





Final report

External evaluation of the project ***"Development of WASH Facilities and Services in Schools in Abkhazia, Georgia (2022 – 2025)"***

UNICEF

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Evaluators: Tom de Veer (lead consultant), Violetta Mkrtchyan (local consultant)
Connect International
Prof. v.d. Scheerlaan 14, 1901 KP Castricum, The Netherlands
t.deveer@connectinternational.nl
+31654934290
www.connectinternational.nl

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Acronyms

AAH	Action Against Hunger
BoQ	Bill of Quantities
CLIL	Content and language integrated learning
DAC	Development Assistance Committee of the OECD
EM	Evaluation Matrix
EQ	Evaluation Question
ERG	Evaluation Reference Group
E&CC	Environment and Climate Change
FGD	Focus Group Discussion
GEEW	Gender Equality and Empowerment of Women
KII	Key Informant Interview
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
OYH	Ochamchira Youth House
PSS	Psycho-social Support
RfQ	Request for Quotation
SCI	Student Centred Instruction
SDC	Swiss Agency for Development and Cooperation
SDG	Sustainable Development Goal
SES	Sani Epidemic Station
ToC	Theory of Change
ToR	Terms of Reference
TRC	Teacher Resource Centre
UN	United Nations
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WHO	World Health Organisation
WinS	WASH in Schools

Terminology

L3 / I7 / FGD4	In this report, referral is made to literature sources, interviews and focus group discussions with codes. For instance, L3 means the third literature source in the list of consulted documents (Annex 4), I7 means the 7th interview held during the assignment (the interviews are anonymous to comply with GDPR regulations) and FGD4 means the 4th focus group discussion held during the assignment.
Coherence	An OECD/DAC evaluation criterion that asks the question 'How well does the intervention fit?' It assesses the compatibility of the intervention with other interventions in a country, sector or institution. (L19).
Colour coding	In this report in different tables colour codes are used. Their meaning is as follows: Good situation in regard to the variable ('Safe', in JMP terms) Just good enough situation in regard to the variable (Basic) Just not good enough situation in regard to the variable (Limited) Poor situation in regard to the variable (Unsafe or Unimproved)
OECD/DAC evaluation criteria	The Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) has defined six evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability - that serve as the core reference for evaluating international development and humanitarian projects, programmes and policies. These criteria serve as the basis upon which evaluative judgements are made. (L19).
Effectiveness	An OECD/DAC evaluation criterion that asks the question 'Is the intervention achieving its objectives, outcomes and outputs?' It assesses the extent to which the intervention achieved, or is expected to achieve, its objectives and its results, including any differential results across groups. (adapted from L19). The focus we take in the Findings - Effectiveness chapter is on outputs and outcomes while the extent to which the project objectives are achieved is covered in the impact and conclusions chapters. The outcomes described in the Findings - Effectiveness chapter are in line with the retroactive Theory of Change presented in Annex 6.
Efficiency	An OECD/DAC evaluation criterion that asks the question 'How well are resources being used?' It assesses the extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way. (L19).
Equity	The quality of being fair and impartial. The term "equity" refers to fairness and justice and is distinguished from equality: whereas equality means providing the same to all, equity means recognising that we do not all start from the same place and must acknowledge and make adjustments to imbalances. (L22).



Figure 1 Equality vs Equity

Gender	Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles

	associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time. (L23).
Impact	An OECD/DAC evaluation criterion that asks the question 'What difference does the intervention make?' It assesses the extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects. (L19).
Logframe	A Logframe is another name for 'Logical Framework', a planning matrix which provides an overview of a project's goal, activities and anticipated results. It is a tool for improving the planning, implementation, management, monitoring and evaluation of projects. It provides a way of structuring the main elements in a project and highlighting the logical linkages between them. (L27).
Master class	Education by a consultant, hired by AMRA-2014, in a class with students in which teachers and principals observe the education by the consultant as a learning experience (with at least 1 principal and 1 teacher per school covered).
Relevance	An OECD/DAC evaluation criterion that asks the question 'Is the intervention doing the right things?' It assesses the extent to which the intervention's objectives and design respond to beneficiaries', global, country and partner/institution needs, policies and priorities, and continue to do so if circumstances change. (L19).
Set of educational and promotional materials	A set of educational and promotional materials developed by a consultant hired by AMRA-2014, available in Russian and Abkhaz, was distributed to the project schools. The set comprises: a methodological manual (consisting of 3 modules: personal hygiene / healthy lifestyle, environment/climate change and responsible use of WinS objects), 1 banner/poster on 'Environment and climate change', 1 banner/poster on 'Healthy life style', 1 poster on 'Washing hands with water and soap' and 1 poster on 'Personal hygiene by teenagers and students' all developed by a consultant hired by AMRA-2014, and a hygiene video developed by UNICEF.
Sustainability	An OECD/DAC evaluation criterion that asks the question 'Will the benefits last?' It assesses the extent to which the net benefits of the intervention continue or are likely to continue. (L19). Sustainability is of importance in different aspects. It can therefore be divided in the FIETS criteria: Financial sustainability, Institutional sustainability, Environmental sustainability, Technical sustainability and Social sustainability. Depending on the focus of the evaluation any combination of these aspects can be assessed. (L21).
Theory of Change	A Theory of Change (ToC) is a diagram or written description of the strategies, actions, conditions and resources that facilitate change and achieve outcomes. It has 'explanatory power' (Reinholz & Andrews, 2020) in that it should explain why you think particular activities or actions will lead to particular outcomes. The ToC is related to the Logframe, but the main difference between the two is that a ToC provides a comprehensive and holistic view of how change happens, while a Logframe provides a concise and structured view of what the project or program does. (L24).
WinS	To abbreviate 'WASH in Schools', the term WinS is often used.

Executive summary

Context and methodology

WASH in Schools (WinS) was neglected during the efforts to renew education in Abkhazia, Georgia. As a result, Abkhazia's schools were sliding back into the "No Service" Sustainable Development Goal (SDG level). The project **"Development of WASH Facilities and Services in Schools in Abkhazia, Georgia (2022 – 2025)"**, was implemented by UNICEF to improve WinS and create child-friendly environments in 60 high-need, largely rural schools (10,000 students), across all districts in Abkhazia (budget USD 2,444,444). The project aligned with Human Rights Conventions, UNICEF's Global Strategy for WASH 2016-2030 and the SDGs 3, 4, 5, 6, 10. UNICEF's main partners were AMRA-2014 (WinS education) and Action Against Hunger (AAH; construction of WinS facilities). Other key stakeholders: District Education Departments (monitoring, WinS support), Sani Epidemic Stations (monitoring hygiene and water quality in schools), schools and school staff (enhance proper WinS), nurses (raise hygiene awareness, MHM assistance). Envisaged outcomes: (1) well-functioning local contractors, (2) sustainable management of WinS facilities, (3) improved WASH behaviours and healthy lifestyles by school stakeholders, (4) more child-friendly school environments. The project evaluation was to measure WinS changes and improvements as a result of the project and proof the project's attribution to the outcomes. Purpose: accountability, identify what worked, what not, and ways forward in the context of Abkhazia. Focus was on (a) 7 specific objectives in the ToR, covering the DAC criteria Impact, Relevance, Effectiveness, Efficiency, Sustainability, Coherence, and (b) SDC's in-kind and staff input. Gender, human rights-based and equity-focused approaches were to be reviewed in line with UN rights based frameworks. A WinS baseline study (2021) served as a reference. The evaluation was conducted by an international and a local consultant, guided by an Evaluation Reference Group (ERG) consisting of UNICEF, AMRA-2014 and AAH representatives. The evaluation consisted of an inception phase, a data collection phase, and an analysis and reporting phase. Deliverables: Inception report, structured data, Evaluation report, Evaluation brief. Envisaged outcomes and use were: improved future WinS projects and functioning of WinS project stakeholders. Intended users are SDC, UNICEF, AMRA-2014, AAH. Approach and methodologies were approved by the external international Ethics HML Institutional Review Board, and validated by UNICEF and the ERG. An evaluation matrix was developed to structure and streamline the evaluation. Fourteen schools were selected randomly, divided over all districts, to conduct per school 3 to 4 FGDs with teachers, mixed and girl student groups, and observe realized WinS facilities. Interviews were held with key non-school stakeholders. Relevant literature was reviewed. On-site data was collected by the local consultant. Potential limitations were identified and, where needed, mitigated. Data structuring and analysis included consolidation of all information, cross-checks, identification of information gaps and comparisons of (cross-checked) information. Where possible, data were disaggregated by sex, ability, location and incorporated gender, equity and child rights.

Findings

General

The project Logframe had inconsistencies in and between outputs and outcomes. A Theory of Change was developed retroactively (Annex 6). Monitoring of construction and finalised WinS facilities was solid. The SDC borehole inspection camera was not very useful (suitable for deep boreholes while the boreholes and wells in Abkhazia are shallow). The handover 'Act' has no liability clause for construction errors. Monitoring of master classes and WASH teaching was unstructured. Project reports provided insight in the project activities and results, but had shortcomings regarding quality, appropriateness and utilisation aspects.

Impact

The project significantly contributed to improved WinS related well-being among all **School** stakeholders in all project schools through improved hygiene behaviours (including MHM), improved WinS facilities and more child-friendly school environments. **Contractors** benefited in terms of income, profit, and technical and organisational experience,

increasing their potential for larger contracts in the future. **SESs** have more WinS data and motivation to analyse and use these, but lack resources to support WinS further. **District Education Departments** have less WinS problems to address (new facilities cause less problems) but lack resources and incentives to be a safety and support net for WinS. **UNICEF-Abkhazia, AAH and AMRA-2014** gained experience and built a WinS team.

Relevance

WinS education and materials by the project to/for teachers and nurses and as an effect to students, and the ***WinS facilities*** together fulfil an important need for all school stakeholders. Some respondents doubted the relevance of toilets for disabled students as most schools have no disabled students and are in other aspects also unsuitable for disabled students. ***COVID-19, environment and climate change*** awareness is highly relevant, but is not only related to WASH. ***Child protection*** and ***child rights*** with a WASH focus are relevant, but do not cover other important child protection and child rights issues. ***Equity, gender equality, human rights, do no harm, leave no one behind, non-discrimination and non-exclusion*** are highly relevant but are not covered in the methodological manual (guiding teachers for WASH education). These subjects were addressed though through promotion materials, trainings and presentations to teachers and nurses. Parents, authorities, contractors and school staff provide highly relevant WinS contributions (finance, in-kind). The ***contractors*** learned from working with an international organisation, gained core business and technical experience. ***District Education Departments*** became more aware of WinS, but cannot fulfil a highly needed district level WinS safety net function. ***SESs*** received needed field laboratories and gained relevant WinS awareness and experience. ***District WASH platforms*** are not fully functional due to lack of project input, motivation, time and logistical challenges. **UNICEF-Abkhazia** gained relevant experience and built a team with AMRA-2014 and AAH, capable to develop and implement similar projects. **AMRA-2014** and **AAH** obtained relevant experience and strengthened their relation with UNICEF.

Effectiveness

Main effects of ***WinS related education*** in 59 (out of planned 60) project schools, are:

- AMRA's high quality, self-instructive WinS education and promotion materials in Russian and Abkhaz, including a methodological manual for teachers (also covering COVID 19, environment, climate change) are well used,
- training of teachers in WinS and related aspects through good quality 'master classes' by AMRA-2014 (teaching students with teachers observing), is used by teachers to (1) teach WASH to students within syllabus boundaries (sustainable) and in extra-curricular events (less sustainable due to low paid teachers), and (2) train other teachers,
- training teachers in improved education methods (SCI / CLIL) by UNICEF contributed to better WASH teaching by 25% of planned 200 teachers,
- effective PSS training of 93 of planned 100 social workers (volunteering teachers) enhances child protection in communities and schools, although only 42% of project schools was in communities where social workers were trained (vs planned 80%).
- high quality Applied Pedagogy training effectively skilled 8 TRCs (15 teachers),
- training of nurses contributed to better WASH support to especially girls in 50% of the schools as only these were covered by a nurse,
- student and principal surveys provided some though limited information.

WinS facilities mainly included toilets, hand wash basins and water tanks with pumps. Numbers, quality and designs of the facilities are mostly reasonable to good. The works and results were well monitored, though not on all aspects. Water intermittency related to power cuts was partly mitigated through placement of water tanks, but not enough (almost 50% of schools still have this problem). Up to 60% of the schools suffer (periodically) from faecal contamination, in water from shallow wells and boreholes and partly in piped water. Some schools suffer from dampness in the toilets due to poor removal of rain water. Other problems: lack of or improperly located toilets for disabled students (<20% of the schools), clogging of sewers (<15%). See also L41 (AAH assessment).

The **main school level effects** are: (a) all children (11,843 vs the planned 10,000) and school staff of all sexes, ages, abilities and language groups and inclusive of equity and child rights, in all project schools have improved their WASH (also in relation to environment, climate change and COVID) knowledge, understanding and behaviours

(including dignified MHM by adolescent girl students and female teachers), and (b) schools realised more child-friendly environments. Main school level shortfalls are the lack of longer term resources and support for WinS and limited WinS monitoring by schools.

Main ***external factors that affected the project at school level***: insufficient funds for hardcopy educational materials and translation in Abkhaz and other minority languages, fluctuating exchange rates, lengthy approval procedures by authorities, shortage of construction materials on the market, lack of flexibility in schools, lack of school funds.

Eleven (vs 10 planned) **local contractors** were properly selected, trained (each project year) and certified by AAH and as a result planned and timely constructed high quality WinS facilities. AAH monitored the works through regular field visits and control of photos per working stage. Structured information about the WinS facilities was covered through final checklists and the AAH assessment of finalised facilities in schools (L41). It is unknown how many working hours were created. Factors that affected contractors (though most was mitigated), included: fluctuating exchange rates, price increases of materials, dry and/or obstructed boreholes, landownership issues, early start of the winter, power cuts, delayed project funds, delayed construction works by district authorities.

All **District Education Departments** were well informed in regard to WinS budgets, project activities and hand over of finalised WinS facilities to schools. Social district workers were well trained. District Education Departments are motivated to support WinS but have no resources for it. **WASH platforms** were erected in each district but are not very active. **SESs** were given and four were trained to use field laboratories. They did not collect water samples in 2024 (done by AMRA-2014), but may do so beyond the project period as part of their bi-annual school visits. **Public social messaging** reached over 30,000 persons (vs 20,000 planned) to raise WinS awareness, but the effectiveness is unknown. Continuation is cheap, but there is no party doing it. **External factors** that affect district parties, include: shortage of finance to create effective longer term WinS support, SESs lack funding and regulation to conduct regular water quality tests.

Efficiency

The **project partners** complemented each other well. Each had an added value, without leaving gaps in the planned project activities. An exception could be the assistance to schools in regard to O&M planning and the selection and instruction of caretakers. Besides some minor options for limited efficiency gains (notably longer project contracts for AAH), efficiently was good. Cost-efficiency was not covered by the evaluation.

Sustainability

Schools increased their motivation to sustain the improved WinS situation, but still, like before the project, lack finances to do so. Regular refresher trainings are needed, although the self-instructive education materials and the high motivation of teachers will keep WASH education to students going for quite some time. The **local contractors** will use their project learnings to improve their services and qualify for better work in the future. **District Education Departments** have no WinS safety net. WASH platforms are not very active. SESs will likely monitor water quality in schools and embed water sampling in their standard bi-annual visits to schools (if they can purchase reagents). **Social media campaigns** can cheaply be replicated, but no party is committing to it. District social workers are likely to continue using the knowledge and skills gained through the project, but new social workers will not get such training. **UNICEF, AAH and AMRA-2014** will sustain their project experience and incorporate the learnings in their organisations.

Coherence

The WinS project is coherent with the goals and strategies of UNICEF and SDC. The one-year project contracts had some negative effects on AAH.

Conclusions

Although the project can be improved further, **this project has significantly improved the WinS situation and child-friendliness in all project schools, for all students and school staff of all abilities, sexes, ages, vulnerabilities and language groups.**

In general, schools in Abkhazia have sufficient organisational infrastructure and motivation to improve and safeguard WinS and child-friendly environments, if regular WinS training of teachers, proper WinS education and promotion materials, and access to proper WinS facilities are sufficiently in place. Monitoring project activities and results was good, despite a potential for further formalisation and data storage and analysis. The handover Act has scope for further improvement. The Logframe was insufficiently structured. Project reports were reasonable, but lack information on key aspects of outputs and outcomes.

Impact

The project successfully improved the well-being in the **schools** of all students and staff, of all abilities, sexes, ages, vulnerabilities and language groups, and contributed to a more child-friendly school environment. In about half the schools, the benefits are somewhat lower due to unsolved problems outside the project's direct scope of influence, but which could have been mitigated better. The **contractors** benefited in terms of knowledge, experience, income and profit which also increased their potential for larger contracts. At the **district level**, the impact is limited. **UNICEF-Abkhazia, AAH and AMRA-2014** benefited from the experience and from working as a team.

Relevance

The project fulfilled a high priority need of **school stakeholders** of all abilities, vulnerabilities, sexes, ages and language groups. 'External duty bearers' (parents, authorities, local contractors) and 'internal duty bearers' (school teachers and staff) take responsibility for and contribute to proper WinS within their capacities, mandates, knowledge and skills. The project **contractors** gained relevant experience and benefited financially. At **district level**, the project was less relevant due to limited project inputs and external factors affecting the WinS roles required at this level. **UNICEF-Abkhazia, AAH and AMRA-2014** gained important relevant knowledge and skills as a team.

Effectiveness

The project WinS interventions effectuated that **schools** (1) developed WinS plans, (2) monitor their WinS situation, (3) better O&M their WinS facilities, and (4) teach students with improved education methods about WASH subjects. Good quality WinS facilities realized by the project are accessible and appropriate for, and as a result used by all types of school students and staff. The project didn't sufficiently mitigate faecal contaminated water and intermittency of water supply in the schools, realized some WinS facilities that do not fulfil a high need (e.g., hand driers) and realized too high numbers of some WinS facilities (e.g., toilets) in some schools. School stakeholders are more WASH aware and more consequently practise proper WASH and healthy lifestyle behaviours in more child-friendly school environments. The effects are (somewhat) lower than possible in about halve the schools, where the project did not teach and raise awareness among sufficient teachers and other stakeholders, and/or where the WinS facilities were not fully sufficient and/or adequate for the WinS problems at hand. **Contractors** (11 vs planned 10) properly prepared and constructed WinS facilities. Monitoring the works still has scope for improvement, but was well done in various ways, contributing to the high quality and good progress of the construction activities, in line with project standards and criteria, contracts and BoQs. The workers hired by the contractors were not trained by the project, but the contractors claimed they did so themselves after their project training. The **district level** received little project support, due to which the effectiveness at this level was limited. WinS support by districts is limited as it is not formalised, structured nor incentivised.

Efficiency

Each implementing partner had an added value and complemented the other partners well, while overlaps were prevented. Apart from some minor efficiency gains possible at the school level, the efficiency of the project was good. The dependence on one-year project

contracts had some negative effects on AAH's institutional memory, learning and efficiency. Financial and managerial efficiency were beyond the assignment scope and boundaries.

Sustainability

The limited financial resources of **schools** and the absence of WinS support by **districts**, follow up training and guidance after the project period, affect the potential for sustainability of the project results and effects. The **local contractors** are likely to use their project learnings to improve their services and qualify for more and better work in the future. **SESs** may continue with water sampling and testing of school water, although the quality of their faecal coliform tests is unknown. **UNICEF, AAH and AMRA-2014** are likely to use their project learnings and experiences in future activities.

Coherence

The project was coherent with strategies and goals of UNICEF, SDC and other parties.

SDC in-kind and staff contributions

SDC provided water labs to SESs, a course on sanitary solutions for 20 students, staff support to UNICEF through the 'Twinning programme', and lent a borehole camera. These were successful and appreciated, with exception of the camera which was not very suitable for the shallow wells and boreholes encountered. The SDC indicators played a role in the educational activities of the project and in the reporting about the project results.

Lessons learned

- Projects cannot always ensure longer term sustainability of the project results, but they can often mitigate poor sustainability of project results.
- Best is if projects identify and effectively solve or mitigate all aspects of a problem, not part of it, to optimally improve the situation regarding the problem.

Recommendations

Recommendations for UNICEF

1. Introduce the WinS three-star approach in new WinS projects, with star level 2 to be achieved, with the WinS facility designs, standards, indicators and monitoring based on this level. Include a project-based WinS safety net. (High priority).
2. Ensure that implementing parties work with the same Logframe and ToC, proper monitoring and database, and that their reports cover progress, quality, appropriateness, and use of the activities, outputs and outcomes. (High priority).
3. Mitigate bacteriological water contamination in schools. (High priority).
4. Stimulate and train SESs to monitor water quality in schools. (Low priority).
5. Introduce regular, e.g. annual (refresher) trainings for school staff (teachers, cleaners, nurses, caretakers, principals) and contractors involved in WinS. (Medium priority).

Recommendations for AAH

1. Introduce more formalised monitoring of construction and finalised facilities, and a proper database for storage and structuring of monitoring data. (Medium priority).
2. Plan numbers and specifications of WinS facilities needed on the basis of proper ratios, quality standards and criteria as agreed with involved stakeholder parties. (Medium).
3. Train the workers hired by involved local contractors. (Medium priority).
4. Include a clause in the school handover document that contractor and/or AAH are liable for construction errors up to e.g., 6 months after signing it. (Low priority).

Recommendations for AMRA-2014

1. Work and report in line with the agreed Logframe. (High priority).
2. Develop a database in which the data of measurements and observations of the activities and their results are stored, and use it consequently. (Medium priority).
3. Find funding to cover all schools in Abkhazia with training and awareness raising, and conduct regular WinS refresher trainings in the schools. (High priority).

1. Introduction

1.1 Object of the evaluation

Due to a low priority among local authorities and parents of students, WASH, especially toilets and hygiene behaviours, has been neglected during the efforts to renew education in Abkhazia. As a result, the current 153 schools with approximately 28,500 students in Abkhazia (L16) were sliding back into the "No Service" level of Sustainable Development Goals (SDG) indicators. A UNICEF WinS assessment report in 2021 covering all schools of Abkhazia (L8) showed, that 60% of the schools do not provide for basic WASH awareness, WinS facilities and WinS supplies. It was also found that WASH is not part of the school syllabus and was therefore only informally addressed on a teacher-by-teacher basis.

To address these challenges, a one-year pilot WinS project was implemented in 2021 in 24 schools (L14). The main lessons learned from this project included: insufficient technical quality of WinS infrastructure realised, a need for a multi-stakeholder approach to increase the priority for WinS, and a lack of sustainability of desired habits and reliable operation and maintenance. As a result, since 2022, SDC and UNICEF partnered in the recently finalized (March 2025) three-year WinS project**, "Development of WASH Facilities and Services in Schools in Abkhazia, Georgia (2022 – 2025)"**, targeting 60 high-need, largely rural schools, well divided over all districts of Abkhazia (with initially estimated 10,000 but currently nearly 12,000 students 6 – 18 years, very similar numbers of boys and girls). The total project budget was USD 2,444,444, while the donor (SDC) also contributed in-kind (donating field laboratories for SESs and lending a borehole camera to UNICEF) and in-staff (administrative support staff attached to UNICEF for the project). The evaluation covered the full project period. Only one main change occurred during the project, which was that one school was not covered, meaning the final total number of schools covered by the project was 59. This had no implications for the evaluation. The project aligned with Human Rights Conventions, including the Convention on the Rights of the Child and with the vision of UNICEF's Global Strategy for WASH 2016-2030 (Goal areas 2 and 4), and aligned with and contributed to the SDGs 3, 4, 5, 6 and 10.

Table 1 Key stakeholders of the project

Stakeholder	Description
SDC	Donor who funded the project and provided additional support: borehole camera, field labs for SESs, a course on sanitary solutions for about 20 students, and technical staff support to UNICEF through the "Twinning programme".
UNICEF	UNICEF was the contract holder with the donor (SDC). UNICEF was responsible for overall project management, partner engagement, administration, accountability and reporting, activities related to child protection, and monitoring of the project activities, notably those of the two implementing partners. UNICEF also contributed in the form of (a) Content and Language Integrated Learning (CLIL) and Student Centred Instruction (SCI) trainings in part of the schools, and (b) Psychosocial Support (PSS) training, realized with UNICEF resources.
AMRA-2014	Implementing partner. Its role was to effectuate WASH awareness and student education in the project schools through WASH related trainings and presentations to teachers and nurses and partly to students, provision of WASH related education and promotional materials to the schools and monitoring of the effectuated education and awareness raising by teachers and nurses to students (mainly 10-17 years) and in small schools to all students.
AAH	Implementing partner. AAH's role was construction and rehabilitation of required WinS facilities for all students (I3) in the project schools, through local contractors trained, supervised and monitored by AAH (together with UNICEF) for this purpose.
District Education Departments	Monitor schools in their districts, sometimes provide WinS support and organise exchange between district and schools. During the project they collaborated with the project partners in handover ceremonies and WinS district platforms with district and school representatives.
Sani Epidemic Stations (SESs)	District level organisations that monitor hygiene and water quality in schools. They received field labs from SDC and tested water quality during the project period, but did not do the water sampling (done by AMRA-2014). They indicated they will try to incorporate water quality testing with these labs in schools as part of their standard bi-annual visits to schools.

Stakeholder	Description
Schools and school staff	In regard to WASH, their role is to enhance proper WASH behaviours through education, awareness raising and proper O&M and repairs of WinS facilities. Through the project they developed WASH plans and monitoring systems, had their teachers and nurses trained, received education and promotion materials and received new or rehabilitated WASH facilities.
Nurses	In the approximately 50% of the schools that have access to a nurse, nurses were trained by the project for their role to intensify and improve their hygiene awareness raising, health checks among students, education and assistance to girls with MHM problems or questions.

The overall goal of the project was **"The well-being of school children in Abkhazia is increased due to improved sanitary and hygiene conditions in child-friendly schools"** (Baseline 2021: 15% (2,120 girls; 2,086 boys); Target: 50% (7,161 girls, 7,045 boys), including all school children of all language groups, ages and abilities in Abkhazia).

The project had four outcomes, each with several outputs (L13):

(1) Outcome 1: local contractors apply WASH standards when constructing / rehabilitating WinS facilities. Outputs: 60 schools with sufficient and appropriate basic operational sanitation facilities, 50 schools similar with water systems, 10 trained local contractors. Project activities by AAH, monitoring by AAH and UNICEF.

(2) Outcome 2: strengthened sustainable management of WinS facilities. Outputs: functional WASH platforms in each district, 90% of schools have a WASH monitoring system and O&M plan, 90% has hygiene sessions in the school schedule. Project activities by UNICEF, AAH, AMRA-2014, monitoring partly by SESs + local authorities.

(3) Outcome 3: understanding and improved WASH behaviours by all school stakeholders. Outputs: personal hygiene, healthy lifestyle and responsible use of WASH facilities established among all school stakeholders in a COVID-19 context, school stakeholders trained on rational use of water in a climate change context enhanced through promotion, hygiene education and awareness raising by trained teachers and (sometimes) nurses. Project activities by UNICEF and AMRA-2014.

(4) Outcome 4: enhanced child-friendly school environments enhanced by improved skills of teachers and improved safety and protective school environments. Outputs: teachers and school management trained in SCI and CLIL (200 teachers), 8 TRCs developed with 15 teachers trained. Project activities by UNICEF.

A Theory of Change was developed retroactively that coincides with the project outcomes (as requested in the ToR), to better present the dynamic relations between the project activities, outputs and outcomes (see Annex 6).

1.2 Evaluation Purpose, Objectives and scope

Towards the end of the project, UNICEF, in agreement with SDC, commissioned an external and independent evaluation of the project, with the following objective:

Measure changes and improvements in sanitary and hygiene conditions as a result of the three-year project "Development of WASH Facilities and Services in Schools in Abkhazia, Georgia (2022 – 2025)", and provide evidence between the interventions and the outcomes.

Beside accountability to stakeholders, the evaluation's purpose was to identify and learn what worked and what did not in the project, the positive change achieved for school stakeholders, and options for ways forward in future WinS interventions, including how any positive change can be made sustainable within the changing context in Abkhazia and in line with the goals and development strategies of key stakeholders.

The specific objectives of the assignment with its WASH thematic scope, were:

- Measure the effectiveness of the project considering the planned targets against achievements so far.

- Provide an assessment on the extent project approaches and interventions were effective and inclusive in meeting the WASH needs of school children. This includes identifying what has not been achieved through initiated activities.
- Provide an assessment on the extent additional SDC in-kind and staff contributions, that are not recorded in the initial project results chain, such as the delivery of water labs for each district, providing a course on sanitary solutions for about 20 students, technical support through the "Twinning programme", and the lending of a borehole camera were complementary and supportive.
- Assess the results and sustainability of the project from the beginning to the starting date of the evaluation, with focus on its ability to improve the quality on education in schools and to ensure ownership by local authorities.
- Assess the relevance of the project considering the context of Abkhazia and the overall needs of schoolchildren.
- Analyse the efficiency of the organisational structure and complementarity of partnerships for a cost effective and quality delivery.
- Provide specific recommendations for areas which can be improved in the short, medium and long term.

The evaluation covered the objective and all specific objectives of the ToR. Only in regard to efficiency, the evaluation limited its scope to how the key partners collaborated and complemented each other through narrative and qualitative rather than cost-effectiveness information. Reasons: (a) cost-effectiveness requires a comprehensive study and analysis, for which the time and resources were insufficient, (b) it requires comparison of the project with similar other projects by other organizations in similar settings, which were not found.

In line with the ToR specifications, the evaluation focused on the project results (covering its entire budget, all activities and the full project period) and reflected on the additional SDC inputs. In addition, the wider impact on the school (children, teachers, local authorities) was explored as far as the timeframe and the data allowed. The evaluation reviewed the extent to which the intervention incorporated and addressed gender, human rights-based and equity-focused approaches, in line with UN rights based frameworks. Limited data were found in regard to differences in WASH needs between students of different language groups. However, in KIIs and FGDs it was consequently remarked that the project WASH interventions equally benefitted students of all language, age, sex and welfare groups, with specific and sufficient coverage of the WASH related needs of girls and female school staff (especially related to MHM) and disabled students (especially related to toilets suitable for them). This was also observed in the schools and confirmed through literature review, notably in project reports.

The baseline data collected as part of a comprehensive assessment in 2021 (L1/8), within the partnership with SDC, served as a point of comparison with the findings from this evaluation. As stated before, a Theory of Change (ToC) was developed retroactively, based on the result framework of the project. Findings and recommendations were included to inform the primary intended users of the evaluation (SDC, UNICEF, AAH and AMRA-2014, with main recommendations to be shared and discussed with various authorities on both sides of the administrative boundary line) on:

- the main project results,
- the main outcomes concerning he positive change for all types of students,
- contribution towards a child-friendly learning environment (impact and sustainability of the project) in schools,
- extent to which the change can be made sustainable,
- options to address WASH needs in schools that were not targeted yet by the project, and proposals for improvement of WASH conditions within all schools and other related future actions,
- learning from implementation approaches in a sensitive operating environment such as Abkhazia which could be replicated or adjusted in similar settings.

In line with the ToR, the evaluation was guided by an Evaluation Reference Group (ERG), consisting of one member per implementing agency in the project: UNICEF Chief Field Office, Head of Base of AAH Abkhazia, Manager of AMRA-2014. The duty of each ERG member was to comment on draft assignment reports. The ERG *'acts as a sounding board for the evaluation to foster transparency and participation and to review key evaluation deliverables. The ERG will not have any formal evaluation management responsibilities. It will act in an advisory capacity and provide inputs on all main evaluation deliverables that are expected to strengthen the quality and credibility of the evaluation.'* (from the ToR).

The evaluation was conducted by an expatriate senior consultant and a local consultant (see Annex 5). Field logistics (mainly transport) were provided by UNICEF. The evaluation consisted of an Inception phase, a field (data collection) phase and a reporting (including analysis of data) phase. The evaluation was structured along the OECD/DAC criteria Impact, Relevance, Effectiveness, Efficiency and Sustainability, in line with the ToR. The DAC criterion Coherence was added, to obtain insight in how the project related to the goals and development strategies of the key partners (including UNICEF). The outputs (deliverables) of the evaluation are: draft and final Inception report, collected and partially structured data, draft and final Evaluation report, Evaluation brief. Envisaged outcomes of the evaluation are: improve similar future projects and the functioning of involved stakeholders in such projects through accountability to and learning (including ways forward for similar projects) for main stakeholders (UNICEF, AAH, AMRA-2014 and other key WinS stakeholders in Abkhazia).

2. Approach and methodologies

The approach and methodology were guided by UNICEF's revised Evaluation Policy, the Evaluation Norms and Standards of the United Nations Evaluation Group (UNEG), UNICEF Procedure for Ethical Standards in Research, Evaluations and Data Collection and Analysis, and UNICEF's reporting standards. The ERG reviewed and validated drafts of the Inception and the Evaluation Report. All methods used included and complied with proper evaluation and ethical standards approved by UNICEF's regional Long-Term Agreement contractor that provides an ethical review service (the international Ethics HML Institutional Review Board) (Annex 12).

An Evaluation Matrix (EM; see Annex 6) was developed based on the evaluation objectives, divided over the six earlier mentioned DAC/OECD criteria, and other requirements in the ToR. The EM guided the evaluation, with evaluation questions (EQs) per DAC/OECD criterion, EQ topics, performance indicators and their targets, and the data collection methods and data sources used during the evaluation to obtain information per topic or group of topics. Assumptions were identified separately from the EM (because many concerned overall assumptions not connected to one part of the EM) in the form of potential limitations, their risk levels and ways to mitigate them (see further on).

Throughout the evaluation, a gender equality, equity, and human rights-based approach and focus was applied by disaggregating data collection, structuring and analysing on these aspects as much as possible in their interrelation with all other subjects of the evaluation and the project.

Schools to be visited for the assignment by the local consultant were selected randomly by the lead consultant. From the total list of schools covered by the project, with eyes closed he pointed his finger each time at a school in the list until he had two randomly chosen schools per district (coinciding with the number of schools to be visited as determined during the Inception phase). After that, UNICEF proposed a maximum (set by the lead consultant) of four of the sixteen selected schools to be disregarded, with clear arguments (one school was too close to the militarised boarder zone, two schools were still in the initial stages of construction and one school was selected twice as it appeared on the total list of schools twice). For these four schools, the lead consultant selected four other schools, using the same random selection procedure again. The final list with schools selected to be visited during the assignment is presented to the right (green and red coloured schools).

Table 2 Schools covered by the evaluation

School	District
Bzyp #1	Gagra
Lapstarkh	Gagra
Khyatskhya #1	Gali
Shashikuara	Gali
Achandara	Gudauta
Bambora	Gudauta
Katsikyt	Gulrypshi
Pshap	Gulrypshi
Kutol	Ochamchire
Kyndyg	Ochamchire
Lower Eshera	Sukhumi
Yashtuha #2	Sukhumi
Sukhum city #01	Sukhumi city
Sukhum city #07	Sukhumi City
Galkhuchi #2 (Pervogal#2)	Tkvarcheli
Tkuarchal city #2	Tkvarcheli
Bagardny	Gudauta

In the above list, the blue coloured school was added, while the initially selected red coloured schools were not visited. Altogether fourteen schools were visited. Reasons for the changes: during the field visit by the local consultant, the construction works in Bzyb 1 school were not yet completed. Therefore, UNICEF advised to replace it with Bagardny school. The 2 schools in Sukhumi were not visited due to lack of time, while it was felt that the visits to fourteen schools (in each of which three to four FGDs were conducted, at least one with teachers, one with mixed (boys and girls) students and one with adolescent girls), in combination with interviews with other key (non-school) stakeholders, provided a clear and representative picture of the project interventions and accomplishments in the schools. A slight limitation is that the focus was mainly on rural and less on urban schools (2 urban and 12 rural schools), mainly because most project schools are located in rural areas.

For the data collection, a participatory and mixed-method (qualitative + quantitative) data collection approach was used, because the combination of these methods was believed to be effective in obtaining proper and diversified information in regard to the evaluation objectives and the related EQs and topics, also enabling cross-checks between the results of the different methods, enhancing data accuracy and coverage. They are summarized in the below table (see Annex 4 for more details).

Table 3 Summary of data collection methods used in the evaluation

Data collection method	Description
Literature review	Relevant literature, project reports and databases were reviewed with a focus on the questions, topics and indicators specified in the Evaluation Matrix (Annex 9).
KII	The lead consultant digitally interviewed representatives of UNICEF, AAH and AMRA-2014 several times. Representatives of 2 District Education Departments, 2 SESs, 2 local contractors and 2 nurses, were interviewed by the local consultant. For each stakeholder type, specific questions were used related to the evaluation questions, topics and indicators in the evaluation matrix (see Annex 9). The key informants were selected in close collaboration with UNICEF.
FGD	FGDs were conducted with groups of pupils (mixed and girl groups), and groups of teachers in each of the fourteen randomly selected project schools (see above) divided over all eight districts, with per stakeholder group type specific questions related to the evaluation questions, topics and indicators in the Evaluation Matrix with a focus on inclusiveness, equity, gender, vulnerable and disabled persons, girls (e.g. in regard to MHM and other gender related aspects), etc.
Meeting	Regular meetings were held with key staff of UNICEF and the ERG to discuss progress, obtain and finetune information, etc. The lead consultant took notes and decided with UNICEF, other stakeholders and/or the local consultant on adaptations to be made in the assignment as a result of the meeting outcomes.
Consultative workshop	Consultative workshops (often called meetings, as the difference was not always clear) were held with UNICEF and the ERG to further obtain, finetune and cross-check information and insights. Notes were taken and used, together with UNICEF and the ERG, to decide on adaptations in findings, conclusions, recommendations.
observations and informal talks	At the end of each FGD in a school, also a short walk was conducted by the local consultant and some of the participants through the school area, to observe the WinS facilities and to informally talk to these participants and other persons met during the walk, in regard to the WASH situation in the school.

Quantitative information was not gathered, because of (a) the complexity and broad scope of the evaluation, (b) the expected required timeframe, and (c) the involved lengthy approval procedures. The quantitative data that was reviewed, was obtained through secondary data sources (literature, reports, databases, etc.). As the lead consultant could not visit Abkhazia, all in-person data collection was done by the local consultant.

Where relevant, data and their collection were disaggregated as much as possible in regard to gender, ability, language group, age, etc. The mainly qualitative focus limited the options to verify quantities and numbers achieved. This could largely be mitigated though through the quantitative data found in secondary data sources, especially project reports.

The observations, FGDs and KIIs did not provide complete proof of the quality of the WinS facilities realised. It is for instance difficult to see after construction whether the concrete in a facility is of the proper mixture and/or has cured properly, or whether tiles were fixed fully properly to the walls and floors of toilets. However, through thorough observations, study of the photographs, and through interviews with contractors, involved AAH and UNICEF staff and school staff, a believed sufficient impression about the quality of the WinS facilities was obtained.

UNEG compliant ethical and gender standards guided the evaluation. The ethics of the evaluation were approved by an external international Ethical Review Board (see Annex 12). They are described in detail in A4.3.7 and have been applied, among others, in the interviews, FGDs and observations described in Annex 9, including customized ethics for FGDs with children.

Table 4 Limitations, initial risk levels and prevention and mitigation measures taken during the evaluation

Potential limitation or bias	Initially anticipated level of risk	Prevention and mitigation measures taken *(the Inception report describes the mitigation strategies that were developed for each potential limitation; see also Annex 4)*
Limited time for the assignment	Medium	The consultants worked time-efficient. Time was lost however, due to the ethics procedures, the time needed for feedback on draft reports and the Christmas holidays. As a result, the deadline for the assignment was changed to end of February 2025.
Uncooperative stakeholders during data collection	Medium	All stakeholders participated well in the FGDs, interviews, meetings and other activities of the assignment.
Lack of reliable disaggregated data in Abkhazia	Medium to high	Most data were said to be valid for all students. Data could be disaggregated regarding numbers and level of suitability of WinS facilities (especially toilets) for girls and handicapped persons, and MHM education and awareness raising for girls.
Stakeholders not sharing data fully or properly	Medium to High	This limitation/bias did not occur.
Impossibility for the lead consultant to visit Abkhazia	High	A large part of the qualitative data collection was done by the local consultant, guided digitally by the lead consultant which went well enough.
Information by a limited number of informants not representative for the actual situation	Low	This limitation did not occur because the total number of interviews and FGDs was altogether quite high. And a lot of additional information was collected through additional questions to different stakeholders, extra literature review, etc.
Participating children affected psychologically due to sensitive issues discussed	Low	No problems materialised. Only menstrual health aspects were sensitive which was mitigated through involvement of female teachers selecting and preparing girls for the questions and observing the activity.

Structuring and analysis of all information was done per topic and indicator in a findings template. The information was synthesised in an iterative and cumulative process, including consolidation of all information, cross-checks between information sources (including relevant literature), identification of gaps in the information and comparisons of (cross-checked) information from the different information sources. This process included strict controls, verifications and where needed adaptations by the lead consultant. The results were used to develop the deliverables. In the process, where possible, the data were disaggregated by sex, ability, location and other relevant dimensions, and incorporated gender and human (including child) rights. Meetings and informal validation workshops were also conducted, digitally and/or in person, to analyse, discuss and verify the findings, conclusions and recommendations with key persons and key groups (mostly UNICEF staff and the consultants' team). See Annex 4 for more details.

The deliverables were developed by the lead consultant in a participative way, involving the local consultant and key stakeholders, and was based on all the information collected and the insights derived from the information through its structuring and analysis. During the process, involvement of and feedback by UNICEF and the Evaluation Reference Group (internal quality assurance) and the external quality assurance mechanism referred to in the ToR ensured:

a. optimal interpretation and understanding of all information obtained,
b. fulfilment of all criteria laid down in UNICEF's check lists for Inception reports and Evaluation reports, and
c. directions in the conclusions and recommendations that will be embraced by all stakeholder parties.

Draft deliverables were submitted first to UNICEF for control and feedback. The feedback was processed into final draft deliverables that were subsequently submitted to UNICEF and the Evaluation Reference Group, and subjected to the described external quality assurance mechanism.

Further details about the approach and methodology are presented in Annex 4.

3. Findings – general

3.1 WinS and child protection roles and responsibilities

The school structures and persons with WinS and child protection related roles and responsibilities in schools, include:

- Principal. The principal is responsible for the overall management of the school. If there are any questions or problems, he should report to the administration. After the completion of the construction, the principal has to appoint a focal person who is responsible for the O&M of the WinS facilities. The focal person can be a caretaker/handyman, the head teacher, or sometimes even the principal him or herself. (UNICEF)
- Teachers. Teachers give classes to the students following the syllabus.
- School / Parent committee. This committee is involved mainly in organising out of school activities, such as class fund, gifts, excursions and any other event outside of school. Usually, schools have one School committee. This committee also deals with organisational issues. It is overlooking WinS and child protection in schools in general terms only. (I2, UNICEF).
- School steering committee. Each school has a steering committee which consists of teachers and sometimes the principal. The school steering committee identifies vulnerable children and signals identified vulnerable children to social workers. The committee has no responsibilities in regard to operation and maintenance of or any other activities related to WinS facilities. (I2, UNICEF).
- Social workers. The child protection part is covered through training on psycho-social support for social workers. Many are teachers in the schools who do this on a voluntary basis, others are employed by district administrations (I2 and feedback by local consultant).
- Community. The ToR states that the community should also be covered by the evaluation. With UNICEF it was decided that the community comprises the students, teachers and the parents of the students of the schools covered by the project. (I2).
- Nurses. For schools under 50 students, no nurse is based at the school, but sometimes there is a nurse in the village who visits the school sometimes for vaccinations etc. In bigger schools a nurse may be staff of the school. (I2). Where there is a nurse, he/she (mostly) may have a role in awareness raising and informing students about WASH aspects, especially hygiene and health issues, and for adolescent girls also MHM awareness raising as an important topic. However, many schools have no access to a nurse and where there is a nurse her role in WASH awareness raising in the school is not always large.
- Youth clubs. If a school has a youth club, which is hardly the case in any of the project schools, it is usually one club consisting of senior students. They organise or help with organising events at school: entertainment, educational, holidays, etc. They sometimes carry out WASH-related events, e.g. awareness raising in regard to climate change and the environment in relation to WASH. (UNICEF).
- Cleaners. Often, one cleaner is responsible for cleaning the school, even if the school is large, sometimes there may be two. The salaries of cleaners are very low, so they do not take on additional responsibilities. In some cases, when there is no possibility to allocate money for a cleaner, the teachers themselves do the cleaning. (UNICEF).
- Handymen/caretaker. If a school has a handyman, this person is usually also responsible for the operation and maintenance of WinS facilities. He/she must ensure that WinS facilities are working properly and, if any problems in this regard arise, solve these. (UNICEF).

3.2 Logframe, indicators, monitoring and reporting

Table 5 Summary of Logframe, indicators, monitoring and reporting

Topics of interest	Findings	
Logframe and indicators	A clear Logframe was drawn up for the project, but it has several shortcomings. Outputs and outcomes in the Logframe are linearly connected and not (fully) aligned with the activities, outputs, outcomes and their indicators in the project reports. Also, indicators on quality and appropriateness of project activities and outputs are largely absent in Logframe and reports, although some is described narratively. Furthermore, output and outcome indicators are often mixed while outcome indicators are not always representative for the outcomes they are attached to. This made it difficult to get proper insight in the envisaged project achievements and the quality and appropriateness of the project activities, outputs and outcomes. A Theory of Change was developed retroactively by the lead consultant (Annex 6) laying the basis for the Evaluation Matrix (Annex 7) and the findings described in this report (chapters 3–9).	
Monitoring the school project activities and results	Although the AAH engineers and UNICEF staff do not monitor and document standard controls and quality indicators per type of work, there is sufficient guarantee that the monitoring is solid, because different engineers and staff with at least a reasonable level of relevant technical knowledge monitor the works on a regular basis. In addition, local contractors are motivated to do a proper job as they can be contracted again if they perform well. They also gain skills through the works. There is also a quite effective and well organised controls through photographs of each work stage sent by the local contractors, to be approved each time by AAH and UNICEF. Lastly, there is a final check list with indicators and standards for the finalised project results. Although this list is not sufficiently complete, it covers essential aspects of the finalised WinS works. Altogether, this is good practise, with some scope for further improvement. The camera of SDC for borehole inspection, was not very useful. Monitoring of master classes and WASH teaching is done by AMRA-2014, but is not fully structured.	If all is found to be in order after testing the finalised WinS facilities for a week in a school, an 'Act' is signed for the handover of the WinS facilities to the school. However, this 'Act' has no clause that if within a certain long enough period (e.g., half a year), construction errors are still detected, AAH and/or the involved contractor are obliged to solve the problems.
Reporting	Reasonable insight is obtained through the different reports in the activities implemented and what was accomplished. UNICEF reports present the overall project results within the project Logframe structure but give little detail about quality, relevance, appropriateness and utilisation of the outputs and limited information about the outcomes. AAH's progress reports provide proper details about the constructions per school plus photographs of parts of the works done showing the 'before' and 'after' situation. The AMRA-2014 progress reports detail what was done, how much was done and accomplished per output and what the bottlenecks were, but provide little detail on the quality and appropriateness of activities and outputs and little information about the outcomes.	

Logframe and indicators

The Logframe of the project is presented in the UNICEF document L13. The Logframe provides proper insight in the outputs and activities of the project as well as the envisaged outcomes. However, several shortcomings were observed, both in the Logframe in L13 and in the Logframes used in the progress reports of the two other implementing organisations (AAH and AMRA-2014):

- The project Logframe of UNICEF (L13) makes a linear connection between outcomes and outputs, meaning that each outcome is connected to one separate group of outputs. However, in reality some outcomes are also effectuated by outputs placed under other outcomes and some outcomes contribute to other outcomes. In the retroactive Theory of Change (in Annex 6), this has been adapted, showing the actual and often non-linear relationships between outputs and outcomes of the project.
- While the Logframe used by AAH in its progress reports (L10–L12) coincides with the UNICEF Logframe (L13), the Logframes used by AMRA-2014 in its progress reports (L5-L7), do not coincide with each other nor with the UNICEF Logframe (L13).
- Outputs and outcomes mainly comprise targeted vs. realised numbers, but do not or only partly cover quality and appropriateness of the outputs[1] and project activities.

[1] Examples:

- Several of the 'output indicators' for the interventions of AMRA-2014, both in the Logframe (L13) and in the AMRA-2014 progress reports are more outcome than output indicators. Mixing output and outcome indicators is confusing for the reader as he/she may not be able to understand or interpret the figures correctly.[2] Also, in some cases an output is presented as an outcome. For instance, to realise proper WinS facilities is not an outcome but an output (I14).
- Fulfilling the indicators under an outcome in the Logframe does not always guarantee that the outcome is achieved. For instance, if the 80% of the targeted schools has a WinS infrastructure maintenance plan (the only indicator and its target for outcome 2), this does not guarantee that 80% of the targeted schools have sustainable management of WinS facilities (outcome 2 in L13).
- In regard to the surveys held, it is observed that the questions are limited and the numbers of respondents were limited, while quite serious conclusions are drawn from them in respect to impacts and outcomes. For instance, a survey was sent to 20 school directors with only 5 general questions. The results were used to conclude about the impact of the project, notably the well-being and school attendance of the students, without interviewing or surveying students themselves in statistically sound numbers about these aspects.
- For several indicators 'surveying' is mentioned as the method to obtain information about the indicator, but the information about these indicators was not obtained through surveys.
- The SDG service levels regarding SDG6 in L8 (the baseline study for the project) are based on the JMP WASH ladder scores. However, this provides a simplistic impression of the WinS situation as the JMP ladders comprise very limited sets of indicators.

- The indicators about the realisation of WinS facilities by AAH (outputs 1 and 2 in the Logframe in L13, as also used by AAH), comprise numbers of water and sanitation facilities to be realised. There are also indicators about qualitative aspects, but these are not specified (e.g. 'the WinS facilities comply with international/WHO and locally adapted standards' and 'include gender separation and special designs for children with disabilities'). Hence, indicators about quality, appropriateness and coverage are missing, including aspects of gender separation, special designs for children with disabilities, etc. Some of these aspects are described narratively in the progress reports though. In several interviews it was mentioned that AAH and also UNICEF engineers did control the construction works, including qualitative aspects (I4, L10-L12), but the documentation was incomplete and difficult to find in the reports (that focused mostly on describing the process realised) and/or general.
- The indicators for the AMRA-2014 outputs mainly consist of targeted numbers and percentages of persons, schools and institutes that are trained, have established practices or documents, have clean WinS facilities, and/or have desired skills, knowledge and/or behaviours. The descriptions focused on the process and progress, with some qualitative indicators (e.g. the criteria used for the selection of local printers), details of the types of outputs realised (types of WinS facilities, posters, guidelines, etc.), delays of the project, names of schools covered, contractors hired, main bottlenecks encountered and proposed ways forward. The reports however, do not provide insight into aspects like coverage (of facilities versus number of students), and quality and appropriateness of the activities and outputs realised (e.g. training activities, WinS facilities, quality of the WinS component put in the school syllabus, etc.), results of water quality tests, etc. although the descriptions in the progress reports did often clarify such aspects partly in narrative ways, e.g., in which aspects participants were trained.

[2] Examples:

- The indicator '% of sanitation facilities in the targeted schools that are clean, functional and include menstrual hygiene management', is composed of different elements that mix outputs and outcomes. The indicator, 'functional sanitation facilities' is a result of the inputs by AAH and as such concerns an output, while cleanliness and menstrual hygiene management are results of changed behaviours and as such concern outcomes.
- The indicator '# of educated students' which was used as an indicator for the output 'Schools covered with Master classes'. The master classes comprised education by a consultant hired by AMRA-2014 in classes with students in which teachers and principals were present to observe how such classes are to be conducted. But the numbers reported for this indicator represent the numbers of educated students through WASH classes that were subsequently conducted by the teachers as an effect of these master classes + the presentations they received about the educational and promotional materials earlier. Hence, the indicator is in actual fact an outcome indicator.

- In the Logframe (L13), in some cases indicators are used for outcomes that together do not provide proof of the level of achievement of these outcomes and/or are difficult to measure or understand[3]. The same goes for some of the outputs[4].

Monitoring the school project activities and results

AAH engineers visit each school where construction works are ongoing on average twice a week (feedback by AAH) while the UNICEF WASH specialist visits each site regularly as well. Sometimes they visit a site together and sometimes they split up to visit one or more nearby school construction sites simultaneously as to make efficient use of the available human resources. Both staff monitor and control the quality of the works against agreed standards. They correct things on the spot if they feel something is not in order (sometimes after consultation with the AAH office), then during next visits they check whether the corrections were executed properly[5]. During the visits they also liaise with school stakeholders (often the principal), for instance if the school wants things differently, or if the school doubts about the quality of the work by the local contractor. In such cases, the AAH engineer(s) discusses the issues at hand with the contractor, keeping in mind that additional wishes of a school often lead to higher costs and not always to better quality and/or appropriateness of the WinS facilities. In some occasions, an AAH engineer and a monitor separately observed and monitored aspects in the schools so AAH could compare the results of the two persons (I4, L9/11). The monitoring also identified how the school management operates and maintains the WinS services (L15), although this was not a focus. When needed, UNICEF staff assist to get things done with the district administrations (that have to agree with the works, etc.). UNICEF staff keep notes about the field visits in personal field notebooks and in an informal excel sheet. (Feedback by UNICEF, L16). The Excel file shows that detailed controls and corrections are done and documented (L32). After the AAH engineer(s) arrives back in the AAH office, there is also a discussion about each visited site. During such discussions, also decisions are taken if it is felt that further measures to improve things are needed that have not yet been taken (Feedback from AAH). The engineers, the UNICEF WASH specialist and the AAH office base themselves on technical criteria and standards which however are only partly documented (e.g., in the final checklist used by AAH; L34).

Another monitoring method used for the construction works, is that for each step in the construction works, contractors have to send photos to the AAH office. They have to wait for approval of the photos by AAH before they are allowed to continue with the next construction step. This enables AAH to critically assess the photos, e.g., whether wiring in a toilet is properly done and compare things to the technical designs. (I4). New innovations regarding design and quality and simplified work procedures were also developed and introduced during the monitoring visits. As a result, the site visits have contributed to improved efficiency, security and effectiveness.

Once the constructions are ready, there is a 'test mode' week. If during this week any issues are found, the local contractor has to rectify the fault. After the test mode week, an Act of completion of work is drawn up, as well as a handover document which is signed by

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[3] For example, students using improved WinS facilities is not a good indicator for outcome 1 (*local contractors applying proper standards in their works on WinS facilities*). Indicators for this outcome should be about the quality of the works and the quality, safety, access, etc. of realised facilities. For outcome 2 (*Sustainable management of WinS facilities is strengthened*), the indicator *'Per cent of targeted schools that have a WinS infrastructures maintenance plan'*, does not proof that the management and the related O&M of the WinS facilities is good, because a plan is just a plan. (L4 – L12).

[4] For example, output 3 in L13 (*10 local contractors are certified according to WASH international standards*), has indicators *(# of selected contractors* and *# of working hours created for the contractors*) that together do not proof or make it likely that the output is realised. However, in the AAH progress reports (L10-L12), the descriptions focus on the training of the local builders, which narratively says something about output 3. Hence, logical indicators like *'# of hours of relevant training per local builder'* and *'# of local builders who completed the training(s) successfully and received the certificate'* were missing.

[5] For instance, during one of the monitoring visits, AAH and UNICEF engineers discovered some errors in plumbing works. The contractor was directly given instructions how to correct these errors. (L11).

the principal of the school, the contractor, representatives of the district authorities, AAH and UNICEF. After control of all project schools covered in a year (or construction round), UNICEF submits a Certificate of Substantial Completion to AAH, informing that the WinS facilities in the involved schools have been inspected and all works specified in the scope of works for these schools have been completed and approved. (L9/11/30/31/34). Shortcomings, challenges and issues include:

- The assessment of the realised WinS facilities by AAH was a one-time event on top of the regular monitoring actions exercised during and shortly after the construction works (regular visits, assessment of photos of each construction stage, filling check lists of finalised WinS facilities) (I4).
- The monitoring actions, controls and notes by experts depend on the personal experience and motivation of these persons and are not formalised. However, there are ample cross-checks between the different information sources. It should be noted that formalising (a) monitoring of construction works and results, and (b) teaching and awareness raising events, is difficult considering the many situations and types of actions/works at hand.
- The borehole camera lent to UNICEF for borehole inspection was only used a few times, mainly in shallow wells where the additional value of such an inspection is limited (borehole camera inspection is most useful in deeper boreholes). Boreholes were hardly part of the project and wells are shallow with water tables at 3 to 5 m (sometimes 10 m) below the surface. The design of the well lining or (sometimes) borehole casing is not very important in such wells (and sometimes shallow boreholes) and as such does not need to be inspected in detail as is possible with a borehole camera. (I12).
- AAH reported that the contractors worked 18,000 hours both in 2022 and 2023. This is strange as usually there are difference in hours of work per school. The figures are probably not based on measurement of the numbers of hours worked in each school but on general estimates, because in both years the number of schools covered by AAH was the same (I4, L10, L11).
- AMRA-2014 health instructors also did an assessment in all schools using the same indicators as were used in the baseline study for the project and which resulted in the School Atlas (L1). AAH did a technical assessment in part of the project schools (L41), but this report was only available in draft at the very end of the evaluation. Despite its draft status, it was used in this report as well as possible.
- Prior to the handover of the WinS facilities and other project results to the school, making the school owner and responsible for properly sustaining the WinS facilities as laid down in the handover document (L30 is an example of the document for a project school), an 'Act of acceptance and transfer of sanitary facilities check list' is filled (L31/34). This check list contains indicators and minimum standards for finalised WinS facilities and checks against the plans and agreements, and also contains indicators for other project inputs (school plans and protocols, level of satisfaction with the project results, teacher education, student WASH education, etc.). It is a good check list, also covering gender, age and ability differences of the students, but it is not sufficiently complete. It does for instance not check whether the total number of toilet cubicles is sufficient, whether water pressure and continuity are sufficient, etc. Also, the 'Act' gives full responsibility for O&M and repairs of the WinS facilities to the school and has no clause that if within a certain long enough period construction errors are detected AAH and/or the involved contractor need to solve the problems.
- Monitoring of the master classes and sometimes WASH teaching by teachers to the students, is done by AMRA-2014, which reports about it to UNICEF. The monitoring is based on experience and a checklist of what needs to be done and how. There are no pre-set indicators and standards though.

Reporting

The project donor reports of UNICEF present the overall project results (describing what activities were done, bottlenecks encountered and planning versus accomplishments) within the project Logframe structure up to the reporting date. Little explanation is provided though of quality, relevance and appropriateness aspects and utilisation of the outputs and outcomes. (L14-16). Overviews of the types of outputs realised (water, sanitation, hygiene) and numbers of boy and girl students per school are presented in an Excel document (L17) including a level score per school in regard to WinS. It is however, unclear what each level means and how it has been determined per school.

The main overviews of what has been accomplished by the contractors in each school, are provided in AAH's progress reports (L10-12), providing descriptions of the interventions per school plus photographs of parts of the works done showing the 'before' and 'after' situation.

The AMRA-2014 reports (L5-7) are detailed in describing what was done, how much was done and accomplished per output and what the bottlenecks were, but provide little detail on the quality and appropriateness of activities, outputs and outcomes.

4. Findings - Impact

4.1 EQ1 Benefits for schools and students

Full evaluation question: How did the schools and the girls' and boys' education and well-being benefit from the project[6]? Where relevant and possible, the answers should be disaggregated by ability, sex, vulnerability, age and language group.

Table 6 Summary of benefits for schools and students

Topics of interest	Indicators	Targets	Findings	
Well-being among students and other school stakehol-ders	% of students and other school stake-holders claiming improved well-being as a result of the project.	100%	There is improved well-being and comfort, and probably reduced absenteeism among students and other school stake-holders in all schools as a result of the project. The findings are partly based on (proxy) survey data but mainly on statements by students + teachers during FGDs in visited schools. No unexpected effects or impacts were found.	
	% of community members, reporting functional protection of boys + girls, enabling them to respond to child rights violations	80%	No information found	
Sufficiency of used functional school WinS facilities	% of schools with sufficient functional WinS facilities used by all school stakeholders.	100%	Numbers, quality, functionality, availability and use of the WinS facilities and items realised are mostly good enough.	WASH aspects insufficiently covered: • poor biological water quality in many schools, • intermittent water supply in many schools, • toilets for disabled students: 3 schools had none (L41), 2 schools on an upper floor, • clogging of sewers in 2 schools, • poor quality toilet parts in 1 school, • improper separation of toilet spaces for boys and girls in 1 school.
WASH awareness and behaviours in schools	% of students and adults in targeted schools practicing key hygiene behaviours.	90%	The project has improved hygiene behaviours for all students and teachers in the majority of the project schools. This is partly a result of improved and intensified hygiene education and assistance by teachers and partly nurses as an effect of the project, and largely a result of improved access to proper WinS facilities due to the project.	
	% of teenage girls who properly manage their menstrual hygiene in privacy and dignity	100%	Most teenage girls manage their menstrual hygiene in privacy and dignity due to (a) improved WinS facilities by the project, (b) awareness creation and assistance by teachers and nurses as an effect of the project, (c) information they get from their mothers and find at the internet, and (d) the menstrual materials they buy and bring to school themselves.	
	% of schools with a more child-friendly school environment.	80%[7]	There is some (proxy) indication of more child-friendly schools as 72% of principals in 20 surveyed schools indicated that there is less absenteeism. Also, respondents in most FGDs in the schools stated they now have sufficient and well-functioning, nearby WinS facilities, also confirmed by a check of the realised WinS facilities against minimum standards. In addition, most school teachers were trained in improved teaching skills. Altogether, these achievements can be assumed to contribute to improved child-friendliness in most of the project schools.	

[6] Aspects like well-being can often not easily be measured and/or attributed to a project. In this evaluation, impact is therefore addressed in two ways:
1) Survey findings among school principals and students, and feedback by school level respondents about how their learning and well-being have improved as a result of the project inputs.
2) Information about the project results and how these are used, which according to the MEP (L18) provides an indication of impact.

[7] The project Logframe (L13) has different indicators for 'enhanced child-friendly school environment' (improved education by teachers and functional child protection mechanisms in communities) which however, are not directly related to child-friendly environment in schools.

EQ1.1 Well-being among students and other school stakeholders

AMRA-2014 conducted surveys that were meant, at least partly to obtain information about the project benefits among students and schools.

Table 7 Surveys conducted by the project

Year	Type of surveys conducted	# of surveys conducted	Survey questions	Survey results	Sources
2023	Survey for students	21	The survey consisted of 14 questions to determine the level of knowledge about healthy lifestyle and personal hygiene, environment/climate change and about the proper use of WinS facilities	Out of 14 questions, 238 right answers were given (81% of all 294 questions) and 56 wrong answers (19%).	L6, L16, I3
	Telephone survey for principals (on request of UNICEF)	20	Did it become easier to recruit teachers for your school?	6% Yes / 94% No	L6, L16, L33, I3, I6
			Did more parents send their kids to your school?	56% Yes / 44% No	
			Was there less absenteeism of school kids in your school?	72% Yes / 28% No	
			Did some further investments/improvements follow after the interventions in your school?	28% Yes / 72% No	
			Are there any other changes/challenges to mention which happened after the interventions?	28% Yes / 72% No	
2024 - date	Survey for students	0	NA	NA	

The telephone survey conducted by AMRA-2014 in 2023 among principals in 20 schools where sanitary facilities were renovated, provided some indication of improved circumstances and attractiveness of the involved schools as a result of the project inputs. L16 states that '*The results [of the survey] indicated that improving of the WinS facilities positively affects academic performance, reduces absenteeism and the incidence of illnesses*. However, the survey only covers absenteeism, not academic performance and incidence of illness. Also, the well-being of students in general is not covered. However, the reduction of absenteeism could to some extent be regarded as a proxy-indicator for improved well-being among students. The explanations given by principals during the surveys, show that in some schools there were still, mainly minor, problems with WinS facilities but these were often solved by the schools themselves. The number of surveys conducted was low; therefore, care should be taken as the results may not be representative for all project schools together.

The survey for students focused on knowledge of the involved topics among students, which as such provides no proof of improved well-being, although knowledge is one aspect of awareness (Knowledge, Attitude, Practise). If these three awareness elements are OK, then through the MEP (L18), it is safe to assume that there is an impact in terms of health and well-being. The survey unfortunately did not cover aspects of attitude and practise.

During the FGDs, indications of improved well-being and comfort were expressed with terms like 'improved safety', 'warm water' (FGD1/5/6/7), 'convenience of indoor toilets' (FGD2/29), 'the children now feel safe using the new toilet' (FGD8-30/32/33), etc. In the schools suffering from intermittent water supply, poor water quality or design errors (e.g., the improper separation of boys' and girls' toilets in one school[8]), the well-being has improved slightly less. Nevertheless, in almost all schools, respondents claimed that:

'The project benefited the school, the students and the staff', and

'All different groups of students benefited equally from the project'.

[8] School teachers of this school explained: *'The project decided to make the toilets inside, but they combined the common space for boys and girls. Now the students are uncomfortable to use these toilets. Instead they often use the old ones outside. Only teachers use the new toilets inside the building.'* (FGD4).

In a few FGDs, students stated that their parents and the community members did not learn anything or benefit in any other way from the project (FGD34/37).

A SES representative stated, that he noticed that after the project in a school, the toilets are kept clean, children wash their hands more often and pay more attention to hygiene, and adolescent girls address 'women's health issues' in a clean and safe environment. He also indicated that children and teachers claim that things have become more comfortable and safer due to the toilets and sinks realised by the project inside the schools. (I9). Furthermore, the training to improve teaching skills of teachers, enhanced education by the teachers and this enhanced child learning and child-friendliness in the schools. No unexpected effects or impacts were found during the evaluation.

EQ1.2 Sufficiency of used functional school WinS facilities and items

Annex 10 provides overviews that summarise sufficiency and functionality of WinS facilities realised in the schools visited during the evaluation. The information is derived from interviews, FGDs and, where possible, cross-checked against reported figures.

In general, most school level respondents stated that due to the project training and the resulting WASH education by teachers, students of all types (age, religion, language group, girl/boy, ability, vulnerability, etc.) use the WinS facilities better, more regularly and consequently, and on equal terms (all FGDs). It was also often stated that the project WinS facilities are appropriate/suitable and sufficient for all types of students (I7, all FGDs). In all visited project schools, except one, a separate toilet for disabled students was realised (all FGDs). However, most schools do not have disabled students and are in other aspects also unsuitable for such students (feedback UNICEF and local consultant).

Hygiene products are purchased from the school fund with parents and sometimes even teachers contributing to cover the costs of these products (e.g. toilet paper, soap for hand washing, cleaning detergents, etc.). Schools do not provide hygiene products for girls (menstruation pads/tampons); every adolescent girl buys them privately (supported by their parents). This does not lead to problems among for instance more vulnerable and poorer girls, who were stated to also be able to purchase these items. (I8, FGD2).

Toilets are sufficient in most of the visited schools for both sexes and all ages. In several schools, there are even more toilets than required. In one school it was found that there is no separation of the space for boys' and girls' toilets. These toilets are therefore used only by the teachers. (FGD3/4). In 70% of the schools, the water supply, needed for flushing and hand washing, is intermittent. In two schools there was a problem with regular clogging of the sewers to which the toilets are connected. According to L41, over 80% of the schools have sufficient urinals (1 per 25-30 boys) and hand wash facilities, accessible for all ages. A suitable toilet is available in almost all schools for disabled students, although not all of them are easily accessible for such students. From an equity point of view, teachers are disadvantaged in some schools as there is usually just one toilet for them and it is not gender segregated. However, usually not all teachers are at the school at the same time and they can also use toilets for the children.

Water has two main problems: in about 50% of the schools the biological water quality is insufficient (depending on the season) (L38)[9], and in slightly over half the schools, the water supply is intermittent and can therefore not always be used, especially in winters.

Menstrual hygiene improved in most schools, mainly because the WinS facilities are as a result of the project more suitable for MHM (all FGDs). It was signalled that MHM is affected in schools with intermittent water supply (FGD9, FGD12). The girls bring their own menstrual pads to school or buy them at a shop near the school (all FGDs).

[9] In the tables in Annex 10, the % is slightly lower, because these tables only show the results of 14 of the 60 project schools, which does not fully coincide with the results in all 60 schools together.

EQ1.3 WASH awareness and behaviours in schools

General WASH awareness and behaviours

The survey among students (see EQ1.1) provides insight in the WASH knowledge and understanding of students regarding the topics taught to them. AMRA-2014 plans to do the same survey in 25 schools among on average 30 students per school. (I6). Different information sources confirmed that hygiene awareness and behaviours have improved in the schools. In its project progress report for 2023 (L6), AMRA-2014 states that '92% of children practise key hygiene behaviours, including COVId-19 protective measures.' (although AMRA-2014 admitted that it was based on the fact that 92% of the planned schools was covered that year) (I8). During most of the FGDs at the visited schools, teachers and students stated that students, who often do not have proper WASH conditions at home, not always knew how to practise proper hygiene behaviours before the project. It was claimed, that as a result of the project, the students learned from their teachers (who were instructed by the project) how to use WinS facilities and practise hygiene behaviours properly. Teachers also often talk informally about hygiene to the students, especially to the young ones who are more often not yet aware of hygiene issues and proper use of WASH facilities (FGD10/29/32). It was stated that this counts equally for girls, boys, disabled students, students of different ages and language groups, religions etc. and for teachers. (most FGDs). In a few schools, it was admitted that even after the project intervention, not all students use WinS facilities properly (FGD10/30).

Many respondents stated that due to a lack of proper WASH conditions, facilities and items, proper hygiene behaviours were not always possible before, but that thanks to the project, most schools now have properly designed, functional and well operated and maintained WASH conditions, facilities and items, enhancing proper hygiene behaviours significantly (most FGDs). Respondents indicated, that the students also keep the facilities clean as they understand it is for them while they also educate their parents (I4). In some schools, it was stated that the school staff monitor the proper hygiene habits of children every day and have discussions on WASH topics with the students once a week (e.g., FGD13).

Menstrual hygiene behaviours

During the FGDs, girls and teachers mostly claimed that the girls already knew how to safeguard their menstrual hygiene before the project (in some schools it was claimed though that before the project not all girls knew enough about it; e.g. FGD11/14/20/23/26, also stated in L16). The girls receive information on MHM from teachers and nurses[10]. They stated this is useful but that they usually also were instructed on this topic before by their mothers, and often also informed themselves on this topic through the internet (most FGDs). Many girls claim they are now better able to practise proper menstrual hygiene in the school in privacy and dignity, mainly due to convenient and more private access to improved toilet facilities and the better availability of soap, hand wash facilities, waste bins, etc. (all FGDs). The girls stated that the school does not provide menstrual material to them; they buy it themselves, often paid for by their parents, or they buy them in a shop near the school when needed (all FGDs). It was claimed widely by girl students, that they ask certain trusted (usually female) teachers (and sometimes, if available, the nurse) for help with menstruation issues if needed. (L6, most FGDs).

Child-friendly schools

The UNICEF 2022 progress report (which covers the year 2021, which concerns the one-year project prior to the project covered in this report) claims that 'Beneficiary schools increased their reputation by providing a more child-friendly environment, which contributes to better school performance for the kids. Contributing to the development of more child-friendly schools is one of the major goals of UNICEF in Abkhazia.' (L14). The

[10] In many FGDs, it was stated that there is no nurse. This usually means, that in the school and in the village there is no nurse at all. In such cases, villagers have to go to the nearest health centres (mainly in nearby cities) for medical services and schools are not supported in any way by a nurse.

project considered in this report also aims to improve the child environment in schools. The limited survey conducted among 20 principals in 2023 (L33) provides some (proxy) indication of more child-friendly schools as 72% of these principals indicated that there was less absenteeism which could be considered a proxy-indicator for increased child friendliness of the schools. Also, during the fieldwork for this assignment, it was indicated by respondents in most FGDs in the schools that they now have sufficient and well-functioning, nearby WinS facilities. This is also confirmed by a check of the numbers of WinS facilities against minimum standards for these facilities (see the overviews in paragraph EQ1.2). Also, in line with what is regarded in the project Logframe (L13) as an indicator for improved child-friendliness, in most school teachers were trained in improved teaching skills. Altogether, these achievements can be assumed to contribute to the comfort of children and improved child-friendliness in many of the project schools.

4.2 EQ2 Benefits for contractors

Full evaluation question: How did the involved contractors benefit from the project?

Table 8 Summary of the benefits for contractors

Topics of interest	Indicators	Targets	Findings
Main impacts & outcomes among contractors	% of contractors who improved (or expect to improve) their business results in terms of sales, turnover and profit, as a result of the project.	Not in Logframe	The contractors indicated that they benefited in terms of knowledge, experience, income and profit. The gained experience of working with an international organisation, including international procedures, standards, designs, contracts, etc. increased their potential for new and larger contracts in the future.

EQ2.1 Main impacts & outcomes among contractors

A contractor stated: *'Working with the project gave me additional knowledge and additional income. Thanks to the experience gained, we managed to get new orders and accordingly increase profits'* (I13). Another contractor stated: *'Working with this project gave us the opportunity to develop further and we gained new experience working with an international organisation. This collaboration has been a beneficial support for our organisation and will contribute to our work in other projects in the future.'* (I14). The contractors also gained experience in regard to procedures, technical aspects, rules and contracts fulfilling international standards. This makes them more attractive for future contracts, also from larger customers. (I4).

4.3 EQ3 Benefits for districts

Full evaluation question: How did district level stakeholders benefit from the project?

Table 9 Summary of the benefits for districts

Topics of interest	Indicators	Targets	Findings
Main impacts & outcomes at district level	% and # of district stakeholders that improved their enhancing, suppor-ting and monitoring of WinS in their district as an effect of the project.	Not in Logframe	Due to the project, SESs have more data and motivation to analyse and use these, but lack resources to support WinS. District Education Departments have less WASH problems to be addressed in schools for now (with new facilities causing less problems and shortcomings) but they lack resources and incentives to be a safety and support net for WinS. WASH platforms in the districts, set up by the project, are non-functional.

EQ3.1 Main impacts & outcomes at district level

Thanks to the project activities, the SESs have more data and an increased motivation to analyse and use these. However, the SESs do not have sufficient financial resources to

support schools with repairs of WinS facilities and may even suffer to check the quality of water in the schools (I9). District Education Departments stated that they already regularly monitored sanitary and hygienic conditions in all schools before the project. Together with the project, they identified the schools that were most in need of WinS support. The project support has made the work of the District Education Departments easier (less problems to be addressed and solved in regard to WASH related issues). (I15/16/17). District WASH platforms were erected by the project, but are no longer active (UNICEF).

4.4 EQ4 Benefits for the implementing parties

Full evaluation question: How did UNICEF and the involved NGOs benefit from the project?

Table 10 Summary of the benefits for the implementing parties

Topics of interest	Indicators	Targets	Findings
Main impacts & outcomes among UNICEF / NGOs	Project related learnings and capacities that have led to improvements in the organisation and/or its projects.	Not in Logframe	UNICEF, AAH and AMRA-2014 gained new experience in regard to the topics they were responsible for and in regard to the project type, which they expect to utilise in the future in similar activities and projects. UNICEF also knows what AAH and AMRA-2014 can accomplish and will use this in the future. The three organisations now know how to collaborate as a team which will stimulate future collaboration and possibly fulfil a role in finding funding for similar projects. SDC's in-kind and staffing support also helped to build a trust relationship between UNICEF and SDC, even though the borehole camera support was not very successful.

EQ4.1 Main impacts & outcomes

- UNICEF learned and benefited mainly from the experience of this relatively new type of project in Abkhazia. UNICEF intends to use the experience, including the feedback from this evaluation report, to develop and implement new WinS projects. UNICEF will also use the general project experience obtained through the project in other projects.
- UNICEF also benefited from the collaboration with AAH and AMRA-2014. It now knows these organisations well and is positive about them, and will use this to determine how to collaborate with them in the future. Similarly, AAH and AMRA-2014 know each other and UNICEF better, trust and have a motivation to collaborate with each other and UNICEF in future projects (feedback from the three organisations).
- SDC lent a borehole camera to UNICEF to enable better inspection of realised boreholes and learn from the experience, which however, was not very useful (I12). See also the explanation on this subject in paragraph 3.2. The support from the Twinning program was good and important, as it allowed more time for UNICEF staff to focus on key project aspects, as the Twinning program colleague assisted with administrative and reporting tasks, 'easing the bureaucratic burden' on the shoulders of the UNICEF staff (I12). The SDC support intensified the collaboration between SDC and UNICEF which has created trust and understanding on both sides which may result in more successful project collaborations in the future.

5. Findings - Relevance

5.1 EQ5 Coverage of priority needs at schools

Full evaluation question: Do the project interventions cover priority needs of students, boys and girls, and other school stakeholders of all abilities, vulnerabilities, sexes, ages and language groups?

Table 11 Summary of the coverage of priority needs at schools

Topics of interest	Indicators	Targets	Findings
School selection	% of schools selected through proper selection criteria.	Not in Logframe	UNICEF selected target schools based on data from the Atlas 2021 with the needs of the most vulnerable, including girls and children with disabilities, and geographic and language diversity as main criteria.
Coverage of priority needs of school level beneficiaries	% of schools, students and other school stakeholders claiming that the project has covered a high priority need.		**WASH.** The WASH information materials and teaching sessions were highly relevant. In most school FGDs, respondents indicated that the WASH activities and WinS facilities realised fulfil an important need of the students, teachers and other staff and that WASH facilities enable practise of what was learned. Some respondents doubted the relevance of toilets for disabled students as most schools have no disabled students and are in other aspects also unsuitable for disabled students. **COVID-19.** WASH related awareness on how to prevent diseases and discomfort caused by COVID-19 is highly relevant, but is not only related to COVID-19. **Environment and climate change** in relation to WASH is relevant, but usually also relates to other issues. **Child protection** and child rights with a WASH focus are relevant, but it incorporates the danger that other important child protection and child rights issues are not covered under the scope of this project.
Coverage of equity, gender equality, human rights, do no harm and leave no one behind principles, non-discrimination and non-exclusion	% of schools where school stakeholders claim that equity, gender equality, human rights, do no harm and leave no one behind principles, non-discrimination and non-exclusion have been properly and effectively addressed by the project.		These aspects are not covered as such in the methodological manual, but according to respondents in all schools all these aspects have been properly and effectively addressed by the project through the educational and promotional materials, the trainings and presentations to teachers and nurses, and through the WinS facilities that are gender, ability and age appropriate, and are equally accessible to all students and teachers.
Contribution by duty bearers	% of schools in which a significant part of the duty bearers contributed well to the project achievements		Both 'external duty bearers' (parents, authorities, local contractors) and internal duty bearers (schools in general, school teachers and staff) contribute to proper WinS within their capacities, mandates and knowledge.

EQ5.1 School selection

UNICEF selected target schools based on data from the Atlas 2021 (L1). In the selection of the schools, a special emphasis was put on the needs of the most vulnerable, including girls and children with disabilities, to increase their access to WinS facilities and services in schools, as well as geographic and language diversity. (L15). Each project year, AAH received a list of the schools which they were contracted to work in. (I4).

EQ5.2 Coverage of priority needs of school level beneficiaries

WinS. In a survey among 25 principals, the principals indicated to be very positive about the printed WASH information materials they received, and found the teaching sessions covered an important activity that should be conducted more often (L4).

In most interviews and group discussions in the schools, respondents indicated that the WASH activities of the project fulfilled an important need of the students, teachers and other staff. Some remarks included:

'This project made it possible to renovate the toilet and this is very important for both teachers and children, since the old toilet was outside and in bad weather and cold we had to go there. It was very difficult and inconvenient. Also, trainings on hygiene and how to use the toilet were very helpful, since many children did not know, and now we have the opportunity to tell them how to use the toilet and how often.' (I7).

This project has definitely benefited the school. Previously, there was no toilet at school. Children were forced to wait until the end of the school day or ask to go home early in extreme cases. (FGD5-7).

'All project activities were useful and highly necessary for the school.' (all FGDs).

In regard to the toilets constructed for disabled children, it was stated by one of the implementing agencies, that there are no disabled children in most schools as they go to separate schools and that the problem is that 'normal' schools are not suitable for disabled students, not only because of a lack of WinS facilities adapted to their needs, but also because of a lack of other necessary adaptations (e.g. no elevators in multiple story school buildings, no ramp to access the school, etc.) (I4). Also, teachers are often insufficiently knowledgeable and skilled and/or do not have the time to properly assist disabled students.

A few schools indicated they also have other pressing WASH related problems that were not tackled by the project (e.g., no showers, problematic heating, power supply, etc.), and which some schools try to and do solve themselves, but that the project covered several of the most pressing WASH problems in regard to toilets and partly water (FGD33/36/39).

Nurses who were trained by the project, indicated that the project improved their WASH knowledge. Before the project, they already had reasonable knowledge on many WASH-health aspects and their activities in schools always also included checking children for hygiene, cleanliness and tidiness of clothing, presence of lice and regularly conducting WASH talks with students. But as a result of the project, they now do these activities more often and better, which is highly relevant. (I10). In addition, a nurse stated that *'it is difficult to carry out educational activities and control the level of hygiene among students if there are no basic conditions, but now due to the project our hygiene and health education makes more sense'* (I10).

COVID-19. In 2022 AMRA-2014, concluded that 'Further strengthening the resilience among school children, education of a healthy lifestyle and good hygiene including COVID-19 prevention measures will continue to be a high priority' (L14). Question is, how relevant the specific attention for COVID-19 prevention measures still is in the context of the project objective, especially now that Covid-19 has evolved into an endemic disease with mild symptoms, comparable to other endemic diseases (e.g., flu) that for their prevention require similar hygiene measures and behaviours. The presentations and visual materials provided by the project cover precaution measures related to COVID-19, especially handwashing, etc. They touch upon the issues of COVID-19. However, these are for a large part also regular hygiene measures. In the methodological manual, first COVID-19 was a separate subject, but later the COVID measures were taken up as part of the other subjects. There still is a COVID-19 poster (about distance from other persons, not shake hands, etc. and also other infectious diseases that need similar measures). (I6).

Environment and climate change. In relation to the project objective, the level of relevance can also be questioned for AMRA-2014's statement that 'The global aspects of environment and climate change with special regard to water saving will be a new subject and will add further valuable inputs in the children's education in schools' (L14). The relevance of this topic in the context of the project depends much on the relation put to WASH and the real benefit students and schools have from improved attitudes and behaviours related to the environment and climate change subject. In the schools such environment and climate change related topics are at stake and therefore relevant. For

instance, the baseline study concludes that intermittency and low pressure lead to scarcity of water in the schools (L8). Therefore, water saving by children is important.

De-worming was covered by the baseline study (L8) but not by the project. Deworming is not done in the schools while its effectiveness in terms of additional students' years per amount of money spent on the subject was shown to be extremely high compared to the effectiveness of all kinds of other school level improvements. The reason given by respondents for not covering this subject is that de-worming is regarded a medical activity by the authorities while in most project schools there is no nurse or medical point (able and allowed) to execute this activity. Deworming was stated to require medical analysis, a professional program approach and approval by the de facto Ministry of Health. According to the respondents, these requirements were and are still not fulfilled and therefore the project has refrained from covering the subject, despite its high relevance. (I2). This subject is therefore also not further covered in this report.

Child protection. Child protection is not only related to WASH, although WASH includes child rights and child protection aspects (e.g. the right to proper WASH, privacy of students in toilets, especially for girls to practice menstrual hygiene in dignity, etc.) (I2). Other child protection and child rights issues were not covered by the project, such as child abuse by teachers and other pupils, safety of schools and class rooms, complaints and advisory options for children, etc.[11] AAH and AMRA-2014 contributed financially to parts of the activities from their own pockets and because AMRA-2014 has expertise in child protection and child rights, this subject was added, partly to fulfil the donor's wish/obligation that each implementing partner should also contribute to the project. (I2).

EQ5.3 Coverage of equity, gender equality, human rights, do no harm and leave no one behind principles, non-discrimination and non-exclusion

Equity, gender issues, MHM, specific needs of students with inabilities and vulnerabilities, human rights, do no harm and leave no one behind principals, non-discrimination and non-exclusion are not covered in the methodological manual. However, according to respondents in all schools, all these aspects have been properly and effectively addressed by the project through the educational and promotional materials, the trainings and presentations to teachers and nurses, and through the WinS facilities that are gender, ability and age appropriate, and are equally accessible to all students and teachers. (all FGDs). The addressed non-discrimination principles align with the UN Disability Inclusion Strategy.

MHM was not a subject from the beginning of the project. It is a sensitive subject, which is why it was not covered in the methodological manual. To address it, AMRA-2014 developed a separate brochure about MHM. AMRA-2014 provides this brochure to each targeted school. AMRA-2014 also hired a gynaecologist in 2020/2021 to talk specifically to adolescent girls about MHM based on the brochure. (I6). AMRA-2014 also conducted additional lectures on MHM and other aspects for girls. In some schools, lectures on MHM for girls are conducted by a nurse, but mostly they are conducted by female teachers (95% of the school teachers are female). School principals and teachers indicate they feel the MHM brochures are highly relevant as they answer to questions that may remind girls and cover aspects not covered by the teachers and/or their mothers. The girls also take the brochure home and show it to their parents and sisters. (I6).

Disabled students. There are only few schools that have WinS facilities adapted to the needs of disabled students. Only in some urban areas (e.g. in Sukhumi town), there are special schools with special facilities for these students, including adapted WinS facilities[12].

[11] UNICEF works on child protection and is leveraging support from other resources to strengthen child protection services, however this was outside the scope of this project.

[12] Each region also has rehabilitation centres and there is one protheses centre (I6).

In each project school, therefore the realised WinS facilities fulfil the WHO and locally adapted standards for disabilities, meaning there is at least one toilet suitable and accessible for disabled students. However, other facilities and services required for disabled students (e.g., an elevator to reach higher school floors) are usually absent in the schools. (I6). Outside the project there is also attention for disabled and other vulnerable children in schools, e.g., a day for kindness, organised by a charity organisation. (I6).

Gender. The WinS facilities fulfil the WHO and locally adapted standards for gender, including provisions for MHM (mainly, separate toilets for boys and girls, sufficient space, safety and privacy of the toilets, and presence of bins for used menstrual material) (I6).

EQ5.4 Contribution by duty bearers

Parents provide financial support to the salaries of cleaners and caretakers and to the costs of hygiene items. Schools get some budget from the district authorities for O&M costs in the school and some schools get a general O&M budget from the df Ministry of Education but it is all very limited. This usually means that parents have to contribute for (parts of the) O&M of WinS facilities and/or purchase of WASH items. Parents are not involved in the implementation of project activities, since schools do not have a practice of involving parents in such events (I7, FGDs with teachers in all schools).

Schools and district authorities were sometimes requested upfront by the project to contribute to the project and some did, but only few. They contributed with labour and/or materials (I4 and feedback by AAH). Respondents in the FGDs in the schools claimed that because of the improved school WinS facilities and the WASH education and awareness creation in the schools, the attitude and priority in regard to WASH has changed, with schools now being more motivated to properly operate and maintain the WinS facilities and cover costs of hygiene items like toilet paper, soap, etc.

Local contractors sometimes executed extra WinS works, because in Abkhazia children are in high esteem and therefore even contractors sometimes do more than strictly requested through the contracts (I4). Teachers contribute mainly through their active participation in the project presentations and trainings and by applying the obtained knowledge and insights regularly and actively in their education of the students, both during 'normal' class hours and during extra-curricular activities.

Teachers actively participated in project trainings and presentations and educate and support students in regard to WASH issues, including WASH related to COVID, climate change and environment, child rights and protection. (FGDs with teachers in most schools). In some schools, teachers also assisted in construction works, e.g., in one school, teachers cleaned the area for construction of WinS facilities before the works began (FGD38).

5.2 EQ6 Coverage of priority needs among contractors

Full evaluation question: Does the project cover priority needs of the involved contractors?

Table 12 Summary of the coverage of priority needs among contractors

Topics of interest	Indicators	Targets	Findings
Learning by contractors	% of contractors claiming that the learnings and experiences gained through the project are important for other works they do and expect to do in the not too far future.	Not in Logframe	The contractors learned from working with an international organisation, gained experience with high level quality standards, contracts, procedures and technical aspects in their work. They also benefited from the money earnt with the work and increased their profits.
Coverage of other priority needs	Coverage of other priority needs as an effect of the project as claimed by the involved contractors.	Not in Logframe	

EQ6.1 Learning by contractors

Beside learning and building experience regarding proper standards for school WinS facilities, the contractors learned about procedures and technical aspects. *'They now read the contracts they sign better as it was well explained to them so they are now aware of procedures, rules and contracts which fulfils a learning need'*. (I4).
The contractors emphasise that they learned a lot from working with an international organisation with higher standards and quality conditions (I13/14).

EQ6.2 Coverage of other priority needs

The contractors indicate that the experience of working with an international organisation covered a high need as they are now capable of working with higher quality standards (I13/14). One contractor also simply admitted that *'the money we earnt with the works, contributed to the organisation'* (I13).

5.3 EQ7 Coverage of priority needs in districts

Full evaluation question: Do the project interventions cover priority needs of the involved district level stakeholders?

Table 13 Summary of the coverage of priority needs in districts

Topics of interest	Indicators	Targets	Findings	
Relevance at district level	% of districts claiming that the learnings, expe-riences, results and effects of the project at their level are relevant for their supportive WinS role in their district now and in the future.	Not in Logframe	District Education Departments have become more aware of the need to pay more attention to and support WinS. SESs received field laboratories from the project which are highly relevant for their water quality monitoring role in schools and this can be combined with their standard bi-annual school visits. They learned a lot through the project. Altogether, their motivation increased for their role in WinS.	District Education Departments lack the financial resources, were not assisted by the project and are not obliged to fulfil a WinS safety net function which is highly needed. District WASH platforms, erected by the project, are no longer functional.

EQ7.1 Relevance at district level

The District Education Departments interviewed did not clearly respond how relevant the project has been for their role and functioning in regard to WinS in their districts, but mainly emphasised that the project was important for the schools in their districts (I15-17). It was also acknowledged that the District Education Departments have become more aware of the need to pay more attention to and support WinS (I16/17), but they generally emphasised that they lack the financial resources to really make a difference (I17).

The SESs visit schools twice a year. They claimed they cannot do more due to the lack of funding, but as several of them received field laboratories from the project, they can do the required water sampling during these visits and as such fulfil an important role by monitoring the water quality in schools. The project results at school level give the SESs something that needs to be monitored (continued proper functioning of WinS facilities, water quality and WASH behaviours) and motivate them to do so. Also, they now focus more on teacher engagement and knowledge on WASH topics, as well as girls' health and child safety in schools (I9). WASH platforms erected by the project in each district together with the SESs are no longer functional and as such not relevant.

5.4 EQ8 Coverage of priority needs among UNICEF and involved NGOs

Full evaluation question: Do the project interventions cover priority needs of UNICEF and the involved NGOs?

Table 14 Summary of the coverage of priority needs among UNICEF and the involved NGOs

Topics of interest	Indicators	Targets	Findings
Relevance at UNICEF level	Claim by UNICEF staff that the project learnings are highly important and unique for UNICEF and/or other and future UNICEF projects.	Not in Logframe	UNICEF has gained respect and goodwill in Abkhazia through this successful project. It created a network of stakeholders through the project. It has also learned in regard to technical, social and sustainability aspects of WinS.
Relevance at NGO level	Claim by implementing organisations that the learnings in the project are highly important and unique for their organisation and/or their other and future projects.		AMRA-2014, did online training courses on WinS through UNICEF, building knowledge and skills they hope to apply in similar future projects. AMRA-2014 had work and also strengthened its relation with UNICEF through the project. AAH staff learned about WinS, mentality of people, and technical aspects. AAH now has a suitable technical handbook on WASH and building standards and technical aspects in Russian which was also used for the training of the contractors and will be used by AAH in future projects. An officer of AAH built further skills in these technical aspects. AAH is appreciated for the project works it did.

EQ8.1 Relevance at UNICEF level

UNICEF has gained respect and goodwill in Abkhazia through this successful project. It has also learned in regard to technical, social and sustainability aspects of WinS (as confirmed in UNICEF's project progress reports (L15-16). Furthermore, it collaborated with different stakeholders in the project which has created an important network of persons, organizations and institutes it can also benefit from in future initiatives.

EQ8.2 Relevance at NGO level

AMRA-2014 did training courses online on WinS through the project. It gained knowledge and skills they hope to apply in similar future projects (I3). AMRA-2014 also strengthened its relation with UNICEF through the project. AAH staff learned about the situation in the schools, mentality of people, some technical aspects. They have a technical handbook now with proper WASH and building standards and technical aspects which was adapted through the project to the situation in Abkhazia and translated in Russian (not in Abkhaz). The handbook was also used for the training of the contractors and will be used by AAH in future projects. One officer employed built further skills in these technical aspects. The project has also been good for the profile of AAH as AAH is appreciated for the project works it did. (I4).

6. Findings – Effectiveness

6.1 EQ9 Outputs and outcomes in schools

Full evaluation question: To what extent have the project outcomes and outputs been achieved as planned and designed at school level? Where relevant and possible disaggregate school stakeholders of all sexes, ages, abilities, language groups, religions, human (and child) rights-based and equity-focused (including do no harm, non-discrimination and non-exclusion).

Table 15 Summary of the outputs in schools

Output	Output indicator	Target	Realised	Findings
Schools covered	# of schools covered by the project	60	59	Prior to the project, a pre-identification was done by UNICEF of 60 schools, mostly schools most in need of WinS support + other proper selection criteria. At the start of each project year, AAH and UNICEF visit all selected schools planned for that year, to determine the required works. AAH only changed one of the selected schools.
Trained schools	# of schools that received a hard-copy and a soft-copy set of educational and promotional materials	60	59	The set was well appreciated by school staff in all schools that received it and is stated to be used, both in lessons and by putting the posters on walls, etc.
	# of schools covered with a 1 hour presentation on WASH related teaching aids	60	59	Teachers and in some schools also nurses are happy with the activities, and follow up on what they learned and observed by (a) informing other school staff and (b) applying what they learned in their lessons if the syllabus allows to cover WASH aspects within the boundaries of these lessons. Main shortcomings: • 1 school could not be covered (yet) because of an outbreak of the flu. • AMRA-2014 stated it monitored some of the WASH teaching by teachers but the findings were not documented.
	# of schools covered with a master class	60	58	
	# of teachers who observed a master class	240	157	
	# of teachers who were trained in SCI and CLIL	200	49	Only 25% of the target number of teachers was trained (by UNICEF) in SCI/CLIL (35 in 2022, 4 in 2023, 10 in 2024). No information was found on how good the training courses were.
	# of teachers and para social workers who attended the PSS training	100	93	A mixed group of para social workers and child development specialists attended the trainings in 2023 (no training done in 2024). Most para-social workers are teachers who also act as para-social workers/child protection focal points which is a part-time voluntary work at the community level. It is assumed they also apply the learnings at their schools.
	# of TRCs trained in Applied Pedagogy	8	8	15 teachers active in 8 TRCs were trained in 2023. The training was of high quality.
	% of schools with access to a nurse trained by the project on hygiene	100%	100%	In schools where there is a nurse, she was trained on hygiene aspects by the project. However, only few schools have a medical focal point while several other schools have no access to a nurse at all.
	# of schools covered with the students' survey	28	7	The number of schools in which the survey was conducted is too low to use the results for proper conclusions and learnings.
	# of students who filled the students survey	750[13]	21 / 750	The current number of surveys is too low to use the results for proper conclusions and learnings. AMRA has recently conducted the survey in 750 schools. However, the results were not yet available during the period this report was produced.
	# of school principal surveys	20	20	The results were interesting. Only, the number of surveys (20 out of 60 schools were covered) is relatively low.
Realised school WinS facilities	# of schools with sufficient numbers of school WinS facilities of sufficient quality and appropriateness as a result of the project, complying with WHO and locally adapted WinS standards.	60	32 (years 2022/3), in progress 27 (2024)	Considerable improvement in all schools. Nrs, quality and designs of the WinS facilities are reasonable to good, which is well monitored / controlled. Water intermittency related to power cuts was partly mitigated by placement of water tanks. Main shortcomings: • faecal contamination of the drinking water in several schools, • insufficient mitigation of intermittent water supply, • the usefulness of hand driers and boilers in the toilets is doubted, also because of intermittent electricity. • the Act and handover document have no clause enabling a school to hold AAH and/or contractor accountable for poorly constructed WinS facilities.

[13] The survey was postponed due to electricity problems in Abkhazia. The surveys were therefore planned to be conducted from 15 January - 15 February 2025. (I8).

Table 16 Summary of the outcomes in schools

Outcome	Outcome indicator	Target	Realised	Findings
Outcome 2: Improved and sustainable management, O&M and repairs of school WinS facilities	% of schools that structurally and properly O&M and repair their WinS facilities.	No info	No info	Most schools try but have insufficient resources to sustain the WinS facilities in the long run. Local authorities may or may not assist; there is no structure for them to do so. Schools only get a general O&M budget which is too low to cover all O&M costs.
	% of targeted schools that have proper WinS monitoring and costed O&M plan	80%	100%	All schools covered by the project have WinS monitoring and plan in place.
	% of schools covered by the project with a O&M and a cleaning person, who also cover school WinS facilities	100%	100%	All schools visited had (usually one) cleaner and a care-taker who look after the WinS facilities and the cleanliness in the schools. / The schools suffer to pay their salaries and the items and tools they need for their work. Parents in most cases therefore contribute to these costs and some-times even the teachers.
	% of schools that structurally and properly implement and use the information obtained through good quality school WinS monitoring.	No info	No info	Schools monitor WinS facilities and items infor-mally and try to take time-ly measures whenever needed. / The schools don't have structured, formal monitoring and also do not monitor all aspects such as how well students use the facilities, how often WASH education is done, etc. Also, district parties monitor WinS. As a result, WinS information is scattered over different parties, incomplete and not always documented fully or properly, and no one has a complete picture.
	% of schools with clean WinS facilities	80-100%	80-100%	In most schools visited during the fieldwork for this assignment it was observed that the WinS facilities are reasonable to very clean.
Outcome 3: School stakeholders are aware and consequently and constantly apply proper practices regarding hygiene, healthy lifestyle and responsible use of WinS facilities	Number of students and adults using improved WinS facilities according to WHO standards	10,000 children [14], 200 adults	11,843 children, 380 adults	All children and staff in the 59 project schools use the improved WinS facilities.
	% of students practicing key hygiene behaviours, including COVID-19 protective measures	90%	100%	Claimed in FGDs + interviews and also came out of the survey among students. The information is not differentiated by sex, age, ability and language group and inclusive of equity and child rights, but it was often stated that 'all students' improved their WASH, climate and COVID related knowledge, understanding and behaviours.
	% of students who understand the challenges of climate change and the need to protect the environment	80%		
	% of students with sufficient WASH understanding.	80%		
	% of teenage-girls properly dealing with MHM in privacy and with dignity.	100%		In FGDs with girls and FGDs with teachers this was confirmed, including the role of the project, realising proper WinS facilities and educational efforts.
Outcome 3A: School stakeholders fulfil their envisaged roles and tasks in raising awareness among and educating students in regard to personal hygiene, healthy lifestyle key components and responsible use of WinS facilities	% of schools that have and implement a WinS component	80-90%	No info	The component is mostly informally integrated by the schools themselves in classes suited for WASH education within the boundaries of the syllabus. / The lessons are partly gender and ability, but not equity and child rights oriented. Extra-curricular WASH educa-tion is done but is probably unsustainable due to low teacher salaries.
	# of students educated in WASH by the teachers	10,000	11,843	Because the schools have more students than was initially determined as a target and all schools have been covered, the number of students that received WASH education by teachers is larger than was planned. In the FGDs, students indicated that they benefit from the education and apply what they learn. Due to their low salaries, it is expected that extra-curricular WASH education will at the longer term not (any more) be conducted by teachers, but that they will continue to educate students on WASH (related) aspects through classes that allow for it within the boundaries of the syllabus.
	% of schools covered by the project that have and implement a WinS monitoring and costed O&M plan.	90%	100%	AMRA-2014 assisted all principals to fill a form with the name of the person responsible for O&M and an annual budget for the required WASH items. / Most schools have insufficient money to cover the costs for proper O&M of the WinS facilities and items.
	% of schools covered by the project that have and properly implement a COVID-19 protocol	90%	15%	Only 2 of the 14 schools visited stated they have and implement a COVID protocol, because of the extra time it takes and no payment for extra-curricular activities on the subject versus the

[14] Target: 5,040 girls; 4,960 boys, 200 adults. Realised until end 2024: 5,896 girls, 5,947 boys, 380 adults.

Outcome	Outcome indicator	Target	Realised	Findings
				inflexibility of schooling that does not allow coverage of COVID aspects during class hours.
	% of schools covered by the project that have and implement at least one educative module on environment and climate change (E&CC)	80%	100%	All project schools have an E&CC module. It was there before the project as part of the lessons on geography and the environment; children have one lesson a week. It includes WASH subjects like global WASH in regard to the environment, water cycle, linkage to waste management, pollution, water quality, water table dropping, health, etc. which, as a result of the project, get more attention.
	% of teenage-girls in the targeted schools enabled to deal with menstrual hygiene management in privacy and with dignity	100%	100%	It was widely claimed in the FGDs and interviews that the attention and education in the schools in regard to MHM as a result of the project inputs has enabled girls to deal better with MHM issues in privacy and with dignity.
Outcome 4: Teachers, school management, local authorities, parents and community members ensure a child-friendly environment in the targeted schools	% of targeted community members, including children, who report that informal or formal protection mechanisms are functioning to protect boys and girls, enabling communities and partners to respond to violations of child rights	80%	42%	Only 42% of the project schools is located in communities where WorldVision trained social workers. It is assumed that social workers trained in child protection significantly contribute to improved community child protection mechanisms and that this significantly contributes to child-friendlier schools, mainly because most of these social workers are motivated female teachers. At the districts there are also professional (employed) social workers.
	# of TRCs and # of teachers who practise Applied Pedagogy	8 TRCs / 15 teachers	15 teachers	No information was found on how well the trained teachers and TRCs apply the learnings.
	# of teachers who practise psycho-social support (PSS) to students	100	93	Teachers working as para social workers who were trained can be safely assumed to apply the learnings and skills in the schools where they work.
	% of schools with at least one principal or teacher practising improved teaching methods with skills and knowledge obtained through SCI and CLIL training	50%	25%	Only halve of the planning was realised. No information was found on the extent to which the trained principals and teachers apply the learnings (knowledge + skills, attitude, practice).

Table 17 Summary of external factors that negatively affected the project at this level

Findings
• The different languages spoken made it necessary to develop all educational and promotional materials and the methodological manual available both in Russian and Abkhaz (extra costs). • Funds were insufficient to provide each class with educational and promotional materials affecting the learning and awareness creation (mitigated to some extent by availing a soft (digital) copy of each material to each school. • Exchange rate fluctuations and increasing prices affected project expenditures in regard to educational and promotional materials, construction of WinS facilities etc. although this was mostly mitigated. • The approval by the df Ministry of Education of the educational and promotional materials took more time than planned which slightly delayed the printing of the materials and the start of the educational work in the schools. • AAH obtained a new contract every project year but had no guarantee it would get a new contract every year. it affected the continuity of expert staff and led to (some) loss of key institutional knowledge and effectiveness . • Shortage of construction materials reduced several construction options. • Tight timeframe for the construction works. In addition, sometimes the weather slowed down the construction works. • The lack of flexibility makes it difficult for schools to cover WinS subjects. • The lack of funds makes it difficult for schools to cover WinS O&M costs, for which parents and teachers need to contribute.

EQ9.1 Schools covered

Prior to the project, a pre-identification was done by UNICEF of 60 schools believed most in need of WinS support, based on the results of the baseline study conducted in 2020/2021 (L8) and the related school atlas (L1). Selection criteria included: number of pupils, WinS facilities in the school / outstanding WinS works to be performed, and motivation of and contribution by a school (financial or in kind) to the project. At the start of each project year, AAH and UNICEF visited all selected schools planned to be assisted during that year, to determine the required rehabilitation and construction works in the schools (L10, L11). It was agreed that in the first phase of the first project year, works would start in the city schools during the summer holidays, as they do not have access to alternative toilets when works are performed (L10). AAH only changed one of the selected schools in the process but further worked entirely according to the list of selected schools determined by UNICEF. In general, this comprised the schools with the worst WinS conditions. However, the de facto Ministry of Education also had some preferences, especially to provide assistance to schools in areas where there is a danger that people migrate, as to try and keep people from doing that. (I4). For the numbers of schools covered per year with the different project inputs, see the activities and outputs overview in paragraph 3.3.

EQ9.2 Training of the schools by the project

Training activities were executed mainly by AMRA-2014, comprising:

- Development of educational and promotional materials[15] by the consultant of AMRA-2014[16]. This included obtaining approval and permission for the use of the manual and materials by the df Ministry of Education, printing the materials and distributing them to schools. According to AMRA-2014, the methodological manual is largely self-instructive. This means that teachers can understand the topics by reading the manual without a need for specific training on the topics covered. The methodological manual provides guidance to teachers and other stakeholders (e.g., nurses) to educate and raise awareness among students in regard to personal hygiene, environment and climate change, and WASH, including the proper use of WinS facilities. The manual and all other educational and promotional materials that were developed by the project are available in Russian and Abkhaz. According to teachers, these materials contain all the necessary information and are a great help during class hours (L5-L7, I3).
- Presentation by AMRA-2014 staff (health instructors) in each school to principals, (usually all or a large part of the) teachers and (sometimes) nurses about the use of the WASH education and promotion materials, including COVID-19 aspects (one-time event per school, taking approximately one hour per presentation). (L5-L7, I6, most FGDs). Each school received one hard and a soft copy of the methodological manual and also one hard copy and a soft-copy of the other educational and promotional materials during the presentation. Teachers assured that they use the acquired knowledge from the methodological manual in practice (L16)[17].
- Teachers improved teaching skills through Content and Language Integrated Learning (CLIL) and Student Centred Instruction (SCI) trainings. The rationale for these trainings was that they would also improve WASH teaching. (I2). The SCI and CLIL trainings were conducted by UNICEF staff (I6). The trainings were only conducted in 15 of the 60 project schools (8 schools in 2023 and 7 schools in 2024). No information was found on the extent to which the trained teachers properly apply what they learned.
- Master classes comprised WASH education by the AMRA-2014 consultant in classes with students + teachers to observe (this activity was taken over by a new AMRA-2014 staff in 2024). Before this activity started, AMRA-2014 staff had observed that some teachers were very educated and performed well, while some, especially old-aged teachers didn't have modern teaching skills and needed separate class hours. To take this up, AMRA-2014 decided that teachers who were supposed to conduct classes using the methodological manual and the WinS related promotion materials of AMRA-2014, should be trained through master classes to get more teaching skills in relation to the subjects covered by these materials. In a master class, the consultant taught students about one

[15] The set comprises: 1 methodological manual, 1 banner/poster on 'Environment and climate change', 1 banner/poster on 'Healthy life style', 1 poster on 'Washing hands with water and soap' and 1 poster on 'Personal hygiene by teenagers and students' all developed by a consultant hired by AMRA-2014, a slide show outlining the topics in the manual for teachers to show to children during class hours, and a hygiene video developed by UNICEF. The posters are colourful and printed on big size (so also the students in the back of the classrooms can see and read them) high quality paper (I3). Before the project, there was no proper information material. AMRA-2014 also distributes an earlier developed brochure "Girl's hygiene" (e.g., between 17/05/2023 and 17/02/2024, AMRA-2014 distributed 1,130 brochures to the 19 schools covered in that period). (L6). Before its publication, a gynaecologist together with the head doctor from the infectious diseases department had to approve the information in the brochure. In general, girls are somewhat shy about menstrual issues and menstrual health is a taboo also among adults. But most girls responded very well to the girls' hygiene brochure. Teachers were also happy about the folder. (I3).

[16] She is a teacher at a school, works for different NGOs and she also works in the Abkhaz state university and as a methodologist in the df Ministry of Education (I3).

[17] In 2022, AMRA-2014 worked with students through games (e.g., put some child friendly paint on children's hands to let them discover themselves that if they do not properly wash their hands, still some paint stays on their hands, explaining that for harmful bacteria it works in the same way). After 2022, AMRA-2014 stopped lectures to students and started to work with teachers only, presenting the educational materials to them. During the presentation, AMRA-2014 staff also explain the contents of the manual. After that, AMRA-2014 expects the teachers to use the manual to teach about WASH and related topics during classes where this is possible within the boundaries of the syllabus and during extra-curricular activities. (I3).

topic from the methodological manual as an example, with several or sometimes even all teachers present to observe how students can best be taught in a clear, interactive and motivating way on WASH and related topics, how to pose questions, how to stimulate school students to be receptive and take part in discussions in the class, how to communicate to them and how to properly motivate them[18]. (I3). Hence, during a master class, students learn about a WASH or related topic and teachers learn how to properly educate students about such a topic. At the end of a master class, teachers can pose questions to the consultant. But usually, most questions come from the students in regard to the topic discussed. Most teachers are familiar to educate about the topics, but the manual is new for them. Beside the WASH topics, the manual explains how to teach, what activities to do with kids on a particular topic, including drawings etc. (I6). As the methodological manual is (largely) self-instructive, the teachers who joined a master class, should, according to AMRA-2014, be able to teach all topics in the manual properly themselves. In 2022 and 2023 altogether 5 master classes were conducted, each time with teachers from different schools coming to one school for the activity (I3, I6). From 2024 onwards, one master class was conducted in each school targeted by the project in which as many of the teachers of the school as possible participated. In most FGDs with school staff it was stated that part of or all the teachers of the school were trained by the project and as a result improved their skills and knowledge in regard to WASH education. This means that they were all somehow involved, by attending the presentations and/or the master class and/or being instructed by colleague teachers who did (most FGDs). Up to 2023, 157 teachers from 28 schools took part in the master classes (L6, L16). Several teachers and principals have indicated that regular refresher trainings are needed to enhance that teachers will in the future continue to teach WASH subjects to the students in proper ways.

- An educational session by AMRA-2014 to health instructors in each project school (I8).
- Monitoring of the trainings by AMRA-2014 is done through observations by UNICEF staff during some of the master classes (I6). The consultants did not have access to notes of the observations by UNICEF. The local consultant did observe a lesson by AMRA-2014 staff in one school and was impressed with its quality.
- Monitoring of the education by (mainly) teachers and (in rare cases) nurses is done by AMRA-2014, but no information was obtained from these monitoring actions.
- In an effort to evaluate impact and outcomes of the trainings, two surveys were conducted by AMRA-2014 in 2023, one among 21 students, one among 20 principals.
- Girls do not always feel comfortable to talk about menstrual hygiene issues at home or with teachers. The girls saw the AMRA-2014 staff who taught them about MHM aspects as strangers to which the girls feel more comfortable to talk about MHM. (I3).
- In schools where there is a nurse, either based in the school or based in the village and regularly visiting the school, this person is trained by the project (FGD1/4/7, etc.). Nurses participated in the trainings and presentations for teachers but were not assisted in any other way by the project (I10/11). About halve of the schools claimed they have no nurse in the school or even visiting the school (e.g., FGD14/16/22/23/25/26/28).
- AMRA-2014 assists the schools to develop plans for the O&M of the WinS facilities[19]. AAH discusses O&M informally with the schools but this is not documented. The schools have a maintenance person who is claimed to be capable to maintain the WinS facilities. However, there is often no money for proper WASH items, operation and maintenance,

[18] The master classes could usually not be attended by all teachers as these classes were conducted during the normal school hours and not all teachers can stop there lessons because of the master class. Therefore, AMRA-2014 discussed with the teachers who attended a master class that they should share the information received and observed among their colleagues, which teachers always agree to do. (I8).

[19] AMRA-2014 provides a special form to the school, which is filled by the principal where he puts the name of the O&M person and in which he calculates the costs for hygiene consumables and small O&M of WinS facilities per year. For covering the costs of repairs, schools usually try to get funds from the parents of the students and to fill the regular O&M gaps, sometimes even teachers contribute. (I6).

let alone larger repairs. (I4, FGD1 and most other FGDs with teachers). The calculations in the O&M plans are helpful to get insight in the financial gaps in the costs for O&M of WinS facilities in the schools. It also shows that small schools and big schools have different WinS O&M costs per student. (I6). The project did not provide formal technical WinS O&M training in the schools (I4).

- Psychosocial Support (PSS) training. 93 para social workers and child development specialists attended the PSS trainings in 2023 (L16) conducted by an experienced senior international consultant[20]. In 2024, there were no such trainings. Para-social workers are mostly (female) teachers who, in also act as para-social workers/child protection focal points as part-time voluntary work at community level. They work in close contact with district-based employed social workers. Whenever more comprehensive child protection interventions are required, district social workers take over the cases. It is assumed that the trained teachers will also use the learnings and skills in the schools where they work as they are highly motivated persons who were very well trained.

It was in generally claimed that *'All teachers at the school improved teaching skills by the project'*. Respondents in many schools also stated that *'Educational activities are always good, so any events on this topic are welcome'* (most FGDs).

EQ9.3 WinS facilities realised by the project

According to the baseline study in 2021 (L8), WinS facilities (water points, toilets, menstrual bins, handwash stations) and WASH items (soap, toilet paper, cleaning detergents, brooms) were only partly available in schools. Also, functionality, availability, quality, privacy, safety and/or location/distance of WinS facilities and items, accessibility for handicapped students, dignified MHM, etc. were found to be often problematic (L8), with an important need for improvement. According to the FGDs and interviews with different stakeholders, the observations in the schools, and the findings in the AAH technical monitoring report (L41), **considerable improvement of the WinS facilities has been accomplished by the project in at least 90% of the project schools and they are used by at least 88% of the students**. To obtain an impression of the accomplishments of the project in this respect, summary overviews of the sufficiency and functionality of the realised WinS facilities by the project in the schools visited during the evaluation, are presented in Annex 10.

Toilets already in place and project toilets both comprise sitting and squatting toilets. All are flushing toilets with 36% connected to central sewage and 64% to septic tanks of sufficient volume, with adequate wastewater discharge, and at least 30 m away from water sources (L41). In over 90% of the schools, the project toilets (indoor and outdoor) have intact finishes and floors, proper and sufficiently high (at least 1.8 m) partitions, size and other standards compliant cubicles, properly fixed tiles up to sufficient height, proper quality doors providing sufficient privacy, and secure and undamaged power supply (L41). All this adds enormously to the comfort of students and school staff. In three of the visited fourteen schools (21%), the project realised outdoor toilets (toilets outside the school buildings) (L41 found 38%), because the buildings lacked space. The outdoor toilets are mostly located near the school (< 30 m), have proper gutters, roofs, and (asphalt) pathways leading to them, so students still have quick and easy access to the toilets with proper privacy. (I4, L41, feedback by local consultant). L41 found that most (>80%) of the indoor toilets were in good condition after active use. In all schools with a septic tank, the tank has sufficient volume compared to the number of students and functions well (L41). L41 did not assess the toilet and hand wash facilities to students' ratios.

In regard to water facilities, several schools had (and still have) piped but unchlorinated water with often low pressure, intermittent supply and/or poor water quality. Intermittency

[20] The consultant is a member of Finnish Psychological Union, with more than 15 years postgraduate experience on PSS in Finland, Russia, Ukraine, Serbia, Turkey and other countries. The participants reported an average satisfaction rate of 80%. (Feedback by UNICEF).

and low pressure of water supply are mainly caused by electricity cuts, often during two to three days a week in winter times, and stated to be an ongoing problem which the project has not or only partly solved (found in eight of the fourteen visited schools: I7, FGD1/2/4/11/13/35-37). Many schools indicated they have a water tank + pump to mitigate for the water shortages, many of them constructed by the project. However, the project did not install (sufficient) water tanks and pumps in all schools connected to a central pipeline system (L41), while these systems are often intermittent due to power cuts, especially in the winters. A few schools don't have a tank or have one or more faulty tanks (e.g., FGD13), while probably the water tanks are of insufficient volume and/or the pumps of insufficient capacity (not confirmed, but expected on the basis of the complaints about intermittency of water supply in many schools; if so, this means that one or more standards used for these aspects by the project, are incorrect). Schools connected to (shallow) wells or boreholes suffer more often from poor water quality (see also further on). Some schools indicated they try to solve the problems themselves (among others, by fixing faulty tanks). Another water related problems mentioned that was not addressed by the project, was the absence of hot water (mentioned in one school).

AAH and UNICEF visited all schools planned to be assisted during a project year at the start of each project year, to determine the required WinS rehabilitation and construction works (L10, L11). In the list of schools to be targeted by the project, there were 14 schools that already had been provided with improved water infrastructures in the 2021 project and were selected to receive improved sanitation facilities in this project. Another 50 schools were selected to receive a full upgrade of their WinS facilities (L14).

Considerable improvement of the WinS facilities has been accomplished by the project in all schools (all FGDs, interviews, reports, observations).

The main project activities to realise proper WinS facilities in the schools included:

Assess target schools and prepare WinS interventions, comprising an assessment of the results of the baseline study (L1, L8), determining the schools to be targeted, advertising of RfQs, BoQs, designs per school, selection and contracting of contractors, meetings with contractors to familiarise them with expected technical issues and safety standards, meetings with administrations of towns and/or districts[21].

Construct WinS facilities. The trained local contractors constructed and rehabilitated WinS facilities in the schools, adhering to the contracts, developed designs, RfQs, BoQs, and the WHO and locally adapted standards. AAH and UNICEF engineers monitored the works (I4, L11) (see paragraph 3.2). In some schools (about 20%), the parents and the school contribute financially or in-kind. The 'own contribution' is suggested by UNICEF, to improve ownership of the project results. However, only few schools and parents contribute due to limited financial means. (Feedback by AAH). Sometimes, the contractors, who are often based in the area where the school is located, even did extra unpaid work when they felt this was important for the children. (I4).

In almost all schools, one toilet was constructed for children with special needs and disabilities (I4, all FGDs). To address gender, usually separate blocks of toilets were built

[21] The WinS situation prior to the project was captured through indicators measured as part of the baseline study, conducted by a SDC WASH specialist, with the data laid down in an Excel file (L1). L1 probably forms the basis for the overviews in the Atlas of Abkhazia (L8). Data on several of the key indicators also form the basis for JMP ladder scores in L8 (indicated as SDG service level). Other key indicators provide additional insights in each of the three WASH categories (sanitation, water, hygiene). L1 was used by UNICEF for the selection of schools to be targeted by the project. Although the data together enable insight in the shortcomings in WinS facilities, the information is limited in the sense that the indicators can only be answered with yes or no. It also does not (sufficiently) cover several important technical aspects, like water storage capacity (an indicator on this only states whether there is water storage or not), cost of water, sufficiency of water, water quality (covered in L8 but not in L1), safety and privacy of toilets (these are covered in grouped indicators), etc. Prior to the start of the construction works, UNICEF also determined the required construction standards and several common designs of WinS facilities. To determine what exactly was needed in terms of WinS facilities, AAH and UNICEF conducted further assessments per school to be covered at the beginning of each project year and organised field visits to these schools for the local contractors to get acquainted with the situation per school and be able to develop their bids.

for boys and girls (exception: N2, Galkhuch school), while each cubicle has a proper high door that makes peeping inside the cubicles impossible. In the cubicles for the girls, bins were placed. The girls' toilets do not have showers, but usually each toilet block has one or more water taps. The project also installed hand driers (on request of the District Education Departments) and boilers in the toilet blocks for girls and boys in over 90% of the schools covered. (I4, FGD32-34 and feedback by AAH and UNICEF). Part of the urination toilets were installed, on request of the schools, at lower height for small boys, while about 50% of the toilets are squatting toilets (convenient for small students as the holes are small). Also, the sitting toilets are quite low and therewith mostly also suitable for young children.

In the toilet cubicles no toilet paper is available, which was also observed in the photographs of toilets realised (Annex 8). A main reason toilet paper is quickly used and runs out. Therefore, the students usually carry tissues with them or, if necessary, they ask the class teacher or nurse for toilet paper. All schools have trash bins and teachers try to teach children to throw their trash there. (Feedback from the local consultant).

In Abkhazia, there are only few Muslims. AAH stated, Muslims don't require or demand adapted WinS facilities. Therefore, no designs or measures to serve Muslims were introduced. (I4). Hence, WinS facilities are quite generic and suitable for all kinds of students. This was confirmed by many respondents, stating that *'All groups of students can use the WinS facilities, without divisions and separate toilets are provided for boys' and girls'* and/or *'The school does not have facilities for different age groups, for girls during menstruation, for different cultural traditions of using WinS facilities. There are only toilets for boys, girls and children with special needs.'* (most FGDs).

AAH claims that the WinS facilities were not aimed at fulfilling the highest possible quality as this would be difficult with the limited materials available in the market while it would also become very expensive. Instead, AAH aimed for 'high enough quality' fulfilling all standards, sufficient to survive a long time, and achieving 'best value for money'. For instance, the toilet doors are not the best quality, but sufficient to resist humidity and robust. Also, the tiles in the toilet blocks are not always nice in design but they are good quality. Sometimes existing WinS facilities were rehabilitated. AAH claimed it always had proper overview of prices and monitored the works intensively. Before the works started, AAH engineers made a BoQ and got an idea of the costs of the materials. As the contractors by and large used the same shops they could not cheat. AAH claimed its controls secured quality and assured value for money, and that it is more stringent than what other organisations involved in construction works in Abkhazia do. (I4). This coincides with the statements of local contractors who were interviewed (I13/14), with the observations and informal talks conducted by the local consultant in the schools she visited, the checks done by UNICEF and AAH (among others laid down in L32), statements by school respondents (all FGDs) and the assessment by the lead consultant of photos of realised WinS facilities (see Annex 8 for some of the photos).

It was therefore also stated by respondents in the schools that **'Compared to the WinS facilities we had before, due to the project, the WinS facilities have improved a lot, are of good quality, appropriate for all students and staff and enough** (most FGDs). It was also stated that before the project, students sometimes even went home when they needed to go to the toilet (I4). It was even stated that *'the news of the project results spreads and motivates other schools to also improve their WinS facilities themselves or contribute in local materials. Girls now have privacy in the toilets while before they had open doors which was horrible for them. Now they can perform MHM in dignity, safety and privacy.'* In each school visited (except one school), the contractors also produced a toilet for the teachers and other school staff (I4, most FGDs). Further information on how AAH and UNICEF monitor and supervise the construction works is described in paragraph 3.2. Annex 8 presents photos of WinS facilities realised by the project.

Main problems encountered with the WinS facilities in the schools are:

- Poor biological (and sometimes other types of) water quality in 37-50% of schools, depending on the season (see next sub-paragraph).
- Intermittent water supply. This is outside the scope of influence of the project, because it is related to power outages, especially during the winter periods. To mitigate this problem, the project installed water tanks in most schools, but in four out of the fourteen visited schools intermittent water supply was still regarded a regular problem.
- Schools with toilets for disabled students that cannot be reached by disabled students as they are on an upper floor (in two schools). AAH remarked: *'Please note that normally disabled students do not attend the regular schools in Abkhazia. However, toilets for disabled students were built in case the situation changes.'*
- Poor quality parts of toilets such faucets etc. (found in one school only) which may also be related to and/or aggravated by inadequate use by the students.
- Toilets for boys and girls with a common entrance and separated only by a narrow corridor (found in one school). This means that during breaks, children are forced to crowd in this common space and as a result feel uncomfortable when visiting the toilets, especially girls. Teachers and children noted that it would be better to make toilets with different entrances and separate rooms.

Handover. When construction works are ready, representatives of AAH and UNICEF conduct a detailed inspection of the works carried out. If assessed positively by AAH, UNICEF, the school and the district Education Department, an Act of acceptance for the transfer of the site is signed between these four parties and a handover document is signed by AAH and a school representative. This is done in each project school (L11 and feedback by AAH). With this handover ceremony, the school accepts the ownership of the WinS facilities realised by the project and the responsibility to properly sustain them. The Act does not contain a clause with which the school can hold the contractor and/or AAH accountable for poor construction of WinS facilities if these appear within a certain amount of time after signing the document that are a result of poor construction (L30).

EQ9.3A Water testing and water quality in schools

Until December 2024, AMRA-2014 took water samples in 65 schools (I3, L36). It brought the water samples to the involved SESs which tested the water on E-coli, pH, colour, smell, electrical conductivity and chlorine, mostly using equipment and reagents of the portable field laboratories that were donated by the project to 7 SESs (sometimes the SESs also used equipment they already had). (L35). The SESs in Gali, Gulripshi and Ochamchire sometimes send their water samples to the SES in Sukhumi. The E-coli tests were conducted through filtration of water from the water samples through agar-agar nourished membranes that were subsequently incubated at 37º C for 24 hours, after which the grown E-coli colonies were counted (L35). UNICEF also conducted simple (Aquagenx) E-coli tests during each project year in limited numbers of schools.

The most important parameter measured is E-coli which is representative for the faecal contamination of water. According to the World Health Organisation, a zero count of E-coli per 100 ml of water is considered safe for drinking. A count of 1–10 MPN/100 ml is regarded as low risk; 11–100 MPN/100 ml is regarded as medium risk. Finally, an E-coli count greater than 100 MPN/100 ml is regarded as high risk. (L37).

While the parameters measured were mostly up to standard (although in quite a few schools water had relatively high pH values and some schools had turbid water), 44% of the schools had water with too high E-coli counts (27% of the schools were at medium risk, 17% at high risk; see the below table). Most E-coli contamination was found in schools that obtain their water from (shallow) wells and boreholes (19% at medium risk, 33% at high risk). In schools obtaining their drinking water from piped water, the E. coli contamination risks are lower, though still substantial (schools at medium risk 31%, at high risk 8%). However, the tests done with the Aquagenx test resulted in lower percentages of schools at risk of E-coli contaminated water (in 2024, 24% of the schools

tested were found to have medium or high risk for E-coli contaminated water, versus the above mentioned 44% found through the filtration tests by SESs).

Table 18 Biological water quality in the project schools as tested by SESs in 2024 (L38)

		Tests June/July		Tests September		Tests Nov/Dec		Totals all three tests	
		#	%	#	%	#	%	#	%
All schools	Total	45	100%	60	100%	61	100%	166	100%
	Low risk	25	56%	30	50%	38	62%	93	56%
	Medium risk	14	31%	21	35%	10	16%	45	27%
	High risk	6	13%	9	15%	13	21%	28	17%
Schools connected to piped water	Total	30	100%	39	100%	40	100%	109	100%
	Low risk	17	57%	19	49%	30	75%	66	61%
	Medium risk	10	33%	15	38%	9	23%	34	31%
	High risk	3	10%	5	13%	1	3%	9	8%
Schools connected to wells and boreholes	Total	15	100%	21	100%	21	100%	57	100%
	Low risk	8	53%	11	52%	8	38%	27	47%
	Medium risk	4	27%	6	29%	1	5%	11	19%
	High risk	3	20%	4	19%	12	57%	19	33%

A WhatsApp group was created with school principals, representatives of the SESs of all districts, district Education Departments, and AMRA-2014, to share and exchange information on water quality in schools (I9). This group is still active. The reason that AMRA-2014 had to collect water samples in 2024, was that the SESs lacked the resources (staff and transportation) to do so themselves (I12). The project began its work after the SESs had conducted their bi-annual visits to the schools. Representatives of several SESs stated that in 2025, they should be able to take water samples themselves as part of their regular bi-annual visits to schools. (Feedback by UNICEF).

EQ9.4 Implementation of WinS plans, protocols and modules by schools

- Most project schools have some kind of WinS monitoring and costed O&M plan (target 90%) – up to the end of 2023, 58% (35 out of 60 schools) was reported to have a WinS monitoring and plan in place (L16) while in 2024 the other project schools were also to develop WinS monitoring and plans under guidance of AMRA-2014. However, L41 indicates that only 40% of the 42 schools visited (in all of them the project was finalised) had an annual WinS plan, but over 90% had a sanitary protocol (for cleaning and control of cleanliness) and maintenance protocols, 74% had a plan for soap provision (though probably largely financed by parents and/or teachers) and 74% had a focal WinS person.
- Per cent of schools that have proper hygiene and E&CC extra-curricular sessions, suitable for all types of students (target 90%) - up to the end 2023, 58% (35 schools) was reported to conduct regular extra-curricular hygiene sessions (L16), suitable for all students' types. It was also stated by many teachers that as a result of the project, WASH and WASH related aspects are often covered in standard biology, geography (which has a standard educational module on climate change and environment) and other classes. Within the boundaries of the syllabus these classes can cover WASH aspects. Many schools already did some of this, but increased the WASH attention due to the project. (Most FGDs). Teachers in some schools also stated that they do not do extra-curricular sessions on WASH aspects, because it takes extra time and the school can't pay for it while teachers have low salaries (among others FGD7/22/25/28). To embed WASH better in the syllabus, it requires a decision at the level of the df Ministry of Education which will take time (most FGDs). In line with the above, AMRA-2014 therefore recommends the use of its educational and promotional WinS materials, provided to the schools by the project, during extra-curricular and standard lessons (AMRA-2014 project reports). One school stated it has a separate geography club in which attention is paid to WASH in relation to climate change and the environment (I7). None of the schools visited had a WinS club because that also is an extra-curricular activity for which the teachers who need to assist it will not get paid (all FGDs).
- AMRA-2014 states in its 2023 progress report (L6) that *'100% of targeted schools have an integrated WinS component in the syllabus in the schools that were covered'*. As the

syllabus cannot be changed by a school, we focus on the target that schools incorporate WASH subjects in extra-curricular activities and in the classes where this is possible within the boundaries of the syllabus (biology, geography and environment). This is indeed what happens as an effect of the project (feedback from AMRA-2014 and all FGDs). Teachers base their WASH education on the methodological manual (L6), which was mostly stated to be suitable for boys, girls, students with disabilities and students of different ages, language groups and religions.

- In only two schools visited during the assignment, it was stated by respondents that as a result of the project, the school has a COVID-19 protocol which is suitable for all categories of students and that in addition, posters with rules according to the COVID-19 protocol are hanging in all classrooms (FGD1/4). In the other schools, it was stated that the school has no COVID-19 protocol, because it would take extra unpaid time in extra-curricular activities versus the low salaries of the teachers. (All FGDs).
- The schools also get assistance from the district level. For instance, SES staff visit each school twice a year. They check the cleanliness and hygiene of the children and the cleanliness in the school, especially the canteen (FGD32/35/38).

EQ9.5 WASH education and student support by schools

In regard to WASH awareness and behaviours, the baseline report states, without referencing the information source or method though, that before the project there were no WASH education and promotion materials in the schools (L8). In most FGDs with teachers, it was stated that the education and promotion materials of and the trainings and presentations by the project, increased and improved their WASH education efforts (all schools). A nurse[22] claimed, that she gets more visits from students as a result of the increased WASH and health awareness creation among students, teachers and nurses. She stated that *'Especially girls began to visit the medical office more often and discuss topics related to women's health more openly'* (I11). Some of the WASH education efforts by teachers and nurses has been monitored by AMRA-2014 (I2, FGD13). Initially, COVID-19 affected the teaching efforts as students often did not attend school in that period (L4), but afterwards teachers often conducted education on WASH subjects during standard classes and partly in extra-curricular sessions as discussed earlier.

'Principals and teachers note the need to hold WASH educational sessions periodically', related to general hygiene and MHM (L4). Although girls are usually already instructed by their mothers about MHM, the subject is considered so important and not all mothers are believed to instruct their daughters sufficiently on the subject (L16), that the general consensus is that schools should and, as a result of the project, do address hygiene and MHM, to ensure that students are properly informed about these subjects. The (usually female) teachers regularly discuss MHM issues with the girls. Girls can always contact a teacher and sometimes a nurse. (e.g., FGD15/18/21/24/27/31/34-40).

An SDC indicator was *'the % of schools that have hygiene sessions in the school schedule'* (target 90%). We interpreted this to mean that 90% of the project schools should incorporate hygiene subjects in some of the standard lessons within the boundaries of the syllabus and/or in extra-curricular lessons on a somehow regular basis. However, extra-curricular WASH education is unpaid, while teachers and also nurses argue they are already overburdened with work. Therefore, the extra-curricular education on WASH is soon reduced after the project inputs in schools. Some schools claimed that they educate students weekly on WASH topics, e.g., by teachers and nurses, who were said to 'consequently and regularly teach, create awareness, support and enhance the students in regard to key WASH behaviours' (FGD1-4/8/17/20/29/30/34/37-40). In quite some schools it was stated that WASH education is only done by teachers as the schools do not

[22] Nurses stated that they need regular refresher training on WinS in relation to health *'to keep us on our toes'* (I10). However, one nurse who works in a hospital claimed that *'health workers regularly undergo advanced training courses, including on water supply, sanitation and hygiene'* (I11).

have access to a nurse (e.g., FGD14/23/26/30). Because of the extra and unpaid effort by teachers (and in some schools, nurses), the question is how sustainable the extra-curricular WASH education efforts are. For similar reasons, the schools do not have WinS clubs, as this would require additional input through unpaid working hours by teachers. In addition, it was stated that embedding WASH in classes *'would need a change in the schedule, which is difficult, since the education system is inflexible'*. (Most FGDs).

AMRA-2014 and UNICEF claim that through the increased teaching efforts by teachers (effectuated by the project), the knowledge and skills among students about WASH and WASH related climate change and environment aspects have improved (L6, L16). It was often stated that before the project not all students and teachers were aware of proper hygiene and MHM behaviours, but that thanks to regular talks and lectures on WASH and related aspects as enhanced by the project, more boys and girls, disabled students, students of different ages, language groups and religions, and teachers, know about proper hygiene and hygiene behaviours. Some school groups stated that *'the schedule included classes on WASH before the project, but now, after the project, teachers are trying to cover this issue even better and more comprehensively within the conditions and restrictions that exist'* (e.g., FGD10/16/19). It was acknowledged by many respondents that, although adapting the syllabus needs to be done by the df Ministry of Education, the schools and teachers try to pay regular attention to WASH topics within the framework and boundaries of the syllabus. The school syllabus includes some specific hours on hygiene, but the syllabus for lessons on biology, geography and the environment also leave room for covering WASH aspects of climate change, water quality, personal hygiene, MHM, proper use of WinS facilities, etc. As a result of the project, the teachers in most schools cover these topics more often (weekly to monthly) in the lessons where this is possible within the boundaries of the syllabus and in extra-curricular activities (though teachers indicate that as they do not get paid for this, and as they have very low salaries, they don't want to teach during extra-curricular activities). (All FGDs). It was also often stated by teachers that after the project trainings and other inputs, they began to monitor the students more closely in regard to their WASH behaviours (e.g., FGD16/19/22/25/28/29/32/35).

The earlier described survey among 21 students, provides limited insight (because of the low number of students who answered the questions) in the knowledge of students about the subjects covered by AMRA-2014 (healthy lifestyle, personal hygiene, environment and climate change, and proper use of WinS facilities). 81% of the questions was rightly and 19% was wrongly answers, showing that indeed most students gained an understanding of these topics. (L6, L16, I3). No proof was found to what extent the high percentage of correct answers can be attributed to improved and increased WASH education by teachers as effectuated by the project (also because it was not covered by the baseline study).

To support students and create child-friendly schools, the project enhanced that *'systems of informal or formal protection are functioning to protect boys and girls, enabling communities and partners to respond to violations of child rights'* (L13). A related indicator was that *'80% of targeted community members, including children (disaggregated by sex), report that this is achieved'*. Up to end 2024, *'42% (25) of selected schools were located in communities where social community centres (including trained social workers on child protection) are available.'* (I12). These centres exist in many villages. Some are capacitated by WorldVision as part of another UNICEF project, including training of community social workers on child protection. In the 25 communities that have such centres supported by WorldVision and where also a project school is based, it was assumed that these centres and their trained social workers contribute to a *'Child-friendly school environment, enhanced by improved capacities of teachers and improved safety and protective environment of schools'*. (L13, I12). These cause-effect interrelations may indeed exist (WorldVision trained voluntary social workers, often teachers, in the centres which leads to improved child-protection mechanisms in the involved communities, which in its turn enhances child-friendly school environments, if the trained social workers are active and stretch out to schools. However, this is an assumption. The coverage (42%) is

almost half of the target (80%). This is probably because many project schools are not based in communities where WorldVision is active.

Table 19 Nurses in the visited schools

School	Place	District	Has the school access to a nurse? (Y/N)	Was the nurse trained by the project? (Y/N)
N1	Khyatskhya	Gali	Y	Y
N2	Galkhuch	Tkvarcheli	Y	Y
Pshap	Pshap	Gulrypshi	N	NA
Bambora	Bambora	Gudauta	Y	Y
Lapstarkh	Lapstarkh	Gagra	N	NA
N2	Yashtuha	Sukhumi	Y	Y
N7	Sukhum city	Sukhumi City	N	NA
Kyndyg	Kyndyg	Ochamchire	N	NA
Katsikyt	Katsikyt	Gulrypshi	N	NA
Shashikuara	Shashikuara	Gali	N	NA
Kutol School	Kutol	Ochamchire	N	NA
School N2	Tkuarchal city #2	Tkvarcheli	Y	Y
Achandara School	Achandara	Gudauta	Y	Y
Bagardny School	Bagardny	Gudauta	N	NA

EQ9.6 O&M and repairs of WinS facilities by schools

AMRA-2014 claims that an effect of its inputs in the project schools is that school administrators selected persons to be responsible for cleaning[23] and for O&M and repairs of WinS facilities. However, most schools already had (usually one) cleaner and (usually one) caretaker before the project (all FGDs). The schools often have difficulty to pay these persons, the WASH items (soap, toilet paper) and tools (brooms, etc.). This is usually accomplished with financial support from the parents of the students and sometimes even the teachers. L41 found that at least 86% of the school visited had soap and toilet paper available in the toilets. However, the photos in Annex 8, show no toilet paper in any of the toilets. It was usually stated, that students can collect toilet paper somewhere in the school if they need it (otherwise too much toilet paper will be used and it will run out quickly), while others admitted that students take tissues with them from home as toilet paper. Cleaner and caretaker were said to function well within the limited possibilities they have to clean, operate and maintain the WinS (and other) facilities. In many schools, cleaning is done once a day only, as the school can't pay the cleaner extra (L5, I6/7, most FGDs).

During the project, regular monitoring and supervision by AAH and UNICEF staff in the schools (e.g. in 2021 30 monitoring visits were conducted) improved and gave insight in how the school management operates and maintains the WinS facilities, services and education efforts in their schools. (L15). It was found that some schools struggle, whereas

[23] One school director said that to pay their cleaning lady and the items she needs for cleaning, they collect small amounts of money among the parents of each student and among the teachers. In that way they collect 12,000 Roubles (approximately 125 USD) of which 7,000 Roubles is given to the cleaning lady as a top up on her salary paid by the school which is also 7,000 Roubles (as such together she earns 14,000 Roubles). The 5,000 Roubles left from the parents' contribution is used for toilet paper, cleaning materials etc. For small and rural schools it is most difficult to cover these costs. (I6).

others are doing well. In cooperation with the local authorities, UNICEF supports schools having difficulties in O&M as long as the project continues, by providing technical advice, including advice on improved monitoring and hygiene sensitisation. (L16). Schools are also visited twice a year by the SES of their district, during which the SES checks the general cleanliness in the school and the hygiene of the students. Also, District Education Departments state they sometimes monitor the proper implementation of the syllabus. They attend school several times during the year to observe exams, events, etc. (FGD29). No information was obtained about the quality of their work. Many schools claim that as a result of the project, their school administration monitors the condition and cleanliness of WinS facilities better and more regularly and tries to solve problems found immediately (most FGDs with teachers and principals). The information of the WinS situation in schools therewith is scattered over different parties, incomplete and not always documented fully or properly and no one has a complete picture. Also, the attention by external parties does not cover the main challenge of schools, which is the limited financial resources to safeguard all WinS activities and structures properly.

The budget for O&M in 19 schools was 37,000 USD/year. It includes all repairs of school buildings, buying of new furniture, and in addition also the O&M costs of WinS facilities. The average cost per child per year for all these costs together was 7 USD. When completing their O&M budget, principals inform school stakeholders how their school will raise the needed funds. The main funding sources include: district authorities, parents and the school's own general O&M budget (obtained from the df Ministry of Education or the district administration who get the money from taxes taken in the district, with poorer districts getting additional funds from the de facto government budget). Typically, 30% of the O&M funds of a school is obtained from the district administration, 42% from parents, and 16% from the schools' own funds, while the remaining 12% does not have one specific source of funding. It shows that O&M financing comes largely on the shoulders of the parents. Requests to the district's central administration and/or education department for WinS contributions is not granted yet, as the local authorities have not approved the involved O&M costs. If the requests are not granted, or partially granted, the burden will remain with the parents. (L16). In an unstructured manner, the local district authorities sometimes do contribute to O&M and/or repairs of school WinS facilities, but this is not regulated. Because of the now improved WinS facilities and the other WinS works, the attitude has changed and parents are more motivated to pay for toilet paper, soap, etc. (I4, I6). It is believed that the funds are spent honestly by the schools (I6).

EQ9.7 WASH and climate change awareness

As described, the survey conducted among 21 pupils from different schools (L6) has made it likely that many students have gained knowledge in regard to WASH and climate change. However, awareness also requires two other aspects: 'attitude' and 'practise', which were not covered by the survey. Students and teachers claimed that students, including boys and girls, disabled students, students of different ages, different language groups and religions are, as a result of the project, more often and better educated on WASH topics relevant to them, and that as a result the students have gained much more knowledge and understanding and are more aware of these topics (almost all FGDs). It was also often stated that, as a result of the project, WASH is regularly discussed in extra-curricular activities (almost all FGDs). However, because teachers' salaries are low, it was also admitted that there is low motivation and lack of time for COVID and WASH extra-curricular education after normal school hours (most FGDs).

It was claimed in most schools that girls always have the opportunity to contact the nurse and class teacher on MHM issues. It was stated that in the culture of Abkhazia, it is not accepted to discuss this topic openly in society. Girls are not teased with menstrual issues. Girl students who menstruate are sufficiently aware of menstruation and menstrual hygiene, not so much as a result of the project, but because they talk about it with their mothers mostly and with the nurse. Girls claimed that another important information

source about MHM for them is the internet. They also carry all the necessary hygiene products with them. The girls also know that they can always contact the class teacher or the nurse if they experience menstrual problems. (All FGDs).

An SDC indicator is *'the % of surveyed children who know the importance of having a waste-free environment at school'* (target: 80%). The survey among students found, that 81% of the respondent students had a sufficient understanding of the subject (L5/16).

EQ9.8 External factors that negatively influenced the project at this level

External factors mentioned by AMRA-2014 included:

- Significant inequalities exist with regard to access to mother tongue education. Russian is the dominant language of instruction, while Abkhaz and Armenian are used mainly in grades 1-4, and Georgian is being phased out (L3). For this reason, the project made all educational and promotional materials and the methodological manual available both in Russian and Abkhaz which costed extra effort and money.
- Due to limited funding, only one set of hard-copy materials could be availed per school. This shortcoming was mitigated by availing a digital copy of each material per school.
- The Corona pandemic and other diseases (e.g., flu) affected the number of children attending school. Despite the fact that the schools themselves were not quarantined, there were schools in which classes were quarantined due to student illness. (L4).
- Fluctuations in the exchange rate, which led to a change in the budget and the number of documents and other materials that could be printed. (L5).
- The development and the approval by the df Ministry of Education of the methodological manual and posters took more time than originally planned. This slightly delayed the printing of all materials and the start of the presentations in the schools. (L5).

External factors mentioned by AAH included:

- AAH was contracted annually. AAH therefore did not dare to contract project engineers for more than one year. As a result, it had to find and contract engineers each year (I4, L11). Working with short-term experts, weakens the effectiveness and institutional memory of an organisation and increases the workload. (I4).
- AAH was also challenged by rapidly increasing prices for materials needed in the construction works and inflation of the local currency. But AAH managed largely to overcome this challenge, among others because of the dollar to Rouble exchange rate getting more favourable and because AAH had some financial reserves. AAH claims the price increases did not affect the quality of the work. (I4).
- Shortage of construction materials was related to the war in Ukraine. Therefore, AAH and the contractors had to work with what was available on the market. (I4).
- Tight timeframe for the construction works. The number of local contractors was 11 in total and they were very small contractors, so they had to really push for quick action while they also had to train them. (I4).
- Sometimes the weather slowed down the construction works (I4).

External factors mentioned in the FGDs in the schools included:

- lack of flexibility not allowing for full coverage of WASH topics in the schedule (FGD16/19/22/25/28/29/30/32/33),
- lack of funds and low wages, due to which parents have to raise additional funds to pay the cleaner and buy hygiene products (FGD16/19/22/25/28/29/30/32/33/36).
- Teachers try to solve all problems on their own (FGD35/38).

6.2 EQ10 Outputs and outcomes among contractors

Full evaluation question: To what extent have the project outcomes and outputs been achieved as planned and designed among contractors?

Table 20 Outputs among contractors

Output	Output indicator	Target	Realised	Findings
Properly selected contractors	# of properly selected contractors	10	>10	AAH selected more than 10 contractors who felt attached to the schools and provided sufficient quality for an acceptable price. New contractors could prove themselves through smaller jobs in some schools. The process was thorough, adapted to the circumstances and prevented that the 2 involved objectives (create a pool of good contractors and obtain optimal quality WinS facilities) contradicted each other.
Properly capacitated contractors	# of contractors trained and certified by the project	8	11	Each project year, selected contractors were trained and familiarised with the works they had to do, including training material and manuals in Russian. Each year, the training was combined with a visit to ongoing construction sites. During the works, the contractors were monitored by AAH and UNICEF. Realised facilities were assessed by AAH through final checklists and a technical assessment of finalised WinS facilities in all schools (L41). The feedback provided to the contractors led to better construction results and was a learning experience for them.
	# of working hours created	15,000	No info	The latest AAH project report (L12) states that the number of working hours created in WinS construction is 'not yet determined'.

Table 21 Outcomes among contractors

Outcome	Outcome indicator	Target	Realised	Findings
Outcome 1: Local contractors provide proper work and apply WHO and/or locally adapted WinS standards when constructing and rehabilitating school WinS facilities	# of contractors certified in WinS construction.	8	10	The contractors were well prepared and qualified for the certification.
	% of WinS facilities constructed and rehabilitated by the local contractors that fulfil WHO and locally adapted WinS standards	100%	100%	The works by the contractors, in general fitted to what was needed to improve the WinS situation and were in most cases well and timely finalised. The contractors worked with prescribed designs, standards and criteria, largely in line with the project standards. Contractors sent pictures of each phase of work to AAH and only continued with a next phase when the former phase was approved by AAH and UNICEF. AAH engineers, aided by UNICEF, monitored, guided and safeguarded the quality by the contractors. The effectiveness of the monitoring depended on the personal activeness, skills and motivation of the involved professionals. Nevertheless, the different monitoring methods and actions by different experts, together were good practise and ensured proper works by the contractors.
	% of contractors who worked in line with proper quality contracts, BoQs and standards as a result of the project.		100%	
	% of contractors who had proper monitoring and quality assurance in place for construction of WinS facilities as a result of the project.		100%	
	% of contractors who timely realised WinS facilities.		Appr. 70%	

Table 22 Summary of external factors (slightly) negatively affecting the project at this level

Findings
• Fluctuating exchange rates, price increases of imported materials, delayed project funds. • Difficult to find good technical engineers. • Dry and/or obstructed boreholes, l**andownership issues and early start of the winter**. • **Power cuts affecting construction works** and **delayed construction works by district authorities.** **AAH and the contractors were mostly able to handle and mitigate these factors reasonably well.**

EQ10.1 Selection of contractors

First, the project schools planned to be covered during a project year were visited by AAH engineers for an initial assessment followed by a feasibility study. Then BoQs were prepared by AAH, followed by requests for quotations (RfQs) in local newspapers and through AAH's social networks. Contractors visited the schools on days organised by AAH submitting a bid. They had to bid for at least 2 schools. AAH's assessment committee controlled the quality of new contractors, among others by visiting sites where these contractors worked before. Once the bids were in, AAH did a pre-selection based mainly on: motivation (e.g., as known from earlier works), quality of works done before, bank account details, absence of debts, being registered, having all required documents, price[24], ability to meet specifications and standards, availability, delivery time, quality of materials, quality control methods and practices, experience and proximity to the school. Sometimes a bid was rejected, e.g., if the contractor provided poor work before and/or had a too low

[24] For example, in 2023 the prices provided by local contractors exceeded the estimations of the AAH engineers by more than $7,000, thus it was decided to re-announce the tender. (L11).

or too high price. AAH sent a list of pre-selected bids for approval to UNICEF and AAH's Logistics Department at Madrid HQ. After approval by UNICEF and AAH's HQ, contracts were made by AAH and signed by contractor and AAH. AAH worked with 11 contractors[25].

AAH did not always go for the cheapest bid. It preferred to select the one with best value for money. If there is a bid from a new contractor unknown to AAH, they often select a more experienced contractor that worked within the project before instead. Sometimes in such a case, AAH gives the new contractor a contract for more simple construction works in a school where no complex construction is required. Then, if that contractor performs well, AAH may engage with the contractor thereafter in a more complex site[26]. Sometimes bidding contractors are based too far from the site. In such cases, AAH may select a less experienced contractor based nearer by. Hence, in the selection process, AAH looks at things from different angles, depending on the circumstances but always with the aim to get sufficient good quality constructions for an acceptable price. (I4, L9 and L10).

EQ10.2 Training by the project

Each project year, the selected contractors for that year were trained and familiarised with the works, covering such aspects as the materials to be used and the requirements of the works to be done with them, including standards, etc. (meaning that a contractor who worked several years in the project received a training each year with 2 to 3 persons taking part). The contractors claim they pass on the knowledge to the other workers. (I13/14).

Training material and two standard handbooks for the contractors were provided by SDC / UNICEF (L25/26; L25 was available in Russian, L26 was slightly adapted and translated in Russian by the project). Each year, the training was combined with a visit by the envisaged contractors for the new project year, to ongoing construction sites during which the contractors could observe and discuss practical details and quality requirements of the works. The focus of the training and visits was on mandatory standards, practical issues like safety, tools, material storage, quality of materials, placement of sewer pipes, concrete works, etc., and other quality requirements (I4, L9, L10, L15). On top, the contractors learned about procedures, rules and contracts. (I4). In 2022, the training was conducted during one day, but from 2023 onwards, the training comprised four days and was conducted at the Sukhumi State College organised by the SDC, the University of Applied Sciences and Arts-Western Switzerland, UNICEF and AAH. Students of the College[27], the contractors and AAH engineers took part in the training courses. In 2023, topics included:

- Sources of pollution and public and environmental health
- Sanitary systems and technologies: interface (toilet) and storage/handling technologies
- Sanitary systems and technologies: transfer and cleaning technologies
- Sanitary systems and technologies: technologies and utilisation.
- Safety of sanitation systems and their impact on water sources.

After the training, the participants were awarded a certificate. The training in 2023 was conducted by the AAH Project Manager and engineers and was reasonably well evaluated by all involved stakeholders. (L11, L28).

Contractors were monitored by AAH and UNICEF and constant feedback was provided to them. This led to good construction and was a learning experience for the contractors. The contractors indicated it worked well. One contractor stated that *'Throughout the work, we*

[25] Sometimes the limited numbers of contractors and/or other factors (e.g., sudden drastically increasing prices for required materials) led to a reduction of the number of schools that could be covered. The contractors are individual entrepreneurs who hire a foreman and some workers for a job to do. (I4).

[26] In 2024, for one school, the lowest bid came from a contractor with whom AAH had not previously worked. It was decided to conduct a comprehensive audit of the contractor and to check the places where the contractor had worked previously, observing and checking the type and quality of the work accomplished there. AAH also had an interview with the contractor. Finally, it was decided to sign a contract with the contractor, especially as one of the aims of the project is to build up a pool of strong contractors within Abkhazia. (L12).

[27] The students benefitted as they learnt new things and could interact with an AAH engineer (feedback UNICEF).

were in touch with the project team and accepted all instructions; the project kept us on our toes as we tried to stick to deadlines and monitored the quality level.' (I14).

EQ10.3 Types and quality of the WinS works by contractors

Based on their own experience and based on the training, monitoring and supervision by AAH supported by UNICEF, the contractors worked in line with the quality standards of the project (e.g., different grades of concrete were required for different works, for which they used different grades of concrete, including M-100; M-150; M-200; M-250; M-300). The contractors ensure that any comments on the quality of work by AAH and/or UNICEF engineers are taken up through proper measures to correct things at their own expense. The contractors interviewed claimed they finalised the works on time. The contractors also claimed that they had contract obligations of the project but also have their own rule to purchase and use quality materials from trusted suppliers, which they control and monitor. They even request quality certificates for products that require it. (I13/14).

EQ10.4 External factors that negatively influenced the project at this level

External factors mentioned during the interviews and found in literature include:

- There were often many and significant fluctuations in the exchange rates (inflation, but often also deflation) and the ongoing increases of prices of imported materials, which resulted in increased costs for construction materials and fuel. Since the general cost of life also increases for the same reasons, so do the salaries of local staff. As a result, the budget sometimes could not cover all schools planned to in a project year. (L16).
- In Abkhazia it is difficult to find good technical engineers.
- Overlap of the construction works during summer time with school classes which led to postponing school classes in some schools until the works were ready.
- Dry and/or obstructed (by rocks) boreholes.
- Landownership issues (e.g., pipelines passing land and landowners not accepting that, even though it was agreed beforehand with them).
- Early start of the winter affecting the construction works.
- Sudden power cuts affecting and delaying the construction works (no electricity for equipment and no water for the works, e.g., for making concrete mixture).
- One school demanding a change in the previously agreed plan.
- Work delays due to delay in receiving project funds from UNICEF.
- Delay of construction works by district authorities.

(I13, L9, L10, L11, L16).

The contractors were often able to mitigate the factors mentioned. For instance, one contractor stated that *'During the cold season in Abkhazia there are frequent power outages and therefore water shortages. We adjusted our working hours, and also ordered everything as early as possible so that the delays were minimised.'* (I14).

6.3 EQ11 Outputs and outcomes in the districts

Full evaluation question: To what extent have the project outcomes and outputs been achieved as planned and designed at district level?

Table 23 Summary of outputs in the districts

Output	Output indicator	Target	Realised	Findings
Informed District Education Departments	# of districts informed about the project	8	8	All districts were well informed about the project prior to its start.
Engaged district stakeholders and parties	Trained social workers	No info	No info	Social workers of the district authorities were well trained by the project in psycho-support (together with voluntary social workers in villages and schools).
	Functional school WASH platforms	8	8	The WASH platforms were developed and stakeholders trained, but are no longer active.

Output	Output indicator	Target	Realised	Findings
	# of SESs trained by the project	8	8	The project provided field laboratories to several SESs, trained SESs on the use of these laboratories and collaborated with all SESs in the project. AMRA-2014 supported the SESs with water sampling in schools, which SESs may do themselves from 2025 onwards.
	# of district education departments trained by the project	8	8	District Education Departments were not trained by the project. UNICEF engaged with local authorities and school administrations to investigate and develop sustainable financing of WinS budgets, plan project activities and hand over finalised WinS facilities to schools. Reality is that financing of WinS is done by the schools and the parents of the students. District WASH platforms were erected by the project, but these are not active.
Key school WASH messages on social media	# of people reached with key school WASH messages on social media	20,000	>30,000	The messages covered topics like general WASH awareness, good parenting, WinS and child-friendly schools (number of people reached is based on statistics from social media and TV channels). The messages can easily and cheaply be repeated through social media.

Table 24 Summary of outcomes in the districts

Outcome	Outcome indicator	Target	Realised	Findings
District level support to Outcome 2: Improved and sustainable management, O&M and repairs of school WinS facilities	# of districts (a) having and (b) implementing a functional WASH platform due to the project.	8	8	WASH Platforms were formed in each district but they are not active (feedback by UNICEF).
	# of districts that implement a functional WinS support, enhancement and monitoring as an effect of the project	No info	0	District Education Departments are motivated to support WinS but reason they don't have the resources for it (human, finance, logistics). There is also no obligation for them to do so.
District level support to Outcome 4: ensure a child-friendly environment in schools	# of people who improved their child-related awareness and behaviours due to the social change messages of the project	20,000	>30,000	The number of people reached with social change message is based on statistics on views of the videos on social media and TV. No information was found on how well the messages have effectuated desired behaviour changes in people, but that a lot of positive feedback was received. The sustainability of this outcome is questionable.

Table 25 Summary of external factors negatively affecting the project at this level

Findings
• Absence of a plan or approach and shortage of funds for WinS at district levels cause limited involvement of the district authorities and absence of a safety net for WinS. • SESs lack funding and regulation to conduct regular water quality tests and other WinS inputs. • Nurses lack the time and resources to attend students with WASH related problems and questions sufficiently.

EQ11.1 Training, informing and engaging district parties

Training by the project at district level was limited:

- UNICEF facilitated district WinS platforms with school administrations, district authorities and SESs, to discuss WinS and *'build a network to bring relevant stake-holders together, to lobby and move WinS higher on the priority list in annual budgets'*. (L14). Unfortunately, the platforms are not active anymore (feedback by UNICEF).
- UNICEF engaged with local authorities and school administrations to investigate and develop sustainable financing of WinS budgets[28] (L15, L16). The results show that O&M financing remains mainly on the shoulders of the parents, while requests for finance to the district's central administration and/or education department are not approved, therefore uncertain. This means that more advocacy is needed to convince the district authorities of the necessity to allocate funds for O&M of WinS facilities. (L16).
- Training by UNICEF on psycho-social support for social workers, addressing child protection issues. These social workers are sometimes employed by the schools (teachers who act on a voluntary basis as social workers in their communities and schools) while others are employed by the district administrations. (L2).

[28] The potential sources for O&M budgets are: request to the district's central administration and/or education department, asking for parents' contribution, drawing from the school's own budget (L16).

- Selection of district level suppliers was based on competitive pricing, ability to meet specifications and standards, availability and delivery lead-time, quality of materials, quality control methods and practices, proven performance and experience (L11).
- AMRA-2014 and AAH informed the district authorities about their activities (L5, L6, L11).
- UNICEF supplied SESs with portable field laboratories (donated by SDC) for simple chemical and bacterial water testing. Some SESs had no equipment at all before the project. Other SESs had old equipment which was difficult to use. A respondent indicated that: *'The portable labs enable simple and quick water testing on essential aspects, convincing the SESs to perform water quality analyses in the schools. Before, the SESs claimed they had no resources for such analyses. Now they have, so they have no more "excuses" not to perform the analyses. And the labs are not only used to analyse water samples in schools, but also to do the regular water analyses as per the SESs mandate'.* (I12). Trainings on the use of a portable laboratory were provided to SESs in several districts. In 2024, AMRA-2014 staff visited 66 schools to collect water samples (mostly three times per school divided over the year) and provided these to the SESs. (L7, I6, I8, feedback by UNICEF). Some SESs indicated they may take up water sampling themselves from 2025 onwards, making this activity part of their regular bi-annual visits to schools (they claimed in 2024 the SESs had already visited the schools when the project wanted to start with water sampling). (Feedback by UNICEF).
- A representative of a SES confirmed that his SES was not trained by the project other than the field laboratory training and that his SES had monitored that the quality of the activities carried out by the project in schools was good. (I9).
- WASH chats are established with the chiefs of the SESs for better communication with AMRA-2014, but it is not very active (L7).
- UNICEF together with the school administrations utilised social media and TV programmes to underline the importance of public funding (annual budgets) for WinS. It was claimed that these activities contributed to strengthening the commitment of local authorities and the public for WinS (L14), but no proof was found regarding the effectiveness and sustainability of the effects of this intervention. An advantage is that the intervention can easily and cheaply be repeated, but no information was found on whether this will be done after the project ending and if so, by who and how.

EQ11.2 District level support to improved and sustainable management, O&M and repairs of school WinS facilities

The District Education Departments fulfilled a limited role in the project. They sometimes contributed (usually limited in-kind contributions, e.g., materials, labour, transport) to the construction of WinS facilities. The cooperation was usually laid down in a Memorandum of Cooperation and Understanding between all involved key parties. The district authorities were also involved in monitoring and coordination of project activities. When the construction works in a school were finalised, representatives of AAH and UNICEF visited the school for an inspection. If assessed positively, a certificate or 'Act of acceptance for the transfer (handover)' of the site to the school was signed between AAH, UNICEF, the District Education Department and the school. (L10, L11, L12, L16). A representative of a District Education Department stated that *'We would be happy to follow up on the project WinS education and repeat the trainings every year, but due to low funding, we cannot devote much time to this topic and cannot demand this from school staff, since their salaries are low'* (I17). District Education Departments claimed they also annually *'monitor sanitary and hygienic conditions, and ensure that all tasks set in the schedule are followed'*, identify schools that need improved sanitary conditions the most and draw up plans and school schedules for (further) action and education in schools. However, they also acknowledged that *'our organisation does not have large finances, we are trying to gradually carry out all the tasks'*. (I15-17). They also stated that *'All events that take place in schools are to be approved and monitored by our department'* (I16/17).

School WASH platforms are not functional (feedback by UNICEF). District representatives claimed that the WASH platforms are the responsibility of the SESs and that they are not informed about these platforms. (I16/17).

Nurses. Not every school has a nurse. If a school has under 50 students, the nurse is supposed to be based in the village administration (I2), but often there is no nurse at all. If there is a nurse, students have free access to her medical office (in the school or in the village) while she also visits the school sometimes and then answers to health and hygiene questions, raises hygiene awareness, etc. Mostly girls visit the nurse with questions about women's health, menstruation, etc. The nurse also gives them painkillers if needed. (I11).

SESs visits each school twice a year to check and monitor hygiene, including the sanitary conditions (toilets, canteens), children (for lice), and overall cleanliness. They also talk to teachers on WASH topics, and control the school plans for covering WASH topics in classes within the boundaries of the syllabus (in the lessons biology, geography and environment). The SESs claim they also use the experience and knowledge from the project in non-project schools. (I9). In 2024, UNICEF asked AMRA-2014 to sample water in the schools for water quality tests, because the SESs had already visited the schools twice and indicated they lacked the resources to visit them again. AMRA-2014 brought the water samples to the SESs and warned schools with poor test results. SESs claimed they will do the water sampling and feedback to schools from 2025 onwards as part of their bi-annual school visits (I18). There is also an annual meeting with all school principals. The SES director then announces poor test results and provides letters with the test results to the principals. Not all schools have proper quality water, even after the project. There is no chlorination, but tap water from the pipes is generally OK. In areas with boreholes and wells, the water quality is sometimes not good. The test results by the SESs and simple faecal coliform test results of UNICEF are available (L38). AMRA-2014 had to collect three samples per school in 2024. When the project ends, the water sampling by AMRA-2014 will also end. (I6).

EQ11.3 District level support to ensuring a child-friendly environment in the schools

Although it is claimed that more than 30,000 people were reached with social change messages focused on child-friendly behaviours (L16), no information was found on the extent to which these messages have improved the child-related awareness and behaviours in these people. An advantage is that the messages can easily be spread out again with very limited costs. A question is who will do so after the project has ended.

EQ11.4 External factors negatively influencing the project at this level

- Absence of a plan or approach for WinS among authorities (I4).
- The de facto Ministry has a budget for O&M and other school costs, but it is not enough to also cover WinS O&M costs (I4).
- AAH did not have contacts with the district authorities about their project inputs, which as such did not affect the work of AAH and the local contractors but would have made coordination with and assistance by the district authorities more effective (I4).
- Frequent water cuts (due to electricity cuts) were mentioned by SESs and district education departments (I9/15-17).
- Lack of funding (SESs claim they need more funding to regularly test water in schools, assist with the rehabilitation of WinS facilities, visit schools more than 2 times a year and conduct WASH events; district education departments also claim they need more funding to support WinS). (I9/17).
- A nurse indicated that frequent water outages mean that children do not always have the opportunity to use the WinS Facilities (I10).
- Nurses also attend people from the whole village while their salary is low. Therefore, they do not always have sufficient time to pay attention to students (I10, I11).

7. Findings - Efficiency

7.1 EQ12 Efficiency of the project

Full evaluation question: How efficient has the project been in realising the project outputs and outcomes in relation to the inputs provided?

Table 26 Summary of the efficiency of the project

Topics of interest	Indicators	Targets	Findings
Management of human / financial resources and organisational / governance structure	The governance and management of the project led to efficient use of resources.	Not in Logframe	It is difficult to get proper information in regard to financial aspects and the extent to which project management has been efficient as these aspects cannot be compared to similar other interventions. This topic was therefore not covered.
Complementarity and added values of the different implementing partners	Extent to which partners complement and benefit the project in terms of cost-effectiveness and quality delivery.		The partners complement each other well and each have an added value for the project, without leaving gaps in the planned project activities. An exception could be the assistance to schools in regard to O&M planning and the selection and instruction of caretakers.
Cost of the project and project parts	Costs of the project compared to likewise projects are similar.		As this requires similar other projects and in-depth information on costs aspects, all of which were not available, this topic was not covered.
Options for higher efficiency leading to the same or better outcomes	Comparison of the project approach to other similar projects and ideas of stakeholders for other approaches.		Besides some minor options that could lead to limited efficiency gains (notably more than one-year contracts for the implementing organisations, which however incorporates increased risks for the customer), the project can probably not be implemented more efficiently without losing quality or affecting other aspects of importance.

EQ12.1 Management of human/ financial resources and organisational / governance structure

District education departments state they do everything within their power to support WinS (I15-17), which however is limited. To determine the financial and managerial efficiency of the project is highly complex and was beyond the boundaries of the assignment.

EQ12.2 Complementarity and added values of the different partners

The different partners (AMRA-2014, AAH and UNICEF) complemented each other well in regard to implementation tasks. Monitoring of the works in the schools was done by both AAH engineers and UNICEF staff. This is good practise because the UNICEF staff could in this way verify whether works are indeed done properly and also monitor whether the AAH engineers monitor the works properly. One question mark remains in regard to the assistance to schools to develop an O&M plan for the WinS facilities and select and instruct a caretaker. This is done by AMRA-2014 without involving AAH and the local contractors who realise these facilities while these last two (AAH and local contractors) are the parties that have the expertise about practical O&M of the WinS facilities. AAH does discuss O&M with the schools informally with school representatives to some extent but it is not formalised and there is no coordination on this between AMRA-2014 and AAH. (I4). Nurses indicated that they do not coordinate their WASH awareness raising efforts with anybody else (I10, I11). The contractors indicated they did not work with or overlap with other contractors (I13/14) and that the works of the contractors and those of the SESs and some non-profit organisations complement each other (I15-17).

For the activities in the schools, the partners informed the SESs and the district authorities in advance and waited for their approval (I9).

EQ12.3 Cost of the project and project parts

Although efficiency is usually about costs, it was impossible to evaluate the costs within the limited framework of the evaluation. Evaluating these costs would need a comprehen-

sive assessment of the finances and a comparison of the finances with those of similar projects by other organizations in the same or a similar area, both in terms of material and logistical costs, cost for implementation and monitoring, contingency costs and organisation costs at the different levels (such as administration, management and other involved costs, ideally also covering the donor level). Especially this last aspect (availability of another similar project to compare the costs with) was not at hand. Therefore, this part of efficiency has not been evaluated.

EQ12.4 Options for higher efficiency leading to the same or better outcomes

It was mostly stated by respondents, both teachers, principals and contractors, that they felt that everything possible was done within the framework of the project and could not have been done more efficiently, also in regard to diminishing WinS costs (e.g., FGD1/7/16/19/22/25/28/29/32/35/38, I14). The few ideas among respondents and in project documents for possible efficiency improvements included:

- AAH has little linkage and coordination with AMRA-2014 in the project and indicated this could be improved, especially in regard to assisting schools to develop resources and knowledge for the O&M of WinS facilities. (I4).
- In contrast to normal project contracting procedures, the dependence on one-year project contracts had some negative effects on AAH's institutional memory, workload and learning, and made its operation somewhat more complicated and less efficient. Longer contracts may increase the risk for the customer though.
- If the quality of the materials used was good, the school would have to carry out repairs of WinS facilities less often (FGD10) (This concerned the one school were problems are encountered in regard to the parts of the toilets, like faucets, etc.).
- Proper functioning of the water tank is of great importance to the school. To fix the problems, the school has to make additional expenses (FGD13).

The last two ideas actually refer to quality problems at the schools that lead to inefficient operation and additional costs at the school level. The first idea indicates an organisation issue where efficiency and effectiveness could be improved if linkage and coordination between the two organisations would improve. Nurses who were interviewed indicated they try their best to improve WASH awareness in the best possible and most efficient way, but having to operate within the boundaries of their duties which limit the amount of time and effort they can dedicate to this role (I10, I11).

8. Findings - Sustainability

8.1 EQ13 Sustainability of the project results

Full evaluation question: How sustainable are the outcomes and outputs of the project?

Table 27 Summary of the sustainability of the project results

Topics of interest	Indicators	Targets	Findings
Sustainability at school level	% of schools that have overcome reasons that prevented them in the past to properly implement and sustain WASH education and awareness promotion and WinS infrastructure	Not in Logframe	Schools have increased motivation to sustain the WinS facilities and can do so better because of the new WinS infrastructure, but they do not have more or better organisational or financial resources to sustain the results better in the longer term than before. The learning from the project education comes from one-time events which were highly useful but need regular refresher training to sustain the effects, although the self-instructive education materials and the high motivation of the teachers make it likely that they will sustain the WASH education to students for quite some time to come, even if no follow up is done.
	% of schools that have proper organisational and financial infra-structure and have a structural motivation to sustain and expand the project results and effects in their schools		
Sustainability among contractors	% of the involved contractors who (are likely to) properly sustain and expand the results and effects of the project.		The local contractors can and will use their project learnings (technical, procedures, rules and contracts) to improve their services and to try and qualify for better, higher quality and better paid work in the future.
Sustainability at district level	Level of sustainability of the resources and motivation of districts to support schools with sustaining, expanding and properly using their WinS infrastructure and WASH awareness creation efforts.		There is no safety net and enhancement for WinS at district or any other level. WASH platforms are not functional. Exception is a limited structure for monitoring water quality (by SESs) which if the water sampling for it is embedded in their standard bi-annual visits to schools, may be sustainable (if the SESs can purchase the supplies needed for the water tests). Social media campaigns can easily be replicated but there is no party that committed to it. Social workers at district level are likely to continue using the knowledge and skills they gained during project trainings, but new social workers will not get such training.
Sustainability at UNICEF and NGO level	Extent to which lessons learned during the project are documented by UNICEF on a continual basis and shared with appropriate parties who could learn from the project.		UNICEF, AAH and AMRA-2014 are motivated and likely to sustain the experience gained through the project. For AAH this is a challenge as it had to work with engineers hired on an annual basis, but it tried to incorporate the learnings and experiences through its fixed staff. AMRA-2014 learned a lot in regard to WASH awareness creation and the methods of teaching, the development of manuals and other aspects and will use these in future activities. UNICEF has documented lessons learned in its project progress reports which were shared with the donor and other stakeholders, while lessons learned are also documented in this evaluation report which will be shared with different stakeholders as well.

EQ13.1 Sustainability at school level

WASH education and awareness raising

- AMRA-2014 indicated that for the inclusion of the hygiene aspects in the syllabus, this is to be decided upon and approved by the df Ministry of Education (L5). AMRA-2014 is optimistic that the df Ministry of Education can agree to do so, which, if accomplished, will lead to sustainable WASH education (including child protection etc.) in all schools in Abkhazia (I3). This idea was also brought forward by teachers (L4).

- The education and awareness raising events by AMRA-2014 were mostly one-time events per school. Teachers asked for more information materials and more regular training on WASH aspects (I2).
- AMRA-2014 stated that *'40% of teachers are 60+ years and teach traditionally. Some are more enthusiastic than young teachers. We expect enthusiastic teachers to continue teaching about WASH'*. To enhance the sustainability of WASH teaching in schools, AMRA-2014 developed and provided self-instructive WASH education and promotion materials to the schools. Some teachers stated that the topics in the methodological manual were already presented by them to the students before the project, but in a different way, without a structured manual which provides them all the required information so they don't need to find it in the internet any more. This enhance the chance that the materials will be used also in the future by the teachers (I3).
- Many teachers indicated that *'our school tries to sustain WASH awareness education, we did so before the project to some extent and now we try to step up WASH education as a result of the project'* (FGD4/7/10/13/16/19). This is no guarantee for sustainable WASH education, but because much of it can be done within the framework of the syllabus, it is likely that it can and will be sustained by many schools if the motivation and awareness of the schools and their teachers remain intact in the long run.
- In schools where nurses are active, the nurses indicate they intend to continue working in the school also in the long run, to raise WASH and health awareness among students and school staff, and to monitor hygiene and student's WASH habits (I10, I11).

<u>WinS facilities</u>

- Most target schools developed WinS O&M plans with support from the project. A question is whether schools will implement these plans in the long run if the funds they receive for O&M of school buildings, equipment and items remain too low. (L4).
- In its April 2023 report, UNICEF states that together with the local authorities, UNICEF supported the target schools having difficulties with the O&M of WinS facilities in their schools by providing technical advice, including advice on improved monitoring and hygiene sensitisation, and that continuous supervision and support with O&M management in these schools was also part of the 2024 project work plan (L15).
- If requests for WinS O&M funds to district administrations are not granted, the burden of the O&M costs will fall back on the parents. (L16).
- Before the project, most schools could not sustain their WinS facilities, also because they were of poor quality and design. Through the project, the schools have become more aware of the need of O&M of their WinS facilities. Because the WinS facilities realised by the project are better quality and more appropriate, the schools are also better able to do so at low cost. As a result, some schools started to allocate more money to and put more effort in the O&M of their WinS facilities. It was often admitted though that *'the school does not have enough funds to build or properly repair WinS facilities'* (all FGDs). Respondents hope and some were confident that the schools will in the longer run properly monitor and O&M their WinS facilities, but that this depends much on the school management and others involved. (I4, FGD29/32/35/38).

EQ13.2 Sustainability among contractors

Apart from using the learnings of the trainings, the local contractors can and will use the learnings from both the training they received and the construction works they did, to qualify for more and better work in the future, especially construction works where there is money for better quality work. On top, the contractors learned about procedures, rules and contracts. As a result, they now read and understand the contracts they sign better. (I4). A contractors indicated: *'I will apply the additional knowledge I have gained in my future work. The funds I received during the work on this project allowed me to invest in our future work and improve the level of our services.'* (I13/14).

EQ13.3 Sustainability at district level

The project has supported the district level with the intention to create sustainable support for WinS at this level, as follows:

- **District Education Departments.** The district education departments indicate they plan and will try to support and monitor WinS more intensively (I15-17), but they lack resources for it while there is no role of the district education departments in this regard.
- **WASH platforms.** UNICEF enhanced the erection and functioning of district WASH platforms for school administrations, district authorities and SESs. Initially UNICEF was optimistic that the platforms were becoming an effective tool to get stakeholders actively involved in and motivated for financing, planning and monitoring of WinS (L15). The platforms would also motivate the district education departments to take more responsibility in ensuring proper WASH conditions in the schools in a sustainable way. However, the extent to which this is currently done and will be done in the future, depends on the districts and the involved key persons within the districts. Part of challenge was stated to be funding, but a large part to be motivation and follow up. (I2). Unfortunately, the platforms have never been active and are unsustainable.
- **Strengthened Sani Epidemic Stations (SESs).** A SES consists of a laboratory with chemists, epidemiologists etc., functioning as part of the district department of health. SESs conduct water tests and control hygiene in communities and in schools. They struggle to do so due to limited resources and partly due to motivation and awareness limitations. In some more wealthy districts, the SESs function better (better staff, more means, etc.). Other districts have less motivated people and/or have less funds and then the results are worse. Also, the level of commitment of the SESs differs per district. Since the project started to work with the SESs, the commitment improved. However, the SESs claim they lack the resources (staff and transport especially) to collect water samples in schools. Therefore, UNICEF contracted AMRA-2014 in 2024 to sample water in schools three times a year and bring these to the SESs for testing. After the end of the project, AMRA-2014 will stop collecting the water samples, unless there will be a new WinS project. It is hoped that the SESs will pick up the water sampling and continue to sample and test water in schools (e.g., during their standard bi-annual visits to the schools) when AMRA-2014 stops doing so, but it is unsure whether they will. (I2, I12). Although they struggle with limited resources, the SESs are confident that they will continue with their bi-annual visits to schools: *'We plan to continue this work and try to motivate teachers to participate in the talks and extra-curricular WASH activities and also check that all schools are holding mandatory classes according to the schedule and include WASH aspects in them. We receive state funding.'* (I9, I12).
- **Social media campaigns.** On several occasions, UNICEF together with the school's administration utilised social media and TV programmes to underline the importance of regular public funding (annual budgets) for O&M of WinS. All these activities contributed to strengthening the commitment of local authorities and eventually put more emphasis and priority on WinS among the public and the authorities. (L14). This activity can easily be repeated regularly as posting items on social media is for free. More important is whether the activity has a sustained positive effect on the public and authorities in regard to WinS awareness and support of WinS.

EQ13.4 Sustainability at UNICEF and NGO level

AAH had to recruit engineers for the project each project year (L9). This has made it difficult for AAH to incorporate and institutionalise the project experience in the organisation, although it has tried to do so through its fixed staff. AMRA-2014 learned a lot in regard to WASH awareness creation and the methods of teaching, the development of manuals and other aspects and will use these in future projects.

9. Findings - Coherence

9.1 EQ14 Coherence of the project

Full evaluation question: How coherent are the project interventions in the context of UNICEF, SDC and Abkhazia?

Table 28 Summary of the coherence of the project

Topics of interest	Indicators	Targets	Findings
Other UNICEF and SDC programs and projects	Extent to which the project is in line with and fits in similar UNICEF and SDC programs / projects in the context of their engagement in Abkhazia	Not in Logframe	The WinS project is coherent with the current goals and strategies of UNICEF and SDC. In contrast to normal project contracting procedures by UNICEF, for AAH, the dependence on one year project contracts had some negative effects on its institutional memory and learning and made its operation more complicated. A longer term contract would have increased UNICEF's risk though.

EQ14.1 Other UNICEF and SDC programs and projects

The WinS project is coherent with UNICEF and SDC goals and strategies

The 'UNICEF Georgia Programme Strategy Note 2021-2025 Abkhazia' (L3), Outcome 2 (Education) describes the training of teachers in better teaching methods, one aspect of the WinS project. The outcome 2 in L3 states: *'UNICEF will develop initiatives that encourage a cross-cutting approach between Education and other sectors, mainly in the field of WASH in school, nutrition, mental health and support to children with special needs'.* For the same reason, the outcome 3 in L3 (child-protection) states: *'UNICEF will develop initiatives that encourage a cross-cutting approach between Child Protection and other sectors'*. Also, indicators in the strategy the coherence with the WinS project: *'% of school children with access to improved water and sanitation facilities, as well as hygiene practices'*, *'% of public schools with safe environment and established positive discipline'*. The project also fits well to SDC's overall Goal: *'The goal of development cooperation is that of reducing poverty. It is meant to foster economic self-reliance and state autonomy, to contribute to the improvement of production conditions, to help in finding solutions to environmental problems, and to provide better access to education and basic healthcare services'* (L39).

Coherence of the way of working of SDC and UNICEF with the realities on the ground

Within the project context, AAH was restricted in its operations, because it had no funding security as it had to apply for project funding each year, which was needed according to UNICEF to reduce its risks in difficult local circumstances. This caused that AAH could contract engineers each time only for one year, making it difficult for AAH to build up a solid team of well-performing staff with the required expertise and dedication, and to learn from the project. Also, short-term staff often do not have the time or awareness to transmit what they learned during a project to the organisation, affecting the organisation's institutional memory. Due to this situation, AAH also had a higher workload and did not have core staff with sufficient expertise to fully take up the project learnings. (I4, L12).

10. Conclusions

10.1 Introduction

This chapter reflects on and concludes about the extent to which the project was successful. The conclusions are described per evaluation question (EQ) in the evaluation matrix (see Annex 6). The evaluation objectives[29] coincide with the DAC criteria and EQs as follows:

Table 29 How the evaluation objectives in the ToR coincide with the DAC criteria and the evaluation questions

ToR objective/issue	DAC criterion	EQ codes
Provide an assessment on the extent project approaches and interventions were effective and inclusive in meeting the WASH needs of school children. This includes identifying what has not been achieved.	Impact	EQ1-4
Assess the relevance of the project considering the context of Abkhazia and the overall needs of schoolchildren.	Relevance	EQ5-8
Measure the effectiveness of the project considering the planned targets against achievements so far	Effectiveness	EQ9-11
Analyse the efficiency of the organisational structure and complementarity of partnerships for a cost effective and quality delivery	Efficiency	EQ12
Assess the results and sustainability of the project, with a focus on its ability to improve education and ensure ownership by local authorities.	Sustainability	EQ13
Assess the coherence (not in the objectives but requested in the ToR)	Coherence	EQ14
Provide an assessment on the extent additional SDC in-kind and staff contributions, that are not recorded in the initial project results chain.	NA	No EQ code

General conclusion

Although the project can be improved further,

This project has significantly improved the WinS situation and child-friendliness in all project schools, both in terms of WASH knowledge, awareness and behaviours, WinS facilities and related impacts and benefits, including improved comfort, safety, health, dignity, school attendance and happiness of all students and school staff of all abilities, sexes, ages, vulnerabilities and language groups.

WASH and child protection roles and responsibilities in schools

Schools have teachers (who often are also voluntary social workers), school/parent committees, school steering committee and principal, nurses, caretakers and cleaners. With these stakeholders and stakeholder parties, schools in Abkhazia have sufficient organisational infrastructure, motivation, roles and responsibilities to improve and safeguard key WASH aspects and child-friendliness in the schools, if other aspects such as regular training of teachers, proper education and promotion materials, and access to sufficient and proper WinS facilities are in place. As such, all schools in Abkhazia have the potential to improve the WASH situation and child-friendliness in their schools.

Logframe, indicators, monitoring and reporting

Monitoring of the project activities was done well, despite a potential for further formalisation and data storage and analysis. The handover Act does not contain a clause holding AAH and/or contractor liable for construction errors up to a long enough time after the document is signed. The Logframe and its indicators were developed, but insufficiently structured due to indicators not fitting to outputs or outcomes, outcomes linearly connected to outputs where the connections should be more dynamic, absence of key indicators such as student : WinS facility ratios, etc. Reporting was reasonable, although insufficient insight was provided in quality, relevance, appropriateness and utilisation of the outputs and

[29] Except for specific objective 7 of the ToR - '*provide specific recommendations for areas which can be improved in the short, medium and long term*' - which is covered in the 'Recommendations' chapter.

limited information was provided about outcomes. A Theory of Change was developed retroactively in this report (Annex 6).

10.2 Impact

EQ1 Impact at schools

The project improved the well-being, including improved comfort, safety, health, dignity, school attendance and happiness, of all students and school staff, of all abilities, sexes, ages, vulnerabilities and language groups. This was accomplished through the improvement of WinS facilities, WASH awareness and effectuated WASH related behaviours in the schools. Among others, boys and girls have access to sufficient and improved separate gender adapted toilet facilities, girls are able to manage their menstrual hygiene better and in more dignity, the school environment is more child-friendly and disabled students can in most cases access WinS facilities suitable for them. In about half the schools, the benefits are somewhat lower due to problems outside the direct scope of influence of the project, such as poor water quality, intermittency of piped water supply, power cuts and clogging sewers. In four of the fourteen visited schools, the benefits are slightly lower due to (mainly limited) design and quality shortcomings in the WinS facilities.

EQ2 Impact among contractors

The contractors benefited in terms of knowledge, experience, income and profit. The experience of working with an international organisation, including high level procedures, standards, designs, contracts, etc. increased their potential for new and larger contracts.

EQ3 Impact at district level

At the district level, the impact is limited, mainly because the main bottleneck for the main role that should be fulfilled at this level was not realised nor effectuated by the project. It concerns a WinS district level safety net that monitors WinS and supports a school whenever it has a (potential) WinS related problem it can't solve itself. This was outside the possibilities and scope of influence of the project.

EQ4 Impact among implementing parties

The implementing parties, including UNICEF, AAH and AMRA-2014, with UNICEF in the lead and as contract holder with the donor, all benefited from the learnings and experiences they gained with this project which was fully or relatively new for each of them. They also gained from working successfully together as a team. The experience will most probably benefit these parties in future projects and hopefully enable them to acquire a new WinS project with a further widened and improved scope.

10.3 Relevance

EQ5 Relevance at school level

In well selected vulnerable schools with poor WinS situations, the project increased WASH awareness and improved WinS facilities for all types of students and staff, in combination with improved teaching skills among teachers and better understanding among students and teachers of WASH in relation to COVID, environment and climate change, child protection and child rights aspects. This enables the project beneficiaries (students and school staff) to practise improved WASH behaviours and realise a more child-friendly school environment, which is a high priority need of students and other school stakeholders of all abilities, vulnerabilities, sexes, ages and language groups in the targeted schools. Although not always addressed as specific subjects, equity, gender equality, human and child rights and child protection, do no harm principles, non-discrimination and non-exclusion were

addressed in general through the educational and promotional materials, the trainings and presentations to teachers and nurses, and through the WinS facilities that are gender, ability and age appropriate, and are equally accessible to all students and teachers. Both 'external duty bearers' (parents, authorities, local contractors) and 'internal duty bearers' (school teachers and staff) take responsibility, contributing to and trying to ensure proper WinS within their capacities, mandates, and knowledge and skills levels.

EQ6 Relevance among contractors

The contractors learned from working with an international organisation, gained experience with high level quality standards, contracts, procedures and technical aspects. They also benefited from the money earnt with the work and increased their profits.

EQ7 Relevance at district level

The project increased the WinS knowledge and awareness of key district parties and provided field laboratories to SESs. However, the project was unable to create or effectuate a much needed safety net, which should logically be present at the district level, for timely support to schools with WinS related problems beyond what they can do. Therefore, the relevance of the project for the district level was limited, which also limits the potential of longer term sustainability of the project outputs and outcomes at the school level.

EQ8 Relevance among implementing parties

UNICEF-Abkhazia, AAH and AMRA-2014 gained key knowledge and skills through the project and worked successfully as a team. This was highly relevant for the success of the project, but is also highly relevant for these parties themselves as it will probably increase their effectiveness and success in the acquisition and implementation of future projects.

10.4 Effectiveness

EQ9 Effectiveness at school level

In regard to WASH education and WASH awareness, all targeted schools but one (59 in total, covering more than the planned 10,000 students) were covered by the project with (a) effective education and promotional materials covering WASH, including WASH in relation to COVID and environment and climate change, (b) presentations to and training of principals, teachers and sometimes nurses in WASH in general and in relation to COVID, environment and climate change, (c) example (master) classes on relevant WASH aspects, and (d) training of teachers in improved teaching methods. Although the number of master classes was low and only 25% of the planned number of teachers was trained in SCI/CLIL (improved education) methods, the project efforts have effectuated that schools developed WASH related plans and protocols, (informally) monitor the WinS situation and try their best to O&M the WinS facilities, teachers regularly teach about WASH subjects to students in classes where this is possible within the boundaries of the syllabus, and teachers and sometimes nurses teach about WASH in extra-curricular events.

Simultaneously, the project realised and rehabilitated (mostly) required, good quality WinS facilities, easily accessible and appropriate for all types of students and school staff. However, beside some small shortcomings in the realised WinS facilities, the project didn't include sufficient and adequate (mitigation) solutions for faecal contaminated water (especially in schools with shallow wells or boreholes) and intermittency of water supply (especially in schools piped water), included several WinS facilities that do not fulfil a high need (e.g., hand driers) and included too high numbers of some WinS facilities (e.g., toilets) in several schools.

In Abkhazia, WinS information is scattered over different parties, incomplete and not always documented fully or properly. As a result, no one has a complete picture about

WinS facilities, WASH education and awareness raising, and WASH behaviours, which is also the reason that for the project first a baseline study had to be conducted.

The effects of the project are that school stakeholders are more WASH aware and more consequently practise proper WASH and healthy lifestyle behaviours in more child-friendly school environments. However, the effects are (somewhat) lower than possible in about halve the schools, where the project did not teach and raise awareness among sufficient teachers and other stakeholders, and/or where the WinS facilities were not fully sufficient and/or adequate for the WinS problems at hand. On top, a structural lack of finance and partly equipment in schools for O&M and repairs of the WinS facilities, and the absence of formalised and capable safety nets for WinS problems that schools cannot solve themselves, already (slightly) limit the effects or will limit them in the not too long future.

EQ10 Effectiveness among contractors

The planned number of local contractors was contracted for construction of WinS facilities in the project schools. They were properly trained, supervised and monitored and were enabled to properly prepare their works in the schools. Although the project did not train the workers hired by the local contractors, the local contractors did so themselves after being trained by the project. As a result, the quality and progress of the construction activities were sufficient, with the construction works properly and timely executed in line with the standards and criteria, the contracts and the BoQs. This effectuated largely appropriate and proper quality WinS facilities in line with the planning.

EQ11 Effectiveness at district level

The district level received only limited support by the project. A major shortcoming is that district level support to WinS is hardly formalised, structured and obligated. SESs have some formalised role in WinS (water testing, monitoring hygiene in schools and among students) which was strengthened by the project, but the project was unable to develop or effectuate a much required safety net at the district level for support to schools with (potential) WinS problems beyond their abilities.

10.5 Efficiency

EQ12 Efficiency of realising the project outputs and outcomes

Each implementing partner had an added value and complemented the other partners well, while overlaps were prevented. Apart from some minor efficiency gains possible at the school level, the efficiency of the project was good.

10.6 Sustainability

EQ13 Sustainability of the project outputs and outcomes

The limited financial and other resources of the schools and the absence of external support, follow up training and guidance after the project period, this makes the longer term sustainability of the project results and effects at school level vulnerable, despite the high motivation of teachers and other school staff, the proper self-instructive educational and promotional materials, the high quality, appropriate and robust WinS facilities realised and the proper trainings done by the project. For instance, extra-curricular education is not paid for and therefore not sustainable, similarly the erection and guidance of WinS clubs; even simple items like toilet paper are not guaranteed in the schools. The local contractors are likely to use their project learnings (technical, procedures, rules and contracts) to improve their services and to try and qualify for better, higher quality and better paid work in the future. At district level, the absence of a safety net for WinS support increases the vulnerability of WASH at the school level. SESs could take up water sampling

and testing of school water in their fixed set of tasks, although the quality of their bacteriological tests is unknown (some indication exists that the tests done by the SESs may not be fully reliable, possibly due to their complexity). UNICEF, AAH and AMRA-2014 are likely to use the project learnings and experiences in future activities.

10.7 Coherence

EQ14 Coherence with project interventions in the context of UNICEF, SDC and Abkhazia

The project was coherent with strategies and goals of UNICEF, SDC and other stakeholder parties.

10.8 SDC in-kind and staff contributions

The contributions included the delivery of water labs for each district, a course on sanitary solutions for about 20 students, staff support to UNICEF through the 'Twinning programme', and the lending of a borehole camera. These were successful and appreciated, with exception of the borehole camera which was not very suitable for the shallow wells and boreholes encountered. The SDC indicators played a role in the educational activities of the project and in the reporting about the project results.

11. Lessons learned

- **Projects cannot always ensure longer term sustainability of the project results, but they can often mitigate for poor sustainability of project results.** This refers to the finding that sustainability of project results was not fully covered. The sustainability was improved though, through high quality project results. It can be improved further, if UNICEF decides to continue to assist the project schools with WinS problems these schools really can't solve themselves with its own resources.
- **Best is if projects identify and effectively solve or mitigate all aspects of a problem, not part of it, to optimally improve the situation regarding the problem.** In several schools, not all WinS problems were solved, e.g., intermittent water supply and poor bacteriological water quality. These problems were largely outside the project's level of influence, but were nevertheless partly mitigated by the project (especially by constructing water tanks to mitigate water shortages). Options to further mitigate the problems could be the construction of larger water tanks in more schools and assistance with and awareness creation on how to eliminate biological water contamination (e.g., through water filters, water boiling, students taking clean water in bottles from home if households have clean water, or chlorination). This is of fundamental importance because not solving or effectively mitigating all WASH related problems that cause poor WASH related health, well-being, etc., may (and often does) result in the objectives of a WASH intervention not being achieved at all or only very partially, even if a lot of the WASH problems were solved. This is also the reason that in the recommendations chapter (next chapter) reference is made to the three-star approach, as properly applying this approach ensures that projects are designed to identify and address (solve or effectively mitigate) all key WASH problems present in a school in a sufficient manner, and none of these problems is forgotten or disregarded for whatever reason.

12. Recommendations

In line with the ToR, this chapter provides recommendations for improvements in the short, medium and long term. This is done per each of the implementing stakeholders and for the donor (SDC). Per recommendation (or part of a recommendation), reference is made to the paragraphs in the Conclusions chapter that relate to the recommendation or part of it. This is done with the evaluation question codes used at the start of the paragraphs in the Conclusions chapter (for instance, the reference 'EQ11' refers to the EQ11 paragraph in the Conclusions chapter). For the paragraphs in the Conclusions chapter that have no EQ code, reference is made to the full paragraph name. The recommendations were developed through regular consultation with and feedback by duty bearers, mainly UNICEF, the consultants' team, and representatives of AAH and AMRA-2014, including the persons forming the ERG. During the FGDs and interviews, respondents/participants were also asked to provide their feedback on specific problems encountered in regard to the project activities, results, effects and impacts, and their views on how these could be solved. The insights of the consultants and all the feedback and answers from the mentioned duty bearers were used to cross-check and develop the recommendations in this chapter.

12.2 Recommendations for UNICEF

1. Introduce one or more follow-up WinS projects that enhance that WinS is covered even more comprehensively and also covering other schools (if possible, all schools in Abkhazia) that are in need of WinS improvements, including all required aspects to realise a proper, full and interrelated improvement of the WinS situation in these schools, covering all subjects and all aspects of importance (WASH and child protection roles and responsibilities in schools). (High priority). To accomplish this, the following actions are recommended to be implemented by UNICEF:
    - Introduce UNICEF's WinS three-star approach in WinS projects and strategies of UNICEF-Abkhazia (see Annex 10). (EQ9). (High priority).
    - Select the desired star level for WinS projects by UNICEF in Abkhazia. For the coming years, it is recommended to select star level 2 (basic level), because a higher level will not be sustainable in the context of schools in Abkhazia with their low financial resources, while a lower level will not lead to acceptable WASH circumstances in schools. (EQ9, EQ13). (High priority).
    - Focus on WASH related education during normal classes in which WASH aspects can be covered within the boundaries of the syllabus (no extra-curricular activities, as these are not sustainable) (EQ13). (High priority).
    - Establish a simple WinS safety net function for UNICEF's WinS projects, e.g., by including extra budget for it in project proposals (EQ3, EQ7, EQ11). (High priority).
    - Develop standard technical designs for WinS facilities best suitable for the situation in Abkhazia, for as far as this has not already been done, covering most of the different situations in schools in Abkhazia, and ideally complying with the star level selected by UNICEF for its WinS projects in Abkhazia (EQ1). (High priority).
    - Further develop WinS technical standards, indicators and monitoring for the construction and rehabilitation of standard WinS facilities and for finalised WinS facilities, complying with the star level selected for WinS. (EQ9). (High priority).
    - Develop and introduce a WinS survey, based on the three-star approach for baseline studies, development plans, annual WinS monitoring, and audits. Train and motivate schools to conduct this survey annually, upload the data in a database, analyse the data and take appropriate measures when needed. It is recommended that on an annual basis, UNICEF and other key stakeholders (a) analyse the data for all project schools stored in a proper database (e.g., in mWater; see also the recommendations for AAH), (b) discuss the findings with key stakeholders and

discuss and enhance that appropriate measures are implemented based on the analysis of the data when and wherever needed. (EQ9). (High priority).

These activities, if implemented in their interrelation to each other, will (a) increase awareness about WinS among stakeholders in Abkhazia, (b) effectuate further improved WinS in a balanced and integrated manner, and (c) enable to determine, report and account for and follow up on the WinS situation better and more easily, cheaply and comprehensively.

2. Ensure that in future projects, implementing parties work with and report on the basis of the same properly developed Logframe and Theory of Change, in which the relationships between outputs and outcomes are well structured. For each output, there should be proper output indicators. For each outcome, there should be proper outcome indicators. Data should be structured in easy to understand graphics and tables, providing sufficient insight in the realisation of the outputs and outcomes and their progress against the project planning. In addition, project reports should also cover information in regard to the progress, appropriateness and quality of the activities implemented and the realised results and effectuated outcomes. It is good to include a training for implementing partners on these aspects at the beginning of each project. (Logframe, indicators, monitoring and reporting). (High priority).
3. Introduce measures in future WinS projects of UNICEF-Abkhazia to mitigate faecal water contamination in schools (e.g., boil drinking water, use water filters[30], enhance that students take safe water for drinking in bottles from home, if households have such water). (EQ9). (High priority).
4. Raise awareness among SESs that they collect water samples during their bi-annual visits to the schools. Train them to conduct proper and easy water quality test methods. Monitor that they continue to do so (e.g., by asking SESs to send the results each year to UNICEF). Whenever test results show a problem with the water quality in a school, enhance that proper and timely measures are taken. (EQ13). (Low priority).
5. Introduce regular, e.g. annual (refresher) trainings for school staff (teachers, cleaners, nurses, caretakers, principals) involved in WinS. (WASH and child protection roles and responsibilities in schools, EQ13). (Medium priority).
6. Give longer (more than one year) project contracts to subcontracted implementing partners, so they can employ or contract required key experts over longer periods of time. (EQ12). (Low priority).
7. Ensure that in WinS projects, the implementing party responsible for construction, trains the caretaker(s) on proper O&M and repairs. (EQ12). (Low priority).

11.3 Recommendations for AAH

1. AAH's monitoring can be improved further, by introducing standard indicators for all main construction activities, measuring them regularly during the construction works, and entering the data in a proper database through SMART phones or tablets. Same for finalised WinS facilities, all in line with the three-star approach and its criteria, standards and indicators (see Annex 10). Where appropriate, additional indicators on important details not covered by the three-star approach are to be added. Engineers and other monitors, should not (consciously or

[30] A cost-effective solution is to place a table top water filter in each classroom, e.g., hollow fibre water filters with pores of 0.1 micron in size. These filters are robust (the filter element cannot easily develop internal breaks, e.g., during transport and rough handling, whereas ceramic filters can). They effectively remove bacteriological contaminations from the water passing through it, while they usually (depending on the turbidity of the water) filter enough water (up to maximum 1 litre/minute, but often less, nevertheless usually enough to provide a class with sufficient clean drinking water). The filter element can be backwashed to prevent or solve clogging and it lasts long (usually 2 years or more). The complete table top water filter costs about 40 USD (including filter element), the filter element costs about 20 USD. The filter element will need to be imported, while all other parts can be produced and assembled in-country. Water filters in the schools will also raise awareness among parents. See https://aquaclara.shop/product-category/table-top-filters/

unconsciously) limit their attention to the indicators, but monitor everything that is or may be of importance. The database in which the monitoring data are stored, should automatically produce easy to understand reports with the data. This can be realised through mWater[31], which enables offline data entry, is designed for WASH sectors and projects in low and middle income countries, and is for free (there are also good alternatives, e.g., Kobo). (Logframe, indicators, monitoring and reporting, EQ10). (Medium priority).

2. Plan the numbers and specifications of WinS facilities needed on the basis of ratios (in terms of # of students per functioning WinS facility) and quality standards in line with the three-star approach and the chosen star level, and based on realistic prognoses of the numbers of students in the not too far future. (Logframe, indicators, monitoring and reporting, EQ9). (Medium priority).
3. Beside training the contractors, it is recommended to also train the workers who do the actual work in the schools. (EQ10). (Medium priority).
4. Include a clause in the handover document that the contractor and/or AAH are liable for construction errors up to a certain amount of time (e.g., six months) after signing the document. (Logframe, indicators, monitoring and reporting). (Low priority).

11.4 Recommendations for AMRA-2014

8. Work and report in line with the customer's Logframe. If necessary, apply own, more detailed indicators, standards and monitoring that add to what the customer asks for. (Logframe, indicators, monitoring and reporting). (High priority).
9. Develop a database in which the data of measurements and observations of the activities and their results are stored and use it constantly to assess, analyse and improve the own work and to report to customer(s) and beneficiaries. (Logframe, indicators, monitoring and reporting, EQ9). (Medium priority).
10. Find funding to cover all schools in Abkhazia with training and awareness raising, and conduct regular WinS refresher trainings and awareness raising events in the schools. (WASH and child protection roles and responsibilities in schools, EQ13). (High priority).

[31] mWater may be compromised. On its website, mWater states: *'Our work is seriously impacted by the US government indefinitely halting funds to USAID. The majority of our budget comes from USAID.'*

Annex 1 Terms of Reference

Title:

International Consultant - Evaluation of WASH Project in Abkhazia

Duty Station:
Abkhazia

Purpose of Activity/Assignment:
The **purpose** of this evaluation is to measure changes and improvements in sanitary and hygiene conditions as a result of the three-year project "**Development of WASH Facilities and Services in Schools in Abkhazia, Georgia (2022 – 2025)",** initiated in 2022 by the Swiss Agency for Development Cooperation (SDC) and UNICEF, and provide evidence between the interventions and the outcomes. Specifically, the evaluation should identify what has worked and what has not in the project and what could be options for ways forward. The baseline data collected as part of a comprehensive assessment in 2021, within the partnership with SDC, will serve as a point of comparison with the findings from this evaluation.

Scope of Work:

EXECUTIVE SUMMARY
In 2022, the Swiss Agency for Development Cooperation (SDC) and UNICEF initiated a three-year project "**Development of WASH Facilities and Services in Schools in Abkhazia, Georgia (2022 – 2025)"**. The partnership supports schools in Abkhazia in improving, promoting, and monitoring quality and inclusiveness of WASH services. The project is based on a comprehensive assessment entitled "School WASH Infrastructure; Atlas of Abkhazia 2021" and on the results of the 2021 WASH in school interventions in 24 schools, carried out in partnership with SDC.

The project's overall goal "The well-being of schoolchildren in Abkhazia is increased due to improved sanitary and hygiene conditions in child-friendly schools" (baseline (2021): 15% (2,120 girls; 2,086 boys), Target: 50% (7,161 girls, 7,045 boys) aims to contribute to fulfilling children's right to access quality health, education, water and sanitation services. The project identified four major outcomes to pursue:

- Local contractors apply international WASH standards when constructing and rehabilitating facilities in 60 schools (with water connections recommissioned and upgraded in 50 schools).
- Sustainable management of WinS facilities is strengthened through trained school management, supported by local authorities and through awareness rising by social media/WASH network.
- Schoolchildren, school management and teachers understand the importance of rational use of water, of hygiene and sanitation and apply relevant daily good practices.
- Child-friendly school environment is enhanced by improving skills of teachers and improving safety and protective environment of schools.

CONTENT
Following the fall of the Soviet Union in 1991, there was widespread unrest that led to armed conflict in Abkhazia, Georgia and South Ossetia/Tskhinvali, Georgia. Although the latest cease-fire was negotiated in 1994, the conflict remains unresolved.
The effects of the unresolved conflict strongly affect the education sector. The education infrastructure across the entire region has suffered immensely. In the immediate post-war years, the primary goal was to renew the education process, therefore, most of the school facilities were mended with school and parental support and assistance. Toilet facilities were left neglected in the efforts to renew school operations and hygiene habits took a back seat, as they were lower priorities by both local education authorities and parents themselves. Over time, stakeholders have adjusted to the poor school toilet infrastructure and most of the children tend to avoid visiting school toilet facilities unless absolutely needed. Consequently, schools in Abkhazia are sliding back into the "No Service" level of Sustainable Development Goals (SDG) indicators.

In 2020, UNICEF with support from SDC carried out a comprehensive assessment entitled **"School WASH Infrastructure; Atlas of Abkhazia 2021"** which is the most complete picture of the situation to date, covering 153 of 163 schools, noting some of these schools have since closed. This report provides insight into the problems faced by students, parents, and principals. But most important, it provides all the necessary information for decision makers to identify the needs of schools.
The assessment showed that the school environment does not enable hygiene practices with 40% of students saying they avoid using the toilet as much as possible, 61% reporting fear or nervousness in using the facilities, and 22% using a hidden place instead. More than 60% of the schools do not provide basic sanitation service level. Hence Abkhazian schools are ranking among the lowest of any region globally. This is mainly due to lack of privacy, ruined facilities and difficult access to toilets. Only half of the children interviewed reported that it is important to wash hands before eating. In addition, 50% of the schools have no soap and more than 80% do not have toilet paper. Water is not chlorinated, putting into question the safety of the drinking water sourced on the school premises.
Many facilities do not offer access for children with disabilities and lack of privacy affects the dignity of children, especially girls. None of the schools have bins for menstrual hygiene management (MHM) and waste collection is underdeveloped. WASH is not part of the school syllabus; thus, important hygiene practices are not routinely covered and is only informally addressed on a teacher-by-teacher basis.

BACKGROUND

To address these challenges, a one-year project "Development of WASH Facilities and Services in Schools in Abkhazia, Georgia" was initiated in 2021. WASH services were improved in 24 schools, and the main lessons from the interventions were:

- There is still a need for external technical support. Local construction workers are struggling to follow international standards and need on-site training.
- Building a network to bring all the relevant stakeholders together is crucial to move WinS higher on the priority list in local budgeting processes.
- Interventions have not yet improved the environment enough to sustain the desired habits and to put reliable operation & maintenance concepts in place.

Based on these lessons, the encouraging results achieved in 2021 and the positive response of school management authorities, SDC and UNICEF partnered on another three year project. Since January 2022, the project "**Development of WASH Facilities and Services in Schools in Abkhazia, Georgia (2022 – 2025)"** is operational and another 50 new schools will receive a full upgrade of their WinS facilities, with an additional 10 receiving sanitation upgrading only. The project aims at improving children's access to health, education, water and sanitation services. It has the overall objective to improve the well-being of schoolchildren in Abkhazia due to improved sanitary and hygiene conditions in child-friendly schools.
The project aligns with Human Rights Conventions, including the Convention on the Rights of the Child, which refers to the right to grow up healthy and safe; as well as aligning and contributing to the following Sustainable Development Goals (SDGs):

SDG 3: Good health and wellbeing
SDG 4: Ensure inclusive and quality education and promote lifelong learning
SDG 5: Gender equality
SDG 6: Ensure availability and sustainable management of water and sanitation for all
SDG 10: Reduced inequalities

The project also aligns with the vision of UNICEF's Global Strategy for WASH 2016-2030 (UNICEF-Strategy-for-WASH-2016-2030.pdf) and the UNICEF Strategic Plan 2022-25 (Strategic Plan 2022-2025 publication English.pdf (unicef.org)) Goal Areas:

Goal Area 2: Every child, including adolescents, learns and acquires skills for the future
Goal Area 4: Every child has access to safe and equitable water, sanitation and hygiene services, and lives in a safe and sustainable climate and environment

The project is implemented within the framework of the UNICEF Country Programme of Georgia are:

Outcome 1: By 2025 pregnant women, new-borns, children and adolescents equitably benefit from evidence-based policies and coordinated quality health, wellbeing and nutrition services
Outcomes 2: By 2025, children, especially those who are vulnerable, at risk and/or with disabilities, participate in educational projects that meet national quality and inclusiveness standards

Key stakeholders and their roles and contributions:
Guided by the Sustainable Development Goal 6 for water and sanitation, UNICEF also engaged other partners in improving the quality and inclusiveness of WASH services in schools in Abkhazia. The key partners for this project are:

UNICEF supports the identification of needs and plans and manages the project; contracts partners to help with the implementation; mobilises local contributions; provides technical guidance and quality assurance; carries out advocacy with various decision-makers; supported awareness-raising of local authorities; introduces new technical solutions (when applicable), and raises awareness of stakeholders and the wider public. UNICEF reviews and advises on the designs of construction and communication materials; UNICEF constantly monitors the activities to verify progress and whether adjustments to programming are needed; and conducts regular meetings with partners and stakeholders to review the progress made. UNICEF disseminates information about the project through media and publications, acknowledging the importance of WASH services in schools. In addition, complementary activities were organised such as providing water labs for districts and training of students in sanitation design and operation.

AMRA14 is responsible for the implementation of hygiene training for teachers, designing and providing educational material for schools, implementing hygiene, healthy lifestyle and climate & environment education programmes in targeted schools; and supporting schools in the development of sustainable O&M for WASH services in schools.

Action Against Hunger (AAH) is responsible for the implementation of construction work; design, planning and upgrading of WinS facilities; tendering and selection of contractors; technical support of contractors; and monitoring construction sites.

Education units at district level monitor the schools, are responsible for the maintenance of schools including WinS facilities and support contributions (in kind or cash) to WASH projects. They approve and monitor the WASH interventions.

Representatives of de facto Ministry of Education are responsible for approving hygiene education and training material, as well as overall authorisation of interventions in schools in Abkhazia.

Sani Epidemic Stations (SES) units are responsible for water quality and hygiene monitoring in schools.

School management, parent-teacher associations and nurses of health points are responsible for WASH education and operation and maintenance of WASH services in schools. They are also involved in the design of WinS facilities and education material and contribute to WASH projects (in kind).

Ecological Institute Abkhaz University representatives support the development of education and training material regarding climate and environment awareness rising in schools.

Rights holders: Children between 6 – 18 years of age.

Duty bearers: Local education units and school management (principals, teachers, nurses)

As the project will enter into its final stage of implementation, UNICEF, in agreement with SDC, is commissioning an external and independent evaluation of the project for accountability and learning purposes.

Findings and recommendations from this evaluation will inform the stakeholders on:

- Accomplishment of the main outcomes.
- Contribution towards a child friendly learning environment (impact and sustainability of the project) in schools
- Options to address WASH needs in schools that were not targeted yet by the project, as well as proposals for improvement of overall WASH conditions within all schools.
- Learning from implementation approaches tested in a sensitive operating environment such as Abkhazia which could be replicated or adjusted in similar settings.

Theory of change

The theory of change (ToC) should be developed retroactively based on the result framework of the project.

Result Chain:

***Outcome 1*:** Local contractors apply WASH standards when constructing and rehabilitating schools
Output 1.1 - 60 schools are equipped with accessible and female-friendly[32] bathrooms
Output 1.2 - 50 school water connections recommissioned and upgraded
Output 1.3 - 10 local contractors are certified according to WASH international standards
***Outcome 2*:** Sustainable management of WinS facilities is strengthened
Output 2.1 - WASH platforms are established and functional
Output 2.2 - WASH labels are adopted and functional
***Outcome 3*:** Schoolchildren, school management and teachers understand the importance of rational use of water, of hygiene and sanitation and apply relevant daily good practices
Output 3.1 - Personal hygiene, healthy lifestyle key components and responsible use of WinS facilities is established among school management, teachers and schoolchildren in a context of COVID-19 pandemic
Output 3.2 - School management, teachers and children trained on rational use of water in context of climate change
***Outcome 4*:** Child-friendly school environment is enhanced by improving skills of teachers and improving safety and protective environment of schools
Output 4.1 - Teachers and school management are trained in SCI and CLIL
Output 4.2 - Teachers, school management, parents and community members are trained and/or reached with key messages on safety and creating protective environments at school

Goal: The well-being of schoolchildren in Abkhazia is increased due to improved sanitary and hygiene conditions in child-friendly schools; Baseline 2021: 15% (2,120 girls; 2,086 boys); Target by March 2025: 50% (7,161 girls, 7,045 boys).
Detailed results framework with baseline data and targets is enclosed. See Annex 1.

PURPOSE, OBJECTIVES AND SCOPE OF THE EVALUATION

UNICEF seeks to engage an international consultant to carry out an external evaluation of the project **"Development of WASH Facilities and Services in Schools in Abkhazia, Georgia"**, to measure changes as a result of the project and provide evidence between the interventions and the outcomes. The evaluation purpose is to define what has worked and what has not in the project and what could be options for the way forward, with the following objectives:

- Measure the effectiveness of the project considering the planned targets against achievements so far.

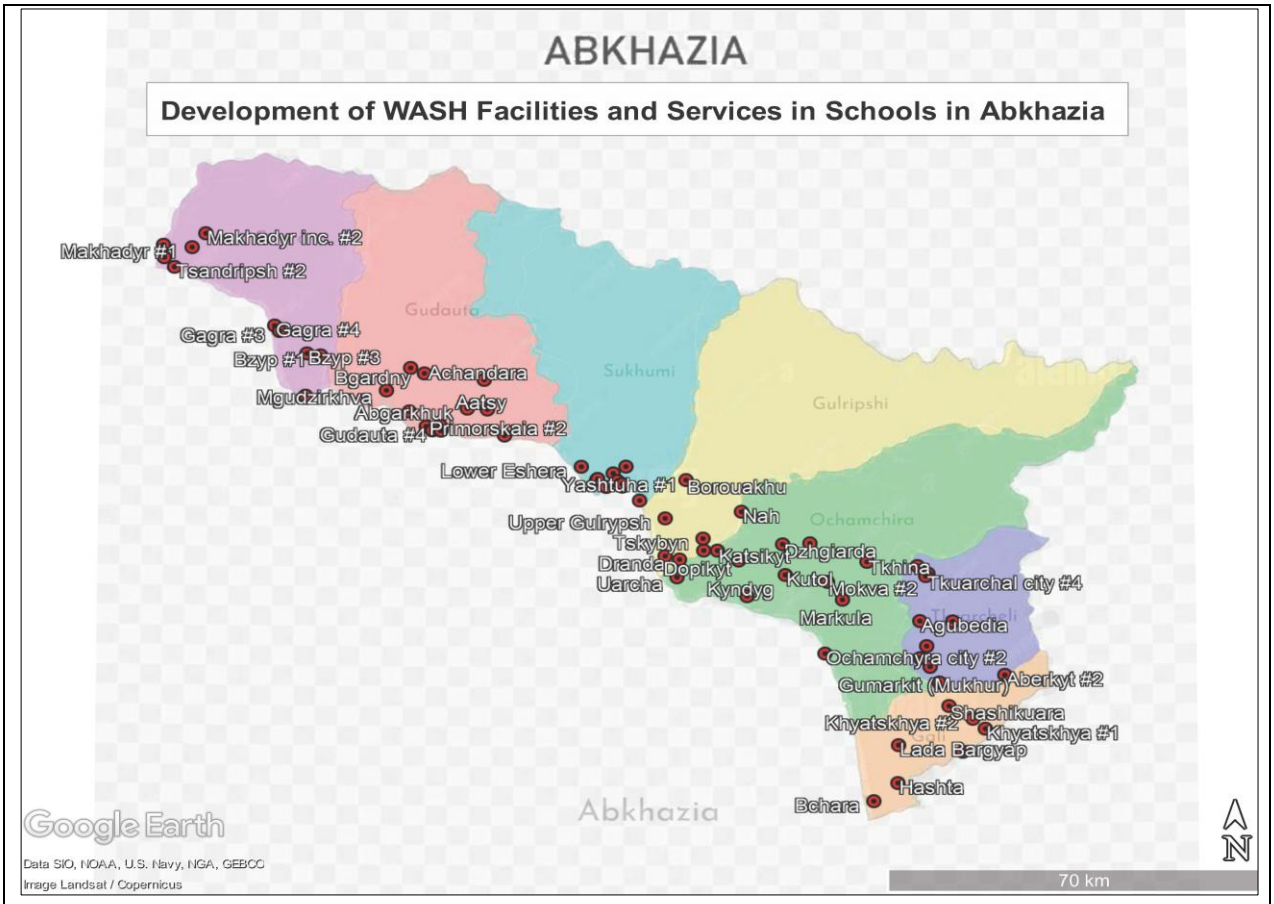
[32] https://washmatters.wateraid.org/publications/female-friendly-public-and-community-toilets-a-guide-for-planners-and-decision-makers

- Provide an assessment on the extent project approaches and interventions were effective and inclusive in meeting the WASH needs of school children. This includes identifying what has not been achieved through initiated activities.
- Provide an assessment on the extent additional SDC in-kind and staff contributions, that are note recorded in the initial project results chain, such as the delivery of water labs for each district, providing a course on sanitary solutions for about 20 students, technical support through the "Twinning programme", and the lending of a borehole camera were complementary and supportive.
- Assess the results and sustainability of the project from the beginning to the starting date of the evaluation, with focus on its ability to improve the quality on education in schools and to ensure ownership by local authorities.
- Assess the relevance of the project considering the context of Abkhazia and the overall needs of schoolchildren.
- Analyse the efficiency of the organisational structure and complementarity of partnerships for a cost effective and quality delivery
- Provide specific recommendations for areas which can be improved in the short, medium and long term.

The baseline data from the 2021 assessment will serve as a point of comparison with the findings from this evaluation.
The evaluator is expected to work with a locally contracted person to support data collection, translation (if needed) and in the provision of local context. The locally contracted person will be engaged by UNICEF.

Scope of the evaluation:
The current project started on 28 January 2022 and is set to end on 31 March 2025. The total project budget is USD 2,444,444. The evaluation will cover the entire project implementation period from its inception on the 28 January 2022 until the end-date for data collection.
The evaluation will mainly focus on the achievements of the results of the current project and should reflect the contribution of additional SDC inputs. In addition, the wider impact on the school environment (children, teachers, local authorities) will be explored as far as the timeframe and the data allow. The evaluation should also review the extent to which the intervention has incorporated gender, human rights-based and equity-focused approaches.

Geographical coverage: Evaluation geographical scope is Abkhazia-wide. It should include the entire project including all key interventions and all the communities covered by the project. See map and table below.



School name	District	Girls	Boys	Total children
Bzyp #1	Gagra	209	246	455
Bzyp #3	Gagra	50	42	92
Gagra #3	Gagra	60	53	113
Gagra #4	Gagra	337	366	703
Gyachripsh	Gagra	75	75	150
Lapstarkh	Gagra	60	49	109
Makhadyr #1	Gagra	125	126	251
Makhadyr inc. #2	Gagra	29	28	57
Pitsunda #2	Gagra	219	204	423
Tsandripsh #2	Gagra	183	188	371
Aberkyt #2	Gali	93	104	197
Bchara	Gali	40	50	90
Hashta	Gali	87	83	170
Khyatskhya #1	Gali	80	62	142
Khyatskhya #2	Gali	90	85	175
Lada Bargyap	Gali	34	28	62
Shashikuara	Gali	35	45	80
Taglan	Gali	45	40	85
Aatsy	Gudauta	34	36	70
Abgarkhuk	Gudauta	28	17	45
Achandara	Gudauta	42	35	77
Bambora	Gudauta	345	336	681
Bgardny	Gudauta	25	19	44
Dzhirhua	Gudauta	29	27	56
Gudauta #1	Gudauta	157	164	321
Gudauta #4	Gudauta	142	138	280
Gudauta city #5	Gudauta	54	33	87
Khipsta	Gudauta	54	52	106

Mgudzirkhva	Gudauta	39	32	71
Primorskaia #2	Gudauta	29	46	75
Borouakhu	Gulrypsh	25	25	50
Dopikyt	Gulrypsh	34	46	80
Dranda	Gulrypsh	194	218	412
Katsikyt	Gulrypsh	67	45	112
Nah	Gulrypsh	20	18	38
Pshap	Gulrypsh	26	17	43
Tskybyn	Gulrypsh	81	56	137
Uarcha	Gulrypsh	49	65	114
Upper Gulrypsh	Gulrypsh	18	19	37
Atara	Ochamchyra	27	23	50
Dzhgiarda	Ochamchyra	44	33	77
Guada	Ochamchyra	20	19	39
Kutol	Ochamchyra	88	79	167
Kyndyg	Ochamchyra	29	30	59
Markula	Ochamchyra	28	31	59
Mokva #2	Ochamchyra	22	33	55
Ochamchyra city #2	Ochamchyra	179	193	372
Tkhina	Ochamchyra	32	36	68
Lower Eshera	Sukhumi	6	10	16
Yashtuha #1	Sukhumi	35	39	74
Yashtuha #2	Sukhumi	43	38	81
Sukhumi Abkhazian state boarding school	Sukhumi city	72	118	190
Sukhumi city #01	Sukhumi city	366	428	794
Sukhumi city #05	Sukhumi city	397	417	814
Sukhumi city #06	Sukhumi city	412	360	772
Sukhumi city #07	Sukhumi city	87	113	200
Sukhumi city #10	Sukhumi city	534	558	1 092
Sukhumi city #15	Sukhumi city	353	402	755
Agubedia	Tkuarchal	45	35	80
Chkhuartal	Tkuarchal	32	31	63
Galkhuchi #2 (Pervogal#2)	Tkuarchal	43	59	102
Gumarkit (Mukhur)	Tkuarchal	11	13	24
Tkuarchal #2	Tkuarchal	102	108	210
Tkuarchal city #4	Tkuarchal	96	108	204
Tkuarchal city #5	Tkuarchal	37	46	83
Tsarcha #1	Tkuarchal	65	55	120
Tsarcha #2	Tkuarchal	44	38	82

Thematic coverage:
The evaluation will look primarily at the progress since the start of the project from February 2022 to date. Hence it will cover in detail the achievements of its four outcomes. The development of duty bearers regarding their skills to operate and maintain WinS facilities as well as the willingness to support and scale up hygiene promotion, is of particular interest. The evaluation will also try to look at the impact in targeted schools to reflect if and how the learning and working conditions for school children and staff has changed. A cross-sectorial lens should be applied to address gender, equity and child rights. The evaluation should also be forward looking and provide recommendations to improve further programming to better the situation of school children in Abkhazia.

Intended use and intended users
The primary intended users of the evaluation are SDC, UNICEF, AAH and AMRA14. The report will be kept internally between the donor, UNICEF and the implementing NGOs. Due to potential sensitivities, it is not expected to be shared further. Only the main recommendations are planned to be extracted and discussed with various authorities on both sides of the administrative boundary line (ABL).

The intended use of the evaluation is to map and analyse the results achieved by the project so far and to answer to what extent the project has been effective in achieving positive change in the situation of boys and girls in Abkhazia. Furthermore, UNICEF, SDC and the implementing NGOs will use the evaluation to look at the extent this change can be made sustainable taken into consideration changing operational environment in Abkhazia. The findings will also be used to inform discussions on future actions that may be needed in Abkhazia.

Project implementation details

This project aims to achieve the overall goal "The well-being of schoolchildren in Abkhazia is increased due to improved sanitary and hygiene conditions in child-friendly schools" (Baseline 2021: 15% (2,120 girls; 2,086 boys); Target: 50% (7,161 girls, 7,045 boys).
The project supports WinS based on relevant needs in all districts of Abkhazia, including all language groups. It aims to reduce inequality by providing safe access for all school children in particular girls and children with disabilities. Hence it contributes towards more child friendly schools. District authorities, school management, teachers, parents and the private sector are engaged in the project. UNICEF advocates through social media and WASH platforms/networks to increase public awareness and to prioritise resources for WinS. The project supports the development of a costed WinS facilities operation and maintenance (O&M) plan, including regular water quality testing, to facilitate sustainable WASH services in schools. With the support of relevant stakeholders, the topics of personal hygiene, healthy lifestyle and environment and climate change, were to become part of 50 school syllabus to create and maintain a healthy environment for girls and boys in schools. UNICEF also promotes the development of teacher and school administrators by providing training on teaching methodologies including student centred instruction (SCI), content and language integrated learning (CLIL) and psycho-social support (PSS).
The selection of schools was carried out by UNICEF, based on relevant needs (according to the School Atlas Abkhazia 2021) and the recommendations of the local authorities, with a view on covering all regions and language groups.
The first component, WASH infrastructure, is implemented in partnership with an international NGO, Action Against Hunger (AAH). AAH contracts WASH experienced construction workers selected through a tender process. The designs of WinS facilities are agreed-upon with UNICEF, AAH and local authorities. They follow international standards, adequate local building practices and must be sustainable (robust and easy to operate). Improved WinS facilities provide reliable access to water in schools, including handwashing stations and access to safe sanitation services respecting privacy and hygiene standards.
The second component, sustainable management of WinS facilities is implemented by UNICEF, AAH and AMRA-2014. This component includes activities to establish guidelines/standards of international best practices, which will be affordable and adapted to the local context, training in WASH for construction workers and training on O&M of WinS facilities. Basic WASH monitoring in schools shall be established with support of the local authorities and the Sani Epidemic Station (SES). Advocacy (social media, meetings, TV) for inclusive WinS facilities and for additional lessons on personal hygiene, healthy lifestyle, contributes to increased budget support for schools by the local authorities.
The third component, promotion and hygiene education are implemented in partnership with the local NGO AMRA-2014. AMRA-2014 provides basic knowledge about personal hygiene, healthy lifestyle and general understanding of the context of environment and climate change to children and staff in targeted schools. Modules for workshops and class lessons have been developed and material has been provided for each subject. Given the past situation, COVID-19 will also play an important part of hygiene promotion. Training of trainers (ToT) has been delivered by trained promoters/trainers including the promotion of interactive coaching methodologies/approaches, with the aim that the above topics will become a subject in the syllabus in schools of Abkhazia.
The fourth component is strongly linked to UNICEF activities in education and child protection in Abkhazia. Training of teachers in selected WASH schools. School staff will be asked to participate and aptly trained to ensure the quality of the works and ownership.

EVALUATION QUESTIONS

Evaluation evidence will be judged using modified Organisation for Economic Co-operation and Development/Development Assistance Committee (OECD/DAC) criteria of impact, relevance, effectiveness, efficiency, and sustainability, as well as equity, gender equality and

human rights considerations. Key evaluation questions (and sub-questions) include (but are not limited to) the following:

Impact of the interventions to fulfilling children's right to access to health, education, water and sanitation services in Abkhazia.

- How did the schools and the girls' and boys' education benefit from the project interventions?
- How did the completed interventions lead to the establishment of effective monitoring and maintenance of WinS facilities?

Relevance of the interventions in relation to the needs of school children and teachers in Abkhazia:

- How relevant was the project to the needs and priorities of the schools / school children?
- How inclusive was the project in addressing the needs and priorities of the most marginalised children (e.g., children with disabilities, girls)?
- How were equity, gender equality, human rights, do no harm principles, non-discrimination and non-exclusion addressed with the scope of the project?
- To what extent did the duty bearers contribute to the project achievement?

Effectiveness of the project in achieving its objectives, including**:**

- To what extent have the project goals and outcomes been achieved as planned and designed (status of project indicators against set targets)?
- What have been the major factors influencing the achievement/or non-achievement of the project outcomes?
- To what extent the project addressed gender issues, do no harm, non-discrimination and exclusion?

Efficiency of the project outcomes and outputs in relation to the inputs provided:

- How efficiently has the project been managed in terms of its human / financial resources and organisational / governance structure?
- To what extent were actions of various partners complimentary?
- What are the comparative strengths and added values of implementing partners?
- Are there more efficient ways and means of achieving outcomes?

Sustainability:

- How likely will the results be sustained beyond the project through the ownership of relevant stakeholders?
- To what extent are lessons learned being documented by UNICEF on a continual basis and shared with appropriate parties who could learn from the project?

Coherence:

- How does the evaluated intervention fit in the programmes of UNICEF and SDC in the context of their respective engagement in Abkhazia?

EVALUATION DESIGN AND METHODOLOGY

Participatory approach

The evaluation will need to use an inclusive, transparent and participatory approach, involving a broad range of partners and stakeholders (de facto (df) Ministry of Education, df district authorities, principal and teachers, parents, children). Key stakeholders can provide information and data that the evaluator should use to assess the contribution of UNICEF support to changes in the thematic area. Particular attention will be paid to ensure comprehensive and balanced participation.

Mixed-method approach

The evaluation should primarily use qualitative methods for data collection, including document review, interviews, group discussions and observations during field visits, where appropriate. The qualitative data should be complemented with quantitative data to minimise bias and strengthen the validity of findings. Quantitative data will be compiled through desk review of documents, websites and online databases to obtain data on key indicators that measure change at output and outcome levels.

Methodology
The approach and methodology of the evaluation should be guided by the UNICEF's revised Evaluation Policy[33], the Evaluation Norms and Standards of the United Nations Evaluation Group (UNEG)[34], UNICEF Procedure for Ethical Standards in Research, Evaluations and Data Collection and Analysis[35] and UNICEF's reporting standards[36]. Applications should set out an approach and methodology for gathering and analysing data allowing theory-based evaluation. Moreover, applicants are welcome to suggest ideas about how they would approach this assignment to complete it as efficiently and timely as possible.
The evaluation questions are formulated as per OECD-DAC evaluation criteria. While five criteria will be included (impact, relevance, effectiveness, efficiency and sustainability), additional cross-cutting issues such as relevant human rights, including child rights, equity and gender equality are also examined. It is important to note that the evaluation is focused both on the accountability and learning purposes.

Data collection
The evaluation will consider primary and secondary sources of information:

- Primary data will be collected through interviews and group discussions with stakeholders and beneficiaries at different levels, and direct observation during visits to selected sites. Perspectives from both rights holders and duty bearers need to be collected. Surveys and questionnaires involving other stakeholders could also be considered. The evaluator will mainly rely on qualitative feedback from the interviews to provide relevant inputs on the quality of the project's implementation. Therefore, the evaluator will have to show strong skills to guide and probe interviewees without influencing any answers or comments.
- Secondary data will be collected through desk review, primarily focusing on annual work plans, work plan progress reports, monitoring data and results reports, surveys.

The collected data shall include baseline, indicator, targets, output and outcome data available through M&E, progress reports, provided by UNICEF. The data shall be disaggregated by sex, location and other relevant dimensions. The data collection tools may include protocols for semi-structured interviews and group discussions, checklists for direct observation at sites visited or a protocol for document review, shall be presented in the inception report. During data collection, where possible, gender and human rights (including child rights) shall be incorporated in the evaluation design and instruments in accordance with UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluations.

Data analysis
The evaluation matrix will be the major framework for analysing data. The evaluator must enter the qualitative and quantitative data in the evaluation matrix for each evaluation question and each assumption. The evaluation matrix must have indicators, benchmarks, assumptions and/or other processes from which the analysis can be based, and evaluative conclusions drawn. The design should show clearly how the evaluation will assess the project's path towards outcomes and impact. Once the evaluation matrix is completed, the evaluator should identify common themes and patterns that will help to answer the evaluation questions. The evaluator shall also identify aspects that should be further explored and for which complementary data should be collected, to fully answer all the evaluation questions and thus cover the whole scope of the evaluation adherence to a code of ethics and a human right based and gender sensitive approach in the gathering, treatment and use of data collected should be made explicit in the inception report.

Time schedule for evaluation
The evaluation shall be carried out between August and November 2024, earlier start is possible upon agreement. It is expected that a tentative time and work plan will be presented

[33] UNICEF's revised Evaluation Policy: https://www.unicef.org/about/execboard/files/2018-14-Revised_EvalODS-EN.pdf
[34] UNEG Norms: http://www.uneval.org/document/detail/21, UNEG Standards: http://www.uneval.org/document/detail/22
[35] https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF
[36] https://www.unicef.org/evaldatabase/files/UNICEF_adapated_reporting_standards_updated_June_2017_FINAL(1).pdf

in the applications of interested consultants and further detailed in the inception report in coordination with UNICEF. The timing of the data collection, including field visits, interviews, etc. needs to be settled by the evaluator in dialogue with the main stakeholders during the inception phase. Evaluator should heavily rely on the desk review to answer the questions given the constraints related to physical data collection and time limitation.
Part of the consultancy is planned to be implemented remotely. At the same time, if the situation with entry procedures and operational context allow, trips to Abkhazia will be considered for data collection in the field (approx. 8 working days in Abkhazia, not including travel days). The lead consultant is also expected to spend a couple of days in Tbilisi to interview SDC, AAH and some key UNICEF staff. Therefore, the applicant is expected to include in his/her application travel and accommodation costs. In case of inability of consultant to travel to Abkhazia and/or Tbilisi due to restrictions, data collection will be facilitated remotely.

Roles and responsibilities
UNICEF will be responsible for management issues and methodological matters and will liaise between the evaluator and stakeholders to facilitate data collection as necessary.
UNICEF will be responsible to hire a local consultant to support data collection, translation (if needed) and in the provision of local context.
UNICEF and implementing partners staff based in Abkhazia, within the scope of their respective mandates, will support the evaluator to deliver the evaluation objectively, ethically and with the highest possible quality. The team will provide the evaluator with all relevant documentation, a list of key stakeholders and a draft schedule of the meetings to facilitate their communication with stakeholders. UNICEF and implementing partners will also support the evaluator logistically (local transportation, entry clearances, arrangement of meetings, etc.). In case the evaluation is conducted remotely or partially remotely, UNICEF and implementing partners staff will assist the evaluator with the planning of online activities and facilitate the stakeholder engagement.
An Evaluation Reference Group (ERG) will be set up to act a sounding board for the evaluation to foster transparency and participation and to review key evaluation deliverables. The ERG will not have any formal evaluation management responsibilities. It will act in an advisory role and provide inputs on all main evaluation deliverables that are expected to strengthen the quality and credibility of the evaluation. The group will consist of key partners.

EVALUATION PROCESS
The evaluation process can be broken down into different phases that include different stages and lead to different deliverables: inception phase; field phase; reporting and dissemination phase. The evaluator must undertake quality assurance of each deliverable at each phase and step of the process, with a view to ensuring the production of a credible, useful and timely evaluation.
The Evaluator will be responsible for conducting the evaluation. This entails among other responsibilities designing the evaluation according to this terms of reference; gathering data from different sources of information; analysing, organising and triangulating the information; identifying patterns and causal linkages that explain the programme performance; drafting evaluation reports at different stages (inception, draft, final); responding to comments and factual corrections from stakeholders and incorporating them, as appropriate, in subsequent versions; and making briefs and presentations ensuring the evaluation findings, conclusions and recommendations are communicated in a coherent, clear and understandable manner once the report is completed.
The evaluation process is expected to contain three phases: inception (1), data collection and field visit (2); and analysis and reporting (3).

Inception Phase
In the inception phase, the activities will be carried out by the evaluator, in close consultation with UNICEF. The inception phase should include but not be limited to the following:

- Evaluation kick-off meeting between the relevant UNICEF staff and evaluator;
- Desk review of background information and documentation on the programme context, as well as other relevant documentation;
- Conduct the evaluability assessment, examine the available data sources and possible extent of data disaggregation;
- Formulation of a final set of evaluation questions based on the preliminary evaluation

questions provided in the ToR;

- Development of the evaluation matrix including indicators, benchmarks, assumptions and/or other processes from which the analysis can be based, and evaluative conclusions drawn;
- Development of a final stakeholder map and a sampling strategy to select sites to be visited and stakeholders to be consulted through interviews and group discussions;
- Development of a data collection and analysis strategy, as well as a concrete and feasible evaluation work plan and agenda for the field phase;
- Development of data collection methods and tools, assessment of limitations to data collection and development of mitigation measures.

At the end of the inception phase, the evaluator will develop an inception report that presents a robust, practical and feasible evaluation approach, detailed methodology and work plan. The Inception Report should include evaluability assessment and examination of the extent of data disaggregation in M&E data, collection and reporting tools, as well as evaluation approach, tools, and protocols. The evaluator will develop the inception report in consultation with UNICEF and submit for review. The Inception Report will be subject to quality assurance, a review conducted by internal evaluation stakeholders and external quality assurance that requires a satisfactory rating for the field mission to proceed and be considered an acceptable product. The evaluation will proceed to implementation only on acceptance of a quality assured and approved evaluation design. The approval of the inception report will mark the completion of the Inception Phase.

Field Phase

The evaluator will prepare the data collection schedule, arrange the fieldwork activities and collect the data and information required to answer the evaluation questions in the field phase. Towards the end of the phase, the evaluator will conduct a preliminary analysis of the data to identify emerging findings. This should allow the evaluator sufficient time to collect valid and reliable data to cover the thematic scope of the programme.

At the end of this phase, the evaluator will hold a debriefing meeting with UNICEF to present the emerging findings from the data collection. The meeting will serve as a mechanism for the validation of collected data and information and the exchange of views between the evaluator and important stakeholders and will enable the evaluator to refine the findings, formulate conclusions and develop credible and relevant recommendations.

Reporting Phase

In the reporting phase, the evaluator will continue the analytical work (initiated during the field phase) and prepare a draft evaluation report, considering the comments and feedback provided at the debriefing meeting at the end of the field phase. The draft report will be circulated to UNICEF for review and will be subject to a review undertaken by internal as well as external quality assurance that requires a satisfactory rating.

In the event that the quality of the draft report is unsatisfactory, the evaluator will be required to revise the report and produce another draft. Based on the comments, the evaluator should make appropriate amendments, prepare the final evaluation report, and submit it to UNICEF. The final report should clearly account for the strength of evidence on which findings rest to support the reliability and validity of the evaluation. Conclusions and recommendations need to clearly build on the findings of the evaluation. Each conclusion shall refer to the evaluation question(s) upon which it is based, while each recommendation shall indicate the conclusion(s) from which it logically stems.

The evaluation report is considered final once it is formally approved and agreed with the Evaluation Reference Group (ERG). The final report should be compliant with UNEG quality checklist of evaluation reports.

The evaluator is responsible for developing a PowerPoint presentation of the evaluation results that summarises the key findings, conclusions and recommendations of the evaluation in an easily understandable and user-friendly way. The evaluation results should be shared with the ERG and implementing partners. The evaluation brief (a concise note) will present the key results of the programme, thereby making them more accessible to a larger audience.

EVALUATION LIMITATIONS

The evaluation process may pose some limitations stemming from the limited timeframe of the evaluation, availability of primary and secondary data, budget constraints, as well as potential difficulties to access all relevant groups during the field phase (data collection).

Limited timeframe: The evaluation process poses some limitations stemming from the tight timeframe of the evaluation, availability of relevant data, as well as potential difficulties to include all relevant groups during the field phase (data collection). The latter might be challenged by the sensitivity of cases of beneficiaries and other contextual factors.

Limited data collection: The lack of reliable disaggregated data in Abkhazia, possible reluctance of some of the stakeholders to be interviewed and share data as well as potential bias in responses given the operational environment may pose some limitations. Furthermore, if travel restrictions remain, then evaluation should be conducted without travelling to Abkhazia. Hence the data will be collected through virtual means which can bring certain limitations to the quality of data and scope of data collected.
Every effort should be made by the evaluator to identify the potential limitations and hindrances, come up with the mitigation measures, and ensure that relevant efforts are made to develop high-quality evaluation of the project.

ETHICAL STANDARDS

The evaluator is responsible to provide adequate guidance and take appropriate measures to ensure highest ethical standards during every stage of their work. Before commencement of the field work, the evaluator will ensure ethical review of full research protocol (that includes all data gathering tools/instruments and methods as well as information on how ethical issues will be dealt with) by an independent and impartial ethics review board as per UNEG Ethical Guidelines and UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis.
The evaluator can make use of local ethical review boards as well as UNICEF regional Long-Term Agreement (LTA) holders – contractors that provide ethical review service (the list of the LTA holders will be provided upon request). The evaluator should keep UNICEF fully informed on measures undertaken to safeguard full observance of ethical standards and provide any additional information on this matter if requested. Applications to apply for the consultancy should clearly identify any potential ethical issues and approaches, as well as quality assurance/oversight mechanisms.
Persons/children who participate in the data collection should be informed of the context and purpose of the impact assessment, as well as the privacy and confidentiality of the information they reveal, their right to refuse or halt their participation at any time. Special attention should be paid to issues specifically relating to:

- No harm;
- Informed consent;
- Privacy and confidentiality;
- Conflict of interest of the evaluation informants;
- Conflict of interest of the evaluation team members.

Protection protocols and procedure should be in place and fieldworkers should be adequately trained in case a survey participant is in distress or attention of public authorities is required (e.g. in case of domestic violence, crime, etc.).
Personal data protection protocols shall be elaborated by the evaluator and strictly adhered with by anyone involved in the project evaluation.

DESCRIPTION OF WORK AND EVALUATION SCHEDULE

The deliverables associated with this contract must be completed and accepted by UNICEF by 29 November 2024. The international consultant must provide both a briefing upon the commencement of work and prior to the final report submission. The evaluation should take place in:
Estimated Start Date: 15 August 2024
Estimated End Date: 29 November 2024
Deadlines for key deliverables:

- Draft inception report – 15 September 2024
- Final inception report – 25 September 2024
- Data collection and draft evaluation report – 10 October 2024

- Final evaluation report, evaluation brief and presentation of findings – 29 November 2024
- Project report, describing and documenting the process of the evaluation – 29 November 2024

Copyright
All materials/data related to or produced because of the activities envisaged in this ToR and the subsequent contract will be the property of the UNICEF and cannot be reused, transferred to anyone, or otherwise utilised without UNICEF's prior approval.

All records from the evaluation (e.g., interview transcripts and summaries, focus group transcripts, databases, etc.) and all quantitative data (datasets and supporting documentation, scope, and methodology used to collect and analyse the data) collected by the Evaluator must be provided to UNICEF.

Proposed approach to dissemination and advocacy for the evaluation findings and recommendations
The evaluation results should be shared with relevant implementing partners, SDC, UNICEF, AAH and AMRA14. Considering the high sensitivity regarding data collection, analysing and reporting in Abkhazia, the results will however be kept restricted to these internal stakeholders. Evaluation and recommendations will therefore only be used for the project evaluation and potential continuation within discussion limited to SDC, UNICEF, AAH and AMRA14.

APPLICATION REQUIREMENTS
The individual interested to apply must provide:
- Project proposal addressing TOR requirements.
- CV.
- Tentative project plan in accordance with UNICEF provided timeline.
- Please provide financial proposal including service fee and travel expenses.

ASSESSMENT PROCESS
The candidates will be evaluated based on the following criteria:
- Extensive evaluation experience with demonstrated understanding of evaluation principles and methodologies, including evaluability, skills in an array of qualitative and quantitative evaluation methods, and UNEG Norms and Standards.
- Previous solid experience of designing and leading theory-based evaluation designs and documented professional experience in conducting rigorous independent evaluations that meet professional evaluation standards.
- Experience in evaluating the implementation of projects in similar complex contexts;
- Demonstrated experience/potential to bring a strong commitment to delivering timely and high-quality results, i.e., credible evaluations that are used for improving strategic decisions.
- Demonstrated commitment to delivering timely and high-quality results.
- In-depth knowledge of the UN's human rights, gender equality and equity agendas.
- Knowledge and experience in WASH evaluations will be an asset.
- Prior experience with UNICEF or other UN agencies will be an asset.

PAYMENT
The consultancy fee will be negotiated between the applicant and UNICEF Georgia based on an initial proposal. Payment will be carried out in several instalments as agreed between the selected individual and UNICEF, after satisfactory implementation of specific parts of the services and after provision of quality reports on the implemented activities.

To verify the quality, full research protocol, the draft inception and evaluation reports will go through UNICEF's external quality review mechanism which assigns ratings. The protocols and the reports must receive at least **Satisfactory** rating to be considered as duly delivered.

UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if deliverables are incomplete or not submitted at all, or for failure to meet deadlines.

The payment of fees will be based on the submission of deliverables, as follows: Upon approval of the Inception Report - 30%.
Upon submission of a draft evaluation report of satisfactory quality - 30%.
Upon approval of the final evaluation report and the PowerPoint presentation of the evaluation results - 40%.

Location
Home-based

Work Assignment Overview

Tasks/Milestone:	Deliverables / Outputs:	Timeline:	
Develop inception report for evaluation The lead consultant will conduct a start-up meeting with UNICEF, AMRA14 and AAH. The purpose of such meetings will be to discuss details of evaluation and review background documentation related to the project "Development of WASH Facilities and Services in Schools in Abkhazia, Georgia (2022 – 2025)" such as project document, progress reports, previous evaluation report etc. Following that, the inception report (max. 20 pages, excluding annexes) will be developed. The inception report should be written in English. The inception report should translate the requirements of the ToR into a practical and feasible evaluation approach, methodology and work plan. It should include (at a minimum): (i) the evaluation approach and methodology (incl. the theory of change and sampling strategy); (ii) evaluability assessment; (iii) the final stakeholder map; (iv) the evaluation matrix (including the final evaluation questions, indicators, data sources and data collection methods); (v) data collection tools and techniques (incl. interview and group discussion protocols); and (vi) a detailed evaluation work plan and agenda for the field phase. The evaluation design should consider incorporation of the UN and UNICEF commitment to a human rights-based approach to programming, gender equality, and equity. The workplan should include the schedule and logistics as well as the roles and responsibilities of the evaluator. The inception report will be subject to quality assurance: a review conducted by internal evaluation stakeholders and the ERG, an ethical review – should the proposed data gathering involve vulnerable groups, sensitive subjects and/or use of confidential data – and, finally, quality assurance by ECARO external assessment entity that requires a satisfactory rating for the field mission to proceed and be considered an acceptable product. The evaluation will proceed to implementation only on acceptance of a quality assured and approved evaluation design. The approval of the inception report will mark the completion of the Inception Phase. A specific time and work plan for the remainder of the evaluation should be presented. The time plan shall allow space for reflection and learning between the intended users of the evaluation. Inception report will be reviewed and finalised in consultation with intended users. The table below lists key milestones for the implementation of this task:	Quality inception report with a data collection toolkit as an annex	17 days 15 August – 15 Sept.	

1. Desk review and start-up meeting via video link with the UNICEF, AMRA14 and AAH 2. Draft inception report 3. Inception meeting 4. Comments from intended users to evaluator and external quality assurance addressed 5. Final inception report			
Carry out data collection and processing and develop evaluation report The lead consultant is expected to carry out the evaluation in line with the methodology, workplan and timeline described in the inception report and agreed with stakeholders. Throughout the whole process of evaluation there will be meetings and consultations with the key stakeholders to take major decisions, verify findings, monitor, oversee and provide quality assurance to planning/implementation of the evaluation. A final evaluation report will encompass all key sections required in the draft report and will include additional stakeholder feedback. The final report needs to be clear, understandable to the intended audience and logically organised based on the comments received from stakeholders (around 40-60 pages). The first and revised drafts of final evaluation report (max. 60 pages plus annexes) at minimum should contain the following: • Executive summary (4-6 pages) of an evaluation report should present a concise and accurate statement of the most critical elements of the report, • Evaluation report should adequately address all evaluation questions included in the TOR, • Evaluation methodology should be explained in detail and sources of information properly identified, • Short description of context and situation analysis, • A theory of change • Limitations to the evaluation should be adequately released in the report, with particular attention to the limitations associated with the evaluation methodology, • Evaluation findings should be presented as analysed facts, evidence, and data and not based on anecdotes, hearsay, or opinions, • Findings and conclusions should be specific, concise, and supported by strong quantitative or qualitative evidence, • Good practices and lessons learned, • Recommendations should be supported by a set of findings and should be specific and practical, • The Report must be compliant with UNICEF-Adapted UNEG Evaluation Reports Standards. The annexes to the evaluation must include: • ToR, • List of persons interviewed, and sites visited, • List of documents consulted, • More details on methodology, such as data collection instruments, including details of their reliability and validity, • Evaluator's biodata and/or justification of team composition, • Evaluation matrix, • Results framework.	Quality evaluation report with annexes; PowerPoint presentation to share findings	33 days 16 Sept. – 29 November	

The evaluation approach/methodology and methods for data collection used shall be clearly described and explained in detail and a clear distinction between the two shall be made. All limitations to the methodology and methods shall be made explicit and the consequences of these limitations discussed. Findings shall flow logically from the data, showing a clear line of evidence to support the conclusions. Conclusions should be substantiated by findings and analysis. Recommendations and lessons learned should flow logically from conclusions. Recommendations should be specific, directed to relevant stakeholders and categorised as a short-term, medium-term and long-term. Similar to the inception report, the evaluation report will be subject to quality assurance: a review conducted by internal evaluation stakeholders and the ERG, and, finally, quality assurance by ECARO external assessment entity that requires a satisfactory rating to be considered an acceptable product. The final evaluation report shall be written in English and be professionally proofread. The final evaluation report should be presented in a solid, concise and readable form and be structured around the issues in the Terms of Reference (ToR). All Reports should be prepared according to the UNICEF-Adapted UNEG Evaluation Report Standards[37] as per Global Evaluation Reports Oversight (GEROS) guidelines[38]. The table below lists key milestones for the evaluation process. 1. Data collection and processing 2. Draft evaluation report 3. Comments from intended users to evaluator and external quality assurance 4. Final evaluation report 5. Presentation of the report			

Knowledge/Expertise/Skills required:

- An advanced university degree (master or higher) in social policy, international development, public policy, public administration, or similar.
- At least 8 years of evaluation experience with an excellent understanding of evaluation principles and methodologies, and UNEG Norms and Standards;
- Knowledge and experience of working with or evaluating/reviewing projects related to WASH will be a strong asset.
- In-depth knowledge of the UN's human rights, gender equality and equity agendas;
- Experience in evaluating the implementation of projects in similar complex contexts;
- Relevant experience working with UN will be an asset;
- Fluency in English is mandatory; Russian is an asset;
- The evaluator must be independent from the evaluation object and evaluated activities, and have no stake in the outcome of the evaluation.

[37] https://www.unicef.org/evaluation/media/816/file/UNICEF-Adapted-UNEG-Evaluation-Report-Standards.pdf

[38] https://www.unicef.org/evaluation/documents/global-evaluation-reports-oversight-system-geros-handbook-and-summary

Annex 2 Time schedule realised

Table 30 Time schedule realised

Activity \ Month	Sept	Oct	Nov	Dec	Jan 2025	Febr
Inception phase						
– Kick-off meeting with UNICEF						
– Initial review of relevant literature						
– Preparatory (digital) meetings with UNICEF and other key stakeholders						
– Initial interviews with some key stakeholders						
– Initial logistics for the assignment (fieldwork, permits, visa, etc.)						
– Assess the evaluability of the project, develop the Evaluation matrix further, develop a stakeholder map and a sampling strategy, pre-select locations to be visited and key stakeholders for interviews and FGDs, further develop data collection methods and tools, and assess limitations to data collection and develop mitigation measures						
– Develop initial questions for interviews+ FGDs						
– Write and submit a draft Inception report (IR)						
– Digital Inception meeting with UNICEF + ERG						
– Receive feedback on the draft IR and process it + acceptance						
– Write and submit the final IR / acceptance by UNICEF, Ethical Review Board, ECARO						
Data collection phase						
– Further preparation of data collection schedule and fieldwork activities						
– Review of relevant literature						
– FGDs with purposely selected groups (school and community stakeholders, possibly some private sector stakeholders)						
– Walks/inspections in schools						
– Interviews with key informants at the different levels						
– Meetings / communications / informal (validation) workshops with UNICEF, the ERG and other key stakeholders						
– Preliminary structuring and analysis of the information, including cross-checks						
– Debriefing meeting with UNICEF + refining of the findings and formulation of initial conclusions & recommendations						
Analysis, reporting and dissemination phase						
– Further structuring and analysis of the data						
– Write draft versions of the Evaluation report, evaluation brief and project report and submit to UNICEF and the ERG						
– Develop the final Evaluation report, evaluation brief and project report and submit to UNICEF and the ERG + get approval of the documents from UNICEF.						
– Develop a PowerPoint presentation						
– Digital presentation of the results of the assignment to the UNICEF, ERG and possibly other key stakeholders						

The contracted final date of the assignment was initially planned at 10 January 2025, but was postponed with approval of UNICEF due to the lengthy procedure to get approval from the Ethical Review Board and ECARO and the long Christmas holidays in Abkhazia.

Annex 3 List of the organizations of persons who took part in interviews or FGDs and locations visited

In order to guarantee the anonymity of the respondents and participants in interviews and FGDs conducted during the evaluation, no names or other details of these persons are provided.

Table 31 Stakeholders interviewed

Stakeholder organisation	Position
UNICEF	WASH Specialist
UNICEF	Chief WASH
AMRA-2014	Health instructor
AMRA-2014	Manager
Action Against Hunger (AAH)	Manager
SES, Gal	Sanitary doctor for hygiene of children and adolescents
Bambora school, Gudauta	Nurse
Yashtuha N2 school, Sukhum	Nurse
IP Kubrava J.S. (local contractor)	Owner
IP USK (local contractor)	Owner / manager
Education Department Ochamchira	Head
Education Department Gal	Head
Education Department Gudauta	Head

Table 32 Stakeholder groups in FGDs

School name and location of stakeholder group[39]	Type of participants	Nr. of participants
Khyatskhya N1 Gal	Girl and boy students	10
Khyatskhya N1, Gal	Teachers	6 female
Khyatskhya N1, Gal	Girl students	Appr. 6
Galkhuch N2, Tkuarchal	Teachers	10 female, 4 male
Galkhuch N2, Tkuarchal	Girl and boy students	11 girls, 7 boys
Galkhuch N2, Tkuarchal	Girl students	11
Pshap, Gulrypsh	Teachers	8 female, 3 male
Pshap, Gulrypsh	Girl and boy students	7 girls, 5 boys
Pshap, Gulrypsh	Girl students	7
Bambora, Gudauta	Teachers	7 female, 2 male
Bambora, Gudauta	Girl and boy students	14 girls, 3 boys
Bambora, Gudauta	Girl students	14
Lapstarkh, Gagra	Teachers	9 female
Lapstarkh, Gagra	Girl and boy students	14 girls, 1 boy
Lapstarkh, Gagra	Girl students	14 girls
N7, Sukhumi city	Teachers	12 female
N7, Sukhumi city	Girl and boy students	19 girls, 7 boys

[39] Each school in the list was visited and all FGDs were conducted in the listed schools.

N7, Sukhumi city	Girl students	19 girls
N2, Yashtuha, Sukhumi	Teachers	11 female, 3 male
N2, Yashtuha, Sukhumi	Girl and boy students	13 girls, 6 boys
N2, Yashtuha, Sukhumi	Girl students	13 girls
Shashikuara, Gali	Teachers	9 female, 2 male
Shashikuara, Gali	Girl and boy students	7 girls, 2 boys
Shashikuara, Gali	Girl students	7 girls
Kyndyg, Ochamchyra	Teachers	9 female
Kyndyg, Ochamchyra	Girl and boy students	11 girls, 2 boys / 8 girls, 1 boy
Kyndyg, Ochamchyra	Girl students	8 girls
Katsikyt, Gulrypsh	Teachers	7 female, 2 male
Katsikyt, Gulrypsh	Girl and boy students	7 girls, 5 boys / 7 girls, 3 boys
Katsikyt, Gulrypsh	Girl students	7 girls
Kutol, Ochamchyra	Teachers	4 female
Kutol, Ochamchyra	Girl and boy students	11 girls, 8 boys / 7 girls, 5 boys
Kutol, Ochamchyra	Girl students	5 girls / 7 girls
Tkuarchal city #2, Tkuarchal	Teachers	6 female
Tkuarchal city #2, Tkuarchal	Girl and boy students	5 girls, 9 boys / 4 girls, 7 boys
Tkuarchal city #2, Tkuarchal	Girl students	5 girls / 4 girls
Achandara, Gudauta	Teachers	9 female, 3 male
Achandara, Gudauta	Girl and boy students	7 girls, 2 boys
Achandara, Gudauta	Girl students	6 girls
Bagardny, Gudauta	Teachers	8 female, 2 male
Bagardny, Gudauta	Girl and boy students	6 girls, 1 boy
Bagardny, Gudauta	Girl students	5 girls

Annex 4 Details on the approach and methodology

A 4.1 General

The approach and methodology have been guided by the UNICEF's revised Evaluation Policy, the Evaluation Norms and Standards of the United Nations Evaluation Group (UNEG), UNICEF Procedure for Ethical Standards in Research, Evaluations and Data Collection and Analysis and UNICEF's reporting standards.

In line with the ToR, an Evaluation Reference Group (ERG) was set up to act as a sounding board for the evaluation to foster transparency and participation and to review key evaluation deliverables. The group consisted of staff of the key partners, including selected representatives of UNICEF (one person), AAH (one person) and AMRA-14 (one person). In line with the ToR, this Group received and reviewed the Inception and the Final Report, and validated them both.

In regard to the Ethical Review Board, the ToR describes that 'the evaluator can make use of local ethical review boards as well as UNICEF regional Long-Term Agreement (LTA) holders – contractors that provide ethical review service'. For the by the ToR required ethical review, UNICEF shared the Inception Report with an ethical review service contractor who gave his green light after assessing the draft Inception Report, after which the data collection could start.

A 4.2 Evaluation matrix

In the Inception Report an evaluation matrix was developed that covers the evaluation questions in the ToR with one main evaluation question (EQ) per DAC/OECD criterion. Per EQ topics as described in the ToR were included and in addition other relevant topics. For each topic performance indicators have been formulated and included in the EM (derived partly from the Logframe in L13 and partly formulated by the lead consultants and approved by UNICEF). The analysis of the information obtained was done through qualitative analysis methods and analysis of reviewed documents (see further on), targets for the indicators defined in the Logframe of the project, and the data collection methods and data sources used during the evaluation to obtain information per topic or group of topics. The EM is presented separately in Annex 7.

A 4.3 Data collection

In line with the ToR, a participatory and mixed-method (qualitative + quantitative) data collection approach was used, including both primary and secondary sources, to answer the evaluation questions in the evaluation matrix. Qualitative data collection was accomplished through semi-structured interviews, focus group discussions for which initial question and check lists were developed in the Inception phase of the assignment, informative meetings, observations and informal talks. As the lead consultant could not visit Abkhazia himself, all in-person data collection was done by the local consultant. Quantitative data were mainly collected through secondary data sources (literature, reports, databases, etc.). Where possible, data were disaggregated in regard to gender, ability, age, vulnerability, language groups, etc.

Potential limitations during data collection, the initially anticipated level risk that these limitations would become effective during the assignment and the options for preventing and/or mitigating these limitations were described in the Inception report. The extent to which the limitations did became effective during the assignment and how the consultants prevented and/or mitigated these limitations as well as possible, are described below:

Table 33 Limitations, initial risk levels and prevention and mitigation measures taken during the evaluation

Potential limitation	Initially anticipated level of risk	Prevention and mitigation measures taken
Limited time for the assignment	Medium	The consultants worked time-efficient while the lead consultant guided the local consultant intensively based on his experience with similar assignments which improved the quality but also the time-efficiency of the data collection. Time was lost however, due to required permission for the assignment by the ethics committee, the time needed for feedback on draft reports and the Christmas holidays. As a result, UNICEF agreed to adapt the deadline for the assignment from mid-January to end of February 2025.
Uncooperative stakeholders and stakeholder groups during data collection, challenged by the sensitivity of cases of beneficiaries and other contextual factors	Medium	All stakeholders participated well in the FGDs, interviews, meetings and other activities of the assignment.
Lack of reliable disaggregated data in Abkhazia	Medium to high	The consultants tried as much as possible to obtain information through different information sources and cross-checked between them. However, most data were not disaggregated in terms of gender, ability, language group, age, vulnerability, etc. of the students in the project schools. It was mostly stated that the responses were valid for all types of students, while disaggregation of data was found in regard to the numbers and level of suitability of WinS facilities (especially toilets) for girls and handicapped persons, and in regard to education and awareness raising on MHM aspects for girls.
Reluctance of some of the stakeholders to be interviewed, share data and/or put bias, inaccuracy or wrong information in responses	Medium to High	It was expected that stakeholders participating in FGDs or interviews tried their best to answer questions fully and truthfully, and it is believed that they did. This was also achieved by properly explaining to stakeholders prior to the start of a FGD or interview what the purpose was, that it was voluntary, they could stop any time they wanted, etc. in line with the protocol described for this in the approved Inception report. The lead consultant trained and guided the local consultant in this regard.
Impossibility for the consultant to visit Abkhazia which may affect the quality of the data that will as a result need to be collected digitally for a larger part	High	The lead consultant was not permitted to visit Abkhazia. To mitigate this, a large part of the qualitative data collection was done in-person by the local consultant, guided digitally by the lead consultant. As the lead consultant is experienced in digital interviewing, also the digital interviews went well. As such, data collection was not optimal but was optimised within the limiting circumstances and led to proper data.
Qualitative information collection among a limited number of informants incorporates the danger that the collected information is not representative for the actual situation	Low	The total number of interviews and FGDs was altogether quite high. In addition, throughout the assignment, the lead consultant asked a lot of additional questions and requests to feedback on parts of the texts in which questions were posed, by e-mail and through digital interviews and meetings to key stakeholders, especially on issues on which with the other data collection methods (literature review, FGDs, interviews, meetings, observations) did not yield sufficient detail. As a result, all in all it is believed that the collected information is sufficient and representative for the actual situation.
Children who may be affected psychologically when taking part in FGDs due to sensitive issues discussed, notably menstrual health.	Low	No problems materialised in this respect. Most questions were not sensitive. Only when menstrual health aspects were discussed, some level of sensitivity was involved. This was mitigated by explaining to female teachers upfront of the FGDs on this subject (in which adolescent girls plus one or more female teachers participated) what the idea was. These teachers then explained this to adolescent girls and only invited those girls to take part in the FGD who properly understood and volunteered to do so. Then in the FGD, the local consultant (also a female) explained the idea of the FGD and the questions, keeping to the protocol described in the approved Inception report. During the FGD, the trusted female teacher(s) was/were also present.

A 4.3.1 Review of literature, reports and databases

Relevant literature, project reports and databases were reviewed with a focus on the questions, topics and indicators specified in the Evaluation Matrix. The collected data included baseline, indicator, targets, output and outcome data available through M&E, progress and project reports and databases, provided by UNICEF, while also relevant WinS related literature, (school) WASH related frameworks, guidelines, standards, strategies, plans and best practices were reviewed.

A 4.3.2 Key Informant interviews (KIIs)

Key informants were interviewed at central, district and school levels, including representatives of UNICEF, AAH and AMRA-2014, representatives of District Education Departments and SESs, local contractors and nurses. With specific questions per stakeholder type (see Annex 9), the lead consultant and the local consultant went in-depth to understand how each stakeholder looked upon the project, its results and effects in the schools and upon WinS in general from his or her perspective and position. The questions were related to the evaluation questions, topics and indicators in the evaluation matrix. The key informants were selected in close collaboration with UNICEF (see Annex 3 for a list of the key informants consulted). Several KIIs were conducted digitally by the lead consultant, often assisted by or even led by the local consultant who speaks Russian and Abkhaz. The local consultant also interviewed key informants in-person, especially those who did not speak English and/or could not be contacted digitally by the lead consultant.

During a KII, a discussion is held with a key informant along the lines (questions) developed for the interview. The consultant poses questions from or related to the list of questions (not necessarily in the following order of the questions in the list), guiding and probing interviewees without influencing any answers or comments. He/she makes notes, poses additional questions if felt necessary and checks during the interview whether and to what extent the pre-determined questions in the list have been answered. This leads to a natural and open discussion which in most cases yields the best results in terms of obtaining all relevant information a key informant can provide. This can be done both in-person and digitally. The interviews are listed and referred to in the report anonymously (in order to safeguard privacy). During the interviews, a focus was put on inclusiveness, including gender, vulnerable persons such as handicapped students, girls during menstruation, etc. and on human (including child) rights.

A 4.3.3 Focus group discussions

Focus group discussions (FGDs) were mainly conducted with groups of pupils (mixed and girl groups), and groups of teachers in each of the project schools visited, in order to obtain in-depth information in regard to the WASH situation concerning the evaluation questions, topics and indicators relevant for the school level. As with the interviews, during the FGDs a focus was put on inclusiveness, including gender, vulnerable persons such as handicapped students, girls (e.g. in regard to menstruation and other gender related aspects), etc.

For the FGDs, initial lists of questions related to the assignment objective and the Evaluation matrix were prepared (see Annex 9). These were further finetuned during the data collection phase by the lead consultant and the local consultant in consultation with UNICEF and the ERG. The discussions were facilitated in-person by the local consultant who was guided digitally by the lead consultant. During the FGDs, the local consultant took notes and asked additional questions when she felt this was necessary, while letting the discussions go freely in directions taken by the participants but checking regularly whether all questions in the prepared question list were sufficiently covered during the discussions. At the end of each FGD in a school, also a short walk was conducted by the local consultant and some of the participants through the school area, to observe the WinS facilities and to informally talk to these participants and other persons met during the walk, in regard to the WASH situation in the school and related aspects. After the completion of a FGD, the local consultant digitally discussed and shared the dynamics of the discussion, the notes and the observations made with the lead consultant. Together they subsequently decided on adaptations to be made for following FGDs.

A 4.3.4 Observations and informal talks

Observations were made by the local consultant in the selected schools that were visited to determine what WASH infrastructure they have, including their quality and appropriateness, and how the school is organised in regard to the O&M of these infrastructures, and WASH related awareness. This was to obtain additional relevant information and to verify the information gathered through the FGDs and KIIs conducted in the schools (and pose additional questions or have discussion in case there were contradictions). For the observations in schools, a check list was developed to enhance that the observations would be executed in a comprehensive and structured manner (see Annex 9). The check lists provided guidance to the local consultant to observe all the aspects that were (possibly) of importance for the assignment objective. During the observations also informal talks focusing on the contents of the assignment were conducted with stakeholders accompanying the local consultant and with people met randomly during the observations.

A 4.3.5 Meetings

Meetings often serve different purposes, e.g., preparing logistics for travel, reaching consensus over subjects of discussion, and information gathering. During the data collection phase, meetings were held mainly with stakeholders who had been or still were intensively involved in the assignment, including key staff of UNICEF and the Evaluation Reference Group. The meetings sometimes also served to further obtain and finetune information, including information about opinions, expertise etc. of different stakeholder groups (coming close to consultative workshops). During meetings, the emphasis is usually on getting information and reaching consensus on what to do next.

A 4.3.6 Consultative workshops

Consultative workshops often serve different purposes, e.g., reaching consensus over subjects of discussion and information gathering. Consultative workshops mainly serve to further obtain, finetune and cross-check information, including information about opinions, expertise etc. of different stakeholder groups. Certain subjects are discussed and participants may provide input in the formulation of achievements and challenges that surround these subjects. During the assignment, consultative workshops were mainly held with staff of UNICEF, AMRA-2014 and AAH.

A 4.3.7 Ethical Considerations

The consultants took all required precautions to protect the rights and well-being of all persons involved in the assignment. The evaluation was conducted in accordance with fundamental ethical principles, such as respect, beneficence, justice, and anonymity of participants.

Stakeholder rights were fully respected. Every stakeholder and respondent participating in the assignment was asked for her/his verbal consent before conducting any activity (see the verbal consent forms in Annex 9). If respondent(s) was/were child(ren) under the age of 18, the involved school(s) were contacted upfront to explain the reason for the activity with one or more children. In consultation with the school and upon their agreement, the school explained the activity to a group of pre-selected children to try and select the child or group of children (felt to be capable and willing to participate in the interview or FGD). A teacher trusted by the children explained the activity to the children and asked them whether they would like to participate. Then the school contacted the parents of the children who indicated to be willing to participate and asked their verbal consent for it. After that, the school recommend which child(ren) could participate as respondents in the interview or FGD. This procedure is in line with and adheres to UNICEF procedures for Ethical Research Involving Children. The consultants shared findings through a transparent and accountable feedback mechanism so that respondents and other stakeholders knew the outcome of their engagements while their feedback and inputs remained fully anonymous. For this purpose, all information obtained through interviews, FGDs, meetings and workshops were anonymised and treated anonymously and confidentially.

Furthermore, the participation of all respondents and other stakeholders in the evaluation were strictly voluntary. Stakeholders visited were free to accept or refuse to participate in the activities of the assignment and/or limit their level of input during these activities.

Before the fieldwork started, the set-up of the evaluation, its data collection methods and approach were reviewed and approved on ethical aspects by an independent and impartial ethics review board, organised by UNICEF, as per UNEG Ethical Guidelines and UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis. The consultants kept UNICEF informed on measures undertaken to safeguard full observance of ethical standards and provided any additional information when requested. Persons who participated in the data collection were informed of the context and purpose of the evaluation, including the privacy and confidentiality[40] of the information they revealed and their right to refuse or halt their participation at any time. Special attention was paid to issues relating to no harm, informed consent, privacy and confidentiality, and conflict of interest among key informants.

Protection protocols and procedure were put in place and adhered to by both consultants. The local consultant was trained by the lead consultant on what to do if a respondent was in distress or if attention of public authorities was required (e.g. in case of domestic violence, crime, etc.). In the debriefing by the lead consultant after each interview and FGD by the local consultant, the proper adherence to and application of these ethical aspects was given full attention. Personal data protection protocols were elaborated by the consultants and strictly adhered to by anyone involved in the project evaluation.

It is not possible to relate anything in the deliverables of this assignment to any of the respondents or other stakeholders involved in the evaluation. Quotes are limited and where they are used, they are anonymous, also not referring to any location. Care was taken that quotes cannot in any way be related to any respondent by anybody reading the text.

A 4.4 Data structuring and analysis

After data collection was finalised, all information collected was structured per topic and indicator and put in a findings template. The information was synthesised in an iterative and cumulative process, including consolidation of all information, cross-checks between information sources (including relevant literature), identification of gaps in the information and comparisons of (cross-checked) information from the different information sources. This process was partly done with strict controls, verifications and where needed adaptations by the lead consultant. The results were used to develop the deliverables. In the process, where possible, the data were disaggregated by sex, ability, location and other relevant dimensions, and incorporated gender and human (including child) rights.

Meetings and validation workshops were also conducted, digitally and/or in person, as part of data structuring and analysis and served to analyse, discuss and verify the findings in groups and decide how to interpret these and what this meant for the findings and related conclusions and recommendations.

The development of the deliverables was done by the lead consultant, as much as possible in a participative way, involving the local consultant and key stakeholders, and based on all the information collected and the insights derived from the information through its structuring and analysis. During the process, UNICEF, the Evaluation Reference Group and other key stakeholders were regularly involved, as to ensure (a) optimal interpretation and

[40] Names of respondents and other personally identifiable information (PII) were recorded in the notes of the activity in which the respondent took part (KII, FDG, etc.). These notes are only accessible by the two consultants. The notes are kept digitally. Any note keeping on paper was destroyed after it was copied digitally. The lead consultant structured, assessed and analysed the notes and used the information to develop the deliverables, ensuring that in the deliverables nobody can identify what any of the respondents have said. The deliverables do not mention any name or organisation in the texts. In case, in regard to any deliverable there is doubt by UNICEF or any other key stakeholder about the correctness or completeness of the contents, UNICEF can appoint an independent person, who will get access to the original digital notes to verify to what extent the notes are in line with the contents of the deliverable. This person will inform UNICEF only about the extent to which this is indeed true, but will not in any way communicate/discuss with anybody any details of the respondents involved (name, PII).

understanding of all information obtained, and (b) that directions in the conclusions and recommendations were taken that would be fully embraced by all stakeholder parties. Draft deliverables were submitted first to UNICEF for control and feedback. The feedback was processed into the final deliverables that were subsequently submitted to UNICEF, the Evaluation Reference Group and other key stakeholders. Finally, the lead consultant and the local consultant presented the deliverables with a PowerPoint presentation during a digital meeting to UNICEF, the Evaluation Reference Group and other key stakeholders. Some elements of this part of the assignment are further worked out in the following sub-paragraphs.

A 4.4.1 Validation workshops

As part of data analysis, informal validation workshops were held to discuss the findings and conclusions and recommendations in regard to the assignment objective and the questions, topics and indicators in the Evaluation matrix. It concerned informal validation workshops with key staff of UNICEF and representatives of the Evaluation Reference Group.

The results of these validation workshops were also used to cross-check and finetune findings, conclusions and recommendations and obtain further insights in the ideas and preferences of the stakeholders who participated in these workshops. Therewith, the validation of collected data and discussion about interim findings, conclusions and recommendations was essentially another layer ensuring the credibility of the assignment results. It supported the lead consultant in his analysis of the findings and the preparation of the deliverables.

A 4.4.2 Data Preparation

The qualitative information obtained (through literature, interviews, meetings, FGDs, workshops observations and informal talks), was structured per evaluation question (EQ), per topic and, where relevant indicator, under each EQ and per information source, and put in a findings template in an Excel file (see below). The information was synthesised in an iterative and cumulative process, including consolidation of all information, cross-checks between the different information sources, identification of gaps in the information and comparisons of (cross-checked) information from the different information sources. Outliers (information from a source that differs substantially from information in other sources) were discussed with relevant key stakeholders after which a decision was made together about what to do with them (further investigate, accept or ignore). To facilitate the proper structuring (and later analysis) of all information, the lead consultant worked with pre-determined codes (based on the EQ and topic numbering).

Table 34 Findings template and coding structure in Excel

Information source and number*	Page #s (if literature)	EQ/Topic #	Respondent sex (F / M) (for interviews and surveys)	Social position / Societal status of the involved respondent(s)	Findings
L1	23	EQ1.1	NA	NA	ffffff
L1	17-22	EQ1.2	NA	NA	vvvv
L7	11-15	EQ2.3	NA	NA	sssss
I3	NA	EQ1.3	F	Community level	kkkkkkkk
FGD7	NA	EQ2.2	F+M	School level	ccccccccccccc
I5	NA	EQ1.1	M	District auth level	aaaaaaaaa
I8	NA	EQ1.1	M	Local auth level	xxxxxxxxxx
M2	NA	EQ3.3	NA	Local auth level	dddd

** Information sources are: Literature (L), Interview (I), observation (O), meeting (M), Workshop (W), focus group discussion (FGD) and survey text (S). The indication of the information source is followed by a number indicating the number in the information source list. For example, L7 means the seventh document in the literature list.*

Where relevant, also Trend Analysis was done, for which the lead consultant examined indicators found over time to identify patterns of convergence (or divergence) in regard to the indicators. The data obtained and their structuring and analysis, were used to answer the evaluation questions and develop the deliverables.

A 4.4.3 Cross-cutting issues

All collected information was disaggregated by gender (male/female) while all information sources were, as far as possible, disaggregated and analysed with a gender, social/societal and ability lens. In this final evaluation report, disaggregation of information has been presented in graphs and represented in the findings, conclusions and recommendations for as far as proper information was found to do so.

A 4.5 Reporting

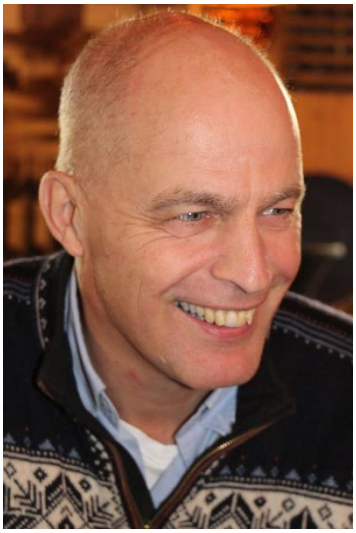
The writing of the draft and final reports was done by the lead consultant, as much as possible in a participative way together with relevant key stakeholders. The deliverables were based on all the information collected and the insights derived from the information. During the development of the reports, other key stakeholders (approved for this role by UNICEF) were involved in validation workshops, to ensure proper and timely feedback on (parts of) draft reports, PowerPoint, etc. including the wishes, ideas, knowledge and insights of these stakeholders. Draft reports were submitted to UNICEF and the Evaluation Reference Group for feedback, each time within an agreed maximum amount of time (in order to be able to fulfil the planning). The obtained feedback was subsequently processed by the lead consultant to develop the final deliverables.

A 4.6 Dissemination

The lead consultant developed a PowerPoint covering all aspects of the main deliverables enriched with visuals and photos and presented it, together with the local evaluation consultant, digitally to UNICEF key staff, the Evaluation Reference Group and other key stakeholders. The presentation was followed by a discussion with explanations and feedback by both the lead consultant, the local consultant and the audience.

Annex 5 Evaluators biodata

A 5.1 Tom de Veer



Mr. Tom de Veer is a senior international Consultant and director of the international NGO and consultancy bureau Connect International that specialises in water, sanitation and hygiene (WASH), community development and organisation development in developing countries. He has over 30 years of experience in development, rehabilitation and (acute) emergency WASH interventions worldwide and assisted numerous organisations (including many UN organisations), sectors and governments with WASH related change trajectories, evaluations, program and policy developments, covering aspects such as technologies, finance, IT, organisation and institution development, management, mostly with a participative approach and a gender and inclusion focus, of course based on the perspective and wishes of the customers. With his organisation, Mr. de Veer developed and implemented different generic WASH, community development and organisation development concepts and approaches, designed to adapt and customise to the specific circumstances. With his NGO, he funded, designed and guided a community development, resilience and WASH program reaching one million beneficiaries in Tanzania, Zambia and Mozambique during five years. Mr. de veer also leads a lobby program of Connect International, that aims to mainstream cash transfers for life for all adult people in developing countries in combination with a lobby for reception of migrants in their regions as to enhance the support to all refugees worldwide and the surrounding host populations. As such, Mr. de Veer fully fulfils the requirements of a team leader as expressed in the ToR of the assignment.

On top, Mr. de Veer is a pleasant person with who international and local stakeholders, whether they are program beneficiaries, government officials, development partners/donors, other program and sector stakeholders, employees, enumerators or consultants, feel comfortable to work in order to accomplish assignments and tasks together, usually in a highly participative way, based on the experiences, knowledge, insights, ideas and wishes of all involved. Mr. de Veer is convinced that this trust and open dialogue based way of working always leads to the best possible results. Because of the collaborative and consensus-based efforts he makes, results will be accomplished, embraced and actively applied by all stakeholders and their organisations and platforms, relationships strengthened and his authority in accomplishing the assignments and collaborations naturally respected.

Tom is a husband and father of a son of 9 years old. With his family, he lives in the Netherlands near the sea where he also enjoys sports such as kitesurfing, running and bicycling.

A 5.2 Violetta Mkrtchyan



Ms. Violetta Mkrtchyan is a junior consultant in Abkhazia,

Since 2018, she is involved in various projects, providing administrative support such as preparing project-related documentation, establishing and maintaining contacts with relevant stakeholders, and providing procurement support.

From May 2020 to June 2021, she worked as a Project Support Consultant at UNDP with procurement processes, and financial and administrative management. In addition, she was responsible for regularly updating the community-led project budget during procurement processes and updating project implementation.

In 2021/2022, she worked as a project producer with UNICEF, creating video content for the education of children. This included the planning of shoots, sourcing, selecting and booking locations, managing shoot logistics, providing clear communication/feedback to editors and artists, and identifying and resolving key production issues as they arise.

Since May 2022, she develops and executes exhibitions and fairs, establishing contacts with relevant partners and local artists, preparing procurement plans and ensuring their thorough execution, and selecting suppliers. She is also responsible for regularly updating budgets and timelines to ensure that project objectives are met.

From March 2023 to January 2024, she worked as a Project Assistant (Procurement) at UNDP, where she was responsible for providing inputs for the preparation of project procurement plans, supporting the organisation of procurement processes, receiving quotations, bids or proposals and their preliminary evaluation, implementing internal controls to ensure proper preparation and execution of purchase orders, facilitating the implementation of the procurement strategy.

Since May 2024, she is working as a Producer.

Annex 6 Retroactive Theory of Change

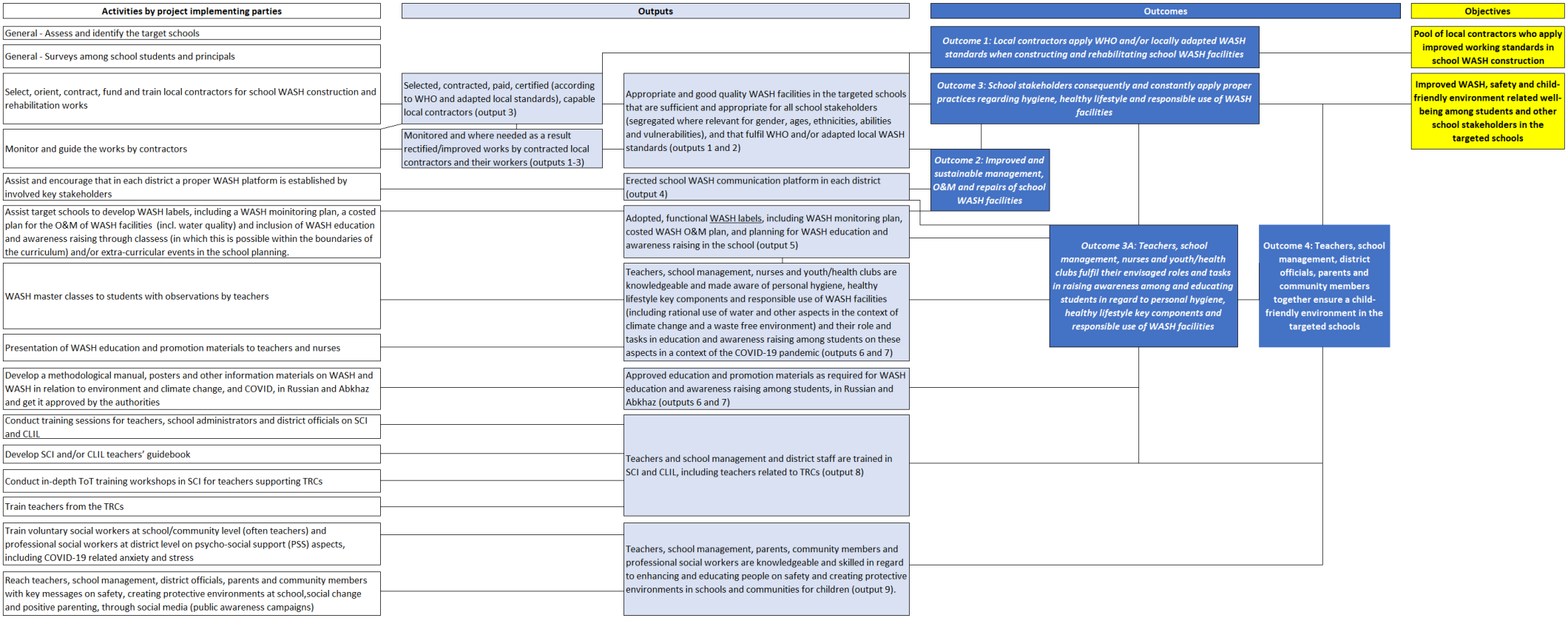


Figure 2 Retroactive Theory of Change

Annex 7 Evaluation matrix

The evaluation matrix (see next pages) that was used as a basis for the evaluation, covers the evaluation questions in the ToR with one main evaluation question (EQ) per DAC/OECD criterion, topics as included in the ToR and additionally other relevant topics for each of the EQs, performance indicators relating to the topics (derived partly from the Logframe in L13 and partly formulated by the lead consultant and approved by UNICEF), targets for the indicators as were defined in the Logframe of the project, and the data collection methods and data sources that were used during the evaluation to obtain information per topic. Potential limitations and levels (the opposite of assumptions) of risks for these potential limitations in regard to the evaluation, and ways in which these limitations were mitigated during the evaluation, are described in paragraph A4.3.

A 7.1 Impact

Table 35 Evaluation matrix - impact

EQ No	Evaluation Question (EQ)	Topics of interest	Indicators	Targets *(as in L13)*	Data collection methods and data sources
1	How did the schools and the girls' and boys' well-being benefit from the project[41]?	Well-being among students and other school stakeholders	% of students and other school stakeholders (disaggregated by ability, gender, vulnerability, age and language group) in targeted schools claiming improved well-being (including health, equity, child rights, self-esteem, comfort, safety and happiness) as a result of the project.	• 5,040 girls • 4,960 boys • 200 adults	• Review of project + other relevant documents and databases • Interviews • FGDs • Observations and informal talks • *Possibly one or more surveys*
			% of targeted community members, including children (disaggregated by sex), who report that informal or formal protection are functioning to protect boys and girls, enabling communities and partners to respond to violations of child rights.	80%	
		Sufficiency of used functional school WinS facilities	% of schools with sufficient functional WinS facilities used by the school stakeholders of all genders, ages, abilities, language, religions, human (and child) rights-based and equity-focused (including do no harm, non-discrimination and non-exclusion)	50 schools / 100% / 5,040 girls, 4,960 boys, 200 adults[42]	
		WASH behaviours in schools	% of students and adults in targeted schools practicing key hygiene behaviours, including MHM and COVID-19 protective measures (disaggregated per gender, ability and language group and inclusive of equity and child rights and child protection).	90%	
			% of teenage girls (disaggregated per ability) who properly manage their menstrual hygiene in privacy and dignity.	100%	
2	How did the involved contractors benefit from the project?	Main impacts & outcomes among contractors	# and % of contractors who improved (or expect to improve) their turnover and profit, as a result of the project.	Not in Logframe	• Review of project documents and databases • Interviews
3	How did the involved district level stakeholders benefit from the project?	Main impacts & outcomes at district level	% and # of district stakeholders that improved their enhancing, supporting and monitoring of WASH in the schools in their district as an effect of the project.	Not in Logframe	• Review of project documents and databases • Interviews
4	How did UNICEF and the involved NGOs benefit from the project?	Main impact & outcomes among UNICEF / NGOs	Project related learnings that have led to improvements in the organisation and/or its projects.	Not in Logframe	• Review of project documents and databases • Interviews

[41] WASH impacts and benefits are often difficult to measure and even if they are measured, it is usually difficult to determine to what extent they can be attributed to the project. Fortunately, it is not always necessary to do so. Research has provided a level of proof that WinS facilities and services have an impact in terms of improved health, comfort, safety, etc. if such facilities function properly and are properly and consequently used. This means that if it can be proven that a project has improved WinS facilities and services compared to the baseline situation, and these are properly utilised (outcomes), it is safe to assume that there is a positive WASH impact, although this cannot be specified or quantified. This is called the *Minimum Evaluation Procedure* (L18). Therefore, where sufficient reliable data are lacking, an effort will be made to get an indication of impact through the 'Minimum Evaluation Procedure'.

[42] The indicator for output 2 under outcome 1 has a target of 50 schools having been connected to a basic water supply service. Outcome 1 has the indicator that 10,000 pupils and 200 adults have access to improved WASH services.

A 7.2 Relevance

Table 36 Evaluation matrix - relevance

EQ No	Evaluation Question (EQ)	Topics of interest	Indicators	Targets *(as in L13)*	Data collection methods and data sources
5	Do the project interventions cover priority needs of students, boys and girls, and other school stakeholders of all abilities, vulnerabilities, genders, ages and language group?	School selection	% of schools properly selected through selection criteria based on relevant high(est) priority needs (according to the School Atlas Abkhazia 2021) and the recommendations of the local authorities, with a view on covering all regions and language groups.	Not in Logframe	• Review of project + other relevant documents and databases • Interviews • FGDs • *Possibly one or more surveys*
		Coverage of priority needs of school level beneficiaries	% of schools, students and other school stakeholders claiming that the project has covered a high priority need, differentiated per gender (boys-girls), level of marginalisation and vulnerability, age and ability.		
		Coverage of equity, gender equality, human rights, do no harm principles, non-discrimination and non-exclusion	% of schools where school stakeholders claim (in groups and independently of each other) that equity, gender equality, human rights, do no harm principles, non-discrimination and non-exclusion have been properly and effectively addressed by the project in their school.		
		Contribution by duty bearers	% of schools in which a significant part of the duty bearers contributed well to the project achievements		
6	Do the project interventions cover priority needs of the involved contractors?	Learning by contractors	% of contractors claiming that the learnings and experiences gained through the project are important for other works they do and expect to do in the not too far future.	Not in Logframe	• Review of project + other relevant documents and databases • Interviews
		Coverage of other priority needs	Coverage of other priority needs as an effect of the project as claimed by the involved contractors.		
7	Do the project interventions cover priority needs of the involved district level stakeholders?	Relevance at district level	% of districts claiming that the learnings, experiences, results and effects of the project at their level are relevant for their supportive WASH role in schools in their district now and in the future.	Not in Logframe	• Review of project documents and databases • Interviews • Informative meetings/workshops
8	Do the project interventions cover priority needs of UNICEF and the involved NGOs?	Relevance at UNICEF level	Claim by UNICEF staff that the learnings in the project are highly important and unique for UNICEF and/or other and future UNICEF projects.	Not in Logframe	• Review of project + other relevant documents and databases • Interviews
		Relevance at NGO level	Claim by implementing organisations that the learnings in the project are highly important and unique for their organisation and/or their other and future projects.		

A 7.3 Effectiveness

Table 37 Evaluation matrix - effectiveness

EQ No	Evaluation Question (EQ)	Output / Outcome	Topics of interest	Indicators	Targets *(as in L13)*	Data collection methods + sources
9	To what extent have the project outcomes and outputs been achieved as planned and designed at school level?	Output	Schools covered	Schools covered by the project compared to the planning.	57	Review of project documents
			Training by the project in the schools	# of teachers per school and in total who were properly trained on WASH teaching. (in Logframe stated as: # of education professionals that participate at least at one training or event on WASH in School)	4 per school	• Review of project + other relevant documents and databases • Interviews • FGDs • Informative meetings • *Possibly one or more surveys*
				# of education professionals that participated in at least one training or event on WinS.	4 per school	
				% of schools with a WASH/nurse focal point trained by the project on hygiene good practices and standards, aiming to cascade down to children[43]	100%	
			WinS facilities realised by the project	% of schools with sufficient and proper quality, appropriate and operational WinS facilities as a result of the project, complying with WHO WASH standards and locally adapted WASH standards[44], for use by the school stakeholders of all genders, ages, abilities, language groups, religions, human (and child) rights-based and equity-focused (including do no harm, non-discrimination and non-exclusion)	50 schools / 100% / 5,040 girls, 4,960 boys, 200 adults[45]	
		Outcome	Implementa-tion of WASH plans, protocols and modules by schools	% of schools that (a) have hygiene sessions in the school schedule and (b) implement the schedule properly (differentiated per gender, ability, language group and inclusive of equity and child rights).	90%	
				% of schools that (a) have a WASH monitoring and costed O&M plan and (b) implement this plan properly (which also covers water quality testing).	90%	
				% of schools that have a WASH component integrated in the syllabus (= school program with extra-curricular subjects to be taught) (where relevant, differentiated per gender, ability and language group and inclusive of equity and child rights).	80%	
				% of schools that (a) have a proper COVID-19 protocol in place and (b) implement this protocol properly (in 2021 COVID response was needed, hence it was included into the WASH in school project; new variants can still come back; hence a proper response protocol is good to have, and good hygiene in general to prevent other diseases).	90%	
				% of schools that (a) display at least one educative module on environment and climate change (E&CC) and (b) implement this module properly (i.e. global WASH understanding, including understanding of environment, water cycle, linkage to waste management, pollution, water quality, water table dropping, health, etc.).	80%	
			WASH education and student support by schools	% of schools with at least one principal or teacher properly practising improved teaching with skills and knowledge obtained through training of teachers by the project in teaching skills (SCI and CLIL) and psycho-social support (PSS, including child friendly and safe space at school, child protection skills, etc.) (also assess whether this target is sufficient in regard to WASH teaching).	• 50% • 200 teachers on SCI/CLIL • 100 teachers on PSS	

[43] Nurses should be interviewed to assess what they do in terms of hygiene promotion, whether they support girls with menstrual problems and whether they could also take up a role to monitor WinS regularly).

[44] Locally adapted standards include for example that the District Departments of Education require that there must be warm water for washing hands, meaning that boilers had to be included.

[45] The indicator for output 2 under outcome 1 has a target of 50 schools having been connected to a basic water supply service. Outcome 1 has the indicator that 10,000 pupils and 200 adults have access to improved WASH services.

EQ No	Evaluation Question (EQ)	Output / Outcome	Topics of interest	Indicators	Targets *(as in L13)*	Data collection methods + sources
				% of schools where hygiene and MHM awareness creation and support are gender balanced and oriented, human + child rights-based and equity-focused (incl. age and language appropriateness, do no harm, non-discrimination and exclusion)	Not in Logframe	
				% of schools where a sufficiently large part of the teachers and focal points consequently and regularly teach, create awareness, support and enhance their students in regard to the application of WASH behaviours of importance to them (differentiated per gender, ability, age category and language group and inclusive of equity, child rights and child protection).		
				# of teachers properly practising WASH teaching with the skills and knowledge as a result of the project (differentiated per gender, ability and language group and inclusive of equity and child rights)		
			O&M and repairs of WinS facilities by schools	% of schools that structurally and properly operate, maintain and repair their WinS facilities.		• Review of project + other relevant documents and databases • Interviews • FGDs
				% of schools that structurally and properly implement and use the results of good quality and feasible school WASH monitoring.		
				% of schools with clean WinS facilities	80 - 100%[46]	
			WASH and climate change awareness	% of students who understand the challenges of climate change and the need to protect the environment	80%	
				% of students with sufficient knowledge, understanding of key WASH issues (differentiated per gender, age, ability and language group and inclusive of equity and child rights)	80% • 5,040 girls • 4,960 boys • 200 adults	
		NA	Factors influencing the project at this level	% of schools in which the effectiveness of the project was negatively and/or positively affected by actors and/or factors in the internal and/or external environment of the project and/or the school (e.g. the additional SDC inputs) (assess and describe the actors and factors)	Not in Logframe	
10	To what extent have the project outcomes and outputs been achieved as planned and designed among	Output	Selection of contractors	% of contractors who were properly selected by the project	Not in Logframe	• Review of project documents and databases • Interviews
				# of contractors selected for implementation	10	
			Training by the project	Nr. of staff certified by the project	8	
				Training done by the project	Not in Logframe	
				# of working hours created in WASH construction by the project	15,000	
		Outcome	Types and quality of the WinS works by contractors	Types of works done by contractors in the schools.	Not in Logframe	• Review of project documents and databases • Interviews • Observations + informal talks
				% of contractors who worked with proper quality contracts, BoQs and standards as a result of the project.		
				% of contractors who had proper monitoring and quality assurance in place for construction of WinS facilities as a result of the project.		
				% of contractors who timely realised WinS facilities in the schools of sufficient quality, appropriateness and functionality.		

[46] The project claims it built 100% good facilities, but it is explained in I1 that O&M depends on the school manager, and these managers might miss to keep the facilities clean and functional at 100% all time as they lack funds to replace broken taps, flush tanks, etc.

EQ No	Evaluation Question (EQ)	Output / Outcome	Topics of interest	Indicators	Targets *(as in L13)*	Data collection methods + sources
	contractors?	NA	Factors influencing the project at this level	% of contractors whose effectiveness was negatively and/or positively affected by actors and/or factors in the internal and/or external environment of the project and/or the contractor (e.g. the additional SDC inputs).		
11	To what extent have the project outcomes and outputs been achieved as planned and designed at district level?	Output	Training and awareness raising by the project	Districts reached with training activities by the project.	8	• Review of project + other relevant documents and databases • Interviews • Informative meetings
				Training and awareness raising activities executed by the project among the different district level stakeholder parties	Not in Logframe	
				# and % of districts that feel ownership over the project results and effects and have the motivation and skills to further develop and sustain support to schools to sustain and further improve the school WASH situation as a result of the project inputs.		
		Outcome	Types, quality and complete-ness of the works by district level stakeholders	# of districts (a) having and (b) implementing a functional WASH platform as a result/effect of the project.	8	
				# and % of districts (a) having and (b) practising a proper and functional school WASH support, enhancement and monitoring as a result/effect of the project.	Not in Logframe	
				# of Teacher Resource Centres (TRCs) that developed relevant skills in regard to school WASH.	8	
				# of people reached on social change messaging (public awareness raising campaigns / events / activities / good parenting) in regard to WinS and child-friendly schools as a result/effect of the project[47].	20.000	
				Works done by the different district level stakeholders (stakeholder parties)	Not in Logframe	
				% of involved district level stakeholders who had proper monitoring and quality assurance in place for their WinS related tasks/works.		
		NA	Factors influencing the project at this level	% of districts whose effectiveness in the project was negatively and/or positively affected by actors and/or factors in the internal and/or external environment of the project and/or the district (e.g. the additional SDC inputs).		

[47] The involved activity may have been executed properly, but how effective is it in relation to the project objective, impact and outcomes? How sustainable are the effects, as they stem from a one or few times event? I1 states that the activity focused on child protection mostly, but health and hygiene were also promoted, that the social media campaigns reached a lot of people and effectuated that especially parents of school students started to demand accountability about these subjects to school administrations, politicians, state institutions, etc.

A 7.4 Efficiency

Table 38 Evaluation matrix - efficiency

EQ No	Evaluation Question (EQ)	Topics of interest	Indicators	Targets *(as in L13)*	Data collection methods and data sources
12	How **efficient** has the project been in realising the project outputs and outcomes in relation to the inputs provided?	Management of human/ financial resources and organisational / gover-nance structure[48]	The governance and management of the project led to efficient use of resources.	Not in Logframe	• Review of project + other relevant documents and databases • Project accounts • Interviews • FGDs • Informative workshops and meetings • Informal talks
		Complementarity and added values of the different partners	The tasks of each partner in the project were not overlapping but complementing and fitting into each other.		
			Extent to which the implementing partners have strengths and added values that complement and not overlap or contradict each other, and optimally benefit the project in terms of cost-effectiveness and quality delivery.		
		Cost of the project and project parts	Costs of the project compared to other likewise projects are similar.		
		Options for higher efficiency leading to the same or better outcomes	Comparison of the project approach to other similar projects and ideas of stakeholders for other approaches.		

A 7.5 Sustainability

Table 39 Evaluation matrix - sustainability

EQ No	Evaluation Question (EQ)	Topics of interest	Indicators	Targets *(as in L13)*	Data collection methods and data sources
13	How **sustainable** are the achieved outcomes and outputs of the project?	Sustainability at school level	% of schools that have overcome reasons that prevented them in the past to properly implement and sustain WASH education and awareness promotion and WASH infrastructure	Not in Logframe	• Review of project + other relevant documents and databases • Interviews • FGDs (in schools) • Informative meetings
			% of schools that have proper organisational and financial infrastructure at school level and have a structural motivation for sustaining and expanding the project results and effects in their schools		
		Sustainability among contractors	% of the involved contractors who (are likely to) properly sustain and expand the results and effects the project had in their organisation		
		Sustainability at district level	Level of sustainability of the skills and motivation of districts to support schools with sustaining, expanding and properly using their WASH infrastructure and WASH awareness creation efforts.		
		Sustainability at UNICEF and NGO level	Extent to which lessons learned during the project are documented by UNICEF on a continual basis and shared with appropriate parties who could learn from the project.		

[48] It may be difficult and time consuming to get proper information in regard to this topic (especially financial aspects) while also it is difficult to determine to what extent the management and application of these aspects has been sufficiently efficient as it cannot easily be compared or referenced to similar other interventions. It is therefore proposed that the 'Efficiency' evaluation question will be further developed during the Inception phase together with the Evaluation Reference Group and key UNICEF staff.

A 7.6 Coherence

Table 40 Evaluation matrix - coherence

EQ No	Evaluation Question (EQ)	Topics of interest	Indicators	Targets *(as in L13)*	Data collection methods and data sources
14	How **coherent** are the project interventions in the context of UNICEF, SDC and Abkhazia?	Other UNICEF and SDC programs and projects	Extent to which the project is in line with and fits in similar UNICEF and SDC programs and projects in the context of their respective engagement in Abkhazia[49]	Not in Logframe	• Review of project + other relevant documents and databases • Interviews • Informative workshops and meetings

[49] It is good to relate this to (A) the UNICEF schedule for JMP ladder scores which comprise of incomplete sets of indicators (see: https://data.unicef.org/resources/wash-in-schools) and (B) the three star approach with proper sets of indicators per WinS category for each star level (e.g. the indicators and criteria used in the three-star approach in the Philippines which also is a middle income country). Therefore it is important to assess which indicators were used by the project and which indicators and criteria could be added to make the picture complete enough. The three-star approach has been developed by UNICEF initiative and is used already in many countries. It makes the progress of schools in WASH very visible and is hugely motivating for schools, but also for local authorities to improve WinS further.

Annex 8 Photos of WinS facilities and posters realised

Table 41 Photos of WinS facilities and posters realised by the project



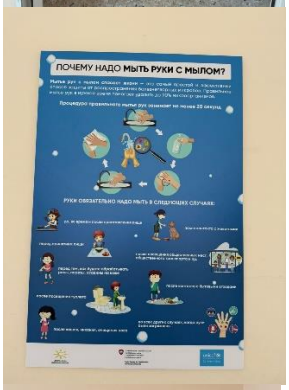








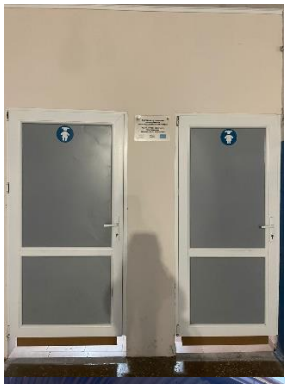





















Annex 9 Question lists for key stakeholders

A 9.1 Informed consent – to be communicated to each adult respondent prior to the interview or FGD

Hello, my name is _____, and I work with UNICEF.

We are conducting a study about the results and effects of the project "Development of WASH Facilities and Services in Schools (2022 – 2025)".

We would very much appreciate *[your participation / the participation of your child]* in this study. Your participation involves [*interview, FGD, informal talks, observations, meeting, workshop*] about *[your experiences with or related to this project / hygiene awareness and behaviours in the school; explain in more detail which subjects are envisaged to be covered]*.

The [*interview, FGD, informal talks, observations, meeting, workshop*] will take you about [*time estimate for the envisaged activity*] minutes to complete.

Your participation in this study is voluntary. If you don't want to be in the study, it is OK. If you want to be in the study now and change your mind later, that's OK too. You can stop at any time. If you agree to participate, you can decide not to answer any question and can stop at any time. Your decision about whether to participate in this study or to answer any specific questions will in no way affect any services that you receive. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and find out what you really think and have experienced.

The information you provide will be strictly confidential and can never be connected to you. Other people will not know if you are in this study or what you have said. We will put information we learn from you together with information we learn from other people in the study. No one will be able to tell what information came from you. When we tell other people about this research, we will never use your name, and no one will ever know what answers you gave. Only a few researchers will have access to this information, and all information will be stored safely under the care of the lead researcher.

[*For focus groups only*] Please keep our discussion confidential from anyone outside of the group.

Your participation in this study may not benefit you directly, but it may benefit others, as your responses may improve the project I mentioned and even future projects. There are no risks for you in this study.

Before you say yes or no to being in this study, we will answer any questions you have. If you join the study, you can ask questions at any time. You may also contact Mr Vincent Gruber of UNICEF, who is in charge of the mentioned project, or Mr. Tom de Veer, the lead consultant for this evaluation, if you have any questions or concerns. Do you wish to do so? [*If the answer is yes, give the person the telephone numbers and/or the e-mail addresses of Mr. Gruber and/or Mr. de Veer and let him or her e-mail one or both of them; Tel Mr. Gruber* + 7 940 917 75 17, + 995 551 00 62 50, *E-mail Mr., Gruber vgruber@unicef.org, Tel Mr. de Veer +31654934290, E-mail Mr. de Veer: t.deveer@connectinternational.nl*].

Do you have any questions now? [*If Yes, try to answer the questions in simple words*]

Do you understand everything I have explained? [*If No, ask what is unclear and try to explain in simple words*]

Do you agree to participate in this study? [*If No, thank the person(s) for his/her/their time and end the activity*]

A 9.2 Informed consent – to be communicated to each student respondent prior to the interview or FGD

Hello, my name is _____, and I work with UNICEF.

We are conducting a study about the results and effects of a project that was also implemented in your school. It is called "Development of WASH Facilities and Services in Schools (2022 – 2025)".

We hope you will be willing to participate in a group discussion together with other students and in which one or a few of your teachers will also be present. In this discussion I will ask you about how you feel the project has helped you and your school and what you have learnt in regard to hygiene behaviours, for instance the need to wash hands after toilet use, etc. *For girls groups:* I will also ask some questions in regard to menstrual health to learn form you how girls in your school are able to practise proper menstrual hygiene while in school, how this subject is covered in classes, which of the teachers or other persons in the school are there to assist girls if they have menstrual issues and how well this works, and how the project has improved the situation for girls in regard to menstrual health.

The group discussion will take about 30 minutes.

Your participation in this study is voluntary. If you don't want to participate, this is OK. If you accept to take part in the group discussion now but you change your mind later, that's OK too. You can stop at any time. If you agree to participate, you can decide not to answer any question and can stop at any time. Your decision about whether to participate in the group discussion or to answer any specific questions will in no way affect you in any way. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and find out what you really think and have experienced. If you decide that you want to take part in the group discussion *[name teacher of the school]* will contact your parents to ask them whether they also agree with it. If not, of course I cannot invite you to take part. Is that OK for you? *[If a student indicates he or she has a problem with it, then ask whether he or she agrees that then it is better if she or he will not participate in the group discussion and thank him or her for showing interest, then let him or her leave the group].*

The information you provide will not be known to anybody outside this group plus one other consultant from the Netherlands who is involved in the evaluation of this project and who will, like myself, not tell anybody else about who said what and what has been discussed in this group. No one else will know that you took part in this group discussion or what you have said. We will put information we learn from you together with information we learn from other people in this group. No one will be able to tell what information came from you or anybody in this group. When we tell other people about this research, we will never use any of your names, and no one will ever know what answers you gave. Only a few researchers will have access to this information, and all information will be stored safely under the care of the lead researcher.

I also want to ask you not to discuss anything of what is discussed in this group with anyone outside of the group. Can you raise your hands if you promise this?

Your participation in this study may not benefit you directly, but it may benefit others, as your responses may improve the project I mentioned and even future projects. There are no risks for you.

Do you have any questions? *[Answer the questions posed by students].* If you decide to take part in the group discussion (and your parents also agree with it), you can ask questions at any time during heh group discussion and also afterwards. If you or your parents want to know more about it from someone else who is involved in the evaluation of this project, or if there are any concerns, you and your parents may also contact Mr Vincent Gruber of UNICEF, who is in charge of the mentioned project at any time. Do you wish to do so? now [*If the answer is yes, give the person the telephone numbers and/or the e-mail addresses of Mr. Gruber and/or Mr. de Veer and let him or her e-mail one or both of them; Tel Mr. Gruber* + 7 940 917 75 17, + 995 551 00 62 50, *E-mail Mr., Gruber vgruber@unicef.org, Tel Mr. de Veer +31654934290, E-mail Mr. de Veer: t.deveer@connectinternational.nl*].

Do you have any questions now? [*If Yes, try to answer the questions in simple words*]

Do you understand everything I have explained? [*If No, ask what is unclear and try to explain in more simple words*]

Do you agree to participate in the group discussion? [*If No, thank the person(s) for his/her/their time and end the activity*].

A 9.3 Question lists

A 9.3.1 Interview questions for UNICEF

General information	
Date and location:	
Person(s) interviewed and their position in the organisation (or self-employed):	
Contact details of person(s) interviewed (e-mail, tel):	
Name of the organisation:	
Location of the organisation:	

EQ No	Evaluation Question (EQ)	Topics of interest	Questions
General	How good is the project and what should be improved?	Overall project level	How good was the reporting about the project to SDC up to now? What can/should be improved in regard to reporting?
			Based on your impression: how good or bad are the results and effects of the project and what are the strengths and weaknesses? Why?
			What should be improved in the remaining part of the current project and what lessons do you think can and should be drawn from this project so far?
			How was the collaboration with UNICEF? Are there points for improvement?
1-4	How did the project beneficiaries benefit from the project?	Main impacts & outcomes among beneficiaries and project stakeholders	Do you feel the project outcomes are sufficient among the different types of beneficiaries (schools, communities, contractors, districts)? Why/why not?
		Impact and final outcomes in the organisation	What learnings from the project are relevant and new for your organisation?
5-8	Do the project interventions cover priority needs of the involved beneficiaries?	Relevance for the beneficiaries	Is the project fulfilling priority needs of the different beneficiaries (schools, communities, contractors, districts, your organisation)? Which ones? Why/why not?
9-11	To what extent have the project outcomes and outputs been achieved as planned and designed at the different levels (project, schools, contactors, districts)	Effectiveness at school level	How good are the project results at school level in your opinion (awareness raising activities, facilities)? Why?
			How do you control and secure the quality of the work of UNICEF (for SDC) / of AMRA-2014 and AAH and their (sub) contractors? Is it good enough? What could you do more/better in this respect? Why have you not done so?
			The final UNICEF report 2023 states on page 11 'The high number of site visits allowed for introduction of new innovations immediately considering design and quality as well as simplified work procedures. As a result, this improved efficiency, security on sites and effectiveness.' Can you elaborate on this? Were new innovations and procedures developed in situ? Is that effective? How were these new aspects brought to the other contractors and construction sites? Or was it custom made per site and/or contractor?
			The final UNICEF report 2023 states on page 11/12 'Some of the schools are still struggling, whereas others are doing well. In cooperation with the local authorities UNICEF supported the schools with difficulties by providing technical advice, and advice on improved monitoring/hygiene sensitisation.' Can you provide evidence/examples of this? How are those schools doing now? Are the improvements sustainable in your opinion? Why/why not?

		Main factors influencing the achievement or non-achievement of the project outcomes at the different levels	Which external factors have affected the project? What have you done to mitigate or solve the problems caused by these factors?
		Effectiveness at district level + the main factors influencing the achievement of the project outcomes at this level	• The UNICEF 2023 final report recommends to 'Include local authorities and SES during planning, implementing and monitoring to avoid any misunderstandings, to prioritise WASH and gain ownership'. Has this been done in 2024? How does it work out? If not, why has it not been done? • How good are the project results at district level in your opinion (functionality for enhancing and supporting schools to improve their WASH situation)? Why? • Is WinS part of a structure or program of the authorities which is properly set up, managed and sustained? How does it function? • The UNICEF 2023 Final Report states: 'Continuous lobbying for WinS through networking and communication on TV and in social media remains crucial to prioritise WinS at district and local level as well as to raise public awareness.' Was this organised and done by AMRA-14? How, which activities and how often? Were there effects? How do you know? Are the activities sustainable, if so, who will continue with them after the project? Are the effects sustainable?
12	How efficient has the project been in realising the project outputs and outcomes?	Management of human/ financial resources and organisational / governance structure	Could the project up to now have been implemented more efficiently in your opinion without affecting the quality? How?
			How efficient is the governance and management of the project in regard to the use of resources?
		Complementarity of actions by the different partners	Were or are some stakeholders overlapping each other in the tasks they do in the project? Which stakeholders and how are they overlapping? What can and should be done about it?
			How are the stakeholders complementing each other?
		Options for higher efficiency leading to the same or better outcomes	Do you feel there are other project approaches that could have been applied and which would lead to more efficient use of resources and inputs? Which ones? How are they more efficient in your opinion?
13	How sustainable are the achieved results and outcomes of the project?	Sustainability at UNICEF level Sustainability at school level Sustainability among contractors Sustainability at district level	• How sustainable do you think will the results of the project be at UNICEF level (applying the project lessons), school level (sustaining awareness raising and WinS facilities), contractors level (sustaining and expanding the improved quality and standards of work) and district level (continuing the support to schools with sustaining, expanding and properly using their WASH infrastructure and WASH awareness creation efforts)? Why? • The Education departments received all teaching materials and confirmed the importance of the topic. But how has it been enhanced by the project that these departments will actively follow up on the topic in the schools under their responsibility to enhance that these schools continue to put attention to it and continue to raise WASH awareness among the students every year?
14	How coherent are the project interventions in the context of UNICEF, SDC and Abkhazia?	Other UNICEF and SDC programs and projects	• Do you feel the project is in line with and fit in similar UNICEF and SDC programs and projects in the context of their respective engagement in Abkhazia? • What structures and procedures are in place for WinS? What is being done by local authorities to ensure proper WASH in the schools? • What are the challenges in how WinS is organised/structured? • What are the financial challenges for WinS?
General	Is there anything else I did not cover but of which you feel it is or could be important in relation to your involvement in the project?		

A 9.3.2 Interview questions for AAH

General information	
Date and location:	
Person(s) interviewed and their position in the organisation (or self-employed):	
Contact details of person(s) interviewed (e-mail, tel):	
Name of the organisation:	
Location of the organisation:	

EQ No	Evaluation Question (EQ)	Topics of interest	Questions
1	How did the schools and the girls' and boys' education and well-being benefit?	Monitoring, O&M and repairs of school WinS facilities	Do you feel that schools will be able to monitor, operate, maintain and repair their WinS facilities? How? How? How do you know? Why did they not do so in the past?
2	How did the involved con-tractors benefit?	Main impacts & outcomes among contractors	Have the contractors (a) increased their business results and (b) expect to increase their business (turnover and profit), as a result of the project inputs in their organisations? Which ones? How? How do you know?
3	How did the involved district level stakehol-ders benefit?	Main impacts & outcomes at district level	Do you feel that the districts are now better supporting the schools in their districts in regard to WinS? How? How do you know?
			Do you feel that the SESs are now better fulfilling their role in their districts in regard to WinS. How? How do you know?
4 and 8	How did AAH benefit from the project?	Main impact & outcomes at AAH	What did AAH learn or experience from the project which is useful, important and unique for AAH and/or its other projects?
5	Do the project interventions cover priority needs of school stakeholders?	School selection	Were you involved in the selection of the schools. If so, how was it done and which criteria were used? Was it done well?
		Coverage of priority needs of school level beneficiaries	Are the WinS facilities constructed by the contractors really important for the school stakeholders? Why? Could their needs have been covered better? How?
		Coverage of priority needs of marginalised children (inclusiveness)	Are the needs of girls, marginalised children, very young children, children of different language groups and handicapped children all sufficiently covered in regard to the WinS facilities that are now in the schools? What are the weaknesses/shortcomings in this respect? Why? In what percentage or how many schools are there such shortcomings (per type of shortcoming)?
		Contribution by duty bearers	During the works by the contractors in the schools, did teachers, children, parents etc. help? Why/why not? What did they do? Was it useful for the works and the contractors? Did they work properly and satisfactorily (per duty bearer type)?
6	Do the project interventions cover priority needs of the involved contractors?	Learning by contractors	Did you or a consultant hired by you train the contractors? Did you train them on all required standards for and other aspects of the works in the schools? What did you cover and what not (especially in regard to standards)? Was the learning something the contractors did not possess already before? How do you know?
		Coverage of other priority needs	Did you cover any other priority needs of the contractors? Which ones (per contractor if relevant)? How do you know?
7	Do the project interventions cover priority needs at district level?	Relevance at district level	Did you have any input at the district level (District Education Departments, SESs, nurses)? How relevant were these inputs for these stakeholders and their role in school WASH support? Why? How do you know?
9	To what extent have the project outcomes and outputs been achieved as planned and designed at school level?	Schools covered	How many schools did you work in? Were these the planned school?
			Who selected these schools?
		Trainings by the project in the schools	Did AAH train schools how to monitor, operate and maintain the WinS facilities in their schools, and develop an O&M plan? Which training, how long was it? What was the quality of the trainings? How do you know? What other trainings did AAH do in schools?
		School WinS facilities realised by the project	How and how often do you monitor and secure the quality of the work of the contractors? Can I see the monitoring forms and the data collected? Could you do it better? How? Why did you not do this before?
			In how many of the schools did the contractors implement sufficient, proper quality and appropriate WinS facilities that cover the needs of boys and girls, children of different age

			groups, handicapped children, staff, different language groups/cultures/religions? How do you know? If not, what are the reasons and what WinS facilities are still lacking in which schools?
		Implementation of WASH plans, protocols and modules by schools	How many schools actively use the learnings from the project trainings to develop and implement monitoring, O&M + repair and plans? Do you think they will sustain the facilities properly in the long run? Why? Why did they not do so in the past? How do you now?
		O&M and repairs of WinS facilities by schools	How do the schools properly monitor their WinS facilities?
			How many of the schools you covered properly operate, maintain and repair their WinS facilities? How? How do you know? Why did they not do so in the past?
		Factors influencing the project at this level	Are there factors AAH can't influence that affect AAH and/or the contractors to realise the facilities in the schools? Which ones and in which schools did you experience them? How does AAH and how do the contractors cope with these factors and the involved problems?
10	To what extent have the project outcomes and outputs been achieved as planned and designed among contractors?	Selection of contractors	Which selection criteria did you use to select contractors and how did you select the contractors (procedure)?
			How many contractors did you select and work with?
			What did you do if a new contractor who tendered with less quality than a contractor you already worked with, but that unknown contractor seemed good for establishing a broader basis of capable contractors in regard to school WASH?
		Training by the project	How did you train, support, coach, monitor and supervise the contractors?
			Did you have to throw out one or more contractors before or during the works? For which reasons?
			How many hours of work did the contractors do under your contracts? How did you monitor and verify whether they really worked all these hours?
		Types and quality of the WinS works by contractors	How do you feel in general about the quality, appropriateness and functionality of the facilities realised or rehabilitated by each of the contractors you worked with? Can you explain why? How do you know?
			Did the works comply with the BoQs, contracts and agreed standards? If not, why not and why did you not do something about it? How? How do you know?
			What was the quality of the work by the contractors contracted by you to construct or rehabilitate WinS facilities in the schools? How did you monitor, ensure and safeguard this quality?
			Could I have digital copies of the contracts with the contractors, including the BoQs per school (or at least for some schools)? Were these of proper quality and covering everything they should cover in your opinion? Why? What can/should be improved?
			Did the contractors deliver the result in time, in line with the planning and contracts? Which factors delayed the works? Why were works not finalised in time?
			How did the contractors secure the quality of their work? Do they have notes of the monitoring and supervision they did? Do you have these notes? If so, can I get some digital copies of that?
11	To what extent have the pro-ject outcomes and outputs been achieved as planned and designed at district level?	Training and awareness raising by the project	Did you work with the districts? What did you do with them? Did their supportive role to WinS improve as a result of your project inputs? How? How do you know?
			Did you work with the SESs? What did you do with them? Did their role in WinS improve as a result of your project inputs? How? How do you know?
12	How efficient has the project been in realising the project outputs and outcomes in relation to the inputs provided?	Management of human/ financial resources and organisational / governance structure	How did you ensure proper and efficient use of the resources you needed for your role and tasks in the project?
		Complementarity of actions by the different partners + Comparative strengths and added values of	• Were there other parties doing the same or similar things as you did, doubling activities? • How did you work with other project parties to ensure that things complemented and did not contradict each other while benefitting the project results as optimally as possible?

		implementing partners	
		Cost of the project and project parts	How did you control whether the prices for the materials were correct, whether the materials were of the proper class and quality, and whether the proper amounts of materials were used (e.g. amount of cement in concrete mix)?
		Options for higher efficiency leading to the same or better outcomes	Could your activities and those of the contractors contracted by you have been done cheaper and/or more easily without affecting the results of the efforts? How?
13	How sustainable are the achieved results and outcomes of the project?	Sustainability at school level	Do you think the involved schools will properly sustain the realised WinS facilities? Why and how / why not? Why did they not do so in the past? How have they now overcome the reasons that blocked proper sustaining of WinS facilities in the past?
		Sustainability among contractors	Do you think the involved contractors will properly sustain and expand the results and effects the project had in their organisation? Why and how / why not?
		Sustainability at district level	Do you think the involved districts will properly sustain and even expand their skills and actions to support schools with sustaining their WinS facilities? Why and how / why not?
General	Is there anything else I did not cover but of which you feel it is or could be important in relation to your involvement in the project?		

A 9.3.3 Interview questions for AMRA-14

General information	
Date and location:	
Person(s) interviewed and their position in the organisation (or self-employed):	
Contact details of person(s) interviewed (e-mail, tel):	
Name of the organisation:	
Location of the organisation:	

EQ No	Evaluation Question (EQ)	Topics of interest	Questions
1	How did the schools and the girls' and boys' well-being benefit from the project	Well-being among students and other school stakeholders	Did you collect information on increased well-being among students and teachers as a result of the project? What are the improvements? How did you get this info? Can I see the data? To what extend are the improvements a result of your project inputs? How do you know?
			Did you collect information on the functionality of protection of boys and girls and responses to violations of child rights? What are the improve-ments? How did you get this info? Can I see the data? To what extend are the improvements a result of your project inputs? How do you know?
		WASH behaviours in schools	What % of the students practise proper key hygiene behaviours (if possible, per school)? How did you get this info? Can I see the data? To what extend are the improvements a result of your project inputs? How do you know?
			What is the % of teenage girls (differentiated per ability) in the targeted schools who properly deal with menstrual hygiene management in privacy and dignity? To what extent is that an effect of the work AMRA-2014 did with the schools as part of the project? How do you know?
3	How did the involved district level stakeholders benefit from the project?	Main impacts & outcomes at district level	Do you feel that the District Education Departments improved their enhancing, supporting and monitoring of WASH in the schools in their district? To what extent are the improvements related to your project inputs at this level? How do you know (a) to what extend they improved and (b) to what extend this is due to your inputs?
4	How did UNICEF and the involved NGOs benefit from the project?	Main impact & outcomes at UNICEF / NGOs	How did AMRA-2014 itself benefit from the project, in terms of learnings and skills you obtained/developed during the project that are relevant for the organisation and/or your other projects and that you did not possess before?
5	Do the project interventions cover priority needs of school stakeholders?	Coverage of priority needs of school level beneficiaries	How relevant have your activities with and at the schools been for these schools, their students and other school level stakeholders? Why? How do you know? Can I see the data?
			Can you specify the level of relevance of your project inputs in schools per type of student (boys-girls, young/old students, marginalised/vulnerable, disabled, non-marginalised, language) and other school stakeholders? How do you know? Can I see the data?
7	Do the project interventions cover priority needs of the involved district level stakeholders?	Relevance at district level	How relevant do you feel have your activities with the District Departments of Education been for these departments? Why? How do you know? Can I see the data?
8	Do the project interventions cover priority needs of UNICEF and NGOs?	Relevance at UNICEF and NGO level	How important and unique are the learnings and experiences obtained through the project for AMRA-2014 as an organisation and/or other and future projects of AMRA-2014? Which learnings and experiences?
9	To what extent have the project outcomes and	Schools covered	How many schools did you cover? Was this in line with the planning? If not, why the difference?

	outputs been achieved as planned and designed at school level?	Training by the project in the schools	What input did AMRA-2014 provide in (a) the development of hygiene sessions + other extra-curricular WASH awareness events in the school schedules/programs (how many schools have it? School schedule = a school program?), (b) COVID-19 protocols and (c) educative modules on environment and climate change?
			How is the quality of the WASH plans, protocols and modules you (helped to) develop for schools? How did you assess the quality?
			How is the quality of the WASH plans, protocols and modules you (helped to) develop for schools? How did you assess the quality?
			Can I get digital examples of these documents in English?
			How well do the schools implement the WASH plans, protocols and modules? How do you know?
			How and to what extent did AMRA-2014 address gender, human (and child) rights-based and equity-focus, including do no harm, non-discrimination and exclusion, in your hygiene and MHM awareness creation among teachers and other stakeholders in the schools? In all schools? How many sessions and hours? Who conducted these interventions?
			What # of teachers was properly trained on WASH teaching (per school)? When do you consider a teacher to be properly trained for WASH teaching? How do you know these numbers? Can I have the data?
			What # of education professionals participated in at least one training or event on WinS (per school)?
			In your 2023 final report you state that educational and methodological manuals, visual materials (brochures, posters, banners) were provided for the further use by schools in conducting class hours and also, all school principals were given electronic media (flash drives) with an electronic version of both educational and methodological aids, posters, main excerpts from the manual in power point format and videos provided by UNICEF. It was also stated that 5 master classes were given in which 157 teachers from 28 schools participated. Questions: • Were all schools and teachers covered as planned? If not why? • Who conducted the master classes? • Why do you feel this party/person or these parties/persons were suitable to conduct these master classes? • Which topics were covered per master class? • Can we have digital copies of all involved documents in English? • How many hours was a master class? • Was it a one-time event er each master class? • Did the master classes cover all the education materials provided to the schools? If not, how can you be sure that schools and the involved teachers will use these materials in the proper ways? Do you think the teachers will provide classes on the topics covered in the master classes and in the education materials and will continue to do so in the future with the information and skills they obtained during the master classes in the coming years? Why/why not? How will the skills and knowledge be passed on to new teachers and how can you know whether this will really happen?
			Do the master classes and education differentiate between gender, abilities, language groups, religions, vulnerability levels, etc.? How? How can teachers pick up the skills for all this so quickly?
			In your 2023 final report you state that a module, Environment and Climate Change, was used to conduct the master class and that the teachers after the master class assured that they would use the acquired additional skills in practice. • Who conducted the master classes? • Why do you feel this party/person or these parties/persons were suitable to conduct these master classes? • Which topics were covered? • What did you do to ensure the proper quality and appropriateness and coverage of topics and diversity of these master classes? • How many hours of teaching were involved and during how many sessions? • Did the teachers really and properly use the acquired skills in practise and how did you monitor whether and how they did this? Do you think the teachers will continue to provide classes on climate change in the future with the information and skills they obtained in

			the coming years? Why/why not? How will this be passed on to new teachers?
			What was the methodological manual about and why was it received so enthusiastically by the teachers?
			Can I have digital copies of the two surveys conducted (one on what students learned and the other on the effects of sanitary renovations in schools) and the survey results (as indicated in the final report 2024)? How were the data structured and analysed?
			Did you train nurses in nearby health posts? How? What subjects? How often and how long? Will they use the learnings also in the future? Why/why not? What % of schools has a WASH/nurse focal point trained by the project on hygiene good practices and standards, aiming to cascade down to children? Why don't the other schools have this and what is done to mitigate this absence of such a focal point?
			• How appropriate are the questions in the online questionnaire for assessing the level of satisfaction and timeliness of the awareness raising activities? (Remark: there are several Yes/No questions and the questions are somehow suggestive leading to respondents answering very positively; see the progress/final report of AMRA-2014 2021). (Ask question about how the schools perceived the surveys and how they answered them at the school level). • Which type of stakeholders responded to the questionnaire? • How many stakeholders responded altogether? • Did all schools fill the questionnaire?
		Implementation of WASH plans, protocols, modules by the schools	To what extend are the schools implementing the activities in line with what they documented in their WASH plans, protocols and modules? Will this still be done by the schools in five or ten years from now? Why/why not? How do you know?
		WASH education and student support by schools	What % of the schools do regularly teach, create hygiene and MHM awareness and support students in regard to the application of WASH and MHM behaviours in a gender balanced and oriented way, human (and child) rights-based and equity-focused, including do no harm, non-discrimination and exclusion? To what extent is that an effect of the work AMRA-2014 did in the schools as part of the project? How do you know? Can I have the data?
			What # of teachers is properly practising WASH teaching with the skills and knowledge for it (differentiated per gender, ability and language group and inclusive of equity and child rights) (per school)? To what extent is that an effect of the work AMRA-2014 did with the schools as part of the project? How do you know? Can I have the data?
			Will trained teachers continue to instruct and teach students on WASH behaviours in the future? What will motivate them to do so?
		WASH and climate change awareness	What % of students in the targeted schools have sufficient knowledge and understanding of key WASH issues as a result of your activities (differentiated per gender, ability and language group and inclusive of equity and child rights)? How do you know?
			What % of students in the targeted schools understand the challenges of climate change and the need to protect the environment? To what extend is this a result of the master classes (and may be other activities by your organisation)? How do you know?
		Factors influencing the project at this level	Are there factors AMRA-2014 can't influence that affect AMRA-2014's work in the schools? Which ones and in which schools did you experience them? How does AMRA-2014 cope with these factors and the involved problems?
			Are there factors the school cannot or hardly influence that affect the application by the school of the results of the input by AMRA-2014? Which ones? How do they affect the schools? How do the schools cope with the problems related to these factors? How do you know?
11	To what extent have the project outcomes and outputs been achieved as planned and designed at district level?	Training and awareness raising by the project	What input did you provide in the district departments? All of them?
			You met with all district departments of Education of Abkhazia to inform them and plan activities for the master classes. • How did the education district departments participate in the master classes? • Why did you inform them, just for the sake of informing them or did you envisage a certain role for them in the activities? If so what role and activities and did they perform these fully and properly?

			• How did you monitor their activities? • Do you feel the district department will continue with these activities in the future? Why do you think so? If this is not part of their envisaged role and tasks, what is the envisaged role and tasks for them?> Are they performing these properly? Can they be expected to do so in the future and why do you think so?
			What input did you provide in the Teacher Resource Centres (TRCs) to develop relevant skills in regard to school WASH? All of them? Who are in these centres? Do they get paid for it?
			What was your input in reaching people through social change messaging (public awareness raising campaigns / events / activities / good parenting) and TV in regard to WinS and child-friendly schools? Was this input part of the project? How many people were really reached? How do you know? How often did AMRA-2014 provide the input on this subject? What were the effects? How do you know? Are the activities sustainable? If so, who will continue with these inputs/activities after the project has finalised? To what extent are the effects of the activities sustainable? Why do you think so / how do you know?
			How did AMRA-2014 ensure complementarity and avoid overlap and contradictions with activities of other implementing project parties?
		Types, quality, complete-ness of works by district stakeholders	Do all districts feel ownership over the project results and effects and have the motivation and skills to further develop and sustain support to schools to sustain and further improve the school WASH situation? Why/why not? How do you know?
			Do all districts implement a functional WASH platform and support schools actively to sustain and expand their WASH efforts and infrastructure?
		Factors influencing the project at this level	Are there districts whose effectiveness in the project is or was negatively and/or positively affected by factors the districts and/or the project cannot easily influence? Which factors? In which districts did these factors play a role and how? How did AMRA-2014, other project implementers and/or the districts mitigate the problems caused by these factors?
12	How efficient has the project been in realising the project outputs and outcomes?	Options for higher efficiency	What possibilities are there for your organisation to achieve the results of your work in a cheaper or easier way? Why did you not do this (yet)?
		Complementarity with different partners	How sustainable do you think will the results of your activities in the districts be in the short and longer run? Why?
13	How sustainable are the achieved results and outcomes of the project?	Sustainability at school level	How sustainable do you think will the effects of your activities in the schools be in the short and longer run? Why?
			How well will the schools implement the WASH plans, protocols and modules in say five years from now? How do you know? How do you think can the sustainability of these outcomes be enhanced?
			Will the master classes be followed up in the future, e.g. by district authorities? How can the master classes be provided on a regular basis in the future? If the sustainability of the master classes in the future cannot be secured, was the activity useful at all in your opinion? Why/why not?
		Sustainability at district level	Will trained teachers continue to instruct and teach students on WASH behaviours in the future? What will motivate them to do so?
			Will district departments, SESs and other district level stakeholders AMRA-2014 worked with in the project, continue to fulfil their role in supporting schools with WASH (e.g., large repairs, monitoring, teaching of teachers, etc.)? Why/why not? What can be done to improve this?
General	Is there anything I did not cover which you feel is important in relation to your involvement in the project?		

A 9.3.4 Interview questions for the AMRA-2014 consultant

General information	
Date and location:	
Person(s) interviewed and their position in the organisation (or self-employed):	
Contact details of person(s) interviewed (e-mail, tel):	
Name of the organisation:	
Location of the organisation:	

EQ No	Evaluation Question (EQ)	Topics of interest	Questions
1-4	How did the involved schools / contractors / districts / UNICEF and NGOs benefit from the project?	Impact and outcomes	What were the impact and final outcomes of your activities? How do you know?
5	Do the project interventions cover priority needs of the involved schools?	Coverage of priority needs of school level beneficiaries	How relevant were your activities for the school beneficiaries you reached? Why? How do you know?
9	To what extent have the project outcomes and outputs been achieved as planned and designed at school level?	Training by the project in the schools	What activities did you execute in the schools and which subjects did you cover? In how many schools? How many beneficiaries did you reach?
			Were they one-time events?
			How did you secure the quality and appropriateness of your activities?
			How did your activities fit to boys and girls, different abilities, language groups, vulnerabilities, etc.?
			How inclusive of equity and child rights were your activities? On which aspects precisely?
			Which education materials did you develop for the project and for your trainings in the projects? On what information were these based? How did you ensure their completeness and quality?
			Did you also train nurses? On what subjects?
		WASH education and student support by schools	Do the schools really implement what they learned from you? How do you know?
11	To what extent have the project outcomes and outputs been achieved as planned and designed at district level?	Training and awareness raising by the project	Did you train people at district level? Who? What subjects, how many hours? Was it effective? What did they do with the learnings? How do you know?
12	How efficient has the project been in realising the project outputs and outcomes in relation to the inputs provided?	Complementarity of actions by the different partners	Were there other parties doing the same or similar activities as you did? Did you coordinate with them? Was there unwanted overlap? How was such overlap avoided? Did you complement each other? How?
		Options for higher efficiency leading to the same or better outcomes	How could you have achieved the objective of your activities in a cheaper or easier way without affecting the quality, appropriateness etc.?
13	How sustainable are the achieved results and outcomes of the project?	Sustainability at school level	How are the sustainability of the results and effects of your activities secured? How do you know?
General	Is there anything else I did not cover but of which you feel it is or could be important in relation to your involvement in the project?		

A 9.3.5 Interview questions for District Education Departments

General information	
Date and location:	
Person(s) interviewed and their position in the organisation (or self-employed):	
Contact details of person(s) interviewed (e-mail, tel):	
Name of the organisation:	
Location of the organisation:	

EQ No	Evaluation Question (EQ)	Topics of interest	Questions
3	How did the involved district level stakeholders benefit from the project?	Main impacts & outcomes at district level	How does your department enhance, support and monitor WinS? How is it functioning? Do you cover all schools in the district? Is this a result of the project or did you do so before already?
7	Do the project interventions cover priority needs of the involved district stakeholders?	Relevance at district level	How relevant do you feel are the learnings, experiences, results and effects of the project at for your district and your supportive WASH role in schools in your district now and in the future? Why do you think so?
11	To what extent have the project outcomes and outputs been achieved as planned and designed at district level?	Training + awareness raising by the project	What did the project do with your department in regard to training and awareness raising? How well did the project do these activities? Were the activities sufficient in terms of numbers of events? Were the activities sufficient in terms of important subjects on which you needed training and/or awareness raising?
		Types, quality and completeness of the works by district level stakeholders	What are the activities by your department in regard to WASH support, enhancement, monitoring and other WASH related tasks you execute in schools by your district? How are they functioning (per task)? Do you cover all schools in your district with these tasks? Why/why not? To what extent are these tasks a result of the project inputs in your department?
			Do you have a functional WASH platform? How well is it functioning? How is it implemented by your district? What did the project do to put this on the rails or improve it?
			How has your district been involved in the social change messaging activities of the project in regard to WinS and child-friendly schools?
			How do you safeguard the quality, appropriateness and completeness of your WASH related tasks in the schools in your district? Is this a result of the training in your organisation by the project? If so, why/how?
		Factors influencing the project at this level	Are the WASH related tasks of your district department in the schools affected by factors your department cannot or hardly influence? Which factors? What does your department and/or your district do to reduce the negative effects of or even solve the problems caused by these factors?
12	How efficient has the project been in realising the project outputs and outcomes in relation to the inputs provided?	Management of human/ financial resources and organizational / governance structure	How could the district execute its WASH support and enhancing activities at schools easier and more efficient without affecting he results negatively? Which districts do this better/more efficient?
		Complementarity of actions by the different partners	Do the activities of the district overlap with those of other parties or do they complement the activities of other parties? Which parties. How?
13	How sustainable are the achieved outcomes and outputs of the project?	Sustainability at district level	How sustainable is the skills and motivation of your department to continue to support schools in the long run with sustaining, expanding and properly using their WASH infrastructure and WASH awareness creation efforts? Will you have the resources to do so? Why do you think so?
			How will your district support schools to sustain, expand and properly use their WASH infrastructure and WASH awareness creation efforts in the future?
General	Is there anything else I did not cover but of which you feel it is or could be important in relation to your involvement in the project?		

A 9.3.6 Interview questions for Sani Epidemic Stations

General information	
Date and location:	
Person(s) interviewed and their position in the organisation (or self-employed):	
Contact details of person(s) interviewed (e-mail, tel):	
Name of the organisation:	
Location of the organisation:	

EQ No	Evaluation Question (EQ)	Topics of interest	Questions
1	How did the schools and the girls' and boys' education and well-being benefit from the project?	Monitoring, O&M and repairs of school WinS facilities	What are the impacts and final outcomes of your activities in the project in the schools? How do you know?
3	How did the involved district stakeholders benefit from the project?	Main impacts & outcomes at district level	What learnings and other benefits are there from the project for the functioning of your organisation and for your activities in schools or other activities?
7	Do the project interventions cover priority needs of the involved district stakeholders?	Relevance at district level	Are the learnings, experiences, results and effects of the project relevant for your organisation, its role in schools and/or other tasks and roles? Will you apply these learnings and other benefits really in practise? How?
11	To what extent have the project outcomes and outputs been achieved as planned and designed at district level?	Training and awareness raising by the project	Did the project train your organisation for these activities and/or raise awareness about it? How did you respond to that? Who were trained/reached in your organisation by the project? Who of the project did the training and awareness raising?
			Were these trainings one-time events?
		Types, quality and completeness of the works by district level stakeholders	What activities do or did you execute in the schools? How many schools do/did you reach? To what extent is this a result of the project?
			How do you secure the quality, appropriateness and completeness of your activities in the schools? Is this a result of the training in your organisation by the project? Why?
		Factors influencing the project at this level	Are there factors that affect your work in schools that your organisation cannot or hardly influence? What do or did you do to reduce or even solve the problems caused by these factors?
12	How efficient has the project been in realising the project outputs and outcomes in relation to the inputs provided?	Complementarity of actions by the different partners	Were there other parties doing the same or similar activities as you did? Did you coordinate with them? Was there unwanted overlap? How was such overlap avoided? Did you complement each other? How?
		Options for higher efficiency leading to the same or better outcomes	How could you have achieved the objective of your activities in a cheaper or easier way without affecting the quality, appropriateness etc.?
13	How sustainable are the achieved results and outcomes of the project?	Sustainability at district level	How is the sustainability of the results of your activities secured in the schools? Will you continue to do the activities in the future? Who will pay for it?
General	Is there anything else I did not cover but of which you feel it is or could be important in relation to your involvement in the project?		

A 9.3.7 Interview questions for contractors

General information	
Date and location:	
Person(s) interviewed and their position in the organisation (or self-employed):	
Contact details of person(s) interviewed (e-mail, tel):	
Name of the organisation:	
Location of the organisation:	

EQ No	Evaluation Question (EQ)	Topics of interest	Questions
2	How did the involved contractors benefit from the project?	Main impacts & outcomes among contractors	How much did you (a) increase your business results and (b) expect to increase your business, in terms of turnover and profit, as a result of the improvements you incorporated in your organisation as a resulting of the project inputs in your organisation?
6	Do the project interventions cover priority needs of the involved contractors?	Learning by contractors	How important were the project inputs to reinforce your organisation for your organisation?
			How important was the project input (a) to be able to deliver the quality of the project works you were contracted for, and (b) the appropriateness and functionality of the facilities you worked on?
			How important do you feel are the things your organisation and your workers learned and experienced for the activities of your organisation in the future? How? Why?
		Coverage of other priority needs	Which were other important benefits of the project for your organisation?
10	To what extent have the project outcomes and outputs been achieved as planned and designed among contractors?	Training by the project	What did the project do to support and reinforce the quality of your works and the skills of your organisation?
			What training did you receive from the project? How many persons were trained? How many hours? Was it enough? Why/why not?
		Types and quality of the WinS works by contractors	How did you ensure (a) proper quality of the works you executed and (b) proper appropriateness and functionality of the WinS facilities you constructed or rehabilitated? Did you ever experience problems in this regard? Which problems were these and how often did that happen? How did you solve or mitigate them?
			Were you always able to deliver the works in time? How did you accomplish that? Did you experience any problems in this regard? Which ones? How did you solve or mitigate these problems?
			How did AAH control the quality of your work?
			If you poured concrete, what was the mixture you use (in parts cement : sand : gravel)?
			How did you ensure that all materials used and standards applied were in line with what was indicated in the BoQ and contract?
		Factors influencing the project at this level	Were there factors that negatively affected your work and that you could not or hardly influence? What were the problems caused by these factors? How did you solve or reduce these problems?
12	How efficient has the project been in realising the project outputs and outcomes in relation to the inputs provided?	Complementarity of actions by the different partners	Were there other contractors doing the same or similar activities as you did in the schools where you worked? Did you coordinate with them? Was there unwanted overlap? How was such overlap avoided? Did you complement each other? How?
		Options for higher efficiency leading to the same or better outcomes	How could you have done the works in a cheaper or easier way without affecting the quality of the works?
13	How sustainable are the achieved results and outcomes of the project?	Sustainability among contractors	How will the effects of the project input in your organisation be sustained in the long-term? How much chance is there in your idea that the learnings and skills obtained through the project in your firm will still be applied by your firm in say five years from now? Why/how?
General	Is there anything else I did not cover but of which you feel it is or could be important in relation to your involvement in the project?		

A 9.3.8 Interview questions for local water utilities selling water to schools

General information	
Date and location:	
Person(s) interviewed and their position in the organisation (or self-employed):	
Contact details of person(s) interviewed (e-mail, tel):	
Name of the organisation:	
Location of the organisation:	

EQ No	Evaluation Question (EQ)	Topics of interest	Questions
11	To what extent have the project outcomes and outputs been achieved as planned and designed at district level (assuming the utility is a district level party)?	Types, quality and completeness of the works by district level stakeholders	How do you safeguard the quality and the quantity of water delivered to the schools? What standards do you use for water quality, consistency and costs? Did the project support you in any of these issues? If so, what and how?
			What are the bottlenecks for your utility in regard to the provision of good, non-intermittent and sufficient water to communities, including schools?
		Factors influencing the project at this level	Which factors that your utility cannot or hardly influence, affect your services to communities and schools? What are the related problems? How do you solve or reduce the effects of these problems?
13	How sustainable are the achieved results and outcomes of the project?	Sustainability at school level	How sustainable are your services to the communities and schools? Do you expect large price rises in the near future? Will schools remain exempted from paying for water?
General	Is there anything else I did not cover but of which you feel it is or could be important in relation to your involvement in the project or in the schools in general?		

A 9.3.9 Interview questions for school staff

General information	
Date and location:	
Person(s) interviewed and their position in the organisation (or self-employed):	
Contact details of person(s) interviewed (e-mail, tel):	
Name of the organisation:	
Location of the organisation:	
# of boy students	
# of girl students	
# of disabled students (per type of disability)	
# of male teachers	
# of female teachers	

EQ No	Evaluation Question (EQ)	Topics of interest	Questions
1	How did the schools and the girls' and boys' well-being benefit from the project?	Well-being among students and other school stakeholders	Were there effects of the project in the communities around your school and/or among the parents of the students? How do the effects differ for males and females, persons of different abilities, language groups, different religions, etc.?
			What changes and improvements has the project effectuated in your school for boys, girls, disabled children and teachers? Are the changes similar for students and teachers of different language groups, age groups, religions and vulnerable persons? What are the differences for these groups?
			What % of the students and other school stakeholders in your school have improved well-being (including health, equity, child rights, self-esteem, comfort, safety and happiness) as a result of the project? How do you know? What are the differences in the well-being among school stakeholders of different ability, gender, vulnerability, age and language group?
		Sufficiency of used functional school WinS facilities	Do you feel there are enough functional WinS facilities that are used by students and staff which are suitable for males and females, the different age groups, language groups, abilities, vulnerabilities, etc. Why do you think so?
		WASH behaviours in schools	How well do boys and girls, disabled students, students of different language groups and religions, and teachers practise proper hygiene and MHM behaviours? Did they do so already before the project? To what extend are these behaviours a result of the project in your opinion? Why?
			What % of the teenage girls in the school (differentiated per ability) are enabled as an effect of the project to deal with menstrual hygiene management in privacy and dignity?
5	Do the project interventions cover priority needs of students, boys and girls, and other school stakeholders of all abilities, vulnerabilities, genders, ages and language group?	Coverage of priority needs of school level beneficiaries	How much did your school need the project compared to other needs?
			Were there project activities that were less relevant? Which ones? Why were they less relevant?
			What do the district department and the SES in relation to WASH in your school? How relevant/important is this?
			Are students (boys-girls, marginalised/vulnerable, disabled, non-marginalised) and other school stakeholders claiming that the project has covered a high priority need? How do you know?
		Coverage of equity, gender equality, human rights, do no harm principles, non-discrimination and non-exclusion	How were equity, gender equality, human rights, do no harm principles, non-discrimination and non-exclusion covered by the project activities? Can you give examples of how and in which activities the project did this?
		Contribution by duty bearers	How did the teachers and other adult persons in the school participate in the project activities? If possible, distinguish per group of adults? Were parents of students also involved and participating well? If not, why not?
9	To what extent have the project outcomes and outputs	Training by the project in the schools	Which support in regard to teaching and awareness creation did you get from the project? By who? How often and how long? How many teachers took part?
			How many teachers in your school were taught improved teaching skills by the project?

	been achieved as planned and designed at school level?		What subjects were covered in the trainings and awareness raising events by the project? How many students and teachers were reached with these (per type of activity)?
			How many teachers in your school were taught about WASH by the project? Was this differentiated per gender, ability and language group and inclusive of equity and child rights?
			Which WASH education or awareness raising is still missing in the school?
			Has a WASH/nurse focal point been trained by the project in your school on hygiene good practices and standards, aiming to cascade down to children? If not, why not?
		Implementation of WASH plans, protocols and modules by the schools	Does your school have hygiene sessions in the school schedule as an effect of the project? How are these sessions conducted? Are they appropriate for boys, girls, disabled students and students of different language groups and religions? Why/ why not?
			How does your school monitor and plan WASH in the school, including the awareness raising and the WinS facilities, including also water quality testing (which tests are conducted, how often and by who, what are the results)? How did the project support your school in setting up and implementing this monitoring? How is it implemented?
			Does your school have a WASH component in the school syllabus as an effect of the project? How is it implemented? Is this component appropriate for boys, girls, disabled students and students of different language groups and religions? Why/ why not?
			Does your school have a proper COVID-19 protocol in place as an effect of the project? How is it implemented? Is this component appropriate for boys, girls, disabled students and students of different language groups and religions? Why / why not?
			Does your school have an educative module on environment and climate change as an effect of the project? How is it implemented?
		WASH education and student support by schools	How do the teachers and focal point apply what they learned through the project? Did they not already know and apply these things before the project?
			In your school, is there a sufficient number of teachers + people involved in the focal point of the school, who consequently and regularly teach, create awareness, support and enhance the students in regard to key WASH behaviours?
			Do the teachers + people involved in the focal point of the school pay attention with their teaching, support and awareness creation to the specific needs of different genders (male/female), abilities (able/disabled), age categories and language groups? Do they also cover equity, child rights and child protection? How many of the teachers do so? Is that enough? Why did not all teachers teach about WASH?
			What are the teachers who took part in the training on teaching skills doing with these skills?
			What do the teachers in your school who were taught about WASH by the project doing with these skills?
			When teachers teach about WASH, which aspects do they cover? What can they do better? How often do they teach about WASH?
		School WinS facilities	How many toilets, how many taps, how many hand washing options are there in your school? Are all students using them consequently and in proper ways? Are there facilities for different age groups, menstruating girls, different cultural usages of WinS facilities (if any), and abilities (disabled, able)? If not, why not? What are the ratios? Are they fulfilling the required standards? If not, why not?
			How is the quality and appropriateness of these facilities in your opinion? If not good enough, what are you doing about it?
			How clean and safe are the WinS facilities? How is cleanliness and safety of the WinS facilities safeguarded and accomplished?
			Are there other problems with the WinS facilities (e.g. high cost of water, water not coming out of the taps part of the time, low pressure of water, obstruction in the sewers, etc.)? What can and are you doing about it?
			Who executes operation and maintenance and who executes repairs of the WinS facilities? Do they do it well. If not, why?
			What are the problems experienced with O&M and repairs of the WinS facilities?
			Which WinS facilities are still missing in the school?
		O&M and repairs of WinS	To what extent is your school structurally and properly monitoring the WASH situation in your school?
			How are you using the results of that monitoring?

		facilities by schools	Do you properly operate, maintain and repair the WinS facilities in you school? How?
		WASH and climate change awareness	What can girls do if they experience menstrual problems? Are they teased with that? By who? Are girls shy about their menstrual issues? Why / how?
			What % of students have sufficient knowledge and understanding of key WASH issues as a result of the project (differentiated per gender, ability and language group and inclusive of equity and child rights)?
			• Which surveys did you get from AMRA-14? • How appropriate and how easy to understand were the questions in the survey for assessing the level of satisfaction of your school with and the timeliness of the awareness raising activities? (Remark: there are several Yes/No questions and the questions are somehow suggestive leading to respondents answering very positively; see the progress/final report of AMRA-2014 2021). (Ask question about how the schools perceived the surveys and how they answered them at the school level). • Which and how many persons in your school responded to the survey? • There was also a survey for school children. Did any of the students in your school respond to it? How did they understand and appreciate the survey? How many students replied?
		Factors influencing the project at this level	Which factors affect the WASH situation and activities in the school which the school cannot or only partly solve? What does the school do to reduce or solve the involved problems?
12	How efficient has the project been in realising the project outputs and outcomes in relation to the inputs provided?	Options for higher efficiency leading to the same or better outcomes	Could the project have implemented things differently as to diminish WASH costs for your school? What/how?
			How can your school reduce costs on the O&M and repairs of WinS facilities?
13	How sustainable are the achieved results and outcomes of the project?	Sustainability at school level	What were the reasons that prevented your school in the past to properly implement and sustain WASH awareness promotion and WASH infrastructure? How have you overcome these reasons for not properly sustaining WASH awareness promotion and WASH infrastructure?
			How will your school sustain and expand the project results and effects in the future? Which challenges do you expect with this? More specifically, do you feel that your school will continue with the strategic planning for WASH, WASH monitoring and the costed O&M planning for WASH in your school? Can I see examples of these plans? How do you think can the sustainability and quality of these plans and their proper implementation be enhanced in the long run? Will you need assistance with that? If so, form who?
General	Is there anything else I did not cover but of which you feel it is or could be important in relation to your involvement in the project or in the schools in general?		

A 9.3.10 Interview questions for nurses

General information	
Date and location:	
Person(s) interviewed and their position in the organisation (or self-employed):	
Contact details of person(s) interviewed (e-mail, tel):	
Name of the organisation:	
Location of the organisation:	

EQ No	Evaluation Question (EQ)	Topics of interest	Questions
3	How did the involved district stakeholders benefit from the project?	Main impacts & outcomes at district level	What are the effects of the project on your work in regard to (a) WASH awareness among school level stakeholders and (b) your other activities as a nurse?
7	Do the project interventions cover priority needs of the involved district stakeholders?	Relevance at district level	How important were the learnings and skills you obtained from the project in regard to (a) your function to create WASH awareness among school level stakeholders, and (b) your other functions?
			Did you already possess these learnings and skills before the project?
			Are there other learnings and skills you need in regard to your WASH assistance function for school level stakeholders that you did not obtain from the project?
11	To what extent have the project outcomes and outputs been achieved as planned and designed at district level?	Training and awareness raising by the project	What did the project support you with?
			What did the project provide to you in terms of learning and skills for your WASH role in schools? Are there other important things the project supported you with?
		Types, quality and completeness of the works by district level stakeholders	What WASH assistance do you provide to school level stakeholders? Did you already do so before the project? To what extent are you using and applying what you learned through the project in reality?
		Factors influencing the project at this level	Are there factors you cannot or hardly influence that make it difficult for you to fulfil your WASH role in schools? What can and do you do about that?
12	How efficient has the project been in realising the project outputs and outcomes in relation to the inputs provided?	Complementarity of actions by the different partners	Are there others with whom you coordinate your WASH assistance actions? Who? How does it work in practise?
		Comparative strengths and added values of implementing partners	Are there others who also assist students, school staff and community members with the WASH aspects the project taught you? How do you avoid overlap?
		Options for higher efficiency leading to the same or better outcomes	Can you apply what you learned in your WASH role in schools in a more efficient way? How? Why are you not doing it?
13	How sustainable are the achieved results and outcomes of the project?	Sustainability at district level	Do you think you will be able to continue to provide your WASH related support to schools in the long run? Why / why not?
General	Is there anything else I did not cover but of which you feel it is or could be important in relation to your involvement in the project or in the schools in general?		

A 9.3.11 Questions for school groups

General information	
Date and location:	
Person(s) interviewed and their position in the organisation (or self-employed):	
Contact details of person(s) interviewed (e-mail, tel):	
Name of the organisation:	
Location of the organisation:	

EQ No	Evaluation Question (EQ)	Topics of interest	Questions
1	How did the schools and the girls' and boys' well-being benefit from the project?	Well-being among students and other school stakeholders	Did the parents of the students learn anything from the project or benefit in other ways? What about other community members?
			How did students and teachers benefit from the project? Is this also so for boys and girls, students of different language groups, of different abilities (disabled and not disabled), religions and for vulnerable persons? What are the differences for these groups in terms of how they benefitted from the project?
			Are there mechanisms in the school and community to protect boys and girls, and respond to violations of child rights? Which ones? Is this a result of the project or was it there already before?
		Sufficiency of used functional school WinS facilities	Are the WinS facilities enough and good for girls, including MHM facilities? And for handicapped students, students of different ages, teachers and other staff, different culture/language group, etc.? Why/why not?
		WASH behaviours in schools	How have the students changed their hygiene behaviours? Is this also for menstrual hygiene management and for COVID-19 protective measures? Why/why not?
			Are all students using the WinS facilities properly? Also handicapped students, very young students, girls, boys, etc.? If not, why not?
			Do girls know what to do if they experience their menstrual period? Do they properly apply this knowledge? Why/why not? Are they teased with menstrual issues? By who? Are girls shy about their menstrual issues? Why / how? How was all this before the project?
			Do girls, boys, disabled students, students of different ages and language groups, religions etc. and teachers use the WinS facilities properly? Why/why not? What did the project do to stimulate this?
5	Do the project interventions cover priority needs of students, boys and girls, and other school stakeholders of all abilities, vulnerabilities, genders, ages and language groups?	Coverage of priority needs of school level beneficiaries	• How big was the need for the project compared to other needs in the school? Which other needs and how important are they compared to the WASH needs that existed? • Were there project activities that were less needed?
		Coverage of equity, gender equality, human rights, do no harm principles, non-discrimination and non-exclusion	How were equity, gender equality, human rights, do no harm principles, non-discrimination and non-exclusion covered by the project activities? Can you give examples of how and in which activities the project did this?
		Contribution by duty bearers	• How did the teachers and others, including parents and students, participate in the project activities? Distinguish per group. • Were parents of students also involved and participating well? If not, why not?
9	To what extent have the project outcomes and outputs been achieved as planned and designed at school level?	WASH education and student support by schools	When teachers teach about WASH, which aspects do they cover? What can they do better? How often do they teach about WASH?
			Is there a WASH club in the school? If not, why not? If so, what does it do and how often? Is it useful?
			Is there a nurse in the school or regularly visiting he school? What does she/he do in terms of WASH education? Is that because of the project or was he/she doing this before already?
			Are there other school level persons who provide education and/or support in regard to WASH to students? Who? What do they do? How often?
			Which WinS facilities are still missing or in shortage in the school?

		WinS facilities realised by the project	How is the quality and appropriateness of these facilities? Why?
			Who cleans the WinS facilities? How often?
			Are there other problems with the WinS facilities (e.g. high cost of water, intermittent water, low water pressure, obstruction in the sewers, etc.)? What are you doing about it?
		WASH and climate change awareness	Do all students have sufficient knowledge and understanding of key WASH issues, especially hygiene? Why/why not? Is this a result of the project?
			Are boys and girls, disabled students, students of different ages, different language groups and religions, and teachers aware of proper hygiene and MHM behaviours? Is this because of the project?
		Factors influencing the project at this level	Which factors are there that negatively influence WASH in the school which the school cannot or hardly influence? How does the school try to cope with the problems caused by these factors?
13	How sustainable are the achieved outcomes+ outputs of the project?	Sustainability at school level	How will your school sustain its activities to keep up and even expand WinS facilities and enhance proper WASH behaviours in the future? Do you really think this will happen? Why?
General	Is there anything else I did not cover but of which you feel it is or could be important in relation to your involvement in the project or in the schools in general?		

A 9.3.12 Check list for observations and informal talks in schools

General information	
Date and location:	
Person(s) interviewed and their position in the organisation (or self-employed):	
Contact details of person(s) interviewed (e-mail, tel):	
Name of the organisation:	
Location of the organisation:	

EQ No	Evaluation Question (EQ)	Topics of interest	Questions
9	To what extent have the project outcomes and outputs been achieved as planned and designed at school level?	WinS facilities realised by the project	Observe the WinS facilities and discuss with persons met: • Which WinS facilities are there, and their numbers, quality (e.g. cracks in concrete, poor doors in toilets, etc.), safety, access (ease, distance), privacy, disaster resilience, design versus standards used, facilities for girls/women, handicapped, age group, other beneficiary types (e.g. religion, cultural, vulnerable/marginalised), etc. Which ones were realised by the project? • Discuss with persons met, the cost, use, intermittency, privacy, suitability for handicapped and other vulnerable persons, split between facilities for boys/men and girls/women, waiting lines, suitability for menstrual hygiene management, risks in terms of disasters affecting the facilities or the access to them, etc. of the infrastructures. • Are there enough WinS facilities per WASH type (water taps, water sources, toilet cubicles, septic tanks, water tanks, hand wash facilities, etc.)? Compare the numbers and quantities of them against the numbers of female, male and disabled students, different age groups and teachers and to the standards for the ratios. • Are the WinS facilities suitable for female, male, young/older children, and disabled students and teachers (safety, privacy, slope at water points, sufficient water flow, water pressure, drainage, distance to classrooms, access for disabled children with walking and seeing problems, proper access paths, in boarding schools light to access the facilities by night, etc.)?
		Implementation of WASH plans, protocols and modules by the schools	Observe (read through) school documents: • Does the school have a school schedule with hygiene sessions properly described in it? • Does the school have a good quality WASH monitoring and costed O&M plan (which also covers water quality testing)? • Does the school have a school program with a good quality WASH component in it? • Does the school have a COVID-19 protocol in place of good quality • Does the school have at least one good educative module on environment and climate change
		O&M and repairs of school WinS facilities by the schools	• How clean are the facilities? Who cleans them? If not clean, what is the reason? • Ask who operates and maintains the WinS facilities and who repairs them when they are broken. Is it done well? What are the problems experienced with O&M and repairs of the WinS facilities?
13	How sustainable are the achieved results and outcomes of the project?	Sustainability at school level	How likely is it that the WinS facilities will still be functional after say ten years? (discuss whether the O&M of the school and other parties, e.g. district authorities doing large repairs, is good and sustainable, and observe in terms of how robust you think the facilities are to survive such a timeframe).

Annex 10 Sufficiency and functionality of WinS facilities in visited schools

Table 42 Sufficiency and functionality of sanitation and hygiene facilities and items in the visited project schools

School	Place	District	# of students	# of teachers	Boy student : toilet ratio[VII]	Girl student : toilet ratio[VII]	Staff : toilet ratio[VIII]	Student : hand wash ratio[V]	# of toilets for disabled students	Technical functionality[I]	Design[II]	Hygiene items[III]	Sources
Minimum standards[IV]:			**NA**	**NA**	**25 / 50**	**25 / 50**	**20 (gender separated) / 1 for all staff**	**50 / 100**	**1**	**Good**	**Good**	**Good**	**NA**
N1	Khyatskhya	Gal	150	40	21	21	1 for all staff	50	1	Good, but intermittent water supply	Good	Good	I7, FGD1-2
N2	Galkhuch	Tkuarchal	96	35	32	32	1 for all staff	96	1	Good, but intermittent water supply	Poorly separated boys' and girls' toilets (therefore only used by the teachers), no hand wash in toilets	Good	FGD3-4
Pshap	Pshap	Gulrypsh	52	18	26	26	1 for all staff	17	0	Good	Good	Good	FGD5-7
Bambora	Bambora	Gudauta	636	38	49	58	1 for all staff	45	1	Poor quality toilet parts, intermittent water supply, poor sewage[VI]	Good	Good	FGD8-10
Lapstarkh	Lapstarkh	Gagra	90	21	18	18	1 for all staff	15	1	Good, but intermittent water supply, faulty sewage	Good	Good	FGD11-13
N2	Yashtuha	Sukhum	60	23	12	12	1 for all staff	12	1	Good	Good	Good	FGD17-19
N7	Sukhum city	Sukhum	280	32	31	31	1 for all staff	56	1	Good	Good, only the toilet for disabled children is on an upper floor	Good	FGD14-16
Kyndyg	Kyndyg	Ochamchyra	56	23	11	11	1 for all staff	14	1	Good, but intermittent water supply and the sewers often get clogged.	Good	Good	FGD23-25
Katsikyt	Katsikyt	Gulrypsh	159	23	32	23	1 for all staff	20	1	Good, but intermittent water supply	Good, only the toilet for disabled children is on an upper floor	Good	FGD26-28
Shashikuara	Shashikuara	Gal	78	19	16	16	1 for all staff	16	1	Good, but intermittent water supply	Good	Good	FGD20-22
Kutol School	Kutol	Ochamchyra	166	25	18	18	1 for all staff	17	1	Good	Good	Good	FGD29-31
School N2	Tkuarchal city #2	Tkuarchal	194	25	22	22	1 for all staff	39	1	Good	Good	Good	FGD32-34
Achandara School	Achandara	Gudauta	61	20	9	9	1 for all staff	20	1	Good, but intermittent water supply	Good	Good	FGD35-37
Bagardny School	Bagardny	Gudauta	44	17	22	22	1 for all staff	9	0	Good	Good	Good	FGD38-40

Table 43 Sufficiency and functionality of water facilities in the visited project schools

School	Place	District	Student : tap ratio	Amount of water	Biological water quality[IX]	Technical functionality[I]	Design[II]	Sources
Minimum standards[IV]:			**50 / 100**	**Usually enough**	**Good / reasonable**	**Good**	**Good**	**NA**
N1	Khyatskhya	Gal	50	Intermittent water supply	Poor	Intermittent water supply (lacks a water tank)	Good	I7, L38, FGD1-2
N2	Galkhuch	Tkuarchal	32	Usually enough	Good	Intermittent water supply	No info	L38, FGD3-4
Pshap	Pshap	Gulrypsh	17	Usually enough	Good	Good	Good	L38, FGD5-7
Bambora	Bambora	Gudauta	45	Intermittent water supply	Limited	Intermittent water supply	Good	L38, FGD8-10
Lapstarkh	Lapstarkh	Gagra	15	Intermittent water supply	Good	Intermittent water supply (faulty water tank)	Good	L38, FGD11-13
N2	Yashtuha	Sukhum	20	Usually enough	Good	Good	Good	L38, FGD17-19
N7	Sukhum city	Sukhum	56	Usually enough	Good	Good	Good	L38, FGD14-16
Kyndyg	Kyndyg	Ochamchyra	14	Intermittent water supply	Good	Intermittent water supply	Good	L38, FGD23-25
Katsikyt	Katsikyt	Gulrypsh	20	Intermittent water supply	Poor	Intermittent water supply	Good	L38, FGD26-28
Shashikuara	Shashikuara	Gal	16	Intermittent water supply	Limited	Intermittent water supply	Good	L38, FGD20-22
Kutol School	Kutol	Ochamchyra	17	Usually enough	Reasonable	Good	Good	L38, FGD29-31
School N2	Tkuarchal city #2	Tkuarchal	39	Usually enough	Reasonable	Good	Good	L38, FGD32-34
Achandara School	Achandara	Gudauta	20	Intermittent water supply	Limited	Intermittent water supply	Good	L38, FGD35-37
Bagardny School	Bagardny	Gudauta	9	Usually enough	Limited	Good	Good	L38, FGD38-40

Explanations with the tables:

I. The 'Technical functionality' of a type of WinS facilities depends on the state and technical functioning of these facilities (e.g., continuous water supply, robust toilets and water taps, good quality water, flushing mechanism of flush toilets functions, etc.).

II. Whether the design of a WinS facility is good enough depends on how good the design is suited for the intended use of the facility (e.g., separate toilet space for boy and girl students, sufficient space in toilets for menstruating girls, toilets inside the school building, sufficient privacy in toilets, flush toilets connected to a water supply, toilet for disabled children on the ground floor or in the school yard and easily accessible by a child in a wheelchair, etc.).

III. With the term 'Hygiene items' we mean hand wash soap, items for cleaning (detergent, brooms, buckets, etc.), bins in the toilets for girls, toilet paper, etc. In schools where the hygiene items are good this is because the school makes its own purchases of hygiene items, usually with financial support from the parents of the students and sometimes even form the teachers. As stated by FGD respondents in the schools, the schools do not provide tampons or other menstrual materials to girls; girls buy these products themselves (usually paid for by the parents) and bring them to school. Sometimes they can get menstrual materials from the nurse working in the school. However, UNICEF reported in its project progress report covering 2023, that 'despite all efforts, MHM is still difficult in some schools where there are no menstrual hygiene products available to provide to girls' (L16).

IV. Where two figures for the minimum standards are provided, the first figure comprises what is regarded as 'safe' and the second figure what is regarded as 'basic' in JMP terms. Where only one figure is provided, this comprises an overall standard found for Abkhazia or elsewhere (see below), which usually is either at the basic or at the safe level or somewhere in between. Where no other remarks are made with the figure(s) provided, the standards are derived from the Atlas with baseline WASH data of the schools in Abkhazia (L8). These standards are also used in the example overview of possible Three-star criteria for Abkhazia presented in Annex 10. If the 'safe' standard is met, the cell is coloured green. If the 'basic' standard is met, the cell is coloured light green. If the 'limited' standard is met, the cell is coloured orange. If the 'unsafe' standard is met, the cell is coloured red.

V. For Abkhazia, no minimum standard was found for the ratio student : hand wash facility (or sinks as they are called in Abkhazia). Therefore, to obtain an indication of a possible suitable standard for this ratio, the standards used in the Solomon Islands, the Philippines, Tajikistan and other countries were assessed. On the basis of this assessment, a standard for 'safe' and 'basic' was chosen for this ratio believed to fit best to the situation in Abkhazia. The number ratio also includes the sinks in toilets for disabled students because these toilets and the sinks in them are also used, when necessary, by students who are not disabled, while in the total number of students per school, also the disabled students are included (if the sinks in the toilets for disabled students are not included, the ratios change slightly, but the colour coding in the table remains the same, meaning the judgement of the level of safety and appropriateness remains the same). In addition to the figures provided in the table for the standards for a 'safe' and a 'basic' hand wash situation, an additional standard is to be applied, being that there should be individual handwashing facilities with soap in or near strategic areas where this is needed (e.g. near canteen/eating areas, play areas and toilets). It was observed that all schools have soap available at the hand wash facilities at all or most times (In 10 out of 14 schools visited, there was soap at the hand wash facilities and in those that didn't, school staff indicated that the soap had run out temporarily, but that the school regularly purchases all required hygiene products from the school fund).

VI. In one school it was stated and observed that 'Many of the parts in the toilets (sinks, faucets, internal filling of toilets, door locks , etc.) are of poor quality as they wear out quickly, and the school has to buy new ones and carry out repairs. The school solves the problems that arise on its own or with the support of parents.' Also, since the sewer in the village is old, blockages often occur. The project cleaned the sewers, but it was not enough; the school now plans to raise money from parents to do it again. They feel there are no other options for solving the problem at the moment. Also, the school gets water from a well, which often lacks water. (FGD10).

VII. The student : toilet ratios are based on assumed equal numbers of boys and girls versus the numbers of functional toilets for boys and for girls that are in or close enough to the school building(s). The Baseline study (L8) shows that the Gender parity index for all schools in Abkhazia varies between 0.90 and 1.04 and most of them are very near 1.00. This means that the numbers of boys and girls are similar in most schools. Taking also into account, that per year in a school this index will vary due to influxes and outfluxes of students each year, in this report it has been assumed that in each school the enrolment of girls and boys is on average equal in numbers. In reality this will never be exactly the case, but in most schools the differences are small and as said, may change over time, sometimes with more girls and sometimes with more boys attending a school. The ratios include the toilets for disabled students because these toilets are also used, when necessary, by students who are not disabled, while in the total number of students per school, also the disabled students are included (if the toilets for disabled students are not included, the ratios change slightly, but the colour coding in the table remains the same, meaning the judgement of the level of safety and appropriateness remains the same).

VIII. For Abkhazia, no minimum standards were found for the male/female teacher : toilet ratios. Therefore, through and assessment of the standards used for these ratios in the Solomon Islands, the Philippines, Tajikistan and other countries, standards for 'safe' and 'basic' were chosen for these ratios believed to fit best to the situation in Abkhazia.

IX. In line with the WHO standards for biological water quality, good is < 10 FC/100 ml and reasonable is 11-100 FC/100 ml (L37). The data per school were obtained from L38.

Annex 11 First idea for WinS three-star criteria in Abkhazia

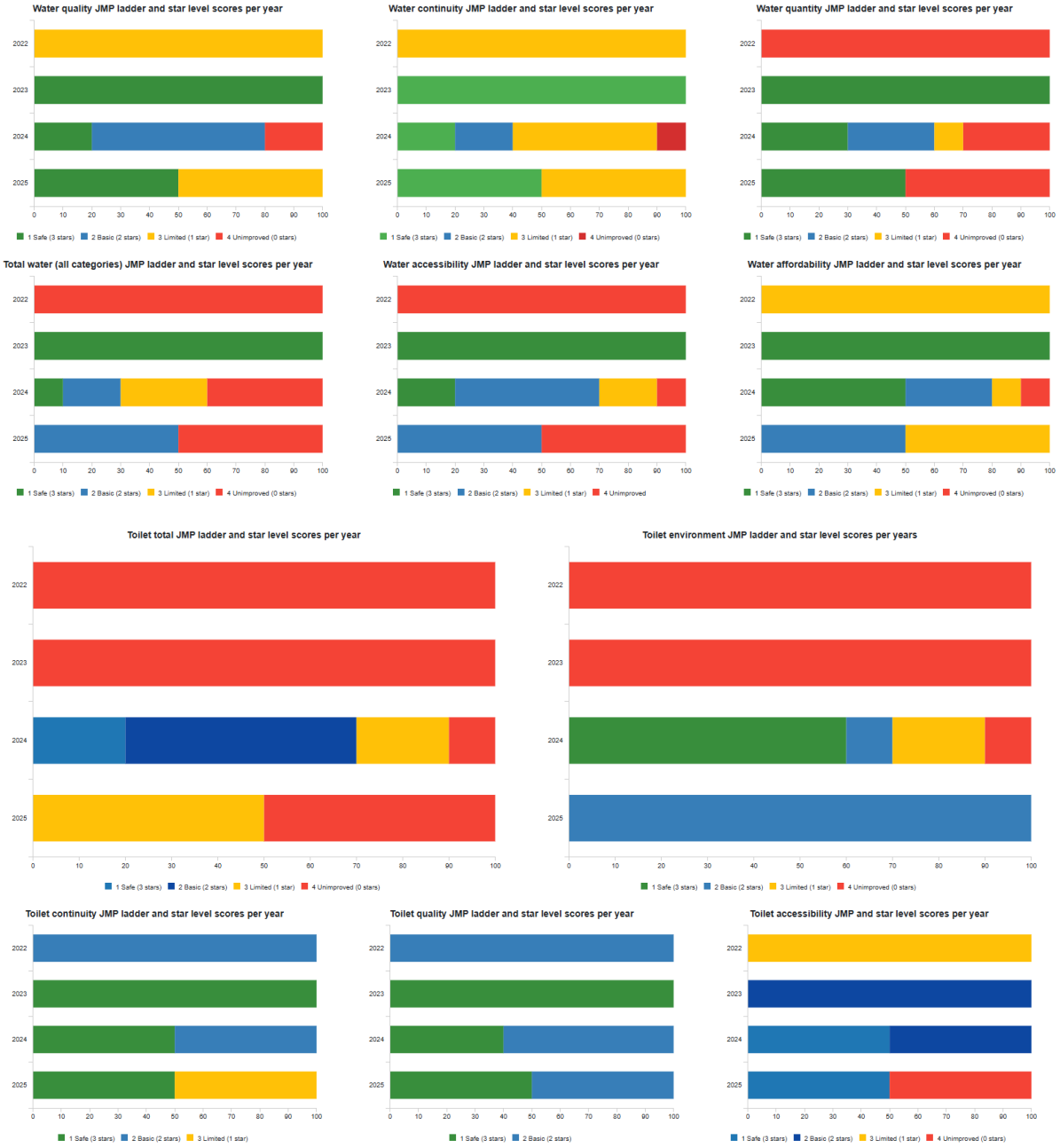
Table 44 First idea for WinS three-star criteria in Abkhazia

FOCUS AREA	NO STAR SCHOOL	ONE STAR SCHOOL	TWO STAR SCHOOL	THREE STAR SCHOOL
	Criteria			
WinS management	➢ WASH is not covered in any of the school management documents. ➢ No WinS Plan. ➢ No specific WinS budget allocated.	➢ Hygiene is covered in the school schedule but not fully appropriate and/or complete. ➢ Budgeted WASH plan but without an O&M, improvement and monitoring plan and/or not properly implemented.	➢ WASH is sufficiently covered in the lessons. ➢ Annually updated budgeted WASH plan + protocol, incl. improvements, O&M tasks and job duties, hygiene items, tools, repairs, cleaning, and safety, is at least largely implemented. ➢ School has a WASH club but not always active ➢ School monitors WinS situation annually. ➢ The school has a responsible person for WASH. ➢ Teachers are capable and motivated to teach key WASH aspects to students.	➢ WASH fully covered in the lessons. ➢ Annually updated WASH plan & protocol is fully implemented. ➢ Active WASH club(s) lead(s) WASH activities. ➢ School keeps regular records of the progress with the WASH plan and the WASH situation. ➢ The school has a responsible person for WASH. ➢ Teachers are capable and motivated to teach key WASH aspects to students.
Water supply	➢ There is often insufficient and/or unsafe water in the school.	➢ There is regularly insufficient and/or unsafe water and/or insufficient water pressure, affecting water supply for some or all water uses in the school	➢ There is at least usually enough water and water pressure for all water needs. ➢ Proper testing of water from sources used for drinking has been done at least once on all suspect contaminations against and fulfilling the WHO water quality standards for these contaminations. ➢ Drinking water from sources (potentially) yielding biologically unsafe water is treated to ensure microbio-logical safety. ➢ Most students bring bottles with safe drinking water from home to school whenever there is a (potential) water quality problem in the school. ➢ School tries to safeguard the water quality (e.g., by regular cleaning of tanks, super chlorinating wells, etc.) ➢ Water is at least usually obtained from improved sources. ➢ Water facilities are as much as possible disaster resilient and/or located where disasters cannot easily affect them. ➢ Normally water can be obtained within 50 m from the classrooms and dormitories with proper access. ➢ There is a properly accessible back-up water storage of 5 l per school stakeholder. ➢ The water to which the school is connected and the parts of the water facilities in the school are robust and of good quality. ➢ There is at least one functional and easily accessible water tap per 100 students. ➢ There is at least one water tap or source that is easily accessible and suitable for use by handicapped persons. ➢ Water sources are well protected.	➢ There is (almost) always enough water and water pressure for all water needs. ➢ Regular proper testing of water from sources used for drinking on all suspect contaminations against and fulfilling the WHO water quality standards for these contaminations. ➢ Drinking water from sources (potentially) yielding unsafe water is treated effectively. ➢ All students bring bottles with safe drinking water from home to school whenever there is a (potential) water quality problem in the school. ➢ School tries to safeguard the quality of the water (e.g., by regular cleaning of tanks, super chlorinating wells, etc.) ➢ Water is fully obtained from improved sources. ➢ Water facilities are as much as possible disaster resilient and/or located where disasters cannot easily affect them. ➢ Water can always be obtained within the school building(s) and/or dormitories. ➢ There is a properly accessible back-up water storage of 20 L per school stakeholder. ➢ The water to which the school is connected and the parts of the water facilities in the school are robust and of good quality. ➢ There is at least one functional and easily accessible water tap per 50 students inside the school building(s) and dormitories. ➢ There is at least one water tap or source that is easily accessible and suitable for use by handicapped persons. ➢ Water sources are well protected.
Sanita-tion	➢ No proper toilets or less than 1 toilet per 100 students or the toilets are further than 100 m from the classrooms and/or dormi-tories and/or often or always difficult to access otherwise.	➢ At least 1 functional toilet cubicle per 100 students (not necessarily sex-segregated) ➢ No staff toilets ➢ Some toilets may be further than 100 m from the classrooms and/or dormitories and/or often or always difficult to access otherwise.	➢ At least 1 functional and easily accessible toilet cubicle per 50 girls and 1 functional and easily accessible toilet cubicle per 50 boys, suitable for the ages they serve. ➢ At least 1 toilet suitable for disabled students (incl. suitable access). ➢ At least 1 functional and easily accessible toilet for the teachers and other staff of the school (not necessarily sex-segregated). ➢ All toilets are suitable in all aspects for use by the target group, safe, robust, easy to clean and provide sufficient privacy. ➢ Toilets are not slippery, well-drained, easy to access. ➢ Outside toilets have well-fixed proper roofs, access over well-drained paths and are located within 30 m from and not too close to the classrooms and (where relevant) dormitories. ➢ If toilets are flushing toilets, they have a functional flushing that is properly connected to a continuous water supply. ➢ If toilets are connected to a sewer, is it safe and well-functioning. ➢ Toilets that are not connected to a sewer are at least 30 m from used water sources and at least 1,5 m above the groundwater table. ➢ All toilets are size appropriate for the age categories of the target groups they serve. ➢ Toilets are resilient against potential disasters and are not placed at risk-prone locations. ➢ Toilets for girls and boys are located in separate spaces that provide sufficient privacy. ➢ Each toilet cubicle for girls has sufficient space, a waste bin and nearby proper and private access to a water supply, enabling proper MHM.	➢ At least 1 functional and easily accessible toilet cubicle per 25 girls and 1 functional and easily accessible toilet cubicle per 25 boys, suitable for the ages they serve. ➢ At least 1 toilet suitable for disabled students per 40 disabled students (incl. suitable access). ➢ At least 1 functional and easily accessible toilet per 20 female teachers and 1 functional and easily accessible toilet per 20 male teachers. ➢ All toilets are suitable in all aspects for use by the target group, safe, robust, easy to clean and provide sufficient privacy. ➢ Toilets are not slippery, easy to access and located within the school and (where relevant) dormitory buildings. ➢ All toilets are flushing toilets with functional flushing that is properly connected to a continuous water supply. ➢ All toilets are connected to a safe and well-functioning sewer. ➢ All toilets are size appropriate for the age categories of the target groups they serve. ➢ Toilets are resilient against potential disasters and are not placed at risk-prone locations. ➢ Toilets for girls and boys are located in separate spaces that provide sufficient privacy. ➢ Each toilet cubicle for girls has sufficient space, a waste bin and nearby proper and private access to a water supply, enabling proper MHM.

FOCUS AREA	NO STAR SCHOOL	ONE STAR SCHOOL	TWO STAR SCHOOL	THREE STAR SCHOOL
	Criteria			
Hygiene	➢ No hygiene program conducted.	➢ Hand washing with water and soap at critical times is at least sometimes done by students and teachers. ➢ School has at least 1 functional hand washing facility per 200 students. ➢ Boarding schools: no shower or less than 1 functional shower per 70 boys and per 70 girls. ➢ At least some of the teachers teach hygiene as part of the syllabus. ➢ At least some of the teachers and principal(s) demonstrate appropriate hygiene behaviours themselves. ➢ Cleaning tasks in the school are at least sometimes performed. ➢ Water and soap are quite often not available at the hand washing stations.	➢ Hand washing with water and soap is at least usually done at critical times by students and teachers. ➢ Supervised hand washing is usually practised on a daily basis. ➢ There is at least 1 functional and easily accessible individual hand wash facility (e.g., a tap) with soap per 100 students or 1 functional and easily accessible group hand wash facility with soap in or near the toilets for boys and girls per 200 pupils for one shift , suitable for the ages they serve, all with proper drainage. ➢ There are individual handwashing facilities with soap in or near some other strategic areas where needed (e.g. near canteen/eating areas, play areas). ➢ Boarding schools: at least 1 functional and easily accessible shower per 70 boys and per 70 girls. ➢ At least some teachers teach hygiene aspects to students sometimes or regularly. ➢ At least most teachers and principal(s) demonstrate appropriate hygiene behaviours themselves. ➢ Cleaning of toilets, classrooms and if applicable, kitchens, dormitories, teacher gathering rooms and other spaces in the school is at least mostly done on a sufficiently regular basis. ➢ Cleaning of the school compound and other school parts (waste collection, burning waste, cleaning gutters, grass cutting, cleaning drains, etc.) are at least usually done on a sufficiently regular basis. ➢ The school compound has proper drainage for all waste water and excess rain water. ➢ Water and soap are at least usually available at the hand washing stations. ➢ Culturally appropriate anal cleansing materials are at least mostly available to the students.	➢ Hand washing with water and soap is (almost) always done at critical times by students and teachers. ➢ Supervised hand washing is (almost) always practised daily. ➢ There is at least 1 functional and easily accessible individual hand wash facility (e.g., a tap) with soap per 50 pupils, or 1 functional and easily accessible group hand wash facility with soap per 100 pupils for one shift, all in or near the toilets for boys and girls, suitable for the ages they serve, all with proper drainage. ➢ There are individual handwashing facilities with soap in all other strategic areas where needed (e.g. near canteen/eating areas, play areas). ➢ Boarding schools: at least 1 functional and easily accessible shower per 40 for boys and per 40 girls ➢ Boarding schools have a student to laundry facility ratio of 1:50. ➢ Several teachers regularly educate key hygiene aspects to students. ➢ (Almost) all of the teachers and principal(s) demonstrate appropriate hygiene behaviours themselves. ➢ Cleaning of toilets, classrooms and if applicable, kitchens, dormitories, teacher gathering rooms and other spaces in the school is (almost) always done on a sufficiently regular basis. ➢ Cleaning of the school compound and other parts (waste collection, burning waste, cleaning gutters, grass cutting, cleaning drains, etc.) are (almost) always done on a sufficiently regular basis. ➢ The school compound has proper drainage for all waste water and excess rain water. ➢ Water and soap are (almost) always available at all hand washing stations. ➢ Culturally appropriate anal cleansing materials are (almost) always available to the students.
Menstrual Hygiene Manage-ment	➢ No menstrual hygiene support program	In schools where there are girls with a menstruation cycle: ➢ There are changing rooms or toilet cubicles but there are not enough of them and/or they are not very suitable for MHM. ➢ Teachers at least sometimes teach about MHM as part of their syllabus. ➢ One or more teachers try to assist and advice girls with menstruation issues. ➢ Water is at least sometimes available in the changing room(s) for changing and cleaning (if per bucket, the water source or tap where it is filled is nearby).	In schools where there are girls with a menstruation cycle: ➢ There are enough changing rooms or toilet cubicles that are spacious enough for changing clothes, including wall or door hooks to hang up clothes with sufficient space, privacy, private access, and adequate and discrete drainage. ➢ There are sufficient covered dust bins for disposing used menstrual materials at proper locations (at least also in each changing room and/or girls toilet cubicle) with sufficient privacy. ➢ There is a changing room or toilet cubicle suitable for managing menstruation by handicapped girls. ➢ All bins with menstrual waste are regularly emptied and the waste is safely processed (e.g. burnt). ➢ Water is at least mostly available in the changing room(s) and/or in or nearby girl's toilet cubicles for changing and cleaning (if per bucket, the water source or tap where it is filled is nearby). ➢ Soap is at least mostly available in the changing room(s) and/or in or nearby the girl's toilet cubicles. ➢ Menstrual hygiene materials are at least available when highly needed, especially when a girls' menstruation starts. ➢ Teachers teach about MHM as part of their syllabus. ➢ At least one female teacher or other staff person trusted by the girls (e.g., the nurse) assists and advices girls with MHM issues	In schools where there are girls with a menstruation cycle: ➢ There are enough changing rooms or toilet cubicles that are spacious enough for changing clothes, including wall or door hooks to hang up clothes with sufficient space, privacy, private access, and adequate and discrete drainage. ➢ There are sufficient covered dust bins for disposing used menstrual materials at proper locations (at least also in each changing room) with sufficient privacy. ➢ There is a changing room or toilet cubicle suitable for managing menstruation by handicapped girls. ➢ All bins with menstrual waste are regularly emptied and the waste is safely processed (e.g. burnt). ➢ Water is (almost) always available in the changing room(s) and/or in or nearby girl's toilet cubicles for changing and cleaning (if per bucket, the water source or tap where it is nearby). ➢ Soap is (almost) always available in the changing room(s) and/or in or nearby the girl's toilet cubicles. ➢ Menstrual hygiene materials are (almost) always available. ➢ Teachers teach about MHM as part of their syllabus. ➢ At least one female teacher or other staff person trusted by the girls (e.g., the nurse) assists and advices girls with MHM issues ➢ At least sometimes there is extra-curricular MHM teaching or awareness raising.

The standards and criteria of the three-star approach can be processed by the lead consultant of this assignment into an audit survey for WinS. This has been done for the Solomon Islands in mWater and AKVO software, with dashboards automatically structuring the data in user friendly graphs, tables and maps covering all aspects of importance and enabling a proper analysis of the WinS situation for all the three-star categories and for different levels of detail and geographical coverage (see as an example, some draft results of mWater on the next page). Also in other countries, such audit surveys have been developed and implemented, including dash boards in different software packages.

Table 45 Example graphs and a map of WinS aspects





The reference to JMP in the headers of the graphs, only serves to clarify the ladder construction of the graphs. The actual categories (safe, basic, limited and unimproved) consist of the standards and criteria per each subject as covered in the three star approach for the Solomon Islands, hence comprising far more indicators than what is covered by the actual JMP ladders. The system provides many more overviews and has the capacity to each time zoom in on the details per school, group of schools, year, group of years, indicator, group of indicators, etc.

Annex 12 Approval by the Ethics Review Board

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HML Ethics Review Board

Research Ethics Review Document

Review of UNICEF Research Project Materials for the Protection of Human Subjects

v.2024

This document serves to meet UNICEF ethical standards in research and is the official record of an ethics review. It is designed to ensure effective processes and accountability for ethical oversight and to ensure the protection of, and respect for, child and adult rights within all research, evaluation, and data collection processes undertaken or commissioned by UNICEF. It conforms with the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis; Document Number: CF/PD/DRP/2015-001; Effective Date: 01 April 2015, Issued by Director, Division of Data, Research and Policy.

The Purpose of Research Ethics Review

The purpose of an Ethics Review Board (ERB) or Institutional Review Board (IRB) is the protection of human research subjects' rights. These rights include *Respect* for individuals to make free decisions, *Justice or equity* regarding distribution of the burdens and benefits of research, and *Beneficence* or the obligation to do good and avoid harm.

ERBs review research protocols that involve the collection and analysis of data from human subjects to ensure that ethical standards are upheld. This is to protect the rights and welfare of subjects and to ensure that:

- subjects know the purpose of the study and are not placed at undue risk;
- participation is voluntary and confidential;
- subjects are provided and agree to informed consent prior to their participation;
- relevant protocols are in place to assure subjects' protection and safety, and;
- data collection and analysis does not result in violation of privacy or discrimination.

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Research Ethics Approval

23 November 2024

Tom de Veer, MSc.
Foundation Connect International
Professor van der Scheerlaan 14
1901 KP Castricum, The Netherlands

RE: Ethics Review Board findings for: *Development of WASH Facilities and Services in Schools in Abkhazia, Georgia (2022 – 2025)* (HML IRB Review 996GEOR24)

Dear Tom de Veer,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board (IRB) on 13 – 23 November 2024. This study's human subjects' protection protocols, as stated in the materials submitted, received **ethics review approval.**

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to:

- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks, consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,



D. Michael Anderson, Ph.D., MPH
Chair & Human Subjects Protections Director, HML IRB

cc: Giorgi Kalakashvili, Amy Clancy, Olivier Thonet, Penelope Lantz, JD

Health Media Lab, Inc.
1101 Connecticut Avenue, NW Suite 450
Washington, DC 20036 USA
+1.202.246.8504
unicef@hmlirb.com www.hmlirb.com

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