Questionnaire

Domain 3: Gender-equitable Control over 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 gender-equitable control over 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:

Girls' & women's health needs are voiced with impact on policy & services

Indicator 1.1: % of female participants in decision-making* meetings on WASH
*Decision-making meetings on WASH can include meetings/decisions regarding the set-up, operations, management, and repair of WASH services e.g. decisions regarding selection of services, infrastructure, fee schedules and amounts, how repairs will be handled, etc. Data collectors should also make note of who organizes these meetings, how often meetings take place, whether or not there is consistent membership, etc.

Questions:	Sample Population:
1. Do you participate in decision-making meetings on WASH? 2. If yes, please give your best estimate of how many participants are in these meetings? a. How many are men? **How many are women** (best estimate)?	Interviewees should include leaders/organizers/facilitators of decision-making meetings on WASH, as well as members of committees and groups responsible for operations and maintenance of WASH services. Both female and male representation, if possible. Answers should be corroborated with direct observation and/or meeting minutes (if available).

Indicator 1.2: Ratio of contributions* in decision-making meetings on WASH by men and women
*A contribution is defined as a vocalized expression of an opinion, a new idea, a statement of concern, an expression of feedback, etc.

Note: Contributions between men and women may vary by topic (ex: household versus productive issues, health versus non-health issues, etc.)

Questions:	Sample Population:

1. **In these meetings, who contributes the most, men or women**?
  a. Answer options:
    i. Mostly men
    ii. mostly women
    iii. it's about equal
  b. Why do you think that (men) or (women) contribute more (or less)?
	Interviewees should include leaders/organizers/facilitators of decision-making meetings on WASH, as well as members of committees and groups responsible for operations and maintenance of WASH services. Both female and male representation, if possible. Answers should be corroborated with direct observation and/or meeting minutes (if available).

Indicator 1.3: % composition of women in WASH committees

Note: Are WASH Committees governed by certain "by-laws" that indicate gender composition i.e. are they supposed to have a certain percentage of female members? How do actual numbers vary from prescribed numbers?
How/by whom are female and male WASH committee members chosen? (Who chooses may affect composition of committees)

Questions:	Sample Population:
1. Are you a member of a WASH committee?	Interviewees should include

2. If yes, please give your best estimate of how many official members of the committee there are?
   a. **How many are men?**
   b. **How many are women (best estimate)?**
	leaders/organizers/facilitators of WASH committees as well as members of WASH committees. Both female and male representation, if possible. Answers should be corroborated with direct observation and attendance rosters (if available).

Indicator 1.4: % of decisions adopted from women's contributions in WASH committee meetings

Note: Women's contributions may be more influential in certain topics than others ex: health versus non-health, domestic versus productive, etc.

Questions:
1. When a decision is made, how often is it a result of women's input during the meeting?
   a. Rarely (0-25% of the time);
   b. Somewhat often (25%-50% of the time);
   c. Often (50-75% of the time);
   d. Very often (75-100% of the time)
2. Optional: Can you give me an example of a decision that was influenced exclusively (or mostly) by women's input?
3. Optional: For women: are the decisions that are adopted addressing your needs? Why or why not?
	Sample Population:
	Interviewees should include leaders/organizers/facilitators of WASH committees, as well as members of WASH committees. Both female and male representation, if possible. Answers should be corroborated with direct observation and meeting minutes (if available).

Indicator 1.5: # of policies and strategies published with input from non-state actors and marginalized groups

Questions:
1. **How many policies/strategies have been published with input from non-state actors and marginalized groups?**
   a. Which policies/strategies?
   b. Which non-state actors and/or marginalized groups gave input?
2. How do you elicit the input of non-state actors and marginalized groups?
 	
Optional: For non-state actors:
3. Do you think your input is included in government decisions/policies/strategies? Why or why not?
	Sample Population:
	Interviewees should include samples from both government officials and non-state actors and marginalized groups, and should be corroborated with a desk review of policies and strategies. Non-state actors can include community leaders, NGOs, CSOs, multi/trans-national corporations, religious groups, etc.). Marginalized groups are groups of people systematically blocked from accessing rights, opportunities and resources normally available to members of society due to differences in race, geographic location, class structure, social issues, religion, economics, politics, etc.

Indicator 1.6: # of modifications* to service provision to address girls' and women's health needs**
*Modifications to WASH-related service provision could include any changes in the institutional and/or infrastructural delivery of services. Institutional modifications could include shifts to community managed service provision, increased capacity, etc. Infrastructural modifications could relate to latrine design/construction, water delivery systems, garbage collection, wastewater disposal, etc.

**Women's and girls' health needs can include hygiene education, menstrual hygiene management, etc.

Questions: For modifiers: 1. **How many modifications have you made to service provision to address girls' and women's health needs?** 2. Why did you make these modifications? Versus others? For women and girls:	Sample Population: Interviewees should include "modifiers" (data collector will need to determine who is responsible for making modifications to service provision – government? Country Office? Private sector?), as well as a random, representative sample of women and girls in

3. What are your health needs? 4. Have you noticed any modifications made to service provisions that address your health needs? 5. Who made them? Did they talk to you about the modifications (before or after)? a. If they did, do you feel your needs were met? Why or why not?	the target village/community/area. Data should be corroborated with direct observation, when applicable.

Indicator 1.7: # of positive changes in WASH-related gender roles

Questions:
1. Tell me about your typical day *(to identify WASH-related gender roles)*
2. Have there been changes in WASH-related gender roles
    a. Within your household?
    b. Within your community?
3. Are these changes positive or negative (y/n)?
    a. Please explain why. Why has this changed?
    (Change might not be a direct result of Program, could be indirect or a combination of factors)
	Sample Population:
	Interviewees should include a random, representative sample of men and women, boys and girls, within each selected site/village/community.

Subgroup 2:

Building confidence and leadership in schools

Indicator 2.1: # and % of female students playing leadership roles* in health clubs
*Leadership roles should include official leadership roles (girls elected to leadership positions such as President, Vice President, Secretary, etc.) as well as unofficial leadership roles (girls who may not be in an elected leadership position but who may contribute substantially to decision-making, etc.)

Questions: 1. Does your school have a health club? 2. How many students are in the health club (best estimate)? a. How many are girls (best estimate)? **3. How many girls in the health club play official leadership roles within the health club?** **4. How many girls in the health club play unofficial leadership roles within the health club?** 5. Do school officials encourage girls to be active in the health club? Is so, how?	Sample Population: Interviewees should include teachers/administrators/health officers, as well as a representative sample of female students across all grade levels/ages eligible for membership in the health club. Data should be corroborated with direct observation and attendance rosters and meeting minutes (if available).

Indicator 2.2: % reduction in number of students (gender disaggregated) citing WASH concerns* as reasons to miss school
*WASH concerns can include lack of latrines, poor condition of latrines, lack of hand washing facilities and materials, lack of support for menstrual hygiene management (materials, facilities, etc), lack of water (drinking, handwashing) etc.

Note: Determine unit of measurement - ideally data are collected and disaggregated for each individual WASH concern (see question 3), and also aggregated for WASH concerns generally.

Questions: For school/health officials: 1. Has there been a decrease in the number of students (gender disaggregated) missing school over the past (# of time)? 2. What do you attribute this decrease to? 3. If WASH concern is cited, ask which: a. Water (drinking, handwashing)	Sample Population: Interviewees should include teachers/administrators/health officers (whoever knows most about reasons why students may be missing school), as well as students. Students sampled should include an equal number of boys and girls across all grade

b.   Sanitation
    c.   Hygiene (no soap, unsanitary conditions, etc.)
    d.   Menstrual hygiene management
    e.   Other
4. Are the identified reasons for missing school different for boys versus girls?
 	
For school children:
5. How many times have you missed school within the past 2 weeks?
6. If you have missed school in the past two weeks, what is the reason?
7. If WASH concern is cited, ask which:
    a.   Water (drinking, handwashing)
    b.   Sanitation
    c.   Hygiene (no soap, unsanitary conditions, etc.)
    d.   Menstrual hygiene management
    e.   Other
	levels/ages. Absenteeism can be corroborated with school attendance records.

Indicator 2.3: a) # and % of female students that know how to manage their periods; b) # and % of female students that have the resources to manage their periods

Questions:
1. Do you know how to manage your period? Responses*:
    a.   Yes, very much
    b.   Yes, somewhat
    c.   No, not really
    d.   No, not at all
   *For each response, ask interviewee to give examples of MHM practices
2. Do you have the resources (everything you need) to manage your period?
    a.   What are these resources?
    b.   If not, what resources are you lacking?
3. How do you currently manage your period?
4. Has the way you've managed your period changed? How? Why?
	Sample Population:
	Interviewees should include adolescent female students aged 12-18.

Indicator 2.4: a) # and % of students (gender disaggregated) that know how to maintain personal hygiene* in school; b) # and % of students (gender disaggregated) that have the resources to maintain personal hygiene in school
*Maintaining personal hygiene could include hand and face washing with water, hand and face washing with soap and water, latrine use, anal cleansing (ash, toilet paper, other materials), etc.

Questions:
1. Do you know how to maintain personal hygiene in school?
    a.   If yes, how do you maintain your personal hygiene in school?
    b.   If no, why not?
2. Do you have the resources (everything you need) to maintain personal hygiene in school?
    a.   What are these resources?
    b.   If not, what resources are you lacking?
	Sample Population:
	Interviewees should include a random, representative sample of boys and girls across all grades/ages in target schools

<u>Subgroup 3:</u>

Gender-equitable control of maintenance of water resources

Indicator 3.1: # and % of local people (gender disaggregated) represented in the management bodies of water institutions at policy and operational levels*

* Policy-level water institution management bodies could include national/regional-level agencies such as Ministries/Departments of Agricultural, Water Resources, etc. Operational-level water institution management bodies could include local water user associations/committees, etc.

Questions:	Sample Population:
1. **How many local people are represented in the management bodies of water at the policy level? At the operational level?** a. Of these, how many are actively engaged in management decisions?	Interviewees should include male and female members of water institution management bodies at both the policy and operational levels. Answers should be corroborated with direct observation and attendance rosters (if available).

Indicator 3.2: # of people (gender disaggregated) trained for water source maintenance*
Water source maintenance activities include the activities that keep a water system in proper working condition, including management, cost recovery, repairs, and preventive maintenance. Examples include fencing water points to protect them from animals, allowing for proper discharge of run-off, repairing water sources, engaging in preventive measures, etc.

Questions:	Sample Population:
1. **How many people are trained for water source maintenance?** 2. **How many men? How many women?** a. Do trainings/maintenance-related activities vary by gender? If so, why?	Interviewees should include male and female members of water institution management bodies (policy and operational-levels). Answers should be corroborated with direct observation and/or meeting minutes (if available).

Indicator 3.3: # and % of people (gender disaggregated) reporting their views have been taken into account in the operations and maintenance (O&M) of water resources

Questions:	Sample Population:

1. Do you feel your views have been incorporated into the O&M of water resources?
    a. Why or why not?
    b. Which of your views has or has not been? (Placement of the water source, etc.)
	A representative sample size should be decided beforehand. 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.

Indicator 3.4: # of positive changes in gender roles related to water source maintenance activities

Questions:	Sample Population:
For men: 1. What roles do men typically play in your community related to water source maintenance? 2. Have there been changes in these roles (y/n)? Please explain. 3. Do you consider these changes welcome? 4. Why has this changed? Repeat the above list for women	Interviewees should include a random, representative sample of men and women, boys and girls, within each selected site/village/community.

Indicator 3.5: # and % of women playing leadership roles* in watershed protection activities**

*Leadership roles can include formal roles such as females elected to leadership positions of watershed protection committees/management bodies (President, Vice President, Secretary, etc.) as well as informal leadership roles (women not elected but active in decision-making related to watershed protection activities, etc.)
**Watershed protection activities include 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.

Questions:	Sample Population:
1. What watershed protection activities do members of your community/administrative area engage in? 2. How many people play leadership roles in watershed production activities? 3. How many of them are women?	Interviewees should include a random, representative sample of men and women within each selected site/village/community. Data Collector should work with local officials to identify whether or not there is an active, formalized mechanism for watershed protection (such as a committee or management body), as well as identify individuals engaged in watershed protection activities independent of formalized structures.

Subgroup 4:

Girls' and women's livelihoods needs are heard & addressed

Indicator 4.1: # and % of people (gender disaggregated) reporting consistent and full payment towards operations and maintenance of water resources	
Questions:	Sample Population:

1. Who in your household is responsible for payment towards operations and maintenance of water resources?
    a. head of household (gender disaggregated)
    b. partner/spouse of head of household
    c. both
    d. other (if other, please explain/define)
2. To person responsible: **Over the last six months, how many times were you able to pay the full amount?**
    a. If no, what is preventing you from being able to pay in a) in full b) consistently?
	Interviewees should include a random, representative sample of men and women within each selected site/village/community. Data Collector should work with local officials to identify whether or not there is an active, formalized mechanism for O&M activities (such as a committee or management body).

Indicator 4.2: Women voice their livelihoods needs within governance structures* (y/n) *Governance structures examples include water committees, community leader organizations, local government, and other decision-making organizations	
Questions:	Sample Population:

1. Do women in your community voice livelihood needs within governance structures?
    a. If yes, what governance structures?
    b. If not, why not?
1. Has there been an increase or a decrease in women voicing their livelihoods needs through governance structures?
    c. If increase/decrease, to what do you attribute it?
	Interviewees should include a random, representative sample of women and girls within each selected site/village/community.

Indicator 4.3: Women voice their livelihoods needs though other media* (y/n) *Other media includes radio, television, print publications (pamphlets, bulletins, magazines, newspapers, etc.), at political or other rallies, meetings, protests, etc.	

Questions:	Sample Population:

1. Do women in your community voice livelihood needs through other media?
    a. If yes, what media?
    b. If not, why not?
2. Has there been an increase or a decrease in women voicing their livelihoods needs through these media?
    a. If increase/decrease, to what do you attribute it?
	Interviewees should include a random, representative sample of women and girls within each selected site/village/community. Answers should be corroborated using direct observation as well as with media sources.

Indicator 4.4: # of policies and strategies modified to address women's livelihood needs

Questions:	Sample Population:
For government officials: 1. Have any govt. policies and/or strategies been modified to address women's livelihood needs? 2. If so, how many? 3. Please describe the modification? 4. Did women's input affect these modifications? For women: 5. What are your livelihood needs? 6. Have you noticed any modifications made to policies/strategies that address your livelihood needs? 7. Who made them? Did they receive input from you or other women in order to make these modifications (before or after)? a. If they did, do you feel your needs were met? Why or why not?	Interviewees should include "modifiers", as well as female community members. Answers should be corroborated with a desk review of policies and strategies. "Modifiers" are those individuals/organizations responsible for modifications i.e. policymakers (national, regional, district and lower levels), country offices, other NGOs, etc. Identifying the modifier is important in determining who you interview.

Indicator 4.5: # of investment increases (calculate average) to address women's livelihood needs

Questions:	Sample Population:
1. Have you/your institution made investment increases to address women's livelihood needs? 2. If so, how many? 3. What is the new investment amount? 4. What was the previous investment amount?	Interviewees should include institutions/organizations (policymakers, country offices, other NGOs) responsible for investment increases, as well as female community members who have increased their own investments as part of their livelihoods strategies. Answers should be corroborated with financial records and/or a policy/strategy review.

Indicator 4.6: % of irrigable land ownership (gender disaggregated)

Questions:	Sample Population:
Heads of households 1. Do you own land? a. Is your land irrigable?	Interviewees should include a random, representative sample of heads of households.

Indicator 4.7: % composition of women in irrigation associations

Questions:	Sample Population:
1. How many people are in your irrigation association? 2. How many are women?	Interviewees should include male and female members of irrigation associations. Answers should be corroborated with direct observation and association attendance records/minutes (if available).

Indicator 4.8: # of women reporting improved ability to engage in livelihood

Questions:	Sample Population:

1. Are you able to engage in livelihood? 2. Do you have control over resources generated from water for productive-use?	Interviewees should include a random, representative sample of women and girls within each selected site/village/community.