**Background:** In 2008, forty organizations launched a campaign to raise awareness of the global WASH in Schools challenge and implement WASH in 1,000 schools. Three years later, WASH Advocates conducted qualitative and quantitative surveys with organizations to assess project sustainability & monitoring.

**Knowledge Gap:** Countries Able to Report on Water Facilities: 63% Countries Able to Report on Sanitation Facilities: 54%

**Recommendations:**

1. Build long-term MERL into strategic programming to ensure service continuity post-implementation.
2. Clarify roles of post-implementation MERL so that all stakeholders are held accountable.
3. Emphasize the importance of post-implementation MERL to donors and stakeholders to ensure funding for service continuity.
4. Use global and national knowledge exchange mechanisms to share effective MERL practices in post-implementation WASH in Schools programming.
5. Coordinate with, strengthen, and support government-led M&E efforts, including Education Management Information Systems.

**Statistics:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Addressed</th>
<th>Logistical</th>
<th>M&amp;E Capacity</th>
<th>Funding</th>
<th>M&amp;E Systems</th>
<th>In-Country Dynamics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time constraints, design-based projects, staff turnover, &amp; lack of staff</td>
<td>10%</td>
<td>71%</td>
<td>10%</td>
<td>43%</td>
<td>38%</td>
<td>34%</td>
</tr>
<tr>
<td>Government, MOH, UNICEF, &amp; other stakeholders, lack of • technical skills, &amp; dedicated staff, &amp; little staff do not value M&amp;E</td>
<td>10%</td>
<td>57%</td>
<td>10%</td>
<td>19%</td>
<td>21%</td>
<td>19%</td>
</tr>
<tr>
<td>No funds designated to pre-implementation M&amp;E &amp; monitoring, little or no donor compliance rather than project</td>
<td>10%</td>
<td>52%</td>
<td>10%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Lack of objective measurements, standardized practices, &amp; appropriate M&amp;E information technology</td>
<td>10%</td>
<td>33%</td>
<td>10%</td>
<td>24%</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Poor reporting, with weak systems &amp; logistical support within the community, &amp; school staff buy-in</td>
<td>10%</td>
<td>19%</td>
<td>10%</td>
<td>48%</td>
<td>48%</td>
<td>48%</td>
</tr>
</tbody>
</table>

**In-Country Dynamics:** Problems are long-term, systematic, and require significant investment and ongoing support to ensure service continuity and sustainability over time. Additionally, successful best practices and lessons learned benefit donors, governments, and communities.

**References:**