plan. While developing a VDC WASH plan it was also anticipated that the people who are involved in this process will

learn the skills and tools so that they can translate this skill in planning other VDC programs. Often, the local partner NGO who also implements water schemes undertake this responsibility

4.   Training Delivery Mechanisms in Practice

It was expected that all DDC will practice the standard norms in delivering all these 4 training packages. However, the project did not limit innovations to the trainings as well. And accordingly the training packages were delivered in different models in all three sample districts.

In **Syangja** district, the Trigger's Training is delivered by the LTBCFs who are regular DDC consultants in all seven VDCs covered by program. Pre/Post Construction and WASH planning training packages are delivered by trainers of partner NGO in six program VDCs but Keware where DDC staff directly delivered the training. In some cases the DDC technicians has provided technical backstopping in delivering the pre/post training programs.

In **Parbat** district, the standard norms were followed in delivering all 4 training packages. However the in some VDCs the WASH Plan and pre/post construction training has been delivered by the DDC itself like in Keware.

Kapilvastu district attempted to be more innovative in training delivery packages. No NGOs are assigned to deliver the training. All training except Trigger's Training are delivered by DDC staff, which is claimed to be more cost effective, as no allowance or benefit packages are provided to the trainers who are regular DDC staff. DDC ruled out the process of delivering Trigger's Training, by the trainers who were selected by DDC and trained by RWSSP-WN for various reasons including the cost factor. However, DDC hires, same LTBCFs who after termination of contract are freelance consultants, to deliver this training package. This mechanism is claimed to be more cost effective and efficient as DDC pays only when these trainers delivers the training.

3.7 EXPENDITURE REVIEW

Expenditure review comprises training cost analysis and fund transfer modality. While reviewing the expenditure of four trainings the cost regarding these trainings were collected from the sampled DDCs and VDCs.

3.7.1 Fund transfer modality

Syangja and Parbat fund are transferred directly from DDC, while Kapilbastu practiced a different model. They transfer fund directly to the VDC in bulk and VDCs are responsible to settle the payments under different headings.

In some sampled VDCs, especially in Kapilbastu, the record at the VDC was not kept properly. The expenditure and settlement process seemed to be guided by word of mouth and not by the system. Reimbursements of training costs were not settled even after 2 years in some cases. This may lead to financial irregularities.

VDCs are understaffed and have only a few technical staff and are not fully competent in technical monitoring of water schemes and book keeping is weak in general.

3.7.2 Cost of triggers training

Triggering costs were obtained in order to calculate the unit cost of the training. Table 25 describes the total cost of the training, total training participants and the unit cost by the VDC. Per unit training cost was lowest in the Sisawa (NPR 819) and highest in Mahendrakot (NPR. 1115). Overall TBC Triggers' cost per trainee is NPR 945.

Table 25: Per unit cost of TBC triggers training

| VDC	NPR		
	Training Cost	Total Beneficiaries	Per beneficiaries cost
Dhairing	36205	44	823
Chitrebhanjyang	18920	20	946
Sisawa	14750	18	819
Mahendrakot	50206	45	1115
Total	**120081**	**127**	**945**

Source: Survey of DDCs and VDCs

Cost includes following

1. Per diem of trainer

2. Stationeries and photocopy

3. Tea and snacks

4. Living cost

The numbers of participants were higher than the actual Triggers working in the some VDCs like in Mahendrakot and Dhairing. The training cost as per the norms is NPR 32,000. In Dhairing and Mahendrakot it exceeds whereas in Chitrebhanjyang and Sisawa it's well within the limit. The cost may have increased in these two VDCs because higher numbers of participants were included in the training.

3.7.3 Cost of WASH plan preparation training

The cost for WASH plan preparation was highest in Ranipani, where it cost NPR 478,852 and lowest in Dhairing, where it cost NPR 391,985. At the first sight one can conclude that the cost incurred in preparation of VWASH plan is bit too high. The total cost includes not only the training cost only but also cost of social mobilization in formation of community based organizations, data collection and various other activities to follow the 15 steps of the planning process.
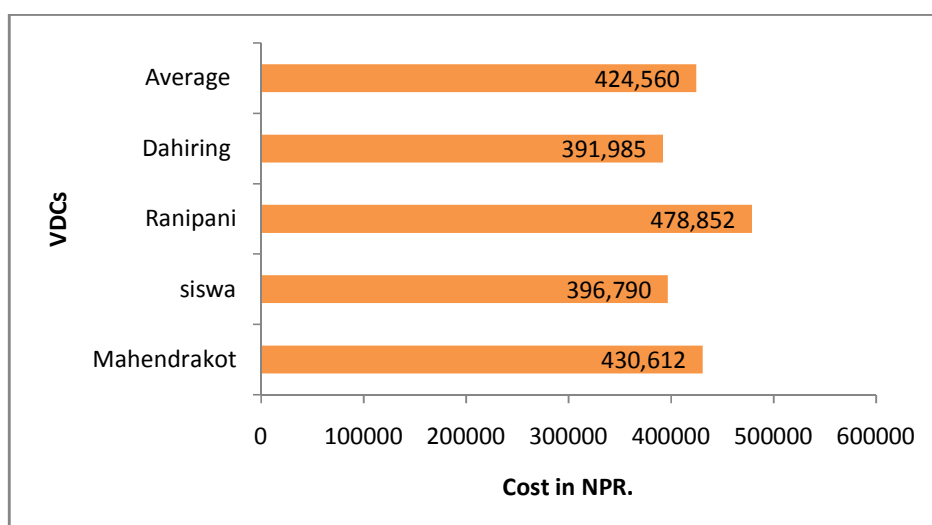
Source: Survey of DDCs and VDCs

Figure 11: Total cost of VWASH plan preparation training

3.7.4 Cost of Pre-Construction Training

To calculate the cost of pre-construction training, cost data were obtained from the respective DDC/ VDC offices. This includes the stationary cost, tea and snacks and living costs. However in case of Sisawa and Mahendrakot there is no provision for the living cost. The participants' number and presence in the training was verified from the event report. The event report and the participant's presence record were not available both at the Sisawa and Mahendrakot VDCs.

Table 26 shows that the average per unit cost of the pre-construction training was NPR 1052 highest in Chitrebhanjyang and lowest in Sisawa.

Table 26: Pre-construction training Cost

VDC	Total Cost	No of Participants	Days Allotted	Unit Cost(NPR)
Kewarebhanjyang	24,400	24	6	1017
Chitrebhanjyang	28,356	22	6	1289
Sisawa	22,000	25	4	880
Mahendrakot	7,586	NA	4	NA
Average				1052

Source: Survey of DDC/VDCs, 2013

The cost per training is well within the limits as per the norms (NPR 25,000) of training except Chitrebhanjyang. This shows that there is no major deviation in training costs and is enough to meet the expenditure of the training.

CHAPTER 4 ANALYSIS, CONCLUSIONS AND RECOMMENDATION

4.1 ANALYTICAL REFLECTION AND CONCLUSIONS

This report studies the effectiveness of trainings (TBC Trigger's Training, Pre and Post Construction Training and VWASH Plan Preparation Training) delivered by RWSSP-WN. For this purpose 500 households were randomly selected and surveyed, from 6 VDCs of 3 districts. The main purpose of the household survey was to gather data to monitor hygiene and sanitation related behavior change. A total of 22 discussions were conducted with TBC Triggers, VWASHCC, WUSC, CHSAC and a total of 13 KII with SPs and local development officer and district technical officer at the district level and with national program directors at central level were conducted. This discussion provided important information on training delivery processes, knowledge retention rate, translation of knowledge into action etc. Based on the analysis of the data collected and information gathered from the group discussion the following conclusions can be made:

1. TBC Triggers Training

TBC trigger training is an effective tool to ignite the people to change their behavior. The proportion of households using toilets after the inception of the program is 91 percent compared to 37 percent before program implementation with a increase of 54 percent. The proportion of use of toilet is lower in the households having no education in comparison to HHs having some level of education. Similarly, while going through wealth quintile HHs in the poorest quintile has lowest use of toilet and by ethnicity it's lowest in the Madhesi ethnic group. Because 9 percent of the households are still either using single point defecation or not using toilets, there is room to make improvement in program effectiveness by targeting those households.

Participants of TBC trigger trainings retained their knowledge on TBC in health and sanitation and have well disseminated their knowledge in the village in the form of triggering events. These events have helped to change the behavior at the household level.

Triggering event participation by level of household's education and wealth quintile reflects that households with completely uneducated inhabitants have a significantly lower participation rate than households with some level of education. Similarly, the poorest quintile of households has a relatively lower rate of participation than households in other quintiles. This indicates that even after the program's target towards poor and uneducated HHs their participation is slightly lower. To ensure the participation of poor and uneducated people the program should penetrate more intensively in the next phase.

However the role of triggers in the post ODF phase of the program is not clear and their activity was seen to be reduced during this period. This is because they were seemed not fully aware about the targets after the ODF declaration and lack of refresher trainings.

Training participants were within the limit as per the training norms except Mahendrakot and Dhairing where training cost and the participants exceeds the limit.

2.   Pre and Post Construction Training

Pre and post construction trainings were able to make WUSCs members well aware of their roles and responsibilities. They know the procurement processes, which they have followed as dictated by the training manual. Quality of materials has been purchased by ensuring the Nepal Standard (NS) Mark and holograms for the construction of the water schemes. WUSC members were able to translate their knowledge learned during the training in terms of procurement process and ensuring quality materials.

Completed water schemes have made a provision of maintenance workers and masons. Operation and Maintenance (O&M) funds are also in place but the periodical replenishment of this fund can be improved in many cases. Participation in training and by hiring maintenance worker, WUSCs are now more capacitated in terms of operation and maintenance of the water scheme. The regularity of the water in the taps has been ensured in almost all the cases. Only very few schemes needs maintenance and in case of any required, repair has been addressed in a timely manner. But another pillar of sustainability for the water schemes regular tariff and O&M fund is not regular. In some cases it's too low which could not be enough to meet the maintenance cost in case of any required repair.

As part of the accountability and sustainability completed water schemes have conducted public audits however not all members of schemes are aware of the actual cost of the schemes. This may be due to the left out of some WUSCs members from training. In some cases only few members of the WUSCs were involved in the trainings which may hinder the accountability and sense of ownership.

All WUSCs have kept financial records in a simplified version of book keeping practices, however significant improvements can be made related to record keeping in all regards in WUSC offices. In Kapilbastu VDCs are responsible to transfer the funds to the WUSCs and monitor them but VDC offices lacked technical expertise and the proper accounting.

3.   VWASH Plan Preparation Training

WASH plan training and the process itself have been successful in forming local institutions that take the responsibility for overall planning of the VDC. The 15 step planning approach has been followed during the preparation of the plan. The planning processes have promoted formation of community based institutions such as CHASAC, VWASHCC and IMC, which were found to be instrumental in implementing and monitoring the planned activities. The combined efforts of these community based organizations and other stakeholders have been found instrumental in declaring open defecation free districts and villages. The prioritization of the schemes and other sanitation activities has helped in mitigating and resolving the community level dispute. However, additional attempts are required for periodic review and updating the VWASH plan at VDC level and linking it with district level WASH plan.

At the first sight one can conclude that the cost incurred in preparation of VWASH plan is bit too high. The total cost includes not only the training cost only but also cost of social mobilization in formation of

community based organizations, data collection and various other activities to follow the 15 steps of the planning process.

4.   Training Modality and Delivery Mechanism

The Table 27 below summarizes the advantages and limitation of different models being practices in three DDCs.

Table 27: Advantages and limitations of different modalities

Modality	Advantages	Limitations
DDC staff (Technicians and LTBCFs)	• Good technical back stopping • Low cost • Trainers readily available, if mobilized properly	• High turnover especially in case of LTBCFs. • Weak training management capacity • No timely delivery of the training as required • The standards in terms of training duration, number of participants compromised • Chances of using trainers competent in one package in all other packages. (Example: mobilizing LTBCF in pre/post construction training)
Freelance Individual Consultant	• Cost effective due to less overhead expenses • Visible seriousness to ensure assignments in future	• Not readily available as they are also engaged by other organizations. • Not so easy to monitor performance and compliance of the content delivery • Willingness to deliver all types of training packages beyond their competence • Limited number of trainers to chose
NGOs	• Effective in community to ensure participation in training	• Compromises the quality due to cost saving attitude • Lack of availability of technical trainers • Chances of reducing duration if not monitored properly • No proper post training follow up on termination of contract

Source: KII and DDC visit, 2013

The DDC official, DWASHCC and other respondents, during the course of discussion with the evaluation team, revealed that the individual consultants are the best mechanism to deliver the all training packages. However this mechanism has its own limitation in selection of the trainers that includes immense political pressure. Furthermore, DDC faced difficulty in retaining them for long time as they get experienced and opt for jobs with better perks elsewhere. Currently, out of total six trainers trained in all three districts, only two in Syangja, two in Parbat and none in Kapilvastu districts were retained. In the case of Kapilvastu trainers contracts were often not renewed.

The respondents further argued that the skill and competence of NGOs, specifically related to training such as Pre and Post Construction training, did not match the desired standards. This was mainly due to difficulties the NGOs are facing in recruiting and retaining the competent trainers.

4.2 RECOMMENDATIONS

1.   OPTIMIZE TRAINING DELIVERY MECHANISM

Service Provider (SP) is more effective in delivering social mobilization activities while DDC has more competencies in delivering technical trainings. Furthermore, individual consultant like LTBCF is cost effective. Based on this conclusion recommendations are as follow:

RECOMMENDATION 1: It will be logical to develop a group of independent lead trainers specifically in CLTBCHS, Pre/Post Construction training packages. The lead trainers would be available to deliver training services through local bodies such as DDC and VDC on a contract basis.

RECOMMENDATION 2: Periodic refresher training and on-site coaching to lead trainers should be delivered to upgrade and update their level of knowledge and skill.

RECOMMENDATION 3: Service Providers (SP) should be chosen to deliver the social mobilization packages.

2.   REVISE TRAINING NORMS

In some cases it is found that training was not delivered according to the norms. Training packages were condensed from 6 days to 3/4 days especially in pre construction training. Trainings were delivered only to some members (key members only) of the WUSC. The WUSC members as well as the trainers expressed difficulties to participate in training programs of longer duration considering their other farm and off farm engagement.

RECOMMENDATION 1: Focused and in-depth training should be delivered for all WUSC members against current practices in some district of delivering to only 3 from each WUSC. Such as account training to Treasures.

RECOMMENDATION 2: The duration of pre construction training should be reduced to 4 days with a focus to fundamental prerequisites of construction such as quality of materials, procurement process, monitoring and importance of community ownership of the schemes. If necessary the manual should be revised.

RECOMMENDATION 3: Best use of training duration should be ensured by providing less priority to sanitation related contents. However, a logical link of sanitation with the construction should be established.

3.   STANDARDIZE ALL TRAINING MANUAL

On review of the literatures and available training manuals it was observed that all the materials are owned by RWSSP-WN, with government logo. Though some of the training manuals specifically Trigger's Training Manual for CLTBCHS has it but others do not. Hence at times it makes difficult for local bodies and other stakeholders to use the manual in the training program that they organize.

RECOMMENDATION: All training manuals should be consolidated, standardized and then published as sanitation training manual of MoFALD so that wider ownership is ensured.

4. MODIFY TRAINING DELIVERY ON THE BASIS OF NEED

All the training programs currently being delivered are supply based. Probably in the beginning of the training it was relevant.

RECOMMENDATION: In next phase it will be logical to consider striking a balance between supply side training and demand side training. This could be done by offering training packages on LTBC, Pre/post and WASH planning with some modification. DDC, VDC, User's Committee and community should also be offered training package on the basis of rigorous training needs assessment. Some of the examples of the training program to be delivered on the basis of demand could be income generation to address the need of developing capacity of poor people to construct toilet.

5. TARGET POOR HOUSEHOLDS

Proportion of household using toilet and having participated in triggering event is relatively low. When examining the results of toilet construction and attendance in triggering events by wealth quintilewe can see that the poorest quintile has lowest event attendance and toilet construction rate.

RECOMMENDATION 1: It is recommended that the program should attempt to target the poorer segments of the population specifically.

RECOMMENDATION 2: In the community other programs like LGCDP are operating Citizen Awareness Centers (CAC) in poorest community identified after DAG mapping in the village. Mostly women participants of this center are often poor, dalit and not formally educated group of people. The group meets once a week to identify the local issues that are effective their live directly and attempts to explore ways and means of addressing those issues. Many CAC have already identified sanitation as one of the issues and promoting toilet construction as their contribution in achieving national goal of ODF Nepal by 2017. It is recommended that these centers should be point of entry to deliver selected training packages so that poor, dalit and uneducated people are included. Furthermore it will be an initiative to strengthen already existing permanent mechanism, which already has experience of promoting better sanitation.

6. STANDARDIZEOPERATION & MAINTENANCE (O&M)FUND

Although the program envisions for an O&M fund to be created containing the amount equal to 10 percent of construction cost, this is not uniformly followed. While most schemes do have a periodical contribution towards this fund, the deviation from the practice suggested by the program may have an effect on the sustainability of the water schemes.

RECOMMENDATION: The program should make a concerted effort to ensure that the guidelines regarding creation and upkeep of the O&M fund are strictly followed by all water schemes to minimize periods of when they are out of use and ensure their sustainability.

7. **THOROUGHLY CAPACITATE THE VWASHCC MEMBERS**

Program delivers the VWASH planning training to Service Providers (SP) and at the VDC level VWASH plan is developed and drafted with support from Service Providers (SP). This has impeded the capacity of VWASHCC to update the plan in writing. Though VDCs have updated the plan it was not found as a written document and therefore there was not clarity on the modifications made among VWASHCC members.

RECOMMENDATION: The VWASH planning training should be more focused towards the members of VWASHCC. It should be made mandatory that VWASHCC member should take the lead role to draft the document while SP should only facilitate the process.

8. **INCLUDE TRAINER'S EVALUATION IN TRAINING COMPLETION REPORT**

Except to few exceptions it was found that training report is submitted to DDCs or VDCs by the trainer. This report does not include an evaluation by training participants which might provide important feedback of trainers and his training delivery methods.

RECOMMENDATION: Revise the reporting format to include training evaluation and make provisions to strictly follow this format. A recommended format of training evaluation is annexed.

9. **ENSURE TRIGGERS ARE ALSO ACTIVE IN POST ODF PHASE**

Triggers may have thought their work was complete after ODF declaration and importance of the follow up was not clearly explained to them, importance and role in follow up after ODF. The low frequency of visits in the last three months is indicative of the community perception that achieving ODF is the final goal, thereby jeopardizing the sustainability of ODF status.

RECOMMENDATION: In subsequent phases of the program there is a need to explain the importance of activities following ODF declaration. One way of achieving this could be by conducting regular refreshers trainings and highlight the importance of continued engagement in order to ensure sustainability of ODF status.

10. **IMPROVE RECORD KEEPING OF COST RELATED TO TRAINING**

Information on cost related program delivery is only available with account office of the DDC. After a certain period of time these records become archived and are difficult to gain access to. Such data helps to improve the training design or delivery mechanism (by calculating the cost effectiveness of each training delivery modality) in the future and should be made easily available.

RECOMMENDATION: In addition to storage at account section of the DDC a copy of cost record of the training should be kept at WASH unit of DDC as well.

11. **CAPACITATE THE VDC ON PERIODICALLY REVIEWING AND UPDATING VWASH PLANS**

In all the VDCs VWASH plan has not been updated since it was made. This hinders the monitoring of the progress made in water schemes and other health and sanitation plans. The VDC staff and VWASHCC was not enough capacitated to update and analyze the data.

RECOMEDATION: Selected members of the VWASHCC and VDC office should be capacitate on data analysis and plan reviewing and updating.

ANNEX

ANNEX 1: TRAINING DELIVERY MONITORING/EVALUATION METHODS AND TOOLS

During training delivery the training could be monitored and evaluated at following levels.

Pre & Post Test

Pre test is done among the participants to assess the current level of knowledge, attitude and skill. Specific questionnaire in related to the curriculum should be developed. Same questionnaire should be used at the end of the training program to assess the level of improvement among participants in knowledge, attitude and skill.

Participatory Daily Monitoring

Training is usually monitored in a participatory manner by ensuring rightful participation of all participants. General objectives of the daily monitoring is to assess the relevancy of topic covered, effectiveness of presentation by the resource person/s, level of knowledge and understanding of the resource person on the topic, quality and adequacy of reading materials distributed, quality and adequacy of training materials used, effectiveness of training methods used, level of participation of participants, quality of logistics management and other general areas. Daily training monitoring could be done by using prescribed formats, role-play, mood charts, socio-gram, quiz contest and many other participatory methods. However, the appropriate variation in methods should be ensured to avoid monotony. Results of the daily monitoring should be timely used to make training program more effective.

Mid Term Evaluation

A mid-term evaluation, of moderately long duration of more than 15 days, could be very useful to make the training program more effective. Various evaluation methods could be used to conduct the mid-term training materials.

Learning Objective Test Format

Usually, training learning objectives is tested at the end of the training program to assess the overall change in knowledge, attitude and skill among the participants. Post test questionnaires are generally used to compare the level of change in knowledge, attitude and skill.

Final Evaluation of Format

At the end of the training, final evaluation is done to assess overall effectiveness of the training program. Following format could be used.

a. How much do you think you will be able to translate the training learning into

action?

0	1	2	3	4	5	6	7	8	9	10

Not at all   **Fully**

Why? Please substantiate your above response

b. Relevancy of the topics covered during the training in your work situation

0	1	2	3	4	5	6	7	8	9	10

Not at all   **Fully**

Why? Please substantiate your above response

c. List down five topics covered during the training that influenced you most

1.

2.

3.

4.

5.

Why do you think that these topics are most important to you?

d. List down five topics covered during the training that could not influenced you

1.

2.

3.

4.

5.

Why do you think that these topics were not important to you?

e. Effectiveness of the training methods used to delivered the training

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Not at all   **Most**

Why? Please substantiate your above response

f. Quality and quantity of reading materials distributed

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Not at all   **Fully**

Why? Please substantiate your above response

g Quality and quantity of training materials distributed and used

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Not at all   **Fully**

Why? Please substantiate your above response

h. Effectiveness of presentation style of trainer

0   1   2   3   4   5   6   7   8   9   10

| Not at all | | | | | | | | | | Most |

Why? Please substantiate your above response

i.

0   1   2   3   4   5   6   7   8   9   10

| Too Short | | | | | | | | | | Too long |

Why? Please substantiate your above response Duration of the training program

j. Quality of food and lodging

0   1   2   3   4   5   6   7   8   9   10

| Very bad | | | | | | | | | | Very good |

Why? Please substantiate your above response

k. Please list five strengths of this training program

    1.

    2.

3.

4.

5.

l. Please list five areas for improvements in next similar training

1.

2.

3.

4.

5.

ANNEX 2: STRUCTURED QUESTIONNAIRE FOR HOUSEHOLD SURVEY

TRAINING EFFECTIVENESS OF TRAINING EVENTS ORGANIZED BY EXECUTING PROGRAM DISTRICTS OF RWSSP-WN

STRUCTURED QUESTIONNAIRE FOR HOUSEHOLD SURVEY:

NAME AND CODE OF THE DISTRICT_____	____ ____
NAME AND CODE OF THE VDC_____	____ ____
WARD NUMBER_____	____ ____
HOUSEHOLD ID NUMBER_____	___ ___ ____
NAME OF THE RESPONDENT_____	
SEX OF THE RESPONDENT (MALE=1,FEMALE=2)_____	____ ____
HOW MANY PERSON LIVE IN THIS HOUSEHOLD_____	____ ____

INTERVIEW DETAILS		
DATE		
TIME STARTED		
TIME FINISHED		
INTERVIEWER	**SUPERVISOR**	**ENTERED BY**
NAME --------------------------------	NAME -----------------------------	NAME --------------------------

HOUSEHOLD INFORMATION

SN	NAME (Start from Head of the Household)	M/F Male=1 Female=2	AGE	HIGHEST LEVEL OF EDUCATION Illiterate=1 Literate=2 Primary level=3 Secondary level=4 Higher Secondary=5 Bachelor=6 Masters and above=7	OCCUPATION Agriculture=1 Salaried or Government=2 Small business=3 Waged labor=4 Foreign Employment=5 Others=98

SECTION I: GENERAL INFORMATION OF THE HOUSEHOLD:

Q.N	QUESTIONS	CODING CATEGORIES		SKIP
1.1	What is your ethnicity/caste WRITE CODE USING CODING SHEET	ETHNICITY	___ ___	
1.2	What type of stove does your household use mainly for cooking?	Open Fire Place ……………………..... Mud …………………………….. Improved Cook Stove …………………… Kerosene Stove ……………………….. Gas Stove ………………………………. Other …………………………………..... _____ (Specify)	1 2 3 4 5 98	
1.3	What type of fuel does your household mainly use for cooking?	ELECTRICITY ………………………… LPG ……………………………….. NATURAL GAS………………………… BIOGAS …………………………….. KEROSENE ………………………. COAL, LIGNITE………………………….. CHARCOAL ………………………… WOOD ……………………………….. STRAW/SHRUBS/GRASS ……………. AGRICULTURAL CROP …………..... ANIMAL DUNG ……………………….. NO FOOD COOKED IN HOUSEHOLD………………………….. OTHER _____ (SPECIFY)	1 2 3 4 5 6 7 8 9 10 11 95 96	
1.4	Main Material of the floor (RECORD OBSERVATION)	**NATURAL FLOOR** EARTH/MUD ……………………………. DUNG ……………………………….. **RUDIMENTARY FLOOR** WOOD PLANKS………………………. PALM/BAMBOO ………………………. **FINISHED FLOOR** PARQUET OR POLISHED WOOD …. VINYL OR ASPHALT STRIPS………. CERAMIC TILES………………………. CEMENT………………………………. CARPET ………………………………. 	11 12 21 22 31 32 33 34 35 96	

		OTHER _____			
		(SPECIFY)			
1.5	Main material of the roof? (RECORD OBSERVATION)	**NATURAL ROOFING**			
		NO ROOF ……………………………..		11	
		THATCH/STRAW ………………………		12	
		RUDIMENTARY ROOFING			
		RUSTIC MAT ………………………………		21	
		BAMBOO ………………………………..		22	
		WOOD PLANKS ………………………….		23	
		CARDBOARD ……………………………..		24	
		FINISHED ROOFING GALVANIZED SHEET ……………………………….		31	
		WOOD …………………………………..		32	
		ASBESTOS ……………………………….		33	
		CERAMIC TILES/SLATE ……………….		34	
		CEMENT………………………………….		35	
		ROOFING SHINGLES ………………….		36	
		OTHER _____		96	
		(SPECIFY)			

1.6	Does your Household have :		**Yes**	**No**	
		ELECTRICITY………………….	1	2	
		RADIO ………………………….	1	2	
		TELEVISION………………….	1	2	
		MOBILE TELEPHONE ………	1	2	
		NON-MOBILE TELEPHONE…	1	2	
		REFREGERATOR……………	1	2	
		TABLE ……………………….	1	2	
		CHAIR………………………….	1	2	
		BED……………………………	1	2	2
		SOFA ………………………….	1	2	2
		CUPBOARD………………….	1	2	
		COMPUTER………………….	1	2	
		CLOCK………………………….	1	2	
		FAN……………………………	1	2	
		DHIKI/JATO………………….	1	2	

1.7	Does any member of this household own:		YES	NO	
		WATCH………………………….	1	2	
		BYCCLE/RIKSHWA……………	1	2	
		MOTORYCLE/SCOOTER………	1	2	
		THREE WHEEL TEMPO……….	1	2	
		CAR/BUS/TRUCK……………….	1	2	

1.8	Does any member of this household own any agriculture land?	YES………………………………………….. NO……………………………………………..		1 2 ➤1.11	
1.9	How many Kattha/bighas/ropani of agriculture land do members of this	KATTHA	1	__ __ __	

	household owns?	BIGHAS	2	__ __ __	
		ROPANI	3	__ __ __	
		99 or more Bighas/Ropani	995		
		DON'T KNOW	998		
		NO LAND	999		
1.10	How much months in year does your HH have enough food to eat?	Less than 3 months……………………… 3 -6 months…………………………… 6-9 months……………………………. 9-12 months……………………………. Enough food for a year and sell remaining	1 2 3 4 5		
1.11	Does this household own any livestock, herds, other farm animals, or poultry?	YES………………………………………. NO………………………………………..	1 2	➤ 2.1	
1.12	How many of the following animals do this household own? IF NONE, ENTER '00'. IF MORE THAN 95, ENTER '95'. IF UNKNOWN, ENTER '98'. (ASK, WHAT IS THE MARKET PRICE FOR LIVESTOCK LISTED ABOVE)	BUFFALO COWS/BULLS/OXEN HORSES/DONKEYS/MULES GOATS SHEEP CHICKENS DUCKS PIGS YAKS		__ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __	

SECTION II: ACCESS TO SANITSTION FACILITIES & BEHAVIOUR CHANGE

Q.N.	QUESTIONS	CODING CATEGORIES		SKIP
2.1	Do any members of your household have participated in TBC trigger training?	YES………………………………………. NO……………………………………….	1 2	2.3
2.2	Who participated in the training?	Male…………………………………….. Female……………………………………	1 2	
2.3	Do any members of your HH have participated in TBC trigger events?	YES………………………………………. NO……………………………………….	1 2	2.5
2.4	Who generally participated in such events from your HH?	Male…………………………………….. Female……………………………	1 2	
2.5	Does your household use toilets?	YES………………………………………. NO……………………………………….	1 2	Q.2.1
2.6	What kind of toilet facility do members of your household usually use?	FLUSH OR POUR FLUSH TOILET………. FLUSH TO SEPTIC TANK………………… FLUSH TO PIT LATRINE…………………… FLUSH TO SOMEWHERE ELSE…………. FLUSH DON'T KNOW WHERE………….. ECOSAN……………………………………. **PIT LATRINE** WATER SEAL SINGLE PIT………………. WATER SEAL DOUBLE PIT……………….	11 12 13 14 15 16 21 22	

		PIT LATRINE CONNECTED TO BIOGAS.	23	
		PIT LATRINE WITHOUT SLAB………….	24	
		COMPOSTING TOILET……………………	25	
		BUCKET TOILET………………………….	26	
		NO FCILITY/BUSH/FIELD………………..	27	
2.7	How long has it been since you started using toilets?	Year of Construction ⎯⎯ ⎯⎯		
2.8	Who inspired you to built toilets?	Self…………………………………. TBC trigger………………………………. Natural leaders ……………………………… FCHV ……………………………………. Others………………………………….. ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯	1 2 3 4 98	
2.9	How did you build the toilet?	Self ………………………………. With Help Of Community People………… With Help Of Local Institution…………… By Hiring Mason…………………………. Others…………………………………. ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯	1 2 3 4 98	
2.10	What is the cost of toilet construction?	Labor Cost (Amount in NRs) ⎯⎯ ⎯⎯ ⎯⎯ ⎯⎯ Construction Material Cost ⎯⎯ ⎯⎯ ⎯⎯ ⎯⎯		
2.11	What is the funding source for construction of toilet?	Self………………………………. Incentive From Local NGO………………… Incentive From VDC/DDD…………………. Loan From Cooperative…………………… Others………………………………….. ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯	1 2 3 4 98	
2.12	Type of toilet	Individual……………………………… Common……………………………….. Community……………………………..	1 2 3	
2.13	What is the cause behind constructing a toilet for your household?	For Good Health……………………….. For Facility……………………………… Self Dignity…………………………… Cleanliness ………………………….. Because Of Social Pressure………………… Others………………………………….	1 2 3 4 5 98	
2.14	Do all the members of your household use the toilet facility?	YES……………………………………. NO……………………………………	1 ⎯⎯ 2	Q.2.16
2.15	Which members of your immediate family use this toilet? (Multiple choice answer)	Male Adults…………………………….. Female Adults…………………………… Male Children………………………… Female Children……………………….. Others………………………………….	1 2 3 4 98	
2.16	Do you have a hand washing facility placed near your toilet?	YES…………………………………… NO………………………………………	1 2	
2.17	What is the practice for disposal of child's faces in your household?	Drop Into The Toilet Facility……………….. Buried Into The Mud…………………….	1 2	

		Put into Trash ……………………………….	3	
		Thrown Outside Premises……………………	4	
		Throw Into The Water Way…………………	5	
		Near The Well………………………………	6	
		Throw Elsewhere …………………………	7	
		Other	98	
		_____		
2.18	What is the practice after fulfillment of the toilet (safety tank)?	Leave It As It Is ………………………… Construct New One ……………………… Clean It ………………………………… Others………………………………	1 2 3 98	
		_____		
2.19	Why you have not constructed toilet for your household?	Don't Think Necessary ……………………. Lack Of Knowledge………………………… Don't See Any Benefit ……………………. Due To High Cost…………………………. Unavailability Of Construction Material…… No Land For Construction………………… No Toilet From Forefathers………………… Others…………………………………..	1 2 3 4 5 6 7 98	
		_____		
2.20	Please mention all of the occasions when it is necessary to wash your hands? **(Multiple Choice Answer)**	Before Eating ……………………………… After eating ………………………………. Before Breast feeding or feeding a child …… Before Cooking or Preparing Food ………… After Defecation/Urination ………………… After Cleaning a Child That Has Defecated/Changing a Child's Nappy……… When My Hands Are Dirty ………………… After Cleaning the Toilet Or Potty ………… Don't Know………………………………… Others…………………………………..	1 2 3 4 5 6 7 8 9 98	
		_____		
2.21	Can you show me where members of your households most often wash your hands? **(Observe and write)**	Inside/Within 10 Paces Of Toilet Facility…… Inside/within 10 paces of the Kitchen/CookingPlace ……………………… Elsewhere in Home Or Yard ………………. Outside Yard ……………………………. No Specific Place ………………………… No Permission To See………………………	1 2 3 4 5	
2.22	Is water present at the specific place for hand washing?**(Observe and write)**	Water is Available…………………………. Water is Not Available………………………	1 2	
2.23	Is soap or detergent present at the place of hand washing? **(Observe and write)**	None ……………………………………….. Bar Soap…………………………………… Detergent (Powder/Liquid/Paste)………………………. Liquid Soap…………………………………	1 2 3 4	
2.24	How does your household manage	To The Kitchen Garden ……………………	1	

	waste water?	To Sewage System ………………………	2	
		By Covering ……………………………..	3	
		Leave Elsewhere ……………………………	4	
		Other ………………………………………..	98	
		_____		
2.25	Do members of your HH brush teeth?	Yes …………………………………………..	1	
		No…………………………………………..	2 → 2.27	
2.26	How often do members of your HH brush their tooth?	Twice Daily……………………………	1	
		Once Daily …………………………….	2	
		Once in a week………………………….	3	
		Never…………………………………….	4	
2.27	Could you remember the benefits of hand washing?	Yes …………………………………………..	1	
		No…………………………………………..	2 → 2.29	
2.28	If yes mention the benefits?	Prevent From Diarrhea ………………………	1	
		Feels Clean ……………………………….	2	
		Don't Know…………………………………….	3	
		Others ………………………………………..	98	
		_____		
2.29	Do you agree that it is necessary to treat your family's drinking water at home?	Totally Disagree ………………………….	1 → 2.31	
		Partially Disagree ……………………..	2	
		No Opinion …………………………….	3	
		Partially Agree ………………………..	4	
		Totally Agree …………………………….	5	
2.30	What treatment method do you usually use to make water safe to drink?	Boil ………………………………..	1	
		Add/Bleach/Chlorine/Piyush/Water Guard………………………………….	2	
		Strain Through A Cloth ……………………	3	
		Use Water Filter …………………………….	4	
		Solar Disinfection (SODIS) ……………….	5	
		Let It Stand And Settle …………………..	6	
		Others……………………………………..	98	
		_____		
2.31	In the past 3 months how many times did TBC triggers visit your household for inspection/awareness rising?	No of times ___ ___		
SECTION III GENDER EQUITY				
3.1	In your household who does the household chores? (Cooking foods, wash cloths, utensils/fetching water etc...)	Male…………………………………………….	1	
		Female…………………………………………..	2	
		Both-	3	
		Male/Female………………………………….		
		Do not Know………………………………….	4	
		Cannot Say…………………………………….	5	
3.2	In your household who makes the decisions related to participation in WUSC?	Male…………………………………………….	1	
		Female…………………………………………..	2	
		Both-	3	
		Male/Female………………………………….		
		Do not Know………………………………….	4	
		Cannot Say…………………………………….	5	

3.3	In your household who makes the decision related to participation in health and sanitation related events?	Male..	1	
		Female..	2	
		Both- Male/Female..	3	
		Do not Know...	4	
		Cannot Say...	5	
3.4	In your household who participates in social meetings?	Male..	1	
		Female..	2	
		Both- Male/Female..	3	
		Do not Know...	4	
		Cannot Say...	5	
3.5	Do you think females should not participate in social meetings? (Ask only to male respondent)	Yes……………………………………	1	
		No……………………………………	2	
3.6	Are any female members of your HH members of Water Users group/AmaSamuhetc?	Yes……………………………………	1	
		No…………………………………..	2	

SECTION IV ACCESS, OPERATION/ MAINTENANCE AND SUSTAINABILITY OF WATER SCHEMES

4.1	Does any member of your household have participated in pre or post construction trainings?	Yes ……………………………………...	1	
		No……………………………………	2 →4.3	
4.2	Who participated from your family?	Male ………………………………	1	
		Female………………………………	2	
4.3	What is the main source of drinking water for members of your household?	**PIPED WATER**		
		PIPED INTO DWELLING………………….	11	
		PIPED TO YARD/PLOT……………………	12	
		PUBLIC TAP/STAND ………………………	13	
		TUBE WELL OR BORE HOLE ……………	21	
		PROTECTED WELL ………………………	31	
		UNPROTECTED WELL ……………………	32	
		WATER FROM SPRING		
		PROTECTED SPRING ……………………	41	
		UNPROTECTED SPRING…………………	42	
		RAIN WATER………………………………	51	
		TANKER /TRUCK………………………….	61	
		SURFACE WATER(RIVER /DM/LAKEPOND/STREAM/CANAL/IRRIGATION CHHANEL)………………………	71	
		STONE TAP/DHARA ………………………..	81	
		BOTTLED WATER …………………………..	91	
		OTHERS	96	

4.4	Do you think that the water fetching time has reduced after the construction of new Water Scheme?	Yes ……………………………………..	1	
		No……………………………………	2	
		Don't know………………………………….	3 → 4.6	
4.5	Where do you use saved time from fetching water?	In children's cleanliness……………………	1	
		Study ……………………………………….	2	

		Income Generation Activities……………	3	
		Others …………………………………	98	
		_____		
4.6	Where did you get the information about availability of necessary construction material for toilet and drinking water scheme?	WUC committee member…………………	1	
		Shop owner ………………………………	2	
		Don't know………………………………	3	
		Others …………………………………	98	
		_____		
4.7	Did you find construction material for toilets/ water facility nearby your village?	Yes …………………………………….	1	
		No………………………………………	2	
		Don't know……………………………….	3	
4.8	Is there availability of trainedoperation and maintenance workers in your village to construct water schemes?	Yes …………………………………….	1	
		No………………………………………	2	
		Don't know……………………………	3	
4.9	Is there availability of trainedoperation and maintenance in your village to build water tank/boring/ tap etc?	Yes …………………………………….	1	
		No………………………………………	2	
		Don't know……………………………	3	
4.10	What is the name of the water scheme from where you fetch water?	Name of the scheme _____		
4.11	Do any members of your HH members of water users committee?	Yes …………………………………….	1	
		No………………………………………	2	
4.12	In last three months did water source to your need to maintain?	Yes …………………………………….	1	
		No………………………………………	2	
		Don't know…………………………….	3	
4.13	How often does your water tank/taps/boring need to be maintain?	Once in a month ………………………….	1	
		Once in 3 moths …………………………	2	
		3-6 moths………………………………	3	
		6- 12 moths …………………………….	4	
		Others………………………………….	98	
		_____		
4.14	In last three months for how many days did your water source stopped due to lack of proper maintenance?	No. of days _____ ____		
4.15	How fast it has been repaired?	No. of days _____ ____		
4.16	How you perceive the work of water users committee in the service delivery?	Very Good ……………………………	1	
		Good…………………………………….	2	
		Moderate ………………………………	3	
		Bad ……………………………………	4	
		Very Bad ………………………………	5	
4.17	Are you familiar with the procurement process of the water scheme?	Yes …………………………………….	1	
		No……………………………………	2	——4.19
4.18	Who did the procurement of the scheme?	Procurement Committee …………………….	1	
		VDC ……………………………………	2	
		DDC ……………………………………….	3	

		VWASHCC ……………………………………	4	
		Don't Know ……………………………………	5	
		Others…………………………………………..	98	
4.19	Do you know the cost of construction of your nearby water scheme?	Yes ………………………………………….. No……………………………………………..	1 2	4.21
4.20	If yes mention the total amount.	Amount in Rupees ___ ___ ___ ___ ___ ____ Don't know 998		
4.21	Do you fund for the operation and maintenance of water sources?	Yes ………………………………………….. No……………………………………………..	1 2	4.23
4.22	How much do your HH made financial contribution for the operation and maintenance in last 1 year?	Amount in Rupees ___ ____ ____ ____		
4.23	Does your HH contribute regularly?	Yes ………………………………………….. No……………………………………………..	1 2	
4.24	Do you know who is responsible to mobilize and manage the operation and maintenance fund?	Yes ………………………………………….. No……………………………………………..	1 2	4.26

4.25	If yes who?	Water user committee……………………… Elite of the community…………………….. VDC Secretary…………………………….. Others……………………………………….	1 2 3 98	
4.26	Is there tariff system in practice for drinking water?	Yes ………………………………………….. No……………………………………………..	1 2	4.28
4.27	How much do your family pay monthly?	Amount in Rupees ___ ____ ____ ____		
4.28	How much will you pay monthly if continuous water supply is guaranteed?	Amount in Rupees ___ ____ ____ ____		
SECTION V WASH PLANNING				
5.1	Does any member of your household have participated in WASH planning training?	Yes…………………………………….. No………………………………………..	1 2	5.3
5.2	Who participated from your family?	Male…………………………………….. Female…………………………………..	1 2	
5.3	Do you know about the VWASH planning?	Yes…………………………………….. No………………………………………..	1 2	6.1
5.4	Were any members of your household involved in VWASH planning?	Yes…………………………………….. No……………………………………….. Don't know……………………………………	1 2 3	
5.5	Before implementing VWASH	CHSAC formation ………………………….	1	

	planning what was done? (Multiple choice)	Household survey…………………………… 2 Social Mapping……………………………... 3 Need Identification and prioritization………. 4 Capacity Building…………………………… 5 Others ……………………………………. 98 _____	

5.6	Are you familiar with the recent priorities of VWASH planning in your VDC?	Yes…………………………………… 1 No………………………………….. 2	
5.7	Could you rank the recent needs and priorities of VWASH planning in your VDC? (rank the priorities highest to lowest)	Toilet Construction……………………… Drinking Water…………………………… WASH …………………………………… Other (specify)………………………… _____	
5.8	Do you think that the VWASH plan has captured actual needs and priorities of thecommunity?	Yes………………………………… 1 ——— 6.1▶ No…………………………………… 2 Don't know………………………………… 3	
5.9	If not what were the reasons? (Multiple choice answer)	Planning not appropriate…………………… 1 Community people were not helpful ……… 2 Lack of funding…………………………… 3 DDC decides about it ……………………. 4 Elite influence…………………………… 5 Influence of the politicians ………………. 6 Others 98 _____	

SECTION VI GENERAL OBSERVATION

SN			
शौचालयको सरसफाई कस्तो छ ?अवलोकनगर्नुहोस।			
6.1	चर्पिको वरिपरि दिसा देखिएका	छ………………………………… 1 छैन……………………………………… 2	
6.2	राम्रोसंग जडान गरिएको वाटर शिल	छ………………………………… 1 छैन……………………………………… 2	
6.3	सफाslab	छ………………………………… 1 छैन……………………………………… 2	
6.4	वरिपरि झिङ्गा र लामखुट्टे देखिएका	छ………………………………… 1 छैन……………………………………… 2	
6.5	दिसाधुन छुट्ट भाडा	छ………………………………… 1 छैन……………………………………… 2	
6.6	शौचालय सफागनै ब्रश	छ………………………………… 1 छैन……………………………………… 2	
6.7	शौचालय बाट नराम्रो गन्धआएका	छ………………………………… 1 छैन……………………………………… 2	
6.8	शौचालयमादिसा भरिएका	छ………………………………… 1 छैन……………………………………… 2	
6.9	केटा केटीहरुला प्रयोग गर्न सजिला	छ………………………………… 1 छैन……………………………………… 2	
6.10	भिन्नशाररिक क्षमाताभएकाब्यक्तिलाई प्रयोग गर्न	छ………………………………… 1 छैन……………………………………… 2	

	सजिला		
6.11	पानी राख्ने भाँडो भित्र लेउ जम्ने गरेका	छ.. छैन..	1 2
6.12	के पानी राख्ने भाँडो छोपेर राख्ने गरेका	छ.. छैन..	1 2
6.13	खाने पानीको भाँडा केटाकेटीहरुले भट्ने ठाँउमा	छ.. छैन..	1 2
6.14	घरायसीफोहरहरु काहाछयाक्ने गरेको छ ?अवलोकन गरेर चिन्हलगाउनु होस	छ.. छैन..	1 2
6.15	भाँडा माझ्ने ठाँउ washing platformव्यवस्थित	छ.. छैन..	1 2
6.16	भाँडा सुकाउने चाङdrying stand	छ.. छैन..	1 2

The END

Thanks for Your Time

Rural Water Supply and Sanitation Program – Western Nepal (RWSSP-WN)

Training Effectiveness Evaluation

Group Discussion and Focused Group Discussion
Topic Guide

BackgroundThe focus group discussion (FGDs) is expected to explore the community perceptions on effectiveness, relevancy and extent of training learning being translated into action at the community level. FGDis expected to capitalizeon communication between facilitator and user group interaction as part of the method in order to generateinformation required to evaluate the training effectiveness.

One group discussion with members of community based groups will be organized in each sample VDC. Two separate focused group discussions and one group discussion will be organized in each sample VDC. In total 12 FGDs and 6 group discussions will be organized.

- One exclusive group discussion members of VWASHCC, WUSC and CHASC will be organized in each VDC.
- Two exclusive FGDs at each district level with participants of WASH planning training and pre/port training will be organized.

Ethical Issues for FGD Facilitators

a. Introduce yourself and explain the purpose of this training effectiveness evaluation.
b. Seek groups' consent to start the group discussion in a logical sequence which should be guided by check list
C. Explaining other ethical issues (such as equal participation of all participants, no influence of few participants only, no interference while some one is speaking and speaking by turn or by raising hand etc,) before beginning the group discussion

छलफलका सहभागिहरुलाई पढेर सुनाउनुहोस

नमस्कार, मेरो नाम .... हो र म पश्चिम नेपाल ग्रामीण खानेपानी तथा सफाई कार्यक्रम पोखरा अन्तर्गत आयोजित बिभिन्न तालिमका प्रभावकारीता अध्ययन टोलिको सदश्यको रुपमा काम गर्दैछु । मध्य पश्चिम र पश्चिम नेपाल का बिभिन्न ९ जिल्लाका ५४ गा.बि.सहरुमा सरसफाई र खानेपानी कार्यक्रम संग सम्बन्धित बिभिन्न तालिमहरु संचालन गरिएका थिए । ति तालिम कार्यक्रमहरु मध्ये कुनै एकमा तँपाईहरु पनि सहभागि हुनु भएको नै छ । बिषेश गरि तालिम कार्यक्रमको प्रभावकारीता, तालिममा सिकेका सीपहरुको समुदायमा रुपान्तरण अनि तालिमको औचित्यहरुका बारेमा हामी छलफल गर्नेछौं । कृपया हामीले सोधेका सबै बिषयमा सवैले आफ्ना बिचार राख्नु होला । कुनै प्रश्नका उत्तर दिन असजिलो भएमा आफुले जाने सकेसम्मकोउत्तर दिने प्रयास गर्नु होला । तँपाईले दिनु भएका उत्तरहरु सबै गोप्य राखिने छन । यो छलफलको लागि लगभग एक धण्टा जतिलाग्छ होला ।

यस छलफलमा तँपाईको सहभागिता स्वेच्छिक हो र यस क्रममा कुनै पनि प्रश्नको उत्तर दिन तँपाईलाई मन नलागेमा कृपया भन्नु होला र हामी अर्को प्रश्न सोध्ने छौं । साथै तँपाईले यस छलफल लाई कुनै पनि बेला

रोक्न सक्नु हुनेछ तर यस छलफलको लागि तँपाईका बिचारहरु अतिनै महत्वपूर्ण हुने हुँदा यस छलफलमा तँपाईको पूर्ण सहभागिता हुनेछ भन्नेछ बिश्वास लिएका छौं ।

यस प्रक्रियाको बारेमा तँपाईलाई केही थप जान्नु छ भने अब मलाई प्रश्न सोध्न सक्नु हुन्छ ।

अब हामी छलफल सुरु गरौं त? त्यसो भए, छलफलको लागि तँपाईको स्विकृती स्वरुप यस सहमती पत्रमा हस्ताक्षर गरीदिनु होला (अथवा स्विकृती चिन्ह लगाउनु होला)

यस छलफलको बारेमा दिइएको मौखिक जानकारी मैले बुझेको छु । मैले के गर्नु पर्छ र मैले यस प्रक्रियामा भाग लिएमा के हुन्छ भन्ने पनि मलाई प्रस्ट छ । यस छलफलको बारेमा मलाई मनमा लागेका र नबुझेका कुराहरु सहजकर्ताले प्रस्ट पारीदिएका छन । कुनै कारणनै नदिइ यस छलफललाई बिचमा रोक्न सक्छु भन्ने कुरा मलाई थहा छ । यस छलफल प्रक्रियामा सहभागी हुन म तयार छु ।

मिती:   _____

न.पा ⁄ गा.बि.स: _____

जिल्ला:   _____

समूह छलफल सहजकर्ताको हस्ताक्षर: _____

(यस हस्ताक्षरले, सहजकर्ता उत्तरदाताको स्विकृतिको साक्षि भएको जनाउछ)

Check list for discussion:

Ideally there should be about 8-10 participants in each FGD and each FGD will take not more than one hour. FGD proceeding will be recorded with participants' consent. At the end of the FGD, the participants will be served with tea and snacks as appropriate. Those who have participated in FGD will not be interviewed for KII.

1. *Effectiveness of Training*

   a. Do you all remember which training did you participate? Name, venue, training organizer, facilitator (note down all information as given. In case of FGD with mixed group of participants try to make a table.

Name	Training Title	Venue	Organizer	Facilitator	Date

Do not press if they do not know the answer. Note available information only

b. How do you rate the effectiveness of training that you participated? Why do you think so? Please justify your response. -;du|df eGg' kbf{ tflnd s:tf] nfUof]< / lsg< o;f cfwf/x? s] s] x'g ;S5g\< k'li6 ug'{ xf]; ._

c. How was the delivery mechanism? Training method and quality of facilitator?

TBC Trigger Facilitator

1. *Trainees perception and Knowledge retention*
   i. Try to link with training content and ask what do they remember on training content. For example the Lead TBC Facilitator the participants are the local triggers and they are expected to know at least the five key factors of hygiene and sanitation. Check this.
   i. What hygiene and sanitation (refer to five different indicators) behavior did you change after training? How can we believe your statement? Please substantiate.
   ii. Relevancy of the idea of triggering?
   iii. How do you transfer knowledge into practice? What are the difficulties in doing so? How community people responds in TBC triggers?
   iv. Do you see any changes in the community after the training and events?
   v. How you evaluate the training modality and sufficiency of the training?

2. *Translating Training Learning into Action*

   a. Do you think you were able to translating the training learning into action?
   b. What did you translate? and how?
   c. Which factors helped you to translate the training learning into action? Training learning, local institutions, individuals etc
   d. Which factors impeded in the process of implementing the training learning? Training learning, local institutions, individuals etc
   e. What changes did you see in the community as a result of your intervention in translating the training learning into action?
   f. Do you think the changed in the community will sustain for longer period of time? What factors substantiate your statements?
   g. Do you have made any changes in the training manuals and materials according to the need of the local community and the people? (if yes what kind of changes elaborate with example? If not is the prepared manual efficient?)
   h. Does the training manual enough/ effective in addressing GESI issues?

3. *Recommendations for Future*
   a. What did you like most in the training program?

b. In your opinion, if the training is to be delivered in future what needs to be improved in your opinion? Training content, methodology, venue, time, facilitator, logistic, training approach, organizer etc?

c. What kind of support are you receiving from local as well as national and international agencies in translating the training learning into action?

d. Do you think of any additional attempts to further behaviour change at community level?

e. What capacity/support you think the communities require sustaining behavior change

Pre/ post construction trainees

1. *Trainee's perception and Knowledge retention*

   i. What skill did you learn to construct the drinking water scheme or toilet? How can we believe your statement? Please substantiate.

   ii. Does training help you enhance your knowledge? How, please substantiate.

   iii. Availability of the construction manual its sufficiency and usefulness?

   iv. What skill did you learn in repair and maintenance of drinking water scheme or toilet? How can we believe your statement? Please substantiate.

   v. How your knowledge is supportive for community people to construct/maintenance of their toilet, water supply etc?

   vi. How you perceive the quality and duration of the training?

2. *Translating Training Learning into Action*

   a. Do you think you were able to translating the training learning into action?

   b. What did you translate? and how?

   c. Which factors helped you to translate the training learning into action? Training learning, local institutions, individuals etc

   d. Which factors impeded in the process of implementing the training learning? Training learning, local institutions, individuals etc

   e. What changes did you see in the community as a result of your intervention in translating the training learning into action?

   f. Do you think the changed in the community will sustain for longer period of time? What factors substantiate your statements?

   g. Do you have made any changes in the training manuals and materials according to the need of the local community and the people? (if yes what kind of changes elaborate with example? If not is the prepared manual efficient?)

   h. Does the training manual enough/ effective in addressing GESI issues?

3. *Recommendations for Future*

   a. What did you like most in the training program?

b. In your opinion, if the training is to be delivered in future what needs to be improved in your opinion? Training content, methodology, venue, time, facilitator, logistic, training approach, organizer etc?

c. What kind of support are you receiving from local as well as national and international agencies in translating the training learning into action?

d. Do you think of any additional attempts to further behavior change at community level?

e. What capacity/support you think the communities require sustaining water supply and sanitation schemes?

WASH Planning

1. *Trainees perception and knowledge retention*

   i. When did you take the WASH planning training? What were the basic things you learn at the training? Do you remember who is facilitator?(from DDC, individual, Local NGO persons)
   Ask whether they were ware of the 15 step process of WASH planning.

   ii. Can you rate the effectiveness of training facilitator? What you like most in the training?

   iii. What planning skill did you improve? And what is your role in VWASH Plan? – developing plan, implementing plan, monitoring the implementation or assessing the impact. Who takes the lead?

   iv. Does sequential order of the planning implemented?

   v. Which is after planning implantation agency and implementation of priority ranking by DDC? Does this fulfill your priority?

   vi. Are you also member of VWASHCC?

   vii. Can you explain the role of VWASHCC?

2. *Translating Training Learning into Action*

   a. Do you think you were able to translating the training learning into action?

   b. What did you translate? and how?

   c. Which factors helped you to translate the training learning into action? Training learning, local institutions, individuals etc

   d. Which factors impeded in the process of implementing the training learning? Training learning, local institutions, individuals etc

   e. What changes did you see in the community as a result of your intervention in translating the training learning into action?

   f. Do you think the changed in the community will sustain for longer period of time? What factors substantiate your statements?

g. Do you have made any changes in the training manuals and materials according to the need of the local community and the people? (if yes what kind of changes elaborate with example? If not is the prepared manual efficient?)

h. Does the training manual enough/ effective in addressing GESI issues?

3. *Recommendations for Future*
   a. What did you like most in the training program?
   b. In your opinion, if the training is to be delivered in future what needs to be improved in your opinion? Training content, methodology, venue, time, facilitator, logistic, training approach, organizer etc?
   c. What kind of support are you receiving from local as well as national and international agencies in translating the training learning into action?
   d. Do you think of any additional attempts to further behavior change at community level?
   e. What capacity/support you think the communities require for proper WASH plan and their effective implementation?

KII Discussion Guide

The content of the check list for the TBC trigger, Pre/post training, VWASH planning is more or less similar to the FGD checklist prepared for them.

Checklist for WUSC member

KII OF WUSC members

1. Formation of the WUSC (when/ how/ who inspired etc)

Name of the respondent	District	WUC/VDC name	Position

2. Can you explain your role in the WUSC?
3. How often meeting of the committee held? Who is responsible to call the meeting? Ask about the regularity of the meeting? Ask about who sets the meeting agendas etc. your role in decision making and planning?
4. Do the priorities reflected in the WASH plan have been implemented according to the ranking order? If not why?
5. What is the procedure for the operation and maintenance of the water facilities?
6. Is there easy access to the masons for pre and post construction of the schemes? How often does it need to maintain?
7. Are the trainings efficient and effective in capacity building of the WUS members? If yes how? How you translated learning into action?

8. Which factors helped you to translate the training learning into action? Training learning, local institutions, individuals etc

9. Which factors impeded in the process of implementing the training learning? Training learning, local institutions, individuals etc

10. What changes did you see in the community as a result of your intervention in translating the training learning into action?

11. Do you think the changed in the community will sustain for longer period of time? What factors substantiate your statements? And also probe about the how water facility will sustain in future(do they have maintenance fund, tariff system , regular maintenance practice in use)

12. Do you have made any changes in the training manuals and materials according to the need of the local community and the people? (if yes what kind of changes elaborate with example? If not is the prepared manual efficient?)

13. Does the training manual enough/ effective in addressing GESI issues?

14. What is your recommendation for the betterment of the program in future?

KII of Stakeholders at District Level

1. What are the training programs being implemented under WASH sector in this district?

2. What is the training delivery mechanism in this district?

3. What is your impression on overall effectiveness of following training programs specifically on following training packages ?
    i.   TBC trigger
    ii. Pre and post construction
    iii. WASH plan

(Ask to only about the relevant training of the section that the interviewer represent)

4. Can you please explain the procedural process in delivering training programs? (who selects training participants, your role in selection and delivering the training)

5. In your opinion how the training helps in total behavior change, formation of WUS, preparing WASH plan, constructing and maintaining water schemes etc?

6. What is the extent of complying GESI issues in delivering training? – inclusive participants/resource persons, involvement of women and excluded people in planning and implementation of WASH programs? Availability of disaggregated data on training participants, resource persons etc

7. What is the turnover trend of trained trainers specifically the TBC facilitators? What could be the reasons? Does it have effect on training quality?

8. Which delivery modality do you think will be effective to focus in future? (about time duration, appropriateness of the place, involvement of the community people, their learning capacity etc)

9. In your opinion does the training participant serious in translating the training learning into action in your district? Can you substantiate this?

10. What kind of support are you receiving from local as well as national and international agencies in translating the training learning into action?
11. In your opinion, if the training is to be delivered in future what needs to be improved? (Training content, methodology, venue, time, facilitator, logistic, training approach, organizer etc)
12. Do you think of any additional attempts to further behavior change at community level?
13. What capacity/support you think the communities require for proper WASH plan and their effective implementation?

Discussion with RWSSP

1. This will cover the overall training modalities implemented.
2. Experience of the RWSSP team in training effectiveness
3. Flaws in your opinion
4. Future plans, modalities for the trainings
5. Learning from the past about refining training manuals

Section (A)

Basic information about event/training **(Information filled from MIS/Report from PSU)**

1. Name of District   :   4. Name of Training:

2. Training organizes in DDC/ VDC Level :

 3. No. of participants as per reported   :

   Male :   Female: Others: Socially disagreed

Questioner

Section B(Training Planning process at DDC level) : (need few doc. for verify)

Training proposal   : Yes / No

Training Report   : Yes / No

Training participants name / position   : Yes / No

Actual training duration in VDC/DDC   : from …… to …………

Training norms follow up or not while making financial proposal: Yes / No

(Check with training norms)

Section C: (After training delivered at DDC level)

 1. Training organizes in DDC/ VDC Level   :

 2. No. of participant's actual   (attendance)   :

 Male :   Female: Others:

3. Total actual Cost for this training (verify doc in DDC/WSUC/VDC) : ……. NPR (write total from the table)

Name of the training	Total no of days	Place of training	Human resource fee / day	total	Logistic cost	Rent	Total

4. Per pp cost as per actual …………………   Total cost / PP only

5. Deviation in the cost ………………… per training

ANNEX 4: GENERAL OBSERVATION OF VDC

DISTRICT			
NAME OF THE VDC			
Is VDC declared ODF free?	Yes		
	No		
Have you seen faces in open spaces?	Yes, describe in how many places?		
	No		
If yes where? (for example near the hh, in open spaces at specific place, in canal, river, lake, etc) Observe and write			
Institutional toilet facility (verify from teachers and community leaders)	Total schools in VDC		
	Schools having toilet facility		
General cleanliness status of the drinking water source (observe and write)			
General hygiene of the community people and behavior. (observe and write)			
Availability of the water at Tap / General Condition			
Cleanliness of water source			
Regularity of water from the source			

ANNEX 5: LIST OF THE PARTICIPANTS IN GROUP DISCUSSION

VDC NAME	FGD	TRAINING PARTICIPANTS
Chitrebhanjyang	TBC TRIGGER	Damantisara Thapa
		Sharmila Thapa
		Bhumaya Thapa
Ranipani	TBC TRIGGER	Roshani Bhujel
		Subhadra Devi Kumal
		Radha Devi Sharma
		Maya Devi Bhattarai
		Narmaya Sunar
		Kusum Chhetri
Kewarebhanjyang	TBC TRIGGER	Gau Bahadur Gurung
		Thakur Prasad Aryal
		Nand Bahadur Thapa
		Dhal Bahadur Thapa
		Ram chandra Adhikari
		Muna pangeni
		Pema Koirala
		Muna shahi
		Ganga Sahu
		Tara Sinjali
		Toplai Gurung
		Yam Kumari Dware
		Chetnath Lamsal
		Man Prasad Aryal
		Thagi Maya Gurung
		Renuka Thapa
Chitre	VWASHCC/ WUSC/CHSAC GD	Gun Bahadur Rana
		Bhamaya Thapa
		Arjun Thapa
		Khumlal Lamsal
		Babu Ram Thapa
		Dhan Bahadur Manandhar
		Bagdhan Rana
		Puna Bahadur Thapa
		Lekh Bahadur Thapa

		Bel Bahadur Mamandhar
		Yam Bahadur Salmi
		Tuk Narayan Mamandhar
Chitrebhanjyang	FGD, VWASHCC	Prem Thapa
		Shiva Thapa
		Yagya Raj Khanal
		Tuk Narayan Manandhar
		Bishnu Bahadur Moktan
		Kesh Bahadur Thapa
		Rim Bahadur Rana
		Sher Bahadur Thapa
		Bishnumaya Thapa
		kaman Thapa
		Harikala Manandhar
		Lal Bahadur Thapa
		Tul Bahadur Thapa
		Khim Thapa
		Tankanath Lamsal
		Tek Bahadur Thapa
Kewarebhanjyang	FGD, VWASHCC	Laxmikanta Regmi
		Chandra Prasad Regmi
		Sarswoti Kafle
		Ghan Bahadur Gurung
		Tulsi Raj Rijal
		Sitaram Koirala
		Ganesh Bahadur Rana
		Rita Dhungana
		Bhoj K. Ale
		yam Kumari Thapa
		Khusal Singh Sinjali
		Bhakat Bahadur Gurung

		Teklal Bhandari
		Purna Kumari Gurung
		Gita Regmi
		yam Bahadur Malla
		Prem Bahadur Chhetri
		Chin Bahadur Gurung
		Krit Bahadur Nepali
		Thakur Prasad Aryal
		Lok Bahadur Sahu
		Nandbir Thapa
		Megh Bahadur Dwari
		Yak lal BK
		Kamala Thapa
		Tulsi Raj Rijal
		Prem Bahadur Chhetri
		Chin Bahadur Gurung
		Prem Bahadur Aryal
		Yam Bahadur Malla
		Dhamlal Regmi
		Bhojmaya Thapa
		Shova devi Gurung
		Tej Bahadur Budhathoki
Keware	Sapuade WUSC, Keware	Sitaram Koirala
		Baleswor Gurung
		Purna B. Gurung
		karna B. Gurung
		Yagya lal BK
		Dhanmaya Gurung
		Lila Gurung
Kewarebhanjyang	Bankatta CHSAC, Keware	Bhim B. Gurung

		Gan B. Gurung
		Bhim Raj Gurung
Dhairing	Jukepani WUSC,Dhairing-5	Chitra B. KC
		Khim Raj Sharma
		Sher B. Limbu
		Dilli Ram Darji
		Chakrapani Paudel
		Rama Acharya
		Yam Kumari Sharma
		Laxmi Hamal Acharya
Dhairing	Bhusune Salyantar WUSC, Dhairing	Indra prasad Sharma
		Ramakanta Paudel
		Gopal Sharma
		Shivram Paudel
		Hari Prasad Acharya
		Kulpati Acharya
		Dhruba Acharya
		laxmi Sharma
		Dil Bahadur Darji
		Man Bahadur Darji
		Mane Darji
Bajung	VWASHCC, Bajung FGD	Bel B. KC
		Om B. Adhikari
		Tej B. Chhetri
		Man B. Adhikari
Dhairing	Trigger FGD	Indra Acharya
		Sita Acharya
		Sita Rijal
		Rama Acharya

		Dhanmaya Thapa
		Rom K .Acharya
		Maya Devi Sharma
		Nilkantha Acharya
Ranipani	TRIGGER FGD	Tilak Adhikari
		Dan B. Ale
		Maya Devi Bhattarai
		Tika Ram Parajuli
		Anil Maskey
Ranipani	Chakaude WUSC, Ranipani	Gyan Prasad Parajuli
		Ram Kanta Subedi
		Hira Devi Paudel
		Bal B. Kumal
		Keshav B. Gharti
		Gita Parajuli
		Indu Parajuli
Ranipani	VWASHCC, Chairman	Gunakar B. Sunar
Mahendrakot	Tarkeswor WUSC, Pattharkot	Madhu Singh
		Netra Bhattari
		Chintamani Ghimire
		Som Raj Gautam
		Ram P . Belbase
		Gagdish Dube
		Balram Bhusal
		Damabr B .Sharma
		Dadhi Ram Ghimire
		Surya P. Bhusal
		Gobinda P. Panthi
Mahendrakot	Birpur WUSC-6	Bina Ram Panthi
		Lata Neupane

		Ganga Bhusal
		Bishnu B. Bista
		Ishwari paudel
		Mitralal Bhusal
		Devi BK
		Shyam B. Ghartimagar
		Purna B. Kunwar
		Shov B. Pun
Mahendrkot	Basant WUSC, Basantpur	Devi Ram Regmi
		Sarswoti GC
		Sushila Bhattarai
		Krishna Shrestha
		Gyan B. Raymajhi
		Moti B. Thapa
		Tilak Ram Achrya
		Ruman Singh Rana
		Anila Kumar Ghimire
		Padam Prasad Belbase
		Bishnu Prasad Khanal
Mahendarakot	CHSAC, Chapela	Surendra B. Kumal
		Ranjeet Kumal
		Sarswoti Bhusal
		Sarwoti Gaire
		Git Gaire
		Janaki Banjade
		Gyanu Paudel
		Suntali Ghimire
		Maya Khanal

		Ima Pun
		Mina Khanal
		Bishnu Prasad paudel
		Birendra Mishr a
		Deviram Gurung
		Netra Prasad Bhattarai
		Dan B. Magar
		Bishnu Prasad Khanal
		Babaita Kandel
		Surya Prasad Bhusal
		Gobinda Prasad Panthi
Mahendrakot	VWASHCC, FGD	Gagdish Prasad Dube
Sisawa	Seto Gurans WUSC, Siswa Group Discussion	Abdul Kasim
		Dasi Raja
		Farid Ahmed
		Mainawati Pasi
		Dasi Raja
		mangala Nau
		Kishor Kurmi
		Mansa Ram kurmi
		Muktinath Giri
		Sambhu Prasad Pasi
		Fakir Mohammad Musalman
		Abdul Kasim
		Bijay Kumar Chaudhari
	VWASHCC,Sisawa	Gomatai Prasad Pasi
Sisawa	FGD	Punita Dube

ANNEX 6: LIST OF PARTICIPANTS OF KII

Name	Position	District
Rubika Shrestha	WASH Advisor	Parbat
Anita Kumari Shah	LTBCF	Parbat
Ram chandra Giri	LTBCF	Parbat
Prakash Lamsal	LTBCF	Parbat
Uday Bahadur Parajuli	Planning Officer	Parbat
Yubraj Marasini	LTBCF	Parbat
Milan Prakash Situala	Local Development Officer	Syangja
Eknarayan Sapkota	AACDC	Syangja
Rukum Dutta Sharma	Ask Nepal	Syangja
Hari Prasad Dhakal	Ask Nepal	Syangja
Amrit Shrestha	District Technical Officer	Syangja
Ramesh Dhital	WASH Advisor	Syangja
Dol Raj Adhikari	WASH Unit	Syangja
Narayan Singh Sigdel	VDC Secretary	Syangja
Ghanshyam Bhandari	Office Assistant, Chitre VDC	Syangja
Uttam lamichhane	program officer NESDO, Parbat	Parbat
Dilli Lamichhane	Executive Director,	Parabt
Ganesh B. Chhetri	Executive Director, CDRF	Parbat
Ram Prasad Pandey	Local Development Officer	Kapilbastu
Sashi Bhusan Thakur	WASH Advisor	Kapilbastu
Dinesh Thapa	Account officer	Kapilabastu