

Toolkit

Community-Based
Monitoring of Schools
(CBM-S)

2024



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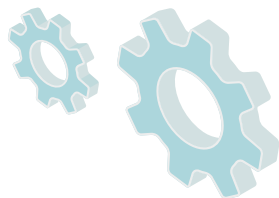
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What is included in this Toolkit?



This **Community-Based Monitoring of Schools (CBM-S)** Toolkit is a sector-specific supplement to the CBM handbook, providing a range of tools designed for use by both the facilitating NGO and local monitors. It's important to note that these tools are adaptable to different contexts and should not be regarded as fixed or definitive.

The first part of this resource, Sections 1 & 2, outlines the essential steps of CBM-S and considerations for planning and implementation.

Section 3 introduces the tools, each of which comprises multiple components. Each tool is introduced with a brief description of its purpose and function. The tools are as follows:

Tool1

CBM-S Baseline, Annual, Endline survey



Tool2

CBM-S Initial Recording Forms (General Information and Asset Tracking)



Tool3

CBM-S Weekly Monitoring Form



Tool4

CBM-S Quarterly Monitoring Form



Tool5

CBM-S Event and Meeting Form (all-purpose)



Tool6

CBM-S Integrity Club



In addition to these tools, please see the Handbook for generic processes, tools, and checklists that are used across all CBM programming, including recruitment processes (6.4), ideas for building community awareness (6.6), and press releases and newsletter guides (8.3).



Introducing

Community-Based
Monitoring of Schools



The Community-Based Monitoring of Schools (CBM-S) program combines school monitoring, collaborative information sharing, and local community problem-solving. It leverages local capacities and supports school management councils in a wide range of ways, targeting improvements in school access, facilities, teaching resources, and administration. Promoting transparency and accountability, CBM-S also operates as a safeguard against institutional mismanagement and corruption.

CBM-S should result in greater coordination between communities and government departments, making officials – particularly school officials – more responsive and giving communities a sustainable mechanism to support the education sector and advocate for policy changes at local and even national levels.

1.1. CBM-S Implementation Methodology

The following steps present an outline process for implementing the Community-Based Monitoring of Schools program. Please see Chapter 5 of the handbook for notes on strategic planning, including analysis of local contexts, power dynamics, and partner opportunities, and for general principles of engagement.

Step 01 Coordination with Authorities



To implement CBM-S programs you may need to reach out to the Ministry of Education for necessary consent, cooperation, and possibly an official license. Your CBM-S team will arrange meetings with relevant officials to introduce the program and demonstrate suitable capacity for programming in specified regions of the country. It is worth noting, however, that in countries with substantial regional autonomy, this step may not be necessary.

Following any necessary agreements with the Ministry of Education, your CBM-S team will initiate contact with local authorities. If invited, your Provincial Office or Implementing Partner staff will meet with local education authorities and leaders, and if necessary school headteachers, to present the CBM-S program, describing its aims and outcomes.



Step 02

Identifying Target Schools



The three most important factors in identifying target schools are security, accessibility, and community engagement. It should be noted that security and accessibility are integral components of the strategic context analysis, which your NGO may have already undertaken at a broader level to ascertain the viability of CBM in the country (see Handbook: Chapter 5). To briefly recap:

Security



A comprehensive assessment of the safety of the region is imperative. This involves evaluating potential risks such as political instability, civil unrest, crime, armed group activity and other security concerns that may impact the safety of running CBM operations.

The facilitating CSO/NGO should ideally have a strong presence in the locality. This local presence not only assists cultural understandings and direct access to communities, but also enables the building of trusted partnerships with local organizations, leaders, and influencers.

Accessibility



Community engagement



Fostering enthusiasm and engagement among local communities is fundamental. Emphasizing the participatory approaches of CBM should reassure communities that they will be empowered through the monitoring process.

Your regional office should review a list of schools, supplied by the provincial education office, to decide on target communities and schools for CBM-S implementation. If a single school serves multiple communities, the target community for CBM-S will be the one nearest to the school or the community in which the school is located.



You will need strong buy-in from each targeted community. In a CBM-S pilot, it is appropriate for around 10 communities to participate in the monitoring of 10 schools. An experienced CBM-S program team can facilitate many more, with each CBM-S Coordinator supervising the local monitoring of up to 20 different school sites.

Step 03

Community Mobilization



Working with local leaders in each participating community, your Provincial Team organizes and holds a CBM awareness-raising meeting to explain CBM-S program rationale and objectives. The meeting should aim for the widest possible community representation. The meeting coordinator encourages members of the community to consider volunteering in the role of Local Monitor and put themselves forward for election to the post.

Local Monitor Standard Criteria



- Able to read and write
- Able to volunteer at least 4 hours per week for the program
- Has a good reputation in the community
- Lives close to the school
- Has experience in community activities

A volunteer Local Monitor is soon afterwards democratically elected in each community. While the volunteer position does not involve a fixed-term contract, individuals who wish to participate must demonstrate a steadfast commitment to the CBM program. Ideally the Local Monitor should be literate; if not, they will need to make monitoring visits accompanied by a literate individual (such as a family member) or form a partnership with a second local monitor. (See Local Monitor Standard Criteria.)

Chapter 6 of the Handbook provides further details on Local Monitor recruitment and community mobilization, including processes of community engagement, local monitor elections, and a Local Monitor Code of Conduct form (6.5.2).



Figure 1. Integrity Watch staff explaining the CBM-S Program at a community awareness event, Kabul 2017.



Step 04

Establishing Community Reporting Structures



During the community mobilization period, the reporting structures of CBM-S should be established. There will likely already exist a school board or council that meets regularly to discuss school matters. This is normally an opportunity for a first-level reporting mechanism in CBM-S.

In addition to this, you will need to support a local leader to establish the membership of both a small and large Community Feedback Group. Your NGO may also need to organize membership of a Sectoral Monitoring Group, particularly if some of the monitored schools are large and serve multiple communities.

01 Community Feedback Meeting

Community Feedback Group meetings are where the Local Monitor provides activity feedback to community stakeholders and engages with them to resolve problems. A small Feedback Group comprising as few as three but no more than ten members, including one or two influential community leaders, meets weekly or fortnightly. This group also forms part of the larger Feedback Group, comprising at least 15 members, which meets once a quarter. Participants should include the local monitor(s), community leaders, representatives from minority groups, and School Management Council or Board representation.

02 Community Monitoring Group Meeting

Sectoral Monitoring Group meetings may be held once or twice a quarter. Participants should include provincial CBM-S staff and local monitors from different communities, senior education officials, NGOs/CSOs, community leaders, and School Management Council members. (See Handbook for more details.)



Step 05

Local Monitor Training (Capacity Building)



You or your Implementing Partner will organize training and orientation sessions to prepare local monitors to undertake CBM-S. Training may be delivered at a central location in the country by Head Office. More usually it is delivered by certified trainers at the Regional/Provincial level, perhaps by the Project Manager and CBM-S Coordinator, for all newly-elected local monitors in their area.

Typically, Local Monitor training spans two days, although it can extend beyond this if needed. The training should cover basic concepts of corruption, community mobilization, monitoring, and problem-solving. Local monitors should be trained in how to use paper-based monitoring tools, as contained in this Toolkit, and any available digital tools.

All Implementing Partners involved in CBM-S need to become certified trainers of Local Monitors. See Handbook Appendix 2 for information about the onboarding and training of Implementing Partners.

Some training on Baseline, Annual, and Endline surveys may be given to enable local monitors to support the CBM Coordinator or Focal Points in undertaking these surveys.

Step 06

Baseline Survey and Initial Recording Forms



It is imperative to gain an evidence-based understanding of community knowledge and perceptions of CBM as well as target site status before monitoring begins. Both the Baseline Survey and Initial Recording Forms serve as important reference points for tracking CBM-S program progress and impact.

Regional office staff, possibly supported by a newly-trained Local Monitor, conduct the Baseline Survey with users of education services and other stakeholders, and document the existing situation. Thereafter, the Local Monitor, perhaps supported by the CBM-S Coordinator, will visit the school and fill out the Initial Recording Forms to create a baseline point for the start of regular monitoring.



Step 07 Community Outreach Event



Before monitoring starts, the CBM-S team organizes outreach events to raise each target community's awareness of CBM-S and inspire them to engage with the program. This is usually undertaken in the form of a multi-media presentation to community members (at least 30 attendees) with the distribution of brochures, calendars or other printed materials. The event may incorporate a Theater of the Oppressed or other role-play, with scenes acted out with members of the public to teach formal processes of CBM (see Handbook Chapter 6.6). It is useful to hold outreach events each year, in each participating community, engaging men and women of all ages, including people from marginalized or vulnerable groups. An all-purpose outreach event form can be found in the Handbook (Chapter 8.1.1).



Figure 2. Female students learning about the CBM-S Program and Integrity Club, Kabul, 2017.

CBM-S is unique among CBM programs in that it encourages young people, under the age of 18, to participate in monitoring and advocacy. At secondary schools or high schools, students aged 12+ are invited to form “Integrity Clubs” for the internal monitoring of their own schools. (Integrity Clubs are not appropriate for primary schools.) The outreach events are a good opportunity for alerting community members to the purpose of these clubs, which comprise 10–15 student volunteers and are led either by the Local Monitor or a school staff member. Further details and useful forms are provided at the end of this Toolkit.



Step 08 Monitoring of Schools



The Local Monitor completes a weekly monitoring form (Tool 3) by conducting one or two visits to the school each week and engaging with teachers, students, and parents. The monitor may also arrange regular meetings with members of the Integrity Club, if such a group is present at the school.

In addition to completing the monitoring form, the Local Monitor may take photographs of any structural problems found at the school. The monitor uses this information for direct advocacy with the school and community reporting (see next section). The monitor passes all completed forms and pictures to the

Provincial Office where information is inputted/uploaded into the central database. Every three months, the monitor will also complete a quarterly monitoring form (Tool 4), which is used to assess changes to indicators over time.

Local Monitors normally use their own notebooks to keep records of outstanding problems that need to be discussed with school administrators, School Management Council, or the Community Feedback Group.

Step 09 Advocacy Meetings



01 School Administrators and the School Management Council



Local monitors should, as a first step, share findings with the school's administrators and the school council (or board or shura). This allows an immediate consideration of specific concerns and can enable the school to respond promptly.



02 Community Feedback Group Meetings



If any problems persist, the Local Monitor should take them to the Community Feedback Group (the small and/or large groups, as appropriate). In many cases, small problems can be addressed through collective advocacy and/or the mobilization of local resources.

The Local Monitor is responsible for recording all discussed problems and agreed-upon actions during Community Feedback Group meetings. Additionally, for larger quarterly meetings, the Local Monitor should create a comprehensive agenda and take a photograph of the meeting. The photograph is necessary documentation for claiming any meeting expenses from the Head Office.

Those problems that Community Feedback Group is unable to resolve are taken to the Sectoral Monitoring Group.

A Focal Point (or CBM Coordinator) may need to supervise the first few Community Feedback meetings, after which the Local Monitor should take the lead.

03 Local Monitors' Coordination Meetings



Local monitors across the province or region meet together once a month to discuss findings and share their experiences with others. These meetings allow volunteers to exchange ideas, narrow down common challenges, and jointly seek solutions.

Step 10 Sectoral Monitoring Group Meetings



At the Sectoral Monitoring Group (SMG) meeting you should aim to bring together key education sector stakeholders, including education officials, NGOs/CSOs, Local Monitors, and other community representatives, School Management Council/Board members, and perhaps occasionally donors. The SMG meets once or twice per quarter to discuss outstanding problems in the education sector at the province/regional level.

SMG meetings are an opportunity for high-level advocacy at provincial or regional levels. They are an immensely influential component of the CBM-S program and provide opportunities to address larger-scale problems that cannot be resolved at the school and community levels.



It is good practice to circulate a CBM-S update or progress report to the various SMG members prior to these meetings to give them time to read and reflect before discussing issues in person.

If provincial stakeholders are unable to resolve certain issues, your organization's Advocacy and Communications department may decide to escalate them for the attention of central government. These issues might concern access to information or problems of corruption. Your organization will need to collaborate with relevant ministries and possibly donors to secure an authoritative response and higher-level intervention.

Step 11 Integrity Dialogue



At the end of each year, the NGO organizes an Integrity Dialogue event at which officials, CSO members, local media organizations, and community members are invited to discuss CBM-S annual findings, lessons learned, challenges, recommendations, and opportunities. This event is an important opportunity to build trust, promote accountability, and expedite problem-solving. It should allow community members to share their concerns and request clarifications on any outstanding problems from local officials. Aim to have 30 to 40 participants at these events.

Step 12 Annual/Endline Surveys and Handover



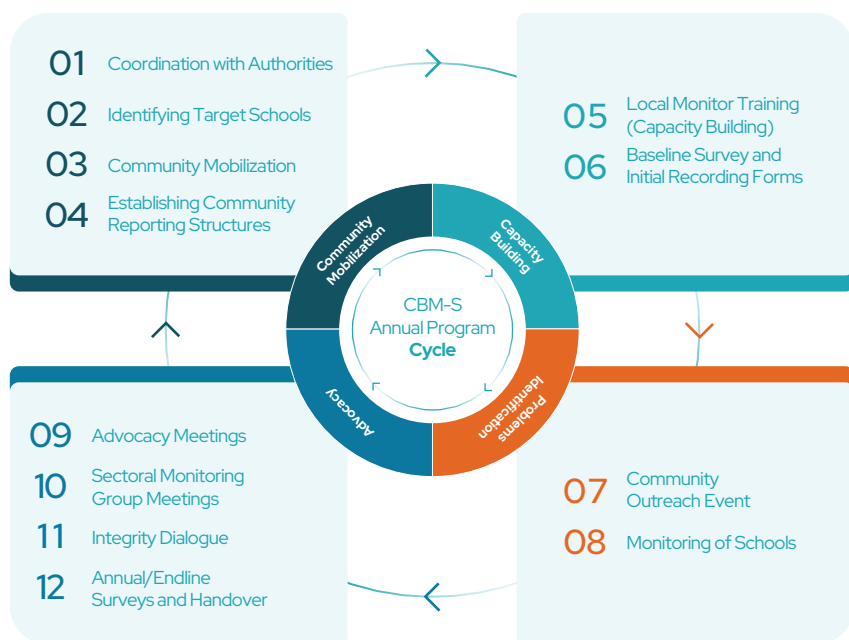
The Annual and Endline surveys use the Baseline survey questions to enable insight into the effectiveness and success of the CBM-S program from a community perspective. These surveys constitute an additional evidence base to supplement information derived from the analysis of weekly and quarterly monitoring data, including problem fixes, throughout the two-year CBM-S program.

A comprehensive CBM-S impact assessment at the two-year point, consolidating findings from all participating communities, is conducted either by your Monitoring, Evaluation, Accountability, and Learning (MEAL) team or by an independent organization.

Following the assessment, the CBM-S program is handed over to the communities. This can be undertaken in a phased manner, as appropriate. However, while each Local Monitor (or their successor) will no longer pass weekly monitoring and other activity data to your NGO, your organization will still need to remain available to the communities to provide technical support, advice, and advocacy where needed (see Chapter 8.7 of the Handbook).



1.2. CBM-S program steps diagram (multiple schools, regional activity)





Considerations

for
CBM-Schools



What makes a suitable project for monitoring? 2.1

The CBM-S program is specifically designed to tackle issues prevalent in under-resourced schools, whether situated in rural or urban areas. Where financial and material resources are limited, the effective management of precious resources becomes even more critical for schools. However, it is not always possible to target all schools in a localized area. There may be a lack of support and buy-in from the community, or your preliminary needs assessments and scoping might identify certain schools as higher priorities for CBM, to the exclusion of others.

Priority considerations for CBM-S selection include schools that are:

01

Experiencing poor attendance due to a lack of basic infrastructure or resources

02

Operational but still under construction

03

Indicated by local education officials as most in need of monitoring and community support

04

Perceived by the community as poorly managed or lacking transparency

05

Perceived by the community as failing to provide quality education



What to monitor under CBM-S 2.2

Before routine monitoring begins, two different surveys are undertaken in each participating community. First is the Baseline Survey, led by the NGO and focused on community knowledge of the local school and awareness of and engagement in CBM-S (Tool 1 in this Toolkit). The second survey is a site-specific review, undertaken by the Local Monitor, often with NGO support, using an Initial Recording Form (Tool 2). This captures essential details about the school in relation to its staff, resources, and site.

The weekly monitoring form (Tool 3) is then used to track standards across five domains: (1) security and safety, (2) cleanliness and hygiene, (3) attendance (pupils and staff), (4) school environment and materials, and (5) school management and support.



Quarterly monitoring activity (Tool 4) is largely focused on other areas of site condition, service administration, and resources. Additionally, the quarterly form examines whether information access, transparency, and accountability are improving or worsening over time.

The ‘Problem Identification Forms’ (weekly, T3.4; quarterly, T4.5) are used to record details of issues identified in the monitoring checklists. However, it is important to recognize that these checklists do not encompass every potential concern. (Since the role of Local Monitor is voluntary, the checklists cannot be exhaustive.) Any extra concerns voiced by parents, pupils, or school staff can therefore be documented on the Problem Identification Forms as an initial step for individual or collective advocacy.

Access to Information 2.3

Many countries have access to information laws or orders, but these are not always constitutionally guaranteed. The public’s right of access to information held by public authorities therefore varies significantly from country to country. For example, the public may have a right to information through an executive order, but without opportunity to challenge decisions if access is refused. Conversely, in some countries the public can appeal to a Right to Information Commission or other oversight body to seek redress where access is denied.

In CBM, the data required are not considered sensitive (commercially or personally). However, barriers to information may still be experienced in part because education providers and other public servants may not be fully aware of citizens’ rights. Communities, particularly local monitors, may require substantial support from your NGO or Implementing Partner in the early stages of a project if access to information is refused. Their limited knowledge of Access to Information laws may leave them without the leverage needed to overcome these barriers alone.

Expect Challenges 2.4

While many CBM programs have been met with enthusiasm and robust community support, this is not always the case. In some instances, you may encounter an initial lack of response from school officials, leading to delays in the program’s implementation.



During a project, there may be a lack of cooperation among school officials to provide information to the Local Monitor (for reasons noted above), or they may fail to fulfil their promises to fix reported problems.

School officials may also restrict local monitors' participation in School Management Council/Board meetings. This lack of representation means that the school is less likely to respond promptly to acute concerns uncovered by local monitors. It would also likely result in more issues being taken to the Community Feedback Group.

Faced with these challenges, community leaders may need to step in to reassure school officials of the collaborative nature of CBM and the broader community benefits of the program. They may also apply diplomatic pressure to encourage school transparency and accountability.

It is important to recognise that some communities may require substantially more support than others from your NGO in terms of advocacy and resource mobilization. This may necessitate greater sectoral monitoring group involvement and even the engagement of actors outside established CBM structures. For example, a CBM Field Coordinator overseeing programs across multiple regions may need to attend regional education cluster meetings or technical working groups to share challenges and seek solutions through wider networks.



Relational Best Practices

2.5

Local monitor training will have already emphasized the importance of establishing good relationships with school officials so that the CBM-S program is seen as a support mechanism and non-threatening.

It is advisable to collaborate with school officials to establish realistic timelines and achievable tasks that simultaneously foster accountability. CBM-S emphasizes cooperation rather than fault-finding. Issues and challenges should be approached not as divisive elements, creating a rift between local monitors and school officials, but rather as shared concerns that require collective action. (See Case Study 1 from Kapisa Province, Afghanistan, below.)



Case Study 1:

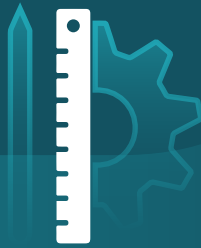
Strengthening school security

In Mirmasjidi High School in Kapisa, Afghanistan, a security concern arose when a container, previously attached to the school's surrounding wall, was relocated, causing a major part of the wall to collapse. This posed a serious threat to school safety, especially at night, with heightened concerns of unauthorized entry and fears of insurgents planting mines within school grounds. Many students were kept away from school by parents fearing for their children's safety.

The Local Monitor and Integrity Club (IC) members began advocating for urgent solutions on October 8, 2020, meeting with district-level education officials and the Kapisa Education Directorate. Their advocacy was unsuccessful. Faced with inaction, the monitor and IC members were joined by several teachers in taking matters into their own hands. Together they constructed a 10-meter-long wall by gathering stones and cement from surrounding areas. They completed the project by October 15. While further work would be required to create a higher surrounding wall, the immediate solution ensured a safer environment, mitigating fears and allowing students to return to school. Shopkeepers and other locals, initially doubtful of the project, praised the collaborative efforts. The grassroots solution not only gave security to the school environment but also empowered the community, including pupils, to take charge of their educational environment.



Figure 3. Mirmasjidi High School (October 2020), Kapisa province: repair work on the school perimeter wall.



CBM-S

Tools

In this section, you will find a sample of each tool that may be used in the program. Please note that the tools and checklists can vary by country and context. For tailored tools and checklists in your context, kindly contact Integrity Watch.



Tool 1

CBM-S Baseline, Annual, and Endline surveys (BAES)

General Purpose

Your organization wants to:

01



Understand levels of **transparency & access** to school information

02



Gauge community **knowledge** about the school

03



Understand and measure community **satisfaction** with education quality

04



Understand community perceptions of any **problem areas** within the school

05



Develop & assess **community awareness** of CBM and the monitoring process



Methodology

Surveyors

The Baseline, Annual, and Endline surveys should be conducted by a Monitoring, Evaluation, Accountability, and Learning (MEAL) team member, or staff from the Regional CBM-S Office, with support provided by Local Monitors, if appropriate.

Target Areas

Target areas for the surveys are the communities surrounding the monitored schools.

Target Groups

Target groups for the surveys are community members who send their children to the school and others who live nearby. Survey participants are individuals aged 18 and over. Surveyors should, as far as possible, ensure an equal proportion of male and female participants.

Sample Size

The sample size may have been mutually agreed between donors and your organization – there are no set numbers. For example, each community survey might include between 50 and 90 participants or households. Follow-up surveys at one year and endline are unlikely to feature the exact same sample as the Baseline Survey. However, effort should be made to include a substantial portion of the baseline participants in these subsequent surveys.

Survey Time Frame

The surveys, conducted in each participating community, should be organized in close succession, commencing as soon as possible after the Local Monitors have been trained and before routine monitoring begins. The Annual Survey is completed at the one-year point, and the Endline Survey at the two-year point.

Sampling and Selection of Respondents

The representative sampling methodology of random sampling is used. The surveyor(s) should walk and randomly select a first household for interview, and continue by selecting every other house, or every third or fourth house, depending on the size of the community. They will need to make a record of their starting point and approach for subsequent surveys.



T.1.1S-BAES: NGO information



Download T1.1 Form

NB Type out T1.1 details before duplicating sheets for the community survey.

NGO/CSO Name:			
Name of Interviewer:			
Date of interview:			
SURVEY POINT:	☐ BASELINE	☐ ANNUAL	☐ ENDLINE

T.1.2 S-BAES: Socio-demographic Information



Download T1.2 Form

NB Type out answers to questions 1 – 6 before duplicating sheets for the community survey.

Survey Section 1: Socio-Demographic Information		
S1. N	QUESTIONS	ANSWERS
Q1	Total number of households in the community	
Q2	School Code	
Q3	Name of school	
Q4	Type of school	☐ Boys ☐ Girls ☐ Mixed
Q5	School stage	☐ Primary School ☐ Middle School ☐ High School ☐ All-through School
Q6	Interviewee gender	☐ Male ☐ Female ☐ Prefer not to say
Q7	Interviewee age:	_____ years old
Q8	Interviewee name & cellphone number (optional)	



T.1.3 S-BAES: Questions about the local school and monitoring rights



Download T1.3 Form

Survey Section 2: Questions about the local school and monitoring		
S1. N	QUESTIONS	ANSWERS
Q1	Is any member of your family attending the school?	☐ Yes ☐ No (Skip to Q4)
Q2	How well informed are you about the school? <i>(Tick all that apply)</i>	☐ Extremely well informed ☐ Well informed ☐ Moderately informed ☐ Slightly informed ☐ Not informed at all
Q3	Are you satisfied with the quality of education at the school?	☐ Yes ☐ No
Q4	Have you ever monitored the school?	☐ Yes ☐ No
Q5	Do you know that you have the right as a community member to monitor your local school?	☐ Yes ☐ No (If No, the interviewee should be briefed about this right.)
Q6	Do you think that monitoring can improve or has improved the quality of education services?	☐ Yes ☐ No
Q7	Are you interested in participating in community-based monitoring, either now or in the future? <i>(The surveyor may take this opportunity to alert the interviewee to forthcoming CBM awareness events)</i>	☐ Yes ☐ No



T.1.4 S-BAES:

Office use only



Download T1.4 Form

☐	CBM-S BAES data checked and entered into database
☐	Verification by CBM-S Coordinator
CBM-S Coordinator name:	
CBM-S Coordinator signature:	
CONTACT NUMBER:	DATE:

Tool 2

CBM-S Initial Recording Form (IRF)

The purpose of the CBM-S Initial Recording Form is to set the baseline for subsequent monitoring activities. In this process, the Local Monitor (ideally supported by the CBM-S Coordinator) uses Tools 2.1 to 2.4 to document basic details about the school, including its capacity, facilities, human resources, and access to information. Additionally, Tools 2.5 and 2.6 are used for asset tracking, providing a foundational understanding of the equipment, materials, and availability of consumable assets.

Once completed, all parts of the Initial Recording Form (T2.1 to T2.6) should be submitted to the CBM-facilitating NGO for data input and upload onto the central database.

T.2.1S-IRF:

General School Information



Download T2.1 Form

DATE:	SCHOOL NAME	SCHOOL ID:
/ /		
SCHOOL LEVEL:		SCHOOL TYPE:
☐ Primary ☐ Secondary ☐ High School		☐ Boys ☐ Girls ☐ Both



LONGITUDE:	LATITUDE:	ESTABLISHMENT DATE:
		/ /
PROVINCE:	DISTRICT:	VILLAGE:

T.2.2 S-IRF: Project Stakeholder



Download T2.2 Form

DOES A SCHOOL MANAGEMENT SHURA EXIST?	IS SCHOOL MANAGEMENT SHURA ACTIVE?	IS SCHOOL MANAGEMENT SHURA MOBILIZED?
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
DOES A COMMUNITY DEVELOPMENT COUNCIL EXIST?	IS COMMUNITY DEVELOPMENT COUNCIL ACTIVE?	IS NON-PROJECT ORGANIZATIONS ACTIVE?
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

T.2.3 S-IRF: School capacity and facilities



Download T2.3 Form

DOES A SCHOOL BUILDING EXIST?	ENROLMENT CAPACITY	CURRENT ENROLMENT
☐ Yes ☐ No	Total:	Boys: Girls: Total:



NUMBER OF SCHOOL SHIFTS	NUMBER OF INSTRUCTIONAL ROOMS	NUMBER OF NON-INSTRUCTIONAL ROOMS
NUMBER OF INSTRUCTIONAL ROOMS IN USE	NUMBER OF NON-INSTRUCTIONAL ROOMS IN USE	NUMBER OF CLASSES WITHOUT ROOMS
NUMBER OF TOILETS	GREEN AREA	PLAYGROUND
Boys: Girls:	☐ Yes ☐ No	☐ Yes ☐ No

T.2.4 S-IRF: School Staff



Download T2.4Form

NUMBER OF MALE TEACHERS	NUMBER OF FEMALE TEACHERS	NUMBER OF ADMIN STAFF
NUMBER OF PERMANENT TEACHERS	NUMBER OF TEACHERS UNDER TEMPORARY CONTRACT	NUMBER OF SHORT-TERM TEACHERS
Male: Female: Total:	Male: Female: Total:	Male: Female: Total:



TEACHERS EDUCATED TO MASTER'S LEVEL OR ABOVE	TEACHERS EDUCATED TO BACHELOR'S LEVEL WITH TEACHER TRAINING	TEACHERS EDUCATED TO BACHELOR'S LEVEL WITHOUT TEACHER TRAINING
Male: Female: Total:	Male: Female: Total:	Male: Female: Total:
TEACHER TRAINING GRADUATES (WITHOUT DEGREE)	TEACHERS WITH HIGH SCHOOL DIPLOMA OR EQUIVALENT, ONLY	TEACHERS WITHOUT FORMAL SCHOOL QUALIFICATIONS
Male: Female: Total:	Male: Female: Total:	Male: Female: Total:

T.2.5 S-IRF: Access to School Information (by Local Monitor)



Download T2.5 Form

BUDGET	EXPENDITURE RECORDS	AID DISTRIBUTION RECORDS
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
STAFF EMPLOYEE RECORDS	ATTENDANCE RECORDS	ADMIN RECORDS
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
LIST OF INVENTORY	STOCK	PHYSICAL ACCESS TO FACILITY
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

T.2.6 S-IRF: Office use only



Download T2.6 Form



☐ T2.1 – T2.5 data entered into the database by CBM staff member ☐ T2.1 – T2.5 data accuracy verified by CBM-S Coordinator	
Data entry (NGO staff member): Name Position.....	CBM-S Coordinator: Name
Contact Number:	Contact Number:
Date:	Date:
Signature:	Signature:

Tool 3

CBM-S Weekly Monitoring Form (WMF)

The Local Monitor uses the weekly monitoring forms to (1) enable routine checks of services, equipment, and activity at the target school, and (2) record progress on identified issues and problem fixes.

Tool 3.1 should be typed out at the start of the CBM-S project so that the Local Monitor is not filling in forms each week unnecessarily. Tool 3.2 is the starting point for the new week of activity. The Local Monitor should check whether there are any instructions from recent meetings to follow up on at the target site.

Tool 3.3 presents ‘Likert’ scale response options for the monitor to evaluate various school attributes. If issues are found that require attention, the Local Monitor can use Tool 3.4 to record the specific details of the problem found. Tool 3.5 enables the Local Monitor to keep regular records of problem fixes.

It should be noted that if the Local Monitor is unable to address problems through direct advocacy at the school (perhaps due to the school’s lack of resources or willingness to take action), they should make a note of these problems, e.g. in their own CBM notebook, to bring them to the attention of the school board or Community Feedback Group.

All forms need to be passed to the facilitating NGO each week for data input and upload.



T.3.1S-WMF: General Information



Download T3.1 Form

SCHOOL ID	
NAME OF LOCAL MONITOR(S)	
MONITORING DATE	
LOCAL MONITOR SIGNATURE(S)	
RECEIVED BY	

T.3.2S-WMF: Recent items for attention



Download T3.2 Form

☐	Check status of any previous problem(s) – resolved/unresolved
☐	Check for instructions from Sectoral Monitoring Group
☐	Check for instructions from most recent Community Feedback Group session
Notes/comments:	

T.3.3 S-WMF: Monitoring by Category



Download T3.3 Form

Indexes for Weekly Monitoring (By Local Monitor)

Unk Unknown	0 Non-existent	1 Very poor	2 Poor	3 Average	4 Good	5 Very Good
--------------------	-----------------------	--------------------	---------------	------------------	---------------	--------------------



Security and Safety

Give a Score

1	Students' safety from harassment on the way to school	Unk	0	1	2	3	4	5	6
2	Students' safety from sexual and verbal abuse in school	Unk	0	1	2	3	4	5	6
3	Prevention of students entering with dangerous implements	Unk	0	1	2	3	4	5	6
4	Prevention of bullying	Unk	0	1	2	3	4	5	6
5	Prevention of powerholders' interference in the local school	Unk	0	1	2	3	4	5	6
6	Disciplinary team procedures at school exist	Unk	0	1	2	3	4	5	6

Cleanliness and Hygiene

Give a Score

1	Overall school environment cleanliness	Unk	0	1	2	3	4	5	6
2	Individual cleanliness and tidiness of students	Unk	0	1	2	3	4	5	6
3	Toilets' hygiene	Unk	0	1	2	3	4	5	6
4	Classroom cleanliness	Unk	0	1	2	3	4	5	6
5	Availability of garbage bins	Unk	0	1	2	3	4	5	6
6	Access to clean drinking water	Unk	0	1	2	3	4	5	6
7	Adherence to wearing school uniform (where required)	Unk	0	1	2	3	4	5	6
8	Prevention of using tobacco or drugs in school	Unk	0	1	2	3	4	5	6

Attendance

Give a Score

1	Attendance of teachers	Unk	0	1	2	3	4	5	6
2	Attendance of students	Unk	0	1	2	3	4	5	6
3	Attendance of admin staff	Unk	0	1	2	3	4	5	6
4	Attendance of caretakers	Unk	0	1	2	3	4	5	6

Environment & Materials

Give a Score

1	Existence of textbooks at school	Unk	0	1	2	3	4	5	6
2	Distribution of textbooks at school	Unk	0	1	2	3	4	5	6
3	Accessibility to laboratory classes	Unk	0	1	2	3	4	5	6
4	Accessibility to laboratory materials	Unk	0	1	2	3	4	5	6
5	Accessibility to Library	Unk	0	1	2	3	4	5	6
6	Availability of boards and chalks (and other essential classroom materials) at school	Unk	0	1	2	3	4	5	6



Management and support

Give a Score

1	Staff presence outside of school for student arrival/dismissal	Unk	0	1	2	3	4	5	6
2	Routine line-up and order of students before classes	Unk	0	1	2	3	4	5	6
3	Availability of school’s complaint mechanisms	Unk	0	1	2	3	4	5	6
4	School’s follow-up on identified problems	Unk	0	1	2	3	4	5	6
5	Integrity Club (or similar) action at school	Unk	0	1	2	3	4	5	6

T.3.4 S-WMF:
Problem Identification



Download T3.4 Form

PROBLEM TYPE	PROBLEM DESCRIPTION	DATE IDENTIFIED AND BY WHOM?
		/ /

T.3.5 S-WMF:
Problem Resolution



Download T3.5 Form

PROBLEM TYPE	PROBLEM DESCRIPTION	DATE RESOLVED AND BY WHOM?
		/ /



T.3.6 S-WMF: Office use only



Download T3.6 Form

☐	Field visits made and T3.1 – T3.5 information received
☐	Data from T3.1 – T3.6 checked and entered into database
☐	Verification by CBM-S Coordinator
CBM-S Coordinator name:	
CBM-S Coordinator signature:	
CONTACT NUMBER:	DATE:

Tool 4 CBM-S Quarterly Monitoring Form (QMF)

The Local Monitor uses the Quarterly Monitoring Tool to (1) assess any significant changes over time in basic school information, such as student and staff numbers; (2) check buildings/resources, administration, and levels of access to information; and (3) document additional school information, particularly in relation to areas of safety and safeguarding.

Similar to the weekly monitoring tool, this quarterly tool includes ‘problem identification’ and ‘problem-solution’ forms (T4.5 and T4.6).

Keeping a notebook and, where possible, photographs of problems found at the school is a good way of tracking progress over time. This also enables a more accurate monitoring process when using the scaling method of Tool 4.3.



T.4.1S-QMF:

School name, type & location



Download T4.1 Form

SCHOOL ID	
SCHOOL NAME	
SCHOOL TYPE	☐ Girls ☐ Boys ☐ Mixed
SCHOOL LEVEL	☐ Primary ☐ Middle ☐ High
SCHOOL SHIFTS	☐ One ☐ Two ☐ Three ☐ Four
DISTRICT	
PROVINCE/REGION	
NAME OF LOCAL MONITOR	
CONTACT NUMBER	
MONITORING DATE	
LOCAL MONITOR SIGNATURE	

T.4.2S-QMF:

School Information



Download T4.2 Form

CAPACITY OF SCHOOL (NUMBER OF STUDENTS)	NUMBER OF ENROLLED STUDENTS	NUMBER OF PERMANENTLY ABSENT STUDENTS
	Male: Female: Total:	Male: Female: Total:
NUMBER OF CLASSROOMS	NUMBER OF CLASSES UNDER TENT	NUMBER OF CLASSES IN THE OPEN AIR



NUMBER OF STANDARD CLASSROOMS	NUMBER OF CLASSROOMS UNDER CONSTRUCTION	NUMBER OF TOILETS
		Male: Female: Other/General:
NUMBER OF TEACHERS	NUMBER OF TEACHERS WITH BACHELOR DEGREE OR ABOVE	NUMBER OF TEACHERS TEACHING ACCORDING TO THEIR SPECIALIZATION
Male: Female:	Male: Female:	Male: Female:
DOES THE SCHOOL HAVE CLEAN DRINKING WATER?	DOES THE SCHOOL TEACH THE CORE SUBJECTS?	DOES THE SCHOOL HAVE A PLAYING FIELD OR PLAYGROUND?
☐ Yes ☐ No	☐ Language/Literature ☐ Maths ☐ Science	☐ Playing field ☐ Hard-surface playground
DOES A SCHOOL GOVERNING BOARD (OR EQUIVALENT) EXIST?	DO SCHOOL GOVERNING BOARD MEETINGS TAKE PLACE REGULARLY?	NUMBER OF SCHOOL GOVERNING BOARD MEMBERS
☐ Yes ☐ No	☐ Yes ☐ No	Male: Female:

T.4.3 S-QMF: Monitoring by Category


[Download T4.3 Form](#)

Indexes for Quarterly Monitoring (By Local Monitor)

Unk Unknown	0 Non-existent	1 Very poor	2 Poor	3 Average	4 Good	5 Very Good
--------------------	-----------------------	--------------------	---------------	------------------	---------------	--------------------



Building and Maintenance

Give a Score

1	School building condition	Unk	0	1	2	3	4	5	6
2	Toilets' hygiene and sanitation	Unk	0	1	2	3	4	5	6
3	Classroom condition	Unk	0	1	2	3	4	5	6
4	School grounds condition	Unk	0	1	2	3	4	5	6
5	Sewer system condition	Unk	0	1	2	3	4	5	6
6	Electricity and wiring condition	Unk	0	1	2	3	4	5	6
7	Laboratory condition	Unk	0	1	2	3	4	5	6

Environment and Materials

Give a Score

1	Availability of textbooks	Unk	0	1	2	3	4	5	6
2	Condition of textbooks	Unk	0	1	2	3	4	5	6
3	Availability of tables, benches, chairs	Unk	0	1	2	3	4	5	6
4	Condition of tables, benches, chairs	Unk	0	1	2	3	4	5	6
5	Availability of science equipment and materials	Unk	0	1	2	3	4	5	6
6	Condition of science equipment and materials	Unk	0	1	2	3	4	5	6
7	Students' access to computers	Unk	0	1	2	3	4	5	6
8	Quality of student library	Unk	0	1	2	3	4	5	6
9	Electricity supply (regularity)	Unk	0	1	2	3	4	5	6

Administration & Management

Give a Score

1	Willingness of school administration to follow up on identified problems	Unk	0	1	2	3	4	5	6
2	Cooperation of Education Directorate in solving identified problems in school	Unk	0	1	2	3	4	5	6
3	School's coordination with other education sector administrations	Unk	0	1	2	3	4	5	6
4	School support for vulnerable pupils (e.g. with disabilities and/or special needs)	Unk	0	1	2	3	4	5	6
5	Teachers' remuneration (timely payment)	Unk	0	1	2	3	4	5	6
6	Prevention of local powerholders' intervention at school	Unk	0	1	2	3	4	5	6



Access to Information at School

Give a Score

1	Expenses registration book	Unk	0	1	2	3	4	5	6
2	NGO Aid registration book	Unk	0	1	2	3	4	5	6
3	Human resource (staff) records	Unk	0	1	2	3	4	5	6
4	Teachers' attendance sheet	Unk	0	1	2	3	4	5	6
5	School's assets and equipment registration list	Unk	0	1	2	3	4	5	6
6	Adherence to Law of Access to Information at school level	Unk	0	1	2	3	4	5	6

Openness of School

Give a Score

1	Activity of Integrity Club at school	Unk	0	1	2	3	4	5	6
2	Community members' participation in School Board meetings	Unk	0	1	2	3	4	5	6
3	Openness of school to community-based monitoring	Unk	0	1	2	3	4	5	6
4	Acceptance of community participation in problem-solving	Unk	0	1	2	3	4	5	6

T.4.4 S-QMF:

Additional school information



Download T.4.4 Form

1. Do the following departments exist in the school and are they active? a) Languages and Literature b) Social Sciences (Incl. Geography & History) c) Maths and Natural Science	☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No	☐ Active ☐ Non-Active ☐ Active ☐ Non-Active ☐ Active ☐ Non-Active
2. Are first-aid kits available in the school?	☐ Yes ☐ No	
3. Are first-aid kits properly stocked?	☐ Yes ☐ No ☐ N/A	
4. Do fire extinguishers exist in the school?	☐ Yes ☐ No	



5. Does a student complaint box exist?	☐ Yes ☐ No
6. If a student complaint box exists, how frequently is this checked?	☐ Weekly ☐ Monthly ☐ Quarterly ☐ Annually ☐ Never ☐ N/A
7. Are violence or abuses against students recorded? (E.g. physical or sexual abuse.)	☐ Yes ☐ No ☐ Not Sure
8. How frequently does an official education monitoring department visit the school?	☐ Monthly ☐ Quarterly ☐ Annually ☐ Never
9. Other inforamtion	

T.4.5 S-QMF:

Problem Identification



Download T4.5 Form

PROBLEM TYPE	PROBLEM DESCRIPTION	IDENTIFIED BY [NAME] / DATE
		/ /
		/ /



T.4.6 S-QMF: Problem Resolution



Download T4.6 Form

PROBLEM TYPE	PROBLEM DESCRIPTION	DATE RESOLVED
		/ /
		/ /

T.4.7 S-QMF: Office use only



Download T4.7 Form

☐	Field visits made and T5.1 – T5.6 information received
☐	Data from T5.1 – T5.6 checked and entered into database
☐	Verification by CBM-S Coordinator
CBM-S Coordinator name:	
CBM-S Coordinator signature:	
CONTACT NUMBER:	DATE:



Tool 5

CBM-S Event and Meeting Recording Form (EMRF)

The multi-purpose CBM-S Event and Meeting Form is a tool used for recording training, outreach, and mobilization events, as well as meetings at the community level (school board meetings and Community Feedback Group (CFG) meetings) and the provincial/regional level (Sectoral Monitoring Group (SMG) meetings).

Since the form is multi-purpose, not all sections will be relevant to any one event type or meeting. The Local Monitor (and/or the CBM-S Coordinator) fills in the relevant parts following the event or meeting and submits this to the NGO for data upload.

T.5.1S-EMRF: all-purpose CBM-S event & meeting form



Download T5.1 Form

Region		District		Town/Village	
Event Type	Local Monitors' Meeting ☐	Integrity Committee Meeting ☐	School Board Meeting ☐	SMG Meeting ☐	Small CFG Meeting ☐
	CBM Coordinator Training ☐	Integrity Committee Training ☐	Local Monitor Training ☐	Theater of Oppressed Training ☐	LM Refresh Training ☐
	Outreach Event ☐	Mobilization ☐	Remobilization ☐	Integrity Dialogue ☐	
	Movie/Cinema Showing ☐		Theater of Oppressed Event ☐	Local Monitor Exchange Visit ☐	
Database Code:					
Target site:					
Venue:					
Date:		Time:		Duration:	
Total participants:		Male:		Female:	
Participants from Marginalized Groups	Disabled	IDPs/Refugees	Religious/Ethnic Minorities	Low-income/impooverished	Other
	Approximate number:	Approximate number:	Approximate number:	Approximate number:	
Identification of some external participants	Name:				
	Job:				
	Contact:				
	Not Applicable ☐				



Target group (Outreach & events only)	Local People ☐	Women's Group ☐	CSOs/ NGOs ☐	Community Development Council ☐	Provincial Development Council ☐		
	Youth Group ☐	Labor Union ☐	Ulama Council ☐	Students ☐	Teachers ☐		
	LMs/ILs ☐	Government Officials ☐	Other (please specify) ☐ _____				
Topic(s)/ issues discussed							
Participant comments/ feedback or next steps							
Distributed material	DVDs ☐	Brochures ☐	Books ☐	Magazines ☐	Calendars ☐	Manuals ☐	Nothing Distributed ☐
Catering	Food ☐		Refreshment (drink) ☐		None ☐		
Pictures taken	Yes ☐		No ☐				
Participants List	Yes ☐		No ☐				
Survey before training	Yes ☐		No ☐		Not Applicable ☐		
Survey after training	Yes ☐		No ☐		Not Applicable ☐		
CBM-S Coordinator(s)	Name:			Contact:			
	Name:			Contact:			
Local Monitors	Name:			Contact:			
	Name:			Contact:			
	Name:			Contact:			
Form administration Name (N) Signature (S) Date (D)	Filled by:		Received by:		Verified by:		
	N:		N:		N:		
	S:		S:		S:		
D: / /		D: / /		D: / /			



Tool 6

CBM-S 'Integrity Club' (IC)

In support of CBM-S, your organization or CBM partner may want to encourage the creation of Integrity Clubs (or 'Integrity Committees') at monitored or previously monitored schools. Integrity Clubs should be created in close coordination with the school's principal and leadership team.

Comprising 10–15 student volunteers (minimum age 12 years) and led by the local CBM-S monitor or a teacher, the Integrity Club aims to promote the values of active integrity and citizenship among students and encourage collaborative problem-solving. The Integrity Club performs monitoring tasks within the school and seeks to resolve problems directly, whenever feasible. Alternatively, members will share findings with the School Governing Board in cases where it is beyond their ability to solve the problem.

In 2015, Integrity Watch Afghanistan launched the first Integrity Clubs, training 170 students at 17 schools in the nation's capital. Working collaboratively, the students identified basic problems in their schools related to hygiene, toilet facilities, teacher and student attendance, and drinking water. The program achieved notable success and was soon rolled out to five other provinces in the country. By 2022, there were 280 Integrity Clubs running in 14 provinces, involving around 3,000 students.

Thereafter, if problems still persist, the Local Monitor can take them to the Community Feedback Group to mobilize collective advocacy. Case Study 2 below illustrates a community-wide initiative that was led by an Integrity Club to address issues that exceeded the resource capacity of the local school.

Your organization will be the instigator, trainer, and (initially) the supervisor of Integrity Clubs. But to emphasize the community-led spirit of CBM, it is important to hand over Club supervision to school management as early as possible in the CBM-S program.

Integrity Clubs can use the various forms and checklists of this toolkit, adapted and reduced as appropriate and according to agreed monitoring parameters. The forms in this section are provided for the Local Monitor (or school staff member) to record Club membership and training sessions.



Case Study 2:

All-female Integrity Club leads on school transformation

Nasaji Gulbahar Girls School in Kapisa, Afghanistan, was in a dilapidated state. Paintwork had deteriorated and cracks were appearing in the walls. The school environment was filthy, with paper and plastic bags littering the classroom and the atmosphere full of dust. Health hazards were very real and hindered attendance.

In November 2019, the school's Integrity Club sought to tackle these issues with support from the CBM-S Local Monitor, the School Management Shura, the school administrator, and community members. The Integrity Club members monitored and identified problems and launched a charity box campaign to raise funds, securing donations from parents, visitors, and School Management Shura members. A local radio station highlighted their efforts, garnering support from various stakeholders, including the education director.

The collected funds enabled a remarkable transformation of the school, with repairs undertaken and walls repainted, adding vibrancy to the school environment. Additional security measures were implemented with new fencing, and 15 rubbish bins were strategically placed. It was reported that health problems among students decreased significantly. Local officials praised the impact of the Integrity Club and the Kapisa Education Director lauded the members' dedication and pledged ongoing support.

T.6.1S-IC:

General information



Download T6.1 Form

SCHOOL ID	SCHOOL NAME	DATE
LEVEL OF SCHOOL	TYPE OF SCHOOL	NUMBER OF STUDENTS
☐ Middle ☐ High	☐ Boys ☐ Girls ☐ Mixed	☐ Boys ☐ Girls Total:



VILLAGE	DISTRICT	PROVINCE
CBM-S MONITORING STATUS	MONITORING START/END DATE	INTEGRITY LEADER NAME
☐ Ongoing ☐ Stopped		

T.6.2 S-IC: Club Information


[Download T6.2 Form](#)

INTEGRITY CLUB COACH (LOCAL MONITOR OR STAFF MEMBER NW) SELECTED?	INTEGRITY CLUB COACH'S NAME AND CONTACT NUMBER	INTEGRITY CLUB MEMBERS SELECTED?			
☐ Yes ☐ No		☐ Yes ☐ No			
INTEGRITY CLUB MEMBERS INFORMATION					
No.	Name	Father/Mother Name	Gender (pupil can ask to leave blank)	Age	Class
1			☐ Male ☐ Female		
2			☐ Male ☐ Female		
3			☐ Male ☐ Female		
4			☐ Male ☐ Female		
5			☐ Male ☐ Female		
6			☐ Male ☐ Female		
7			☐ Male ☐ Female		
8			☐ Male ☐ Female		
9			☐ Male ☐ Female		
10			☐ Male ☐ Female		



T.6.3 S-IC: Office use only



Download T6.3 Form

☐	Forms data (T6.1 & 6.2) entered by Data Entry Clerk
☐	Forms data (T6.1 & 6.2) verified by CBM-S Coordinator
Integrity Club Coach's name:	Provincial CBM-S Coordinator's name:
CONTACT NUMBER:	CONTACT NUMBER:
DATE:	DATE:
SIGNATURE	SIGNATURE

T.6.4 S-IC: Training Information



Download T6.4 Form

NB Ensure form T6.1 is completed before completing T6.4 and T6.5.

TRAINER NAME:	
TRAINER SIGNATURE:	
VENUE:	
DATE:	
TOTAL PARTICIPANTS:	



T.6.5 S-IC: Club Information



Download T6.5 Form

No.	Name	Father/Mother Name	Participant age	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

T.6.6 S-IC: Office use only



Download T6.6 Form

☐	Form data (T6.1, 6.4 & 6.5) entered by Data Entry Clerk
☐	Form data (T6.1, T6.4 & 6.5) verified by CBM-S Coordinator
Integrity Club Coach's name:	Provincial CBM-S Coordinator's name:
CONTACT NUMBER:	CONTACT NUMBER:
DATE:	DATE:
SIGNATURE	SIGNATURE



Appendix:

Preparing the CBM Database

The community-based monitoring database serves as the central hub for the technical and analytical facets of all CBM programs. It is used to record a wide range of data, including regular monitoring information, community actions, Sectoral Monitoring Group meeting decision-making, and problems found and fixed. Importantly for progress reporting, the database offers multiple functionalities for data analysis, enabling users to examine data across different variables.

If your organization is initiating community-based monitoring for the first time, you may want to consider using Integrity Watch's CBM database rather than setting up your own. **Please discuss your requirements with Integrity Watch's MEAL team.**

If creating your own database for CBM-S programming, your MEAL team and field expert(s) will need to discuss and identify the key indicators that are to be monitored across CBM-S projects. The various tools in this CBM-S Toolkit will serve as a guide: you can refine the lists according to priorities and program capacities.

Once the monitoring tools are finalized, the database specialist configures the database to align with the agreed indicators and specifications.

The MEAL team will then need to guide the CBM-S field team on how to input the data and upload files (such as PDFs and photos) onto the database.



General Notes on the IW Database and Functionality:



In the field, both paper-based forms and mobile apps are used to collect data from community-based projects. Paper-based data are transferred manually to the database, while app data (from the ComMon School App) uploads automatically. Additional files such as photographs and PDFs can be uploaded as needed.



The data are reviewed and verified or rejected by different users, as assigned. Only verified data is accepted as valid data in the database.



The database can create reminder prompts for Local Monitors regarding unresolved problems for each subsequent site visit. (The Local Monitors will often use their own CBM notebooks for this purpose.) Problems are marked resolved in the database either by an NGO staff member or by the Local Monitor in a mobile app, where available.



The database is a vital tool for analyzing progress not just of individual projects but also of multiple CBM-S projects, regionally and nationally. Findings are used in CBM-S reporting to local government and project donors, and for creating multi-year program impact assessments.



**INTEGRITY
WATCH**