Sustainability at Scale: Translating Research into Advocacy

6 December 2011
Getting School WASH Right
Emory University
Sustainability at Scale: Research to Advocacy

Three Components Of SWASH+

• Direct implementation and research were started first

• Advocacy and collaborative learning were incorporated later
The policy environment

• Momentum behind education
• Current and planned investments in school WASH
• Interested development partners
• Many excellent policies
• Low capacity for implementing them
Advocacy

3 High-Level Objectives:

1. Increase funding for operations and maintenance costs in schools
2. Improved monitoring and evaluation for accountability
3. Improved knowledge and behavior change
• Significant reduction for HW+WT (OR=0.43) and HW, WT+San (OR=0.47)
• Six days less absence per year for girls
• No effect for boys
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Percent of schools with chlorine residual in at least one drinking water container

- HW & WT
- HW & WT + San.
- HW & WT + San. + Water

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<th>Dates</th>
<th>HW &amp; WT</th>
<th>HW &amp; WT + San.</th>
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<td>Feb-Mar 07</td>
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Budget Needs

2009 school reported budgeting of WASH components

- Budgeted for WT: 82%
- Budgeted for WT sufficient: 24%
- Budgeted for soap: 81%
- Budgeted for soap sufficient: 21%
- Budgeted for purchase & repair of containers & taps: 24%
- Budgeted for purchase & repair of containers & taps sufficient: 8%
- Budgeted for maintenance of latrines: 40%
- Budgeted for maintenance of latrines sufficient: 11%
- Budgeted for maintenance of RWH systems: 36%
- Budgeted for maintenance of RWH systems sufficient: 8%
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Sustainability Successes

*WASH components not requiring expenditures by schools are still sustained in a majority of intervention schools (nearly 3 yrs after implementation)*

Sustainability Challenges

*WASH components requiring expenditure by schools decreased dramatically (nearly 3 yrs after implementation)*
Specific Policy Goals

1. Increase O&M Funding ➔ $3.30/pupil/year

2. Improve M&E ➔ Downward, decentralized and supportive

3. Knowledge and behavior ➔ New curriculum (co-developed with CDC)
An inside player

Outside Expert

Independent research

MOE investments in school WASH

MOE investments in school WASH

Collaborative learning and capacity building

Inside learning partner
Advocacy Activities

• Learning presentations
• Sign-on letters with other civil society
• Media work
• Policy briefs
• Sustainability charter
• Day to day correspondence
• International level: publishing in academic journals, issuing briefing notes and presenting at relevant fora
Outcome Mapping

Boundary Partners

- NGO and Development Partners
- National officials (education, health)

Primary actors

- School administrations
- Students

Health and educational outcomes

SWASH+
Results to Date

- Doubling of operations funds for school WASH ($840,000/year) with potentially more to come
- Funds allocated for sanitary pads for school girls this year
- Agreement to develop a school health sustainability charter inclusive of school WASH
- Agreement on need to improve M&E systems, including on need for unified monitoring tool between ministries
- Adoption of WASH curriculum and materials by Kenyan Institute of Education
Thoughts on the Process

• Evidence yields credibility
• Getting to scale through learning + advocacy (not direct service delivery)
• Trying to do implementation, rigorous learning and advocacy simultaneously is hard
• Can’t be internally-focused
• In-country, full time policy staff are essential
For more information, visit our website at www.swashplus.org.