

UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING



NATIONAL STRATEGIC PLAN FOR SCHOOL WATER, SANITATION AND HYGIENE (SWASH)
2012 -2017

ABBREVIATIONS

AMREF	African Medical Research Foundation
BCC	Behavioral Change Communication
BEST	Basic Education Statistics Tanzania
CBOs	Community-based organization
CCIs	Cross Cutting Issues
CSOs	Civil Society Organisations
D by D	Decentralization by Devolution
DED	District Executive Director
DEO	District Education Officer
DHO	District Health Officer
DPS	Director of Preventive Services
DWE	District Water Engineer
DWST	District Water Supply and Sanitation Team
ECOSAN	Ecological Sanitation
EMIS	Education Management Information System
ESDP	Education Sector Development Programme
HESAWA	Health Sanitation and Water
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IEC	Information Education Communication
LGAs	Local Government Authorities
M&E	Monitoring and Evaluation
MDAs	Ministries Departments and Agencies
MDGs	Millennium Development Goals
MEO	Municipal Education Officer
MIS	Management Information System
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
MoCDGC	Ministry of Community Development Gender and Children
MoFEA	Ministry of Finance and Economic Affairs
MoU	Memorandum of Understanding
MoEVT	Ministry of Education and Vocational Training
MoHSW	Ministry of Health and Social Welfare
MoWI	Ministry of Water and Irrigation
MTEF	Medium Term Expenditure Framework
MUHAS	Muhimbili University of Health and Allied Sciences
NAWAPO	National Water Policy
NGO	Non- Governmental Organization
NSCSH	National Steering Committee on Sanitation and Hygiene
NSHC	National Sanitation and Hygiene Committee
NTCSSH	National Technical Committee on School Sanitation and Hygiene
NWSDP	National Water Sector Development Program
OPD	Out Patient Department
PEDP	Primary Education Development Program

PMO-RALG	Prime Minister's Office, Regional Administration and Local Government
PHAST	Participatory Hygiene And Sanitation Transformation
RWST	Regional Water Supply and Sanitation Team
SEDP	Secondary Education Development Program
SNV	Netherland Development Organization
SWASH	School Water, Sanitation and Hygiene
SWASHP	School Water, Sanitation and Hygiene Programme
SWOT/C	Strengths Weaknesses Opportunities Threats/ Challenges
TASAF	Tanzania Social Action Fund
TWG	Technical Working Group
UN	United Nations
UNICEF	United Nations Children's Fund
WASH	Water Sanitation And Hygiene
WDC	Ward Development Committee
WHO	World Health Organization
WSDP	Water Sector Development Program
WSP/WB	Water and Sanitation Program of the World Bank

FOREWORD

The Government of Tanzania has been implementing Primary Education Development Programme (PEDP I) 2002 -2006 and Secondary Education Development Program (SEDP I) since 2004 -2009. The main objectives been making education more accessible and improving its quality to all school children. While significant success has been made in extending access, improving quality remains a challenge. The increase of number of schools is inversely proportional with the increase of sanitation facilities. The Ministry of Education and Vocational Training (MoEVT) has defined clearly the standards for school sanitation facilities. These standards include setting latrines with the ratio of one drop hole per 20 girls and one per 25 boys. In 2009, UNICEF, Water Aids and SNV carried out a survey (2009) to find out the existence situation and standards of WASH facilities in schools. Survey revealed that most of the schools have not met these standards. This situation has prompted the MoEVT to join effort with Development Partners to design a School Wash and Hygiene (SWASH) program in scaling up the sanitation facilities in schools. In order to embark in this situation and bring effective implementation of the SWASH program strategic plan was necessary to be developed.

The SWASH Strategic plan aim at enhancing the provision of adequate safe water, sanitation and hygiene facilities as well as improving the academic performance, school attendance and overall health of school children. It will act as a guide to various stakeholders including the Government, Development Partners, NGOs, Civil Society Organizations Communities and others to work together towards attainment of better healthy learning environment among school children.

The development of this strategic plan took advantage of the on-going initiatives of Primary and Secondary School Development Program (PEDP & SEDP) which apart from raising enrolment they aim at improving the quality of education as whole. It also recognizes the support from a range of players who complements the national and regional efforts in implementing SWASH. Furthermore, the disease burden in developing countries due to diseases primarily related to poor Sanitation and Hygiene has rendered the global community to give WASH a considerable priority. For instance, the inclusion of Sanitation in MDGs (goal 7) and MKUKUTA is the evidence of the International and National commitment to improve the performance in the education sub-sector. It is reported that 60-80% of OPD cases in health facilities are due to water borne and sanitation related diseases. Therefore, the development of this strategic plan among others will play a key role in preventing WASH related diseases to school children and the community at large. In so doing the absenteeism brought about by WASH related diseases will dramatically be contained leading to maximization of attendances and hence academic performance in schools. Although this strategic plan has a span of five years from 2012 – 2017, it is expected that after two years of implementation, a review will be carried out to adapt changes based on experience learnt.



Permanent Secretary

Ministry of Education and Vocational Training

ACKNOWLEDGEMENT

The development of School WASH strategic plan involved various stakeholders including sectoral representatives, Development Partners (DPs), international, National and Non-Governmental Organizations (NGOs) and other actors. Their tireless efforts and time during the development of this strategic plan has contributed to its finalization. This document will be used as a guide in responding to various challenges facing SWASH.

The government of Tanzania would like to thank UNICEF for their immense support in financing the development of this document. Also we would like to acknowledge other supporters like WaterAid and SNV - Netherlands Development Organization who assisted the initial stages in carrying the school WASH mapping survey that was used as a baseline data.

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The MoEVT strongly appreciates the contribution made by Assistant Director of Environmental Health Services Mr. Elias Chinamo (MoHSW), Assistant Director of Sanitation Eng. Aman Mafuru (MoW), SWASH Coordinators Theresia Kuiwite (MoEVT) and Odilia Mushi (PMORALG) for the preparation of the initial document and in collaboration with other technical members from the same sector ministries and other experts from NGOs for its finalization.

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The Commissioner for Education
Ministry of Education and Vocational Training

EXECUTIVE SUMMARY

Tanzania experiences high rates of communicable diseases due to poor sanitation and unhygienic behavior. The situation among other things is perpetuated by inadequate coverage and access of school WASH facilities. The study conducted by UNICEF, SNV and WaterAid in 16 districts covering 2697 schools in Tanzania mainland revealed that 6% of the schools had no latrines, 99% has no hand washing facilities, 86% had no water for hand washing and 38% of the schools had no water supply (SWASH Mapping Report, 2011). This critical shortage explains the continued existence of diarrhea, worms, acute respiratory infections, trachoma and dysentery which are all linked to inadequate access to water supply, improper sanitation and unhygienic behavior.

The Government has taken different measures to improve WASH situation in schools, incorporation of hygiene education in school curricular together with provision of latrines and water facilities in some schools indicate the Government's commitment to address the SWASH challenges. Implementation of Education Sector Development Program (ESDP) has lead to fast growing school children population, the increased number of pupils has in turn lead to increase in demand of WASH facilities. Demand for WASH facilities in schools is enormous hence need for integrated approach that includes key ministries in school WASH. Therefore, there is a need to come up with a Strategic Plan that will address these problems and challenges.

This strategic plan has prioritised interventions identified through situational analysis of SWASH. The strategic areas were also analyzed according to Strength, Weakness, Opportunity and Challenges (SWOC) of various issues affecting the school WASH in Tanzania. The logical frame work is developed and had focuses on all key strategic areas where it shows Strategic Objectives, Outputs; Major activities; Performance indicators and means of verification. It also indicates responsible institutions, time frame and the risks that may hinder or delay implementation of the strategic plan. Furthermore, an action plan is developed which captures all issues contained in logical framework except risks. The action plan also has a portion for indicative budget estimates. The identified strategic areas are described below:

- **Policy Guidelines and Strategy Formulation**

This strategic area addresses the need for development of policies, strategies, guidelines, operational manuals for sustainable delivery of school WASH services. In addition, it is formulated to encompass requirements stipulated by all relevant national policies, strategies, laws and regulations.

- **Institutional Arrangement**

Institutional arrangement describes the framework within which School WASH strategic plan will operate by involving various actors from all levels. The designed institutional arrangement will harmonize actors from different public sectors, together with non-governmental partners and stakeholders, to ensure that all are effectively involved in implementing SWASH interventions. The organizational structure, roles and responsibilities are shown in annex 1.

- **Awareness and Capacity Building**

Improvement of Water, Sanitation and Hygiene in schools encompasses creation of awareness and building capacity of human resources. This will be achieved through pre-service and in service training for teachers in issues pertaining to WASH. Focus will also be in raising awareness of all key stakeholders on School WASH issues and equipping National and District SWASH teams.

- **Infrastructure Development and Maintenance**

The major infrastructure required for SWASH include: Water, sanitation and hygiene facilities. Water facilities include: Tap water, shallow well, boreholes, spring water, rain water harvest tanks. Sanitation facilities include: latrines like pour flush, Ventilated Improved Pit latrine (VIP), compost and ecological latrines. Hygiene facilities include hand washing facilities and changing rooms for girls.

- **Cross-cutting issues**

The cross-cutting issues will take into consideration gender and disabilities of school children and staff to ensure equity and inclusion during SWASH implementation.

- **Financial Mobilization and Management of Resources**

This strategic area aims at mobilizing financing of SWASH from the Government, Development Partners, Communities, and other stakeholders through advocacy and lobbying. It also focuses on the strengthening of management of physical and financial resources for accountability and results that are value for money.

- **Monitoring and Evaluation**

Monitoring and evaluation for the implementation of the School WASH Strategic Plan shall make use of the current systems in the key ministries and shall combine information from different school WASH Stakeholders. The Local Government monitoring system shall feed information to the PMORALG while MoHSW maintains HMIS. The Ministry of Education and Vocational Training has established EIMS and Ministry of Water maintains Management Information system (MIS). The functions of physical monitoring of programmes and projects will be strengthened, decentralized, but effectively coordinated at the central level. Combined monitoring and evaluation tools shall be developed to facilitate information management of SWASH from the different systems being used. Indicators available in the existing systems shall also be used in the School WASH Monitoring and Evaluation as bases for subsequent measures and decision making for policy formulation.

DEFINITION OF TERMS

SWASH refers to School Water Sanitation and Hygiene

School refers to primary and secondary schools; boarding/day or both; Rural or Urban located; Public or Private school.

School community in this strategic plan refers to students, teachers and other staff working in the school.

School children refers to children at school who include pupils and students

Key ministry is the one having direct role(s) on Water Supply, Sanitation and Hygiene in schools and community.

WASH facilities includes water supply facilities, latrines, hand-washing facilities, incinerators, refuse pits, and other waste collection and disposal facilities

Water sources- spring water, tap water, shallow wells, rain water harvesting etc

Sanitation means of preventing human contact from the hazards of waste to promote health. It is generally used to refer to the provision of facilities and services for the safe disposal of human feces and urine, but it can also be used to refer to the maintenance of hygienic conditions, through services such as garbage collection, including for menstrual hygiene protection materials, and wastewater disposal.

- **Basic sanitation** means management of human feces at the household level. This terminology is the indicator used to describe the target of the Millennium Development Goal on sanitation.
- **On-site sanitation** is the collection and treatment of waste is done where it is deposited. Examples are the use of pit latrines and septic tanks.
- **Environmental sanitation** which the control of environmental factors that form a link in disease transmission and have an impact on human health. Subsets of this category are solid waste management, water and wastewater treatment, industrial waste treatment and noise and pollution control.
- **Ecological sanitation** - a concept and an approach of recycling to nature the nutrients from human and animal wastes.

- **Improved sanitation** – includes the following technologies (as defined by the Joint Monitoring Programme (JMP) for water and sanitation of WHO and UNICEF).
 - connection to public sewer
 - connection to septic system
 - pour-flush latrine
 - simple pit latrine with a slab
 - ventilated improved pit latrine

Hygiene is the method of using cleanliness as a method of preventing disease.

- **Personal hygiene** – keeping the body clean to prevent disease.
- **Hygiene promotion** – the planned, systematic attempt to enable people to take action to prevent or mitigate water, sanitation and hygiene related diseases.
- **Hygiene education** – the provision of education and / or information to encourage people to maintain good hygiene and prevent hygiene related diseases.
- **Health promotion** - is the process of enabling people to increase control over the determinants of health and thereby improve their health.

Hygiene facilities

Hygiene facilities for schools are essentially hand and body washing amenities, and sanitary bins in girl's toilets and dustbins.

Cross cutting issues in this document refers to gender and disability issues.

- **Gender** - refers to the society constructed roles, behavior, activities and attributes that particular society consider appropriate for men and women.
- **Disability** –is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to temporary or permanent physical, mental or social barriers. Such a loss or limitation could be aggravated by community's perception of disabled people.
- **Menstruation or menses** – is a natural bodily process for girls and women and which means women and girls have particular sanitary and hygiene needs.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

Water, Sanitation and Hygiene related diseases remain one of the most significant child health problems worldwide. Infections such as cholera, malaria, trachoma, bilharzias and diarrhea are on increase in our communities. The most affected ones are children. These diseases not only affect children's physical development but also school attendance and academic performance. The challenges of School Water, Sanitation and Hygiene (SWASH) are more pronounced in developing countries unlike the developed world. According to a report by the UN children's agency and its partners, titled "*Raising Clean Hands*," in sixty (60) countries in the developing world, more than half of primary schools have no adequate water facilities and nearly two thirds lack adequate sanitation (UN, 2004). Furthermore, lack of separate and adequate sanitation and washing facilities for adolescent girls discourages them from attending school due to failure of meeting hygiene needs during menstruation which in turn affects their school performance and increase their risk of dropping out. At this particular moment they need changing room, adequate water and facilities for disposal of sanitary pads. Likewise, there are problems of accessibility to WASH facilities especially to school children with disabilities. Improving water supply, sanitation and hygiene in schools is crucial as it embraces the well being of school children, reduces the risk of WASH related diseases, contributes to education enrolment and performance, increases dignity and cognitive ability and reduces absenteeism.

In Tanzania, high rates of communicable diseases due to poor sanitation and unhygienic behaviour is experienced. The situation among other things is perpetuated by the existing coverage and access of school WASH facilities. The study conducted by SNV, Water Aid and UNICEF in 2009 in 16 districts covering 2697 schools in Tanzania mainland. The survey revealed that 6% of the schools had no latrines, 84% has no hand washing facilities, 86% had no water for hand washing and 38% of the schools had no water supply (SWASH Mapping Report, 2011). This critical shortage explains the continued existence of diarrhea, worms, acute respiratory infections, trachoma and dysentery which are all linked to inadequate access to water supply, improper sanitation and unhygienic behavior.

The WASH situation above has tremendously grown wider due to ongoing programs in primary and secondary schools. The Primary Education Development Programme (PEDP) and Secondary Education Development Programme (SEDP) have all led to the increased enrollment of children in schools. This increase has mounted a huge demand for facilities particularly classrooms, chairs, laboratories, latrine and water supply. Unfortunately, water and latrine facilities did not receive equal attention like others. As a result the situation of WASH continues to deteriorate. Responding to the situation, this Strategic Plan provides a framework for the implementation of School WASH activities for the period of 2012– 2017. It addresses the dissatisfaction realized by the Government and other partners on the inadequacy of WASH services in schools.

The demand for WASH facilities in schools is enormous; hence, an integrated approach among the key actors is required to facilitate implementation of the planned activities. To realize this, the Strategic Plan will be streamlined in key ministries namely: Ministry of Education and Vocational Training (MoEVT), Ministry of Community Development, Gender and Children (MCDGC), Ministry of Water (MoW), Prime Minister's Office Regional Administration and Local Government (PMO-RALG) and Ministry of Health and Social Welfare (MoHSW) to jointly collaborate in addressing the provision of WASH facilities in schools. This joint mission emanates from the fact that WASH services in schools rests on the above ministries. However, the Ministry of Finance and Economic Affairs (MoFEA) is one of the actors in provision of SWASH services because it finances and monitors the funds allocated for SWASH activities. Furthermore, there is a signed Memorandum of Understanding (MoU) to enable the above mentioned ministries to work together harmoniously on SWASH activities. According to MoU, MoEVT is responsible to ensure that hygiene education is taught; and schools have improved sanitation and safe drinking water facilities and WASH components are incorporated in the school curriculum.

1.2 School WASH Initiative

The Government has taken different measures to improve WASH situation in schools. Incorporation of hygiene education in school curricular together with provision of latrines and water facilities in some schools indicate the Government's commitment to address the SWASH challenges. However, other actors such as Development Partners, NGOs, CSO, Communities and individuals are implementing school WASH in the country.

In order to facilitate development of hygienic behaviors among children MoEVT is using the child centered approach in schools although there is a need to training teachers different approaches which will be employed according to different locality. MoEVT has also adopted sanitation and hygiene promotion programs that suit school children of different ages and their requirement. Within the framework of this strategic plan, multiple actors in school will be coordinated with formation of collaborative forum and streamlining community efforts to appropriately address school water, sanitation and hygiene needs.

1.3 Rationale for SWASH Strategic Plan

In the course of implementing PEDP and SEDP, it was observed that WASH facilities in schools were not proportional to the enrollment, hence, resulting into insufficient provision of WASH services. The increase in the number of students enrolled demands for the increase in WASH facilities in schools. This necessitates preparation of strategic plan to ensure that Water, Hygiene, Sanitation facilities, classrooms, laboratories, and other facilities are proportional to the school enrolment and number of staff. Furthermore, the strategic plan will establish coordination mechanism for school WASH facilities which are not currently in place. From this background a strategic plan is required to curb the existing school WASH situation.

1.4 Purpose for SWASH Strategic Plan

The purposes of Strategic Plan are to:

- Ensure that all schools are provided with Water, Sanitation and Hygiene facilities along with hygiene education.
- Have adequate WASH facilities for school children and staff including children with special needs and adolescent girls.
- build the capacities of all stakeholders especially teachers, NGO`s and other partners,
- Support and monitor the implementation of MDGs and MKUKUTA goals and ensure maintenance of and sustain SWASH facilities..
- Create conducive learning environment in schools.

1.5 Organization of the document structure

This document consists of 5 chapters. The first chapter gives the background, purpose and rationale for this strategic plan. The second chapter describes the Tanzanian school situation as far as SWASH is concerned and explains the roles and responsibility of the various stake holders that will come in implementing this plan. Chapter 3 details the strategies for implementing the plan showing the strategic areas; It starts with the mission and vision of the plan, goal and objectives and eventually strategic areas, planned activities and expected output and outcome. Finally, the M & E methodology for the plan is outlined

1.6 Time frame

This school WASH Strategic Plan will be implemented in phases of five years. Phase one starts in 2012/13 to 2016/17. Other phases will be determined based on the review of the initial phase. In the first phase, the target is to increase by 50% WASH facilities in schools by 2016/17.

CHAPTER TWO

2.0 SITUATIONAL ANALYSIS

2.1 Introduction

Provision of water, sanitation and hygiene services in schools is facing new challenges of addressing the demands of a fast growing school children population due to expansion of the education sector. Education in Tanzania has expanded considerably after the adoption of Education Sector Development Program (ESDP 2001), from which PEDP and SEDP were developed. The implementation of these programmes has contributed to a high demand for sanitation facilities and services for school children, teachers and other staff. Therefore, the situation analysis focuses on the subsequent areas:

2.1.1 Primary Schools Enrolment

Table 2.1: Government Primary school enrolment from 2002-2011

Year	Stud. Enrol.
2002	5,960,368
2003	6,531,769
2004	7,041,829
2005	7,476,650
2006	7,959,884
2007	8,316,925
2008	8,410,094
2009	8,441,553
2010	8,419,305
2011	8,363,386

Source: BEST, 2011

From Table 1 it shows that primary school enrolment alone, increased by 42.1% amounting to 8,419,305 pupils in the years between 2001 and 2010. The increased number of pupils has led to increase in demand of more than 227,052 pit latrines for primary school (BEST, 2011). In the year 2009 the trend continues to increase (8,441,553) followed by decrease of school children enrolment for the government school (8,419,305 and 8,363,386) in the year 2010 and 2011 respectively. The increase in enrolment calls for proportional increase of sanitation and hygiene facilities in schools.

2.1.2 Disease burden

Poor sanitation, unsafe water supply and unhygienic practices contribute to high prevalence of a long list of infectious diseases including but not limited to cholera, typhoid, schistosomiasis, dysentery, acute respiratory infections, polio, urinary tract infection, scabies and eye infection. However, weak system for collection and management of sanitation related disease data render difficulty in analyzing disease burden in schools. High percentage (88%) of diarrhea is reported to be caused by poor sanitation, inadequate water supply and hygiene practices (WHO, 2004). Effectiveness of water, sanitation and hygiene intervention in reduction of diarrhea morbidity varies. For instance, hand washing with water and soap reduced diarrhea by 44%; water treatment at point of use reduces diarrhea morbidity by 39% while sanitation alone reduce diarrhea morbidity by 32%. Hygiene education reduces diarrhea morbidity by 28%, water supply reduces diarrhea by 25% and source water treatment reduce diarrhea morbidity by 11% (Fewtrell et al, 2005). Therefore, it is ideal to consider all the intervention as one package in order to have significant decrease in burden of sanitation related diseases among pupils in schools.

2.1.3 Sanitation Facilities

The nation-wide survey has shown that in 2006 the number of schools with proper latrine was only 38%, leaving behind more than 60% of schools in need of proper latrines (BEST, 2006). This gap represents only demand in toilet facilities beside other provisions such as hand washing facilities, operation and maintenance.

The mapping of school WASH in 16 districts of Tanzania mainland conducted by SNV, WaterAid & UNICEF in 2009 indicates that only 10% of schools have adequate sanitary facilities; Two thirds of all schools in these districts have more than 50 pupils per pit, where as 6% were reported to have no latrines at all. This survey results show that there is a large shortage of latrines in schools

The operation and maintenance of latrines is also a challenge to many schools. The issue of privacy in latrine use particularly for girls during menses leaves a lot to be desired. In many schools there are inadequate or no provisions to facilitate change and safe disposal of sanitary pads. Equally important, there are no adequate WASH facilities suitable for children, teachers and other school staff with disabilities.

2.1.4 Hygienic Behaviour and Practice

Children are change agents. Schools are important links to reaching individual families and communities. Children pass on their knowledge from school to their families and thus influence the community (Elledge, 2003). Hygienic behaviour is a function of many factors namely availability of water supply, hygiene facilities, attitude, and appropriate knowledge. Knowledge on hygiene is imparted to school children through the existing school curriculum and health education provided by local health professionals. Behaviour of school children may not be possible to change if enabling factors such as water supply and other elements of hygiene are inadequate or lacking. For instance, data from school WASH mapping shows that only 10% of surveyed schools had hand washing facilities and only 2% had soap for hand washing (SNV, WaterAid, UNICEF, 2009). Under this environment it becomes difficult for school children to practice what they have been taught in classes or by public health officers.

2.1.5 Water Supply

Water supply in school is required for drinking, cooking, personal hygiene and cleaning. It is recommended that water supplied to schools should be of drinking water quality. Basically, school children and staff require about 5 litres per person per day in day schools, 20 litres per person per day for all residential school children and staff in boarding schools; and 5 litres per person per day for non residential school children and staff. In addition, 1.5 – 3.0 litres per person per day is required if a school is using a pour-flush latrine in day schools; however the amount is doubled for boarding school (WHO, 2009). Despite its importance, many schools in Tanzania do not have adequate and sufficient water supply. The survey report on School WASH mapping indicates that 61% of schools in the surveyed districts have access to pipe or other protected water supply¹.

2.1.6 Waste Management

Both liquid and solid waste management remain to be a challenge in many schools. Facilities for waste management such as waste disposal bins are hardly provided in school compound. Currently, there is an increased concern on proper management of sanitary pads and provision of sanitary bins in girls' latrines. Furthermore, there are no schools with changing rooms for girls during menses period. In schools with water borne sanitation facilities there is frequent clogging of wastewater systems caused by thrown sanitary pads or cloths. Schools without changing rooms, pads are thrown haphazardly causing unsightly condition and foul smells. Schools using pit latrines for disposing sanitary pads, the pits get filled up quickly. It is worth to remember that used pads are infectious wastes, hence, require special handling.

¹ Some schools that report having access to a protected or piped supply, may however not have water through the pipes on a constant basis

2.1.7 Operation and Maintenance

Regular Operation and Maintenance (O & M) of infrastructure and facilities in schools is not done properly. This is due to low priority given to O&M during planning, budgeting and implementation; low awareness among school children; weak supervision and negligence. It is emphasized that school children should be involved in operation and maintenance of WASH facilities. Often, involvement of users has great outcome which is achieved when intended behaviour is built through practice. Therefore, cleaning of latrines should not be used as a punishment as this will develop negative attitude towards environmental hygiene practices among school children and staff.

2.1.8 SWASH in Curricula

Health education provided in primary school is integrated in Science, Life Skills-and-Sports subjects. The subjects are practical oriented thus; school children develop positive behaviour through practice. Hygiene education provided in primary schools covers important elements of behavioural development and associated practices such as hand washing, proper use of sanitation and hygiene facilities. Practice shows that there has been inadequate teaching methodology, teaching aids and lack of orientation to teachers on how to integrate the SWASH related topics into related subjects. Consequently, the intended behavioural change is not attained. It should be noted that there is a need to develop WASH teaching manuals for schools. Moreover, WASH topics are recommended to be included in teachers training curricula. The teachers working in teachers training college are supposed to capacitate in areas of WASH.

2.1.9 Institutional Arrangement

Water, Sanitation and hygiene in schools is a cross cutting issue. Currently, the Government of Tanzania has experienced high involvement of stakeholders in implementation of School Water, Sanitation and Hygiene. Being important cross sectoral issue, the Government strives to implement SWASH by distributing roles and responsibilities to key Ministries, Departments and Agencies (MDAs). However, due to weak monitoring and coordination mechanism, SWASH has been implemented by MDAs and other partners without jointly harmonized intervention. At present, SWASH is implemented by key ministries namely: MoEVT, MoHSW, MoW, PMO-RALG MoCDGC and MOFEA

In 2010 MoEVT, MoHSW, MoW, PMO-RALG signed Memorandum of understanding to clarify their roles and responsibilities. Likewise, in 2010, MoEVT and MoHSW established SWASH Technical Working Group (SWASH-TWG) at ministerial level. All SWASH activities at the ministry are coordinated by SWASH Coordinator under environmental unit. SWASH coordinator works collaboratively with SWASH-TWG which is composed of members from various departments

within the ministry, NGOs, CBOs and International Organizations. All SWASH matters are reported to CCI-TWG for more discussion prior to submitting the final report to ESDC.

2.1.10 Monitoring and Evaluation of SWASH

Currently, WASH facilities in schools are monitored by school inspectors and Ward Education Coordinators (WEC) using prepared checklists and monitoring tools. The collected data are sent to District Education Officers (DEOs). At district level, SWASH reports are compiled using Educational Management, Information System (EMIS). However, the checklist and EMIS used to collect data do not cover much as far as SWASH is concerned. There is a need for the checklist and monitoring tools to be harmonized. The consolidated data at LGAs are submitted to regional and ministerial levels for further action. At the ministry level, the reports are processed further to produce Basic Education Statistics in Tanzania (BEST). The BEST reports are used for policy development, planning and budgeting with the purpose of achieving effective interventions.

2.1.11 SWOC Analysis

The development of this strategic plan involved critical analysis of Strength, Weakness, Opportunities and Challenges (SWOC). From the situation analysis, areas that affect SWASH implementation include: Institutional Arrangement; Financial Mobilisation and Management; Capacity Building; Policy guidelines and Strategy Formulation; Infrastructure Development and Maintenance and Cross Cutting Issues. These areas are explained in detail in the subsequent sections.

2.1.12 Policy guidelines and Strategy Formulation

Key result area: SWASH policy guidelines, operation manuals and other packages

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Presence of Education and Training Policy • Presence of the National Environmental Health and Sanitation Policy guidelines • School WASH adequately covered in existing policies • Presence of WASH components in policies of related Ministries i.e. MoW, MoHSW, VPoE, PMO-RALG and MoCDGC. • Existence of various legislations on Water, Sanitation and Hygiene. • Existence of draft guideline for SWASH. 	<ul style="list-style-type: none"> • Low awareness of policy and decision makers on SWASH • Weak enforcement of laws and regulations guiding SWASH.
OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • Cross ministerial forums • Existence of stakeholders' fora/information sharing • Review of MKUKUTA goals • Commemoration of national and international sanitation related days • Availability of forums and media that can be used to sensitize MPs, Politicians and decision makers • Presence of Advocacy related platforms: Maji Week, World Toilet Day, Environment Day, International Year of Water, Sanitation, African Child Day, World Health Day, Adult Education Week, World HIV/AIDS Day, teachers' day and International Workers' Day Farmers Day. • Child friendly latrines and hand washing facilities are currently being promoted. • Existence of teachers resources centres for 	<ul style="list-style-type: none"> • Bureaucracy of Policy development takes long time • Inadequate cooperation and teamwork from actors • Changing personnel may affect past collaboration • Over burdening of the community

2.1.13 Institutional Arrangement

Key result area: coordination of stakeholders

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Existence of multiple interventions and actors • Presence of professional personnel in Water, Sanitation and Hygiene at all levels • Presence of management hierarchy • Memorandum of understanding available, and signed • Technical committee on WASH is available • Technical working group on SWASH is present 	<ul style="list-style-type: none"> • Inadequate participation of stakeholders • Inadequate database on school Water, Sanitation and Hygiene • Inadequate commitment and prioritization • Lack of awareness on WASH matters • Lack of central coordination mechanism among different actors on SWASH project implementation
OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • Presence of countrywide programs (NWSDP, PEDP, SEDP) • Presence of information Management systems (EMIS) • Presence of Development Partners forum. • Existence of structures at LGAs • Existence of SWASH organization structure 	<ul style="list-style-type: none"> • Conflict of interest within the sector and outside the sectors. • Bureaucracy and Political interference • Change of government structure. • Changing of leadership and staff.

2.1.14 Capacity Building

Key result areas: Knowledge and skills on SWASH

STRENGTHS	WEAKNESS
<ul style="list-style-type: none"> • Availability of human resource for Water, Sanitation and Hygiene education • Presence of manuals and standards of latrine design and construction • Process of development of teacher's manual for WASH. • Developed SWASH guideline • Availability of checklist for collecting SWASH data • Presence of SWASH National TOTs 	<ul style="list-style-type: none"> • Inadequate knowledge and skills on SWASH at all levels • Insufficient training of local artisans. • Inadequate Environmental education officers
OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • Availability of trained personnel on SWASH at district level • Presence of local and trainable artisans • Training programmes in the key Ministries. • Existing technical Institutions such Vocational Education Training Authority, Teachers Training College • Presence of teachers resource Centres. • Presence of development partners • Availability of quality control/assurance on school development projects 	<ul style="list-style-type: none"> • Inadequate funds • Lack of motivations for the implementers of SWASH • Inadequate human resources- especially in rural areas. • Unclear demarcation of responsibilities between health and education implementers at all levels

2.1.15 Infrastructure Development and Maintenance

Key result area: Sanitation facilities available and maintained

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Availability of human resource for Sanitation facilities and maintenance • Presence of manuals and standards of sanitation facilities for construction • Water supply and sanitation technical options tool kit available. 	<ul style="list-style-type: none"> • Inadequate knowledge on sanitation at community and school level • Lack of commitment on maintenance of school infrastructure. • Irresponsible school and community members in maintenance of sanitation facilities available.
OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • Availability of trained personnel on Sanitation matters • Capacity building programmes on sanitation in the key Ministries. • Presence of teachers resource centres • Availability of knowledgeable artisans on sanitation facilities. • Presence of development partners • Availability of quality control/assurance on school Sanitation facilities. 	<ul style="list-style-type: none"> • Inadequate funds for maintenance construction and maintenance • Weak participation of communities in construction and maintenance of school sanitation facilities

2.1.16 Cross Cutting Issues

Key result area: Cross cutting issues in SWASH Interventions

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Ministerial crosscutting Issues in policies and guidelines in place • MoEVT, MoCDGC and MoHSW have designs for people with special needs • Increased awareness on early childhood development. • Availability of human resources to handle crosscutting issues. 	<ul style="list-style-type: none"> • Inadequate mainstreaming of Cross cutting Issues at LGAs. • Inadequate provision of WASH facilities, for people with special needs. • Inadequate dissemination of guidelines to the school community.
OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • Political will and advocacy for equal gender participation • Presence of special institutions dealing with people with disabilities such as, special needs unit in MoEVT, Patandi, SEKUCo, CCBRT, etc • Menstrual hygiene guidance for Tanzania – girls books and teachers guidelines 	<ul style="list-style-type: none"> • Lack of priority and attitudes towards rights among disabled and adolescent girls • Community's resistance in accommodating some changes • High poverty level in the community.

2.1.17 Financial Mobilisation and Management

Key result area: Availability of Resources for SWASH

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Government funding through national budget • Presence of some partners in funding school Water, Sanitation and Hygiene • Community willingness to contribute some resources. • Presence of human resources to manage SWASH funds 	<ul style="list-style-type: none"> • Highly inadequate funding and delay in fund disbursement • Lack of clear and update unit cost for school Water, Sanitation and Hygiene facilities • Inadequate advocacy on school Water, Sanitation and Hygiene • Low priority accorded to resource allocation School Water, Sanitation and Hygiene • Mismanagement of WASH funds
OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • Availability of training avenues to improve financial management skills • Availability of avenues for advocacy on School Water, Sanitation and Hygiene • EThekwini Declaration. • Presence of government financial system in budgeting such as Mid Term Expenditure Framework (MTEF) 	<ul style="list-style-type: none"> • Conflict of interest and priority. • Continued inflation rate in the financial system • Changing of Govt priority/agenda • No budget line/cost centre for WASH • Development partners having different fiscal year

CHAPTER THREE

3.1 Introduction

This strategic plan has prioritised interventions identified through situational analysis of SWASH. The strategic plan areas were also analyzed according to Strength, Weakness, Opportunity and Challenges (SWOC) of various issues affecting the school WASH in Tanzania. The logical frame work is developed and had focuses on all key strategic areas where it shows Strategic Objectives, Outputs; Major activities; Performance indicators and Means of verification. It also indicates responsible institutions, time frame and the risks that may hinder or delay implementation of the strategic plan. Furthermore, an action plan is developed which captures all issues contained in logical framework except risks. The action plan also has a portion for indicative budget estimates.

3.2. Vision, Mission, Goal and Objectives of School WASH Strategic Plan

In view of situation analysis our mission and vision statement is as follows:

3.2.1 Vision

To have school communities with safe water provision, improved sanitation and education on water related disease and hygiene.

3.2.2 Mission

To ensure equitable, good quality, easily accessible, affordable and sustainable safe water, sanitation and hygiene services delivered to all school children and staff including those with special needs for better health and well-being.

3.2.3 Goal

To promote environmental health, safety, and well-being of school communities through the provision of adequate and accessible safe water, sanitation and hygiene services in schools.

3.2.4. Objectives of school WASH Strategic Plan

- (i) To advocate and lobby for support from political leaders and decision makers for improved water supply, sanitation and hygiene in schools
- (ii) To build human resource capacity for improved school water, sanitation and hygiene service delivery which is gender friendly and accessible

- (iii) To influence communities to participate in planning, construction, use and maintenance of user friendly water, sanitation and hygiene facilities for schools and communities
- (iv) To improve multi-sectoral and multi-level approach to implement SWASH activities at all levels.
- (v) To provide conducive, accessible and inclusive environment for school children with special needs
- (vi) To improve hygiene practices among school children, their families and communities
- (vii) To improve water, sanitation and hygiene facilities for better health and well-being for school children.
- (viii) To establish funding mechanism to support the implementation and sustainability of SWASH

3.3. Strategic Plan Areas

This Strategic Plan intervention will focus on the following six areas:

- (i) Policy Guidelines and Strategy Formulation
- (ii) Institutional Arrangements
- (iii) Awareness and Capacity Building
- (iv) Infrastructure development and maintenance
- (v) Cross-cutting Issues
- (vi) Financial Mobilization and Management

3.3.1 Strategic area 1: Policy Guidelines and Strategy Formulation

This strategic area addresses the need for development of policies, strategies, guidelines, operational manuals for sustainable delivery of school WASH services. In addition, it is formulated to encompass requirements stipulated by all relevant national policies, strategies, laws and regulations.

Key result area

Policy, guidelines and operational manuals on SWASH in place

Strategic objectives

- To develop school WASH guidelines and operational manuals by 2013
- To develop SWASH implementation strategy

Strategic outputs

- SWASH policy guidelines developed by 2013
- SWASH strategy developed and utilized by 2014
- Operational manual on SWASH adopted and disseminated by 2014

Performance indicators

- 75% of stakeholders sensitized on SWASH policy guidelines by 2013
- Operational manual and guidelines distributed to all schools by 2017
- 50% of all schools are utilizing SWASH strategy by 2014

3.3.2 Institutional Arrangement

Institutional arrangement describes the framework within which School WASH strategic plan will operate by involving various actors from all levels. The designed institutional arrangement will harmonize actors from different public sectors, together with non-governmental partners and stakeholders, to ensure that all are effectively involved in implementing SWASH interventions. The organizational structure, roles and responsibilities are shown in annex 1.

Key result areas

Coordination machinery of stakeholders in place

Strategic objective

To appoint coordination team of School WASH interventions at all levels by 2017

Strategic outputs

- Institutional coordination bodies/committees established.
- Work plan and budget of the coordination bodies/committees established.

Performance indicators

- Roles and responsibilities for coordination units and individual established
- Resources mobilization for SWASH activities in place by 2017

3.3.3 Strategic Area 3: Awareness and Capacity Building

Improvement of Water, Sanitation and Hygiene in schools encompasses creation of awareness and building capacity of human resources. This will be achieved through pre-service and in service training for teachers in issues pertaining to WASH. Focus will also be in raising awareness of all key stakeholders on School WASH issues and equipping National and District SWASH teams.

Key result areas

Levels of knowledge, attitude, practice and behavior of stakeholders on SWASH enhanced.

Strategic objectives

- To identify key resource people, coordinators, teachers and build their capacity for WASH to sustain services delivery by 2017
- Identify key resource people undertaking Training of Trainers on SWASH
- To Identify trainees at varies levels to implement SWASH
- To impart knowledge and skills to pupils and students on WASH

Strategic outputs

- Resource people on SWASH proramme identified and facilitated
- Resource people are engaged in training of trainers by 2017
- Trainers engaged in training of teachers, inservice teachers and coordinators by 2017

Performance indicators

- 75% Resource people on SWASH programme identified and resourced and facilitated by 2017
- 75% Resource people engaged on training on TOTs by 2017
- 75%Trainers engaged in training teachers, in-service teachers , coordinators by 2017

3.3.4 Strategic Area 4: Infrastructure Development and Maintenance**Key result area**

Water, Sanitation and hygiene facilities available and maintained

Strategic Objectives

- To increase sanitary facilities from less than10% to 50% to schools by 2017
- To increase accessibility of water from less than 10% to 50% by 2017
- To enhance hand-washing facilities from less than 4% to 50% by 2017

Strategic outputs

- 50% sanitary facilities are in place by 2017
- 50% water facilities are in place by 2017
- 50% Hand washing facilities are in place by 2017

Performance indicators

- 50% of schools with sanitary facilities enhanced by 2017
- 50% of schools access Clean and safe water by 2017
- 50% of schools access hand washing facilities by 2017

3.3.5 Strategic Area 5: Cross Cutting Issues

The cross-cutting issues will take into consideration gender and disabilities of school children and staff to ensure equity and inclusion during SWASH implementation.

Key result area

Gender, disability, environment and HIV/Aids issues are addressed

Strategic Objectives

- To develop separate sanitation facilities for boys and girls in all schools.
- To develop appropriate WASH facilities for girls to enable to respond to their menses related needs with dignity by 2017.
- To provide SWASH facilities for school children and teachers with disabilities by 2017
- Waste disposal should be separately from sanitary waste, sanitary waste should be disposed through incineration

Strategic outputs

- SWASH facilities for girls are adequately addressed and provided in 50% of the schools by 2017
- SWASH facilities for schools children and teachers with disabilities are available and in use in 50% of the schools by 2017
- Teachers and school committees are aware of the cross-cutting issues in relation to SWASH interventions in the school environment by 2017
- Waste disposal should be separately from sanitary waste to ensure safe environment by 2017

Performance indicators

- All schools have separate sanitary facilities for boys and girls
- 50% of school with changing rooms for girls and availability of facilities for safe disposal of sanitary pads by 2017
- 30% of school to availability of SWASH facilities for school children and teachers with disabilities by 2017
- 50% school to have availability of waste collection and disposal as well sanitary incinerators by 2017

3.3.6 Strategic Area 6: Financial Mobilization and Management of Resources

This strategic area aims at mobilizing financing of SWASH from the Government, Development Partners, Communities, and other stakeholders through advocacy and lobbying. It also focuses on the strengthening of management of physical and financial resources for accountability and results that are value for money.

Key Result area

- Financial resources for SWASH adequately procured and managed
- Availability of resources for SWASH

Strategic objective

- To argue MDAs to set aside a ring fenced funds for SWASH
- All new classrooms must be built with an equivalent number of additional sanitary facilities.
- To solicit fund for SWASH from DPs, CBOs and NGOs
- To embark on good governance in financial matters

Strategic outputs

- MDAs fund for SWASH in place
- DPs CBOs, NGOs engage in funding for WASH set aside
- Framework for good governance for SWASH funding in place

Performance indicators

- 20% of school to receive funding from MDAs ring-fenced for SWASH starting from 2013
- 30% of schools to receive funding from donor agencies by 2013
- Framework for good governance for financing in place by end of 2012

3.4 Logical Framework

Strategic Area 1: Policy Guidelines and Strategy Formulation

Key result area: SWASH policy guidelines, operational manuals and packages

Strategic objective	Strategic Outputs	Major Activities	Performance indicators	Means of verification	Responsible	Time frame	Risks
To develop school WASH guidelines and operational manuals by 2013	Relevant SWASH policy guidelines developed by 2013	Review and develop policy guidelines and operational manuals	Type and number of policy guidelines and operational manuals developed	Policy guidelines and manuals in	MOEVT MOHSW MoW PMO-RALG DPs	Dec 2012	Partners not active in fulfilling their commitments, roles and responsibilities
	Developed documents disseminated, adopted and operationalized by 2014	Disseminate policy guidelines and operational manuals	Numbers of policy guidelines and SWASH packages disseminated and adopted	Physical verification policy guidelines and SWASH packages in schools	MOEVT MOHSW MoW PMO-RALG DPs	March 2013	Ministries/Partners not allocated adequate funds
To develop SWASH implementation strategy	SWASH policy guidelines adhered to in all schools by 2017	Review, develop and enforce SWASH relevant regulations and standards	All schools adhering to policy guidelines	Interviewing of stakeholders	MOEVT MOHSW MoW PMO-RALG DPs	March 2013	Schools capacity to interpret and implement SWASH
	SWASH implementation strategy developed and used by 2014	Develop SWASH implementation strategy	SWASH facilities in place	Physical verification	MOEVT MOHSW MoW PMO-RALG DPs	2013 - 2016	

Strategic Area 2: Institutional Arrangement.

Key result area: Coordination of multiple actors

Strategic Objective	Strategic Outputs	Major activities	Performance indicators	Means of verification	Responsible	Time frame	Risk
To ensure there is effective coordination of School WASH interventions at all levels by 2017	Institutional coordinating bodies/committees established	Appoint a coordination team of school WASH interventions at all levels by 2017	SWASH coordination unit established	Minutes of meetings and recommendations/resolutions are in place	MOEVT, PMO- RALG	December 2013	Partners delay in fulfilling their roles and responsibilities
		Prepare ToR and framework for coordination of SWASH interventions at all levels	Roles and responsibilities for coordination unit place	List of roles and responsibilities	MOEVT, PMO- RALG MoW	December 2013	Ministries/Partners not allocated adequate funds Inflation
		Establish and operationalize Technical Working Group for SWASH from regional to school community	Funds allocation and utilization reports are available	Reading reports	MOEVT, PMO-RALG MoW	December 2013	Ministries/Partners not allocated adequate funds Inflation
		Sensitize Policy and Decision makers at National, Regional and Council levels on SWASH	Policy makers awareness on SWASH	Reading reports	MOEVT, PMO-RALG MoW	December 2013	Ministries/Partners not allocated adequate funds Inflation
	Work plan and budget for coordinating/committees established	Carry out regular technical meetings on SWASH at all levels	Monitoring and Evaluation reports are present	Reading reports	MOEVT, PMO-RALG	July 2014	Ministries/Partners not allocated adequate funds Inflation

Strategic Area 3: Awareness and Capacity Building

Key result area: Knowledgeable stakeholders' on SWASH issues

Strategic objective	Strategic Outputs	Major Activities	Performance indicators	Means of verification	Responsible	Time frame	Risks
<ul style="list-style-type: none"> To identify key resource people, coordinators, teachers and build their capacity for WASH to sustain services delivery by 2017 	<ul style="list-style-type: none"> Resource people on SWASH program identified and facilitated 	Conduct needs assessment of necessary additional knowledge and skills and identify key actors in school WASH at all levels	75% Resource people on SWASH program identified and resourced and facilitated by 2017	Reading / reviewing reports	MOEVT PMO-RALG MOH&SW MOEVT DPs	Dec 2013	Stakeholders not active in fulfilling their commitments, roles and responsibilities
Identified key resource people undertaking Training of Trainers on SWASH	Resource people are engaged in training of trainers by 2017	Review, prepare, pre-test and print relevant training materials and Prepare and conduct tailor made courses	training materials available and tailor made courses conducted	Physical verification of training materials and facilities	MOEVT PMO-RALG DPs	July 2013	Ministries/Partners not allocating adequate funds
<ul style="list-style-type: none"> To Identify and train SWASH implementers at varies levels 	<ul style="list-style-type: none"> SWASH implementers identifies at all levels 	Receive and review implementers needs and abilities	SWASH implementers at varies levels known	Interviewing teachers and other SWASH implementers	MOEVT PMO-RALG	July 2013- Dec 2013	Ministries/Partners not allocated adequate funds
<ul style="list-style-type: none"> 	Trainers engaged in training of teachers, in-	Train TOTs for conducting training teachers, inspectors and other stakeholders on SWASH at Council levels	Number of Trained TOTs	Number of TOs and their reports	MOEVT PMO-RALG MoW, DPs	July 2014	Ministries/Partners not allocated adequate

	service teachers and coordinators by 2017	Equip WASH focal offices at all levels	Focal offices in place	Physical visits to WASH office and reading reports	MOEVT PMO-RALG MoW, DPs	July 2014	funds
To impart knowledge and skills to pupils and students on WASH	Pupils and students have needed knowledge and skills on on SWASH practices	Trainings Pupils and students on SWASH practices	Pupils and students well informed on SWASH practices	Physical verification	MOEVT PMO-RALG MoW	July 2014 – July 2015	Ministries/Partners not allocated adequate funds
		Establishment of school SWASH Clubs and organize competition events to enhance SWASH communication	Number of SWASH clubs established and participating in SWASH National events	Physical verification	MOEVT PMO-RALG MoW,	July 2014 – July 2015	

Strategic Area 4: Infrastructure Development and Maintenance

Key result area: Sanitation facilities available and maintained

Strategic objective	Strategic Outputs	Major Activities	Performance indicators	Means of verification	Responsible	Time frame	Risks
To increase by 50 % ² number of schools with adequate ³ WASH facilities from the current levels by 2017	SWASH facilities provided, properly used and maintained.	Mobilization of construction resources for WASH facilities	Number of SWASH facilities constructed, properly used and maintained	Physical verification	MOEVT PMO-RALG DPs	2012 – 2017	Partners not active in fulfilling their commitments, roles and responsibilities Ministries/Partners not allocated adequate funds
		Construction of WASH facilities	Number of schools with facilities that are accessible to adolescent girls, children and staff with disabilities	Physical visits and reports	MOEVT PMO-RALG DPs	March 2013	
		Development of operation and maintenance (O & M) manual	Developed manual and its distribution	Manual in place up to district level	MOEVT PMO-RALG	January 2014	
		Train stakeholders on how to prepare their own O & M plans and implement them	O & M plans developed by various stakeholders	O & M plans in place	MOEVT PMO-RALG	Jan 2014 to 2017	

² Decided as conservative figure due to lack of baseline data

Strategic Area 5: Cross-cutting Issues

Key result area: Cross-cutting issues in SWASH interventions

Strategic objective	Strategic Outputs	Major Activities	Performance indicators	Means of verification	Responsible	Time frame	Risks
<ul style="list-style-type: none"> To and develop appropriate WASH facilities for girls to enable to respond to their menses related needs with dignity and sensitize their appropriate use by 2017. 	<ul style="list-style-type: none"> SWASH facilities for girls are adequately addressed and provided in 50% of the schools by 2017 	<ul style="list-style-type: none"> Construct facilities 	<ul style="list-style-type: none"> All schools have separate sanitary facilities for boys and girls 50% of school have changing rooms for girls and facilities for safe disposal of sanitary pads by 2017 	<ul style="list-style-type: none"> Physical verification Read reports 	<ul style="list-style-type: none"> MOEVT PMO-RALG DPs 	2012 – 2017	<ul style="list-style-type: none"> Partners not active in fulfilling their commitments, roles and responsibilities Key Ministries/Partners not allocated adequate funds Community Resistance to change
	<ul style="list-style-type: none"> Teachers and school committees are aware of all cross-cutting issues in SWASH interventions by 2017 	<ul style="list-style-type: none"> Create awareness to teachers and pupils on appropriate use of the SWASH facilities 	<ul style="list-style-type: none"> 30% of school have facilities for school children and teachers with disabilities by 2017 		<ul style="list-style-type: none"> MOEVT PMO-RALG DPs 	<ul style="list-style-type: none"> March 2013 	

<ul style="list-style-type: none"> ○ To provide SWASH facilities for school children and teachers with disabilities by 2017 	<ul style="list-style-type: none"> ○ SWASH facilities for schools children and teachers with disabilities are available and in use in 50% of the schools by 2017 	<p>Promote collaboration with private and CSOs institutions working with people with disabilities and gender issues</p>		<p>Physical verification</p> <p>Read reports</p> <p>Type of IEC/BCC distributed</p>	<p>MOEVT</p> <p>PMO-RALG</p>	<p>March – Dec 2013</p>	
<p>Waste disposal be separately from sanitary waste and sanitary waste be disposed through incineration</p>	<ul style="list-style-type: none"> ○ Waste disposal in schools done appropriately by 2017 	<ul style="list-style-type: none"> ○ Sensitize stakeholders to effectively address cross-cutting issues related to SWASH ○ Prepare and disseminate IEC/BCC materials on SWASH related cross-cutting issues ○ Integrate into teacher training materials <p>All girls and boys receive adolescence information including on menstrual hygiene</p>	<ul style="list-style-type: none"> ● 50% school to have waste collection and disposal points as well sanitary incinerators by 2017 				

Strategic Area 6: Financial Mobilization and Management of Resources

Key result area: Availability of resource for SWASH

Strategic objective	Strategic Outputs	Major Activities	Performance indicators	Means of verification	Responsible	Time frame	Risks
To significantly increase funding for School WASH and strengthen resource management by 2017 by arguing MDAs to set aside funds for SWASH, solicit fund for SWASH from DPs, CBOs and NGOs and embark on good governance in financial matters	Commitment by policy and decision makers and community to effectively support SWASH	Identify potential partners and solicit their support	Budget lines for SWASH available at all levels	Reports and resolutions of the meetings	MOEVT & PMO-RALG MoW	July 2013	Partners not active in fulfilling their commitments, roles and responsibilities
		Disseminate the strategy and conduct advocacy sessions to partners for mobilisation of resources					
	Sustainable financing mechanisms and management for SWASH in place at all levels)	Carryout community awareness campaigns for mobilisation of resources	Reports on awareness campaigns	MOEVT & PMO-RALG MoW DPs (UNICEF)	March 2013	Ministries/Partners do not allocate adequate funds	
		Develop SWASH financial guidelines	Relevant financial management records are present				
Adequate funds are available for SWASH are available from MDAs, DPs CBOs, NGOs	Carryout periodical financial auditing	Percentage of the MTEF budget allocated to SWASH and the amount of funds disbursed against	financial reports	MOEVT & PMO-RALG DPs	April 2013	Partner representatives not attending meeting regularly	

			allocation at all levels 20% and 30% of school to receive funding from MDAs and donor agencies respectively starting from 2013				
	Framework for good governance for SWASH funding in place (SWASH targets and activities are put in the MTEF	Develop MTEF for swash annually	Framework for good governance for financing in place by end of 2012		MOEVT	2012 - 2017	

Action Plan

Strategic Area 1 Policy Guidelines and Strategy Formulation

Key result area: SWASH policy guidelines, operational manuals and packages

Strategic Objective	Major activities	Time frame 2012-2017					Cost estimate (Tsh)
		2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	
To develop school WASH guidelines and operational manuals by 2013	Review and develop policy guidelines and operational manuals	—					300,000,000.00
	Disseminate policy guidelines and operational manuals	-					200,000,000.00
	Review, develop and enforce SWASH relevant regulations and standards		—	—	—	—	360,000,000.00
To develop SWASH implementation strategy	Develop SWASH implementation strategy		—				150,000,000.00
	Produce and disseminate brail materials	—					150,000,000.00
Subtotal 4							1,160,000,000.00

Strategic Area 2 Institutional Arrangement

Key result area: Coordination of multiple actors

Strategic Objective	Major activities	Time frame 2012-2017					Cost estimate (Tsh) '000
		2012/13	2013/14	2014/15	2015/16	2016/17	
To ensure there is effective coordination of School WASH interventions at all levels by 2017	Prepare ToR and framework for coordination of SWASH interventions at all levels	■					1,000.00
	Establish Technical Working Group for SWASH from regional to school community	■					100,000.00
	Sensitize Policy and Decision makers at National, Regional and Council levels on SWASH		■				300,000.00
	Carryout regular technical meetings on SWASH at all levels		■	■	■	■	800,000.00
Subtotal 1							1,201,000.00

Strategic Area 3: Awareness and Capacity Building

Key result area: Knowledgeable stakeholders' on SWASH issues

Table: Capacity Building for School WASH Strategic Plan

Strategic Objective	Major activities	Time frame 2012-2017					Cost estimate (Tsh) '000
		2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	
To identify key implementers and built human resource capacity for WASH to sustain services delivery of sanitation and hygiene at school by 2017	Identifying key actors in school WASH at all levels	■					12,000.00
	Conduct needs assessment of necessary additional knowledge and skills	■					150,000.00
	Review, prepare, pre-test and print relevant training materials		■				300,000.00
	Prepare and conduct tailor made courses		■				200,000.00
	Train TOTs for conducting training at district level		■				250,000.00
	Train teachers, inspectors and other stakeholders on SWASH at Council levels			■			360,000.00
	Train teachers and school children with disability on SWASH issues			■	■		250,000.00
	Equip WASH focal offices at all levels			■			2,000,000.00
	Establishment of school SWASH Clubs and organize competition events to enhance SWASH communication			■			420,000.00
	Training programme for key actors on national SWASH guideline and follow-up						528,000.00
Subtotal 3						4,470,000.00	

Strategic Area 4: Infrastructure Development and Maintenance

Key result area: Sanitation facilities available and maintained

Strategic Objective	Major activities	Time frame 2012-2017					Cost estimate (Tsh) '000
		2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	
To increase by 50 % ⁴ number of schools with adequate ⁵ WASH facilities from the current levels by 2017	Mobilization of construction resources for WASH facilities	██████████					12,000.00
	Construction of WASH facilities	██████████					32,000,000.00
	Development of operation and maintenance (O & M) manual		██████				150,000.00
	Train stakeholders on how to prepare their own O & M plans and implement them			██████			250,000.00
Subtotal 5							44,400,000.00

⁴ Decided as conservative figure due to lack of baseline data

Strategic Area 5: Cross-cutting Issues

Key result area: Cross-cutting issues in SWASH interventions

Strategic Objective	Major activities	Time frame 2012-2017					Cost estimate (Tsh)
		2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	
To ensure that appropriate facilities for girls are provided to enable them respond to their menses related needs with dignity by 2017.	Promote collaboration with private and CSOs institutions working with people with disabilities and gender issues	—					200,000.00
	Sensitize stakeholders to effectively address cross-cutting issues related to SWASH	—					150,000.00
To ensure that SWASH facilities are designed to enable safe and easy access for school children and staff with disabilities by 2017	Prepare and disseminate IEC/BCC materials on SWASH related cross-cutting issues	—					375,000.00
Subtotal 6							725,000.00

Financial Mobilization and Resource Management

Key result area: Availability of resource for SWASH

Strategic Objective	Major activities	Time frame 2012-2017					Cost estimate (Tsh) '000
		2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	
To significantly increase funding for school WASH and strengthen resource management by 2017	Identify potential partners and solicit their support	—					1,000.00
	Disseminate the strategy and conduct advocacy sessions to partners for mobilisation of resources	—					50,000.00
	Carryout community awareness on SWASH for mobilisation of resources	—	—	—	—		600,000.00
	Develop SWASH financial guidelines		—				80,000.00
	Carryout periodical financial auditing	—	—	—	—	—	800,000.00
Subtotal 2							1,531,000.00

CHAPTER FOUR

4.0 FINANCING

4.1 Financing School WASH interventions

The provision of water, sanitation and hygiene in primary and secondary schools in Tanzania is lamentable.⁶ According to BEST (2011), the number of schools in Tanzania mainland is 20,368, of which 16,001 are primary schools and 4367 are secondary schools. The overall situation is better in private schools compared to public schools and better in secondary schools compared to primary schools. BEST (2011) indicates that the pupil pit are 1:54 and 1:36 for primary and secondary schools respectively. It should be noted that the BEST report included private schools in the analysis hence resulting into better pupil pit ratio values. SNV, *et.al* (2011), reported that the overall pupil pit ratio where the study was carried out was 1:61. The BEST (2011) further indicates that the total number of pit holes present are 76,871 and 81907 for boys and girls, respectively for primary schools. Based on the pupil pit ratio of 1:20 and 1:25 for girls and boys respectively, there is shortage of 217, 784 latrine pit holes. The same report shows that the total number of latrine pit holes present for secondary schools are 50018 and the shortage is 29,590 latrine pit holes. With regard to water supply about 13,000 schools need provision of new facilities. In the first phase of implementation (2012-2017) the target is to increase by 50% sanitation facilities in schools. Therefore, the indicative budget below is meant to facilitate this increase by 2017.

A unit cost for construction of a toilet facility (VIP) with 16-20 drop holes is estimated to be TZS 16 million while Operational and Maintenance for the existing toilets facilities is taken to be 20% of the installation cost. In this regard, to achieve the 50% increase in toilet facilities alone, TZS 98.9⁷ billions (USD 65.97 millions)⁸ are required, being TZS 743.99 millions (\$495, 987) per LGA. At the same time, Operational and Maintenance of the 20% of the existing adequate toilets facilities will cost TZS 19.8 billion (\$13.2 millions). Therefore total installation and O&M for toilets alone is TZS 118.8 billions (\$79.2 millions).

Regarding water supply services, consideration will be based on locally available sources in respective schools. However, for the purpose of costing this item, a borehole and rain water harvesting tank (90m³) are planned for each school. The average unit cost for rainwater harvesting tank and borehole is TZS 12 millions and 20 millions respectively. But 10% of the cost will be borne by the community. Therefore, the Government and other partner's contribution will be TZS 10.8 and 18 millions for the tank and borehole, respectively. Under this category TZS 179.5 billion (\$119.5 millions) are needed. On average 1.359 billions (\$906,000) are required per each LGA to meet the target on water supply. Overall cost for water supply and provision of toilets is TZS 244 billion (\$162.7 millions) equivalent to \$1,223,057 per LGA.

In order to achieve the objectives of this strategic plan, there are other complementary activities which are included in the budget. These include: Institutional: arrangement (TZS 1.2 billions); Financial mobilization and resource management (TZS 1.53 billions); Awareness and Capacity Building (TZS 4.47 billions); Policy Guideline and Strategic formulation (TZS 1.16 billions); Crosscutting issues (TZS 725

⁶ Prime Minister's Office Regional Administration and Local Government. Routine Reports June, 2009.

⁷ The figure does not include community contribution which is taken to be 40% of the total cost

⁸ Exchange rate at TZS 1500 per USD

millions) and Monitoring and Evaluation (TZS 1.8 billions) Therefore, TZS 254.86. Billion (\$169.9millions) are needed to effectively implement and achieve the school WASH objectives addressed in here.

4.1.1 Source of Funds

School Water and Sanitation Strategy shall be funded jointly by the Government of Tanzania through annual budgets, development partners who include among others: UNICEF, SNV, WaterAid, USAID, ADB, WB, KFW, GIZ, MCA, PLAN International, Care International, CIDA, SIDA, DANIDA and other joint funding mechanisms including projects and specific programs. The Government contribution will be made from basket funds through the MoEVT, MoHSW's, MoW's and the PMO-RALG. At local government levels, budgets will be set from the local government authorities. Sub-funding mechanisms will be established for partners and community resources contribution. Efforts shall be made to strengthen the mobilization and coordination of sanitation funds allocated from various sectors and funding agencies to improve their utilization, transparency and accountability. The Ministries will also advocate for more budget flexibility in donor support

The responsible ministries will mobilize resources from national and international partners and interested parties in endeavour to achieve the objectives of this strategy. The Ministry will also enhance maximization of inputs from communities and local organizations' of both financial and non financial resources to foster the development of School WASH in the country. The WASH organization structure will coordinate and manage resources from different organizations and stakeholders involved in the implementation of SWASH.

4.1.2 Financial Management

Financial management of the school sanitation and hygiene funds will follow the existing government financial procedures. The key ministries that include MOEVT, MOHSW, , MOW, PMO-RALG and MOFEA will be responsible to financially support school WASH activities under the framework of this strategic plan. To achieve the objectives of the strategy the ministries shall be required to include school WASH in their MTEF budgets and facilitate MTEF budgeting for school health in LGAs. Efforts shall be made to establish a basket fund for SWASH to be funded through Local Government Grant and respective basket funds of each key ministry.

DISTRIBUTION OF FUNDS IN FIVE YEARS (Cost in USD)

	STRATEGIC AREA	TIME FRAME					TOTAL
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
		x 10 ³					
1	Strategic Area 1: Institutional arrangement	72,787.88	145,575.76	218,363.64	294,151.52	72,787.88	800,666.67
2	Strategic Area 2: Financial mobilization and management	92,787.88	185,575.76	278,363.64	371,151.52	92,787.88	1,020,666.67
3	Strategic Area 3: Capacity Building	270,909.09	541,818.18	812,727.27	1,083,636.36	270,909.09	2,980,000.00
4	Strategic Area 4: Policy Guidelines and Strategy Formulation	70,303.03	140,606.06	210,909.09	281,212.12	70,303.03	773,333.33
5	Strategic Area 5 Infrastructure Development and Maintenance	14,787,878.79	29,575,757.58	44,363,636.36	59,151,515.15	14,787,878.79	162,666,666.67
5	Strategic Area 6: Cross Cutting Issues	43,939.39	87,878.79	131,818.18	175,757.58	43,939.39	483,333.33
6	Monitoring and Evaluation	108,969.70	217,939.39	326,909.09	435,478.79	108,969.70	1,198,666.67
	TOTAL	15,447,575.76 10,523,010	30,895,151.52 21,046,020	46,342,727.27 31,569,030	61,790,303.03 42,092,040	15,44,575.76 10,523,010	169,923,333.33 105,230,100

CHAPTER FIVE

5.0 MONITORING AND EVALUATION

5.1 Introduction

Monitoring and Evaluation (M&E) are key management functions. Monitoring is a continuous process of checking implementation of various processes, resource flow, utilization and project or programme performance. Evaluation is a mid or end term activity which measures project or programme effectiveness and achievement in comparison to the set out goals and objectives. Hence the two management functions are essential for evidence-based decision making, and accountability. The M&E also provide valuable information on project development to various stakeholders. The functions of physical monitoring of programmes and projects will be strengthened, decentralized, but effectively coordinated at the national level.

The framework and institutional arrangement for the implementation of SWASH strategic plan monitoring and evaluation will continue to be embedded in the existing MoEVT Monitoring and Evaluation System. Currently, MoEVT use Education Information Monitoring System (EIMS) tool for Monitoring and Evaluation. However, other tools would be used to furnish information for evaluation. These include the inspectorate and SWASH checklists and BEST which are from the MOEVT. Others are HMIS for the Ministry of Health, Management Information system (MIS) by the Ministry of Water and the Local Government monitoring system. Information from other stake holders will also be used in the evaluation. Indicators available in the existing systems shall also be used in the School WASH Monitoring and Evaluation.

5.2 School WASH Strategic Plan review process

The achievement of the School WASH strategic plan will need the implementation of various activities under different key results areas. This will require clear mechanisms or framework for monitoring and evaluation. Reviews will be conducted during the implementation for each key result area so as to readdress gaps and challenges for re-planning. The review will focus on commitment and accountability in the implementation of this strategic plan. School WASH strategic plan review process will include the following activities:-

- (i) Reviews of quarterly and annual implementation reports
- (ii) Mid and end term evaluation of the strategy;
- (iii) Operational research

5.3 Objectives of Monitoring and Evaluation

- To develop school WASH guidelines and operational manuals by 2013
- To develop SWASH implementation strategy
- To appoint a coordination team of School WASH interventions at all levels by 2017

- To identify key resource people, coordinators, teachers and build their capacity for WASH to sustain services delivery by 2017
- Identify key resource people undertaking Training of Trainers on SWASH
- To Identify trainees at various levels to implement SWASH
- To impart knowledge and skills to pupils and students on WASH
- To increase sanitary facilities from less than 10% to 30% in schools by 2017
- To increase accessibility of water from less than 10% to 25% by 2017
- To enhance hand washing facilities from less than 4% to 25% by 2017
- To develop separate sanitation facilities for boys and girls in all schools.
- To develop appropriate WASH facilities for girls to enable to respond to their menses related needs with dignity by 2017.
- To provide SWASH facilities for school children and teachers with disabilities by 2017
- Waste disposal should be separately from sanitary waste, sanitary waste should be disposed through incineration
- To argue MDAs to set aside ring fenced funds for SWASH
- To solicit fund for SWASH from DPs, CBOs and NGOs
- To embark on good governance in financial matters

5.4. Indicators for Monitoring and Evaluation

Indicators measure performance of implemented activities, resource flow and utilization. They are used to assess the stages of achievement in comparison to the targets. There are various categories of indicators as input, process, output, outcome and impact.

During implementation of this strategic plan specific indicators will be used for monitoring and evaluation of the six key result areas. The six key result areas are policy guidelines and strategy formulation, infrastructure development and maintenance, cross-cutting issues, financial mobilization and Management. Information collected through those indicators will be used to determine the achievements in the implementation of the strategic plan in order to take necessary actions and documentation. The information will also be used in filling the gap of information observed in the existing management information systems. Furthermore, monitoring and evaluation information will inform MKUKUTA and, planning and budgeting for SWASH within sectoral MTEF and CCHP for LGAs.

5.4.1 School Wash Indicators

Monitoring the implementation of the School WASH plan, a series of indicators have been developed which are grouped into various categories, school WASH status and school WASH system indicators. The continuous collection of information gives a clear picture on the direction and performance of the various activities planned, proper utilization of resources and timing. It commits the various responsible implementers to be responsible for the various undertakings during the period of implementation. The continuous collection and appraisal of

the information will improve the monitoring and will pave the way for the mid term and end of term evaluation (See Annex 2)

The indicators of performance are under the following categories.

- WASH status
- WASH service delivery
- Human resource
- Financing
- Community involvement.

Table 5.1: Monitoring and Evaluation framework

Strategic Objective	Major activities	Time frame 2012-2017					Cost estimate (Tsh) '000
		201 2/1 3	201 3/4	2014/1 5	2015/ 16	2016/ 17	
To ensure successful implementation of SWASH interventions within budget and agreed timeframe by 2017	Develop M&E framework.	■					50,000.00
	Develop monitoring and evaluation tools for SWASH for all levels	■					308,000.00
	Conduct orientation training on monitoring and evaluation to TOTs at all levels		■				510,000.00
	Strengthen the existing monitoring and evaluation system to accommodate SWASH aspects			■			160,000.00
To ensure effective use of resources allocated to SWASH and better understanding of what has been successful and failure for future corrective measures	Carry out periodic documentation and dissemination of lesson learnt and experience			■			154,000.00
	Carryout regular monitoring and evaluation as per agreed time			■			616,000.00
	Subtotal						1,798,000.00

5.5 M & E matrix

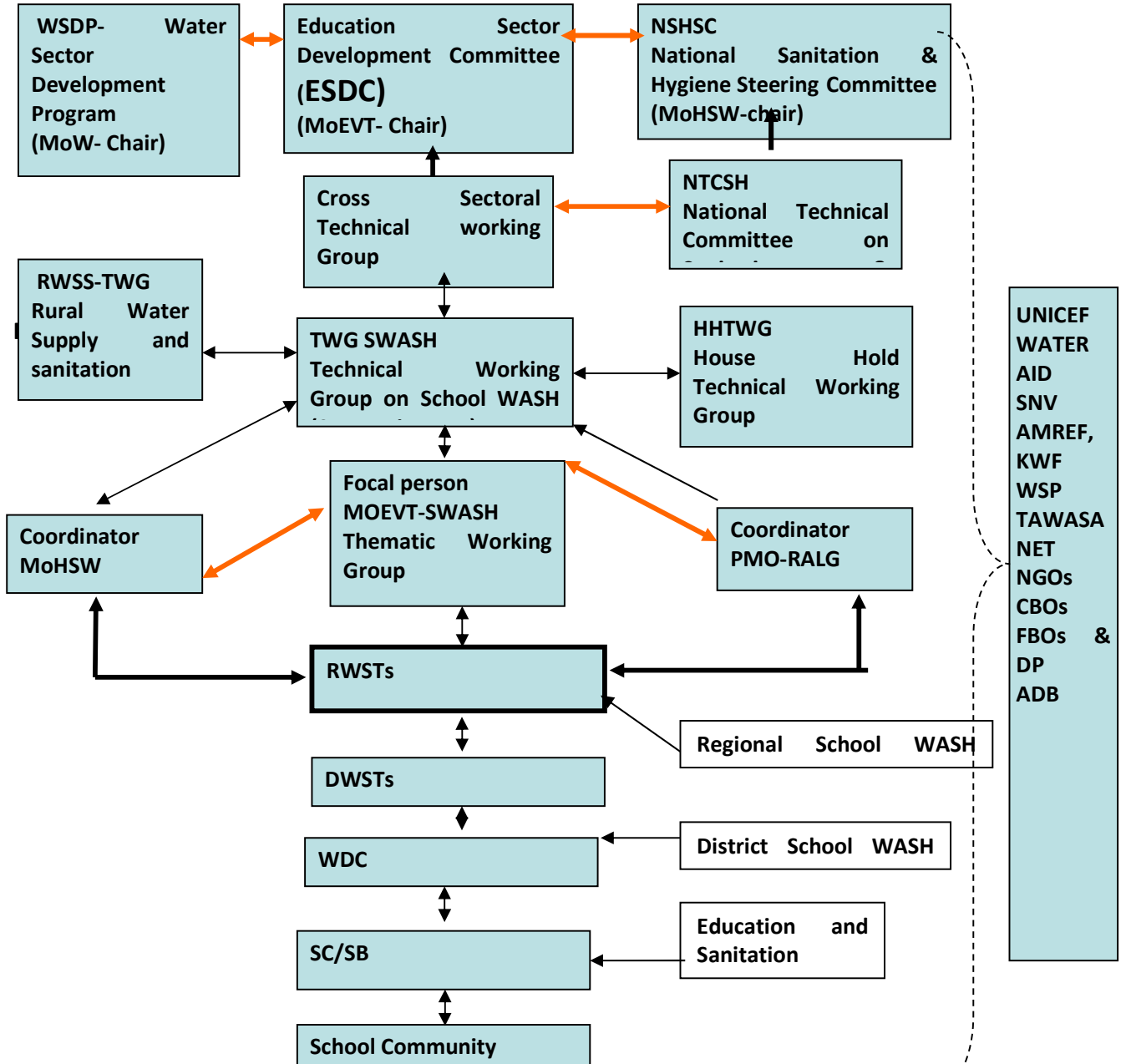
The monitoring and evaluation matrix specifies the type of information which will be collected at different levels of implementation of this strategic plan. The matrix also provides the methodologies of collecting various types of information and frequency of collection. The sectoral ministries, LGAs and other stakeholders implementing the strategic plan are expected to be guided by monitoring matrix for systematic collection of SWASH information.

Table 5.2. Matrix for Monitoring and Evaluation

What information to be collected	Methodology	Source of data	Frequency of collection	Responsible authority/institution
School(s) population	Data review	School register EIS BEST	Annually Quarterly	Lead- MOEVT others PMO-RALG LGA
Water supply service facilities including O&M	Data review National Surveys purposeful survey	MIS TDHS HBS EIS	Quarterly Periodical,	Lead-MOWI Others MOHSW PMO RALG
Toilet/latrine facilities including O&M	Data review Surveys Physical observation	TDHS HBS AHSA EIS	Quarterly Periodical,	Lead -MOEVT Others MOHSW PMO RALG MOWI
Hygiene facilities, practice including O&M	Data review physical observation Purposeful survey	MIS TDHS HBS EIS	Quarterly Periodical	Lead- MOEVT Others MOHSW PMO RALG MOWI
waste management, landscaping.	physical observation Purposeful survey	physical observation Purposeful survey	Quarterly Periodical	Lead-MOHSW others MOEVT PMO RALG

ANNEXES

Annex 1: Organizational Structure for Implementation of School WASH



Key

- Line of Command
- ↔ Requests and report submission
- ↔ Members of the team

Development partners (including SNV, UNICEF, WB, WaterAid would be in all levels

Annex 2: Roles and Responsibilities

MoEVT will bear the overall coordinator responsible in School Water, Sanitation and Hygiene. Whereas PMO-RALG will lead the implementation of WASH in schools while other ministries and institutions are expected to implement this strategy collaboratively. Their roles and responsibilities are shown in the Table 2.3.

Roles and Responsibilities of SWASH actors

Stakeholder	Roles and Responsibilities
Ministerial Level	
MoEVT	<ul style="list-style-type: none"> • Coordinate WASH in schools, harmonize and promote participatory approaches for sanitation and hygiene services in schools • chair the Technical Working Group for School WASH in collaboration with the MoHSW • Develop/review policy guidelines for School WASH in collaboration with the MOHSW, MoW and PMO-RALG • Formulate of standards for school water, sanitation and hygiene together with the MOHSW and MoW • Facilitate and training of district and school staff in good SWASH practice • Develop/review materials for inclusion of WASH in the school curriculum • Review curriculum of teacher education to include the SWASH package • Monitor implementation of national educational policies, standards and use of national guidelines by LGA • Monitor school WASH implementation in collaboration with district councils
MoHSW	<ul style="list-style-type: none"> • Chair the National Sanitation and Hygiene Steering Committee • Coordinate the National Sanitation and Hygiene Technical Committee • Jointly chair the Technical Working Group for School WASH with the MoEVT • Provide of sanitation and hygiene technical assistance to LGAs • Develop/review policy guidelines for School WASH in collaboration with the MOEVT, MoW and PMO-RALG • Formulate of standards for school water, sanitation and hygiene together with the MOEVT and MoW • Monitoring of sanitation and hygiene
PMO-RALG	<ul style="list-style-type: none"> • Coordinate planning of water, sanitation and hygiene projects with LGAs and ensure clarity of responsibilities for operation and maintenance⁹ • monitor and supervise construction of school water, sanitary facilities in collaboration with MoEVT, MOHSW and MoW • Coordinate institutional streamlining and capacity building for LGAs e.g strengthening of DWSTs • Supervise and monitor the performance of LGAs and private education service providers. • Enforce compliance to policy and guidelines

MoW	<ul style="list-style-type: none"> • Facilitate provision of adequate water supply to school communities • Formulate and coordinate of NAWAPO, NWSDS and WSDP so as to enforce SWASH implementation • Set standards for sewerage system • Develop/review policy guidelines for School WASH in collaboration with the MOEVT, MoHSW and PMO-RALG • Formulate of standards for school water, sanitation and hygiene together with the MOEVT and MoHSW • Monitor, evaluate and assess quality assurance of water and wastewater services • Coordinate water sector development activities, sanitation and hygiene in schools • Supervise and monitor implementation of national policies, standards and use of national guidelines by LGA Water Department • Participate in monitoring school WASH in collaboration with districts
DPs, NGOs, CSOs	<ul style="list-style-type: none"> • Facilitate capacity building • Support provision of water, hygiene and environmental sanitation services in schools • Support SWASH Research • Finance SWASH activities • Participate in monitoring and Evaluation of SWASH activities
Research and Higher Learning Institutions	<ul style="list-style-type: none"> • Conduct research on SWASH • Provide technical advice and support on SWASH activities
Regional Secretariat	Regional Level
	<ul style="list-style-type: none"> • Supervise and monitoring LGAs on efficiency and effectiveness of use of resources related to WASH in schools • Provision of technical assistance to LGAs for implementation of WASH in schools • Coordinate planning, budgeting and reports of LGAs • Translate policy, guidelines and standards to suit their localities
Local Government (Council Level)	
	<ul style="list-style-type: none"> • Implement WASH activities in schools • Provide resources and guidance for setting; achieving and maintaining the targets set by schools • Advocate for equitable and adequate resources at district and national level • Coordinate local environmental health service providers • Collaborate with public works departments to ensure that sufficient technical support is provided • Participate in monitoring and supervision of implementation of water, sanitation and hygiene guidelines in schools as part of the routine monitoring and inspection process • Provide training and advice to teachers, head teachers, other school staff and school committee/board on SWASH activities • Ensure correct and cost effective selection of design, construction and maintenance of school WASH facilities • Organise regular on job training or tailor made courses for teachers responsible for hygiene education

	<ul style="list-style-type: none"> • Share reports on district budgets for sanitation among stakeholders to enhance transparency and accountability • Plan and coordinate school WASH competition • Assess school WASH facilities using the developed tools (tool number 1, twice a year) • Ensure procurement procedures are adhered to
Local Government (Ward Level)	
Ward Development Committee	<ul style="list-style-type: none"> • Coordinate planning and budgeting of school WASH • Coordinate all key organisations supporting SWASH in the ward • Follow up and monitor sanitation activities in schools
Local Government (Village/Mtaa Level)	
Village Government	<ul style="list-style-type: none"> • Implement, monitor and support the development of improved school WASH facilities and practices and report to the village/mtaa assembly on progress • Ensure the Health & Environment committee and / or the Water Committee address SWASH as part of their core responsibilities • Facilitate resource mobilisation for school development including school WASH • Mobilize funds, planning and budgeting the funds for SWASH at school level • Prepare village/mtaa financial reports and present to communities and the LGA through village/mtaa meeting after every three months – on all progress and financial sources used for SWASH
School Level	
School Committee	<ul style="list-style-type: none"> • Ensure required standards and targets for School WASH are met • Create enabling environment to encourage teachers and pupils to meet the set standards • Make sure hygiene education is part of school teaching activities • Develop and enforce school rules and regulations to promote good hygiene and a healthy school environment • Encourage parents-teachers to actively get involved in WASH development • Ensure provision of security to protect water and sanitation facilities in schools • Ensure motivation of teachers and children/pupils/students through tailor made courses, teaching aids and rewards for best performers in SWASH • Plan, budget with any finances available for SWASH from any source • Prepare and share school financial reports with the school and community on the use of expenditure on SWASH from the school capitation grant or other funding • Act as a catalyst of change in the community on matters related to WASH
School Board	<ul style="list-style-type: none"> • Mobilise resources and develop plans for school development including school WASH • Approve funds for SWASH activities • Monitor and ensure proper O& M of school facilities • Ensure procurement procedures are adhered to
Teachers	<ul style="list-style-type: none"> • Participate in specialised training for sanitation and hygiene education • Guide children/pupils/students to adopt good hygiene behaviour changes through hygiene education programme • Motivate children to participate in extra-curricular activities and serve as the catalyst for hygiene promotion at home and in the wider community • Supervise and promote proper use and maintenance of WASH facilities and the

	<p>health school environment</p> <ul style="list-style-type: none"> • Teach and assess exercise based on school and hygiene topics
Children/ pupils/ students	<ul style="list-style-type: none"> • Use school WASH facilities correctly and responsibly • Follow good hygienic practices and behaviour changes • Contribute ideas in designing and construction of WASH facilities • Participate actively in school campaigns, competitions or projects on WASH • Play an active role in cleaning and maintenance of WASH facilities (where appropriate) • Participate in development of hygiene messages
Parents/ community	<ul style="list-style-type: none"> • Educate/encourage children to practise good hygienic practices • Contribute to the construction, rehabilitation and O&M of WASH facilities in cash or in kind as and when required • Participate in School WASH facilities development (planning; selection of appropriate technical options, construction supervision, quality control, fund raising, etc.) actively • Monitor SWASH facilities regularly (at least once a month)
Private sector Local artisans Construction companies	<ul style="list-style-type: none"> • Advise on technical designs and materials appropriate for the location • Provide cost efficient and quality services • Undertake quality construction of SWASH facilities • Undertake maintenance of SWASH facilities if contracted to do so

Annex 3: School Wash Indicators matrix

Indicator	Baseline 2009	Targeted achievement	Data Source	Type	Frequency
SWASH Status End Evaluation					
Proportion of schools with adequate latrine and washroom (1:40 and 1:50 latrine hole:pupil ratio).	20%	50%	EMIS HMIS WMIS	OUTCOME	Annually
Proportion of schools with adequate and safe water supply	38%	50%	EMIS HMIS WMIS	OUTPUT	Annually
No. of schools with latrine and hand washing facilities for pupils with special needs (physical disability and adolescence girls)	7%	40%	EMIS HMIS WMIS	OUTPUT	Annually
Proportion of schools with hand washing facilities with soap.	4%	40%	EMIS HMIS WMIS	OUTPUT	Annually
No. of schools with latrine and hand washing facilities for teaching staff and other workers with special needs	7%	50%	EMIS HMIS	OUTPUT	Annually
No. of health education sessions conducted to pupils.		50%	EMIS HMIS	OUTPUT	Annually
No. of WASH learning materials disseminated to school pupils.		50%	EMIS HIMS	OUTPUT	Annually
No. of school with adequate standard dustbins.		50%	EMIS HIMS	OUTPUT	Annually
No. of schools with		50%	EMIS	OUTPUT	Annually

adequate cleaning materials.			HIMS		
Proportion of schools with appropriate solid waste disposal facilities.		50%	EMIS HIMS	OUTPUT	Annually
No. of schools with first aid services.		50%	EMIS HIMS	OUTPUT	Annually
No of schools with acceptable latrines for special groups	6%	50%	EMIS HIMS	OUTPUT	Annually
Number of multi-sectoral staff trained at all levels in WASH		50%	Checklist	INPUT	Quarterly
Number of teachers trained on School Wash	10%	50%	Checklist	OUTPUT	Quarterly
No of schools with functional health clubs	30%	50%	Checklist	OUTPUT	Quarterly
Financial resources					
Total government and donor allocation and disbursed for School WASH/school		160,823,00 0.00 annually	EMIS HIMS	INPUT	Annually
Total government and donor spent for School WASH/school		160,823,00 0.00 annually		INPUT	Annually
Community involvement		90%	Checklist Local Govt, Data		Quarterly

Proportion of community involved in school WASH		75%	Checklist Local Govt, Data	PROCESS	Annually
Participation of school health committees in Wash		100%	Checklist	PROCESS	Quarterly
SWASH Mid reviews					
Policy formulation					
Type and number of policy guidelines and operational manuals developed		(i) Relevant SWASH policy guidelines developed by 2013 (ii) SWASH implementation strategy developed and used by 2014 (iii) Numbers of policy guidelines and SWASH packages disseminated and adopted	Checklist	Product	Quarterly
Numbers of policy guidelines and SWASH packages disseminated and adopted		(i) Guidelines supplied to all Districts	Checklist	Product	Quarterly
Number schools adhering to policy guidelines		(ii) All schools adhering to policy guidelines by 2017	Checklist	Product	Quarterly
Institutional arrangement					
(i) Funds allocation and utilization reports are available (ii) Roles and responsibilities for coordination unit and individuals established (iii) Funds allocation and utilization reports are available		(i) Institutional coordinating bodies/committees established and functionalized. (ii) Work plan and budget of the coordinating/committees established (iii) Resources mobilization for SWASH activities in place by 2017	Checklist	Product	Quarterly

Recorded meetings and recommendations/resolutions of meetings		Regular meetings with minutes and recommendations/resolutions well documented	Checklist	Product	Quarterly
M&E reports		Monitoring and Evaluation reports are present and used by decision makers	Checklist	Product	Quarterly
Awareness and Capacity building					
Percentage of teachers and other stakeholders with appropriate knowledge and skills in SWASH. Resource people on SWASH programme identified and resourced and facilitated by 2017	10%	75% Resource people engaged on training on TOTs by 2017	Checklist	Product	Quarterly
Effectively functioning National and District coordination units	10%	75% Trainers engaged in training teachers, in-service teachers, coordinators by 2017	Checklist	Product	Quarterly
Number of SWASH clubs established		75% of schools with sanitation clubs by 2017	Checklist	Product	Quarterly
Number of SWASH clubs participating in SWASH National events	30%	Majority of schools attending/participating in SWASH National events	Checklist	Product	Quarterly
Infrastructure Development and maintenance					
Number of SWASH facilities constructed, properly used and maintained		<ul style="list-style-type: none"> • 50% of schools access hand washing facilities by 2017 • 40% of schools with sanitary facilities enhanced by 2017 • 40% of schools access Clean and safe water by 2017 	Checklist	Output	Quarterly

Number of schools with facilities that are accessible to adolescent girls, children and staff with disabilities		<ul style="list-style-type: none"> 20% of schools with facilities that are accessible to adolescent 	Checklist	Product	Quarterly
Cross Cutting Issues					
Availability of facilities for safe disposal of sanitary pads Changing rooms for girls in schools are present		<ul style="list-style-type: none"> All schools have separate sanitary facilities for boys and girls 50% of school have changing rooms for girls and facilities for safe disposal of sanitary pads by 2017 	Checklist	Product	Quarterly
Availability of SWASH facilities for school children and teachers with disabilities		30% of school have facilities for school children and teachers with disabilities by 2017	Checklist	Product	Quarterly
IEC/BCC materials distributed for sensitization		50% school to have waste collection and disposal points as well sanitary incinerators by 2017	Checklist	Product	Quarterly
Meetings and trainings workshop made		Training and meetings on SWASH done in all districts	Checklist	Product	Quarterly
Financial Mobilisation and Resource Management					
List of potential partners to support SWASH		<p>Commitment by policy and decision makers to effectively support SWASH</p> <p>Commitment and willingness by community to support SWASH.</p>	Checklist	Product	Quarterly
Budget lines for SWASH available at all levels		Sustainable financing mechanisms and management for SWASH in place at all levels	Checklist	Product	Quarterly
Percentage of the MTEF budget allocated to		Adequate funds are available for SWASH	Checklist	Output	Quarterly

SWASH		are available from MDAs, DPs CBOs, NGOs			
Amount of funds disbursed against allocation at all levels		All funds allocated disbursed and utilized	Checklist	Product	Quarterly
Quantity and quality SWASH facilities provided		Framework for good governance for SWASH funding in place (SWASH targets and activities are put in the MTEF)	Checklist	Product	Quarterly
Relevant financial management records are present		Clean audit reports produced annually	Checklist	Product	Quarterly