

Urban Sanitation Research Initiative

RESEARCH CALL

Exploratory research on increasing the impact of school-based hygiene promotion programmes in Madagascar

25th June 2018

This research project, commissioned under WSUP's Urban Sanitation Research Initiative with funding from Dubai Cares, will use a formative research approach to explore barriers and opportunities for improved school WASH in Madagascar. The over-arching aim of this research is to contribute to the evidence base required to improve and expand Madagascar's existing WASH Friendly Schools programme (Ecoles Amies de WASH). The research should aim to identify a feasible adjustment to the current programme model, which generates a sustained increase (by comparison with the existing model as currently applied) in the prevalence of key hygiene behaviours, among schoolchildren exposed to the programme and among members of their households. This will involve a) literature review and formative research to identify one or two adjustments to the current model, which can plausibly be expected to achieve better outcomes; and b) rigorous comparative evaluation of outcomes achieved in implementation of the existing model and adjusted models. Implementation will be funded and managed by WSUP. We expect the evaluation to be absolutely rigorous: in phase (a), the researchers should identify candidate improvements, but in phase (b) absolute rigour should be applied, and it is not in any sense a requirement of this research that the candidate improvements are shown to be "better". The research may be led by a Madagascan or non-Madagascan organisation, but in either case this work will require strong Madagascan involvement in research design and delivery: "fly-in-fly-out" models are unlikely to work. Some deliverables will need to be in French, some in English; internal communications with WSUP may be in French or English, as preferred by the successful bidder. More detailed guidance is given in the main text of this call.

Maximum budget under this Call: GBP 65,000

Bids due: Before Madagascar 1700 hours on Monday 23rd July 2018

1 About Water & Sanitation for the Urban Poor (WSUP)

Water & Sanitation for the Urban Poor (WSUP) is a not-for-profit company that helps transform cities to benefit the millions who lack access to water and sanitation. We were created in 2005 as a response to the unprecedented urban explosion that has left cities unable to provide basic services, such as access to a toilet or drinking water, to low-income communities. We are based in the UK with offices in six countries in sub-Saharan Africa and Asia. Since inception we have helped over 10 million people access better water and sanitation services.

WSUP has grown rapidly to a £10-12m organisation and has plans for greater expansion over the next few years. The organisation is now at a pivotal stage in its growth. In the business plan period 2016-2020, WSUP's ambition is to raise £65 million (an annual turnover of up to £18-20 million in FY2019-20), but more importantly to be recognised as a key player in the water and sanitation section sector globally. It presently operates six well-developed, respected country programmes in Africa and Asia to strengthen public and private sector service providers to improve the delivery of affordable services to low-income consumers. WSUP has recently expanded its portfolio of operations to include the building and strengthening of private sector provision in urban water and sanitation services and the sale of consulting services on all aspects of low income urban WASH (Water, Sanitation and Hygiene) to disseminate learning and increase impact. All of these operations are supported by research, communications, funding and finance and resources teams. For more information about WSUP's vision and approach, see www.wsup.com

The WSUP Madagascar programme commenced in Tana with scoping studies in 2006, with implementation beginning in late 2007. The Tana programme (termed Rano Soa sy Fidiovana) has gradually expanded in scope and coverage. New programmes are being developed in the coastal cities of Mahajanga and Toliara. A key element of the WSUP Madagascar programme has been to support the establishment of 'WASH-friendly institutions' as a vehicle to promote behaviour change and improve access to WASH facilities in schools, health centres and other institutions.

2 About the Urban Sanitation Research Initiative

This research is being commissioned under the WSUP-led **Urban Sanitation Research Initiative** (www.wsup.com/research). The Urban Sanitation Research Initiative is a 2016–2020 programme currently focused in Bangladesh, Ghana and Kenya, with additional work in other countries including Madagascar. The primary aim of this initiative is to deliver research that builds national evidence bases around pro-poor urban sanitation, and that drives policy change and wider sector change in the three focus countries. The initiative is managed by Water & Sanitation for the Urban Poor (WSUP) and core-funded by UK aid from the UK government; the funding for the present project is from Dubai Cares.

The Urban Sanitation Research Initiative focuses on five broad areas: **1)** sanitation businesses and market development; **2)** institutional frameworks and capacity; **3)** sanitation models, user behaviour, and user experience; **4)** public finance and sanitation planning; and **5)** regulation and smart enforcement. This Call is in Areas 2 and 3, though is also relevant to the other areas. For more information about the vision and aims of the Urban Sanitation Research Initiative, and for information about other Calls, see www.wsup.com/research

2.1 Sector influence aim

All research under the Urban Sanitation Research Initiative is designed to drive real sector change in focus countries and internationally. The primary sector influence aims of the present research are to

generate evidence that can support the relevant public authorities (including, but not limited to, the Ministère de l'Éducation Nationale [MEN] and the relevant Directions Régionales de l'Éducation Nationale [DRENS]) to improve and scale up solutions to the school WASH challenge.

3 Work required under this contract

3.1 Background

3.1.1 School WASH in Madagascar

With 70.7% of its people living in extreme poverty,¹ Madagascar ranks 158 out of 188 countries worldwide on the Human Development Index (HDI)² and is one of the poorest countries in the world. This is reflected in access to water and sanitation, with about 52% access to an improved water source and 12% access to improved sanitation facilities.³ The consequence of poor WASH is dramatic: diarrheal diseases are the second cause of child mortality, with 51% of the under-five children affected.⁴ Urbanisation remains a growing challenge. Approximately 34% of the total population of about 23 million live in urban areas,⁵ a percentage that is forecast to grow during the next decade – thereby further increasing the pressure on local institutions for the delivery of basic services such as water, sanitation and education.

In Madagascar, one individual out of four (over 15 years old) has not received a formal education. Moreover, the number of children attending primary school has decreased from 96.9% in 2006 to 69.4% in 2012, reflecting an increasing dropout rate.⁶ The number of school days missed by children due to water-borne diseases in Madagascar is estimated at 3.5 million a year.⁷ Madagascar currently spends 2.1% of the GDP on education, which is much lower than its sub-Saharan counterparts who spend about 5% of their GDP on this sector. Low spending on education results in reduced spending on infrastructure in schools. Only 19% of the schools nationwide have access to a water point, and only 30% have latrines.⁸

An institutional framework for school WASH improvements is in place in Madagascar. UNICEF and the Ministry of Education developed a 'WASH Friendly Institutions' approach which was first implemented in 2006 and is currently undergoing review. The WASH Friendly Schools approach has been implemented over the last 10 years. This approach requires schools to meet certain basic criteria in terms of water/sanitation/hygiene infrastructure; teaching good hygiene and WASH practices inside and out of the classroom; and working with parents, families, and the community on WASH improvements. Schools are assessed and certified as 'WASH Friendly' by the Ministry of Education. Current 'WASH Friendly School' guidelines are available from WSUP on request.

The 'WASH Friendly Institutions' programme is being implemented by UNICEF and a number of NGOs. Continued collaboration with the Ministry of Education and local authorities is a critical enabling factor for the delivery of the programme in schools. All assets and overall management associated with programme delivery are transferred to School Management Committees and other service-side organisations to ensure local management and locally driven scaling of impact.

¹ The World Bank, Madagascar: Some Solutions to Reduce Poverty, March 2017

² Human Development Report 2016: Human Development for Everyone

³ World Bank, 2015

⁴ Ministry of WASH, 2015

⁵ Knoema, 2013

⁶ Plan National de Développement, Madagascar 2015

⁷ Ministry of WASH, Madagascar, 2015

⁸ Plan National de Développement, Madagascar 2015

Despite some success there are still significant limitations in the implementation of the WASH Friendly School approach, both in terms of geographic reach and maintaining status. There are a number of bottlenecks to institutionalisation of the 'WASH Friendly Institutions' approach, and to adequate and effective national government investment in School WASH.

3.1.1 The Dubai Cares programme of which this research forms part

This research forms part of a wider project to advance urban School WASH in Madagascar, funded by Dubai Cares and implemented by WSUP. The Dubai Cares funding runs from September 2017 through to August 2020. The overall project aim is to improve educational and health outcomes for vulnerable children through increased access to sustainable sanitation and hygiene services.

The project aims to reach the following populations:

- Direct: 14,250 school children with improved access to WASH; 33,750 community members with improved access to WASH (through health centres)
- Indirect: 14,250 school children reached through hygiene training; 67,500 community members reached through hygiene training; 420 teachers and SMC members trained; 55 health workers and community members trained

Impacts will be achieved through an integrated approach with the four complementary activities:

- Ensuring availability of WASH infrastructure in schools and health centres, to enable access to improved WASH services;
- Providing, in collaboration with mandated health authorities, hygiene education in schools, communities and health centres, thereby contributing to sustainable behaviour change;
- Providing capacity building to local institutions, and influencing policy at the local and national government level to enable long term systemic change;
- Comparing, contrasting and building evidence through research to identify best practices, to enable replication and scale up by local institutions of successful models, and increase the effectiveness of investments in school WASH.

This Research Call therefore forms part of the fourth of these activities.

3.2 Aims, design and approach

3.2.1 Over-arching aim and approach

The over-arching aim of this research is to contribute to the evidence base required to improve and expand Madagascar's existing WASH Friendly Schools programme (*Ecoles Amies de WASH*).

This aim is based on the view that it is more useful to focus on ways of improving and expanding this established programme, rather than starting from zero and exploring what a new programme might look like.

Specifically, the central aim of this research will be to identify a feasible adjustment to the current programme model, which generates a sustained increase (by comparison with the existing model as currently applied) in the prevalence of key hygiene behaviours, among schoolchildren exposed to the programme and among members of their households.

The inclusion of the impact on household members within the scope is based on the hypothesis that children can act as change agents, transporting behaviours from school to household.

Two candidate adjustments to the current model will be identified, and these adjustments will then be trialled with the current model as comparator, through random allocation of 48 schools to the intervention groups (current model, current model with adjustment A, current model with adjustment B; so 16 groups per intervention type). All 48 schools will form part of the group of urban schools receiving WASH under WSUP's 2017–2020 Dubai Cares programme, in Antananarivo, Mahajanga and Toliara: the researcher should expect to work across all 3 cities. The primary outcome variables will be before-after change in prevalence of key hygiene behaviours among a) children in the schools and b) members of those children's households.

The precise hygiene behaviour/s to be targeted is not yet identified and would be one of the first issues to be addressed under this research. A single, well-defined hygiene behaviour outcome metric (for example hand washing with soap after using the toilet and before eating) will need to be identified, along with an effective means of measurement.

The candidate adjustments are not yet identified. We anticipate that these would be defined additions to the current model (e.g. "current model plus gift of soap for family", "current model plus participation in WASH Friendliest Child Competition", "current model plus engagement of parents through parent clubs", etc). It is certainly possible that the research does not demonstrate either adjustment to be significantly better than the current model. The researchers should design this study in such a way as to identify candidate adjustments which can plausibly be expected to generate improvement; but equally, the researchers should be rigorously objective in outcome evaluation. This is likely to require methodological approaches such as blinding: e.g. the people who assess the outcome variables do not know to which intervention group the children belong.

The target audience of this research is primarily the relevant public authorities including, but not limited to, the Ministère de l'Education Nationale (MEN) and the relevant Directions Régionales de l'Education Nationale (DRENS).

3.2.2 Proposed methodology

We envisage that this work will comprise 5 phases:

- 1. Identification of hygiene behaviours to be targeted and candidate adjustments to be trialled**, on the basis of **a)** literature review, **b)** focus groups in schools, **c)** sector stakeholder workshops, and **d)** consultation with WSUP as eventual implementer. We leave it to bidders to propose how these work components might be logically sequenced; components might run consecutively or in parallel; there might be one stakeholder workshop, or two. More detail is given below:

a) literature review should look at the international academic literature, but also at international and national grey literature, likely including relevant reports/evaluations of previous school WASH interventions in Madagascar: the WASH Friendly Schools approach; existing variants of that approach; and other related approaches (as a minimum this would include review of programmes by UNICEF and WaterAid). The review should include assessment of any existing evidence about the effectiveness of the WASH Friendly Schools approach or similar approaches in the Madagascan context or comparable contexts.

b) focus groups in schools would likely include focus groups with children and focus groups with parents, using structured qualitative research approaches to explore what is currently working and what might be improved; we envisage that these focus groups would be run in schools which have recently received interventions of this type.

c) stakeholder workshops would likely include both key institutions and technical specialists; these are likely to be structured around some sort of barriers/opportunities analysis.

d) close consultation with WSUP will be important to ensure close alignment of research timelines and intervention timelines, and to ensure that WSUP as implementer is comfortable with the proposed hygiene behaviour change strategy and candidate adjustments to be tested. Adjustments will have to be judged feasible by WSUP as implementer.

This phase may additionally include focus groups with sector stakeholders, and key informant interviews.

2. **Detailed study design** including **a)** assessment of whether study power (with total sample of 48 schools) will be sufficient for a 3-way comparison, or whether a 2-way comparison will be preferable; **b)** precise determination of the nature of the 3 (or 2) interventions, including comparator (“control”) intervention (the standard WASH Friendly Schools approach), **c)** precise identification of primary and additional outcome variables, and creation of data collection approach and tools, **d)** precise identification of the way in which any effect will be assessed (probably by a difference-in-difference approach, i.e. magnitude of before-after change observed in Intervention A schools versus magnitude of before-after change observed in Intervention B schools and in Comparator schools); **e)** randomisation strategy (see also below); **f)** determination of steps necessary to ensure blinding, notably blinding of data collectors (and ideally data processing staff) to intervention allocation. [We note that blinding may be challenging; on visiting a school, simple conversations with teachers or pupils may indicate which intervention was received, or because of other factors; therefore, careful attention will need to be paid to ensuring strong blinding.] In this phase, the researcher will also be required to seek and obtain appropriate ethical authorisation for this study from the corresponding Madagascar authorities. This is a brief, not exhaustive, listing of the components of study design. We stress the requirement for objectivity: the aim of this research is not “to demonstrate that WSUP interventions work”, but rather to assess the before-after effect of all 3 interventions, and to objectively and rigorously assess whether the candidate adjustments have stronger effect than the comparator intervention alone.
3. **Research delivery planning**: Work with WSUP and Ministry of Education to plan research delivery (likely including both before and after data collection), requiring close attention to intervention timelines, and a defined process for genuinely random allocation of schools to intervention groups. WSUP commits to genuinely random allocation. Schools should be selected in such a way that they are representative of schools in urban Madagascar, and random allocation is likely to be within a stratification framework, i.e. schools are randomly selected from lists stratified by relevant factors including wealth bracket, existing WASH service provision level, catchment population etc. Ideally, “after” data collection should be soon after the intervention and at a later date (6 months later?), to allow assessment of effect sustainability.
4. **Carry out data collection**, with appropriate quality assurance.
5. **Analyse and report results** in scientific publication format, but with due consideration of potential policy implications.

The research team will be expected to facilitate policy translation of this work, through approaches including **a)** close consultation with key institutional stakeholders from the early stages, to ensure that they feel involved in study design and interested in the eventual findings; **b)** full willingness to release and publish methodology details and initial findings (e.g. the “before” data, or provisional before-after comparison findings before journal submission), so that methodology and findings are available as rapidly as possible. WSUP will aim to use these findings to influence the government on **i)** the importance of the allocating resources to hygiene promotion in schools, **ii)** approaches for scaling up the WASH Friendly Schools programme, and **iii)** approaches for improving the WASH Friendly

Schools approach. As noted, however, the researcher retains full academic freedom, and is being contracted to carry out an objective evaluation, not to “demonstrate the value of approaches proposed by WSUP”.

3.3 Core requirements for work under the Urban Sanitation Research Initiative

The following are core requirements for all work carried out under the Urban Sanitation Research Initiative:

- 1) **Research must fully meet relevant research ethics requirements:** All research must be carried out in compliance with research ethics standards as rigorous as would be applied in a UK setting, and in compliance with the law and with best practice in the country or countries in which research is carried out.
- 2) **Research design should pay careful attention to gender equality/equity considerations:** Bidders should explicitly ensure that their proposed design, analysis and research-into-policy work is taking full account of gender equality and equity.
- 3) **Research-into-policy should be considered a core element:** Research-into-policy should be considered a core element at all levels and stages of research design; not an after-thought once the “real research” has been completed.

For more detailed explanation, see the Core Requirements Form attached as Appendix A, which must be completed by all bidders and submitted with the bid (see Section 9).

3.4 Deliverables

The following deliverables are required:

- a) Brief inception report (about 5-10 pages) outlining the approach to be followed and timelines, including key decision points, expected within one month of contract signature. This should include a detailed methodology for Phase 1. This should be in French language.
- b) Detailed methodology statement, expected by the end of Phase 3 and before commencing Phase 4. This should be in French language.
- c) Final report (French language) and 2-pager policy briefing note for Madagascan institutional stakeholders (French language, and/or possibly Malagasy language). [We note that WSUP may additionally generate publications for wider international dissemination.]
- d) Full report of findings written as a scientific journal article in the format of a named peer-reviewed journal. Given that most international journals are English-language, we would envisage that this report would be in English, but this is not a definitive requirement. [One journal publication is a minimum requirement: researchers may offer more than one journal publication.]

The above listing of deliverables does not include minor deliverables which may be necessary for effective delivery of this work, including for example **i)** pre-reads and/or presentations for workshops, and workshop reports, and **ii)** early reports of findings (e.g. before findings, or initial data on before-after comparison), which as noted will be important to ensure that this work can have real policy influence.

IN ADDITION, we require brief monthly email updates on progress, and short (3-5 page) six-monthly WORD reports on progress/achievement/challenges. These may be in either English or French, as preferred by the researcher.

3.5 Schedule

This project is expected to be completed within at most 18 months of contract signature; bidders are free to propose a shorter timeframe if they consider they can complete the work to high standard more quickly.

Date	Milestone/deliverable
25 th June 2018	Bid release
23 rd July 2018	Bid submission deadline (before Madagascar 1700 hours)
6 th August 2018	Contract signature and start
10 th September 2018	Inception report
10 th December 2018	Detailed study design
15 th January 2020	Draft versions of final reports
10 th February 2020 (18 months after start)	Final versions of final reports (full final report; policy brief; journal article ready for submission)

This is an 18-month project with no possibility of costed or no-cost extension, and research design will need to take this into account.

4 Eligibility and team profile

This is an international call: however, there must be strong local involvement in the development and implementation of the research. If the lead bidding organisation is not a Madagascan organisation, then it should be demonstrated that the team will have a strong local presence and strong understanding of the local context, including Malagasy language fluency. Possible approaches include **a)** Madagascan lead and no non-Madagascan involvement; **b)** Madagascan lead supported by non-Madagascan expertise in research design and/or research project management; **c)** non-Madagascan lead with Madagascan partner or subcontracted Madagascan staff. We have no prior preference: we will judge bids primarily in terms of i) strong technical and management quality and ii) convincing in-country presence and understanding. In case of doubt, please contact us (erl@wsup.com) for clarification before dedicating time to bid preparation.

As a minimum the following skill sets are required:

- Understanding of behaviour change, in general and in the specific sphere of handwashing behaviour
- Understanding and experience of formative research methodologies for identifying improvements to existing behaviour change interventions
- Understanding and experience of large-scale study design including approaches for randomisation and blinding, and statistical expertise for study design and data analysis
- Capacity to manage a large-scale study

5 Intellectual property and academic independence

This is an academic research contract, and as such the researchers will retain full intellectual property rights for this research, subject to the deliverables requirements indicated above, but with full rights granted to WSUP immediately and in perpetuity to reproduce and use the findings of the research as

WSUP deems fit, including in WSUP publications drawing on the research findings. In any use by WSUP or partners of findings arising from this research, the researchers will be duly credited. For full details of intellectual property rights, bidders should review WSUP's standard Research Agreement, available on request. [See also comments above under Section 3.4, in regard to publication of headline findings by WSUP and partners before journal publication.]

In the event that this work looks at interventions supported by WSUP, WSUP guarantees absolute academic independence to the researcher, with the researcher free to publish any judgement that they see fit. Nonetheless, WSUP requires opportunity to review, before submission, all publications arising from this research, and (notwithstanding that we will in the final analysis fully respect academic independence), we expect that our views be given sensible consideration.

6 Reporting and liaison

The Task Manager for this work will be Sylvie Ramanantsoa, WSUP Madagascar Country Programme Manager. Close liaison will also be expected with other WSUP team members in Madagascar; with relevant team members of the WSUP team in London, the Evaluation, Research & Learning (ERL) team, who will provide research methodology oversight, and the Innovation and Consumer Needs (ICoN) team. Close liaison will be required with the Ministry of Education at various levels, but contract management will be entirely through WSUP.

7 Contract terms

A standard WSUP Research Agreement format will be used, subject to the Researcher's agreement with the terms.

8 Payments

8.1 *Payment schedule*

Payment will be 20% on contract signature, 30% on acceptance by WSUP of detailed study design (see Section 3.5), and 50% on acceptance by WSUP of final version of final deliverable. All payments will require prior invoicing.

8.2 *Budget*

Up to GBP 65,000, inclusive of VAT (sales tax) or other taxes; this amount will be expected to cover all costs including travel costs, and the full costs (including venue and participant travel costs as required) of any workshops or similar meetings; bidding organisations' indirect costs; any sub-contracting of staff; and the full costs (travel and time) of any visits to WSUP's offices (if judged necessary and included in the proposal). Over and above this budget, WSUP will additionally consider bearing a cost of up to GBP 1,500 per article for journal publication, if the selected journal/s for publication of this research require payment for open-access; this will be subject to specific negotiation with the selected bidder (likely including a time-limit of article acceptance for publication within 6 months of the termination of this contract); our preference is for open-access journals which don't require payment, but this is not a strong preference if the most appropriate journal/s require payment.

9 Bidding procedure

Bid format is designed to make bidding relatively easy, with a focus on the proposed methodology. Bids should be submitted to erl@wsup.com before Madagascar 1700 hours (5 pm) of Monday 23rd July 2018. We stress the importance of adhering strictly to the instructions below, including word counts; we do not expect anything else (e.g. standard blurbs) over and above the requirements indicated. You may submit your bid in English or French language, as you prefer: however, in either case you will need to demonstrate that the bidding organisation is able to work to a high standard in both languages (and indeed in Malagasy, as will be required for verbal communication and probably for creation of educational materials).

9.1 Bid format

The bid document should contain only the following numbered sections:

- 1) **Name of lead bidding organisation**
- 2) **Name and email of primary contact**
- 3) **Brief summary of relevant experience of lead organisation and other participating organisations or key individuals, indicating and describing 3 recent most-relevant projects (research projects would be preferred to implementation projects) (max 750 words)**
- 4) **Statement of the justification for and aims of this research as expressed by the bidder.** We are interested primarily in academic/policy-influence justification, not ethical justification (max 300 words)
- 5) **Statement of the approach and methodology to be used.** This statement can include decisions left open pending more detailed analysis, but we encourage bidders to develop a strong methodology (including clear statement of the duration and likely scheduling of all work including in-country work). [See also Appendix A.] (max 1000 words)
- 6) **Statement of the available start-up date and anticipated final completion date.** See Deliverables section.
- 7) **Statement of anticipated day allocations of all participants in the research.** Include any sub-contracted participants, with participants named as far as is possible.
- 8) **Summary budget breakdown in tabular form.** Clearly indicate total budget (maximum GBP 65,000 inclusive of all taxes, all expenses and any subcontracted costs).
- 9) **Indication of first-choice named open-access journal/s for publication of this work.** Please indicate any requirement for payment for open-access.

You should also separately attach the following two documents:

- A) **Up to three CVs** including a) **the overall lead researcher** (i.e. person who will take primary responsibility for design and management oversight of this research, and for research journal publication), and b) **the person with highest allocation of days**. [*This may in some cases be the same person.*]
- B) **A completed copy of the Core Requirements Form:** see Appendix A.

In summary: your submitted bid should comprise 2 documents plus 1-5 CVs.

Please name your files as follows, where XXXXX is a single-word no-spaces summary bidder name (e.g. JENKINSON, CUNIKRI, URBANRT) of up to 10 letters:

XXXXX-bid
 XXXXX-core-requirements-form
 XXXXX-CV1 (etc)

9.2 Bid scoring criteria

Bids will be scored on the following criteria:

CRITERION	Points
a) Adherence to requirements for bid format and demonstration of clear writing/formatting skills	10
b) Quality and appropriateness of research team, as evidenced by Bid Sections 3, 7 and CVs	30
c) Strength of understanding of the research concept, and strength of methodology, as evidenced by Bid Sections 4 and 5	30
d) Demonstration that this research will effectively meet the core requirements, as evidenced by the Core Requirements Form (Appendix A)	20
e) Value for money within available budget	10
TOTAL	100

9.3 Pre-submission queries

We are very happy to respond to clarification queries of any sort prior to bid submission, in French or English: please email erl@wsup.com. Where we consider that the response to a query should (for reasons of fairness) be shared with all bidders, we will do so by emailing all bidders who have already contacted us to express an interest in bidding: so if you want to be included in any such mail-out, please let us know promptly.

Appendix A: Core Requirements Form

As indicated in Section 9.1, all bids should include a completed copy of this Core Requirements Form, which asks you to briefly clarify how your proposal will meet the three core requirements of research under the Urban Sanitation Research Initiative, as outlined in Section 3.3.

Requirement 1: Research must fully meet relevant research ethics requirements

All research must be carried out in compliance with research ethics standards as rigorous as would be applied in a UK setting, and in compliance with the law and with best practice in the country or countries in which research is carried out. We note that some types of research (*for example, a study involving invasive treatments or biopsy sampling of human subjects*) will have extremely stringent research ethics requirements; other types of research (*for example, a desk study of institutional frameworks*) will have minimal research ethics requirements, beyond the need for due rigour, balance and consultation, and informed consent in any interviews; other types of research (*for example, a study involving household survey to collect information about slum communities*) will have research ethics requirements intermediate between these two extremes. We note also that researchers must take full responsibility, at the bidding and research implementation stages, for ensuring that relevant research ethics requirements are duly met, in letter and in spirit.

QUESTIONS YOU NEED TO ANSWER: How will you ensure that your research is carried out in compliance with research ethics standards as rigorous as would be applied in a UK setting, and in compliance with the law and best practice in the country or countries in which research is carried out?

write here, maximum 150 words (please adhere strictly to this maximum word count)

Requirement 2: Research design should pay careful attention to gender equality/equity considerations

Bidders should explicitly ensure that their proposed design, analysis and research-into-policy work is taking full account of gender equality and equity. This is NOT a tick-box requirement for “including gender” in all research (indeed, bids may be scored down for “including gender” in tick-box ways which unhelpfully divert the research from its primary focus). Rather, our goal is to ensure that all bidders demonstrate that they have given serious thought to the possible implications of their research for women and girls, and include gender considerations in appropriate ways where this is important to exploration of the primary research question/s.

i) If this research in any way develops, or feeds into development of, a sanitation technology, sanitation service delivery model or sanitation policy, then this should be done in ways that ensure that that technology or model or policy fully meets the needs of women and girls; specific requirements of women and girls (including, but not restricted to, menstrual hygiene management and safety after dark) should be given due attention.

ii) If this research in any way assesses sanitation service quality, or recommends ways in which sanitation service quality should be assessed, then this should be done in ways that fully explore and disaggregate possible differences in sanitation service quality as experienced by women and girls and by men and boys; again, specific requirements of women and girls should be given due attention.

iii) If this research in any way uses or promotes some form of community consultation or expert consultation, then this should be done in ways that ensure that women’s voices are heard as loudly as men’s.

iv) More generally, researchers should interrogate their designs to consider gender implications in all respects and at all levels: for example, a WTP study might (or might not) find it relevant and useful to explore whether WTP differs between women and men; an organisational capacity study might (or might not) wish to explore whether women are represented in high-level decision-making. Again, we stress that we do not require tick-box “inclusion of gender” in all projects; rather, we require that bidders give serious thought to possible gender implications, and include gender-disaggregational elements or other gender-related considerations in their design and analysis where this is important to exploration of the primary research question/s.

QUESTIONS YOU NEED TO ANSWER: In what ways are gender considerations relevant to your proposed design, analysis and research-into-policy work? If you have included gender-disaggregational elements or other gender-related elements in your design, please briefly list these elements.

write here, maximum 150 words (please adhere strictly to this maximum word count)

Requirement 3: Research-into-policy should be considered a core element

Research-into-policy should be considered a core element at all levels and stages of research design; not an after-thought once the “real research” has been completed. Bidders should demonstrate that they have given serious thought to policy influence and policy translation of their findings: this may include [*among other possible elements*] **a)** appropriate consultation at the start-up phase, to ensure that key actors are “on board”, or at least that their needs and attitudes have been meaningfully taken into account; **b)** detailed analysis at the design stage of policy context and policy-influence aims and challenges, with consideration of relevant specific aspects such as “windows of opportunity”; **c)** detailed analysis of how in-country actors might need to be involved in the research and/or its subsequent dissemination, in order to maximise chances of policy influence outcomes; **d)** due consideration of dissemination of methods and findings throughout the project, not just at the end; and **e)** inclusion within the team of individuals with specific responsibility for editing to ensure high-quality text. Larger projects may choose to include individuals with specific responsibility for policy translation. We note that WSUP Research & Policy Leads in each of the research countries will expect to be closely involved in research-into-policy work, and you can depend on some support in this area: this can reasonably include WSUP responsibility for preparation of non-academic publication materials summarising key aspects of aims, methodology and eventual findings. [*Here we draw attention to Section 8.2, which states i) that any workshop events included within your bid must be fully funded from your budget, but ii) that WSUP will consider requests over and above budget to cover the costs of open-access academic publication.*]

QUESTION YOU NEED TO ANSWER: In what ways does this project ensure a pro-active research-into-policy focus?

write here, maximum 150 words (please adhere strictly to this maximum word count)

Please submit a completed copy of this form attached as a separate file to your bid.