Establishing a Monitoring and Evaluation Plan for World Water Relief in the Dominican Republic and Haiti

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Emory University
World Water Relief

- A small NGO working in the Dominican Republic and Haiti
- Holistic approach with water systems in schools, education programs, and sustainability commitment

Monitoring and Evaluation

- Logical framework to ensure that steps of action are leading towards organizational goals
- Quantifying what is currently being done

Me!

- Consultant to address this area of need for the organization
- Master of Public Health student at Emory University
World Water Relief Project Sites

Haiti

Dominican Republic
Dominican Bateyes:

Rural communities that developed around the sugarcane industry

- Mostly Haitian migrants
- Some of the most underserved communities
- Many residents are considered to be stateless
- Unable to access education, employment or healthcare outside of the bateyes
World Water Relief Model:

Water Systems – Education - Sustainability
World Water Relief Model:

Keeping it local
Monitoring and Evaluation:

Logical framework to ensure that steps of action are leading towards organizational goals
Developing a Monitoring Plan:

Goal: Reduce waterborne illness related to diseases transmitted through poor water and sanitation practices among school age children (5-18 years old) in program schools.

Output: Improved water quality in program schools.

Indicator: Number of schools with drinking water supplies with undetectable levels of hydrogen-sulfide producing bacteria.

Means of Verification: Monthly presence-absence water quality tests using HACH PathoScreen Field Test Kit.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>INDICATORS</th>
<th>MEANS OF VERIFICATION</th>
<th>ASSUMPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Reduce waterborne illness related to diseases transmitted through poor water and sanitation practices among school age children (5-18 years old) in program schools</td>
<td>G1. % (percentage) reduction in recorded days missed of school per year among children attending program schools</td>
<td>G1. School absentee records reported monthly by school directors</td>
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<tr>
<td>WATER</td>
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<tr>
<td>Outcome 1</td>
<td>Improved access to and use of safe water sources for children attending program schools</td>
<td>1a. # (number) of school children attending program schools each year</td>
<td>1a. School directory records (including # of children and # of school staff as separate entries). Obtain # of children in lowest grade to determine newest beneficiaries.</td>
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<td>1b. Average liters/child/school day of school water supply used for drinking, cooking and hygiene</td>
<td>1b. Monthly water meter readings (assume 5 school days per week, 20 school days per month).</td>
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<tr>
<td></td>
<td></td>
<td>1c. % (percentage) of school directors reporting water system satisfaction each month</td>
<td>1c. School children questionnaire</td>
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<tr>
<td></td>
<td></td>
<td>1d. % (percentage) of school children reporting water system satisfaction each month</td>
<td>1d. School children questionnaire</td>
</tr>
<tr>
<td>Output 1.1</td>
<td>Improved water quality in program schools</td>
<td>1.1. # (number) of schools with drinking water supplies with undetectable levels of hydrogen-sulfide producing bacteria</td>
<td>1.1. Monthly presence-absence water quality tests using HACH PathScreen Field Test Kit</td>
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<tr>
<td>Activity 1.1.1</td>
<td>Installation of three stage water filtration systems at program schools</td>
<td>1.1.1. # (number) of water filtration systems installed per year</td>
<td>1.1.1. Records</td>
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<tr>
<td>Activity 1.1.2</td>
<td>Maintenance of three stage water filters (i.e., replacement of water filters (sediment and carbon) and ultraviolet bulb)</td>
<td>1.1.2a. # (number) of sediment water filters used per year</td>
<td>1.1.2a, b, c. Inventory records</td>
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<tr>
<td></td>
<td></td>
<td>1.1.2b. # (number) of carbon water filters used per year</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1.1.2c. 3 (number) of ultraviolet bulbs used per year</td>
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</tr>
</tbody>
</table>
Establishing Monitoring:

School Director Surveys

Club Agua Questionnaires

Records and Logs

Observing Employees
### World Water Relief WASH in Schools Logical Framework

**Objectives**
- Improve access to safe water, sanitation, and hygiene facilities in schools.
- Increase awareness of children and school staff on the importance of WASH.

**Indicators**
- Students have access to clean drinking water.
- Students have access to proper sanitation facilities.
- Students have access to hygiene education.

**Assumptions**
- Water sources are reliable and accessible.
- Sanitation facilities are properly maintained.
- Hygiene education is integrated into the curriculum.

**Output**
- Improved access to clean water and sanitation facilities.
- Increased awareness of the importance of WASH.
- Improved student health and attendance.

**Outcome**
- Students have improved health and learning outcomes.
- School communities have improved hygiene practices.
- School environments are safer and healthier.

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#### WATER

**Objective:** Ensure access to safe water for drinking, bathing, and hygiene.

**Indicators**
- Students have access to clean drinking water.
- Students have access to proper sanitation facilities.

**Assumptions**
- Water sources are reliable and accessible.
- Sanitation facilities are properly maintained.
- Hygiene education is integrated into the curriculum.

**Output**
- Improved access to clean water and sanitation facilities.
- Increased awareness of the importance of WASH.
- Improved student health and attendance.

**Outcome**
- Students have improved health and learning outcomes.
- School communities have improved hygiene practices.
- School environments are safer and healthier.

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#### Yellow = indicators established
Monitoring Indicators Measured:

**School Director Surveys:**
98% school director satisfaction with the water systems

**Club Agua Questionnaires:**
94.7% of students were able to identify two times to wash their hands

**Records and Logs:**
Hand washing stations were functional at 88% of World Water Relief schools

**Observing Employees:**
Employees voiced a desire for a better system that tracks the hours that they work
Scaling up:

Now that monitoring is being established in the Dominican Republic:

- Training on monitoring plan is to be established in Haiti
- The local Dominican Republic model can be transferred to new locations
What’s next?

**Monitoring Results:**
Utilize for program development and improving efficiency
Use data for grants and publicizing the work being done

**Evaluation:**
Next steps are to look at the effects of the program on the communities
This will link program activities to health impacts

**Katherine Stanfill:**
Master of Public Health, Emory University, Graduation: May 2016
Seeking to utilize these skills in future employment
Interested in speaking with organizations