



# INCEPTION REPORT

## Summative Evaluation of the ECHO Funded Humanitarian Water, Sanitation & Hygiene (WASH) Programme in Afghanistan (2022-2023)

ECHO WASH Programme Implementation: 2022 - 2023

Evaluation Implementation Period: Jan 2024 – June 2024

Evaluation Commissioned By: UNICEF Afghanistan Country Office

Submitted By: The Konterra Group

31 March 2024



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for every child

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## List of Acronyms

| Acronym       | Complete Description                                      |
|---------------|-----------------------------------------------------------|
| <b>ACO</b>    | Afghanistan country office                                |
| <b>ADHS</b>   | Afghanistan Demographic and Health Survey                 |
| <b>ALCS</b>   | Afghanistan Living Conditions Survey                      |
| <b>AMS</b>    | Afghanistan Mortality Survey                              |
| <b>ANDF</b>   | Afghanistan National Development Framework                |
| <b>ANDMA</b>  | Afghanistan National Disaster Management Authority        |
| <b>ANDS</b>   | Afghanistan National Development Strategy                 |
| <b>ANSA</b>   | Afghanistan National Standardization Authority            |
| <b>APHA</b>   | Afghanistan Private Hospitals Association                 |
| <b>ARI</b>    | acute respiratory infection                               |
| <b>ATR</b>    | Assess, Transform, Reach Consulting                       |
| <b>AWD</b>    | acute watery diarrhoea                                    |
| <b>BECC</b>   | BPHS and EPHS Coordinating Committee                      |
| <b>BPHS</b>   | Basic package of health services                          |
| <b>CAP</b>    | Community Action Plan                                     |
| <b>CBE</b>    | Community Based Education                                 |
| <b>CBNP</b>   | Community Based Nutrition Program                         |
| <b>CBO</b>    | Community Based Organization                              |
| <b>CCRI</b>   | Children's Climate Risk Index                             |
| <b>CDC</b>    | Community Development Councils                            |
| <b>CERF</b>   | The Central Emergency Response Fund                       |
| <b>CHW</b>    | community health worker                                   |
| <b>CIDA</b>   | Canadian International Development Agency                 |
| <b>CLTS</b>   | Community-Led Total Sanitation                            |
| <b>CO</b>     | Country Office                                            |
| <b>COAR</b>   | Citizen Organization for Advocacy and Resilience          |
| <b>CPC</b>    | Country Programme Cooperation                             |
| <b>CPD</b>    | Country Programme Document                                |
| <b>CR</b>     | Central Region                                            |
| <b>CSC</b>    | Civil Society Commission                                  |
| <b>CSOs</b>   | Civil Society Organizations                               |
| <b>DAC</b>    | Development Assistance Committee                          |
| <b>DACAAR</b> | Danish Committee for Aid to Afghan Refugees               |
| <b>DEWS</b>   | Disease early warning system                              |
| <b>DGHR</b>   | Director General of Human Resources                       |
| <b>DHS</b>    | Demographic and health survey                             |
| <b>DREHC</b>  | Disasters Response Emergency Health Committee             |
| <b>DRR</b>    | Disaster Risk Reduction                                   |
| <b>EA</b>     | Enumeration Area                                          |
| <b>ECHO</b>   | European Civil Protection and Humanitarian Aid Operations |

| Acronym      | Complete Description                                                     |
|--------------|--------------------------------------------------------------------------|
| <b>EM</b>    | Evaluation Matrix                                                        |
| <b>EOC</b>   | Emergency operation center                                               |
| <b>EPHS</b>  | Essential package of hospital services                                   |
| <b>EPI</b>   | Expanded program on immunization                                         |
| <b>EPRP</b>  | Emergency Preparedness & Response Plan                                   |
| <b>EQs</b>   | Evaluation Questions                                                     |
| <b>ER</b>    | East Region                                                              |
| <b>ERG</b>   | Evaluation Reference Group                                               |
| <b>ET</b>    | Evaluation team                                                          |
| <b>EU</b>    | European Union                                                           |
| <b>EUR</b>   | Euro                                                                     |
| <b>FAO</b>   | Food and Agriculture Organization of the United Nations                  |
| <b>FCDO</b>  | Foreign, Commonwealth & Development Office                               |
| <b>FGDs</b>  | Focus Group Discussions                                                  |
| <b>GBV</b>   | Gender-based violence                                                    |
| <b>GCMU</b>  | Grants and Contract Management Unit                                      |
| <b>GDP</b>   | Gross Domestic Product                                                   |
| <b>GEROS</b> | Global Evaluation Reports Oversight System                               |
| <b>GIRoA</b> | Government of the Islamic Republic of Afghanistan                        |
| <b>GIS</b>   | Geographic Information System                                            |
| <b>GLAAS</b> | UN-Water Global Analysis and Assessment of Sanitation and Drinking Water |
| <b>HAC</b>   | Humanitarian Action for Children                                         |
| <b>HCCA</b>  | Health Care Commission for Accreditation                                 |
| <b>HCF</b>   | Healthcare Facility                                                      |
| <b>HCHP</b>  | Health Centre Hygiene Programme                                          |
| <b>HDI</b>   | Human Development Index                                                  |
| <b>HF</b>    | Health Facilities                                                        |
| <b>HH</b>    | Household                                                                |
| <b>HHH</b>   | Head of Household                                                        |
| <b>HHS</b>   | Household Survey                                                         |
| <b>HMIS</b>  | Health Management information system                                     |
| <b>HQ</b>    | Headquarters                                                             |
| <b>HRBA</b>  | Human Rights-based Approach                                              |
| <b>HRDA</b>  | Human Resources Development Agency                                       |
| <b>HRP</b>   | Humanitarian Response Plan                                               |
| <b>IDP</b>   | Internally displaced population                                          |
| <b>IEC</b>   | Information, Education and Communication                                 |
| <b>IHP+</b>  | International Health Partnership                                         |
| <b>IHS</b>   | Institute of Health Sciences                                             |
| <b>IMC</b>   | International Medical Corps                                              |
| <b>IMR</b>   | Infant mortality rate                                                    |
| <b>INGOs</b> | International Non-Governmental Organizations                             |

| Acronym        | Complete Description                                               |
|----------------|--------------------------------------------------------------------|
| <b>IP</b>      | implementing partner                                               |
| <b>IPC</b>     | Infection Prevention and Control                                   |
| <b>IR</b>      | Inception Report                                                   |
| <b>JICA</b>    | Japan International Cooperation Agency                             |
| <b>JMP</b>     | Joint Monitoring Programme                                         |
| <b>KAP</b>     | Knowledge, attitudes, and practices                                |
| <b>KI</b>      | Key Informant                                                      |
| <b>KII</b>     | Key Informant Interview                                            |
| <b>LR</b>      | Literature review                                                  |
| <b>M&amp;E</b> | Monitoring and evaluation                                          |
| <b>MDG</b>     | Millennium Development Goal                                        |
| <b>MHM</b>     | Menstrual Hygiene Management                                       |
| <b>MHNT</b>    | Mobile Health and Nutrition Team                                   |
| <b>MHT</b>     | Mobile Health Team                                                 |
| <b>MICS</b>    | Multiple Indicator Cluster Survey                                  |
| <b>MMR</b>     | Maternal mortality ratio                                           |
| <b>MNCH</b>    | Maternal, newborn, and child health                                |
| <b>MoE</b>     | Ministry of Education                                              |
| <b>MoF</b>     | Ministry of Finance                                                |
| <b>MoPH</b>    | Ministry of Public Health                                          |
| <b>MPC</b>     | multipurpose cash                                                  |
| <b>MRRD</b>    | Ministry of Rural Rehabilitation and Development                   |
| <b>NBS</b>     | National Bureau of Statistics                                      |
| <b>NCD</b>     | Non-communicable disease                                           |
| <b>NERPH</b>   | National all-hazards emergency response plan for health            |
| <b>NFI</b>     | Non-Food Item                                                      |
| <b>NGO</b>     | Non-Governmental Organizations                                     |
| <b>NMR</b>     | Neonatal mortality rate                                            |
| <b>NRR</b>     | Non-response rate                                                  |
| <b>O&amp;M</b> | Operation and Maintenance                                          |
| <b>OCHA</b>    | United Nations Office for the Coordination of Humanitarian Affairs |
| <b>OCHR</b>    | Organization for Coordination of Humanitarian Relief               |
| <b>ODF</b>     | Open Defecation Free                                               |
| <b>OECD</b>    | Organization for Economic Co-operation and Development             |
| <b>PHC</b>     | Primary health care                                                |
| <b>PHD</b>     | Provincial health director                                         |
| <b>PHO</b>     | Provincial health office                                           |
| <b>PLD</b>     | Provincial Liaison Department                                      |
| <b>PMU</b>     | Programme Management Unit                                          |
| <b>PPHD</b>    | Provincial public health director                                  |
| <b>PPHO</b>    | Provincial public health office                                    |
| <b>PPP</b>     | Public-Private Partnership                                         |

| Acronym        | Complete Description                                          |
|----------------|---------------------------------------------------------------|
| <b>PRRD</b>    | Provincial Rural Rehabilitation Department                    |
| <b>PSU</b>     | Primary Sampling Unit                                         |
| <b>PwDs</b>    | Persons with Disabilities                                     |
| <b>QA</b>      | Quality Assurance                                             |
| <b>QCA</b>     | Qualitative content analysis                                  |
| <b>RCCE</b>    | Risk Communication and Community Engagement                   |
| <b>RMNCAH</b>  | Reproductive, maternal, newborn, child, and adolescent health |
| <b>SACOSAN</b> | South Asian Conference on Sanitation                          |
| <b>SBCC</b>    | Social and Behaviour Change Communication                     |
| <b>SDG</b>     | Sustainable Development Goals 2030                            |
| <b>SEHAT</b>   | System Enhancement for Health Action in Transition            |
| <b>SHCC</b>    | Strategic Health Coordination Committee                       |
| <b>SOP</b>     | Standard operating procedure                                  |
| <b>SPSS</b>    | Statistical Packages for Social Sciences                      |
| <b>SR</b>      | South Region                                                  |
| <b>SWA</b>     | Sanitation and Water for All                                  |
| <b>SWAP</b>    | System Wide Assessment of Performance                         |
| <b>TA</b>      | Technical assistance                                          |
| <b>TL</b>      | Team Lead                                                     |
| <b>TLM</b>     | teaching and learning materials                               |
| <b>ToC</b>     | Theory of Change                                              |
| <b>ToR</b>     | Terms of Reference                                            |
| <b>ToT</b>     | Training of Trainers                                          |
| <b>TPM</b>     | Third Party Monitoring                                        |
| <b>UHC</b>     | Universal health coverage                                     |
| <b>UK</b>      | United Kingdom                                                |
| <b>UN</b>      | United Nations                                                |
| <b>UNAIDS</b>  | Joint United Nations Program on HIV/AIDS                      |
| <b>UNAMA</b>   | United Nations Assistance Mission in Afghanistan              |
| <b>UNDAF</b>   | United Nations Development Assistance Framework               |
| <b>UNDIS</b>   | United Nations Disability Inclusion Strategy                  |
| <b>UNDP</b>    | United Nations Development Programme                          |
| <b>UNEG</b>    | United Nations Evaluation Group                               |
| <b>UNFPA</b>   | United Nations Fund for Population Activities                 |
| <b>UNICEF</b>  | United Nations Children's Emergency Fund                      |
| <b>UNSDPF</b>  | United Nations Sustainable Development Partnership Framework  |
| <b>US</b>      | United States                                                 |
| <b>USAID</b>   | United States Agency for International Development            |
| <b>USD</b>     | United States Dollar                                          |
| <b>VIP</b>     | Ventilated Improved Pit                                       |
| <b>WASH</b>    | Water, Sanitation and Hygiene                                 |
| <b>WASHnut</b> | Water, Sanitation and Hygiene, and Nutrition                  |

| Acronym    | Complete Description              |
|------------|-----------------------------------|
| <b>WB</b>  | World Bank                        |
| <b>WFP</b> | World Food Programme              |
| <b>WHO</b> | World Health Organization         |
| <b>WR</b>  | West Region                       |
| <b>WSG</b> | Water and Sanitation Sector Group |
| <b>WSS</b> | Water Supply System /Scheme       |
| <b>WVI</b> | World Vision International        |

## Glossary of Key Terms Used in Report

All below definitions or key concepts have been reproduced from Sustainable Development Goal (SDG) 6 monitoring related credible sources such as the World Health Organization (WHO)/United Nations Children's Fund (UNICEF) Joint Monitoring Programme (JMP),<sup>1</sup> United Nations (UN) Water<sup>2</sup> and others.<sup>3</sup>

| Term                                          | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Access</b>                                 | Implies sufficient water to meet domestic needs is reliably available close to home.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Adequate</b>                               | Implies a system that hygienically separates excreta from human contact, as well as safe reuse/treatment of excreta in situ, or safe transport and treatment off site.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Affordable</b>                             | Payment for services does not present a barrier to access to or prevent people from meeting basic human needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Drinking water</b>                         | Water used for drinking, cooking, food preparation and personal hygiene.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Drinking water ladder service levels</b>   | <p><b>Safely managed service:</b> A basic (improved) drinking water source, which is located on premises, available when needed and free of faecal and priority chemical contamination (in MDGs – improved drinking water source).</p> <p><b>Basic service:</b> An improved water point provided collection time is no more than 30 minutes for a roundtrip, including queuing.</p> <p><b>Limited Service:</b> Drinking water from unprotected dug wells, unprotected springs, carts with small tank/drum, tanker trucks or basic sources with a total collection time of more than 30 minutes for a roundtrip, including queuing.</p> <p><b>No Service:</b> Water coming from surface water: river, dam, lake, pond, stream, canal, or irrigation channel.</p> |
| <b>Open defecation</b>                        | Excreta of adults or children are deposited (directly or after being covered by a layer of earth) in the bush, a field, a beach or any other open area; discharged directly into a drainage channel, river, sea or any other water body; or are wrapped in temporary material and discarded.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Equitable</b>                              | Implies progressive reduction and elimination of inequalities among population subgroups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>For all</b>                                | Suitable for use by men, women, girls, and boys of all ages, including people with disabilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Handwashing facilities</b>                 | Handwashing facility is a device to contain, transport or regulate the flow of water to facilitate handwashing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Hygiene</b>                                | The conditions and practices that help maintain health and prevent spread of disease, including handwashing, menstrual hygiene management and food hygiene.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Hygiene ladder – service levels</b>        | <p><b>Basic:</b> Handwashing facility with soap and water in the household.</p> <p><b>Unimproved:</b> Handwashing facility without soap and water.</p> <p><b>No facility:</b> No handwashing facility.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Sanitation and Water for All (SWA)</b>     | <b>Sanitation and Water for All (SWA)</b> is a global partnership of country governments, private sector and civil society organisations, external support agencies, research and learning institutions and other development partners (DPs) working together to catalyse political leadership and action, improve accountability and use scarce resources more effectively. Partners work towards a common vision of sanitation, hygiene, and water for all, always and everywhere.                                                                                                                                                                                                                                                                            |
| <b>Safely managed drinking water services</b> | <p><u>Definition includes four criteria:</u></p> <ul style="list-style-type: none"> <li>An improved water source (using the MDG indicator definition of "improved": for instance, piped water into dwellings, yards or plots; public taps or</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

<sup>1</sup> <https://washdata.org/monitoring> (Accessed Jan 2023)

<sup>2</sup> <https://www.unwater.org/our-work/integrated-monitoring-initiative-sdg-6/indicator-611-proportion-population-using-safely> (Accessed Jan 2023)

<sup>3</sup> [https://www.pseau.org/outils/ouvrages/ps\\_eau\\_wash\\_services\\_sdgs\\_2016\\_october2.pdf](https://www.pseau.org/outils/ouvrages/ps_eau_wash_services_sdgs_2016_october2.pdf) (Accessed Jan 2023)



| Term                                                                                             | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                  | <p>standpipes; boreholes or tube wells; protected dug wells; protected springs and rainwater)</p> <ul style="list-style-type: none"> <li>• Located on premises.</li> <li>• Available when needed,</li> <li>• Free of faecal and chemical contamination.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Safely managed sanitation services, including a hand-washing facility with soap and water</b> | <p><u>Definition includes three criteria:</u></p> <ul style="list-style-type: none"> <li>• An improved sanitation facility (using the MDG definition of "improved", namely flush or pour flush toilets connected to sewerage systems, septic tanks or pit latrines, improved pit latrines (pit latrines with a slab or ventilated pit latrines) and composting toilets)</li> <li>• Not shared with other households.</li> <li>• Excreta is safely disposed of in situ or treated off site,</li> <li>• Includes a handwashing facility, i.e., a device to contain, transport or regulate the flow of water to facilitate handwashing.</li> </ul>                                                                                                                                                                                                                                    |
| <b>Sanitation</b>                                                                                | The provision of facilities and services for safe management and disposal of human urine and faeces.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Sanitation ladder service levels</b>                                                          | <p><b>Safely managed service:</b> An improved (basic) sanitation facility that is not shared with other households and where excreta are safely disposed in situ or treated off site, and which includes handwashing facilities.</p> <p><b>Basic service:</b> Flush/pour flush to piped sewer system, septic tank or pit latrine, ventilated improved pit latrine, composting toilet or pit latrine with slab not shared with other households.</p> <p><b>Shared facilities:</b> Sanitation facilities of an otherwise acceptable type shared between two or more households.</p> <p><b>Unimproved facilities;</b> Pit latrine without a slab or platform, hanging latrines and bucket latrines.</p> <p><b>Open defecation: Practice of defecating in the open</b> fields, forest, bushes, open bodies of water, beaches or other open spaces or disposed of with solid waste.</p> |
| <b>SDG Goal 6</b>                                                                                | Ensure availability and sustainable management of water and sanitation for all.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>SDG Target 6.1</b>                                                                            | <p><b>6.1:</b> By 2030, achieve universal and equitable access to safe and affordable drinking water for all</p> <p><b>6.1.1:</b> Proportion of population using safely managed drinking water services.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>SDGs Target 6.2</b>                                                                           | <p><b>6.2:</b> By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations</p> <p><b>6.2.1:</b> Proportion of population using safely managed sanitation services, including a hand-washing facility with soap and water</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>WASH</b>                                                                                      | <b>Water, Sanitation and Hygiene (WASH).</b> All works related to water, sanitation, and hygiene, which include providing safe and affordable access to a clean water supply and waste disposal methods. This involves the provision of services and training in how to manage them. Advocacy is also a part of WASH activity to influence policymakers to ensure services with equity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

Appendix 2 provides some more definitions, and key concepts related to this evaluation.

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# 1 INTRODUCTION

1. This is the Inception Report (IR) for the Summative Evaluation of the ECHO Funded Humanitarian Water, Sanitation and Hygiene (WASH) programme in Afghanistan (Jan 2022 – Dec 2023), hereinafter referred to as the 'ECHO funded WASH Programme' or simply the 'Programme'. The evaluation is commissioned by the United Nations Children's Fund (UNICEF) Afghanistan Country Office (ACO). The evaluation will be conducted by The KonTerra Group ('Konterra'), an international consulting firm, that has deployed an experienced and gender-balanced evaluation team (ET).
2. The IR documents the broader country context particularly the background, and nature of conflict and other emergencies affected humanitarian situation and its consequences on the emergency WASH needs of the affected population in Afghanistan. The IR further enlightens on key features of the ECHO funded WASH Programme as the 'object of evaluation'; the purpose, objectives and scope of the evaluation; evaluation framework; along with details on the methodology, quality assurance, ethics, implementation approach and timeline. The IR is produced to ensure a common understanding among the evaluation team, evaluation management and WASH team at UNICEF ACO, and Evaluation Reference Group (ERG) members on all key aspects of the evaluation, as per the Terms of Reference (ToR), available in Appendix 1.
3. The preparation of the IR benefitted from a series of technical discussions held with UNICEF ACO team during regular weekly meetings, a detailed inception meeting, comprehensive desk review of key documents, and multiple internal team discussions held during the inception stage. These efforts culminated in development of evaluation matrix (EM), evaluation design, methods, and tools.
4. The IR comprises of seven chapters and includes all necessary appendices. The overall IR corresponds to UNICEF's Global Evaluation Reports Oversight System (GEROS) quality checklist for the IR, as well as United Nations Evaluation Group (UNEG) and UNICEF guidelines and standards for evaluation. The description below outlines the report structure and content layout.

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**Section 1. Introduction:** Summarizes key facts about the evaluation and the inception report.

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**Section 2. Background and Context:** Describes the context, key features of the ECHO WASH Programme (2022 -2023), the 'Object of Evaluation'; result areas, activities, coverage, stakeholders, and beneficiaries.

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**Section 3. Evaluation Objectives, and Scope:** Demonstrates the evaluation purpose, specific objectives, evaluation users, and uses, scope, and significance of evaluation.

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**Section 4. Evaluation Framework:** Describes evaluation criteria and key questions.

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**Section 5. Evaluation Methodology:** Presents the evaluation design, data collection and analysis methods, quality assurance measures and compliance to UNICEF & UNEG evaluation and ethical standards.

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**Section 6. Evaluation Management:** Provides an overview of evaluation management and oversight arrangements, and evaluation team with roles.

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**Section 7. Evaluation Deliverables, Timeline/Workplan:** Summarizes key evaluation deliverables, timeline for key milestones, and evaluation workplan.

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## 2 BACKGROUND AND CONTEXT

### 2.1 Global WASH sector overview

5. Safe drinking water is essential for human health, welfare and productivity and is also widely recognised as a human right. While improving water quality is critical to prevent the transmission of diarrhoea and other diseases, improving the accessibility and availability of drinking water is also important, particularly for women and girls who usually bear the primary responsibility for collecting water from distant sources. Safe management of human excreta is vital for public health and is widely recognised as a human right. Inadequate sanitation is closely associated with diarrhoeal diseases, which exacerbate malnutrition and remain a leading global cause of child deaths. Handwashing with water and soap is among the most cost-effective interventions for reducing the transmission of diseases and has been identified as the top priority for hygiene monitoring. Promoting menstrual hygiene (MH) has also been identified as a specific priority for improving the health, welfare and dignity of women and girls.<sup>4</sup>
6. The World Health Organization (WHO) and UNICEF's Joint Monitoring Programme (JMP) Report 2023 identifies that 73 per cent of the global population used safely managed drinking water services in 2022 with lower use in rural areas (62 per cent) compared to urban (81 per cent). Whereas 2.2 billion people lacked safely managed drinking water, including 1.5 billion with basic services, 292 million with limited services, 296 million with unimproved and 115 million are drinking surface water. About 57 per cent of the global population used safely managed sanitation services (46 per cent rural and 65 per cent urban), whereas 3.4 billion people lacked safely managed sanitation, including 1.9 billion with basic services, 570 million with limited services, 545 million with unimproved services and 419 million practicing open defecation. Three quarters (75 per cent) of the global population used basic hygiene services (65 per cent rural and 83 per cent urban), whereas 2 billion people lacked basic hygiene services, including 1.3 billion with limited services and 653 million with no facilities.<sup>5</sup> The 1.9 billion people living in fragile contexts like Afghanistan are twice as likely to lack safely managed drinking water and

#### Box 1: Gender and WASH Services

Women and girls are most likely to bear responsibility for ensuring sufficient drinking water for the household which can lead to substantial physical and psychosocial stress. The challenge is particularly widespread in low-income countries, where less than a third of water is accessible on premises.

Physical differences create additional challenges for women and girls to safely access and use toilets with privacy and dignity while gender norms reduce their ability to influence services to respond to these issues.

Lack of handwashing facilities disproportionately impacts adolescent girls and women who are primarily responsible for childcare and domestic chores in many countries around the world.

<sup>4</sup> Core questions on drinking water, sanitation, and hygiene for household surveys: 2018 update. New York: United Nations Children's Fund (UNICEF) and World Health Organization, 2018. <https://washdata.org/report/jmp-2018-core-questions-household-surveys>

<sup>5</sup> Progress on household drinking water, sanitation, and hygiene 2000–2022: special focus on gender. New York: United Nations Children's Fund (UNICEF) and World Health Organization (WHO), 2023. <https://washdata.org/sites/default/files/2023-07/jmp-2023-wash-households-launch-version.pdf>

basic hygiene, and one and a half times as likely to lack safely managed sanitation services.<sup>6</sup>

7. The 2030 Agenda for Sustainable Development Goal (SDG) 6 aims to 'ensure availability and sustainable management of water and sanitation for all' and includes targets for universal access to safe drinking water (6.1), and sanitation and hygiene (6.2). Currently, at the mid-point of the SDG period, the world is not on track to achieve SDG targets 6.1 and 6.2. Achieving universal coverage by 2030 will require a sixfold increase in current rates of progress for safely managed drinking water, a fivefold increase for safely managed sanitation and a threefold increase for basic hygiene services. The SDG 5 aims to "realize gender equality and empower all women and girls." Achievement of SDG 5 is linked with progress on drinking water, sanitation, and hygiene, further emphasizing the need for accelerating progress at the global, regional and country levels.
8. UNICEF's WASH sector global priorities and strategies are guided by goal area #4 of UNICEF's Strategic Plan (2022-2025): Every child, including adolescents, has access to safe and equitable water, sanitation and hygiene services, and lives in a safe and sustainable climate and environment.<sup>7</sup>

## 2.2 Afghanistan Country Context

9. Located in South Asia, Afghanistan has a population of approximately 41-42 million people (49.5 per cent female)<sup>8</sup> most of whom (70 per cent) reside in rural areas.<sup>9</sup> An important demographic characteristic is the semi-nomadic population group "Kuchi" which constitute about 4.5% of the total population. There has been no census in recent decades; all data on both total population and ethnic and religious groups are estimates.
10. The people of Afghanistan have experienced decades of conflict and instability leading to compromised living conditions which further affected after the political transition took place new August 2021<sup>10</sup>. The consistently "low" Human Development Index (HDI) score, ranking 180 out of 189 in the 2022 Human Development report, illustrates the country's struggle with gender gaps, inequality, planetary pressures and poverty.
11. The human rights situation, particularly for women and girls, has been rapidly deteriorating since the political transition. The Special Representative of the Secretary-General for Afghanistan highlighted the systematic discrimination against women and girls, repression of political dissent and free speech, extrajudicial violence and exclusion of minorities as key characteristics of the current state of human rights.<sup>11</sup> The forced displacement and marginalization of religious and ethnic minorities, including the Hazaras, Uzbeks, Turkmens and Tajiks, has been reported.<sup>12</sup> The Taliban

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<sup>6</sup> Progress on household drinking water, sanitation, and hygiene 2000–2022: special focus on gender. New York: United Nations Children's Fund (UNICEF) and World Health Organization (WHO), 2023.

<https://washdata.org/sites/default/files/2023-07/jmp-2023-wash-households-launch-version.pdf>

<sup>7</sup> UNICEF's work in 2022–2025 will help to achieve high-level results, including **I**) Increase the proportion of the global population using safely managed drinking water services; **II**) Increase the proportion of the global population using safely managed sanitation services; **III**) Decrease the under-5 mortality rate attributed to unsafe water, sanitation, and hygiene. <https://www.unicef.org/sites/default/files/2022-02/UNICEF-strategic-plan-2022-2025-publication-EN.pdf>

<sup>8</sup> The World Bank DataBank (2023 estimates). [Population](#). (accessed: Feb. 5, 2024)

<sup>9</sup> Estimates range depending on the source e.g. UNICEF: 71%; World Bank DataBank: 73%

<sup>10</sup> <https://crsreports.congress.gov/product/pdf/R/R46955>

<sup>11</sup> UN Press. (2023) "[Speakers Weigh Prospects for Engagement with Taliban in Afghanistan amid Ongoing Concern over Harsh Repression of Women's Rights](#)" (Accessed Feb. 6 2024).

<sup>12</sup> UN Press. (2023) "[Speakers Weigh Prospects for Engagement with Taliban in Afghanistan amid Ongoing Concern over Harsh Repression of Women's Rights](#)" (Accessed Feb. 6 2024).



has released numerous Decrees and Directives since taking power that dramatically curtail women's access to education, employment, justice and access to public services.<sup>13</sup>

12. Progress towards SDG1 (No Poverty) is deteriorating.<sup>14</sup> The suspension of large-scale bilateral development cooperation following the takeover resulted in severe economic contraction with GDP per capita dropping 23 per cent between 2020 and 2021.<sup>15</sup> Though the economy has stabilized somewhat, poverty remains widespread with an estimated 48 per cent of the population in monetary poverty with strong seasonal variation as welfare deteriorates in winter when food availability and agricultural income-generating opportunities declines;<sup>16</sup> an estimated 69 per cent of Afghans in 2023 lack access to basic necessities for subsistence-level living conditions.<sup>17</sup>
13. International aid has rebounded following the swift contraction in 2021. However, funding has been sufficient only to prevent catastrophe but not to move people out of crisis or into stability. The humanitarian community has repeatedly flagged the insufficiency of funding with more than 29 million people requiring humanitarian assistance at the end of 2023, a 340 per cent increase over the last five years.<sup>18</sup> As of December 2023, the UN was facing a funding gap of 1.8 billion in 2023.<sup>19</sup>

## 2.3 Afghanistan WASH Sector Overview

14. Afghanistan is not on track to achieving SDG targets 6.1 and 6.2. People living in fragile contexts like Afghanistan are twice as likely to lack safely managed drinking water and basic hygiene and 1.5 times as likely to lack safely managed sanitation services.<sup>20</sup> The country lags behind regional data across all categories. Mirroring global trends, people in rural areas have substantially lower access compared to urban areas (see Table 1 below).

**Table 1 Afghanistan WASH indicators**

| Afghanistan                   | Drinking water |       |       | Sanitation |       |       | Hygiene  |       |       |
|-------------------------------|----------------|-------|-------|------------|-------|-------|----------|-------|-------|
|                               | National       | Rural | Urban | National   | Rural | Urban | National | Rural | Urban |
|                               | 2022           | 2022  | 2022  | 2022       | 2022  | 2022  | 2022     | 2022  | 2022  |
| Safely managed                | 30             | 28    | 36    | -          | -     | -     | -        | -     | -     |
| Basic service                 | 52             | 48    | 63    | 56         | 51    | 70    | 48       | 44    | 59    |
| Limited service               | 1              | 1     | 1     | 12         | 8     | 23    | 46       | 49    | 37    |
| Unimproved                    | 10             | 14    | 0     | 23         | 29    | 7     | -        | -     | -     |
| No service                    | 6              | 8     | 0     | 9          | 12    | 0     | 6        | 6     | 4     |
| Source: WHO/UNICEF JMP (2023) |                |       |       |            |       |       |          |       |       |

<sup>13</sup> United States Institute of Peace (USIP), "[Tracking the Taliban's \(Mis\)Treatment of Women](#)," (Accessed Feb. 6, 2024).

<sup>14</sup> [Sustainable Development report](#), (Accessed Feb. 6, 2024)

<sup>15</sup> Oscar Barriga-Cabanillas et al., (2023) Updating Poverty in Afghanistan Using the SWIFT-Plus Methodology, Policy Research Working Papers. The World Bank.

<sup>16</sup> Oscar Barriga-Cabanillas et al., (2023) Updating Poverty in Afghanistan Using the SWIFT-Plus Methodology, Policy Research Working Papers. The World Bank.

<sup>17</sup> UNDP, (2023) "Two Years in Review: Changes in Afghan Economy, Households and Cross Cutting Sectors"

<sup>18</sup> UN Press. (2023) "Speakers Weigh Prospects for Engagement with Taliban in Afghanistan amid Ongoing Concern over Harsh Repression of Women's Rights" (Accessed Feb. 6, 2024).

<sup>19</sup> OCHA, "Afghanistan: Humanitarian Needs Push Record Levels at Year's End," December 20, 2023, <https://www.unocha.org/news/afghanistan-humanitarian-needs-push-record-levels-years-end>.

<sup>20</sup> UNICEF and WHO, (2023) "Progress on Household Drinking Water, Sanitation and Hygiene 2000-2022: Special Focus on Gender"



15. The below paragraphs provide a brief overview of the WASH-sector situation in Afghanistan covering all key sub-sectors: Access to Water, Access to Sanitation and Hygiene, WASH in Institutions and Public Places, Humanitarian Situation, Climate change and WASH, Urbanization and WASH, and WASH Sector Financing. Inequality in WASH access has also been added as it is particularly relevant in the country.
16. **Access to water:** Data from the 2022 JMP report shows that Afghanistan is on track to achieve universal access to at least basic drinking water by 2030 with a large increase in coverage between 2015 and 2022 (20 percentage points, 5 percentage point increase in the coverage of safely managed drinking water). The latest data from the 2022-23 MICS survey shows that 69 per cent of people have access to at least basic drinking water with a clear urban-rural disparity; 93 per cent of people have access in urban areas compared to 61 per cent of people in rural areas).
17. Declining financing for WASH poses risks to the functionality of WASH systems as they depend on financial support from Community Development Councils (CDC) responsible for WASH service delivery in rural areas.<sup>21</sup> Globally, women spend 200 million hours daily collecting water.<sup>22</sup> As per the MICS 2023 data, 46% households lacking drinking water on premises (46%); the primary responsibility for collecting drinking water for family use—such as drinking, cooking, and personal hygiene—is borne by women (15+) at 42.2%, followed by men (15+) at 25%. Female children (under age 15) account for 12.4%, while male children (under age 15) represent 11.4%.<sup>23</sup>
18. **Access to sanitation and hygiene:** Afghanistan is stagnating in progress toward the proportion of the population using at least basic sanitation services<sup>24</sup> with less than half of Afghans having access to at least basic sanitation (44.5%, 37% rural, 67% urban). Approximately 20 per cent of Afghans practice open defecation (approximately 4.2 million people). This is much more prevalent in rural areas (26 per cent), compared to urban settings (1 per cent).<sup>25</sup> Significant disparity exists for the semi-nomadic “Kuchi” population (4.5% of the Afghan population), open defecation prevalence was recorded at 71 per cent.<sup>26</sup> Handwashing is limited with nearly half (42 per cent) lacking access to basic facilities.<sup>27</sup> Additionally, barriers to the participation of women in outreach sessions limits inclusion of menstrual health and hygiene in community sanitation and hygiene strategies.
19. **WASH in institutions and public places:** There are serious gaps in WASH in Afghan schools and healthcare facilities. While 74 per cent of health facilities have available sanitation facilities, there is considerable regional variation with much lower availability in facilities in western (53 per cent) and northern (59 per cent) regions.<sup>28</sup> Water availability in health facilities follows similar patterns (79 per cent nationally, 56 per cent western, 63 per cent northern). Access to facilities in schools is limited, with highly unequal coverage. According to a recent UNICEF publication, there is only 1

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<sup>21</sup> UNICEF, (2022) “Afghanistan WASH on the Brink”

<sup>22</sup> UNICEF and WHO, (2023) “Progress on Household Drinking Water, Sanitation and Hygiene 2000-2022: Special Focus on Gender”

<sup>23</sup> Afghanistan MICS 2023.

<sup>24</sup> UNICEF and WHO, (2023) “Progress on Household Drinking Water, Sanitation and Hygiene 2000-2022: Special Focus on Gender”

<sup>25</sup> UNICEF, (2023) “UNICEF MICS 2022-23, Survey Findings Report”

<sup>26</sup> Afghanistan: Income, Expenditure and Labour Force Survey (IE&LFS 2020)

<sup>27</sup> UNICEF, (2023) “UNICEF MICS 2022-23, Survey Findings Report”

<sup>28</sup> WHO, (2023) “HeRAMS Afghanistan Status Update Report January 2023 - Operational Status of the Health System: A Comprehensive Mapping of the Operational Status of Health Facilities,”

female toilet for every 200 male toilets in schools.<sup>29</sup> Unequal access has a direct effect on girls' attendance, with one-third of girls not attending school during menstruation due to the unavailability of menstrual hygiene facilities, according to the same source.

20. **Humanitarian situation:** As of 2024, approximately 21.1 million Afghans are in need of lifesaving and emergency WASH assistance.<sup>30</sup> The ongoing drought, repeated natural disasters and economic shocks and influx of returnees from Pakistan contribute to this dire situation. The need for WASH services is intensified by health emergencies like outbreaks of acute respiratory illness affecting 1.3 million people with nearly 3,000 deaths and acute watery diarrhoea/cholera, affecting all 34 provinces in 2023 with more than 220,000 cases and 101 deaths.<sup>31</sup>
21. Humanitarian response remains insufficient, with the current Humanitarian Response Plan (HRP) targeting less than half (9.7 million) of the people in need. Low funding has compromised response capacity. The government bans on women staff requires increasing integration of WASH activities within health and nutrition programmes to maintain inclusive and quality programming. For 2024, prioritization of humanitarian response is based on severity 4 and 5 districts that have limited access to safe drinking water, low sanitation coverage, reported acute malnutrition, Acute Water Diarrhoea (AWD) hotspots, facing high drought stress and areas with service gaps.<sup>32</sup>
22. **Climate change and WASH:** Climate change significantly impacts WASH services in Afghanistan, as highlighted by the 2020 UNICEF report introducing The Children's Climate Risk Index (CCRI). Afghanistan ranks as the 15<sup>th</sup> most vulnerable country with a 7.3-point climate risk index, exacerbating threats faced by women and children. The Notre Dame Global Adaptation Index (ND-GAIN)<sup>33</sup> summarizes a country's vulnerability to climate change and other global challenges in combination with its readiness to improve resilience. As per ND-GAIN 2023 data, Afghanistan ranks at 179 (32.8 score) on ND-GAIN 2023 Index. Whereas on 'Vulnerability' and 'Readiness' indices, the country stands at 174 (0.590 score), and at 180 (0.246 score) respectively<sup>34</sup>. Flash flooding compromises water sources and sanitation facilities, while droughts and decreasing groundwater levels affect boreholes. Climate change-induced challenges correlate with increased WASH-related diseases. Integrating climate resilience into WASH interventions is imperative for social and economic benefits, safeguarding vulnerable children and enhancing resilience against future shocks.
23. **Urbanization and WASH:** With an urban population growth rate of 4.5 per cent annually, Afghanistan's population is experiencing increasing urbanization driven by rural-urban migration and the massive rise in climate-displaced and returnee populations. The lack of urban planning exacerbates conditions in already under-served, largely informal housing situations where populations have very poor access to water and sanitation.
24. **WASH sector financing:** According to the most recent World Bank Development Update, public spending across Ministries has fallen by 54 per cent between 2019 and 2022 with a shift in funding towards defence at the expense of health and infrastructure investments.<sup>35</sup> In light of the reliance on donor funding, the acute

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<sup>29</sup> UNICEF, (2022) "Afghanistan WASH on the Brink"

<sup>30</sup> OCHA, (2023) "Humanitarian Needs and Response Plan: Afghanistan 2024"

<sup>31</sup> WHO, (2024) "[Afghanistan: Infectious Disease Outbreaks - Epidemiological Week #52, 2023 \(24–30 Dec 2023\) Situation Report #52](#)"

<sup>32</sup> OCHA, (2023) "Humanitarian Needs and Response Plan: Afghanistan 2024"

<sup>33</sup> <https://gain.nd.edu/our-work/country-index/rankings/>

<sup>34</sup> <https://gain.nd.edu/our-work/country-index/rankings/>

<sup>35</sup> The World Bank, (2023) "October 2023: Afghanistan Development Update"

underfunding of international aid (overall and for WASH specifically) highlights the critical gaps in WASH sector fundings.<sup>36</sup> To bridge the gap, significant donor support as well as a reprioritization of spending for more durable solutions is essential for sustainable solutions for Afghanistan's WASH sector.

### 2.3.1 WASH inequalities and gender considerations in Afghanistan.

25. Within Afghanistan, access to WASH is notably impacted by humanitarian actor presence, exposure to natural disasters (notably the recent earthquake and ongoing drought) and household and individual characteristics. There is high geographic variation by province. For example, 95 per cent of the population in Kabul has access to water compared to only 16 per cent in Nuristan.<sup>37</sup> The 2022-2023 MICS data also shows high variation according to wealth quintile. Displaced populations, living in overcrowded settings coupled with low access to clean water and toilets, are especially vulnerable to health outbreaks.<sup>38</sup>

### 2.3.2 Education, Health and Nutrition

26. DfA policies, natural hazards and disasters, and poverty are main barriers to progress towards SDG4 (Quality Education), for which progress is stagnating.<sup>39</sup> Approximately half of children in Afghanistan are not in school while those in school must cope with low learning quality and school facilities that lack sufficient water and sanitation facilities, teaching and learning materials and qualified teachers.<sup>40</sup> Access to education for girls is particularly limited, with the Taliban banning access to secondary school education for girls in 2021 and a June 2023 decree ordering all International Non-governmental Organizations (INGOs) to stop community-based education (CBE) activities.<sup>41</sup> The United Nations Assistance Mission in Afghanistan (UNAMA) reports anecdotal evidence that girls of any age can study at madrasas though it is unclear the curriculum, what constitutes a madrasa, and how many girls can effectively study at these locations.<sup>42</sup>
27. Progress towards SDG3 (Good Health and Well-being) is also stagnating with moderate improvements in some key health indicators being reversed following the DfA takeover and resulting declines in foreign aid.<sup>43</sup> A shortage of trained healthcare professionals, weak surveillance systems, inadequate infrastructure and insufficient financing limit the availability of quality healthcare. Access to healthcare is further restricted by financial barriers and compounded by environmental factors, such as poor sanitation and crowded living conditions.<sup>44</sup> Women and children are particularly vulnerable, with gender-specific barriers further compounding access issues.<sup>45</sup>

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<sup>36</sup> OCHA, "[Afghanistan Humanitarian Response Plan 2024](#)," (Accessed Feb. 8, 2024).

<sup>37</sup> UNICEF, (2023) "UNICEF MICS 2022-23, Survey Findings Report"

<sup>38</sup> Save the Children, (2023) "[Major Outbreak of Disease Escalating in Camps as 250,000 People, Mostly Children, Return to Afghanistan from Pakistan - Afghanistan](#)"

<sup>39</sup> [Sustainable Development report](#). (Accessed Feb. 6, 2024)

<sup>40</sup> UNICEF, (2024) "[UNICEF Welcomes New EU Financing for Education and Learning for More than 200,000 Primary School Children in Afghanistan - Afghanistan](#)," (Accessed Feb. 6, 2024).

<sup>41</sup> UN OCHA, "Afghanistan Humanitarian Needs and Response Plan 2024".

<sup>42</sup> UN Press. (2023) "[Speakers Weigh Prospects for Engagement with Taliban in Afghanistan amid Ongoing Concern over Harsh Repression of Women's Rights](#)" (Accessed Feb. 6 2024).

<sup>43</sup> Sustainable Development report. (Accessed Feb. 6, 2024)

<sup>44</sup> Mohammad, Y., Siddiqui, A., and Michael G. Head, (2023) "Infectious Diseases in Afghanistan: Strategies for Health System Improvement," Health Science Reports 6, no. 12.

<sup>45</sup> UNICEF, "[Health](#)," (Accessed Feb. 6, 2024).

28. There have been numerous infectious disease outbreaks including acute respiratory infections (ARI), acute watery diarrhoea (AWD), and measles in 2022<sup>46</sup> and 2023.<sup>47</sup> Afghanistan is one of only two countries globally where polio, which survives and spreads in human waste, is endemic. Though cases of poliovirus have been declining since 2021, increasing returns from Pakistan and persistently low uptake and restrictions on house-to-house coverage particularly in the South, Kunduz and Takhar provinces, create considerable risks of future outbreaks.<sup>48</sup> Limited access to clean water for drinking and washing and open defecation due to lack of toilets has fuelled outbreaks in refugee camps as returns rise from Pakistan.<sup>49</sup> Natural disasters are also driving these outbreaks.<sup>50</sup>

### 2.3.3 Natural disasters and displacement trends

29. Globally, Afghanistan is one of the most at-risk countries with the country ranking the seventh on the Notre Dame Global Adaptation Index<sup>51</sup> and fourth on the INFORM Risk Index<sup>52</sup>. The country is prone to earthquakes, flooding, drought, landslides, and avalanches with an average of 200,000 people affected annually.<sup>53</sup> The ongoing drought, particularly affecting northern and eastern Afghanistan,<sup>54</sup> has impacted livelihoods, food security, drives displacement and contributes to disease outbreaks.<sup>55</sup>

30. Displacement affects a substantial portion of the population with over 3.2 million internally displaced persons (IDPs) by conflict as of June 2023 and increasing numbers of returnees, especially from Pakistan.<sup>56</sup> Natural disasters also cause widespread displacement in the country. For example, the Central region has been affected by major earthquake in June 2022 with floods in 2022 and 2023, with nearly 600,000 people affected since June 2021, the Central, Western and Eastern regions being particularly impacted.<sup>57</sup>

### 2.3.4 Afghanistan National Rural WASH Policy (2016-2020)

31. The National Rural WASH Policy emphasizes adherence to following key principles among several others. The policy states that 'National WASH standards, designs and guidelines as approved by the Water and Sanitation Sector Group (WSG) shall be respected and adhered to by all WASH partners and service providers. Appendix 3 provides National Rural Water Supply and Sanitation and Hygiene Standards as per the national policy.

32. Humanitarian WASH interventions are guided by the WASH Cluster guidelines and have to respect and meet the SPHERE standards; they are not necessarily governed by the National Rural WASH policy. Appendix 3 **provides the applicable SPHERE standards in delivery of emergency WASH services.**

<sup>46</sup> UNICEF (2022). "Afghanistan Humanitarian Situation Review #13, January – December 2022."

<sup>47</sup> UNICEF, "Afghanistan Humanitarian Situation Report No. 12 for 1 Jan – 31 Dec 2023."

<sup>48</sup> Polio Eradication Initiative Afghanistan, (2023) "National Emergency Action Plan 2023"

<sup>49</sup> Save the Children (2023). "[Major Outbreak of Disease Escalating in Camps as 250,000 People, Mostly Children, Return to Afghanistan from Pakistan](#)," (Accessed Feb. 6, 2024).

<sup>50</sup> Mohammad, Y., Siddiqui, A., and Michael G. Head, (2023) "Infectious Diseases in Afghanistan: Strategies for Health System Improvement," Health Science Reports 6, no. 12.

<sup>51</sup> [https://gain.nd.edu/assets/254377/nd\\_gain\\_technical\\_document\\_2017.pdf](https://gain.nd.edu/assets/254377/nd_gain_technical_document_2017.pdf)

<sup>52</sup> <https://www.undrr.org/media/80490/download?startDownload=true>

<sup>53</sup> OCHA, "[Afghanistan: Overview of Natural Disasters](#)," Natural Disasters Dashboard, (Accessed Feb. 6, 2024). -

<sup>54</sup> Famine Early Warning Systems Network (FEWS NET), (January 2024) "[Afghanistan - Key Message Update: Historic Precipitation Deficits Are Likely to Dissipate with Precipitation in Mid-to-Late January, January 2024](#),"

<sup>55</sup> UN Humanitarian, (2023) "[Afghanistan: The Alarming Effects of Climate Change](#)," Exposure.

<sup>56</sup> UNHCR, "[Afghanistan Situation Update - 1 January 2024](#)"

<sup>57</sup> OCHA, "[Afghanistan: Overview of Natural Disasters](#)," Natural Disasters Dashboard, (Accessed Feb. 6, 2024).

## 2.4 Overview of the Object of Evaluation

33. The 'object of evaluation' is the WASH component of the overall ECHO humanitarian Programme, constituting two result areas (Result 5 and Result 7). The WASH component was implemented from January 2022 to December 2023 across the country. **The two result areas of the ECHO WASH programme are as follows.**
- A. **Result 5: WASH:** Communicable disease-related mortality and morbidity are mitigated through access to equitable and resilient WASH services.
  - B. **Result 7: WASH:** Provision of access to life saving and resilient WASH services to 150,000 emergency affected people (January 2023-December 2023).
34. It is important to highlight that the Result area 5 of the WASH Programme was implemented from January 2022 until December 2023, whereas the Result area 7 was implemented in the last or the second year of implementation (January 2023-December 2023).
35. The subsequent sub-sections delineate on other key programmatic features of the object of evaluation – ECHO WASH Programme.

### 2.4.1 ECHO funded WASH Programme strategies and activities.

36. UNICEF's ECHO WASH Programme has embraced two strategic approaches to deliver WASH response activities and to ensure the provision of resilient, sustainable WASH services for affected populations.
- A. **Rapid lifesaving WASH response:** This approach focuses on providing emergency services to the most vulnerable population (affected by the following circumstances: AWD/Cholera, flood, earthquake, new IDPs) to reduce morbidity and mortality. Key interventions under this approach included emergency water trucking, latrines and integrated hygiene promotion and distribution of WASH non-food items (NFI) such as soap, water treatment chemicals, jerricans and hygiene/consumables kits.
  - B. **Resilient and durable WASH services:** This approach aims to integrate humanitarian interventions into development work (Humanitarian-Development Nexus). Key interventions included repair, rehabilitation, augmentation and maintenance of WASH facilities and construction.
37. Table 2 below elaborates on these strategic approaches.

**Table 2 ECHO WASH Programme key strategies**

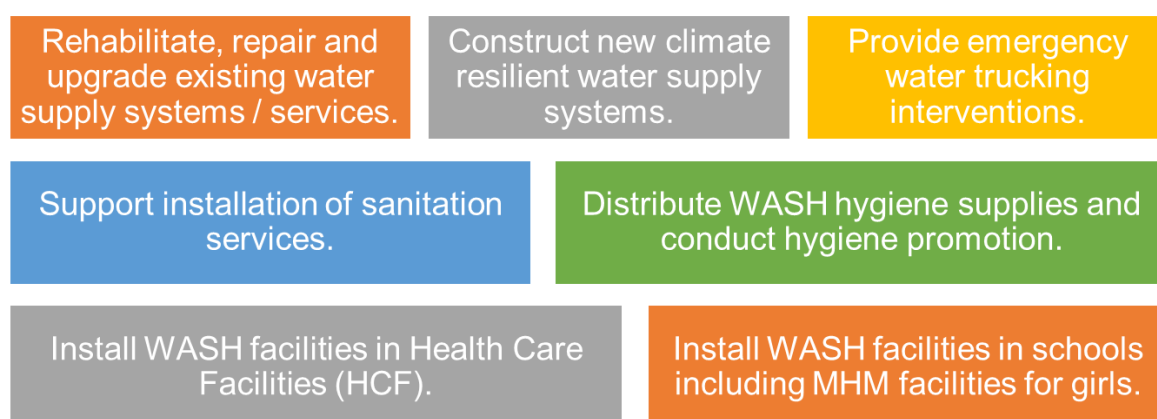
| Lifesaving and Survival WASH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Resilient and Durable WASH Services.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Rapid lifesaving WASH response activities to the most vulnerable population to reduce morbidity and mortality.</b></p> <ul style="list-style-type: none"> <li>Emergency water trucking with provision of water tanks/with distribution points.</li> <li>Emergency latrines on the onset of new emergencies (flood, earthquake, new IDPs).</li> <li>Integrated Hygiene promotion and distribution of WASH NFI (soap, water treatment chemicals, jerricans and hygiene/consumables kits) in coordination with social and behavior change (SBC).</li> </ul> | <p><b>Improving resilience of the vulnerable population by providing sustainable WASH services/solutions.</b></p> <ul style="list-style-type: none"> <li>Repair, rehabilitation and maintenance of WASH facilities.</li> <li>Construction of new and/or rehabilitation of water harvesting systems.</li> <li>Construction/rehabilitation of sanitation facilities (Urban and Rural).</li> <li>Capacity building for operation and maintenance (O&amp;M) and sustainable WASH service delivery (urban and rural).</li> </ul> |

| Lifesaving and Survival WASH                                                                                                                                                                                                                                                                                                                                                   | Resilient and Durable WASH Services.                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Cleaning campaign and solid waste management on the onset of new emergencies (flood, earthquake, new IDPs).</li> <li>• Fuel support to maintain minimum water service level in urban areas.</li> <li>• Provision Repair and rehabilitation of WASH facilities at the onset of new emergency (flood, earthquake, new IDPs).</li> </ul> | <p><b>The delivery of this strategic approach faces the following key challenges.</b></p> <ul style="list-style-type: none"> <li>• Availability of water resources to meet water demands.</li> <li>• Flexible funding to improve resilience and sustainable systems.</li> <li>• Prioritization through area-based approach.</li> </ul> |

## 2.4.2 ECHO WASH Planned Activities

38. Figure 1 below illustrates key outputs planned under the ECHO WASH Programme.

**Figure 1 ECHO WASH Key Outputs**

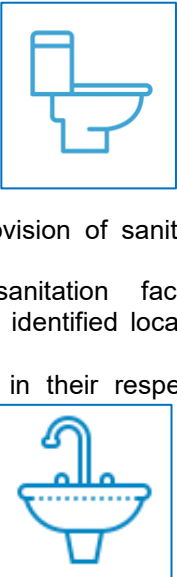


39. Table 3 below provides more details on the planning and implementation of ECHO WASH activities including the types of assessments undertaken and actors involved in implementation.

**Table 3 ECHO WASH activities description**

| Activity                                                                                     | Detailed description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Activity 1: Rehabilitate, repair and upgrade existing water supply systems/ services.</b> | <ul style="list-style-type: none"> <li>• <b>In locations</b> where there is the option to either rehabilitate/repair or upgrade an existing water facility such as borehole, reservoir or piped water network, this will be prioritized to provide a quicker and more sustainable service.</li> <li>• <b>Identification</b> of potential water points and networks that can be rehabilitated will be done in consultation with sector departments and urban utilities, and in coordination with field offices.</li> <li>• <b>Implementation</b> will be carried out through various means, including through the private sector, community organizations (e.g., community development councils), and NGOs.</li> </ul> |  |
| <b>Activity 2: Construct new climate resilient water supply systems.</b>                     | <ul style="list-style-type: none"> <li>• <b>In some locations</b>, where recurrent displacement of a local population occurs due to conflict, drought, or other natural disasters, or where a host community are likely to continue supporting displaced people for a considerable time, it may be necessary to install a new water supply system to provide water services to the affected population.</li> </ul>                                                                                                                                                                                                                                                                                                    |  |



| Activity                                                                     | Detailed description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                              | <ul style="list-style-type: none"> <li>• <b>Identification</b> will be done through a needs assessment in consultation with key stakeholders including sector departments, urban utilities, UNICEF's implementing partners (IPs) and project field offices. <ul style="list-style-type: none"> <li>◦ A detailed technical survey will be undertaken to determine the most appropriate climate resilient low-carbon option for the system, either through solar-powered pumping or gravity-fed piped system with the provision of communal stand taps as minimum.</li> <li>◦ Where feasible, metered household level connections may also be provided as part of the supply network.</li> </ul> </li> <li>• <b>Implementation of rural water supply systems</b> will be preferred through engagement with <b>the CDC</b>, where it will be present and active. This encourages community ownership and greater sustainability of the systems. <b>NGO partners and private contractors</b> will be engaged by UNICEF for implementation. <ul style="list-style-type: none"> <li>◦ <b>For urban areas</b>, the private sectors, and NGOs, in close coordination with urban utilities, will be a better option for implementing the WASH programme.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                             |
| <b>Activity 3:</b><br><b>Provide emergency water trucking interventions.</b> | <ul style="list-style-type: none"> <li>• <b>In locations</b>, where there are immediate life-saving water needs of IDPs and other people in humanitarian need, and where no other more sustainable options are available, water trucking will be provided as a short-term last resort to ensure people's life is not at risk.</li> <li>• <b>Identification of communities</b> requiring water trucking will include criteria; <b>a)</b> communities at risk of AWD/Cholera; <b>b)</b> and accessing less than 15 liter per person per day (l/p/d); <b>c)</b> communities where the yield of their water sources has decreased, or their water source is dysfunctional and in need of repair and/or increased population due to displacement or returnees has overburdened existing water sources. <ul style="list-style-type: none"> <li>◦ A needs assessment and technical survey including community consultations for provision of WASH services will be conducted in consultation with sector departments, WASH cluster, implementing partners and project field offices.</li> <li>◦ A phase out strategy is also required to ensure that water trucking is not adopted as a longer-term activity and to manage community expectations, so they are aware of the short-term nature of water trucking in favor of more sustainable water service options.</li> </ul> </li> <li>• <b>Implementation of water trucking</b> will be done through implementation partner-led delivery arrangements.</li> </ul>  |
| <b>Activity 4</b><br><b>Support installation of sanitation services</b>      | <ul style="list-style-type: none"> <li>• <b>In locations requiring</b> urgent humanitarian WASH services.</li> <li>• <b>Identification of communities/locations:</b> Following the global standards (SPHERE standards) and in coordination with the WASH Cluster, UNICEF through its project field offices and implementing NGO partners will conduct rapid needs assessments and technical surveys, including community consultations, for the provision of sanitation services as an immediate emergency response. <ul style="list-style-type: none"> <li>◦ Based on the assessment, emergency sanitation facilities (latrines/bathing facilities) will be installed in the identified locations requiring urgent humanitarian WASH services.</li> </ul> </li> <li>• <b>Implementation</b> will be done through designated IPs in their respective provinces. The potential areas/locations could be in IDP camps, host communities, urban settlements, areas affected by AWD and public institutions (such as temporary learning centers, mobile health teams, healthcare facilities, nutrition centers, schools, or child friendly spaces).</li> </ul>                                                                                                                                                                                                                                                                                                                                                    |



| Activity                                                                                     | Detailed description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Activity 5:</b><br>Distribute WASH hygiene supplies and conduct hygiene promotion.        | <ul style="list-style-type: none"> <li>• <b>In locations</b> where provision of emergency WASH needs will be identified with a particular focus on the needs of women and girls.</li> <li>• <b>Identification of communities</b> will be done in consultations with WASH Cluster, UNICEF field offices and IPs. Based on needs assessment the project will distribute and preposition essential hygiene supplies (family hygiene kits and dignity kits, including items such as jerry cans, buckets, soap, menstrual hygiene materials, etc. to be determined with affected populations) to affected populations.               <ul style="list-style-type: none"> <li>◦ In addition to improving water quality in AWD affected districts, provision of Aqua tabs, water purification sachets, buckets, water testing kits, Chlorine/pH, Pool Tester Kit and DPD1 240 Tablet/Pack, etc., will be provided.</li> </ul> </li> <li>• <b>Implementation</b> through household visits by the IPs staff. Focus will be on conducting gender responsive hygiene promotion sessions and distributing Information, Education and Communications (IEC) materials, including household visits to improve hygiene practices at home (water safety measures, water purification, water storage practices, hygiene and sanitation practices).               <ul style="list-style-type: none"> <li>◦ UNICEF procures hygiene supplies through Long-Term Agreements (LTAs) from local suppliers and from offshore companies, where they cannot be found on the local market or to the required standard. These supplies will be distributed to the target population in a timely manner.</li> </ul> </li> </ul>                                                                                                                    | <br>    |
| <b>Activity 6:</b><br>Install WASH facilities in schools including MHM facilities for girls. | <ul style="list-style-type: none"> <li>• <b>In locations/areas</b> where communicable diseases, including AWD, are prevalent will be given preference; and target schools that are considered in greatest need, either where no WASH services exist or do not meet the minimum requirements.</li> <li>• <b>Identification of target schools</b> will be confirmed after undertaking detailed needs assessment and survey in technical coordination with the Ministry of Education (MoE). UNICEF would aim to target those schools that are considered in greatest need with either no WASH services or do not meet the minimum requirements.</li> <li>• <b>The needs assessment</b> will also determine the sanitation requirements for the school including number of segregated latrines required for boys and girls, including <b>differently abled students</b>, through the rehabilitation/upgrading of existing latrines and/or construction of new latrines, and handwashing stations in line with finalized Bills of Quantities (BoQs).</li> <li>• <b>Implementation</b> focus of the WASH in Schools intervention will be to develop sex-segregated WASH facilities in target schools (sanitation facilities, MHM facility, hand washing facilities in appropriate locations) and sustainable climate resilient water supply options (solar-powered or gravity fed as a priority option). Where feasible, this will be linked to community water supply systems for the purpose of economy of scale and sustainability of the system. The WASH facilities in schools will be constructed as per the <b>national Wash in Schools (WinS) standards</b>.</li> <li>• Where feasible water supplies to schools will be provided through either upgraded or newly established community water system.</li> </ul> | <br> |
| <b>Activity 7</b><br>Install WASH facilities in Health Care Facilities (HCF)                 | <ul style="list-style-type: none"> <li>• <b>Those HCFs</b> will be prioritized which are without or lacking minimum required WASH services and those with the highest patient population.</li> <li>• <b>An assessment</b> will be done in coordination with, and based on priorities identified by MoPH, in terms of geographical areas.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                          |

| Activity | Detailed description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <ul style="list-style-type: none"> <li>The drinking water supplies, linked to community water supply systems where feasible, adequate toilets and hygiene facilities will be developed/rehabilitated in HCFs.</li> <li><b>Implementation:</b> additionally, the Health Centre Hygiene Programme (HCHP) will be implemented in the same HCFs by healthcare providers who will promote the adoption of good hygiene and sanitary behaviour. This will include <b>undertaking capacity assessments and training health care workers and non-medical staff on Infection Prevention Control (IPC) measures and Hand Hygiene</b> (handwashing with soap and running water or alcohol-based hand rub/sanitizer).</li> </ul> |



## 2.5 ECHO WASH Programme key stakeholders

40. The ECHO WASH Programme design, monitoring and implementation involved a range of actors from the de facto authorities (as duty bearers), the European Commission ECHO as the key donor of the Programme, implementing partners (as service providers), and communities (as direct and indirect beneficiaries).

41. Table 4 below lists all types of key stakeholders which are directly or indirectly involved in the WASH emergency interventions delivery.

**Table 4 Programme stakeholders' analysis**

| Stakeholder Category                                                                                                                                                                                                                                            | Stakeholder's Role of the WASH Programme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>National Level Stakeholders (Duty Bearers)</b>                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>National Ministries</b> <ul style="list-style-type: none"> <li>Ministry of Rural Rehabilitation and Development (MRRD)</li> <li>Ministry of Public Health (MoPH)</li> <li>Ministry of Education (MoE)</li> <li>Ministry of Energy and Water (MEW)</li> </ul> | <p><b>MRRD</b> was an important member of the Supreme Council of Water and Secretary to the Disaster Management Committee for Afghanistan led by the Vice President (before the current de facto authorities). Now supreme council is not functional.</p> <p><b>MRRD</b>, leads the provision of WASH services as well as other development efforts in rural communities.</p> <p><b>MoPH</b> serves as the normative body for water quality standards and leads and advises on the hygiene behavioural change content and approaches nationally.</p> <ul style="list-style-type: none"> <li>The MoPH also maintains a network of community health volunteers who are engaged in hygiene behavioural change interventions at village level.</li> <li>The MoPH is also responsible for maintaining adequate hygiene standards and the provision of WASH services in health centers.</li> </ul> <p><b>MoE</b> is responsible for the provision of WASH facilities in schools and for delivering the hygiene curriculum to school children.</p> <p><b>MEW</b> is responsible for all policies, regulations, development projects and Coordination for water and energy sector in the Islamic Republic of Afghanistan<sup>58</sup>.</p> <p>These entities are responsible for planning and approvals of strategic WASH plans, interventions, allocation of funds for WASH, and implementation with support from donors, international partners, and local CSOs/NGOs, and community-based CDCs<sup>59</sup>.</p> |
| <b>Provincial and district Level – (Duty Bearers/Service Providers)</b>                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

<sup>58</sup> <https://www.devex.com/organizations/ministry-of-energy-and-water-afghanistan-125077>

<sup>59</sup> <https://faolex.fao.org/docs/pdf/AFG184654E.pdf>

| Stakeholder Category                                                                                                        | Stakeholder's Role of the WASH Programme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Provincial Departments</b> <ul style="list-style-type: none"> <li>• DRRD</li> <li>• DoPH</li> <li>• DoE</li> </ul>       | <p>These provincial departments and district level associated departments are responsible to support the implementation of WASH sector policies and plans of their respective national ministries and departments.</p> <p>The provincial authorities coordinate with CDCs in mobilization of communities for planning and implementation of WASH services at the community level.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Programme Donors</b>                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Donor (European Commission ECHO)</b>                                                                                     | <ul style="list-style-type: none"> <li>• The European Commission ECHO is the donor of this Programme.</li> <li>• The donor provides funding to implement humanitarian and development action plans ensuring comprehensive coverage and effective emergency response in Afghanistan.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Development Partners, UN agencies, International and National NGOs/CSOs (Service Providers / Programme Participants)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Development Partners (WHO, FAO, and WFP) and Sectoral Clusters (health, nutrition, and education)</b>                    | <ul style="list-style-type: none"> <li>• Through coordination efforts, all partners (UN agencies, INGOs, and clusters partners) complement UNICEF's initiatives by aligning resources, expertise, and priorities, maximizing the impact of ECHO WASH interventions.</li> <li>• Their support extends beyond financial assistance to include technical expertise, logistical support, and advocacy efforts, enhancing the effectiveness and sustainability of UNICEF-led ECHO WASH interventions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Implementation Partners</b><br>(International NGOs, Local NGOs and CSOs)                                                 | <ul style="list-style-type: none"> <li>• International organizations, local CSOs/NGOs were engaged under ECHO WASH programme through UNICEF in implementation of planned interventions and/or emergency response upon onset of emergencies. These entities facilitate community engagement and awareness raising as part of the planned interventions under the ECHO WASH projects at the community level.</li> <li>• They support implementation by leveraging local awareness of community dynamics and helping to identify vulnerable groups and ensure their inclusion in WASH programmes.</li> <li>• CSOs/NGOs offer technical expertise and capacity-building support to communities, empowering them to take ownership of WASH initiatives for long-term sustainability.</li> <li>• Through advocacy and awareness-raising activities, local CSOs/NGOs support ECHO WASH interventions, mobilizing local resources and coordination with de facto authorities.</li> </ul> |
| <b>Communities – WASH Programme Beneficiaries/Participants (Right Holders)</b>                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Community Development Councils (CDCs) in Afghanistan</b>                                                                 | <ul style="list-style-type: none"> <li>• The CDCs were set up in villages across Afghanistan and funded to implement the community-based infrastructure or other projects as per local needs.<sup>60</sup> The members of these community-based structures (CDCs) are elected by community members. They are part of the broader development system oversight by MRRD. CDCs received funds from UNICEF for the implementation of ECHO funded interventions at community level.</li> <li>• Before the takeover, about 13,005 (12,155 rural and 850 urban) CDCs existed across the country - half of CDC members in rural areas were women.<sup>61</sup></li> <li>• They also participate in community-level WASH forums or committees at the community level to discuss, plan, organize, and monitor the progress of various community level WASH initiatives.</li> </ul>                                                                                                         |

<sup>60</sup> <https://afghanwarnews.info/development/CDC-Community-Development-Councils-Afghanistan.htm#:~:text=The%20CDCs%20were%20set%20up,the%20Afghanistan%20Reconstruction%20Trust%20Fund.>

<sup>61</sup> <https://www.worldbank.org/en/news/feature/2021/02/24/innovative-approaches-to-community-development-in-afghanistan-lead-to-better-distribution-of-resources>

| Stakeholder Category                                            | Stakeholder's Role of the WASH Programme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Community members, local elders and/or religious leaders</b> | <ul style="list-style-type: none"> <li>Households' members (adolescents, girls, boys, men, women, and other vulnerable groups including people with special needs, elderly people, and IDPs) and general community members are the rights holders and are the direct and indirect beneficiaries of the ECHO WASH interventions.</li> <li>Local traditional or community level leadership plays a key role in Afghanistan. They usually hold influential role and decision-making power in their communities and in CDCs and so play important role in organizing community's male elders, women and young people who work side by side to identify new development projects for their communities.<sup>62</sup></li> </ul> |

## 2.6 UNICEF's geographic presence

42. UNICEF has a large footprint in Afghanistan to ensure access and decentralized, equitable humanitarian action to all in need. UNICEF has a country office in Kabul, **five zonal offices and eight outpost offices** with qualified staff supporting the implementation of activities across all sectors. This wider presence allows UNICEF to use established mechanisms to ensure real-time monitoring and supervision of programme activities by its staff, as well as a network of implementation partners or extenders who hold strong relationships with communities to ensure programme acceptance and minimize threats in target areas.

43. UNICEF is the cluster lead agency for WASH and coordinates all humanitarian responses through the national WASH cluster at Kabul level and sub-national cluster fora at the zonal level. Additionally, UNICEF is the lead agency for the Nutrition Cluster, lead agency for the Expanded Programme of Immunization (EPI) and Risk Communication and Community Engagement (RCCE), and Education Cluster co-lead agency. With these diverse leadership roles, UNICEF is implementing integrated humanitarian interventions under the ECHO fund. Table 5 below provides UNICEF's geographic presence to oversee the ECHO Programme.

**Table 5 UNICEF's presence in the country for ECHO WASH delivery**

| Five zonal/regional offices                                                                                                                                                                                 | Outposts presence                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Kandahar (South)</li> <li>2. Herat (West)</li> <li>3. Jalalabad/Nangarhar (East)</li> <li>4. Mazar/Balkh (North)</li> <li>5. Kabul provinces (Central)</li> </ol> | <ol style="list-style-type: none"> <li>1. Qala-e-naw (Badghis)</li> <li>2. Bamyan (Bamyan)</li> <li>3. Faizabad (Badakhshan)</li> <li>4. Gardez (Paktya)</li> <li>5. Nili (Daykundi)</li> <li>6. Lashkar Gah (Hilmand)</li> <li>7. Tirinkot (Uruzgan)</li> <li>8. Chaghacharan (Ghor)</li> </ol> |

## 2.7 ECHO WASH implementation partners

44. The WASH Programme coordinated and partnered with a range of international and national NGOs for implementation of WASH interventions in emergencies. The evaluation team reviewed all Project Cooperation Agreements (PCAs) provided by UNICEF during the inception stage.

<sup>62</sup> <https://www.worldbank.org/en/news/feature/2021/02/24/innovative-approaches-to-community-development-in-afghanistan-lead-to-better-distribution-of-resources>

45. Table 6 below provides the implementation timeframe and the types of services provided by these implementing partners (IPs) in their respective designated areas.

**Table 6 UNICEF's implementation partners for ECHO WASH delivery**

| Type of services by IPs                                                                                                            | IP Name                                                     | PCA implementation duration          |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------|
| Provision of WASH Services to vulnerable and affected people in communities, formal/informal settlements, and public institutions. | Citizen Organization for Advocacy and Resilience (COAR)     | 01 January 2022<br>31 December 2023  |
|                                                                                                                                    | Danish Committee for Aid to Afghan Refugees (DACAAR)        | 01 January 2022<br>31 December 2023  |
|                                                                                                                                    | International Medical Corps (IMC) – UK                      | 01 January 2022<br>31 December 2023  |
|                                                                                                                                    | Organization for Coordination of Humanitarian Relief (OCHR) | 10 February 2022<br>31 December 2023 |
|                                                                                                                                    | World Vision International (WVI)                            | 01 January 2022<br>31 December 2023  |
| Scale up WASH programme in the Southern Region.                                                                                    | Human Resources Development Agency (HRDA)                   | 01 January 2022<br>31 December 2023  |

## 2.8 Programme Geographic Coverage

46. The ECHO WASH interventions geographic scope targets to cover all 34 provinces of the country. The key guiding principal was to target, reach, and benefit all those geographic areas and/or populations who need the most basic essential WASH services and which are accessible. The preliminary desk review of the programme documents clearly indicates that the overall programme coverage was diverse and varied among all provinces and at the district levels. As a result, provinces may have received a single or a combination of key emergency services (water supply, hygiene supplies and promotion, and sanitation). There are a few areas which were added in the last year (new accessible areas) of implementation, which were previously inaccessible due to security concerns under the influence of de facto authorities' stringent restrictions or permission requirements.

47. The evaluation team thoroughly reviewed UNICEF's **Activity Info** generated beneficiary database to map the overall coverage of the ECHO WASH interventions. In total, **33 provinces covering 182 districts across all five regions of the country benefited from the ECHO WASH Programme**. This data will undergo further validation and analysis during the data collection and analysis phase.

48. Table 7 below, provides summary details of the programme coverage.

**Table 7 Geographic coverage ECHO WASH Programme**

| Region Name    | Central Region | Northern Region | Southern Region | Western Region | Eastern Region | Total      |
|----------------|----------------|-----------------|-----------------|----------------|----------------|------------|
| # of Provinces | 10             | 9               | 6               | 4              | 4              | <b>33</b>  |
| # of Districts | 49             | 37              | 42              | 27             | 27             | <b>182</b> |

## 2.9 Programme beneficiaries

49. The ECHO WASH Programme benefited populations affected by emergency, conflict and/or humanitarian situations through provision of the most urgent lifesaving WASH services and by contributing to improving WASH service delivery both in humanitarian situation and development context.



50. **Direct beneficiaries** are all households and individuals (affected groups) who received any form of water, hygiene or sanitation services or supplies. The other categories of Programme participants are de facto ministries, IPs, and UNICEF staff at national, provincial, and district levels involved in the Programme design, implementation, and monitoring.
51. Community level programme participants include CDC members (men/women), WASH services/facilities users (community members/parents; mothers/fathers), adolescents/youth (young boys and girls), community and religious leaders, vulnerable groups including people with disabilities (PwDs), IDPs, widows, people who are poor, and elderly. Additionally, the programme also reached schools and health facilities to benefit students, patients, and facility staff (health staff, teachers, support staff, etc.).
52. **Indirect beneficiaries** include family members of all Programme participants who benefited directly from WASH services or supplies. Under ECHO WASH programme, there were some interventions such as clean-up campaign, water testing, chlorination and others. The catchment population for these interventions are considered as indirect beneficiaries.
53. The evaluation team thoroughly reviewed and conducted preliminary analysis of the UNICEF's **Activity Info** beneficiary database (2022 and 2023) for mapping the overall beneficiaries against all broad categories of WASH interventions.
54. Table 8 below, provides summary details of the ECHO WASH beneficiaries.

**Table 8 Summary of ECHO funded WASH Programme beneficiaries.**

| Programme Component                   | ECHO WASH interventions (Broad Categories)                   | # of beneficiaries / Units |
|---------------------------------------|--------------------------------------------------------------|----------------------------|
| <b>Sanitation</b>                     | # of families for all access to sanitation interventions     | 178,299                    |
| <b>Hygiene</b>                        | # of families for all wash supply distribution interventions | 378,696                    |
| <b>Water</b>                          | # of families for all access to water interventions          | 122,979                    |
| <b>WASH in schools (WinS)</b>         | <b># of schools</b> benefitted with ECHO WASH interventions  | 70                         |
|                                       | Male students                                                | 37,569                     |
|                                       | Female students                                              | 21,534                     |
|                                       | Total students benefitted                                    | 59,173                     |
| <b>WASH in Health Facilities (HF)</b> | <b># of HFs</b> benefitted with ECHO WASH interventions.     | 113                        |
|                                       | Total catchment population of the HFs                        | 1786,594                   |

55. Activity Info beneficiary database provides gender and age based segregated information for most of the interventions except for other types of vulnerability parameters such as beneficiary numbers of IDPs, and disability. Such disaggregation is available in the ECHO annual progress reports for 2021 and 2022. These figures are not presented in the IR as the final progress report is currently under consolidation within UNICEF Afghanistan Country Office (ACO) WASH and the numbers in previous reports do not reflect the overall numbers. Moreover, the evaluation team will validate beneficiary numbers with disaggregation across various interim reports which will be presented in the final report.

## 2.10 ECHO WASH Programme resources

56. The focus of this evaluation is on the WASH component, encompassing **Result 5 and Result 7, within the ECHO humanitarian Programme**. With a budget of around **20 million Euros (EUR)**, the WASH component constitutes roughly one-third of the overall ECHO Programme budget of approximately 66.7 million Euros.

57. The combined budget for the two WASH Result areas of the ECHO WASH Programme is provided in Table 9 below.

**Table 9 ECHO WASH Programme Budget (July 2021 – Dec 2023)**

| ECHO WASH Programme Budget Description                                                                                                                  | Total Amount (EUR)   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>Result 5: WASH:</b> Communicable disease-related mortality and morbidity are mitigated through access to equitable and resilient WASH services.      | <b>13,603,322.95</b> |
| Staff and other personnel costs                                                                                                                         | 1,884,636.74         |
| Supplies, commodities, and materials                                                                                                                    | 3,647,370.73         |
| Equipment, vehicle, and furniture                                                                                                                       | 513,000.00           |
| Contractual services                                                                                                                                    | 0.00                 |
| Travel                                                                                                                                                  | 45,144.00            |
| Transfers and grants to counterparts                                                                                                                    | 6,772,950.00         |
| General operating and other direct costs                                                                                                                | 740,221.48           |
| <b>Result 7: WASH:</b> Provision of access to life saving and resilient WASH services to 150,000 emergency affected people (January 2023-December 2023) | <b>7,747,870.62</b>  |
| Staff and other personnel costs                                                                                                                         | 1,088,931.17         |
| Supplies, commodities, and materials                                                                                                                    | 1,422,969.12         |
| Equipment, vehicle, and furniture                                                                                                                       | 233,969.15           |
| Contractual services                                                                                                                                    | 3,257,359.94         |
| Travel                                                                                                                                                  | 25,173.24            |
| Transfers and grants to counterparts                                                                                                                    | 1,427,868.00         |
| General operating and other direct costs                                                                                                                | 291,600.00           |
| <b>Total</b>                                                                                                                                            | <b>21,351,193.57</b> |

58. The Evaluation Team thoroughly examined all the PCAs signed between UNICEF ACO and the implementing partners involved in executing the ECHO WASH Programme. It is important to note that these partnerships were contingency based, with budget estimates for each partner tentatively determined. This was in response to the precarious situation where the sector faced potential collapse, and humanitarian needs surged to 28 million people, as outlined in the HRP 2022.

59. Table 10 below details the total budget of UNICEF's IPs, as per the PCAs.

**Table 10 WASH IPs Budgets<sup>63</sup>**

| UNICEF's Implementation Partners (IPs) for ECHO WASH Programme | PCAs Budget (AFN)     |
|----------------------------------------------------------------|-----------------------|
| Citizen Organization for Advocacy and Resilience (COAR)        | 7,134,025,000         |
| Danish Committee for Aid to Afghan Refugees (DACAAR)           | 7,513,839,417         |
| International Medical Corps (IMC) – UK                         | 7,513,839,418         |
| Organization for Coordination of Humanitarian Relief (OCHR)    | 1,278,225,000         |
| World Vision International (WVI)                               | 1,717,192,165         |
| Human Resources Development Agency (HRDA)                      | 1,262,416,939         |
| <b>Total Budget (AFN)<sup>64</sup></b>                         | <b>26,419,537,939</b> |

<sup>63</sup> Budgets reflected in Table 10 cover the total value of the partnership agreement, including ECHO WASH funding and funding coming from other donors.

<sup>64</sup> The **Afghan Afghani (AFN)** is the official currency of Afghanistan.



60. More detailed financial data will be extracted from IP projects closure reports and financial statements, subject to their availability to the evaluation team by UNICEF ACO during the data collection phase. This data will be utilized for efficiency analysis for the final evaluation report. Moreover, the data in Table 10 will also be further validated as part of the overall efficiency analysis. The inception discussions with UNICEF ACO WASH team also indicate that a co-financing mechanism is also followed for some interventions. These details will be further explored and analysed to enrich the efficiency analysis for the final evaluation report.

## 2.11 ECHO WASH Programme design

61. The review of the ECHO WASH proposal and progress reports indicate a narrative description of the “Logic of ECHO fund’s humanitarian integrated interventions” including the ECHO WASH component. The described narrative ‘logic of interventions’ also covers the other components (such as health, nutrition, education, cash assistance, and protection) the overall ECHO fund’s integrated Programme. The evaluation team used this **logic of interventions** as a preliminary Theory of Change (ToC) that guided the design and implementation of the ECHO WASH Programme.
62. The provided narrative ToC elaborates the **key pre-conditions, potential risks and assumptions** as cross-cutting elements equally applicable to all components, not specifically for the WASH component (which is the exclusive focus of this evaluation). The review of these key aspects of the ToC provided a reasonable basis for the evaluation team to understand the overall logic of all integrated interventions and linkages between ECHO WASH interventions with nutrition and education sector interventions of the ECHO fund. The given logic of interventions or ToC provides clear interconnected ‘if, and then’ linkages to elaborate the underlining ‘pathways of change’ at varied levels of the results. Alongside these details, all necessary operational assumptions, and the expected role of the de facto government and intended changes or results have been described. The evaluation team used these insights to guide the evaluation design and for preparing the evaluation matrix, and developing the data collection tools, and will be further considered to enrich the evaluation analysis, findings and conclusions.
63. Table 11 below presents the available descriptive elements (objectives, pre-conditions) of the ‘Intervention Logic’ of the WASH Programme.

**Table 11 Intervention logic (Objectives and pre-conditions of ECHO fund Programme including the ECHO WASH component)**

| PRINCIPAL OBJECTIVE (GOAL) OF ECHO FUND PROGRAMME                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Contribute to the reduction of mortality and morbidity through provision of lifesaving essential nutrition and health services for high-risk populations and improve equitable access to and mitigate risks for the most vulnerable children/families through provision of multi-purpose cash transfers, education and WASH services in Afghanistan.</i> |
| SPECIFIC OBJECTIVE OF ECHO WASH PROGRAMME                                                                                                                                                                                                                                                                                                                   |
| <i>UNICEF will contribute to the reduction of communicable disease-related mortality and morbidity through access to equitable, climate resilient, emergency lifesaving and sustainable WASH services and supplies in rural, peri-urban and urban settings.</i>                                                                                             |
| PRE-CONDITIONS (ECHO Programme in Afghanistan)                                                                                                                                                                                                                                                                                                              |

| Broader/Overall Pre-conditions for ECHO Programme (all components)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Collaboration with community leaders and local authorities is secured, and it is positive and effective.</li> <li>• All required resources, including sufficiently trained staff, are sufficient in quantity, and their availability is secured in a timely manner.</li> <li>• IPs have established presence and acceptance, leading to better reach.</li> </ul>                                                                                                                                                                                                                                                                                                                                       |
| Pre-conditions for Result-5: Wash Component of the Echo Programme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• National standards/cluster standard, guidelines for installation of water supply, sanitation facilitation installation at community and institutional level remain in place.</li> <li>• CDCs, Water Users' Committees and operation and maintenance workers are able to continue carry out regular operation and maintenance of community water supply systems.</li> <li>• Communities are willing to pay minimum cost in order to carry out regular operation and maintenance of water supply system and maintenance workers remuneration.</li> <li>• Schools and health care facilities also assign dedicated human resources for regular maintenance and cleanliness of WASH facilities.</li> </ul> |

64. Table 12 below describes the underlying assumptions, potential risks and planned mitigation measures for the overall ECHO fund interventions including the WASH component.

**Table 12 Intervention logic (key assumptions, risks, and mitigation measures)**

| ASSUMPTIONS AND RISKS<br>(THE OVERALL ECHO FUND)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PLANNED RISK MITIGATION<br>(CONTINGENCY MEASURES)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. <b>The security situation</b> continues to allow access to target locations and remains conducive to safe implementation; contingency funds have been allocated to mitigate the effects of deteriorating conflict and impacts of drought.</li> <li>2. <b>Continuity of health services:</b> Basic Package of Health Services (BPHS) is collapsing as result of the suspension of funding by donors; however, the minimum package of services is very likely to be revitalized through funding from CERF. UNICEF and WHO supported '<b>Setehmandi</b>' operations which will make synergy with MHNT operations.</li> <li>3. <b>Local support:</b> Local authorities and communities remain supportive of the project strategy and actions and UNICEF and IPs maintain good relations with local stakeholders.</li> <li>4. <b>Stakeholders' Capacity:</b> Good capacity and strong presence of provincial authorities, IPs (e.g., non-BPHS humanitarian partners and BPHS partners), cluster and other relevant stakeholders.</li> <li>5. <b>Health emergency management:</b> Stakeholders remain healthy and committed to managing COVID-19, and the spread of COVID-19 can be controlled to facilitate activities.</li> <li>6. <b>Geographic accessibility:</b> Following the political transition in August 2021, the scale of active conflict has been minimized/reduced and access to remote areas significantly improved. The former will allow mobile services to reach the target population, which was not easy in the past, while the latter will ensure monitoring and quality assurance.</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>Security situation:</b> regular monitoring and risk-informed response to local security situations. Activation of worst-case scenario contingency planning measures.</li> <li>2. <b>Prepositioning</b> of therapeutic supplies to the provincial and zonal level under ECHO funding.</li> <li>3. <b>Environmental hazards:</b> regular monitoring and, where appropriate (e.g., RUTF), timely and adequate prepositioning to prevent stockout as result of environmental hazards.</li> <li>4. <b>Acceptance and support of communities:</b> Communities will be engaged and well informed about the project and its objectives. Leverage existing relationships through IPs.</li> <li>5. <b>Capacity of transitional government staff:</b> As an example, with the support from MoPH at all levels, a pool of trained healthcare staff will be developed so that the issue of turnover of staff is tackled in a timely manner without affecting the continuity of the essential health services.</li> </ol> |

| ASSUMPTIONS AND RISKS<br>(THE OVERALL ECHO FUND)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | PLANNED RISK MITIGATION<br>(CONTINGENC MEASURES)                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>7. <b><u>National Guidelines are available:</u></b> National principle/guiding documents (e.g., MHT guidance) are available as guiding tools to facilitate the MHNT operation.</p> <p>8. <b><u>Continuity of donor's support:</u></b> The suspension of Afghanistan's foreign assets and donor aid contributed to the prevailing liquidity crunch. The liquidity situation threatens humanitarian operations including multipurpose cash (MPC) transfers. UNICEF together with other development players are working on alternative means to secure liquidity to continue humanitarian operations.</p> <p>9. <b><u>UNICEF's adaptive management:</u></b> UNICEF has established a dedicated programme management unit (PMU) to manage large scale grants, facilitate speedy operations including finding solutions to challenges posed by the operating environment which include the liquidity crunch, It is assumed that these efforts will bear fruit for MPC payments as well.</p> | <p>Engagement with staff at MoPH following the transition of power has continued unchanged from that of before August 2021.</p> <p>6. <b><u>Female Staff/Frontline Workers:</u></b> With new restrictions on freedom and movement of women and girls in the country, there are limited female frontline staff on the ground, such as trained healthcare workers, this could limit the access to and engagement of females and girls in the program. This is currently being negotiated with the de facto authorities.</p> |

65. Appendix 5 describes the specific objectives and pre-conditions of all other components (nutrition, health, cash assistance, and protection).

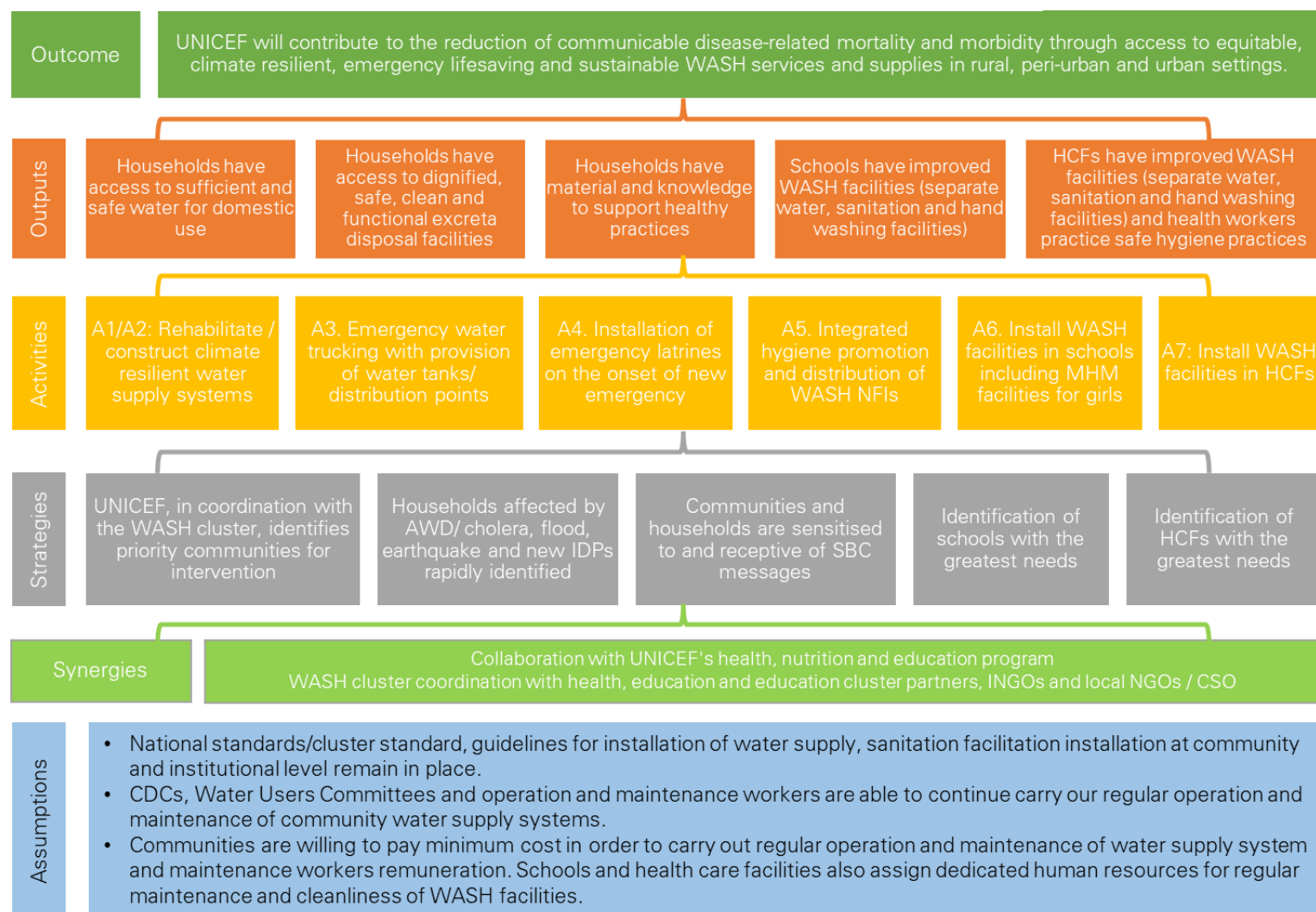
## 2.12 ECHO WASH Programme Theory of Change (Developed by the Evaluation Team)

66. The evaluation team utilized the intervention logic explained above and leveraged insights from the review of all programmatic aspects to develop a preliminary theory of change (ToC), shaping the evaluation design.

Figure 2 presents the ToC constructed by the evaluation team.

## 2.13 Draft ECHO WASH TOC (Developed by Evaluation Team)

**Figure 2 ECHO WASH Theory of Change**



### 3 EVALUATION PURPOSE, OBJECTIVES, SCOPE, USERS, AND SIGNIFICANCE

67. This chapter describes the evaluation purpose, objectives, and scope. The chapter further elaborates the evaluation stakeholders and their role in its execution, and lastly the significance of the evaluation for relevant entities.

#### 3.1 Evaluation purpose and objectives

68. This sub-section describes the evaluation purpose and objectives.

##### Evaluation purpose

69. This 'Summative Evaluation' of the "ECHO Funded Humanitarian Water, Sanitation & Hygiene (WASH) Programme in Afghanistan" has two-fold purposes:

- a. Assess the ECHO WASH Programme's overall design, strategies, interventions, and results to guide WASH programme planning and aid decision-making at the country office level to deliver high-quality WASH programmes in advancing children's rights, especially the most vulnerable populations, in Afghanistan.
- b. Promote and foster organizational learning and improvement by identifying key strengths, gaps, bottlenecks, and satisfaction levels among affected populations, thereby facilitating targeted interventions and programme enhancements.

70. Considering the current complex operational environment that UNICEF and its partners are working in Afghanistan, the evaluation aims to provide evidence-based insights, lessons learned, and actionable recommendations for the country when implementing WASH projects in extremely complex emergencies. The learning aspect of the evaluation will primarily benefit UNICEF, European Commission/ECHO, and WASH, nutrition, and health stakeholders in Afghanistan to inform future programming and implementation.

##### Evaluation objectives

71. The specific objectives of this evaluation are the following:

1. **ECHO WASH programme components and results:** Assess the relevance, coherence, effectiveness, efficiency, coverage, sustainability, and intended and unintended results of the ECHO WASH Programme, as well as its design, implementation, partnership, and engagement with the key partners and programme beneficiaries.
2. **Programme strengths and key bottlenecks:** Identify strengths, gaps, and key bottlenecks within implementation processes that support and/or hinder the achievement of the ECHO WASH programme's results.
3. **Programmatic and operational lessons learned:** Generate evidence on programmatic and operational lessons learned, best practices, and opportunities to enhance organizational learning and improve future WASH programming in Afghanistan.
4. **Synergies between WASH and health, nutrition & education components of the programme:** Assess the integration and synergies between WASH and health, nutrition & education components of the programme in achieving programme results.
5. **Quality of programme services:** Assess the level of satisfaction among affected populations regarding the quality, accessibility, and appropriateness of WASH services provided by UNICEF and its partners.

6. **Management, governance, and resourcing arrangements:** Examine the management, governance, and resourcing arrangements in attaining the expected results. This includes an assessment of resources (human and financial), risk management and mitigation measures.
7. **Adequacy of internal M&E and knowledge management systems:** Assess the quality and overall coherence of internal M&E and knowledge management systems utilized by the ECHO WASH programme. This covers the quality of indicators, baseline data, comprehensive data collection systems, data governance and management, equity-inclusiveness in data systems, timeliness of data and knowledge management processes, the utility of evidence, and plans for complementary studies, research, and other evaluative activities.
8. **Integration of cross-cutting areas:** Examine the integration of human rights, gender, disability, equity, climate, and environmental and social safeguards (ESS) in the ECHO WASH programme.

## 3.2 Evaluation scope

72. The overall ECHO grant programme was implemented in all 34 provinces of Afghanistan. However, the evaluation will primarily focus on those provinces (across the country) which benefitted from the ECHO WASH interventions. The secondary focus will be on assessing the integration of the education, health and nutrition interventions in the same regions to complement the ECHO WASH interventions and results.

73. Aligned with the ToR, Table 13 below provides the evaluation scope.

**Table 13 Evaluation Scope**

| Evaluation Scope           | Description of Scope                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Geographic Scope</b>    | <p>The geographic scope of this evaluation is nation-wide covering all five regions (north, south, east, west and central region) of the country, and hence is a national scale evaluation with exclusive focus on ECHO WASH interventions.</p> <p>A thorough review of the programme documents indicate the geographic coverage of ECHO WASH component in 33 provinces covering 182 districts across all five regions of the country (see more details in section 1.9), which will therefore serve as the overall geographic scope of the evaluation. It will be further validated during the data collection phase.</p> <p><b>For primary data collection purpose, this evaluation will cover one province from each of the five regions across the country.</b></p>                                        |
| <b>Chronological scope</b> | <p>The evaluation will only cover the whole lifespan of the ECHO WASH Programme activities from <b>Jan 2022 – Dec 2023</b>. It is worth noting that the overall ECHO grant covers a period from June 2021 – Dec 2023.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Thematic Scope</b>      | <p><b>The evaluation will exclusively focus on the WASH component of the ECHO grant covering three key components a) water supply, b) hygiene and c) sanitation.</b></p> <ul style="list-style-type: none"> <li>• The evaluation scope includes all interventions implemented within these three components at the community level, and in health facilities and schools in the 16 provinces specifically benefitted with ECHO WASH interventions.</li> <li>• It is worth noting that ECHO WASH interventions have been designed and implemented with a dual focus: primarily aiming to address humanitarian WASH needs and with the secondary focus to support development actions in the WASH sector and to complement ECHO fund's health, nutrition and education interventions in Afghanistan.</li> </ul> |



### 3.3 Evaluation stakeholders (users and potential uses)

74. Table 14 below lists key evaluation stakeholders, their potential interests and expected uses of the evaluation. All stakeholders will be involved in providing necessary documentation, data and the required information to inform the evaluation findings, and recommendations.

**Table 14 Evaluation Users and Uses**

| Evaluation Users                                                              | Evaluation Uses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Primary Users</b>                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>UNICEF Afghanistan Country Office (ACO)</b>                                | <p><b>Evaluation uses:</b> use evaluation findings and recommendations to:</p> <ul style="list-style-type: none"> <li>Review and update current WASH approaches and implementation modalities to ensure more effective coordination, coverage and the overall response to WASH humanitarian needs of the affected population.</li> <li>To contribute to research and evaluation within UNICEF to support other sections' programmes on nutrition, health, and education.</li> <li>Use evaluation insights to inform the future humanitarian WASH priorities and strategies in next Country Programme Document (CPD), partnerships, and coordination arrangements.</li> <li>Strengthen humanitarian-development programming with focus on any potential shifts, and improving partnerships, community engagement and SBC approaches, sustainability, and scalability.</li> </ul>                                                                                                                                                                            |
| <b>WASH Cluster Partners</b>                                                  | <p><b>Evaluation uses:</b> use evaluation insights to:</p> <ul style="list-style-type: none"> <li>Strengthen cluster coordination among all related clusters (WASH, nutrition, health, and education) to expand coverage and effectiveness.</li> <li>Advocate for enhanced resource mobilization for strengthening the humanitarian WASH interventions and plans by donors and INGOs.</li> <li>Improve WASH in emergencies programme design and implementation strategies and promote accountability among all partners at all levels.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Implementing partners (IPs)</b><br><br><b>IMC, DACAAR, CoAR, and Acted</b> | <p><i>All these IPs have a similar role and expected uses of the evaluation. To avoid duplication or redundancy, the below description represents all IPs.</i></p> <ul style="list-style-type: none"> <li>International Medical Corps (IMC),</li> <li>Danish Committee for Aid to Afghan Refugees (DACAAR),</li> <li>Citizens Organization for Advocacy and Resilience (CoAR), and</li> <li>Agency for Technical Cooperation and Development (Acted).</li> </ul> <p><b>Evaluation uses:</b> use evaluation insights to:</p> <ul style="list-style-type: none"> <li>Improve collaboration, coordination, and implementation capacities in the future to align their implementation approaches with the strategies of key partners such as UNICEF, ECHO and other donors.</li> <li>Strengthen their community engagement and SBC approaches and in planning and delivering humanitarian WASH, nutrition, health, and education interventions.</li> <li>Demonstrate lessons learned and enhanced accountability to beneficiaries and stakeholders.</li> </ul> |
| <b>UN agencies (WHO, FAO, WFP, and others)</b>                                | <p><b>Evaluation uses:</b> use evaluation insights to:</p> <ul style="list-style-type: none"> <li>Strengthen evidence-based approaches to improve WASH, nutrition, health, and education sector programming particularly in conflict related humanitarian settings like in Afghanistan.</li> <li>Improve UN system wide programming by leveraging their comparative strengths in ensuring WASH response effectiveness to all affected population.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>De facto government authorities</b>                                        | <p><i>Ministry of Rural Rehabilitation and Development (MRRD), Ministry of Energy and Water and related departments such as Department of Rural Rehabilitation and Development, Department of Education, Department of Public Health.</i></p> <p><b>Evaluation uses:</b> use evaluation findings and recommendations for:</p> <ul style="list-style-type: none"> <li>Evidence-based national planning and budgeting for WASH in emergencies.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Evaluation Users                                                                                             | Evaluation Uses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| National Ministries and Provincial level related departments                                                 | <ul style="list-style-type: none"> <li>Improve collaboration with international donors and UN agencies to leverage their technical and financial assistance to scale up of successful WASH in emergencies strategies and approaches to be identified by this evaluation.</li> <li>Strengthen integrated programming for resource optimization and to address emergency needs of all affected population across the country.</li> </ul>                                                                                                                                                  |
| <b>Right holders</b> (communities, CDC members, and/or participants or beneficiaries of ECHO WASH Programme) | <b>Evaluation uses:</b> the communities (including the CDC members) will indirectly benefit from the evaluation as the evaluation insights and recommendations will contribute to improving overall WASH in emergencies programming and implementation by all responsible entities (duty bearers, UNICEF, donors, partners, and IPs as service providers). Consequently, communities will experience improved access to clean water, sanitation facilities and hygiene education, thereby contributing to their overall well-being and resilience in challenging humanitarian contexts. |
| <b>Secondary Users and uses of the evaluation</b>                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>UNICEF's South Asia Regional Office and Head Quarter (HQ)</b>                                             | <b>Evaluation uses:</b> use evaluation insights to: <ul style="list-style-type: none"> <li>Enhance evidence-based decision-making at UNICEF's South Asia Regional Office (ROSA) and HQ levels to improve WASH programming particularly in conflict-affected humanitarian contexts, such as in Afghanistan.</li> <li>Inform UNICEF's organization-wide WASH programming efforts by leveraging evaluation insights to support UNICEF's other sectoral programmes such as health, nutrition, and education outcomes.</li> </ul>                                                            |

### 3.4 Evaluation significance

75. This sub-section emphasizes the significance of the evaluation for various stakeholders.
76. **UNICEF (Country Office, Regional Office, Headquarters):** The evaluation holds high significance for UNICEF as it aims to assess or validate its programming priorities and approaches in providing WASH emergency response in complex and challenging humanitarian contexts like Afghanistan. Additionally, it will inform UNICEF's future country programme in Afghanistan with a focus on planning and delivering integrated, equitable and inclusive WASH interventions for all affected regions, and groups (IDPs, persons with disabilities, and those in hard-to-reach regions).
77. **Donors:** For ECHO, this evaluation holds high importance for adjusting funding priorities and enhancing collaboration with other humanitarian donors and partners.
78. **Implementation partners:** The evaluation holds significant importance for implementation partners, both local and international NGOs, as it will provide an opportunity to assess the effectiveness of their collaboration with UNICEF in delivering ECHO WASH emergency response interventions. It will allow them to assess their capacities and strengths or gaps in addressing complex operational challenges and uncertainties during implementation. Additionally, the evaluation will enable implementation partners to identify areas for improvement and refine their strategies for future interventions, including community engagement, SBC, expanding coverage, and collaboration with de facto authorities.
79. **Affected population and communities (women, men, girls, boys, school staff and students, health staff and patients):** The evaluation carries high significance for the affected population, communities, participants, or beneficiaries of the ECHO WASH programme, including their families. The adoption and implementation of the evaluation findings, lessons, and recommendations by duty bearers (de facto

authorities), UNICEF, donors, partners, and IPs (service providers) will pave the way for enhanced access to clean water, sanitation facilities, and hygiene education for right holders. Additionally, it will empower the communities to actively participate in decision-making processes regarding the planning of WASH facilities or services and advocate for their WASH rights and needs. Overall, the evaluation will contribute to improving the WASH in emergencies programming as well integration of other health, nutrition, and education interventions for the affected population, ensuring they receive the necessary support to withstand or cope with challenging humanitarian contexts and improve their well-being.

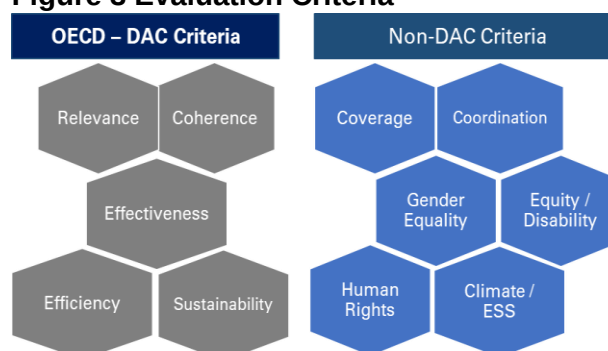
## 4 EVALUATION FRAMEWORK

80. The chapter describes the evaluation framework, covering evaluation criteria and key questions.

### 4.1 Evaluation criteria and key questions

81. In alignment with the ToR, the evaluation will assess five evaluation criteria as defined by the Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC): relevance, coherence, effectiveness, efficiency and sustainability.<sup>65</sup> Additionally, the evaluation will assess coordination and coverage aspects of the ECHO WASH Programme to better integrate humanitarian context specific assessment criteria as well as non-DAC criteria including coverage, coordination, equity, disability, climate consideration, ESS, human rights, and gender equality (See Figure 3).

**Figure 3 Evaluation Criteria**



82. The evaluation team prepared a draft Evaluation Matrix (EM) based on the initial evaluation questions (EQs) included in the ToR and informed by discussions with the UNICEF Team held during inception stage. The draft version is presented in Appendix 6 of this IR. Key questions are further subdivided into sub-questions, accompanied by relevant indicators (or areas of enquiries). Other key elements of the EM include identifying the data sources and data collection methods against each indicator. The first draft EM was submitted for internal quality assurance from KonTerra's Quality Assurance Advisor, an independent expert outside the evaluation team. All technical feedback was addressed to refine the EM in its current form (See Appendix 6).

83. Table 15 below lists all key evaluation questions in the EM under each evaluation criteria.

<sup>65</sup> Impact is excluded in line with the ToR.

**Table 15 Evaluation Criteria and Key Questions**

| Evaluation Criteria | Key Evaluation Questions (Evaluation Matrix)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Evaluation Objectives                                                                                                                                                                                                                                  |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Relevance           | <p><b>EQ1:</b> To what extent and how did the ECHO WASH Programme fit the humanitarian context needs of the Afghan population including the vulnerable groups?</p> <p><b>EQ1.1:</b> To what extent did the design (objectives and interventions) of the ECHO WASH Programme align with the humanitarian WASH needs of the Afghan population, especially children, adolescent girls and boys, and vulnerable groups such as those with disabilities and internally displaced persons (IDPs)?</p> <p><b>EQ1.2:</b> To what extent did the targeting and outreach strategies of the ECHO WASH Programme align with the humanitarian WASH needs of the Afghan population, especially those with disabilities, IDPs, and regions affected by droughts, acute watery diarrhoea (AWD), and conflict-related emergencies?</p>                                          | <p><b>Objective-1:</b> ECHO WASH programme components and results.</p> <p><b>Objective-8:</b> Integration of cross-cutting areas</p>                                                                                                                   |
| Coherence           | <p><b>EQ2:</b> To what extent and how well did the ECHO funded humanitarian WASH programme integrate and collaborate with UNICEF's other humanitarian education, health, and nutrition interventions (internal coherence), and how effectively did it complement humanitarian interventions by other donors or partners in Afghanistan (external coherence)?</p> <p><b>EQ2.1:</b> To what extent did the ECHO humanitarian WASH interventions integrate and collaborate with UNICEF's other humanitarian education, health, and nutrition interventions in Afghanistan?</p> <p><b>EQ2.2:</b> To what extent did the ECHO funded humanitarian WASH interventions by UNICEF complement (or lack complementary with) humanitarian interventions and support by other donors, and partners in Afghanistan (external coherence)?</p>                                | <p><b>Objective-4:</b> Synergies between WASH and health, nutrition &amp; education components of the programme</p> <p><b>Objective-2:</b> Programme strengths and key bottlenecks</p>                                                                 |
| Effectiveness       | <p><b>EQ3:</b> To what extent were the stated objectives and set targets of the ECHO WASH programme achieved, and how effectively have the program activities facilitated access to WASH services for the affected population (rights holders)?</p> <p><i>[Three key components of ECHO WASH Programme are a) water; b) sanitation services; and c) hygiene promotion and behaviour change]</i></p> <p><b>EQ3.1:</b> How successful was the ECHO WASH Programme in achieving (or lacking) its planned results (outputs/outcomes) around water supply, sanitation, and hygiene?</p> <p><b>EQ3.2:</b> To what extent did the ECHO WASH interventions enhance access to and use of water supply, sanitation, and hygiene facilities/services for the target population groups and areas at all levels (household, community, health facilities, and schools)?</p> | <p><b>Objective-1:</b> ECHO WASH programme components and results.</p> <p><b>Objective-5:</b> Quality of programme services</p> <p><b>Objective-2:</b> Programme strengths and key bottlenecks.</p> <p><b>Objective-6:</b> Management, governance,</p> |

| Evaluation Criteria | Key Evaluation Questions (Evaluation Matrix)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Evaluation Objectives                                                                                                                                                                                |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p><b>EQ3.3:</b> What key contextual and operational factors affected (facilitated or hindered) the planning, implementation, and results of ECHO WASH interventions?</p> <p><b>EQ3.4:</b> To what extent and how did the ECHO/UNICEF WASH Interventions lead to any unanticipated positive or negative outputs and/or outcomes, and could these have been anticipated and appropriately addressed?</p>                                                                                                                                                                                                                                                                                                                                  | <p>and resourcing arrangements</p> <p><b>Objective-3:</b> Programmatic and operational lessons learned.</p>                                                                                          |
| Efficiency          | <p><b>EQ4:</b> To what extent and how well did the ECHO WASH programme resources and implementation modalities enable attainment of intended results and objectives in an economical and timely manner?</p> <p><b>EQ4.1:</b> To what extent was the WASH Programme implementation cost-efficient in relation to the achieved results, considering factors such as the availability and use of funds, adequacy (quantity) and quality (technical capacities) of human resources, and implementation time frame?</p> <p><b>EQ4.2:</b> To what extent and how did the ECHO WASH Programme implementation modalities contribute to (or vice versa) resource optimization, and were there alternative options to enhance cost efficiency?</p> | <p><b>Objective-6:</b> Management, governance, and resourcing arrangements</p> <p><b>Objective-3:</b> Programmatic and operational lessons learned.</p>                                              |
| Sustainability      | <p><b>EQ5:</b> To what degree have the benefits of the ECHO WASH Programme been sustained and how are they likely to continue without UNICEF's (or other external) support, and under what circumstances?</p> <p><b>EQ5.1:</b> Which results, services, and interventions of the ECHO WASH Programme have been sustained, and what are likely to sustain (or not), along with the reasons or factors influencing this sustainability status?</p> <p><b>EQ5.2:</b> What are lasting effects (for the target beneficiaries, or regions, and/or IPs) as a contribution of ECHO WASH programme implementation, and what are pre-requisite conditions to sustain those lasting/positive effects of the Programme?</p>                         | <p><b>Objective-2:</b> Programme strengths and key bottlenecks</p> <p><b>Objective-3:</b> Programmatic and operational lessons learned.</p> <p><b>Objective-5:</b> Quality of programme services</p> |
| Coverage            | <p><b>EQ6:</b> To what extent and how did the ECHO WASH programme cover urgent WASH needs for crisis-affected population groups, including IDP camps, areas hit by natural disasters, underserved regions, schools, health facilities, and host communities?</p> <p><b>EQ6.1:</b> To what extent did the ECHO WASH programme prioritize and address urgent WASH needs for the most affected population groups and regions, and were there any groups or regions that remained uncovered, and if so, what were the reasons or factors?</p>                                                                                                                                                                                                | <p><b>Objective-1:</b> ECHO WASH programme components and results.</p> <p><b>Objective-6:</b> Management, governance, and resourcing arrangements</p>                                                |

| Evaluation Criteria                                                                                      | Key Evaluation Questions (Evaluation Matrix)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Evaluation Objectives                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Coordination                                                                                             | <p><b>EQ7:</b> To what extent and how did UNICEF's coordination and collaboration with diverse stakeholders contribute to improving the delivery and results of the ECHO WASH response, showcasing UNICEF's leadership in fostering a strategic, coherent, and effective WASH response?</p> <p><b>EQ7.1:</b> How successful was the ECHO WASH Programme in establishing and leveraging partnerships at various levels with different stakeholders, and what were the key contributions of these coordinated efforts?</p> <p><b>EQ7.2:</b> To what extent did UNICEF successfully showcase its leadership in ensuring an integrated, strategic, and effective response within the ECHO WASH humanitarian interventions at different levels?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Objective-1:</b> ECHO WASH programme components and results.</p> <p><b>Objective-4:</b> Synergies between WASH and health, nutrition &amp; education components of the programme</p>                                                                                                             |
| Cross-cutting parameters<br><br>Equity, Disability Gender Equality, and Human Rights and Climate and ESS | <p><b>Q8:</b> To what extent did the ECHO WASH programme delivery design, model, and approach have adequate M&amp;E and knowledge management systems and integrate human rights, gender, disability, equity, climate or environment social safeguards (ESS) considerations?</p> <p><u>Equity and Disability</u> – <b>EQ8.1:</b> To what extent and how effectively did the ECHO WASH Programme respond to the WASH needs of population groups and regions that required the most services, particularly persons with disabilities, poor, those in hard-to-reach and rural areas, and those affected by conflict (IDPs) or other emergencies (drought, AWD)?</p> <p><u>Gender Equality</u> – <b>EQ8.2:</b> To what extent and how well did the ECHO WASH Programme (<i>design, implementation, monitoring</i>) address gender-specific WASH needs of women, men, adolescent boys, and girls, contributing to gender transformative results (<i>including women and girls' participation and role in WASH decisions, as well as aspects related to their access, privacy, safety, and quality of WASH services</i>)?</p> <p><u>Human Rights</u> – <b>EQ8.3:</b> How well did Programme design, implementation, monitoring and reporting integrate human rights principles particularly concerning child rights?</p> <p><u>Climate / ESS</u> – <b>EQ8.4:</b> To what extent are climate resilience, and adherence to ESS integrated into the design and approach of the programme delivery model to ensure equitable WASH outcomes and environmental sustainability?</p> | <p><b>Objective-8:</b> Integration of cross-cutting areas</p> <p><b>Objective-1:</b> ECHO WASH programme components and results.</p> <p><b>Objective-7:</b> Adequacy of internal M&amp;E and knowledge management systems</p> <p><b>Objective-3:</b> Programmatic and operational lessons learned.</p> |

## 5 METHODOLOGY

84. This chapter outlines the evaluation design and methodology with brief rationale, sampling approach, scale, and scope of field data collection and execution procedures. It also discusses quality assurance measures, ensuring reliable, consistent and high-quality field data collection. Compliance with UNICEF and United Nations Evaluation Group (UNEG) evaluation procedures, norms and standards, and the integration of gender, equity, human rights, climate, ESS, and disability dimensions into the evaluation approach are emphasized. The final section entails foreseeable limitations and planned mitigation measures.



## 5.1 Evaluation design and approach

85. The evaluation will employ **hybrid evaluation approaches with mixed method data collection approaches**. Specifically, the hybrid evaluation approaches featuring a theory-based evaluation design while using a combination of ‘contribution analysis’ and ‘post-intervention single group’ research design to achieve evaluation objectives. This hybrid evaluation design will assess the ECHO WASH Programme’s progress and results around its three components (water supply, hygiene promotion and sanitation interventions) across the country at various WASH service levels (household, community, schools and HCFs). Additionally, the evaluation will focus on assessing key achievements, challenges and lessons learned during implementation in complex humanitarian settings and under the influence of various external factors. The following description further elaborates on how the evaluation team will apply the proposed evaluation design and approaches.
86. **The use of ‘intervention logic or ToC’** (see more details in section 2.12) will enable to map out the envisioned or plausible pathways of change to achieve the intended outcomes and outputs. The evaluation will focus on asking relevant questions around those pathways of change. This focused analysis will generate reliable evidence on factors that have either contributed to enabling or hindering the achievement of the desired change in accessing WASH services, practicing positive WASH behaviours, and enhancing communities’ and IPs’ capacities.
87. **The use of ‘contribution analysis’** will enable to explore and analyze UNICEF, IPs, donors, and de facto authorities’ inputs/resources, processes/activities and implementation modalities and their contributions (or learnings) in achieving (or vice-versa) the desired results (addressing the WASH emergency needs of the affected population – including IDPs, PwDs, and all vulnerable population groups).
88. **The application of post-intervention single group research design** will generate reliable and valid assessments of the ‘change or improvements’ in accessing WASH services, and coverage of the humanitarian WASH actions in targeted areas and for target groups. In doing so, the evaluation team will compare the current (post-intervention) WASH situation (results as per the final progress report, results of the evaluation survey, and findings from all other sources) with the pre-intervention or baseline situation. It is important to mention that ECHO progress reports indicate zero baseline value for some key indicators. Therefore, the evaluation team will also refer to secondary data to establish baselines or measure the progress for some indicators. The ECHO WASH results framework (available in IPs’ PCAs or workplans) will be used to draw key indicators (outcome and outputs) to serve as the foundation for a comparative analysis of the planned and achieved results at the end of the Programme, and in relation to baseline values (where applicable or feasible). All results or findings will be corroborated and analysed with qualitative data to be collected from multiple methods (KIIs, FGDs, workshop).
89. The entire evaluation planning and execution will follow **participatory and utility-focused evaluation approaches with application of mixed methods data collection**. The quantitative component comprising a household survey (post-KAP)<sup>66</sup>, WASH Observations in schools and health facilities, and rapid assessments of communal water supply system/schemes (WSS). The qualitative component includes undertaking key informant interviews, focus group discussions, and other consultations (reflection

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<sup>66</sup> Knowledge, attitude, and practices (KAP) about WASH services availability, access, quality, and consumption by households.

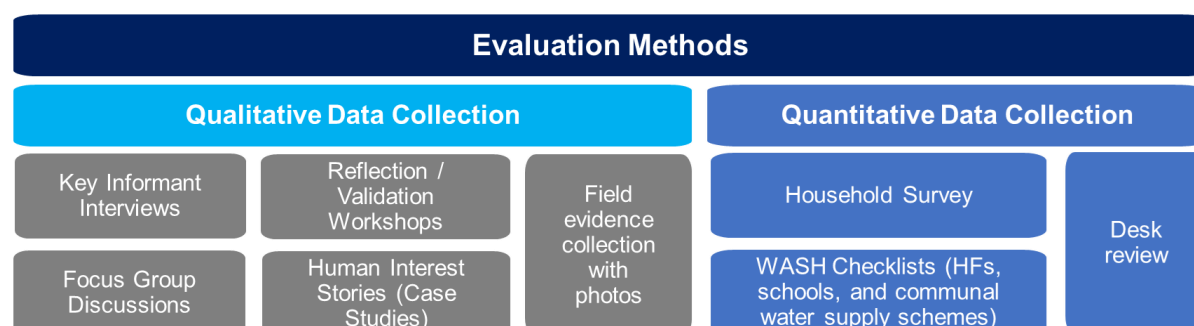
and validation). All data collection and analysis will focus on generating disaggregated data by gender, disability, and equity parameters around access and coverage of WASH services as well as on knowledge, attitudes and practices (KAP) of communities.

90. **For demonstrating the participatory and utility focus of the evaluation design, and execution,** all relevant stakeholders (at national, provincial, district, and local/community levels) including de facto authorities, UNICEF team (including the Evaluation Reference Group members), the donor (ECHO), and IPs (INGOs, NGOs/CSOs) will be engaged at the appropriate stages of the evaluation as per their role including for validation of findings and formulation of recommendations. In parallel, a range of programme beneficiaries or participants will be consulted to enrich the evaluation findings and analysis. Lastly, the **triangulation** of findings from a range of data sources and methods will be employed to draw valid conclusions.

## 5.2 Evaluation methods and data collection tools

91. To align with the evaluation's objectives, a **mixed-method approach** will be used for data collection, analysis and reporting. Qualitative data will come from key informant interviews, focus group discussions, and stakeholder consultations. Quantitative data will be gathered through household survey and WASH Checklist based assessments in schools and healthcare facilities. This will be complemented by rapid assessment of water supply scheme/system (WSS) in communities benefited by ECHO WASH interventions (January 2022 - December 2023) in the target regions/provinces. Additionally, secondary quantitative data will be extracted from internal and external documents. This approach minimizes limitations associated with relying on a single method and allows for comprehensive data collection from diverse sources, facilitating cross-validation and triangulation. Figure 4 illustrate the evaluation methodology.

**Figure 4 Evaluation Methodology**



92. The following sub-sections elaborate on each data collection method.

### 5.2.1 Desk review

93. The desk review started immediately after the contract signing and remains an on-going process throughout the evaluation.
94. The information drawn from the initial desk review of the ECHO WASH Programme administrative, secondary databases, literature review of external documents, and discussions with UNICEF team enabled the evaluation team to formulate the evaluation matrix, defining the data collection methods and draft the data collection tools.

95. The evaluation team adopted a structured process of desk review comprising the sorting, categorization and stocktaking of all received documents and generating the request to UNICEF for sharing additional documents on different programmatic aspects on need basis. Overall, the evaluation team had received and reviewed over **40+ key documents**, enabling the preparation of this report. Key categories of the reviewed documents included ECHO fund proposal, plans, donor reports, Partnership Cooperation Agreements (PCAs) and IPs progress/closure reports, Third Party Monitoring (TPM) reports, Post Distribution Monitoring (PDM) reports, programme participants' or beneficiary's database, assessment reports, IPs budgets and financial data on WASH supplies. Moreover, other strategic documents such as Afghanistan MICS Survey (2022-23); Afghanistan Common Country Assessment 2021; WHO/UNICEF JMP Data/reports; and UNICEF ECHO WASH, Nutrition, and Education sectors monitoring data, annual, and mid-term review reports will also be referred to during the analysis and reporting phase.
96. Until this draft report, the evaluation team awaits some other essential reports, documents and/or information such as IPs' reports, TPM/PDM reports for some regions, final report of the ECHO WASH Programme and list of specific communities benefitted with different ECHO WASH interventions. **All this data and information are required to develop and finalize micro field planning at the community (or enumeration area) level for survey execution. This also includes identifying schools, healthcare facilities, and WSSs in the sampled provinces for rapid assessments before commencing data collection.**

## 5.2.2 Quantitative data collection methods

97. In conjunction with qualitative data collection components, the evaluation will employ primary quantitative data collection methods to ensure a thorough assessment of key WASH parameters. This will entail conducting a household level survey (HHS) in five Provinces (one province per region) to collect quantitative insights into knowledge, attitudes and practices (KAP) regarding various sub-topics of ECHO WASH interventions (toilet use; handwashing with soap; water fetching, storage, treatment), and other sanitation aspects related to handling children's faeces, menstrual hygiene management (MHM), and resilience of the provided (newly constructed or rehabilitated) WASH facilities or infrastructure support in selected communities.
98. The quantitative data collection scope includes **a survey with 1940 households**. Additionally, a **rapid WASH assessment in schools (n=25)** and **health care facilities (n=25)** as well as of the communal water supply scheme/system (WSS) is integrated into the quantitative data collection methodology within the same allocated contractual budget. With this comprehensive and diverse range of data collection, the evaluation aims to achieve quantifiable assessment at the household level as well as a rapid assessment of WASH services and conditions (at the time of survey) in institutions (schools and health facilities) and at the community level.
99. The integration of multiple quantitative methods is considered essential for this evaluation considering the multiplicity of ECHO WASH interventions. This approach

### Box 2: Quantitative Methods Scope

- **1940 Household Survey in five provinces across all five regions**
- **84 Enumeration Areas**
- **WASH Observations in 25 Schools**
- **WASH Observations in 25 Health Facilities**
- **Rapid assessments of 10-20 water supply schemes**

facilitates a more accurate and comprehensive assessment of the intended outputs and outcomes at various WASH service levels, enriching the overall reliability of the evaluation findings. By triangulation of quantitative results with insights from qualitative methods and secondary sources, the evaluation aims for a holistic and robust understanding of the relevance, coherence, effectiveness, efficiency, and sustainability of the ECHO WASH efforts and results at all levels (household, community, and WASH in schools and health facilities).

100. The subsequent sections elaborate each quantitative method separately.

### 5.2.2.1 Household survey design and implementation

101. Due to the complexity of the WASH interventions geographically and programmatically, a complex multi-stage cluster sampling strategy is chosen for this evaluation. In the absence of a reliable and comprehensive national level household listing or a complete programme beneficiary list, a cluster sampling approach is considered one of the most effective methods to draw a statistically representative sample while taking the logistical and budgetary limitation in consideration. As the name entails, this method involved drawing a sample in multiple steps:

102. At the first stage, five provinces, one per region of Afghanistan, are selected based on a scoring system that ranks the provinces based on following four aspects;
- Proportion of beneficiaries for each intervention at regional level (5 interventions)
  - Proportion of number of interventions at regional level
  - Proportion of number of villages at regional level
  - Proportion of number of districts at regional level
  - All calculated proportions are then added together and then the sum is divided by 8 parameters to achieve a percentage score for each province at regional level that takes all the aspects of the program into account. **Calculation details are in Appendix 9.**
103. In the second stage, a number of communities or clusters are selected randomly, if the selected clusters or communities are large, the community will be divided in enumeration areas (EA) of around 150 households.
104. In the third stage, 20 households will be selected in each cluster or EA using a random walk methodology.
105. Table 16 highlights key considerations of the survey design.

**Table 16 Household Survey Design Parameters**

| Design Parameters            | Description of the Survey Design Parameters                                                                                                                                                                                                                                                                                                 |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Survey Universe</b>       | <ul style="list-style-type: none"> <li>Survey universe is the population of WASH beneficiaries in five selected provinces.</li> </ul>                                                                                                                                                                                                       |
| <b>Stratification groups</b> | <ul style="list-style-type: none"> <li>The survey sample will be stratified by province.</li> <li>Stratification of the population by gender will be conducted at the level of respondent selection within each household. Gender and disability disaggregated results, analysis and reporting will be done at the later stages.</li> </ul> |
| <b>Survey Sampling Units</b> | <ul style="list-style-type: none"> <li><b>Primary sampling unit:</b> Communities or EAs in case a community is larger than 300 households.</li> <li><b>Secondary sampling unit:</b> Households. A household is defined as a group of individuals who live in the same dwelling and share eating arrangements.</li> </ul>                    |

| Design Parameters             | Description of the Survey Design Parameters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Survey Respondent Eligibility | <ul style="list-style-type: none"> <li>• <b>Adult men and women aged between 18 and 60 years.</b> Preference will be given to the head of household including those with disability; in case of unavailability of the head of household at the time of survey, the other senior most member of the household will be interviewed. The status of the interviewed member will also be recorded as part of the respondent's demographics.</li> <li>• Efforts will be made to achieve equal distribution of survey respondents (50% male and 50% female) by gender<sup>67</sup> – <b>subject to permission in accessing women respondents in all survey locations.</b> Any variation on this planned or aimed proportion of respondents will be reported in the final evaluation report (more details in Table 24 under limitations section# 5.7).</li> <li>• Within the women respondents, mothers will be preferred to be interviewed to ensure that child related questions (children's faeces handling, diarrhoea, and other aspects of water, and sanitation practices or behaviours) are answered by the most relevant respondent.</li> <li>• The proposed age limit will be applied to ensure that respondent's recall capacity is not compromised due to age factor. This age limit has been reported in various research studies by different organizations.<sup>68</sup></li> </ul> |
| Margin of Error (MoE)         | <ul style="list-style-type: none"> <li>• The aimed MoE for each stratum is 7%. When the data is analysed across the five provinces, the MoE will be less &lt;5%.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Data collection method        | <ul style="list-style-type: none"> <li>• Electronic data collection through mobile devices using <b>KoboToolbox</b> will allow for frequent (or real-time) uploading of collected data enhancing data quality (due to filters, skipping schemes and value restrictions), confidentiality and security.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

#### 5.2.2.1.1 Selection of provinces

106. For selection of provinces based on the mentioned scoring system and the random selection of the communities, we have the WASH programme coverage dataset exported from the Activity info software. The data was provided by the UNICEF and contained the necessary information, like type and geographical coverage of the programme, number of beneficiaries for each type of intervention and the programme progress status. The dataset was processed to make it compatible with the cluster sampling R script. Although the provided dataset is very comprehensive and suitable for a multi-staged cluster sampling method, but there are some intervention areas which are significantly larger than a village or a community and recorded as "multiple villages" or "various locations," due to this limitation segmentation of intervention areas in manageable EAs are necessary at field level in some cases.

107. At first stage of the sampling, five provinces are selected in five regions of Afghanistan based on the aggregate score, calculated based on eight parameters including the number of districts and communities, and types of interventions, and beneficiaries reached with all types of interventions (water, sanitation, hygiene, WASH supplies, WinS and WinHCFs). One province with the highest aggregate score (mentioned in the below Table 17) per region was selected, with only Hilmand province being the exception in south region. Hilmand was chosen due to its accessibility and the feasibility of recruiting female enumerators. However, the risk of local

<sup>67</sup> Targeting the equal no. of male/female survey respondents is related to survey field planning and its execution. It will be managed through multiple measures including providing clear guidance to all enumerators during the field; by doing proper allocation of target no. of respondents to each enumerator before going into field; and finally, adherence to all relevant survey guidelines and protocols on this aspect. The ET has successfully achieved this in various previous surveys.

<sup>68</sup> <https://www.sciencedirect.com/science/article/pii/S2211912417301074>; <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10490475/>; <https://asiapacific.unfpa.org/sites/default/files/pub-pdf/Viet%20Nam%20risk%20factor%20full%20report%20unfpa%2022%2012.pdf>

administration-related restrictions on primary data collection, which could create significant hurdles or even a total ban on survey administration at any stage, was also considered. Therefore, other two provinces with relatively higher scores were not included in the sample to ensure the highest probability of completing the entire data collection scope without obstruction, including the recruitment of female enumerators.

108. Table 17 provides mapping of number of communities for each type of wash intervention by province extracted using the 'Activity Info Database' of the ECHO WASH Programme.

**Table 17 Number of communities for each type of wash intervention by province**

| Zone     | Province      | Score |
|----------|---------------|-------|
| Central  | Bamyna        | 8%    |
|          | Daykundi      | 7%    |
|          | Ghazni        | 5%    |
|          | Kabul         | 22%   |
|          | Kapisa        | 3%    |
|          | Khost         | 8%    |
|          | Logar         | 9%    |
|          | Maidan Wardak | 8%    |
|          | Paktika       | 25%   |
|          | Parwan        | 7%    |
| Eastern  | Kunar         | 18%   |
|          | Laghman       | 12%   |
|          | Nangarhar     | 57%   |
|          | Nuristan      | 13%   |
| Northern | Badakhshan    | 20%   |
|          | Baghlan       | 5%    |
|          | Balkh         | 14%   |
|          | Faryab        | 13%   |
|          | Jawzjan       | 9%    |
|          | Kunduz        | 3%    |
|          | Samangan      | 1%    |
|          | Sar-e-Pul     | 5%    |
|          | Takhar        | 7%    |
| Southern | Hilmand       | 18%   |
|          | Kandahar      | 35%   |
|          | Nimroz        | 6%    |
|          | Uruzgan       | 11%   |
|          | Zabul         | 25%   |
| Western  | Badghis       | 26%   |
|          | Farah         | 35%   |
|          | Ghor          | 3%    |
|          | Hirat         | 37%   |



### 5.2.2.1.2 Selection of clusters (enumeration areas of communities)

109. The primary sampling units (PSUs) will be randomly selected with probabilities based on population size to ensure similar probability for each sub-unit (household). The population data (number of beneficiary households in 5 selected provinces) will be used by the sampling algorithm to select communities with probability by proportion (PPS) method. Based on the sampling parameters, a total of 1940 households in 84 enumeration areas (EAs) or communities are selected for this survey.

110. Table 18 presents the sample size and sampling parameters for all 5 selected provinces.

**Table 18 Sample size and sampling parameters**

| Stratification | # HHS       | # units to assess | Cluster size | Cluster size set | ICC  | DESS | Effective sample | % buffer | Confidence level | Error margin |
|----------------|-------------|-------------------|--------------|------------------|------|------|------------------|----------|------------------|--------------|
| Badakhshan     | 360         | 12                | 30           | 20               | 0.05 | 1.95 | 185              | 0.03     | 0.95             | 0.07         |
| Hilmand        | 400         | 20                | 20           | 20               | 0.05 | 1.95 | 205              | 0.03     | 0.95             | 0.07         |
| Hirat          | 400         | 20                | 20           | 20               | 0.05 | 1.95 | 205              | 0.03     | 0.95             | 0.07         |
| Nangarhar      | 380         | 12                | 31.7         | 20               | 0.05 | 1.95 | 195              | 0.03     | 0.95             | 0.07         |
| Paktika        | 400         | 20                | 20           | 20               | 0.05 | 1.95 | 205              | 0.03     | 0.95             | 0.07         |
| <b>Total</b>   | <b>1940</b> | <b>84</b>         |              |                  |      |      |                  |          |                  |              |

111. The survey findings will be generalizable to both the beneficiaries of the programme and at regional level with varied degree of margin of error i.e.,  $\pm 3\%$  and  $\pm 7\%$  respectively with 95% confidence level. The survey results will yield disaggregated analysis by gender, disability and/or displacement status for the surveyed provinces or regions only. The sample is not stratified by the mentioned population sub-groups to guaranty statistically representative disaggregation. Appendix 8 provides the statistical formula used for sampling calculations.

112. The contractual discussions between UNICEF ACO, and KonTerra made an agreement to include 2000 households in the survey sample. However, the ET adjusted the total sample to 1940 while complying with all statistical parameters' requirements and considering the evaluation's information needs. This slight adjustment allowed for inclusion of an additional checklist-based rapid WASH assessment in 25 schools and 25 health care facilities (see section 5.2.2.2 for further details) within the surveyed locations. This approach optimizes the use of available resources, ensuring a comprehensive data collection process that addresses all information needs of the evaluation while complying with all statistical rigor without any additional budget for the data collection.

### 5.2.2.1.3 Segmentation of the clusters

113. In some cases where the area is very populated, i.e., 600 households, the number of households will be divided by 150 which will result to 4 enumeration areas. Within each sampled districts, for identification of EAs, the boundaries of the areas will be identified by roads, lanes, streets or physical boundaries such as streams, rivers

and so forth. The EAs might not contain exactly 150 household in cases where the area is not well structured and is divided based on mentioned physical boundaries.

114. The number of selected EAs for enumeration will depend on the number of household surveys in the sampling frame. For example, if 40 household surveys are determined for a village of 600 households with 4 EAs, 40 should be divided by the cluster size set which is 20. So,  $40/20 = 2$ . In this case 2 EAs will be selected using random numbers table for enumeration.

**Figure 5 Map of Household Survey Coverage**



#### 5.2.2.1.4 Household selection

115. To further randomize the selection of each secondary sampling unit at the field level, we will use either of the following methods based on the context:
116. **For locations that are not organized in a structured way:**
  - a. Field researcher goes at the center of the targeted location (village/site/settlement), spin a pen and each enumerator starts walking in a direction towards the edge of the location as shown by the pen.
  - b. On his/her way to the edge, he/she counts either the number of households passed OR the time taken to reach the edge (depending on how big the location is, in a bigger location with many households it makes more sense to count the time).
  - c. Once he/she reaches the edge, they then determine the threshold for which household to interview on the route based on number of HHs in the route or time taken to reach the edge divided by the target number of HHs to be interviewed per enumerator.
  - d. The enumerator then starts walking back towards the center and assesses every xth household (with x as determined by the formula in point c above).
117. **For locations that are organized in a clearly structured way (e.g., camps with same number of households per row):**

- a. The survey supervisor will calculate a threshold based on total households in a specific location as follows; no. of households (let's say 60)/sample needed from the location (let's say 5)->  $60/5 = 12$
  - b. From the starting point of the location, enumerator will select the first household randomly between 1 and 5.
  - c. After the first household, enumerator will interview every 12<sup>th</sup> household following a single direction in a clearly laid out route until the edge of the settlement has been reached.
118. **The Appendix 9 provides complete sampling frame** as well as all other data used to draw the scoring table for provinces selection, statistical parameters, R script used for calculations, and complete sampling frame.

#### 5.2.2.1.5 Survey administration protocols.

119. Survey data collection will be integrated into user-friendly electronic data entry templates using KoboToolbox. This platform is a recognized tool in humanitarian and development fields. It enables evaluation team members to remotely verify data that has been collected and securely uploaded to a web-based platform via mobile devices in real time. Real time data uploads allow for regular data quality checks and real-time analysis of key trends and patterns. Such insights may prove valuable in informing other concurrent data collection methods, such as personal interviews or FGDs. This digital integration has an added value in terms of data security. Sensitive information can be encrypted, and regular backups ensure that data is not lost due to hardware failure or other issues.
120. WASH-related perceptions and KAP can be sensitive information, the sharing of which can even lead to discrimination. Respondents must be in a safe environment to speak and share their views on this topic. The evaluation team will ensure strict confidentiality during the interviews and while uploading and analysing data. No personal information will be shared in any kind of disseminated report. Enumerator training will place emphasis on these aspects.

#### 5.2.2.2 WASH in institutions assessment (checklist-based observations)

121. The evaluation team plans to execute a rapid assessment of WASH in institutions by employing a checklist-based structured observations in selected schools and HCFs to complement other data collection methods. This assessment aims to yield a quantifiable assessment of WASH facilities (newly installed or rehabilitated water points, handwashing stations, and/or sanitation facilities) and conditions within the sampled or visited institutions.
122. The key parameters guiding these observations incorporate the functional status of WASH facilities, inclusiveness considerations (including disability and child-friendly accessibility), climate resilience dimensions of existing WASH infrastructure (such as water points and handwashing stations), the presence of cleaning agents (soap or alternatives), toilet cleanliness, the type and cleanliness conditions of water storage containers, and the availability of materials and services related to MHM, among various other aspects.
123. A 'purposive sampling approach' is used to define the assessment's scope, leading the evaluation team to visit a total of **25 schools and 25 health facilities**, depending upon the availability of these institutions in or nearby to the communities/EAs selected for the household survey. While the findings may be institution-specific due to the absence of a rigorous sample, they will suffice to

generate evidence on the WASH situation in institutions and allow for triangulation with evaluation findings from other sources.

124. For the final selection of schools and HCFs, the evaluation team will rely on the provision of a complete list of institutions (schools, and HCFs) in provinces sampled for the household survey by the UNICEF team. The final identification of schools will aim for a balanced representation of boys' and girls' schools conditioned to their availability and accessibility by enumerators.
125. The administration of these checklists will be facilitated by UNICEF's local implementing partners (IPs), following necessary coordination and approvals from local de facto authorities of Education and Health Departments, and/or with support from community leaders. The national partner of the evaluation team, **ATR Consulting**, will deploy trained and experienced enumerators for execution of this assessment.
126. The evaluation team has developed two distinct checklists; one for use in schools and the other for HCFs (see Appendix 12). These checklists align with UNICEF/WHO Joint Monitoring Programme (JMP) tools for WASH assessments in institutions and are consistent with SDG definitions for WASH indicators.<sup>69</sup>
127. The overall scope of this assessment is presented in Table 19 below.

**Table 19 Scope of Data Collection in Schools, and Health Facility**

| Province/Region | Planned Number of Schools |     |     |     |     | Planned Number of Health Facilities |     |     |     |     |
|-----------------|---------------------------|-----|-----|-----|-----|-------------------------------------|-----|-----|-----|-----|
|                 | C-1                       | C-2 | C-3 | C-4 | C-5 | C-1                                 | C-2 | C-3 | C-4 | C-5 |
| Badakhshan (NR) | 1                         | 1   | 1   | 1   | 1   | 1                                   | 1   | 1   | 1   | 1   |
| Hilmand (SR)    | 1                         | 1   | 1   | 1   | 1   | 1                                   | 1   | 1   | 1   | 1   |
| Hirat (WR)      | 1                         | 1   | 1   | 1   | 1   | 1                                   | 1   | 1   | 1   | 1   |
| Nangarhar (ER)  | 1                         | 1   | 1   | 1   | 1   | 1                                   | 1   | 1   | 1   | 1   |
| Paktika (CR)    | 1                         | 1   | 1   | 1   | 1   | 1                                   | 1   | 1   | 1   | 1   |
| <b>Total</b>    | <b>25</b>                 |     |     |     |     | <b>25</b>                           |     |     |     |     |

Community I; North Region (NR); Eastern Region (ER); Western Region (WR); Southern Region (SR); and Central Region (CR)

128. The above rubric reflects the tentative planning at this inception stage. Actual data collection may vary to cover more than one school and/or one HCFs within one enumeration area (or community) depending upon the actual distribution of these within the surveyed communities.

### 5.2.2.3 Rapid assessment of Water Supply Schemes/System (checklist-based observations)

129. The evaluation team also proposes to use a checklist-based rapid assessment of communal Water Supply Schemes/System (WSS) provided by the ECHO WASH Programme in a few selected urban/rural locations. This assessment will generate evidence on the relevance, effectiveness, sustainability and compliance with national standards, environmental considerations, as well as the integration of disability needs and gender aspects in the design and installation of WSS. The evaluation team has developed a structured checklist to guide this rapid assessment (see Appendix 12).
130. The checklist will be administered by a trained enumerator and comprises a hybrid design involving physical observations of certain aspects of the WSS (new construction

<sup>69</sup> Core questions and indicators for monitoring WASH in health care facilities in the Sustainable Development Goals. Geneva: World Health Organization and the United Nations Children's Fund (UNICEF), 2018.

and/or repair/rehabilitation work) and asking a few simple/short questions to any local staff or other person available at the site of the WSS (such as community-designated staff for routine operations). In the absence of a formal representative, the checklist questions may be directed to any community member present at the WSS site during the visit.

131. **Purposive sampling will be utilized to select a few WSS for the rapid assessment**, considering convenience, geographic accessibility and the availability of facilitation support from IPs to visit these sites. It is important to note that this assessment does not involve observations or inquiries into the technical or engineering aspects of the WSS. Instead, it aims to understand their relevance to community needs, functionality status, and considerations related to climate, disability, and gender.
132. The findings of this rapid assessment will be applicable to only the visited WSS sites and will be corroborated with other findings from multiple other sources to enrich the evaluation analysis, findings, and conclusions. **The evaluation team plans to assess a total of 5-10 WSS by visiting at least 1-2 WSS in each of the provinces sampled for the household survey.**

### 5.2.3 Qualitative data collection methods

133. The qualitative methods include KIIs, FGDs, field evidence collection (photographs), and capturing potential case studies or human-interest stories. Given the scope, coverage and engagement of the WASH Programme with various stakeholders, the evaluation team aims to engage all relevant categories of participants at the national, provincial and community levels.
134. A combination of these qualitative methods will provide evidence on all relevant stakeholders' perceptions and reflections on the 'how and 'why' questions related to Programme design, implementation, and achievements (or lack thereof), including the Programme's engagement with de facto authorities, service providers or IPs, and anticipated service users (beneficiaries). This includes community members of all demographics (men, women, adolescent boys and girls, people with disabilities, returnees, IDPs, and other vulnerable affected population groups). The overall goal is to ensure a participatory, inclusive and equity-focused data collection, reaching a diverse range of stakeholders at all levels to gather their opinions and suggestions on various programmatic aspects as per the evaluation information needs.

#### 5.2.3.1 Sampling approach for qualitative data collection

135. All qualitative data collection will be conducted in the same provinces, districts and communities where household survey will be administered. This convergent approach will enable robust triangulation of findings from different sources, and methods. Section 5.2.2 above on survey design elaborates the basis of selection of provinces. The evaluation team will employ **purposive or 'judgmental' sampling** for qualitative data collection with clear focus on key aspects:
  - a. To include all **relevant categories of stakeholders at all levels** to seek their inputs and suggestions on evaluation questions.
  - b. To include a **diverse range of locations and communities** for data collection considering the accessibility feasibility, avoidance of any security risk, and convenience.

- c. Reaching communities who received maximum possible benefits of the ECHO WASH interventions including rural water supply schemes, WASH kits or supplies, and rehabilitation/construction of hygiene facilities in schools, and HFIs; and to **maximize the representation of programme participants**.
136. The overall sampling and scope of qualitative data collection, with inclusion of a diverse range of stakeholders for KIIs and a wide representation of all community-level actors, will ensure that one type of FGD group or KII respondent at different levels and from different regions/locations will be interacted with multiple times. These repeated discussions will yield qualitative findings to the 'point of saturation', which is considered an appropriate benchmark for defining the scope of qualitative research.
137. The specific sampling and scope (for KIIs and FGDs) is further elaborated in the description of each individual method below.

### 5.2.3.2 Key informant interviews

138. The evaluation team will conduct semi-structured KIIs at the national, provincial and sub-provincial levels to gather stakeholders' insights on key programmatic aspects. These aspects include the design of the ECHO WASH Programme; delivery modalities; management arrangements and partnerships with implementing partners; role of de facto authorities (MRRD, MoPH, MoE); key results or achievements; challenges; lessons learned; scalability; and the effectiveness of the WASH emergency response against effects of displacement, drought, and acute water diarrhoea during implementation and to the end of the ECHO WASH Programme in 2023.

#### Box 3: Scope of KIIs

- **Scope of KIIs:** 59 KIIs
- **National level:** 26 KIIs
- **Provincial level:** 18 KIIs
- **District/Community level:** 15 KIIs

#### Key Stakeholders for KIIs

- UNICEF Team
- National/Provincial de facto authorities
- Implementing partners (INGOs/NGOs)
- Donors/UN Agencies

139. The stakeholders' perspectives on the current situation and observable changes in the WASH emergency needs of the affected population or improvements in WASH services for them will be utilized to draw evaluation findings on key evaluation questions. These findings will enrich evaluation findings after triangulation with other data sources.
140. The selection of KII respondents is based on a comprehensive stakeholder mapping during the desk review of programme documents, **utilizing a purposive sampling approach**. Key considerations included the role and position of respondents within relevant organizations and/or within ECHO WASH Programme design, implementation, monitoring, and reviews. **Key informant categories include UNICEF, IPs, donors, and senior public officials from relevant national/provincial ministries, and UN agencies.**
141. **In total of 59 KIIs are planned at all levels.** The evaluation team has developed stakeholder-specific, semi-structured guidelines (**see Appendix 10**) to steer the discussions. The core evaluation team members will conduct most KIIs with the UNICEF team and other key stakeholders at the national and provincial levels. Remaining KIIs at the provincial and sub-provincial levels, will be conducted by the national partner's senior staff, who will receive a comprehensive training on KII guides. The KII guides will be translated and used in the local language (**Dari or Pashto**), where feasible. All KIIs will be conducted either on-site (by visiting their offices) and/or remotely utilizing IT tools (phone or Microsoft Teams) as needed.



Table 20 below provides the proposed list of respondents for KIIs. This list will be further updated after feedback from UNICEF's evaluation management and reference groups.

Table 20 Scope of Key Informant Interviews

| Stakeholder Category                                                                                                                                                                                                                                                                                                                                                                                                                                    | Remarks                            | Total KIIs |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------|
| <b>National Level Key Informant Interviews</b>                                                                                                                                                                                                                                                                                                                                                                                                          |                                    | <b>26</b>  |
| <b>National Ministries/Government (de facto authorities)</b> <ul style="list-style-type: none"> <li>Ministry of Rural Rehabilitation and Development (MRRD)</li> <li>Ministry of Public Health (MoPH)</li> <li>Ministry of Education (MoE)</li> <li>Ministry of Energy and Water (MEW)</li> </ul>                                                                                                                                                       | On-site<br>Kabul                   | 4          |
| <b>UNICEF Country Office at the National Level</b> <ul style="list-style-type: none"> <li>Chief of WASH</li> <li>WASH Specialists/Officers (1x3)</li> <li>Chief of Health/nutrition</li> <li>Chief of Education</li> <li>Chief of SBC</li> <li>Gender Specialist (Focal person)</li> <li>Emergency Response Specialist</li> <li>Finance Section</li> <li>Partnerships Section</li> <li>Chief of Social Policy Section and Evaluation Manager</li> </ul> | On-site: Kabul<br>& Online         | 12         |
| <b>UNICEF Implementation Partners (IPs) – I/NGOs</b> <ul style="list-style-type: none"> <li>Citizen Organization for Advocacy and Resilience (COAR)</li> <li>Danish Committee for Aid to Afghan Refugees (DACAAR)</li> <li>International Medical Corps (IMC) – UK</li> <li>Organization for Coordination of Humanitarian Relief</li> <li>World Vision International (WVI)</li> <li>Human Resources Development Agency (HRDA)</li> </ul>                 | On-site: Kabul<br>& Online         | 6          |
| <b>Donors, and UN Agencies</b> <ul style="list-style-type: none"> <li>World Health Organization, Bureau for Humanitarian Assistance (BHA), ECHO, WFP</li> </ul>                                                                                                                                                                                                                                                                                         | On-site: Kabul<br>& Online         | 4          |
| <b>Provincial (Regional) Level Interviews</b>                                                                                                                                                                                                                                                                                                                                                                                                           |                                    | <b>18</b>  |
| <b>UNICEF's zonal/regional offices (group KIIs are proposed)</b> <ul style="list-style-type: none"> <li>WASH Officers (ECHO WASH programme focal persons) in Kandahar (South); Herat (West); Nangarhar (East); Balkh (North), and Kabul (Central Region)</li> </ul>                                                                                                                                                                                     | On-site/ Online<br>1 X 5 Provinces | 8          |
| <b>UNICEF's Provincial sub-offices in</b> <ul style="list-style-type: none"> <li>Paktya; Badghis; Ghor; Bamyan; Daykundi; Badakhshan</li> </ul>                                                                                                                                                                                                                                                                                                         | 1 X 3 sub-offices                  |            |
| <ul style="list-style-type: none"> <li><b>Provincial Departments of RRD (1 x 5 Provinces)</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                | On-site/ Online                    | 5          |
| <b>UNICEF Implementation Partners (IPs) – I/NGOs</b> <ul style="list-style-type: none"> <li>Provincial (ECHO WASH) Programme Managers</li> </ul>                                                                                                                                                                                                                                                                                                        | On-site/ Online<br>1 X 5 Provinces | 5          |
| <b>Sub-district/Community Level Interviews</b>                                                                                                                                                                                                                                                                                                                                                                                                          |                                    | <b>15</b>  |
| <ul style="list-style-type: none"> <li>Water Supply Operators (care takers) (1 x 3 Provinces)</li> </ul>                                                                                                                                                                                                                                                                                                                                                | On-site                            | 5          |
| <ul style="list-style-type: none"> <li>Health Facility (PHC) Manager (1 X 5 Provinces)</li> <li>Head Teachers/Principals (5 schools; 2 Boys &amp; 3 Girls)</li> </ul>                                                                                                                                                                                                                                                                                   | On-site<br>2 X 5 Provinces         | 10         |
| <b>Total Planned KIIs at all Levels</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |                                    | <b>59</b>  |

### 5.2.3.3 Focus group discussions

142. The evaluation team will conduct FGDs with a diverse range of community-level actors who have participated in ECHO WASH Programme activities and/or recipients or users of WASH supplies, services, or facilities at household and community levels. The key groups include men and women as members of Community Development Council (CDC), parents, adolescent boys and girls, local leaders, religious influencers and other vulnerable groups (IDPs, returnees, PwDs, and elderly).

143. Additionally, FGDs will also be conducted with school-based WASH club members (students of higher grades between 8-10 in the 13-16 years age range) and health staff in selected HFs. Considering the Afghan context and social norms, separate FGDs with men and women will be conducted to address gender considerations and ensure that open, uninfluenced opinions are shared by all participants.

144. These FGDs will generate qualitative evidence on the knowledge, attitudes and practices of participants concerning key WASH behaviours (handwashing, water access, treatment and storage, latrine use, personal hygiene, and environmental cleanliness). Additionally, the discussions will aim to understand the participants' perceptions about their role in planning and decision making (communities' empowerment) around WASH services at the household and community levels, as well as accessibility and satisfaction or (perceived) quality of WASH supplies and services they are benefiting from, and any changes experienced in WASH services and facilities in the last two years (2022-2023). These discussions will also highlight the underlying reasons, or justifications of their responses.

145. The FGDs will be conducted using semi-structured guides (Appendix 10), translated into the local language (Dari or Pashto) before organizing the training of the field staff. The evaluation team will ensure that the planning and execution of all FGDs complies with social and cultural norms, traditions and gender norms. Special attention will be given to respecting the sensitivities of topics (MHM and personal hygiene), especially during discussions with women and adolescent girls as FGD participants. The national partner (ATR Consulting) will deploy trained and experienced qualitative researchers to moderate FGD discussions.

146. The evaluation team will employ a **purposive or convenience** sampling approach to select locations, communities and recruit participants for FGDs. Key considerations will be ensuring the inclusiveness, diversity and relevance of the groups concerning their engagement with ECHO WASH activities planning or execution. **Overall, 24 FGDs are planned to be conducted in three provinces, in the same communities where survey will be undertaken.**

147. It is important to mention that due to any possible limitations or restrictions in **accessing the women participants for FGDs**, the evaluation team will consult UNICEF team to adopt the scope by a) increasing FGDs with men and/or b) for implementing more number of FGDs in those regions/provinces where female participants will be accessible. As a mitigation measure the ATR team will engage with local leaders or

#### Box 4: Scope of FGDs

- **Scope of FGDs: 24 FGDs**
- **FGDs in 3 Provinces**

#### Types of FGDs Participants

- CDC Members
- WASH services users.
- WASH supplies recipients.
- Community leaders and religious influencers
- WASH school clubs
- Health Center Staff

community influencers with its local staff to seek permission for accessing women participants by the female moderators.

148. Table 21 below provides a comprehensive plan for FGDs including the type of participants, scope, and geographic coverage. This comprehensive plan will ensure achieving a point of saturation of information, widely recognized as a benchmark in determining the scope of qualitative data collection. The evaluation team will finalize the specific names of the provinces in consultations with UNICEF team at the micro field planning stage.

149. It is also worth noting that since the schools and health facilities benefitted with ECHO WASH interventions are relatively limited in number and some provinces do not have any of these. Therefore, the evaluation team will aim to complete the below mentioned scope in those provinces with availability of schools and health facilities benefitted with ECHO WASH interventions.

**Table 21 Scope of Focus Group Discussions**

| Community Level Groups for FGDs                                                                                                                                                                                                                                                                                              | Prov-1   | Prov-1   | Prov-1   | Total FGDs |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|------------|
| Community Development Council (CDC) members including <b>men community members</b> , adolescent boys, volunteers, community leaders, religious influencers, representing all available/accessible community groups including returnees, IDPs, and PwDs, elderly, poor, and others.                                           | 2        | 2        | 2        | 6          |
| WASH services/facilities users ( <b>women/mothers</b> , including adolescent/young girls, representing all available/accessible groups such as returnees, IDPs, PwDs, elderly, and poor) <b>at the household and/or community levels (IDP areas, temporary settlements, and drought/cholera affected communities/areas).</b> | 2        | 2        | 2        | 6          |
| School WASH Clubs children (14-16 years old - grade 8-10) in high schools. ( <b>Girls schools</b> )                                                                                                                                                                                                                          | 1        | 1        | 1        | 3          |
| School WASH Clubs children (13-16 years old - grade 8-10) in high schools. ( <b>Boys schools</b> )                                                                                                                                                                                                                           | 1        | 1        | 1        | 3          |
| Health Facilities Staff ( <b>men</b> ) including Community Health Workers; and outreach staff (polio/EPI, nutrition)                                                                                                                                                                                                         | 1        | 1        | 1        | 3          |
| Health Facilities Staff ( <b>women</b> ) including Community Health Workers; and outreach staff (polio/EPI, nutrition)                                                                                                                                                                                                       | 1        | 1        | 1        | 3          |
| <b>Total FGDs</b>                                                                                                                                                                                                                                                                                                            | <b>8</b> | <b>8</b> | <b>8</b> | <b>24</b>  |

#### 5.2.3.4 Collection of human-interest stories

150. During FGD execution, moderators will attentively listen to participants, encouraging them to share real-life examples that elaborate on their views regarding community and household-based WASH interventions, perceived benefits, and changes influenced by the Programme. If participants are willing to share detailed stories, the moderator will coordinate follow-ups to record compelling narratives, transforming them into engaging human stories.<sup>70</sup> Key themes from the collected stories will be triangulated with findings from other sources. The evaluation team aims

<sup>70</sup> Moderators are skilled at collecting qualitative information. They will not be guided by a standard set of questions or tool. Instead, the moderator will ask for further details about the specific narrative to understand what has changed for the subject as a result of UNICEF's work.

to collect two to three stories in total which will be presented in the final evaluation report.

### 5.2.3.5 Observations of the communal water supplies and collection of field evidence/photographs

151. During primary data collection or field visits to communities, the evaluation team will remain vigilant of the surrounding environment, capturing scenarios that reflect the situation regarding environmental cleanliness and the conditions of communal water supply (WSS), or water points or pumps (including location/access and the cleanliness of the surrounding area and platform of the rural water supply schemes), as well as the status of communal toilets and the situation of wastewater and solid waste in the communities (IDP areas, temporary settlements). Furthermore, with permission from the available local people, field staff will capture photographs of real-life situations and conditions. These photographs will be used to interpret and validate the findings from FGDs conducted in the same communities, enabling evaluation team to conduct a more meaningful analysis and triangulation of the findings for evaluative judgments. The selected photos/evidence will be presented in the final evaluation report as an appendix.

### 5.2.3.6 Stakeholders' consultations (reflection and validation)

152. The evaluation team is also proposing to convene a one-day consultative or reflection session with key stakeholders, to be identified in consensus with UNICEF ACO. The session will aim to capture their collective insights on key programmatic dimensions, such as key successes, gaps and the related enabling or hindering factors, challenges, lessons learned and recommendations for addressing immediate or emergency WASH needs as well as offering durable solution around WASH services and facilities with a focus on sustainability and possible replication. The UNICEF team will coordinate with relevant potential participants to secure their participation in the workshop. The evaluation team's role will be to moderate the session to seek validation and/or factual corrections on the preliminary findings from the stakeholders. The findings will be utilized to triangulate findings from other sources and to draw conclusions and formulate recommendations. The exact timeline for the proposed workshop will be finalized with the UNICEF team during the data collection phase.

## 5.3 Integration of gender, equity, human rights, climate, ESS, and disability in the evaluation

153. UNICEF's cross-cutting programming priorities i.e., gender equality, human rights, climate, ESS, equity, and disability, shall be considered across all stages of evaluation – inception, data collection and reporting and dissemination. A particular focus is placed to ensure that evaluation design, methodology, tools, and data collection scope and processes are completely aligned with the UN System-Wide Action Plan (UN SWAP) 2.0 prescribed accountability framework for mainstreaming **Gender Equality and The Empowerment of Women (GEEW)**<sup>71</sup> by incorporating all relevant indicators and dimensions during analysis and reporting phases. Table 22 below details actions to integrate these aspects into the evaluation.

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<sup>71</sup> UN-SWAP 2.0: Accountability Framework for Mainstreaming Gender Equality and The Empowerment of Women (GEEW) In United Nations Entities Framework & Technical Guidance; Version-2 2019.  
[https://archive.unescwa.org/sites/www.unescwa.org/files/page\\_attachments/technical\\_notes\\_un\\_swap\\_2019.pdf](https://archive.unescwa.org/sites/www.unescwa.org/files/page_attachments/technical_notes_un_swap_2019.pdf);  
[https://elearning.un.org/CONT/GEN/CS/1\\_Know\\_Gender\\_\(English\)/story\\_content/external\\_files/M03\\_S16\\_16\\_17\\_UN\\_SWAP\\_brochure.pdf](https://elearning.un.org/CONT/GEN/CS/1_Know_Gender_(English)/story_content/external_files/M03_S16_16_17_UN_SWAP_brochure.pdf)

**Table 22 Evaluation Measures to Integrate Gender, Equity, Human Rights, Climate, ESS and Disability parameters**

| Gender Integration Considerations of the Evaluation Design and Execution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Equity and disability Integration Considerations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• The desk review specifically examines gender-focused policies, approaches, interventions and outcomes within the WASH sector's strategic framework and internal documentation of the WASH Programme.</li> <li>• Evaluation methods and tool development ensure the inclusion of gender-disaggregated data collection, followed by gender-disaggregated analysis, findings and the formulation of recommendations.</li> <li>• Gender-responsive indicators are incorporated into the evaluation matrix under, effectiveness, and relevance criteria, along with a dedicated criterion on gender equality with -related evaluation sub-questions and indicators.</li> <li>• Respondent selection and field teams consider gender equality, with a focus on adequate representation of women and girls in separate FGDs to comply with community gender norms.</li> <li>• Household survey respondents aim to maintain an equal participation of men and women.</li> <li>• The extraction of findings, analysis and formulation of conclusions and recommendations integrate gender aspects.</li> </ul> | <ul style="list-style-type: none"> <li>• The desk review specifically identifies WASH policies, approaches and interventions by the de facto government, UNICEF, and others that incorporate equity parameters (rural/urban, economic, disability, etc.) in any programmatic aspect (design, implementation, budgets, M&amp;E, reporting) to support WASH Programme implementation.</li> <li>• A dedicated sub-section in the evaluation matrix covers cross cutting criteria such as gender, human rights, climate, disability and equity parameters (EQs and indicators) in the EM and data collection tools focuses on collecting relevant data to understand integration of these cross-cutting parameters in WASH services planning and delivery.</li> <li>• Execution of FGDs will reflect an inclusive approach by accessing remote communities and including vulnerable groups in community-level discussions.</li> <li>• Evaluation findings, where applicable, will be presented disaggregated by equity parameters (rural/urban, economic, disability, etc.).</li> </ul> |
| Human Rights Integration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Climate and ESS considerations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• The evaluation framework examines alignment with human rights principles and desk review of the Programme documents focuses on this aspect ensuring comprehensive compliance.</li> <li>• A dedicated question and related indicators on human rights integration have been incorporated into the evaluation matrix, and data collection tools. Data collection will ensure the collection and analysis of human rights-disaggregated data, shaping findings and recommendations.</li> <li>• Field teams will prioritize adherence to all rights of the evaluation participants demonstrating compliance to human rights norms, while findings, analysis, and recommendations will emphasize human rights aspects in the final evaluation report.</li> </ul>                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• The evaluation framework scrutinizes the integration of climate and ESS principles.</li> <li>• A specific inquiry and relevant indicators on climate and ESS integration are integrated into the evaluation matrix and data collection tools. Data gathering will encompass climate and ESS-disaggregated data, shaping subsequent findings and recommendations. Field teams will prioritize WASH observations to understand climate and ESS aspects of the water supplies and sanitation facilities provided by the programme. Findings, analysis, and recommendations will underscore climate and ESS aspects in the evaluation report.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |

## 5.4 Quality assurance of the data collection

154. The entire evaluation team, particularly the Team Lead with support from the national partner's lead, will be responsible for overseeing overall data collection processes and ensuring quality assurance. This includes supervising the data collection

services provided by the national partner (ATR Consulting) and defining the roles or tasks of other national/international team members along with their expected outputs. The evaluation team will implement the following measures to ensure that the collected data is of high quality, reliable, correct and comprehensive, addressing all evaluation questions and objectives.

#### 5.4.1 General quality control during fieldwork

155. The evaluation will adhere to UNICEF-adapted UNEG Norms and Standards particularly around the following key aspects among others.

- a. Ensuring the quality of data and information collected and integrity of analysis reflected in the evaluation deliverables.
- b. Ensuring that the data collection processes are consistent with UNICEF's prescribed guidelines.
- c. Ensuring that the qualitative and quantitative evidence gathered is comprehensive enough to make an informed assessment in line with the evaluation's key questions, and objectives, and in support of the conclusion and recommendations. Managing all data collection (e.g., interview processes, survey, and desk review of documentary sources regarding the evaluation), analysis, reporting, and communication.

156. A second level of quality assurance of all deliverables will be undertaken by the UNICEF evaluation manager and the Management Team. They will be supported by a Reference Group, that will be responsible for the content quality control and feedback on key deliverables, including this Inception Report, preliminary findings, and final reports.

157. The following key measures listed in Figure 6 below will ensure the quality assurance of all the processes to be implemented during field data collection.

**Figure 6 General quality control during fieldwork**

|                                                                                     |                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Continued support and supervision</b> will be provided to the national consultant and field staff of the national partner by the Team Lead. Additionally, a dedicated quality assurance expert also ensures the quality of all data collection processes, interim outputs and final deliverables.                                     |
|  | <b>Ethical clearance</b> from the relevant institution will be obtained with the support of the UNICEF team. The evaluation team will prepare the ethical protocol upon submission of the IR and will submit it immediately after approval of the IR.                                                                                    |
|  | <b>Gender balanced</b> staff will be deployed and ensure complete adherence to local gender norms, traditions and cultural sensitivities.                                                                                                                                                                                                |
|  | <b>Informed (verbal/written) consent/assent</b> from each respondent will be taken prior to conducting any data collection activity. The consent/assent form shall include all standard elements of obtaining the consent/assent (purpose of activity, protocols of engagement, no harm, relevance of the activity to them, and others). |
|  | <b>Collection of field evidence</b> of the completed data collection events (KIIs, FGDs, survey enumeration) will be ensured by taking photographs with prior approval from the concerned respondents/participants of the KIIs and FGDs.                                                                                                 |
|  | <b>Confidentiality and anonymity</b> of the participants will be maintained, and findings will be summarized to an appropriate level of aggregation.                                                                                                                                                                                     |



158. **Appendices 14, and 15** provide summary ethical protocol and safeguarding measures to be applied during data collection with the Affected population (adolescents, PwDs, and IDPs).

#### 5.4.2 Field staff training

159. Rigorous training will be conducted for the field team on data collection tools including KIs, FGDs, household survey questionnaires, and WASH Checklists. Initially, a Training of Trainers (ToT) session will be organized to train master trainers from the national partner team, including the national consultant. These master trainers will, in turn, provide training to the national partners' field staff, including FGD moderators, note-takers, enumerators for administering household surveys, and WASH Checklists in schools and HCFs. Preference will be given to engaging local field staff from the respective regions with adequate experience in WASH sector-related data collection.
160. The training will adhere to a structured agenda, including an orientation on ECHO WASH Programme interventions, coverage, and multiple evaluation aspects. Special emphasis will be on UNEG/UNICEF guidelines, norms, and field protocols, ensuring complete understanding and adherence to ethical guidelines. Additional focus includes explaining ethics, sensitivities, and protocols for friendly interactions with adolescents, children, and other affected groups (returnees, IDPs, and PwDs). The training will also cover the proper usage of IT-based data collection devices and tools to ensure their proper use.
161. The training will follow a structured agenda (refer to Appendix 16 for the draft version).

#### 5.4.3 Pre-testing and translation of tools

162. The evaluation data collection tools will undergo pre-testing before field data collection. Pre-testing involves two levels: a) during field team training, incorporating mock exercises, and b) by visiting a nearby community for sample data collection. This will allow effective use of tools by all field staff during actual data collection. After pre-testing, tools will be updated based on the feedback. Final tools will be translated into the local language using a back-translation procedure for quality assurance purposes. The finalized translated tools will be shared with UNICEF for endorsement and distributed to field staff for use in the field.

### 5.5 Data processing, analysis and reporting

163. The analysis of both qualitative and quantitative data from primary and secondary sources will occur simultaneously. Immediately after data collection activities conclude, raw data will be consolidated, processed, and cleaned. All data, both qualitative and quantitative, will be collated, processed and analysed, allowing for comparison and triangulation with secondary data obtained during the desk review, facilitating a comprehensive interpretation of findings.
164. **Qualitative Data Analysis:** A systematic content and thematic analysis of FGDs, KIs, and field notes/recordings will be undertaken using MaxQDA<sup>72</sup> and Excel-based tools. The process will involve reviewing and summarizing unstructured textual content, followed by identifying and coding relevant data into common themes. Summarized data will be organized into matrices to extract patterns on programmatic

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<sup>72</sup> MAXQDA is a software for qualitative and mixed methods data analysis. MAXQDA can help with systematic analysis and interpretation of the data. It allows the user to develop a system of categories and mark important information in the data with different codes using MAXQDA flexible and powerful coding features.

aspects and participants' perspectives. Key findings will be triangulated with secondary sources for valid judgments and conclusions. This comprehensive analysis ensures a robust evaluation of different programmatic aspects and perspectives, enhancing the validity and reliability of the conclusions drawn from the qualitative data.

165. **Quantitative Data Analysis:** The quantitative data collected through household surveys and WASH Checklists (for schools, health facilities, and water supply scheme) will undergo a thorough analysis using statistical software such as R and SPSS. Analysis plans, formulated during the data collection phase, will guide the overall analysis, including descriptive statistics (averages, means, frequencies), and cross-tabulations for gender analysis, equity, disability, human rights, and climate considerations related variables where will be feasible and whichever will be applicable. This systematic approach ensures coherence, logical exploration, and insightful interpretation of the quantitative data, addressing all evaluation questions and drawing meaningful conclusions across all evaluation criteria.
166. **Analysis of Secondary Data:** The evaluation team will also utilize and analyse data from secondary sources to develop a contribution narrative. The secondary sources included are discussed in section 5.2.1.
167. **Validation of Findings:** Furthermore, the preliminary findings will be presented during a reflection workshop with the aim to validate preliminary findings and to seek additional explanations for some critical findings on ECHO WASH Programme results, key achievements and implementation gaps, along with the contributing factors leading to the observed or recorded findings. The consultative session will also be utilized to discuss and formulate potential recommendations. All findings from the reflection workshop will be triangulated with findings from all other sources and will lead to refining the evaluation findings, conclusions, and final recommendations (see section 5.2.3.6 for further details).

## 5.6 Evaluation compliance to ethical considerations, norms and standards

168. The evaluation design and execution of all evaluation processes shall adhere to UNICEF Standard on Information Security (2018), UNICEF Policy on Personal Data Protection (2020), 'UNICEF procedure on ethical standards in research, evaluation, data collection and analysis (2021)<sup>73</sup>' and UNEG<sup>74</sup> prescribed evaluation norms, and standards among several other guidance documents on evaluation ethical guidelines. Moreover, the evaluation will go through an IRB process to seek ethical clearance from the relevant institutions to be identified by UNICEF ACO. Compliance to UNICEF/UNEG norms and standards as well data protection protocols are described in Table 23 below.

**Table 23 Evaluation Compliance to UNICEF/UNEG Norms and Standards**

| Ethical Norms and Standards                                                                                                                                                                                                                                                                                                                                         | Evaluation Compliance Measures                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Respect:</b> This principle involves engaging with all stakeholders in a way that honours their dignity, well-being, participation and personal agency. It also acknowledges any limitations of this agency. Respect requires responsiveness to sex, gender, race, language, country of origin, LGBTQ+ status, age, background, religion, ethnicity, ability and | During all evaluation stages, the evaluation team will prioritize transparent communication, uphold the respect and dignity of all participants, and adhere to cultural sensitivity. The approach will be tailored to local traditions and norms, ensuring inclusivity and respect, especially during data collection activities while |

<sup>73</sup> <https://www.unicef-irc.org/files/documents/d-4165-Final%20Procedure%20Ethical%20Standards%20Evidence%2004%202021.pdf>

<sup>74</sup> [Principle of Ethics in Evaluation \(2020\)](#).

| Ethical Norms and Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Evaluation Compliance Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| cultural, economic, and physical environments.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | interacting with all stakeholders.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Beneficence:</b> This principle means striving to do good for people and the planet while minimizing harm arising from evidence generation. It requires the weighing of harms and benefits. The data collected must be purpose-driven (directly informed by the activity or benefit), and proportional (only collecting what is required) and protective of children's rights.                                                                                                                                                                                                                                                                                                                                                                      | All evaluation tools ensure purpose-driven data collection aligned with objectives and key questions while avoiding unnecessary information. Questions are tailored to respondents' profiles, incorporating child-friendly approaches as relevant. Analysis and reporting prioritize weighing harms and benefits, with ethical review is integral to the data collection process.                                                                                                                                                                                                                                                                                                                                                    |
| <b>Justice:</b> The principle of justice requires that consideration is given to who benefits and who carries the burden of evidence generation and the broader equity of the project, its implementation, and outcomes. The work should be "people-centric" – ensuring the needs, interests, and expectations of people—including children and their caregivers in particular—are prioritized by those handling data about them.                                                                                                                                                                                                                                                                                                                      | In adhering to the principle of justice, this evaluation will prioritize a balanced or equitable consideration of benefits and burdens. The overall evaluation design, tools and implementation approach is participatory, inclusive, and cantered on people, while considering needs, roles, interests and expectations of stakeholders including communities, and adolescent boys and girls.                                                                                                                                                                                                                                                                                                                                       |
| <b>Integrity:</b> This principle necessitates the active adherence to moral values and professional standards, which are essential for all evidence that is commissioned or undertaken.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | All evaluation team members are well-aware of and committed to following moral, ethical and professional standards relevant to evaluation planning, data collection, analysis and reporting processes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Accountability:</b> It is the obligation to be answerable for all decisions made and actions taken, and to be responsible for honouring commitments, without qualification or exception as well as to report potential or actual harms observed through the appropriate channels. The principle includes accountability to relevant populations.                                                                                                                                                                                                                                                                                                                                                                                                    | Accountability is a priority for our evaluation team. We commit to delivering justified findings, considering all available evidence, perspectives of all involved stakeholder's perspectives and communities, and contextual realities, while maintaining the independence of evaluation team. This approach ensures transparent and accountable reporting.                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Integration of (compliance to) other Evaluation Ethics<sup>75</sup>:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b><u>Independence, and impartiality:</u></b> The evaluation function should be independent of other management functions to ensure it is credible, free from undue influence and results in unbiased reports.</p> <p><b><u>Transparency:</u></b> Evaluations should be conducted in a transparent and consultative manner with key stakeholders.</p> <p><b><u>Intentionality and use of evaluation:</u></b> Planning for evaluations should demonstrate a clear intent regarding the purpose and use of findings to improve the work of UNICEF or the UN system in gender equality and the empowerment of women.</p> <p><b><u>Participation and inclusion:</u></b> Evaluations should promote participation of stakeholders and inclusiveness.</p> | <ul style="list-style-type: none"> <li>• The evaluation team will work independently without any interference or influence from relevant stakeholders.</li> <li>• The ERG will also extend their support and enable the evaluation team to work autonomously.</li> <li>• Both the ERG and UNICEF are committed to publishing and disseminating quality evaluation reports in the public domain without undue influence by any party.</li> <li>• The evaluation team composition ensures that there is no conflict of interest, i.e., none of the member is/was ever involved (in the past or in near future), or had been directly responsible in the Programme design, implementation, and its respective policy making.</li> </ul> |

<sup>75</sup> UNEG Norms and Standards for Evaluation 2016

| Ethical Norms and Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evaluation Compliance Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Quality and Credibility<sup>76</sup>:</b><br/>Evaluations should be conducted in a systematic manner, applying sound approaches and methods.</p> <p><b>Data privacy and protection:</b> This principle underscores the imperative of safeguarding individuals' personal information and ensuring its confidentiality and security throughout the evaluation processes.</p> <p><b>Evaluation Competencies:</b> The obligation to be answerable for all decisions made and actions taken and to be responsible for honouring commitments, without qualification or exception.</p> <p>All evaluation team members have personal and professional integrity and shall abide by the UNEG Ethical Guidelines for evaluation and the <b>UNEG Pledge of Commitment to Ethical Conduct in Evaluation</b> in the UN system to ensure that the rights of individuals involved in an evaluation are respected<sup>77</sup>.</p> | <ul style="list-style-type: none"> <li>• The evaluation is being conducted by Konterra, an international consulting firm that specializes in research and evaluations. It has successfully completed 100+ evaluations across multiple regions and countries, including UNICEF evaluations.</li> <li>• <u>Ensuring compliance to data privacy and protection:</u> This evaluation will uphold strict protocols for data handling, including encryption, limited access, and anonymization techniques, thereby mitigating risks of unauthorized access or misuse of sensitive information. Additionally, regular audits and compliance checks will be conducted to uphold stringent data protection standards.</li> <li>• Konterra has deployed a competent and professional team (comprising national and international experts and local field teams), to work independently, impartially and apply rigorous design and methodology to implement this evaluation.</li> <li>• All evaluation team members have a sound understanding of and will act with cultural sensitivity and pay particular attention to protocols, codes and local norms during their interactions with women, adolescent girls, and other affected population groups (returnees, IDPs, PwDs, and elderly).</li> </ul> |

## 5.7 Evaluation limitations and planned mitigation actions

169. Table 24 below lists some potential limitations or constraints with proposed mitigation measures.

**Table 24 Potential Limitations, Constraints and Proposed Mitigation Measures**

| Risks & Limitations                                                                                                                                                                                                                          | Mitigation Measures                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Partial data availability of the Programme monitoring data (list of villages, training database, IPs closure, PCAs TPM/PDM reports for all regions, financial data etc.) may limit evaluation analysis and findings on evaluation questions. | The Evaluation Team (ET) will uphold regular communication with the UNICEF team, actively seeking vital information. During field interactions, they will solicit essential data and reports from relevant stakeholders like Regional and Provincial UNICEF offices, IPs/NGOs, and de facto authorities, cross-referencing information for reliability and accuracy, ensuring robust evaluation analysis and findings. |
| Access to remote (hard to reach) communities, and those with security risks may be compromised due to some unforeseeable constraints (geographic access issues).                                                                             | The evaluation team, supported by a national partner with all local staff, will ensure due diligence before accessing to remote areas. Field planning will consider guidance from UNICEF's logistics and security staff, identifying 'back-up communities' for inaccessible areas, ensuring preparedness and adaptability during data collection.                                                                      |

<sup>76</sup> UNEG Norms and Standards for Evaluation 2016

<sup>77</sup> UNEG Ethical Guidelines for Evaluation (2020): Pledge of Ethical Conduct in Evaluation; <https://www.unevaluation.org/document/download/3683>

| Risks & Limitations                                                                                                                                                                                                                                                                                                               | Mitigation Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Access to women participants (household/community members) for survey interviews and FGDs may be limited or could be completely denied under the de facto authorities' restrictions.                                                                                                                                              | The evaluation team will collaborate closely with community/religious leaders, employ trusted intermediaries, and use culturally sensitive approaches. If limitations persist, alternative methods like phone calls or communication through local women representatives will be explored to ensure comprehensive data collection. Moreover, in case of such bottlenecks during the field work, the evaluation team will leverage the MoPH/UNICEF's CLTS facilitators' support as was mentioned by the UNICEF WASH team during the review of this inception report. |
| Some participants of FGDs (especially schoolgirls, and women household/community members) may feel some reluctance (due to some cultural/social or religious factors) in actively sharing their opinions on sensitive topics such as MHM, etc.                                                                                    | The evaluation team brings an extensive experience in qualitative research, especially in WASH and MHM. Local women researchers will ideally moderate FGDs with women and girls. Field staff training will prioritize ethical considerations and probing protocols for handling sensitive topics, possibly involving a woman school staff member for added comfort in FGDs with schoolgirls.                                                                                                                                                                        |
| Unavailability or limited availability of public officials may be a constraint in data collection.                                                                                                                                                                                                                                | The evaluation team will schedule follow-up on-site meetings during field mission or conduct phone calls with the identified respondents. Additionally, a reflection workshop is planned to provide stakeholders with another opportunity to share their insights on the evaluation questions.                                                                                                                                                                                                                                                                      |
| The evaluation has used a descriptive ToC to inform the evaluation design tools' preparation, analysis, and reporting.                                                                                                                                                                                                            | The evaluation team will focus on hierarchy of results (available in donor reports) to understand the underlying logic, linkages between intended hierarchical results and interventions, and potential pathways of change. Stakeholders' feedback will be actively sought to discuss key aspects of narrative ToC. Furthermore, detailed discussions with the UNICEF team during field missions are planned to discuss and draft the ToC.                                                                                                                          |
| The survey administration aims to collect equal (50%/50%) representation of male and female respondents (preferably head of household). However, considering Afghanistan context (MICS reveals that around 5% households in Afghanistan are female headed), it might not be achieved in all provinces and at the aggregate level. | All enumerators will be provided a comprehensive training along with the allocation of specific quota of sample to achieve equal (50%/50%) representation of male and female respondents (preferably head of household). In case, where female headed household will not be found, the senior most female household member will be interviewed to achieve or complete the female respondent quota. Any variation to the aimed proportion (50% female) would be reported in the final evaluation report based on the actual interviewed respondents.                 |
| Currently, the COVID-19 situation is completely under control. However, if any resurgence of this pandemic evolves at the time of field data collection, it may cause some restrictions on physical interactions.                                                                                                                 | The evaluation team will promptly review the execution plan, ensuring adherence to all COVID-19 protocols mandated by the local authorities. The revised plan will prioritize IT-based solutions for online interviews, with limited field interactions following strict safety measures. Having managed international assignments during the pandemic, the evaluation team is prepared to adapt to remote management if necessary.                                                                                                                                 |

## 6 EVALUATION MANAGEMENT

170. This chapter outlines evaluation management, team composition, and implementation approach, detailing roles of team members, including the national partner and consultants, and presenting the work plan.

### 6.1 Evaluation Management & Oversight

171. The evaluation is commissioned by the UNICEF ACO to Konterra, an international consulting firm with specialization in research and evaluation services, among others.

172. **Evaluation Manager and the Evaluation Management Team:** The evaluation is being supervised and managed by a dedicated Evaluation Manager (Evaluation and Research Specialist) at UNICEF ACO, with support from an Evaluation Officer. The evaluation manager collaborates with the WASH Manager on all technical and thematic aspects, who is in turn supported by WASH specialist and other WASH colleagues. These evaluation management arrangements operate under the overall guidance of the Chief of Social Policy, Evaluation and Research at UNICEF ACO. Within UNICEF, the evaluation manager and WASH manager will also liaise with other members of the evaluation reference team comprising of focal persons from other sections (health/nutrition, education, gender, SBCC, and emergency) as feasible. All these oversight arrangements align with UNICEF's Evaluation Policy 2018, emphasizing ensuring the independence and impartiality of the evaluation.

173. The Evaluation Manager facilitates the Evaluation Team's access to and sharing of required WASH data, reports and information. Additionally, the EM reviews the draft outputs of the evaluation, including evaluation design, evaluation matrix, methods, and tools, and liaises with the evaluation team on planning and executing all evaluation events and processes. This involves coordination with all relevant stakeholders.

174. To ensure the robust quality of the evaluation deliverables and their utility for relevant stakeholders within de facto government, IPs, and donors, an **Evaluation Reference Group (ERG) is constituted**. The ERG comprises of internal and external partners, covering UNICEF stakeholders, WHO, ACTED, MRDD, and academia. The more specific composition of the ERG will be inserted in the final evaluation report.

175. **The ERG will serve** as a critical mechanism to improve communication and transparency during the evaluation process and to promote its quality as well as the benefits and learning that come from it. **More specific expected roles of the ERG are as follows:**

- a. Provide political commitment, ownership, high-level technical and strategic guidance on the overall planning and implementation of key evaluation events.
- b. Review the evaluation deliverables (Inception Report, preliminary findings and recommendations, and Draft Final Report), provide technical guidance on the evaluation deliverables.
- c. Participate in key consultations (reflection and validation) to provide feedback and inputs on evaluation findings and contribute to co-formulation of recommendations.
- d. Participate in dissemination event to share evaluation findings and recommendations with all relevant stakeholders at the national, regional and global levels.



176. Appendix 18 and 19 provides additional details on specific roles, and responsibilities of the evaluation manager, and composition and roles of the ERG.

## 6.2 Evaluation Team

177. The evaluation team comprises a gender-mixed group of senior professionals, led by an international team lead (Asmat Gill) with extensive experience in conducting WASH evaluations for UNICEF, humanitarian research, impact assessments, and a deep understanding of and working experience within the Afghanistan context. He will be supported by a senior international evaluation expert (Jane Burke). She brings a decade of technical background in evaluation services for UNICEF, other UN agencies, donors, and INGOs as well a working experience in Afghanistan. The evaluation team also includes a senior statistician with significant experience in evaluations. Additionally, KonTerra's external Quality Assurance Advisor will undertake quality assurance of all evaluation deliverables. In-country support for primary data collection (KIs, FGDs, household survey administration, ethical approval process completion, necessary follow-ups to relevant stakeholders and other tasks and roles) and logistics will be provided by ATR Consulting<sup>78</sup> who has extensive experience in field data collection and research in Afghanistan for UNICEF, other UN agencies, donors, and INGOs. The composition of the evaluation team has been carefully determined based on the evaluation specific scope, humanitarian research experience, thematic expertise, and awareness of the national context in Afghanistan (**Appendix 20 provides description of evaluation team members' roles, and responsibilities as well brief profiles of all team members**). The Table below mentions brief composition of the evaluation team members.

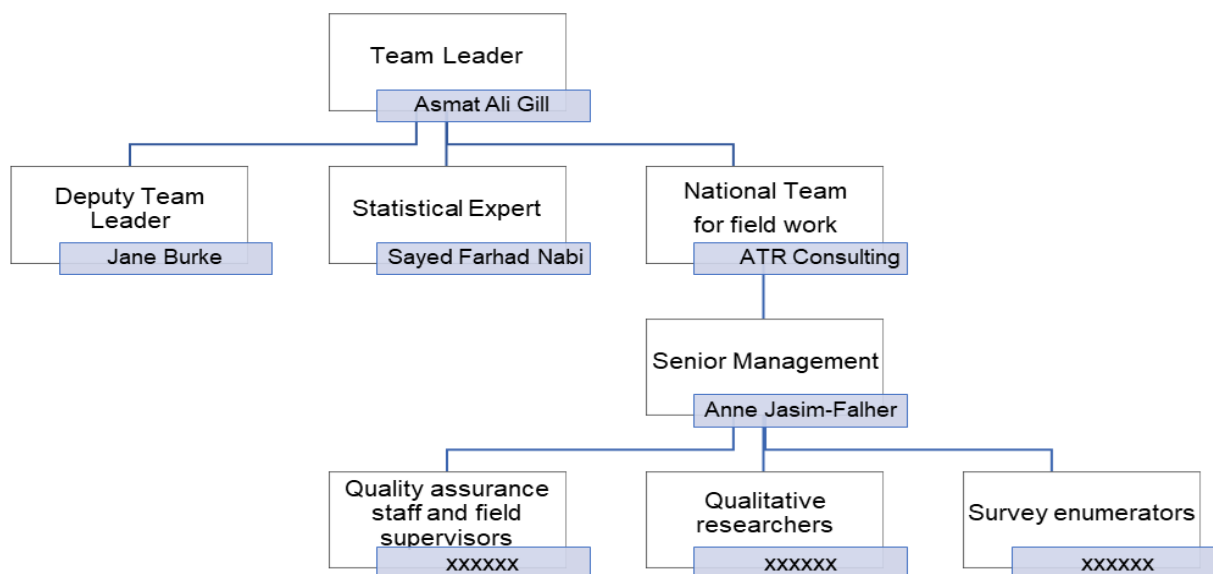
Table 25 Evaluation Team composition

| Name                                | Key Role in Evaluation Team                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Asmat Ali Gill (male)</i>        | <b>Team Leader:</b> team leadership (Senior Evaluator, WASH Sector, and Public Health Expert)                                                   |
| <i>Jane Burke (female)</i>          | <b>Deputy Team Leader:</b> Senior Evaluator, WASH Sector, and humanitarian programming)                                                         |
| <i>Sayed Farhad Nabizada (male)</i> | <b>Senior Statistician:</b> quantitative survey, and statistical data analysis                                                                  |
| <i>Anne Jasim-Falher (female)</i>   | <b>CEO ATR Consulting (National Partner) / Senior Evaluation Expert Coverage:</b> guide and supervise all primary data collection and analysis. |

178. Figure 7 below provides the organogram of the evaluation team.

<sup>78</sup> <https://atr-consulting.com/>

**Figure 7 Evaluation Team and Roles**



179. The evaluation quality will be addressed in several ways throughout the process: (i) through the application of UNICEF’s Global Evaluation Reports Oversight System (GEROS) standards and the UN- SWAP Evaluation Performance Indicator (EPI) and the United Nations Disability Inclusion Strategy (UNDIS) Indicator 10 (Disability-inclusive Evaluation); (ii) through approaches supporting data reliability, consistency, and accuracy; (iii) through support and oversight provided by KonTerra Evaluation Manager and Quality Assurance (QA) advisor; (iv) through the quality review and management of UNICEF Afghanistan CO; and (v) through the guidance and review provided by the ERG. Additional details on the evaluation team’s approach to quality assurance in data collection are described in section 5.3 above.

180. KonTerra, as a company, holds ultimate responsibility for promoting and delivering quality assurance. KonTerra ensures the quality of deliverables (validity, consistency, and accuracy) and will make necessary amendments at the company’s expense to bring evaluation products to required quality levels in the case of any standards that are not being met by the evaluation team. In the event of unsatisfactory performance of a team member, KonTerra will make the rearrangements required if it cannot be remediated in a timely manner.

## 7 EVALUATION DELIVERABLES ANDTIMELINE/WORKPLAN

181. The evaluation shall be executed in five phases. Each phase encompasses a sequence of activities (both concurrent and sequential) as is illustrated in Figure 8 below.

**Figure 8 Evaluation Implementation Phases**

| Phases                                                   | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Output/ Deliverable                                                                                                                                      |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pre-Inception Phase</b>                               | <ul style="list-style-type: none"> <li>Initial Kick-Off meeting and weekly check-in meetings convened.</li> <li>Document Request and stock taking of the received documents.</li> <li>Detailed literature review.</li> <li>Draft and final Evaluation Matrix (EM) and discussion on methodology.</li> </ul>                                                                                                                                                                                                             | <ol style="list-style-type: none"> <li>Draft EM developed and shared</li> <li>Detailed Workplan</li> <li>Weekly meetings with UNICEF convened</li> </ol> |
| <b>Inception Phase</b>                                   | <ul style="list-style-type: none"> <li>The literature review process continues</li> <li>A request for ethical clearance</li> <li>Draft and Final Inception Report based on feedback from UNICEF</li> <li>Field Planning, visa processing, ethical approval, field authorization</li> </ul>                                                                                                                                                                                                                              | <ol style="list-style-type: none"> <li>Draft Inception Report</li> <li>Final Inception report, UNICEF/ERG feedback, revision, and approval</li> </ol>    |
| <b>Field Data Collection Phase</b>                       | <ul style="list-style-type: none"> <li>Preparations and planning for the field mission finalised.</li> <li>Weekly check-in meetings with UNICEF</li> <li>Comprehensive training to the field team.</li> <li>Updated and revised detailed fieldwork plan will be shared with UNICEF at this stage.</li> <li>Primary data collection (Survey, KIIs, FGDs, WASH observations).</li> <li>A reflection workshop will be convened.</li> <li>Field debriefing summarizing the preliminary findings for UNICEF team.</li> </ul> | <ol style="list-style-type: none"> <li>Field data collection mission completed</li> <li>Preliminary debriefing with UNICEF</li> </ol>                    |
| <b>Data Processing, Consolidation and Analysis Phase</b> | <ul style="list-style-type: none"> <li>Consolidation of the primary data (qualitative &amp; quantitative)</li> <li>Transcription of the KIIs and FGDs</li> <li>Data cleaning, entry, coding, and editing</li> <li>Literature review of the relevant documents will be continued</li> </ul>                                                                                                                                                                                                                              | <ol style="list-style-type: none"> <li>Analysis plan</li> <li>Data processing (survey results, transcriptions)</li> <li>Data triangulation</li> </ol>    |
| <b>Reporting and Dissemination phase</b>                 | <ul style="list-style-type: none"> <li>Draft Evaluation Report will be produced, prepared and shared with UNICEF</li> <li>The report will be finalized based on the feedback received.</li> </ul>                                                                                                                                                                                                                                                                                                                       | <ol style="list-style-type: none"> <li>Draft Evaluation Report</li> <li>Evaluation Report finalized including dissemination event.</li> </ol>            |

182. A brief description of evaluation deliverables is included in Table 26 below.

**Table 26 Evaluation deliverables**

| Del# |                                | Description of Deliverables                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | <b>Inception Report</b>        | Evaluation Inception Report including Evaluation Matrix and data collection tools                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 2    | <b>Preliminary Findings</b>    | Preliminary Findings – PowerPoint presentation to the Evaluation Reference Group                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3    | <b>Final Evaluation Report</b> | <ul style="list-style-type: none"> <li>Draft1 Final Evaluation Report reviewed and commented by UNICEF and MT members.</li> <li>Draft2 Final Evaluation Report submitted to ERG.</li> <li>Draft3 Revised Final Evaluation Report submitted to final review, editing, and approved by UNICEF.</li> <li>Appendix 21 provides the suggested/draft Table of Content for the final evaluation report. It will be further updated after the data collection phase and will be shared with UNICEF to seek their input and suggestions.</li> </ul> |
| 4    | <b>Dissemination</b>           | PowerPoint presentation to the relevant dissemination forum.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

183. Table 27 below presents the summary timeline of the evaluation. **Appendix 22 provides a more detailed workplan covering all key activities and timelines.** It will be further updated after UNICEF's feedback on the inception report and approval of the proposed scope and geographic spread of data collection.

**Table 27 Outline of evaluation phases**

| S# | Evaluation Phases Outline | Timeline (Week#) |
|----|---------------------------|------------------|
| 1  | Contract Initiation       | Dec 28, 2023     |

| S# | Evaluation Phases Outline                                                                                                                                                                                                                                                                                                                         | Timeline (Week#)                           |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 2  | Phase 1: Inception Phase (Draft version/s, internal QA, UNICEF feedback, revisions & approval of the Inception Report)                                                                                                                                                                                                                            | Week 1-9<br>(Feb 28, 2024)                 |
| 3  | Pre-Field preparations – ethical approvals; NOC/Field Authorization                                                                                                                                                                                                                                                                               | Week 10-11<br>March 1-15, 2024             |
| 4  | Phase 2: Primary Data Collection Phase (2 Stages) <ul style="list-style-type: none"> <li>Online phase; KIIs with UNICEF and IPs (March 15 – April 05)</li> <li>On-site Phase; TL Field Mission to Kabul: April 16-25<sup>th</sup>; subject to securing the ethical approval and NOC (field authorization) by the relevant authorities.</li> </ul> | Week 12-16<br>March 15, 2024 – April, 2024 |
| 5  | Phase 3: Data Processing, Quality Assurance, and Analysis Phase.                                                                                                                                                                                                                                                                                  | Week 17-18<br>May 1-10, 2024               |
| 6  | Phase 4: Draft Evaluation Report<br>Revised and final evaluation report – approved version.                                                                                                                                                                                                                                                       | Week 19-24<br>June 2024                    |
| 7  | Contract Closure <sup>79</sup>                                                                                                                                                                                                                                                                                                                    | June 28-30 <sup>th</sup> , 2024            |

<sup>79</sup> Considering the significant time lapse in the inception stage, it is foreseeable that a contract extension will be required.

## 8 APPENDICES

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## Appendix 1. Evaluation Terms of Reference

The original Terms of Reference of this evaluation are embedded here. The document is in scanned form and hence not reproduced in Microsoft Word format.



ECHO WASH  
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## Appendix 2. Selected Key Definitions, and Concepts

| Terms                                | Definitions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Drinking Water Service Ladder</b> | <p>Improved drinking water sources are those that, by nature of their design and construction, have the potential to deliver safe water. In order to meet the criteria for a safely managed drinking water service, households must use an improved source that is: a) accessible on premises, b) available when needed, and c) free from contamination. If the improved source does not meet any one of these criteria but a round trip to collect water takes 30 minutes or less, then it is classified as a basic drinking water service. If water collection from an improved source exceeds 30 minutes, it is categorised as a limited service. The JMP also differentiates populations using unimproved sources such as unprotected wells or springs and populations drinking surface water collected directly from a river, dam, lake, stream, or irrigation canal. (Drinking water   JMP (washdata.org))<sup>80</sup></p> <p><a href="https://washdata.org/monitoring/drinking-water">https://washdata.org/monitoring/drinking-water</a></p>                                                                                                      |
| <b>Hygiene Service Ladder</b>        | <p>The presence of a handwashing facility with soap and water on-premises has been identified as the priority indicator for global monitoring of hygiene. Households with a handwashing facility with soap and water available on-premises meet the criteria for a basic hygiene service. Households with a facility but lack water or soap will be classified as having limited service and distinguished from households with no facility (no service). In some cultures, ash, soil, sand, or other materials are used as handwashing agents, but these are less effective than soap and are therefore counted as limited hygiene services.<sup>81</sup> (<a href="https://washdata.org/monitoring/hygiene">https://washdata.org/monitoring/hygiene</a>)</p>                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Sanitation Service Ladder</b>     | <p>Improved sanitation facilities are those which are designed to hygienically separate excreta from human contact. There are three main ways to meet the criteria for having a safely managed sanitation service (SDG 6.2). People should use improved sanitation facilities which are not shared with other households, and the excreta produced should either be: a) treated and disposed of in situ; b) stored temporarily and then emptied and treated off-site, or c) transported through a sewer with wastewater and then treated off-site. If the excreta from improved sanitation facilities is not safely managed, people using those facilities are classified as having a basic sanitation service (SDG 1.4). People using improved facilities shared with other households are classified as having a limited service. The JMP also continues to monitor the population practicing open defecation, which is an explicit focus of SDG target 6.2.3. <a href="https://washdata.org">Sanitation   JMP (washdata.org)</a><sup>82</sup>; <a href="https://washdata.org/monitoring/sanitation">https://washdata.org/monitoring/sanitation</a></p> |

<sup>80</sup> [Drinking water | JMP \(washdata.org\)](https://washdata.org)

<sup>81</sup> [Hygiene | JMP \(washdata.org\)](https://washdata.org)

<sup>82</sup> [Sanitation | JMP \(washdata.org\)](https://washdata.org)

| Terms                                                                          | Definitions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sector Wide Approach (SWAP)</b>                                             | <b>A sector-wide approach, commonly called a SWAP,</b> aims for more efficient use of resources from national budgets, user contributions and development partners, thus maximising the overall investment in the water, sanitation, and hygiene sector towards achieving sustainable services for all. The approach supports governments to lead their development in a coordinated manner. It is a way of working where funding for the sector, both from government and donors, is pooled to support a single sector policy and a sector expenditure programme. |
| <b>Civil Society</b>                                                           | The wide array of non-government and not-for-profit organisations that have a presence in public life, expressing the interests and values of their members or others, based on ethical, cultural, political, scientific, religious, or philanthropic considerations. Civil society organisations, therefore, refer to a wide array of organisations; community groups, non-governmental organisations, indigenous groups, professional associations, and foundations.                                                                                             |
| <b>Influencers</b>                                                             | People or groups who can have a compelling force on the actions, opinions or behaviours of decision-makers.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Vulnerable People</b>                                                       | There are some groups of people who have unfavourable socioeconomic or physical characteristics that constrain their access to basic services, including water supply and sanitation. Examples of these groups are children, people living with disabilities, aged people, extremely poor, low-income urban communities in slum areas, tea garden workers, indigenous communities, and the floating population.                                                                                                                                                    |
| <b>WASH</b>                                                                    | <b>Water, Sanitation and Hygiene (WASH).</b> All works related to water, sanitation, and hygiene, which include providing safe and affordable access to a clean water supply and waste disposal methods. This involves the provision of services and training in how to manage them. Advocacy is also a part of WASH activity to influence policymakers to ensure services with equity.                                                                                                                                                                            |
| <b>Global Analysis and Assessment of Sanitation and Drinking Water (GLAAS)</b> | <b>GLAAS is part of the UN-Water Integrated Monitoring Initiative for SDG 6,</b> specifically focusing on monitoring Targets 6a and 6b. GLAAS provides information on investments and the enabling environment and a report for policy- and decision-makers at all levels with easily accessible and comprehensive analyses to make informed decisions for sanitation, drinking water, and hygiene. GLAAS is produced by the World Health Organization (WHO) on behalf of UN-Water and is published every two years.                                               |

## Appendix 3. National WASH Standards and Guidelines

Afghanistan's National Rural Water Sanitation and Hygiene Policy (2016-2020) prescribes the following standards and guidelines for planning and implementation of WASH services.

Implementing partners should strive to meet the WASH guidelines listed below and report on the indicators provided when designing rural WASH interventions.

### Rural Water Supply

- Access to 30 Lpcpd quantity of water available. Minimum of 15 lpcd in emergencies
- Maximum 15 households to be covered per hand-pump.
- Safe access to water within 250 meters of residence and not take up more than 60. minutes per round trip
- The number of water points implies with the national water quality standards.
- Functionality maintained over 70%
- No. of water samples tested.

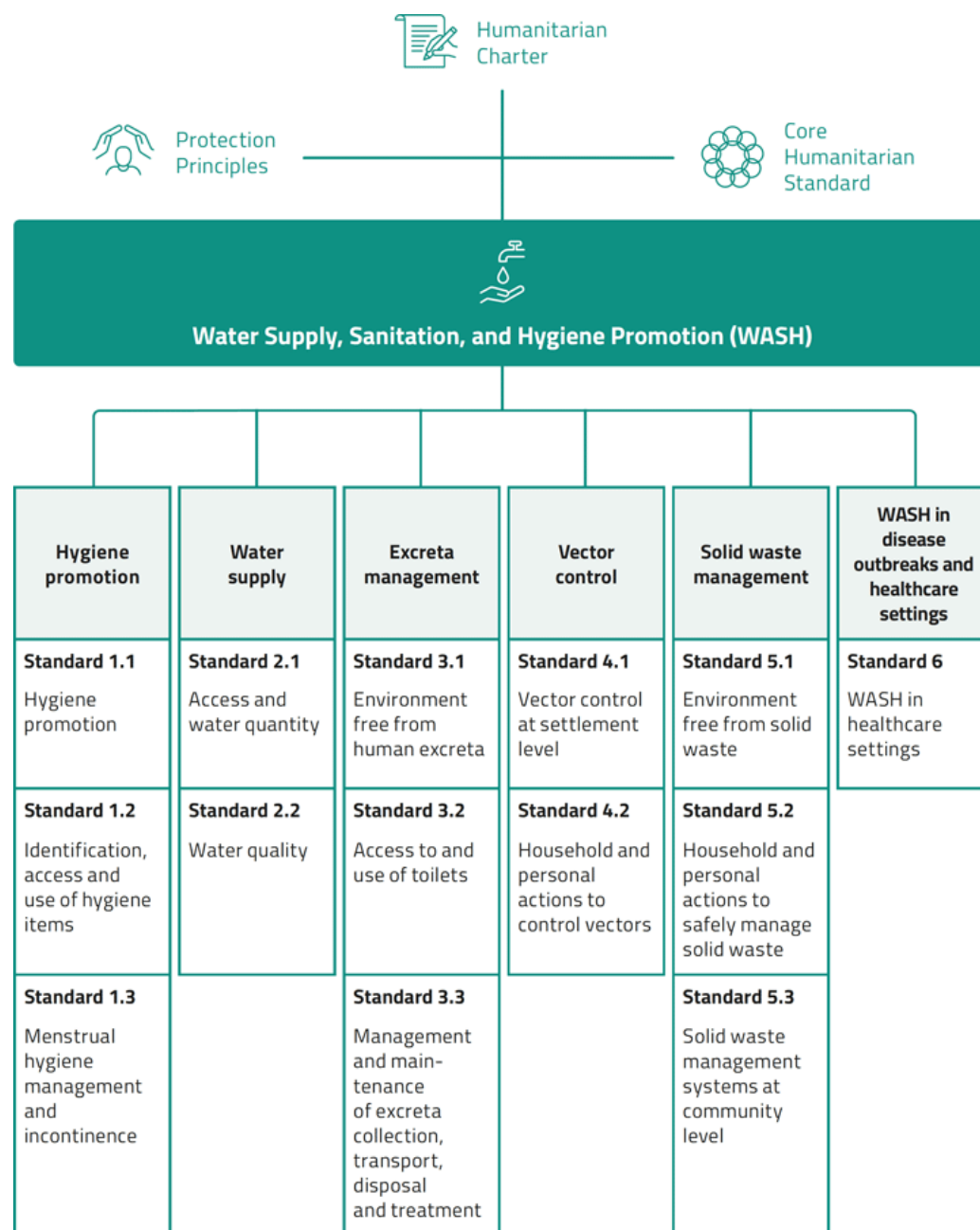
### Improved Sanitation

- Number of villages declared open defecation free including number of families.
- Number of latrines improved, or new sanitary latrines constructed.
- Reported improved latrines should fulfill the following salient features:
- Prevents flies from getting to the faecal deposits and back to the environment.
- Separates excreta from human contact.
- Ventilated with reduced bad smelling.
- Children, female and environment friendly.
- Does not contaminate ground and surface water.
- Ensures user privacy, especially for women and girls.

### Hygiene Promotion

- Percentage of households in target areas practicing correct use of recommended household water treatment technologies.
- Infant excreta disposed safely, followed by hand washing with water and soap.
- Family members have a practice of hand washing with soap at critical times: before cooking and eating, after defecation, and post defecation cleaning of infants and children.
- Number of health facilities has access to improved latrine with hand-washing facilities.
- Number of schools with adequate basic gender sensitive and inclusive WASH facilities (hand washing facilities with soap, safe drinking water, functional toilets and MHM facilities)
- Number of district government staff and community workers/volunteers trained on the skills and knowledge of hygiene promotion at community level.

## Appendix 4. SPHERE WASH Standards



## Appendix 5. ECHO Fund Programme – Intervention Logic

This appendix presents the specific objectives, and preconditions for each of the result areas of the overall ECHO fund interventions. Whereas key assumptions, risks, and mitigation measures were common for all result areas - have been presented in the main body of the report.

### SPECIFIC OBJECTIVES: ECHO FUND PROGRAMME<sup>83</sup>

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Result 1: Nutrition        | <ul style="list-style-type: none"> <li>UNICEF will mitigate and prepare for the impacts of the potential drought on hard-to-reach communities through increased access and equitable coverage of quality nutrition services, achieved by the prepositioning and delivery of essential commodities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Result 2: Health           | <ul style="list-style-type: none"> <li>UNICEF will maintain essential health service by mitigating the impact of BPHS service disruption through increased access to equitable coverage of quality of health services, achieved by prepositioning and delivery of essential medical supplies to MHNTs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Result 3: Cash assistance  | <ul style="list-style-type: none"> <li>UNICEF will ensure vulnerable households have access to financial support to meet their essential needs through the provision of multipurpose cash transfers to children/families.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Result 4: Education        | <ul style="list-style-type: none"> <li>MR02-02 For R4 Education, UNICEF will maintain and sustain the public education system, primary, secondary and upper secondary schools, ensuring that schools remain open, and children continue learning through the provision of an essential input into learning – quality and internationally recognized textbooks (under the former authorities), teacher guides and teaching and learning materials (TLM). Textbooks and other TLM are recognized as central to enabling and enhancing the quality of learning and improving children's performance.</li> <li>MR03-02 With the continued R4 Education Action, UNICEF will contribute to the continuation of learning through maintenance of CBE classes and eventual transitioning of the CBE clusters into formalized schools. This will continue to ensure equitable and continued learning opportunities are available to the most marginalized children, especially girls.</li> </ul> |
| Result 6: Child Protection | <ul style="list-style-type: none"> <li>UNICEF will contribute to reducing the impact of conflict, violence, and deprivation by improving the capacity and skills of service providers and creating demand for services by empowering communities through increased knowledge on MHPSS and EORE case management.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

### PRECONDITIONS: ECHO FUND PROGRAMME

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Broader/Overarching | <ul style="list-style-type: none"> <li>Collaboration with community leaders and local authorities is secured, and it is positive and effective.</li> <li>Sufficient quantities of all resources required, including sufficiently trained staff, are secured in a timely manner.</li> <li>IPs have established presence and acceptance, leading to better reach.</li> </ul>                                                                                                |
| Result 1: Nutrition | <ul style="list-style-type: none"> <li>National guidelines, including IMAM, Community Based Nutrition Program (CBNP), ICCM, GBV, mental/ psychosocial health, IMNCI, EmONC, and Community Based Newborn Care are in-place to guide on the supply and demand sides of the project.</li> <li>MR01-02: Capacity of transitional government staff/ Human resources in the service delivery points will be strength to ensure quality services delivery is in place</li> </ul> |

<sup>83</sup> Source: ECHO Fund Programme Progress Report (2022) and proposal documents.

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Result 2: Health</b>    | <ul style="list-style-type: none"> <li>• IP contract (HPD) is signed and available to expand MHNT operation by the start of project implementation.</li> <li>• Cooperation from new provincial health authority will sustain effective MHNT supply and operation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Result 3: Cash</b>      | <ul style="list-style-type: none"> <li>• The financial sector remains functional, with Financial Service Providers able to distribute cash safely in targeted areas or, alternative means are in place for cash supply in case of worsening liquidity situation.</li> <li>• Local authorities remain favorable to the use of cash as an assistance modality in selected provinces.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Result 4: Education</b> | <ul style="list-style-type: none"> <li>• Continued access for humanitarian response to allow for the distribution of textbooks and teaching and learning materials to public schools across 22 provinces. The existing curriculum (under the former authorities, which is aligned to international standards) is maintained and not changed by the de facto authorities.</li> <li>• The essential and complementary input to teaching and learning is supported – which is that teacher incentives to all public-school teachers are provided. As UNICEF understands at the time of submission, teacher incentives will be provided by the European Commission's department for international Partnerships (DG INTPA) for two to three months to mitigate the risk that they will stop teaching. Otherwise, textbooks and teaching and learning materials will be provided to public schools that are forced to close due to the absence of teachers.</li> </ul> |
| <b>Result 5: WASH</b>      | <ul style="list-style-type: none"> <li>• National standards/cluster standard, guidelines for installation of water supply, sanitation facilitation installation at community and institutional level remain in place.</li> <li>• CDCs, Water Users' Committees and operation and maintenance workers are able to continue carry out regular operation and maintenance of community water supply systems.</li> <li>• Communities are willing to pay minimum cost in order to carry out regular operation and maintenance of water supply system and maintenance workers remuneration.</li> <li>• Schools and health care facilities also assign dedicated human resources for regular maintenance and cleanliness of WASH facilities.</li> </ul>                                                                                                                                                                                                                  |



## Appendix 6. Evaluation Matrix (ECHO WASH Evaluation Afghanistan)

| Key Questions                                                                                                                                               | Sub Questions                                                                                                                                                                                                                                                                                                         | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Data Collection Methods                                                                                                                                         | Data Sources                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Analysis Type                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>RELEVANCE</b>                                                                                                                                            |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                        |
| <b>EQ1.</b> To what extent and how did the ECHO WASH Programme fit the humanitarian context needs of the Afghan population including the vulnerable groups? | <b>EQ1.1:</b> To what extent did the design (objectives and interventions) of the ECHO WASH Programme align with the humanitarian WASH needs of the Afghan population, especially children, adolescent girls and boys, and vulnerable groups such as those with disabilities and internally displaced persons (IDPs)? | <b>1.1.1:</b> Evidence on types of assessments or surveys undertaken to identify the water, sanitation, and hygiene (WASH) specific needs or issues faced to Afghan population especially children, adolescent girls and boys, and those with disabilities and IDPs.<br><br><b>1.1.2:</b> Evidence on the extent and types of WASH needs or issues faced to Afghan population especially children, adolescent girls, and boys, and those with disabilities and IDPs.<br><br><b>1.1.3:</b> Evidence on number (#)/proportion (%), and/or types of ECHO WASH objectives, and interventions aligned to the individual WASH needs of varied population groups especially the vulnerable groups. | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• KIIs with key stakeholders (National/Provincial Government, UNICEF, Donors, I/NGOs.)</li> </ul> | <ul style="list-style-type: none"> <li>• ECHO/UNICEF WASH Programme documents (Results Framework, ToC, donor proposal, annual progress Reports)</li> <li>• National WASH Surveys (MICS, DHS, and others)</li> <li>• Implementation Partners (IPs) documents (TPM/PDM reports, participant database)</li> <li>• UNICEF Country Office Annual Reports, review/s' Donor's WASH strategies</li> <li>• Key Stakeholders (Govt., officials, IPs, UNICEF, and others)</li> </ul> | <ul style="list-style-type: none"> <li>• Desk Research for analysis of secondary and admin data of the programme.</li> <li>• Qualitative Content Analysis (QCA)<sup>84</sup></li> <li>• Thematic Data Analysis<sup>85</sup></li> </ul> |
|                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                       | <b>1.1.4:</b> Number and types of stakeholders (de-facto authorities, UNICEF, I/NGOs, and CSOs) who referred to different types of assessments done around needs identification of a) beneficiaries b) ; b)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Key Informant Interviews (KIIs)</li> <li>• Focus group discussions</li> </ul>                   | <ul style="list-style-type: none"> <li>• Key Stakeholders (Govt., officials, IPs, UNICEF, and others)</li> </ul>                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Desk Research for analysis of secondary and admin data of the programme</li> <li>• Qualitative</li> </ul>                                                                                     |

<sup>84</sup> **Qualitative Content Analysis (QCA):** Content analysis is a widely used qualitative research technique. Rather than being a single method, current applications of content analysis show three distinct approaches: conventional, directed, or summative. <https://journals.sagepub.com/doi/abs/10.1177/1049732305276687?journalCode=qhrr>; Content analysis is a method for summarizing any form of content by counting various aspects of the content. This enables a more objective evaluation than comparing content based on the impressions of a listener. The content that is analyzed can be in any form to begin with but is often converted into written words before it is analyzed. <http://www.audienceialogue.net/kya16a.html>

<sup>85</sup> **Thematic Analysis** is a flexible data analysis plan to generate themes from interview data. It can be utilized for case studies, generic qualitative, narrative inquiry, and others. This data analysis plan is rigorous enough to generate meaningful findings from the data. It involves six-step process i.e., i) Familiarization; ii) Generating the initial codes; iii) Create the initial themes; iv) Review the initial themes; v) Name and define the themes; vi) Write the final report: <https://www.statisticssolutions.com/thematic-analysis/>; Braun and Clarke (2006) define Thematic Analysis (TA) as "A method for identifying, analyzing and reporting patterns within data." <https://www.sciencedirect.com/science/article/pii/S1877129717300606>; Thematic analysis is applied to analyze transcript data that emerge from interviews and focus groups, and less usually from observations. [https://www.researchgate.net/publication/325796174\\_Data\\_analysis\\_in\\_qualitative\\_research\\_Thematic\\_analysis](https://www.researchgate.net/publication/325796174_Data_analysis_in_qualitative_research_Thematic_analysis)

| Key Questions | Sub Questions                                                                                                                                                                                                                                                                                                                | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                           | Data Collection Methods                                                                                                                                                               | Data Sources                                                                                                                                                                                                                       | Analysis Type                                                                                                                                                                                     |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |                                                                                                                                                                                                                                                                                                                              | <p>vulnerable groups; and C) varied geographic areas and operational context.</p> <p><b>1.1.5:</b> Types of key informants/stakeholders (de-facto authorities, UNICEF, INGOs, and CSOs) who referred to consistency (or divergence if any, with justifications) between WASH Programme (objectives, and interventions with <b>a) needs of the beneficiaries in target areas</b>, and <b>b) WASH needs of beneficiaries and particularly of vulnerable groups.</b></p>           | <ul style="list-style-type: none"> <li>Evaluation Household Survey</li> </ul>                                                                                                         |                                                                                                                                                                                                                                    | <p>Content Analysis (QCA)</p> <ul style="list-style-type: none"> <li>Thematic Data Analysis</li> </ul>                                                                                            |
|               | <p><b>EQ1.2:</b> To what extent did the <b>targeting and outreach strategies</b> of the ECHO WASH Programme align with the humanitarian WASH needs of the Afghan population, especially those with disabilities, IDPs, and regions affected by droughts, acute watery diarrhoea (AWD), and conflict-related emergencies?</p> | <p><b>1.2.1:</b> Evidence on types of targeting and outreach strategies at the design and/or implementation levels to reflect inclusivity of the ECHO WASH particularly of women and children and vulnerable groups.</p> <p><b>1.2.2:</b> Evidence on # and type of equity parameters or needs assessments used to inform the ECHO WASH Programme targeting/outreach strategies and the extent of their execution.</p>                                                          | <ul style="list-style-type: none"> <li>Desk review</li> <li>Key Informant Interviews (KIIs)</li> <li>Focus Groups Discussions</li> <li>Evaluation Household Survey</li> </ul>         | <ul style="list-style-type: none"> <li>Baselines, assessments, and other Surveys</li> <li>WASH Programme Documents (Proposals, Results Framework, Annual Reports; Monitoring Reports)</li> <li>WASH assessments/surveys</li> </ul> | <ul style="list-style-type: none"> <li>Desk Research for analysis of secondary and admin data of the programme</li> <li>Qualitative Content Analysis (QCA) plus Thematic Data Analysis</li> </ul> |
|               |                                                                                                                                                                                                                                                                                                                              | <p><b>1.2.3:</b> The number/proportion and types of stakeholders (de-facto authorities, UNICEF, I/NGOs, CDCs) <b>who affirmed;</b> a) the ECHO WASH Programme's outreach strategies benefitting those in most urgent needs (lifesaving situation); and/or b) the Programme missing-out some vulnerable groups<sup>86</sup> or regions, with necessary explanations.</p> <p><b>1.2.4:</b> The number/proportion and types of stakeholders who referred to any deviations, or</p> | <ul style="list-style-type: none"> <li>Desk review</li> <li>Key Informant Interviews</li> <li>Focus Groups Discussions with Implementing partners (IPs), and participants.</li> </ul> | <ul style="list-style-type: none"> <li>ECHO/UNICEF WASH Programme documents</li> <li>IPs documents (TPM/PDM reports, participant database)</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Desk Research for analysis of secondary and admin data of the programme</li> <li>Qualitative Content Analysis (QCA) plus Thematic Data Analysis</li> </ul> |
|               |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                       |                                                                                                                                                                                                                                    |                                                                                                                                                                                                   |

<sup>86</sup> Such as people with disabilities, internally displaced persons, and poor, illiterate people (women/men, boys/girls, orphans, widows) and those living in in hard-to-reach areas or communities)

| Key Questions | Sub Questions | Areas of Enquiry/Potential Indicators                                                                                                                                         | Data Collection Methods | Data Sources | Analysis Type |
|---------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------|---------------|
|               |               | adaptations done (or needed) with justifications in the WASH Programme interventions and implementation modalities to improve the targeting, outreach, delivery, and results. |                         |              |               |

| Key Questions                                                                                                                                                                                                                                                                                                 | Sub Questions                                                                                                                                                                                                                    | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Data Collection Methods                                                                             | Data Sources                                                                                                                                                                                              | Analysis Type                                                                                                                                                                             |
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| <b>COHERENCE</b>                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                     |                                                                                                                                                                                                           |                                                                                                                                                                                           |
| <b>EQ2.</b> To what extent and how well did the ECHO funded humanitarian WASH program integrate and collaborate with UNICEF's other humanitarian education, health, and nutrition interventions, and how effectively did it complement humanitarian interventions by other donors or partners in Afghanistan? | <b>Internal Coherence</b><br><b>EQ2.1:</b> To what extent did the ECHO humanitarian WASH interventions integrate and collaborate with UNICEF's other humanitarian education, health, and nutrition interventions in Afghanistan? | <b>2.1.1:</b> Evidence on number/types of ECHO WASH interventions which synergise UNICEF's other humanitarian interventions in health, nutrition, education, sectors, and cross-cutting priorities (gender mainstreaming, equity, disability and others)<br><br><b>2.1.2:</b> Evidence of specific notable benefits or outcomes resulting from the combined effect of ECHO WASH interventions and UNICEF's other humanitarian efforts.<br><br><b>2.1.3:</b> Evidence on number/types of ECHO WASH interventions' design and implementation complying with national and/or SPHERE WASH standards. | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Key Informant Interviews</li> </ul> | <ul style="list-style-type: none"> <li>• ECHO WASH documents (donor, and IPs' proposal, TPM and progress reports)</li> <li>• ECHO WASH database of participants, communities, and WASH schemes</li> </ul> | <ul style="list-style-type: none"> <li>• Desk Research for analysis of secondary and admin data of the programme</li> <li>• Thematic Data Analysis</li> <li>• Content Analysis</li> </ul> |
|                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                  | <b>2.1.4:</b> Key informants and stakeholders who mentioned the types of synergies of the ECHO WASH Programme with UNICEF's other programs (Health/Nutrition, Education, Emergency, Gender,                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Key Informant Interviews</li> </ul> | <ul style="list-style-type: none"> <li>• ECHO/UNICEF WASH Programme documents</li> <li>• IPs documents (TPM/PDM reports, participant database)</li> </ul>                                                 | <ul style="list-style-type: none"> <li>• Desk Research for analysis of secondary and admin data of the programme</li> </ul>                                                               |

| Key Questions | Sub Questions                                                                                                                                                                                                                                                             | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Data Collection Methods                                                                         | Data Sources                                                                                                                                                 | Analysis Type                                                                                                                                                                       |
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|               |                                                                                                                                                                                                                                                                           | SBC Strategies), particularly regarding lifesaving support and the provision of sustainable benefits to the affected population, and specific examples of synergistic efforts and/or benefits/outcomes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                 | <ul style="list-style-type: none"> <li>National surveys, standards, assessments</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>Content Analysis</li> </ul>                                                                                                                  |
|               | <b>External Coherence</b><br><b>EQ2.2:</b> To what extent did the ECHO funded humanitarian WASH interventions by UNICEF complement (or lack complementary with) humanitarian interventions and support by other donors, and partners in Afghanistan (external coherence)? | <p><b>2.2.1:</b> Evidence on types of ECHO WASH humanitarian objective, implementation, and/or benefits which complement similar humanitarian interventions or support by other donors/partners in Afghanistan.</p> <p><b>2.2.2:</b> Evidence on ECHO WASH's notable contributions (or value additions) to enhance the effectiveness of humanitarian efforts by other donors, partners, and/or institutions, or sectors in the included areas.</p> <p><b>2.2.3:</b> Number/proportion and types of key informants/stakeholders who referred to the ECHO WASH Programme leveraging complementarities (or lacking thereof) with similar humanitarian support from other donors, partners, institutions, or sectors in the target areas.</p> | <ul style="list-style-type: none"> <li>Desk review</li> <li>Key Informant Interviews</li> </ul> | Programme Documents (Proposal, Results Framework/ToC, Training manual, facilitator's guide/tools; Training monitoring reports, Progress Reports, Ips reports | <ul style="list-style-type: none"> <li>Desk Research for analysis of secondary and admin data of the programme</li> <li>Thematic Data Analysis</li> <li>Content Analysis</li> </ul> |

| Key Questions | Sub Questions | Areas of Enquiry/Potential Indicators | Data Collection Methods | Data Sources | Analysis Type |
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| EFFECTIVENESS |               |                                       |                         |              |               |

| Key Questions                                                                                                                                                                                                                                                                                                                                                   | Sub Questions                                                                                                                                                                                                                                                               | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                 | Data Collection Methods                                                                                                                                                                                                | Data Sources                                                                                                                                                                                                                                                                                               | Analysis Type                                                                                                                                                                             |
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| <p><b>EQ3.</b> To what extent were the stated objectives and set targets of the ECHO WASH program achieved, and how effectively have the program activities facilitated access to WASH services for the affected population (rights holders)?</p> <p>Three key components; a) Water; b) sanitation services; and c) hygiene promotion and behaviour change.</p> | <p><b>EQ3.1:</b> How successful was the ECHO WASH Programme in achieving (or lacking) its planned results (outputs/outcomes) around water supply, sanitation, and hygiene?</p>                                                                                              | <p><b>3.1.1:</b> Evidence on ECHO WASH Programme's results (<u>outputs/outcome</u>) against the targets, and/or baseline set in the Results Framework.</p>                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Programme documents</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>• ECHO/UNICEF WASH Programme documents (Results Framework, ToC, proposal, annual progress Reports)</li> <li>• National WASH Surveys (MICS, DHS, &amp; others)</li> <li>• Implementation Partners (IPs) documents (TPM/PDM reports, participant database)</li> </ul> | <ul style="list-style-type: none"> <li>• Desk Research for analysis of secondary and admin data of the programme</li> <li>• Thematic Data Analysis</li> </ul>                             |
|                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                             | <p><b>3.1.2:</b> Stakeholders' insights on the significant achievements or gaps in ECHO WASH Programme's results (outputs/outcomes) along with necessary justifications or explanations, and their implications to UNICEF's future humanitarian programming in Afghanistan.</p>                                                                       | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Key Informant Interviews</li> <li>• Focus Group Discussions</li> <li>• Evaluation Household Survey</li> </ul>                                          |                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Desk Research for analysis of secondary and admin data of the programme</li> <li>• Thematic Data Analysis</li> <li>• Content Analysis</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                 | <p><b>EQ3.2:</b> To what extent did the ECHO WASH interventions enhance access to and use of water supply, sanitation, and hygiene facilities/services for the target population groups and areas at all levels (household, community, health facilities, and schools)?</p> | <p><b>3.2.1:</b> Evidence on ECHO WASH Programme's contributions in increasing access to, and use of water, sanitation, and hygiene facilities or services for: a) affected population (men, women, adolescent boys, girls); b) people with disabilities; c) IDPs, d) population in hard-to-reach areas; and e) WASH services in HFs and schools.</p> | <ul style="list-style-type: none"> <li>• Desk review,</li> <li>• Key Informant Interviews</li> <li>• Focus Group Discussions</li> <li>• Evaluation Household Survey</li> <li>• WASH Observations Checklists</li> </ul> | <ul style="list-style-type: none"> <li>• Programme Documents (Proposal, Progress Reports, Financial data (allocations, expenditures))</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Desk Research for analysis of secondary and admin data of the programme</li> <li>• Thematic Data Analysis</li> <li>• Content Analysis</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                             | <p><b>3.2.2:</b> Stakeholders' insights on ECHO WASH interventions that proved more (or less) effective, for which groups and in which areas, and how those interventions either supported or undermined programme efforts in addressing the immediate/life-saving WASH needs.</p>                                                                    | <ul style="list-style-type: none"> <li>• Desk review,</li> <li>• Key Informant Interviews</li> <li>• Focus Group Discussions</li> <li>• Evaluation Household Survey</li> </ul>                                         | <ul style="list-style-type: none"> <li>• Programme Documents (Proposal, Progress Reports, Financial data (allocations, expenditures))</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Desk Research for analysis of secondary and admin data of the programme</li> <li>• Thematic Data Analysis</li> <li>• Content Analysis</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                           |

| Key Questions | Sub Questions                                                                                                                                                      | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                     | Data Collection Methods                                                                                                                                               | Data Sources                                                                                                                                                                                                                                                                                       | Analysis Type                                                                                                                                                                       |
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|               |                                                                                                                                                                    | <b>3.2.3:</b> Stakeholders' opinions on communities' role (willingness, capacities) through CDC forum in supporting the Programme efforts to increasing their access to WASH services at household and community levels, and in HFs, and schools.                                                                                                                                         | <ul style="list-style-type: none"> <li>WASH Observations Checklists</li> </ul>                                                                                        |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                     |
|               | <b>EQ3.3:</b> What key contextual and operational factors affected (facilitated or hindered) the planning, implementation, and results of ECHO WASH interventions? | <b>3.3.1:</b> Evidence on key internal or external <u>enabling factors</u> (such as UNICEF's management, coordination, partnerships, monitoring, and communities' role, etc.) contributing to effective delivery and results.                                                                                                                                                             | <ul style="list-style-type: none"> <li>Desk review</li> <li>Key Informant Interviews</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>ECHO/UNICEF WASH Programme documents (Results Framework, ToC, proposal, annual progress Reports)</li> <li>National WASH Surveys (MICS, DHS, and others)</li> <li>Implementation Partners (IPs) documents (TPM/PDM reports, participant database)</li> </ul> | <ul style="list-style-type: none"> <li>Desk Research for analysis of secondary and admin data of the programme</li> <li>Thematic Data Analysis</li> <li>Content Analysis</li> </ul> |
|               |                                                                                                                                                                    | <b>3.3.2:</b> Evidence on key internal or external <u>contextual and operational hindering factors</u> (such as donor's restrictions, de facto authorities' control, covid-19, drought, hard to reach areas, inaccessible areas, conflict/emergency, war, conflict, environmental factors affecting logistics or procurement and others) that contributed to partial delivery or results. | <ul style="list-style-type: none"> <li>Desk review</li> <li>Key Informant Interviews</li> <li>Focus Group Discussions</li> </ul>                                      | <ul style="list-style-type: none"> <li>Same as above</li> </ul>                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Same as above</li> </ul>                                                                                                                     |
|               | <b>EQ3.4:</b> To what extent and how did the ECHO/UNICEF WASH Interventions lead to any unanticipated positive or negative outputs and/or                          | <b>3.4.1:</b> Type of instances or evidence of ECHO WASH interventions leading to any notable unintended results; a) positives; and b) negatives; and the type/nature of unintended results and for whom.                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Desk review</li> <li>Key Informant Interviews</li> <li>Focus Group Discussions</li> <li>Evaluation Household Survey</li> </ul> | <ul style="list-style-type: none"> <li>Same as above</li> </ul>                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Same as above</li> </ul>                                                                                                                     |



| Key Questions | Sub Questions                                                                | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Data Collection Methods                                                                                                                                                        | Data Sources                                                      | Analysis Type                                                     |
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|               | outcomes, and could these have been anticipated and appropriately addressed? | <p><b>3.4.2:</b> Stakeholder's perspectives on ECHO WASH interventions leading to any notable unintended results (positive/negative) for; <b>a)</b> the target population groups (right holders); <b>b)</b> implementation partners (service providers); and <b>c)</b> other institution/s (de facto authorities).</p> <p><b>3.4.3:</b> Stakeholder's views on how the identified unintended results affected the population groups or institution/s, and mitigation measures to avoid any negative effects in the future implementation of similar interventions.</p> | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Key Informant Interviews</li> <li>• Focus Group Discussions.</li> <li>• Evaluation Household Survey</li> </ul> | <ul style="list-style-type: none"> <li>• Same as above</li> </ul> | <ul style="list-style-type: none"> <li>• Same as above</li> </ul> |

| Key Questions                                                                                                                                                       | Sub Questions                                                                                                                                                                                                                                   | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                    | Data Collection Methods                                                                             | Data Sources                                                                                                                  | Analysis Type                                                                                                                                                                                    |
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| <b>EFFICIENCY</b>                                                                                                                                                   |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                          |                                                                                                     |                                                                                                                               |                                                                                                                                                                                                  |
| <b>EQ4.</b> To what extent and how well did the ECHO WASH programme resources and implementation modalities enable attainment of intended results and objectives in | <b>EQ4.1:</b> To what extent was the WASH Programme implementation cost-efficient in relation to the achieved results, considering factors such as the availability and use of funds, adequacy (quantity) and quality (technical capacities) of | <b>4.1.1:</b> Evidence of resources (financial, human resources, time factor, training material, and WASH hardware, WASH kits/supplies) being sufficient in quantity, available on time, and of optimum quality (specified parameters), in relation to the planned and achieved results. | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Key Informant Interviews</li> </ul> | <ul style="list-style-type: none"> <li>• Programme Documents (Proposal, Financial data (allocations, expenditures)</li> </ul> | <ul style="list-style-type: none"> <li>• Desk Research for analysis of secondary and admin data of the programme</li> <li>• Thematic Data Analysis</li> <li>• Financial data analysis</li> </ul> |
|                                                                                                                                                                     |                                                                                                                                                                                                                                                 | <b>4.1.2:</b> Evidence and stakeholders' views on the <u>allocated vs. used resources</u> (funds, capacities of available human resources, and WASH supplies) as                                                                                                                         | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Key Informant Interviews</li> </ul> | <ul style="list-style-type: none"> <li>• Programme Documents (Proposal, Financial</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Desk Research for analysis of secondary and</li> </ul>                                                                                                  |

| Key Questions                    | Sub Questions                                                                                                                                                                                                  | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Data Collection Methods                                                                                                                                                                              | Data Sources                                                                                                                                                                                                                        | Analysis Type                                                                                                                                                                  |
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| an economical and timely manner? | human resources, and implementation time frame?                                                                                                                                                                | being adequate, of optimum quality as per the defined standards, and deployed on time (when and where needed).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Focus Group Discussions</li> </ul>                                                                                                                            | data (allocations, expenditures)                                                                                                                                                                                                    | admin data of the programme <ul style="list-style-type: none"> <li>Thematic Data Analysis</li> <li>Financial data analysis</li> </ul>                                          |
|                                  |                                                                                                                                                                                                                | <p><b>4.1.3:</b> Stakeholders perspectives on the adequacy (or vice versa) of the available time frame to achieve the intended results.</p> <p><b>4.1.4:</b> Evidence of various delays along with the justifications and adaptations in workplans, and effects of adaptations on the achieved results.</p>                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Desk review</li> <li>Key Informant Interviews</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Programme Documents</li> <li>Financial data</li> <li>Progress Reports</li> <li>Workplans</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Desk Research for analysis of the secondary and admin data.</li> <li>Thematic Data Analysis</li> <li>Financial data analysis</li> </ul> |
|                                  | <b>EQ4.2:</b> To what extent and how did the ECHO WASH Programme implementation modalities contribute to (or vice versa) resource optimization, and were there alternative options to enhance cost efficiency? | <p><b>4.2.1:</b> Types of stakeholders who referred to working with IPs (I/NGOs), de facto authorities, communities/CDC, and cluster partners as enabling (or hindering) cost-efficiencies (most economical use of resources) for the achieved results.</p> <p><b>4.2.2:</b> Evidence on instances where programme implementation modalities have contributed to, and/or undermined the cost-efficiencies and how.</p> <p><b>4.2.3:</b> Evidence and/or stakeholders' views on types of implementation strategies indicating advantages (or difficulties) of different implementation arrangements (working with IPs, communities/CDC, de facto authorities) contributing to reducing costs (or otherwise) for the achieved results.</p> | <ul style="list-style-type: none"> <li>Desk review</li> <li>Key Informant Interviews</li> <li>Focus Group Discussions</li> <li>Consultative Workshop</li> <li>Evaluation Household Survey</li> </ul> | <ul style="list-style-type: none"> <li>ECHO/UNICEF WASH Programme documents</li> <li>Implementation Partners (IPs) documents (TPM/PDM reports, participant database)</li> <li>Financial data (allocations, expenditures)</li> </ul> | <ul style="list-style-type: none"> <li>Desk Research for analysis of the secondary and admin data.</li> <li>Financial data</li> <li>Thematic Data Analysis.</li> </ul>         |

| Key Questions | Sub Questions | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Data Collection Methods                                                                                                                                                 | Data Sources                                                                                                                                                                                                                              | Analysis Type                                                                                                                                                                                                                                                                                                |
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|               |               | <p><b>4.2.4</b> Evidence on types of potential opportunities (implementation arrangements) that could have helped reduce the costs or may do so in future.</p> <p><b>4.2.5:</b> Stakeholders' perspectives on potential alternative strategies that could have led to significant cost savings (compared to those deployed) for achieving the same or similar results, along with the necessary justifications.</p> <p><b>4.2.6:</b> Cost/unit, cost/beneficiary, and variance analysis for ECHO WASH Programme components or interventions, and/or implementation arrangements (subject to availability of disaggregated financial data).</p> | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Key Informant Interviews</li> <li>• Focus Group Discussions</li> <li>• Consultative Workshop</li> </ul> | <ul style="list-style-type: none"> <li>• ECHO/UNICEF WASH Programme documents</li> <li>• Implementation Partners (IPs) documents (TPM/PDM reports, participant database)</li> <li>• Financial data (allocations, expenditures)</li> </ul> | <ul style="list-style-type: none"> <li>• Desk Research for analysis of the secondary and admin data.</li> <li>• Desk Research for analysis of the secondary and admin data.</li> <li>• Financial data analysis (Cost per participant, cost per intervention, cost per component of the Programme)</li> </ul> |

| Key Questions                                                                                                                                                   | Sub Questions                                                                                                                                                                       | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Data Collection Methods                                                                                                              | Data Sources                                                                                                                                                                                                                                                 | Analysis Type                                                                                                                                                                                   |
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| <b>SUSTAINABILITY</b>                                                                                                                                           |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                      |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                 |
| <b>EQ5.</b> To what degree have the benefits of the ECHO WASH Programme been sustained and how are they likely to continue without UNICEF's (or other external) | <b>EQ5.1:</b> Which results, services, and interventions of the ECHO WASH Programme have been sustained, and what are likely to sustain (or not), along with the reasons or factors | <p><b>5.1.1:</b> Evidence on types of sustainability strategies (or exit plans) developed and implemented.</p> <p><b>5.1.2:</b> Key stakeholders/informants who referred to a) extent of execution of sustainability plans/strategies, b) level of successes in implementing sustainability plans; and c) identified/unidentified gaps and challenges in implementation of these sustainability plans/strategies.</p> <p><b>5.1.3:</b> Evidence on number/proportion of, and types of benefits/results that have a) sustained at the end of ECHO</p> | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Key Informant Interviews</li> <li>• Consultative Workshop</li> </ul> | <ul style="list-style-type: none"> <li>• ECHO/UNICEF WASH Programme documents (Results Framework, ToC, donor proposal, annual progress Reports)</li> <li>• National WASH Surveys (MICS, DHS, and others)</li> <li>• Implementation Partners (IPs)</li> </ul> | <ul style="list-style-type: none"> <li>• Desk Research for analysis of the secondary and admin data.</li> <li>• Qualitative Content Analysis (QCA)</li> <li>• Thematic Data Analysis</li> </ul> |

| Key Questions                          | Sub Questions                                                                                                                                                                                                                                            | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Data Collection Methods                                                                                                                                                                              | Data Sources                                                                                                                                                                                                                                                                                                                                                                                                                            | Analysis Type                                                                                                                                                                             |
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| support, and under what circumstances? | influencing this sustainability status?                                                                                                                                                                                                                  | <p>WASH Programme (2023) particularly the constructed/rehabilitated rural WASH supply schemes and the hygiene counselling (SBC) as part of the provided hygiene kits, and b) are likely to sustain under what circumstances.</p> <p><b>5.1.4:</b> Evidence and stakeholders' insights on WASH benefits/results that have a) not sustained as of 2023, b) less/not likely to sustain without UNICEF support, and c) the justifications for their weak or lack of sustainability prospects.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                      | <p>documents (TPM/PDM reports, participant database)</p> <ul style="list-style-type: none"> <li>UNICEF Country Office Annual Reports, review/s' Donor's WASH strategies</li> </ul>                                                                                                                                                                                                                                                      |                                                                                                                                                                                           |
|                                        | <b>EQ5.2:</b> What are lasting effects (for the target beneficiaries, or regions, and/or IPs) as a contribution of ECHO WASH programme implementation, and what are pre-requisite conditions to sustain those lasting/positive effects of the Programme? | <p><b>5.2.1:</b> Evidence on any observed lasting/positive effects/results for the target beneficiaries or programme participants, communities, institutions and/or IPs as contributions of UNICEF WASH response.</p> <p><b>5.2.2:</b> Evidence and stakeholders' insights on key enabling factors (de facto authorities' role, UNICEF management/leadership, coordination, partnerships, monitoring, logistics, and the role of IPs, and communities/CDC) with potential influence on the future sustainability of WASH services, and benefits.</p> <p><b>5.2.3:</b> Key stakeholders/informants who referred to hindering factors [political, policy/legal, economic, and communities' role in Operation and Maintenance, technological aspects of the rural supply schemes, and environmental (climate change effects) that may undermine the sustainability of ECHO WASH Programme benefits.</p> <p><b>5.2.4:</b> Key stakeholders/informants (Govt, UNICEF and IPs) who referred to key gaps in implementation or at the design</p> | <ul style="list-style-type: none"> <li>Desk review</li> <li>Key Informant Interviews</li> <li>Consultative Workshop</li> <li>Focus Group Discussions</li> <li>Evaluation Household Survey</li> </ul> | <ul style="list-style-type: none"> <li>Programme documents (exist strategy)</li> <li>ECHO/UNICEF WASH Programme documents (Results Framework, ToC, donor proposal, annual progress Reports)</li> <li>National WASH Surveys (MICS, DHS, and others)</li> <li>Implementation Partners (IPs) documents (TPM/PDM reports, participant database)</li> <li>UNICEF Country Office Annual Reports, review/s' Donor's WASH strategies</li> </ul> | <ul style="list-style-type: none"> <li>Desk Research for analysis of the secondary and admin data.</li> <li>Qualitative Content Analysis (QCA)</li> <li>Thematic Data Analysis</li> </ul> |

| Key Questions | Sub Questions | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Data Collection Methods | Data Sources | Analysis Type |
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|               |               | <p>level of the ECHO WASH response that undermined the sustainability and their suggestions to address/leverage those issues/opportunities in future for enhanced sustainability.</p> <p><b>5.2.5:</b> Key stakeholders/informants who referred to the future sustainability plans/strategies, along with pre-requisite resources, capacities, and political commitment to ensure sustainability of WASH services at community level and in institutions that benefitted from the ECHO WASH interventions.</p> |                         |              |               |

| Key Questions                                                                                                                                                                                 | Sub Questions                                                                                                                                                                                                                                                     | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Data Collection Methods                                                                                                                                                                                                                                                    | Data Sources                                                                                                                                                                                                                     | Analysis Type                                                                                                                                                                                                |
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| <b>COVERAGE</b>                                                                                                                                                                               |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                  |                                                                                                                                                                                                              |
| <b>Q6.</b> To what extent and how did the ECHO WASH programme cover urgent WASH needs for crisis-affected population groups, including IDP camps, areas hit by natural disasters, underserved | <b>EQ6.1:</b> To what extent did the ECHO WASH programme prioritize and address urgent WASH needs for the most affected population groups and regions, and were there any groups or regions that remained uncovered, and if so, what were the reasons or factors? | <p><b>6.1.1:</b> Evidence on types of assessments undertaken to identify the most affected population groups, and regions and their urgent WASH needs.</p> <p>Evidence and stakeholders' perspectives on ECHO WASH Programme's</p> <ol style="list-style-type: none"> <li>Targeting (planning/design) approach,</li> <li>Coverage strategies (outreach/implementation).</li> <li>The extent of success (or key gaps) in reaching to the identified most affected population groups or regions,</li> <li>Any underserved groups or regions despite their identification (or failure in the</li> </ol> | <ul style="list-style-type: none"> <li>Desk review</li> <li>Key Informant Interviews</li> <li>Focus Group Discussions</li> <li>(Human interest stories/Case studies)</li> <li>Facility Assessments (schools/HCFs, and WSS)</li> <li>Evaluation Household Survey</li> </ul> | <ul style="list-style-type: none"> <li>Targeting/outreach and/or participant selection criteria/parameters</li> <li>IP Reports</li> <li>Performance review/s</li> <li>Programme reported case studies/success stories</li> </ul> | <ul style="list-style-type: none"> <li>Desk Research for analysis of the secondary and admin data.</li> <li>Mixed Analysis (Qualitative and Quantitative)</li> <li>Thematic and content analysis.</li> </ul> |

| Key Questions                                              | Sub Questions | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Data Collection Methods | Data Sources | Analysis Type |
|------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------|---------------|
| regions, schools, health facilities, and host communities? |               | <p>identification) and associated barriers for inaccessibility of certain groups/regions.</p> <p>e) ECHO Programme's responsive adaptations to ensure effective coverage.</p> <p><b>6.1.2:</b> Stakeholder's insights on the role of key actors (international donors, de facto authorities, IPs – I/NGOs, and communities or CDC) in ensuring Programme coverage to all underserved groups/regions (an analysis of the 3 key aspects of the coverage<sup>87</sup>)</p> <p><b>6.1.3:</b> Evidence on Programme's 'inclusion bias' or 'the extent of exclusion bias' with justifications.</p> |                         |              |               |

| Key Questions                                                                                                                                                   | Sub Questions                                                                                                                  | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                               | Data Collection Methods                                                                                                              | Data Sources                                                                                                                                                                                                                         | Analysis Type                                                                                                                                                                                                                         |
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| <b>COORDINATION</b>                                                                                                                                             |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                      |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                       |
| <b>Q7.</b> To what extent and how did UNICEF's coordination and collaboration with diverse stakeholders contribute to improving the delivery and results of the | <b>COORDINATION</b><br><b>EQ7.1:</b> How successful was the ECHO WASH Programme in establishing and leveraging partnerships at | <p><b>7.1.1:</b> Evidence on a) types of new/existing coordination forums (or partnerships) established or strengthened by UNICEF; b) types of initiatives planned or implemented jointly by UNICEF and other partners under ECHO WASH implementation.</p> <p><b>7.1.2:</b> Types of stakeholders who referred to UNICEF's coordination and/or partnerships benefitting the ECHO WASH Programme in enhancing a)</p> | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Key Informant Interviews</li> <li>• Consultative Workshop</li> </ul> | <ul style="list-style-type: none"> <li>• ECHO/UNICEF WASH Programme documents</li> <li>• Implementation Partners (IPs) documents (TPM/PDM reports, participant database)</li> <li>• UNICEF Country Office Annual Reports,</li> </ul> | <ul style="list-style-type: none"> <li>• Desk Research for analysis of the secondary and admin data.</li> <li>• Mixed Analysis (Qualitative and Quantitative) as detailed above.</li> <li>• Thematic and content analysis.</li> </ul> |

<sup>87</sup> ALNAP Guidance: Evaluating Humanitarian Action. [https://ec.europa.eu/echo/files/evaluation/watsan2005/annex\\_files/ALNAP/ALNAP1%20-%20Evaluating%20Humanitarian%20Action.pdf](https://ec.europa.eu/echo/files/evaluation/watsan2005/annex_files/ALNAP/ALNAP1%20-%20Evaluating%20Humanitarian%20Action.pdf)



| Key Questions                                                                                                       | Sub Questions                                                                                                                                                                                                  | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Data Collection Methods                                                                                                                                         | Data Sources                                                                                                                                                                                                                                                                                                                                | Analysis Type                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| ECHO WASH response, showcasing UNICEF's leadership in fostering a strategic, coherent, and effective WASH response? | various levels with different stakeholders, and what were the key contributions of these coordinated efforts?                                                                                                  | <p>availability of additional funds or other resources, b) enhancing accessibility of the target groups, communities, or regions, and c) leveraging the linkages with de facto authorities, and d) strengthening the tracking of WASH supplies distribution and post-distribution monitoring.</p> <p><b>7.1.3:</b> Evidence and stakeholder's insights about missing any potential opportunity of coordination or partnership which undermined the ECHO WASH planning, implementation, and results, and how and for what probable factors.</p>                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                 | <p>review/s' Donor's WASH strategies</p> <ul style="list-style-type: none"> <li>WASH/nutrition Cluster meetings records/minutes, progress reports</li> </ul>                                                                                                                                                                                |                                                                                                                                                      |
|                                                                                                                     | <b>EQ7.2:</b> To what extent did UNICEF successfully showcase its leadership in ensuring an integrated, strategic, and effective response within the ECHO WASH humanitarian interventions at different levels? | <p><b>7.2.1:</b> Evidence and stakeholders' perspectives on the extent to which UNICEF coordinated and collaborated with diverse stakeholders (including cluster coordination) at different levels in the ECHO WASH humanitarian interventions.</p> <p><b>7.2.2:</b> Evidence and stakeholders' perspectives on the contributions (or gaps) of UNICEF's coordination efforts to ensure an integrated, cohesive, and synchronized WASH response across different levels, and interventions.</p> <p><b>7.2.3:</b> Evidence and stakeholders referring to the extent of UNICEF's effective leadership role in providing technical assistance and guiding strategic decisions (integration, monitoring, resource pooling, avoiding duplication, enhancing local capacities, and creating synergies) for strengthening the overall WASH response by other actors/partners, additionally,</p> | <ul style="list-style-type: none"> <li>Desk review</li> <li>Key Informant Interviews</li> <li>Focus Group Discussions</li> <li>Consultative Workshop</li> </ul> | <ul style="list-style-type: none"> <li>ECHO/UNICEF WASH Programme documents</li> <li>Implementation Partners (IPs) documents (TPM/PDM reports, participant database)</li> <li>UNICEF Country Office Annual Reports, review/s' Donor's WASH strategies</li> <li>WASH/nutrition Cluster meetings records/minutes, progress reports</li> </ul> | <ul style="list-style-type: none"> <li>Desk Research for analysis of the secondary and admin data.</li> <li>Thematic and content analysis</li> </ul> |

| Key Questions | Sub Questions | Areas of Enquiry/Potential Indicators                                                 | Data Collection Methods | Data Sources | Analysis Type |
|---------------|---------------|---------------------------------------------------------------------------------------|-------------------------|--------------|---------------|
|               |               | identify the types of key decisions influenced, and other support provided by UNICEF. |                         |              |               |

| Key Questions                                                                                                                                                                                                 | Sub Questions                                                                                                                                                                                                                                                                                                                                 | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Data Collection Methods                                                                                                                                                                                                                                                                                  | Data Sources                                                                                                                                                                                                                                                                                                                                                                                                          | Analysis Type                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CROSS-CUTTING PRIORITIES                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                  |
| EQUITY, DISABILITY, GENDER EQUALITY, HUMAN RIGHTS, AND CLIMATE/ESS CONSIDERATIONS                                                                                                                             |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                  |
| <b>Q8.</b> To what extent did the ECHO WASH programme delivery design, model, and approach integrate human rights, gender, disability, equity, climate or environment social safeguards (ESS) considerations? | <b>EQUITY AND DISABILITY</b><br><b>EQ8.1:</b> To what extent and how effectively did the ECHO WASH Programme respond to the WASH needs of population groups and regions that required the most services, particularly persons with disabilities, poor, those in hard-to-reach and rural areas, and those affected by conflict (IDPs) or other | <b>8.1.1:</b> Evidence on types of needs or equity focused assessments planned or completed to identify/address differential needs of varied groups vulnerable due to their disability status, and any other socio-economic factors (such as age, illiteracy, poverty, remote location, ethnicity, religion), and/or due to displacement, drought, or some other emergency.<br><b>8.1.2:</b> Evidence on ECHO WASH Programme a) targets, b) interventions, d) monitoring, c) allocated resources, and d) results that are disaggregated for IDPs, persons with disabilities, age, rich/poor, rural/urban, and hard to reach (inaccessible) areas.<br><b>8.1.3:</b> Evidence and stakeholder's insights on ECHO Programme benefitted the most vulnerable groups and/or regions, and/or any | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Key Informant Interviews</li> <li>• Human interest stories/Case studies</li> <li>• WASH Observations / Facility Assessments (schools/HCFs, and WSS)</li> <li>• Focus Group Discussions</li> <li>• Evaluation Household Survey</li> </ul> | <ul style="list-style-type: none"> <li>• ECHO/UNICEF WASH Programme documents</li> <li>• Implementation Partners (IPs) documents (TPM/PDM reports, participant database)</li> <li>• UNICEF Country Office Annual Reports, review/s' Donor's WASH strategies</li> <li>• WASH/nutrition Cluster meetings records/minutes, progress reports</li> <li>• Programme reported case studies/human interest stories</li> </ul> | <ul style="list-style-type: none"> <li>• Desk Research for analysis of the secondary and admin data.</li> <li>• Mixed Analysis (Qualitative and Quantitative) as detailed above.</li> <li>• Thematic and content analysis.</li> <li>•</li> </ul> |

| Key Questions | Sub Questions                                                                                                                                                                                                                                                                                                                                                                                                                                        | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Data Collection Methods                                                                                                                                                                                                                                                                                                                | Data Sources                                                                                                                                                                                                                                                                                                                                                                         | Analysis Type                                                                                                                                                                                                              |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | emergencies (drought, AWD)?                                                                                                                                                                                                                                                                                                                                                                                                                          | unaddressed WASH needs of the most vulnerable groups, and for what reasons and/or factors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                            |
|               | <b>GENDER EQUALITY</b><br><b>EQ8.2:</b> To what extent and how well did the ECHO WASH Programme ( <i>design, implementation, monitoring</i> ) address gender-specific WASH needs of women, men, adolescent boys, and girls, contributing to gender transformative results ( <i>including women and girls' participation and role in WASH decisions, as well as aspects related to their access, privacy, safety, and quality of WASH services</i> )? | <b>8.2.1:</b> Type/s of gender specific assessments (or consultations) undertaken to identify exclusive WASH needs of women and girls at all levels (household, community, schools, and health facilities); and types of gender specific identified WASH needs.<br><b>8.2.2:</b> Number and type of evidence to indicate gender responsive design and implementation in terms of Programme a) targets, b) interventions, and c) allocated resources to address the gender specific WASH needs at all levels (household, community, temporary settlements, schools, HFs).<br><b>8.2.3:</b> Evidence on ECHO WASH Programme key achievements (or gaps) in addressing WASH needs of adolescent girls and women particularly around access, safety, privacy, and quality of the provided WASH services.<br><b>8.2.4:</b> Types of stakeholders who referred to ECHO WASH Programme contributions to adolescent girls and women's empowerment (involvement in decision making around WASH services planning, access, and use of WASH service and facilities). | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Key Informant Interviews</li> <li>• Focus Group Discussion</li> <li>• Reflection Workshop</li> <li>• WASH Observations / Facility Assessments (schools/HCFs, and WSS)</li> <li>• Evaluation Household Survey</li> <li>• Human interest stories/Case studies</li> </ul> | <ul style="list-style-type: none"> <li>• ECHO/UNICEF WASH Programme documents</li> <li>• Implementation Partners (IPs) documents (TPM/PDM reports, participant database)</li> <li>• Implementation strategy,</li> <li>• Training/hygiene sessions reports</li> <li>• Trainee's database, and feedback reports</li> <li>• Programme reported case studies/success stories.</li> </ul> | <ul style="list-style-type: none"> <li>• Desk Research for analysis of the secondary and admin data.</li> <li>• Thematic and content analysis.</li> <li>• Qualitative Analysis</li> <li>• Quantitative Analysis</li> </ul> |
|               | <b>HUMAN RIGHTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>8.3.1:</b> Evidence on integration of perspectives of communities (as the right holders), de facto authorities and staff from IPs (as service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Key Informant Interviews</li> </ul>                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• ECHO/UNICEF WASH Programme documents</li> <li>• Implementation Partners (IPs)</li> </ul>                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Desk Research for analysis of the secondary and admin data.</li> </ul>                                                                                                            |

| Key Questions | Sub Questions                                                                                                                                                | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Data Collection Methods                                                                                                                                                                           | Data Sources                                                                                                                                                                                                                                                                                                                                                | Analysis Type                                                                                             |
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|               | <b>EQ8.3:</b> How well did Programme design implementation, monitoring and reporting integrate human rights principles particularly concerning child rights? | <p>providers, duty-bearers) in the design, implementation, monitoring and reporting of the ECHO WASH Programme.</p> <p><b>8.3.2:</b> #/proportion of, and/or types of stakeholders who referred to compliance to human rights principles (Participation, Accountability, Non-discrimination/equality, Empowerment and Legality), and promotion of child rights in targeted communities.</p> <p><b>8.3.3:</b> Evidence that the Programme implemented effective beneficiaries or participants feedback mechanisms (accountability); and the number/proportion of complaints recorded and resolved during the implementation (<i>water supply schemes assessment, construction/rehabilitation, O&amp;M, and distribution of WASH kits/supplies etc.</i>), types/nature of complains emerged and resolved, and suggestion to mitigate such complaints in the future.</p> <p><b>8.3.4:</b> Perspectives of UNICEF and IPs' staff and beneficiaries as rights holders (men, women, boys, and girls) who expressed their satisfaction (or vice versa) on Programme staff's conduct (behaviour/attitude) and compliance to human/child rights during Programme implementation.</p> | <ul style="list-style-type: none"> <li>• Consultative Workshop</li> <li>• Focus Group Discussion</li> <li>• Evaluation Household Survey</li> <li>• Human interest stories/Case studies</li> </ul> | <p>documents (TPM/PDM reports, participant database)</p> <ul style="list-style-type: none"> <li>• Implementation strategy,</li> <li>• Training/hygiene sessions reports</li> <li>• Trainee's database, and feedback reports</li> <li>• Programme reported case studies/success stories.</li> <li>• WASH Cluster Performance review data/reports.</li> </ul> | <ul style="list-style-type: none"> <li>• Qualitative Analysis</li> <li>• Quantitative Analysis</li> </ul> |

| Key Questions | Sub Questions                                                                                                                                                                                                                                                            | Areas of Enquiry/Potential Indicators                                                                                                                                                                                                                                                                                                                                                                                         | Data Collection Methods                                                                                                                                                                                                                                   | Data Sources                                                                                                                                                                                                                                                            | Analysis Type                                                                                                                                                                                                                         |
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|               | <p><b>Climate and ESS considerations</b></p> <p><b>EQ8.4:</b> How well did ECHO Programme design and implementation, integrate climate risks and Environmental and Social Safeguards (ESS) considerations particularly around delivery of water and supply services?</p> | <p><b>8.4.1:</b> Evidence in programme reports on compliance to climate risks and ESS considerations during design and delivery of WASH services at all levels including schools, and HCFs.</p> <p><b>8.4.12:</b> #/proportion of, and/or types of stakeholders who referred to compliance to climate risks and ESS considerations during design and delivery of WASH services at all levels including schools, and HCFs.</p> | <ul style="list-style-type: none"> <li>• Desk review</li> <li>• Key Informant Interviews</li> <li>• WASH Observations / Facility Assessments (schools/HCFs, and WSS)</li> <li>• Focus Group Discussions</li> <li>• Evaluation Household Survey</li> </ul> | <ul style="list-style-type: none"> <li>• ECHO/UNICEF WASH Programme documents</li> <li>• Implementation Partners (IPs) documents (TPM/PDM reports, participant database)</li> <li>• UNICEF Country Office Annual Reports,</li> <li>• Donor's WASH strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Desk Research for analysis of the secondary and admin data.</li> <li>• Mixed Analysis (Qualitative and Quantitative) as detailed above.</li> <li>• Thematic and content analysis.</li> </ul> |

## Appendix 7. Detailed Budget of the ECHO WASH Programme

The below detailed budget is extracted from UNICEF ACO provided budget<sup>88</sup> sheet as part of the internal documents.

|                                                                                                                                                                                                                                                                |           |        |       |       |           |  |                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------|-------|-------|-----------|--|----------------------|
| <b>Result 5: WASH: Communicable disease-related mortality and morbidity are mitigated through access to equitable and resilient WASH services</b>                                                                                                              |           |        |       |       |           |  | <b>13,603,322.95</b> |
| <b>Staff and other personnel costs</b>                                                                                                                                                                                                                         |           |        |       |       |           |  | <b>1,884,636.74</b>  |
| <b>Expatriate Staff</b>                                                                                                                                                                                                                                        |           |        |       |       |           |  | <b>691,267.50</b>    |
| Emergency WASH Manager (100%)                                                                                                                                                                                                                                  | 1.00      | Person | 12.00 | Month | 20,947.50 |  | 251,370.00           |
| WASH Manager-Sanitation (100%)                                                                                                                                                                                                                                 | 1.00      | Person | 12.00 | Month | 20,947.50 |  | 251,370.00           |
| Field Programme Coordinator (20%)                                                                                                                                                                                                                              | 5.00      | Person | 12.00 | Month | 3,142.13  |  | 188,527.50           |
| <b>Local Staff</b>                                                                                                                                                                                                                                             |           |        |       |       |           |  | <b>1,193,369.24</b>  |
| Field WASH Officers (100%) (Note: it is estimated that 11 WASH Project Officers will be charged at an estimated total of 12 individual months, however the exact number of officers and months may change yet within the allocated ceiling.)                   | 11.00     | Person | 12.00 | Month | 7,353.00  |  | 970,596.00           |
| HACT Assurance Officer (50%)                                                                                                                                                                                                                                   | 1.00      | Person | 12.00 | Month | 4,262.42  |  | 51,149.09            |
| Local security advisors (20%) Note: it is estimated that 20% of 5 Security Advisers will be charged at an estimated total of 12 individual months, however the exact number of Associates and months may change yet within the allocated ceiling).             | 5.00      | Person | 12.00 | Month | 1,430.20  |  | 85,812.08            |
| Field monitoring officers (20%). (Note: it is estimated that 20% of 5 Field Monitoring Officers will be charged at an estimated total of 12 individual months, however the exact number of Associates and months may change yet within the allocated ceiling). | 5.00      | Person | 12.00 | Month | 1,430.20  |  | 85,812.08            |
| <b>Supplies, commodities, and materials</b>                                                                                                                                                                                                                    |           |        |       |       |           |  | <b>3,647,370.73</b>  |
| Procurement of WASH Hygiene/dignity kits                                                                                                                                                                                                                       | 75,000.00 | Kit    |       |       | 17.10     |  | 1,282,500.00         |
| Squatting plate, plastic, w/o pan, 120x80cm/S5007335                                                                                                                                                                                                           | 15,000.00 | Unit   |       |       | 34.20     |  | 513,000.00           |
| Latrine Add-On, child & disabled people/S0005848                                                                                                                                                                                                               | 1,500.00  | Unit   |       |       | 60.06     |  | 90,090.00            |

<sup>88</sup> Budget MR05-01 Afghanistan SM210487 2021-01054

|                                                                                                                                                                         |              |          |       |       |            |                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------|-------|-------|------------|---------------------|
| Soap bars for handwashing                                                                                                                                               | 2,000,000.00 | Bar      |       |       | 0.27       | 532,450.58          |
| Chlorine Powder (up to 65% concentration) for disinfection of water systems in rural and urban utilities, schools and health care facilities in AWD/Cholera prone areas | 4,000.00     | Drum     |       |       | 213.75     | 855,000.00          |
| Household water treatment products (Aqua tabs 0.35 mg and 1.67gm)                                                                                                       | 7,887.65     | Box      |       |       | 34.32      | 270,704.15          |
| Warehousing, logistical activities                                                                                                                                      | 1.00         | Contract | 12.00 | Time  | 8,635.50   | 103,626.00          |
| <b>Equipment, vehicle and furniture</b>                                                                                                                                 |              |          |       |       |            | <b>513,000.00</b>   |
| Office equipment including vehicles, ICT, maintenance and consumables                                                                                                   | 1.00         | Lumpsum  | 12.00 | Month | 42,750.00  | 513,000.00          |
|                                                                                                                                                                         |              |          |       |       |            | 0.00                |
| <b>Contractual services</b>                                                                                                                                             |              |          |       |       |            | <b>0.00</b>         |
|                                                                                                                                                                         |              |          |       |       |            | 0.00                |
|                                                                                                                                                                         |              |          |       |       |            | 0.00                |
| <b>Travel</b>                                                                                                                                                           |              |          |       |       |            | <b>45,144.00</b>    |
| Field visit monitoring by UNICEF's ACO and zonal staff est. every quarter                                                                                               | 11.00        | Person   | 12.00 | Month | 342.00     | 45,144.00           |
|                                                                                                                                                                         |              |          |       |       |            | 0.00                |
| <b>Transfers and grants to counterparts</b>                                                                                                                             |              |          |       |       |            | <b>6,772,950.00</b> |
| Rehabilitate, repair, upgrade existing and installation of new water supply systems including emergency water trucking                                                  | 100,000.00   | Person   |       |       | 33.46      | 3,346,200.00        |
| Support installation of emergency sanitation facilities in communities                                                                                                  | 50,000.00    | Person   |       |       | 21.45      | 1,072,500.00        |
| Install WASH facilities in schools including MHM facilities for girls                                                                                                   | 30.00        | School   |       |       | 25,650.00  | 769,500.00          |
| Install WASH facilities in Health Care Facilities (HCFs)                                                                                                                | 30.00        | HCF      |       |       | 17,160.00  | 514,800.00          |
| Third party external evaluation                                                                                                                                         | 1.00         | Time     |       |       | 214,500.00 | 214,500.00          |
| Third party monitoring for quality assurance of WASH infrastructure (up to 15% of infrastructure costs)                                                                 | 1.00         | Time     |       |       | 855,450.00 | 855,450.00          |
| <b>General operating and other direct costs</b>                                                                                                                         |              |          |       |       |            | <b>740,221.48</b>   |

|                                                                                                                                                         |                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Result 7: WASH:</b> Provision of access to life saving and resilient WASH services to 150,000 emergency affected people (January 2023-December 2023) | <b>7,747,870</b>    |
| <b>Staff and other personnel costs</b>                                                                                                                  | <b>1,088,931.17</b> |



|                                                              |              |         |      |         |           |                     |
|--------------------------------------------------------------|--------------|---------|------|---------|-----------|---------------------|
| <b>Expatriate Staff</b>                                      |              |         |      |         |           | <b>623,966.26</b>   |
| Emergency WASH Manager Kabul (P4) (12%)                      | 1            | Person  | 12   | month   | 4,003.80  | 46,700.32           |
| Emergency WASH Specialist for the 5 field offices (P3) (10%) | 5            | Person  | 12   | month   | 2,803.10  | 163,476.79          |
| Construction Engineer (P3, Kabul) (10%)                      | 1            | Person  | 12   | month   | 2,803.10  | 32,695.36           |
| Contracts Manager (P4-Kabul) (10%)                           | 1            | Person  | 12   | month   | 2,803.10  | 32,695.36           |
| Gender Programme Specialist (P4) Kabul (30%)                 | 1            | Person  | 12   | month   | 8,108.08  | 94,572.59           |
| Administrative Specialist (P4) (30%)                         | 1            | Person  | 12   | month   | 8,108.08  | 94,572.59           |
| Partnerships Specialist (P3) Kabul (30%)                     | 1            | Person  | 12   | month   | 6,826.70  | 79,626.63           |
| Contracts Specialist (P3) Kabul (30%)                        | 1            | Person  | 12   | month   | 6,826.70  | 79,626.63           |
| <b>Local Staff</b>                                           |              |         |      |         |           | <b>464,964.91</b>   |
| WASH Logistic and Supplies Officer (NOB Kabul) (22%)         | 1            | Person  | 12   | month   | 2,076.58  | 24,221.23           |
| WASH Officer (NOB) - Five Field Offices (20%)                | 5            | Person  | 12   | month   | 1,887.80  | 110,096.50          |
| WASH Officer Kabul (NOB) (30%)                               | 1            | Person  | 12   | month   | 2,831.70  | 33,028.95           |
| WASH Information Officer(NOA) (20%)                          | 1            | Person  | 12   | month   | 1,583.60  | 18,471.11           |
| WASH Specialist (NOC ) Two Field Offices (25%)               | 2            | Person  | 12   | month   | 2,812.75  | 65,615.83           |
| WASH Information Specialist (NOC) (25%)                      | 1            | Person  | 12   | month   | 2,812.75  | 32,807.92           |
| WASH Program Associate (GS-6) (60%)                          | 2            | Person  | 12   | month   | 3,187.80  | 74,365.00           |
| Supply and Logistics Officer Kabul (NOB) (35%)               | 1            | Person  | 12   | month   | 3,489.70  | 40,703.91           |
| Programme/Operations Associate ZO (GS6) (25%)                | 2            | Person  | 12   | month   | 1,568.08  | 36,580.25           |
| Planning & Monitoring Officer ZO (NOB) (25%)                 | 1            | Person  | 12   | month   | 2,492.65  | 29,074.22           |
| <b>Supplies, commodities and materials</b>                   |              |         |      |         |           | <b>1,422,969.12</b> |
| Procurement of WASH Hygiene/dinuity kits                     | 13,200.00    | Kits    | 1.00 | Lumpsum | 38.00     | 487,555.20          |
| Soap, toilet, bar, approx. 100-110g, wrapped                 | 1,500,000.00 | Bars    | 1.00 | Lumpsum | 0.35      | 510,300.00          |
| Water tank, collapsible, 1500l, w/distr. kit                 | 20.00        | Kits    | 1.00 | Lumpsum | 1,100.00  | 21,384.00           |
| Surface water monitoring equipments                          | 1.00         | Lumpsum | 1.00 | Lumpsum | 40,360.00 | 39,229.92           |
| Digital Groundwater Level Recorder                           | 20.00        | number  | 1.00 | Lumpsum | 18,750.00 | 364,500.00          |
| <b>Equipment, vehicle and furniture</b>                      |              |         |      |         |           | <b>233,969.15</b>   |

|                                                                                                                                                                                                       |           |              |       |         |              |                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------|-------|---------|--------------|---------------------|
| Office equipment (including vehicles, ICT, etc. ) (portion of total costs)                                                                                                                            | 1.00      | Lumpsum      | 12    | month   | 15,000.00    | 174,960.00          |
| National transport of WASH NFI                                                                                                                                                                        | 1.00      | Lumpsum      | 1     | Lumpsum | 60,709.00    | 59,009.15           |
| <b>Contractual services</b>                                                                                                                                                                           |           |              |       |         |              | <b>3,257,359.94</b> |
| Provide safe and sufficient quantity of water through resilient interventions (rehabilitation and/or new construction of water supply scheme) in areas of high need including newly accessible areas. | 86,500.00 | People       | 1     | Lumpsum | 25.00        | 2,101,950.00        |
| Provision of humanitarian WASH services in public institutions such as healthcare facilities, schools and learning center where affected people receive public services                               | 14.00     | Institutions | 1     | Lumpsum | 20,000.00    | 272,160.00          |
| Support the establishment of groundwater monitoring system through an enhanced water resource monitoring in coordination with WASH cluster and other stakeholder                                      | 1.00      | Lumpsum      | 1.00  | Lumpsum | 500,000.00   | 486,000.00          |
| Third Party Monitoring for quality assurance and quality control of WASH activities                                                                                                                   | 1.00      | Lumpsum      | 1     | Lumpsum | 400,000.00   | 388,800.00          |
| Rental, leasing, security contracts (portion of total costs)                                                                                                                                          | 1.00      | Lumpsum      | 12.00 | month   | 8,693.35     | 8,449.94            |
| <b>Travel</b>                                                                                                                                                                                         |           |              |       |         |              | <b>25,173.24</b>    |
| Field visit monitoring by UNICEF's ACO and zonal staff est. every quarter                                                                                                                             | 8.00      | Person       | 3.00  | Quarter | 1,079.10     | 25,173.24           |
| <b>Transfers and grants to counterparts</b>                                                                                                                                                           |           |              |       |         |              | <b>1,427,868.00</b> |
| Promote key hygiene messages to the emergency affected population and those in newly accessed areas                                                                                                   | 1.00      | Lumpsum      | 9.00  | month   | 41,000.00    | 358,668.00          |
| Contingency (Quick Impact) WASH activities for onset of emergency                                                                                                                                     | 1.00      | Lumpsum      | 1.00  | Lumpsum | 1,100,000.00 | 1,069,200.00        |
| <b>General operating and other direct costs</b>                                                                                                                                                       |           |              |       |         |              | <b>291,600.00</b>   |

## Appendix 8. Sample size determination.

The evaluation team used the following statistical formula for sampling calculations.

The formula we use to calculate target sample sizes for probability sampling strategies was outlined by Krejcie and Morgan in 1970 and has been widely used in social research.

It is described as follows:  $n = \chi^2 N p(1 - p) / \beta^2 (N - 1) + (\chi^2 p (1 - p))$

Where:

$n$  = Sample size

$\chi^2$  = Chi-square for the specified confidence level at 1 degree of freedom

$N$  = Population size

$p$  = Population proportion (assumed to be 0.5 to generate maximum sample size)

$\beta$  = desired Margin of Error (expressed as proportion)

### Calculation of design effect.

For cluster sampling, the resulting target sample size is adjusted for design effect, as outlined for example by Kish in 1965. The adjustment is conducted by applying the following formula;

$$Deff = n ( 1 + ( M - 1 ) ICC )$$

Where:

$n_{eff}$  = effective sample size

$n$  = unadjusted sample size

$M$  = average sample size per cluster or PSU

$ICC$  = intra-cluster correlation ( $ICC = 0.05$  is used calculated using previous nation-wide assessment that used cluster sampling)

R programming language was used to implement above formula.

## Appendix 9. Complete Sample frame for the household survey

|                                                                                                                       |                    |
|-----------------------------------------------------------------------------------------------------------------------|--------------------|
| <br>ECHO_WASH<br>Sample 28 Feb 2024. | Updated 28.03.2024 |
|-----------------------------------------------------------------------------------------------------------------------|--------------------|

## Appendix 10. Qualitative data collection tools (ECHO WASH)

1. Key Informant Interview guides: UNICEF officials, and Donors/UN agencies
2. Key Informant Interview guides: DfA Officials
3. Key Informant Interview guides: Implementation Partners/CDCs
4. Key Informant Interview guide: School head teacher
5. Focus Group Discussion guides: Health center staff.
6. Focus Group Discussion guides: School students (adolescent boys and girls)
7. Focus Group Discussion guides: Service users (community members including CDC members and local leaders, religious influencers)

### Key Informant Interview guide UNICEF officials, and Donors/UN agencies

**Target: UNICEF staff (WASH Section) at the Country Office and Field Office levels; and Donors/UN agencies**

Informed Consent: Good morning/afternoon, my name is \_\_\_\_\_ and I am working with Konterra Group (an international consulting company). On behalf of UNICEF Afghanistan, we are conducting an external evaluation of UNICEF's ECHO WASH Programme which was implemented across the country.

As part of data collection, we are speaking to you and shall ask questions on 'Water, Sanitation, and Hygiene' situation. We assure you that the information and opinions you share with us will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and their partners to understand how they have performed and better plan for and implement WASH programming in the future. You will receive no payment or specific benefit for participating. You will not be excluded from future benefits as a result of participation or decisions not to participate.

The information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. We have noted your name for our internal records. However, your responses will not be tied back to you in any way.. Your responses will be synthesized with those of others across the country to finalize the findings.

The interview will take about 60 – 90 minutes to complete. The interview will be recorded to ensure that no parts of the key insights are missed during notetaking. Your cooperation would be highly appreciated. Your participation is voluntary. While we ask you to answer all questions posed as best as you can, please note that if you don't want to answer a question, we will move on to the next question.

You can also stop the interview at any time. We hope that you will allow us to interview you for this evaluation, as your input is important to us.

Do you have any questions about the evaluation or the Interview now?

Do I have your consent to continue with the interview? Yes..... No.....

Do I have your consent to record the interview? Yes..... No.....

If you want to talk to someone about anything that has come up from this, you can tell one of the researchers or contact the research team at [insert appropriate contact details here-Asmat Gil or Jane Burke depending on interviewer].

**Note to Interviewer**

Ensure to adapt questions based on the specific role and organization of the interviewee. Also ensure to express the questions to the level of understanding of the nature of UNICEF's support.

|                         |                                                                           |
|-------------------------|---------------------------------------------------------------------------|
| Date                    |                                                                           |
| Level of Interview      | National Level:<br>Province Level:<br>District Level:<br>Community Level: |
| Province                |                                                                           |
| District                |                                                                           |
| Community               |                                                                           |
| Respondent Name         |                                                                           |
| Organization/Department |                                                                           |
| Role                    |                                                                           |

#### Interview Team

|                               |                          |
|-------------------------------|--------------------------|
| Name of Interviewer/Moderator |                          |
| Name of Notetaker             |                          |
| Interview Time                | Start Time:<br>End Time: |

### THEME 1: RELEVANCE/THEME 6: COVERAGE/THEME 8: CROSS-CUTTING ISSUES

**EQ 1.1/EQ8.2** To what extent did the design and expected results of UNICEF's ECHO WASH Programme align to the humanitarian needs of the Afghan population regarding water, sanitation, and hygiene (WASH)?

#### Probes:

- Can you describe the different information sources to identify the WASH needs?
- Were there any gender-specific assessments or consultations undertaken to identify the exclusive WASH needs of women and girls?
- What inclusive approaches were used to ensure representation of all identified vulnerable groups in identifying needs?

**EQ8.1:** How did the programme identify the different needs of vulnerable groups to provide an appropriate response (IDPs, those with disabilities, children)?

- Was there any programme specialist with gender expertise working on the programme?

- b) Were men and women consulted separately to inform the design of the programme?
- c) Are there any gaps in identification based on specific needs or types of population that UNICEF did not adequately capture?
- d) If yes, why do these gaps exist? What is needed to overcome these gaps?

**EQ1.1** Is there any misalignment of the response with the WASH needs for the general population?

- d) What about for specific vulnerable groups?
- d) (if yes above) Kindly explain and give reasons for divergence.
- e) How was this managed?

**EQ 1.2./EQ6.1/EQ8.1** To what extent was the ACO/IPs successful in ensuring targeting and outreach met the humanitarian WASH needs of the Afghan population?

Probes:

- a) What percent of the ACO staff who have direct contact with beneficiaries are women? What about IPs?
- a) Do you think any vulnerable groups (*such as people with disabilities, internally displaced persons, and poor, illiterate people (women/men, boys/girls, orphans, widows) and those living in in hard-to-reach areas or communities*) or regions were excluded? (specify reason for exclusion differentiating between failure to identify and failure to include in response)
- b) What role did key actors (donors, DfA/IP/CDC) play in either helping or hindering efforts to ensure targeting/outreach met the humanitarian needs?
- c) In light of the barriers to UN/INGO implementation, how successful was ACO/IPs in including women and girls in the outreach strategy? How was this done?

**EQ8.3:** How inclusive are feedback mechanisms to be able to capture feedback from populations with diverse needs/capabilities including women and girls, children, people with disabilities, IDPs, or other people that may be vulnerable?

- a) What is the main type of feedback received? Did this differ by type of response/area?
- b) How well was UNICEF able to respond to complaints/feedback? What is the proportion of complaints resolved during implementation (request data source)
- c) What are your suggestions to mitigate such complaints in the future?
- d) Is the data management system for handling complaints and feedback fit for purposes for the ECHO WASH programme? (probe for timeliness of receiving complaints, ability to aggregate data to identify trends, ability to update status of complaints to track response capacities, etc.)
- e) Is there any specific outreach for women and girls considering potential barriers to providing complaints/feedback (phone access, ability to discuss with staff in public)

**Are there any areas where improvements are needed to improve targeting and/or outreach of the ECHO programming?**

**Climate and environmental and social safeguards:** To what extent were WASH interventions funded through ECHO able to reflect commitments to mainstream climate action and environmental sustainability considerations within ECHO WASH programming?



- a) Was UNICEF WASH programming informed by any assessment of the climatic and environmental risks?
- b) What strategies are in place to minimize, mitigate and manage the risks identified? Have these mitigation plans been sufficient?
- c) To what extent have procurement, supply and logistics arrangements been sustainable? (probe for local/regional sourcing, sea/road shipments prioritized, in-country logistics service arrangements)
- d) How does UNICEF/IPs assess the effects/outcome of WASH programming on the environment? Are information systems sufficient? Are technical capacities sufficient?
- e) Do sufficient human and financial resources exist to support climate change and ESS objectives?
- f) If not, what are the main changes that need to occur to support these objectives?

**EQ1.2.4./EQ6.1/8.3** Has the ECHO WASH programme made any adaptations during implementation to improve the design or delivery of interventions?

**Probe:**

- a) Kindly give some notable areas of adaptation within these contexts.
- b) specify how the need for these adaptations was identified

**Data management:** To what extent have existing M&E/knowledge management systems supported timely adaptation?

- a) Are there any gaps in data collection systems? (probe for types of interventions, population characteristics, sufficiency of indicators)
- b) Is collection of data timely to support adaptation?
- c) Do you have any suggestions to improve data management in UNICEF?

## THEME 2: COHERENCE/THEME 7: COORDINATION

**EQ. 2.1** To what extent were WASH interventions funded through ECHO able to synergize with UNICEF's other interventions in WASH, health, education and nutrition?

- a) If yes, please tell us about these interventions and the areas of complementarity especially as regards their guiding policies, implementation and coordination structures.
- b) can you give any examples of notable benefits/outcomes that resulted from combining ECHO-WASH interventions with UNICEF's other efforts?
- c) What were the main factors that supported integration/synergies? (probe: management, financial resources, donor requirements, etc.)
- d) What were the main factors that challenged integration/synergies? (probe: management, financial resources, donor requirements, etc.)
- e) How is data managed between sections to track comprehensive responses? Are data management systems fit for purpose/appropriate for a multi-sector programme?
- f) What was the coverage of supported health centers that also received WASH services?
- g) What was the coverage of supported schools that also received WASH services?

h) Were there any areas that the approaches used for the WASH programme undermined or contradicted the actualization of other key UNICEF priorities/interventions? If yes, please explain.

**EQ. 2.2./EQ7.1.1:** To what extent were WASH interventions funded through ECHO able to synergize with interventions delivered by **other humanitarian actors** (donors, partners, and/or institutions)?

a) What activities funded by the ECHO WASH programme were jointly planned or implemented with other partners?

b) How well do existing coordination structures support complementarity of programming between different sectors?

c) How well do existing coordination structures support coherence of the WASH response to prevent duplication?

d) Have there been any partnerships or funding for local women's rights organizations through the ECHO programme?

**EQ7.1.2/3:** To what extent have coordination structures/partnership contributed to:

a) Increasing the availability of fund or other resources

b) Enhancing accessibility of target groups, communities, regions

c) Leveraging linkages with DfA authorities and other stakeholders

d) Strengthened M&E and knowledge management systems including tracking of WASH tracking of WASH distribution and PDMs

**EQ7.2:** What was UNICEF's role in these coordination structures?

a) Can you give examples of types of decisions influenced by UNICEF and its effects on the WASH response?

b) Were there any gaps in UNICEF's ability to contribute to coordination efforts?

### **THEME 3: EFFECTIVENESS/THEME 6: COVERAGE**

The result for the WASH activities funded by ECHO is to contribute to the reduction of communicable disease-related mortality and morbidity through access to equitable, climate resilient, emergency lifesaving and sustainable WASH services and supplies.

**EQ 3.1.** To what extent would you say that this result has been achieved in Afghanistan?

**Probe:**

a) Kindly give justification for this opinion

**First, I would like to discuss interventions at the community/household level:**

**E.Q 3.1 & 3.2.** (household-level) What would you consider the most significant achievements/results of the ECHO WASH programmes between 2022-2023 regarding community/HH interventions for the:

a) Provision of safe drinking water

b) Access to basic sanitation

c) Access to hygiene supplies

d) Changes in WASH-related behaviour

**Probe for each:**

- a) 3.3.1 What are the most significant drivers, i.e., justifications/reasoning for these significant achievements/results? (key strengths)
- b) 3.3.1 Was there anything that prevented/challenged achievements in these areas, i.e., justification/reasoning for gaps in achievements/results? (key bottlenecks)
- c) How sufficient are existing internal M&E processes for tracking these achievements? (probe for quality of indicators, establishment of baseline data, data governance and management processes, etc.)

**EQ3.2.1./EQ6.1/8.1.3** Did these achievements/results vary for different population groups (gender, people with disabilities, IDPs, people in hard-to-reach areas)? If yes, why is this so?

**Q8.1:** Were household/community-level activities implemented in a way that met the gender-specific WASH needs of women and girls especially concerning access, safety, privacy and quality of WASH services?

**EQ3.4 (community).** Were there any positive or negative effects of the programme at the community or household level that were unanticipated?

- a) For negative: has there been any change to avoid this effect/result in the future?

3.2.3: To what extent do you think communities can play a role in supporting the programme's efforts to increase access to WASH services at the household level?

**Now thinking about the WASH activities in schools and health facilities:**

**E.Q 3.1 & 3.2.** (WASH in schools/HF) What would you consider the most significant achievements/results of the ECHO WASH programmes between 2022-2023 regarding WASH in schools/HFs for:

- a) Provision of safe drinking water
- b) Access to basic sanitation
- c) Access to hygiene supplies
- d) Changes in WASH-related behaviour

**Probe for each:**

- a) 3.3.1 What are the most significant drivers, i.e., justifications/reasoning for these significant achievements/results? (key strengths)
- b) 3.3.1 Was there anything that prevented/challenged achievements in these areas, i.e., justification/reasoning for gaps in achievements/results? (key bottlenecks)
- c) How sufficient are existing internal M&E processes for tracking these achievements? (probe for quality of indicators, establishment of baseline data, data governance and management processes, etc.)

**EQ3.2.1./EQ6.1/8.1.3** Did different population groups benefit equitably from these changes in HFs/schools (gender, people with disabilities, IDPs, people in hard-to-reach areas)? If yes, why is this so?

- a) through what processes/data sources does UNICEF confirm this?
- b) are there any challenges in the adequacy/quality of existing M&E/knowledge management processes to inform this opinion?

**Q8.1:** Were WASH in institution activities implemented in a way that met the gender-specific WASH needs of women and girls especially concerning access, safety, privacy and quality of WASH services?

**EQ3.4 (institutions).** Were there any positive or negative effects of the programme in health facilities/schools that were unanticipated?

a) for negative: has there been any change to avoid this result/effect in the future?

3.2.3: To what extent do you think communities can play a role in supporting the programme's efforts to increase access to WASH services in health facilities/schools?

**Now thinking of the programme overall:**

**EQ3.3.1** What were the key Internal and external factors to UNICEF that most significantly enabled the achievements of the UNICEF ECHO WASH programme objectives? (key strengths)

a) to what extent did management structures support achieving objectives?

**EQ3.3.2/3.2.3** What were the most significant Internal and external factors that hindered the achievement of the UNICEF WASH programme objectives? (key bottlenecks)

a) were these factors anticipated in the programme design?

b) to what extent are existing internal M&E/knowledge management systems sufficient in identifying these barriers?

c) to what extent did management structures hinder the achievement of objectives?

d) for each challenge ask about any adaptations to mitigate this challenge

**EQ3.4 (IP/DfA):** Overall, were there any positive or negative effects on implementing partners or DfA that were unanticipated?

a) for negative: has there been any change to avoid this result/effect in the future?

**EQ8.2:** Were there any contributions the ECHO WASH Programme made to the empowerment of adolescent girls/women? (involvement in decision-making around WASH services planning, use of WASH services and facilities, access)

## **THEME 4: EFFICIENCY**

To what extent did the management/governance of the ECHO WASH programme support efficient use of resources?

a) What are the key strengths of implementation processes?

b) What are the key bottlenecks of implementation processes?

c) What should be changed in the future to improve management/governance structures?

To what extent did the internal M&E systems/knowledge management systems of the ECHO WASH programme support efficient use of resources?

a) How useful has evidence been in supporting efficient use of resources?

b) What should be changed in the future to improve the utility of internal M&E?

c) Are there any complementary studies, research or other evaluative activities that have supported/anticipate will support efficient use of resources?

**EQ4.1.1** How sufficient in quantity and quality were the resources allocated to the UNICEF ECHO WASH Programme in each province?

**EQ4.1.2A** What is your assessment of the quantity and quality of the resources used for the UNICEF ECHO WASH Programme vis-a-vis the defined parameters of the design of the programme and the results achieved?

**EQ4.1.2B/4.1.4** Were resources available on time for the UNICEF ECHO WASH Programme?

**Probe:**

a) Did the timeliness of the used resources influence the result of the programme in any way? How so?

b) Did UNICEF make any adaptations in the programme as a result of these delays?

c) If yes, what effects of the adaptations on the achievements/results.

**EQ4.1.3.** How appropriate was the timeframe allotted to the programme's implementation in relation to the intended results in identified key areas such as:

a) Provision of safe drinking water

b) Access to basic sanitation

c) Changes in WASH-related behaviour

**Probe:**

Kindly give rationale in each instance.

**EQ 4.2.1/2/3.** How did the interaction among UNICEF, the DfA, communities/CDCs, cluster partners and implementation partners at the different levels influence cost-efficiencies for the achieved results of the programme?

**Probe:**

a) What implementation strategies most contributed to the cost-efficiency of the ECHO WASH programming among these key players?

b) Can you recall any instances where interaction modality with these key stakeholders undermined cost-efficiency of implementation?

**4.2.4/4.2.5: Are there alternative strategies that could have been used to reduce costs on the programme? If yes, what are they and how could they have been used?**

## **THEME 5: SUSTAINABILITY**

**EQ 5.1.** Were there any types of sustainability strategies (exit plan or roadmap) developed to sustain the gains of the programme/specific activities?

**Probe:**

a) Where these strategies implemented? If yes, how well were they implemented?

b) In what ways, if at all, was UNICEF involved in these sustainability strategies?

c) What gaps and challenges were encountered during the implementation of these sustainability plans/strategies at the community levels?

d) How can gaps/challenges in sustainability strategies be mitigated in future iterations or replicability/scalability of WASH programs in the country?

**EQ5.2:** After the programme ended in 2023, have any benefits of activities been sustained?

a) What were the factors that supported the sustainability of these benefits?

b) What are the factors that have hindered the sustainability of these benefits?

c) Extent and quality of engagement (partnerships) or ownership by local CDCs/communities/IPs/DfA who were involved in implementation, and its implications for sustainability.

## **CROSS-CUTTING PRIORITIES**

### **EQUITY AND DISABILITY**

**EQ8.1.1:** To what extent were the specific WASH needs of vulnerable population groups, including persons with disabilities, those living in hard-to-reach areas, and those affected by conflict or emergencies, addressed by the ECHO WASH Programme?

- Can you provide examples of how the ECHO WASH Programme targeted and addressed the needs of persons with disabilities?
- How were resources allocated and interventions implemented to reach vulnerable groups such as IDPs and those in rural or hard-to-reach areas?

**EQ8.1.2:** How effectively did the ECHO WASH Programme monitor and evaluate its interventions to ensure equitable access to WASH services for all population groups?

- Were there specific monitoring mechanisms in place to track the results of outcomes of ECHO WASH interventions on vulnerable populations (poor, illiterate, remote communities, PWDs, IDPs)?
- Can you share any evidence or insights on the outcomes achieved for persons with disabilities or those affected by conflict or emergencies?

### **GENDER EQUALITY**

**EQ8.2.1:** How effectively did the ECHO WASH Programme address the specific WASH needs of women, men, adolescent boys, and girls, ensuring gender transformative outcomes?

- Can you please provide examples of gender-specific assessments or consultations conducted to identify the unique WASH needs of women and girls?
- How were resources allocated and interventions implemented to address these gender-specific WASH needs at different levels, such as households, communities, schools, and health facilities?

**EQ8.2.2:** What evidence exists to demonstrate the gender-responsive design and implementation of the ECHO WASH Programme, particularly in terms of targets, interventions, and allocated resources?

- Please share specific achievements or gaps observed in addressing the WASH needs of adolescent girls and women, focusing on aspects like access, safety, privacy, and quality of services?

- Are there specific examples to demonstrate ECHO WASH Programme's contributions to empowering adolescent girls and women in decision-making regarding WASH services planning and utilization?

## **HUMAN RIGHTS**

EQ8.3.1: How effectively were human rights principles, particularly concerning WASH rights, integrated into the design, implementation, monitoring, and reporting of the ECHO WASH Programme?

EQ8.3.2: To what extent and how perspectives from communities, de facto authorities, and staff from implementing partners were incorporated into the various stages (design/planning, implementation, monitoring, results sharing or reporting) of the Programme? Please provide specific examples.

EQ8.3.3: **Are you aware of** the implementation of any feedback or complaints redressal mechanisms for beneficiaries or participants, ensuring accountability and addressing complaints during Programme implementation?

- If yes, please specify the types of mechanisms/strategies supported by ECHO funded WASH interventions to promote effective complaint resolution system established for communities. How effective were these mechanisms?

EQ8.3.4: What type of, and how many complaints were recorded and resolved during the implementation of various activities such as water supply schemes, construction/rehabilitation, and distribution of WASH kits/supplies?

- How they were addressed, along with any suggestions to mitigate such complaints in the future?
- Are there any complaints that could not be resolved? If yes, what type of complaints remain unresolved and for what factors/reasons?
- How these unresolved complaints affected the communities' role in supporting the implementation of the programme?

## **CLIMATE CHANGE CONSIDERATIONS**

EQ8.4.1: To what extent and how effectively were climate change risks and adaptation measures integrated into the design and implementation of the ECHO Programme, particularly concerning the delivery of water and sanitation services?

EQ8.4.2: Which specific measures or strategies designed and/or implemented to address climate-related risks in the design and delivery of WASH services, especially in schools and healthcare facilities? Please provide specific examples.

- What were the key outcomes of these strategies and for whom, and how did they benefit communities?
- What were key disabling factors or challenges, or facilitating factors, and key gaps in implementation of mitigation measures to climate risks and adaptations.

EQ8.4.3: What are key lessons learned, and recommendations to ensure awareness among all actors (UNICEF staff, IPs/NGOs, de facto authorities, and communities), and compliance with climate risks considerations during the design and delivery of WASH services at all levels (household, communities, schools, and healthcare facilities)?

## **Environmental and social safeguards (ESS)**

ESSQ1: To what extent has UNICEF CO in Kabul and provincial offices implemented Environmental and social safeguards (ESS) procedures?



- What has been the coverage of implementation of ESS measures for ECHO WASH programme and other components of ECHO Programme sectoral projects considering the operational contexts in different regions/provinces?

ESSQ2: How have ESS procedures been implemented? What are the driving factors/actors for ESS implementation (e.g., UNICEF HQ/RO, UNICEF ACO office (Kabul), IPS, donors, other UN agencies)? Please also highlight the following:

- Key constraints (challenges), or facilitators (enablers), and Key gaps to ensure effective ESS implementation.
- Overall level of awareness and response/attitude among UNICEF management and staff at all levels towards ESS
- The level of accountabilities/responsibilities of staff and management for ESS at all levels.

ESSQ3: To what extent donor, and other partners (UN agencies, cluster partners, and IPs) are aware of the safeguard requirements and supportive to implement ESS.

- To what and how UNICEF's ESS guidelines, system, and procedures are aligned with social safeguard measures of donor, and other partners (UN agencies, cluster partners, and IPs)?

### Lessons / Recommendations

Thinking of the entire WASH programme, what are your recommendations or lessons learned to improve future WASH programming in Afghanistan?

a) What are some good practices that should be continued?

b) What are some lessons learned that should be incorporated into future WASH programme design?

c) What resources/changes are needed to enable these lessons learned to be incorporated?

**Closing:** Thank you for your valuable insights and participation in this interview/discussion. Your input is greatly appreciated. Please feel free to reach out if you have any further thoughts or information to share. Additionally, if you have any questions, please do not hesitate to contact me. Thank you once again for your time and contribution.

## Key Informant Interview guide: DfA Officials

Informed Consent: Good morning/afternoon, my name is \_\_\_\_\_ and I am working with Konterra Group (an international consulting company). On behalf of UNICEF Afghanistan, we are conducting an external evaluation of UNICEF's ECHO WASH Programme which was implemented across the country.

As part of data collection, we are speaking to you and shall ask questions on 'Water, Sanitation, and Hygiene' situation in the country, your province, and/or community. We assure you that the information and opinions you share with us will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and their partners to understand how they have performed and better plan for and implement WASH programming in the future.

The information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. We have noted your name for our internal records. However, your responses will not be tied back to you in any way.. Your responses will be synthesized with those of others across the country to finalize the findings. You will receive no payment or specific benefit for participating. You will not be excluded from future benefits as a result of participation or decisions not to participate.

The interview will take about 60 – 90 minutes to complete. The interview will be recorded to ensure that no parts of the key insights are missed during notetaking. Your cooperation would be highly appreciated. Your participation is voluntary. While we ask you to answer all questions posed as best as you can, please note that if you don't want to answer a question, we will move on to the next question.

You can also stop the interview at any time. We hope that you will allow us to interview you for this evaluation, as your input is important to us.

**If you want to talk to someone about anything that has come up from this, you can tell one of the researchers or contact the research team at [contact details for Asmat Gil].**

Do you have any questions about the evaluation or the Interview now?

Do I have your consent to continue with the interview? Yes..... No.....

Do I have your consent to record the interview? Yes..... No.....

### Note to Interviewer

Ensure to adapt questions based on the specific role and organization of the interviewee. Also ensure to express the questions to the level of understanding of the nature of UNICEFs support.

|                    |                                                       |
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| Date               |                                                       |
| Level of Interview | National Level:<br>Province Level:<br>District Level: |

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|                         | Community Level: |
| Province                |                  |
| District                |                  |
| Community               |                  |
| Respondent Name         |                  |
| Organization/Department |                  |
| Role                    |                  |

### Interview Team

|                               |                          |
|-------------------------------|--------------------------|
| Name of Interviewer/Moderator |                          |
| Name of Notetaker             |                          |
| Interview Time                | Start Time:<br>End Time: |

### THEME 1: RELEVANCE/THEME 2: COHERENCE

**EQ 1.1** How well do you think UNICEF's WASH programme identified the WASH needs of people in Afghanistan?

#### Probes:

- Do you know if any WASH needs assessment was done on this target population?
- If yes, please state the ones you are aware of?
- Are there gaps in the available data about population needs/inaccuracies of data?

**EQ 1.1./EQ5.2** In your opinion, to what extent was the design and expected results of UNICEF's WASH programming aligned to the priorities of your ministry as regards the intersection/linkage with water, sanitation, and hygiene (WASH) in Afghanistan/Province/District?

#### Probes:

- Were there any areas of divergence?
- (If yes above) Why do you think the divergence exists?

**EQ 1.2/7.1. What role does the DfA play in identifying the needs or implementation of WASH activities?**

- a) Are there any ways in which coordination could be improved?
- b) Are there any ways in which identification of needs could be improved?

**EQ3.4:** Has there been any positive or negative effect on the DfA as a result of being involved in implementation?

**Environment:** To what extent do UNICEF's ECHO WASH activities environmentally sustainable?

- a) can you provide any examples of any positive or negative results/effects on the environment as a result of UNICEF'S WASH interventions?
- b) Within the DfA's own planning, do you think the technical and financial resources exist to incorporate climate risk into your own planning?
- c) If not, what would your ministry need to better incorporate climate risk?

### **THEME 3: EFFECTIVENESS/THEME 5: SUSTAINABILITY/THEME 2: COHERENCE**

The result for the WASH activities funded by ECHO is to contribute to the reduction of communicable disease-related mortality and morbidity through access to equitable, climate resilient, emergency lifesaving and sustainable WASH services and supplies.

**EQ 3.1.** To what extent would you say that this result has been achieved in Afghanistan/state?

**Probe:**

- a) Kindly give justification for this opinion

**EQ5.2:** Do you think any of the benefits will be sustained without UNICEF's direct support? Why or why not?

- a) Extent and quality of engagement (partnerships) or ownerships by local CDCs/communities/IPs/DfA involved in implementation.

**EQ3.2:** What are the most significant results of the ECHO WASH programme?

- a) What are the factors that drive these positive results?

**EQ2.1/2.2:** Do you think UNICEF WASH activities have been able to complement other humanitarian support in the target areas?

**EQ3.3:** Are there any aspects of implementation where you would suggest improvements?

**EQ3.4:** Is there anything surprising that happened as a result of the ECHO WASH programme that you did not expect? This could be positive or negative.

**EQ6.1:** Are there any areas or types of people that are not feeling the benefits of the ECHO WASH programme? If yes, why is this so?

**EQ3.2.3:** To what extent do you think communities can play a role in supporting the programme's efforts to increase access to WASH services?

### **THEME 4: EFFICIENCY**

**EQ4.1:** Do you think that the resources allocated for UNICEF'S WASH programming are sufficient in quality and quantity to meet programme objectives?

**EQ4.2:** Was ECHO's implementation strategy vis-à-vis interactions with the DfA, communities, CDCs the most cost-efficient way?

a) Please give examples of how the implementation strategy improved/decreased cost-efficiency

b) Is there any way implementation should change to be more efficient or alternatives that UNICEF could consider?

**EQ4.1** How would you rate the timeliness of the resources used in the implementation of the UNICEF-WASH Programmes in responding to emergencies?

**Probe:**

a) Did the timeliness of the used resources influence the result of the programme in any way? How so?

## THEME 7: COORDINATION

**EQ7.1.2/3:** To what extent have coordination structures/partnership contributed to:

a) increasing the availability of fund or other resources

b) enhancing accessibility of target groups, communities, regions

c) leveraging linkages with DfA authorities

d) strengthened tracking of WASH distribution and PDMs?

**EQ7.2:** What was UNICEF's role in these coordination structures?

a) Can you give examples of types of decisions influenced by UNICEF and its effects/results on the WASH response?

b) Were there any gaps in UNICEF's ability to contribute to coordination efforts?

## Lessons and Recommendations

Thinking of WASH programming in Afghanistan, what are your recommendations or lessons learned to improve future WASH programming in Afghanistan?

a) What are some good practices that should be continued?

b) What are some lessons learned that should be incorporated into future WASH programme design?

c) What resources/changes are needed to enable these lessons learned to be incorporated?

**Closing:** Thank you for your valuable insights and participation in this interview/discussion. Your input is greatly appreciated. Please feel free to reach out if you have any further thoughts or information to share. Additionally, if you have any questions, please do not hesitate to contact me. Thank you once again for your time and contribution.

## Key Informant Interview guide: Implementation Partners/CDCs

Informed Consent: Good morning/afternoon, my name is \_\_\_\_\_ and I am working with Konterra Group (an international consulting company). On behalf of UNICEF Afghanistan, we are conducting an external evaluation of UNICEF's ECHO WASH Programme which was implemented across the country.

As part of data collection, we are speaking to you and shall ask questions on 'Water, Sanitation, and Hygiene' situation in the country, your province, and/or community. We assure you that the information and opinions you share with us will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and their partners to understand how they have performed and better plan for and implement WASH programming in the future.

The information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. We have noted your name for our internal records. However, your responses will not be tied back to you in any way.. Your responses will be synthesized with those of others across the country to finalize the findings. You will receive no payment or specific benefit for participating. You will not be excluded from future benefits as a result of participation or decisions not to participate.

The interview will take about 60 – 90 minutes to complete. The interview will be recorded to ensure that no parts of the key insights are missed during notetaking. Your cooperation would be highly appreciated. Your participation is voluntary. While we ask you to answer all questions posed as best as you can, please note that if you don't want to answer a question, we will move on to the next question.

You can also stop the interview at any time. We hope that you will allow us to interview you for this evaluation, as your input is important to us.

**If you want to talk to someone about anything that has come up from this, you can tell one of the researchers or contact the research team at [insert ATR contact details].**

Do you have any questions about the evaluation or the Interview now?

Do I have your consent to continue with the interview? Yes..... No.....

Do I have your consent to record the interview? Yes..... No.....

### Note to Interviewer

Ensure to adapt questions based on the specific role and organization of the interviewee. Also ensure to express the questions to the level of understanding of the nature of UNICEFs support.

|                    |                                                       |
|--------------------|-------------------------------------------------------|
| Date               |                                                       |
| Level of Interview | National Level:<br>Province Level:<br>District Level: |

|                         |                  |
|-------------------------|------------------|
|                         | Community Level: |
| Province                |                  |
| District                |                  |
| Community               |                  |
| Respondent Name         |                  |
| Organization/Department |                  |
| Role                    |                  |

### Interview Team

|                               |                          |
|-------------------------------|--------------------------|
| Name of Interviewer/Moderator |                          |
| Name of Notetaker             |                          |
| Interview Time                | Start Time:<br>End Time: |

### THEME 1: RELEVANCE/THEME 6: COVERAGE/THEME 8: CROSS-CUTTING ISSUES

**EQ 1.1./EQ8.2** To what extent did the design and expected results of UNICEF's ECHO WASH Programme align to the humanitarian needs of the Afghan population regarding water, sanitation, and hygiene (WASH)?

#### Probes:

- Can you describe the different information sources to identify the WASH needs?
- Were there any gender-specific assessments or consultations undertaken to identify the exclusive WASH needs of women and girls?
- What inclusive approaches were used to ensure representation of all identified vulnerable groups in identifying needs?

**EQ8.1:** How did the programme identify the different needs of vulnerable groups to provide an appropriate response (IDPs, those with disabilities, children)?

- Was there any programme specialist with gender expertise working on the programme?
- Were men and women consulted separately to inform the design of the programme?
- Are there any gaps in identification based on specific needs or types of population that UNICEF did not adequately capture?
- If yes, why do these gaps exist? What is needed to overcome these gaps?



**EQ1.1** Is there any misalignment of the response with the WASH needs for the general population?

d) What about for specific vulnerable groups?

d) (If yes above) Kindly explain and give reasons for divergence.

e) How was this managed?

**EQ 1.2./EQ6.1/EQ8.1** To what extent was your organization successful in ensuring targeting and outreach met the humanitarian WASH needs of the Afghan population?

**Probes:**

a) What percent of your staff in the field are women?

a) Do you think any vulnerable groups (*such as people with disabilities, internally displaced persons, and poor, illiterate people (women/men, boys/girls, orphans, widows) and those living in in hard-to-reach areas or communities*) or regions were excluded? (specify reason for exclusion differentiating between failure to identify and failure to include in response)

b) What role did key actors (donors, DfA/UNICEF/CDC) play in either helping or hindering efforts to ensure targeting/outreach met the humanitarian needs?

c) In light of the barriers to UN/INGO implementation, how successful was your organization in including women and girls in the outreach strategy? How was this done?

**EQ8.3A:** Does your organization have any mechanisms to collect feedback from communities?

a) Are these mechanisms accessible for populations with diverse needs/capabilities including women and girls, children, people with disabilities, IDPs, and other people that may be vulnerable?

b) What is the main type of feedback received? Did this differ by type of response/area?

c) How well has your organization been able to respond to complaints/feedback? What is the proportion of complaints resolved during implementation? (request data source)

c) What are your suggestions to mitigate such complaints in the future?

d) Is the data management system for handling complaints and feedback fit for purposes for the ECHO WASH programme? (probe for timeliness of receiving complaints, ability to aggregate data to identify trends, ability to update status of complaints to track response capacities, etc.)

e) How do you provide data on feedback and complaints to UNICEF? Does UNICEF provide an appropriate response? (probe for timeliness of response, ability to support, etc.)

f) Is there any specific outreach for women and girls considering potential barriers to providing complaints/feedback (phone access, ability to discuss with staff in public)?

**EQ8.3B:** How well was feedback from communities incorporated into the design or implementation?

a) Were there any key areas of this interaction/feedback that particularly influenced meeting the WASH needs of beneficiaries?

**Environmental and social safeguards:** To what extent did WASH interventions funded through ECHO mainstream climate action and environmental sustainability considerations?

a) Was implementation in your area informed by any assessment of the climatic and environmental risks?

b) What strategies are in place to minimize, mitigate and manage the risks identified? Have these mitigation plans been sufficient?

c) How does your organization assess the overall effects/results or change in WASH programming on the environment? Are information systems sufficient? Are technical capacities sufficient?

d) Do sufficient human and financial resources exist to support climate change and ESS objectives?

e) If not, what are the main changes that need to occur to support these objectives?

f) Has UNICEF provided any guidance or technical support to enable your team to implement programming that complies with environmental and social safeguards commitments?

**Are there any areas where improvements are needed to improve targeting and/or outreach of the ECHO programming?**

**EQ1.2.4./EQ6.1/8.3** Has the IP/UNICEF made any adaptations during implementation to improve the design or delivery of interventions?

**Probe:**

a) Kindly give some notable areas of adaptation within these contexts.

b) Specify how the need for these adaptations was identified

## **THEME 2: COHERENCE/THEME 7: COORDINATION**

**EQ. 2.1A** To what extent were WASH interventions funded through ECHO able to synergize with UNICEF's other interventions in WASH, health, education and nutrition?

a) If yes, please tell us about these interventions and the areas of complementarity especially as regards their guiding policies, implementation and coordination structures.

b) Can you give any examples of notable benefits/outcomes that resulted from combining ECHO-WASH interventions with UNICEF's other efforts?

c) What were the main factors that supported integration/synergies? (probe: management, financial resources, donor requirements, etc.)

d) What were the main factors that challenged integration/synergies? (probe: management, financial resources, donor requirements, etc.)

f) [if implementing WASH in health centers] What was the coverage of health centers where your agency implemented WASH improvements that received health/nutrition support from UNICEF funding?

g) [if implementing WASH in schools] What was the coverage of schools where your agency implemented WASH improvements that received education support from UNICEF funding?

h) Were there any areas that the approaches used for the WASH programme undermined or contradicted the actualization of your organization's priorities/interventions? If yes, please explain.

i) To what extent did ECHO WASH interventions design and implementation comply with national and/or SPHERE WASH standards?

**EQ. 2.2./EQ7.1.1:** To what extent were WASH interventions funded through ECHO able to synergize with interventions delivered by **other humanitarian actors** (donors, partners, and/or institutions)?

a) What activities funded by the ECHO WASH programme were jointly planned or implemented with other partners?

b) How well do existing coordination structures support complementarity of programming between different sectors?

c) How well do existing coordination structures support coherence of the WASH response to prevent duplication?

**EQ7.1.2/3:** To what extent have coordination structures/partnership contributed to:

a) increasing the availability of fund or other resources

b) enhancing accessibility of target groups, communities, regions

c) leveraging linkages with DfA authorities and other stakeholders

d) strengthened tracking of WASH distribution and PDMs

**EQ7.2:** What was UNICEF's role in these coordination structures?

a) Can you give examples of types of decisions influenced by UNICEF and its effects/results or change on the WASH response?

b) Were there any gaps in UNICEF's ability to contribute to coordination efforts?

### **THEME 3: EFFECTIVENESS/THEME 6: COVERAGE**

The result for the WASH activities funded by ECHO is to contribute to the reduction of communicable disease-related mortality and morbidity through access to equitable, climate resilient, emergency lifesaving and sustainable WASH services and supplies.

**EQ 3.1.** To what extent would you say that this result has been achieved in Afghanistan?

**Probe:**

a) Kindly give justification for this opinion

**First, I would like to discuss interventions at the community/household level:**

**E.Q 3.1 & 3.2.** (household-level) What would you consider the most significant achievements/results of the ECHO WASH programmes between 2022-2023 regarding community/HH interventions for the:

- a) Provision of safe drinking water
- b) Access to basic sanitation
- c) Access to hygiene supplies
- d) Changes in WASH-related behaviour

**Probe for each:**

a) 3.3.1 What are the most significant drivers, i.e., justifications/reasoning for these significant achievements/results? (key strengths)

b) 3.3.1 Was there anything that prevented/challenged achievements in these areas, i.e., justification/reasoning for gaps in achievements/results? (key bottlenecks)

c) How sufficient are existing internal M&E processes for tracking these achievements? (probe for quality of indicators, establishment of baseline data, data governance and management processes, etc.)

**EQ3.2.1./EQ6.1/8.1.3** Did these achievements/results vary for different population groups (gender, people with disabilities, IDPs, people in hard-to-reach areas)? If yes, why is this so?

**Q8.2:** Were household/community-level activities implemented in a way that met the gender-specific WASH needs of women and girls especially concerning access, safety, privacy and quality of WASH services?

**EQ3.4 (community).** Were there any positive or negative effects of the programme at the community or household level that were unanticipated?

a) For negative: has there been any change to avoid this result/effect in the future?

3.2.3: To what extent do you think communities can play a role in supporting the programme's efforts to increase access to WASH services at the household level?

**Now thinking about the WASH activities in schools and health facilities:**

**E.Q 3.1 & 3.2.** (WASH in schools/HF) What would you consider the most significant achievements/results of the ECHO WASH programmes between 2022-2023 regarding WASH in schools/HFs for:

- a) Provision of safe drinking water
- b) Access to basic sanitation
- c) Access to hygiene supplies
- d) Changes in WASH-related behaviour

**Probe for each:**

a) 3.3.1 What are the most significant drivers, i.e., justifications/reasoning for these significant achievements/results? (key strengths)

b) 3.3.1 Was there anything that prevented/challenged achievements in these areas, i.e., justification/reasoning for gaps in achievements/results? (key bottlenecks)

c) How sufficient are existing internal M&E processes for tracking these achievements? (probe for quality of indicators, establishment of baseline data, data governance and management processes, etc.)

**EQ3.2.1./EQ6.1/8.1.3** Did different population groups benefit equitably from these changes in HFs/schools (gender, people with disabilities, IDPs, people in hard-to-reach areas)? If not, why is this so?

**Q8.1:** Were WASH in institution activities implemented in a way that met the gender-specific WASH needs of women and girls especially concerning access, safety, privacy and quality of WASH services?

**EQ3.4 (institutions).** Were there any positive or negative effects of the programme in health facilities/schools that were unanticipated?

a) For negative: has there been any change to avoid this effect/result in the future?

3.2.3: To what extent do you think communities can play a role in supporting the programme's efforts to increase access to WASH services in health facilities/schools?

**Now thinking of the programme overall:**

**EQ3.3.1** What were the key internal and external factors to UNICEF that most significantly enabled the achievements of the UNICEF ECHO WASH programme objectives? (key strengths)

a) To what extent did management structures support achieving objectives?

**EQ3.3.2/3.2.3** What were the most significant internal and external factors that hindered the achievement of the UNICEF WASH programme objectives? (key bottlenecks)

a) Were these factors anticipated in the programme design?

b) To what extent are existing internal M&E/knowledge management systems sufficient in identifying these barriers?

c) To what extent did management structures hinder the achievement of objectives?

e) For each challenge ask about any adaptations to mitigate this challenge

**EQ3.4 (IP/DfA):** Overall, were there any positive or negative effects on your organization as a result of participating in ECHO WASH programmes?

a) For negative: has there been any change to avoid this effect/result in the future?

b) Has there been any impact on the DfA?

**EQ8.2:** Were there any contributions the ECHO WASH Programme made to the empowerment of adolescent girls/women? (involvement in decision-making around WASH services planning, use of WASH services and facilities, access)

## THEME 4: EFFICIENCY

To what extent did the management/governance of the ECHO WASH programme support efficient use of resources?

a) What are the key strengths of implementation processes?

b) What are the key bottlenecks of implementation processes?

c) What should be changed in the future to improve management/governance structures?

To what extent did the internal M&E systems/knowledge management systems of the ECHO WASH programme support efficient use of resources?

a) How useful has evidence been in supporting efficient use of resources?

b) What should be changed in the future to improve the utility of internal M&E?

c) Are there any complementary studies, research or other evaluative activities that have supported/anticipate will support efficient use of resources?

**EQ4.1.1** How sufficient in quantity and quality were the resources allocated to the UNICEF ECHO WASH Programme in provinces where you are implementing?

**EQ4.1.2A** What is your assessment of the quantity and quality of the resources used for the UNICEF ECHO WASH Programme vis-a-vis the defined parameters of the design of the programme and the results achieved?

**EQ4.1.2B/4.1.4** Were resources available on time for the UNICEF ECHO WASH Programme?

**Probe:**

a) Did the timeliness of the used resources influence the result of the programme in any way? How so?

b) Did your organization/UNICEF make any adaptations in the programme as a result of these delays?

c) If yes, what effects of the adaptations on the achievements/results.

**EQ4.1.3.** How appropriate was the timeframe allotted to the programme's implementation in relation to the intended results in identified key areas such as:

a) Provision of safe drinking water

b) Access to basic sanitation

c) Changes in WASH-related behaviour

**Probe:**

Kindly give rationale in each instance.

**EQ 4.2.1/2/3.** How did the interaction among the UNICEF, the DfA, communities/CDCs, cluster partners and implementation partners at the different levels influence cost-efficiencies for the achieved results of the programme?

**Probe:**

a) What implementation strategies most contributed to the cost-efficiency of the ECHO WASH programming among these key players?

b) Can you recall any instances where interaction modality with these key stakeholders undermined cost-efficiency of implementation?

**4.2.4/4.2.5: Are there alternative strategies that could have been used to reduce costs on the programme? If yes, what are they and how could they have been used?**

## **THEME 5: SUSTAINABILITY**

**EQ 5.1.** Were there any types of sustainability strategies (exit plan or roadmap) developed to sustain the gains of the programme/specific activities?

**Probe:**

- a) Where these strategies implemented? If yes, how well were they implemented?
- b) In what ways, if at all, was UNICEF involved in these sustainability strategies?
- c) What gaps and challenges were encountered during the implementation of these sustainability plans/strategies at the community levels
- d) How can gaps/challenges in sustainability strategies be mitigated in future iterations or replicability/scalability of WASH programs in the country?

**EQ5.2:** After the programme ended in 2023, have any benefits of activities been sustained?

- a) What were the factors that supported the sustainability of these benefits?
- b) What are the factors that have hindered the sustainability of these benefits?
- c) Extent and quality of engagement (partnerships) or ownership by local CDCs/communities/IPs/DfA who were involved in implementation, and its implications for sustainability.

## **CROSS-CUTTING PRIORITIES**

### **EQUITY AND DISABILITY**

**EQ8.1.1:** To what extent were the specific WASH needs of vulnerable population groups, including persons with disabilities, those living in hard-to-reach areas, and those affected by conflict or emergencies, addressed by the ECHO WASH Programme?

- Can you provide examples of how the ECHO WASH Programme targeted and addressed the needs of persons with disabilities?
- How were resources allocated and interventions implemented to reach vulnerable groups such as IDPs and those in rural or hard-to-reach areas?

**EQ8.1.2:** How effectively did the ECHO WASH Programme monitor and evaluate its interventions to ensure equitable access to WASH services for all population groups?

- Were there specific monitoring mechanisms in place to track the results of outcomes of ECHO WASH interventions on vulnerable populations (poor, illiterate, remote communities, PWDs, IDPs)?
- Can you share any evidence or insights on the outcomes achieved for persons with disabilities or those affected by conflict or emergencies?

### **GENDER EQUALITY**

**EQ8.2.1:** How effectively did the ECHO WASH Programme address the specific WASH needs of women, men, adolescent boys, and girls, ensuring gender transformative outcomes?



- Can you please provide examples of gender-specific assessments or consultations conducted to identify the unique WASH needs of women and girls?
- How were resources allocated and interventions implemented to address these gender-specific WASH needs at different levels, such as households, communities, schools, and health facilities?

EQ8.2.2: What evidence exists to demonstrate the gender-responsive design and implementation of the ECHO WASH Programme, particularly in terms of targets, interventions, and allocated resources?

- Please share specific achievements or gaps observed in addressing the WASH needs of adolescent girls and women, focusing on aspects like access, safety, privacy, and quality of services?
- Are there specific examples to demonstrate ECHO WASH Programme's contributions to empowering adolescent girls and women in decision-making regarding WASH services planning and utilization?

## **HUMAN RIGHTS**

EQ8.3.1: How effectively were human rights principles, particularly concerning WASH rights, integrated into the design, implementation, monitoring, and reporting of the ECHO WASH Programme?

EQ8.3.2: To what extent and how perspectives from communities, de facto authorities, and staff from implementing partners were incorporated into the various stages (design/planning, implementation, monitoring, results sharing or reporting) of the Programme? Please provide specific examples.

EQ8.3.3: **Are you aware of** the implementation of any feedback or complaints redressal mechanisms for beneficiaries or participants, ensuring accountability and addressing complaints during Programme implementation?

- If yes, please specify the types of mechanisms/strategies supported by ECHO funded WASH interventions to promote effective complaint resolution system established for communities. How effective were these mechanisms?

EQ8.3.4: What type of, and how many complaints were recorded and resolved during the implementation of various activities such as water supply schemes, construction/ rehabilitation, and distribution of WASH kits/supplies?

- How they were addressed, along with any suggestions to mitigate such complaints in the future?
- Are there any complaints that could not be resolved? If yes, what type of complaints remain unresolved and for what factors/reasons?
- How these unresolved complaints affected the communities' role in supporting the implementation of the programme?

## **CLIMATE CHANGE CONSIDERATIONS**

EQ8.4.1: To what extent and how effectively were climate change risks and adaptation measures integrated into the design and implementation of the ECHO Programme, particularly concerning the delivery of water and sanitation services?

EQ8.4.2: Which specific measures or strategies designed and/or implemented to address climate-related risks in the design and delivery of WASH services, especially in schools and healthcare facilities? Please provide specific examples.

- What were the key outcomes of these strategies and for whom, and how did they benefit communities?
- What were key disabling factors or challenges, or facilitating factors, and key gaps in implementation of mitigation measures to climate risks and adaptations.

EQ8.4.3: What are key lessons learned, and recommendations to ensure awareness among all actors (UNICEF staff, IPs/NGOs, de facto authorities, and communities), and compliance with climate risks considerations during the design and delivery of WASH services at all levels (household, communities, schools, and healthcare facilities)?

### **Environmental and social safeguards (ESS)**

ESSQ1. How have ESS procedures been implemented? What are the driving factors/actors for ESS implementation (e.g. UNICEF HQ/RO, UNICEF ACO office (Kabul), IPS, donors, other UN agencies)? Please also highlight the following;

- Key constraints (challenges), or facilitators (enablers), and Key gaps to ensure effective ESS implementation.
- Overall level of awareness and response/attitude among UNICEF management and staff at all levels towards ESS
- The level of accountabilities/responsibilities of staff and management for ESS at all levels.

ESSQ2; To what extent donor, and other partners (UN agencies, cluster partners, and IPs) are aware of the safeguard requirements and supportive to implement ESS.

- To what and how UNICEF's ESS guidelines, system, and procedures are aligned with social safeguard measures of donor, and other partners (UN agencies, cluster partners, and IPs)?

### **Lessons and Recommendations (Closing)**

Thinking of the entire WASH programme, what are your recommendations or lessons learned to improve future WASH programming in Afghanistan?

a) What are some good practices that should be continued?

b) What are some lessons learned that should be incorporated into future WASH programme design?

c) What resources/changes are needed to enable these lessons learned to be incorporated?

**Closing:** Thank you for your valuable insights and participation in this interview/discussion. Your input is greatly appreciated. Please feel free to reach out if you have any further thoughts or information to share. Additionally, if you have any questions, please do not hesitate to contact me. Thank you once again for your time and contribution.

## Key Informant Interview guide: School head teacher

Informed Consent: Good morning/afternoon, my name is \_\_\_\_\_ and I am working with Konterra Group (an international consulting company). On behalf of UNICEF Afghanistan, we are conducting an external evaluation of UNICEF's ECHO WASH Programme which was implemented across the country with activities implemented in this school between 2022 and 2023.

As part of data collection, we are speaking to you and shall ask questions on 'Water, Sanitation, and Hygiene' situation in the province, community and/or in this institution. We assure you that the information and opinions you share with us will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and their partners to understand how they have performed and better plan for and implement WASH activities in the future.

The information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. We have noted your name for our internal records. However, your responses will not be tied back to you in any way. Your responses will be synthesized with those of others across the country to finalize the findings. You will receive no payment or specific benefit for participating. You will not be excluded from future benefits as a result of participation or decisions not to participate.

The group discussion will take about 60 – 90 minutes to complete. The interview will be recorded to ensure that no parts of the key insights are missed during notetaking. Your cooperation would be highly appreciated. Your participation is voluntary. While we ask you to answer all questions posed as best as you can, please note that if you don't want to answer a question, we will move on to the next question.

You can also stop the discussions at any time. We hope that you will allow us to interview you for this evaluation, as your input is important to us.

**If you want to talk to someone about anything that has come up from this, you can tell one of the researchers or contact the research team at [insert ATR contact details].**

Do you have any questions about the evaluation or the discussion now?

Do I have your consent to continue with the interview? Yes..... No.....

Do I have your consent to record the interview? Yes..... No.....

### NOTE TO MODERATOR/NOTETAKER

- Introduce yourself and clarify that you are not part of the programme and that the information that is being obtained will be treated confidentially.
- Encourage the respondent/s to be open and frank as that will be more useful for learning from their experiences.
- Also mention that respondent/s are not obliged to participate and can withdraw at any time in line with research ethics. Ask permission to start with the discussion.
- Obtain informed consent. This will be verbal and should be preceded with a general introduction to the purpose of the discussion.

The facilitator is responsible for assuring to the respondent/s (if group interview)

- Knows participation is voluntary.

- Knows they can leave at any time without any negative repercussions.
- Know that all discussions will be held in confidence.
- Know that they will be given a pseudo name during the discussions.
- Know that the group discussions will be taped.
- Participants should also be made aware that they should not discuss the information that is shared by other participants during the focus group once they leave the site.

### Evaluation Team

|                                                                                   |                          |
|-----------------------------------------------------------------------------------|--------------------------|
| Interview Moderator                                                               |                          |
| Name of Notetaker                                                                 |                          |
| Number of participants (m/w); If more than one teacher participates in discussion |                          |
| Date                                                                              |                          |
| Discussion Time                                                                   | Start Time:<br>End Time: |

### INTERVIEW DISCUSSION GUIDE

1. Could you tell me a bit about the population that this school serves?
  - a. Can both boys and girls go here?
  - b. Does the school provide classes for IDPs or any other vulnerable groups such as people with disabilities, and poor, illiterate people (women/men, boys/girls, orphans, widows) and those living in in hard-to-reach areas or communities?
  - c. If any of these populations are not served at your school, are there other services available for these groups of people?
  - d. Are you aware of the UNICEF-supported WASH programme between 2022-2023 in your school?
    - a. Can you describe what support your school received for WASH from UNICEF?
2. Do you know how decisions were made about what activities to implement?
  - a. Were you/other staff included in identifying the needs in your school?
  - b. Were you/other staff able to provide feedback about how the programme was being implemented?
  - c. If yes, was your feedback responded to?
3. How satisfied are you with the implementation of this WASH programme in your school?
 

Probe:

  - a. Timeliness of implementation
  - b. Quality/effectiveness of the WASH response measures.
  - c. Sufficiency of interventions to meet all WASH needs
  - d. Sufficiency of any complementary support
4. Did activities meet the specific needs of women and girls in terms of access, safety, privacy and quality of WASH services?
5. What do you think worked well in the programme and why? Probe:
  - a. What changes in terms of water, sanitation and/or hygiene happened in your school due to the programme? (explore areas such as WASH structures and facilities, maintenance, knowledge of staff)

- b. What factors supported this achievement? (key strengths)
  - c. What factors detracted from achievements? (key bottlenecks)
6. What aspects of the WASH programme in your school were not satisfactory? Why? Probe:
    - a. What factors influenced this underachievement? (key bottlenecks)
    - b. Were there any negative outcomes as a result of the WASH activities?
    - c. If yes, was anything changed to fix this/prevent it from happening in the future?
    - d. Have WASH activities had any positive or negative results/effects or change on the environment? Please describe.
  7. How have you been empowered to manage the WASH facilities in your school? Probes:
    - a. Have staff received sufficient training to enable you to manage WASH resources?
    - b. When you faced challenges on the task, where did you go for support?
    - c. Did you get the support you needed?
  8. Is there a WASH club in your school? Can you describe what it does and who is a part of it?
  9. Was there any change in attendance/retention after UNICEF WASH programme investments were implemented? (e.g., increased enrolment, decreased health-related absences, etc.)
    - a. Why did this change occur?
  10. Did the UNICEF WASH programme investments lead to any changes in women and girls' involvement in decisions around WASH service planning or use of services and facilities?
  11. Did the facilities in your community function well throughout 2022-2023? Probe:
    - a. If there were ever any issues with the school (not enough soap, etc.), how was it resolved?
    - b. Is the community willing and capable to support programme efforts to increase access to WASH services in schools?
    - c. Are materials available locally to replace any facilities/materials that you might need?
  12. How well have the benefits of UNICEF supported WASH interventions continued after 2023?
  13. Were there any other activities in this school during this period implemented by UNICEF or any other actors?
    - a. Can you describe what other support your school received? Who provided this?
    - b. Were there activities/support needed that you requested but did not receive? Did you get any explanation why these services were not provided?
  14. Thinking now of the community that this school serves, were there other WASH or other programmes within this period in your community by UNICEF or any other actors? (probe for health, education and nutrition)
    - a. Can you describe these interventions?
    - b. Are there any needs in the community that are not being met?
  15. Is there anything you would like to add concerning this WASH programme or WASH needs in general?

## Focus group discussion guides

Focus group discussions are planned with the following groups:

- Health center staff
- Students (adolescent boys and girls)
- Service users including the CDC members, religious and local leaders.

Note: The evaluation team plans to further refine and enrich these guides based upon the feedback, and during the inception report revisions.

### Health center staff FGD

Informed Consent: Good morning/afternoon, my name is \_\_\_\_\_ and I am working with Konterra Group (an international consulting company). On behalf of UNICEF Afghanistan, we are conducting an external evaluation of UNICEF's ECHO WASH Programme which was implemented across the country with activities implemented in this health center between 2022 and 2023.

As part of data collection, we are speaking to you and shall ask questions on 'Water, Sanitation, and Hygiene' situation in the province, community and/or in this institution. We assure you that the information and opinions you share with us will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and their partners to understand how they have performed and better plan for and implement WASH activities in the future.

The information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. We have noted your name for our internal records. However, your responses will not be tied back to you in any way. Your responses will be synthesized with those of others across the country to finalize the findings. You will receive no payment or specific benefit for participating. You will not be excluded from future benefits as a result of participation or decisions not to participate.

The group discussion will take about 60 – 90 minutes to complete. The interview will be recorded to ensure that no parts of the key insights are missed during notetaking. Your cooperation would be highly appreciated. Your participation is voluntary. While we ask you to answer all questions posed as best as you can, please note that if you don't want to answer a question, we will move on to the next question. You should not discuss the information that is shared by other participants during the focus group once you leave the site.

You can also stop the discussions at any time. We hope that you will allow us to interview you for this evaluation, as your input is important to us. As part of this interview process, we may like to take photographs to document the real-life situations and conditions. If you do not want to have your photo taken, please tell us and we will be happy to oblige.

**If you want to talk to someone about anything that has come up from this, you can tell one of the researchers or contact the research team at [insert ATR contact details].**

Do you have any questions about the evaluation or the discussion now?

Do I have your consent to continue with the interview? Yes..... No.....

Do I have your consent to record the interview? Yes..... No.....

Do I have your consent to take photographs? Yes..... No.....

### NOTE TO MODERATOR/NOTETAKER

- Introduce yourself and clarify that you are not part of the programme and that the information that is being obtained will be treated confidentially.
- Encourage people to be open and frank as that will be more useful for learning from their experiences.
- Also mention that people are not obliged to participate and can withdraw at any time in line with research ethics. Ask permission to start with the FGD.

#### Preparation for the FGD:

- Criteria for selection of FGD participants
- Selection of FGD participants
- Selection of location for FGD (should allow for privacy, and for the creation of an atmosphere which promotes discussion, food and drinks can be served).
- Once a location is selected, invite participants.
- Ensure that the content of the informed consent form is well understood.
- Make sure you have:
  - planned for refreshments or incentives in-lieu of this.
  - all your equipment, and it is functional: -1 tape recorder, Spare batteries for the tape recorder, Notebook and pens, Name cards and felt tip marker, 1 large envelope, 2 copies of this focus group guide, Informed consent forms, if necessary (enough for up to 10 participants)
- As participants arrive, welcome them, and obtain informed consent. This will be verbal and should be preceded with a general introduction to the purpose of the discussion.
- The facilitator is responsible for assuring that each participant:
  - Knows participation is voluntary.
  - Knows they can leave at any time without any negative repercussions.
  - Know that all discussions will be held in confidence.
  - Know that they will be given a pseudo name during the discussions.
  - Know that the group discussions will be taped.
  - Participants should also be made aware that they should not discuss the information that is shared by other participants during the focus group once they leave the site.

#### Evaluation Team

|                              |             |
|------------------------------|-------------|
| Name of FGD Moderator        |             |
| Name of Notetaker            |             |
| Number of participants (m/w) |             |
| Date                         |             |
| Group Discussion Time        | Start Time: |



|  |          |
|--|----------|
|  | EndTime: |
|--|----------|

## DISCUSSION GUIDE

2. Could you tell me a bit about the population that this health facility serves?
  - a. Can both men and women seek services here?
  - b. Does the facility provide services to IDPs or any other vulnerable groups such as people with disabilities, and poor, illiterate people (women/men, boys/girls, orphans, widows) and those living in in hard-to-reach areas or communities?
  - c. If any of these populations are not served at your health facility, are there other services available for these groups of people?
  - d. Are you aware of the UNICEF-supported WASH programme between 2022-2023 in your health facility?
    - a. Can you describe what support your health center received for WASH from UNICEF?
  - e. Were there any other activities in this health facility during this period implemented by UNICEF or any other actors?
    - a. Can you describe what other support your health center received?
3. Do you know how decisions were made about what activities to implement?
  - a. Were you/other staff included in identifying the needs in your health facility?
  - b. Were you/other staff able to provide feedback about how the programme was being implemented?
  - c. If yes, was your feedback responded to?
4. How satisfied are you with the implementation of this WASH programme in your health facility? Probe:
  - a. Timeliness of implementation
  - b. Quality/effectiveness of the WASH response measures.
  - c. Sufficiency of interventions to meet all WASH needs
  - d. Sufficiency of any complementary support
5. Did activities meet the specific needs of women and girls in terms of access, safety, privacy and quality of WASH services?
6. What do you think worked well in the programme and why? Probe:
  - a. What changes in terms of water, sanitation and/or hygiene happened in your health facility due to the programme? (explore areas such as WASH structures and facilities, maintenance, knowledge of staff)
  - b. What factors supported this achievement? (key strengths)
  - c. What factors detracted from achievements? (key bottlenecks)
7. What aspects of the WASH programme in your health facility were not satisfactory? Why? Probe:
  - a. What factors influenced this underachievement? (key bottlenecks)
  - b. Were there any negative outcomes as a result of the WASH activities?
  - c. If yes, was anything changed to fix this/prevent it from happening in the future?
8. How have you been empowered to manage the WASH facilities in your facility? Probes:
  - a. Have staff received sufficient training to enable you to manage WASH resources?
  - b. When you faced challenges on the task, where did you go for support?
  - c. Did you get the support you needed?
9. Have WASH investments had any positive or negative effects/outcome on the environment? Please describe.
10. Was there any change in the uptake of other programmes (e.g., mother and child health, immunization, etc.) after UNICEF WASH programme investments were implemented?
  - a. Why did this change occur?

11. Did the facilities in your community function well throughout 2022-2023? Probe:
  - a. If there were ever any issues with the facilities (stopped functioning, not enough soap, etc.), how was it resolved?
  - b. Is the community willing and capable to support programme efforts to increase access to WASH services in the health facility?
  - c. Are materials available locally to replace any facilities/materials that you might need?
12. How well have the benefits of the UNICEF supported WASH interventions continued after 2023?
13. Thinking now of the community that this health center serves, were there other WASH or other programmes within this period in your community by UNICEF or any other actors? (probe for health, education, nutrition)
  - c. Can you describe these interventions?
  - d. Are there any needs in the community that are not being met?
14. Is there anything you would like to add concerning this WASH programme or WASH needs in general?

## School students (adolescent boys and girls) FGD

Say 'hello/warm greetings; to School Principal /Teacher.

Good morning/afternoon, my name is \_\_\_\_\_ and I am working with Konterra Group (an international consulting company). On behalf of UNICEF Afghanistan, we are conducting an external evaluation of UNICEF's ECHO WASH Programme which was implemented across the country with activities implemented in this health center between 2022 and 2023.

As part of data collection of an evaluation of 'Water, Sanitation, and Hygiene' situation, we are visiting this school. We kindly request your permission and consent to involve your students in focus group discussions (FGDs). The discussions will involve students aged between 13-16 years (grades 8-10). Your cooperation in inviting and facilitating the participation of the students will be greatly appreciated. By consenting to this, you acknowledge that:

- The purpose of the FGDs is to gather information and opinions from students about WASH issues.
- The information shared by the students will be used solely to synthesize evaluation findings and recommendations.
- Participation in the FGDs is voluntary, and students may choose not to participate or withdraw from the discussions at any time without any consequences.
- Confidentiality will be maintained, and individual responses will not be disclosed in the final report.
- The findings of the evaluation will assist UNICEF and their partners in better understanding their performance and in planning and implementing WASH activities more effectively in the future.

### Step 1: Parental consent

Your child has been selected to take part in a study about WASH in schools as part of an ongoing evaluation of UNICEF's ECHO WASH Programme which was implemented across the country with activities implemented in this school between 2022 and 2023. Your child is not required to respond to any questions they are uncomfortable with and can leave at any point.

This consent form signed by legal guardians or parents is required alongside the consent and signals that the child is willing to take part in the study.

### Parental/Guardian Consent Form for [Name of the Child]

(This consent form is for children between the ages of 13 to 16 who were invited by the research team appointed by UNICEF to complete the evaluation of the ECHO WASH Programme.

The interview with your child will take place as follows:

- Introduction of interviewer and purpose of the project
- Overview of why your child was selected for this research
- Assurance your child can refuse to take part, or leave the interview/FGD at any point

- Assurance that there are no risks related to their taking part in this study (on both the child and their parent/guardian).
- Line of questioning.

You will receive no payment or specific benefit for participating. You will not be excluded from future benefits as a result of participation or decisions not to participate.

**If you want to talk to someone about anything that has come up from this, you can tell one of the researchers or contact the research team at [insert ATR contact details].**

I agree that my child can take part in the research.

OR

I do not wish for my child to take part in the research, and I have not signed the assent below.

AND

I agree that my child can be photographed.

OR

I do not wish for my child to be photographed.

Do I have your consent to record the interview? Yes..... No.....

## **Step 2: Child consent**

Informed Consent: Good morning/afternoon, my name is \_\_\_\_\_ and I am working with Konterra Group (an international consulting company). On behalf of UNICEF Afghanistan, we are conducting an external evaluation of UNICEF's ECHO WASH Programme which was implemented across the country with activities implemented in this school between 2022 and 2023.

As part of data collection, we are speaking to you and shall ask questions on 'Water, Sanitation, and Hygiene' situation in the province, community and/or in this institution. We assure you that the information and opinions you share with us will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and their partners to understand how they have performed and better plan for and implement WASH activities in the future.

The information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. We have noted your name for our internal records. However, your responses will not be tied back to you in any way. Your responses will be synthesized with those of others across the country to finalize the findings. You will receive

no payment or specific benefit for participating. You will not be excluded from future benefits as a result of participation or decisions not to participate.

The group discussion will take about 60 – 90 minutes to complete. The interview will be recorded to ensure that no parts of the key insights are missed during notetaking. Your cooperation would be highly appreciated. Your participation is voluntary. While we ask you to answer all questions posed as best as you can, please note that if you don't want to answer a question, we will move on to the next question. You should not discuss the information that is shared by other participants during the focus group once you leave the site.

You can also stop the discussions at any time. We hope that you will allow us to interview you for this evaluation, as your input is important to us. As part of this interview process, we may like to take photographs to document the real-life situations and conditions. If you do not want to have your photo taken, please tell us and we will be happy to oblige.

**If you want to talk to someone about anything that has come up from this, you can tell one of the researchers or contact the research team at [insert ATR contact details].**

Do you have any questions about the evaluation or the discussion now?

Do I have your consent to continue with the interview? Yes..... No.....

Do I have your consent to record the interview? Yes..... No.....

Do I have your consent to take photographs? Yes..... No.....

#### **NOTETO MODERATOR/NOTETAKER**

- Introduce yourself and clarify that you are not part of the programme and that the information that is being obtained will be treated confidentially.
- Encourage people to be open and frank as that will be more useful for learning from their experiences.
- Also mention that people are not obliged to participate and can withdraw at any time in line with research ethics. Ask permission to start with the FGD.

Preparation for the FGD:

- Criteria for selection of FGD participants
- Selection of FGD participants
- Receipt of parental consent
- Selection of location for FGD (should allow for privacy, and for the creation of an atmosphere which promotes discussion, food and drinks can be served).
- Once a location is selected, invite participants.
- Ensure that the content of the informed consent form is well understood.
- Make sure you have:
  - planned for refreshments or incentives in-lieu of this.
  - all your equipment, and it is functional: -1 tape recorder, Spare batteries for the tape recorder, Notebook and pens, Name cards and felt tip marker, 1 large envelope, 2 copies of this focus group guide, Informed consent forms, if necessary (enough for up to 10 participants)
- As participants arrive, welcome them, and obtain informed consent. This will be verbal and should be preceded with a general introduction to the purpose of the discussion.
- The facilitator is responsible for assuring that each participant:

- Knows participation is voluntary.
- Knows they can leave at any time without any negative repercussions.
- Know that all discussions will be held in confidence.
- Know that they will be given a pseudo name during the discussions.
- Know that the group discussions will be taped.
- Participants should also be made aware that they should not discuss the information that is shared by other participants during the focus group once they leave the site.

#### Evaluation Team

|                                              |                          |
|----------------------------------------------|--------------------------|
| Name of FGD Moderator                        |                          |
| Name of Notetaker                            |                          |
| Date                                         |                          |
| Number of participants (m/w)                 |                          |
| Any participants with a disability included? |                          |
| Group Discussion Time                        | Start Time:<br>End Time: |

#### DISCUSSION GUIDE

1. Are you aware of the UNICEF-supported WASH programme between 2022-2023 in your School?
  - a. Can you describe what activities were involved?
2. Do you know how decisions were made about what activities to implement?
  - a. Were you/other students included in identifying the needs in your school?
  - b. Were you/other students able to provide feedback about how the programme was being implemented?
  - c. If yes, was your feedback responded to?
3. How satisfied are you with the implementation of this WASH programme in your School?
 

Probe:

  - a. Timeliness of implementation
  - b. Quality/effectiveness of the WASH response measures
  - c. Sufficiency of interventions to meet all WASH needs
  - d. Sufficiency of any complementary support
4. What changes happened in your School, positive or negative, as a result of the WASH activities? Probe:
  - a. What WASH changes happened in your School due to programme? (Explore areas such as WASH structures and facilities, maintenance, school attendance and completion, menstrual hygiene, etc.? (key strengths)
  - b. What factors detracted from achievements? (key bottlenecks)

THIS QUESTION TO BE DISCUSSED ONLY IN GIRLS SCHOOLS

5. Let's now talk about something important about your personal hygiene (menstrual health) management. How do you feel about the facilities provided for managing your menstrual hygiene here at school?
  - a. Do you get any relevant sanitary materials (sanitary pads, cotton/cloth, mirror, dustbin, soap, etc.) from the school? If yes, do you find them easy to use and accessible when you need them?
  - b. And what about the private space designated for your use during menstruation?
  - c. How do you feel about its privacy and safety?
  - d. Have you faced any difficulties or challenges in using these facilities?
  - e. Lastly, if there's anything you'd like to see improved or changed about the way menstrual hygiene is managed at school, feel free to share your thoughts with us.
6. Looking to the future, do you think improvements from UNICEF WASH activities will last? Probe:
  - a. What conditions do you think will enhance them to last?
7. What aspects of the WASH programme in your School were not satisfactory? Why? Probe:
  - a. Why do you think these aspects did not work well? (key bottlenecks)
  - b. Were there any negative outcomes as a result of the WASH activities?
  - c. If yes, was anything changed to fix this/prevent it from happening in the future?
8. Did you receive any communication or training about hygiene behavior from anyone in your school? Probes:
  - a. What were the key messages of the training you remember?
  - b. Did you change any behaviors after attending the training?
  - c. When you faced challenges on the task, where did you go for support?
  - d. Did you get the support you needed?
9. Did the facilities in your school function well throughout 2022-2023? Probe:
  - a. If there were ever any issues with the facilities (stopped functioning, not enough soap, etc.), how was it resolved?
  - b. Did your families pay any money for operation and/or maintenance? How much? How often?
  - c. Have WASH activities had any positive or negative effects/results or change on the environment? Please describe.
  - d. Has anything changed about the frequency you/your friends attend school since the WASH programme investments were implemented (e.g., reduced health related absences, ability to go to school during menstruation, etc.)
  - e. Why did this change occur?
10. Were there any other support activities in your school during this time from UNICEF or others?
11. Are there any potential students that have not been able to benefit from these improvements, either because they don't go to the school or because they do not feel the benefits even attending schools (probe for students with disabilities, people from poorer households, IDPs, etc.)
12. Did your school receive any other support to improve the school during this time, by UNICEF or any other actors?
  - a. Can you describe what other support your school received? Who provided this?
  - b. Do you think there are needs in the school besides WASH that should be addressed? Has UNICEF/IPs ever asked about these other needs?
13. Is there anything else you would like to add about WASH programme that we did not cover?





## FGD with Service users (including community members, CDC members and others).

**Target:** Community Development Council (CDC) members including men community members, adolescent boys, volunteers, community leaders, religious influencers

Informed Consent: Good morning/afternoon, my name is \_\_\_\_\_ and I am working with Konterra Group (an international consulting company). On behalf of UNICEF Afghanistan, we are conducting an external evaluation of UNICEF's ECHO WASH Programme which was implemented across the country with activities implemented in this school between 2022 and 2023.

As part of data collection, we are speaking to you and shall ask questions on 'Water, Sanitation, and Hygiene' situation in the province, community and/or in this institution. We assure you that the information and opinions you share with us will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and their partners to understand how they have performed and better plan for and implement WASH activities in the future.

The information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. We have noted your name for our internal records. However, your responses will not be tied back to you in any way. Your responses will be synthesized with those of others across the country to finalize the findings. You will receive no payment or specific benefit for participating. You will not be excluded from future benefits as a result of participation or decisions not to participate.

The group discussion will take about 60 – 90 minutes to complete. The interview will be recorded to ensure that no parts of the key insights are missed during notetaking. Your cooperation would be highly appreciated. Your participation is voluntary. While we ask you to answer all questions posed as best as you can, please note that if you don't want to answer a question, we will move on to the next question. You should not discuss the information that is shared by other participants during the focus group once you leave the site.

You can also stop the discussions at any time. We hope that you will allow us to interview you for this evaluation, as your input is important to us. As part of this interview process, we may like to take photographs to document the real-life situations and conditions. If you do not want to have your photo taken, please tell us and we will be happy to oblige.

**If you want to talk to someone about anything that has come up from this, you can tell one of the researchers or contact the research team at [insert ATR contact details].**

Do you have any questions about the evaluation or the discussion now?

Do I have your consent to continue with the interview? Yes..... No.....

Do I have your consent to record the interview? Yes..... No.....

Do I have your consent to take photographs? Yes..... No.....

### NOTE TO MODERATOR/NOTETAKER

- Introduce yourself and clarify that you are not part of the programme and that the information that is being obtained will be treated confidentially.

- Encourage people to be open and frank as that will be more useful for learning from their experiences.
- Also mention that people are not obliged to participate and can withdraw at any time in line with research ethics. Ask permission to start with the FGD.

#### Preparation for the FGD:

- Criteria for selection of FGD participants
- Selection of FGD participants
- Selection of location for FGD (should allow for privacy, and for the creation of an atmosphere which promotes discussion, food and drinks can be served).
- Once a location is selected, invite participants.
- Ensure that the content of the informed consent form is well understood.
- Make sure you have:
  - planned for refreshments or incentives in-lieu of this.
  - all your equipment, and it is functional: -1 tape recorder, Spare batteries for the tape recorder, Notebook and pens, Name cards and felt tip marker, 1 large envelope, 2 copies of this focus group guide, Informed consent forms, if necessary (enough for up to 10 participants)
- As participants arrive, welcome them, and obtain informed consent. This will be verbal and should be preceded with a general introduction to the purpose of the discussion.
- The facilitator is responsible for assuring that each participant:
  - Knows participation is voluntary.
  - Knows they can leave at any time without any negative repercussions.
  - Know that all discussions will be held in confidence.
  - Know that they will be given a pseudo name during the discussions.
  - Know that the group discussions will be taped.
  - Participants should also be made aware that they should not discuss the information that is shared by other participants during the focus group once they leave the site.

#### Evaluation Team

|                                              |                              |
|----------------------------------------------|------------------------------|
| Name of FGD Moderator                        |                              |
| Name of Notetaker                            |                              |
| Date                                         |                              |
| Number of participants (m/w)                 |                              |
| Any participants with a disability included? |                              |
| Group Discussion Time                        | Start Time:<br><br>End Time: |

#### DISCUSSION GUIDE

1. Are you aware of the UNICEF-supported WASH programme between 2022-2023 in your community?
  - a. Please describe any interventions your community needed.

2. Do you think your views were considered in the design of this intervention/interventions?
  - a. Were both men/women consulted in your community?
  - b. Was there anyone who was not able to input e.g. people who live far away, people who are newer to the community, etc?
3. Are there people in the community that should have received WASH support but did not?
  - b. Why do you think that happened?
  - c. What would have made the selection better?
4. What would you consider the most significant achievements/results of the UNICEF-supported WASH programmes between 2022-2023 in your community (specify based on types of interventions implemented): Probe for each what were the key factors that supported/hindered these achievements (key strengths/bottlenecks)
  - a. Provision of safe drinking water
  - b. Access to basic sanitation
  - c. Access to hygiene supplies
  - d. Changes in WASH-related behaviour
5. Did the services provided respond to the specific needs of women and girls in your community in terms of access, safety, privacy and quality of WASH services provided?
  - e. What about vulnerable people like people with disabilities, IDPs, people from poorer households?
6. Did the facilities in your community function well throughout 2022-2023? Probe:
  - a. If there were ever any issues with the facilities in your household/community (stopped functioning, not enough soap, etc.), how was it resolved?
  - b. Is the community willing and capable to support programme efforts to increase access to WASH services?
7. According to you, are any improvements needed in terms of:
  - a. How well the UNICEF/IPs communicates and coordinates/behaves with community/community leaders
  - b. Delivering the WASH supplies/interventions (timeliness, quality, quantity)
  - c. Ability of the community to provide feedback
  - d. Environmental sustainability of WASH investments
8. Has the programme led to negative outcomes?
  - a. If yes, was anything changed to fix this?
  - b. Has anything changed to prevent negative things from happening in the future?
9. Have there been any other activities in your community to respond to community needs, from UNICEF or others?
10. Have you seen that WASH activities have had any influence or change on the ability of women and girls in your community to access WASH services or make decisions about WASH needs?
11. Have you seen any positive or negative results/effects of WASH activities on the environment? Please describe.
12. If you wanted to provide feedback to UNICEF/IPs? would you feel safe doing so? Is there anything that would prevent you from providing feedback to UNICEF/IPs?
13. Is there anything you would like to add concerning this WASH programme or WASH needs in general?



## Appendix 11. Household survey Questionnaire (ECHO WASH)

### GENERAL ADMINISTRATIVE INFORMATION

|    |                                      |                                       |
|----|--------------------------------------|---------------------------------------|
| 1  | Visit/interview date: year/month/day | a. [auto populated]                   |
| 2  | Visit time:                          |                                       |
| 3  | Enumerator name:                     | a. Auto populate from deployment plan |
| 4  | Enumeration Code/ID                  |                                       |
| 5  | Enumerator gender:                   | a. Male<br>b. Female                  |
| 6  | Enumeration Area/Visit ID:           | a. [Text]                             |
| 7  | Provinces                            | a. [auto populated]                   |
| 8  | District                             | a. [auto populated]                   |
| 9  | Community/Village                    | a. [auto populated]                   |
| 10 | Location type                        | a. Urban<br>b. Rural                  |

### CONSENT FORM

Hi, my name is \_\_\_\_\_ and I am working with KonTerra Group research and evaluation consulting company. On behalf of UNICEF Afghanistan Country Office, we are conducting a WASH survey that asks households about their knowledge, and practices about water, sanitation, hygiene and health conditions at the household level. You have been selected, on random basis while visiting your community to participate in this survey to share your opinions, and responses on some key questions. The survey also includes a request to observe the WASH facilities in your household and WASH behaviours. Our preference is to interview the head of household if they are available (ask to speak to them and re-introduce as needed).

We would appreciate your participation in this survey. This information will be used to help UNICEF, national and provincial ministries and department of Rural Rehabilitation and Development (MRRD) in Afghanistan, and by other relevant internal, and national NGOs to improve the provision of WASH services and facilities across the country, and particularly in your community.

The survey should take about 60-90 minutes to complete. The information you will provide us will be kept confidential and will not be shared with any unauthorized persons, except within our team, and UNICEF. Your all responses will be kept anonymous and will not be tagged with your identity. All collected information will only be used for this evaluation. You will receive no payment or specific benefit for participating. You will not be excluded from future benefits as a result of participation or decisions not to participate.

Your participation in the survey is voluntary. If we ask you any questions you don't want to answer let me know and I will go on to the next question. You can also stop the interview at any time. We hope that you will participate in this survey, as your input is important to us.

If you want to talk to someone about anything that has come up from this, you can tell one of the researchers or contact the research team at [insert ATR contact details].

Do you have any question about the survey at this time?

**May I begin the interview now?** If response is no – thank the respondent and stop interview, otherwise proceed to start the interview.

**The confidentiality statement has been read to me. I understand it and give my verbal/written permission to proceed with the interview.**

|     |   |                                  |
|-----|---|----------------------------------|
| Yes | 1 |                                  |
| No  | 2 | STOP INTERVIEW AND SAY THANK YOU |

G1: May I know your current age? \_\_\_\_\_

*INTERVIEWER: The respondent is eligible for interview if his/her age is between 18 – 60 Years. If the age (claimed by the respondent) is below 18 Years or above 60 Years, STOP INTERVIEW AND SAY THANK YOU.*

G2: Respondent's gender SA Note that the interview will end automatically end if respondent is below 18 years or above 60 years.

|      |   |        |   |
|------|---|--------|---|
| Male | 1 | Female | 2 |
|------|---|--------|---|

G2.1: Are you the Head of Household? SA

|     |   |  |
|-----|---|--|
| Yes | 1 |  |
| No  | 2 |  |

G2.2: What is your relationship to the Head of Household? SA

|                |   |                            |    |                                  |
|----------------|---|----------------------------|----|----------------------------------|
| Wife/Mother    | 1 | Husband/Father             | 8  |                                  |
| Mother-in-law  | 2 | Grandfather/ Father-in-law | 9  |                                  |
| Grandmother    | 3 | Son                        | 10 |                                  |
| Daughter       | 4 | Brother                    | 11 |                                  |
| Sister         | 5 | Nephew                     | 12 |                                  |
| Niece          | 6 | Cousin (Man)               | 13 |                                  |
| Cousin (Woman) | 7 | Not Related                | 14 |                                  |
|                |   | Other                      | x  | STOP INTERVIEW AND SAY THANK YOU |

*INSTRUCTIONS: Priority should be given to interview the head of the family or the housewife. If either of them is NOT available, it is allowed to interview other family members aged (18-60 Years) who knows about the topic of the interview the most.*

|                |                    |                      |
|----------------|--------------------|----------------------|
| KEY TERMS USED | Single Answer (SA) | Multiple Answer (MA) |
|----------------|--------------------|----------------------|

## DEMOGRAPHIC INFORMATION

D1: How many people live/or stay in this house currently? Not including guest or relatives who stay over for few days. \_\_\_\_\_ persons.

D2: Now I'd like to know in detail the age and sex of people living in your household today, but not including guest or relatives who stay over for few days.

*INTERVIEWER ASK FOR EACH AGE GROUP AND GENDER. THEN WRITE DOWN THE ANSWER AND THE TOTAL IN THE COLUMN GIVEN. THE TOTAL NUMBER OF PEOPLE LIVING IN THE HOUSEHOLD SHOULD BE THE SAME AS THE ONE MENTIONED IN D3.*

| AGE               | MALE | FEMALE | TOTAL |
|-------------------|------|--------|-------|
| 5 years and under |      |        |       |
| 6 – 18 years      |      |        |       |
| Above 18 years    |      |        |       |
| TOTAL             |      |        |       |

D3. Do you experience any significant difficult in physical mobility, walking, climbing etc. (physical disability)? SA

|     |   |  |
|-----|---|--|
| Yes | 1 |  |
| No  | 2 |  |

D4. If there are household members who find significant difficult in walking, climbing (physical disability); please provide some information (how many household members experience such physical disabilities) about them? SA

|     |   |                                                                   |          |
|-----|---|-------------------------------------------------------------------|----------|
| Yes | 1 | There are some household members with such physical difficulties. |          |
| No  | 2 | There are no household members with such physical difficulties.   | Go to D4 |

D4.1; Please specify, how many household members experience such physical disabilities) about them? Mark all that applies.

| AGE               | MALE | FEMALE | TOTAL |
|-------------------|------|--------|-------|
| 5 years and under |      |        |       |
| 6 – 18 years      |      |        |       |
| Above 18 years    |      |        |       |
| TOTAL             |      |        |       |

D5. Education status of the respondent. SA

*[The enumerator to ask in most appropriate way; mark only the completed years of schooling].*

|                                                                                                 |   |
|-------------------------------------------------------------------------------------------------|---|
| No formal education, but knows how to read and write                                            | 1 |
| No formal education, and does not know how to read and write                                    | 2 |
| Primary education (1-6)                                                                         | 3 |
| Secondary education (7-9)                                                                       | 4 |
| High school (10-12)                                                                             | 5 |
| Institute graduate (13-14)                                                                      | 6 |
| Bachelor                                                                                        | 7 |
| Master/PhD                                                                                      | 8 |
| Madrassa / Religious education                                                                  | 9 |
| Informal Education (short-term courses taken, but not formally registered in official entities) | 9 |



|                       |    |
|-----------------------|----|
| Don't wish to respond | 11 |
|-----------------------|----|

D6: Does your household own any of the following items? READ AND ASK FOR EACH item- Multiple Answers (MA)

|                    |   |                                                                    |    |
|--------------------|---|--------------------------------------------------------------------|----|
| Radio              | 1 | Bicycle                                                            | 7  |
| Television         | 2 | Animal drawn cart                                                  | 8  |
| Mobile phone       | 3 | Car/jeep/truck                                                     | 9  |
| Computer           | 4 | Washing machine (other essential home appliances iron, stove etc.) | 10 |
| Refrigerator       | 5 | Own agriculture land                                               | 11 |
| Motorcycle/scooter | 6 | Own farm animals, herds or poultry                                 | 12 |

D7: What is Average monthly income from all sources, of your household?

Amount: \_\_\_\_\_ (Afghan Afghani) **ASK FOR SPECIFIC ANSWER I.E. NOT A RANGE OF AMOUNT**

D8: Have you (or your family) been displaced from your previous household location in the past 3 years?

|     |   |                                           |
|-----|---|-------------------------------------------|
| Yes | 1 | Please specify how long ago; _____ Year/s |
| No  | 2 |                                           |

## Beneficiaries' Needs

R-1: What are the primary unmet needs of your household regarding water, sanitation, and hygiene (WASH)?

|                                                                |    |
|----------------------------------------------------------------|----|
| Inadequate access to clean water for drinking and cooking      | 1  |
| Poor water quality (odour, smell, taste)                       | 2  |
| Lack of sanitation facilities (toilets, latrines)              | 3  |
| Lack of proper awareness on key WASH issues                    | 4  |
| Environmental uncleanliness (garbage, waste)                   | 5  |
| Presence of stagnant water sources                             | 6  |
| Limited availability of WASH materials (soap, water treatment) | 7  |
| Insufficient WASH facilities in health facilities              | 8  |
| Inadequate WASH facilities in schools                          | 9  |
| High prevalence of diarrhoea among children under five         | 10 |
| Household food/nutrition insecurity                            | 11 |
| Presence of malnourished children in the community             | 12 |

R-2: How well does the available/accessible GENERAL WASH facilities/services address the specific needs of this community?

*[Instructions: Enumerator to probe for 3 key elements a) water<sup>89</sup>, hygiene, and sanitation services/materials; if any one of these elements is missing – mark 'partially meet'; if all elements are available – mark 'fully meets'; if all elements are missing – mark 'does not meet']*

- Does not meet community needs.
- Partially meets community needs.
- Fully meets community needs.
- Unsure/Don't know.

<sup>89</sup> Water supply schemes (WSS) or water points (handpump, borehole, or other/s)

R-3: Are there any specific types of groups (people) in your community who have MORE UNMET NEEDS (are deprived of) regarding water, sanitation and hygiene? MA

|                                                                  |    |
|------------------------------------------------------------------|----|
| Women headed households                                          | 1  |
| Households with extreme poverty                                  | 2  |
| Households with orphan children                                  | 3  |
| Households with persons with disabilities                        | 4  |
| Recently displaced households/families                           | 5  |
| Households living in temporary shelter (Kuchi population groups) | 6  |
| Other (specify)                                                  | 7  |
| No, every household has the same needs                           | 8  |
| Don't know                                                       | 98 |

## WATER ACCESS

W1: What is your current primary source of water for drinking? SA. [CIRCLE ONLY ONE PRIMARY/MAIN SOURCE]

| (1) Improved Sources <sup>90</sup>          |     | (2) Unimproved Sources <sup>91</sup>                               |     |
|---------------------------------------------|-----|--------------------------------------------------------------------|-----|
| Piped into dwelling, compound, plot or yard | 1.1 | Unprotected dug well                                               | 2.1 |
| Public tap/standpipe                        | 1.2 | Unprotected spring                                                 | 2.2 |
| Piped to neighbour                          | 1.3 | Surface water (river/ dam/lake/ pond/stream/ canal)                | 2.3 |
| Tube well/borehole                          | 1.4 | Cart with small tank/drum (water source – open stream/ canal etc.) | 2.4 |
| Protected dug well                          | 1.5 |                                                                    |     |
| Protected Spring                            | 1.6 |                                                                    |     |
| Kanda (Rainwater collection)                | 1.7 |                                                                    |     |
| Tanker/Truck                                | 1.8 |                                                                    |     |
| Packaged/delivered water (Bottled water)    | 1.9 |                                                                    |     |

W2: Where is your main/primary source of water located? SA [If option#2 – ask one sub-option]

|                                                                   |     |                                                                             |
|-------------------------------------------------------------------|-----|-----------------------------------------------------------------------------|
| Inside premises (home/house, yard/plot)                           | 1   |                                                                             |
| Outside premises (home/house, someone must go for fetching water) | 2   | <b>If option#2 – ask about the approximate distance and mark one option</b> |
|                                                                   | 2.1 | 0- 15 minutes walking distance (for one complete round trip)                |
|                                                                   | 2.1 | 16- 30 minutes walking distance (for one complete round trip)               |
|                                                                   | 2.1 | Between 30- 60 minutes walking distance (for one complete round trip)       |
|                                                                   | 2.1 | More than one hour walking distance (for one complete round trip)           |
|                                                                   |     |                                                                             |

<sup>90</sup> Improved drinking water sources are those which by nature of their design and construction have the potential to deliver safe water. Improved sources include piped water, boreholes or tubewells, protected dug wells, protected springs, rainwater and packaged or delivered water.

<sup>91</sup> Unimproved drinking water sources are those which by nature of their design and construction are unlikely to deliver safe water. Unimproved sources include unprotected dug wells, unprotected springs, and surface water.

W3: Who usually goes to this main water source to fetch water for your household? Select the individual/s PRIMARILY responsible for water collection. (XW2)

|                         |   |
|-------------------------|---|
| Adult woman (>15 years) | 1 |
| Adult man (>15 years)   | 2 |
| Girl (<15 years)        | 3 |
| Boy (<15 years)         | 4 |

W4: How many trips did that person make in the last week? (XW3)

|                       |                     |
|-----------------------|---------------------|
| Number of round trips | Write number: ----- |
| Don't know (99)       | 99                  |

W5: Is it safe to go for women/girls to fetch water from your main source of water? SA

|                                                                              |   |
|------------------------------------------------------------------------------|---|
| Yes, it is safe (completely/always), and they face no specific risks.        | 1 |
| Partially safe, sometimes there are occasional minor/moderate concerns/risks | 2 |
| Unsafe, significant risks may encounter                                      | 4 |
| Highly unsafe, exposing them to severe risks                                 | 5 |

### CLIMATE (These questions are aligned with MICS)

W6: Do you always have (year-round) access to this main/primary water source for drinking purposes? SA

|            |    |
|------------|----|
| Yes        | 1  |
| No         | 2  |
| Don't know | 99 |

W6A: If NO, when do you NOT have access to this main/primary water source for drinking purposes? MA

|                          |    |
|--------------------------|----|
| During the dry season    | 1  |
| During the rainy season  | 2  |
| During natural disasters | 3  |
| Don't know               | 99 |

W6B. When this main/primary water source for drinking purposes is not available, what other main source do you usually use? SA

| (1) Improved Sources                        |     | (2) Unimproved Sources                                            |     |
|---------------------------------------------|-----|-------------------------------------------------------------------|-----|
| Piped into dwelling, compound, plot or yard | 1.1 | Unprotected dug well                                              | 2.1 |
| Public tap/standpipe                        | 1.2 | Unprotected spring                                                | 2.2 |
| Piped to neighbour                          | 1.3 | Surface (river/dam/lake/pond/stream/canal) water                  | 2.3 |
| Tube well/borehole                          | 1.4 | Cart with small tank/drum (water source – open stream/canal etc.) | 2.4 |
| Protected dug well                          | 1.5 |                                                                   |     |
| Protected Spring                            | 1.6 |                                                                   |     |
| Kanda (Rainwater collection)                | 1.7 |                                                                   |     |
| Tanker/Truck                                | 1.8 |                                                                   |     |
| Packaged/delivered water (Bottled water)    | 1.9 |                                                                   |     |

W7: What is your current main source of water for bathing, toilet flushing, cleaning, etc.? SA

| (1) Improved Sources                        |     | (2) Unimproved Sources |     |
|---------------------------------------------|-----|------------------------|-----|
| Piped into dwelling, compound, plot or yard | 1.1 | Unprotected dug well   | 2.1 |

|                                          |     |                                                                   |     |
|------------------------------------------|-----|-------------------------------------------------------------------|-----|
| Public tap/standpipe                     | 1.2 | Unprotected spring                                                | 2.2 |
| Piped to neighbour                       | 1.3 | Surface water<br>(river/dam/lake/pond/stream/canal)               | 2.3 |
| Tube well/borehole                       | 1.4 | Cart with small tank/drum (water source – open stream/canal etc.) | 2.4 |
| Protected dug well                       | 1.5 |                                                                   |     |
| Protected Spring                         | 1.6 |                                                                   |     |
| Kanda (Rainwater collection)             | 1.7 |                                                                   |     |
| Tanker/Truck                             | 1.8 |                                                                   |     |
| Packaged/delivered water (Bottled water) | 1.9 |                                                                   |     |

W8: Has UNICEF or any other actor implemented any activities in the past 3 years to construct or improve access to water in your community?

|                      |    |         |
|----------------------|----|---------|
| Yes, UNICEF          | 1  |         |
| Yes, Other (Specify) | 2  |         |
| No                   | 3  | Skip W9 |
| Don't know           | 99 | Skip W9 |

**W9: If yes,** can you please state the extent you agree/disagree with the following statements: BEFORE ASKING THIS QUESTION – THE ENUMERATOR TO EXPLAIN THE FIVE LEVELS OF SCALES TO THE RESPONDENT – FOLLOWED BY ASKING EACH OPTION ONE BY ONE. Strongly Disagree (1); Disagree (2); Neither Agree nor Disagree (3); Agree (4); and Strongly Agree (5)

[Enumerator to READ OUT ALL STATEMENTS; CIRCLE ONLY ONE ANSWER FOR EACH STATEMENT]

| ROTATE STATEMENTS |                                                                                                                                                                                                               | (1) | (2) | (3) | (4) | (5) |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| a)                | The water system provides water (accessible) to all community members, including women, girls, households located at a far distance from the water distribution points, and for the persons with disabilities |     |     |     |     |     |
| b)                | Water from this source frequently makes people sick                                                                                                                                                           |     |     |     |     |     |
| c)                | Water systems are more resilient to the effects of natural disasters/droughts/earthquakes than before we received support                                                                                     |     |     |     |     |     |
| d)                | The community (through the CDC forum) is actively participating/involved and is contributing to ensure routine operation and maintenance of the available the water point/system.                             |     |     |     |     |     |
| e)                | The community (through the CDC forum) is NOT WILLING or lack capacity to keep the water point/system functioning.                                                                                             |     |     |     |     |     |

## SANITATION

S1: Does your house currently have a toilet? SA

|     |   |         |
|-----|---|---------|
| Yes | 1 | GOTO S2 |
| No  | 2 | GOTO S9 |

**OBSERVATION; INTERVIEWER:** IF THE HOUSEHOLD HAS A TOILET FACILITY ASK: CAN YOU SHOW ME THE TOILET FACILITY YOUR FAMILY MEMBERS USUALLY USE AT THE END OF OUR INTERVIEW? AT THE END COMPLETE OBSERVATION QUESTION AND CAPTURE THE TYPE OF LATRINE.

S2: Do you share this facility with other families outside of your home? SA

|                                        |   |          |
|----------------------------------------|---|----------|
| No. Facility only used by my household | 1 | GO TO S4 |
|----------------------------------------|---|----------|

|             |   |                  |
|-------------|---|------------------|
| Yes. Shared | 2 | Ask S3A, and S3B |
|-------------|---|------------------|

S3A: If shared, how many families use this toilet/WC facility? \_\_\_\_ families

S3B: If shared, how many PERSONS (all including adults and children) use this toilet facility? \_\_\_\_ Persons.

S4: Which members of your immediate family usually DO NOT use this toilet (for defecation/or urination)? MA

|                                           |   |                                                                           |    |
|-------------------------------------------|---|---------------------------------------------------------------------------|----|
| <b>Everyone in the family uses toilet</b> | 1 | Children under five years of age                                          | 6  |
| Adult male members                        | 2 | Household members that have difficulty in walking (physical disabilities) | 7  |
| Adult female members                      | 3 | Elderly members                                                           | 8  |
| Adolescent girls                          | 4 | Don't know                                                                | 99 |
| Adolescent boys                           | 5 |                                                                           |    |

S5: What type of toilet does your household have?

| (1) Flush or Pour Flush Toilet      |     | (2) Pit Latrine                               |     |
|-------------------------------------|-----|-----------------------------------------------|-----|
| Flushed to piped sewer system       | 1.1 | VIP latrine (Ventilated improved pit)         | 2.1 |
| Flushed to septic tank              | 1.2 | Pit latrine with slab (concrete, wood/bamboo) | 2.2 |
| Flushed to pit latrine (Unimproved) | 1.3 | Pit latrine without slab/open pit             | 2.3 |
| Flush, don't know where             | 1.4 | Composting toilet                             | 3   |
|                                     |     | Refused/Not able to observe                   | 4   |
|                                     |     | Other (specify)                               | x   |

S6: When did your household construct latrine FIRST time? (Record estimated year, month, or both)

|                      |                 |
|----------------------|-----------------|
| ____ year ____ month | Don't know (99) |
|----------------------|-----------------|

S7: Who in your family made the decision to have a latrine built for your household? MA [DO NOT READ. CIRCLE ALL RESPONSES]

|                                                                                                                     |   |
|---------------------------------------------------------------------------------------------------------------------|---|
| Father/Male head of family                                                                                          | 1 |
| Mother/Female head of family                                                                                        | 2 |
| N/A latrine was in the house when we bought/rented it                                                               | 3 |
| <b>Other</b> (NGO built/renovated, relative, neighbour/friend, local community leader, health staff etc.) (specify) | x |

S8: Did anyone in your community/anything have an influence on your decision to build/construct a latrine for your household? MA [DO NOT READ MULTIPLE CHOICES TO RESPONDENTS. CIRCLE ALL RESPONDENT'S ANSWERS]

|                   |   |                         |   |
|-------------------|---|-------------------------|---|
| Community leader  | 1 | Community health worker | 5 |
| Religious leaders | 2 | Neighbours/Friends      | 6 |
| Elected official  | 3 | No one specifically     | 7 |
| CDC forum/members | 4 | Other (specify)         | x |

*if the household has no toilet/latrine facility (S1=No); ask these questions S9 and S10; DO NOT READ OUT OPTIONS*

S9: You said you had no toilet facility in your house; Where do you and members of your family defecate MOST of the time? MA

|                                                              |   |                                |    |
|--------------------------------------------------------------|---|--------------------------------|----|
| Open space INSIDE house (away from usable/living rooms/area) | 1 | Neighbourhood toilet           | 6  |
| Open space (Outside home)/backside or/near house             | 2 | Communal latrine               | 7  |
| Bush/Field                                                   | 3 | Don't know (Refused to answer) | 99 |
| Pond/nearby water stream                                     | 4 | Other (specify)                | X  |
| River/Canal                                                  | 5 |                                |    |

S10: Why have NOT you constructed a toilet facility at your home? MA

|                                                                                                                                            |    |
|--------------------------------------------------------------------------------------------------------------------------------------------|----|
| No or lack of money to construct a toilet at home                                                                                          | 1  |
| No local materials are available to build/construct a toilet                                                                               | 2  |
| Not enough water available to use a toilet at home                                                                                         | 3  |
| Not interested to have toilet at home and use (prefer/like to do what we currently do for defecation)                                      | 5  |
| Don't like the type of toilets/latrines I have seen in the community constructed by other people                                           | 6  |
| No land/space available to construct toilet at home (rented house/not allowed by the owner, rocky soil/flood plain, not enough land, etc.) | 7  |
| Waste feeds fish/other animals                                                                                                             | 8  |
| Don't know/Refused                                                                                                                         | 99 |
| Other (specify)                                                                                                                            | x  |

S11: Are you aware of UNICEF or any other organization/NGOs implemented any activities in the past 3 years to construct, rehabilitate or improve access to sanitation facilities in your community?

|     |   |                          |
|-----|---|--------------------------|
| Yes | 1 |                          |
| No  | 2 | <a href="#">GOTO S12</a> |

S11.1: If yes, can you please state the extent you agree/disagree with the following statements:

BEFORE ASKING THIS QUESTION –THE ENUMERATOR TO EXPLAIN THE FIVE LEVELS OF SCALE TO THE RESPONDENT – FOLLOWED BY ASKING EACH OPTION ONE BY ONE. Strongly Disagree (1); Disagree (2); Neither Agree nor Disagree (3); Agree (4); and Strongly Agree (5) [CIRCLE ONLY ONE ANSWER FOR EACH ATTRIBUTE; READ OUT ALL STATEMENTS]

| ROTATE STATEMENTS |                                                                                                                                                                                                                                                                      | (1) | (2) | (3) | (4) | (5) |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| a)                | The sanitation facilities (communal latrines and/or communal bathing facilities) were constructed quickly enough to respond to the emergency needs (floods, earthquake, armed conflict etc.)                                                                         |     |     |     |     |     |
| b)                | The provided/constructed sanitation facilities (communal latrines and/or communal bathing facilities) are accessible to all community members, including women, girls, households located at a far distance from the latrines, and for the persons with disabilities |     |     |     |     |     |
| c)                | Soap and water is always available for handwashing at the provided/constructed sanitation facilities (communal latrines and/or communal bathing facilities)                                                                                                          |     |     |     |     |     |
| d)                | The community (through the CDC forum) is maintaining communal sanitation facilities to keep them clean, and functional                                                                                                                                               |     |     |     |     |     |
| e)                | The community (through the CDC forum) does not have adequate capacity (or willingness) to keep communal sanitation facilities clean, and functional                                                                                                                  |     |     |     |     |     |

## SANITATION (BABY'S STOOL HANDLING)

S12: What do you (or your household members) do with (how you dispose of or manage) the excreta/stools of infants, babies and young children (ages 0-5)? MA (only for those households with children under the age of 5 specified)

|                                                         |    |
|---------------------------------------------------------|----|
| Thrown in toilet facility/latrine                       | 1  |
| In the pit latrine (unimproved)                         |    |
| Thrown in the bushes/field/animal pen/river/beach/drain | 2  |
| Not disposed of properly (left unmanaged on the ground) | 3  |
| Buried in yard/field                                    | 4  |
| Thrown in garbage/rubbish bin at home                   | 5  |
| Thrown in the street nearby/outside home                | 6  |
| Don't know                                              | 99 |
| N/A household does not have young children this age     | 7  |
| Other (specify)                                         | x  |

### Community engagement, participation and communication channels

**CC-1:** Are you aware of UNICEF, or any other NGO/CSO or Government ministry/department working in your community or have worked in the last 02 years to help/support your household or other community members in any manner? SA [*\*\*In any manner – water supply, sanitation supplies/material distribution, hygiene messages, cash assistance, or food items distribution.*]

|     |   |                                                                                                                       |             |
|-----|---|-----------------------------------------------------------------------------------------------------------------------|-------------|
| Yes | 1 | If yes, please mention the name of (ONE most important/main) I/NGO/CSO or other organization (Government department)? | Name: _____ |
| No  | 2 |                                                                                                                       |             |

**CC-1A:** If yes, please mention all activities that you are aware of or have witnessed in your community by the above organization. MA

|                                                                                                              |    |
|--------------------------------------------------------------------------------------------------------------|----|
| WATER SUPPLY NEW scheme/s/water point                                                                        | 1  |
| WATER SUPPLY REHABILITATION (repair and maintenance) at household or community level.                        | 2  |
| Water and sanitation related REHABILITATION (repair and maintenance) in community or nearby school.          | 3  |
| Water and sanitation related REHABILITATION (repair and maintenance) in community or nearby health facility. | 4  |
| Water Trucking (Water provision/supply)                                                                      | 5  |
| Communal Latrine construction                                                                                | 6  |
| Communal bathing facility                                                                                    | 7  |
| Waste collection, and management                                                                             | 8  |
| Hygiene kits (WASH supplies) distribution                                                                    | 9  |
| Nutrition Packets (Food for children U5) distribution                                                        | 10 |
| Awareness raising (hygiene promotion) through (CDC) community meetings                                       | 11 |
| Household Visits (awareness raising/or for distribution of items/supplies)                                   | 12 |
| Other (specify)                                                                                              | x  |

**CC-2:** Are you aware of, or have you ever participated in, any surveys or assessments conducted in your community by any organization to address the water supply, sanitation, and hygiene needs of your household or community?

|                |   |
|----------------|---|
| Yes            | 1 |
| No             | 2 |
| Don't remember | 3 |

**CC-3:** Have you OR anyone in your family ever participated in a community/village level meeting or activity about water supply, sanitation (toilet use), or hygiene message (handwashing, etc.)? SA

|                                                                   |    |
|-------------------------------------------------------------------|----|
| Yes, men and adolescent boys only                                 | 1  |
| Yes, both (men, adolescent boys; and women, and adolescent girls) | 2  |
| No                                                                | 3  |
| Don't know                                                        | 99 |

**CC-4:** Has any NGO/CSO or government worker **EVER VISITED** your household to provide information or educational messages on water supply, sanitation, handwashing/hygiene, or similar topics?

|                |   |  |
|----------------|---|--|
| Yes            | 1 |  |
| No             | 2 |  |
| Don't remember | 3 |  |

**CC-5:** Have you or your household been **visited by** a hygiene promoter or community health worker, or social mobilizer or another volunteer in the **last one month**?

|                |   |  |
|----------------|---|--|
| Yes            | 1 |  |
| No             | 2 |  |
| Don't remember | 3 |  |

**CC-6:** Have you **ever** received information (from any source) on water supply/treatment, sanitation/latrine use, handwashing/hygiene, or similar topics to help you learn (or know more) about these subjects? SA [from any source]

|     |   |            |
|-----|---|------------|
| Yes | 1 |            |
| No  | 2 | Go to CC-7 |
|     |   |            |

**CC-6A:** Can you recall three key messages that you know, or have received, learned, or practiced because of your participation in any meeting or activity, or from ANY OTHER source of information?

|            |    |                                          |   |
|------------|----|------------------------------------------|---|
| Yes        | 1  | If 'YES', please specify Three messages: | 1 |
| No         | 2  |                                          | 2 |
| Don't know | 99 |                                          | 3 |

**CC-7:** Which sources of information you trust/prefer/use the most than others to get information about water supply/treatment, sanitation, handwashing/hygiene, or similar topics? [MA] - DO NOT READ OUT – [TO BE ASKED FROM ALL RESPONDENTS]

|                                                         |    |
|---------------------------------------------------------|----|
| Mobile on social media (WhatsApp, Facebook, and others) | 1  |
| Radio                                                   | 2  |
| Television                                              | 3  |
| Newspaper/Magazine (Print Material)                     | 4  |
| Banners/posters at public spaces                        | 5  |
| Neighbours/Friends                                      | 6  |
| From school children in the family                      | 7  |
| Family members/relatives                                | 8  |
| Local authority (village/community Leader)              | 9  |
| Religious leaders                                       | 10 |
| Masjid/Madrassa                                         | 11 |



|                                                                                                         |    |
|---------------------------------------------------------------------------------------------------------|----|
| Government or private health workers (doctor/midwife/nurses/nutrition counsellor/health educator/ etc.) | 12 |
| At health post/community by FHAG/CHW                                                                    | 13 |
| Home visit by health workers                                                                            | 14 |
| Community Development Council (CDC) or village committee members                                        | 15 |
| Don't know                                                                                              | 99 |
| Other (specify)                                                                                         | X  |

## MATERIAL SUPPORT/SUPPLIES (MS)

MS1: Have you OR anyone in your family ever RECEIVED any WASH items by UNICEF, or any other I/NGO/CSO or other organization (Government)?

|     |   |                                                                                                                       |                          |
|-----|---|-----------------------------------------------------------------------------------------------------------------------|--------------------------|
| Yes | 1 | If yes, please mention the name of (ONE most important/main) I/NGO/CSO or other organization (Government department)? | Names (Open text): _____ |
| No  | 2 | <b>Go to MS2</b>                                                                                                      |                          |

MS1A: If yes in the above question, please ask: which of the following WASH kit items have you (or your family RECEIVED? MA

|                        |   |                                                         |    |
|------------------------|---|---------------------------------------------------------|----|
| Antiseptic Soap Dettol | 1 | Ewer (Aftaba) (pitcher used for washing) <sup>92</sup>  | 9  |
| Soap box               | 2 | Menstrual Hygiene Pads/material                         | 10 |
| Towel                  | 3 | Auqatabs (Water purification tablets)                   | 11 |
| Laundry Soap           | 4 | Water purifies material (chlorine etc.)                 | 12 |
| Toothbrush             | 5 | Water container/bucket (for water carrying/storage pot) | 13 |
| Toothpaste             | 6 | Other (Specify)                                         | x  |
| Cloth/or cotton        | 7 |                                                         |    |
| Bath Shampoo           | 8 |                                                         |    |

MS1B: Which of the RECEIVED items you find APPROPRIATE (RELEVANT- as per your needs) to fulfil your or family needs? MA (TPM-C13)

|                        |   |                                                         |    |
|------------------------|---|---------------------------------------------------------|----|
| Antiseptic Soap Dettol | 1 | Ewer (Aftaba) (pitcher used for washing) <sup>93</sup>  | 9  |
| Soap box               | 2 | Menstrual Hygiene Pads/material                         | 10 |
| Towel                  | 3 | Auqatabs (Water purification tablets)                   | 11 |
| Laundry Soap           | 4 | Water purifies material (chlorine etc.)                 | 12 |
| Toothbrush             | 5 | Water container/bucket (for water carrying/storage pot) | 13 |
| Toothpaste             | 6 | Other (Specify)                                         | x  |
| Cloth/or cotton        | 7 |                                                         |    |
| Bath Shampoo           | 8 |                                                         |    |

MS1C: Once kit items ran out, were you able to meet your material needs, either from other distributions or your own purchase?

|                                 |   |
|---------------------------------|---|
| Yes, from subsequent assistance | 1 |
| Yes, purchased                  | 2 |
| No, not able to meet needs      | 3 |
| Prefer not to answer            |   |

<sup>92</sup> [https://www.ecoi.net/en/file/local/2028540/covid\\_sitrep1\\_final\\_0.pdf](https://www.ecoi.net/en/file/local/2028540/covid_sitrep1_final_0.pdf)

<sup>93</sup> [https://www.ecoi.net/en/file/local/2028540/covid\\_sitrep1\\_final\\_0.pdf](https://www.ecoi.net/en/file/local/2028540/covid_sitrep1_final_0.pdf)

MS2: Have you, OR anyone in your family, OR anyone else you know in your community ever RECEIVED any NUTRITION material/food packet for children (U5) by UNICEF, or any other I/NGO/CSO or other organization (Government)?

|            |   |                                                      |             |
|------------|---|------------------------------------------------------|-------------|
| Yes        | 1 | If yes, please specify the name of the organization? | Name: _____ |
| No         | 2 | <b>Go to Next section (CRM)</b>                      |             |
| Don't know | 3 | <b>Go to Next section (CRM)</b>                      |             |

MS3: Did you (or other family member) receive any ADDITIONAL INFORMATION/GUIDANCE or messages on how to prepare/use the received nutrition/food items?

|            |    |                               |
|------------|----|-------------------------------|
| Yes        | 1  |                               |
| No         | 2  | Skip the next question (MS3A) |
| Don't know | 99 | Skip the next question (MS3A) |

MS3A: How useful (appropriate/relevant) was the received information/guidance on the preparation or use of the provided **the received nutrition/food items**?

|                                        |   |                                           |   |
|----------------------------------------|---|-------------------------------------------|---|
| Very appropriate (Excellent)           | 1 | Not appropriate at all (Poor)             | 4 |
| Mostly appropriate (Good)              | 2 | Very inappropriate/irrelevant (Very poor) | 5 |
| A little (somewhat) appropriate (Fair) | 3 |                                           |   |

## COMPLAINT RESOLUTION MECHANISM (CRM)- HUMAN RIGHTS

Ask below two questions (CRM1 and CRM2) ONLY – if the respondent has received any type of supplies or has participated in any village level meeting or WASH activity, in the previous section questions.

ENUMERATOR TO READ IT OUT: In the previous question/s, you mentioned that you have received some materials/supplies or messages or information when some person visited your household, or you participated in some community discussion/meeting. Now please tell us about the overall behaviour of the staff.

CRM-1: How was the overall behaviour of the staff/worker with whom you interacted while receiving the materials/messages or during the meeting that you attended?

|                                                   |    |
|---------------------------------------------------|----|
| Very Positive (Friendly, helpful, and respectful) | 1  |
| Positive (Polite and accommodating)               | 2  |
| Neutral (Neither positive nor negative)           | 3  |
| Negative (Unhelpful or unfriendly)                | 4  |
| Very Negative (Rude or disrespectful)             | 5  |
| Do not want to share                              | 99 |

CRM-2: Are you aware of any helpline number, contact person, or forum where you can register your concerns, complaints, or feedback about any of WASH supplies, services, or facilities in your community?

|            |   |                                                                                                |             |
|------------|---|------------------------------------------------------------------------------------------------|-------------|
| Yes        | 1 | If yes, please mention the type of name of the organization which provides this water service? | Name: _____ |
| No         | 2 |                                                                                                |             |
| Don't know | 3 |                                                                                                |             |

If yes, please mention the type of, or name of feedback or complaint redressal mechanism (helpline number, contact person, or forum where you can register your concerns, complaints, or feedback).

|                                                                                            |    |
|--------------------------------------------------------------------------------------------|----|
| Through hotline numbers provided by the UNICEF, NGO/CSO or CDC                             | 1  |
| Call Awaaz 410                                                                             | 2  |
| Call/inform NGO/CSO [IP Name] staff face to face                                           | 3  |
| Call/inform Govt. Department [health facility, or other – mention name] staff face to face | 4  |
| Call/inform community or religious leader                                                  | 5  |
| Call/inform my family/household members (or relatives)                                     | 6  |
| Call/inform neighbour (or friend)                                                          | 99 |
| Other – please specify (mention only one – any main mechanism not listed above)            |    |

## WATER TRUCKING SYSTEM (WTS)

WTS-1: Are you aware of or have you seen any WATER supply system through Trucks/Tankers in your community in the past three years?

|            |   |                                                                                        |             |
|------------|---|----------------------------------------------------------------------------------------|-------------|
| Yes        | 1 | If yes, please mention the name of the organization which provides this water service? | Name: _____ |
| No         | 2 |                                                                                        |             |
| Don't know | 3 |                                                                                        |             |

WTS-1A: If answer to the previous question is [yes]; Have you or your household ever received water supply for yourself or family use through the trucking/tanker system in your community?

|            |    |                                      |
|------------|----|--------------------------------------|
| Yes        | 1  |                                      |
| No         | 2  | Skip next questions (WTS-2 to WTS-5) |
| Don't know | 99 |                                      |

WTS-2: How adequate or sufficient was the quantity of water provided through the water trucking system for DRINKING purposes?

|                 |    |                                                                           |
|-----------------|----|---------------------------------------------------------------------------|
| Very adequate   | 1  | More than enough to fulfill all family needs until the next supply        |
| Adequate        | 2  | Enough to fulfill all family needs until the next supply                  |
| Inadequate      | 3  | Not enough to fulfill all family needs until the next supply              |
| Very inadequate | 4  | Far from enough or very little for the whole family until the next supply |
| Don't know      | 99 | Don't know (no idea)                                                      |

WTS-3: How would you assess/rate the (perceived) quality (odour/smeel, taste, physical appearance clear) of water provided through the water trucking system for drinking purposes? (OR What is your perceived quality of drinking water received from trucking system?)

|                      |    |                                                                                                     |
|----------------------|----|-----------------------------------------------------------------------------------------------------|
| Good quality         | 1  | Perceived safe for drinking: visibly clean/clear, not bad smelling, good for drinking.              |
| Acceptable quality   | 2  | Water is clean, with some minor concerns regarding odour/taste for drinking.                        |
| Low quality          | 3  | Concerning Quality: Notable concerns about its appearance, smell and/pr taste for drinking.         |
| Unacceptable quality | 4  | Visibly contaminated: mostly not clear, bad smelling or of unacceptable taste- unsafe for drinking. |
| Don't know           | 99 | Don't know (no idea)                                                                                |

WTS-4: In your opinion, is the water trucking system provides water (accessible) to all community members, including women, girls, households located at a far distance from the water distribution points, and for the persons with disabilities?

|                        |    |                                                                                                                                                                                                      |
|------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Yes, accessible to all | 1  | All households can access equally without any discrimination of gender, age, disability, or distance from the water distribution point                                                               |
| Mostly accessible      | 2  | Majority can access, except a few at very far distance or for some other inaccessibility issues                                                                                                      |
| Partially accessible   | 3  | Some can access, some cannot for some inaccessibility issues                                                                                                                                         |
| Limited accessibility  | 4  | Only a few households can access it easily - Majority CANNOT access, for several inaccessibility issues                                                                                              |
| Not accessible at all  |    | The water trucking system is not accessible to any households due to various inaccessibility issues (conflict, geographic inaccessibility issues due to block roads, disaster/flood/earthquake etc), |
| Don't know             | 99 |                                                                                                                                                                                                      |

WTS-5: To what extent did/does the water trucking system meet the domestic water needs of your household for activities such as washing, livestock, and other non-drinking purposes?

|                 |    |                                                                           |
|-----------------|----|---------------------------------------------------------------------------|
| Very adequate   | 1  | More than enough to fulfill all domestic needs until the next supply      |
| Adequate        | 2  | Enough to fulfill all domestic needs until the next supply                |
| Inadequate      | 3  | Not enough to fulfill all domestic needs until the next supply            |
| Very inadequate | 4  | Far from enough or very little for the whole family until the next supply |
| Don't know      | 99 | Don't know (no idea)                                                      |

## WATERTREATMENT (WT)

WT-1: Does your household treat water to make it safer to drink?

|                                                                                  |                 |
|----------------------------------------------------------------------------------|-----------------|
| Yes – we treat water at home                                                     | 1               |
| No – we do not treat water at home                                               | 2 Skip (WT-1A)  |
| No – drinking water is of acceptable quality and safe – no need of any treatment | 3 Skip (WT-1A)  |
| Don't know                                                                       | 99 Skip (WT-1A) |

WT-1A: If yes to the above question, what do you usually do to the water to make it safer to drink?

|                                                                    |    |
|--------------------------------------------------------------------|----|
| Boil                                                               | 1  |
| Add bleach/chlorine                                                | 2  |
| Add water purification Tablets (Aquatab, etc.)                     | 3  |
| Strain it through a cloth                                          | 4  |
| Use water filter (ceramic, sand, composite, reverse osmosis, etc.) | 5  |
| Solar disinfection                                                 | 6  |
| Let it stand and settle                                            | 7  |
| Other (specify)                                                    | 8  |
| Don't know                                                         | 99 |

## DIARRHOEA KNOWLEDGE/PRACTICE/CHILD HEALTH

D1: You may/may not have children 0-5, that's fine. But you may know ways to protect young children against diarrhoea. Please tell me all of the ways you know to protect young children (age 0-5) against diarrhoea in? MA [DO NOT READ OUT]

|                                                     |   |
|-----------------------------------------------------|---|
| Boil or treat water before drinking                 | 1 |
| Use latrines/dispose faeces of children in latrines | 2 |
| Wash hands with soap and water                      | 3 |
| Cook food well                                      | 4 |
| Store food properly/cover the food                  | 5 |

|                                                               |    |
|---------------------------------------------------------------|----|
| Buy food from a clean place/not buying food from random place | 6  |
| Wash fruits and vegetables with potable/safe water            | 7  |
| There is nothing you can do, it's a normal part of life       | 8  |
| Don't know                                                    | 99 |
| Other (specify)                                               | X  |

**ASK ONLY IF HH HAS YOUNG CHILDREN ≤ 5 – SEE RESPOSNE IN DEMOGRAPHIC SECTION**

D2: In the past two weeks has your child/children under the age of five had diarrhoea (defined as three or more watery stools in a 24 period/same day or blood in the stool)?

|            |    |
|------------|----|
| Yes        | 1  |
| No         | 2  |
| Don't know | 99 |

**HAND WASHING (including OBSERVATIONS)**

HW1: When do you usually wash your hands? MA [DO NOT READ OUT]

|                                           |    |           |
|-------------------------------------------|----|-----------|
| Before cooking                            | 1  |           |
| Before eating                             | 2  |           |
| After eating                              | 3  |           |
| Before feeding a baby/child               | 4  |           |
| After cleaning the faeces of a baby/child | 5  |           |
| After defecation                          | 6  |           |
| After work/returning home from work       | 7  |           |
| When needed (when hands are dirty)        | 8  |           |
| After handling livestock/animals          | 9  |           |
| Don't know                                | 99 | Go TO HW4 |
| Other (specify)                           | x  |           |

HW2: What do you usually use to wash your hands? MA

|                                                           |   |                                      |
|-----------------------------------------------------------|---|--------------------------------------|
| Only with Water (soap is not mentioned by the respondent) | 1 | GOTO HW3                             |
| Soap                                                      | 2 | DO OBSERVATION/S OF HANDWASH STATION |
| Powdered or liquid detergent                              | 3 |                                      |
| Ash                                                       | 4 | Go to HW3                            |
| Dirt/sand/mud                                             | 5 |                                      |
| Other (specify)                                           | x |                                      |

**OBSERVATION:** HW2A: You said you use soap/powdered or liquid detergent to wash your hands, **can you please show it to me?** SA

|                           |   |                                                                                                                       |                                                                                                                                                          |
|---------------------------|---|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Yes, available/(observed) | 1 | If the soap/powdered or liquid detergent is available and observed at the time of interview, then circle code 1 (yes) |                                                                                                                                                          |
| No, not available         | 2 | Skip to HW5                                                                                                           | If the soap/powdered or liquid detergent is not available (not observed for unavailability) at the time of interview, then circle code 2 (not available) |
| Unable to observe         | 3 |                                                                                                                       |                                                                                                                                                          |

*BEFORE ASKING THIS QUESTION – THE ENUMERATOR TO EXPLAIN THE FIVE LEVELS OF SCALES TO THE RESPONDENT – FOLLOWED BY ASKING EACH OPTION ONE BY ONE. Strongly Disagree (1); Disagree (2); Neither Agree nor Disagree (3); Agree (4); and Strongly Agree (5)*

*CIRCLE ONLY ONE ANSWER FOR EACH ATTRIBUTE.*

HW3: To what extent do you agree or disagree with these statements ... (READ OUT ALL STATEMENTS)

| ROTATE STATEMENTS |                                                                                                                                                   | (1) | (2) | (3) | (4) | (5) |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| a)                | Your closest <b>school</b> has adequate (perceived) water (for drinking and other purposes) for students?                                         |     |     |     |     |     |
| b)                | Your closest <b>school</b> has adequate (perceived) number of toilets for students?                                                               |     |     |     |     |     |
| c)                | Your closest <b>school</b> has adequate (perceived) handwashing with soap facilities for students?                                                |     |     |     |     |     |
| d)                | Your closest <b>girls' school</b> has adequate (perceived) personal hygiene (menstrual health management) facilities for girls?                   |     |     |     |     |     |
| e)                | Your closest <b>School</b> has adequate (perceived – easily accessible) WASH facilities/services for <b>children with disabilities</b> ?          |     |     |     |     |     |
| f)                | Your closest <b>Health Facility</b> has adequate (perceived) water (for drinking and other purposes) for patients.                                |     |     |     |     |     |
| g)                | Your closest <b>Health Facility</b> has adequate (perceived) no. of sanitation facilities for male patients.                                      |     |     |     |     |     |
| h)                | Your closest <b>Health Facility</b> has adequate (perceived) no. of sanitation facilities for female patients.                                    |     |     |     |     |     |
| i)                | Your closest <b>Health Facility</b> has adequate (perceived) handwashing with soap facilities for patients.                                       |     |     |     |     |     |
| j)                | Your closest <b>Health Facility</b> has adequate (perceived – easily accessible) WASH facilities/services for patients <b>with disabilities</b> ? |     |     |     |     |     |

## HOUSEHOLD LEVEL – WASH OBSERVATION HAND WASHING

*ONLY FOR RESPONDENTS THAT REPORT TO WASH HANDS IN HW1 (CIRCLED OTHER THAN CODE 7/8 IN HW 1) IF THEY REPORTED TO NOT WASH HANDS IN Q HW1 9CODE 7/8) SKIP TO OS1*

**OBSERVATION:** OHW1: Can you show me where you or other family members most often wash their hands? SA

|                                                                         |   |                            |
|-------------------------------------------------------------------------|---|----------------------------|
| Inside or within 10-20 feet of the toilet facility (outside the toilet) | 1 |                            |
| Within 10-20 feet of the kitchen/cooking place                          | 2 |                            |
| Elsewhere in home or yard/compound                                      | 3 |                            |
| Outside of yard/compound                                                | 4 |                            |
| No specific place                                                       | 5 |                            |
| Other (specify)                                                         | x |                            |
| No permission to see.                                                   | 6 | Skip OHW2, OHW3, and OHW4) |

**OBSERVATION:** OHW2: Is water present at the specified place for hand washing? SA

|                        |   |
|------------------------|---|
| Water is not available | 1 |
| Water is available     | 2 |

**OBSERVATION:** OHW3: OBSERVE: What type of soap or detergent is present at the (specific place for) hand washing station? SA

|                      |   |
|----------------------|---|
| Not available (None) | 1 |
| Bar soap             | 2 |

|                                 |   |
|---------------------------------|---|
| Detergent (powder/liquid/paste) | 3 |
| Liquid soap (including shampoo) | 4 |
| Other (specify)                 | X |

**OBSERVATION:** OHW4. Can you now show me how you usually wash your hands? MA

*ASK AND OBSERVE. CIRCLE ALL DEMONSTRATED*

|                                        |   |                                                     |    |
|----------------------------------------|---|-----------------------------------------------------|----|
| Water only                             | 1 | Used visibly clean cloth to dry                     | 7  |
| Soap and water                         | 2 | Used visibly dirty cloth to dry                     | 8  |
| Powdered or liquid detergent and water | 3 | Cannot demonstrate (lacks resources to demonstrate) | 9  |
| Ash                                    | 4 | Unwilling/Refused to demonstrate                    | 10 |
| Dirt/sand/mud                          | 5 | Other (specify)                                     | x  |
| Shook hands to dry                     | 6 |                                                     |    |

### HOUSEHOLD LEVEL – WASH OBSERVATION (SANITATION: TOILET/LATRINE)

*ONLY FOR RESPONDENTS WITH A LATRINE in S1 (CODE 1)*

*IF NO LATRINE - INTERVIEW IS COMPLETED – THANK THE RESPONDENT FOR HIS/HER TIME!*

**OBSERVATION:** OS1. Where is the toilet facility used by members of your family located? Can you show me where it is now? SA

|                                                       |   |
|-------------------------------------------------------|---|
| In own dwelling/attached to own dwelling              | 1 |
| In own courtyard                                      | 2 |
| Refused/Not able to observe (Skip OS2, OS2A, and OS3) | 3 |
| Other (specify)                                       | X |

**OBSERVATION:** OS2. What kind of toilet facility does the household have? SA (Observe only one latrine if household has more than one latrine)

| (1) Flush or Pour Flush Toilet- <b>GOTO OS2A</b> |     | (2) Pit Latrine – <b>Skip OS2A</b>            |     |
|--------------------------------------------------|-----|-----------------------------------------------|-----|
| Flushed to piped sewer system                    | 1.1 | VIP latrine                                   | 2.1 |
| Flushed to septic tank                           | 1.2 | Pit latrine with slab (concrete, wood/bamboo) | 2.2 |
| Flushed to pit latrine                           | 1.3 | Pit latrine without slab/open pit             | 2.3 |
| Flush, don't know where                          | 1.4 | Composting toilet                             | 3   |
|                                                  |     | Refused/Not able to observe                   | 4   |
|                                                  |     | Other (specify)                               | x   |

OS2A: Is the water you have access to adequate to meet your toilet flushing needs?

|            |    |
|------------|----|
| Yes        | 1  |
| No         | 2  |
| Don't know | 99 |

**OBSERVATION:** OS3. OBSERVE – IF ONE OR MORE SIGNS BELOW ARE SELECTED, THEN THE ANSWER IN BELOW OPTIONS WILL BE “YES”

1. The path to latrine is walked on- anal cleansing materials are visible/seen.
2. If Pour Flush water is available- faeces are detected/seen in pit using flashlight
3. Slab is wet – smelly/dirty.

|     |   |  |  |
|-----|---|--|--|
| Yes | 1 |  |  |
| No  | 2 |  |  |





## Appendix 12. WASH observations checklists

### Checklist for WASH Observations in Schools (ECHO WASH Afghanistan)

Informed Consent: Good morning/afternoon, my name is \_\_\_\_\_ and I am working with Konterra Group (an international consulting company). On behalf of UNICEF Afghanistan, we are conducting an external evaluation of UNICEF's ECHO WASH Programme which was implemented across the country with activities implemented in this school between 2022 and 2023.

As part of data collection, we are here to observe and photograph the WASH facilities and surrounding area in your school. As part of this observation, we have a few questions on 'Water, Sanitation, and Hygiene' situation in this school. We assure you that the information and opinions you share with us will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and their partners to understand how they have performed and better plan for and implement WASH activities in the future.

The information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. We have noted your name for our internal records. However, your responses will not be tied back to you in any way. Your responses will be synthesized with those of others across the country to finalize the findings. You will receive no payment or specific benefit for participating. You will not be excluded from future benefits as a result of participation or decisions not to participate.

The observation will take about 30 – 60 minutes to complete. The observation and your responses will be recorded to ensure that no parts of the key insights are missed during notetaking. The information you will provide us will be kept confidential and will not be shared with any unauthorized persons, except within our team, and UNICEF. Your cooperation would be highly appreciated. Your participation is voluntary. While we ask you to answer all questions posed as best as you can, please note that if you don't want to answer a question, we will move on to the next question.

You can also stop the discussions at any time. We hope that you will allow us to observe the facilities and interview you for this evaluation, as your input is important to us.

**If you want to talk to someone about anything that has come up from this, you can tell one of the researchers or contact the research team at [insert ATR contact details].**

Do you have any questions about the evaluation or the discussion now?

Do I have your consent to continue with the observation and photographs?  
Yes..... No.....

#### NOTE TO MODERATOR/NOTETAKER

- Introduce yourself and clarify that you are not part of the programme and that the information that is being obtained will be treated confidentially.
- Encourage the respondent/s to be open and frank as that will be more useful for learning from their experiences.
- Also mention that respondent/s are not obliged to participate and can withdraw at any time in line with research ethics. Ask permission to start with the discussion.

- Obtain informed consent. This will be verbal and should be preceded with a general introduction to the purpose of the discussion.

The facilitator is responsible for assuring to the respondent/s (if group interview)

- Knows participation is voluntary.
- Knows they can leave at any time without any negative repercussions.
- Know that all discussions will be held in confidence.
- Know that they will be given a pseudo name during the discussions.

## GENERAL ADMINISTRATIVE (DEMOGRAPHIC) INFORMATION

|                                |                                                 |                                                                                                                                                      |
|--------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| RECORD NUMBER: _____ (00 - 15) |                                                 |                                                                                                                                                      |
| 1                              | Date of visit                                   | ____/____/____                                                                                                                                       |
| 2                              | Name of the school                              |                                                                                                                                                      |
| 3                              | Level of school <sup>94</sup>                   | Primary <input type="checkbox"/> Middle (Maktabeh Motevaseteh) <input type="checkbox"/>                                                              |
| 4                              | Type of School                                  | Boys <input type="checkbox"/> Girls <input type="checkbox"/>                                                                                         |
| 5                              | Number of students                              | Boys: _____ Girls: _____                                                                                                                             |
| 6                              | Number of students with physical disabilities   | Boys: _____ Girls: _____                                                                                                                             |
| 7                              | Number of Teachers                              | Male: _____ Female: _____                                                                                                                            |
| 8                              | Gender of principal/(or Head Teacher) teacher   |                                                                                                                                                      |
| 9                              | Province Name                                   |                                                                                                                                                      |
| 10                             | District Name                                   |                                                                                                                                                      |
| 12                             | Village/Community (GPS coordinates, if allowed) |                                                                                                                                                      |
| 13                             | Distance from the nearest community/village.    | <ul style="list-style-type: none"> <li>• (Time by walk): _____min _____ max</li> <li>• (Location /physical Distance): _____Km (Estimated)</li> </ul> |
| 14                             | Enumerator Name                                 | •                                                                                                                                                    |

<sup>94</sup> Education system in Afghanistan: <https://www.scholaro.com/db/Countries/Afghanistan/Education-System>

|    |                        |   |
|----|------------------------|---|
| 15 | QA/Survey Manager Name | • |
|----|------------------------|---|

| A | ENVIRONMENTAL CLEANING                                                                                              | Options | Observation/<br>Response |
|---|---------------------------------------------------------------------------------------------------------------------|---------|--------------------------|
| 1 | Are the school compound and/or premises free from solid waste? (e.g., garbage, trash, refuse or discarded material) | Yes/No  |                          |
| 2 | Does the school have flowing liquid waste/stagnant water?                                                           | Yes/No  |                          |
| B | HYGIENE (HANDWASHING)                                                                                               | Options | Observation/<br>Response |
| 3 | <b>Please mark (Yes/No) (Check all applicable options)</b>                                                          | Yes/No  |                          |
|   | Availability of a designated place for (simple/basic) handwashing with functional water point in the school         | Yes/No  |                          |
|   | Availability of a proper handwashing station (with WASH basin) with functional water point in the school            | Yes/No  |                          |
|   | Availability of a proper handwashing station (with WASH basin) with functional water point and soap in the school   | Yes/No  |                          |
|   | Availability of a proper handwashing station (with WASH basin) with DYSFUNCTIONAL water point in the school         | Yes/No  |                          |
|   | Availability of a designated handwashing place (simple/basic) with DYSFUNCTIONAL water point in the school          | Yes/No  |                          |
|   |                                                                                                                     |         |                          |
| 4 | <b>Is soap available at? (Mark All)</b>                                                                             |         |                          |
|   | Hand washing station (nearby latrine)                                                                               | Yes/No  |                          |
|   | Inside Latrine                                                                                                      | Yes/No  |                          |
|   | Near Latrine                                                                                                        | Yes/No  |                          |
|   |                                                                                                                     |         |                          |
| 5 | <b>Is the area around the hand washing facility clean/dry?</b>                                                      | Yes/No  |                          |

| c | DRINKING WATER                                                                                                        | Options                 | Observation/<br>Response |
|---|-----------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------|
| 6 | Are drinking water points available in the school?<br><b>If yes</b> , Total Number of available drinking water points | Yes/No<br>Write No.____ |                          |
|   |                                                                                                                       |                         |                          |
| 7 | <b>Are separate drinking water points available for? (Mark All)</b>                                                   |                         |                          |
|   | Teachers (Men)                                                                                                        | Yes/No                  |                          |

| c  | DRINKING WATER                                                                                                                 | Options   | Observation/<br>Response |
|----|--------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------|
|    | Teachers (Women)                                                                                                               | Yes/No    |                          |
|    | Students (Boys)                                                                                                                | Yes/No    |                          |
|    | Students (Girls)                                                                                                               | Yes/No    |                          |
|    |                                                                                                                                |           |                          |
| 8  | <b>Are ALL available drinking water points functional?</b>                                                                     | Yes/No    |                          |
|    | If not, Number of Functional drinking water points                                                                             | Write No. |                          |
|    | If not, Number of Dysfunctional drinking water points                                                                          | Write No. |                          |
|    |                                                                                                                                |           |                          |
| 9  | Can students (children) with physical disabilities access and use (e.g. in a wheel chairs/crutches) the drinking water points? | Yes/No    |                          |
| 10 | Can small/young children (in early grades, and/or less height) access and use the drinking water points?                       | Yes/No    |                          |

|                                                                                                                                                                                                     | SANITATION                                                                          | Options             | Observation/Response |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------|----------------------|
| 11                                                                                                                                                                                                  | Are latrines available in the school?<br>If yes, Total Number of available latrines | Yes/No<br>Write No. |                      |
|                                                                                                                                                                                                     |                                                                                     |                     |                      |
| 12                                                                                                                                                                                                  | <b>Are separate latrines available for? (Mark All)</b>                              |                     |                      |
|                                                                                                                                                                                                     | Teachers (Men)                                                                      | Yes/No              |                      |
|                                                                                                                                                                                                     | Teachers (Women)                                                                    | Yes/No              |                      |
|                                                                                                                                                                                                     | Students (Boys)                                                                     | Yes/No              |                      |
|                                                                                                                                                                                                     | Students (Girls)                                                                    | Yes/No              |                      |
|                                                                                                                                                                                                     |                                                                                     |                     |                      |
| 13                                                                                                                                                                                                  | <b>Are ALL available latrines functional?</b>                                       | Yes/No              |                      |
|                                                                                                                                                                                                     | If no, Number of Functional Latrines                                                | Write No.           |                      |
|                                                                                                                                                                                                     | If no, Number of Dysfunctional Latrines                                             | Write No.           |                      |
|                                                                                                                                                                                                     |                                                                                     |                     |                      |
| 14                                                                                                                                                                                                  | <b>Type of Latrines? (Select One only)</b>                                          |                     |                      |
|                                                                                                                                                                                                     | Improved                                                                            | Yes/No              |                      |
|                                                                                                                                                                                                     | Unimproved                                                                          | Yes/No              |                      |
| <b>IMPROVED SANITATION:</b> Flush/Pour Flush Toilet/latrine connected to (Piped Sewer System; Septic Tank; Pit Latrine); Ventilated Improved Pit Latrine; Pit Latrine with Slab; Composting Toilet) |                                                                                     |                     |                      |

|    | SANITATION                                                                                                                                                                                                                                      | Options | Observation/Response |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------|
|    | <b>UNIMPROVED SANITATION:</b> Flush/Pour Flush to the street, yard/plot, open sewer, or elsewhere; Pit Latrine Without Slab/Open Pit; Bucket toilet; Hanging Toilet/Latrine (built directly on directly over body of water, i.e., river/stream) |         |                      |
|    |                                                                                                                                                                                                                                                 |         |                      |
| 15 | <b>What type of floor does the latrine have?</b>                                                                                                                                                                                                |         |                      |
|    | Katcha (Bare floor or earth/sand, dung, wood/planks)                                                                                                                                                                                            | Yes/No  |                      |
|    | Pakka (Cement/Concrete/Ceramic Tiles)                                                                                                                                                                                                           | Yes/No  |                      |
|    |                                                                                                                                                                                                                                                 |         |                      |
| 16 | <b>Does the latrine have any of the Following? (Mark All which applies)</b>                                                                                                                                                                     |         |                      |
|    | Walls                                                                                                                                                                                                                                           | Yes/No  |                      |
|    | Door with Bolt/Lock                                                                                                                                                                                                                             | Yes/No  |                      |
|    | Door without Bolt/Lock                                                                                                                                                                                                                          | Yes/No  |                      |
|    | Ceiling                                                                                                                                                                                                                                         | Yes/No  |                      |
|    | Functional Water Tap                                                                                                                                                                                                                            | Yes/No  |                      |
|    | Dysfunctional Water Tap                                                                                                                                                                                                                         | Yes/No  |                      |
|    | Adequate Lighting (Bulb, etc.)                                                                                                                                                                                                                  | Yes/No  |                      |
|    | Ventilation Space/System in Wall                                                                                                                                                                                                                | Yes/No  |                      |
|    | Kettle (Mug/Lota)                                                                                                                                                                                                                               | Yes/No  |                      |
|    | Bucket                                                                                                                                                                                                                                          | Yes/No  |                      |
|    | Soap                                                                                                                                                                                                                                            | Yes/No  |                      |
|    | Toilet paper                                                                                                                                                                                                                                    | Yes/No  |                      |
|    |                                                                                                                                                                                                                                                 |         |                      |
| 17 | <b>Are the latrines connected with? (Single Option)</b>                                                                                                                                                                                         |         |                      |
|    | Latrine is connected with open drain                                                                                                                                                                                                            | Yes/No  |                      |
|    | Latrine is connected with closed drain but not with septic tank                                                                                                                                                                                 | Yes/No  |                      |
|    | Latrine is connected with septic tank                                                                                                                                                                                                           | Yes/No  |                      |
|    |                                                                                                                                                                                                                                                 |         |                      |
| 18 | Are excreta (or related signs) visible around or outside any of the latrines?                                                                                                                                                                   | Yes/No  |                      |
| 19 | Were there excreta inside the latrine?                                                                                                                                                                                                          | Yes/No  |                      |
| 20 | Is there any sign of open defecation in the open space inside the school premises?                                                                                                                                                              | Yes/No  |                      |

|    | SANITATION                                                                                                                                                                                                              | Options | Observation/Response |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------|
| 21 | Can children with physical disability use the following facilities on their own (or using a wheelchair/crutches)? (Mark All)                                                                                            |         |                      |
|    | Drinking Water Point/s                                                                                                                                                                                                  | Yes/No  |                      |
|    | Hand washing Facility (if available)                                                                                                                                                                                    | Yes/No  |                      |
|    | Latrine                                                                                                                                                                                                                 | Yes/No  |                      |
|    |                                                                                                                                                                                                                         |         |                      |
| D  | MENSTRUAL HYGIENE MANAGEMEMNT (MHM) – (to be observed only in Girls schools)                                                                                                                                            | Options | Observation/Response |
| 22 | Availability of a safe and separate space/room (ensuring complete privacy) available inside the school (only for girls' schools <b>excluding the primary schools</b> ) for use by girls during the menstruation period. | Yes/No  |                      |

| D  | CLIMATE CHANGE RESILIENCE                                                                                                                                                                                                                                                                                                                                | Options                                                | Observation/Response |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------|
| 23 | <p><b>Observe</b> – How does the toilet/latrine structure/building look like? (Situating on a platform above the ground or at the ground level)</p> <p>The building structure of the latrines/toilets is made up of bricks/concrete and can withstand the severe climate change effects or any disastrous situation (i.e., floods, earthquake, etc.)</p> | <p>Yes – On platform</p> <p>Yes – at ground level.</p> |                      |
| 24 | <p><b>(Ask the available facilitator)</b> In any past floods/earthquakes, were the latrines affected?</p> <p><b>If yes:</b> Was any repair/rehabilitation done to improve/upgrade the latrines to ensure these are resilient to these disaster events? If yes, please provide some more details on type of improvements done.</p>                        | <p>Yes/No</p> <p>Write brief open-ended response</p>   |                      |
| 25 | <b>(Ask the available facilitator)</b> Was any new drinking water point installed in the school in the last 2 years?                                                                                                                                                                                                                                     | Yes/No                                                 |                      |
| 26 | <b>(Ask the available facilitator)</b> Was any repair/rehabilitation of drinking water point done in the school in the last 2 years?                                                                                                                                                                                                                     | Yes/No                                                 |                      |

## Checklist for WASH Observations in Health Facility (ECHO WASH)

Informed Consent: Good morning/afternoon, my name is \_\_\_\_\_ and I am working with Konterra Group (an international consulting company). On behalf of UNICEF Afghanistan, we are conducting an external evaluation of UNICEF's ECHO WASH Programme which was implemented across the country with activities implemented in this facility between 2022 and 2023.

As part of data collection, we are here to observe and photograph the WASH facilities and surrounding area in this health facility. As part of this observation, we have a few questions on 'Water, Sanitation, and Hygiene' situation in this health facility. We assure you that the information and opinions you share with us will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and their partners to understand how they have performed and better plan for and implement WASH activities in the future.

The information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. We have noted your name for our internal records. However, your responses will not be tied back to you in any way. Your responses will be synthesized with those of others across the country to finalize the findings. You will receive no payment or specific benefit for participating. You will not be excluded from future benefits as a result of participation or decisions not to participate.

The observation will take about 30 – 60 minutes to complete. The observation and your responses will be recorded to ensure that no parts of the key insights are missed during notetaking. The information you will provide us will be kept confidential and will not be shared with any unauthorized persons, except within our team, and UNICEF. Your cooperation would be highly appreciated. Your participation is voluntary. While we ask you to answer all questions posed as best as you can, please note that if you don't want to answer a question, we will move on to the next question.

You can also stop the discussions at any time. We hope that you will allow us to observe the facilities and interview you for this evaluation, as your input is important to us.

**If you want to talk to someone about anything that has come up from this, you can tell one of the researchers or contact the research team at [insert ATR contact details].**

Do you have any questions about the evaluation or the discussion now?

Do I have your consent to continue with the observation and photographs?  
Yes..... No.....

### NOTE TO MODERATOR/NOTETAKER

- Introduce yourself and clarify that you are not part of the programme and that the information that is being obtained will be treated confidentially.
- Encourage the respondent/s to be open and frank as that will be more useful for learning from their experiences.
- Also mention that respondent/s are not obliged to participate and can withdraw at any time in line with research ethics. Ask permission to start with the discussion.
- Obtain informed consent. This will be verbal and should be preceded with a general introduction to the purpose of the discussion.

The facilitator is responsible for assuring to the respondent/s (if group interview)

- Knows participation is voluntary.
- Knows they can leave at any time without any negative repercussions.
- Know that all discussions will be held in confidence.
- Know that they will be given a pseudo name during the discussions.

## GENERAL ADMINISTRATIVE (DEMOGRAPHIC) INFORMATION

|                                          |                                                         |                                                                                                                                     |
|------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| OBSERVATION RECORD NUMBER: _____ (01-15) |                                                         |                                                                                                                                     |
| 1                                        | Date of visit                                           | ____/____/____                                                                                                                      |
| 2                                        | Name of the Health Facility (HF)                        |                                                                                                                                     |
| 3                                        | Type of Health Facility <sup>95</sup>                   | 1. Basic health centers (BHCs)<br>2. Comprehensive health centers (CHCs)                                                            |
| 4                                        | Estimated No. of Daily Outpatients                      | Write number: xxxxx                                                                                                                 |
| 5                                        | Total No. of Staff at HF (Approx.)                      | Men: _____ Women: _____                                                                                                             |
| 6                                        | No. of Staff at HF with <b>physical disabilities</b>    | Men: _____ Women: _____                                                                                                             |
| 7                                        | Province Name                                           |                                                                                                                                     |
| 8                                        | District Name                                           |                                                                                                                                     |
| 9                                        | Nearby village/community name (and/or GPS coordinates). |                                                                                                                                     |
| 10                                       | Health Facility Distance from main community location.  | <ul style="list-style-type: none"> <li>• (walk time): ____min ____max</li> <li>• (Physical Distance): ____Km (Estimated)</li> </ul> |

|    |                        |   |
|----|------------------------|---|
| 11 | Enumerator Name        | • |
| 12 | QA/Survey Manager Name | • |

| A | ENVIRONMENTAL CLEANING                                                              | Options | Observation/Response |
|---|-------------------------------------------------------------------------------------|---------|----------------------|
| 1 | Is the Health Facility waiting area, compound, and premises free from solid wastes? | Yes/No  |                      |

<sup>95</sup> In Afghanistan, BPHS is offered in six standard types of health facilities, ranging from community outreach provided by community health workers in health posts through outpatient care at health sub-centers (SHCs), basic health centers (BHCs), and mobile health teams (MHTs), and comprehensive health centers (CHCs).  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9166646>



|   |                                                                                       |                                                          |  |
|---|---------------------------------------------------------------------------------------|----------------------------------------------------------|--|
| 2 | Does the Health Facility have flowing liquid waste or stagnant water in its premises? | Yes/No<br>If yes, write a response (flowing or stagnant) |  |
|---|---------------------------------------------------------------------------------------|----------------------------------------------------------|--|

| B    | HYGIENE (HANDWASHING)                                                                                     | Options | Observation/Response |
|------|-----------------------------------------------------------------------------------------------------------|---------|----------------------|
| 3    | <b>Please mark (Yes/No) for only those options which applies</b>                                          | Yes/No  |                      |
| 3.1. | Availability of a designated handwashing place (simple/basic) with functional water point in HF           | Yes/No  |                      |
| 3.2. | Availability of a proper handwashing station (with WASH basin) with functional water point in HF          | Yes/No  |                      |
| 3.3. | Availability of a proper handwashing station (with WASH basin) with functional water point and soap in HF | Yes/No  |                      |
| 3.4. | Availability of a proper handwashing station (with WASH basin) with DYSFUNCTIONAL water point in HF       | Yes/No  |                      |
| 3.5. | Availability of a designated handwashing place (simple/basic) with DYSFUNCTIONAL water point in HF        | Yes/No  |                      |
|      |                                                                                                           |         |                      |
| 4    | <b>Is soap available at? (Mark All)</b>                                                                   |         |                      |
|      | Hand washing Station/Place                                                                                | Yes/No  |                      |
|      | Inside Latrine                                                                                            | Yes/No  |                      |
|      | Near Latrine                                                                                              | Yes/No  |                      |
|      |                                                                                                           |         |                      |
| 5    | Is the area around the hand washing facility/station clean/dry?                                           | Yes/No  |                      |

| C | DRINKING WATER                                                                                                        | Options             | Observation/Response |
|---|-----------------------------------------------------------------------------------------------------------------------|---------------------|----------------------|
| 6 | Are drinking water points (for patients) available in HF?<br>If yes, Total Number of available drinking water points. | Yes/No<br>Write no. |                      |
|   |                                                                                                                       |                     |                      |
| 7 | <b>Are separate drinking water points available for? (Mark All)</b>                                                   |                     |                      |
|   | HF Staff (Men)                                                                                                        | Yes/No              |                      |
|   | HF Staff (Women)                                                                                                      | Yes/No              |                      |
|   | Patients (Men)                                                                                                        | Yes/No              |                      |
|   | Patients (Women)                                                                                                      | Yes/No              |                      |

|     |                                                                                                                                                                                  |            |  |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|
|     |                                                                                                                                                                                  |            |  |
| 8   | Are ALL available drinking water points functional?                                                                                                                              | Yes/No     |  |
| 8.1 | Number of Functional drinking water points                                                                                                                                       | Write no.  |  |
| 8.2 | Number of Dysfunctional drinking water points                                                                                                                                    | Write no.  |  |
|     |                                                                                                                                                                                  |            |  |
| 9   | Can patients with physical disabilities access and use the drinking water points?                                                                                                | Yes/No     |  |
| 10  | Enumerator to observe and write briefly (1-2 sentences) conditions (restrictions) to access drinking water points for any type of patients, if any inaccessibility issue exists. | Open-ended |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                       | SANITATION                                                                       | Options | Observation/Response |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------|----------------------|
| 11                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Are there latrines available in HF?<br>If so, Total Number of available latrines | Yes/No  |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                  |         |                      |
| 12                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Are separate latrines available for? (Mark All)                                  |         |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       | HF Staff (Men)                                                                   | Yes/No  |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       | HF Staff (Women)                                                                 | Yes/No  |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Patients (Men)                                                                   | Yes/No  |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Patients (Women)                                                                 | Yes/No  |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                  |         |                      |
| 13                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Are ALL available latrines functional?                                           | Yes/No  |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       | If not, Number of Functional Latrines                                            |         |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       | If not, Number of Dysfunctional Latrines                                         |         |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                  |         |                      |
| 14                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Type of Latrine(s)? (Select One only)<br>a) Improved; b) Unimproved              |         |                      |
| <b>IMPROVED SANITATION:</b> Flush/Pour Flush Toilet/latrine connected to (Piped Sewer System; Septic Tank; Pit Latrine); Ventilated Improved Pit Latrine; Pit Latrine with Slab; Composting Toilet<br><b>UNIMPROVED SANITATION:</b> Flush/Pour Flush to the street, yard/plot, open sewer, or elsewhere; Pit Latrine Without Slab/Open Pit; Bucket toilet; Hanging Toilet/Latrine (built directly on directly over body of water, i.e., river/stream) |                                                                                  |         |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                  |         |                      |
| 15                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What type of floor does the latrine have? (select one)                           |         |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       | A. Bare floor or earth/sand, dung, wood/planks (Katcha)                          |         |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       | B. Cement/Concrete/Ceramic Tiles (Packka)                                        |         |                      |

|    | SANITATION                                                                                                         | Options | Observation/Response |
|----|--------------------------------------------------------------------------------------------------------------------|---------|----------------------|
| 16 | <b>Does the latrine have any of the Following? (Mark All which applies)</b>                                        |         |                      |
|    | Walls                                                                                                              | Yes/No  |                      |
|    | Door with Bolt/Lock                                                                                                | Yes/No  |                      |
|    | Door without Bolt/Lock                                                                                             | Yes/No  |                      |
|    | Ceiling                                                                                                            | Yes/No  |                      |
|    | Functional Water Tap                                                                                               | Yes/No  |                      |
|    | Dysfunctional Water Tap                                                                                            | Yes/No  |                      |
|    | Adequate Lighting (Bulb, etc.)                                                                                     | Yes/No  |                      |
|    | Ventilation Space/System in Wall                                                                                   | Yes/No  |                      |
|    | Kettle (Mug/Lota)                                                                                                  | Yes/No  |                      |
|    | Bucket                                                                                                             | Yes/No  |                      |
|    | Soap                                                                                                               | Yes/No  |                      |
|    | Toilet paper                                                                                                       | Yes/No  |                      |
|    | Disposal for MHM materials                                                                                         | Yes/No  |                      |
| 17 | <b>Does the Latrine is connected with? (Select one)</b>                                                            |         |                      |
|    | Latrine is connected with open drain                                                                               |         |                      |
|    | Latrine is connected with closed drain but not with septic tank                                                    |         |                      |
|    | Latrine is connected with septic tank                                                                              |         |                      |
|    |                                                                                                                    |         |                      |
| 18 | <b>Are excreta (or its signs) visible around or outside of any latrine?</b>                                        | Yes/No  |                      |
|    |                                                                                                                    |         |                      |
| 19 | <b>Were there excreta inside any of the (observed) latrine?</b>                                                    | Yes/No  |                      |
|    |                                                                                                                    |         |                      |
| 20 | <b>Are there any latrines accessible for patients with physical disability?</b>                                    | Yes/No  |                      |
|    |                                                                                                                    |         |                      |
| 21 | <b>Observe whether Patients with physical disability can use the following facilities on their own? (Mark All)</b> |         |                      |
|    | Hand washing Facility                                                                                              | Yes/No  |                      |
|    | Latrine                                                                                                            | Yes/No  |                      |

| D  | CLIMATE CHANGE RESILIENCE                                                                                                                                                                                                                                                                                                         | Options                                                | Observation/Response |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------|
| 22 | <p><b>Observe</b> – How does the toilet/latrine structure/building look like?</p> <p>The building structure of the latrine/toilet is made up of bricks/concrete and can withstand the severe climate change effects or any disastrous situation (i.e., floods, earthquake etc.).</p>                                              | <p>Yes/No</p> <p>Open ended question</p>               |                      |
| 23 | <p><b>(Ask the available facilitator)</b> In any past floods/earthquakes, were the latrines affected?</p> <p><b>If yes:</b> Was any repair/rehabilitation done to improve/upgrade the latrines to ensure these are resilient to these disaster events? If yes, please provide some more details on type of improvements done.</p> | <p>Yes/No</p> <p>Yes/No</p> <p>Open ended question</p> |                      |
| 24 | <b>(Ask the available facilitator):</b> Was any new drinking water point installed in the HF in the last 2 years?                                                                                                                                                                                                                 | Yes/No                                                 |                      |
| 25 | <b>(Ask the available facilitator):</b> Was any new handwashing facility installed in the HF in the last 2 years?                                                                                                                                                                                                                 | Yes/No                                                 |                      |
|    | <b>(Ask the available facilitator):</b> Was any new toilet/latrine constructed in the HF in the last 2 years?                                                                                                                                                                                                                     | Yes/No                                                 |                      |

## Appendix 13. Rapid observations or assessment of Water Supply System/Scheme (WSS)

- **This checklist is to be administered by a trained enumerator.**
- It includes a hybrid design of doing **physical observations of few aspects** and asking a **few simple/short questions** from any RESPONSIBLE person available at the site of the WSS (community designated staff for routine operations).
- **In case, of absence of any such formal representative,** the checklist questions may be asked from any community member available on the WSS site at the time of the visit to the site.

**Before starting the observation or discussion, the enumerator is to secure complete consent and permission to do 'observations' of the WSS site, and for taking and using photographs in our report.**

Informed Consent: Good morning/afternoon, my name is \_\_\_\_\_ and I am working with Konterra Group (an international consulting company). On behalf of UNICEF Afghanistan, we are conducting an external evaluation of UNICEF's ECHO WASH Programme which was implemented across the country with activities implemented in this community between 2022 and 2023.

As part of data collection, we are here to observe and take photos of the water supply system/scheme in this community. As part of this observation, we have a few questions on 'Water, Sanitation, and Hygiene' situation in this community. We assure you that the information and opinions you share with us will be used to synthesize evaluation findings and recommendations. The evaluation findings and recommendations will help UNICEF and their partners to understand how they have performed and better plan for and implement WASH activities in the future.

The information you provide will be kept confidential and will not be shared with anyone other than the evaluation team members. We have noted your name for our internal records. However, your responses will not be tied back to you in any way. Your responses will be synthesized with those of others across the country to finalize the findings. You will receive no payment or specific benefit for participating. You will not be excluded from future benefits as a result of participation or decisions not to participate.

The observation will take about 30 – 60 minutes to complete. The observation and your responses will be recorded to ensure that no parts of the key insights are missed during notetaking. Your cooperation would be highly appreciated. Your participation is voluntary. While we ask you to answer all questions posed as best as you can, please note that if you don't want to answer a question, we will move on to the next question.

You can also stop the discussions at any time. We hope that you will allow us to observe the facilities and interview you for this evaluation, as your input is important to us.

**If you want to talk to someone about anything that has come up from this, you can tell one of the researchers or contact the research team at [insert ATR contact details].**

Do you have any questions about the evaluation or the discussion now?

Do I have your consent to continue with the observation and photographs?  
Yes..... No.....

#### NOTE TO MODERATOR/NOTE TAKER

- Introduce yourself and clarify that you are not part of the programme and that the information that is being obtained will be treated confidentially.
- Encourage the respondent/s to be open and frank as that will be more useful for learning from their experiences.
- Also mention that respondent/s are not obliged to participate and can withdraw at any time in line with research ethics. Ask permission to start with the discussion.
- Obtain informed consent. This will be verbal and should be preceded with a general introduction to the purpose of the discussion.

The facilitator is responsible for assuring to the respondent/s (if group interview)

- Knows participation is voluntary.
- Knows they can leave at any time without any negative repercussions.
- Know that all discussions will be held in confidence.
- Know that they will be given a pseudo name during the discussions.

#### CHECKLIST PARAMETERS FOR OBSERVATIONS AND SHORT QUESTIONS

##### **[Ask/Discuss] Relevance to community needs.**

1. How well does the ECHO WASH provided water supply scheme (WSS) address the specific needs of the community?
  - e) Does not meet community needs
  - f) Partially meets community needs
  - g) Fully meets community needs
  - h) Unsure/Don't know

##### **[Observe/Ask] Type or scope of construction/rehabilitation work involved.**

2. What type of support was provided by the ECHO WASH Programme to this WSS to address the specific needs of the community?
  - a) Complete New Construction
  - b) Minor/moderate Rehabilitation Work
  - c) Major Rehabilitation (repair/renovation) Work
  - d) Unsure/Don't know

##### **[Observe/Ask] [Effectiveness] Perceived quality of construction.**

3. How would you assess/rate the overall quality of the rehabilitation, or the new construction/installation work performed?
  - a) Poor
  - b) Fair (average)
  - c) Good
  - d) Excellent

##### **[Ask/Discuss] Compliance to national or other standards.**

4. Did the rehabilitation or new installation/construction work of the WSS meet the national or other standards and specifications?
  - a) Yes, fully met the standards and specifications

- b) Partially met the standards and specifications
- c) No, did not meet the standards and specifications
- d) Don't know about the application of any standards

**[Observe/Ask] Current functionality status, and perceived effectiveness.**

5. How would you describe the current functionality status of the WSS?
  - a) Non-Functional
  - b) Partially Functional
  - c) Fully Functional
  - d) Don't know

**[Ask/Discuss]**

6. Does the WSS remain functional/or operational as intended and serving its purpose effectively (provides water as and when needed)?
  - a) Yes, fully operational and serving its purpose efficiently
  - b) Partially operational, but still serving its purpose to some extent
  - c) No, not operational and not serving its purpose adequately
  - d) Don't know

**[Ask/Discuss] Community role and engagement.**

7. How would you assess or describe the level of community involvement and engagement in the construction or rehabilitation work of this WSS?
  - a) No involvement from the community
  - b) Partial involvement, with some community participation in decision-making or implementation processes
  - c) Full involvement, with active participation from the community in decision-making and implementation processes
  - d) Don't know

**[Ask/Discuss] Communities' perceived satisfaction level about WSS benefits to them.**

8. How would you describe the satisfaction of community members regarding the overall benefits of the water supply system for all community groups?
  - a) Not satisfied
  - b) Partially satisfied
  - c) Mostly satisfied
  - d) Fully satisfied
  - e) Don't know

**[Observe/Ask] (Sustainability) Climate / Environmental considerations.**

9. How would you assess the compliance to environmental considerations in the construction or rehabilitation work of this WSS?
  - a) Not Environmentally Friendly (poor environmental considerations/practices)
  - b) Partially Environmentally Friendly (adequate environmental considerations/practices)
  - c) Fully Environmentally Friendly (excellent environmental considerations/practices)
  - d) Don't know

**[Ask/Discuss] (Sustainability) Local (de facto) authorities' ownership and engagement.**

10. How would you assess or rate the level of local (de facto) authorities' ownership and engagement in the construction or rehabilitation work of this WSS?
- a) No Ownership and Engagement
  - b) Low Ownership and Engagement
  - c) Moderate Ownership and Engagement
  - d) High Ownership and Engagement
  - e) Don't know

**[Ask/Discuss] (Sustainability) Communities' (or Water User Committees') financial capacity for routine operations and maintenance.**

11. How would you assess the local communities' financial capacity to take charge of or contribute significantly financially to the repair/maintenance of this WSS?
- a) Very Low Financial Capacity
  - b) Low Financial Capacity
  - c) Moderate Financial Capacity
  - d) High Financial Capacity
  - e) Don't know

**[Observe/Ask] Integration of disability needs.**

12. How well does the WSS address disability needs for accessibility?
- a) Not Integrated
  - b) Partially Integrated
  - c) Fully Integrated
  - d) Don't know

**[Ask/Discuss] Inclusiveness of benefits to all community.**

13. How would you describe the accessibility of the water supply system and its benefits to all community groups?
- a) Not accessible to all community groups
  - b) Partially accessible to some community groups
  - c) Mostly accessible to most community groups
  - d) Fully accessible to all community groups
  - e) Don't know

**[Ask/Discuss] Gender responsiveness/benefits to women and girls' empowerment.**

14. How is this water supply system benefiting the women and girls in your community? (multiple)
- a) Reduced distance to access water
  - b) Avoidance of harassment on the way to collect water
  - c) Reduced physical labor by bringing WSS closer to community
  - d) Offered opportunities for social cohesion during water collection from this water supply system
  - e) Don't know



## Appendix 14. Ethical protocol and safeguarding

The evaluation team will be guided by UNICEF's 'Guidance Document for Informed Consent' as part of UNICEF's Procedure for Ethical Standards in Research, Evaluation, Data Collection, and Analysis (Document Number: CF/PD/DRP/2015-001) to support the ethicality of the project. This will be in addition to UNICEF's 'Procedures Specifically Relating to Harms and Benefits'. Some specific areas that will be included are outlined below.

### **Informed Consent**

Prior to any data collection, the evaluation team will inform all potential interviewees/participants in focus group discussions of the evaluation including its nature and purpose and, in addition, explain the informed consent form prior to commencing fieldwork. The Informed Consent Form is developed in-line with (1) UNICEF's Guidance Document for the Protection of Human Subjects' Identities; (2) UNICEF's Guidance Document for the Protection of Human Subjects' Safety; and (3) UNICEF's Guidance Document for Protection of Research Data.

The purpose of the interviews will be explained to all participants which is to provide feedback to the project teams and evaluate the strengths and areas needing improvement in UNICEF's WASH response. It will be clearly explained that the information they provide will be incorporated into the final evaluation report, which will feed into the improvement and tailoring of UNICEF's future programming.

Participants in the fieldwork (whether in KIIs, FGDs or surveys) will be informed that the information they give will not be included in the report in a way that will enable anyone to identify their identity. Informed consent to participate will be required from each individual participant. All consent processes will be followed in the first language of the participant and comply with the aforementioned guidance documents provided by UNICEF. Under normal circumstances it would be usual for signed consent to be required. However, in the event where interviews are remote and signed consent cannot be obtained, the evaluation team will make sure to record verbal consent from participants. The structured interviews with adults will only take place if the participants have given their verbal consent which will then be recorded on the questionnaire by the interviewer. If consent is not given, the interview will not take place.

All survey data, transcripts and KII/FGD notes will be stored on a password protected shared folder accessed only by Asmat Asfour (Team Leader), Jane Burke (Deputy Team Lead), and ATR, and then deleted six months after the close of this contract. During the analysis process, names will not be used, rather coding or identification numbers will be resorted to as an alternative where needed.

### **Confidentiality and Anonymity**

Confidentiality and anonymity of participants will be assured and maintained throughout the fieldwork and in the analysis, all the way up to the completion of the project. To ensure that ethical considerations in this area are upheld, Consultants will ensure that confidentiality and anonymity considerations uphold the guidelines outlined in UNICEF's 'Guidance Document for the Protection of Human Subjects' Identities'; and 'UNICEF's Guidance Document for the Protection of Human Subjects' Safety.'

### **Field Evaluators/Team Members**

- The interviewers/field evaluators will be from the same city of the community and are knowledgeable of the cultural context under study. They also speak the same language and local dialect.
- Field evaluators will collect data in a safe and secure environment and data collectors will ensure that individual vulnerabilities are not enhanced. The data collection will take place in schools/health facilities during operating hours where possible.

## Photography Ethics

Photography will follow UNICEF guidelines on media coverage including the following considerations:

- Do no harm considerations will be prioritised ensuring photos do not expose subjects to danger, humiliation or any other sort of harm
- Photographs will not be staged
- Permission for photographs will be requested from both children and his or her guardian

## Focus Group Discussion (FGD) Ethics

- Participants will be required to provide informed consent (including children assent/consent and their guardians signed informed consent), as described in the section above. FGD consent forms are available in English and will be translated to Pashto/Dari.
- Participants will be assured of the confidentiality and anonymity of responses.
- Participants will be assured that participation in the focus groups is voluntary and will not affect their access to services provided by the project or their professional standing.
- Participants will be assured that their contributions will remain anonymous.
- Participants will be fully informed about the procedures involved in this evaluation and must give their informed consent prior to participating.
- Focus groups will be held in the schools/health facilities/community locations where interviewees feel comfortable, and privacy is ensured.
- Our team is a mix of local women and men to account for any gender and cultural sensitivities.

## Survey Ethics

- Participants will be required to provide informed consent (including children assent/consent and their guardians informed consent), as described in the section above. Survey consent forms are available in English and will be translated to Dari/Pashtu.
- Participants will be assured of the confidentiality and anonymity of responses.
- Participants will be assured that taking part in the interview is entirely voluntary and will not affect their access to services provided by UNICEF.
- Participants will be fully informed about the procedures involved in this evaluation and must give their informed consent prior to participating.
- Surveys will be administered at individual homes or remotely in case access is not feasible.
- The field evaluators will ensure participants feel comfortable and are able to speak in their mother tongue and dialect.
- When interviewing vulnerable people or asking about sensitive topics, the interviewer will look for signs of distress and be ready to move on to other topics or terminate the interview if deemed necessary.

## Key Informant (KI) Participation Ethics

- Key informants will not be made party to any confidential or program-related documentation, information or confidentially disclosed detail about the project or any project participants.
- Key informants will be assured of the confidentiality of their responses and participation in the evaluation.

- No names will be included in the final report, nor will any identifiable information be included.

## Appendix 15. Ethical protocol for data collection with the Affected population (adolescents, PwDs, and IDPs)

Group discussions with child rights holders will be conducted face to face (where deemed necessary and if possible) in compliance with UNICEF's pre-existing 'Strategic Guidance Note on Institutionalizing Ethical Practice for UNICEF Research,' and the 'Evaluation Technical Note No. 1, Children Participating in Research, Monitoring and Evaluation'. These FGDs will also take place in compliance with UNICEF & Child Watch International Research Network (et al)'s 'Ethical Research Involving Children' – specifically, in the areas of 'Harms and Benefits' (pp 29-51).

To ensure that adolescents (aged under 18 years) involved in this evaluation are always protected, the following child protection measures will be put in place:

- 1 All evaluation team members will be oriented on UNICEF's protection policy<sup>96</sup>.
- 2 Evaluation team members and interviewers will not meet with adolescents alone. There will be two adults (if possible) in the room of the same gender as the adolescent when interviewed and the door left slightly open. Regular reflexivity will be practiced and by the interviewer in order to contribute to creating conditions where adolescents have agency and share power.<sup>97</sup>
- 3 The evaluation team will liaise with the Afghanistan Country Office to develop a protocol for support and referral should any adolescent express signs of distress, anxiety or upset during any discussion or interview.
- 4 No adolescent will be asked about, or expected to disclose, any personal information regarding experience of abuse/surviving abuse at any time during the research. Specific examples of experienced abuse or trauma will not be required, and participants will not be selected against their experiences of the same.

### Reporting Concerns

- 5 If field evaluators become aware that an individual is at risk, or if someone discloses that they are in danger, enumerators need to alert ATR management immediately, unless the individual says they do not want to (in some cases, reporting puts participants more at risk).

### Disability and Inclusive Practice

There will be a commitment to ensuring that adolescents are not discriminated against, denied access to the evaluation process, or poorly treated because of their individual characteristics. The specific individual needs of adolescents with a disability will be considered during the evaluation with appropriate adaptations put in place to secure their full participation. Gender considerations will also be accounted for. All participants will be given the opportunity to participate without discrimination or bias. Measures will also be taken to enable vulnerable groups<sup>98</sup> of adolescents will take part, meaningfully in the FGDs and KIIs.

Disability further compounds the vulnerability of adolescents to violence, abuse, exploitation, and neglect. Safeguarding procedures employed during the evaluation will reflect this. Those interviewing will, consequently, be sensitive to the heightened risks adolescents with disabilities may face.<sup>99</sup>

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<sup>96</sup> <http://www.unevaluation.org/document/detail/1616>

<sup>97</sup> UNICEF, Involved

<sup>98</sup> Such as (people with disabilities, internally displaced persons, and poor, illiterate people (women/men, boys/girls, orphans, widows) and those living in in hard-to-reach areas or communities.

<sup>99</sup> [https://www.unrwa.org/sites/default/files/content/resources/child\\_protection\\_framework.pdf](https://www.unrwa.org/sites/default/files/content/resources/child_protection_framework.pdf)

## Appendix 16. Draft data collection training agenda

This appendix presents a preliminary plan for the data collection training. It will undergo further refinement and finalization during the pre-fieldwork planning stage, immediately after obtaining ethical approval. The final plan will include more specific details on each session, their duration, and the roles of moderators. The final plan will be shared with UNICEF in advance before the Team Lead (TL) travels to Afghanistan for data collection. The UNICEF team will be invited on a voluntary basis to attend this training event, allowing them to observe the overall planning, execution, and quality of training outcomes. However, the decision to participate rests with the UNICEF team itself.

### TRAINING OBJECTIVES

1. Participants develop a reasonable understanding of UNICEF's ECHO WASH Programme.
2. Participants are given an orientation of Evaluation purpose, objectives, scope, criteria, and key evaluation questions, and significance of evaluation for key stakeholders.
3. Participants receive technical guidance on understanding all aspects of evaluation methodology and evaluation tools, particularly the nature and significance of all questions, relevant explanation of key terms, instructions to record responses, and skip patterns in the survey questionnaire.
4. Participants understand field protocols, ethical norms, and standards to be implemented during data collection particularly while interacting with evaluation participants (research subjects) men, women, adolescent girls and boys, and other participants of KIIs and FGDs. Also, to develop an understanding of evaluation team's expectations on reporting and the outputs of data collection activities among all staff.
5. Participants completely understand all quality assurance aspects for implementation during data collection, processing and analysis of the collected data and reporting requirements.
6. Finalization of detailed field plan for each province, district and community/EA.

### PARTICIPANTS

| Organization/Country                                                 | Participants, and Modality of Joining                                                                                                                    |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Evaluation Team</b><br>Some will join online.                     | Evaluation Team Lead (on-site/on-line- optional)                                                                                                         |
|                                                                      | National Consultant (on-site)                                                                                                                            |
|                                                                      | Statistical Expert (online)                                                                                                                              |
|                                                                      | Evaluation Manager (online/on-site- optional)                                                                                                            |
|                                                                      | Evaluation QA Advisor (online)                                                                                                                           |
| <b>National Partner (Data Collection Firm)</b><br><br>ATR Consulting | Country Manager<br>Master Trainer1/KIIs FGD Moderator<br>Master Trainer2/KIIs FGD Moderator<br>Evaluation Coordinator<br>Field Researchers (Enumerators) |

|  |                                                                                     |
|--|-------------------------------------------------------------------------------------|
|  | Project Manager/Qualitative Expert<br>Data Management/Analyst<br>Field Supervisor/s |
|--|-------------------------------------------------------------------------------------|

#### DAY-1: TRAINING PLAN (AGENDA ITEMS)

| Time                              | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Method/Materials                                                    | Roles and Responsibilities                                                                |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Session-1</b><br>30<br>Minutes | <b>Introduction</b> <ul style="list-style-type: none"> <li>Brief Introduction of all participants</li> <li>Brief Profile of Partners and Core Team</li> <li>Other Participants <i>(5 minutes)</i></li> <li>Review of Agenda (if required, the proposed agenda will be updated before proceeding to next agenda item/Q &amp; A)</li> </ul>                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Self-Introduction</li> </ul> | All Participants                                                                          |
| <b>Session-2</b><br>90<br>Minutes | <b>Overview of the ECHO WASH Programme</b> <ul style="list-style-type: none"> <li>Country context</li> <li>Programme results framework.</li> <li>Key strategies and components</li> <li>Key Stakeholders &amp; Role in the Programme</li> <li>Geographical Coverage and Scope</li> <li>Q&amp;A</li> </ul>                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>PPT/Notes</li> </ul>         | <i>Team Lead (TL) and National Consultant will moderate the session.</i>                  |
| 15<br>Minutes                     | <i>Break</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                     |                                                                                           |
| <b>Session-3</b><br>90<br>Minutes | <b>Overview of Evaluation</b> <ul style="list-style-type: none"> <li>Evaluation objectives &amp; purpose, scope, and coverage</li> <li>Evaluation Methodology               <ul style="list-style-type: none"> <li>Quantitative (Household Survey, WASH checklists in schools, health facilities, and SSWs),</li> <li>Qualitative (FGDs, KIIs, field observations, photos, notes)</li> </ul> </li> </ul> <b>Explanation of the Evaluation Matrix</b> <ul style="list-style-type: none"> <li>DAC Criteria – Evaluation Matrix structure, purpose, and use</li> <li>Explanation of all key questions and sub-questions</li> </ul> | <ul style="list-style-type: none"> <li>PPT/Notes</li> </ul>         | <i>All participants Team Lead (TL) and National Consultant will moderate the session.</i> |
| 30<br>Minutes                     | <i>Break</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                     |                                                                                           |

| Time                                   | Activity                                                                                                                                                | Method/Materials                                                                   | Roles and Responsibilities                                              |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Session-4</b><br><i>120 Minutes</i> | <b>Discussion on KII Guides</b> <ul style="list-style-type: none"> <li>To discuss each question, its purpose/focus on information needs</li> </ul>      | <ul style="list-style-type: none"> <li>PPT/Notes</li> </ul>                        | <i>All participants<br/>Team Lead (TL)<br/>and National Consultant.</i> |
| <b>Session-5</b><br><i>120 Minutes</i> | <b>Discussion on Guides for FGDs</b> <ul style="list-style-type: none"> <li>To discuss each question, its purpose/focus on information needs</li> </ul> | <ul style="list-style-type: none"> <li>PPT/Word Doc.</li> <li>Role Play</li> </ul> |                                                                         |

## DAY-2: TRAINING PLAN (AGENDA ITEMS)

| Time                                   | Activity                                                                                                                                                                                                                                                                                                                                                                        | Method/Material                                                                                              | Roles and Responsibilities                                                                                                                                           |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Session-1</b><br><i>120 Minutes</i> | <b>Overview of Household Survey, and WASH Checklists</b> <ul style="list-style-type: none"> <li>Types of questions, skip patterns and how to record appropriate responses.</li> <li>Detailed Discussion on each question of HHS questionnaire including the instructions, focus and significance of each question.</li> <li>Q&amp;A</li> </ul>                                  | <ul style="list-style-type: none"> <li>PPT/Word Doc.</li> <li>Rotation of the moderators</li> </ul>          | <i>All participants<br/>Team Lead (TL)<br/>and National Consultant to moderate sessions.</i>                                                                         |
| <i>30 Minutes</i>                      | <i>Break</i>                                                                                                                                                                                                                                                                                                                                                                    | •                                                                                                            |                                                                                                                                                                      |
| <b>Session-2</b><br>60 Minutes         | <b>Quality Assurance Protocols (KIIs &amp; FGDs) and fieldwork guidelines.</b> <ul style="list-style-type: none"> <li>Role of the moderator and note taker.</li> <li>Role of the Interviewer and note taker.</li> <li>Guidance on Note Taking, Transcription and Photographs</li> <li>Focus Group Note Taking Template</li> <li>Research Ethics and Informed Consent</li> </ul> | <ul style="list-style-type: none"> <li>PPT</li> <li>Word Doc.</li> <li>Rotation of the moderators</li> </ul> | <ul style="list-style-type: none"> <li>All participants</li> <li>Team Lead (TL)</li> <li>National Consultant</li> <li>National Partner Evaluation Manager</li> </ul> |
| <b>Session-3</b><br>90 Minutes         | <b>Mock Exercise for FGDs and KIIs</b>                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Role play among participants</li> </ul>                               |                                                                                                                                                                      |
| <b>Session-4</b><br><i>30 Minutes</i>  | <b>Data Flow and Management</b> <ul style="list-style-type: none"> <li>Overview of the online data entry, cleaning, and management system.</li> </ul>                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>PPT</li> </ul>                                                        | <i>National Partner Evaluation Manager</i>                                                                                                                           |

| Time                                  | Activity                                                                                                                                                                                                                                                      | Method/Material                                                             | Roles and Responsibilities                 |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------|
|                                       | <ul style="list-style-type: none"> <li>Instructions/SOPs to be implemented for data recording, transmission, backup and uploading of data on central server.</li> <li>ATR Team to share details of the field monitoring and the reporting template</li> </ul> |                                                                             |                                            |
| <b>Session-5</b><br><i>60 Minutes</i> | <ul style="list-style-type: none"> <li><b>Online Pre-Testing of HHS</b></li> <li>Demo of how to conduct survey interview using electronic devices.</li> <li>Update scripting/tools according to suggestions</li> </ul>                                        | <ul style="list-style-type: none"> <li>Roll Paly by Participants</li> </ul> | <i>Field Teams (Survey enumerators)</i>    |
| <i>30 Minutes</i>                     | <i>Break</i>                                                                                                                                                                                                                                                  | •                                                                           |                                            |
| <b>Session-6</b><br><i>60 Minutes</i> | Micro planning for all filed work, including logistics, communication, and reporting protocols.                                                                                                                                                               | •                                                                           | <i>National Partner Evaluation Manager</i> |

### DAY-3: TRAINING PLAN – PRE-TEST OF HHS QUESTIONNAIRE, AND WASH CHECKLISTS

| Time                                                                                  | Activity                                                                                                                                                                                                                                                                                         | Method/Material                                                                                              | Roles and Responsibilities                                                                                                                                      |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Session-1</b><br><i>3-4 hours field work by visiting some accessible community</i> | <b>Pilot-Test of HHS</b> <ul style="list-style-type: none"> <li>On-site administration of 15-25 survey forms by 2-3 trained enumerators</li> <li>Pre-Testing of HHS questionnaire, and WASH checklists</li> <li>Data Processing/Analysis of the completed interviews</li> <li>Q&amp;A</li> </ul> | <ul style="list-style-type: none"> <li>PPT/Word Doc.</li> <li>Rotation of the moderators</li> </ul>          | <ul style="list-style-type: none"> <li>All participants</li> <li>Team Lead (TL)</li> <li>National Consultant</li> </ul>                                         |
| <i>30 Minutes</i>                                                                     | <i>Break</i>                                                                                                                                                                                                                                                                                     | •                                                                                                            |                                                                                                                                                                 |
| <b>Session-2</b><br><i>1-2 hours</i>                                                  | <b>Feedback and suggestions of all enumerators and field supervisor on any required refinement in HHS and checklists tools</b> <ul style="list-style-type: none"> <li>Update tools as per the feedback</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>PPT</li> <li>Word Doc.</li> <li>Rotation of the moderators</li> </ul> | <ul style="list-style-type: none"> <li>Field staff</li> <li>Team Lead (TL)</li> <li>National Consultant</li> <li>National Partner Evaluation Manager</li> </ul> |
| <b>Session-2</b><br><i>30 minutes</i>                                                 | <b><i>Formal closing of the training event</i></b><br><i>Conclusive feedback and suggestions of all participants on</i>                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Rotation of the moderators</li> </ul>                                 | <ul style="list-style-type: none"> <li>All participants</li> </ul>                                                                                              |



| Time | Activity                                                               | Method/Material | Roles and Responsibilities |
|------|------------------------------------------------------------------------|-----------------|----------------------------|
|      | <i>training sessions and/or on any other key aspect of field work.</i> |                 |                            |

## Appendix 17. Documents reviewed

The evaluation team reviewed the following documents received from the UNICEF ACO.

| S# | Document (File Titles)                                                                       | Document Type      |
|----|----------------------------------------------------------------------------------------------|--------------------|
| 1  | Donor report SM210487_I49912_EMI_20220228123319 18Months.pdf                                 | Report             |
| 2  | ECHO_KRI Beneficiary Reporting as of JUNE 22.xlsx                                            | Beneficiary Data   |
| 3  | RQ01-02 Single Form 12Months.pdf                                                             | Report             |
| 4  | RQ01-03 MR03-03 Single Form 05 May 22 30Months IMP.pdf                                       | Report             |
| 5  | SM210487 ECHO_KRI Beneficiary Reporting as of JUNE 22_EXT.xlsx                               | Beneficiary Data   |
| 6  | Procured supplies.docx                                                                       | Supplies           |
| 7  | Briefing Presentation - ECHO.pdf                                                             | Presentation       |
| 8  | Copy of List of projects to be CFS under ECHO.xlsx                                           | CFS Projects       |
| 9  | HTR Districts by REACH 2021.xlsx                                                             | REACH Data         |
| 10 | Final Proposed list for ECHO CFS.xlsx                                                        | CFS Projects       |
| 11 | Budget MR05-01 Afghanistan SM210487 2021-01054 - Budget.xlsx                                 | Budget             |
| 12 | DACCAR EWS-AWD 07.08.22 (002).pdf                                                            | IPs Doc            |
| 13 | Status of GW supplies under ECHO.xlsx                                                        | Supplies GW        |
| 14 | ECHO SM210487 2nd interim narrative August 2023- Annex 01.docx                               | Report             |
| 15 | Report submitted 21022022 18Months.pdf                                                       | Report             |
| 16 | Report submitted on 23082023 30Months VVIMP.pdf                                              | Report             |
| 17 | Data from Activity info 2022.xlsx                                                            | Activity info Data |
| 18 | Summary of results under SM210487.xlsx                                                       | Results            |
| 19 | Data from Activity info 2023.xlsx                                                            | Activity info Data |
| 20 | Summary of results under SM210487.xlsx                                                       | Results            |
| 21 | ECHO Questions Monitoring Visit SM210487.docx                                                | Monitoring         |
| 22 | PROPOSAL Briefing Presentation - ECHO.pdf                                                    | Presentation       |
| 23 | PROPOSAL MR05-02 Afghanistan SM210487 2021-01054 - Consolidated proposal 14 Dec 22 (002).pdf | Proposal           |
| 24 | COAR ICE Form -CoAR.xlsx                                                                     | IPs Doc            |
| 25 | OCHR PD Signed by OCHR-UNICEF.pdf                                                            | IPs Doc            |
| 26 | OCHR Workplan & Budget OCHR revised activity 29 August.xlsx                                  | IPs Doc            |
| 27 | WVI ICE Form -WVI.xlsx                                                                       | IPs Doc            |
| 28 | WVI PD signed.pdf                                                                            | IPs Doc            |
| 29 | COAR SIGN PD 2022 & 2023.pdf                                                                 | IPs Doc            |
| 30 | COAR Workplan & Budget with CoAR revised.xlsx                                                | IPs Doc            |
| 31 | DACAAR ICE Form -DACAAR.xlsx                                                                 | IPs Doc            |
| 32 | DACAAR Signed PD with DACAAR valid 2022-2023.pdf                                             | IPs Doc            |
| 33 | HRDA-HPD_2021_Signed.pdf                                                                     | IPs Doc            |
| 34 | IMC ICE Form -IMC.xlsx                                                                       | IPs Doc            |
| 35 | IMC PD. 2021 - Signed.pdf                                                                    | IPs Doc            |
| 36 | OCHR ICE Form -OCHR.xlsx                                                                     | IPs Doc            |
| 37 | PDM-1 4th Quarter -Hygiene - PDM report.docx                                                 | PDM                |
| 38 | PDM-2 5.TPM Checklist -Emergency Supplies Distribution July 31, 2023, HH MH OG M.docx        | TPM                |
| 39 | PDM-3 Kunduz Water Trucking PDM Report.pdf                                                   | PDM                |
| 40 | PDM-4 PDMR-Blanket Distribution of WASH Supplies (Soap Bars Aqua tabs) in Paktika.pdf        | PDM                |

## Appendix 18. Additional Details on Evaluation Management and Implementation

This information sheet describes the management arrangements for implementing the **Summative Evaluation of the ECHO Funded Humanitarian Water, Sanitation and Hygiene (WASH) programme in Afghanistan.**

### EVALUATION MANAGER AND MANAGEMENT TEAM

This Summative Evaluation of the ECHO Funded Humanitarian Water, Sanitation and Hygiene (WASH) programme in Afghanistan is commissioned by UNICEF Afghanistan Country Office. The Evaluation Manager will oversee and supervise the conduct of the evaluation, ensuring independence, impartiality, and transparency throughout the process. **The primary responsibilities of the Evaluation Manager will be:**

1. Provide support to an external Evaluation Team, including an orientation about the evaluation, in coordination with the Management Team.
2. Facilitate the Evaluation Team's access to key informants, as well as to specific information needed to carry out the evaluation and assist with coordinating data collection activities at large.
3. Ensure that the Management Team and Reference Group are formed and that they can provide input and technical support through virtual or in-person meetings and feedback mechanisms.
4. Ensure that key stakeholders, particularly the Management Team and the Reference Group, are kept informed throughout the evaluation process.
5. Monitor and assess the quality of key deliverables to ensure they meet UNICEF and UNEG quality standards.
6. Recommend approval of critical deliverables for final clearance by management of the UNICEF Afghanistan Country Office.
7. Solicit inputs needed from critical stakeholders to prepare a management response to the evaluation.
8. Disseminate the evaluation findings and products, particularly the final report, as per communication and advocacy plan for the evaluation.

**The Evaluation Manager will be supported by the Management Team that will be closely engaged during the evaluation process.** The Management Team will provide access to information and critical informants and support the coordination of the data collection. Input from the Management Team is highly encouraged to ensure that different perspectives, especially those of key stakeholders, are duly considered and inform the process and related decisions. The duration of this engagement will span the entire evaluation process, whereas the workload of each Management Group member will be limited to around 8-10 hours per month during the whole period of the evaluation. At the same time, the final approving authority will be with the Evaluation Manager.

### EVALUATION REFERENCE GROUP (ERG)

A Reference Group will be established to support the management of the evaluation and the Evaluation Team in an advisory capacity. The Reference Group is typically composed of critical internal and external stakeholders knowledgeable about the subject to ensure that the evaluation receives credible advice, guidance, and transparency throughout the process. For this evaluation, the Reference Group will consist of members from all organizational levels and external experts. The roles of the Reference Group will be:

1. Offer views and insights on issues under discussion at critical stages of the evaluation, especially in the inception phase where the methods, design, and data to be sought are to be determined.
2. Review key deliverables produced, including the inception report, key learning documents, the emerging findings summary, and the final report, and provide feedback and technical input.
3. Participate in workshops and meetings for presentation, validation, and discussion of emerging findings.

All correspondence related to the evaluation and critical deliverables will be directed to the Evaluation Manager, who will liaise with the Evaluation Team and coordinate the comments and review process.

The duration of this engagement will span the entire evaluation process, whereas the workload of each Reference Group member will be focused on and limited to a total of 4-5 days during the time period of the evaluation. The Reference Group will mainly communicate by email with five or six hybrid or entirely virtual meetings, which are expected to be held at the inception stage, validation of preliminary findings at baseline, midline, and endline stages, conclusions and recommendations, and the final report.

## ROLES AND RESPONSIBILITIES OF THE EVALUATION TEAM

**The Evaluation Team is responsible for conducting the evaluation.** In doing so, the Evaluation Team will meet UNICEF's expectations regarding the quality of the evaluation process and deliverables, as outlined in the respective UNICEF and UNEG guidelines.

The Evaluation Team is expected to respond to comments within the agreed timeframe and transparently and will compile an audit trail/comments matrix based on the comments received from the Management Team and Reference Group members. In case of diverging views about the content of the analysis, findings and conclusions put forward by the Evaluation Team, Management or Reference Group members shall provide or share any additional evidence that should be reviewed by the Evaluation Team to amend, make more specific, or rectify any specific elements of the evaluation deliverables.

In close contact with the Evaluation Manager, the Evaluation Team retains discretion in reviewing and modifying the evaluation deliverables in light of any additional evidence presented. Following final approval, all deliverables prepared during the evaluation process become the property of the UNICEF Afghanistan Country Office and, given that no substantive findings are being modified, can be adapted for future use without further consultation.

UNICEF Afghanistan Country Office quality control protocols and processes will be in place to safeguard the international evaluation principles of independence, credibility, and utility through all the stages of this exercise.

## Appendix 19. ERG Members: ECHO WASH Evaluation UNICEF Afghanistan CO

| Name                      | Role                                       | Section                 | Institution          | Internal / External | Region |
|---------------------------|--------------------------------------------|-------------------------|----------------------|---------------------|--------|
| Dominique Porteaud        | Chief WASH                                 | WASH                    | UNICEF               | Internal            | ACO    |
| Jawad Aslam               | Chief Social Policy                        | SPEAR                   | UNICEF               | Internal            | ACO    |
| Habiburahman Haziq        | WASH Specialist                            | WASH                    | UNICEF               | Internal            | ACO    |
| Mais Allobaidy            | SBC Specialist                             | SBC                     | UNICEF               | Internal            | ACO    |
| Gilbert Dachi             | Nutrition Manager                          | Nutrition               | UNICEF               | Internal            | ACO    |
| Preetha Prabhakaran Bisht | Gender Specialist                          | Gender                  | UNICEF               | Internal            | ACO    |
| Bob Bongomin              | WASH Cluster Coordinator                   | WASH                    | UNICEF               | Internal            | ACO    |
| Ghulam Qader Qaderi       | WASH Cluster Coordinator<br>Western Region | WASH                    | UNICEF               | Internal            | ACO    |
| Anne Kindrachuk           | Chief                                      | Field Office<br>Central | UNICEF               | Internal            | ACO    |
| Lovemore Mhuriyengwe      | Evaluation Specialist                      | Evaluation              | UNICEF               | Internal            | ROSA   |
| Mohanlal Peiris           | WASH Specialist                            | WASH                    | UNICEF               | Internal            | ROSA   |
| Dawod MOSAFER             | Project Manager                            | -                       | ACTED <sup>100</sup> | External            | AFG    |
| Shah Mansoor STANICZAI    | Health Cluster Coordinator                 | Health                  | WHO                  | External            | AFG    |
| Khalid Bilal              | WASH Officer                               | WASH                    | WHO                  | External            | AFG    |
| Sayed Jamaluddin Hemat    | Senior Hydrogeologist                      | WASH                    | MRRD                 | External            | AFG    |
| Daniele Lantagne          | Professor                                  | WASH                    | Tufts University     | External            | Global |

<sup>100</sup> (Agency for Technical Cooperation and Development)

## Appendix 20. Evaluation Team (roles, responsibilities, and brief profiles)

| Evaluation Team/Role                                       | Responsibilities/Coverage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Asmat Ali Gill (male)</i><br><b>Team Leader</b>         | <p><b>Coverage:</b> team leadership (Senior Evaluator, WASH Sector, and Public Health Expert)</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>Design the evaluation approach, and methodology, including data collection tools. Coordinate evaluation process, lead team, allocate task distribution and set milestones with specific timelines.</li> <li>Participate in briefing sessions and presentations to the ERG.</li> <li>Ensure evaluation incorporates gender, equity, and disability analysis in its design, analysis, and final report.</li> <li>Represent the team in meetings.</li> <li>Oversee data collection activities and on-going Desk review.</li> <li>Draft and revise the Inception Report and Evaluation Report</li> <li>Provide feedback on the evaluation process.</li> <li>Responsible for quality assurance, particularly compliance to Geros parameters and UNEG guidelines around all deliverables.</li> <li>Conduct primary data collection (online and in person)</li> </ul>                                                                                                                 |
| <i>Jane Burke (female)</i><br><b>Deputy Team Leader</b>    | <p><b>Coverage:</b> team leadership (Senior Evaluator, WASH Sector, and humanitarian programming)</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>Contribute to design the evaluation approach and methodology, including data collection tools. Coordinate evaluation processes, and coordinate with relevant stakeholders for consultations.</li> <li>Contribute and participate in briefing presentations to the ERG.</li> <li>Contribute to ensure evaluation incorporates gender, equity, and disability analysis in its design, analysis, and final report.</li> <li>Participate in all internal/external meetings.</li> <li>Conduct primary data collection (online), desk research (on-going activity), qualitative data analysis, and share key summaries, key findings, data, or information with the team lead.</li> <li>Produce the assigned sections of the Inception and final Evaluation Reports and contribute to revision and finalization.</li> <li>Provide input for preparing presentations for all consultations.</li> <li>Provide inputs in drafting, and finalization of all deliverables.</li> </ul> |
| <i>Sayed Nabizada (male)</i><br><b>Senior Statistician</b> | <p><b>Coverage:</b> quantitative survey, statistical data analysis</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>Contribute to inception processes, provide inputs in the inception report.</li> <li>Contribute to methodology design and tool review focusing on quantitative survey, survey quality assurance, data processing, and lead in the statistical data analysis to draw and share all survey findings.</li> <li>Provide inputs to Inception Report and Evaluation Report.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Evaluation Team/Role                                                                                | Responsibilities/Coverage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Anne Jasim-Falher (female)</i><br>CEO ATR Consulting (National Partner)/Senior Evaluation Expert | <b>Coverage: qualitative data collection and analysis</b><br><br><b>Responsibilities:</b> <ul style="list-style-type: none"> <li>Contribute to inception processes, design and methodology by participating in all internal and external discussions with UNICEF.</li> <li>Oversee, guide, and provide technical inputs to ensure quality data collection (qualitative and quantitative), processing, and analysis, as per the agreed scope and timeline of all field data collection.</li> <li>Provide inputs to Inception Report and Evaluation Report</li> </ul> |
| <i>Kon Terra's external quality assurance expert</i>                                                | <b>Coverage: quality assurance of products, GEROS compliance</b><br><br><b>Responsibilities:</b> <ul style="list-style-type: none"> <li>Provide feedback for quality assurance of the Inception and Final Evaluation Report ensuring compliance to all applicable UNEG and GEROS evaluation standards.</li> </ul>                                                                                                                                                                                                                                                   |

## Brief profiles of the evaluation team

### TEAM LEAD: ASMAT ALI GILL (SENIOR EVALUATOR, AND WASH EXPERT)

Asmat Gill has 25 years of cumulative professional experience, with more than 12 years' experience designing and conducting influential social research, WASH baseline surveys, programme reviews and evaluations of development and humanitarian programmes. He has engaged in multiple UNICEF evaluations and studies focused on WASH programming approaches such as CLTS/ODF, RWSS, WASH in Schools; WASH in Health Care Facilities, Sanitation Marketing, MHM, Strengthening WASH Enabling Environment, Social Norms, Inclusive WASH, and WASH & CEED (Climate Resilient, Environment, Energy, and Disaster Risk Reduction). A few of his recent WASH Evaluations are included.

- Mid-term Evaluation of ASWA-II WASH Programme by UNICEF/DGIS in Iringa Region of Tanzania [2023; Team Lead].
- Evaluation of UNICEF Vietnam's Rural Sanitation and Hygiene Programming 2012-2016 [2017; Technical Team Lead].
- Evaluation of UNICEF Indonesia supported "National Water & Sanitation Programme-WASH Sanitasi Total Berbasis Masyarakat (STBM)" [2017; Technical Team Lead].
- Baseline study for Up-Scaling of Rural Sanitation in Pakistan (Phase-I & Phase-II) [UNICEF; 2013 & 2014]; and
- End of Project Evaluation of Rural Sanitation in Flood/Polio Affected Districts of Pakistan [UNICEF & WaterAid; 2013]

Mr. Gill also has contextual knowledge of Afghanistan through his research, such as:

- Operational Research Assessment of Barriers to Access to Education for **Afghan Refugees' Children** in Pakistan by **INSPIRE/UNHCR** [2023, Principal Researcher]
- Design and Implementation of **JICA's** Livelihood Survey in **Afghan Refugees Camps** in 3 Districts (Peshawar, Haripur, and Kohat) of KP, Pakistan [2023, Team Lead]
- **UNICEF/Save the Children** Summative Evaluation of the Child-Centred Disaster Risk Reduction [2016, Deputy Team Lead]

Mr. Gill has undertaken **UNICEF Multi-Country** and **Regional** evaluations, and consistently produced **high-rated** evaluation reports. Presented below are some of these assignments:

- UNICEF WCARO Multi-Country Evaluation [2021, Technical Lead]. Guinea-Bissau rated as “**Exceptional**”, Chad and CAR as “**Highly Satisfactory**”.
- Evaluation of Birth Registration and Justice for Children in Republic of Angola [2020, Technical Lead] – rated as “**Exceptional**”.
- Impact Evaluation of UNICEF Supported Birth Registration in Nigeria [2019, Deputy Team Lead] – rated as the **among most ‘Influential Evaluation’** to impact on BR Policy & Programme in Nigeria and African Region by UNICEF HQ.

Mr. Gill’s **WASH experience** also includes a sound understanding of planning and conducting WASH joint sector reviews, WASH Bottleneck Analysis using the **WASH-BAT Tool**, and the application of ‘**Social Norms theory**’ for measuring social norms around WASH behaviours. He is aware of **Core Commitments for Children (CCC)** and adherence to these principles in evaluations.

Mr. Gill has two university degrees: MSc. in Public Health Economics and Management, and a Bachelor of Pharmacy degree. He is fluent in English.

#### DEPUTY TEAM LEAD: JANE BURKE

**Jane Burke is serving in dual role at KonTerra’s as a Quality Assurance Advisor and a senior researcher and evaluator with 10 years of experience** specializing in designing and implementing evaluations to transform evaluation into learning, providing strategic advice to key donors and promoting innovative research design for future evaluations. She has experience in evaluation synthesis in thematic sectors including WASH, education, and conflict analysis. As a former Monitoring and Evaluation Manager and MEAL Coordinator, Ms. Burke is versed in developing theories of change and log frames for programme development.

Jane brings relevant experience in Afghanistan and other conflict affected settings, including providing evaluative services for UNICEF. Selected examples include:

Formative Evaluation of the Cash Based Assistance (CBA) Programme in Afghanistan 2020-2023 [2023; Senior Evaluator]

Summary of Evaluative Evidence on Gender and Resilience in the Eastern Africa region [ongoing; Senior Researcher]

Evaluation of the United Nations Secretary General’s Peacebuilding Fund 2020 Gender and Youth Promotion Initiative [29 countries, 2024; Data Analyst]

Home-based records for poor mothers and children in Afghanistan, a cross sectional population-based study [2019; Researcher]

Barriers associated with care-seeking for institutional delivery among rural women in three provinces in Afghanistan [2018; Researcher]

In addition to her role as Deputy Team Lead, Jane will provide Quality Assurance for this evaluation. Ms. Burke has extensive experience in providing quality assurance for evaluations conducted for reputable organizations such as UNICEF, WFP, PBSO, UNDP, and UNWRA. This has also equipped her with a strong and in-depth knowledge of international professional evaluation norms and standards, including UNEG and ALNAP standards, as well as a strong grasp of UNICEF GEROs.

Ms. Burke holds a MA in International Development from American University and a BA in Political Science from North Carolina State University. She is fluent in English.



#### SENIOR STATISTICIAN: SAYED FARHAD NABIZADA

Farhad Nabizada has more than 20 years of experience working in Afghanistan in data cleaning and analysis, data management, quantitative research design, and informatics. He is ATR's lead focal point for statistical analysis and sets up policies and standard operating procedures for data confidentiality, data storage, data cleaning, data protection, data quality assurance, and data management. He is experienced in developing sampling methodologies and sampling plans, developing quantitative data collection tools (like surveys, checklists, tests, assessment forms, observation forms, etc.), and coding data collection tools.

#### NATIONAL PARTNER CEO: ANNE JASIM-FALHER

To be inserted later

## Appendix 21. Final Evaluation Report (Proposed Layout)

As per the ToR, the final evaluation report will be complied with as per the following layout.

### Acknowledgements

- **Covering** all who supported the evaluation and provided strong cooperation and collaboration during the process)

### List of abbreviations and acronyms

### Table of Contents; List of Tables, and List of Figures

### Executive Summary

- Covering all main sections of the report: background, methodology and process, main findings and recommendations, lessons learnt)

1. Chapter 1: Introduction
2. Chapter 2: Background and context
3. Chapter-3 Evaluation purpose, objective, scope, intended uses and users, criteria, and questions
4. Chapter-4: Methodology, including sampling strategy and data analysis methods
5. Chapter-5: Key findings (by criterion – each individual question will need to be answered) + Preliminary Conclusions (given that all findings will be numbered, each conclusion will need to clearly indicate this specific findings and corresponding paragraph numbers which it is based on)
6. Chapter-6: Conclusions and Lessons Learned
7. Chapter-7: Recommendations
8. **Annexes** (ToR; List of persons interviewed, and sites visited; List of documents consulted; More details on methodology, such as data collection instruments, including details of their reliability and validity; Evaluators biodata and/or justification of team composition; Evaluation matrix; Results framework, etc.)

## Appendix 22. Detailed Evaluation Workplan/Timeline

This workplan will be further updated based on the successful completion of the key planned milestones including the IR approval, and ethical approval, and readiness of UNICEF ACO Team to support the TL in primary data collection during field mission in Afghanistan.

| S#   | Activity                                                                                                                                                                                                                             | Timeline (Week#)       | Deliverables                                   |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------|
|      | <i>Contract Initiation</i>                                                                                                                                                                                                           | <i>Dec 28, 2023</i>    |                                                |
| 1    | <b>Phase 1: Inception Phase (IR approval + Authorization or Ethical approval; and all field planning)</b>                                                                                                                            | W-1-11                 |                                                |
| 1.1  | Internal Kick-off - Evaluation Team Mobilization / Contract Signing;                                                                                                                                                                 | W-1-2                  |                                                |
| 1.2  | Kick-off/Introductory Meeting with UNICEF Team (Evaluation Manager, & WASH Specialist)                                                                                                                                               | W-2<br>Jan 11, 2024    |                                                |
| 1.3  | <b>Preliminary (1-2) consultations with UNICEF's</b> key staff from WASH, and emergency sections, and Evaluation Manager                                                                                                             | W-3<br>Jan 18, 2023    |                                                |
| 1.4  | <b>Preliminary Desk Review;</b> will be an on-going process                                                                                                                                                                          | On-going Activity      |                                                |
| 1.5  | <b>Detailed Inception Workshop (3 Hours long) convened</b> with UNICEF involving relevant sections of UNICEF (WASH, Health, Education, Gender, and Emergency sections); Cluster Partners; <i>(and/or with Govt. – if available?)</i> | W-4<br>Jan 25, 2024    |                                                |
| 1.6  | <b>Detailed Desk Review</b> of available internal/external documents.                                                                                                                                                                | On-going Activity      | <i>Inventory, LR Summaries</i>                 |
| 1.7  | <b>Draft Inception Report preparation:</b> evaluation matrix, evaluation methodology, sampling, quality assurance, work plan, and necessary appendices.                                                                              | W-4-6                  | <i>EM, Sampling, Methodology, &amp; tools.</i> |
| 1.8  | <b>Draft IR (chapters) shared</b> for internal quality assurance (comments/inputs).                                                                                                                                                  | W-7<br>Feb 15, 2024    |                                                |
| 1.9  | <b>Draft Inception Report submitted to UNICEF</b> for detailed review and feedback.                                                                                                                                                  | W-7<br>Feb 20, 2024    |                                                |
| 1.10 | <b>UNICEF's Feedback Received</b> on the draft inception report.                                                                                                                                                                     | W-8<br>Feb 25, 2024    |                                                |
| 1.11 | <b>Ethical Clearance (authorization/NOC)</b> process initiated by ATR                                                                                                                                                                | W-8<br>Feb 25, 2024    | <i>Draft Ethical Protocols</i>                 |
| 1.12 | <b>Revised Inception Report (Draft-2) submitted to UNICEF.</b> <i>UNICEF will be requested to provide feedback within one week (5 working days).</i>                                                                                 | W-9<br>March 5, 2024,  |                                                |
| 1.13 | <b>Inception Report Approval; and presentation to UNICEF</b> <i>(post final approval of IR)</i>                                                                                                                                      | W-10<br>March 12, 2024 | <b>Del# 1:</b><br>Approved IR                  |
| 1.14 | Ethical protocols (or NOC/Authorization of field work) submitted and approved <i>(by ATR Consulting).</i>                                                                                                                            | W-11                   | Ethical / NOC Approvals                        |
| 1.15 | <b>Pre-Field preparations (field planning);</b> Visa approvals. Travel arrangements finalization.                                                                                                                                    | W-10-11                |                                                |

| S#       | Activity                                                                                                                                                                                                             | Timeline (Week#)              | Deliverables                                |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------|
| <b>2</b> | <b>Phase 2: Field data collection phase</b>                                                                                                                                                                          |                               | <b>W-12-16</b>                              |
| 2.1      | <b>Field Mission#1 (7-10 Days; March 1-10) OR after Ramadan Month (April 15-25<sup>th</sup>)</b><br><i>TL Visit to Afghanistan for primary data collection</i>                                                       | April 2024                    |                                             |
| 2.2      | <b>(On-site) One Day Master Training of Yuka's qualitative researchers (KI/FGD moderators), and survey supervisors &amp; QA staff; (by the TL/DTL, National Consultant, and Yuka Consulting's Senior Management)</b> | W-12                          |                                             |
| 2.3      | On-site Training of all survey enumerators and other field staff to be conducted by the national partner (Yuka Consulting)                                                                                           | W-12                          | <i>Training Completed</i>                   |
| 2.4      | <b>Pre-testing and validation of data collection tools</b>                                                                                                                                                           | W-12                          | <i>Approved Tools</i>                       |
| 2.5      | KIIs jointly conducted by the TL, DTL (online), and National Consultants (online/on-site).                                                                                                                           | W-12-14                       |                                             |
| 2.6      | <b>Primary data collection by ATR – Quantitative (HHS) and Qualitative (KIIs &amp; FGDs)</b>                                                                                                                         | W-12-15                       | <i>All collected data available</i>         |
| 2.7      | <b>One Day Reflection workshop (Online) with UNICEF, ESC members, Cluster partners, IPs/INGOs to be moderated by TL/DTL.</b>                                                                                         | W-16                          |                                             |
| 2.8      | <b>Primary data collection completed</b>                                                                                                                                                                             | W-16<br><b>April 15, 2024</b> |                                             |
| 2.9      | <b>TL &amp; DTL conducts Debrief Sessions (online) with ATR's Supervisors, and National Consultant/s (post-completion of primary data collection).</b>                                                               | W-16                          |                                             |
| 2.10     | <b>Debriefing with UNICEF Team on preliminary findings (without any data processing, and detailed analysis of data).</b>                                                                                             | W-16<br><b>April 20, 2024</b> | Debrief PPT                                 |
| <b>3</b> | <b>Phase 2: Data Processing, Quality Assurance, and Analysis Phase.</b>                                                                                                                                              |                               |                                             |
| 3.1      | Draft analysis plan, and final Evaluation Report Outline (proposed Table of Contents) shared with UNICEF/ERG for feedback and technical inputs                                                                       | W-17                          |                                             |
| 3.2      | <b>Qualitative Data Processing, and Consolidation (Transcriptions/ Field Notes). (Parallel Work)</b>                                                                                                                 | W-17                          |                                             |
| 3.3      | <b>Quantitative/Survey Data Processing (Raw and cleaned datasets, survey Tables/results prepared. (Parallel Work)</b>                                                                                                | W-17                          | <i>Survey Datasets &amp; Results/Tables</i> |
| 3.4      | <b>Data Analysis (Quantitative and Qualitative);</b> Post-receipt of complete field data (Survey Results/Cleaned Transcriptions) review, queries, and refinement by TL/DTL & NC.                                     | W-18                          | All KIIs & FGDs Transcriptions              |
| <b>4</b> | <b>Phase 4: Report writing, &amp; Final Deliverables</b>                                                                                                                                                             |                               |                                             |
| 4.1      | Final Evaluation Report – Draft preparation                                                                                                                                                                          | W-19-20                       |                                             |

| S#  | Activity                                                                                  | Timeline<br>(Week#)                      | <i>Deliverables</i>   |
|-----|-------------------------------------------------------------------------------------------|------------------------------------------|-----------------------|
| 4.2 | <b>Final Evaluation Report (Draft-1)</b> submitted to UNICEF for feedback.                | W-21<br><b>May 25<sup>th</sup>, 2024</b> |                       |
| 4.3 | <b>UNICEF/ESC feedback received</b> on Draft-1 Evaluation Report                          | W-32<br>May 30 <sup>th</sup> , 2024      |                       |
| 4.4 | <b>Final Evaluation Report (Draft-2)</b> submitted to UNICEF for final round of feedback. | W-22<br>June 5, 2023                     |                       |
| 4.5 | <b>UNICEF/ESC feedback received</b> on Draft-2 Evaluation Report                          | W-22<br>June 10, 2023                    |                       |
| 4.6 | Evaluation Report Validation Meeting (Online);                                            | W-23<br>June 15, 2024                    | <b>PPT by ET/DTL</b>  |
| 4.7 | <b>Final Evaluation Report Approved, final presentation delivered (Contract Closure)</b>  | W-23-24<br>June 20- 30                   | <b>Deliverable# 2</b> |