QIS Quality Review

Review of the implementation of the Qualitative Information System

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brac

in association with IRC

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Abbreviations

BMGF	Bill and Melinda Gates Foundation
DFID	Department for International Development
DGIS	Directorate-General for International Cooperation
EKN	Embassy of the Kingdom of the Netherlands
FO	Field Organiser
HH	Household
JFO	Junior Field Organiser
MIS	Management Information System
NP	Non-poor
P	Poor
PA	Programme Assistant
PPT	PowerPoint Presentation
QC	Quality Controller
QIS	Qualitative Information System
RSC	Rural Sanitation Centre
UP	Ultra-poor
VWC	Village WASH Committee

1 Mission summary

Purpose of the mission:

On request of BRAC WASH a mission was undertaken to:

- Determine if the QIS is as planned;
- Evaluate the methodological quality of implementation;
- Compare the reliability of data collected in the sample survey with the data collected by monitoring at community level.

Deliverables:

The following outputs have been delivered:

- A list of findings on scientific rigour, developmental use and internal capacity building;
- Two short films, on seating and sampling aspects respectively;
- A draft PowerPoint Presentation (PPT) on the mission's findings, conclusions and agreed follow up;
- A mission report.

Follow-up actions:

IRC

- Compare the monitoring outcome data from the sample study and monitoring at community level (by mid-March);
- Finalize the PPT and mission report (by mid-March);
- Prepare a video presentation on quality assurance for the Programme Review Meeting (by early April);
- Be ready to answer any questions from the meeting on Skype or otherwise.

BRAC

- Adjust sample procedure and seating standards for even better equity;
- Adjust score on who uses latrine in case the household has no elderly people or infants;
- Add to ask lady of the house to summarize strengths and areas for action at end of household (HH) visit;
- Quality Control (QC) staff to improve Programme Assistant (PA) training style;
- Develop and test pictorial scales;
- Strengthen training of PAs on probing techniques;
- Develop and test QIS scores 'calendar' for schools.

2 Introduction

BRAC WASH II is the follow-up phase to WASH I. It was recently complemented by WASH III. Together, WASH II and III have a target population of more than 66 million people. The programmes aim for sustained and measurable improvement of personal/family hygiene, sanitation and water safety at a large scale. Behaviour changes take both time and reinforcement to become habits. They also do not move at the same speed everywhere. Hence monitoring is important to evaluate progress, adjust programme management where needed and account for programme outcomes to the supporting agencies.

Monitoring focuses on sustainably improved specific practices, notably hand washing with soap after defecation, the continued hygienic use and maintenance of latrines, the use of safe water sources, keeping drinking water safe from source to mouth, and safe school sanitation and hygiene practices. A second area for performance monitoring is the functioning of local organizations: village and school WASH committees, student WASH brigades and Rural Sanitation Centres. Programme inputs come from some 8,000 programme workers, the majority of whom are field-based. The BRAC WASH programme is jointly funded by the Embassy of the Kingdom of The Netherlands (EKN/DGIS), the Bill and Melinda Gates Foundation (BMGF) and DFID, as follows:

DGIS (contribution EKN/DGIS €25 million):

- Targeting 2 million people (sanitation), 4.2 million people (hygiene), and 0.5 million (water safety) in 20 upazilas (new and hard to reach);
- Ensuring sustainable access to sanitation of 25.9 million people and safe hygiene behaviour of 38.8 million people in 152 upazilas (BRAC WASH I).

BMGF (contribution BMGF US$ 11 – 17 million):

- Targeting an estimated 8.9 million HH in 152 + 5 upazilas;
- Specific focus on sanitation and composting business.

More recently DFID also joined the programme (WASH III), increasing the population covered to more than 66 million people.

The participants - DGIS, BMGF, DFID, BRAC, and IRC have agreed to treat the WASH II/III programme as one single project as much as possible, with a single monitoring system. The performance monitoring, known as QIS or Qualitative Information System, complements BRAC's existing input and output monitoring system known as MIS or Management Information System.

The QIS consists of a series of 15 scales for 15 gender and poverty specific performance variables or parameters. Three scales measure organizational performance of the Village WASH Committees (VWC). Seven scales measure household performance stimulated by the combined actions of programme staff and VWC members. Three scales are on water use and excreta management and four on sanitation and hygiene behaviours. School WASH is measured through four scales, while the 15th scale covers the services of rural sanitation centres (Table 1).

Originally the QIS instrument was developed as a combined monitoring tool for (i) data collection to account for the investment results over time and (ii) promotion and community learning of what is going well (and so inputs can here be reduced) and what is going less well (and so requires more focus). Due to the insistence on an independent survey (that is done by other BRAC staff than the BRAC WASH staff) these functions have been divided: data collection by representative sample, promotion by community sampling.

Table 1: BRAC WASH outcome indicators monitored through QIS

Service	Indicator	Method & Participants
Safe Water Supply	Functional and Protected tube well with hand pump free from arsenic contamination	Observation with village WASH Committee
	Safe Water Source in home	Demonstration by/ observation with adult female household member
	Drinking water management in home	
Safe excreta management and hygiene	Quality of toilet facility	
	Hand washing provisions at toilet	
	Use of toilet by household member	Probing of adult female household member
	Consistent use of toilet	
	End disposal when pit is full	
Management	Functioning of WASH Committee	Discussion and observation of documents with WASH committee
	Gender inclusive management	
WASH in Schools	Sanitary and hygienic toilets for girls & boys	Observation, verification with student
	Functioning Student Brigade	Discussion and observation of documents with student
	Menstrual hygiene management	Observation probing with female student (separate)
	Functioning school WASH committee	Discussion and observation of documents with committee
Private sector	Functioning Sanitation enterprise	Discussion and observation of documents with entrepreneur

All scales are programme-specific. They have been formulated in a workshop of BRAC WASH programme staff from head office and 20 regional offices and two specialists from IRC in January 2012. Each scale constitutes a development ladder going from zero ("The condition or behaviour is not measurably present") to the ideal ("All four defined criteria of an ideal condition or practice are measurably present"). After having been field tested twice, the QIS was adopted project-wide at the end of 2012. It is implemented in two forms for two functions:

- In an independent sample study, i.e. data collected in a programme-wide scientifically drawn sample by BRAC's Quality Control (QC) staff, who work independently from the WASH programme, and female Field Organisers/Junior Field Organisers/Programme Assistants.
- Programme-wide as part of implementation, to enable staff and VWCs to measure progress and use the information to adjust their work.

The mission was conducted at the end of the first sample study in WASH III and during WASH II programme implementation. The focus has been on monitoring of households and VWCs.

Mission objectives

The overarching goal of the mission was to evaluate the implementation of the two forms of the QIS: determine if the QIS is implemented as planned (viz. implementation guidelines and training). Specific objectives were to:

- Evaluate the methodological quality of the implementation (scientific rigour of data collection, entry and transfer);
- Compare the reliability of the data collection methods of the sample survey and the monitoring at community level;
- Review the findings of the mission with BRAC and agree on follow-up.

Approach and methodology

The objectives of the mission were addressed through the following approaches and methods:

- One day meeting with the QCs in Dhaka, using semi-structured small group interviews with four groups of nine participants on:
    - ✓ how they implement QIS, describing the procedure in chronological order;
    - ✓ what aspects/ issues they note in observations and interviews;
    - ✓ which scales are hardest to get reliable information on and what is done about this;

- ✓ how they address process and development challenges, e.g. men close up to women, poor household discouragement by low scores on (almost) all factors. (Annex I contains the list of participants).

- A three day field visit to two sample locations in the WASH III area: one VWC (244 HHs, of which 55 or 23% ultra-poor (UP), 62 or 25% poor (P), and 127 or 52% non-poor (NP)) in the village of Chandanpur in upazila Monohordi and one VWC (216 HHs, of which 46 or 21% UP, 52 or 24% P and 115 or 53% NP) in the village of Chaktatardi, also in upazila Monohordi;

- Carrying out of:

  - ✓ observation of QIS sampling and scoring implementation with VWCs;

  - ✓ observation of QIS scoring with ultra-poor, poor and non-poor households;

  - ✓ observation of data entry and transfer by smart phone;

  - ✓ discussion of observations on methodological, developmental and staff capacity building aspects in a joint meeting with QCs, PAs and BRAC sub-district managers for WASH.

- A three day field visit on the use of QIS to monitor development during programme implementation in upazila Sylhet, with:

  - ✓ A review meeting at upazila level with PAs, field organiser (FO)/junior field organisers (JFOs) and BRAC WASH management;

  - ✓ Field visit to a remote area;

  - ✓ Visits to two ultra-poor households and a cluster meeting of adolescent girls;

  - ✓ Visit to a school where QIS was implemented in January 2014.

- A half-day debriefing and review meeting with senior staff and management of WASH and QC at head office.

Because the prime objective of the first field visit was to evaluate the quality (“rigour”) of the QIS implementation in the sample study, it was carried out as independently as possible from the BRAC WASH programme management. Mr. Rafiq, a Senior Regional Manager who had no specific knowledge or earlier exposure to QIS implementation, came along as translator.

The second field visit on implementing QIS as part of regular programme implementation was carried out together with the Senior Sector Specialist, Ms. Mahjabeen Ahmed and Mr. Moazzem Hossain, Senior Manager, Monitoring and Quality Control Unit. Here, the prime objective was to assess the capacity building of the PAs for monitoring at community level through QIS. So far 240 of the 5,000 PAs have been trained.

3 Findings on QIS in the sample study

The findings on QIS implementation in the sample study in terms of scientific quality, people's development and equity and internal capacity development are given in the sections below.

Scientific quality ('rigour')

Is the information valid? A first requirement is to determine if the data actually measure the identified concepts or that some conceptual misinterpretation can cause systematic bias. Two cases of possible bias that were avoided related to the socio-economic status of the households and the cleanliness of the toilets:

- Determination of wealth category (UP, P and NP). Because questions on income or wealth are sensitive, questionnaire surveys generally use observable indicators to label households ultra-poor (UP), poor (P) and non-poor (NP). In the QIS, the labelling of HHs is done with the VWC, using their local knowledge and BRAC's criteria (Table 2). Observation during the HH visits showed that this system gives truer data on socio-economic status than when only outsiders determine the household's status.

- Example: One of the NP households in Chaktatardi lived in a tiny mud house and had also no other external indications of a higher status, such as style of dress and gold ornaments of the women. Yet the VWC meeting agreed that the HH was NP due to their agricultural productivity and income.

Table 2 BRAC's criteria for classifying HHs as UP, P or NP

Ultra-Poor	Poor	Non-Poor
Any of the following criteria:		
• Landless	• 10–100 decimal land	• HH does not fall in UP or P category
• Homeless	• Manual labourer	
• Day labourer		
• < 10 decimal of farmland		
• No fixed source of income		
• Female, disabled or elderly (65+)		

- Scoring of toilet hygiene. In rural areas the presence of some kind of dirt such as mud is quite common. Hence data collectors should avoid scoring such latrines as "unhygienic". This is because mud is not a health risk. Only contamination by human

faeces forms a risk in faecal oral disease transmission. It was observed that QCs scored only latrines with exposed faeces or faecal traces as unhygienic.

Is the information reliable? A second methodological issue is to determine if the collected data is reliable and is not distorted by interventions from others and/or social norms on ideal influence.

Information on sanitation and hygiene behaviour is, for example, often unreliable when households have already been exposed to hygiene promotion. The reported or demonstrated behaviour is then influenced by their knowledge of the ideal and does not give the true picture. E.g. households clean the toilet when they expect a visit, or they report that all household members always use the toilet when in reality they don't.

The following observed procedures cannot guarantee 100% reliable data, but observations indicate a considerable contribution to reliable data:

- HH sampling is done with the VWC meeting, selecting 24 households in 3 groups of 8 (8 UP, 8 P and 8 NP). Selection is through blind drawing of 3x8 HH numbers and identifying the household heads' names.
- Visits start immediately after drawing. Chances of interference are therefore low. It remains possible that some households get forewarned to clean latrines and place soap, but no signs of this were seen during the household observation, e.g. all soap cakes observed were well-used.
- The use of objectively observable indicators for most of the QIS parameters makes for higher reliability of data on water source, water management and latrine status than asking reported behaviours.
- For cultural acceptability the female PA first goes to the water source and inside the house with the lady of the house and also to the toilet. This makes subsequent questioning and probing more relaxed, increasing the likelihood of reliable data.
- Data on who uses the latrine when, and on pit emptying habits or plans cannot be collected by observation, as this would require long-term observation. The QIS team therefore ask questions, but were observed to use several probing techniques which sometimes resulted in correction of scores and so more reliable data:
    - ✓ the interviewers mentioned occasions of and reasons for non-use for the different members and times to facilitate truthful replies;
    - ✓ they cross-checked replies with neighbours or children (interviews are done outside and others gather around);
    - ✓ they cross-checked replies with observations such as infant faeces in the yard or open waste pit.
- Attempts, especially from male bystanders to influence replies or take over the interview, were observed to be stopped effectively.

Is the instrument equally valid for all locations? One possible difference was identified for the scale on when latrines are used (day/night, dry/rainy season and during emergencies). Here the top score (A) goes to households that overcome emergencies and serious impediments – floods, cyclones, and heavy rains. Although all are impediments to latrine use, cyclones and floods may make it harder to achieve the top level than heavy rain (storms). This is especially so when households have to leave their homes. The latter

situation is not recorded in QIS, but it may be possible to check if it has occurred in any of the sample locations during the monitoring period and see if this may have led to some bias and at which scale.

Is the information complete and entered correctly? The teams used double data entry, entering the agreed scores for the seven household parameters from their notes into the smart phone, with one team member entering and the other checking the entry before uploading the data. A scan of a unique barcode for each household is linked to the data sheet to avoid double entry and allows for identification.

Is information control possible and practised? The team notes the address and mobile phone number next to the barcode, so that it is possible afterwards to fill gaps or make cross-checks if needed. All data entered into the database have been checked for completeness and internal consistency.

Development and equity

Besides collecting trustworthy information on performance QIS is also designed to contribute to people's development and equity by using participatory methods and giving the participants instant feedback on the outcomes. In social surveys, questionnaire data are entered and analysed at a different level and time rather than together with the households, and there is no feedback on outcomes to households either during or after the interviews.

The following observations on development and equity aspects of the sample study were made during the field visit:

- Participation

Because QIS with the HHs is used as a substitute for a questionnaire there is no direct interaction with bystanders. However, the latter always gathered, and when asked, bystanders knew that the monitoring was about the scores of the household on ladders of water and toilet use and hygienic practices.

- Seating arrangements

Physical arrangements were observed to contribute to empowerment, but some further improvement is possible:

  - ✓ In HH sessions, mats were no longer spread. Participants either stood or were seated on chairs or stools as depicted in Figure 1. Only in the 4th setting (2 chairs or stools) were the participants observed to be in an equal position and to feel comfortable. E.g. when a respondent sat on a chair and the interviewing QC stood, the former got off the chair and squatted on the ground instead.

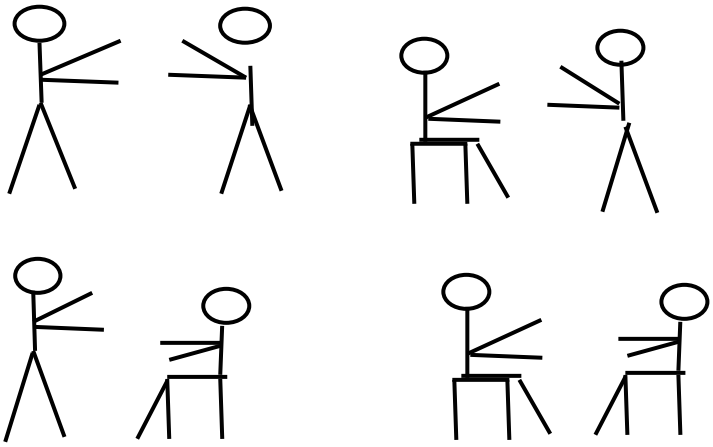

Figure 1 Seating arrangements during household visits

- HH sampling procedure
    - ✓ Although male and female VWC members both get to draw HHs, the system of letting the men draw the UP, the women the P and then the men again the NP implies that male members are more involved than female members;
    - ✓ After drawing the HH sample numbers, female members were more equally involved because VWC functionaries did the identification and/or noted the names of the male HH heads, and both male and female VWC members helped in identifying the locations of the HHs;
    - ✓ A system of continuous circulation of the draw was tested and filmed in the second VWC session. All agreed that this system was more equitable. The film is under edit for use in training;
    - ✓ After the VWC session the QC takes the village social map.

- Introduction and explanation of QIS
    - ✓ Before starting the session QIS staff explained the purpose of the visit;
    - ✓ They also explained the scale (“ladder”) system.

Participation in observation and scoring

- ✓ Observations were done together with the lady of the house;
- ✓ The obtained scores were explained and agreed on;
- ✓ Husbands or males were involved when the lady did not know the situation, e.g. on pit emptying, or place of defecation by husband when away from home;
- ✓ When the participant(s) disagreed, there was a discussion
  <u>Examples:</u>

  Both VWCs had obtained the top score, but this was after 7 months. They were explained that for the top score they would need to sustain their good practices for another five months as the performance criterion was one year.

  At household level households without infants or elderly could not get the top score for latrine use even when all use it, because there were no

infants/old people in the family. The households concerned found this hard to accept. The solution found and practised was to explain to them that in their case score B equalled A (= the top score).

- Wider learning
  - ✓ Other adults, mostly women but also some men, and children gathered around;
  - ✓ Scores got also commented on by bystanders;
  - ✓ Occasionally solutions were discussed/information given, e.g. on composting of excreta;
  - ✓ After explanations children went sometimes back to look at the situation discussed;
  - ✓ When asked, bystanders mentioned that they understood the “climbing the ladder” approach.

Internal capacity building

Because of the high cost of central training, the training approach taken was to give intensive QIS training to the independent QC staff at central level, followed by hands-on capacity building. PAs received orientation training for one day in the WASH field office and one day in the field. Thereupon QCs strengthened their capacity during implementation. Observations on the internal capacity building were as follows:

- QCs led the VWC sessions, PAs were involved in a support capacity;
- While QCs alternated HH interviews with PAs, they had problems to refrain from frequent interruptions and even from taking over the interviews. A short film has been made and will be edited for training purposes;
- QCs trained PAs on the use of the smart phones. This was done very equally. QCs let PAs take turns in entering the data in the smart phones and submitting the data while given explanations.

4 Lessons on QIS in WASH programme implementation

In the second week a visit was paid to a WASH II area. Here trained PAs implemented the QIS as an internal monitoring and learning tool. The WASH programme employs some 5,000 female PAs, of which 240 have received a 1.5 days QIS orientation (1 day in class and 0.5 day practice). Methods used to learn about the quality were the following:

- A meeting with five Pas, their supervisor and district and regional WASH manager;
- Group discussion on two draft pictorial scales during the meeting;
- Review of the current MIS recording system by PAs;
- Observation of QIS scoring of PAs with UP, P and NP households;
- Visit to one high school. Meeting with head master, chair of school WASH committee and one female teacher, observations in girls and boys toilets. Students were not available (the visit was during school hours and just before the school exam).

Discussion and observations gave the following insights:

- The ladder principle is liked by PAs, villagers and schools alike;

- PAs find the written form of the scales difficult;
- Households and VWCs also find written scales difficult to understand;
- PAs do not build a routine because they do not continuously practise the QIS in the way QCs and PAs do in the sample study;
- Because training on written scales takes up a lot of time, PAs do not practise enough probing and were observed not to use probing in the field;
- The PAs current MIS output recording of the households can quite easily be combined with recording QIS scores;
- A simple analysis using percentage bar diagrams can give PAs and upazila management a quick overview of how well the programme is doing in terms of outputs and outcomes;
- The same analysis can show PAs and upazila management at their review meeting the locations, households and indicators where results are above and below benchmark;
- The school proposed that each school gets a poster of the scales, in which it can record the year and the scores and use it as a guide and reminder for improvements.

5 Conclusions

Scientific quality or rigour of QIS

- The measures for ensuring rigour (validity, reliability) as well as completeness and correctness of data entry are the same as used for conventional questionnaire surveys. Staff were observed to apply them consistently and appropriately.
- Because VWCs classify and triangulate (i.e. correct by discussion in plenary) the classification of the sample HHs as ultra-poor, poor and non-poor, the poverty-segregated data may have a higher validity than when externally set standard criteria are used.
- The only scale with scores that could be influenced by regional differences is the scale on when the latrines are used, as sample locations may differ in the degree to which they are affected by heavy rains, storms and floods. At present sample sites have not been checked on the occurrence and seriousness of this potentially disturbing factor in the top score.
- Regular PAs are not yet up to collect sample study data.

Development and equity aspects

- Monitoring staff clearly explain the scales and involve VWCs and HHs in understanding and agreeing on their scores and knowing the steps to improve. In this way QIS is not only accountable to BRAC management and donors, but also empowers households and community.
- The procedure adopted to draw the stratified household samples (UP, P and NP) in the VWC meeting – the side of the men draws first, then the side of the women and then again the men– automatically means an imbalance in gender equity.
- In the HHs the ladies of the house were seen to be effectively involved, with staff stopping external interventions especially from men unless they were relevant.

- Physical arrangements in HH interviews were not always comfortable and equal for interviewer and interviewee (i.e. no sitting, or not sitting at equal level).

Internal capacity building for PAs

- Involving female PAs and building their capacity on systematic observation and quality interviews, data entry and data transfer is crucial for reliable and culturally appropriate data collection.
- PAs led the structured observations, but some male QCs took over the interviews from the PAs that they were supposed to train on the job.
- There was no gender and status conflict over sharing the smart phones between QCs (men with a higher staff status) and PAs (women with a lower staff status). QCs explained PAs how to enter and upload the data and encouraged PAs to carry out the full process themselves.
- A pictorial scales system will make the QIS more suitable for participatory monitoring of progress in programme implementation.
- Regular PAs especially need better training on probing of reported behaviour.

Deliverables

The mission has resulted in the following deliverables:

- A list of findings on scientific rigour, developmental use and internal capacity for review during the debriefing at BRAC WASH;
- Two short films, on seating and sampling procedures, for greater equity;
- A draft PPT on the mission's findings, conclusions and agreed follow up;
- A mission report.

Follow-up

IRC

- Finalize the PPT and mission report (by mid-March);
- Prepare a video presentation on quality assurance for the Programme Review Meeting (by early April);
- Be ready to answer any questions from the meeting on Skype or otherwise;
- Assist BRAC to develop an integrated MIS/QIS scoring and analysis system for regular PAs.

BRAC (see also Annex II)

- Insert a few further improvements in the QIS Guidelines (HH sampling process, equitable seating, B=A score for HH without infant/elderly, summary of strengths and weaknesses by HH participant at end of interview);
- Develop and test pictorial scales together with BRAC's communication division;
- Improve PA training (pictorial scales, practising probing);
- Instruction for PAs to address male support for water collection during droughts;
- Develop an integrated MIS/QIS scoring and analysis system for regular PAs.

6 Annex I Participants of small group interviews/ discussions

A. QC (WASH) INTERVIEWS IN DHAKA

Name	M/F	Branch
GROUP I		
MatilalMallik	M	Chandpur
Abdul Quddus	M	Jirnaidah
Asaduzzaman	M	Chittagong
Mamunur Rashid	M	Dhaka
Kamrul Islam	M	Cox's Bazar
Shahasan Ali	M	Modhukhali
Abdul Momin	M	Kushtia
Milon Biswas	M	Kushtia
Shohidur Rahman	M	Netrokona
GROUP II		
Alauddin	M	Sylhet
Rofequl Islam	M	Joypurhat
Shah Alam	M	Habigonj
Nazrul Islam	M	Barisal
Amirul Islam	M	Paluakhali
Hafizur Rahman	M	Faridpur
Sonjay Kumar Mondal	M	Jessoor
Maynul Islam	M	Raisham
Kamruzzaman	M	Monirampur
GROUP III		
ShaliMdMahibub Marshal	M	Lahmoninhat
Mimuddin	M	Bagba
M.A. Hamanmiah	M	Bagba
Mostafizur Rahman	M	Rangpur
Habibur Rahman	M	Lahmoninhat
EnamulHoque	M	Dinajpur
Abdul Sattar	M	Naogaon
Abdul Bari	M	Khulna
Shahidul Islam	M	Kotalidara
GROUP IV		
Ershad Hossain	M	Moulvibazar
Murad Hossain	M	Sylhet
Shariful Islam	M	Comilla
AhbuKawsarAminul Ahsan	M	Netrakona
Ranjan Banerjee	M	Bagerhat

AmanUllah	M	Feni
Ataur Rahman	M	Sherpur
Amit Kumar Qolder	M	Nilpharmazi

B. PA/(J)PO DEBRIEFING MEETING ON QIS OBSERVATIONS, WASH III

Name	M/F	Function
Shefali Akhter	F	SUM(WASH)
NasimaKhatun	F	FO (WASH)
Halima	F	PA (WASH)
Asia Akter	F	PA (WASH)
Mijanur Rahman	M	PO (WASH)
Saiful Islam	M	PO (WASH)
Abdul Halim	M	QC (WASH)
JohurulAlam	M	QC (WASH)
Harunar-Rashid	M	QC (WASH)
Prodid Kumar Sarker	M	PO (WASH)
Jahangir Alam	M	Reg. Manager (WASH)

PA QIS Training Review Meeting, Sylhet Division, WASH II

Name	M/F	Function
Mohammad SaifulAlam	M	Senior Up.Manager(WASH)
HumanyunKabir	M	PO(WASH)
Sukumar Sen	M	PO(WASH)
Shabela	F	FO(WASH)
Sahena	F	PA(WASH)
ShimaAkther	F	PA(WASH)
Lovely Rani Das	F	PA(WASH)
Sajida	F	PA(WASH)

7 Annex II List of suggestions requested by BRAC and discussed at the end of mission review meeting

QIS Guidelines and Training

- VWC
  - ✓ Change sampling to going round in a circle (everyone draws in turn, not by male/female sub-group in the VWC meeting), (see video on sampling);
  - ✓ Replace the term “lottery” by “sampling”;
  - ✓ Add that social map is kept by VWC secretary for empowerment (not by QC).
- HH visits
  - ✓ Add seating standard in HH visits for both respondent and interviewer (see video in seating and training styles);
  - ✓ Add B=A explanation to scale “Who Uses Latrine” for HHs without elderly/infants (B is top in that case);
  - ✓ Add asking HH for summary on what they did well (WASH strengths) and what they will improve (to reduce weaknesses) at end of HH interview.

QIS Training for PAs in sample study

- QCs change directive training style. Not interfere or take over from PA during interview, but observe and make notes and discuss afterwards with PA. (See video on seating and training styles).

Capacity Development for Monitoring at community level

- Pictorial scales
  - ✓ Develop and test pictorial QIS scales for HHs, VWCs and Schools;
  - ✓ Develop and test annual QIS scores ‘calendar’ for schools.
- Revision of WASH monitoring
  - ✓ IRC and BRAC will develop and test integrated approach MIS/QIS;
  - ✓ Monitoring frequency to be reviewed:
    - in new upazilas bi-yearly MIS/QIS monitoring;
    - in old upazilas yearly MIS/QIS monitoring.
- Develop data review meeting at upazila level, bi-annual in new upazilas, annual in old upazilas.
- Orientation PAs (one day programme)
  - ✓ Help PAs understand pictorial scales;
  - ✓ Hands on practice to use the pictorial scales;
  - ✓ Help PAs understand the need for probing to get true data on reported practice;
  - ✓ Practise probing techniques (see QIS guidelines) by role play;
  - ✓ Practise hands-on the recording of QIS scores (mock exercise);
  - ✓ (IRC/BRAC first to develop & test record sheet based on PAs current record system);
  - ✓ Practise summary of strengths and weaknesses and improvements by HH at end of visit (role play).
- Special training for PAs on gender and water collection in the dry season:

- HQ to develop and send instruction for upazila office to include training during a upazila staff meeting;
- Training programme to cover the following:
  - ✓ Discuss problem of female water collection at peak of dry season;
  - ✓ Discuss implications for WASH: breaking water seals, less water for hygiene;
  - ✓ Practise role play on gender and water collection during drought times:
    - Female PA asks influential male villager to help organize a male cluster meeting.

- Special training for PAs on WASH and adolescent girls:
  - ✓ HQ to develop and send instruction to upazila office to include during upazila staff meetings after testing with 1-2 upazilas;
  - ✓ Subject: widening of WASH learning techniques with adolescent girls to increase attractiveness, effectiveness and sharing of the learning;
  - ✓ Participatory learning techniques that can be suggested:
    - 2-3 Adolescent girls team up. 1-2 teams prepare a short play on a topic of their choice and perform it in the next cluster meeting. Performance is followed by discussion: what is seen? What is the learning? Other subjects for plays? Etc.;
    - Similar, but making and reciting poems, making and singing songs;
    - Similar, but making, showing and discussing a drawing made by team(s);
    - Discuss culturally acceptable sharing of learning with a wider audience, e.g. poems/drawings/songs/plays presented to and discussed by a wider audience, such as women's cluster meeting, school children, household meeting;
    - Agree what PAs will practise and report on at next upazila staff meeting.
- Integrated MIS/QIS monitoring:
  - ✓ Review and test simple QIS score recording and aggregation system for PAs and upazila level (IRC to develop draft);
  - ✓ Change MIS/QIS reporting from bi- or 3-montly to bi-annual.

About BRAC

BRAC is a global leader in creating large-scale opportunities for the poor. Founded in Bangladesh in 1972, it is now the world's largest development organization. Over 100,000 BRAC workers touch the lives of an estimated 135 million people in 11 countries, using a wide array of tools such as microfinance, education, healthcare, legal rights training and more.

About IRC

IRC is an international think-and-do tank that works with governments, NGOs, businesses and people around the world to find long-term solutions to the global crisis in water, sanitation and hygiene services. At the heart of its mission is the aim to move from short-term interventions to sustainable water, sanitation and hygiene services. With over 40 years of experience, IRC runs projects in more than 25 countries and large-scale programmes in seven focus countries in Africa, Asia and Latin America.