

Rotary Global Grant G-2953
Clean Water in Kenya Schools
Schedule for Planning, Implementing, Monitoring & Evaluation
Spring 2026

Since 2010, well over 100 poor rural Kenya schools in the regions of Meru, Nakuru and Samburu have improved water access and water quality together with better hygiene (hand washing) as a result of several related Rotary Global Grants in District 5440 and First United Methodist Church of Fort Collins, Colorado . A few schools have received new latrines and feminine kits. With this grant, we intend to continue this work at six schools serving about 4400 students in the Great Rift Valley of Kenya.

Every successful project uses a continuous loop of four key actions; planning, implementing, monitoring and evaluating. What is learned in the evaluation is then used to make changes and the process continues. This project follows that template.

This project ensures that people have sustainable access to water and sanitation:

1. By providing additional water that is safer to drink to every student and faculty member at six schools without bias.
2. Because each of these six school communities have agreed to participate and contribute to the construction of each phase of the project. They will build the pedestals that support the storage tanks. They will ensure that rooms where the filters are located will be secured. They will aid in the construction of the fascia board and guttering. They will dig the pond where the liner will hold irrigation water for the vegetable garden. They will build the stands for the handwashing stations. In these ways, these communities have invested in the entire project. Each of these WASH projects are deliberately simple in design, construction and materials for ease of maintenance at low cost.
3. Because each school has established a WASH Club that will maintain and operate each component of the project thereby continuously bringing awareness to the school of the importance of secure access to clean water and personal hygiene.

Planning requires understanding the desired outcome, goals and objectives for the project.

Desired Outcome. The desired outcome for this project is a thriving participatory Kenya democracy as a result of graduating better educated boy and girl citizens from Kenya schools.

Goals. The project goals are to provide adequate potable water and better hygiene practices leading to less sickness, improved school attendance and the opportunity for improved academic performance culminating in a better prepared Kenyan citizen.

Objectives.

The objectives are:

1. Supplement current water availability with rainwater collection and storage sufficient to provide at least one liter of water per day per student. (Boreholes

(wells) are not planned for two reasons, the subsurface water is known to be high in fluoride making it expensive and technically difficult to clean, and boreholes are expensive).

2. Provide water filters to significantly reduce contaminants. 1:25 students
3. Provide washable feminine kits to every girl 10 years and older to give these girls the opportunity to be in school more often.
4. Provide handwashing stations to every individual before every meal. 1:25 students
5. Teach the school community about both hygiene basics and the maintenance of all systems.
6. Provide a liner that the school community can use for a pond they will dig to store gray water for irrigating a garden.

Planning. A community assessment was completed in 2025 at each of the six schools. From that assessment, the amount of storage needed was computed based on historic rainfall data and providing at least one liter of water per student and faculty per day. Filtering and hand-washing requirements were computed based on one filter and one station respectively per 25 individuals. The number of washable feminine kits was calculated based on the estimated enrollment of girls 10 years and older. One pond liner per school is planned.

Implementing. Construction of the project will be managed by a trusted Kenya contractor, Isaac Soita, who has installed more than 100 of such projects for Rotary and other organizations for more than 20 years. Mr. Soita, his employees, some of the school community and some Rotarians will do the construction. The training and education will be provided by Mr Soita who is highly proficient and motivating in such work. He speaks several tribal languages, English and Swahili fluently. Mr. Soita was trained in WASH at CAWST in Calgary, Alberta, Canada and takes continuing education.

Tanks, guttering, wood and construction materials will be purchased locally after obtaining multiple quotes. The washable feminine kits will be purchased from a local women's enterprise known as Days-for-Girls. The filters are being provided at low cost by a USA non-profit, Mighty Water.

Monitoring Metrics

Performance data will be collected by the host Rotary Club from the head teacher at each school. Most of these data are routinely collected and available at no cost from the schools.

1. Number of enrolled individuals at each school at the time of project installation
2. Number of enrolled individuals at each school at the time of installation that are home due to intestinal illness
3. Number of enrolled individuals at each school at the time of installation who have been dewormed in the past month.
4. Standard national test scores at the time of installation at the time of installation.
5. Number of individuals trained on equipment maintenance and operation at the time of installation
6. Number of individuals educated on the benefits and methods of personal and community hygiene at the time of installation.

7. Filtered water will be tested for coliform and e-coli using a presence/absence test powder from Hach or similar.
8. Surveys of the head teachers and faculty to understand how effective the project is and how it could become more effective.
9. Change in head teachers (if any) and in numbers of faculty.
10. Each of measures 1-9 at six month intervals.

Figure 1. Data Sheet for School # 1

Measure	Initial	6 month	1 year	18 months	2 years
# of enrolled people					
# people out sick					
# people dewormed last month					
Avg test score					
# of people trained on equipment					
# of people educated on hygiene					
Bacteria test					
Change in head teacher?					
Head teach comment					
Teacher #1 comment					
WASH Club interview					

Evaluation

The data will be entered into online data spreadsheets (Figure 1) by the Host Club and shared with the International Club for evaluation. The demographic suite of data can be indicative of the effectiveness of the project objectives especially across six separate schools and over a period of two years and because we will be affecting the health and welfare of 4400 people.

Routine bacterial testing of filtered water compared to the raw water will further add confidence to the conclusions drawn from the demographic data. If the water quality

remains good and the demographic data shows improvement with time, we can conclude that the water quality and the hygiene (hand-washing) parts of the project have been successful.

Testing data will also be used to determine the ongoing filter quality over time. With proper management, the filters are expected to last at least two years. Each school will be encouraged to create a savings account for the purchase of replacement filters.

The data evaluation will help determine changes that may be necessary to improve project effectiveness. For example, were enrollment to increase due to the presence of water and reduced sickness then more filters and hand-washing stations might be necessary. Or if water storage were not adequate, additional tanks might be warranted. Bacterial testing will indicate whether or not the filters need to be changed and/or whether the daily cleansing of the filters has been done properly.

No changes in project systems will be implemented without the concurrence of the head teacher at each school. Our experience has shown that the success or not of school WASH projects hinges to a large extent on the support and the involvement of the school leadership, especially the head teacher and of the parents. Initially, for each of these six schools, the head teacher, faculty and parents have all indicated support for this project. We cannot determine how school teaching cadres change. If they do and support for the project wanes, we will need to retrain and re-educate the school staff to try to garner support.