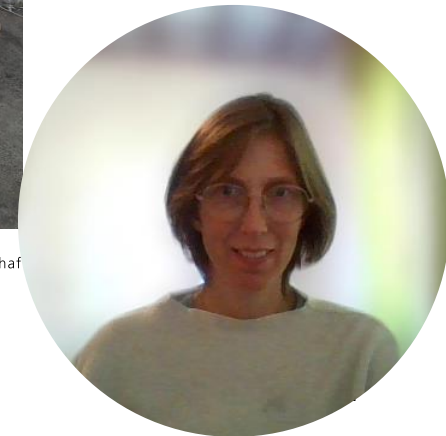


Using the EE matrix as a framework to evaluate Blue Schools

Lucie Leclert – Swiss Water and Sanitation Consortium - Regional advisor
<https://waterconsortium.ch/>



With support from  Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra



Swiss Agency for Development and Cooperation SDC

In a nutshell

- 8 swiss organisations and two affiliate swiss members
 - Co-funded by SDC
 - Started in 2011 – now in its phase 4: 2023 – 2027
 - Managed by the Consortium Management Unit
- foster collaboration, exchange, learnings to improve project practices and increase impact

Focus area

- WASH in institutions: implementing ‘signature approaches’: WASH Fit and Blue Schools
- System strengthening and advocacy at the core for phase 4



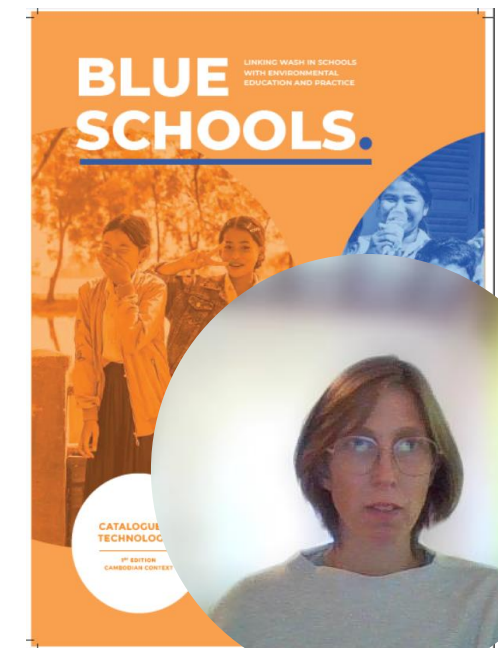
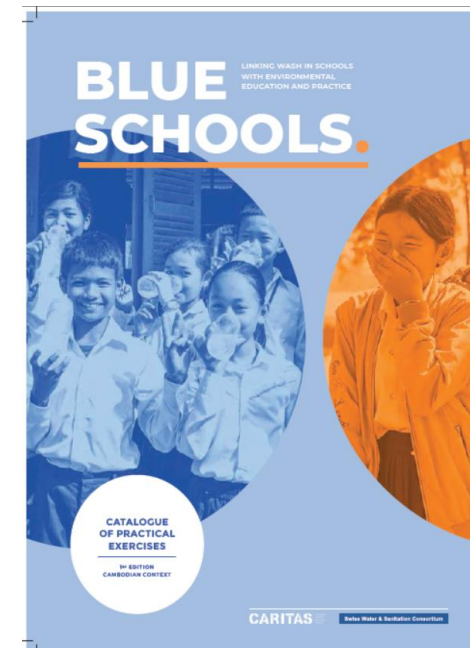
Blue Schools components and Kit

The *Blue Schools* approach aims to:

- Accompany improvements in **WASH and environmental conditions** in schools - with a focus on climate resilient solutions
- To **promote practical education and actions** on hygiene and the environment

The Blue Schools Kit: Support and inspiration materials for systems actors

- A Concept Brief
- A Catalogue of Technologies
- A Catalogue of Practical Exercises
- A Facilitator's Guide

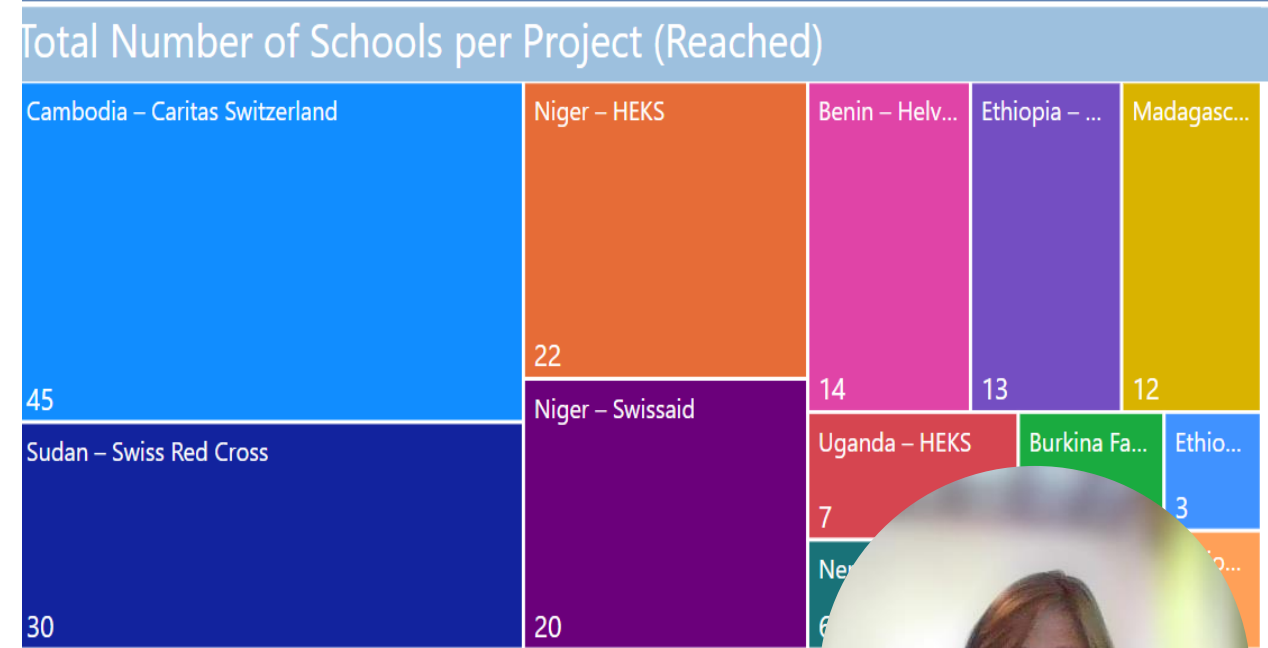
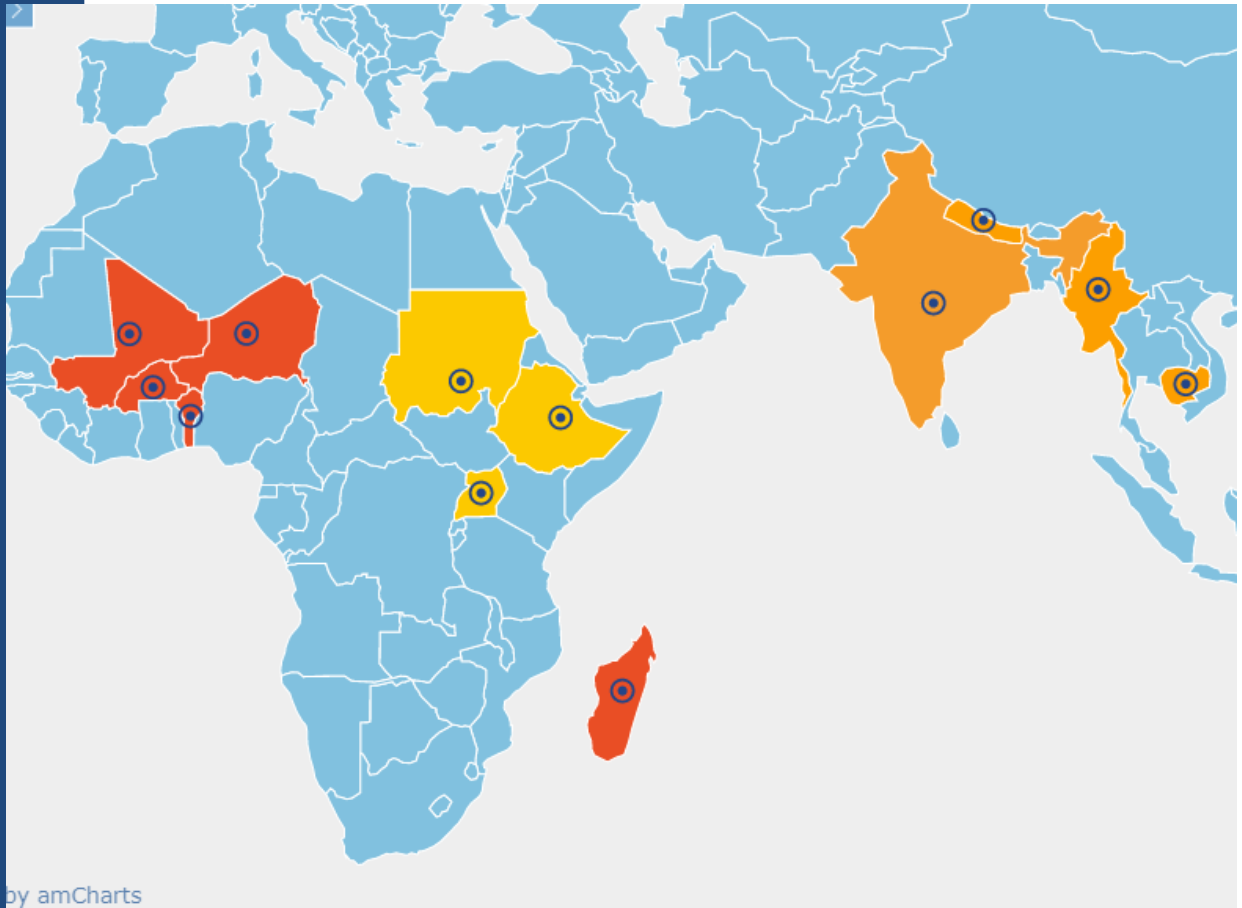


- **WASH FIRST:** Addressing WASH needs in schools is the starting point to create a foundation for overall health and educational improvements.
- **STEP BY STEP:** Once WASH needs are addressed, the next steps depend to each school's unique context and needs.
- **PRACTICAL EDUCATION:** Teachers foster experiential learning and promote active student participation in practical WASH and environmental activities.
- **INSPIRATION:** Blue Schools aims to inspire system actors, not to impose any activities. It is neither a new curriculum, nor intended to add to the current workload of teachers.
- **SYSTEM STRENGTHENING AND ALIGNMENT:** The focus is on strengthening the overall WinS system by aligning Blue Schools to national level policies, programmes and school curricula.



Blue Schools in phase 3 (2020 – 2023)

13 projects – 9 countries – 7 organisations – 158 schools



Objective

- To examine the relevance and value of Blue Schools for strengthening the education system
- To highlight learning and good practices to inform future SWSC phases

Sources of information

In depth evaluations



- M4E Consultancy
- In Cambodia, Ethiopia, Madagascar, 16 schools
- **EE matrix** + global analysis

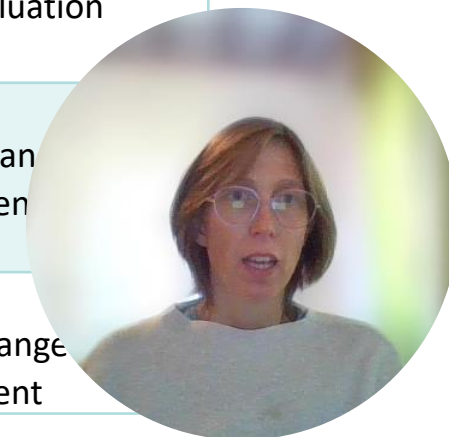
Standard evaluations

- Organised by project teams
- Countries: Niger, Benin, Burkina Faso, Uganda, Ethiopia,
- Standard questions

Internal sources

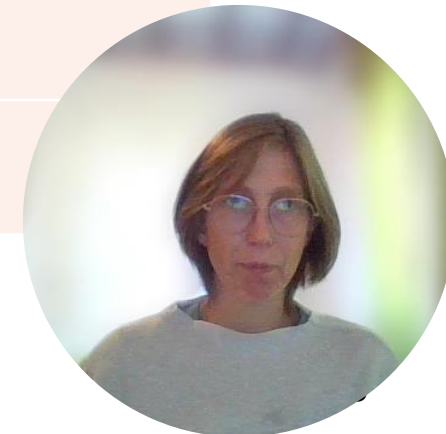


OECD-DAC Criteria	Definition	EE matrix key areas
Effectiveness	To what degree did implementing the Blue Schools lead to the expected results regarding service levels, promoting learning by doing, and uptake by national government authorities?	<ul style="list-style-type: none"> ✓ Implementation Arrangements ✓ Capacity Development ✓ Monitoring and Evaluation
Efficiency	The extent to which the intervention delivers or is likely to have results in an economical and timely way.	<ul style="list-style-type: none"> ✓ Budget and Financing ✓ Implementation Arrangements
Sustainability	The extent to which the net benefits of the intervention continue or are likely to continue. This includes the involvement of government authorities, advocacy efforts, and facilities' resilience.	<ul style="list-style-type: none"> ✓ Implementation arrangements ✓ Capacity Building ✓ Monitoring and Evaluation ✓ Budget and Financing
Impact	The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects concerning the target population, schools, and integration in other programmes nationally.	<ul style="list-style-type: none"> ✓ Policy and Planning ✓ Implementation Arrangements ✓ Capacity Development ✓ Monitoring and evaluation
Relevance	The extent to which the intervention objectives and design respond to the needs of the schools and communities and the policies and priorities of national institutions and in-country partners.	<ul style="list-style-type: none"> ✓ Policy and Planning ✓ Implementation Arran ✓ Capacity Developmen
Coherence	The compatibility of the intervention with other interventions in a country, sector, or institution.	<ul style="list-style-type: none"> ✓ Policy and Planning ✓ Implementation arrange ✓ Capacity Development



Framework for the in-depth evaluations

EE Matrix key areas	Strengths	Weaknesses	Opportunities	Threats
Policy and Planning				
Budgeting and Expenditure				
Implementation Arrangements				
M&E				
Capacity Building				



Framework for the in-depth evaluations

Advantages and disadvantages

Advantages

- Aligned with SWSC strategic direction
- Alignment with national system, rather than project
- Structuring findings in building blocks required for system strengthening
- Findings can support dialogue with government stakeholders – speaking same language

Limitations

- Requires in-depth understanding of the system
- Complexity – trying to evaluate a full system: Breadth versus depth
- (different frameworks exist for system strengthening!)
- Openness from donors

→ Most adapted for a **participative mid term review**, with systems actors, to help validate and identify system strengthening interventions to help address challenges observed.

→ It gives a direction, but for the 'depth', in depth evaluation might be required for specific



Sharing some general findings

Policy and Planning	Alignment with national policies Bridges the gap between policy objectives and practical actions
Budget and finance	Some projects leveraged governmental funds Income generation potential (gardening)
Implementation arrangements	Active participation of systems actors during project... BUT need to work more within governmental structures
Capacity development	Biggest added value of Blue Schools Engagement of multiple of actors and sectoral governmental offices
M&E	Project M&E aligned with JMP... BUT need to work more with governmental M&E mechanisms and increase accountability of systems actors.



Necessary conditions for sustainable water and sanitation service delivery in schools



Christine Jia Rui Pu et al., in a meta-analysis study (2022) of 19 case studies

Help improve **ACCOUNTABILITY**

- Better M&E processes
- Integrity mechanisms



Fig 3. Resources, information, and accountability are each necessary, but insufficient components of sustainable service delivery systems.

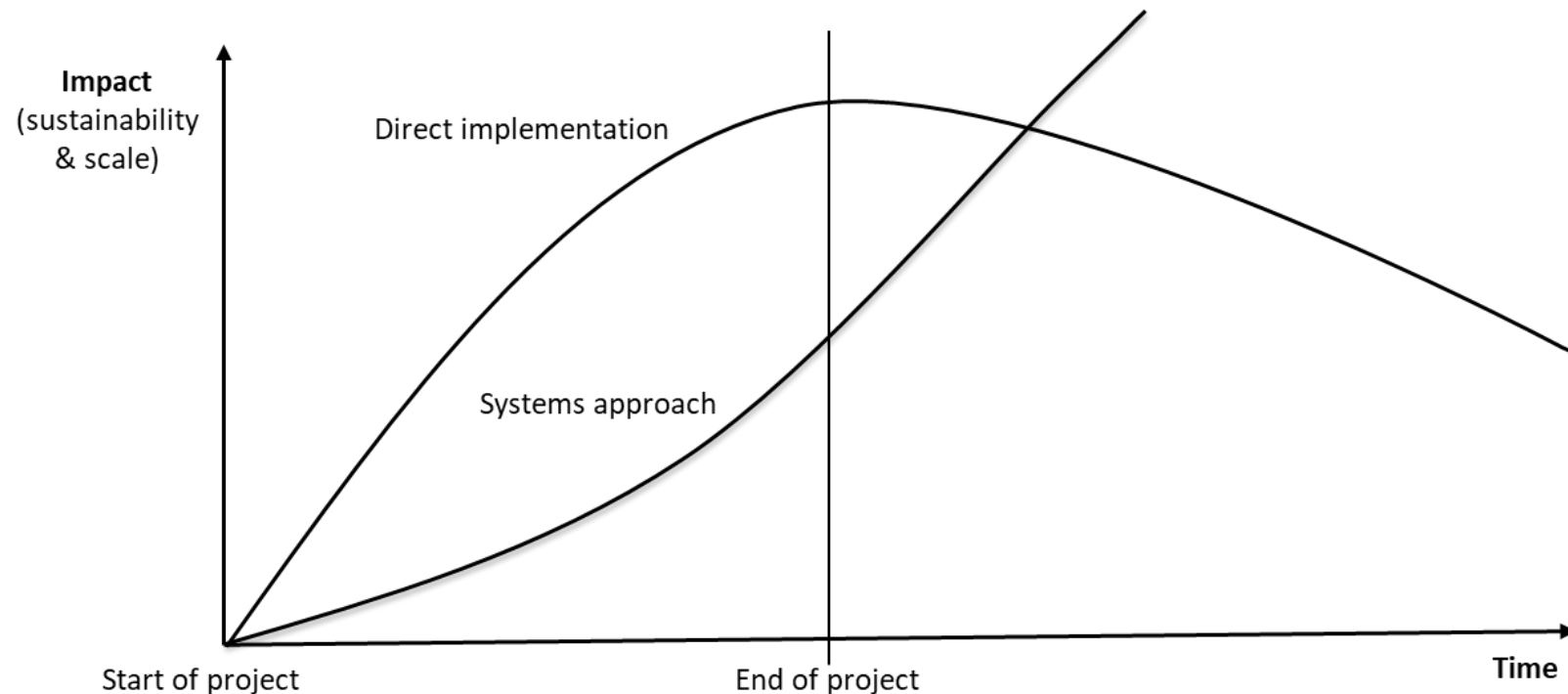
System strengthening

General recommendation

Starting point for system strengthening is a change of mindset (and language!): from project implementers, but also donors and systems actors themselves.

→ Need for flexibility in programming

→ Focus should not be on 'number of beneficiaries', but scalability: working on 'replicable model'



Source: Hel



Thanks a lot for your attention

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