



Photo: Jedidiah Snyder

research note

The piloting of a WASH in school (WinS) budgeting tool: Feedback from trained end-users



- **Project:** School Water Sanitation and Hygiene Plus Community Impact (SWASH+II Project)
- **Location:** Kisumu, Kenya
- **Target Population:** Primary and secondary schools
- **Implementing Partners:** CARE International, Kenyan Ministry of Education
- **Funders:** Bill & Melinda Gates Foundation

Key Messages

- SWASH+ partners, in collaboration with the Kenya Ministry of Education, have developed a simple Excel-based tool designed to increase the application of WASH budgeting practices and increase access to cost data.
- The WinS budgeting tool was piloted in diverse school types (public/private, primary/secondary, urban/rural) and with county education officials to solicit qualitative and quantitative end user feedback.
- High degrees of usefulness, satisfaction, ease of learning, and ease of use are associated with the tool. End user feedback validated interest in scaling the tool and will be used to make revisions for a publically available Excel-based version (December 2019).

The Need SWASH+ partners have developed a simple Excel-based WinS budget planning tool to provide Kenyan schools and administrative units with to use for advocacy and budgeting. In effort to maximize scalability of the tool, we conducted a small scale pilot to solicit qualitative and quantitative feedback from end users.

The Study Senior staff (head teachers, principals, managers, etc.) from 10 schools from Kisumu County and two county education officials were enrolled into the pilot and trained on the tool (June 2019). Pilot schools were purposely selected and included 7 urban schools (3 public primary, 2 private primary, 2 public secondary) and 3 rural schools (all public primary). Prior to the training, senior school staff were provided a short survey to measure perceived WASH budgeting capability, opportunity, and motivation. This survey, along with a short interview guide and standardized user experience survey on usefulness, satisfaction, and ease of use (“USE Questionnaire”, Lund, 2001), were administered during two follow up visits (July and September 2019).



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Quantitative feedback User experience was measured on usefulness, satisfaction, ease of learning, and ease of use “USE Questionnaire.” Self-reported scores from end-users (N=10) were around 90% on all categories, **suggesting that the tool (as currently designed) is associated with high usability** (usefulness = 90%, satisfaction = 88%, ease of learning = 93%, ease of use = 93%). **Use of the tool suggests improvement in self-reported perceptions in the capability to engage in WASH budgeting** (see survey results on the right). Gaps in motivation and opportunity might not be addressable with the application of a WinS budgeting tool alone.

Qualitative feedback Pilot participants were visited to conduct short interviews (30 minute) after the training to assess tool use and their overall experience.

Use: Many participants shared the tool. Given the short time period, few schools applied the tool for practical use, but mentioned intent to use during end of the year boards of management meetings.

Clarity: All schools indicated that the intent of the components of the tool were clear. “Anybody who can read and write can be able to use the app.”

Technical challenges: Two schools (both rural) indicated challenges using the tool. One had no access to a computer and the other had issues opening Excel.

Recommendations: All schools recommended that the tool should be made publically available; citing simplicity, ease/fun of use, automatic generation of costs, and guidance of WASH items as positive aspects. All preferred to have the tool on a web-based platform to ease accessibility and many mentioned interest in a phone application.

Next steps Feedback for tool revisions will be incorporated, as necessary, for a publically available Excel-based version (December 2019). End user feedback validates interest in scaling this tool to a web/phone application. We will seek interests to partner with organizations on scaling the approach within their WinS programs.

Measuring Tool “Impact”

Self-reported perceived WASH budgeting capability, opportunity, and motivation of end-users before training (“Pre”) and after two months of tool use (“Post”). **1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree.**

Average Score (StdDev.) N=10:	Pre	Post	Change
Capability: The individual’s psychological and physical capacity to engage in WASH budgeting			
I have received adequate training and guidance to budget for my school’s WASH program.	2.7 (1.0)	4.1 (0.3)	+1.4
I know how to budget for the maintenance of WASH facilities over the course of its useful life , not just upfront cost.	2.7 (0.8)	4.1 (0.3)	+1.4
I am confident in my ability to budget annual WASH expenses accurately according to my school’s needs.	3.1 (0.8)	3.9 (0.6)	+0.8
I know how much money my school should spend annually in order to maintain our WASH program.	3.1 (0.9)	3.9 (0.7)	+0.8
I find it easy to identify and prioritize ALL items required to maintain my school’s WASH program.	3.5 (0.9)	3.9 (0.9)	+0.4
Opportunity: Factors, social and physical outside of the individual that make possible or prompt WASH budgeting			
The roles and responsibilities of budgeting for my school’s WASH program are clearly defined.	2.8 (0.9)	3.6 (0.5)	+0.8
I understand most advice I receive about what is required to maintain my school’s WASH program.	3.5 (0.6)	4.0 (0.8)	+0.5
I have enough time to budget for my school’s WASH program.	3.5 (0.7)	3.4 (1.1)	-0.1
My school is able to identify financial resources for expenses required to maintain our WASH program.	2.7 (1.0)	2.6 (1.1)	-0.1
Motivation: The brain processes that energize and direct WASH budgeting			
Communicating WASH budget needs is easy for my school.	3.3 (0.7)	4.1 (1.1)	+0.8
Budgeting for my school’s WASH program is considered important by my school.	3.9 (0.8)	4.1 (0.9)	+0.2
Budgeting for my school’s WASH program is considered important by those that assist in providing resources to my school.	3.7 (0.8)	2.5 (1.3)	-1.2

Red=below neutral average
Green=level increase in average



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