Baseline Survey: Training Guidance and Data Collection Tools
# Table of Contents

**Introduction and guidance for the training of surveyors**

- Training materials ................................................................................................................... 4
- Training objectives and agenda ................................................................................................ 4
- Training rules ............................................................................................................................. 5
- Presentation of the ASWA II Programme .................................................................................. 6
- Objective of the baseline survey and of this document .............................................................. 6
- Authority for the survey .............................................................................................................. 6
- Roles and responsibilities of the surveyor .................................................................................. 7
- Roles and responsibilities of the supervisor ............................................................................... 7
- Roles and responsibilities of the government and UNICEF ....................................................... 8
- Key activities of the survey ......................................................................................................... 8
- Structure of survey questionnaires ............................................................................................. 9
- Survey work flow ....................................................................................................................... 9
- Sampling approach .................................................................................................................... 11
- Style, formatting, and language of the questions ...................................................................... 13
- Setup and use of smartphones .................................................................................................... 14
- How to conduct an interview or group discussion .................................................................... 15
- Classroom simulations in small groups and plenary ................................................................. 18
- Tips for further training .............................................................................................................. 19

**Community questionnaire** .................................................................................................... 19

- CI – Community information .................................................................................................... 19
- CK – Community key informant interview ............................................................................... 21
- CO – Community observation: transect walk ......................................................................... 26

**Water Supply questionnaire** ............................................................................................... 27

- WI – Water supply information ................................................................................................. 27
- WM – Interview with water supply managers .......................................................................... 29
- WD – Document review on water quality ............................................................................... 37
- WO – Observation of water supply .......................................................................................... 39
- WQ – Water quality test at the water supply .......................................................................... 41
Household questionnaire ........................................................................................................ 44
HI – Household information ............................................................................................... 44
HC – Household characteristics interview ......................................................................... 45
HA – Household interview on assets and wealth ............................................................... 49
HS – Household interview on sanitation and hygiene ....................................................... 55
HN – Household interview on social norms ...................................................................... 60
HW – Household interview on water access ...................................................................... 68
HO – Household sanitation observation ........................................................................... 79
HH – Household hygiene observation ................................................................................ 86
HQ – Water quality test at the household and source ....................................................... 89

School questionnaire ........................................................................................................ 94
SI – School information ..................................................................................................... 94
SA – Interview with school administrator ........................................................................ 96
SO – Observation of school facilities ................................................................................ 102
SH – School handwashing observation ............................................................................ 107

Health Care Facility Questionnaire .................................................................................. 110
FI – Health care facility information ................................................................................ 110
FC – Health care facility key informant interview ............................................................ 112
FO – Health care facility observation ............................................................................... 116

Correspondance between survey questions and WASH / ASWA II M&E indicators ......... 123
Introduction and guidance for the training of surveyors

TRAINING MATERIALS

Training material to be prepared in advance:

- Laptop and projector for PowerPoint presentations
- Power adaptor, extension cords and multi-plug socket / power strip
- List of training participants (including with their phone number and possibly email address)
- If smartphones are used for data collection:
  - Smartphones already set up and with SIM card and mobile data
  - Wifi connection at the training location
- Water quality testing material and equipment for transporting water samples
- Notebook, flipcharts, marker pens
- Lunch, water and coffee breaks
- Per diem
- Etc.

Surveyors should have received the following materials at the time of training:

- Copies of all questionnaires or smartphones with questionnaires uploaded
- Copy of this document for each surveyor
- Notepad
- Pen
- Schedule or plan for field visits (list of villages/sites to be surveyed and on which day)
- Contact information for all survey team members, including enumerators, supervisors and survey managers
- Smartphone items (if smartphones are used):
  - Smartphone updated with latest software and survey questionnaires
  - Protective case
  - Mobile data minutes or bundles for the smartphones
  - High capacity portable charger / power bank for each smartphone
- Surveyors should bring their own hat and/or umbrella etc. for the field pre-testing
- Other material/supplies required for the field work

TRAINING OBJECTIVES AND AGENDA

The objectives of the training are the following:

- Surveyors (or also named ‘enumerators’) become familiar with the WASH programme for which data will be collected in the field, and with the objectives of this survey;
Surveyors know their role and responsibilities and those of the supervisors;
Surveyors understand the content of the survey and how they will collect data in the field;
Surveyors will practice and improve their survey skills through classroom and field simulation as well as homeworks
Final selection of the surveyors: surveyors who do not demonstrate the required level of understanding and skills for successfully conducting the survey may need to be disqualified after the end of the training (they will still receive the planned compensation/per diem corresponding to their participation in the training)

Detailed agenda of the training: (example)

<table>
<thead>
<tr>
<th>Date / time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td></td>
</tr>
<tr>
<td>8:00 – 9:00</td>
<td>Registration / breakfast</td>
</tr>
<tr>
<td>9:00 – 10:30</td>
<td>Introduction, tour de table, objective of the training, agenda, logistics/material and rules</td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>Presentation of the ASWA II programme and objectives of the survey</td>
</tr>
<tr>
<td>11:00 – 11:15</td>
<td>Coffee / tea break</td>
</tr>
<tr>
<td>11:15 – 11:45</td>
<td>Roles and responsibilities for each actor involved in the survey</td>
</tr>
<tr>
<td>11:45 – 12:30</td>
<td>Survey activities, structure, flow and sampling approach</td>
</tr>
<tr>
<td>12:30 – 13:30</td>
<td>Conducting surveys on mobile smartphones</td>
</tr>
<tr>
<td>13:30 – 14:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>14:15 – 15:30</td>
<td>How to conduct surveys / interviewing techniques / survey etiquette</td>
</tr>
<tr>
<td>15:30 – 15:45</td>
<td>Coffee / tea break</td>
</tr>
<tr>
<td>15:45 – 17:30</td>
<td>Studying and reviewing the Community Questionnaire</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td></td>
</tr>
</tbody>
</table>
| XX:XX | *Insert additional rows as needed*

**TRAINING RULES**

Please follow these ground rules during your training to ensure that you are familiar with the survey procedure and fully prepared for field work:

- **Punctuality**—the training starts promptly at X:XX am daily. Delays in beginning the training will prolong the day for you and your colleagues.

- **Sign the attendance register** – the register should be signed at the beginning of both the morning and afternoon sessions.

- **Use of mobile phones** – the use of mobile phones during the training sessions is discouraged except where it is required to do your work. Personal mobile phones should either be turned off or set on vibrate mode. If it is absolutely necessary to take or make a call, this should be done outside of the training room.

- **Behaviour and discussions** – all trainees are expected to adopt a respectful attitude and participate in discussions. To facilitate learning, only one person should speak at a time, and differences in opinions should be expressed respectfully.
➢ **Dress code** – please dress appropriately during the training, in the same manner as you would when conducting the survey. Keep in mind that you will be meeting with government officials, elders, and professionals throughout the survey, so dress professionally at all times.

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**PRESENTATION OF THE ASWA II PROGRAMME**

The *Ministry of XXX* in collaboration with UNICEF is launching the ASWA (Accelerating Sanitation and Water for All) programme, phase 2, in this country. This programme is funded by the Government of the United Kingdom (UK) for a period of 5 years.

The ASWA II programme seeks to improve sanitation and hygiene practices in rural areas and, in some villages, to provide improved water supply. *In some communities, schools and health centers will also benefit from the programme.* By achieving these outcomes, the ASWA II programme intends to improve the health, nutrition and wellbeing of poor people in targeted rural villages, especially of women and girls and other vulnerable groups.

ASWA II is implemented in ten countries: Bangladesh, Cambodia, Eritrea, Haiti, Madagascar, Myanmar Nepal, Niger, Pakistan, and South Sudan. UNICEF Regional and Headquarters offices will support the programme, which is firmly based on lessons learnt from the preceding ASWA I programme. The programme will be implemented this country by XXX under the oversight of the Government and UNICEF.

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**OBJECTIVE OF THE BASELINE SURVEY AND OF THIS DOCUMENT**

The objective of the baseline survey is to better understand the situation of each pre-identified beneficiary village before the programme implementation. This will help confirm whether the ASWA II programme is needed in the village, and identify what needs to be done and how. The same survey will be repeated later in order to assess the difference before and after programme implementation, and evaluate the level of success of the ASWA II programme.

The survey will cover household use of basic sanitation, hygiene, and water supplies, including the practice of open defecation and the quality of the water used for drinking; and the water, sanitation and hygiene (WASH) conditions in schools and health care facilities. The survey will take place in the XXX regions/districts of XX Country.

This document contains the generic guidance for the training of the survey team as well as the data collection tools for the ASWA II baseline survey. A slightly different survey will be necessary at midline (mid-course of the programme) and at endline (after the end of field activities).

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**AUTHORITY FOR THE SURVEY**

The *Ministry of XXX* for XX Country gives you the authority to carry out this survey and collect information from households, local government authorities, and institutions. Always bear in mind that this is a voluntary survey, which means participants are not required to participate. However, it is expected that surveyors will use positive measures of persuasion and tact to get all the information needed from all eligible respondents by explaining them why the survey is conducted and how it will benefit them.
ROLES AND RESPONSIBILITIES OF THE SURVEYOR

The most important part of any survey team is you, the surveyor, because you will communicate directly with the beneficiaries of the programme and will need to accurately record their views and experiences. This manual is meant to serve as a reference guide during and after your training. Please read it carefully and ask your supervisor about any questions you have regarding how to conduct the survey.

Surveyors play a central role in the collection of data, and the ultimate outcome of the exercise depends on how well you conduct the survey. **Success, therefore, depends on the quality of the surveyors’ work.** It is therefore important that you are consistent in the way you put the questions to the respondent.

In general, the responsibilities of the surveyors will include:

- Study this manual thoroughly and practice going through the questionnaires before starting field work;
- With the assistance of the field supervisor, locating the households in the sample that are assigned to them, and administering the questionnaires;
- Interviewing all the eligible respondents in the households assigned to them;
- Checking completed interviews to be sure that all questions were asked;
- Ensuring that the information given is correct by keeping the respondent focused on the questions;
- Contacting the supervisor if there is any question or problem during data collection or with the logistics (surveyors need to have the phone number of all supervisors); and
- Preparing debriefing notes for the field supervisor on problems or observations.

ROLES AND RESPONSIBILITIES OF THE SUPERVISOR

Each surveyor will be assigned to a supervisor, who is responsible for the well being and safety of team members as well as the completion of the assigned surveys and maintenance of data quality.

The responsibilities of the supervisor include:

- Ensure that all surveyors/ enumerators are properly trained and have the necessary equipment to perform their job;
- Know and communicate to the surveyors which questionnaires and modules should be used where;
- Manage field work, including providing assignments to surveyors and resolving problems or questions that occur during surveys; to do so, supervisors need to have the phone number of all surveyors;
- Provide quality assurance by regularly observing surveyors, reviewing the data collected in a timely fashion, ensuring that revisits are performed when necessary, and providing constructive feedback;
- In surveys using mobile data collection, ensure that data is uploaded or retrieved from the mobile device each day (when possible), and perform data quality checks and finalize new responses daily using the tools provided by the software;
- Ensure the that the sampling criteria are followed correctly;
- Maintain complete records of each day’s activities and note any problems or discrepancies with the data collected; and
- Report any problems with the survey or the equipment to survey managers in a timely manner.
ROLES AND RESPONSIBILITIES OF THE GOVERNMENT AND UNICEF

- Organize, participate in and facilitate training
- Communicate with local authorities
- Provide overall survey supervision/management during data collection, and continuous technical support to the entire survey team
- Quality assurance on the data and reporting

KEY ACTIVITIES OF THE SURVEY

The survey will be carried out through a combination of:
- Interviews with households, community leaders, managers of drinking water services managers, as well as with key informants in school and health care facility;
- Observations of the water, sanitation, and hygiene facilities and behaviours in these locations; and
- Water quality testing of a sample of water supplies and stored drinking water in the household.

The data to be collected can be summarized as follows:

**Sanitation and hygiene**
- Presence, condition and use of toilet and handwashing (HW) facilities
- Practice and reasons of open defecation
- Social norms
- Toilet emptying

**Drinking water supply**
- Access to water supply
- Management and maintenance arrangements
- Functionality and sustainability
- Water treatment and quality
- Water safety plan

**Health care facilities**
- WASH management
- Access to, and condition & functionality of water supplies
- Water treatment and quality
- Access to and condition of toilets and HW facilities; MHM
- Management of solid waste

**Equity (cross-cutting)**
- Household characteristics, wealth and assets
- Female access and representation
- Disabled access / barriers
- Challenging environments

**Schools**
- WASH management
- Access to, and condition & functionality of water supplies
- Water treatment and quality
- Access to, and condition & use of toilets and HW facilities; MHM
- Management of solid waste

Various data collection methods will be used to collect this information:
- Key informant interviews with community leader and WASH committee members/leaders
- Household interviews with a (non-dependent) adult informant
- Interviews with school and health care facility administrators
- Structured observation of drinking water, toilets and hygiene facilities in communities, households, schools and health care facilities
- Water quality testing at the household’s point of consumption and at the reported water source
- Direct observation of student handwashing behaviour in schools
• Review of documentation (on ODF certification, functioning of water management committee or equivalent, water safety plan, district MHM plan) and data available in the real-time WASH monitoring system (if any)

STRUCTURE OF SURVEY QUESTIONNAIRES

The survey consists of several questionnaires designed for different locations (community questionnaire, household questionnaire, water point questionnaire, school questionnaire, and health care facility questionnaire). Each questionnaire is divided into several modules corresponding to a specific data collection method (e.g. interview, observation, water quality testing etc.). The complete set of questionnaires and modules are provided in this document further below, along with additional information blocks to provide more detail on how to ask each question.

The structure of the survey questionnaires is as follows:

<table>
<thead>
<tr>
<th>Community questionnaire</th>
<th>Water Point questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI</td>
<td>WI</td>
</tr>
<tr>
<td>Community information</td>
<td>Water source information</td>
</tr>
<tr>
<td>CK</td>
<td>WM</td>
</tr>
<tr>
<td>Community key informant interview</td>
<td>Interview with water supply managers</td>
</tr>
<tr>
<td>CO</td>
<td>WD</td>
</tr>
<tr>
<td>Community observation</td>
<td>Water quality documentation review</td>
</tr>
<tr>
<td></td>
<td>WO</td>
</tr>
<tr>
<td></td>
<td>Observation of water supply</td>
</tr>
<tr>
<td></td>
<td>WQ</td>
</tr>
<tr>
<td></td>
<td>Water quality test at the water supply</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Household questionnaire</th>
<th>School questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI</td>
<td>SI</td>
</tr>
<tr>
<td>Household information</td>
<td>School information</td>
</tr>
<tr>
<td>HC</td>
<td>SA</td>
</tr>
<tr>
<td>Household characteristics interview</td>
<td>Interview with school administrator</td>
</tr>
<tr>
<td>HA</td>
<td>SO</td>
</tr>
<tr>
<td>Household assets and wealth interview</td>
<td>Observation of school facilities and grounds</td>
</tr>
<tr>
<td>HS</td>
<td>SH</td>
</tr>
<tr>
<td>Household sanitation and hygiene interview</td>
<td>School handwashing observation</td>
</tr>
<tr>
<td>HN</td>
<td></td>
</tr>
<tr>
<td>Household social norms interview</td>
<td></td>
</tr>
<tr>
<td>HO</td>
<td></td>
</tr>
<tr>
<td>Household sanitation observation</td>
<td></td>
</tr>
<tr>
<td>HH</td>
<td></td>
</tr>
<tr>
<td>Household hygiene observation</td>
<td></td>
</tr>
<tr>
<td>HW</td>
<td></td>
</tr>
<tr>
<td>Household water access interview</td>
<td></td>
</tr>
<tr>
<td>HQ</td>
<td></td>
</tr>
<tr>
<td>Water quality test at the household and source</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Care Facility questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>FI</td>
</tr>
<tr>
<td>Health care facility information</td>
</tr>
<tr>
<td>FC</td>
</tr>
<tr>
<td>Health care facility key informant interview</td>
</tr>
<tr>
<td>FO</td>
</tr>
<tr>
<td>Health care facility observation</td>
</tr>
</tbody>
</table>

SURVEY WORK FLOW

The survey may differ slightly from one community or household to another, depending on the situation.

The questionnaires are designed to flow from one questionnaire to the next, and within each questionnaire from one module to the next. However, some questionnaires, modules and questions might need to be skipped depending on the sample selection and the answers that the respondent provides. In other words, not all questionnaires, modules and questions will need to be used in all surveyed communities. The survey schedule or plan provided by the survey supervisors will specify exactly which questionnaires and modules should be used in each community. For example, in a village where the programme only addresses household sanitation and hygiene, it might be instructed to skip the school and health care facility questionnaires. Similarly, some modules and questions will only be used in some communities and households. For example, water quality will
only be tested in a sample of households, and the questions on the real-time monitoring system will only be asked if such system exists in the area.

**Flow between the Community, Household, and Water supply survey questionnaires**

You will begin in each new community or village with the Community questionnaire, then identify water supplies and households to be visited. Keep in mind that water quality testing at the household will only be carried out in a subset of households that are surveyed; these households will be randomly selected in communities. Where water quality testing is required, you will only perform it in one out of every 5 households that are successfully surveyed.

Use the following steps as a guide in conducting the survey:

**Community questionnaire:**

1. Complete module CI (Community information) prior to arriving in order to be respectful of the respondents’ time. This module contains only information that should be known in advance of the interview.
2. Upon arrival at the community, meet with community leaders, elders, or chiefs (local authorities officials). Explain the purpose of the survey and ask for permission to proceed. *If the survey will include the Water Supply questionnaire (your supervisor will notify you if this is the case), ask if the water user association or committee members can be contacted to schedule the interview and observation.*
3. Complete module CK (Community key informant interview) with the community leaders.
4. Complete module CO (Community observation: transect walk). This concludes the Community questionnaire. *In certain situations, it may be more more practical to complete this module after conducting all of the required household interviews (see below).*

**Water Supply questionnaire:**

5. *If the survey will include the Water Supply questionnaire, then ask to meet representatives of the water point committee, water users association, or water service provider.* Complete the Water Supply Questionnaire as follows:
   a. Fill out WI (Water supply information)
   b. Complete WM (Interview with water supply managers) and WD (Documentation review on water quality).
   c. Ask to visit the main water point or supply system (if there are multiple supplies, randomly select one to visit). Complete WO (Observation of water supply) and WQ (Water quality test at the water supply).

**Household questionnaire:**

6. Visit households following the approach described in the Sampling section of this document until you have reached the required number of households to be surveyed in the community. Complete the Household questionnaire as follows:
   a. Fill out HI (Household Information)
   b. Interview an adult household member, completing modules HC (Household Characteristics), HA (Household Interview on Assets and Wealth), HS (Household Interview on Sanitation and Hygiene), HN (Social Norms), and HW (Household Interview on Water Access).
   c. Ask to visit the sanitation and hygiene facilities and complete household observation modules HO (Household Sanitation Observation) and HH (Household Hygiene Observation).
   d. *If the community is selected for water quality testing,* perform the testing at the first household visited, then *skip 4 of the successfully surveyed houses before performing it again. Continue in
this manner to sample one out of every 5 households (so in 20% of surveyed households). Ask if you can be provided with a glass of water that they would give someone to drink. Complete module HQ (Water Quality Test at the Household and Source).

Flow of the School survey

When visiting a school, complete the survey by following these steps:
1. Complete module SI (School Information) before you arrive at the school. This module contains only information that should be known in advance of the interview.
2. Upon arrival at the school, ask to meet with the head master or other school administrator. Complete module SA (Interview with School Administrator). *At this time, ask about the school schedule so that you can plan to be in place to conduct the school handwashing observation during a break in classes.*
3. On the next class break (when students will be changing classes), position yourself in a non-obtrusive location near a toilet block to conduct module SH (School Handwashing Observation).
4. Ask if you can visit the toilet, hygiene, and water facilities. Complete module SO (Observation of School Facilities and Grounds).

Flow of the Health Care Facility survey

When visiting a health care facility, complete the survey following these steps:
1. Complete module FI (Health Care Facility Information) before you arrive at the health facility. This module contains only information that should be known in advance of the interview.
2. Upon arrival at the facility, ask to meet with the facility director, a head doctor or nurse, or other administrator. Complete module FC (Health Care Facility Key Informant Interview).
3. Ask if you can visit the water, sanitation, and hygiene facilities. Complete module FO (Health Care Facility Observation).

Information modules

Most questionnaires have an ‘Information’ module at the beginning, which the surveyor needs to fill out before starting the actual survey. As much as possible, you should fill out these sections *in advance* up to the point where you ask the respondent for permission to continue.

**SAMPLING APPROACH**

It is important that you follow the sampling procedure exactly as described below in order to ensure that the survey results are valid and represent the entire population in the ASWA II intervention areas.

Communities/villages to be surveyed

Communities to survey are first randomly selected by UNICEF and the survey managers from the list of communities pre-identified that might be chosen to benefit from the ASWA II programme. Your supervisor will provide you with a list of communities to visit. If a community cannot be reached or refuses to take part in the survey, notify your supervisor and they will select a another community from a list of replacement communities. Please make at least three attempts to establish contact with the community before contacting your supervisor. Replacement should happen rarely as there are only a limited number of replacements available.
Households to be surveyed within these communities

Within each community selected, only a certain number of households will be visited. The same number of households will be surveyed in each community, regardless of the size of the community. You will then need to randomly select these households in the community using a skip method, meaning that you will randomly pick one household where you will start the survey and then survey the other ones keeping a fixed interval between two surveyed households. The interval (‘skip’) between two households to be surveyed in a particular community will depend on the total number of households in that community. The interval (number of skips) between two households should be provided by your supervisor along with the list of communities to be visited.

Perform the skip method according to the following procedure:

1. Randomly choose one of the main roads or pathways where households are located, using the quick map of the community created during the Community Interview (by using a random number generator app or by spinning a bottle in the center of the community to pick a path). Start walking down that path and stop at the first household to begin your first household questionnaire.

2. At this household, ask to speak with the person who is most knowledgeable about the household WASH conditions and practices; this is the ‘key informant’ who should be interviewed. This could be the household head, but this is not required. The key informant could be any adult who is knowledgeable about water, sanitation and hygiene in the household. If a respondent could not be found or refused to participate in the survey, visit the next closest household available (without skipping).

3. Once the first household questionnaire is completed successfully, continue in the same direction along that path, skip the required number of houses and identify the next household to be surveyed. Always use the same interval between two households. In the case where a household refused or was not available and has to be replaced by a neighbor, do not restart the skip count. Just continue counting from the original house you intended to visit.

4. Once you reach the end of one path (or the community boundary), choose the next adjacent path and repeat the procedure. Do not restart the skip count, but continue from the number that you ended with on the previous path. Make sure that each of the main paths are visited. If it is suspected that the suggested protocol has not been followed, you might be asked to return to the community and complete additional surveys.

Important tips:

- Avoid conducting the household survey at times of day when people are not likely to be at home because of work in the field or special events and holidays.

- If several families live in the same compound/plot and share the same WASH facilities (e.g. toilets and/or water point), they might be considered as one single household and therefore you might need move on to the next household that may have different WASH conditions and practices. Different countries may have more specific definitions of what is considered a single household. The country specific definition and instructions must be provided by the survey managers or supervisors.

- Survey the entire community, not just the households near the center. Your supervisor will be reviewing the GPS locations of the households to make sure that all areas of the community were covered. If some areas are missed, you might be asked to return to the community and complete additional surveys.
## STYLE, FORMATTING, AND LANGUAGE OF THE QUESTIONS

The questionnaires were designed with a standard coding and formatting system to help guide you through the interview:

<table>
<thead>
<tr>
<th>Format</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions in black color</td>
<td>Mandatory survey questions for all ASWA II countries</td>
</tr>
<tr>
<td>Questions in dark blue</td>
<td>Sustainability questions (or 3-Star indicator questions for WASH in schools) included to help with program design and assess the sustainability of existing services at baseline</td>
</tr>
<tr>
<td>Questions in light blue</td>
<td>Additional questions that are useful to diagnose some key problems and failures and guide programme planning</td>
</tr>
<tr>
<td>Questions in green</td>
<td>Additional core questions for monitoring SDG6 indicators, as defined by the JMP</td>
</tr>
<tr>
<td>Text in red</td>
<td>To be adapted to the country/local context</td>
</tr>
</tbody>
</table>

**Italics**

Instructions to the surveyor – should also appear on the smartphone if the survey is conducted using smartphones

**Probe:** ...

Instructions to the surveyor: Ask respondent for the additional information requested after their initial response to ensure accuracy. Should also appear on the smartphone if the survey is conducted using smartphones.

**OBSERVE:**

Instructions to the surveyor: The surveyor should visibly observe something in order to answer the question (rather than simply asking respondents). Should also appear on the smartphone if the survey is conducted using smartphones.

**Specify:** ______________

Enter the answer given by respondent if it does not match one of the pre-defined choices provided

- Single choice A
- Single choice B

Single answer responses: choose the one response that best matches the answer given

- Multiple choice 1
- Multiple choice 2

Multiple choice responses: check or tick all of the answer choices that apply

‘Don’t know’ or ‘DK’

Option to check when the respondent does not know the answer. If a question does not have one of these choices as an option, you still must answer the question using the best choice possible.

⇒ HO20

Skip to the question number shown if that answer is chosen

**INSTRUCTIONS (↓):**

Some additional instructions about how to answer or interpret some of the questions. They are meant to be specified or complemented after the field testing. Please study them carefully before you go to the field. Keep in mind that these instructions are not included in the copy of the questionnaire you will have to fill out or on the smartphone you will need to use. So please keep your manual with you for reference at all times and study these instructions carefully.
**Question order and numbering**

Every question in the survey has a unique number that includes the module code and the question number (e.g. “HW14”). Some numbers might be skipped or appear out of order. This is because your survey is based on a standardized survey for all 10 ASWA II countries and certain questions are not applicable in all countries or contexts. These question numbers should not be changed as they are needed in order to link back to the standard version.

If a question is removed by UNICEF and the survey managers, or if questions are added, the other ones should keep the same number.

**Translation into the local language**

The questionnaires have been translated from the original version in English to the following local language(s): XXX. The surveyor may have to translate these questions again into the language spoken by the survey respondents, if this translation is not already provided. The translation needs to be refined and validated during the pre-testing of the survey questionnaires in the field.

**SETUP AND USE OF SMARTPHONES**

In case of smartphones are used for data collection: the survey firm or managers should customize and expand on this chapter, based on the unique aspects of the mobile survey application and type of smartphone selected.

Guidance for the smartphone:
- How to use the smartphone: power on/off and main functionalities useful for the survey (settings, volume, camera, maps, GPS, managing phone/wifi networks, etc.)
- Care and maintenance of the smartphone
- Setting up photo resolution (to reduce the size of photos that will be taken in the field)
- Keeping smartphones powered and maximizing battery life
- How to use and protect the portable charger (power bank)

Guidance for the survey application:
- How to open and navigate the menu of the survey application
- Creating/opening a new survey
- Navigating between the survey questionnaires and modules
- Navigating through each survey questionnaire and module, from one question to the next one
- Skips
- Types of survey questions
- Distinguishing survey instructions from survey questions
- Drafts vs. finalized/submitted surveys
- Viewing previous surveys
- Using other functionalities (locating an existing site from the list, using the map and GPS, etc.)
- Offline operations and understanding data sending/synchronization
- Reporting an issue and using the remote debugging mode
- User account management
- Etc.
HOW TO CONDUCT AN INTERVIEW OR GROUP DISCUSSION

Make a good first impression

The surveyor and the respondent(s) are strangers to each other. Therefore the first task of the surveyor is to make a good first impression. The respondents’ first impression of you will influence their willingness to participate in the survey.

The first impression a respondent has of you is formed through your appearance. The way you dress may affect whether your interview is successful or not, therefore you should dress neatly and simply at all times.

Try not to arrive at the selected household at an inconvenient time of day, such as mealtimes, or too late or early during the day. Try to arrive when the respondents will not be too busy to answer questions.

Identify the most relevant respondent(s)

The data collection tools include instructions on the type of respondent sought for each questionnaire. Read it carefully and comply with the given instructions as much as possible to ensure the reliability of data that you be collect.

If the most appropriate respondents are not available, try to see when they will be available and consider changing the sequencing of the survey (order of questionnaires) accordingly.

As mentioned above, interview the household member who is most knowledgeable about the household WASH conditions and practices. This could be the household head, but not necessarily: could also be the mother etc.

Gain rapport with the respondents

When first approaching the respondents, do your best to make them feel at ease. With a few well-chosen words, you can put the respondent in the right frame of mind for the interview. Always open the interview with a smile and greeting and then proceed with your introduction as specified on your questionnaire.

Introduce yourself by name and show your identification. Appear friendly as you introduce yourself. Explain the survey and why you want to interview them, exactly as the introductory text tells you to.

Tell the respondent that the survey will help better understand the current situation of the village and how it can be improved, and therefore that his/her cooperation will be highly appreciated. Such standard introductory text is given at the beginning of each relevant survey questionnaire/module. This introductory text were carefully phrased – it is therefore important that you learn it and don’t modify it.

Make sure that the respondents do not confuse you with others who might be visiting households for other reasons; for instance, for the selling of goods or for medical purposes.

Please note that no payment or compensation will be offered to respondents. Never promise such things.

Always try to get information in advance about local customs/habits, notably regarding local leaders, religious beliefs, communication between men and women, and sanitation and hygiene issues. Adapt your behaviour to them. Your behaviour and the respect you will demonstrate vis-à-vis local customs will influence the reaction of the population and the success of the survey.
Always have a positive approach

Remain calm, smiling and polite at all times.

Never adopt an apologetic manner, and never approach with such words as “Are you too busy?” or “If you are not too busy?” or “If you don’t mind ...”. Such questions will invite refusal before you even start. Rather, tell the respondent “I would like to ask you a few questions, please. This is to better understand your situation and the situation of your village, and see how it can be improved.”

Answering questions from respondents

The respondents may ask you some questions about the survey or how they were selected to be interviewed or how the survey is going to help them, before agreeing to be interviewed. Be direct and pleasant when you answer. The respondents may also be concerned about the length of the interview. Please be frank to tell them how long you are likely to take to administer the questionnaire. An approximate duration is indicated in the introductory text at the beginning of each relevant survey questionnaire/module.

Emphasize the confidentiality of any information collected

Some respondents may refuse to answer the questionnaire, while others may be reluctant to answer some of the questions. This is understandable since you will be asking for information that is not usually disclosed to strangers. You, the surveyor will be expected to inform the respondent that information collected is kept strictly confidential. Responses from all respondents will be analysed as a whole but not responses from each household or respondent individually. Overall responses will only be used for the purpose of the ASWA II programme. You as a surveyor should not keep any copies of this information once the survey ends.

Always stress confidentiality of the information you obtain from the respondent. Be prepared to explain what is meant by confidentiality and to convince respondents to participate if they are reluctant. Explain to the respondent that the information you collect will remain strictly confidential and that no individual names will be used, and that all information will be grouped together and made anonymous when writing the report.

Use a language understandable by the respondent to get this message across. Never mention other interviews or read the questionnaire with other surveyors or the supervisor in front of a respondent or any other person. This will automatically erode the confidence the respondent has in you.

The presence of a third person during the interview can prevent you from getting frank and honest answers from the respondent. It is therefore very important that the interviews are conducted privately and that all the questions are answered by the respondent only. If other people are present, explain to the respondent that some of the questions are personal and require some privacy (to be adapted if such request if not culturally appropriate).
Don’t waste time but don’t rush the interview

- Treat the questionnaires as tools that you are using to converse with the respondent. Ask the question in a natural rather than a mechanical manner.
- Ask questions slowly and clearly to ensure the respondent understands what he/she is being asked.
- After you have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not allowed to form his/her opinion, he/she may respond with “I don’t know” or give an inaccurate answer.
- If you are not sure the respondent understood a question correctly, repeat it again slowly, with more clarification if necessary but using the same keywords if possible, in order to not diverge from the initial question.
- Keep in mind the survey schedule, and remember that you are part of a team. Do not stay and talk for too long. Avoid discussions on issues which are not related to the survey and which may consume a lot of your and or the respondent’s time. Remember that other family members may be waiting for the respondent to be free for other household activities.

Stick to the survey questionnaire

- Try to learn the questions and response options before going to the field.
- Ask the questions exactly as they are written. They have been phrased in a very careful manner, based on international survey standards and on the programme monitoring indicators agreed with the donor. Even small changes in wording can alter the meaning of a question. Moreover, if the question is asked differently across villages or across ASWA II countries, answers/results will not be comparable anymore.
- In order to know if the responses you are receiving are adequate or relevant, make sure you understand the exact purpose of the survey and of each question.
- Ask the questions in the same order as they are given on the questionnaires. Do not change the sequence/order of the questions.
- Make sure you do not suggest answers to your questions. Do not try to ‘help’ a respondent for example by ending the question by “do you agree or disagree?”, or “do you do this or that?” – because the respondent may feel forced to choose between these two options only.
- In order for the respondents to always be honest with their answers, it is very important to adopt a neutral and non-judgemental attitude. For example, do not display any of your own attitudes, practice or opinion, especially regarding the way people should act when it comes to sanitation, water supply or hygiene practices.
- If the respondent did not understand the question, re-ask the same question slower without rephrasing it. If the respondent still does not understand, ask indirect questions or some additional questions so as to obtain a complete answer to the original question.
- Ask all the questions, even if the respondent has already previously answered a question or if the answer seems obvious to you. You can explain that you must ask each question individually, or say “Just so that I am sure…” or “Just to confirm…”, and then ask the question.
- Do not leave a question unanswered unless you have been instructed to skip it, as questions left blank are difficult to deal with later. When questionnaires arrive your supervisor or higher person responsible for the survey, it may look as though you forgot to ask the question.
  - Always write in ‘0’ when a zero answer is given for a number question.
- For some questions, the answer choice ‘Don’t know’ or ‘DK’ will be provided, and after you are sure that the respondent is unable to provide you with an answer, you will be able to record this response.
- In questions where a ‘DK’ response is not printed on the questionnaire, you must make sure that the respondent provides an answer. In exceptional cases where this may not be possible, indicate this on the questionnaire with a note.

- Record answers immediately when the respondent gives you the responses. Never rely on writing answers in a notebook for transfer to the questionnaire later.

**“Probe” for adequate responses**

- Check for the attitude of the respondents, the accuracy of their answers, and the consistency between the answers a respondent gives.
- If you realize that an answer may not be correct or is not consistent with other responses, do not point it out in a way that may imply that you are doubting of the respondent’s honesty or integrity. Just say you may have misunderstood and need to seek clarification.
- Re-ask the same question slower.
- If still in doubt, ask indirect questions or some additional questions so as to obtain a complete answer to the original question, but ensure the meaning of the original question is not changed. Or ask the respondent to “further clarify” his/her answer if necessary, if you feel you may have misunderstood the response. This process is called “probing”.
- Questions, while probing, should be worded so that they are neutral and do not lead the respondent to answer in a particular direction. Do not suggest answers.
- Pause and wait if the respondent is trying to remember difficult items.

**Concluding the interview**

- Check the whole questionnaire before you leave the household to be sure it is completed correctly.
- Smile and thank the respondent very much for his/her cooperation and giving you time to interview him/her. This helps to leave the way open to future interviews (for re-visits) if necessary.
- Avoid over-staying in the respondent’s household even if he/she is very friendly and welcoming. Stick to your schedule.

**CLASSROOM SIMULATIONS IN SMALL GROUPS AND PLENARY**

To be organized during the classroom training.
TIPS FOR FURTHER TRAINING

Remember: In order to participate in the actual field survey, surveyors need to demonstrate a high standard of understanding and skills. Please consider carrying out the following exercises for improving your skills:

• Complete all of the homeworks assigned to surveyors during and/or after the classroom training: read and learn the survey questions (including their formulation in the local language), going through them several times. Test different situations/responses and practice the corresponding skips.
• Practice completing the questionnaires in teams of two enumerators, alternating between one person carrying out the survey while the other one is providing answers and observing. Then change roles and repeat, with the observer sharing feedback to the surveyor after each round.
• For the observation based survey components (water point observation, transect walk, household WASH facilities, handwashing of children in schools), check your accuracy by asking another surveyor to carry it out separately in the same location. Compare their results to yours, to check whether they have conducted the observation correctly and whether the questionnaire is clear enough to avoid different interpretations.

Community questionnaire

To be pre-filled before arriving to the village or before starting any interview.

CI – COMMUNITY INFORMATION

*C11. Surveyor’s name and number
Name: _____________________________ Number: ___________

*C12. Supervisor’s name and number
Name: _____________________________ Number: ___________

*C13. Date and time of interview
Date (Day / Month / Year): ___ ___ / ___ ___ / ___ ___
Time (Hours : Minutes): ___ ___ : ___ ___

*C14. Cluster or community identification number or code (ID)
This should be a unique ID provided by your supervisor with the community assignment
ID: _____________________________

*C15. Community/village name: _____________________________

*C16. Region/province _____________________________

*C17. District _____________________________
INSTRUCTIONS:
Questions CI9 and CI10 below only apply if there is a real-time monitoring system for WASH in operation in this area at the time of the survey.

*CI9. Check if this community has a record in the mobile to web platform.
- Record found and basic info is accurate – specify unique ID of record: ____________
- Record found but some info is incorrect – specify unique ID of record: ____________
- Record not found
- Mobile to web platform could not be accessed
- No mobile to web platform is in use

*CI10. When was the last update to the mobile to web record for this community made?
- Never updated
- Within the past year
- More than one year ago
- Could not determine

*CI11. Coordinates of the center of the community
Use your smartphone to determine the GPS location. Set this location either at a point approximately in the center of the community. Report in WGS84 decimal degrees only using ‘-‘ sign for South or West coordinates.
Latitude: ___________ degrees
Longitude: __________ degrees

*CI12. Result of survey for the selected community:
Discuss any result not completed with Supervisor.
- Survey performed
- No informant available at time of visit  ➔ End of Questionnaire
- Informant could not be contacted after 2 attempts  ➔ End of Questionnaire
- Could not proceed with interview for other reason – specify: ____________  ➔ End of Questionnaire
**CK – COMMUNITY KEY INFORMANT INTERVIEW**

Tell the community members present that you are here today for a survey and ask that they guide you to the person or group of people who would be most knowledgeable about the village and particularly the water and sanitation situation. For example this can be the village leader, one or a few members of the water and/or sanitation or WASH committee or equivalent. Respondents must be at least 18 years old. Ask for a convenient space to sit together in the shade (or protected from the rain) and start the survey.

*CK1. Hello. My name is _____________________. I am conducting a survey on behalf of the Ministry of Water and Sanitation and UNICEF. We want to better understand the situation of water, sanitation and hygiene in the villages of this district and how it should be improved. Your village was selected for the survey among numerous other ones in the district. I would like to collect some information from the person(s) in your village who is the most knowledgeable about these issues. I would also need to visit some households and conduct some observations in the village. I really appreciate your participation. This survey take about X hour(s). All the information we obtain will remain strictly confidential and anonymous.

May I begin the interview now?
- Yes
- No – Specify the reason for refusal: ________________________________________________

*CK2. Record the gender of the main community informant
- Male
- Female
- Other / Third gender

*CK3. What is your role within the community?

**Probe:** check that respondent is a knowledgeable community member. Select all that apply
- Community chief/head
- Local government official
- Elected councillor/representative
- Water / sanitation / hygiene committee member
- School principal/teacher
- Other (specify) ________________________________

*CK4. How many households currently live in this community:

**Probe:** how many households reside in the community at the moment – including temporary, migrant and seasonal visitors? Is this information available from the sanitation monitoring data?
- Number ______________
- Don’t know

---

**INSTRUCTIONS:**

A **household** is defined as a person or group of persons:
- who are related or unrelated,
- who live together in the same dwelling/housing unit (at least 4 nights of the week),
- who acknowledge one adult male or female as the head of household,
- who share the same living arrangements, and
- who are considered as one unit.

In some cases one may find a group of people living together in the same dwelling, but each person has separate living arrangements; they should be counted as separate one-person households.

Domestic helpers, relatives and other workers living and eating in the household are to be included as household members (even if they spend the weekend elsewhere and stay with the household the rest of the week).

Unrelated persons who live and cook meals together would be considered to form one household.

You will be assigned specific households to interview. Households that you will visit will have been identified previously by listing teams.

You should note the **distinction between a family and a household**:
- Family reflects blood descent and marriage; while
- Household is used in this survey to identify an economic/social unit.
- You must be conscious of, and use the criteria provided on household membership to determine which individuals make up a particular household.

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*CK5. Record the skip (interval) between households to be visited later for the household interview and observation modules. This should have been provided in the community assignment from your supervisor, or calculated based on the number of households in the community.*
Skip interval: ____

*CK6. Can you draw a quick map of your village (or provide an existing map), with the main roads/paths, delimitations of the village, and an indication of how households are spread within the village boundaries?*
- Map was drawn
- An existing map was provided by the respondent
- Could not complete – specify reason: ______________________________

*CK7. What is the dominant soil type in this community?*
_Probe: only one main soil type should be chosen, which makes up the top 2m of the soil profile._
- Sandy
- Rocky
- Mud
- Dirt
- Gravel or coarse sand
- Other, specify: _______________

*CK8. Have some community members faced problems in building, using or maintaining their toilet because of soil type, ground conditions, or climate events?*
- Yes
- No  ⇒CK10

*CK9. What types of problem has the soil type, ground conditions or climate events caused for toilet construction and use?
Read and probe the following response option - Select all that apply
- High groundwater table (difficult to dig pits or construct toilets, swampy/marshy, affects toilet use)
- Strong winds (collapsing superstructures)
- Flooding (destroying superstructures, flooding pits, damaging toilet facilities)
- Collapsible soils (collapsing pits, collapsing slabs, collapsing superstructures)
- Hard soils (difficult to dig pits or construct toilets)
- Other (specify) ___________________

*CK10. Has any institution or organization promoted sanitation in this community?
*Probe: determine whether an organization outside the community has been promoting sanitation over the last two years (where local government is noted, check whether this was in partnership with another organization)
Select all that apply
- Local government (specify) _________________
- Health facility
- Health extension workers
- Local NGO
- International NGO
- UNICEF
- Other (specify) ___________________
- Don’t know

*CK11. Has this community been officially certified as Open Defecation Free (ODF)?
  ○ Yes
  ○ No  ⇒CK15

*CK12. Who certified this community as Open Defecation Free (ODF)?
*Probe: check who supervised the process of ODF verification; who announced the ODF status?
  ○ National government
  ○ District government
  ○ Other sub-national government (specify) _________________
  ○ Project team (implementing agency, local partners)
  ○ Community leaders
  ○ Other (specify) _________________
  ○ Don’t know

*CK13. When was this community officially certified as Open Defecation Free (ODF)?
*Probe: confirm whether this date was at least one year ago?
Month: ______________
Year: ______________
  ○ Don’t know

§CK14. Was there any part of the community that was excluded in the ODF verification and certification process?
  ○ Yes
  ○ No
  ○ Don’t know

§CK15. Where are the most common sites of open defecation in or around this community?
*Probe: for particular sites unique to this community, including direction or location on the village map?
Select all that apply and locate these sites on the map of the village.

- River/pond/lake/sea (at edge or in water)
- Close to water sources/water points
- Drains/gullies/canyons/depressions
- Forest/bushes/jungle
- Fields/open ground
- Road/track/path (at sides or on)
- Behind houses/buildings
- Outside communal or public toilets
- Other (specify) ____________________

- Don’t know
- No sites of open defecation

§CK16. How many households in the community have a toilet?
- All
- Most
- Some
- None
- Don’t know

§CK17. Why are some households not using a toilet?
Select all that apply

- Not in our culture/habit: prefer to go outside/in the bush
- Cannot afford to build a toilet
- New households (not yet built toilet)
- Tenants (no toilet provided by landlord)
- Sharing problems (not allowed to use other toilets)
- Collapsed toilet (not yet rebuilt)
- Full pit/tank (not yet emptied or replaced)
- Other (specify) ________________________________
- Don’t know

§CK18. Were any support or solidarity mechanisms used to help poor or disadvantaged households construct or improve toilets?

Probe: have any forms of assistance been provided, such as building the toilet, providing materials, financial support, land, or others?

- Yes, support from outside the community
- Yes, support from inside the community
- No
- Don’t know

†CK19. Has the community taken any action about the households not using toilet:

Probe: whether this issue has been recognized, numbers are known, and a plan is in place (to return to ODF status)?

- Community plan in place to return to ODF status
- Community is monitoring ODF progress among these households
- Households have been asked to build/repair/replace toilet facilities
- Action taken, but households refusing to respond
- No action taken
*CK20. Can you please describe all water supplies that are used by this community for drinking, and then how many of them are currently functioning?
Include only water supplies available to the general public, not private supplies owned by households (except for the piped connections) or supplies owned by businesses, unless they are selling water directly to people in the community.

<table>
<thead>
<tr>
<th>Type of water supply</th>
<th>Total number existing</th>
<th>Number functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piped into dwelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piped to yard / plot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piped to neighbour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public tap / standpipe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water kiosk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borehole</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tubewell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protected dug well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unprotected dug well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protected spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unprotected spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other – specify:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INSTRUCTIONS:**
The main purpose of this question is to identify the type of water supplies that are used in the community for drinking purposes, and to find out if all or only some of them are functional at the time of the survey.

**Type** – Refer to the description of types provided for the Household questionnaire question HW1 later in this manual.

**Total number existing** – Record the total number of this type of water point in the village. Keep in mind that water supplies that are private (only for a single household) should not be recorded, with the exception of piped connections into the home or yard / plot and businesses that sell water directly to the community.

**Number functioning** - Record the number of water supplies currently working and providing water as designed. Record whatever the respondents tell you, without verifying through observations.

*CK21. Is there an action plan to improve the safety/quality of the water you drink in your village (‘water safety plan’) currently in place for this community or any of the water supplies listed?

- [ ] Yes
- [ ] No
CO – COMMUNITY OBSERVATION: TRANSECT WALK

Thank the respondents for their help and time, and explain that you would like to observe the situation of the village. Ask them to guide you through the village to the nearest sites of open defecation that they have mentioned earlier. Check for evidence of open defecation and respond to the following questions. Stop the transect walk as soon as you have observed some evidence of open defecation. If you don’t see any evidence of open defecation after 20 to 30 minutes maximum, stop the transect walk.

*CO1. OBSERVE: Was evidence of open defecation observed while walking through the village and around?
- Human feces
- Animal feces
- Not sure
- No evidence of open defecation
Water Supply questionnaire

This questionnaire should be completed for the main water supply used by the community, as identified during when carrying out the Community Questionnaire. Disregard any water point that is privately owned or used by only one or a few households (except for piped distribution systems). In situations where there are multiple water supplies used in the community, and no “main” one, randomly choose one to visit.

Check that the respondent for this questionnaire is a knowledgeable community member, preferably a member of the WASH committee, and at least 18 years old before proceeding.

Some modules, such as observations and water quality testing, need to be performed at the water point and the interviews can either be performed onsite or at the office of the water supply management organization or water user committee.

WI – WATER SUPPLY INFORMATION

To be pre-filled before arriving to the village or before starting any interview.

*WI1. Surveyor’s name and number
Name: _______________________________ Number: ______________

*WI2. Supervisor’s name and number
Name: _______________________________ Number: ______________

*WI3. Date and time of interview
Date (Day / Month / Year): ___ ___ / ___ ___ / ___ ___
Time (Hours : Minutes): ___ ___ : ___ ___

*WI4. Cluster or community identification number or code (ID) where the water supply is located
This should be a unique ID provided by your supervisor with the community assignment
ID: _________________________________

*WI5. Community/village name where the water supply is located: ______________________________________

*WI6. District where the water supply is located: _____________________________________

*WI7. Result of survey for the water supply:
  ○ Survey performed
  ○ No informant available at time of visit ➤End of questionnaire
  ○ Informant not available for extended period of time ➤End of questionnaire
  ○ Other (specify) _______________________________ ➤End of questionnaire

*WI8. Coordinates of the water source
Use your smartphone to determine the GPS location. Report in WGS84 decimal degrees only using ‘-‘ sign for South or West coordinates
Latitude: ___________ degrees
Longitude: ___________ degrees

INSTRUCTIONS:
Questions WI19 and WI20 only apply if there is an existing real-time monitoring system for WASH in the area. The surveyor should attempt to look up the record for the water point, based on the community or geographic location, and record the Unique ID code assigned to the water supply by the real-time monitoring system (if this is the same as the government ID, record that again here).

*WI9. Check if this water source has a record in the mobile to web platform.
- Record found and basic info is accurate – specify unique ID of record: __________
- Record found but some info is incorrect – specify unique ID of record: __________
- Record not found
- Mobile to web platform could not be accessed
- No mobile to web platform is in use

*WI10. When was the last update to the mobile to web record for this water source made?
- Never updated
- Within the past year
- More than one year ago
- Could not determine
WM – INTERVIEW WITH WATER SUPPLY MANAGERS

This interview should be conducted with one or more members of the water point committee, a water users association, a private service provider, etc. Ideally, the interview will be conducted with a group of at least two active members of this entity, one woman and one man. If no committee or management entity exists, the interview can be conducted with a knowledgeable member of the local community, preferably a representative of the local governing authority.

WM1. Hello. My name is ______________________________. I am conducting a survey on behalf of the Ministry of Water Supply and UNICEF. We want to better understand the situation of water, sanitation and hygiene in the villages of this district and how it should be improved. This village was selected for the survey among numerous other ones in the district. I would like to collect some information from you regarding the drinking water supply in the village, conduct some observations of the water supply and take samples for water quality testing. I really appreciate your participation. This survey take about XX minutes. All the information we obtain will remain strictly confidential and anonymous. May I start now?
   ○ Yes
   ○ No - Specify the reason for refusal: ______________________________  ⇒End of questionnaire

*WM2. What is the name used by the community to refer to this water supply? _______________________

*WM3. Government or utility identification code (ID) for the water supply (if available, for example on the water point itself): ______________________________

§WM4. When was the water supply originally constructed?
Year (and month if available): ___ ___ / ___ ___ ___ ___
   ○ Don’t know

§WM5. Which government agency or other organization originally funded or constructed the water supply?
Name: ______________________________________________
   ○ Don’t know

§WM6. Has the water supply been rehabilitated or upgraded since original construction?
   ○ Yes
   ○ No  ⇒WM9
   ○ Don’t know  ⇒WM9

§WM7. When was the water supply most recently rehabilitated or upgraded?
Year:   ___ ___ ___ ___
   ○ Don’t know

§WM8. Which government agency or other organization funded or carried out the most recent rehabilitation/upgrade?
Name: ______________________________________________
   ○ Don’t know
*WM9. Who manages the water supply?
  ○ Individual community members  \(\rightarrow\) WM19
  ○ Water user committee  \(\rightarrow\) WM19
  ○ Public utility or water board  \(\rightarrow\) WM19
  ○ Local government  \(\rightarrow\) WM19
  ○ Private operator  \(\rightarrow\) WM19
  ○ Institution  \(\rightarrow\) WM19
  ○ Nobody  \(\rightarrow\) WM19
  ○ Other, specify: ______________  \(\rightarrow\) WM19
  ○ Don’t Know  \(\rightarrow\) WM19

INSTRUCTIONS:

The people or organization who manage the water point are generally those who operate the water point equipment, make minor repairs and perform routine maintenance, and collect and manage user fees or tariffs.

A Water user committee is a formal body, usually with a charter or mandate that gives the committee authority to manage the water point.

If the management is done by an informal group of community members, choose Individual community members.

A public utility or water board may be a private business, a public-private partnership, or a public corporation that is mandated by the local or national government to operate and manage the water supply.

A private operator is a business that is contracted by the community or local government to operate and manage the water supply.

Institutions include government facilities, health care facilities, churches or mosques, or non-governmental organizations.

*WM10. What is the number of water committee members, by sex/gender:
  Number of men: ____
  Number of women: ____
  Number of other / third gender: ____

*WM11. What is the sex/gender of the chairperson?
  ○ Man
  ○ Woman
  ○ No chairperson
  ○ Don’t know

*WM12. Are any other leadership positions held by women?
Check all that apply
  ○ Vice chairperson
  ○ Secretary
  ○ Treasurer
  ○ Other leadership position – please specify ______________
†WM13. Does the water committee have a charter or written agreement signed by a representative of the water committee, the local authority or any other responsible entity?

_Probe: can you show me a copy of the agreement?

- Yes, signed agreement was presented during the interview
- Yes, a signed agreement exists but was not available
- Agreement exists but is not signed by one or both parties
- No

†WM14. How frequently does the water committee meet?

- Monthly
- Quarterly
- Annually
- When needed / no set frequency
- Other _____________
- No

†WM15. _OBSERVE:_ Can you show me records/notes/minutes available from the most recent meeting?

- Yes, records observed
- Records/notes are kept but not available
- No

*Note: WM16 has been intentionally deleted.*

§WM17. _OBSERVE:_ Is there a written list of the names of the committee members that I can see?

- Yes, list was observed
- List exists but not available
- No

†WM18. In the past year, did the water committee report back to the community on its activities, technical performance, and expenditures, for example during a community meeting?

- Yes
- No
- Don’t know

*WM19. In case the water points breaks down and needs repair, is there a person, business, or organization already designated to carry out that repair?*

- Yes
- No
- Don’t know

*WM20. Who carries out the repairs?*

_Select all that apply; several responses are possible, depending on the nature of the breakdown_

- One of the members of the management entity
- Another community member (including local mason/plumber/repairman)
- A local government agency
- An external service provider or business
- An NGO
- Other – Specify: __________________________
- Don’t know
*WM21. Do you have a formal agreement with the external service provider, business, or NGO?
  - Yes
  - No
  - Don’t know

*WM22. To your knowledge, has the person or organization responsible for maintenance and minor repairs received formal training?
  - Yes
  - No
  - Don’t know

**INSTRUCTIONS:**
Formal training could include participation in a training or educational program, apprenticeship under another knowledgeable person, or a professional certification.

*WM23. Are supplies and spares available locally for maintenance and minor repairs?
  - Yes
  - No
  - Don’t know

**INSTRUCTIONS:**
Focus on the commonly needed supplies and spare parts that might need to be replaced on a regular basis or the parts that frequently break down due to normal use of the water supply. This *does not* include major maintenance such as replacement of a handpump, new or rebuilt engines, or civil engineering works. These are considered *capital maintenance*.

§WM24. Is technical support available in the event of a complex breakdown or problem?
  - Yes
  - No
  - Don’t know

†WM25. In the past 12 months, how many times has there been a breakdown or maintenance issue that resulted in downtime?
  - Number of times: ____
  - No breakdowns or maintenance that caused downtime
  - Don’t know

†WM26. What was the *total* downtime due to a breakdown or maintenance issue during the past 12 months?
  - Less than one week
  - Between 1 and 4 weeks
  - More than a month – Specify: __________ (months)
  - Don’t know

†WM27. How long did it take to resolve the last breakdown or maintenance issue?
  - Less than one week
  - More than a week but less than a month
More than a month
Still has not been resolved – Specify time since breakdown _______ (months)
Don’t know

§ WM28. How did you pay to repair the last breakdown or maintenance issue?
Select all that apply

☐ Savings or bank account of the user committee or management entity

Funds contributed by:
☐ Community members
☐ Local government authority
☐ Regional or national government
☐ NGO
☐ Community member living somewhere else in the country or abroad

☐ Other (specify)

☐ Could not afford to repair

† WM29. Is there a monitoring system in place to report failures to local government/service authority?
☐ Yes
☐ No
☐ Don’t know

† WM30. Are user fees or tariffs being collected on a regular basis?
☐ Yes, collected on a regular basis from the households that are required to pay
☐ Collected, but not on a regular basis
☐ Never collected at all  ⇒ WM34
☐ Don’t know  ⇒ WM34
☐ Not applicable  ⇒ WM34

† WM31. Are fees or tariffs deposited into a dedicated bank account?
☐ Yes
☐ No

† WM32. Do the user fees or tariffs usually provide enough funding for:
Check all that apply
☐ Routine operation, maintenance and minor repair costs (labor, fuel, chemicals, materials, and administrative expenses; routine or recurring activities needed to keep the system running)
☐ Major maintenance, repair, and replacement costs for existing equipment
☐ Construction or purchase of new equipment and facilities to expand or improve service
☐ None of the above
☐ Don’t know

† WM33. Is there a reduced fee or subsidized quantity of water available for those who cannot afford to pay for water?
☐ Yes
☐ No
Don’t know

†WM34. Was the decision on where to build the water supply made with the participation of the community leaders or users representatives?
  ○ Yes
  ○ No
  ○ Don’t know

†WM35. Was the water supply constructed by a professional contractor or technician?
  ○ Yes
  ○ No
  ○ Don’t know

†WM36. Did you receive a visit, supervision or technical support from local or district water authorities in the past 12 months?
  ○ Yes
  ○ No
  ○ Don’t know

*WM37. What is the type of water supply
  ○ Piped distribution system ⇒WM39
  ○ Other type of water supply

INSTRUCTIONS:

A piped distribution system is one which collects water from a source, such as a spring, stream, lake, or well, and distributes it via pipes to access points or taps. Common kinds of piped distribution systems include gravity-fed schemes, surface water treatment plants, and borehole pumping schemes.

Other type of water supply includes point sources that do not include a piped distribution system.

*WM38. Other type of water supply
  ○ Tubewell ⇒WM44
  ○ Borehole ⇒WM44
  ○ Protected dug well ⇒WM44
  ○ Unprotected dug well ⇒WM44
  ○ Protected spring ⇒WM48
  ○ Unprotected spring ⇒WM48
  ○ Rainwater ⇒WM48
  ○ Other – please specify __________________________ ⇒WM48

INSTRUCTIONS:

Refer to the instructions for question HW1 (in the Household questionnaire) for a detailed description of the different types.
§WM39. Number of private connections and public tap stands

Number of public distribution points / tap stands: _____
Number of private connections (residential, business, or institutional): _____

§WM40. Storage or service reservoirs

Select all that apply

- Overhead storage tank - specify number: _____
- Ground service reservoir - specify number: _____

§WM41. Total design production capacity of the water system (m$^3$ / day): __________

- Don’t know

§WM42. Total volume supplied in last full month (m$^3$): __________

- Don’t know

§WM43. Type of piped distribution system

- Gravity fed scheme
- Surface water pumping scheme
- Borehole pumping scheme

⇒WO13

§WM44. Depth of borehole or well (meters): ______________

- Don’t know

§WM45 Static depth to water (meters): ______________

- Don’t know

§WM46. Type of pump installed

- No pump installed
- Hand pump
- Motorized pump (electrical, solar, diesel, wind, hydraulic, etc.)

⇒WO13

§WM47. Type of motorized pump: what is the power source?

- Electric mains connected
- Solar
- Diesel
- Wind
- Hydraulic
- Other – specify: __________________________

- Don’t know

⇒WO13

*WM48. What is the current functional status of the water supply?

- Functional
- Partially functional but in need of repair
- Not functional
- Abandoned or decommissioned

⇒End of Module

⇒WM50

⇒WM50

INSTRUCTIONS:
\textbf{Functional or working properly} refers to whether or not the water point is serving its intended purpose of supplying the community or household with water for drinking and other uses. A water point may be working properly but not actually providing water at the time of a visit due to rationing, opening hours, or limited aquifer capacity; therefore, the definition must accommodate some degree of interpretation on the part of the surveyor.

\textbf{Functional status definitions:}

\textbf{Functional:} Water point is in good working condition and regularly provides water according the specifications in the original design. \textit{Note that this is not intended to be a professional engineering assessment of the specifications; try to get information from the informant about whether the water point is performing as originally intended.}

\textbf{Partially functional but in need of repair:} Water point provides water on a regular basis (possibly in a reduced capacity) but repairs are needed due to some maintenance issue or change in conditions at the site.

\textbf{Not functional:} Water point is no longer providing water on a regular basis. This could be due to maintenance issues, changes in water availability or quality, or problems with access to the water point.

\textbf{Abandoned or decommissioned:} The water point has been abandoned by the community or de-commissioned by the government or managing organization.

§WM49. Why was the water point abandoned or decommissioned?
- Poor water quality \Rightarrow \text{End of Module}
- Low water flow or dry \Rightarrow \text{End of Module}
- Vandalism \Rightarrow \text{End of Module}
- Lack of parts \Rightarrow \text{End of Module}
- Village politics \Rightarrow \text{End of Module}
- Other – please specify __________________________ \Rightarrow \text{End of Module}

§WM50. What is the current problem?
Select all that apply
- Broken parts
- Irregular water supply
- Low water flow
- Low water pressure
- Poor water quality
- Seasonal shortages
- Structural problems (major cracks on civil works, apron, etc)
- Vandalism or theft
- Damaged/broken parts
- Other – please specify __________________________
**WD – DOCUMENT REVIEW ON WATER QUALITY**

*This module is for the main water supply used by the community. Please disregard any water point used by only one or a limited number of households (except for piped distribution systems comprising multiple public taps: such piped networks can and should be surveyed). The purpose is to assess whether the most critical water quality parameters were tested and complying with national standards at the time of handover.*

*Ask the members of the water point committee, the water users association, or the private service provider, if they can provide a copy of the water quality test report. It may be necessary to visit a regional or private laboratory to obtain these records.*

*WD1. Was the water source tested at handover (when the water point was built)?*  
- Yes  
- No  
- Don’t know  

*WD2. Who performed the testing?*  
- Government or regional lab  
- Installer or driller  
- Private laboratory  
- NGO  
- Don’t know  

*WD3. Is the test report available for review?*  
- Yes  
- No  

*WD4. Name of laboratory ________________________________*

*WD5. Laboratory contact information:*  
Telephone: _____________________________  
Address: _____________________________  
Email: _______________________________

*WD6. Date of sample ____________________________*

*WD7. OBSERVE: Does the name of the water point and identification (ID) code (if applicable) match the answers provided in the info module (WI9, WI10)?*  
- Yes  
- No – Explain discrepancy ____________________________

*WD8. Take a photo of the test report.*

*WD9. Were any other parameters listed for which the sample failed to meet the national standard?*  
- Yes  
- No
*WD10. List the parameters that failed to meet the national standard:

Parameters:


INSTRUCTIONS:
This question should only be filled out for parameters that were found to be non-compliant with the relevant national standard.
Record the name of the parameter, the result (numerical value), unit of measurement, and the applicable national standard, if it is provided. Note that the standard may be a single number or a range (e.g. pH: 4-8).

*WD11. Total number of parameters that failed to meet national standards:

Number ___ ___

○ All parameters complied with standards ⇒End of module

*WD12. What follow up action taken was taken about the failed test?

○ Re-tested
○ Water point closed ⇒End of module
○ No action taken ⇒End of module

*WD13. What were the results of re-testing?

○ All parameters compliant with national standards after re-testing
○ At least one parameter was still not compliant with national standards

*WD14. Take a photo of the report from the re-test
WO – OBSERVATION OF WATER SUPPLY

Ask the respondent(s) to take you to the water supply. Conduct the observation at the same water supply as the one already discussed/surveyed in the previous water supply related survey modules.

§WO1. OBSERVE: Is water available at the time of the visit?
○ Yes
○ No, locked or outside of opening hours
○ No, outside of rationing hours
○ No
○ Could not observe

*WO2. Were any of the following observed within 100 meters of the water source (or catchment area for gravity fed and surface pumping schemes)?
□ Toilet, latrine, or septic tank
□ Human or animal faeces
□ Active farming or agriculture production
□ Stagnant water (due to poor drainage)
□ Drainage canal or pond

*WO3. Is there a fence present that can prevent animals from entering the area around the water source?
○ Yes, fence is present and functioning
○ Yes, fence is present but not complete, broken or damaged
○ No

Only ask for borehole, tubewell, spring, or dug well sources:

*WO4. Were any of the following observed at the water source?
□ Drainage channel cracked, broken, or in need of cleaning out
□ Apron, platform, or spring box has cracks or is missing
□ Surface water pooling around platform or upstream of spring box
□ Pump is loose at point of attachment to well head

INSTRUCTIONS:
Use the following diagrams to identify the different conditions.

Parts of a borehole/tubewell/dug well:
Parts of a protected spring:
**WQ – WATER QUALITY TEST AT THE WATER SUPPLY**

*This sampling should be done at the time of the water supply observation. Some tests must be done immediately on-site. Refer to the material and instructions given during the training for the detailed procedures.*

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**INSTRUCTIONS:**

This form is based on the MICS Water Quality Module. Refer to the MICS Manual for Water Quality Testing for more information on this method.

However, instructions for the different water quality tests are highly dependent upon the method and equipment selected for the testing in individual countries. The UNICEF WASH section in HQ can provide assistance with detailed instructions for this section once the Country Office selects a test method.

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**WQ1. Was a water quality sample taken?**

Yes:

- Sample was taken

No:

- Water point was not functional ⇒ End of module
- Water not available at this time ⇒ End of module
- Water source too far ⇒ End of module
- Unable to access source ⇒ End of module
- Other reason – please specify: ________________________ ⇒ End of module

---

**WQ2. Label sample container/bag as W-XXX, where XXX is the cluster number or community ID. Also write on the sample container/bag the date and time when the sample was taken.**

Label code: _______________________________________

Date: ___________________

Time: ___________________

*For piped distribution networks only:*

**WQ3. Where was the sample taken?**

- Public tap stand or distribution point
- Network sampling point – specify __________
- Service reservoir or tank
- Source water sampling point
- Other – specify __________

**WQ4. Conduct microbiological test within 30 minutes of collecting sample, according to the procedure described in the water quality testing manual. Record the results following 24-48 hours of incubation. Record the time the microbiological test was performed:**

Time microbiological test performed: ____ ____ : ____ ____
Note: the following tests should be performed on site at the source using a field test kit, with the exception of iron, electrical conductivity, arsenic, and fluoride, which may be performed in a laboratory provided that the sample is properly preserved and transported.

**WQ5.** Result of test for nitrate.
*Check that method produces results measured in nitrate ion (mg/l – NO3), NOT nitrogen (mg/l – N).*
Nitrate result (mg/l - NO3): _______
- Not detected – specify detection limit (mg/l – NO3): _______
- Not tested

**WQ6.** Result of test for iron.
Iron result (mg/l): _______
- Not detected – specify detection limit (mg/l): _______
- Not tested

**WQ7.** Result of test for turbidity.
*This test must be performed immediately at the field site.*
Turbidity (NTU): _______
- Less than detection limit – specify (NTU): _______
- Not tested

**WQ8.** Result of test for electrical conductivity.
*This test must be performed immediately at the field site.*
Electrical conductivity (μS / cm): _______
- Not tested

**WQ9.** Result of pH test.
*This test should be performed immediately on site.*
pH: _______
- Not tested

Arsenic and fluoride only need to be included if the program is known to be in a region at risk for these contaminants.

**WQ10.** Result of test for arsenic.
Arsenic result (μg/l or PPB): _______
- Not detected – specify detection limit (mg/l): _______
- Not tested

**WQ11.** Result of test for fluoride.
Fluoride result (mg/l): _______
- Not detected – specify detection limit (mg/l): _______
- Not tested

**WQ12.** Result of test for manganese.
Manganese result (mg/l): _______
- Not detected – specify detection limit (mg/l): _______
- Not tested
Free chlorine residual only needs to be performed in communities where the water supply is practicing disinfection with chlorine:

**WQ13.** Result of test for free chlorine residual.
Free chlorine residual (mg/l): __________
- Not detected – specify detection limit (mg/l): __________
- Not tested

*If the microbiological method provides a direct count or most probable number (MPN), record the estimated concentration in CFU per 100 ml here and delete the options in red. Alternatively, if the test method is presence absence in 100 ml then delete the CFU line.*

**WQ14.** Result of microbiological test.
Microbiological result (CFU / 100 ml): __________
- Present in 100 ml sample
- Absent in 100 ml sample
- Could not be read – please specify reason: ________________________

*Note that a test specifically detecting E. coli is the preferred method for ASWA II.*

**WQ15.** Type of microbiological test performed.
*Note that the test method should be capable of specifically detecting the group indicated, either through use of a defined substrate media or a confirmation method.*
- E. coli
- Thermotolerant coliform (TTC) or faecal coliform
- Other test method – please specify: _________________________
INSTRUCTIONS (↓):

The purpose of the Household questionnaire is to provide information on the characteristics of the household, their water, sanitation, and hygiene (WASH) practices, and the condition of WASH facilities used by the household.

Each questionnaire begins with an Information Module that includes information about the surveyor, the date and time of the survey, and the location of the household. You may want to fill out this information prior to arriving at the household.

**HI – HOUSEHOLD INFORMATION**

*To be pre-filled before arriving to the village or before starting any interview.*

**HI1. Cluster or community ID number/code**

This should be a unique ID provided by your supervisor with the community assignment.

ID: _______________________

**HI2. Community/village name:** ________________________________

**HI3. Surveyor’s name and number**

Name: _______________________________ Number: ____________

**HI4. Supervisor’s name and number**

Name: _______________________________ Number: ____________

**HI5. Date and time of interview**

Date (Day / Month / Year): ___ ___ / ___ ___ / ___ ___

Time (Hours : Minutes): ___ ___ : ___ ___
HC – HOUSEHOLD CHARACTERISTICS INTERVIEW

INSTRUCTIONS:
A household is defined as a person or group of persons:
- who are related or unrelated,
- who live together in the same dwelling/housing unit (at least 4 nights of the week),
- who acknowledge one adult male or female as the head of household,
- who share the same living arrangements, and
- who are considered as one unit.

In some cases one may find a group of people living together in the same dwelling, but each person has separate living arrangements; they should be counted as separate one-person households.

Domestic helpers, relatives and other workers living and eating in the household are to be included as household members (even if they spend the weekend elsewhere and stay with the household the rest of the week).

Unrelated persons who live and cook meals together would be considered to form one household.

You will be assigned specific households to interview. Households that you will visit will have been identified previously by listing teams.

You should note the distinction between a family and a household:
- Family reflects blood descent and marriage; while
- Household is used in this survey to identify an economic/social unit.
- You must be conscious of, and use the criteria provided on household membership to determine which individuals make up a particular household.

*HC1. Hello. My name is ______________________________. I am conducting a survey on behalf of the Ministry of Water Supply and Sanitation and UNICEF. We want to better understand the situation of water, sanitation and hygiene in the villages of this district and how it should be improved. This village was selected for the survey among numerous other ones in the district. I would like to collect some information about from the person in your household who is the most knowledgeable about these issues. I would also like to conduct some observations and take samples of the water you drink for verifying its quality. I really appreciate your participation. This survey take about XX minutes. I am not going to ask for your name. All the information we obtain will remain strictly confidential and anonymous. May I start now?

May I start now?
○ Yes
○ No ⇒ End of questionnaire

INSTRUCTIONS (↑):
Please do not change the wording of these introductory sentences. If permission is given, record ‘Yes’ and proceed the next question or module.

If there are several households in the same yard or plot, survey only one of them.
If the respondent indicates that you have come at an inconvenient time, discuss with him/her when would be a good time for you to go back and make a note of the time. Always ensure that you keep your appointment.

If the respondent does not agree to continue (refuses to be interviewed), even after you have made further attempts to explain the importance of the survey and to persuade him/her to participate, record ‘No’, thank him/her, and leave the household to go to the next selected household. Remember that a household’s participation in this survey must be on a voluntary basis, and while you are expected to persuade potential respondents to participate, they have no obligation to do so.

§HC2. Record the GPS coordinates of the household
Report in WGS84 decimal degrees only using ‘-‘ sign for South or West coordinates
Latitude: ___________ degrees
Longitude: ___________ degrees

*HC3. Gender of the respondent:
○ Male
○ Female
○ Other / Third gender

*HC4. Gender of the head of household:
○ Male
○ Female
○ Other / Third gender

*HC5. What is your religion?
○ Religion 1
○ Religion 2
○ Religion 3
○ Other religion – please specify ________________________________
○ No religion

*HC6. What is your mother tongue/native language?
○ Language 1
○ Language 2
○ Language 3
○ Other language – please specify ________________________________

*HC7. What is your ethnic group?
○ Ethnic Group 1
○ Ethnic Group 2
○ Ethnic Group 3
○ Other group – please specify ________________________________

*HC8. How many people permanently live in this household?
Make sure to probe for additional members: Those that are not currently at home, any infants or small children and any others who may not be family (such as servants, friends) but who usually live in the household.
INSTRUCTIONS (†):
This information provides a measure of how crowded the house is, and reflects the socio-economic condition of the household. A room in this case refers to a special area with a permanent partition that is used for sleeping. It is not necessarily the number of rooms in the household that are called ‘bedrooms’, but rather how many rooms get used for sleeping on a regular basis, by the household members. Exclude rooms that are used only for sleeping by visitors to the household, but include those rooms that may not be regular ‘bedrooms’ but may be regularly used by one or more of the household members for sleeping. For example, if a household member regularly sleeps in the kitchen, it should be counted as a ‘room used for sleeping’.

INSTRUCTIONS for HC9-14:
For the questions HC9-14 below: you should not mention the word “disability” to the respondent when asking these questions – instead, focus on the specific difficulties someone has due to a health problem. This is intended to avoid bias due to any negative ideas that the respondent might have about labelling a person as having a “disability.”

**HC9.** The next questions ask about difficulties you may have doing certain activities because of a health problem. The first question is: Does anyone in this household have difficulty seeing, even if wearing glasses?  
*Probe: does the person still have a lot of difficulty seeing even when wearing their glasses?*
  ○ Yes
  ○ No

**HC10.** Does anyone in this household have difficulty hearing, even if using a hearing aid?  
*Probe: does the person still have a lot of difficulty hearing even while wearing their hearing aid?*
  ○ Yes
  ○ No

**HC11.** Does anyone in this household have difficulty walking or climbing steps?  
  ○ Yes
  ○ No

**HC12.** Does anyone in this household have difficulty remembering or concentrating?  
  ○ Yes

---

1 These questions are derived from the Washington Group short set of questions on disability. See Washington Group on Disability Statistics for more information.
*HC13. Does anyone in this household have difficulty (with self-care such as) washing all over or dressing?
   ○ Yes
   ○ No

*HC14. Does anyone in this household have difficulty communicating, for example, speaking, understanding or being understood?
   ○ Yes
   ○ No
HA – HOUSEHOLD INTERVIEW ON ASSETS AND WEALTH

INSTRUCTIONS (⬇):
These questions are designed to estimate how wealthy or poor the household is, on a scale with 5 levels from poor to rich (referred to as ‘wealth quintiles’). Ask these questions exactly as they are written, even if some common answer choices seem to be missing.

*HA1. OBSERVE: Main material of the dwelling floor.
*If observation is not possible, ask the respondent to determine the material of the dwelling floor.

Natural floor
- Earth / Sand
- Dung

Rudimentary floor
- Wood planks
- Palm / Bamboo

Finished floor
- Parquet or polished wood
- Vinyl or asphalt strips
- Ceramic tiles
- Cement
- Carpet

- Other – please specify ________________________

INSTRUCTIONS (⬆):
We are interested in what is the main material covering the floor, not what is underneath. Record the response for the main material of the dwelling floor based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the floor at different parts of the household, record the main flooring material (the material that covers the largest amount of floor space).

*HA2. OBSERVE: Main material of the roof.
- No roof

Natural roofing
- Thatch / palm leaf
- Sod

Rudimentary roofing
- Rustic mat
- Palm / bamboo
- Wood planks
- Cardboard

Finished roofing
- Metal / tin
- Wood
- Calamine / cement fibre
INSTRUCTIONS (†):
We are interested in what is the main material covering the roof, not what is underneath. Record the correct response for the main material of the dwelling roof, based on your observation. Before entering the dwelling, you will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the roof, record the main roofing material (the material that covers the largest amount of roof space).

Note: The ‘roof’ is what is at the top of the building on the outside, regardless of the number of floors, and whether or not all floors are occupied by the selected household.

*HA3. OBSERVE: Main material of the exterior walls.

- No walls

Natural walls
- Cane / Palm / Trunks
- Dirt

Rudimentary walls
- Bamboo with mud
- Stone with mud
- Uncovered adobe
- Plywood
- Cardboard
- Reused wood

Finished walls
- Cement
- Stone with lime / cement
- Bricks
- Cement blocks
- Covered adobe
- Wood planks / shingles

- Other – please specify ____________________________

INSTRUCTIONS (†):
We are interested in what is the main material covering the exterior walls, not what is underneath. Record the correct response for the main material of the dwelling walls, based on your observation. Before entering the dwelling, you will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the walls at different parts of the household, record the main wall material (the material that covers the largest amount of wall space).
*HA4. Does your household have:

*Select all that apply*

☐ A fixed telephone line?
☐ A radio?
☐ Country specific items that do not run on electricity (see MICS Customization Guidelines)

**INSTRUCTIONS (†):**

Read out each item and record the answer given after each item. If the respondent reports that the household item is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, then tick the box. Otherwise, leave the box blank.

*HA5. Does your household have electricity?

○ Yes, interconnected grid
○ Yes, off-grid (Generator/isolated system)
○ No ⇒HC7

**INSTRUCTIONS (†):**

Be sure to record ‘Yes, interconnected grid’ for households the electricity is provided through interconnected grid. If the electricity is provided through an off-grid system like generator or an isolated stand-alone systems record ‘Yes, off-grid’.

*HA6. Does your household have:

*Select all that apply*

☐ A television?
☐ A refrigerator
☐ Country specific items that run on electricity (see MICS Customization Guidelines)

**INSTRUCTIONS (†):**

Read out each item and record the answer given after each item. If the respondent reports that the household item is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, then tick the box. Otherwise, leave the box blank.

*HA7. Does any member of your household own:

*Select all that apply*

☐ A wristwatch?
☐ A bicycle?
☐ A motorcycle or scooter?
☐ An animal-drawn cart?
☐ A car, truck or van?
☐ A boat with a motor?
☐ Country specific items (see MICS Customization Guidelines)

**INSTRUCTIONS (†):**

This question collects information on the ownership of various items owned by any of the household members. *Read out each item* and record the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, then tick the box. Otherwise, leave the box blank. Bicycles for children (used as a toy) should not be considered.

**HA8. Does any member of your household have a computer or a tablet?**

- Yes
- No

**INSTRUCTIONS (†):**

A computer refers to a desktop, a laptop computer, or a tablet computer. It does NOT include equipment with some embedded computing abilities such as mobile phones or TV sets.

**HA9. Does any member of your household have a mobile telephone?**

- Yes
- No

**INSTRUCTIONS (†):**

Mobile telephone includes any device that connects to the mobile network, including basic phones (flip phones, brick phones, etc.) and smartphones (Android, iPhone, Windows, etc.). Answer ‘yes’ for a large smartphone that one would hold up to the ear to speak into but do not answer ‘yes’ for a larger tablet device (these are covered in HA8 above).

**HA10. Does your household have access to internet at home?**

- Yes
- No

**INSTRUCTIONS (†):**

Access to internet refers to the internet access at home, not at office or somewhere else.

**HA11. Do you or someone living in this household own this dwelling?**

*If ‘No’, then ask: Do you rent this dwelling from someone not living in this household?*

- Own
- Rent
- Other – please specify ______________________
INSTRUCTIONS (↑):
Note that the question pertains to the situation at the time of interview.
If the respondent or anyone else living in the household owns the dwelling, record ‘Own’ and continue with the next question.
If the answer is ‘No’ then ask, “Do you rent this dwelling from someone not living in this household?” If the dwelling is rented, record ‘Rent’.
If the household lives in the dwelling without paying rent, if the household is squatting (occupied illegally), or if there is another arrangement, record ‘Other’; probe if the dwelling is not owned or rented by a household member, and record the response.

*HA12. Does any member of this household own any land that can be used for agriculture?
○ Yes
○ No ⇒HA14

INSTRUCTIONS (↑):
Agricultural land refers to land that is used for growing crops (the crops may be food for people, food for animals, or other non-food crops), for raising animals, and/or for grazing animals. In answering this question, common land used to graze animals but not owned by the household should not be included. Record the response given. If ‘No’, you will be skipped to HA14.
Note that the land in question may be far away, even in another country. Accept such answers as “Yes”.

*HA13. How many hectares of agricultural land do members of this household own?
If less than 1, record ‘00’.
Record number of hectares: ___ ___
○ 95 or more
○ Don’t know

INSTRUCTIONS (↑):
Record the total number of hectares of land owned by all members of the household that can be used for agriculture.
If 95 or more hectares are owned, record ’95 or more’ and do not enter a number.
If less than one hectare, record ‘00’.
If unknown, record ‘Don’t know’ and do not enter a number.

*HA14. Does this household own any livestock, herds, other farm animals, or poultry?
○ Yes
○ No ⇒HA16
**INSTRUCTIONS (†):**
If ‘No’, you will be skipped to HA16.

*HA15. How many of the following animals does this household have?
If none, record ‘00’. If 95 or more, record ‘95’. If unknown, leave blank.

- Milk cows or bulls ___ ___
- Other cattle ___ ___
- Horses, donkeys, or mules ___ ___
- Goats ___ ___
- Sheep ___ ___
- Chickens ___ ___
- Pigs ___ ___
- Country specific additions ___ ___

**INSTRUCTIONS (†):**
Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together, and count turkeys and ducks together.
If the answer is ‘none’, record ‘00’ for that animal/animal group.
If the household has 95 or more of any one type of animal/animal group, record ‘95’.
If the household owns a particular type of animal/animal group, but the respondent does not know how many, leave blank.

*HA16. Does any member of this household have a bank account?

- Yes
- No

**INSTRUCTIONS (†):**
Ask if any member in the household has an account with a bank, credit association or other similar organization in which they can deposit and withdraw funds.
HS – HOUSEHOLD INTERVIEW ON SANITATION AND HYGIENE

*HS1. Does your household use a toilet?
  ○ Yes, always
  ○ Yes, sometimes (or some members do but others do not)
  ○ No ⇒ HS25

  INSTRUCTIONS (†):
  This question is meant to assess whether the household practices open defecation. The question is trying to assess whether they use a toilet, not whether they have access to one.

*HS2. Does your household own the toilet that you usually use?
  ○ Yes
  ○ No, share a toilet owned by another household ⇒ HS6
  ○ No, share a public toilet ⇒ HS6

§HS3. How old is this toilet?
  ○ Less than 1 year
  ○ 1-3 years old
  ○ 3-5 years old
  ○ More than 5 years old

‡HS4. Where is this toilet located?
  ○ In own dwelling
  ○ In own yard / plot
  ○ Elsewhere

*HS5. Do you share this toilet with others who are not members of your household?
  ○ Yes
  ○ No ⇒ HS7

‡HS6. How many households in total use this toilet, including your own household?
  ○ Less than 10 households – enter number: ____
  ○ Ten or more households
  ○ Don’t know

  INSTRUCTIONS (†):
  The total number of households using this toilet should include the household being interviewed.
  If less than ten households use this toilet, enter the number of households on the line provided.
  Note that ‘1’ is not a valid response (since it means that this is the only household that uses the toilet; if that is the case, you should go back to HS3 and correct the response there).

§HS7. Is the toilet functional?
  ○ Yes, fully functional
Yes, partly functional (frequently overflows, leaks, or breaks down but is still usable)

- No - toilet is full  ⇒ HS14
- No - toilet is collapsed/abandoned  ⇒ HS14
- No – other reason (please specify): ____________________, ⇒ HS14

*HS8. Does every member of the household use the toilet? (except infants and young children)

_Do not include young children who cannot use the toilet._

- Yes  ⇒ HS12
- No, not everyone  ⇒ HS12
- Don’t know  ⇒ HS12

**INSTRUCTIONS (†):**

The purpose of this question is to determine whether every member of the household (including everyone who lives or spends time there, including domestic servants) uses the toilet. Follow-up questions HS10-13 are asked to determine who use the toilet, and why. This will help assess whether the benefits of access to sanitation are equitably distributed among all members of the household. If one person in the household does not use the toilet and practices open defecation, it puts the entire household at increased risk for disease transmission.

§ HS9. How many household members do not use the toilet?  
_Probe for children, elderly people etc._  
Enter number: _____

§ HS10. Describe who in the household does not use the toilet  
_Check all categories of non-user that apply_

- Children under 5 years old
- People with disabilities
- Elderly
- Women
- Girls
- Domestic servants
- Others – please specify _____________________

§ HS11. Why doesn’t everyone use the toilet?  
_Check all that apply_

- They are too young
- Prefer to go outside / in the bush
- Not physically able to use it (adults only)
- Toilet is not in safe location
- Toilet is in poor condition or unsafe
- Toilet does not provide privacy
- Not able to get to toilet when working in fields
- Menstruation
- Local customs and beliefs

§ HS12. Does anyone in the household require assistance to use the toilet?  
- Yes
§HS13. What kind of assistance do those members need in order to use the toilet?
*Check all that apply*
- Walking aid
- Raised pedestal
- Bedpan/potty (disposed into toilet)
- Diaper/nappy

‡HS14. The last time the youngest child in the household defecated, where were the faeces disposed?
*Probe: check whether diaper/nappy/cloth was used, and where it was cleaned/disposed?*
- Child used toilet
- Put into toilet
- Put into drain/ditch
- Thrown into garbage
- Buried
- Diaper/nappy/cloth washed at water point
- Left in open
- Other – please specify
- No young children in household
- Don’t know ________________

‡HS15. Does this toilet contain a pit or septic tank?
*Probe: If respondent is uncertain, ask if it is one of the types listed below.*
- Yes (flush to pit/septic/biogas, pit latrine, composting toilet, VIP latrine)
- No
- Don’t know

‡HS16. Has the toilet that you use ever been emptied?
- Yes emptied
- Never emptied
- Don’t know

§HS17. When was the last time the toilet was emptied?
*Probe: how many months/years ago?*
- Months ________
- Years __________
- Don’t know

§HS18. The last time the toilet was emptied, who emptied it?
*Probe: was it emptied by household members, or by neighbours or by a service provider?*
- By household members or neighbours
- Individuals who are not part of the family and who are paid for this job (hired daily laborer)
- By a desludging (pit emptying) truck/machine
- Other - specify: __________________________
- Don’t know
§HS19. When it was emptied, were the people doing the emptying wearing any special equipment such as rubber boots, gloves or masks?
  ○ Yes
  ○ No
  ○ Don’t know

§HS20. When it was emptied, was there any spillage or leakage of the excreta in your dwelling, in your yard/plot or elsewhere?
  Probe: the spillage or leakage could have been from careless work, or from the equipment used (e.g. hand-held buckets and shovels, small pumps or larger suction vehicles)?
  ○ Yes
  ○ No
  ○ Don’t know

§HS21. How was the emptying done?
  ○ Manually with buckets
  ○ With a hand pump (or gulper device)
  ○ With a vacuum truck
  ○ Other – specify: ______________________________
  ○ Don’t know

‡HS22. When it was emptied, where were the contents emptied to?
  ○ Removed using a truck / tanker
  ○ Removed using a nonmotorized vehicle
  ○ Buried in a covered pit
  ○ An uncovered pit, open ground, water body, or elsewhere
  ○ Other – specify: ______________________________
  ○ Don’t know

§HS23. Does the toilet or septic tank leak or overflow wastewater at any time of the year?
  Probe for problems during the rainy season or flood events.
  ○ Never
  ○ Sometimes
  ○ Often

§HS24. If tomorrow you need to have your toilet emptied, do you know where to go or who to contact?
  ○ Yes
  ○ No
  ○ Household would empty it themselves
  ○ Not sure

*HS25. What are the various moments during the day when you usually wash your hands?
  DO NOT prompt with specific answer choices. Select all answer choices below that the respondent mentions on their own. If the respondent gives a very brief answer, probe by asking “Are there any other times when you would wash your hands?”
  □ When washing body/face
  □ Before preparing food or cooking
  □ Before eating
  □ After eating
☐ After defecation
☐ After cleaning toilet
☐ After assisting disabled/elderly household member to use toilet
☐ After work
☐ Other (specify)
☐ Do not usually wash hands.
☐ Before preparing food and cooking for a child
☐ Before feeding a child
☐ After cleaning child feces
☐ After changing diaper/nappy of a child
☐ After cleaning child potty
INSTRUCTIONS FOR THE COUNTRY OFFICE OR SURVEY FIRM:

Selection of questions
This module contains questions designed to assess factual beliefs, normative beliefs, empirical expectations, and normative expectations around a series of behaviors that are part of the ODF protocols submitted by the ASWA II countries. These include the following:
- open defecation
- use of toilets
- handling of infant feces
- maintaining the public space free of fecal contamination
- handwashing.

The country office should choose to include or not include the questions in this module, depending on the ODF definitions and protocols followed in the country. It is important that all questions related to one behavior are included. E.g., all questions on handwashing, if handwashing is part of the ODF protocol.
If the social norms module is included we recommend to include at a minimum the following questions:
- HN1, HN10, HN16, HN22 (on “open defecation”);
- HN11, HN17, HN23 (on “use of toilets”); and
- HN28, HN29, HN30 and HN31.

NYHQ is available (in close collaboration with the ROs) to help adapt the social norms questions to the local context and the local ODF criteria.

Note on sampling
Social norms apply to the reference network of a person. In rural contexts, this is usually assumed to be almost equal to the community/village, meaning that the most useful level of analysis is at the community level. The baseline outcome sampling strategy does not provide statistically representative results at the community level, so countries should consider alternative sampling strategies for social norms that best meet the needs and objectives of the programme. For example, the country may choose not to conduct the module in every village, but rather a smaller number of villages where a larger number of households could be sampled. Alternatively, the module can be included in the ODF survey (more information on this to follow). Country offices are encouraged to reach out to the Regional Advisors and WASH HQ for country-specific, tailored advice and technical support regarding sampling.
Please read the statements exactly as they are written and ask the respondent to answer based on their own personal knowledge and beliefs.

§HN1. How often do you use a toilet when you defecate?
   ○ Always use a toilet
   ○ Frequently use a toilet
   ○ Rarely use a toilet
   ○ Never use a toilet

§HN2. Do you avoid disposing of fecal waste in open spaces, drains, and water bodies?
   Disposing of fecal waste includes: open defecation, dumping of fecal sludge, or unsafe disposal of child feces.
   ○ Always
   ○ Frequently
   ○ Rarely
   ○ Never

§HN3. How often do you dispose of infant feces into the toilet?
   ○ Always
   ○ Frequently
   ○ Rarely
   ○ Never

§HN4. How often does your household keep soap and water near the toilet?
   ○ Always
   ○ Frequently
   ○ Rarely
   ○ Never

§HN5. How often do you wash your hands with soap and water after using the toilet?
   ○ Always
   ○ Frequently
   ○ Rarely
   ○ Never

Read the following to the respondent:

I will now ask you about some things that people have said about open defecation. Please tell me if you personally agree or disagree with the statement and how strongly you agree or disagree.

§HN6. It is too expensive to have a toilet in one’s home.
   Prompt: How much do you agree or disagree?
   ○ Strongly agree
   ○ Agree
   ○ Neither agree nor disagree
   ○ Disagree
   ○ Strongly disagree
§HN7. Baby’s feces spread disease.

*Prompt: How much do you agree or disagree?*
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

§HN8. Disease can be transmitted through fecal waste in public spaces, such as open spaces, drains and water bodies.

*Prompt: How much do you agree or disagree?*

*Disposing of fecal waste includes: open defecation, dumping of fecal sludge, or unsafe disposal of child feces.*
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

§HN9. Disease can be transmitted through dirty hands.

*Prompt: How much do you agree or disagree?*
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

§HN10. **No one** in the village should defecate in the open.

*Prompt: How much do you agree or disagree?*
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

§HN11. All people in this village should use toilets.

*Prompt: How much do you agree or disagree?*
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

§HN12. All people in this village should dispose of infant feces into toilets.

*Prompt: How much do you agree or disagree?*
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
§HN13. No one should dispose of fecal waste in open spaces, drains and water bodies.
Prompt: How much do you agree or disagree?
Disposing of fecal waste includes: open defecation, dumping of fecal sludge, or unsafe disposal of child feces.
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

§HN14. All people in this village who own a toilet should have soap and water near the toilet.
Prompt: How much do you agree or disagree?
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

§HN15. All people in this village should wash their hands after using a toilet.
Prompt: How much do you agree or disagree?
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

INSTRUCTIONS:
For the following questions labeled as “Version 1” and “Version 2”, the Country Office should pick only one option and use it consistently throughout the survey. Both versions may be pre-tested in the field to decide which version is more appropriate for a given context. Remove the unused version from the final questionnaire and guidance.

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Each one of the following questions asks the respondent to “think about the people in your village, such as your neighbors, family, and friends.” Because enumerators might get tired of repeating this, you only need to explain this once in the beginning rather than saying it again for every question.

§HN16a. Think about the people in your village, such as your neighbors, family, and friends. How many do you think never defecate in the open/field?
- All
- Most
- Some
- None

§HN16b. Think about the people in your village, such as your neighbors, family, and friends. Out of 10 people, how many do you think never defecate in the open/field?
Enter a number between 0 and 10.
Number: ___ ___
| §HN17a. How many do you think always use a toilet? | §HN17b. Out of 10 people, how many do you think always use a toilet?  
Enter a number between 0 and 10.  
Number: ___ ___ |
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| §HN18a. How many people with small children do you think always dispose of infant feces into toilets? | §HN18b. Out of 10 people with small children, how many do you think always dispose of infant feces into toilets?  
Enter a number between 0 and 10.  
Number: ___ ___ |
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| §HN19a. How many do you think do not dispose of fecal waste in open spaces, drains and water bodies?  
*Disposing of fecal waste includes: open defecation, dumping of fecal sludge, or unsafe disposal of child feces.* | §HN19b. Out of 10 people, how many do you think do not dispose of fecal waste in open spaces, drains and water bodies?  
*Disposing of fecal waste includes: open defecation, dumping of fecal sludge, or unsafe disposal of child feces.*  
Enter a number between 0 and 10.  
Number: ___ ___ |
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| §HN20a. How many of the people who own a toilet do you think have soap and water near the toilet? | §HN20b. Out of 10 people who own a toilet, how many do you think have soap and water near the toilet?  
Enter a number between 0 and 10.  
Number: ___ ___ |
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| §HN21a. How many of the people who regularly use a toilet do you think always wash their hands after using a toilet? | §HN21b. Out of 10 people who regularly use a toilet, how many do you think always wash their hands after using a toilet?  
Enter a number between 0 and 10.  
Number: ___ ___ |
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**Version 1**

Each one of the following questions asks the respondent to “think about the people in your village, such as your neighbors, family, and friends.” Because enumerators might get tired of repeating this, you only need to explain this once in the beginning rather than saying it again for every question.

| §HN22a. Think about the people in your village, such as your neighbors, family, and friends. How many do you think said no one should defecate in the open? | §HN22b. Think about the people in your village, such as your neighbors, family, and friends. Out of 10 people, how many do you think said no one should defecate in the open?  
Enter a number between 0 and 10.  
Number: ___ ___ |
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§HN23a. How many do you think said that all people should use a toilet?
- All
- Most
- Some
- None

§HN23b. Out of 10 people, how many said that all people should use a toilet?
Enter a number between 0 and 10.
Number: ___ ___

§HN24a. How many do you think said that all people with small children should dispose of infant feces into toilets?
- All
- Most
- Some
- None

§HN24b. Out of 10 people, how many would say that all people with small children should dispose of infant feces into toilets?
Enter a number between 0 and 10.
Number: ___ ___

§HN25a. How many do you think said that no one should dispose of fecal waste in open spaces, drains, and water bodies? *Disposing of fecal waste includes: open defecation, dumping of fecal sludge, or unsafe disposal of child feces.*
- All
- Most
- Some
- None

§HN25b. Out of 10 people, how many would say that no one should dispose of fecal waste in open spaces, drains, and water bodies? *Disposing of fecal waste includes: open defecation, dumping of fecal sludge, or unsafe disposal of child feces.*
Enter a number between 0 and 10.
Number: ___ ___

§HN26a. How many do you think said that all people who own a toilet should have soap and water near or in the toilet?
- All
- Most
- Some
- None

§HN26b. Out of 10 people, how many would say that all people who own a toilet should have soap and water near or in the toilet?
Enter a number between 0 and 10.
Number: ___ ___

§HN27a. How many do you think said that all people who regularly use a toilet should always wash their hands after using a toilet?
- All
- Most
- Some
- None

§HN27b. Out of 10 people, how many would say that all people who regularly use a toilet should always wash their hands after using a toilet?
Enter a number between 0 and 10.
Number: ___ ___

§HN28. If someone in your village was observed defecating in the open, what would happen to them? Select all that apply, do not prompt.
- Community members would ask the person to stop / to use the latrine
- Community member would report it
- Community members would scorn or punish the person
- Financial penalty
- Nothing happens
- Other – specify: _________________________________
- Don’t know
§HN29. Is there a mechanism in this community to ensure that no one defecates in the open?
*Select all that apply, do not prompt.*
- There is no mechanism
- Instruction from community leaders or committee
- Informal rule agreed among community members
- Written bylaws or rules
- Encouragement for constructing a latrine
- Assistance with constructing latrines
- Follow-up with households that don’t have a latrine
- Recognition for household having constructed a latrine
- Other – specify: ______________________

**INSTRUCTIONS:**
For question 33 below, the surveyor or the programming of the mobile survey form should randomly ask only one version of the question at a household (a, b, c, or d).

§HN30a. J.D. lives in this area. J.D. has learned that in a nearby village (not his own village) **almost all** people use a toilet, and **almost all** say that people should use a toilet.
If J.D. moved to this village how likely do you think it is that J.D. would start to use a toilet if he had access to one?
- Extremely unlikely
- Unlikely
- Neutral
- Likely
- Extremely likely
- Don’t know

§HN30b. J.D. lives in this area. J.D. has learned that in a nearby village (not his own village) **almost all** people use a toilet, but **few** say that people should use a toilet.
If J.D. moved to this village how likely do you think it is that J.D. would start to use a toilet if he had access to one?
- Extremely unlikely
- Unlikely
- Neutral
- Likely
- Extremely likely
- Don’t know

§HN30c. J.D. lives in this area. J.D. has learned that in a nearby village (not his own village) **few** people use a toilet, but **almost all** say that people should use a toilet.
If J.D. moved to this village how likely do you think it is that J.D. would start to use a toilet if he had access to one?
- Extremely unlikely
- Unlikely
- Neutral
- Likely
- Extremely likely
- Don’t know
§HN30d. J.D. lives in this area. J.D. has learned that in a nearby village (not his own village) few people use a toilet, and few say that people should use a toilet.

If J.D. moved to this village how likely do you think it is that J.D. would start to use a toilet if he had access to both options?

- Extremely unlikely
- Unlikely
- Neutral
- Likely
- Extremely likely
- Don’t know

§HN31. To become an open defecation free village, what does everybody in your village need to do?

DO NOT prompt with specific answer choices. Select all answer choices below that the respondent mentions on their own. If the respondent gives a very brief answer, probe by asking “Is there anything else?”

- Stop practicing open defecation
- Use consistently an improved latrine
- Use consistently a hygienic latrine
- All open spaces, drains and water bodies need to be excreta-free
- Have a handwashing station with water and soap
- Wash hands with water and soap
- Put child feces into a toilet
- There are no more areas where open defecation is practiced
- Other (please specify): ______________________________
HW – HOUSEHOLD INTERVIEW ON WATER ACCESS

*HW1. Please list ALL SOURCES of water that your household uses for DRINKING. Include those used at a different time of year, such as the rainy season. Select all that apply.

Piped water:
- ☐ Piped into dwelling
- ☐ Piped to yard / plot
- ☐ Piped to neighbour
- ☐ Public tap / standpipe

☐ Tubewell / Borehole

Dug well:
- ☐ Protected dug well
- ☐ Unprotected dug well

Spring:
- ☐ Protected spring
- ☐ Unprotected spring

☐ Rainwater
☐ Tanker-truck
☐ Cart with small tank
☐ Water kiosk
☐ Surface water (river, dam, lake, pond, stream, canal, irrigation channel)

Packaged water:
- ☐ Bottled water
- ☐ Sachet water

☐ Other – please specify __________________________

*HW2. Which of these sources is currently the main source of DRINKING water used by members of your household?

If unclear, probe to identify the place from which members of this household most often collect water for drinking purposes (collection point). This should be the source used at the current time of year.

Piped water:
- ☐ Piped into dwelling ⇒ HW7
- ☐ Piped to yard / plot ⇒ HW7
- ☐ Piped to neighbour
- ☐ Public tap / standpipe

☐ Tubewell
☐ Borehole
Dug well:
- Protected dug well
- Unprotected dug well

Spring:
- Protected spring
- Unprotected spring

- Rainwater
- Tanker-truck \(\Rightarrow\) HW7
- Cart with small tank \(\Rightarrow\) HW7
- Water kiosk
- Surface water (river, dam, lake, pond, stream, canal, irrigation channel)

Packaged water:
- Bottled water \(\Rightarrow\) HW7
- Sachet water \(\Rightarrow\) HW7

- Other – please specify __________________________ \(\Rightarrow\) HW7

INSTRUCTIONS (†):

The purpose of the first two questions of this module is to assess the type of water source used most often by members of the household for drinking.

If needed, use photos or the drawings below depicting various water sources and sanitation facilities.\(^2\) They will help you to identify the correct response categories, but they should not be shown to the respondents.

The drawing inserted below should be replaced by color photos of real water supplies existing in the country. When a good color photo is unavailable for a certain type of water supply, keep the proposed drawing.

Definitions of the various sources of water are as follows:

**Piped into dwelling,** also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom.

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**Piped to yard / plot**, also called a yard connection, is defined as a piped water connection to a tap located inside the compound, yard or plot outside the house.

![Diagram of a yard connection](image)

**Piped to neighbour**, refers to a situation where the household obtain water from a neighbour’s house connection or yard connection.

A **public tap / standpipe** is a water point from which the public may collect their water. A standpipe may also be known as a public tap or drinking water fountain. Public standpipes are typically located on a street corner or other public space. They can have one or more taps and are typically made of brickwork, masonry or concrete.

![Image of a public tap](image)

A **tubewell / borehole** is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater. Boreholes/tubewells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection against infiltration of surface water run-off. Water is typically delivered from a tubewell through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy. Note that a borehole and a protected dug well can both have handpumps attached and might seem similar, but it is possible to tell the difference by the large (1 meter) ring or circular base that covers the top of a dug well. Borehole and tubewell pumps usually have a flat, rectangular platform.
A **protected dug well** is a dug well that is protected from surface water run-off through a well lining or casing that is raised above ground level and a platform or apron that diverts spilled water away from the well. Additionally, a protected dug well is covered so that humans, animals, bird droppings and other harmful substances cannot fall into the well.

An **unprotected dug well** is a dug well for which **one or both** of the following are true:

1. the well is not protected from surface water run-off; and/or
2. the well is not covered.

If at least one of these conditions is true, the well is unprotected.
A **protected spring.** A spring is typically protected by a ‘spring box’ that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without exposing the source to surface water run-off and/or contamination by humans or animals.

An **unprotected spring** is a spring where the source is exposed to surface water run-off and/or contamination by humans and animals. Unprotected springs typically do not have a ‘spring box’ as described above.

**Rainwater** refers to rain that is collected and harvested from the roof of a building and stored in a container, tank or cistern until used. Ground or surface rainwater catchments should not be considered under this category (see surface water).
A **tanker-truck** is where a service provider transports and distributes/sells water to households/communities by means of a tanker truck.

**Cart with small tank** is where a service provider transports and distributes/sells water to households/communities by means of a small tank or drum. Small tanks or drums may be transported using a donkey cart, small motorized vehicle or other means.

**Water kiosk** refers to a shop or house or a place where households **pay a charge** to collect drinking water.
Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly.

Bottled water/packaged water is purchased water sold in small or large bottles. Note that this response refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in used bottles – this should not be identified as bottled water.

Sachet water/packaged water is similar to bottled water but it is supplied in a plastic package rather than a bottle.

*HW3. Where is the main drinking water source located?*
- In own dwelling ⇒ HW7
- In own yard / plot ⇒ HW7
- Elsewhere
INSTRUCTIONS (†):  
This question should only be asked to households where the main source of water is not a piped system into dwelling or to yard / plot. Record the response for the location of water source. If the location is in own dwelling or in own yard/plot then record this answer and skip to HW8. Otherwise record ‘elsewhere’ and continue to the next question.

**HW4.** How long does it take for members of your household to go there, wait to get water, and come back?  
○ Less than 5 minutes (or very little time) ⇒ HW7  
○ Between 5 and 30 minutes  
○ More than 30 minutes – specify number of minutes: ___ ___ ___  
○ Members do not go to collect water ⇒ HW7  
○ Don’t know ⇒ HW7

INSTRUCTIONS (†):  
This question is used to measure the accessibility of drinking water to households using a water source outside their dwelling or yard/plot. Record the time it takes to get water by whatever means of transportation the person generally uses, whether the person walks or rides a bicycle or motor vehicle. Fill in the estimated time (in minutes, converting from hours, if necessary) it takes by the usual mode of transport for one round trip to get to the water source, wait to get water, and get back to the dwelling. Use zero(s) preceding the number if less than 100 minutes (for example, ‘060’ or ‘005’). If the respondent answers using hours, probe to find the best estimate for one round trip while converting to minutes. Then continue to the next question.  
If the respondent told you that the water is delivered to their dwelling (a situation that could arise if the water comes from a tanker truck or a small cart with a tank), record ‘000’ and then skip to HW8. If the respondent does not know how long it takes, record ‘Don’t know’ and continue to the next question.

**HW5.** What is the age and sex of the person who usually goes to this source to collect the water for your household?  
○ Adult female  
○ Adult male  
○ Female child (under 18 years)  
○ Male child (under 18 years)  
○ Don’t know

**HW6.** How many trips does that person usually make per day?  
Enter number of trips: ___ ___  
○ Don’t know

§**HW7.** Within the past week, when was water usually supplied from your main source?  
○ All day every day (24/7) ⇒ HW10  
○ Every day but not all hours of the day ⇒ HW9  
○ Not every day but according to a predictable schedule  
○ Not every day and the schedule is unpredictable  
○ Rarely  
○ Don’t know ⇒ HW10
§HW8. How many days was water available in the past week?
   Enter number of days: ___
   o Less than 1 day per week
   o Don’t know

§HW9. How many hours per day was water supplied on days when it was available?
   Enter number of hours: ___ ___
   o Don’t know

§HW10. Is water available at all times of the year from this source?
   o Yes ⇒ HW12
   o No
   o Don’t know ⇒ HW12

§HW11. When is water not available from this source?
Select all that apply
   □ January
   □ February
   □ March
   □ April
   □ May
   □ June
   □ July
   □ August
   □ September
   □ October
   □ November
   □ December
   o Don’t know

†HW12. In the last month, has there been any time when your household did not have sufficient quantities of drinking water?
   o Yes, at least once
   o No, always sufficient ⇒ HW14
   o Don’t know ⇒ HW14

§HW13 What was the main reason that you were unable to access water in sufficient quantities when needed?
   o Water not available from source
   o Water too expensive
   o Source not accessible
   o Other – please specify _____________________
   o Don’t know

*HW14. Do you or any other member of this household do anything to the water to make it safer to drink?
   o Yes
   o No ⇒ HW16
   o Don’t know ⇒ HW16
*HW15. What do you usually do to make the water safer to drink?  
Probe: Anything else?  
Record all methods mentioned

☐ Boil
☐ Add bleach / chlorine
☐ Strain it through a cloth
☐ Use water filter (ceramic, sand, composite, etc.)
☐ Solar disinfection
☐ Aeration
☐ Let it stand and settle
☐ Other – please specify ____________________
☐ Don’t know

INSTRUCTIONS (†):

The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response.

Probe: “Anything else?” Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

If the respondent mentions a method that is not included in the proposed responses, record ‘Other’ and specify on the line provided what the household does to the water to make it safer to drink. If ‘don’t know’ is recorded, no other response cannot be recorded.

Definitions of various methods of water treatment are as follows:

Boil refers to boiling or heating water with fuel.
Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.
Strain it through a cloth refers to pouring water through a cloth that acts as a filter for removing particles from the water.
Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials designed to remove particles and at least some microbes from the water.
Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.
Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

*HW16. Is the container you use for storing drinking water for the household used for any other purposes?  
Probe: is the container sometimes also used for washing, cooking, brewing, or transporting water?  

☐ Yes
☐ No
☐ Does not store drinking water
☐ Don’t know
**INSTRUCTIONS (†):**

This question is intended to assess whether the household has a dedicated container for drinking water. If they use the container for other purposes, it may become contaminated.

†HW17. Is your household required to pay a tariff or user fee for water?
- Yes
- No  ⇒ End of module
- Don’t know  ⇒ End of module

†HW18. How often do you pay the tariff or user fee?
- Always  ⇒ HW20
- Sometimes
- Rarely
- Never

§HW19. Why do you not always pay the tariff?
*Check all that apply*
- Cannot afford to pay
- Not satisfied with the service
- Dispute with the service provider or user committee
- Other reason – specify _______________________________________

†HW20. How affordable is the tariff or user fee for your household?
- Affordable
- Somewhat affordable
- Not very affordable
**HO – HOUSEHOLD SANITATION OBSERVATION**

*Explain to the respondent that you would like to see the toilet used by the household and the place for handwashing. Do not ask these questions to the household respondent!*

**HO1. Could we please visit the toilet that members of your household usually use?**

*If the household already said they do not use a toilet in module HS, answer “No, they do not use a toilet.”*

- Yes
- No, they do not use a toilet
- No, not accessible
- No, refused

**HO2. Take a photo of the toilet**

**INSTRUCTIONS (†):**

The photo of the toilet will help supervisors to assess that the definitions for HO3 are being applied correctly, can be used to help the survey managers determine the type in cases where the answer is unclear, and can also help UNICEF understand the condition of the toilets and identify the needs for rehabilitation.

**HO3. OBSERVE: Type of toilet shown by the respondent:**

*If ‘Flush’ or ‘Pour flush’, probe: Where does it flush to?*

**Flush / pour flush:**

- Flush to piped sewer system
- Flush to septic tank or biogas
- Flush to pit (latrine)
- Flush to open drain
- Flush to don’t know where

**Pit latrine:**

- Ventilated Improved Pit latrine
- Pit latrine with slab
- Pit latrine without slab / Open pit
- Composting toilet

**Other responses:**

- Bucket
- Hanging toilet / Hanging latrine
- Other – please specify ____________________________

**INSTRUCTIONS (†):**

The purpose of this question is to obtain a measure of how well a household toilet or latrine (sanitation facility) prevents the users from coming into contact with human waste. It may be necessary to observe the facility. If so, ask permission to do so.
If the respondent answers or it is observed that the household members have no facilities or use the bush or field, skip to the next module.

If any of the ‘flush’ or ‘pour flush’ responses are given, probe: “*Where does it flush to?*” Record the response given.

If any of the ‘pit’ responses are given, probe to find out what type of pit latrine, or ask permission to observe the facility.

**Definitions of various types of toilet facilities are as follows.** Use the illustrations provided to help you determine the correct type, but do not show them to the respondents.

The drawing inserted below should be replaced by color photos of real toilets existing in the country. When a good color photo is unavailable for certain types of toilet, keep the proposed drawing.

A **flush toilet** uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odours. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used).

A **piped sewer system** is a system of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, transporting, treating and disposing of human excreta and wastewater.

A **septic tank** is an excreta collection device and is a water-tight settling tank normally located underground, away from the house or toilet:
A **flush to pit latrine** refers to a system that flushes excreta to a hole in the ground and has a water seal:

![Flush to pit latrine](image)

A **flush to open drain** refers to excreta being flushed into an uncovered drainage channel which does not isolate wastes from humans and animals.

**Flush to don’t know where** should be choosen in cases when the respondent knows that the toilet is a flush toilet, but does not know where it flushes to.

A **ventilated improved pit latrine** is a type of pit latrine with a slab that is ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.

![Ventilated improved pit latrine](image)
A **pit latrine with a slab** is a dry pit latrine whereby the pit is fully covered by a slab or platform that is fitted either with a squatting hole or seat. The platform can be made of any type of material (concrete, logs with earth or mud, cement, etc.) as long as it adequately covers the pit without exposing the pit content other than through the squatting hole or seat.

A **pit latrine without slab / open pit** uses a hole in the ground for excreta collection and does not have a squatting slab, platform, or seat. An open pit is a rudimentary hole in the ground where excreta is collected.
A **composting toilet** is a toilet into which excreta and carbon-rich material are added (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce compost that is safe to handle and reuse.

**Bucket** refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal.

A **hanging toilet / hanging latrine** is a toilet built over the sea, a river, or other body of water into which excreta drops directly.
No facilities / bush/field includes excreta wrapped and thrown with garbage, the ‘cat’ method of burying excreta in dirt, defecation in the bush, forest, field or open spaces, and defecation into surface water (drainage channel, beach, river, stream or sea).

§HO4. OBSERVE: Type of walls around the toilet
Walls should be high enough to provide minimum level of privacy (no direct view of the toilet user from outside)
- Wood
- Thatch/grass/reeds
- Metal sheet
- Plastic sheet
- Brick masonry
- Mud blocks
- Cloth/sack
- Other material (specify)
- Walls not high enough to provide privacy
- No walls.

§HO5. OBSERVE: Type of toilet roof
Roof should be adequate to protect toilet slab/floor from rain.
- Thatch/grass/reeds
- Metal sheet
- Plastic sheet
- Tiles
- Other material (specify)
- Roof inadequate to protect slab/flooring
- No roof.

§HO6. OBSERVE: Is the toilet slab/floor washable or cleanable?
Washable means it can be cleaned with water; cleanable means that it is smooth and can be swept clean.
- Washable, concrete/cement
- Washable, ceramic tiles
- Washable, brick masonry
- Cleanable, smooth wood/bamboo
- Cleanable, smooth earth/mud
- Cleanable, other smooth material (specify)
- Not washable or cleanable, non-smooth material
- No slab/floor (open pit)

§HO7. OBSERVE: Can flies access excreta through the pan/squathole of the toilet?
- Yes
- No
- Could not observe

§HO8. OBSERVE: Is the toilet clean?
- Yes, free from visible faecal smears and used anal cleansing materials
- No, visible faecal smears and/or used anal cleansing materials
- No, other
**HO9. OBSERVE:** Was evidence of open defecation observed while walking around the yard or grounds of the household?
- Yes
- No
- Could not observe

**HO10.** Were any of the following conditions observed while walking around the yard or grounds of the household?
*Select all that apply*
- Overflow from the toilet
- Animal feces
- Standing water
- Uncollected trash
- Free roaming animals
**HH – HOUSEHOLD HYGIENE OBSERVATION**

**INSTRUCTIONS:**

**Place for handwashing** is the place that an interviewer is shown by a respondent as the place where members of the household most often wash their hands. Research has found that the likelihood that people wash their hands at critical times is highest in households which have a place for handwashing where water and soap are present.

The **presence of water and soap at the place for handwashing:** For correct handwashing to happen at this place, the presence of water – standing or running water – and the presence of any type of soap (bar, liquid, or powder) is a prerequisite.

**Soap present anywhere in the household:** The presence of any kind of soap (bar, liquid or powder) anywhere in the household is an indication that the household has access to a market that sells soap, and presumably is aware of some of the benefits of using soap.

*HH1. Can you please show me where members of your household most often wash their hands?*

*If there are different places, focus on where they wash their hand after defecating.*

- In dwelling
- In yard or plot
- Mobile object (bucket / jug / kettle)
- No handwashing place in dwelling, yard, or plot  ⇒ End of module
- No, due to other reason – please specify the reason: __________________  ⇒ End of module

*HH2. OBSERVE: Type of facility used for handwashing:*

**Fixed handwashing facility:**

- Sink with tap (running water)
- Large covered container with tap
- Tippy tap
- Tubewell/handpump located within or very near the yard/plot
- Other (specify)

**Mobile handwashing facility:**

- Covered water container with ladle/cup
- Open water bowl
- Bucket, jug, or kettle
- Other – specify __________________

**INSTRUCTIONS (†):**

This question refers to the facility that was identified by the respondent in question HH2 as the place where household members most often wash their hands. This question should only be answered if you are able to directly OBSERVE the facility; if not, you should have been prompted in HH2 to skip to the end of the module.
Fixed handwashing facilities include those that are built in or not easily moved, such as a sink with a tap or a large container with a tap. A tippy tap is a simple handwashing solution that uses a bucket filled with soap water suspended on a pole, with a rope or wire to pull down on it to make water come out:

Mobile handwashing facilities are moved around from place to place.

*HH3. OBSERVE: Is water available at the place for handwashing? Verify by checking the tap/pump, or basin, bucket, water container, or similar objects for the presence of water.
- Water is available
- Water is not available

INSTRUCTIONS (†):
The interviewer needs to record what he/she observe about the availability of water at the washing place.
If there is a tap or pump at the specific place for handwashing, open the tap or operate the pump to see if water is coming out.
If there is a bucket, basin or other type of water container, examine to see whether water is present in the container.
If you learn that the water is temporarily not available at the specific place for handwashing, then choose the response that water is not available.

*HH4. OBSERVE: Is soap, detergent, or another cleansing agent available at the place for handwashing?
- Soap or detergent is available
- Ash, mud or other alternative cleansing agent is available
- No soap or alternative cleansing agent is available

INSTRUCTIONS (†):
Check the availability of soap or detergent which they usually use for handwashing.
Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing.
**HH5. OBSERVE:** Is this handwashing place located near the toilet (within 5 meters or 10 steps)?

- Yes
- No, but another handwashing facility is located near the toilet
- No, there is not a handwashing facility near the toilet
- Could not observe
HQ – WATER QUALITY TEST AT THE HOUSEHOLD AND SOURCE

INSTRUCTIONS FOR THE COUNTRY OFFICE OR SURVEY FIRM:

Instructions for the different water quality tests are highly dependent upon the method and equipment selected for the testing. The WASH section in UNICEF HQ can provide assistance with detailed instructions for this section once the Country Office selects a test method.

This module below is based on the MICS Water Quality Module. Refer to the MICS Manual for Water Quality Testing for more information on this method. 3

This module includes a test of the water quality of drinking water used by the household at both the point of consumption (the water they would drink) and the point of collection (the source or tap).

Water quality testing is only performed on a subsample of the households that will be visited for the household survey. You should perform this module at one out of every 5 households in which you complete the household questionnaire. Perform the test at the first household, then skip the next 4 surveyed households, performing the test again on the 5th household. Repeat the sampling procedure in this manner. If the household refuses the test, attempt to test the next household that you will visit.

*HQ1. Is the household selected for water quality testing?
Select one out of every 5 households for testing.
   ○ Yes
   ○ No  ⇒ End of module

*HQ2. Record the date and time:
Date (Day-Month-Year): ______________________
Time (Hours : Minutes): ___ ___ : ___ ___

*HQ3. Could you please provide me with a glass of the water that members of your household usually drink?
   ○ Yes
   ○ No  ⇒ End of module

*HQ4. OBSERVE: Was the water collected directly from the source or from a separate storage container?
   ○ Directly from source
   ○ Covered container
   ○ Uncovered container
   ○ Unable to observe

*HQ5. Label the sample as follows:
Label the sample container/bag H-XXX-YY, where XXX is the cluster number or community ID and YY is the household number.
The households sampled for water quality should be numbered in the order the samples are collected. If working in teams, the other surveyors on the team should pick a higher number to start from to avoid conflicts. Also write the date and time of sample collection on the sample container/bag.

3http://mics.unicef.org/files?job=W1siZiIsIjIwMTcvMTEvMDEvMjAvNDAvMjMvNDcxL01JQ1NfTWFudWFsX2Zvcj9XYXRlcj9RdWFsaXR5X1Rlc3RpbmdfMjAxNzA1MjNfN18uZG9jeCJdXQ&sha=c90d56f5eb31815f
*HQ6. Have you or any other member of this household done anything to this water to make it safer to drink?
   ○ Yes
   ○ No  ⇒ HQ8
   ○ Don’t know  ⇒ HQ8

*HQ7. What has been done to the water to make it safer to drink?
   Probe: anything else?
   ■ Boil
   ■ Add bleach / chlorine
   ■ Strain it through a cloth
   ■ Use water filter (ceramic, sand, composite, etc.)
   ■ Solar disinfection
   ■ Let it stand and settle
   ■ Other – please specify  _______________________
   ■ Don’t know

*HQ8. Is this water from the main source of drinking water used by members of your household?
   ○ Yes  ⇒ HQ10
   ○ No

*HQ9. What source was this water collected from?

Piped water
   ○ Piped into dwelling
   ○ Piped to yard / plot
   ○ Piped to neighbour
   ○ Public tap / standpipe
   ○ Borehole
   ○ Tubewell

Dug well
   ○ Protected dug well
   ○ Unprotected dug well

Spring
   ○ Protected spring
   ○ Unprotected spring

   ○ Rainwater
   ○ Tanker-truck
   ○ Cart with small tank
   ○ Water kiosk
   ○ Surface water (river, dam, lake, pond, stream, canal, irrigation channel)
Packaged water
○ Bottled water
○ Sachet water

○ Other – please specify __________________________

*HQ10. Can you please show me the source of the glass of drinking water so that I can take a sample from there as well?
If ‘No’ probe to find out why this is not possible

Yes:
○ Source was shown

No:
○ Water source was not functional  ⇒ End of module
○ Water not available at this time  ⇒ End of module
○ Water source too far  ⇒ End of module
○ Unable to access source  ⇒ End of module
○ Do not know where source is located  ⇒ End of module

○ Other reason – please specify: __________________________  ⇒ End of module

*HQ11. Record whether source water sample collected.
○ Source water collected
○ Source water not collected – specify reason: __________________________  ⇒ End of module

*HQ12. Label the sample as follows:
Label the sample container/bag S-XXX-YY, where XXX is the cluster number or community ID and YY is the household number. The household number should be the same as the one provided for question HQ5. Also write the date and time of sample collection on the sample container/bag.
Label code: __________________________
Date: __________________________
Time: __________________________

*HQ13. Conduct microbiological test within 30 minutes of collecting sample, according to the procedure described in the water quality testing manual. Record the results following 24-48 hours of incubation. Record the time the microbiological test was performed:
Time microbiological test performed: ____ ____ : ____ ____

Note: the following tests should be performed on site at the source using a field test kit, with the exception of iron, electrical conductivity, arsenic, and fluoride, which may be performed in a laboratory provided that the sample is properly preserved and transported.

*HQ14. Result of test for Nitrate at source.
Check that method produces results measured in nitrate ion (mg/l – NO3), NOT nitrogen (mg/l – N).
Nitrate result (mg/l - NO3): _______
○ Not detected – specify detection limit (mg/l – NO3): _______
○ Not tested
*HQ15. Result of test for Iron at source.
Iron result (mg/l): __________
  O Not detected – specify detection limit (mg/l): __________
  O Not tested

*HQ16. Result of test for turbidity at source.
This test should be performed immediately on site.
Turbidity (NTU): __________
  O Less than detection limit – specify (NTU): __________
  O Not tested

*HQ17. Result of test for electrical conductivity at source.
This test should be performed immediately on site.
Electrical conductivity (μS / cm): __________
  O Not tested

*HQ18. Result of pH test at source.
This test should be performed immediately on site.
pH: __________
  O Not tested

Arsenic and fluoride only need to be included if the program is known to be in a region at risk for these contaminants.

*HQ19. Result of test for arsenic at source.
Arsenic result (μg/l or PPB): __________
  O Not detected – specify detection limit (mg/l): __________
  O Not tested

*HQ20. Result of test for fluoride at source.
Fluoride result (mg/l): __________
  O Not detected – specify detection limit (mg/l): __________
  O Not tested

*HQ21. Result of test for manganese.
Manganese result (mg/l): __________
  O Not detected – specify detection limit (mg/l): __________
  O Not tested

Free chlorine residual only needs to be performed in communities where the water supply is practicing disinfection with chlorine.

*HQ22. Result of test for free chlorine residual at source.
Free chlorine residual (mg/l): __________
  O Not detected – specify detection limit (mg/l): __________
  O Not tested

*HQ23. Record the date and time that the microbiological test result for the HOUSEHOLD water sample was read.
Date (Day-Month-Year): ________________
Time (Hours : Minutes): ___ ___ : ___ ___
If the microbiological method provides a direct count or most probable number (MPN), record the estimated concentration in CFU per 100 ml here and delete the options in red. Alternatively, if the test method is presence absence in 100 ml then delete the CFU line.

*HQ24. Result of microbiological test for the HOUSEHOLD water sample.
Household microbiological result (CFU / 100 ml): ________
- Present in 100 ml sample
- Absent in 100 ml sample
- Could not be read – please specify reason: ________________________

*HQ25. Result of microbiological test for the SOURCE water sample.
Household microbiological result (CFU / 100 ml): ________
- Present in 100 ml sample
- Absent in 100 ml sample
- Could not be read – please specify reason: ________________________

Note that a test specifically detecting E. coli is the preferred method for ASWA II.

*HQ26. Type of microbiological test performed.
Note that the test method should be capable of specifically detecting the group indicated, either through use of a defined substrate media or a confirmation method.
- E. coli
- Thermotolerant coliform (TTC) or faecal coliform
- Other test method – please specify: ________________________
School questionnaire

The respondent should ideally be the school administrator, such as a director, principal, or head teacher. Other school staff such as teachers, accountant and janitor are welcome to join as they can provide additional information.

Plan to visit the school at a time when students will be present in classrooms, including during a break when students go use the toilets (for observation purposes).

SI – SCHOOL INFORMATION

To be pre-filled before arriving to the school or before starting any interview.

*SI1. Surveyor’s name and number
Name: ____________________________ Number: ____________

*SI2. Supervisor’s name and number
Name: ____________________________ Number: ____________

*SI3. Date and time of interview
Date (Day - Month - Year): ___ ___ / ___ ___ / ___ ___ ___ ___ ___
Time (Hours : Minutes): ___ ___ : ___ ___

*SI4. Cluster or community ID where the water supply is located
This should be a unique ID provided by your supervisor with the community assignment
ID: ____________________________
○ Not applicable

*SI5. Community/village name where the water supply is located: ________________________________
○ Not applicable

*SI6. Region/province: ________________________________

*SI7. District: ________________________________

*SI8. Municipality: ________________________________

*SI9. Name of the school: ________________________________

*SI10. GPS Coordinates of school
Report in WGS84 decimal degrees only using ‘-‘ sign for South or West coordinates
Latitude: __________ degrees
Longitude: __________ degrees
*SI11. Check if this school has a record in the real-time monitoring system (mobile to web platform).
   - Record found and basic info is accurate – specify unique ID of record: ____________
   - Record found but some info is incorrect – specify unique ID of record: ____________
   - Record not found
   - Mobile to web platform could not be accessed
   - No mobile to web platform is in use

*SI12. When was the last update to the mobile to web record for this school made?
   - Never updated
   - Within the past year
   - More than one year ago
   - Could not determine

*SI13. Result of survey for this school:
   - Survey performed
   - No informant available at time of visit ➔End of questionnaire
   - Informant not available for extended period of time ➔End of questionnaire
   - Other (specify) ________________________________ ➔End of questionnaire
SA – INTERVIEW WITH SCHOOL ADMINISTRATOR

The main respondent should ideally be a school administrator, such as a director, principal, or head teacher.

*SA1. Hello. My name is _______________________________. I am conducting a survey on behalf of the Ministry of Education and UNICEF. We want to better understand the situation of water, sanitation and hygiene in the schools of this district and how it should be improved. Your school was selected for the survey among numerous other ones in the district. I would like to collect some information about your school, the teaching staff and the pupils. We will collect this information in a way that minimizes disturbance to the school. The survey usually takes about XX minutes.

May I begin the interview now?
○ Yes
○ No – please specify reason for refusal: ______________________________ End of questionnaire

*SA2. Name of respondent _______________________________

*SA3. Position of respondent in the school
○ Owner/Director
○ Head teacher/principal
○ Deputy head teacher
○ Senior teacher
○ Teacher
○ Other – specify ____________________________

INSTRUCTIONS:

Questions SI18 and SI19 only apply if there is an existing mobile-to-web system in the area. The surveyor should attempt to look up the record for the water point, based on the community or geographic location, and record the Unique ID code assigned to the water supply by the mobile-to-web system (if this is the same as the government ID, record that again here).

*SA4. School Ministry of Education Code ____________________________

*SA5. What is the school’s ownership type?
○ Public
○ School run by an NGO
○ Religious school
○ Private
○ Other – specify ____________________________

*SA6. Is the school rural or urban? (based on the classification of the municipality)
○ Urban
○ Rural
Don’t know

*SA7. What is the school type?
- Day school (student don’t sleep at the school)
- Boarding school (student stay over night)
- Both day and boarding school
- Special needs education school
- Other (specify)

INSTRUCTIONS:
A **day school** is a school where children/students don’t sleep at the school.
A **boarding school** is a school where students stay over night.

*SA8. I may need to observe the children when they get out of the classroom during the break or at the lunch time, for 10 to 15 minutes. When will be the best time to do it today? 
*Take note mentally of that time so that you can organize yourself accordingly and be ready at that time for the observation of children.*

§SA9. When did this school begin operating?
Year: ____ ____ ____ ____
- Don’t know

*SA10. Can you tell me the number of children and staff that are in this school, by sex? Staff include teachers, administrative staff, janitor etc.

<table>
<thead>
<tr>
<th>Boys / men</th>
<th>Girls / women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td></td>
</tr>
</tbody>
</table>

†SA11. Does this school currently have pupils involved in any type of school/child club?
- Yes
- No  ⇒SA14
- Don’t know  ⇒SA14

†SA12. Does the club carry out water and sanitation activities?
- Yes
- No  ⇒SA14
- Don’t know  ⇒SA14

§SA13. What type of WASH activities does the school club engage in?
*Check all that apply*
- Cleaning latrines
- Cleaning the handwashing facility / water containers or tanks
- Collecting water
- Treating water
- **Daily group handwashing**
- **Daily group toothbrushing**
Promoting good hygiene behavior in the school through art or other
Promoting good hygiene behavior in the community through art or other
Cleaning up the school compound
Hold special celebrations, such as Global Handwashing Day
Other – specify _____________________
Don’t know

†SA14. Does the school have a budget for water, sanitation and hygiene related expenses?
- Yes
- No
- Don’t know

†SA15. Based on experience in the past year or more, does the school usually have sufficient funds available to cover water, sanitation and hygiene expenses, including large repair if needed (such as a new toilet bowl or sink, a new door, or clogged pipe servicing, desludging latrines, or repairing the water point when broken)?
- Yes
- No
- Don’t know

†SA16. Is there someone in the school designated as responsible for water, sanitation and hygiene, for example ensuring repairs of the water point, of the toilets and the handwashing stations, and providing soap and other consumables? Select all that apply
- No one
- Head teacher / school director
- A teacher
- A school club
- A specific member of the school management committee (or parent-teacher association)
- Other, specify: _____________________
- Don’t know

†SA17. Has the school organized itself to designate specific people responsible for carrying out toilet cleaning?
- Yes
- No
- Don’t know

†SA18. How often are the school toilets usually cleaned?
- Everyday
- A few times per week
- Once a week
- Less often
- Don’t know

†SA19. Currently, does the school organize daily group handwashing activities with all children?
- Yes
- No
- Don’t know
*SA20. Does the school have activities or facilities for helping girls manage their menstruation?
Read all the options below and check all that apply

☐ Providing facilities for disposal (e.g. dust bins, burning location etc.)
☐ Providing menstrual materials (e.g. cloths and pads)
☐ Sharing information and knowledge about menstrual hygiene
☐ Other – specify ________________________
   ○ No
   ○ Don’t know

If SA19 included “Providing menstrual materials”:
§SA21. How often are menstrual products made available for pupils?
   ○ Daily
   ○ Weekly, but not everyday
   ○ Monthly, but not every week
   ○ Within the past school year, but not every month

†SA22. In the past 12 months, has the school sent information to the upper level in order to report on the situation of water, sanitation and hygiene in the school and for the Ministry of Education to update the national database (Education Management Information System - EMIS)?
   ○ Yes
   ○ No
   ○ Water, sanitation or hygiene indicators are not required to be reported
   ○ Don’t know

†SA23. Has the school been inspected by the local education office within the past 12 months?
   ○ Yes
   ○ No
   ○ Don’t know

†SA24. Has the school recently been supported by an NGO or another partner for water, sanitation or hygiene?
   ○ Yes
   ○ No
   ○ Don’t know

*SA25. Does the school have a source of water for students?
   ○ Yes
   ○ No ⇒End of module
   ○ Don’t know ⇒End of module

§SA26. Does the school do anything to the water from the main source to make it safe to drink?
   ○ Yes
   ○ No ⇒SA27

§SA27. What treatment method is used?
Check all that apply
☐ Filtration
☐ Boiling
☐ Chlorination
☐ Solar disinfection (SODIS)
INSTRUCTIONS:

Probe: “Anything else?” Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

**Filtration** involves water flowing through a filter made of ceramic, sand or a combination of materials designed to remove particles and at least some microbes from the water.

**Boiling** refers to boiling or heating water with fuel.

**Chlorination** refers to using liquid chlorine bleach or bleaching powder to treat drinking water.

**Solar disinfection** consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.

**Ultraviolet disinfection** uses a specially designed water treatment device that water flows through, disinfecting it using an ultraviolet lamp.

†SA28. Who constructed the main water supply?
- Private company
- Government
- NGO
- Local community members or school staff
- Other, specify: ___________
- Don’t know

†SA29. Has the school’s main water source been tested for quality?
- Yes
- No  ⇒ End of module
- Don’t know  ⇒ End of module

†SA30: What was the result of the test?
- All parameters were compliant with national standards  ⇒ End of module
- Some parameters were not compliant with national standards
- Don’t know  ⇒ End of module

§SA31. List the parameters that failed to meet the national standard:

Parameters:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

INSTRUCTIONS:
This question should only be filled out for parameters that were found to be non-compliant with the relevant national standard.

Record the name of the parameter, the result (numerical value), unit of measurement, and the applicable national standard, if it is provided. Note that the standard may be a single number or a range (e.g. pH: 4 – 8).

§SA32. Total number of parameters that failed to meet national standards:
Number ___ ___
SO – OBSERVATION OF SCHOOL FACILITIES

Ask the main respondent to accompany you for the observation of the school facilities.

If the school does not have a water source (question SQ24) then ⇒ SO3

*SO1. O-B-S-E-R-V-E: What are the sources of water for drinking provided by the school? Complete the table below about the drinking water sources. Enter the number for each type of source that meets the conditions specified. If the source is not present, leave that row blank.

<table>
<thead>
<tr>
<th>Type of water supply</th>
<th>Total number existing</th>
<th>Number functional</th>
<th>Main source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piped into building</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piped to school yard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public tap / standpipe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water kiosk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borehole</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tubewell</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protected dug well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unprotected dug well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protected spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rainwater</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unprotected spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tanker truck</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other – specify:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INSTRUCTIONS:

Please refer to the instructions for question HW1 in the Household questionnaire for detailed guidance on identifying the type of drinking water source.

Enter the total number of each type of source that is located on the school grounds in the **Total number existing** column (even if they are not functioning at the time of the visit).

To be considered **functional**, water should be available at the school at the time of the survey or questionnaire, either from the main source directly or stored water originally from the main source.

Select the box for the water supply that is considered the **main source** that is used by students at the school for drinking water, i.e. *the one that is used the most*. There can be more than one.

*SO2. Take photos of the various water points existing at the school

Photos
§SO3. OBSERVE AND ASK: Is there any water point currently under construction?
- Yes
- No
- Don’t know / could not observe

*SO4. OBSERVE: Type and number of toilets present in the school:
Complete the table.

<table>
<thead>
<tr>
<th>Type of toilet</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved</td>
<td></td>
</tr>
<tr>
<td>Flush / pour-flush toilets</td>
<td></td>
</tr>
<tr>
<td>Pit latrines with slab</td>
<td></td>
</tr>
<tr>
<td>Composting toilets</td>
<td></td>
</tr>
<tr>
<td>Not improved</td>
<td></td>
</tr>
<tr>
<td>Pit latrines without slab</td>
<td></td>
</tr>
<tr>
<td>Hanging latrines</td>
<td></td>
</tr>
<tr>
<td>Bucket latrines</td>
<td></td>
</tr>
<tr>
<td>Other, specify:</td>
<td>_______</td>
</tr>
</tbody>
</table>

- No toilets present at the school
- Could not observe

INSTRUCTIONS:
Please refer to question HO3 in the Household Questionnaire for detailed guidance on the types of toilets.

*SO5. OBSERVE AND ASK: Number of toilets for boys, girls, mixed, and staff members, and how many of them are usable. Usable means: accessible, functional, private, and not too dirty to be used.
Complete the table.

<table>
<thead>
<tr>
<th>Total number of improved toilets for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

- Could not observe

INSTRUCTIONS:
Calculate the total number of toilets existing by adding all four columns together.

**Usable toilets** are the toilets that meet each of these four requirements:

- **Accessible**: doors are not locked during school hours.
- **Functional**: the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets.
- **Private**: there are closable doors that lock from the inside, walls high enough to hide the user from the outside, and no large gaps in the structure.
- **Not too dirty to be used**: free of anal smeers and fecal residue on the floor and walls.

*SO6. Take a photo of all toilets (even when non functional)*

Photos

*SO7. OBSERVE AND ASK: Are there any toilets currently under construction?*

- Yes
- No
- Don’t know / could not observe

§SO8. OBSERVE: Is there at least one usable toilet or latrine that is accessible to the smallest children at the school?

*Toilet should have a smaller toilet hole, a lower seat, and a lower door handle. May not be applicable in secondary schools.*

- Yes
- No
- Could not observe

*SO9. OBSERVE: Is there at least one usable toilet/latrine that is accessible to those with limited mobility or vision, meeting the following conditions?*

*Select all criteria that are met in at least one toilet:*

- Access via a clear path without stairs or steps
- Appropriate handrails
- Enough space inside for a wheelchair user to enter, turn, close the door and park by the toilet
- Door wide enough for a wheelchair (at least 80 cm) and opens outward with minimal or no difference in door height between outside and inside
- Door handle and seat within reach of children using wheelchairs or crutches/sticks
- Fixed raised toilet pan or movable raised toilet seat to accommodate children who may have difficulty squatting
- Could not observe

*SO10. OBSERVE: Do toilets have a trash bin with a cover (inside or at immediate proximity)?*

- Yes, all
- Some but not all
- No
- Could not observe
**SO11. OBSERVE AND ASK:** Is there anywhere else where the children would go to defecate, urinate, or change pads?
- Yes, specify: __________
- No
- Don’t know / could not observe

**SO12. OBSERVE:** Is there any evidence of open defecation in and around the school grounds?
*Check: examine area around school toilets carefully; efforts should be made to distinguish between human feces and animal feces.*
- Human feces
- Animal feces
- Not sure
- No evidence of open defecation

**SO13. ASK AND OBSERVE:** How do girls dispose of their menstrual hygiene material at the school if they need to?
- Placed in latrine pit
- Placed in other open pit
- Burnt in open pit
- Burnt in incinerator
- Buried
- Placed in separate garbage bag / dust bin in the toilet or elsewhere
- Other – specify ________________
- Don’t know / could not observe

**SO14. OBSERVE:** Is water and soap available in the girls’ toilet cubicles for menstrual hygiene management?
- Yes, water and soap (or alternative cleansing agent such as ash)
- Water only
- Soap only
- Nothing
- Could not observe

**SO15. OBSERVE:** Where are handwashing stations with water and soap or alternative cleansing agent located at the school?
*Check all that apply. Stations should be located within 5 meters of each area in order to be counted.*

<table>
<thead>
<tr>
<th>Location for hygiene facility</th>
<th>Total number</th>
<th>Water present</th>
<th>Soap present</th>
<th>Alternative cleansing agent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All toilet or latrine blocks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some but not all toilet or latrine blocks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food preparation area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food consumption area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside of classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School yard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other – please specify:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Elsewhere (more distant) within the school compound

- Could not observe

**INSTRUCTIONS:**
A handpump and a water kettle can be considered a handwashing device if used by children for that purpose, but not a shared bucket used for dipping hands.

*SO16. Is there anything that you learned today with this survey? Is there any issue in the school that this survey drew your attention to?  
*Keep this discussion short! Not more than 2 minutes. No need to take note of the response.*

*SO17. What would you prioritize for improving the water, sanitation and hygiene conditions in your school?  
*Keep this discussion short! Not more than 2 minutes. Summarize the answer in a few words.*

- Priorities: ___________________
- Nothing

*SO18. Can I please note your phone number in case we need to follow up?  
Phone number: __________________________

- Declined

_Say to the respondent:_
This is the end of the interview. I would like to thank you very much for your contribution and for your time. (I may still need to conduct an observation of children’s handwashing practices during the school break)
SH – SCHOOL HANDWASHING OBSERVATION

Complete the following steps:

1. During the morning, lunch or afternoon break period and for 10 to 15 minutes (depending on the duration of the school break), stand near toilets and hand washing stations so as to observe the handwashing practice among all children coming out of the toilets.

2. Make sure you observe both boys and girls. In some schools, boys tend to go first, and then girls (or the other way around); if that is the case in this school, the observation can last a little longer.

3. Please try as much as possible not to stand too close to the students in order to not attract too much attention.

4. Start watching at the start time of the break, and note the start time.

5. Record students using toilets (do not count children who did not use the toilets). When each child leaves the toilet:
   - Sex of the child (girl/boy/don’t know)
   - Did the child wash their hands with water (yes/no/don’t know)
   - Did the child also use soap or alternative cleansing agent (yes/no/don’t know)

6. Note the ending time.

7. Calculate the total for each column.

Specific cases:

✓ If there is no toilet or the toilets are not used by the children: do not conduct the observation of the children, and put “0” at the end of the observation table below.

✓ If there is no handwashing station or no soap at all in the school: do not carry out the observation, and put “0” at the end of the observation table below.

✓ If the handwashing station is far from the toilets and cannot be seen at the same time as the toilets: stay near the handwashing stations (but not too close) and observe, among children washing their hands, how they do it.

✓ If the handwashing station is located inside the classrooms or in another room: do not carry out the observation and just insert “0” in the row indicating the total number of children observed for each column of the observation table below.

SH1. Is the observation handwashing observation possible in this school?
   ○ Yes
   ○ No

   ⊛ End of Questionnaire

SH2. Record the start time. (Hours : Minutes)   ___  ___  :  ___  ___

SH3. Record totals in the bottom row:

<table>
<thead>
<tr>
<th>Sex</th>
<th>Has used water?</th>
<th>Soap?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl</td>
<td>Boy</td>
<td>dk</td>
</tr>
<tr>
<td>Girl</td>
<td>Boy</td>
<td>dk</td>
</tr>
<tr>
<td>Girl</td>
<td>Boy</td>
<td>dk</td>
</tr>
<tr>
<td>Girl</td>
<td>Boy</td>
<td>dk</td>
</tr>
<tr>
<td>Sex</td>
<td>Has used water?</td>
<td>Soap?</td>
</tr>
<tr>
<td>-----</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Girl Boy dk</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Girl Boy dk</td>
<td>Yes</td>
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<tr>
<td>Sex</td>
<td>Has used water?</td>
<td>Soap?</td>
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**SH4. Record the end time.** (Hours : Minutes) ___ ___ : ___ ___
Health Care Facility Questionnaire

This questionnaire focusses on the out-patient facility. The respondent should be the facility director, a head doctor or nurse, or other administrator familiar with the operations of the facility. Other staff members are welcome to join as they can provide additional information.

Plan to visit the health care facility at a time when it will be open.

FI – HEALTH CARE FACILITY INFORMATION

To be pre-filled before arriving to the village or before starting any interview.

*FI1. Surveyor’s name and number
Name: _____________________________  Number: ______________

*FI2. Supervisor’s name and number
Name: _____________________________  Number: ______________

*FI3. Date and time of interview
Date (Day / Month / Year): ___ ___ / ___ ___ / ___ ___ ___ ___
Time (Hours : Minutes): ___ ___ : ___ ___

*FI4. Cluster or community ID number or code where the health care facility is located
This should be a unique ID provided by your supervisor with the community assignment
ID: _____________________________
○ Not applicable

*FI5. Community/village name where the health care facility is located:
___________________________________
○ Not applicable

*FI6. Region/provence _____________________________

*FI7. District _____________________________

*FI8. Municipality _____________________________

*FI9. Name of the health care facility _____________________________
**FI10. GPS Coordinates of health care facility**
*Report in WGS84 decimal degrees only using ‘-‘ sign for South or West coordinates*
Latitude: ___________ degrees
Longitude: __________ degrees

**INSTRUCTIONS:**
Questions FI11 and FI12 only apply if there is an existing mobile-to-web system in the area. The surveyor should attempt to look up the record for the water point, based on the community or geographic location, and record the **Unique ID** code assigned to the water supply by the mobile-to-web system (if this is the same as the government ID, record that again here).

**FI11. Check if this health care facility has a record in the real-time monitoring system (mobile to web platform).**
- Record found and basic info is accurate – specify unique ID of record: __________
- Record found but some info is incorrect – specify unique ID of record: __________
- Record not found ➞FI13
- Mobile to web platform could not be accessed ➞FI13
- No mobile to web platform is in use ➞FI13

**FI12. When was the last update to the mobile to web record for this health care facility made?**
- Never updated
- Within the past year
- More than one year ago
- Could not determine

**FI13. Result of survey for this health care facility:**
- Survey performed
- No informant available at time of visit ➞End of questionnaire
- Informant not available for extended period of time ➞End of questionnaire
- Other *(specify)* ________________________________ ➞End of questionnaire
**FC1.** Hello. My name is __________________________. I am conducting a survey on behalf of the Ministry of Health and UNICEF. We want to better understand the situation of water, sanitation and hygiene in health care facilities of this district and how it should be improved. Your facility was selected for the survey among numerous other ones in the district. I would like to collect some information about the conditions in that facility and if possible, observe the water and sanitation facilities. Today I am only interested in the out-patient facility. The survey usually takes about XX minutes.

May I begin the interview now?
- Yes
- No – please specify reason for refusal: __________________________

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**FC2.** Name of respondent __________________________

**FC3.** Position of respondent in the health center
Title: __________________________

**FC4.** Ministry of Health Facility code __________________________

**FC5.** Type of health care facility
- Health Post (fixed) - Basic daytime outpatient services from a fixed site
- Health Post (mobile) - Basic daytime outpatient services that move between sites (has a doctor on site)
- Primary Health Center - Primary health services with in-patient capacity
- Secondary Health Facility – Hospital
- Other - please specify __________________________

**INSTRUCTIONS:**
It is important to know the type of health facility since this will affect the WASH needs and available budget. The main types are:

- **Health post (fixed)** – This facility provides basic health care services to outpatients from a fixed location; usually the front line provider of health care services in the community.

- **Health post (mobile)** – Similar to a fixed health post in terms of services provided, but there is no fixed location; it can be moved around in order to serve a wider geographical area.

- **Primary health center** – Provides primary health services to both outpatients and inpatients onsite. Usually larger than a health post and staffed by more than one doctor.

- **Secondary health facility** – Hospital or other provider of specialist care.

**FC6.** Ownership of facility:
- Private – for profit
- Private – non-profit or NGO
- Public
- Don’t know
**FC7.** Is the health care facility in a rural or urban setting? (based on classification of the municipality or district)

- Urban
- Rural
- Don’t know

**FC8.** What is the total population of the catchment area designated for your health center?

Population ________  □ Persons  □ Households

- Don’t know
- Not applicable

**INSTRUCTIONS:**

The catchment area refers to the neighborhoods or regions that the health facility is intended to serve. Most government health centers and regional medical facilities will have an estimate of the population that they are expected to serve. Check the box for the unit of measurement that the respondent provides (persons or households). Private facilities may not have a catchment area; in this case select Not applicable.

**FC9.** How many staff members work at this facility?

Prompt: please include doctors, nurses, paramedics, pharmacists, assistants, cleaners, etc.

Number of male staff: ________

Number of female staff: ________

**FC10.** How many outpatients come here every day on average?

- Number of outpatients per day: ________
- Don’t know

**FC11.** What is the proportion of women and girls among your patients, approximately (in %)?

- Percentage of females: ________%
- Don’t know

**FC12.** How many days was this facility open in the previous month?

Consider the last full month.

Days: ________

**FC13.** Now I would like to know more about the water, sanitation and hygiene condition in your facility. Is there someone designated as responsible for water, sanitation and hygiene, for example ensuring repairs of the water point, the toilets and the handwashing stations, and providing soap and other consumables?

- No one
- The director
- A nurse
- A member of the management committee
- Other, specify: _____________________
- Don’t know

**FC14.** Has the facility organized itself to designate specific people responsible for carrying out toilet cleaning?

- Yes
No
Don’t know

§FC15. How often are the toilets usually cleaned?
- Everyday
- A few times per week
- Once a week
- Less often
- Don’t know

†FC16. Who constructed the main water supply?
- Private company
- Government
- NGO
- Local community members or facility staff
- Other, specify: ________________
- Don’t know

§FC17. Does the facility do anything to the water from the main source to make it safe to drink?
- Yes
- No ⇒FC19

§FC18. What treatment method is used?
Check all that apply
- Filtration
- Boiling
- Chlorination
- Solar disinfection (SODIS)
- Ultraviolet disinfection
- Other – please specify __________________________

INSTRUCTIONS:
Probe: “Anything else?” Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Filtration involves water flowing through a filter made of ceramic, sand or a combination of materials designed to remove particles and at least some microbes from the water.

Boiling refers to boiling or heating water with fuel.

Chlorination refers to using liquid chlorine bleach or bleaching powder to treat drinking water.

Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.

Ultraviolet disinfection uses a specially designed water treatment device that water flows through, disinfecting it using an ultraviolet lamp.
†FC19. Does the facility have a budget for water, sanitation and hygiene related expenses?
   - Yes
   - No
   - Don’t know

†FC20. Based on experience in the past year or more, does the facility usually have sufficient funds available to cover water, sanitation and hygiene expenses, including large repair if needed (such as a new toilet bowl or sink, a new door, or clogged pipe servicing, repairing the water point when broken, or emptying pit latrines or septic tanks)?
   - Yes
   - No
   - Don’t know

†FC21. Has the facility reported information on water, sanitation or hygiene to the national Health Management Information System (HMIS) within the past 12 months?
   - Yes (at least some information)
   - No
   - Water, sanitation or hygiene indicators are not required to be reported
   - Don’t know

†FC22. Has the facility been inspected by the local health department within the past 12 months?
   - Yes
   - No
   - Don’t know
FO – HEALTH CARE FACILITY OBSERVATION

*FO1. OBSERVE: Water supplies for the health care facility.
Complete the table below. Enter the number for each type of water supply that meets the conditions specified. If the type of water supply is not present, leave that row blank. Check the box next to the type of supply that is considered the main source for the facility.

<table>
<thead>
<tr>
<th>Type of water supply</th>
<th>Total number</th>
<th>Number with water available</th>
<th>Main source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piped supply inside the building</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piped supply outside the building</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tubewell</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borehole</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protected dug well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unprotected dug well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protected spring</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Unprotected spring</td>
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<td></td>
<td></td>
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<tr>
<td>Rainwater</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tanker truck</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Surface water (river/dam/lake/pond)</td>
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<tr>
<td>Other – specify:</td>
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<tr>
<td>o Don’t know</td>
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<td></td>
<td></td>
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<tr>
<td>o No water source</td>
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</tbody>
</table>

INSTRUCTIONS:
The question refers to the source of water for general purposes, including drinking, washing, and cleaning. In case of water being available from multiple sources, record the main source used in the outpatient area.

Please refer to the instructions for question HW1 in the Household questionnaire for detailed guidance on identifying the type of drinking water source.

Enter the total number of each type of source that is located on the facility grounds in the **Total number** column.

To be considered available, water should be available at the facility at the time of the survey or questionnaire, either from the main source directly or stored water originally from the main source.

Select the box for the water supply that is considered the **main source** that is used by patients at the facility for drinking water, i.e. **the one that is used the most**.

*FO2. Take a photo of the water supply(ies)*

*FO3. OBSERVE: Where is the main water supply for the facility located?
On premises means within the facility grounds. This question refers to the location from where the water is accessed for use in the health facility (e.g. tap, borehole...).

- On premises
- Within 500 m
- Further than 500 m

**FO4. **ASK AND OBSERVE: Is there any water point currently under construction?

- Yes
- No
- Don’t know / could not observe

**FO5. **OBSERVE: Type and number of toilets present at this health care facility: *Complete the table.*

<table>
<thead>
<tr>
<th>Type of toilet</th>
<th>Total Number</th>
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</thead>
<tbody>
<tr>
<td><em>Improved</em></td>
<td></td>
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<tr>
<td>Flush / pour-flush toilets</td>
<td></td>
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<tr>
<td>Pit latrines with slab</td>
<td></td>
</tr>
<tr>
<td>Ventilated improved pit (VIP) latrines</td>
<td></td>
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<tr>
<td>Composting toilets</td>
<td></td>
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<tr>
<td><em>Not improved</em></td>
<td></td>
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<tr>
<td>Pit latrines without slab</td>
<td></td>
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<tr>
<td>Hanging latrines</td>
<td></td>
</tr>
<tr>
<td>Bucket latrines</td>
<td></td>
</tr>
<tr>
<td>Other, specify: __________</td>
<td></td>
</tr>
</tbody>
</table>

- Could not observe

**INSTRUCTIONS:**

Please refer to question HO3 in the Household questionnaire for detailed guidance on the types of toilets.
**FO6. OBSERVE AND ASK:** Number of toilets for male, female, mixed, and staff members, and how many of them are usable. Usable means: accessible, functional, private, and not too dirty to be used. 
*Complete the table.*

<table>
<thead>
<tr>
<th>Total number of <strong>improved</strong> toilets for:</th>
<th>Male</th>
<th>Female</th>
<th>Mixed/common</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number <em>existing</em></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number that are <em>usable</em>: accessible, functional, private, and not too dirty to be used</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

○ Could not observe

**INSTRUCTIONS:**

Calculate the total number of toilets existing by adding all four columns together. 

**Usable toilets** are the toilets that meet each of these four requirements:

- **Accessible:** doors are not locked during school hours.
- **Functional:** the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets.
- **Private:** there are closable doors that lock from the inside, walls high enough to hide the user from the outside, and no large gaps in the structure.
- **Not too dirty to be used:** free of anal smeers and fecal residue on the floor and walls.

*FO7. Take a photo of all toilets*  
Photo

*FO8. Where are the toilet facilities located?*  
*Select all that apply*

- Inside the facility
- Outside but within the grounds of the facility
- Outside of the facility compound

*FO9. OBSERVE: Is there at least one usable improved toilet designated for women and girls that meets the following conditions for menstrual hygiene needs?*  
*Check all that apply.*

- At least one toilet is designated for women and girls…
- This toilet provides a bin with a lid on it within the cubicle (for disposal of menstrual hygiene materials)
- And provides a private space is available for washing
- And has water and soap available in a private space for washing
○ No designated toilet for women and girls
○ Could not observe

**INSTRUCTIONS:**

This refers to either staff or patient toilets.
**Improved** sanitation facilities include flush toilets, ventilated improved pit (VIP) latrines, pit latrines with slab, and composting toilets. For questions FO5 to FO9, “toilets” is taken to mean any of these improved facilities.

To be considered **usable**, a toilet should be accessible, functional and should provide sufficient privacy for users. In a functional toilet the hole or pit should not be blocked, water should be available for flush/pour flush toilets, and there should be no cracks, or leaks in the toilet structure. In order to provide sufficient privacy, the toilet stall should have walls without major holes, and a door which is unlocked when not in use (or for which a key is available at any time) and which can be locked from the inside during use.

A toilet can be considered to meet the needs of **menstrual hygiene management** if it meets both of the following conditions: (1) a bin with a lid on it within the cubicle and (2) water and soap available in a private space for washing

*FO10. *OBSERVE:* Is there at least one usable toilet that meets the needs of people with reduced mobility?

*Select all criteria that are met in at least one toilet.*

- [ ] Toilet exists for people with disability (reduced mobility)
- [ ] This toilet is functional
- [ ] Access without stairs or steps
- [ ] Handrails attached to either the floor or sidewalls for support
- [ ] Door of at least 80 cm wide
- [ ] Door handle and seat within reach of people using wheelchairs or crutches/sticks
- [ ] No toilet is provided for people with reduced mobility
- [ ] Could not observe

§FO11. *ASK AND OBSERVE:* Is there any toilet currently under construction?

- [ ] Yes
- [ ] No
- [ ] Don’t know / could not observe

*FO12. *OBSERVE:* Availability of a functional handwashing facility (with soap and water) in or near toilets.

*Select all the conditions that are met in or near at least one handwashing location*

- [ ] Place for handwashing located within 5 meters of the toilet
- [ ] Available to outpatients
- [ ] Water
- [ ] Soap
- [ ] Gel hand sanitizer
- [ ] None of the above
- [ ] Could not observe

*FO13. Can you show me the most frequently used point of care in your facility? OBSERVE: Availability of a functional handwashing facility (with soap and water) at this point of care.*

*Select all the conditions that are met in or near at least one handwashing location*

- [ ] Place for handwashing located within 5 meters of the toilet
- [ ] Available to outpatients
- [ ] Water
- [ ] Soap
- [ ] Gel hand sanitizer
None of the above
Could not observe

INSTRUCTIONS:

Points of care are any location in the outpatient setting where care or treatment is delivered (i.e. consultation/exam rooms). Select a point of care from the area where most general outpatient services occur to observe existence of a functional handwashing station.

‡FO14 OBSERVE: Is waste safely segregated into labelled bins in the consultation area?
For facilities with multiple consultation rooms, select the one that is the most frequently used. Select all criteria that are met in the chosen room:
- Sharps waste has a separate bin
- Infectious waste has a separate bin
- Non-infectious general waste has a separate bin
- All bins are color-coded and/or clearly labelled
- All bins are less than three quarters (75%) full
- No waste bins are provided
- Could not observe

INSTRUCTIONS:

Health-care waste should be separated at the time it is generated according to its type, using four major categories: sharps, non-sharps infectious waste, non-sharps non-infectious general waste, and hazardous waste (not assessed in this survey).

Examples of these types include:

Sharps waste (needles, scalpels, etc.), which may be infectious or not
Non-sharps infectious waste (anatomical waste, pathological waste, dressings, used syringes, used single-use gloves)
Non-sharps non-infectious waste (paper, packaging, etc.)

‡FO15. ASK AND OBSERVE: How does this facility usually deal with sharps waste such as needles?
If more than one applies, please select the method used most often.
- Incinerated
- Autoclaved
- Open burning
- Open dumping without treatment
- Chemical disinfection (e.g. with hypochlorite)
- Not treated, but buried in lined, protected pit
- Not treated and added to general waste
- Not treated, but collected for medical waste disposal
- Other – specify ____________________________

INSTRUCTIONS:
Ideally, sharps and infectious waste should be **incinerated**. The incinerator should have two burning chambers. The location of the incinerator should be away from the medical wards and public housing.

An **autoclave** treats the waste with high temperature steam to disinfect it; however the waste still must be disposed of safely.

**Open burning** is often done on the facility grounds in a stone or concrete burning pit. **Chemical disinfection** usually involves treating the waste with a bleach solution.

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**FO16. ASK AND OBSERVE:** How does this facility usually deal with infectious waste?  
*If more than one applies, please select the method used most often.*

- Autoclaved
- Incinerated
- Open burning
- Open dumping without treatment
- Chemical disinfection (e.g. with hypochlorite)
- Not treated, but buried in lined, protected pit
- Not treated and added to general waste
- Not treated, but collected for medical waste disposal
- Other – specify ____________________________

**FO17. ASK AND OBSERVE:** Are waste disposal records maintained by the facility or the waste collection provider?

- Yes
- No ⇒ FO19
- Don’t know ⇒ FO19

**FO18. OBSERVE:** Are records available and up to date?

- Records updated within the past month
- Records updated within the past 3 months
- Records updated within the past 12 months
- Records are kept but not available
- Don’t know

**FO19.** Has this facility recently been supported by an NGO or another partner for water, sanitation or hygiene?

- Yes
- No
- Don’t know

**FO20.** Is there anything that you learnt today with this survey? Is there any issue in the health care facility that this survey drew your attention to?  
*Keep this discussion short! Not more than 2 minutes. No need to take note of the response.*

**FO21.** What would you prioritize for improving the water, sanitation and hygiene conditions in your health care facility?  
*Keep this discussion short! Not more than 2 minutes. Summarize the answer in a few words.*
Priorities: ___________________
Nothing

*FO22. Can I please note your phone number in case we need to follow up?
Phone number: __________________________
Declined

Say to the respondent: “This is the end of the survey. I would like to thank you very much for your contribution and for your time.”
Correspondance between survey questions and WASH / ASWA II M&E indicators

Notes: DF refers to a disaggregation factor and may apply to multiple indicators; SD refers to survey data required for survey administration and data analysis.

<table>
<thead>
<tr>
<th>Community Questionnaire</th>
<th>Measures</th>
<th>Outcome</th>
<th>Output</th>
<th>Sustainability Check</th>
<th>JMP / SDG Core</th>
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### CO Community Observation

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### Water Supply Questionnaire

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### WM Interview with Water Supply Managers

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**WD Water Quality Documentation Review**

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**WD Observation of Water Supply**

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**WQ Water Quality Test at the Water Supply**

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**Household Questionnaire**

**HI Household Information**

| HI1 | Cluster or community ID | SD | SD |
| HI2 | Community name | SD | SD |
| HI3 | Interviewer name | SD | SD |
| HI4 | Supervisor name | SD | SD |
| HI5 | Date/time of interview | SD | SD |

**HC Household characteristics interview**
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**HN Household Interview on Social Norms**

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**HW Household Water Access Interview**

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<td>Main source of drinking water</td>
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<td>§HW7</td>
<td>When is water supplied</td>
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<td>§HW8</td>
<td>Days per week that water is supplied</td>
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<td>§HW9</td>
<td>Hours per day on days water is supplied</td>
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<td>§HW10</td>
<td>Available at all times of year</td>
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<td>§HW11</td>
<td>Months when water is not available</td>
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<td>SW-15</td>
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<td>W5</td>
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<td>§HW12</td>
<td>Insufficient water supply in past month</td>
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128
| §HW13 | Reason insufficient water available |
| §HW14 | Water treatment | 5 | XW13 | JMP Expanded HH |
| §HW15 | Treatment method | 5 | XW14 | JMP Expanded HH |
| §HW16 | Drinking water container used for other purposes | 5 |
| †HW17 | Required to pay tariff or user fee | | SW-16 |
| †HW18 | How often HH pays tariff or user fee | | SW-16 |
| §HW19 | Why tariff not always paid by HH | |
| †HW20 | Affordability of tariff | | SW-16 |

**HO Household Sanitation Observation**

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<tr>
<td>*HO1</td>
<td>Could toilet be observed?</td>
<td>1b, 2</td>
<td>1.3</td>
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<td>*HO2</td>
<td>Photo of toilet</td>
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<td>*HO3</td>
<td>Type of toilet</td>
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<td>§HO4</td>
<td>Toilet wall material</td>
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<td>§HO5</td>
<td>Toilet roof material</td>
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<td>Toilet slab/floor</td>
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<td>Toilet is flyproof?</td>
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<td>§HO8</td>
<td>Toilet cleanliness</td>
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<td>*HO9</td>
<td>Evidence of open defecation in HH</td>
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<td>§HO10</td>
<td>Evidence of other contamination</td>
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**HH Household Hygiene Observation**

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<td>*HH3</td>
<td>Water available</td>
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<td>Soap or alternative cleansing agent</td>
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**HQ Water Quality Test at the Household and Source**

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129
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### School Questionnaire

#### SI School Information

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<th>Question</th>
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<th>Output</th>
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#### SI Interview with School Administrator

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130
| *SA8 | Request to observe | SD | SD |
| §SA9 | Year began operating | | |
| *SA10 | Number of children and staff | SD | SD |
| †SA11 | School has clubs | | SC-02 |
| †SA12 | WASH activities in club | | SC-02, 3-STAR |
| §SA13 | Type of WASH club activities | | SC-02 |
| †SA14 | Has budget allocated to WASH | | SC-05 |
| †SA15 | Sufficient funds to cover large repair | | SC-05 |
| †SA16 | Someone designated for WASH maintenance | | SC-03 |
| †SA17 | Specific person responsible for toilet cleaning | | SC-03 |
| †SA18 | How often toilets are cleaned | | |
| †SA19 | Daily group handwashing activities | | 3-STAR | 3-Star Schools |
| *SA20 | Facilities for MHM | 6a | 3.1, 3.2 |
| §SA21 | How often MHM materials are made available | | 3-STAR | 3-Star Schools |
| †SA22 | Reported WASH indicators to EMIS within past 12 months? | | SC-06 |
| †SA23 | Inspected within past 12 months | | SC-07 |
| †SA24 | Supported by NGO or other partner | | |
| *SA25 | Water source available | | |
| §SA26 | Water treated | | XW6a | JMP Expanded WinS |
| §SA27 | Water treatment method | | XW6b | JMP Expanded WinS |
| †SA28 | Who constructed water supply | | SC-01 |
| †SA29 | Main water source tested for water quality | | 3-STAR |
| †SA30 | Result of water quality test | | 3-STAR |
| §SA31 | Parameters that failed to meet national standard | | |
| §SA32 | Number of parameters that failed | | |

**SO Observation of School Facilities and Grounds**

<table>
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<td>Sources of drinking water</td>
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<td>S2 &amp; S3</td>
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**SH School Handwashing Observation**

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**Health Care Facility Questionnaire**

**FI Health Care Facility Information**

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<tr>
<th>Question</th>
<th>Measures</th>
<th>Outcome</th>
<th>Output</th>
<th>Sustainability Check / 3-STAR School</th>
<th>JMP / SDG Core</th>
<th>Source of question or methodology</th>
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**FI Health Care Facility Key Informant Interview**

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<td>*FO1</td>
<td>Sources of drinking water and their availability</td>
<td>7a</td>
<td>3.3</td>
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<td>Photo of main water supply</td>
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