

# Making the Grade: A progress report on WASH in Schools monitoring and evaluation

## Authors

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## Abstract

Water, Sanitation, and Hygiene Education (WASH) in Schools programmes often lack the ownership necessary to sustain services after infrastructure and training is provided by entities such as the Ministry of Education, Ministry of Health, an implementing non-governmental organisation (NGO), or a combination of partners. Poorly defined roles and responsibilities lead to confused or no ownership, which often results in poor or failed water and sanitation services in schools. Should responsibility for ensuring on-going services fall to one or more of the following actors: parent-teacher associations, principals and teachers, communities, government authorities, NGOs, or the private sector? Compounding the problem is that stakeholders neither prioritise monitoring and evaluation (M&E) during the programme that can help ensure effectiveness, nor after implementation that can identify factors necessary for sustainable services and contribute to learning and improvement of future programmes. Unfortunately, given scarce resources, M&E is often the first budget line item reduced or cut in order to meet initial proposal numbers (i.e. number of latrines built, number of students trained in hygiene education). Even when M&E survives budget cuts, NGOs keep M&E activities at a low priority. Furthermore, each implementing organisation and government entity has its own methodologies and tools to monitor and evaluate WASH in Schools programmes. These systems seldom interact and results are rarely shared. Without a common, shared post-implementation M&E process, government ministries, NGOs and donors do not know if funds are sustainably increasing access to WASH in Schools nor if hardware and software system breakdowns are resolved. Even when data exist, implementing agencies fail to address past issues in programmes or to make policy changes going forward. Based on qualitative surveys with 21 implementing and donor organisations, this paper identifies obstacles to integration and current M&E trends and challenges, and provides sector-wide recommendations for improving WASH M&E in Schools. Despite the challenges, a few countries have made good progress, and this paper highlights WASH in Schools M&E integration successes in the Philippines, Uganda, and Zambia.

## Keywords

Evaluation, monitoring, water, sanitation, hygiene, education, WASH in Schools.

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<sup>1</sup> WASH Advocates.

## Introduction and purpose

The Millennium Development Goals emphasise the importance of universal primary education and access to safe drinking water and sanitation. By combining these goals water, sanitation, and hygiene (WASH) in Schools decreases female absenteeism by 58%<sup>2</sup>, reduces the risk of diarrheal disease by 66% in students, and increases use of household water treatment in surrounding communities<sup>3</sup>. Despite these significant benefits of WASH in Schools programmes, many schools throughout the developing world lack access to safe drinking water, clean toilets, and hygiene education curricula.

Integrating monitoring and evaluation (M&E) of development initiatives into national systems is one way to ensure institutionalisation and serves as a starting point for on-going service delivery. NGO and government M&E systems for WASH in Schools, even when they are effective, rarely interact. This paper will explore challenges and barriers to local and national coordination for WASH in Schools monitoring. Who is/should be responsible for WASH in Schools monitoring and evaluation? The purpose of this paper is to provide models for WASH in Schools stakeholders to improve coordination for M&E at the national and local levels. Additionally, this paper intends to serve as a catalyst to increase collaboration for innovation, cost effectiveness, and sustainability in WASH in Schools monitoring and evaluation.

## Context

Globally, approximately 67 million school age children are not in school, 53% of them girls<sup>4</sup>. Absenteeism and dropout rates are high due in part to the lack of water and sanitation infrastructure and illnesses caused by poor hygiene. A 2009 WaterAid study in Nepal found over 50% of the girls interviewed stated they were absent from school at some point during their monthly menstruation<sup>5</sup>. The lack of gender-separated sanitation facilities causes girls to drop out upon reaching puberty. Data and M&E outputs linking WASH to absenteeism and menstrual hygiene management provides NGOs and governments with the evidence base to plan appropriate facilities and hygiene education needed to address these issues.

It is important to coordinate WASH in Schools data collection with other sectors inside and outside the government due to the effects of WASH services on nutrition, HIV, and education for children. For example, national deworming programmes are administered in schools and data are collected and recorded by school or local health clinic staff depending on the programme. Coordination between ministries, NGOs, and schools

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<sup>2</sup> Freeman, M.C., Greene, L.E., Dreibelbis, R., Saboori, S., Muga, R., Brumback, B. and Rheingans, R., 2012. Assessing the impact of school-based water treatment, hygiene and sanitation programme on pupil absence in Nyanza Province, Kenya: a cluster-randomized trial. In: *Tropical medicine and international health*, vol. 17, no. 3, p. 380-391; 4 fig.; 5 tab.

<sup>3</sup> [www.washinschools.info/page/1390](http://www.washinschools.info/page/1390).

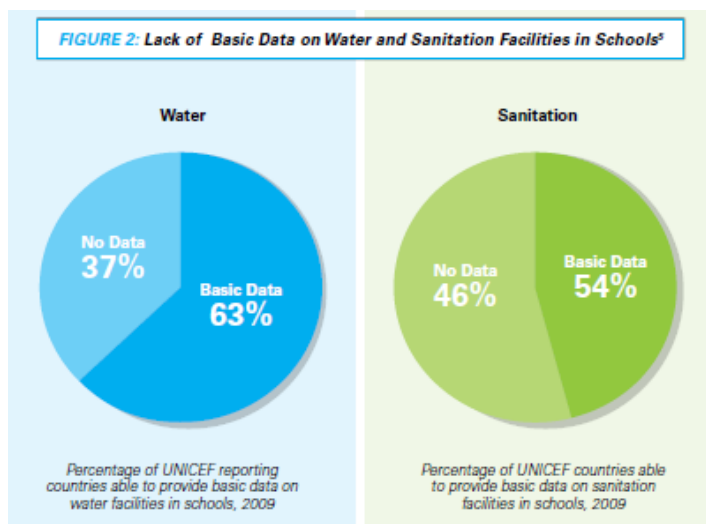
<sup>4</sup> UIS (2011). *Out-of-School Children: New data reveal persistent challenges*. Montreal, Canada, UNESCO Institute for Statistics. (UIS Fact Sheet: no. 12). [www.uis.unesco.org/FactSheets/Documents/FS12\\_2011\\_OOSC\\_EN.pdf](http://www.uis.unesco.org/FactSheets/Documents/FS12_2011_OOSC_EN.pdf).

<sup>5</sup> WaterAid (August 2011). *The State of School Sanitation in Nepal: District-wise (girl) students' access to sanitation in community schools*. Kathmandu, Nepal, WaterAid.

reinforces the evidence of the benefits of WASH and deworming programmes, making it clear that deworming plays a huge role in nutritional absorption and reinfection can be avoided through proper sanitation and hygiene practices.

A key challenge for the WASH in Schools sector, beyond the 50% of schools globally lacking WASH<sup>6</sup>, is a strong evidence base linking WASH and educational outcomes. Schools, districts, and Ministries of Education are regularly collecting data and reporting on student enrollment, number of books, literacy, and other education measurements. Some national education monitoring systems measure the number of latrines and the presence of a water source but information on functionality, latrine cleanliness, water quality, and operations and maintenance is inconsistently collected, if at all. The evidence base that could be created by effective M&E, in addition to government and NGO coordination, can be used for advocacy to make WASH in Schools a national priority and create or increase budget line items associated with latrine, water and soap

provision.



According to UNICEF, there is a lack of basic data available on the presence of WASH in Schools facilities. “Information from UNICEF Country Offices indicates that only about half of programme countries are able to report on what percentage of schools have water and sanitation facilities” (See Figure 2)<sup>7</sup>.

Coordinated M&E helps national

governments to create and refine guidelines for NGOs and ensure that NGOs work within the government systems. This also helps translate global standards, which have a strong evidence base to trickle down to the national and subnational levels. For example, WHO standards for toilet to student ratios are one toilet per 25 girls, one per female staff, one toilet plus one urinal per 50 boys, and one per male staff<sup>8</sup>. These global standards provide a guideline towards developing national standards. However, it is M&E that contributes the evidence base for the effectiveness of those standards in a local context. Without an active and coordinated WASH in Schools M&E system, there is no way for a government and/or NGO to assess the appropriateness of the global standards and if/how they should be adjusted for the national, regional, or local context.


<sup>6</sup> UNICEF (2011), *Water, Sanitation and Hygiene Annual Report*.

<sup>7</sup> UNICEF (April 2011). WASH in Schools Monitoring Package.

[http://www.unicef.org/wash/schools/files/wash\\_in\\_schools\\_monitoringpackage.pdf](http://www.unicef.org/wash/schools/files/wash_in_schools_monitoringpackage.pdf).

<sup>8</sup> WHO and UNICEF (2009). *Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings*. Geneva, Switzerland, WHO and UNICEF.

[www.who.int/water\\_sanitation\\_health/publications/wash\\_standards\\_school.pdf](http://www.who.int/water_sanitation_health/publications/wash_standards_school.pdf).



WASH in Schools has evolved significantly since the late 1990's. UNICEF, in coordination with over 60 partners, raised awareness and action to create an environment where all children have access to safe drinking water, child-friendly sanitation facilities and hygiene education. In the joint Call to Action for WASH in Schools, *Raising Even More Clean Hands* launched in 2012, there are six points of action<sup>9</sup>.

1. Set minimum standards for WASH in Schools.
2. Monitor WASH in Schools coverage through Education Management Information Systems (EMIS).
3. Engage with at scale WASH in Schools programmes.
4. Involve multiple stakeholders to support WASH in Schools programmes.
5. Contribute evidence on the impact of WASH in Schools programmes.
6. Raise the profile of WASH in Schools programmes.

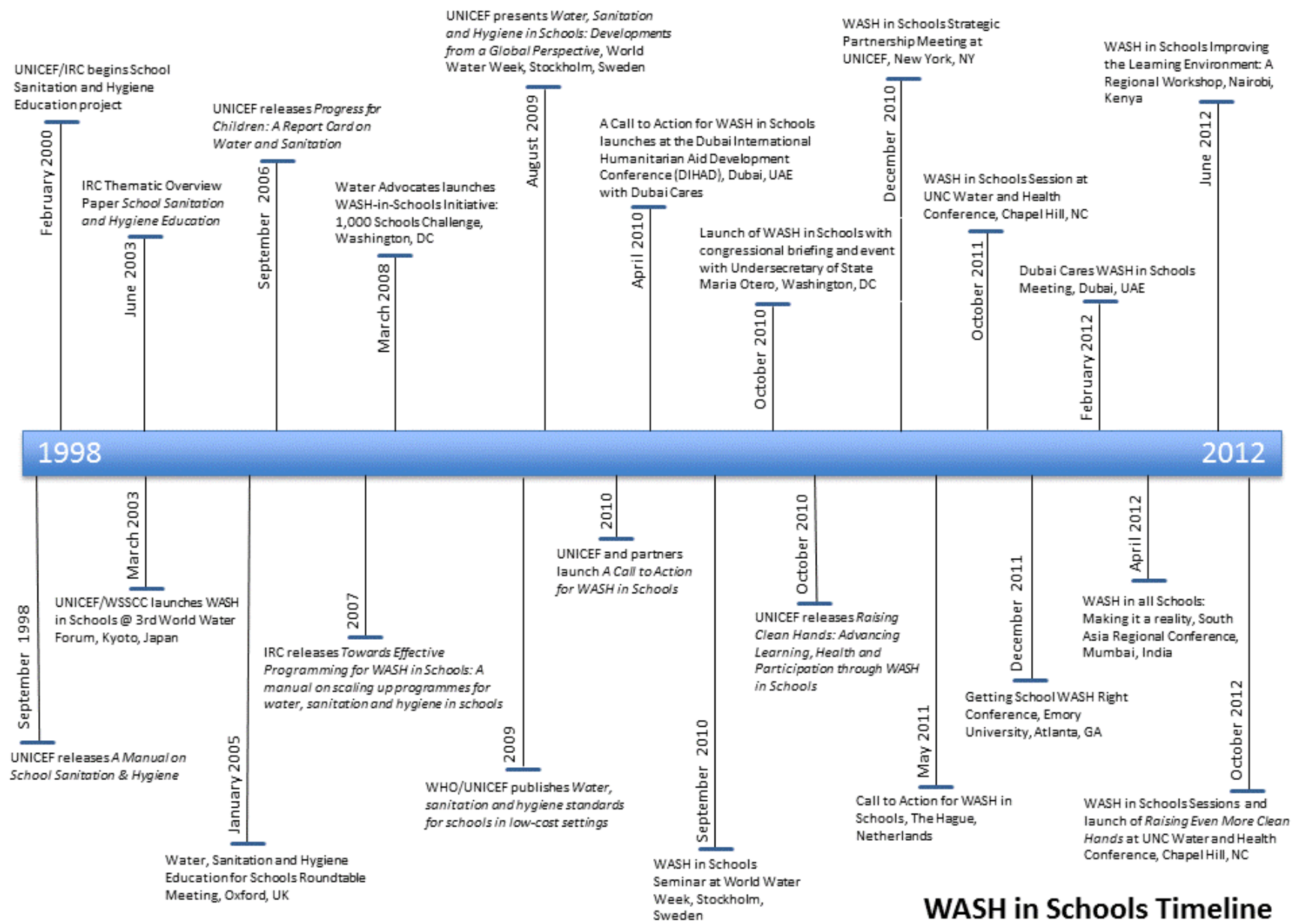
This paper will focus on the action point number two including several country specific examples that highlight efforts to strengthen and coordinate within national EMIS. Two examples of guidelines available to help facilitate this process include, but are not limited to, UNICEF's *WASH in Schools Monitoring Package*<sup>10</sup> and IRC's *Towards Effective Programming for WASH in Schools: A manual on scaling up programmes for water, sanitation and hygiene in schools*<sup>11</sup>.

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<sup>9</sup> [www.unicef.org/wash/schools/files/Raising\\_Even\\_More\\_Clean\\_Hands\\_Web\\_17\\_October\\_2012\(1\).pdf](http://www.unicef.org/wash/schools/files/Raising_Even_More_Clean_Hands_Web_17_October_2012(1).pdf).

<sup>10</sup> UNICEF (April 2011). *WASH in Schools Monitoring Package*.  
[http://www.unicef.org/wash/schools/files/wash\\_in\\_schools\\_monitoringpackage.pdf](http://www.unicef.org/wash/schools/files/wash_in_schools_monitoringpackage.pdf).

<sup>11</sup> IRC (2007). *Towards Effective Programming for WASH in Schools: A manual on scaling up programmes for water, sanitation and hygiene in schools*. Delft, The Netherlands, IRC International Water and Sanitation Center. [http://www.unwater.org/downloads/TP\\_48\\_WASH\\_Schools\\_07.pdf](http://www.unwater.org/downloads/TP_48_WASH_Schools_07.pdf).



## WASH in Schools Timeline





In March 2008, stakeholders gathered in Washington, DC to discuss strategies to raise the profile of the children around the world attending school without access to basic water, sanitation and hygiene. Government, implementing, funding and coalition organisations supported the 1,000 Schools Initiative with a pledge to ensure WASH services were delivered to 1,000 schools in 30 countries globally. The Initiative was spearheaded by Water Advocates which was set in 2010. The participating organisations informally agreed to monitor the projects for three years post-implementation. In 2012, WASH Advocates followed up with all of the participating organisations to identify common sector challenges, successes, and recommendations to improve M&E for WASH in Schools.

Monitoring and evaluation for development has changed over time but still has a long way to go before it is institutionalised within implementing organisations and donors including governments, corporations, foundations, bi- and multi-laterals. Advocacy around WASH in Schools has continued to drive this subsector forward, engaging Ministries of Education.

### **Methodology**

In 2012, as follow up to the 1,000 Schools Initiative, WASH Advocates conducted a two-part survey including quantitative and qualitative data collection and analysis. Using the total number of participant organisations from the 2008 Initiative as the sample size, WASH Advocates sent quantitative surveys on functionality and M&E to 43 organisations. The purpose of collecting this data was to use the breadth and diversity of organisations to identify functionality 3 years after implementation. Out of the 43 surveys sent, 21 organisations completed surveys providing a 49% response rate. Of the 21 organisations who sent quantitative responses, 17 agreed to participate in a follow up qualitative survey (see Appendix 1). The purpose of the qualitative survey was to delve further into M&E specific questions and move beyond functionality information to organisational M&E practices. In addition to the 17 implementing organisations, qualitative interviews were conducted with 3 donors and 1 academic institution – all of whom were involved in the 1,000 Schools Initiative. In addition, information contained in this paper was obtained through grey literature, academic papers, conversations with experts, and field observations.

### **Findings and discussion**

#### **Challenges**

An assessment (to be released by WASH Advocates in spring 2013) of 21 organisations working on WASH in Schools at the headquarters and field levels identified the need and interest of NGOs to work within government monitoring systems despite 33% (7 organisations) being unaware of a national EMIS in the countries where they were working. Even fewer organisations were contributing to national systems even if they knew such frameworks existed. The same study revealed that M&E policies for many

organisations did not exist. Even the organisations that did have policies, rarely coordinated with or contributed to national government M&E frameworks.

Table 1 below provides a snapshot of five categories of WASH in Schools M&E barriers identified through the 21 qualitative interviews. They include capacity to conduct M&E, funding, logistics of carrying out M&E, in-country partnerships, and lack of M&E systems. In several categories, there are government-associated barriers such as lack of skills, capacity and funding. Several barriers apply to the implementing organisation and/or the government such as the items listed under M&E systems (see Table 1).

*Table 1: Barriers to WASH in Schools Monitoring and Evaluation<sup>12</sup>Major Themes Barriers.*

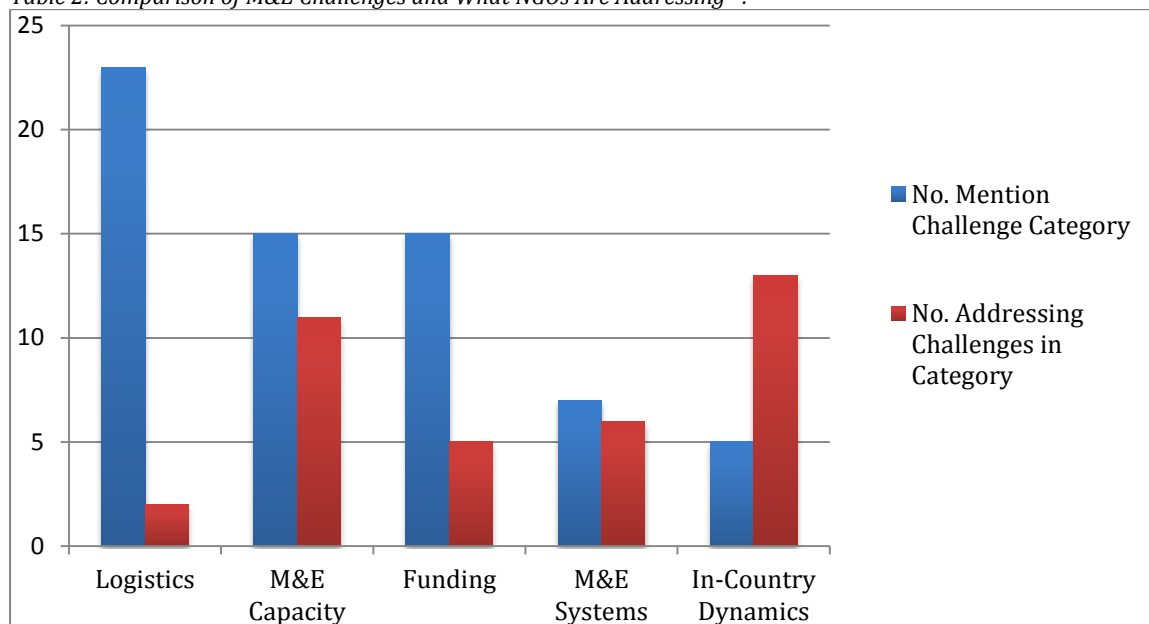
Logistics (23)	Time constraints on staff (7) Distance between project sites (5) Teachers shuffling (4) Field staff turnover (3) Transportation, e.g., lack of vehicle, fuel (2) Impassible roads during rainy season (1) Too many projects to do M&E (1)
M&E Capacity (15)	Field staff lacks M&E capacity (5) Government lacks M&E skills (4) Limited or no organisational M&E staff (4) Field staff does not value M&E (2)
Funding (15)	Unspecified funding issues (5) Donor compliance focus rather than project (3) Post implementation M&E and resolution of issues (3) Organisation loses funding in area (2) Logistics delays project start, limiting M&E timeline (1) Government lacks M&E funding (1)
M&E Systems (7)	Lack of objective M&E impact measures (3) Lack of M&E standardisation (3) Lack of appropriate M&E collection technology (1)
In-Country Dynamics (5)	Working with diverse government agencies (2) School position within community (2) School staff buy-in (1)

In a follow up qualitative questionnaire, respondents were asked to provide ways, if any, their organisations were addressing the challenges and barriers they stated previously. Table 2 below shows a comparison of the two questions. It is interesting that the logistics is the most common challenge but is addressed the least. Additionally, the

<sup>12</sup> Deroo, L. (2013). *A Candid Look at Monitoring, Evaluation and Resolution in WASH in Schools: New Data from the Field*. (in review). Washington, DC, USA, George Washington University.

category of barriers least mentioned by respondents is the one most commonly addressed.

Table 2: Comparison of M&E Challenges and What NGOs Are Addressing<sup>13</sup>.



Several barriers regarding the integration of WASH in Schools M&E between NGO and government systems were also identified through the qualitative questionnaires. The barriers include:

- Lack of government capacity and political will to do effective monitoring.
- Limited awareness of national government monitoring systems by NGOs.
- Lack of willingness of NGOs to work within a system they feel isn't functioning.
- Monitoring in silos within both NGOs and governments and not sharing results.
- Education ministries focus on measuring educational outcomes and not enabling environments including WASH.

However, there are some shining examples from which we can learn: this paper will highlight countries and organisations that are coordinating NGO and government monitoring for WASH in Schools; the Philippines, Uganda and Zambia are all at different levels of the integration process.

Many countries have national policies that relate to WASH in Schools, which include indicators around the presence of facilities, but few are measuring quality of services for WASH in Schools. Organisations struggle to engage with governments where national M&E systems do not work or do not exist. There is a need for interim solutions, but few organisations have found the right balance between government capacity building and monitoring for donor reporting. CARE leans towards the former through their work on

<sup>13</sup> Deroo, L. (2013). *A Candid Look at Monitoring, Evaluation and Resolution in WASH in Schools: New Data from the Field*. (in review). Washington, DC, USA, George Washington University.



WASH in Schools in Kenya. Through funding from the Bill and Melinda Gates Foundation, they have been advocating to and working in coordination with the Kenyan Ministry of Education to integrate water and sanitation into their National Education Strategic Plan including the M&E of WASH in Schools. Through this effort, Kenya has created a National School Health Policy, which was co-signed by the Ministry of Public Health and Sanitation and Ministry of Education<sup>14</sup>. In the Kenyan national strategy, two indicators relate to WASH in Schools<sup>15</sup>.

Outcome Indicator 4: Enhanced Access and Equity in Primary Education:

- No. of schools with improved water and sanitation facilities.

Outcome Indicator 17: Enhanced Retention Through Promotion of School Health, Nutrition and Feeding Programme:

- No. of Early Childhood Development centres and Primary schools covered under deworming programme;
- No. of girls provided with dignity packs;
- No. of schools with Health and Hygiene programmes;
- School health and hygiene policy in place.

Unfortunately, there is often a disconnect between what data/information NGOs and governments are collecting for WASH in Schools. Compounding this is the fact that NGOs that collect data do not typically share that information with the government at the local, district or national level. In countries where the government system is weak or not functioning, the potential for long-term monitoring of WASH services in schools is nearly impossible. It is vitally important to communicate how best practices for WASH in Schools M&E can be improved among key stakeholders including implementing NGOs, donors, and governments. The lack of dedicated M&E staff within NGOs and local government agencies that have the knowledge and skills to do M&E affects the quality of data collected. Contributing factors include funding and time to build capacity and brain drain of those previously trained. Additional barriers to overcome include donor flexibility and interest in funding post-implementation M&E for WASH in Schools.

Governments and NGOs do not often coordinate their WASH in Schools M&E for a number of reasons. NGO monitoring systems for WASH in Schools are often donor driven leading to the selection and reporting of a few select indicators. Additionally, funding for M&E often ends when a project or programme is finished. On the government side, it is difficult to assess whether a national Education Monitoring System (EMIS) or other relevant national monitoring system is functioning. Rarely do these two systems meet, which can easily lead to duplication of efforts. Transparency around WASH in Schools data collected could improve cross-organisational learning.

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<sup>14</sup> <http://washinschoolsmapping.com/projects/pdf/KenyaNationalSchoolHealthStrategy.pdf>.

<sup>15</sup> Republic of Kenya (2008). *Ministry of Education Strategic Plan 2008-2012*.  
[www.education.go.ke/Documents.aspx?docID=1650](http://www.education.go.ke/Documents.aspx?docID=1650).

Without institutionalising WASH in Schools M&E, long-term assessment to demonstrate sustainability is lost. Communities of practice that include NGO and government counterparts strengthen both M&E coordination and programmatic outcomes. One way to ensure M&E is conducted on an ongoing basis is to put it in the hands of the government and strengthen their capacity to lead WASH in Schools monitoring and evaluation efforts.

### Recommendations

NGOs need M&E policies to “know the scale [of] the problem, to engage in evidence-based advocacy, to assess progress, [and] to learn from successes and mistakes”<sup>16</sup>. It is equally important to implement those policies to support and work with governments to build capacity for national level M&E systems.

Interim solutions are needed when government systems leave something to be desired. NGOs can play a vital role in educating all stakeholders on the importance of M&E and building internal and external staff capacity for long-term, quality data collection and analysis. Identifying and training people at the school level who can help conduct M&E is another temporary solution if national level coordination is not happening.

It is key to build M&E into strategic planning to establish and reinforce the importance of learning from things that are working and making changes to things that are not. Incorporating M&E from the beginning helps identify what government structures are already in place and how an organisation can fit into them as well as identify gaps in government policy/structure around M&E. There are several examples of improved coordination and harmonisation between NGOs to monitor the same indicators. In Mali, Dubai Cares has provided guidelines for their grantees including M&E frameworks, common indicators, and ways to strengthen and work within national strategies<sup>17</sup>. Millennium Water Alliance, as an umbrella organisation, has worked with their members to develop common indicators for their programme in Ethiopia.

There are often misconceptions of the cost of M&E for WASH in Schools. Individual organisations have attempted to calculate the unit costs per school per year and per pupil per year. This has not been applied across countries, regions or programmes. This

#### Lessons from Building Country M&E Systems

- Substantive government demand is a prerequisite for successful institutionalisation
- Role of incentives
- Key role of a powerful ‘champion’
- Start with a diagnosis of existing M&E
- Centrally-driven, by capable ministry
- Build reliable ministry data systems
- Danger of over-engineering the system
- Utilisation is the measure of ‘success’
- Limitations of relying on government laws, decrees and regulations
- Role of structural arrangements to ensure M&E objectivity and quality
- A long-haul effort, requiring patience

Source: World Bank, January 2006.

<sup>16</sup> UNICEF (April 2011). *WASH in Schools Monitoring Package*. Page 8.

[http://www.unicef.org/wash/schools/files/wash\\_in\\_schools\\_monitoringpackage.pdf](http://www.unicef.org/wash/schools/files/wash_in_schools_monitoringpackage.pdf).

<sup>17</sup> Dubai Cares. *Dubai Cares Initiative in Mali: Practical Guide to Monitoring, Evaluation and Learning*.

<http://www.washinschoolsmapping.com/projects/pdf/malimelguide.pdf>.

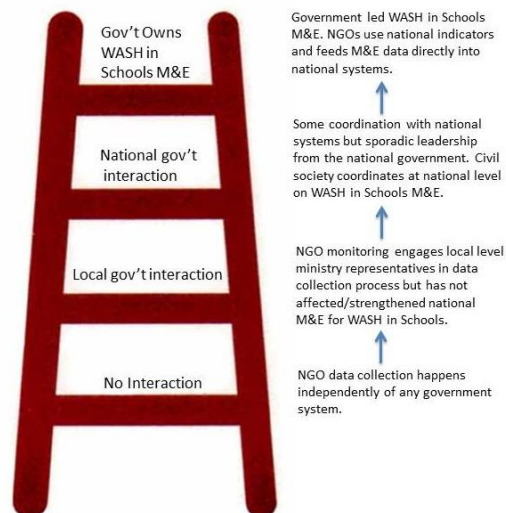
is an area of M&E that needs further investigation to estimate costs and ensure those costs are budgeted for appropriately. Therefore, it is essential to involve donors, including national governments, in the M&E process through education on the importance of M&E and creating appropriate budget line items for the same. Funding for M&E should not end at the ribbon cutting or handover ceremony; it must go beyond programme budgets to address post implementation monitoring.

Another crucial component of M&E is sharing lessons learned. A WASH in Schools Community of Practice (COP) lead by UNICEF currently exists but needs strengthening to be more effective. The COP brings together organisations working on WASH in Schools around the six points of action previously mentioned. The knowledge sharing and learning within the COP provides effective tools for working within government systems and therefore indirectly benefits national and subnational governments. Currently, there is very little guidance on WASH in Schools M&E at the global level. Therefore, it is important to share knowledge and effective practices through national WASH networks (e.g., RAS-HON in Honduras<sup>18</sup>, UWASNET in Uganda<sup>19</sup>).

### The WASH in Schools M&E Integration Ladder

A helpful analogy for assessing where organisation and government M&E interact is a ladder of WASH in Schools M&E collaboration. This identifies stages of integration of government EMIS and NGO project and programme data collection and analysis. The first rung of this ladder is when NGO data collection is happening independently of any government system.

### WASH in Schools M&E Ladder



A SPLASH staff member noted post data collection:

“During the feedback session, when the draft survey report was shared with the district education officials (those who had collected the data as well as the District Education Board Secretaries) for review, the officials were excited to be involved in review process. There was clear evidence of inherent ownership of both the process and product, something that has never been done before. During the meeting, ministry participants explained that outsiders normally do most of the research and all they receive is a final report. Without consultation, they have no opportunity to correct misrepresentation of facts. Even when the Ministry of Education conducts the annual school census, results are never sent back to the districts and schools for their use. Everything is finalised at the Central Ministry by an ‘expert’. A number of district education officials confessed that the survey report revealed details about the status of the WASH in School facilities, which they did not know. They pledged to use the report to improve the WASH in School facilities in their respective districts.”

The next stage is NGO monitoring that engages local level ministry representatives in the data collection process but is working in one targeted area and has not

<sup>18</sup> <http://www.rashon.org/>.

<sup>19</sup> <http://uwasnet.org/>.

affected/strengthened M&E for WASH in Schools at the national level. In Zambia for example, the USAID funded SPLASH programme<sup>20</sup> is using a mobile mapping and data collection tool via Samsung tablets. The innovation here is less about the tablet as there are many organisations using mobile technologies for data collection and analysis. Training local district education officers to use the tablets and integrate them into their regular data collection is where the innovation lies. This programme has started at ground level to integrate and institutionalise WASH in Schools indicators, benchmarks and targets into the national Zambian monitoring systems. This bottom up approach creates internal government advocates for WASH in Schools long-term monitoring and evaluation. According to SPLASH staff, the baseline survey used enumerators from the Ministry of Education, Science, Vocational Training and Early Education, RuralNet Associates Limited (a Zambian consulting firm) and FHI 360. Teams comprised of representatives from each stakeholder group conducted the school surveys in Chipata, Lundazi, and Mambwe, three districts in the Eastern Province of Zambia. Training on the hardware was the first step in a long process to institutionalise WASH in Schools monitoring and evaluation into the Ministry of Education.

Moving further up the ladder is national coordination around WASH in Schools monitoring within civil society, some coordination with national systems but sporadic, if any, leadership from the national government. In Uganda, the Uganda Water & Sanitation NGO Network (UWASNET) – an umbrella civil society coordination organisation – synthesises WASH in Schools data among most, if not all, of the national and international NGOs working in Uganda. Each NGO working on WASH in Schools reports on several so-called “Golden Indicators” including school sanitation and hygiene (i.e. pupil to latrine/toilet stance ratio disaggregated by gender) and the associated financing. The *NGOs in the Ugandan Water and Sanitation Sector Performance Report for FY 2011/12* found 43% of the total civil society organisation (CSO) budgets for sanitation and hygiene went to construction of school toilet facilities<sup>21</sup>. This data collection and analysis from multiple CSO contributions is an example of the influence M&E for WASH in Schools can have on national budgets. UWASNET, on behalf of the contributing CSOs, shares this information with the appropriate ministries to point out and advocate for gaps in services and coverage. This report provides an opportunity to engage with the Ministry of Education regularly.

Government-led WASH in Schools M&E is the final/highest rung on the ladder. Engaging schools, Parent-Teacher Associations (PTAs), and the local Department of Education officials in collective monitoring is a more complex yet more empowering way to collect comprehensive data from all stakeholders at the school level. This creates an opportunity not only to monitor and evaluate programme effectiveness but to make changes based on what’s working and identified gaps. It is most effective for the long-term with NGOs collecting data beyond functionality per the request of the government

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<sup>20</sup> <http://zambia.usaid.gov/education-project-descriptions>.

<sup>21</sup> [http://uwasnet.org/Admin/pdf/2011-12\\_NGO\\_Report.pdf](http://uwasnet.org/Admin/pdf/2011-12_NGO_Report.pdf).



and feeding it into a national government monitoring system. The Philippines Department of Education, with support from international development partners, is doing just that through their Essential Health Care Program<sup>22</sup>.

The Essential Health Care Package (EHCP) began with a GIZ-funded programme called Fit for School. This programme provided the guidance for national level institutionalised hand washing, tooth brushing, and water provision at school including a mechanism to monitor these programmes. The work of the Philippines Department of Education provides a great example of institutionalised programmatic work as well as the M&E. Based on the success in the Philippines, GIZ and Fit for School are looking to expand their work in several similarly structured countries in Southeast Asia. The model programme serves as an example for other governments to take the lead on WASH in Schools M&E and proves national government capacity building and advocacy are keys to success.

### **Conclusions**

There are many challenges to WASH in Schools M&E but they are not insurmountable. While NGOs and governments are collecting data, the systems often do not interact. We have examples of success where NGOs and governments are working together on M&E, which in turn strengthens WASH in Schools policies and programmes. NGOs and governments need to build upon this progress and learn from their international counterparts. It is vital for all stakeholders to recognise the importance of WASH in Schools M&E collaboration and to provide the technical assistance and resources needed to ensure longevity and institutionalisation of M&E and WASH in Schools services. Recognising this is a shift in how NGOs and governments have traditionally worked, and increased collaboration is an effective way to create sustainable M&E for WASH in Schools and move up the ladder.

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<sup>22</sup> [www.fitforschool.ph/about/about-ehcp.html](http://www.fitforschool.ph/about/about-ehcp.html).





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World Bank (2006). Institutionalization of Monitoring and Evaluation Systems to Improve Public Sector Management. Washington, DC, USA, The World Bank. Available at: <[http://siteresources.worldbank.org/INTEVACAPDEV/Resources/4585664-1253899870336/monitoring\\_evaluation\\_psm.pdf](http://siteresources.worldbank.org/INTEVACAPDEV/Resources/4585664-1253899870336/monitoring_evaluation_psm.pdf)>.

# Appendix 1: Qualitative Survey Questions

## 1000 Schools Initiative Qualitative Questions

1. Pick one of the schools from the Initiative and briefly describe the monitoring, evaluation and resolution (ME&R) process from beginning to end. If possible, include the monitoring & evaluation tool used; who does the monitoring; and whether the monitoring done in person, remotely, or by some other method.
  - a. Is this example typical of how ME&R happened in other schools?
2. How does your organisation know when hardware and/or software are not working? By hardware we mean infrastructure of a project, such as a pump, water tank, hand washing station, latrine, or other equipment. Software includes things like hygiene education, latrines cleaning, availability of soap, etc.
  - b. How prepared is the community to deal with non-functionality in the short- and long-term?
  - c. How prepared is your organisation to deal with non-functionality in the short- and long-term?
3. Since completing the survey, how has your organisation addressed any issues that came to your attention as a direct result of this survey?
  - d. Please provide one example of how an issue was resolved, if applicable.
4. Describe your organisation's ME&R policy. How does your organisation's ME&R policy address the functionality and sustainability of a project?
  - e. In your opinion, how well is the organisation's ME&R policy followed in the field?
5. Describe how your organisation collects WASH in Schools monitoring data.
  - f. What happens to the data once it is collected?
  - g. How is data used to influence programmatic changes in current and future programmes?
6. What ME&R challenges does your organisation face for WASH in Schools programmes?
  - h. How does your organisation address these challenges?
7. What does your organisation think are the top 5 indicators most useful to monitor & evaluate WASH in Schools projects?
8. Describe the government monitoring systems (such as the educational management information system-EMIS) in countries where your organisation works?
  - i. How does your organisation's M&E information interact with the government's EMIS system?
9. How can the WASH in Schools sector better prepare for and deal with WASH in Schools ME&R and sustainability challenges?