

# Testing CLTS Approaches for Scalability Data Collection Checklists for Trainings and Community Visits

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**Plan**

Promising Futures,  
Community by Community

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## About The Water Institute

The Water Institute at UNC provides international academic leadership at the nexus of water, health and development.

Through **research**, we tackle knowledge gaps that impede effective action on important WaSH and health issues. We respond to the information needs of our partners, act early on emerging issues, and proactively identify knowledge gaps. By developing local initiatives and international **teaching and learning** partnerships, we deliver innovative, relevant and highly-accessible training programs that will strengthen the next generation's capacity with the knowledge and experience to solve water and sanitation challenges. By identifying or developing, synthesizing and distributing relevant and up-to-date **information** on WaSH, we support effective policy making and decision-taking that protects health and improves human development worldwide, as well as predicting and helping to prevent emerging risks. Through **networking and developing partnerships**, we bring together individuals and institutions from diverse disciplines and sectors, enabling them to work together to solve the most critical global issues in water and health.

We support WaSH sector organizations to significantly enhance the impact, sustainability and scalability of their programs.

The vision of The Water Institute at UNC is to bring together individuals and institutions from diverse disciplines and sectors and empower them to work together to solve the most critical global issues in water, sanitation, hygiene and health.

## About Plan International USA

Plan International USA is part of the Plan International Federation, a global organization that works side by side with communities in 50 developing countries to end the cycle of poverty for children and their families. Plan International works at the community level to develop customized solutions and ensure long-term sustainability. Our solutions are designed up-front to be owned by communities for generations to come and range from clean water and healthcare programs to education projects and child protection initiatives. For more information, please visit [www.PlanUSA.org](http://www.PlanUSA.org).

## About the Project

The project, *Testing CLTS Approaches for Scalability*, evaluates through a rigorous research program three distinctive strategies to enhance the roles of local actors in Community Led Total Sanitation (CLTS) interventions in Kenya, Ghana and Ethiopia. The project aims to learn, capture and share reliable and unbiased information on CLTS approaches and scalability.

## Overview

This document provides an overview and samples of data collection checklists prepared and used by The Water Institute at UNC as part of the Plan International USA project: “*Testing Community-led Total Sanitation (CLTS) Approaches for Scalability*”. This document is a result of a sub-agreement to UNC from Plan International USA, the recipient of a grant from the Bill & Melinda Gates Foundation.

The *Testing CLTS Approaches for Scalability* project aims to evaluate whether an increased role for local actors – schoolteachers, natural leaders, and local government officials - will improve CLTS effectiveness while also making it more scalable. UNC researchers worked with Plan International’s country teams to provide support to local actors in selected communities in Ethiopia, Ghana and Kenya and determine the effect of the support on CLTS program outcomes. As part of the monitoring and evaluation activities, UNC and Plan developed and tested checklists as a means for systematically collecting good quality data from the field. This document includes examples of checklists for selected program implementation activities in Ethiopia and Ghana: training sessions for local actors and community visits.

### ***What are the checklists for?***

The checklists are for collecting data on trainings of local actors and community visits during various stages of CLTS. The checklists can be used to collect information on where and when CLTS activities take place, who is involved, and descriptions of activities carried out, all in a simple, consistent, and thorough manner.

### ***Why use these checklists?***

Individuals who facilitate CLTS at the community level are often responsible for collecting data on their activities for later analysis and review. These checklists can make that process easier. The data can be used to monitor project implementation against work plans and also enables an evaluation of the implementation process. It can also be used to communicate to partners and program management teams the details of implementation. The ultimate objective is to improve the quality of data and strengthen monitoring and evaluation in order to assess and improve CLTS programs. For our project, we used the information to support the evaluation and comparison of the two CLTS approaches used in Ghana and Ethiopia.

### ***Who should use the checklists?***

The checklists can be used by Plan International’s CLTS facilitators or anyone else who conducts trainings and community visits and where it is desirable to record activity details. The checklists can then be sent to a program coordinator or manager to be reviewed and combined with information reported by multiple facilitators.

### ***Who developed the checklists?***

Jonny Crocker at The Water Institute at UNC developed the checklists in collaboration with Plan International’s in-country implementation teams.

## Checklist for Training Natural Leaders – Instructions

Plan International Ghana CLTS Coordinators use this checklist to collect data on the training activities for Natural Leaders. Natural Leaders are individuals that emerge at the community level to provide leadership to CLTS and are an important element of the project in participating communities in Ghana. This checklist can be used or adapted for Natural Leader training activities in any context.

1. Fill out the checklist at the end of every training.
2. Print and fill out the checklist by hand or enter the information directly into a computer.
3. Once training has been completed, enter all checklist data into the computer and email it to the person responsible for aggregating and analyzing the data, such as a coordinator or manager.
4. The checklist has different sections to be filled out. Instructions for each section are below.

ENTRY	INSTRUCTIONS
<b>Date</b>	Write the date.
<b>Name</b>	Write your name.
<b>Programme Unit / District / Location</b>	Write the name of the relevant region, district or county.
<b>Start time</b>	Write the time that trainees begin arriving.
<b>End time</b>	Write the time that all discussions end and trainees are free to leave for the day.
<b>Communities represented</b>	List all of the communities from which Natural Leaders are present AND for each community write the number of Natural Leaders in attendance.
<b>Plan International staff present</b>	List all Plan International staff attending the training.
<b>Other NGO or Local NGO staff present</b>	List all non-Plan International NGO staff attending the training.
<b>Government present</b>	List all non-trainee government staff attending the training.
<b>Any other people present</b>	List anyone not already mentioned that is attending the training, and their respective organizations.
<b>Knowledge and information presented</b>	Write any information presented during the day of training (e.g. CLTS steps, CLTS triggering tools, health benefits of sanitation, etc.).
<b>Skills trained</b>	Write any skills taught to trainees that involve interaction or practicing of the skills (e.g. conflict resolution, organizing meetings, drawing community maps).
<b>Discussions held</b>	Write any unplanned discussions held (e.g. “discussed helping poor households”, “discussed how to deal with resistant or angry community members”, etc.).
<b>Any other topics or activities</b>	Write anything else that was taught during the day of training that is not already mentioned above.
<b>Additional notes</b>	Write any other notes that are relevant (e.g. “some Natural Leaders did not pay attention and did not participate”, “the training session ended early because of a power outage”, etc.).

## Checklist for Training Teachers/Health Extension Workers – Instructions

Plan International Ethiopia CLTS Coordinators use this checklist to collect data on training activities for teachers and health extension workers (HEWS). Teachers and HEWs are involved in facilitating CLTS in certain communities in Ethiopia supported by Plan International. This checklist can be used or adapted for training activities in any context.

1. Fill out the checklist at the end of every training.
2. Print and fill out the checklist by hand or enter the information directly into a computer.
3. Once training has been completed, enter all checklist data into the computer and email it to the person responsible for aggregating and analyzing the data, such as a coordinator or manager.
4. The checklist has different sections to be filled out. Instructions for each section are below.

ENTRY	INSTRUCTIONS
<b>Date</b>	Write the date.
<b>Name</b>	Write your name.
<b>Programme Unit/ District / Location</b>	Write the name of the relevant region, district or county.
<b>Start time</b>	Write the time that trainees begin arriving.
<b>End time</b>	Write the time that all discussions end and trainees are free to leave for the day.
<b>Kebele, schools, and HEWs represented</b>	List all of the kebeles represented at the training AND: <ul style="list-style-type: none"> <li>• For teacher training, list all schools attending and the number of teachers from each school.</li> <li>• For HEW training, list number of HEWs from each kebele attending the training.</li> </ul>
<b>Plan International staff present</b>	List all Plan International staff attending the training.
<b>Other NGO or LNGO staff present</b>	List all non-Plan NGO International staff attending the training
<b>Government present</b>	List all non-trainee government staff attending the training.
<b>Any other people present</b>	List anyone not already mentioned that is attending the training, and their respective organizations.
<b>Knowledge and information presented</b>	Write any information presented during the day of training (e.g. include CLTS steps, CLTS triggering tools, health benefits of sanitation, etc.).
<b>Skills trained</b>	Write any skills taught to trainees that involve interaction or practicing of the skills (e.g., conflict resolution, organizing meetings, drawing community maps).
<b>Discussions held</b>	Write any unplanned discussions held (e.g. discussed teachers busy schedules, discussed how to deal with resistant or angry community members, etc.).
<b>Any other topics or activities</b>	Write anything else that was taught during the day of training that is not already mentioned above.
<b>Additional notes</b>	Write any other notes that are relevant (e.g. “some teachers did not pay attention and did not participate”, “the training session ended early because of a power outage”, etc.)

## Checklist for Performing Community Visits – Instructions

Performing community visits is a routine activity undertaken to monitor the progress of CLTS activities. CLTS Coordinators with Plan International in both Ghana and Ethiopia tested and use this checklist to collect data on the activities observed during their visits.

1. Fill out the checklist at the end of each community visit.
2. If multiple communities are visited on one day, fill out one checklist for each community visited.
3. Fill out the checklist immediately after leaving the community not at the end of the day.
4. Print and fill out the checklist by hand or enter the information directly into a computer.
5. Once a month, enter all checklist data into the computer and email it to the person responsible for aggregating and analyzing the data, such as a coordinator or manager.
6. The checklist has different sections to be filled out. Instructions for each section are below.

ENTRY	INSTRUCTIONS
<b>Date</b>	Write the date.
<b>Name of Data Collector</b>	Write your name.
<b>Location</b>	Write the name of the relevant region, district or county.
<b>Community visited</b>	Write the name of the community visited.
<b>Arrival time</b>	Write the time of arrival to the community.
<b>Departure time</b>	Write the time of departure from the community.
<b>Transportation</b>	Write down the mode of transportation used to visit the community (e.g. public transit, Plan vehicle, rented vehicle etc.)
<b>Place of departure</b>	Write down the starting point of departure to the community.
<b>Plan staff present</b>	List all Plan International staff attending the community visit.
<b>Other NGO or Local NGO staff present</b>	List all non-Plan International NGO staff attending the community visit.
<b>Government present</b>	List all government staff present. This could include the district health officers, or community health workers if they are present, or anyone from a health center or clinic outside of the community.
<b>Purpose of visit</b>	Write down stage of the CLTS process and refer to definitions below if unsure (e.g. pre-triggering, triggering, follow-up, ODF verification, ODF celebration). <ul style="list-style-type: none"> <li>• Pre-triggering includes any visits to the communities before triggering occurs. This could be for visiting with leadership to gain approval for the project, visiting communities to set up a triggering date, etc.</li> <li>• Triggering includes the triggering tools: social mapping, transect walk, shit and food experience, shit calculation, medical expense calculation, etc.</li> <li>• Follow-up includes all activities in the communities post-triggering: working on a community action plan, supporting shit eradication committees, training natural leaders, mentoring teachers or health extension workers, visiting household latrines, etc. Monitoring visits count as follow-up with the exception of monitoring done as part of an Open Defecation Free (ODF) verification team, which should be listed as ODF verification.</li> </ul>

	<ul style="list-style-type: none"> <li>• ODF verification should be listed for visits to communities done specifically to check on whether or not a community has achieved ODF status.</li> <li>• ODF celebration should be listed when a celebration is occurring after a community has been declared ODF.</li> </ul>
<b>Interactions with leadership</b>	List any interactions with leadership. Relevant leadership titles and roles may differ by country. In Ghana leadership includes the chief, assistant chief, assembly man, school director, or any religious leaders. Leadership in Ethiopia includes the kebele leader, the vice-kebele leader, the kebele manager, school directors, zone leaders, and village leaders. Examples of interactions include visiting the chief or assistant chief or village elder to set a time for a triggering visit, visiting the school director to discuss school sanitation, visiting with the assembly manager, kebele manager or other relevant community leader to organize a meeting to discuss the community action plan, etc.
<b>Discussions with committees/groups</b>	List any interactions or discussions with committees or groups. An example committee would be the ODF or shit eradication committee, an example group would be a school health club or a group of Health Development Army leaders. An example committee would be the shit eradication committee, an example group would be a group of Health Development Army leaders. Example discussions would be: checked on community action plan, discussed conflict resolution, discussed organizing meetings, etc.
<b>Community Action Plan details</b>	Write any major changes made to community action plans.
<b>Interaction with households /individuals</b>	List the number of households or individuals visited, and describe what was discussed. Examples could include discussions on latrine construction, finding materials for latrines, helping neighbors, etc.
<b>Latrine and OD observations</b>	List the number of latrines visited, and the number of open defecation (OD) sites visited.
<b>Other activities</b>	List any other activities carried out in the community not discussed above.
<b>Additional notes</b>	Write any notes that are relevant. This could include mentioning if rain has washed away some latrines, if the leadership is not supportive of CLTS, etc.



## Checklist Examples for Printing

## Checklist for Training Natural Leaders

ENTRY	INSTRUCTIONS
Date	
Name	
Programme Unit / District / Location	
Start time	
End time	
Communities represented	
Plan International staff present	
Other NGO or Local NGO staff present	
Government present	
Any other people present	
Knowledge and information presented	
Skills trained	
Discussions held	
Any other topics or activities	
Additional notes	

## Checklist for Training Teachers/Health Extension Workers

ENTRY	INSTRUCTIONS
Date	
Name	
Programme Unit / Kebele	
Start time	
End time	
Kebele, schools, and HEWs represented	
Plan International staff present	
Other NGO or LNGO staff present	
Government present	
Any other people present	
Knowledge and information presented	
Skills trained	
Discussions held	
Any other topics or activities	
Additional notes	

## Checklist for Performing Community Visits

ENTRY	INSTRUCTIONS
Date	
Name of Data Collector	
Location	
Community visited	
Arrival time	
Departure time	
Transportation	
Place of departure	
International NGO staff present	
Other NGO or LNGO staff present	
Government present	
Purpose of visit	
Interactions with leadership	
Discussions with committees/groups	
Community Action Plan details	
Interaction with households /individuals	
Latrine and OD observations	
Other activities	
Additional notes	