Learning and innovating: sustainable WASH services in schools and surrounding communities **Kenya, Uganda** and **Tanzania**

WASH & Learn: a partnership beyond boundaries

The WASH & Learn Programme is an ongoing three-year WASH in Schools programme being implemented by Simavi and six local partners: CABDA in Kenya, UFUNDIKO and TDFT in Tanzania and JESE, HEWASA, and EMESCO in Uganda (see figure 1). The key objectives of the programme are: providing access to WASH service in schools and communities; ensuring sustainability of the WASH service; and facilitate learning and innovation with the local partners. The programme is funded by Walking for Water 2016-2018, Rotary district 1570, Aqua for All and Waterloo Foundation.

The programme has an integrated WASH approach working on water supply, sanitation and hygiene behaviour improvements in which both schools and surrounding communities are targeted. The programme is working on the demand site with communities, on creating a positive enabling environment with all stakeholders and ensure that people use the WASH services properly. The local context and the current capacities and experiences of our local partners are taken as starting point from which specific country and partner approaches are developed.

Learning and knowledge sharing

At the heart of the WASH & Learn Programme is learning and knowledge sharing which is used to monitor what partners are doing, improving the application of the sustainability tools and approaches as well as identifying novel ways of programme implementation that will yield sustainability. Learning and knowledge sharing in the WASH & Learn programme is undertaken at planning, knowledge sharing and evaluation level by partners as well as at an interpersonal level among the partner organizations.

The learning focus within the programme is based on the following five learning themes:

1. Cost Recovery Planning, bringing WASH investment stakeholders into an agreement based on the FIETS sustainability principles.
2. Risks assessment and mitigation, for pre-project execution, mid-project operation and post project management to increase sustainability.
3. Menstrual hygiene management, to ensure girls well-being (performance, health, acceptability) in schools, proper menstrual waste management, menstrual hygiene and better facility usage during menstrual periods.
4. School Health clubs, to encourage other students and teachers within the school to apply appropriate WASH behaviour.
5. Water as a business, which focuses on new ways of managing water supply systems by the local partners, besides the traditional community management model.

This paper presents the learnings on theme 1. Cost Recovery Planning and theme 2. Risk Assessment and Mitigation and presents two related tools. Learning themes 3, 4 and 5 will be presented in two different papers.

CRP	Cost Recovery Planning
CABDA	Community Assets Building Development Action
EMESCO	EMESCO Development Foundation
FIETS	Financial Institutional Environmental Technological Social
JESE	Joint Effort to Save the Environment
HEWASA	Health through Water and Sanitation
O&M	Operation and Maintenance
PTA	Parents Teacher Association
RA/M	Risk Assessment and Mitigation
SACCO	Savings Credit Cooperative Organisation
SMC	School Management Committee
TDFT	Tabora Development Foundation Trust
UFUNDIKO	Kongwa Technical Development Association
WASH	Water Sanitation and Hygiene

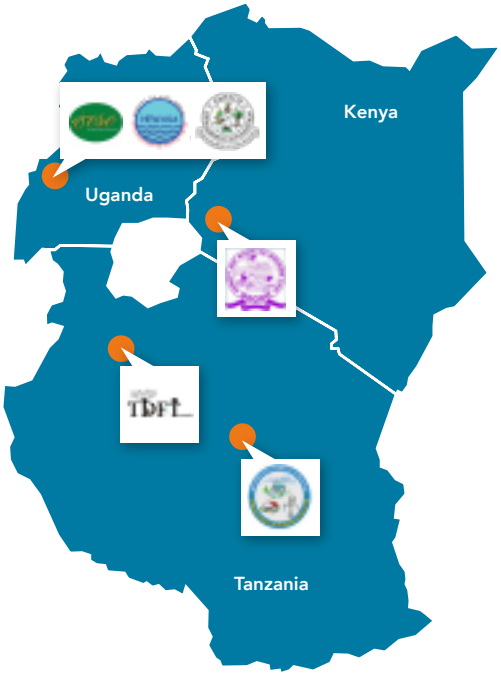


Figure 1. *Map region and organisations involved.*

1 | The FIETS sustainability principles

The WASH & Learn Programme utilizes sustainability tools to ensure that the programme interventions have a lasting outcome. The core approach is the FIETS sustainability principles in which partners employ Financial, Institutional, Environmental, Technological and Social (FIETS) sustainability parameters when implementing both the software (this entails behavioural change support) and hardware (this entails technical support) components.

This is done by aligning the WASH programme interventions according to the FIETS sustainability principles:

+ **Financial Sustainability** is earmarked by identifying local revenue streams based on local funding opportunities. Proceeds such as savings and loans association, collection of WASH funds and WASH business models are identified/set up.
+ **Institutional Sustainability** is recognised and augmented with inclusion of existing policies, bylaws, local government and local operation structures such as the PTA and SMC in schools and the Water Management Committees in the communities. Alliances with local government, community/culture leaders as well as ongoing local government programs are made to achieve a self-sustaining mechanism of managing the WASH investments as well as utilisation of the knowledge resources.
+ **Environmental Sustainability** is harnessed with regard for the existing natural environment and inculcation of best practices to enhance or maintain it. Consideration entailing good natural environment management practices and activities that support WASH are promoted.
+ **Technological Sustainability** with consideration of available and affordable quality WASH is prescribed. Quality technology access and suitability, form the standard of operation and maintenance. The technologies used in the programme are adapted to the local context/environment.
+ **Social Sustainability** looking at the WASH programmes responsiveness to local demand is planned with consideration of inclusion systems for the vulnerable and minority population. Additionally, aspect of social cultural concerns and how they influence sustainability of project interventions are considered.

The FIETS sustainability principles are used as discussion points and form the basis in the application of the following tools:

I. Risk Assessment and Mitigation tool
II. Cost Recovery Planning tool

These tools are attached as annex I and II.

2 | The process

Risk Assessment and Mitigation Tool

The Risk Assessment and Mitigation tool has been developed by Aqua for All for the WASH & Learn Programme. Risk Assessment and Mitigation in the WASH & Learn Programme runs throughout the project cycle; at the inception of the project, during the implementation and after the implementation. Partners conduct discussions on risk identification and mitigation measures with project stakeholders (persons or organisations with a stake in the WASH investment). This is specifically done with regards to risks that pose a threat to the sustainability of the WASH investment.

Cost Recovery Planning Tool

The Cost Recovery Planning Tool has been developed by Aqua for All for the Football for Water Programme (https://footballforwater.org/) and has been adapted by Simavi to fit in the WASH & Learn Programme. Cost Recovery Planning then comes in after the Risk Assessment is undertaken by the stakeholders. In this, the stakeholders apply the FIETS sustainability principles to the prospects of attaining financial, institutional, environmental, technological and social capital to maintain and sustain the WASH investment. Partners bring all stakeholders to brainstorm and form operation and maintenance norms. Additionally, income generating strategies like formation of savings and loans groups and encouraging market gardening, that ensure the WASH investment achieves maintenance for sustainability purposes, are discussed.

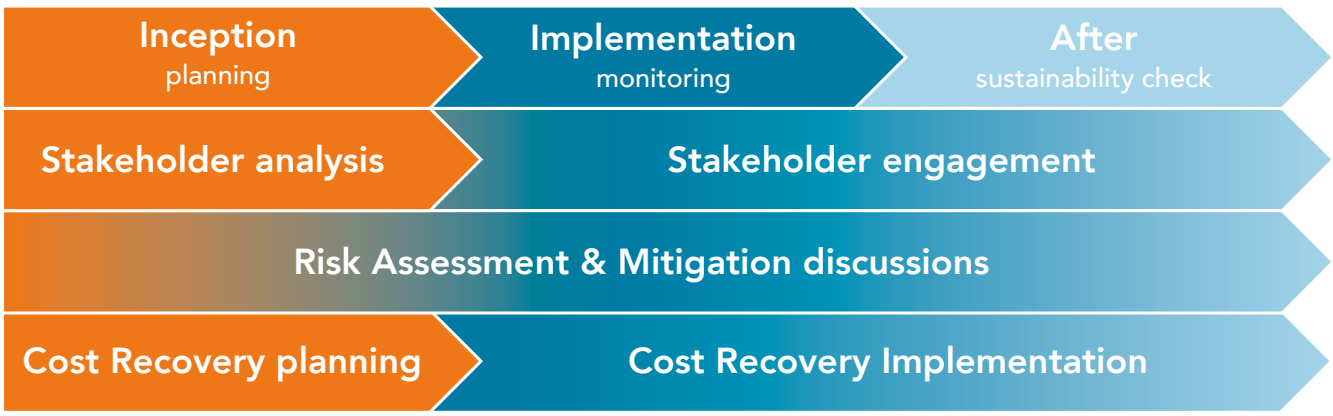


Figure 2. *the process and the tools.*

3 | What is done

The implementation of the FIETS sustainability principles integrated into a risk assessment and cost recovery approach is undertaken in the following way:

3.1 Stakeholder engagement using FIETS sustainability principles

Carrying out a stakeholder's analysis: This is done by the project implementers (NGO and the school or community) to identify which stakeholder is strategic in each aspect of the FIETS sustainability principles. Lead persons and institutions are identified that are directly or indirectly linked to the project in terms of their capacity related to financial, institutional, environmental, technological and social. After which the implementers also identify the most appropriate means of engaging the stakeholders and winning them over to actively engage in contributing to the project as well as sustaining it.

The identified stakeholders are engaged using the communication means identified. Essential and interested parties are met and involved in planning for the project. The engagement is tailored to meet their identified potential involvement according to the FIETS sustainability principles.

Case at Kisomoro Primary School in Bunyagabu District Uganda:

Kisomoro Primary School is one of the schools benefiting from the WASH & Learn programme supported by JESE. The school together with JESE was able to identify stakeholders who would contribute both in the construction of the WASH facilities and growing the WASH fund. Stakeholders including opinion leaders in the community, local government actors, politicians, parents, pupils and school management were identified. The mode of communication selected was a meeting where FIETS related ideas, needs and concerns where shared. In this regards fundraising meetings have been conducted where funds have been raised to contribute to the WASH fund.

Case at Kamunuiot Primary School in Kakamega Kenya:

Kamunuiot Primary School is one among the schools CABDA is implementing the WASH & Learn Programme. The school eager to undertake the WASH project particularly constructing the toilets and water tank, identified stakeholders (CABDA, the local leaders, water users committee and parents). The school then engaged the stakeholders in a planning meeting where risks, cost recovery and construction/maintenance strategies were discussed. Stakeholder engagements through meetings led to stakeholders making pledges in terms of their roles and contribution. Pledges have since been fulfilled in terms of material contributions (sand, bricks etc) and lobbying local government for support.

3.2 Reflecting on the Project Risks/Mitigation

The Risk Assessment and Mitigation tool is applied throughout the project cycle as noted below focusing on the FIETS sustainability principles. In order to get a complete identification of the risks, the risk assessment is done at different stages of the project cycle, as different type of risks occur at these stages that need to be planned for. Through using the tool, risks are identified, assessed and the probability of their occurrence as well as potential of them affecting the project is weighed. Solutions/mitigation methods are then discussed in line with the identified risks, their probable occurrence and effects.

3.2.1 Risk Assessment before project implementation

At the beginning the WASH & Learn Programme set out to ensure that partners conducted an internal risk assessment specific to the areas they were going to implement the programmes. By using the risk assessment table, as shown below (see table 1), they visualized the potential risks, analysed them, gauged their threat levels (low or high) and planned mitigation measures.

This was followed by a risk assessment conducted by the partner organisations jointly with the project stakeholders per WASH facility. In this assessment the stakeholders had the opportunity to share their fears and potential threats, that would affect the project's (both hardware and software) successful implementation. Stakeholders (the NGO and School or Community) gauged the magnitude of the risk (low or high) and its potential to occur and affect the project. Then consensus was built on probable mitigation measures.

The risk assessment and mitigation planning at the inception stage takes on a holistic assessment. Fact finding and analysis is done about what could affect the project implementation at the inception (input level), during the project phase (output level: construction and outcome level: utilization) and after the project (operation and maintenance).

Common risks identified among the schools in the WASH & Learn Programme include vandalism, lack of operation and maintenance funds, mismanagement of WASH facilities by pupils and public, lack of ready supply chain of spare parts and lack of toilet emptying services. These risks often indicate limited commitment on the part of the stakeholders in ensuring the sustainability of the project and once identified are best mitigated by the stakeholders who agree on rules to govern the management of the WASH facilities and maintenance strategies.

Figure 3. *Parents and teachers are discussing the risk assessment at Birembo Primary School in Uganda*

Table 1. Example of risk assessment/mitigation measure before project implementations

The table below is an example of how the risk assessment and mitigation tool is used by the stakeholders from Okatekok Primary School. The table serves as the guiding tool for the activity with some examples

About The School

Okatekok Primary School is a rural school located near Tangakona in Teso South Sub County, Busia County. The school has a population of 578 pupils (274 girls and 304 boys). The area around the school is generally dry and during the dry season, pupils are often forced to look for alternative sources of water around the school. The school has had a lot of head teacher transfers with knowledge on Risks Assessment and CRP. CABDA with the support of Simavi and Aqua for All have set up a borehole however, the yield of the borehole is not high to support the many plans the school had such as rearing fish at the school. It is against this background that the following Risk Assessment and Cost Recovery Plans have been made.

Type of risk	Description	Chance it will occur	Impact if it occurs	Mitigation Measure
				What should be done to avoid or mitigate the risk? By whom?
Financial	Delayed communal contribution			Opinion leaders and area leaders mobilize for financial support
	Inadequate contribution by the community towards the project			The management committee to meet with area leaders as well as liaise with village elders and visit households
Institutional	Mass head teacher transfers			Ensure that the new head teachers are updated on project activities as well as CRP and R/A
Environmental	Low water yields			Provided water to two main lines with prepaid water kiosk
	Murram that made it hard for excavation of pits for the pit latrine			Manpower was increased by the community during the excavation
Technical	Delayed borehole development			Liaised/ followed up with contractor to ensure job is completed in the right time and quality
Social	Political tensions during the election period			Temporarily stopped activities awaiting the end of electioneering period
Force Majeure				

High Medium Low

3.2.2 Risk assessment during project implementation

During the project implementation process risk assessments are regularly conducted per term by the lead stakeholders (school/community and NGO/Local government), by reviewing the existing risk assessment table. It is part of the monitoring process where potential threats to the project completion are identified and mitigated or solved by them.

Case of Water Source at Ngutoto Village in Dodoma Tanzania:

UFUNDIKO and the COWSO in Dodom having identified the potential of the community members manipulating the mode of water access. That a coin could be faked and this would lead to water theft. STICLAB was contacted and a coin detecting machine was put in place to evaluate the currency being put into the water vending machine. It was also noted that there was a risk of embezzling the money paid into the vending machine STICLAB incorporated a monitoring platform in the vending machine which gives regular notice of how much is paid as people fetch.

Case of Kizigo Primary School in Tabora Tanzania:

After progressively initiating the WASH & Learn Programme WASH projects (constructing toilets and a water tank), the stakeholders (TDFT, School Management, Teachers and Parents) in Kizigo Primary School have sought support from the Chinese road construction company which helped them buy a wire to boost their capacity to pump water into the school tank. The school also has put up projects including a poultry project they estimate should be able to bring in an income of 900,000Tshs monthly as well as a tree seedling project (selling each seedling at 1,000Tshs) to bring in 1,000,000Tshs. Once realised these funds are to be channelled into operation and maintenance, The school currently hires two security guards to prevent vandalism.

Figure 4. *collapsed latrine at St. John's Nsongya Primary School in Uganda and collapsing soils in Kinoni Primary School in Uganda*

3.2.3 Risk assessment after project implementation

This intervention is undertaken by the key stakeholders (school, users, NGO, Local government) with the school management taking lead after the project implementation. A sustainability check is made periodically weighing out the threats and risks (low and high) while prescribing solutions and mitigation procedures as well as creating pathways for continued project progress.

Case of Prepaid Water Source at Kibasi Kabarole District Uganda:

JESE in collaboration with PRACTICA set up a water source that would meet the needs of the community in Kibasi village. The water point provided safe water for a while with people willing to pay 100 UGX for 20 litres. Then National Water and Sewerage Corporation introduced its tap stands where people paid 100 UGX for more than 20 litres. The water as a business initiative lost its customers and though it was initially a vibrant project meeting its goals of giving people access to safe water, it reached seemed destined to fail. A risk assessment was conducted and the lead stakeholders (the water user committee, entrepreneur, JESE, PRACTICA (Is this a name of an org?) and community leaders) identified the risk of the continued sale of 20 litres for 100 UGX when they had a competitor with a better offer. They agreed to increase the litres of water to 22 and sold at 50 UGX. This revived the ebbing project.

3.3 Reviewing the Cost Structure in the Cost Recovery Plan

Cost recovery planning is a process stakeholders undertake to analyse operation and maintenance costs of a WASH investment as well as potential incomes to meet those costs. When applied by the stakeholders the cost recovery planning tool helps them identify the costs and revenue from a WASH investment as well as maintaining and sustaining it and the gap between the two. Often the government funding that schools receive is not enough to cover all the expenses incurred. The tool also looks at the required activities/actions to implement, maintain and sustain the investment levels.

Stakeholders at the cost recovery planning level discuss the cost implications of the WASH project (facilities) examining and drawing consensus on the following:

1. Burden cost: The burden cost is a preliminary discussion based on the scarcity of the resource to be invested in for example safe water access; and it is placed on the cost of accessing that service. The burden is also costed on the expense incurred on mitigating the problems that arise as a result of the scarcity for example treating water borne diseases and purchase of water at a high cost from vendors. This cost inspires critical thought on the part of stakeholders, triggering them to value the scarce resource and encourage them to participate in establishing a solution as well as sustaining it. Sharing the burden cost lays the ground for sharing the investment cost and how best all the beneficiaries can have a stake in it. It is at this point that the beneficiary is converted into a stakeholder able to contribute in terms of finances, lobbying and even participate in a cost recovery activity.
2. Investment cost: The investment cost which is the initial expense channelled into setting up the facilities is discussed. The amount channelled into the project is documented. All stakeholders are brought into the conversation of the expenses to be incurred. The bill of quantities are shared. Suggestions are entertained for better bid services including stakeholder's contributions (finances, materials and labour) in making the project (WASH facilities) a reality.
3. Risk cost: The risk cost which points out the potential threat to the projects implementation is also talked about. Stakeholders calculate the risk cost based on what expenses would emerge in case things went wrong at the inception of the project, during the project and after the project. For instance, the cost that would arise from the purchase of poor quality construction materials or poor workmanship during construction. The risk cost looks at the sum of expected and unexpected events that facilities may incur.
4. Operation & Maintenance cost: These are costs incurred to keep the facility in good working condition. The operation and maintenance costs are discussed with reference to the expiry dates on some of the technology devices used as well as inn consideration of how the WASH facilities are to be utilized. For instance, toilets need hygiene appliances for cleaning as well as anal cleansing; tanks need to be cleaned; water source pumps need to be lubricated and latrines emptied. The timeframe and cost is therefore made a point of discussion; and estimates are made. Repair estimates were also made.
5. Repair costs: These entail expenses are to be met when the facilities break down. Stakeholders discuss what it would cost to replace a particular part or renovate a facility. Then incorporate it in their operation and maintenance plan.

3.3.1 Revenue streams

After discussing the different types of expenses and drawing consensus on the need to act collectively as well as each stakeholder's potential advantage in contributing. Stakeholders are guided into identifying revenue streams that would grow the WASH fund in order to meet the identified costs. The search for revenue inflow is positioned first at the stakeholder and then the prospective partners. This leads stakeholders to developing a plan for income generation as well as predict the probable profits; yielding to a business plan. It is noted that though schools often have certain income flows, these are often not enough to even meet the O&M costs for the WASH facilities. The Cost Recovery tool helps to identify the gap between projected costs for the WASH facilities and the income flows already available. Where there is a gap, a plan for income generating activities need to be planned.

Case of revenue streams in schools

Stakeholder engagements at Kisomoro Primary School yielded to 6,030,000 UGX; contributed by opinion leaders, local leaders and parents through fundraising as well as pupils gardening project, in 2017.

Stakeholder engagements organized by the school management, teachers, parents and community members at Kyamujundo Primary School in Kakumiro District Uganda; with the support of EMESCO led to the generation of loans and savings worth 12,000,000 UGX and the money got from fines (168,000 UGX) was allocated to the WASH fund in 2018.

3.3.2. Business plan

A business plan contains the road map of how the cost recovery projects will be run and how the income generating initiatives are to be utilized to further enrich the sustainability process. A work plan is made indicating the activities to be undertaken, investments made, income to be generated (cost of products) and anticipated profits on a peak and low point as well as short and long term estimates. This guides the stakeholders to know how to grow the WASH fund and also plan to employ it when the need for investing and expenditure arises.

3.3.3. Administering the Cost Recovery Tool at School Level

The tool is administered at school level at the inception stage as a measure of stock taking the current status of the school in terms of pupil and teacher population, WASH infrastructure and opportunities for cost recovery projects. Table 2 and 3 below demonstrate how the tool aids the school to plan and solve operation and maintenance challenges.

Figure 5: Pupils showing crafts to sell as income generating activity at Kyamunjundo Primary School (Kakumiro District, Uganda)

Table 2. Cost Recovery Plan example (Based on Birembo Primary School Plan, Uganda)

Name of School	Birembo Primary School
Name of Head Teacher	Mugisa Christopher
Name of Sanitation Teachers	Besigirwoha Sophan Rose Mary Mbabazi
Name of Senior Teachers	
Number of Pupils	492

Operation and Maintenance Expenses per term Except the Toilet Emptying

#	Items	Qty	Unit Cost (in UGX)	Amount (in UGX)
1.	Soap for changing rooms	1 box	48,000	48,000
2.	Toilet paper	20	12,000	240,000
3.	Menstrual pads	100	4,000	400,000
4.	Water Treatment/Chlorine			150,000
5.	Cleaning materials for latrines and classrooms			120,000
6.	Tap replacement	2	30,000	60,000
7.	Water tank cleaning			50,000
8.	Farm tools			130,000
9.	Toilet emptying			600,000
			Total	1,780,000 UGX

Cost Recovery Project Income estimates

#	Items	Qty	Unit Cost (in UGX)	Amount
1.	Banana sales	50 bunches	10,000	500,000
2.	Cassava	5 sacks	20,000	100,000
3.	Small Mats	7	5,000	35,000
4.	Big Mats	7	10,000	70,000
5.	Hoe Handles	30	2,000	50,000
6.	Brooms	100	500	50,000
7.	Baskets	30	2,000	50,000
8.	Parents WASH contribution	492	2,000	984,000
			Total	1,839,000 UGX

Table 3. Cost Recovery Plan for Kamunuoit primary school/ chombo cha crp cha Kamunuoit primary school

Cost Recovery Plan		
English	**Swahili**	**Amount (in Kenya Shillings, Kshs)**
Costs of maintaining facilities at the school	Gharama ya Kudumisha vifaa	
Replacement of full sanitation block Door replacement Detergent Minor repairs at tap points Repair of floor/holes Emptying pits	Kubadilishwa kwa jengo la choo Kubadilisha milango Sabuni Marekebisho madogo kwa mifereji Marekebisho ya sakafu n.k Huduma za kutoa uchafu kwa vyoo vilivyojaa	-15,000 kshs -4000 kshs -1,500 kshs -1,800 kshs - 3,000 kshs - 5,000 kshs
Soap	Sabuni	1,800 kshs
	Total	**30,300 Kshs**

Cost Recovery Income		
Government budget designated for WASH- 20 Kshs per year per pupil	Bajeti ya serikali iliyochaguliwa kwa maji usafi wa mazingira , na usafi	6,156 Kshs
Water User Group Contribution	Michango ya Vikundi vya Utumizi wa Maji	10% of group savings
Maize	Mahindi	6,000 Kshs
Tree seedlings	Kupanda miche	5,000 Kshs
Water sales from pipe (3 shs per jerrycan)	Kuuza maji kwa bomba	7,920 Kshs
Vegetable garden	Bustani ya mboga	3,000 Kshs
	Total	**28,076 Kshs**

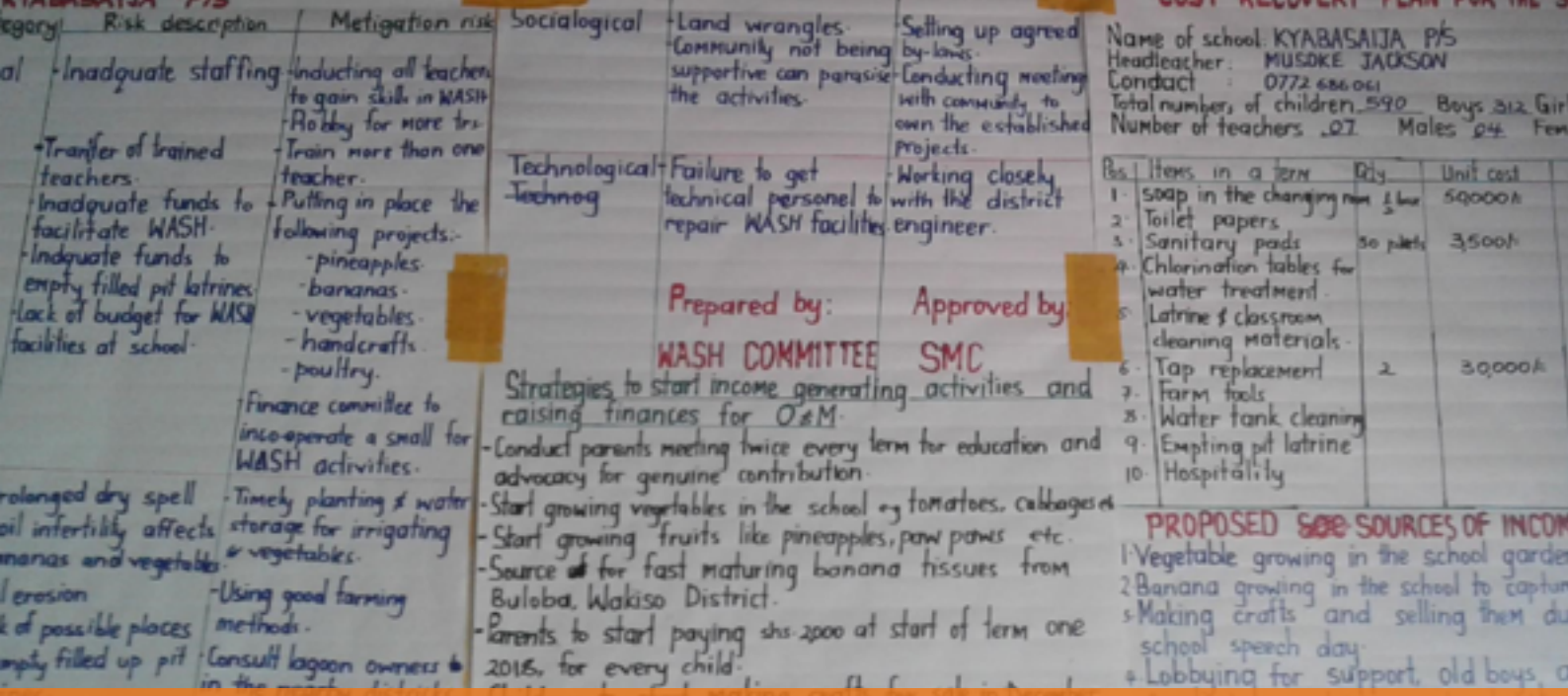
4 | Outreach of the Sustainability tools

JESE and HEWASA both shared the Risk Assessment and Mitigation as well as the Cost Recovery Planning Tools with Bundibugyo District Local government during the local government planning meeting in 2017 in Uganda. The local government considered the tools and earmarked them as significant contributions to sustaining WASH facilities in schools. EMESCO also shared the tools with Kakumiro District Local government in 2017 and successfully persuaded the district education office not to transfer Head Teachers and teachers involved in the programme until interventions were firmly established in the schools.

During the Uganda Water and Environment Week the Knowledge Sharing and Learning Officer made a presentation on the Risk Assessment and Mitigation as well as the Cost Recovery Planning Tools drawing the interest of the Ministry of Water and Environment, Uganda Water and Sanitation NGO Network and other sector players who noted the tools would contribute to solving WASH sustainability challenges in schools. It is in this regard that the presentation won an award.

During the 41st WEDC International Conference, transformation towards sustainable and resilient WASH services, a presentation on the Risk Assessment and Mitigation as well as the Cost Recovery Planning Tools also had participants in the water sector looking into the possibility of applying the tools. The tools where appreciated and there was interest to have them scaled up.

During the programme HEWASA extended the application of the tools to four more schools (Blessing Nursery and Primary School, Kakinga Model School, New Hope Nursery and Primary School and Royal Education Centre) to help them plan for the operation and management of WASH facilities within the schools. JESE also extended the application of the tools to other schools.



5 | Learnings

The application of sustainability tools; that is the Risk Assessment and Mitigation Tool and the Cost Recovery Tool, create an enabling environment for sustaining WASH facilities as well as ensures the generation of operation and maintenance funds The tools engage beneficiaries in planning for the sustenance of the WASH facilities (tanks, boreholes, toilets) leading them to establish potential threats and solutions, required operation and maintenance initiatives and pathways to generate income for the purchase of the O&M requirements.

The WASH & Learn programme partners identified the follow specific learnings from the programme steps, approach and methods used related to the two specific tools, and additionally the programme also yielded interesting learnings on how to ensure proper management of funds for WASH:

1. **Risk assessment and mitigation:**
   - Analysing the risks before an intervention gives room for preventing the risks.
   - Reviewing risks during an intervention creates the opportunity to manage the risk.
   - Assessing risks enables stakeholders to plan better for WASH investments.

2. **Cost recovery planning:**
   - Cost recovery planning builds consensus among stakeholders allowing them to plan together and plan better.
   - Cost recovery planning creates a pathway for WASH facilities sustainability by guiding interested parties to make preparation for income generation with a clear forecast of what is needed for operation and maintenance.

3. **Management of funds for WASH:**
   - *WASH Vote:* Having a WASH fund vote separate from other funds. Specifically targeting the sustainability of the WASH facilities is important. This protects the funds from being mismanaged or channelled to other ventures.
   - *Clear Income pathways and Expenditure plans:* The income from different cost recovery projects should be clearly recorded and short as well as long term expenditures. The short term entail purchase of hygiene items such as anal cleansing materials, soap and brooms. Long term expenses are in line with the operation and maintenance calculated costs for repairs and replacements.
   - *Growing the WASH Fund:* The WASH fund is not static, but should be reinvested into initiatives that increase the money including other WASH related projects such as making soap and reusable pad for commercial purposes, constructing more water sources, among others.

- *Records:* Record-keeping becomes central to the facilities sustainability process. Records should be kept on the purchases made, equipment/products in stores, meeting resolutions, inventories of stakeholders with interest in the project as well as information on financial contributions, maintenance and monitoring data. This eases the process for accountability, transparency, networking, tracking expenditures as well as project inputs.
- *Documenting FIETS plans:* Additionally, as part of the record keeping for tracking progress, stakeholders are guided into documenting FIETS plans to direct their interventions, Risk Assessment and Mitigation plans to ready themselves of any eventualities and Cost Recovery Plans to enable them set up effective income generating strategies as well as have clear WASH intervention targets.
- *Consensus building:* Creating a buy in for stakeholders is not a one-off venture. It should be done constantly and consistently allowing beneficiaries to have a stake in planning for the facilities as well as contributing towards their maintenance and sustainability. This is to be carried out interpersonally by lead stakeholders as well as in conducting stakeholder engagement meetings and events.
- *Activities:* Strategic income generating activities remain at the heart of cost recovery. Stakeholders (e.g. school management, pupils, teachers, parents) agree on what is within their means to do that should generate income, and also make a market survey to ensure market availability. At this level risk assessment is also undertaken.
- *Transparency:* All stakeholders should be informed regularly of developments undertaken in ensuring the success of the project including monitoring reports, risks assessed, mitigation measures put in place including by laws and WASH funds collected as well as allocated. This creates rapport allowing for ongoing discussion as well as accountability and stakeholder buy in/ willingness to participate.

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Partners of the **WASH & Learn Programme**

JESE is an indigenous non-government, service-providing organization registered as a company by guarantee. Since its establishment in 1993, JESE, through her work in improved Agriculture Production and Natural Resources Management and long term development, has greatly contributed to improved livelihoods of target beneficiaries and provided opportunities for a better life especially for the rural poor households and communities. For more information visit www.jese.org/

HEWASA (Health through Water and Sanitation) Programme is one of the major social services and economic development programmes of the Catholic Diocese of Fort Portal. For over 20 years now, HEWASA has implemented a number of integrated community and school Water Sanitation and Hygiene and nutrition projects that include; WASH infrastructure development that covers boreholes, protected springs, shallow wells, rain water harvesting tanks, gravity flow schemes, school latrines, and washrooms and Menstrual Health among others.

CABDA (Community Asset Building and Development Asset) (Community Asset Building and Development Asset) is a non-profit making organization that transforms the lives of majority rural poor from communities that are disadvantaged and marginalized in Western and Nyanza regions in Kenya through strong and committed leadership with community service at heart. It began on a Christian foundation way back in 2005 through one-person initiative but currently has 19 staff and over 1,000 community volunteers in rural communities all over Kakamega, Busia, Vihiga counties and parts of Nyanza region. To achieve its goals, CABDA is pegged on the following pillars; Water Sanitation and Hygiene (WASH), Orphans Vulnerable Children and Caregivers support (OVCs), community empowerment through Self-Help Group Approach (SHG) and Community Development Project (CDP), Health promotion through Global Fund Malaria Project. For more information, visit www.cabdakenya.org.

UFUNDIKO is Swahili abbreviation which means Ufundi na Uhandisi Kongwa which means in English Kongwa Technical Development Association. The organization registered on 5th April, 2005 under Non-Government Organization Act, 2002 to work in Tanzania mainland. Currently UFUNDIKO implement its development programmes in Dodoma region. The core functions of UFUNDIKO are Water supply, Hygiene sanitation, Nutrition, Environment and Natural Resources Conservation and Community capacity development. Cross cutting issues such as HIV/AIDS, Gender, and Good Governance are also considered in all UFUNDIKO development programmes.

TDFT Tabora Development Foundation Trust (TDFT) is a non-profit organization dedicated to improving standard of living of rural population in Tanzania. The Organization has four main programs, which are as follows; Health improvement – Water, Sanitation & Hygiene promotion & HIV/AIDS, Malaria, Food Security - Livestock Development & Agro-forestry Program, Child Rights – Elimination of child labour & support of most venerable children and Lobby & Advocacy Programs. For More Information, visit tdft.or.tz/.

EMESCO Development Foundation (EDF) is a reputable local pro-poor development organisation based and operational in Kibaale, Kakumiro and Kagadi Districts in Mid-Western Uganda. EDF is duly incorporated as a Company Limited By Guarantee and Not Having a Share Capital according to the laws of Uganda and for that matter it is a not-for-profit development organization. Emesco Development Foundation is very active and well experienced in implementing rural development programmes in three principal sectors namely; Sustainable Agriculture, Community Health and Water and Sanitation. For more information, contact https://emesco.org.ug/

Annex 1 | Risk Assessment and Mitigation Tool

Type of risk	Description	Chance it will occur	Impact if it occurs	Mitigation Measure What should be done to avoid or mitigate the risk? By whom?
Financial				
Institutional				
Environmental				
Technical				
Social				
Force Majeure				

High Medium Low

Swahili version of the Risk Assessment and Mitigation tool:

Tathimini ya mambo ya hatari, hatua zinazoweza kuchukuliwa

Kanuni	Hatari iliyokadiriwa	Uwezekano wa kutokea	Athari	Kukabiliana kipi kifanyike kupunguza/ kuzuia, nani ahusike
Kifedha				
Kitaasisi				
Kimazingira				
Kiufundi				
Kijamii				
Force Majeure				

Juu Kati Chini

Annex 2 | Cost Recovery Planning Tool

Name of School	
Name of Head Teacher	
Name of Sanitation Teachers	
Name of Senior Teachers	
Number of Pupils	

Operation and Maintenance Expenses per term				
#	Items	Qty	Unit Cost	Amount

Cost Recovery Project Income estimates				
#	Items	Qty	Unit Cost	Amount

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