

Questionnaire

Domain 1: Secure and sustainable access to Water+ services

This guide includes definitions, questions, and comments that Country Offices can use to guide baseline, midterm and summative evaluations of programming related to secure and sustainable access to Water+ services. Many of these indicators may vary across County Offices, programs, contexts and timeframes; however each indicator can be adapted by ensuring that relevant background information is gathered in order to provide appropriate context.

Subgroup 1: WASH access for household use

<p>Indicator 1.1: # and % of people (gender disaggregated) who have access to an improved water source*</p> <p><i>*An improved water source is defined as piped water into dwelling, piped water to yard/plot, public tap or standpipe, tubewell or borehole, protected dug well, protected spring, or rainwater</i></p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Do you have access to an improved water source? 2. What is your best estimate of how many people in your community have access to an improved water sources? <ol style="list-style-type: none"> a. How many are men? How many are women? 	<p><u>Sample population:</u></p> <p>Interviewees should include a random, representative sample of men and women within each selected site/village/community.</p>
<p>Indicator 1.2: # of minutes it takes to collect water (including walking to and from source and time spent in queue)</p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Are you responsible for water collection? (gender disaggregated) <ol style="list-style-type: none"> a. Has this changed in the past six months? 2. How much time does it take you on average to go to the water source, stand in the queue, and come back? 3. How do you travel to the nearest improved water source? (walking, bicycling, motorbike, care, etc.) 4. Which part takes the longest? <ol style="list-style-type: none"> a. Walking to and from? Time spent in queue? 	<p><u>Sample population:</u></p> <p>Interviewees should include a random, representative sample of men and women, boys and girls, within each selected site/village/community whom are responsible for water collection.</p>
<p>Indicator 1.3: # of kilometres to nearest improved water source*</p> <p><i>*An improved water source is defined as piped water into dwelling, piped water to yard/plot, public tap or standpipe, tubewell or borehole, protected dug well, protected spring, or rainwater</i></p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Approximately, how many kilometers away is the nearest improved water source? <ol style="list-style-type: none"> a. What kind of improved water source? 2. How do most people travel to the nearest improved water source? (walking, bicycling, motorbike, car, etc.) 	<p><u>Sample population:</u></p> <p>Interviewees should include a random, representative sample of men and women, boys and girls, within each selected site/village/community whom are responsible for water collection.</p>
<p>Indicator 1.4: # and % of people (gender disaggregated) who have access to an improved sanitation*</p> <p><i>*Improved sanitation is defined as a flush toilet, piped sewer system, septic tank, flush/pour flush to pit latrine, ventilated improved pit latrine, pit latrine with slab, or composting toilet</i></p>	
<p><u>Questions:</u></p>	<p><u>Sample population:</u></p>

<ol style="list-style-type: none"> 1. Do you have access to an improved sanitation? 2. What is your best estimate of how many people in your community have access to an improved sanitation? <ol style="list-style-type: none"> a. How many are men? How many are women? 	<p>Interviewees should include a random, representative sample of men and women, boys and girls, within each selected site/village/community.</p>
<p>Indicator 1.5: # and % of people who can repeat key WASH messages* from behavior change communication program <i>*Key WASH messages are behavior change communication program dependent</i></p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What are the major lessons learned/key WASH messages from your behaviour change communication program? <ol style="list-style-type: none"> a. Have you incorporated these into your daily life? 	<p><u>Sample population:</u> Interviewees should include male and female WASH behavior change communication program participants.</p>
<p>Indicator 1.6: existence of a fixed hand washing station outside of the toilet or at the food preparation area</p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Are there fixed handwashing stations outside of the toilet? 2. Are there fixed handwashing stations at the food preparation area? 	<p><u>Sample population:</u> Interviewees should include a random, representative sample of men and women, boys and girls, within each selected site/village/community. Answers should be corroborated with direct observation.</p>
<p>Indicator 1.7: Presence of soap at the handwashing station (y/n)</p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. If fixed handwashing station is present, is there soap present at the handwashing station? 	<p><u>Sample population:</u> Interviewees should include a random, representative sample of men and women, boys and girls, within each selected site/village/community. Answers should be corroborated with direct observation.</p>
<p>Indicator 1.8: Quantity of water used per capita per day (liters)</p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. How many liters of water do you use per day? 2. Do most people in your community have equal access to that quantity of water per day? 3. Is it enough water to do your daily activities? 	<p><u>Sample population:</u> Interviewees should include a random, representative sample of men and women, boys and girls, within each selected site/village/community. Answers should be corroborated with water usage records at water scheme, if available.</p>
<p>Indicator 1.9: # and % of households practicing proper water treatment and storage* <i>*Proper water treatment methods are defined as filtration, chemical disinfection, heat (boiling, pasteurization, solar disinfection), and/or flocculant/disinfectant. Proper water storage is defined as storing water in a clean container, fully covered with a lid or with a spigot.</i></p>	
<p><u>Questions:</u></p>	<p><u>Sample population:</u></p>

<ol style="list-style-type: none"> 1. Does your household practice proper water treatment and storage? 2. What is your best estimate of how many households in your community are practicing proper water treatment and storage? 	<p>Interviewees should include a random, representative sample of men and women, boys and girls, within each selected site/village/community.</p>
<p>Indicator 1.10: % of water samples complying with established national standards* for 1. <i>E.coli</i>, 2. Arsenic, 3. nitrates levels</p> <p><i>*national standards are country-specific, if no drinking water standards can be found – refer to those set forth by the World Health Organization (WHO) {can be found here}</i></p>	
<p><u>Questions</u></p> <ol style="list-style-type: none"> 1. How many water samples complied with the established national standards for: <ol style="list-style-type: none"> a. <i>E.coli</i> levels? b. Arsenic levels? c. Nitrate levels? 2. How many water samples <i>did not</i> comply with the established national standards for: <ol style="list-style-type: none"> a. <i>E.coli</i> levels? b. Arsenic levels? c. Nitrate levels? 3. Who is responsible for testing the water quality? 4. How often do you test your water quality? 	<p><u>Sample population:</u></p> <p>Interviewees should include water governing members of the community/district/region – those are responsible for testing the quality of the water in the selected site/village/community.</p> <p>Direct observation of water quality measurements can be used to corroborate answer if available.</p>
<p>Indicator 1.11: % of child stunting* where WASH access is improved (measured over several years)</p> <p><i>*Child stunting is defined as when a child is minus two standard deviations from median height for age of reference population</i></p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What is the total number of children in your community? <ol style="list-style-type: none"> a. How many of those children are experiencing stunting? 	<p><u>Sample population:</u></p> <p>Interviewees should include health workers and parents within each selected site/village/community. Answers should be corroborated with children’s health records, if available and access is granted.</p>
<p>Indicator 1.12: # and % of children under 36 months with diarrhea* in the last two weeks</p> <p><i>*Diarrhea is defined as more than three loose stools passed in a 24 hour period</i></p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Have any children in your family under 36 months had diarrhea in the last two weeks? 2. Have bouts of diarrhea decreased in the children in your family since the intervention started? 	<p><u>Sample population:</u></p> <p>Interviewees should include a health workers and parents within each selected site/village/community. Answers may be corroborated with children’s health records, if available and granted access.</p>
<p>Indicator 1.13: # and % of people (gender disaggregated) reporting moderate to high satisfaction with WASH services</p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What WASH services exist in your community? 2. Are you satisfied with the WASH services in your 	<p><u>Sample population:</u></p> <p>Interviewees should include a random, representative sample of</p>

<p>community?</p> <ol style="list-style-type: none"> a. What are you satisfied with? b. What are you less satisfied with? <p>3. What is your best estimate of how many people in your community are satisfied with the WASH services?</p> <ol style="list-style-type: none"> a. How many are men? How many are women? <p>4. Are women and men proportionately affected by the WASH services?</p>	<p>men and women, boys and girls, within each selected site/village/community.</p>
<p>Indicator 1.14: # and % of people reporting consistent WASH service provision over a 3-, 5-, and 10-year period</p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. How long have you had consistent WASH service provision? <ol style="list-style-type: none"> a. 3-, 5-, or 10- year period? 2. Have there been periods since the WASH service implementation where services have been unavailable? <ol style="list-style-type: none"> a. Was it due to issues with water, sanitation, or hygiene? b. What happened? c. How long were the services unavailable? 	<p><u>Sample population:</u></p> <p>Interviewees should include a random, representative sample of men and women, boys and girls, within each selected site/village/community. Answers can be corroborated if service provision records exist.</p>

Subgroup 2:

Access to WASH services including menstrual management in schools

<p>Indicator 2.1: presence of gender-separated improved latrines at school (y/n)</p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Are there gender-separated improved latrines at school? 2. Do the students typically use their designated gender latrine? 3. Are these regularly functional? 	<p><u>Sample population:</u></p> <p>Interviewees should include teachers/administrators/health officers, as well as a random representative sample of boys and girls across all grades/ages in target schools. Answers should be corroborated with direct observation.</p>
<p>Indicator 2.2: % increase in latrine to pupil ratio</p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. How many pupils attend your school? <ol style="list-style-type: none"> a. How much has this increased or decreased since the WASH intervention? 2. How many latrines are at your school? <ol style="list-style-type: none"> a. How much has this increased or decreased since the WASH intervention? 	<p><u>Sample population:</u></p> <p>Interviewees should include teachers/administrators/health officers. Answers should be corroborated with direct observation of latrine numbers and pupil records.</p>
<p>Indicator 2.3: handwashing amenities at school (with soap) (y/n)</p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Are handwashing amenities with soap available at school? 	<p><u>Sample population:</u></p> <p>Interviewees should include teachers/administrators/health</p>

<p>2. Are these consistently stocked (with water and soap)?</p> <p>a. Who is responsible for stocking these?</p>	<p>officers, as well as a random representative sample of boys and girls across all grades/ages in target schools</p> <p>Answers should be corroborated with direct observation.</p>
<p>Indicator 2.4: observed student handwashing* with soap and water (y/n)</p> <p><i>*proper handwashing steps include wetting your hands, using soap (liquid, bar or powder), rubbing together for 20 seconds, and rinsing well.</i></p>	
<p><u>Questions:</u></p> <p>1. Have you observed a student washing their hands with soap and water?</p>	<p><u>Sample population:</u></p> <p>Interviewees should include teachers/administrators/health officers, as well as a random representative sample of boys and girls across all grades/ages in target schools</p> <p>Answers should be corroborated with direct observation_ by interviewer.</p>
<p>Indicator 2.5: access to safe water for drinking at school (y/n)</p>	
<p><u>Questions:</u></p> <p>1. Is there access to safe water for drinking at school?</p> <p>a. Who is responsible for ensuring this access at school?</p> <p>2. Is the water treated or filtered?</p> <p>a. What methods are used?</p>	<p><u>Sample population:</u></p> <p>Interviewees should include teachers/administrators/health officers, as well as a random representative sample of boys and girls across all grades/ages in target schools</p> <p>Answers should be corroborated with direct observation.</p>
<p>Indicator 2.6: # and % of schools reporting consistent WASH service provision over a 3-, 5-, and 10-year period</p>	
<p><u>Questions:</u></p> <p>1. How long has your school had consistent WASH service provision?</p> <p>a. 3-, 5-, or 10- year period?</p> <p>2. Have there been periods since the WASH service implementation where services have been unavailable at the school?</p> <p>a. Was it due to issues with water, sanitation, or hygiene?</p> <p>b. What happened?</p> <p>c. How long were the services unavailable?</p> <p>3. How many schools in the area have implemented WASH service provision at some point in the last 10 years?</p>	<p><u>Sample population:</u></p> <p>Interviewees should include teachers/administrators/health officers.</p> <p>Answers can be corroborated with service provision records (if availabl).</p>
<p>Indicator 2.7: % increase in menstrual hygiene management (MHM) friendly latrine* to female pupil ratio</p> <p><i>*MHM friendly latrine is defined as doors that lock, concrete floor, water to wash reusable sanitary pad,</i></p>	

<i>or a place to throw their used disposable pad</i>	
<u>Questions:</u> <ol style="list-style-type: none"> 1. How many female pupils attend your school? <ol style="list-style-type: none"> a. How much has this increased or decreased since the WASH intervention? 2. How many MHM friendly latrines are at your school? <ol style="list-style-type: none"> a. How much has this increased or decreased since the WASH intervention? 	<u>Sample population:</u> Administrator or teacher from school who can speak to female pupil count. This can be corroborated by pupil records. Also, interviewees should include adolescent female students aged 12-18 who can speak to the MHM friendliness of the latrine facilities.
Indicator 2.8: Latrines/urinals are clean and free from visible excreta/urine splashes (y/n)	
<u>Questions:</u> <ol style="list-style-type: none"> 1. Are the latrines/urinals clean and <ol style="list-style-type: none"> a. Free from visible excreta? b. Free from urine splashes? 2. Is there someone responsible for maintaining the cleanliness of the latrines? 	<u>Sample population:</u> Interviewees should include teachers/administrators/health officers, as well as a random, representative sample of boys and girls across all grades/ages in target schools Answers should be corroborated with direct observation of latrines.
Indicator 2.9: Soap or ash and water are near the latrine for handwashing (y/n)	
<u>Questions:</u> <ol style="list-style-type: none"> 1. Is there soap or ash and water near the latrine for handwashing purposes? 2. Is there someone responsible for re-stocking these items? 	<u>Sample population:</u> Interviewees should include teachers/administrators/health officers, as well as a random representative sample of boys and girls across all grades/ages in target schools Answers should be corroborated with direct observation.
Indicator 2.10: Hygiene is taught in class (y/n)	
<u>Questions:</u> <ol style="list-style-type: none"> 1. Is hygiene taught in class at your school? 2. Who is responsible for teaching this course? <ol style="list-style-type: none"> a. Have they undergone any hygiene training? 	<u>Sample population:</u> Interviewees should include teachers/administrators/health officers, as well as a random, representative sample of boys and girls across all grades/ages in target schools. Answers can be corroborated with school curriculum information (if available)
Indicator 2.11: % decrease in absenteeism over life of intervention	
<u>Questions:</u> For teachers/administrators: <ol style="list-style-type: none"> 1. How many pupils attend your school? 	<u>Sample population:</u> Interviewees should include teachers/administrators/health

<p>2. Has there been a decrease in the number of students missing school over the past six months?</p> <p>For students:</p> <p>1. How many times have you missed school over the past six months?</p>	<p>officers (whoever knows most about students absenteeism), as well as students. Students sampled should include an equal number of boys and girls across all grade levels/ages. Absenteeism should be corroborated with school attendance records (if available).</p>
<p>Indicator 2.12: System of accountability* for school WASH services exists (y/n) <i>*System of accountability is defined as 1) Roles and responsibilities for school WASH are clear to students, teachers, administrators and parents; 2) there is a known mechanism for reporting service issues, and; 3) the head teacher can cite remedial actions taken</i></p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Is there are system of accountability for school WASH services? 2. What are the roles and responsibilities of students, teachers, administrators, and parents for school WASH? <ol style="list-style-type: none"> a. Do students, teachers, administrators, and parents know their roles and responsibilities? 3. What is the mechanism for reporting service issues? <ol style="list-style-type: none"> a. Is this known by all school-affiliated members of the community? b. Who can report service issues? <p>For head teacher:</p> <ol style="list-style-type: none"> 4. Can you cite any remedial actions taken for school WASH services? 	<p><u>Sample population:</u></p> <p>Interviewees should include the head teacher, other teachers, administrators and parents, as well as a random, representative sample of boys and girls across all grades/ages in target schools. Service issue records can be used to corroborate if available.</p>

Subgroup 3:

Gender sensitive maintenance of water resources & adaptations to climate change

<p>Indicator 3.1: # of watershed protection approaches* being promoted <i>*Watershed protection includes forest protection, protecting surface water from biological and chemical contamination, upstream/downstream effects of agricultural production and industrial activities, protection against erosion, preventing riverbank cultivation, etc.</i></p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What watershed protection approaches are being promoted? <ol style="list-style-type: none"> a. Who is promoting them? b. Are people implementing them? 	<p><u>Sample population:</u></p> <p>Interviewees should include farmers or pastoralists, as well as water management body members. Direct observation of these activities should be used to corroborate.</p>
<p>Indicator 3.2: # and % of people (gender disaggregated) who can describe how to sustain a healthy environment around their water source</p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. How do you sustain a healthy environment around a water source? <p><i>Separate men and women's answers</i></p>	<p><u>Sample population:</u></p> <p>Interviewees should include a random, representative sample of men and women within each</p>

	selected site/village/community that live near a water source.
Indicator 3.3: # and % of people (gender disaggregated) who can describe how maintaining healthy water ecosystem affects larger environmental factors	
<u>Questions:</u> 1. How does maintaining a healthy water ecosystem affect larger environmental factors? <i>Separate men and women's answers</i>	<u>Sample population:</u> Interviewees should include both male and female farmers or pastoralists, as well as water management body members.
Indicator 3.4: # and % of people (gender disaggregated) who practice behaviors of healthy water ecosystem maintenance* <i>*Examples of healthy water ecosystem maintenance include erosion prevention, proper drainage, and scaling</i>	
<u>Questions:</u> 1. Do you practice behaviors of healthy water ecosystem maintenance? a. What specific behaviors do you practice? <i>Separate men and women's answers</i>	<u>Sample population:</u> Interviewees should include both male and female farmers or pastoralists, as well as water management body members. Direct observation of these behaviors should be used to corroborate.
Indicator 3.5: # and % of women involved in operations and maintenance of WASH services <i>*WASH maintenance activities include the activities that keep WASH services in proper working condition, including management, cost recovery, repairs, and preventive maintenance. Examples include fencing water points to protect them from animals, repairing water sources, engaging in preventive measures, rebuilding latrines, cleaning water points or latrines, restocking soap and water for handwashing, etc.</i>	
<u>Questions:</u> 1. Who is responsible for the operations and maintenance of WASH services? a. How many women are involved? 2. What aspects of operations and maintenance are women involved in? a. Cleaning b. Mechanical repair and maintenance c. Collection and management of fees d. Record-keeping e. Attaining and re-stocking materials f. Other: 3. Who is responsible for public latrine maintenance? 4. Who is responsible for domestic latrine maintenance?	<u>Sample population:</u> Interviewees should include male and female members of WASH management bodies. Answers should be corroborated with direct observation and/or meeting minutes (if available).
Indicator 3.6: # and % of people reporting they have participated in climate change adaptation or mitigation activities* <i>*Examples of climate change adaptation or mitigation water-related activities include rainwater harvesting, water storage and conservation, water re-use, water-use/irrigation efficiency</i>	
<u>Questions:</u> 1. Have you participated in any climate change adaptation	<u>Sample population:</u> Interviewees should include both

<p>or mitigation activities?</p> <p>a. If so, what specific activities?</p> <p>2. What is your best estimate for how many people in your community have participated in climate change adaptation or mitigation activities?</p>	<p>male and female farmers or pastoralists, as well as water management body members. Direct observation of these activities should be used to corroborate.</p>
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Subgroup 4:

Access to water for productive uses with a focus on women's livelihoods

<p>Indicator 4.1: % increase in amount of water available for productive uses*</p> <p><i>*Productive uses include, but are not limited to, agricultural irrigation, rainfed agriculture, gardening, livestock-raising, brick making, butchery, and other small-scale commercial activities</i></p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. How much water is available for productive uses? <ol style="list-style-type: none"> a. How has this increased or decreased? b. What kind of productive uses? 2. Have techniques been employed to increase availability of water that falls as rain for agriculture? <ol style="list-style-type: none"> a. What techniques? 	<p><u>Sample population:</u></p> <p>Interviewees should include male and female members of water institution management bodies (policy and operational levels), as well as other local water users (productive water users such as farmers/pastoralists, and domestic water-users such as women and girls) not represented in management bodies, but who regularly access and use the water source.</p>
<p>Indicator 4.2: Women receive equitable allocations of water for productive purposes (y/n)</p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Do women receive equitable allocations of water for productive purposes? <ol style="list-style-type: none"> a. If not, why? 2. Do women face additional barriers to engaging in water scheme maintenance activities? <ol style="list-style-type: none"> a. If so, why? 3. Do the rotas in place for when water for irrigation is released to individual households treat male and female headed households the same way or are some gender advantaged? 	<p><u>Sample population:</u></p> <p>Interviewees should include male and female members of water institution management bodies (policy and operational levels), as well as female local productive water users such as farmers/pastoralists</p>
<p>Indicator 4.3: % of households using grey water* for productive purposes.</p> <p><i>*Grey water can be defined as water that has been used for bathing or washing. It has not come into contact with feces or urine.</i></p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. How many households are in your community? 2. How many of these use grey water for productive purposes? <ol style="list-style-type: none"> a. Which productive purposes? 	<p><u>Sample population:</u></p> <p>Interviewees should include members of water institution management bodies (policy and operational levels), as well as local</p>

<p>b. How do they collect the grey water?</p>	<p>productive water users such as farmers/pastoralists and domestic water-users such as women and girls</p>
<p>Indicator 4.4: # and % of farmers (gender disaggregated) adopting water smart agricultural practices* <i>*Water smart agricultural practices are defined as approaches that balance the use of rainfed and irrigated farming techniques in order to optimize outcomes for smallholders to achieve enhanced food security and nutrition, more reliable income streams and reduced levels of risk</i></p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Have you adopted any water smart agricultural practices? <ol style="list-style-type: none"> a. If yes, what specific practices? <p><i>Separate men and women's answers</i></p>	<p><u>Sample population:</u></p> <p>Interviewees should include both male and female farmers or pastoralists</p>
<p>Indicator 4.5: # and % of farmers reporting increase in yields (calculate average) due to adopting water smart agricultural practices* <i>*Water smart agricultural practices are defined as approaches that balance the use of rainfed and irrigated farming techniques in order to optimize outcomes for smallholders to achieve enhanced food security and nutrition, more reliable income streams and reduced levels of risk</i></p>	
<p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Have you seen an increase in yields due to adopting water smart agricultural practices? <ol style="list-style-type: none"> a. If yes, how much of an increase in yield? b. Which practices do you think are responsible for this increase? 	<p><u>Sample population:</u></p> <p>Interviewees should include both male and female farmers or pastoralists who have adopted water smart agricultural practices.</p>
<p>Indicator 4.6: % and percentage of men and women reporting increase in income (calculate average) from (agricultural and non-agricultural) productive uses of water</p>	
<p><u>Questions:</u></p> <p><i>For men:</i></p> <ol style="list-style-type: none"> 1. Have you seen an increase in income due to agricultural and non-agricultural productive uses of water? <ol style="list-style-type: none"> a. If yes, how much of an increase in income? <p><i>Repeat questions for women</i></p>	<p><u>Sample population:</u></p> <p>Interviewees should include both male and female local productive water users, such as farmers, brick-makers, butchers, and small-scale business owners.</p>