GLOBAL SCALING UP SANITATION PROJECT

Learning Strategy

Learning is critical to the success of the Global Scaling Up Sanitation Project. The purpose of the learning strategy is to have a structured process of generating, sharing, capturing, and disseminating knowledge about what works in scaling up and sustaining sanitation programs. This learning process will enable evidence-based decision-making by policy-makers and support implementation of large-scale programs. The key outputs of the learning are knowledge products that can be used for advocacy as well as for operationalizing effective approaches and tools to facilitate replication. The project learning will benefit current stakeholders and future stakeholders who are interested and committed to promoting and implementing effective large scale sanitation programs. The Global Scaling Up Project builds on state-of-the art approaches, which will be further tested and applied at scale. Core principles of the learning strategy include the following:

- learning is generated from and through the ongoing work of the country teams (emergent learning);
- partnerships with international and national stakeholders are important for joint learning, reflection, and sharing;
- learning reflects findings from the impact evaluation, the evaluation and monitoring, other sectors;
- learning moves the practice forward and,
- learning is innovative, field-tested, evidence-based and ongoing.

The global learning goals are the basis of the learning strategy and the key learning questions are listed below. At the country level, interventions are designed to test and learn about these questions, as well as country-specific questions. These country level interventions are formulated into Learning Action Plans. Regular global meetings and participation in global events ensure sharing of learning across countries and beyond the project.

**Learning Goal 1:** What are the health, social, and economic impacts of a large-scale sanitation program on the poor?

- a) What are the health impacts of achieving 100 percent open defecation free communities and improved coverage to sanitation, some level of coverage?
- b) What are the economic benefits of improved coverage to sanitation?
- c) What are the educational and social benefits of improved coverage to sanitation?
- d) Is there a relationship between health and other impacts and the level of sanitation service?
- e) What are the marginal health impacts of Handwashing With Soap (HWWS) and handling of children’s feces on top of Total Sanitation and Sanitation Marketing (TSSM)?

**Learning Goal 2:** What are the best practice approaches and designs for creating demand and strengthening supply leading to sustainable, effective large-scale sanitation programs?

- a) Can TSSM be adapted across different environments, and if so, how?
- b) How does environment influence the TSSM approach?
- c) What are the roles of private and public sector (separate and together) in generating supply and sustaining demand at scale?
- d) What are effective components, common challenges, and solutions to the establishment and growth of a sanitation market supply?
- e) How does the availability of affordable supply and service affect demand?
f) How can the private sector be encouraged to serve the poorest segments?

h) What is an effective use of external fiscal and non-incentives to enable poor families to gain access to a level of safe sanitation?

i) What is effective financing to enable poor families to gain access to a level of safe sanitation?

j) To what extent do “triggered” communities have the opportunity, ability, and motivation for short- and long-term maintenance of their latrines?

k) What is the durability of behavior change achieved under TSSM projects? Under what circumstances are these behaviors most likely to be sustained?

l) What are the key determinants of sanitation behavior that influence communities to become ODF, and people to move up and down the sanitation ladder, or maintain their position, once improved sanitation has been attained?

m) Do communities that achieve ODF go on to access safe latrines and improve their sanitation status (i.e., go up the sanitation ladder)?

n) What are effective strategies for marrying CLTS approaches and sanitation marketing?

o) What are opportunities and strengths, and constraints or limits to applying commercial sector marketing practices to sanitation and what are promising practices to overcome them?

p) How can TSSM be used to address HWWS and safe handling and disposal of children’s feces?

Learning Goal 3: What enabling environment (programmatic and institutional conditions) is needed to scale-up and sustain large scale sanitation programs?

a) What does it take to measure a supportive Enabling Environment?

b) How do you prioritize among the EE interventions?

c) Policy, Strategy, and Direction: What does it take to develop a national policy and strategy, and or direction for scaling up and sustaining sanitation? Are legal instruments necessary or would a set of regulatory instruments be adequate, or perhaps a program issued under a ministerial decree or government initiative?

d) Institutional Arrangement: Are roles and responsibility clearly defined (mandate, accountability)? Does sanitation need institutional home and if so what would be the appropriate institution? What are the effective coordination mechanisms? What are the appropriate levels of the dedicated sanitation units, and what should their functions be (national, district?) What are effective strategies and practices in integrating sanitation into other programs/sectors?

e) Implementation Capacity: What does it take to build ownership and capacity at the local level (i.e. local authorities, NGOs) to coordinate, implement, and monitor sanitation programs? What should the functions of local sanitation units be?

f) Cost-effective implementation: What is the best way to track costs associated with project activities, outputs, and impact?

g) Financing: What will it take to finance scaled-up, sustainable sanitation programs?

h) Monitoring and Evaluation (M&E): What does it take to adapt/put in place a well defined M&E system and to use the M&E data for policy, budget, and program decisions?

i) Program Methodology: How do we gain widespread acceptance and adoption of the project’s approach/methodology among government and stakeholders? How many staff are needed and what skills do those staff need? What are the different implementation models that districts use to carry out the social intermediation and outreach roles needed for TSSM?

For additional information: www.wsp.org