

Call for Blue Schools Research Consultancy

December 2022

Overview

Job Title	Global Consultancy for Research on Blue Schools
Organisation	Swiss Water and Sanitation Consortium (SWSC)
Start / End	1 st March 2023 – 30 th June 2023
Location	Home based with field visits to each country/project (3): 1. Cambodia : Banteay Meanchey Province: 45 schools in the districts of Malai (5); Ou Chrov (4); Poi Pet (3); Sisophon (3); Mongkul Borey (9); Svay Chek (2); Thma Puok (2); Preah Netr Preah (9); Phnom Srok (8) 2. Madagascar : Betioky Region: six schools in the districts of Betioky (2); Beahavoa (1); Ambatry (1); and Fotadravo (1); Ampanihy Region: six schools in the districts of Amboropotsy (5) and Ankilimivory (1) 3. Ethiopia : Amhara Region: three schools in Angolelana Tera District; and Oromia Region: three schools in Kofele District
Deadline for applications	21st January 2023 Applications should be submitted via email to Consortium Coordinator at info.consortium@waterconsortium.ch

1. Introduction to the Swiss Water and Sanitation Consortium

Created in 2011, the Swiss Water and Sanitation Consortium (SWSC) brings together eight Swiss organizations implementing jointly a Water, Sanitation and Hygiene (WASH) program in Africa and Asia. In its first two phases (2011-2013; 2013-2018), the SWSC provided access to WASH services to over 850'000 people in communities, 160'000 students in schools, and 1'000'000 patients in health care facilities. Launched in 2020, Phase III consists of 16 projects in 12 countries in Africa (Benin, Burkina Faso, Ethiopia, Madagascar, Mali, Niger, Sudan and Uganda); and Asia (Cambodia, India, Myanmar and Nepal). These projects accompany local stakeholders in providing "Basic" WASH services for approximately 60,000 students, 350,000 patients and 81,000 people in communities.

With WASH in institutions as an entry point to increase water and sanitation coverage, Phase III focuses on rolling out the two SWSC signature approaches: Blue Schools based on the Blue Schools Kit (SWSC and Eawag, 2018) and WASH in Health Care Facilities using the Water and Sanitation for Health Facility Improvement Tool (WASH FIT, WHO / UNICEF 2018). The Consortium Management Unit (CMU) supports coordination, administration, knowledge management and thematic advisory services to eight Swiss members, including resources to enhance advocacy, innovation and evidence building. The CMU is comprised of seven part-time members: Coordinator, Knowledge Manager, Financial Manager, three Regional Advisors, an Advocacy Advisor and a Global Advisor. Please find more information on the SWSC at: <https://waterconsortium.ch>.

2. Blue Schools - Evidence Building in Phase III

While promising, the Blue Schools signature approach lacks a solid evidence base and proof of concept. Thus, Phase III focuses on evidence that the signature approach delivers results (documenting the VALUE) and on how it works best (documenting the PROCESS). An evidence building strategy has been developed by the SWSC for Phase III that is being rolled out in 2022-2023. As part of this strategy the CMU

commissions **in-depth external evaluation mandate for Blue Schools** focused on three projects each in a different country that have demonstrated significant involvement and progress on implementing the Blue Schools approach.

The purpose of the consultancy is to examine the relevance and value of the Blue Schools approach for strengthening the education system and to highlight learning and good practices on the methodologies and processes to inform future phases of SWSC programming.

The following criteria are to be evaluated:

- A. EFFECTIVENESS:** The extent to which the signature approach achieved, or is expected to achieve, its objectives.
- B. EFFICIENCY:** The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.
- C. SUSTAINABILITY:** The extent to which the net benefits of the intervention continue or are likely to continue.
- D. IMPACT:** The extent to which the intervention has generated or is expected to generate significant positive or negative, intended, or unintended, higher-level effects.
- E. RELEVANCE:** The extent to which the intervention objectives and design respond to the needs of beneficiaries, and to the policies and priorities of national institutions and in-country partners; and continue to do so if circumstances change.
- F. COHERENCE:** The compatibility of the intervention with other interventions in a country, sector, or institution.

Research themes for Blue Schools:

Furthermore, the following specific **research themes** have been identified for the approach:

- **Level of achievement of outcomes:**
 - **VALUE:** to which extent have the service levels increased (For WASH: as per JMP service ladder; for waste, menstrual hygiene management, and environment: as per SWSC monitoring system).
 - **PROCESS:** What are good/innovative practices worth highlighting that contributed to service level improvements.
- **Perception:** overall perceptions of value addition by systems actors (schools and governmental stakeholders) and students, as well as any significant changes - **VALUE**
- **Sustainability:**
 - **VALUE:** level of sustainability of outcomes and the extent to which the processes/activities initiated are institutionalized within schools and are likely to be continued
 - **PROCESS:** highlight the processes and mechanisms put in place that have led to sustainability
- **From school to community:** Level of replication of good practices outside of the school (in households, community areas and/or in neighboring schools not targeted by the project) (**VALUE**) and what was done/good practices to encourage replication (**PROCESS**)
- **Advocacy:** Level of sustainable integration of good practices and key principles (practical learning) in local governance planning processes and resource/ service provision (**VALUE**) and what was done/good practices to reach that (**PROCESS**).
- **Context analysis / country level:** Identifying enabling or hindering contextual factors for best achievement of outcomes, at project/country level. **Comparing country context and highlighting enabling contextual factors: the purpose is to be able to respond to the common question: 'In which kind of context does Blue Schools work better?'** By comparing the level of success and achievements between the three projects and their contextual (enabling and hindering) factors, provide an analysis/list of factors to consider at the beginning of a project that will make the implementation of Blue Schools more successful/easier (e.g. national curriculum including scope for

practical learning, teacher training and experience, enabling policy environment, national level priorities on environmental conservation etc.), and analysis what enables success.

- **Change at the level of project teams:** From the implementation of Blue Schools (that promotes system strengthening and participative processes with school stakeholders): To which extent did project teams change the way they work, in line with the idea that NGOs are there to support systems actors to fulfil their role, rather than doing it for them?
- **Level of mainstreaming of the signature approach in country.**

3. Specific Tasks for the Blue Schools Evidence Building Consultancy

The consultant's tasks include conducting an evaluation of the three selected Blue Schools projects per the aforementioned *Research Themes* and *Criteria* and using the *Key Questions* in Annex 1 (that may be amended during the research design phase). Specific tasks to be carried out by the consultant:

- i) **Desk review** of relevant documentation,
- ii) **Online interviews** with CMU members and project teams and
- iii) **Development of field research methodology** and tools.
- iv) **Field-based research** (two to three weeks per country) including site visits/observations
- v) **Report preparation** and presentation

Sources of information for desk review

- Project Proposals and Budgets
- Project reports: Baseline, End-line, as well as 6-monthly quantitative and qualitative reports
- SWSC Indicator Definition Sheets
- Target Population Database (Targets per project)
- SWSC Power BI Dashboards (particularly, in the Outcome Section, the individual project printout "Progress on Access to Basic Services" of different reporting periods will be provided.
- WASH in Institutions Facility Evaluation Tool (FACET) Analysers of WASH Service Levels
- SWSC annual and six-monthly reports to SDC (covering all SWSC projects including updates/reports on global advocacy and global innovation fund grants); Project expenditure data
- Project specific documentation (reports, presentations, tools, publications and articles or videos), whether shared publicly, within the consortium and/or with sub/national stakeholders
- Blue Schools Theory of Change (2022)
- Results from the institutional WASH InSecurity Experience (INWISE) survey, *if available*
- Interviews with stakeholders, SWSC project team members and CMU members

Sources of information for evaluators:

- Members of the target population (community members including most disadvantaged groups, students, teachers, parents, school administrators, Parent Teachers Association, etc.)
- Local government actors /decentralized authorities (e.g. municipalities)
- National and regional directorates and/or State technical service authorities/representatives (education / WASH)
- Other implementing partners in the WASH in Schools space
- Key education sector actors: private, civil society and public sectors (INGOS, donor, UN agencies)
- Members of SWSC project and implementing partners

Site visits/observations: evaluators are expected to visit a sample of project intervention sites (schools) and compare the results at Outcome level of the most recent Annual report (SWSC Facility Evaluation Tool (FACET) *core questions only*) with service level and functionality observations (using the same questions).

The evaluator will randomly select institutions from a list of sites deemed accessible per security protocol. The sample size of institutions to be visited will be either a) 10-15% of the total number of schools covered by the project or b) minimum of four schools (whichever is **larger**). Communities¹ surrounding the sampled institutions will have to be included for researching the impact on household and community level WASH services, for which a subsample has to be determined.

4. Requirements / Skills of the Consultant

The global consultant can be an individual consultant, a consultancy firm and/or a research institute. In case of a consultancy team, a lead consultant must be identified. Collaborations with country-based field researchers is mandatory to ensure appropriate capacity for local language and socio-cultural sensitivity. The following criteria for the consultancy will be taken into consideration in making the final selection:

- Advanced University degree in a relevant field (International Cooperation or related field)
- At least 8 years of experience in the WASH sector, with a focus on WASH in schools
- A scientific background and proven experience in applied research
- Familiar with the NGO sector and good understanding of field work realities
- Working experience in Cambodia, Ethiopia and Madagascar is a plus
- In-depth expertise regarding project evaluations, evidence building and knowledge management
- Well-connected and active in the WASH in Schools global community of practice
- Excellent interpersonal communication, reporting / writing skills
- Lead evaluator fluency in English (required for Cambodia and Ethiopia) and French (required for Madagascar); team member local language requirements in Cambodia: Khmer; Ethiopia: Oromiffa and Amharic; Madagascar: Malgache.
- Analytical thinking and openness for innovative solutions

5. Duration, Level of Effort and Location

The consultancy will last from 1st March to 30th June 2023. SWSC anticipates that the first month will be dedicated to i) **desk review** of relevant documentation, ii) **online interviews** with CMU members and project teams and iii) finalisation of the **field research methodology** and tools. The methodology and tools will be submitted prior to field research for comments by the CMU (no later than 15th March 2023).

Field-based research (two to three weeks per country) will take place from April to June 2023. The final weeks will be dedicated to preparing the final report and presentation. A draft report will be submitted to CMU no later than 10th June 2023 allowing two weeks for CMU feedback and comments. Final report will be submitted by 30th June 2023.

The Consultant is free to choose the location of work, as long as regular internet calling and video communication is possible during Central European and Phnom Penh working hour time zones. The CMU Knowledge Manager will be the main SWSC liaison for the consultancy, facilitating introductions with the project field teams, Swiss-based focal points and the CMU members. All reports and formal communication will be submitted to the CMU Coordinator, with CC to the CMU Knowledge Manager.

6. Deliverables

In line with the above, the consultant is responsible to deliver the following in English:

Prior to field work

- Draft research methodology and accompanying tools for review (15th March 2023)

¹ Some projects have implemented WASH projects in communities surrounding the target schools.

- Final research methodology and accompanying tools (submitted prior to field work)

By 10th June 2023:

- Draft Report answering the key questions under each criteria and synthesising any human interest stories

By 30th June 2023

- **Final Report** addressing the research themes, answering the key questions under each criteria, and any relevant human interest stories / quotes
 - o The report format should be a **maximum of 35-40 pages (excluding annexes)**.
 - o **The report should have separate chapters for each of the three projects structured per the criteria and key questions and include a synthesis chapter of all three projects based on the research themes.** The report should also include a chapter describing the evaluation methodologies used, a list of the sources consulted, both for desk review and field data collection (including the names and titles of key informants and dates of interviews/field visits).
 - o **concise human-interest stories and/or key quotes** from stakeholders that illustrate the findings on the research themes above should be included
- Final Report **presentation** synthesising the key evidence (slide deck of maximum 30 slides)
- **Exit meeting** with CMU members and project team representatives

7. Application: Technical and Financial Offer

Applications must fully comply with these Terms of Reference and must contain a technical and a financial proposal. The technical proposal shall include:

- A detailed narrative proposal of max. 3 pages describing the methodology envisaged for the consultancy.
- Up-to-date CVs (max. 3 pages) highlighting relevant professional experience and with for the lead consultant and each of the associate consultants
- Three examples of most recent, relevant evaluation/publications contributed to by lead consultant

The financial offer shall include:

- The consultancy fee rate per day (for each consultant)
- The total number of days that are envisaged for the consultancy (home office / field work)
- Travel costs for Cambodia, Ethiopia and Madagascar, including international airfare, local airfare (Ethiopia: Addis to Kofele; Cambodia: Phnom Penn to Siam Reap; Madagascar: Antananarivo to Tulear), in-country hotel and per-diem, travel insurance, medical testing / vaccinations / prophylaxis regimens (NB: Local vehicle/driver transport to project sites will be provided through each project team.)
- Clear indications of any applicable taxes
- Desired terms for payment

The SWSC reserves the right to fully or partially cancel this call for consultancy service.

Abbreviations

CMU	Consortium Management Unit
SWSC	Swiss Water and Sanitation Consortium
ToR	Terms of Reference
WASH	Water, Sanitation and Hygiene

List of Annexes

1. Evaluation Criteria and Key Questions for Blue Schools
2. Costing Worksheet for Blue Schools
3. Systems-wide Approach Questionnaire

Annex 1. Criteria and Key Questions (may be amended during the research design process)

- A. EFFECTIVENESS:** The extent to which the signature approach achieved, or is expected to achieve, its objectives.

Key questions

- 1) To what degree did the implementation of the signature approach lead to the expected results in terms of:
 - a. Achievement and sustaining Basic level services by the end of the project for the three WASH services and the four Blue Schools services per SWSC-defined service levels
 - b. Achievement beyond Basic: “advanced” level progress per government or SWSC recommended service levels (if applicable)
 - c. Additional Results for Water Points in schools
 - Functionality per SWSC indicator definition
 - Water Quality (point of use) per SWSC guidelines (measured by project team)
 - d. Promoting learning by doing teaching
 - e. Advocacy (GAF and non-GAF) activities carried out, leading to uptake by local/national government authorities and more sustained programs
- 2) How successful was the implementation of the signature approach? “Successful” expressed as a percentage of schools covered by the project (number of successful schools / total number of schools in the project). Criteria for “successful”:
 - a. Schools where all WASH services are at Basic *and*
 - b. At least one of the four non-WASH Blue Schools components has progressed (e.g. from No Service to Limited Service or from Limited Service to Basic Service) *and*
 - c. Teachers engage children in practical learning in at least one of the four Blue Schools components in consultation with government authorities and with support of parents

Another important indicator to add to the definition of successful, that looks more at the likelihood that the activities will be sustained is indicator 2.1.4.: number of schools where **Blue Schools activities** agreed through a participative planning process among school stakeholders received investments by local government, sub-national and/or national authorities. Describe briefly the type and amount of any investments (agreed and materialized), and the process that led to them and if this is a one-time success or part of a regular, ongoing process.

- 3) Based on the definition of “successful” in Section A.2 above, for *each of the WASH and Blue Schools services*, including practical learning, provide an analysis of the underlying reasons for the level of performance: How did internal and/or external factors influence the achievement of results (or lack thereof)? What were the enabling and hindering conditions/factors for the success? In case overall project progress is lacking for specific Blue Schools services (and/or if no activities were done for one or more of the four Blue Schools topics), what are the reasons?
- 4) Highlight any stories from the field data collection that stand out (human interest stories, quotes)
- 5) Where applicable, to what extent did advocacy and innovation contribute to the project outcomes / changes (e.g. advocacy for budgets for supplies and maintenance in schools, innovation for learning, etc.)?

- B. EFFICIENCY:** The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.

Guiding exercise and key questions for each project

- 1) **Signature approach costing exercise** for potential integration of the signature approach in the education system. Working with the project team, determine the overall cost for each of the six categories below (a-f) and record the data in the **Costing Worksheet** in Annex 2.
- 2) Based on the above calculations, to what extent were the resources used by the project for the implementation of the signature approach proportionate to the WASH benefits it has achieved? To what degree were budgets provided for supplies and maintenance sufficient?

- 3) **How did the presence or absence of conditions and enabling factors affect the implementation costs of the signature approach?**
- 4) To what extent was the relationship between inputs (including level of effort of human resources) and outputs timely, cost-effective and led to expected WASH targets and standards for schools? Would a different combination of inputs have increased efficiency?
- 5) Were resources under- or overspent? How could they have been invested/allocated differently? Which costs could have been avoided?
- 6) To what extent were the results achieved within the intended timeframe? Were delays due to external factors and/or internal programming changes mitigated? If so, how?

C. SUSTAINABILITY: The extent to which the net benefits of the intervention continue or are likely to continue.

For assessment against this criteria the consultant is requested to ensure that the Financial, Institutional, Environmental, Technological and Social dimensions towards sustainable WASH services are included.

NB: For purposes of supporting the preparation of Phase IV, the consultant should complete the *Systems Change Questionnaire* (Annex 3).

Key questions

- 1) To what degree were the government sector authorities and education officials involved in leading the planning and steering of Blue Schools?
- 2) To what extent will the achievements/benefits of the Blue Schools approach last beyond project duration? What are the opportunities and barriers to the continuation of these positive effects?
- 3) Did advocacy efforts (if any) contribute to sustainability beyond project duration?
- 4) How resilient and adaptable is the Blue Schools approach to fragile, dynamic and complex environments and changes in context whether due to climate, population displacement, social unrest and/or other factors? If any such changes occurred during Phase III implementation, did the project take measures to improve existing processes and practices and/or add new components to decrease negative impacts on accessibility and quality of services to respond to such complexity and/or changes in context? (Cite specific examples of the changes and adaptation, where relevant.)
- 5) Highlight any stories from the field data collection that stand out (summary human interest stories, quotes) for 1-3 of the above

D. IMPACT: The extent to which the intervention has generated or is expected to generate significant positive or negative, intended, or unintended, higher-level effects.

Key questions

Concerning the Target Population

- 1) According to the two categories of actors i) local government actors and ii) other stakeholders (students, teachers, parents and the community at large): What are the **most significant changes** in their lives/work that they attribute to Blue Schools? Give examples. Consider the different perspectives as well as the needs and priorities of different groups within the target population. **NB** SWSC is working with partners to develop a short survey and accompanying scale to measure peoples' experiences of WASH services in institutions. The data will be made available for this mandate if the tool is ready and data has been collected in time.
- 2) To what extent do children help to replicate good practices learned at school in their communities? Highlight concrete measures that were taken to encourage children to be change agents in their communities (summary human interest stories, quotes) did overall WASH access conditions improve in villages in project period and can linkage be made to Blue schools project?

- 3) Did the results reach the most disadvantaged and vulnerable (e.g. people living in extreme poverty, with disabilities, marginalized groups, women, older people, etc.)? Did they benefit equally from the intervention? If not, why? Highlight specific measures to “leave no one behind” (differently abled children, coming from poorest socio-demographic families, girl students)
- 4) Were there any unintended or unexpected effects (whether positive or negative)?

Concerning the Education System

- 5) Does the local/national government see potential to replicate the Blue Schools approach (or parts of it)? If so, how? Have SWSC advocacy efforts helped to accelerate that process?
- 6) Has the implementation of the signature approach significantly influenced education systems or norms? How?

To what extent did the project influence the integration of aspects of the Signature approach within the national education system. If relevant for the analysis, be sure to mention:

- a. Which aspects were of most value to the state actors (i.e. that figured most prominently in the integration process),
- b. Systems Strengthening: whether the approach has been included and/or influential in sectoral policy frameworks (policy, strategies, norms, standards) and implementation guides (cite them).

Highlight any stories that stand out (including results of **advocacy** initiatives)

Concerning in-country mainstreaming of the Blue Schools approach:

- 7) Replication: Has Blue Schools been implemented by the SWSC member organization in other areas (same country)?
- 8) To what degree has the project influenced other implementing partners to adopt the Blue Schools approach in the same country? Include the names of the organisations and a brief description (bullet points) of what has been adopted by each, including other WinS approaches and what are perspectives on integration/alignment.

- E. RELEVANCE:** The extent to which the intervention objectives and design respond to the needs of beneficiaries, and to the policies and priorities of national institutions and in-country partners; and continue to do so if circumstances change.

Key questions

- 1) How well is the signature approach aligned with local and national policies, norms/standards and priorities? What more should be done to improve relevance?
- 2) Did the stakeholder* perceive the project as useful and valuable? Why or why not?
*These include national sectoral focal points and technical experts, officials from district/regional education services, locally elected government officials, school administrators/directors; development partners active in WASH in Schools.
- 3) Notwithstanding the JMP recommended service levels for WASH in schools, to what extent did the project contribute to the realisation of existing national development objectives/ roadmaps / decrees within the context?
- 4) If the project chose not to apply the Blue Schools approach in some schools (i.e. limiting the intervention to WASH only), what were the reasons? (Madagascar)
- 5) If the project applied Blue Schools but not all four components, which components were excluded and why? Who decided to exclude the components?
- 6) To what extent have relevant government authorities welcomed and responded positively to SWSC advocacy efforts for Blue Schools components?

- F. COHERENCE:** The compatibility of the intervention with other interventions in a country, sector, or institution.

Key questions

- 1) To what extent is the programme coherent with interventions implemented by other actors (including state actors)? Are there overlaps or gaps? What is the added value in relation to these other interventions?
- 2) Integration within the national system: What is the level of interest expressed by the local government and education authorities to focus on practical learning about the environment within their education system? To what extent did they utilize practical exercises (recommended by Blue Schools and/or their own) and technologies within the existing curriculum and/or extra-curricular activities on the environment? Describe any specific integration plans that are under discussion with authorities or already being implemented.
- 3) To which extent has the Blue Schools Kit (materials) been used by the systems actors? How has it been introduced to them by project team and has it been contextualized? What is the perception of the systems actors of the usefulness of the Kit materials?
- 4) How feasible is it for local governments to take up and integrate Blue Schools within their programming? If the evaluator determines that local government and/or education authorities have expressed interest in question 2 above: What is their perception regarding their capacity to integrate and *independently implement* the principles and activities recommended by Blue Schools²? Consider their current level of i) authorization to exercise new functions linked to Blue Schools, ii) technical expertise for the approach and iii) access to resources / logistic means.
- 5) Scaling-up: Is there potential for scaling up in the national system/context? What are the enabling conditions and factors for integrating the approach in the national system and has any progress been observed during Phase III? How can the enabling conditions and factors be maintained and strengthened over time?

² SWSC does not aim to influence authorities to take up the exact name, components and activities of Blue Schools. The integration could be any combination of contextualized components and activities and referred to by any name they deem suitable.

Annex 2 – Costing Worksheet – Blue Schools

Country:	Project:
Date:	Evaluator:

A project's Efficiency is the extent to which the intervention delivers, or is likely to deliver, results in an economic, timely way. The purpose of this worksheet is to contribute to final project evaluation analysis about the potential integration of the signature approach in the health system. Each project team will provide information to evaluators about overall expenditures for each of the six categories below (a-f). The exercise focuses on HCF covered by the project since the beginning of Phase III. Do not consider expenditures for HCF added due to absorption of surplus funds in 2022. If activities/costs for a particular category are not fully realized/spent then estimate the final costs. Convert local currency to CHF using www.oanda.com. Round to the nearest CHF.

I. **Blue Schools:** Investments normally covered by SWSC through project budgets

Category	Notes on what to include	Estimated SWSC expenditure by project end (CHF)	Estimated local contribution (if any) by end (CHF) ³	Total Cost Per Category (CHF)
a) Orientation on WASH in schools and/or Blue Schools	These are start-up activities. Applicable costs include meetings, stationaries per diem and local travel. NB: This <i>does not</i> include the SWSC project team's internal project team meetings and internal trainings for project staff.			
b) Training for stakeholders / actors	Training participants are stakeholders, including school staff, parents and students. Training is related to Blue Schools services (7) on operation and maintenance of infrastructure and equipment and/or technical training. Includes training on planning, monitoring, supervision activities to lead Blue Schools			
c) Behaviour change activities including IEC and IET materials	Activities include surveys, drafting of campaign strategy and operational guideline, Information Education and Communication (IEC) and Information Communication and Technology (ICT) materials, workshops, campaign events, monitoring and follow up behaviour change techniques / activities, public awareness etc.			
d) Infrastructure and Equipment	This includes newly installed infrastructure and significant renovations. It does not include repair / maintenance work.			
Totals (Sum of each Column a+b+c+d)				OTC:

³ *Includes value of contributions in cash, labor and donated materials

Category	Data / Calculation
e) Number of Schools <i>(do not include those added in 2022)</i>	
f) Overall Total Cost (OTC) <i>(Use the value for “OTC” from last cell in the above table)</i>	
g) Cost per School in CHF <i>(divide f by e)</i>	
h) Number of People benefitted ⁴ <i>(includes students and school personnel)</i>	
i) Cost per beneficiary in CHF <i>(divide f by h)</i>	
j) Number of Schools that have implemented activities for at least one Blue Schools aspect (waste, gardening, Menstrual health and hygiene, and/o environmental activities)	

II. **Blue Schools:** Investments normally covered by community, local/national government sources, or school management committee⁵

Category	Notes on what to include	Approximate local annual budget per school in CHF	Estimated local annual expenditure per school in CHF ⁶	Estimated SWSC annual expenditure (if any) in CHF
k) WASH supplies / consumables	Concerns routine hand hygiene, menstrual hygiene management, cleaning and waste management in schools. NB: Include costs of cleaning services only if cleaners are not on the ministry or local government service payroll.			
l) Maintenance	Includes routine preventative maintenance and upkeep <i>and</i> repairs of WASH infrastructure / equipment			
m) Average annual amount per school for supplies and maintenance (sum of each column k+l)				
Source(s) of funds:		Locally elected government	Community members / groups / parents	National Government Funds allocated
n) If multiple in-country sources for project schools: estimate the percentage of the source of the annual amount covered by locally elected government, community and/or national funds (on average)				

⁴ Based on the SWSC Phase III Project Target Population Database; ask the Regional Advisor for assistance if needed.

⁵ May include a school management committee or association organised to collect and manage funds for the institution. In case annual budgets are not known or deemed insufficient, the school stakeholders may propose amounts based on their experience and understanding of the context.

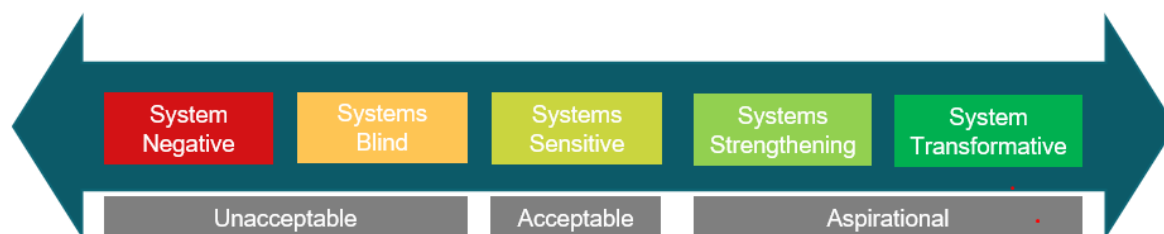
⁶ Includes value of contributions in cash, labor and donated materials.

Terms of Reference

Advocacy: If advocacy efforts were undertaken, funded either by an SWSC Global Advocacy Fund (GAF) grant or with core project funding, what was the amount invested in financial terms for each advocacy initiative?

Annex 3 – WASH Systems-wide Approach Questionnaire

The overarching strategy for Phase IV will explore integrating a Systems-Wide Approach to support system actors to improve the quality and sustainability of WASH services and ensure that all populations are served. Although WASH Systems Change was not part of SWSC Phase III strategic Objectives, an external assessment of the degree to which the SWSC projects worked on “systems strengthening” will support designing Phase IV, which will include focus on Systems change (at a minimum “Sensitive”) as shown in the marker below.



Guide

Y **Yes:** Project strategy and activities fulfil the criteria

P Project strategy and activities address the criteria **partially**

N **No:** Project did not address the criteria

Country:	Project:	Date:
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Systems Sensitive

Criteria	Y/P/N	Explanations/Notes
1. Aligned with national plans for WASH services in Schools / HCF / communities		
2. Approved by the local or higher level concerned government authorities		
3. Include a participatory process whereby stakeholders are involved in assessing and determining priorities for improving WASH in institutions (schools, HCF) and communities. Stakeholders list their priorities in an Improvement Plan and share with local government authorities and target communities		

Criteria for “**Systems Strengthening**”: Project Design and Strategic Activities are “Systems Sensitive” AND abide by and support the local government system of project management:

Criteria	Y/P/N	Explanations/Notes
4. Project funding allocation for construction works in schools, health care facilities and/or communities is decided by local authorities based on point 3 above (no influence from the project)		
5. Planning, budgeting and approval of the construction works within the annual municipal / district planning process, reflected in municipal / district annual plan.		

Criteria	Y/P/N	Explanations/Notes
6. Capacity building of actors (training on existing and/or new functions) is organised / facilitated by concerned authorities		
7. Procurement processes for technical studies and construction works (tendering, technical review, contracting, supervision, administration) are led by local authorities		
8. Mechanisms for accountability, inclusion, transparency and participation (e.g., existing public reviews or public audits in national policy) are coordinated by local government actors		
9. Operation and Maintenance mechanisms are delegated by municipal authority to private operators or community-based organizations		
10. Service quality monitoring mechanisms are led by concerned authorities (This includes water quality surveillance in institutions and communities as specified in national water quality standards, and user satisfaction surveys.)		

Criteria for **“Systems Transformative”**: Project Design and Strategic Activities cover all three “Systems Sensitive and all seven “Systems Strengthening” criteria PLUS:

Criteria	Y/P/N	Explanations/Notes
11 Concerned national authorities enter a partnership with SWSC member(s) (possibly other partners) to initiate legal, regulatory and/or structural changes within the government WASH service provision system.*		
12. Project funding flows through the government system i.e. transfer of project funds to the (local) government account through which services and goods are procured by the government entity according to the its rules and regulations and the fund is audited per policy.		

* This may include accompanying establishment of rights-based policies and procedures for any of the points 4 through 10 above); e.g.: participation of local communities in WASH management (public reviews of service, public audits of procurement, etc.), service quality monitoring mechanisms, capacity building structures, social and gender responsive budgeting. Other partners may include NGOs, INGOs, and donors working in collaboration.