

Terms of Reference

International consultancy to assist the Swiss Water and Sanitation Consortium in preparing an approach and tools for “Blue Schools & the Water Cycle in My Environment”

Place of assignment: Nairobi, Kenya and “home office”

Duration of assignment: 21 Days

Dates of assignment: July-September 2017

Language: English (knowledge of French beneficial)

I. BACKGROUND

The Blue School concept is a promising approach to improve and raise awareness about the link between water, waste, food and environment among children. It has been pioneered by the International Rainwater Harvesting Alliance and further developed by the Swiss Agency for Development and Cooperation (SDC) and partners. The Blue School concept complements the usual WASH in Schools (WINS) activities with a school garden as practical place to show relationships between food production and an efficient management of water; and a demonstrative place for watershed and land management practices. Blue School consists in the following components¹:

- Sustainable access to safe drinking water,
- Sustainable access to sanitation and hygiene,
- A school garden as practical place to show relationships between food production and an efficient management of water,
- A demonstrative place for watershed and land management practices, wherever it is suitable (depending on the surrounding of the schools).

From Phase 1 (2011-2014) of the Swiss Water and Sanitation NGOs Consortium (SWSC), a number of projects focused on improving WASH in schools. The Blue School concept was also introduced by a few project teams. By the end of Phase 2 (2014-2017), Consortium members (Helvetas, Fastenopfer, Caritas, Terre des hommes and Swiss Red Cross) will have piloted and implemented the Blue School in nearly 200 schools. During various workshops in East and West Africa and Asia, the Blue School concept was presented as a good practice and caught the interest of other members.

From the exchange of experiences and feedback among teams during the regional workshops, a number of questions remain regarding the actual implementation of the components of the Blue School. Among them:

- How to expand the environmental focus beyond a school garden to include technologies and approaches for watershed management and for practical demonstration of the water cycle?

¹ SDC Factsheet *Towards a common understanding of the Blue School Concept*

- What tools and activities in a school setting will best promoted for small-scale demonstration of the link between nutrients, water and food, such as the ‘keyhole garden’ (rather than producing vegetables to generate income for the school); or even piloting the use of EcoSan latrines?
- Methodologies (such as CHAST) exist to teach hygiene and sanitation in classrooms, however field teams lack relevant training materials/kits to help students visualize the nutrient or the water cycle in their own environment/ecoregion context.

II. Main Focus of the Consultancy

Based on the challenges identified above, there is a need to refine, in collaboration with experts from various countries, the blue school concept, to put more focus on the environmental component of blue school and to optimise pupils’ learning experience related to the link between water, waste, food and the environment.

This collaboration will mainly take place during a workshop whereby WASH experts having experience with implementing Blue School in countries supported by the Consortium will clarify key principles and contribute to developing materials and guidance on how to practically transform a school into a Blue School.

The consultant will contribute to the workshop led by members of the Swiss Water and Sanitation Consortium, taking the lead to prepare and lead specific activities.

The learning level is “middle school” aged children (10-14 years).

III. Objective of the Consultancy

The objective is to enable members of the Swiss Water and Sanitation Consortium to refine the Blue School concept 2.0 in order to provide project teams with recommendations, materials, new ideas and more practical guidance on how to better implement Blue School with a focus on the environmental component; specifically:

- A **Blue School Concept 2.0** Methodological Note
- A **catalogue** with context specific technologies that can be implemented in schools to demonstrate the link between water, waste, food and environment.
- A **Kit** (called blue school kit) that will provide teacher/project staff/local government experts with the necessary **step by step facilitation guide and materials** to initiate pupils to the different components of the blue school and the link between those components, with the focus on environment.
- A **Road Map** describing all the steps to undertake to transform a school into a blue school, including steps to build ownership of key stakeholders and ensure the sustainability of the activities that will be implemented.

The above points are detailed in Annex 1: *Project Outline: Blue School 2.0 Concept*.

IV. Deliverables

With reference to Topics presented in Annex 1 *Project Outline: Blue School 2.0 Concept*, the consultant will contribute to development of the Blue School 2.0 Concept. S/he will:

Topic 1: Looking outwards: my school and its surrounding environment

1. Prepare, before the workshop, a draft step-by-step description to design the map, with a list of guiding questions to help the facilitator engage students on this topic.
2. During the workshop, facilitate the presentation of draft step-by-step description including list of guiding questions, for feedback and validation by participants based on the field realities.
3. After the workshop, finalise the step by step description including guiding list of questions.
4. Develop draft templates of simple water cycle diagram for each ecoregion. This should take into account the 'standard features' of a given ecosystem and will serve as a support material for facilitator. The ecoregion to consider are:
 - a. Nepal → Himalayan forest (mountainous)
 - b. Bangladesh → Lower Ganges Plains
 - c. Madagascar → Coastal mangroves
 - d. Ethiopia → Savanna
 - e. South Sudan → Saharan steppe and woodlands
 - f. Benin → forest-savanna
5. Review literature and existing materials on easy methods and games to teach pupils the importance of managing water per watershed.
6. Before the workshop, compile with a summary list of exercises and practical games for learning about the importance of the environment, and water management per local watershed / water cycle.
7. During the workshop, present the summary to the participants and collect feedback

Topic 2: Looking inwards: My school environment

8. Develop, before the workshop, a draft step by step description including guiding list of questions to help the facilitator to engage students about this topic.
9. During the workshop, facilitate the presentation of draft description and guiding list of questions for feedback and validation by participants based on their field experience.
10. After the workshop, finalise the step by step description including guiding list of questions for this topic.
11. Develop a template diagram of the link between water, waste, food, & environment.

Topic 3. "Boire de l'eau et pensez à la source" (What is the source of our school water?)

12. Develop, before the workshop, a draft step by step description including guiding list of questions to help the facilitator/teacher work with students on this topic.
13. During the workshop, facilitate the presentation of draft step by step description including guiding list of questions, for feedback and validation by participants based on the field realities.
14. Research and review existing materials on similar crop cards (if at all existing)
15. During the workshop, facilitate the identification of technologies that could be feasibly demonstrated (small scale) within a school (minimum size, design considerations vis à vis school functioning, etc.)

Topic 6: Enhancing and protecting our environment

16. During the workshop, facilitate the identification of technologies that could be feasibly demonstrated (small scale) within a school (minimum size, design considerations vis à vis school functioning, etc.)

V. Procedure and Method of Work (estimated at 21 days)

Pre-workshop desk review / networking to identify and review relevant existing materials; review the agenda with Consortium Workshop leads; preparation of drafts: (7 days)

Workshop Facilitation: 5 days (4 workshop days and one day travel)

Post workshop Activities: 9 days

VI. Timing and Reporting

Review / Finalise the Workshop Agenda with Consortium co-Facilitators	5 July 2017
Briefing in person in Switzerland or skype.	Upon selection
Networking / Desk study of relevant documents to prepare the workshop	10 July 2017
Travel to Nairobi	15 July 2017
In country workshop	17-21 July 2017
Departure from Nairobi	22 July 2017 (about)
Deadline for draft report, Guidebook, Tool and Poster	15 August 2017
Deadline for Final report and Guidebook	30 September 2017

VII. Formal aspects of the invitation to tender

Swiss Agency for Development and Cooperation (SDC), Global Programme Water Initiatives (GPWIs), Freiburgstrasse 130, CH – 3003 Bern, manages the award procedure. The Swiss Water and Sanitation Consortium is the direct mandating party for the bidder.

Proposal Structure Components

Please respect the following structure (four components) for your proposal, which is compulsory:

1. Cover letter with signature(s)
2. Curriculum vitae of the consultant (max. 2 pages)
3. Short description about qualifications and competences of the consultant with reference to the TOR; including proposed methodology for identifying/selecting the technologies and approaches for demonstration (max. 2 pages)
4. Financial proposal in Swiss Francs in Annex 2: *Offer for Mandate Type B*

Deadline

Electronic submissions to Daya Moser, Swiss Water & Sanitation Consortium Coordinator at daya.moser@waterconsortium.ch, by 4 June 2017 at 17:00 GMT.

The final selection process and contract for this mandate will be administered by the Swiss Agency for Development and Cooperation.

Budget

The proposed time-budget for the entire mandate is 21 person-days. The bidder shall submit a financial offer taking into account fees as well as international airfare and visa expenses. Lodging and per diem in Kenya during the five day period of the workshop will be provided by the Swiss Water and Sanitation Consortium. The budget is to be provided in CHF and shall specify possible taxes/VAT separately.

No reimbursement can be made for the bidder's work in preparing and submitting his or her offer. For flight costs, current rates (economy class) should be estimated. Please note that the bidder must have sufficient economic / financial / organizational capability to carry out the mandate.

Protected rights

All protected rights that arise from executing the mandate shall be transferred to the contracting authority.

VIII. Evaluation of the bid

The bidder and the bids are evaluated on the basis of the following model:

Step 1 Formal Requirements: The bidder must fully comply with the four components of the "Proposal Structure" and the "deadline" specified above. Otherwise the bid will not be considered.

Step 2 Suitability Criteria: The suitability criteria specified below must be complete and without limitation or modification with the submission of the bid, and proven. Otherwise the bid will not be considered. Only those bidders and bids that fulfil all formal requirements and suitability criteria will be evaluated on the basis of the award criteria. The other bidders and bids will be excluded from the further procedure.

Step 3 Award Criteria: The bids will be evaluated on the basis of the award criteria and the evaluation scale specified below. The most technically and economically favorable bid will be awarded the mandate.

Suitability Criteria (SC)

The following suitability criteria must be complete and without limitation or modification with the submission of the bid. Otherwise the bid will not be considered:

SC	Sutability Criteria	Evidence
SC1	Experience: The bidder has sufficient experience in evaluations with similar requirements as the present mandate in terms of the (thematic and methodological) scope and complexity.	Professional experiences listed in the CV.
SC2	Personnel resources: The bidder has the necessary time resources at his/her disposal to be able to fulfil the mandate as described in the terms of reference within the proposed timeline.	By submitting a bid the consultant confirms his/her availability for the described tasks and proposed period.
SC3	Language skills: The bidder is willing to deploy mentioned consultants who can fluently communicate in English language both orally and in writing, and are able to compile and supply the evaluation results and documentation in English.	Declared language skills in the CV.

	Oral working knowledge of French is considered an asset for interacting with some workshop participants.	
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Award Criteria (AC)

Proposals will be evaluated according to the following award criteria and corresponding weighting:

	1. Thematic Expertise	Weight 25%
AC1	Extensive knowledge of and professional experience in sustainable watershed and land management practices	15%
AC2	Knowledge of water, sanitation and hygiene (WASH), waste management and food production	5%
AC3	Experience in designing environmental education tools and approaches for middle school learning levels (ages 10-14).	5%
	2. Field Experiences	Weight 20%
AC4	Relevant experiences in rural settings in low income countries and emerging economies in Asia, Africa and/or Latin America.	10%
AC5	Previous experiences in field missions or working in sustainable watershed and land management and environmental education. This includes communication and collaboration with local and national stakeholders.	10%
	3. Methodological Expertise and Proposal	Weight 30%
AC6	Relevant professional experiences designing learning modules and tools for environmental education for middle school learning levels. Previous experience working with national education authorities on curricula related to environmental education, including sustainable watershed and land management.	15%
AC7	Quality of approach and proposed methodology for the stated deliverables.	10%
AC8	Good analytical and writing skills, ability to review and provide recommendations as well as communication, training/representation skills.	5%
	4. Financial Offer	Weight 25%
AC9	Clarity of the proposition, realistic estimation of the costs	5%
AC10	The formula for the financial evaluation of the overall amount of the financial proposal is the following: $\text{Score} = \frac{P_{\min} \times \text{max. Points}}{P}$ P = Price of the Proposal to be assessed P min = Price of the lowest Proposal	20%

Each Award Criterion will be evaluated according to the following score table:

Score	Fulfillment of the quality of the criteria	
0	Cannot be established	Information unavailable
1	Very poor fulfillment	Information is incomplete; content quality is very poor
2	Poor fulfillment	Information relates inadequately to the requirements; content quality is poor
3	Average fulfillment	Information globally responds inadequately to the requirements; content quality is adequate
4	Good fulfillment	Information focuses well on requirements; content quality is good
5	Very good fulfillment	Information clearly relates to the achievement of outputs; content quality is excellent

Annexes:



Annex 1 Project
outline_Blue School 2

1. *Project Outline: Blue School 2.0 Concept*



Offer Mandate
B_E.xls

2. *Offer for Mandate Type B*