

EVALUATION REPORT

Summative evaluation of the “Improving Access to Water, Sanitation, and Hygiene (WASH) in Rural Fishing Communities Programme in Sierra Leone (2019 – 2023)”



©UNICEF/MONTROSE

May 2024

Evaluation carried out by:

Eric Debert (Team Lead)
Francis Moijue (WASH expert)
Anthony Mansary (Data analyst)

TABLE OF CONTENT

Table of content	1
Acronyms	v
Executive summary	vii
1 Context	1
1.1 Political, socio-economic, institutional and international context	1
1.2 Institutional framework of the WASH sector in Sierra Leone	5
2 Evaluation Object	7
2.1 Project objectives, main results and activities, implementation strategies, timeline and budget	7
2.2 Project outcomes and outputs	8
2.3 Overview of the roles and responsibilities of duty bearers	11
2.4 Project locations	11
3 Evaluation purpose	12
3.1 Purpose of the evaluation	12
3.2 Users and uses of the evaluation	12
4 Evaluation Objectives	12
5 Evaluation scope	13
5.1 Thematic scope	13
5.2 Geographical scope	13
5.3 Chronological scope	13
6 Criteria and evaluation questions	13
6.1 Evaluation criteria	14
6.2 Evaluation questions	14
7 Methodology	15
7.1 Approach of the evaluation	15
7.2 Methods and data collection tools	15
7.3 Sampling strategy	17
7.4 Data analysis, triangulation and quality assurance	20
7.5 Quality Assurance and organisation of the data collection exercise	21
7.6 Ethical Considerations and evaluation principles	22
7.7 Limitations and mitigations measures of the evaluation	23
8 Evaluation Findings	24
8.1 Relevance	24
8.2 Coherence	34
8.3 Effectiveness	41
8.4 Efficiency	67
8.5 Sustainability	73
8.6 Gender Equality, Human Rights, Equity, and the Environment	88
9 Lessons learned	104
10 Conclusions	105
Relevance	105
Coherence	105
Effectiveness	105
Efficiency	106
Sustainability	107
Gender, human rights, equity, and the environment	108
11 Recommendations	110
12 Annexes	114
Annex 1 – Terms of Reference	114

Annex 2 – Risk register.....	114
Annex 3 – Theory of change.....	115
Annex 4 – Evaluation Matrix	117
Annex 5 – Data collection tools.....	134
Annex 6 – Bibliography WASHSL Evaluation	208
Annex 7 – Expected outputs per ToC.....	211
Annex 8 – Final summary of key results against final targets	218
Annex 9 – Number of KIIs and FGDs completed	224
Annex 10 – CLTS raw data –UNICEF M&E system	228
Annex 11 – JMP standards WASH Assessment	232
Annex 13 – Quantitative tables for HH and school surveys	242
Annex 14 – Consent Form for the KII and FGD	282
Annex 15 – Reconstituted multi stakeholder engagement.....	284
Annex 16 – Additional needs expressed by the respondents	285
Annex 17 – Criteria and evaluation questions.....	287
Annex 18 – Authorization letter for field data collection	289
Annex 19 – Recommendations from the ERG meeting	290

List of tables

Table 1: Proportion of PWDs by gender and district.....	4
Table 2: Proportion of PWDs in the household survey	5
Table 3. Brief presentation of the project.....	7
Table 4: Users and uses of evaluation.....	12
Table 5: Number of respondents per sex and data collection methods.....	18
Table 6. Distribution of household respondents by location	18
Table 7: Locations for O&M audit.....	19
Table 8: Sample locations (universe of the evaluation)	20
Table 9: Overall summary of evaluation sample.....	20
Table 10: Type of analysis by method of data collection.....	20
Table 11: Limitations and mitigation measures	23
Table 12: Summary of WASH infrastructure constructed across all fishing communities	26
Table 13: List of Implementing Agencies	40
Table 14: Planned versus implemented targets.....	42
Table 15: Access to basic water supply by district.....	43
Table 16: Access to basic water supply before and after the project	44
Table 17: Perception of change in access to water after the start of the project	44
Table 18: Water Facilities visited (O&M audit).....	47
Table 19: Proportion of households that considered water was unsafe (before and after the project)	49
Table 20: JMP service levels for public sanitation facilities	51
Table 21: Number of school-going children using improved and unimproved sanitation facilities at school	52
Table 22: Proportion of school-going children reporting school having hand washing stations	53
Table 23: Access to HH latrines (improved and unimproved) according to the UNICEF database	55
Table 24: Ownership of latrines (improved and unimproved) at HH level at the time of the evaluation ..	55
Table 25: Access to basic sanitation facilities.....	55
Table 26: Perception of change in access to sanitation facilities for the household	56
Table 27: Change in access to improved HH latrines in the fishing communities	56
Table 28: Change in access to household latrines (improved and unimproved) with handwashing stations	56

Table 29: WASH NORM Results on open defecation	57
Table 30: Households with hand washing facilities at home before and after the project	58
Table 31: O&M audit results of visit to fish platforms in all fishing communities	59
Table 32: Status of project indicators per location and outputs.....	60
Table 33: Financial situation as of 8th November 2023	67
Table 34: Summary findings on water points (water facilities) from O&M audit	82
Table 35: Strengths of sanitation facilities against risks	85
Table 36: Summary findings O&M audit	89
Table 37: Summary findings of the O&M audit of latrines (sanitation facilities).....	91
Table 38: O&M audit – Accessibility of latrines (sanitation facilities) for persons with physical disabilities	95
Table 1: Core drinking water questions	137
Table 2: Core sanitation questions.....	137
Table 3: Core hygiene questions.....	138
Table 4: Core water questions	140
Table 5: Core sanitation questions.....	141
Table 6: Core hygiene questions.....	142
Table 7: Core health care waste management questions	143
Table 8: Core environmental cleaning questions	144

List of figures

Figure 1: Comparison of water supply levels	2
Figure 2: Comparison of sanitation levels	2
Figure 3: Comparison of hygiene levels measured by the availability of WASH facilities (2020 and 2022)	3
Figure 4: Theory of Change.....	10
Figure 5: Map of project locations in Sierra Leone.....	11
Figure 6: Wooden cutting table at Konacrydee fishing community.....	27
Figure 7: Map with water points as of 2016.....	45
Figure 8: Map of the water network in Goderich following project intervention.....	45
Figure 9: JMP standards in school.....	51
Figure 10: Fish Platform in Konacrydee.....	59
Figure 11: Drainage Works in Tombo.....	87
Figure 12: Fish platform in Tombo. ©UNICEF/Montrose.....	88
Figure 13: Unhygienic toilet in a school in Tombo.....	90
Figure 14: Accessible Communal latrines, Konacrydee.....	95
Figure 15: Ramp built in Goderich but still not accessible for a wheelchair user. ©UNICEF/Montrose	96
Figure 16: Trainees and staff, recycling centre Konacrydee. ©UNICEF/Montrose	97
Figure 17: Accessible ramp, health centre in Konacrydee. ©UNICEF/Montrose	98
Figure 18 Disability inclusion in Sanitation facilities at school	98

List of graphs

Graph 1: Used time to fetch water before and after the project	44
Graph 2: Perceived safety of drinking water by fishing community before and after the project	48
Graph 3: Perceived safety of drinking water by gender before and after the project	49

Graph 4: Water Treatment Methods before and after project implementation	49
Graph 5: Use of latrine at school per location.....	53
Graph 6: Access to hand washing facility by gender	54
Graph 7: Reasons for not building a latrine	57
Graph 8: Frequency of occurrence diarrhoea over time as reported by households	62
Graph 9: Payment for water per location (%)	81
Graph 10: Percentage of HHs that pay for water per quantile and location.....	81
Graph 11: Percentage of HHs that pay for water by locations	82
Graph 12: Help received to build the HH latrine per location	94
Graph 13: Type of help received to build the HH latrine	94

ACRONYMS

ADP SL	Action for Development Sierra Leone
AFP	Agenda for Prosperity
ARIs	Acute Respiratory Infections
AHH	Action Against Hunger
CAPI	Computer Assisted Personal Interviewing
CAWeC	Community Action for the Welfare of Children
CLTS	Community led total sanitation.
COVID	Coronavirus disease
CPC	Country Programme of Cooperation
CPD	Country Program Document
CWS	Community Water Committees
DEHO	District Environmental Health Officers
DFID	Department for International Development
DPs	Development Partners
DWSC	District Water and Sanitation Committees
EHD	Environmental Health Department
EQS	Evaluation Questions
EU	European Union
EWRA	Energy and Water Regulatory Authority
FGD	Focus Group Discussions
GDPR	General Data Protection Regulation
GEF	Global Environment Facility
GFS	Gravity Fed Water Supply Systems
GoI	Government of Iceland
GoSL	Government of Sierra Leone
GPS	Global Positioning System
GVWC	Guma Valley Water Company
HAP	Household Air Pollution
HDI	Human Development Index
HWTS	Household Water Treatment and Safe Storage
JICA	Japan International Cooperation Agency
JMP	UNICEF Joint Monitoring Programme
KEQ	Key Evaluative Question
KIIs	Key Informant Interviews
LCs	Local Councils
LGFD	Local Government Finance Department
MCCU	Millennium Challenge Coordinating Unit
MBSSE	Ministry of Basic and Senior Secondary Education
MoHS	Ministry of Health and Sanitation
MoFMR	Ministry of Fisheries and Marine Resources
MoWR	Ministry of Water Resources
M&E	Monitoring & Evaluation
MTNDP	Medium-Term National Development Plan
MPI	Multidimensional Poverty Index
NET	Network
NGO	Non-Governmental Organisations
NWSP	National Water and Sanitation Policy
NORM	National Outcome Routine Mapping

NEHSP	National Environmental Health and Sanitation Strategy
NRWSSP	National Rural Water Supply and Sanitation Program
OD	Open Data
ODF	Open Defecation Free
ODK	Open Data Kit
O&M	Operations and Maintenance
PTA	Parent Teacher Association
QA	Quality Assurance
RWSSP	Rural Water Supply and Sanitation Programme
SALWACO	The Sierra Leone Water Company
SDG	Sustainable Development Goals
SIDA	Swedish international Development Cooperation Agency
SP	Strategic Paper
SWA	Sanitation and Water for All
ToC	Theory of Change
ToR	Terms of Reference
WASH	Water and sanitation hygiene
WAR	Western Area Rural
WAU	Western Area Urban
WB	World Bank
WHO	World Health Organisation
UN	United Nations
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
UNCDF	United Nations Capital Development Fund
UNDP	United Nations Development Programme
UK	United Kingdom
UNSDCF	United Nations Sustainable Development Cooperation Framework
UN-SWAP	Accountability framework for accelerating gender mainstreaming in the UN system
VIP	Ventilated Improved Pit Latrine

EXECUTIVE SUMMARY

1. Introduction

To help ameliorate the Water, Sanitation and Hygiene (WASH) situation in fishing communities in Sierra Leone, UNICEF and the Government of Iceland, in collaboration with the Government of Sierra Leone, jointly implemented the 'Improving Access to WASH Services in Tombo, Goderich, and Konacrydee project (2019 to 2023). The goal of the project is to contribute to reducing the potential waterborne diseases at 10 wharves in Tombo, Goderich and Konacrydee landing station through WASH services.

The main expected outcome is that selected fishing communities use sustainably improved safe drinking water and sanitation facilities in a healthy environment, have improved hygiene practices and youth are engaged in waste recycling and organic fertiliser production.

The project is implemented by several NGOs such as Living Water International (Goderich), CAWeC (Konacrydee and Tombo), ADP SL (Tombo) and is conducted in close coordination and with the support from the five Ministries: The Ministry of Fisheries and Marine Resources (MoFMR), the Ministry of Water Resources (MoWR), the Ministry of Health and Sanitation (MoHS) and the Ministry of Basic and Senior Secondary Education (MBSSE). Expected beneficiaries are children, women and men (40,000 in Tombo and 18,500 in Goderich and Konacrydee).

2. Purpose and objectives of the evaluation

This evaluation serves two primary purposes: learning and accountability. It provides both the donor (vertical accountability) and the beneficiaries (horizontal accountability) with concrete evidence of how the project achieved its intended objectives. This evaluation was guided by five OECD/DAC criteria: relevance, coherence, effectiveness, efficiency and sustainability; and additional gender equality, equity, human rights and environment criterion. In using these criteria, the evaluation aimed to determine the extent to which the project supported vulnerable women and children with WASH services and plastic waste management while identifying lessons learned, good practices, and recommendations for improvement. Overall, the evaluation addressed 18 evaluation questions across the six evaluation criteria.

3. Scope of the evaluation (thematic, geographic, time frame)

The evaluation focuses on all WASH pillars of the project with particular attention devoted to gender equality, equity, human rights, environmental protection and climate resilience. The evaluation covered all the project activities in Tombo, Goderich, and Konacrydee implemented between 8 February 2019 to 31 December 2021 in Tombo and from 24 January 2020 to October 2023 (Period of the data collection) in Goderich and Konacrydee.

4. Methodology

The evaluation has used a mixed methods approach and employed quantitative and qualitative methods to collect data from both primary and secondary data sources. Secondary data include routine monitoring data, project documents, action plans, annual reviews, progress reports, assessment reports, UNICEF policies and guidelines on WASH, policies and national strategies of Sierra Leone and Iceland. Primary data sources included i) a cross-sectional quantitative survey of 768 households including 71 households with persons with disabilities (Goderich 227, Konacrydee 152, Tombo 389); ii) a quantitative survey of 805 school children in 11 schools (50% girls), iii) 47 key informants interviews (including 7

women), iv) 26 focus group discussions (229 respondents including 106 women), and v) observation tools for 19 WASH facilities through an Operation and Management audit (O&M). The evaluation design used utilisation-focused participatory and inclusive approaches to respond to the 18 main evaluation questions. The evaluation combined a number of methods of analysis: 1) identification of key themes and contents in the desk review; 2) descriptive statistics when analysing the data from the quantitative surveys and lastly, 3) a qualitative thematic analysis. Qualitative data was used to triangulate quantitative data.

The evaluation employed appropriate ethical principles by adhering to the UN ethical guidelines for evaluations, UNICEF procedure for ethical standards in research, evaluation, data collection and analysis and the UNICEF procedures for ethical research involving children. The key limitations of the evaluation were language barrier during data collection for international staff, the project not having a dedicated Theory of Change, difficulties in determining wharf boundaries to facilitate cluster sampling and unavailability or dropout of respondents. These were mitigated by hiring local enumerators to conduct data collection, developing a ToC for the project as part of the desk review, using implementing partners as guides during data collection, proportionately distributing the targeted number of respondents across the communities, over sampling by 5% and developing a replacement strategy for some sampled respondents.

5. Presentation of the main findings (by evaluation criterion)

Relevance

The project was successful in meeting the main needs of the fishing communities. Open defecation was reduced in Konacrydee and is not yet measurable in Tombo and Goderich. The project has improved access to water and sanitation to some extent. There is a need for more access to water in some areas of Goderich which has been hampered due to on-going road construction. Fishing platforms and communal latrines were in high demand, and fishers wished that more could be constructed. The project was fully aligned with the national development priorities, WASH policies of Sierra Leone, the UNICEF country programme (CPD 2020 -2023) and the UNICEF's global strategic plans for 2018-2021 and 2022-2025. The WASH project is also well aligned to the WASH related SDGs that collectively address the need for clean water, sanitation and hygiene in communities, health and education to promote human well-being and sustainable development. The evaluation found that the project is also aligned well with the mission and role of the Government of Iceland's international development efforts and more particularly in relation to its commitments to support the fishing communities in Sierra Leone using a holistic approach for change.

Coherence

The evaluation found complementarity with other projects such as the one implemented by UNDP, 'Adapting to climate change induced coastal risk management in Sierra Leone' in the fishing platforms of Goderich, Konacrydee and Tombo; Mariatu's Hope WASH project in Port Loko; and the Don Bosco recycling centres in Tombo. The WASH project also complemented the health sector in the fight against COVID-19 by providing access to safe drinking water, latrine facilities and hygienic fish processing facilities at the wharves.

The WASH project is a component of the larger "fisheries management, improved quality and better livelihoods in fishing communities programme"—a cooperation between the Governments of Sierra Leone and Iceland. This Government of Iceland-funded programme includes several components but does not identify a lead ministry for each one which has created some coordination and communication gaps between the Ministries. There has been several coordination meetings and joint monitoring missions involving several Ministries at the national and district levels. Nevertheless improvement can be done in the area of joint monitoring and sharing of information. The collaboration between UNICEF

and the implementing partners was characterised by mutual respect, appreciation for each other's strengths and a commitment to achieving shared goals. This productive partnership proved instrumental in the project's success.

Effectiveness

Access to water has improved, particularly in Tombo and Konacrydee. Nevertheless given the limited access to water (mainly in Goderich) and partial coverage of the water supply networks (Konacrydee and Tombo), it seems unlikely that the UNICEF project will have reached the entire population of the three communities as indicated in the end-of-activity reports. The project has also had a major impact on access to sanitation facilities, where the percentage of households with latrines has more than doubled in all three communities. Konacrydee has already achieved Open Defecation Free (ODF) status, while Tombo and Goderich are still in the process of achieving it. The WASH facilities for the fish landing sites have significantly improved, leading to enhanced hygienic and sanitary conditions and increased sales for the fishers. However, there is a lack of water and electricity on some of the platforms. The WASH facilities have brought positive outcomes on the environment and health through the reduction of waterborne diseases, better school attendance and reduction of conflict around water access. Finally, the recycling centres provided new skills and livelihoods for youth.

Nevertheless, there were gaps in addressing existing challenges and barriers for the effective use of the water supply system and access to communal latrines for all households as well as internal and external factors that constrained the full achievement of the project outcome. The main challenges faced were the road work that affected access to water supply in Goderich as well as the issue of governance in Tombo that strongly impacts the sustainability and the Operation and Management (O&M) of the WASH facilities. Therefore, based on the strengths and areas to improve, the evaluation concludes that the intervention sets partly into motion the causal process of change from outputs to outcomes level.

Efficiency

Regular project monitoring visits, including spot checks, were facilitated by the open communication between UNICEF, the community, the implementing partners and the local authorities. In addition, UNICEF used various monitoring tools to ensure results-based management and monitoring. The project employed various cost-cutting strategies, such as utilising experienced partners, engaging local communities to provide labour during construction, purchasing supplies locally and benefiting from free lands from the communities. Nevertheless, there was a lack of collaboration between UNICEF's main and sub offices that led to missed opportunities to synchronise interventions and reduce cost further. Some communal latrines in Tombo were poorly sited, causing flooding and requiring additional construction work. The roofs of some fish platforms, e.g., Tombo, were replaced due to inadequate design, which could have been avoided with better risk informed programming. Overall, the project's finances, human resources and supplies were mostly sufficient (quantity), adequate (quality), and distributed/deployed promptly with the exception of delays caused by the COVID-19 pandemic and the depreciation of the local currency that has put a lot of strain on implementing partners' procurement budgets. For these reasons, the project was mostly efficient.

Sustainability

The project put in place various mechanisms/systems to sustain the interventions such as the establishment of WASH committees (WASHCOMs) to promote community ownership of WASH projects, sensitisation and training of natural leaders and community volunteers, development of water safety plans to sustain ODF status. At the school level, implementing partners helped to set up school health clubs as a means to sustain the awareness raising sessions in schools. UNICEF is still working closely with the relevant Ministries and the WASHCOMs to strengthen community engagement around sustainability, particularly in Tombo. WASHCOM members have been trained on how to sustain the facilities and collect a maintenance fee per household to cover the minimal cost of maintenance, but the

tariff system is not yet designed to cater for the real costs of a sustainable O&M system. In Konacrydee, the WASH committee received community support from payment for the WASH facility services while in Goderich, the tariff system for accessing water will only be set up once the water will have been restored but one exists for people using the communal latrines. In Tombo, the issue between the WASHCOM and the Community Management Association (CMA) has stalled the O&M and tariff system that had been working smoothly and is contributing to poor maintenance of the facilities.

The evaluation found some pending issues in relation to the availability of spare parts and a lack of finances to buy them, prolonged time taken to repair the facilities, non-payment of the caretakers, and lack of water supply in some areas that have limited access to water points and sanitation facilities. Measures to sustain the programme results during disasters have been partly included at the design stage as an anticipation measure while the majority of risk programming interventions were conducted during the implementation stage of the project as adaptation/reactive measures. Based on all these constraints, the evaluation found that the project is not yet sustainable at the system level.

Gender equality, equity, human rights and environment

Gender equality: The O&M audit indicated that most of the communal sanitation facilities visited were gender-segregated, but some were non-functional or not clearly marked. There was limited provision for the disposal of menstrual hygiene products in the public latrines. Safety and privacy were generally good, with all facilities equipped with locks. Overall, the evaluation found that UNICEF had made conscious efforts to integrate gender equality commitments throughout its WASH programming and systems, with gender disaggregated data, gender disaggregated WASH facilities, women involvement in all activities conducted including governance bodies. Nevertheless, the evaluation also found that there was limited targeted, differentiated programming in the transformational changes, and working on social norms that contribute to gender equity.

Disability: The draft national hygiene promotion training manual for volunteer hygiene promoters did not mention access to hygiene education for People with Disabilities (PWD), nor provide information on the use of disability-friendly latrines. PWDs indicated that they did not participate in hygiene promotion interventions or in any WASHCOMs. An analysis of the project design and implementation found no activities dedicated to addressing transformative changes in the lives of PWDs, aside from improve physical access to WASH services by providing some disability-friendly facilities. More attention was given to access to services for persons with physical disabilities leaving out persons with intellectual, learning, hearing, visual or developmental disabilities. Therefore, the evaluation found that the project did not implement transformative interventions that changed the lives of PWDs but has rather partly improved physical access to WASH facilities.

Environment: Environmental principles have been integrated in the design and delivery of the project. Improved sanitation and waste management practices have led to a number of environmental benefits in the communities, including reduced plastic waste in the community, reduced water and air pollution, and reduced negative impact on human health and ecosystems.

Youths and children participation: Youths were empowered by participating in WASHCOMs, community led total sanitation (CLTS) hygiene-dedicated and recycling activities. Children attending schools were engaged in participatory activities such as songs, storytelling children-led school health clubs. Children acquired new skills on hygiene maintenance with some of them becoming change agents.

6. Lessons learned

1. As important prerequisite for implementation and sustainability of the project, institutionalise the WASHCOMs within the relevant legal frameworks to secure its mandate amidst existing

governance structures at community level including clarifying its roles and responsibilities particularly concerning collection and management of user payments and setting up an appropriate tariff system.

2. Ensure a baseline study is conducted prior to implementation to ensure the project meets communities' identified needs, sets clear benchmarks, has indicators against which progress can be tracked and the impact of the project can be evaluated.
3. Integrate a more robust social behaviour change component in the project as findings from the evaluation suggest that some parts of the project did not ensure equal access to WASH services for PWDs.
4. Prioritise the involvement of women in the design and implementation of the project as they were reported to be more accountable (case of Tombo WASHCOM). Additionally, based on the complaints about the height of the cutting slab in Tombo's fishing platform, the project would have benefited from involving women in the design of the fishing platform to ensure it could be effectively used by all rights holders involved.

7. Recommendations (operational and strategic) by users

STRATEGIC RECOMMENDATIONS		
Recommendations	Recipient (s)	Timeline
1. Address the issue related to governance and financial management of water fees in Tombo or consider a public private partnership model	UNICEF WASH Section, MoWR and district authorities	Short
2. Advocate for the institutionalisation of the WASHCOMs and for the adoption of Sustainability Compact and sustainability action plans		Medium
3. Ensure current and future WASH projects are disability sensitive		Medium
4. Ensure current and future WASH projects are sensible to risks and climate change		Medium
5. Strengthen joint monitoring missions to increase ownership of the WASH intervention	UNICEF WASH Section	Medium

OPERATIONAL RECOMMENDATIONS		
Recommendations	Recipient(s)	Timeline
1. Strengthen gender specific WASH interventions to transform the underlying drivers of gender inequality in access to WASH facilities	UNICEF WASH Section, MoWR and district authorities	Medium
2. Consider supporting some of the unmet needs in the same project locations		Medium
3. Revisit the system of governance of water management committees, water pricing, management of technicians and access to spare parts to ensure continuity of services	UNICEF WASH Section, MoWR, IPs, and district authorities	Short
4. Promptly address the persisting water supply shortage in Goderich		Short

1 CONTEXT

1.1 Political, socio-economic, institutional and international context

Sierra Leone has a population of 8,141,000 people and a population density of 113 people per km.¹ The country is one of the most water rich countries in West Africa, yet also one of the poorest, where water scarcity and grossly inadequate sanitation threaten to compromise the gains of a hard-won peace. After a brutal ten-year civil war that ended in 2001, Sierra Leone has achieved some stability, and a growing economy, yet the poverty rates in the country have not reduced substantially.

Sierra Leone's Human Development Index (HDI) value for 2021 stands at 0.477, which puts the country in the low human development category and categorises it at 181 out of 195 countries and territories. Life expectancy at birth and average years of schooling increased by 5.4 years and 0.9 years respectively while the Gross National Income (GNI) per capita decreased by 2.8%.² Based on the Sierra Leone multidimensional poverty index (MPI) 2019 estimation, 59.2% of the population in Sierra Leone is multidimensionally poor with an additional 21.3% of the population classified as vulnerable to multidimensional poverty³. The poverty rate is estimated to have increased during the COVID-19 pandemic in early 2020. However, since 2021, poverty is estimated to have declined, albeit slowly, due to Gross Domestic Product (GDP) growth which occurred mostly in the capital-intensive mining sector. Extreme poverty in rural areas rose from 9% to 13%, although it remained unchanged nationally.⁴

The Government of Sierra Leone (GoSL) recognises the potential social and economic benefits from the fisheries sector and regards the sector as a growth pole for the country. It is not only an important source of income and employment but also provides the most important animal-source food in the diets of Sierra Leoneans, providing about 80% of animal protein intake⁵. Fish is critically important for nutrition, especially in a country that ranks very low globally according to poverty and nutrition indicators.⁶ This is particularly concerning for women and young children's health and nutrition status⁷.

Fishing is the main economic activity contributing to 10% of the country's GDP.⁸ As a result, the coastline landing sites have become key food processing centres and population convergence points that require adequate WASH facilities. Yet the prevalence of WASH-related diseases in the fishing communities is among the major challenges as they have limited access to safe drinking water and adequate sanitation, subsequently limiting their ability to practice good hygiene.

¹ UNDP, Briefing note for countries on the 2022 Multidimensional Poverty Index.

² UNDP, [2021/2022 Human Development Report: 9 out of 10 countries fall backwards in human development](https://www.undp.org/sierra-leone/press-releases/2021/2022-human-development-report-9-out-10-countries-fall-backwards-human-development) (<https://www.undp.org/sierra-leone/press-releases/2021/2022-human-development-report-9-out-10-countries-fall-backwards-human-development>)

³ UNDP, Briefing note for countries on the 2022 Multidimensional Poverty Index.

⁴ Sierra Leone multidimensional poverty index (MPI) 2019

⁵ Kassam L, Lakoh K, Longley C, Phillips MJ, and Siriwardena SN. 2017. Sierra Leone fish value chain with special emphasis on Tonkolili District. Penang, Malaysia: WorldFish. Program Report: 2017-33.

⁶ Kassam L, Lakoh K, Longley C, Phillips MJ, and Siriwardena SN. 2017. Sierra Leone fish value chain with special emphasis on Tonkolili District. Penang, Malaysia: WorldFish. Program Report: 2017-33.

⁷ Fish consumption is particularly important during pregnancy and the first two years of a child's life, as the long-chain omega-3 fatty acids that it provides promote optimal brain and neural system development (ibid.). Fish consumption also has health benefits for adults, as studies shown that fish lowers the risk of coronary heart disease (FAO 2014). The dietary importance of fish in Sierra Leone, combined with its high nutritional value, suggests that increasing fish production and consumption can significantly improve the nutritional status of pregnant and lactating women, and infants and young children, as well as improve the food security of vulnerable households.

⁸ Kassam L, Lakoh K, Longley C, Phillips MJ and Siriwardena SN. 2017. Sierra Leone fish value chain with special emphasis on Tonkolili District. Penang, Malaysia: WorldFish. Program Report: 2017.

The latest National Outcome Routine Mapping, 2022 (WASH NORM)⁹ found that:

- There are estimated 36,907 improved water points in Sierra Leone of which 61% are hand dug wells while 29.7% are boreholes.
- 89.5% of motorised water systems are powered by solar.
- 44.9% of water systems are seasonal i.e., they dry up in the dry season.
- Only 13.2% of public water facilities have a tariff system in place.
- 58.2% of the households that are not satisfied with the level of the water supply services is mainly due to the location and time spent to fetch the water.

A comparison of the consolidated data provided by the WHO/UNICEF Joint Monitoring Programme (JMP) 2020 and the WASH NORM 2022 (Figures 1, 2 and 3) at the national level indicates low levels of progress and even some regression for most of the indicators related to water supply, sanitation and hygiene service levels.

Figure 1: Comparison of water supply levels

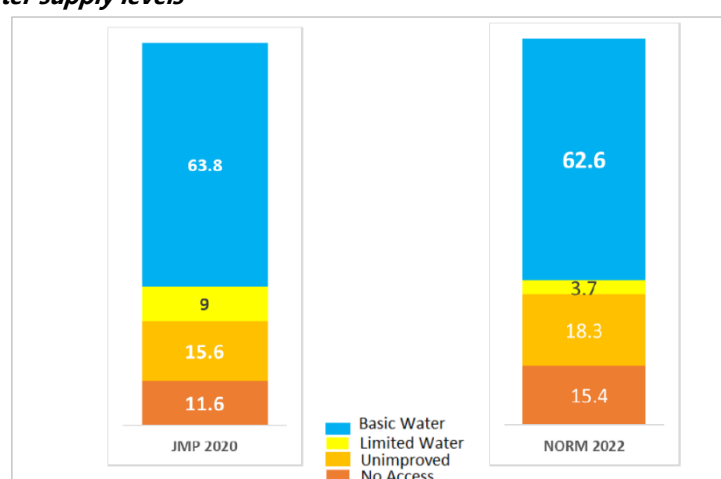
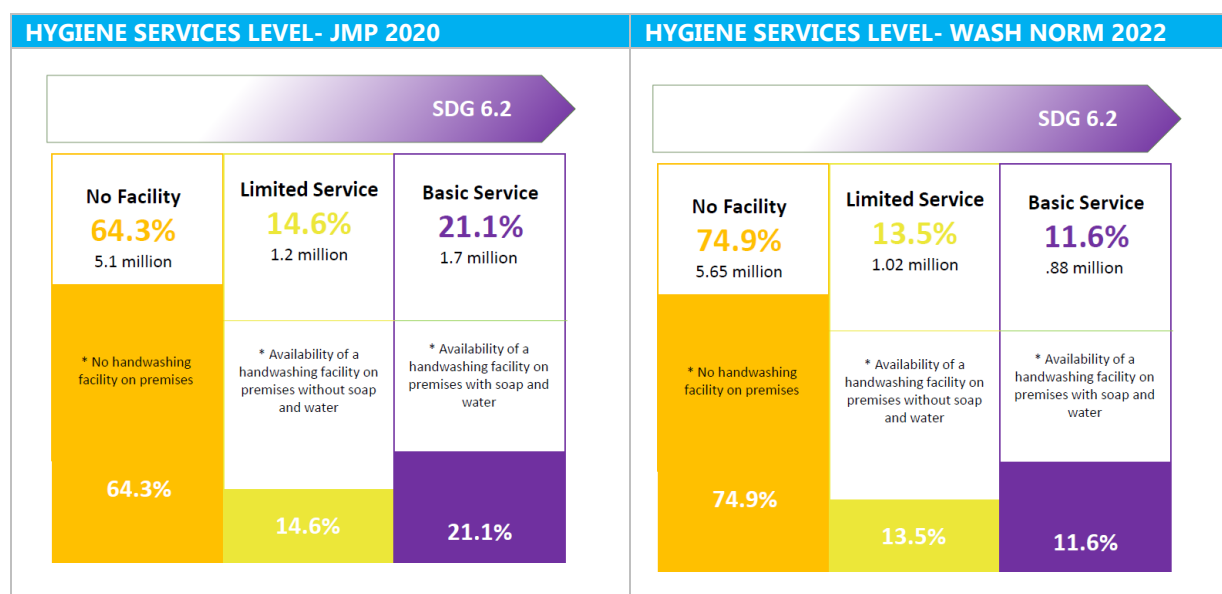


Figure 2: Comparison of sanitation levels

Sanitation Service Levels – JMP 2020					Sanitation Service Levels – NORM 2022				
MDG 7.9					MDG 7.9				
SDG 6.2					SDG 6.2				
Open Defecation	Unimproved Sanitation	Limited Sanitation	At Least Basic Sanitation	Safely Managed Sanitation	Open Defecation	Unimproved Sanitation	Limited Sanitation	At Least Basic Sanitation	Safely Managed Sanitation
16.4% 1.3 million 25% Rural, 5% Urban	29.2% 2.3 million	37.9% 3.0 million	16.5% 1.3 million	14.0% 1.1 million	25.1% 1.89 million 25% Rural, 5% Urban	21.1% 1.59 million	22.4% 1.69 million	17.8% 1.34 million	13.6% 1.03 million
Human Feces disposed in the open – fields, forests, bushes, open bodies of water	* Unimproved latrines – No hygienic separation of human faeces from human contact. E.g. Pit latrines without slabs/platforms	* Improved latrines * Shared by 2 or more households * Functional * Accessible	* Improved latrines * Private (not shared) * Functional * Accessible	* Improved latrines * Private * Functional * Accessible * Faecal Sludge managed	Human Feces disposed in the open – fields, forests, bushes, open bodies of water	* Unimproved latrines – No hygienic separation of human faeces from human contact. E.g. Pit latrines without slabs/platforms	* Improved latrines * Shared by 2 or more households * Functional * Accessible	* Improved latrines * Private (not shared) * Functional * Accessible	* Improved latrines * Private * Functional * Accessible * Faecal Sludge managed
16.4%	29.2%	37.9%	16.5%	14%	25.1%	21.1%	22.4%	17.8%	13.6%

⁹ Ministry of Health and Sanitation, Ministry of Water Resources, UNICEF, WASH NORM (National Outcome Routine Mapping, 2022), presentation of Findings, February 2023

Figure 3: Comparison of hygiene levels measured by the availability of WASH facilities (2020 and 2022)



Overall, the government investment in the WASH sector is lower in comparison to others such as health and education. even though WASH is equally important cross-cutting issue and essential for achieving health and education outcomes. For example, UNICEF found that there were positive correlations between sanitation and stunting¹⁰, especially in Western Rural and Urban areas suggesting that limited access to sanitation is more likely to cause stunting among children. The availability of water also enables households to practice hygiene, which may contribute to preventing acute malnutrition of children.

The data presented in the figures above suggest that Sierra Leone may have tracked back in progress it made in WASH due to the COVID-19 pandemic. As in other countries, the pandemic exacerbated existing challenges in the WASH sector in Sierra Leone, and further strained the water supply and distribution systems and widening the existing gaps in the country's sanitation infrastructure. While COVID-19 necessitated the promotion of improved hygiene practices, including proper waste management, community engagement programmes and behaviour change communication activities were affected, making it difficult to disseminate information and promote good hygiene practices at the community and school levels.¹¹

The COVID-19 pandemic has also had a significant impact on fishing communities in Sierra Leone, affecting their livelihoods, food security and overall well-being. The pandemic has disrupted fishing activities, transportation and market access, leading to decreased fish catches, reduced income and increased food insecurity.¹² These subsequently had a profound negative impact on the social and economic situations of fishers and their families, who are also frequently affected by the shocks of climate change and natural disasters.

According to the 2018 Sierra Leone Hazard Profile and Assessment¹³, there are nine major natural hazards in Sierra Leone: landslides, floods, droughts, epidemics, coastal erosion, rising sea levels, storm

¹⁰ [Nutrition-WASH Toolkits: Guide for Practical Joint Actions Nutrition-Water, Sanitation and Hygiene \(WASH\), UNICEF, 2016](#)

¹¹ <https://www.worldbank.org/en/topic/water/brief/wash-water-sanitation-hygiene-and-covid-19>

¹² [African Development Bank](#)

¹³ <https://documents1.worldbank.org/curated/en/821161549318730387/pdf/130797-v1-Final-Report-Volume-1-of-5-Technical-Methodology-and-SoR.pdf>

surges, tropical storms and thunderstorms. Due to the seasonal variation of the water table and issues with WASH infrastructures, a review of the maps of the water points (water point mapping initiative 2016) in Goderich and Tombo indicate that 80% and 66% of the water points do not have a 12-month water availability respectively.¹⁴ Natural disasters have a devastating impact on fishers in Sierra Leone, affecting their livelihoods, food security and overall well-being. The country's coastal region is particularly vulnerable to storms, floods and erosion, which can damage fishing boats, equipment and infrastructure, disrupting fishing activities and reducing catches. These disruptions can have severe consequences for fishers, who often rely on fishing as their primary source of income and food.

An alarming statistic reveals that a staggering 90% of the country's disasters over the past three decades can be directly attributed to flooding.¹⁵ Recent years, notably 2020 and 2021, have seen Sierra Leone grappling with its highest recorded temperatures, signalling a worrying trend exacerbated by climate change. Moreover, there has been a noticeable decline in average annual rainfall since the 1960s, particularly affecting the western and coastal regions, intensifying water scarcity, especially during the dry season. Children exposed to these climate hazards, ranging from intense storms to prolonged droughts and devastating floods, face heightened vulnerability, amplifying the risk of falling into poverty. This vulnerability is further compounded by the intricate interplay between poverty and climate resilience.

The existing challenges in the WASH sector, along with being exacerbated by poverty and climate change, are linked to increasing healthcare costs, reducing economic productivity, and perpetuating gender and equity disparities, which profoundly affect children's wellbeing. Limited access to clean water and sanitation facilities exposes children to various waterborne diseases such as diarrhoea, cholera and typhoid fever.

According to UNICEF¹⁶, the major WASH challenges in Sierra Leone are the low levels of use of basic sanitation services, access to safe/quality drinking water and inadequate use of safe hygiene practices by children and their families.

The Sierra Leone integrated household survey 2018¹⁷ report found that 4.3% of the population are considered as person with disabilities (PWDs) in using the Washington Group (WG) standards. According to the WG standards of classifying disability, persons who have functional limitations such as “a lot a difficulty and cannot do at all” are persons considered as PWDs. Whilst persons with “no difficulty and some difficulties” in all six domains are considered as not PWDs.

Table 1: Proportion of PWDs by gender and district

Disability by gender and district	Male		Female		Total	
	Count	Percent	Count	Percent	Count	Percent
Port Loko (including Konacrydee)	14,318	4.6	14,440	4.6	28,758	9.2
Western Area Rural (Incl. Tombo and Goderich)	5,129	1.6	7,136	2.3	12,265	3.9
Total (all districts in the country)					310,973	4.3

Source: Integrated Household Survey

¹⁴ <https://washdata-sl.org/map/seasonality-of-water-points/>

¹⁵ UNICEF, 2022, 'Climate Landscape Analysis for Children in Sierra Leone'.

¹⁶ UNICEF, article on Promoting good hygiene practices in communities across Sierra Leone. Working to make good hygiene practices a priority in communities.

¹⁷ [Statistics Sierra Leone](#)

Table 2: Proportion of PWDs in the household survey

Type of limitations	%	Number
Hearing	18%	18
Walking	54%	54
Remembering	5%	5
Washing	11%	11
Communicating	12%	12
	100%	100

Based on the representative sample of 3,538 household (HH) members for the three communities, we identified 100 PWDs reported by the HH respondents—representing **2.8%** of the total HH members surveyed. The primary limitations faced by PWDs are related to hearing and walking.

Source: HH survey conducted during this evaluation

The importance of ensuring development programmes is accessible and inclusive of PWDs is covered by Article 32 of the UN Convention on the Rights of Persons with Disabilities (CRPD) on international cooperation. Article 25 provides further considerations relevant to WASH in the context of public health programmes. More specifically, Article 28 concerns adequate standard of living and social protection and commits: “to ensure equal access by persons with disabilities to clean water services, and to ensure access to appropriate and affordable services, devices and other assistance for disability-related needs.” Sierra Leone has ratified the convention in 2010.

Sierra Leone Persons with Disabilities Act, 2011 establishes laws to prohibit discrimination against PWDs, to achieve equal opportunities for them and to provide for other related matters.

The JMP proposes that Sustainable Development Goals (SDG) 6 implies the “reduction and elimination of inequalities between population subgroups”. UNICEF issued an Executive Directive (Accessibility in UNICEF’s Programme-Related Construction) which requires accessibility and universal design to be applied in all new programme-construction activities, including WASH, in which UNICEF is involved. In 2018, UNICEF issued a WASH technical paper (TP/04/2018) “the case for investment in accessible and inclusive WASH” advocating for more inclusive WASH projects¹⁸.

1.2 Institutional framework of the WASH sector in Sierra Leone

Given this and the socio-economic context in Sierra Leone outline in Section 1.1 above, supporting WASH interventions in Sierra Leone is thus critical to improving child health and wellbeing. Furthermore, the 2030 Agenda for Sustainable Development comprises 17 SDGs and 169 global targets. WASH falls within the remit of a number of SDGs, for example, 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). In addition, WASH is mentioned with respect to education (SDG 4), health care facilities (SDG 3), menstrual hygiene management and other interventions targeting women and girls (SDG 5), WASH programming to reduce malnutrition and child stunting (SDG 2), ending child poverty (SDG 1), child protection and protecting women from violence and promoting their dignity (SDG 16) among others.

In line with the SDGs, the GoSL has prioritised the provision of safe drinking water and improved sanitation. The National Water and Sanitation Policy (April 2014) targets to provide access to basic water supply¹⁹ and basic sanitation²⁰ to all by 2030.

¹⁸ [UNICEF](#)

¹⁹ Drinking water from an improved source, provided collection time is not more than 30 minutes for a round trip, including queuing time.

²⁰ Use of improved facilities that are not shared with other households.

The Sierra Leone's Medium-term National Development Plan 2019–2023²¹ includes a strategic objective that aims to provide, with minimal impact on the environment, acceptable, affordable and sustainable sanitation services for urban and rural households and institutions, through inter-sectoral coordination, integrated development and community-based management. The plan indicates that the coverage of safe water supply facilities among the rural population is still very low at about 48%. To tackle this issue, the plan aims also to improve water infrastructure systems through the following strategic objective: To increase access to clean portable water for the population and to improve sanitation through relevant infrastructure. Another priority of the plan is to improve the productivity and sustainable management of fisheries and the marine sector. One of the issues described in the document is that there is no fishing harbour to accommodate shore-based fish processing and dry-docking activities in the fish value chain.

In the last few years, the main accomplishments in terms of policies, regulatory and operational frameworks of the WASH sector have been²²:

- The national water and sanitation policy (NWSP) 2010
- The national WASH policy implementation strategy 2010
- 2016 baseline survey of water points²³, household sanitation and community led total sanitation (CLTS)
- National Strategy on Sanitation and Hygiene (2020-2030)
- National health and sanitation strategy in 2021
- Sanitation policy implementation guidelines and the national sanitation and hygiene game plan (Safely Managed Sanitation)

In addition, the following key guidelines and surveys have been developed:

- WASH in emergencies guidelines
- WASH specific budget line has been created in the Ministry of Finance MoF).
- WASH in school guidelines (2017)
- WASH in healthcare facilities guidelines (2017)
- National CLTS protocol (2018)
- Guidelines for cost-effective boreholes
- Hand-dug wells guidelines and WASH cost
- Ministry of health and Sanitation (MoHS), Ministry of Water Resources (MoWR), UNICEF, WASH NORM (national outcome routine mapping, 2022) and WASH in institutions (for schools and health facilities) survey 2022
- In 2016, the MoWR and Statistics Sierra Leone completed a SDG baseline study as well as a separate 2016 baseline survey of water points, household sanitation and CLTS. One key message is that many water points are seasonal water points leaving communities short of water during the dry season. Additionally, the MoWR and MoF produced an advanced report on the adaptation of the SDGs (2016).

UNICEF supported the development and launching of three policy documents: National Strategy on Sanitation and Hygiene (2020-2030), the National Sanitation Policy Implementation Guidelines and National Game Plan on Sanitation and the National Strategy on Water Safety Planning (2020) as well as the completion of the WASH NORMS together with a mapping of the status of access to WASH services in schools and health care facilities across the country. The policy implementation guidelines and sanitation game plan are key to scaling up basic sanitation to move towards safely managed sanitation in the country.²⁴

²¹ The Sierra Leone's Medium-term National Development Plan 2019–2023

²² <https://sites.google.com/site/2xsldemo/more-resources/institutional-framework-wash-sector-sierra-leone>

²³ The GoSL updated the Water Point Mapping in 2015-16 as part of the WASH SDG Baseline survey carried out by Statistics Sierra Leone in collaboration with the WASH Ministries and supported by UNICEF, the AfDB and other partners.

²⁴ [UNICEF](#). Institutional capacity in water, sanitation, and hygiene (WASH) in Sierra Leone

The draft national environmental health and sanitation strategy 2015-2020 indicated (in 2015 at the time the strategy was developed) that the interventions facilitated by devolution and decentralisation of governance to the districts, municipalities and chiefdoms led to more active citizen participation in environmental health and sanitation service delivery. Specific technologies and social marketing strategies such as the Ventilated Improved Pit toilets (VIP)²⁵, the household water treatment and safe storage (HWTS), and the CLTS have increased water and sanitation access to many. However, active participation and access have not been sustainably maintained for lack of effective coordination mechanisms. The policy also mentioned some institutional constraints and gaps in capacity notably: *"lack of trained personnel and technical expertise, lack of capacity of the local councils, delays in fiscal transfers from the Central Government and low levels of resource mobilization at the local level"*.

The National Environmental Health and Sanitation Strategy (NEHSP) has been developed under the leadership of the MoHS, with technical assistance from UNICEF and the Division of Environmental Health and Sanitation. The strategy outlines priority areas and strategic actions that aim to ensure the achievement and sustenance of high-level environmental quality and measurable gains in health, including open defecation free status (ODF).

2 EVALUATION OBJECT

2.1 Project objectives, main results and activities, implementation strategies, timeline and budget

The table below, provides key details on the project to be evaluated including the full project title, country, donors, references, budget, duration of funding, overall and specific objective, components, beneficiaries, partners.

Table 3. Brief presentation of the project

Project title	Improving access to water, sanitation, and hygiene (wash) in rural fishing communities programme in Sierra Leone
Country	Sierra Leone
Sources of funding/donors	UNICEF, Icelandic Ministry for Foreign Affairs
Total budget	<ul style="list-style-type: none"> • Tombo: Budget: USD 1,295,082 • Goderich and Konacrydee: Budget: USD 1,400,000
Duration	<ul style="list-style-type: none"> • 8 February 2019 to 31 December 2021 in Tombo • 24 January 2020 to 31 December 2023 in Goderich and Konacrydee
Overall objective of the project	Project Goal: Contribute to reducing the potential waterborne diseases at 10 wharves in Tombo, Goderich and Konacrydee landing station through WASH services.
Components of the project	<p>Main outcome: Selected fishing communities use sustainably improved safe drinking water and sanitation facilities in a healthy environment, have improved hygiene practices and youth are engaged in waste recycling and organic fertilizer production.</p> <p>Main expected outputs:</p> <ul style="list-style-type: none"> • Children and women in target communities have access to and use of safe drinking water through water supply systems managed by rights holder communities. • Communities in targeted sites have access to improved essential sanitation services and create demand for sanitation through CLTS. • Community engagement, mobilisation, hygiene awareness, promotion of

²⁵ [Swiss Federal Institute of Aquatic Science and Technology, Double ventilated improved pit.](#)

	<p>hygienic and sanitary environment, food handling and WASHCOMs are established.</p> <ul style="list-style-type: none"> • Capacities of community structures are strengthened to manage WASH facilities effectively and sustainably. • Communities in the target landing stations have hygienic and sanitary fish processing systems. • Youth have been trained on waste recycling and organic fertiliser production.
Rights holders	<ul style="list-style-type: none"> • 40,000 children, women, and men in 5 wharves of Tombo. • 18,500 children, women, and men, including in landing sites, in Goderich and Konacrydee • 2,604 school children including 1,327 girls from 5 schools in the fishing communities of Goderich and Konacrydee • 7 schools in Tombo
Partners (institutional and implementing)	<ul style="list-style-type: none"> • NGOs: Living Water International (Goderich), CAWeC (Konacrydee and Tombo), ADP SL (Tombo) • Ministries involved: the Ministry of Fisheries and Marine Resources (MoFMR), the Ministry of Water Resources (MoWR), the Ministry of Health and Sanitation (MoHS) and the Ministry of Basic and Senior Secondary Education (MBSSE)

2.2 Project outcomes and outputs

Outlined below are the main outcomes and outputs of the two project proposals which have been extracted from the respective project results frameworks.

Project outcome level indicator in Tombo:

- Improved and sustainable use of safe drinking water, sanitation and healthy environment and improved hygiene practices among the deprived fishing communities in Tombo wharf.

Project output level indicators in Tombo:

- Communities in five targeted sites in Tombo landing station have access to improved and functional safe drinking water supply with clear management systems.
- Communities in five targeted sites in the Tombo landing station have access to improved essential sanitation services with clear management systems.
- Facilities are provided for hygienic fish processing in fishing landing sites in Tombo.
- Community engagement, mobilization, hygiene awareness and promotion of hygienic and sanitary environment and food handling and WASHCOMs established in Tombo.
- Capacities of community structures are strengthened to manage WASH facilities effectively in Tombo.

Project outcome level indicator in Goderich and Konacrydee:

- People, including women and children, have access to and use of water, sanitation, and hygiene in communities, schools, and peripheral health units (PHUs) in the four fishing communities in Goderich and Konacrydee; subsequently, wharf contribute to improved fish sorting and processing. The following specific results are identified as the main contributors to the overall result and goal of the programme.

Project output level indicators in Goderich and Konacrydee:

- 18,500 people, including children and women in target communities, have access to and use safe drinking water through water supply systems managed by rights holder communities.
- Capacity is built at the local level to create demand for sanitation through CLTS in target communities. As a result, an estimated 18,500 people, including children, live in an ODF environment.

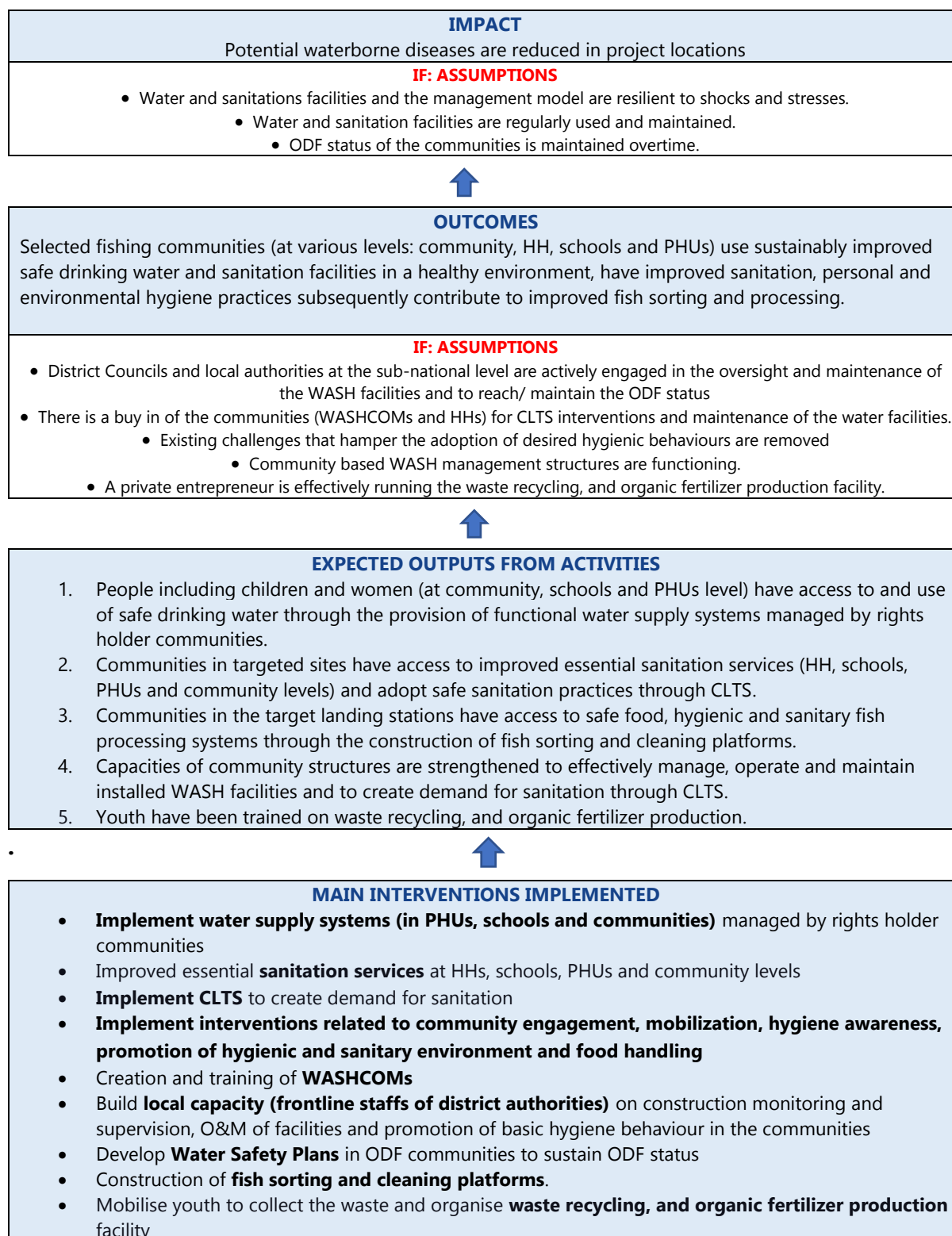
- 2,604 school children, including 1,327 girls from 5 schools in the target communities, have access to WASH facilities and practice proper hygienic behaviours.
- Communities in the target landing stations have hygienic and sanitary fish processing systems through the construction of fish sorting and cleaning platforms.

Based on these result frameworks, the Evaluation Team reconstituted the Theory of Change (ToC) of the projects to also indicate the main activities of the project.

The ToC was reconstructed to complement pathways of change that were not appearing clearly in the results framework of the projects. Similarly, risks and assumptions are more clearly defined in the ToC. Finally, the scope of the evaluation covers two project proposals with similar result framework. It was therefore important to have a consolidated framework for analysis to be able to design the evaluation matrix and data collection tools.

THEORY OF CHANGE OF THE PROJECT

Figure 4: Theory of Change



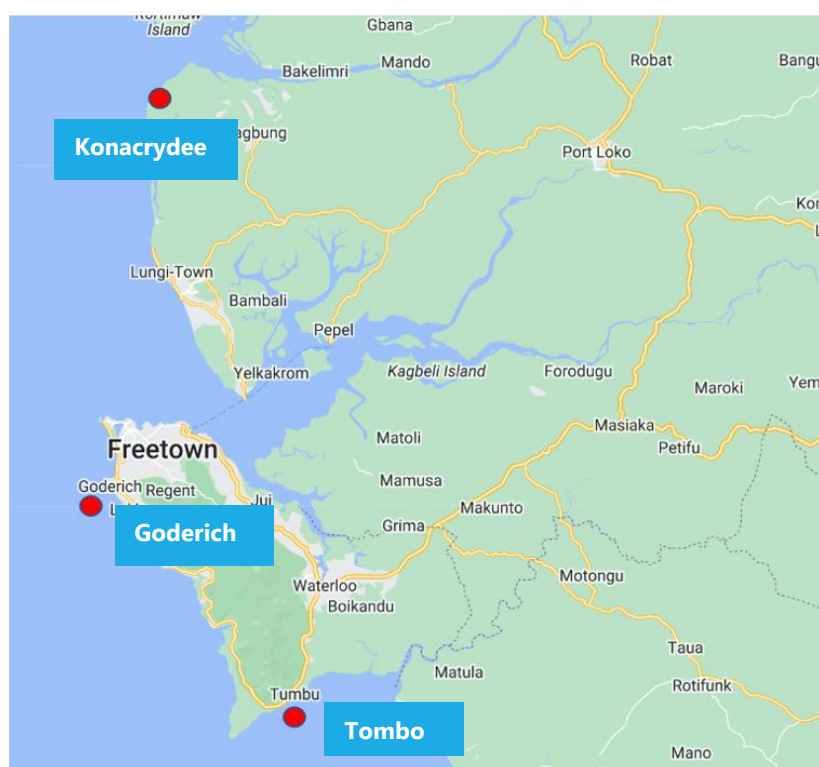
2.3 Overview of the roles and responsibilities of duty bearers

Technical oversight of the project has been provided by the MoFMR with support from the MoHS and MoWR. At sub national level, UNICEF and its implementing partners worked with the districts representations of the MoFMR, the MoWR and the MoHS, and with the Western Area Rural and Port-Loko district councils in driving key components of the project. They also collaborated with the district education offices from the MBSSE to extend water supply services to schools and with the Western Area Rural District Council to implement environmental sanitation and waste recycling activities.

In Tombo, two implementing partners, Action for Development Sierra Leone (ADP SL) and Community Action for the Welfare of Children (CAWeC), facilitated the field level implementation for the project with close supervision and technical backstopping from UNICEF. In Goderich and Konacrydee, UNICEF worked with the local NGO Living Water International (LWISL) and CAWeC.

2.4 Project locations

Figure 5. Map of project locations in Sierra Leone



Source: Google Map. Legend: In red dots are the three project locations

Below is the number of wharves per fishing community

- Goderich - 2 wharves i.e., Shela water, Goderich
- Konacrydee - 2 wharves i.e., Lower Konacrydee and Upper Konacrydee

3 EVALUATION PURPOSE

3.1 Purpose of the evaluation

The purpose of this evaluation is two-fold: learning and accountability. In terms of accountability, the evaluation provides both the donor (vertical accountability) and the expected beneficiaries (horizontal accountability) with solid evidence of how the project attained its envisaged objectives. For learning, the lessons learned and recommendations are expected to improve the performance of similar projects by shedding light on potential corrective actions that may need to be explored further in the future to enhance children's well-being sustainably. More specifically, the recommendations will help the GoI, UNICEF Sierra Leone and its partners to guide the design and implementation of the next phase. The users of this evaluation include the fishing communities, GoSL, GoI, UNICEF Sierra Leone, implementing partners, development partners, donors and other stakeholders.

3.2 Users and uses of the evaluation

The learnings from the evaluation will be used to design the next UNICEF CPD 2025-2028 as the year 2024 is considered as a CPD extension year of the current CPD 2020-2023. The findings from the evaluation will also be used during the implementation of the newly launched (February 2023) scaled up programme to improve Access to Climate Resilient Water, Sanitation and Hygiene (WASH) Services for Improved Livelihoods and Child-Friendly Environment in 16 Rural Fishing Communities.

Table 4: Users and uses of evaluation

Evaluation users	Evaluation Uses
Government of Sierra Leone	Insight on how WASH interventions in these coastal fishing communities will help the government to develop/strengthen sustainable and climate resilient WASH policies and strategies towards improving social services in hard-to-reach areas and enhancing livelihood of fishing communities through value-added fish production.
Government of Iceland	To evaluate the project for learning purposes and for accountability to Icelandic taxpayers, partners, stakeholders and beneficiaries in Sierra Leone. Evaluation findings might guide the implementation of the new initiative recently launched (February 2023) between the GoSL, with support from the GoI's Ministry of Foreign Affairs and UNICEF. The new project is entitled: <i>"Improving Access to Climate Resilient Water, Sanitation and Hygiene (WASH) Services for Improved Livelihoods and Child-Friendly Environment in Rural Fishing Communities"</i> .
UNICEF	To guide future investments in climate-resilient WASH project at the coastlines of the country and amend, if necessary, the WASH project strategies using the evaluation findings and recommendations. To measure efficient and effective use of funding to maximise results.
UN and other development partners	Promote and facilitate rollout of good practices and lessons from the project and share with other development partners and UN agencies and mobilise key actors to mitigate and address threats and weaknesses identified.
NGOs/CBOs	Mainstream (into their day-to-day practices) good practices identified during the evaluation and address weaknesses that emerged during the analysis.
Fishing communities/ rights holders	Use evaluation results to learn what works and what does not; apply the evaluation results and lessons learned to strengthen the community engagement and ownership to sustain the project results; raise awareness of WASH-related issues and mainstream equity and gender equality in community-based WASH activities.

4 EVALUATION OBJECTIVES

As stated in the ToR, the objectives of the evaluation are:

- To determine the relevance, coherence, efficiency, effectiveness and sustainability of the project in supporting the Government to reach vulnerable women and children with access to and sustainable use of WASH services, and plastic refuse collection and recycling.
- To identify lessons learned concerning what worked and did not work about the project, including unexpected outcomes (positive and negative).
- To identify good practices that are worth replicating.
- To formulate recommendations on how to improve both the project planning and implementation processes (operational recommendations) and strengthen the corresponding strategies (strategic recommendations).

5 EVALUATION SCOPE

5.1 Thematic scope

The evaluation focuses on all thematic aspects of the project with particular attention devoted to gender equality, equity, human rights, environmental protection and climate resilience. The evaluation has been conducted using the evaluation criteria of relevance, efficiency, effectiveness, coherence and sustainability. The evaluation did not cover the impact criterion due to the limited feasibility of measuring the project's impacts at this time.

The evaluation generated evidence on the performance of the project's social and constructional components to unpack the project's contributions to reducing waterborne diseases in fishing communities. In the analysis of the project results, the evaluation looked into how it achieved a social change to ending open defecation and how the CLTS strategies coupled with the WASH constructional component reached the most vulnerable and marginalized children and their families, enhanced gender equality and integrated practices to protect the environment and build resilience to climate change. In terms of the project's constructional component, the evaluation also covered waste recycling plants and fish platforms. The evaluation focused on training received by youth and women on plastic waste recycling and by WASHCOM members. Further, the evaluation covered the impact of the COVID-19 pandemic on the project.

5.2 Geographical scope

The evaluation covered all the project activities in Tombo, Goderich and Konacrydee. The data collection concentrated on a representative sample from the project sites (see section on sampling strategy adopted).

5.3 Chronological scope

The evaluation captured the activities implemented between 8 February 2019 to 31 December 2021 in Tombo and from 24 January 2020 to October 2023 (period of the data collection) in Goderich and Konacrydee.

6 CRITERIA AND EVALUATION QUESTIONS

6.1 Evaluation criteria

This evaluation was guided by five OECD/DAC criteria: relevance, coherence, effectiveness, efficiency and sustainability, and additional gender equality, equity, human rights and environment criterion.

6.2 Evaluation questions

Below are the main evaluation questions and criteria that have been used during the evaluation. Annex 4 presents the evaluation matrix and includes evaluation criteria and sources of information used per evaluation questions.

During the inception phase, some evaluation questions described in the ToR have been merged with other questions: For example, in the criteria sustainability, the following questions were merged as follows:

- To what extent were measures incorporated for the project activities to be continued without external support in the future?
- To what extent have the fishing communities and institutional partners taken ownership of the project and its achievements?

Similarly, Question G 3. 'To what extent has the programme empowered children, adolescents and youth?' has been added in the criteria of gender, human rights, equity and the environment.

The evaluation questions agreed in the original evaluation matrix are as follows:

RELEVANCE

R1. To what extent did the programme respond to the identified needs, and priorities of children and their families in the fishing communities of Sierra Leone?

R2. To what extent did the programme align with Sierra Leone's national development priorities?

R3. To what extent is the programme aligned with the country programme (CPD) of UNICEF Sierra Leone?

R4. To what extent is the programme aligned with the mission and role of the GoI's international development efforts?

COHERENCE

C1. Did the programme successfully complement other development efforts in the communities with sufficient coordination and harmonization while avoiding duplication of efforts?

C2. To what extent was coordination achieved between UNICEF, Iceland Ministry for Foreign Affairs and line ministries at the national level?

C3. To what extent was collaboration by UNICEF achieved with District Councils and local authorities at the sub-national level?

C4. To what extent did strategic partners and partnerships contribute to the programme results?

EFFECTIVENESS

EFFE 1. To what extent did the programme achieve its intended results in Tombo, Goderich and Konacrydee wharves?

EFFE 2. What internal and external factors to UNICEF contributed to achieving or hindering the programme from achieving the envisaged programme objectives?

EFFICIENCY

EFFI 1. To what extent were the programme's financial, human resources, and supplies:

- sufficient (quantity)
- adequate (quality)

- distributed/deployed promptly?

EFFI 2. To what extent were efforts to keep down the programme delivery costs successful?

EFFI 2. Were there alternative strategies that could have been put in place to achieve the same level of results but at a lesser cost?

SUSTAINABILITY

S 1. To what extent are the benefits from the programme likely to last after completion of the programme? And how?

S 2. To what extent were measures put in place to ensure that the programme activities are climate resilient, and services can be sustained even in extreme climatic conditions?

GENDER, HUMAN RIGHTS, EQUITY AND THE ENVIRONMENT

G 1. To what extent were gender equality, human rights, equity and environmental principles duly integrated in the design and delivery of the programme?

G 2. To what extent were women involved on equal terms with men in the management of the programme at community level?

G 3. To what extent has the programme empowered children, adolescents and youth?

7 METHODOLOGY

7.1 Approach of the evaluation

The evaluation employed a mixed methods approach that utilised both primary and secondary data sources. The evaluation team recognised that a baseline was conducted for this project before its inception but mainly gathered data on the beneficiaries and the existing facilities, therefore, secondary data sources such as data from JMP 2020 and WASH NORM 2022 have been used as proxy district level indicators to see if there are any changes in WASH outcomes in project communities. Primary data sources included a cross-sectional survey of households and school children, key informant interviews, focus group discussions, and observation tools for WASH facilities. The evaluation design used utilisation-focused participatory and inclusive approaches to respond to the evaluation questions. A rights-based approach was used in the design of the evaluation matrix (Annex 4).

7.2 Methods and data collection tools

The evaluation used qualitative and quantitative data collection tools and secondary data extraction. Primary data sources included a cross-sectional survey of households and school children, key informant interviews, focus group discussions, and observation tools for WASH facilities. The use of key informant interviews, focus group discussions, and surveys provide a powerful combination for drawing causal connections between outputs and outcomes of the WASH project. Combining qualitative and quantitative data in this evaluation is important because each type of data provides unique insights that can be used to gain a more comprehensive understanding of the project's performance. While the survey results were used to determine patterns and trends, qualitative data provided more in-depth information about attitudes, perceptions, and experiences. These methods offer versatility, depth and breadth, allowing for a comprehensive assessment of the project's effectiveness on different stakeholders and their behaviours. Their strengths align well with the OECD/DAC criteria for evaluation, ensuring a rigorous and relevant evaluation process.

7.3.1 Secondary data and literature review

The evaluation used the WASH NORM to gather data on the project's indicators. Additionally, the evaluation team studied routine monitoring data, project documents, action plans, annual reviews, progress reports, assessment reports, UNICEF policies and guidelines on WASH, policies and national strategies of the GoSL and GoI, and any other relevant documents. The findings from the secondary data and document review were cross-checked and analysed with the primary data. This process aided the analysis by providing an in-depth insight into the implementation environment of this project, the progress made, as well as identifying factors to inform and triangulate the evaluation findings. The references of the reviewed documents are included in annex 6.

7.3.2 Quantitative data collection methods

1. Household survey

A survey was conducted to collect data on households and analyse patterns, as well as identify correlations between project indicators and household-level changes. The questionnaire included questions that aimed to gather data on standard WASH indicators and the household's situation prior to the project. The collected information was then utilised to evaluate any changes that could be associated with the project. The survey included the socioeconomic demographic component, including a simplified version of the UNICEF and WG module on functional limitations²⁶. The survey also included standard questions drawn from the Equity Tool²⁷ to determine the wealth quintiles of households. These components of the survey allowed data disaggregation by the socioeconomic background of households, including those headed by females and those with family members who have disabilities. Specifically, the survey data was used to assess the extent to which the project improved access to WASH in the fishing communities by their demographic information and poverty levels. The household survey provided critical information on the availability and accessibility of water sources, sanitation facilities, and hygiene practices within a community. This data can help identify households that are most at risk of waterborne diseases or those that lack basic sanitation facilities.

2. School survey

The purpose of the survey was to gather data to identify gaps in access to water and sanitation facilities, as well as to assess the hygiene practices of schoolchildren. The survey provided a better understanding of the WASH situation in schools that were part of the project, and generated evidence that was important in designing appropriate interventions to improve the health and wellbeing of children, as well as promoting better learning outcomes.

7.3.3 Qualitative methods

1. Key informant interviews (KIIs)

The KIIs mainly focused on the level of involvement of the rights holders in the project implementation, the project's effectiveness, sustainability and coherence of the activities with other development/WASH efforts in the targeted communities. The interviews covered a wide range of key stakeholders including, but not limited to, the MoFMR representatives, MoWR, MoHS, Icelandic Ministry for Foreign Affairs staff, UNICEF staff, Living Water International NGO staff, CAWeC (NGO) staff, ADP SL (NGO) staff, representatives of all main service providers involved in the project. The evaluation ensured equal representation of male and female respondents, including PWDs as far as possible. The list of all organisations and government offices which took part in the interviews are available in annex 18

²⁶ [Washington Group](#). WG Short Set on Functioning (WG-SS)

²⁷ To determine Wealth Quintiles, the wealth categorisation involves an equity tool questionnaire assigning scores based on key indicators. <https://www.equitytool.org/> For example, car ownership is 8 points, a motorcycle is 4, a fridge is 2, and a television is 2. Financial inclusion, like having a bank account, adds 4 points. Housing quality is considered with scores such as 5 for an improved floor, 5 for improved exterior walls, and 5 for an improved roof. Cumulative scores place households into quintiles: Quintile 1: 0-6 points; Quintile 2: 7-13 points; Quintile 3: 14-20 points; Quintile 4: 21-27 points; Quintile 5: 28-35 points

2. Focus group discussions (FGDs)

FGDs were conducted with community stakeholders. Discussions were held in community and school settings, with the rights-holders, primarily from low-income households, vulnerable groups, and those with disabilities. The team made conscious effort to conduct sessions that were all-female and all-male to ensure that both groups were able to speak freely about gender specific WASH issues.

7.3.4 Operation and Maintenance (O&M) checklist

The O&M checklist was used to assess the WASH facilities' appropriateness, quality, maintenance, functionality and sustainability according to the following components in communities, health facilities and schools:

- Water supply
- Community/household sanitation
- Schools and communities sanitation services / facilities
- Fish landing and sorting platforms
- Handwashing stations

Photos were taken of the infrastructure that was visited to document their quality and O&M status. The findings were recorded in a checklist.

All data collection tools can be found in the separate annex document as annex 5.

7.3 Sampling strategy

7.3.1 Sampling procedure for qualitative data collection methods

A purposive sampling technique was used to select respondents for KIIs and FGDs. This sampling technique was employed to select the participants deemed to have relevant knowledge and experience related to the project and who can provide rich and informative data for the evaluation. The selection of participants was based on particular characteristics, such as their profession, expertise and involvement in the project.

1. Number of KIIs

KIIs specifically targeted individuals at the national and community levels based on their level of engagement with the project. These included rights-holders and service providers, including UNICEF, government, development and implementing partners. The purposive sampling approach also ensured equal representation by gender, age and other demographic dimensions as far as possible. Nevertheless, as the evaluation used a purposive sampling technique to select respondents of governments institutions at national and sub-national levels, it was not possible to reach 50% men and women as the majority of government officials were men. A total of 41 interviews were conducted at national and sub-national levels. This number includes 3 PWDs (leaders of Organisations of People with Disabilities) interviewed at community level, one in each project location.

2. Number of FGDs

FGDs were mainly conducted at the community level among fishing community members, school management committees and children. Each FGD was made of 6 pre-selected people. Convenience sampling was used to replace any participant that was not available at the time of the visit.

A total of 26 FGDs were conducted across all 3 fishing communities with 246 people. A total of 11 FGDs were conducted with women/girls to generate data on how the project contributed to improving their access to water and sanitation.

Table 5: Number of respondents per sex and data collection methods

Data collection method	Male	Female	Total
KII National level	13	1	14
KII Community level	4	2	6
KII District level	17	4	21
FGDs respondents	123	123	246
Total	157	130	287

7.3.2 Sampling procedure for quantitative data collection methods

1. Household surveys

Sample size calculation

The evaluation utilised a multistage cluster sampling method to determine which households to be selected in the community. A quota sampling technique was also used to select the primary respondent within each household. This ensured that men, women and young people are equally included in the sample.

In the first stage of the project, the aim was to determine the appropriate sample size for each fishing community. The targeted population size is 40,000, comprising of children, women, and men in 5 wharves of Tombo, and 18,500 children, women and men in landing sites of Goderich and Konacrydee.

Using a sample size calculator tool ($n = [Z \times \sigma/E]^2$), a sample from each primary fishing community was drawn using a 95% confidence interval and 5% margin of error. As such, a simple random sample of 389²⁸ households were visited in Tombo, 227 households in Goderich and 152 households in Konacrydee.

The second stage of sampling determined the distribution of the estimated sample across clusters using wharves as the sampling unit or cluster. The cluster was defined by the immediate vicinity of a wharf including all dwelling units and amenities within the surrounding of the wharf. The geographical boundaries for wharves were difficult to identify particularly in Tombo and Goderich. The field teams were guided by local fixers to determine the immediate community boundaries of the wharves, which in some cases proved impossible given the nature of the unplanned settlements of these fishing communities. An equal proportion of households were identified across all wharves (clusters), based on the community level population sample estimates above to ensure a geographical spread of the sample.

Table 6. Distribution of household respondents by location

Location		HH	%
Goderich		227	29.56
Konacrydee		152	19.79
Tombo	Peper wharf	97	24.94
	Small wharf	99	25.45
	Bangkok	96	24.68
	Babilon	97	24.94
Tombo Total		389	50.65
Total		768	100

²⁸ <https://www.calculator.net/sample-size-calculator.html?type=1&cl=95&ci=5&pp=50&ps=40000&x=44&y=28>

Selecting the household

The third sampling stage for this evaluation was aimed to determine the specific households to be surveyed in each cluster. We deployed an infield randomisation technique to identify the households in close proximity to the wharves. The approximate number of households within a cluster was divided by the target number of households required for that cluster to determine which households should be included in the sample. At the household level, we also pre-defined the category of respondents to be targeted to ensure a balanced proportion of men, women and young people are included in the sample. Step by step detailed procedures were elaborated in the field protocol used for enumerator training.

2. School survey

Quantitative survey was conducted in 10 primary schools and 1 secondary school across the fishing communities in Goderich, Konacrydee and Tombo. It was estimated that the schools in Goderich and Konacrydee have 2,604 school children including 1,327 girls. Using a sample size calculator tool ($n = [Zx \sigma/E]^2$), a simple random sample of 354²⁹ children (50% girls) was drawn using a 95% confidence interval and 5% margin of error. The sample of 354 children was proportionately balanced across target grades (classes 4, 5 and 6) and by gender.

Based on the rights holder population of 3,225 learners including 1,720 girls in six selected schools in Tombo with the data made available to Montrose and using a sample size calculator tool ($n = [Zx \sigma/E]^2$), a simple random sample of 328³⁰ children (50% girls) was drawn using a 95% confidence interval and 5% margin of error. The sample of 451 children were proportionately divided among the 6 beneficiary schools.

Only children in grades 4 to 6 (aged 10 years and above) participated in the survey in primary schools, and students in JSS (Junior Secondary School) classes 1, 2 and 3 were sampled in the only secondary school included in Tombo. A quota sampling technique was used to determine an equal number of children to be interviewed at all levels. In some schools where not enough number of children were available at the time of the teams' visit, data collectors were instructed to compensate for this loss of required quota by oversampling in other grades that have more available children. Children in primary grades 1 to 3 were left out of the sample because they were deemed to be too young (below age 10).

7.4.1 Sampling for the O&M Audit

Purposive sampling was used to select locations to be visited as part of the O&M audit of the evaluation. In each of the 3 communities, one wharf was selected for an O&M audit. A total of 19 locations were audited using the O&M checklists across all three fishing communities including fishing and sorting platforms, toilets built in schools and health facilities, public latrines built by the project, the waste refuse and recycling plant, Gravity Fed Water Supply Systems (GFS) and safe drinking water supply at fish landing sites. Toilets built by the project in the households were checked by enumerators during the household survey.

Table 7: Locations for O&M audit

Locations for O&M audit	
<ul style="list-style-type: none">Fish landing and sorting platformsFish processing slabsWaste facilities	3 locations
<ul style="list-style-type: none">Toilets in schools	3 locations
<ul style="list-style-type: none">Toilets in health centres	3 locations

²⁹ <https://www.calculator.net/sample-size-calculator.html?type=1&cl=95&ci=5&pp=50&ps=2604&x=0&y=0>

³⁰ <https://www.calculator.net/sample-size-calculator.html?type=1&cl=95&ci=5&pp=50&ps=2604&x=0&y=0>

• Public latrines in fishermen communities	One wharf in each of the 3 fishing communities
• Waste refuse and recycling plant	Tombo and Konacrydee only
• Gravity Fed Water Supply Systems (GFS) at community level	One wharf in each of the 3 fishing communities
• Safe drinking water supply at fish landing sites	One wharf in each of the 3 fishing communities

The tables below present the locations visited for the data collection and the summary of sample sizes by types of data collection.

Table 8: Sample locations (universe of the evaluation)

Fishing community targeted by the project	Name and number of wharfs
Goderich	2 wharves i.e., Shela water, and Goderich
Konacrydee	1 wharf i.e., Konacrydee
Tombo	4 Wharves i.e., Pepe wharf, Small wharf, Bangkok, Babilon

Table 9: Overall summary of evaluation sample

Data collection tools	Locations	Sampling method	No. of tools administered	No. of Women/ girls	No. of Men/ boys	Total respondents
Key informant interviews	<i>Community, District, and National level</i>	<i>Purposive</i>	47	7	34	41
Focus group discussions	<i>Tombo, Goderich, Konacrydee</i>	<i>Purposive (convenience where necessary)</i>	26	123	123	246
Household survey	<i>Tombo, Goderich, Konacrydee</i>	<i>Random + quota sampling</i>	768	422	345	768
School survey	<i>Tombo, Goderich, Konacrydee</i>	<i>Random + quota sampling</i>	805	410	395	805
O&M	<i>Tombo, Goderich, Konacrydee</i>	<i>Purposive</i>	19	NA	NA	

7.4 Data analysis, triangulation and quality assurance

As detailed in the evaluation matrix (see annex 4 for each Key Evaluation Question (KEQ) and secondary questions, three or more sources of information and/or methods of collection were used to answer the same questions. This strategy allowed for sufficient information to be obtained from various sources to triangulate the findings and ensure the robustness of the data collected.

7.5.1 Type of analysis per method of data collection

The evaluation combined a number of methods of analysis: 1) Identification of key themes and contents in the desk review; 2) Descriptive statistics when analysing the data from the quantitative survey and lastly, 3) a standard method used by our evaluation team when dealing with qualitative data which is explained below and summarizes the evaluation process.

Table 10: Type of analysis by method of data collection

Method	Data source	Analysis
Desk review	Annual reviews, progress reports, assessment reports and secondary data**	<ul style="list-style-type: none"> Quantitative analysis (descriptive statistics, crosstabs) Qualitative analysis (Narrative and content analysis)
Quantitative	Household and school surveys	<ul style="list-style-type: none"> Quantitative analysis (descriptive statistics, crosstabs)
O&M Checklist	O&M checklists	
Qualitative	KIIs and FGDs	<ul style="list-style-type: none"> Qualitative analysis (e.g., narrative and content analysis)

** Refer to annex 6 for the Bibliography of the WASHSL Evaluation used for the desk review

Qualitative analysis of data

During the KIIs and FGDs, note takers prepared “ insights notes ” which have been shared with the Team Leader as a first level of information. In addition, transcripts from the KIIs and FGDs have been recorded, reviewed, translated and cleaned to clarify meaning. During the analysis, patterns and quotes have been highlighted in the written transcripts. Data was then organised according to the evaluation questions and indicators of the evaluation matrix in an “evaluation diary ” that was then used to write the final report.

Both narrative and content analysis methods were employed to analyse the qualitative data. For the narrative analysis, the Team Leader identified the central themes and narratives within the data and interpreted the narratives to draw conclusions about the participants' experiences and perspectives. For the content analysis, the Team Leader identified keywords, concepts or categories relevant to the evaluative questions. In some instances, while the Team Leader was undertaking the desk review, a support team of analysts counted the frequency of each keyword or concept to assess its prominence within the data.

Quantitative analysis of data

Quantitative data was generated using the SurveyCTO Collect application on Android phones. CSV data files and STATA dta files were exported to STATA for cleaning and analysis. Univariate and bivariate analyses (cross-tabulations) were conducted to measure the performance of the programme's indicators and relationships with relevant variables being disaggregated by wealth, gender, age, location and socio-economic profiles. Wealth quantiles were analysed using Excel based on guidance from the equity tool described in section 7.2.2 above³¹.

7.5 Quality Assurance and organisation of the data collection exercise

7.5.1 Overall management of training, pilot and data collection

Piloting of tools

After the training, the data collection tools were piloted in one wharf in Tombo. All tools were piloted with a small sample of respondents in the selected fishing community and a debrief session conducted at the end of the day. The household and school surveys as well as the qualitative research tools were pilot tested to assess acceptability, reliability, validity and responsiveness to the subject matter, with the questionnaires revised accordingly.

The feedback obtained from the pre-test was incorporated into the evaluation tool validation process, which led to revisions being made to the tools. This helped to improve the sample, reduce biases and update the required data management tools. With regards to the qualitative component of the

³¹ <https://www.equitytool.org/>

evaluation, the national level KII questionnaires were not tested due to the limited number of respondents available for these positions.

During data collection

To account for the different population sizes within the fishing communities, 8 quantitative data collectors were sent to Tombo, 4 to Konacrydee, and 6 to Goderich while two research assistants (one note taker and one facilitator) operated in each fishing community. Overall, the data collection lasted at total of 18 days with transcription of KIIs and FGDs conducted afterwards. National level KIIs were conducted by the Team Leader in the week after training was concluded. While O&M audits were conducted with close supervision from the WASH specialist.

7.5.2 Monitoring, supportive supervision, spot checks and data protection

The in-country technical team provided ongoing monitoring of data collection and offered supportive feedback to ensure data quality and consistency throughout the period. This ensured that enumerators and research assistants adhered to data collection protocols and maximise the outputs of their stay in the field. To ensure production of the highest quality data, the following multi-level quality control processes were carried out as shown in the sections below.

High frequency checks and troubleshooting

Team-specific WhatsApp groups were set up with the responsible core research team member i.e., team leader, WASH expert or quantitative data analyst to facilitate prompt technical troubleshooting was possible. A STATA Do file was generated and ran at the end of each day of data collection to identify any discrepancies and errors, outliers, counts of incoming data per cluster, logical inconsistencies and other quality challenges observed. These observations were communicated and reconciled with the relevant teams and followed through using calls and emails to ensure that corrections were made.

Data protection and processing

The evaluation team ensured the confidentiality of all information collected from interview participants. Researchers collected all participant data on electronic devices secured with strong and unique passwords. The data was stored and processed by the technical team and field staff, who were trained in data protection regulations and human subject guidelines. No identifiable data was accessed by a third party.

Data cleaning was carried out entirely in STATA through programmed do files both during active data collection, via interviewer's callback and post data collection.

7.6 Ethical Considerations and evaluation principles

The evaluation was designed, conducted and managed in accordance with UNEG standards that are listed in annex 14.

The evaluation team employed appropriate ethical principles in the implementation of this evaluation by adhering to the UNEG Ethical Guidelines for Evaluations; the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis and the UNICEF procedures for Ethical Research Involving Children. All data collection tools were administered only after receiving informed consent from the participants and, where applicable, children's parents/guardians (see Annex 14 for consent form). To ensure participant confidentiality, all identifiable data was securely stored using encrypted, password-protected files, and by anonymising data (removing participant names) prior to analysis. As detailed in the evaluation's inception report, the evaluation team ensured that the following ethical guidelines were followed: utility and usefulness, independence, impartiality, credibility, conflicts of

interest, honesty and integrity, respect for dignity and diversity, human rights, equity and equality, confidentiality, avoidance of harm, omissions and wrong-doing, beneficence, and informed consent.

The collected data was moved to a well-structured archive that allows other users to repeat or enhance the analysis. The quantitative data that was analysed is displayed in tables and graphs. Before analysing the data, it was checked with the help of computers to spot errors, missing cases, and outliers/extreme values.

The evaluation design underwent a comprehensive IRB process in Sierra Leone and was approved before the fieldwork commenced. (See Annex 20)

7.7 Limitations and mitigations measures of the evaluation

Table 11: Limitations and mitigation measures

Limitation	Mitigation
<ul style="list-style-type: none"> Language related barriers for the international staff during the data collection process might impede the credibility of evaluation findings. 	<ul style="list-style-type: none"> The evaluation team hired experienced enumerators fluent in local languages for all community-based data collection. The only data collection done by the international team members was the national level KIIs which could be done in English.
<ul style="list-style-type: none"> The project does not have a dedicated Theory of Change. 	<ul style="list-style-type: none"> The evaluation team developed a Theory of Change in consultation with UNICEF to measure the project's intended results and objectives.
<ul style="list-style-type: none"> Difficulties in determining cluster/wharf boundary – wharves in Tombo and Goderich are clustered in unplanned settlements along the beach. It was difficult to determine the boundaries between one wharf and the other to be able to identify a cluster for sampling purposes. 	<ul style="list-style-type: none"> Field teams were instructed to use local guides who were mostly implementing partners' staff, to provide guidance. Teams were instructed to proportionately distribute the targeted number of respondents across the community as a whole to ensure equal representation of all wharves.
<ul style="list-style-type: none"> Sampling – Dropouts, replacements and unavailability of respondents during the data collection process. 	<ul style="list-style-type: none"> The evaluation team has developed a replacement strategy for sampled respondents ensuring that full sample requirements are met. The evaluation team did a 5% oversample to compensate for other unforeseen circumstances that could lead to incomplete data. For example, the team had targeted having 50% women and 50% men included in the sample. During data collection however, some men were unavailable in some households and therefore got replaced with women leading to a higher proportion of women including in the overall sample (54.9%). In Tombo, no implementation was carried out in Alpha and Omega Primary School. This school was replaced with a secondary school in which the project was implemented.
<ul style="list-style-type: none"> Terrains and other geographic constraints due to the rainy season 	<ul style="list-style-type: none"> Data collection teams were provided with vehicles to transport them to the communities and supported with rain gear to facilitate their movement.
<ul style="list-style-type: none"> Unavailability of evaluation team members and assigned enumerators due to illness, emergencies and other unforeseen circumstances 	<ul style="list-style-type: none"> The evaluation team trained an additional 5% field staff as replacements when necessary. The composition of the technical team was complementary in skills sets and experience.

8 EVALUATION FINDINGS

8.1 Relevance

Key Findings:

- The project was successful in meeting the main needs of the fishing communities. Open defecation was reduced in Konacrydee and is not yet measurable in Tombo and Goderich. The project has improved access to water and sanitation to some extent. In some areas of Goderich, respondents were less positive as the access to water has been constrained by road works which have damaged the main water pipe. Fishermen met in Konacrydee and Tombo were very satisfied with the fish platforms. There are additional WASH related needs that are not yet met such as additional fish platforms and additional sanitation facilities.
- Overall, the evaluation found that the project met the needs and priorities of the rights holders in terms of improving access to WASH facilities and promoting environmental health in the fishing communities of Sierra Leone. However, the evaluation also found gaps in the project's targeting of the needs and priorities of the rights holders based on robust evidence, especially on the issues related to the community socio-economic dimensions such as gender and equity. In this regard, a gender analysis was missing at the beginning of the project.
- The WASH project in Sierra Leone was found to be well-aligned with various national and international efforts to improve access to clean WASH. This includes alignment with Sierra Leone's national development priorities, WASH policies, and the SDGs. The project also aligns with UNICEF's strategic plans and the GoI's international development goals, particularly for supporting fishing communities.

8.1.1 R1. To what extent did the project respond to the identified needs, and priorities of children and their families in the fishing communities of Sierra Leone?

R1.1. What priorities and needs of rights holders were identified and integrated into the project design and implementation?
--

Limited availability of baseline information at pre-project stage to identify needs

To align the project's goals with the needs of the rights holders, UNICEF conducted a needs assessment for each of the beneficiary communities at the project's inception stage. In each of the communities, population estimates, sources of drinking water, prevalence of open defecation, past and ongoing interventions, number of schools and children in schools' presence or absence of hospitals, etc. were recorded in the assessment. A short summary of these assessments was included in the project proposals, but the assessment reports were not available at the time of the evaluation. During the assessment of the project's relevance, it was found that besides information collected through the Information Management System related to the monitoring of the activities, detailed quantitative baselines studies, gender and disability analysis study, market surveys or feasibility studies were not conducted. As the evaluation further identifies in the upcoming sections of the report, risk assessments and assessments of needs for PWDs would have been useful in the context of this project. (See section related to S. 2.3. What measures were put in place to sustain the project's results during natural disasters and ensure it is climate resilient? and section G 1.5 How did the project contribute to empowering adults and children with disabilities?)

Most recently, along with the MoHS and the MoWR, UNICEF supported the implementation of the WASH NORM ³² and the WASH in institutions (for schools and health facilities) surveys in 2022. Findings from these surveys indicated serious room for improvement in terms of access to WASH services in Sierra Leone at community, school, and health service levels. However, for this evaluation, JMP and NORM data, although important pieces of information, did not provide enough precise information to act as a quantitative baseline at the level of the project sites as the information available is only representative at the level of the district³³.

At the onset of the project, in the lead up to the development of the project proposals, UNICEF conducted two (one for each proposal) baseline WASH assessments in Tombo (2019) and in Goderich and Konacrydee (2020). The two baseline assessments found low level of use of basic sanitation facilities and access to safe/quality drinking water, along with inadequate application of safe hygiene practices by children and their families as described below.

Main findings from the 2019 and 2020 UNICEF assessments. (Source: Project Proposals)

- In all communities, there was no reliable water supply system, and most of the communities in Goderich and Konacrydee collected drinking water illegally from the nearby town water supply system by cutting the pipeline. Hand dug wells were also used as a water source, however the water level considerably lowered during dry season and the wells dried up.
- There were only 3 existing community latrines in each community (Goderich and Konacrydee), however all latrines were not working, as such open defecation was a common practice in the communities.
- There was no waste management system in place. The plastics were left uncollected and found everywhere. The situation was also similar at schools and health centres.
- There were no public latrines at any of the five wharves (Tombo). There were few makeshift structures that empty directly into the sea. Open defecation was evident at landing sites as well as within the host community.
- Drinking water supply and sanitation in Tombo was in poor state or non-existent in some instances. Water was sourced from a gravity scheme that was constructed in 1972. Existing water supply system was partially functional and there hasn't been any maintenance carried out since 1980.
- The entire water distribution network was in disrepair in Tombo and was not functioning optimally. Haphazard connections and leakages resulting from a dilapidated pipe network had also affected the reliability of the water supply system.

Inclusion of gender and disability in the project design: Both project proposals made several mentions of how the projects would mainstream gender in the planned interventions (i.e., construction of gender friendly latrines, note on gender balanced water management committee, need to disaggregate data according to gender, need to involve women in planning, construction and management to ensure community ownership of WASH facilities). On the contrary, the project proposals made almost no reference³⁴ to the inclusion of PWDs in the design of the project and the measures that could be taken to ensure their inclusion in project activities. The summary report of the situation analysis is limited with respect to in-depth analysis and the amount of information available and as a result does not provide information related to barriers that PWDs could have encountered in accessing clean water, sanitation facilities, and to practice hygiene before the projects started.

³² [National outcome routine mapping, 2022](#)

³³ WASH NORM is a household and facility based National Survey using the Enumeration Areas methodology, as demarcated by Stats SL under the 2021 housing census, which was adopted as the Primary Sampling Unit (PSU) for the survey.

³⁴ Beside the mention in the Tombo proposal of the construction of 6 gender & disable friendly public latrine blocks and bathrooms at the 5 wharfs.

Relevance of the design of the infrastructures to the needs: The design for the construction of the water supply component was developed, reviewed, and revised to meet the context and needs of the community members. In Tombo, according to the final activity report, changes included i) the adjustment of pipe size to ensure sufficient water flow to the water tanks and community tap stands, ii) adjustment of type, size and capacity of reservoirs to balance the daily supply and demand for water, iii) revision of the tap stands from two to four faucets to overcome the lack of space for the construction of more tap stands as more water output was required. The evaluation results from FGDs with community people found that the design of the infrastructures was developed by UNICEF and the relevant ministries but was not always shared for discussion with the relevant rights holders.

Number and type of WASH facilities constructed during the project

To respond to the WASH needs identified in the assessments, as summarised in the table below, a variety of WASH infrastructures including fish platforms were planned and effectively constructed during the project period as described previously. These facilities have contributed to improved access to water supply and sanitation services in the communities as per our discussions with the various respondents.

Table 12: Summary of WASH infrastructure constructed across all fishing communities

#	Description	Location		
		Western Area Rural District	Port Loko District	
		Tombo	Goderich	Konacrydee
1	Water Supply			
	Gravity Fed water supply scheme (system)	1	0	0
	Solar-powered borehole and reticulation system	0	1	1
2	Drainage Construction			
	Improvement of community drainage system (metres)	550	0	0
3	Sanitation			
	Community sanitation through CLTS approach to end open defecation sections in place	Yes	Yes	Yes
	Communal latrine blocks and other sanitation facilities	7	6	4
4	WASH in schools			
	Construction of gender segregated latrines and showers	0	2 Schools	2 Schools
	Water supply connected to Schools	7 Schools	2 Schools	2 Schools
3	WASH in PHUs			
	Construction of Latrines, showers, laundries and latrine blocks and other sanitation facilities	0	2	1
	Waste management Units in PHUs	0	2	1
4	Fish processing			
	Construction of hygienic fish sorting platforms	5	2	2
	Construction of two elevated fish processing slab	2	2	2
5	Recycling			
	Construction of Waste Recycling plants	1	0	1

Source: UNICEF Sierra Leone

According to the respondents of the evaluation, **the project was generally well-received, met most of its targets in terms of infrastructural issues, and other relevant needs of the communities. For example, as mentioned by the respondents, the project was particularly successful in improving**

access to WASH, reducing the spread of diseases, and promoting environmental health. However, there is still a need for additional communal latrines, additional fish platforms and improved access to water in some areas. For example, in **Tombo**, the project was praised for the access to water, the construction of latrines and fish processing platforms. However, the community requested more fishing platforms and a designated waste disposal site. The project met the needs of the communities in terms of types of WASH infrastructures, but the remaining gaps are around the quantity of provision of the facilities. For example, Tombo is rapidly growing and by the time this project is completed, there would already be a need for additional expansion of the supply and distribution network.

"The community people used to walk long distances to access pure drinking water. It was really a crisis, but the intervention of the project is a blessing for the community because pure water is now accessible in the community and the wharves" A male respondent FGD, Tombo.

In **Konacrydee**, the project was praised for the provision of clean water and toilet facilities. As stated by the respondents, the project contributed to improved environmental health by reducing the use of plastic and promoting proper waste management practices. The respondents also mentioned issues pertaining to the contribution of wooden tables to contaminating the fish and suggested considering replacing them with marble-topped cutting tables.



Figure 6: Wooden cutting table at Konacrydee fishing community
©UNICEF/MONTROSE

"In the past, the community lacked sufficient latrines and people defecated in the open. It was really embarrassing because there was no privacy. Now, our community have public latrines and open defecation has stopped. Really, we are appreciative that CAWeC implemented these WASH facilities for our community." Fisher women, FGD, Konacrydee

Youth interviewed during the evaluation found that the project provided them with additional skills and source of income.

"By turning scrap metal to something useful like coal pots, plastic waste into pallets and Bio Coal and more, these are the life and professional skills we have acquired, and we would always appreciate the project authorities as it is helping us to take care of ourselves and our families" Youth FGD, Konacrydee

In **Goderich**, the project was praised for the construction of WASH facilities and the implementation of CLTS activities. However, the rights holders were not satisfied with the lack of running water and reported that people were resorting to open defecation due to the lack of water. They also asked for lighting systems in the toilets and at the fish landing site so that these facilities can be used both day and night.

Overall, the evaluation found that the project met the needs and priorities of the rights holders in terms of improving access to WASH facilities and promoting environmental health in the fishing communities of Sierra Leone. However, the evaluation also found that the project needs to improve targeting the

needs and priorities of the rights holders based on robust evidence, especially on the issues related to community socio-economic dimensions, including gender and equity. There is also a need for additional investment in these communities to meet their full needs as some sections of the communities still do not have access to water (Goderich) and there are not enough fish platforms for all fishers.

8.1.2 R2. To what extent did the project align with Sierra Leone's national development priorities?

Sierra Leone, among other African countries have been part of the Sanitation and Water for All (SWA) partnership since 2010. WASH is at the centre of the medium-term national development plan of Sierra Leone.

All national and district level respondents reported that the project was fully aligned with the national development priorities and WASH policies of Sierra Leone. More specifically, the UNICEF WASH project under evaluation contributed to the national development agenda of Sierra Leone and its efforts to improve human capital and infrastructure (including WASH). The project is aligned to the national development plans (i) Medium-Term National Development Plan (MTNDP), 2019-2023 which prioritizes WASH infrastructure and water resources management, (ii) the GoSL's Agenda for Prosperity (A4P), 2013-2018 that promoted economic diversification and emphasizes infrastructure development; and (iii) the National Water Policy, 2010.

The MTNDP includes Alinea 1.4 on environmental sanitation and hygiene which strategic objective is to provide, with minimal impact on the environment, acceptable, affordable and sustainable sanitation services for urban and rural households and institutions, through inter-sectoral coordination, integrated development, and community-based management. Alinea 3.3 is related to improvement of water infrastructure systems with the strategic objective to increase access to clean portable water for the population and to improve sanitation through relevant infrastructure.

The GoSL is committed to achieving the WASH targets in the MTNDP. However, there are a number of challenges that need to be addressed, such as limited funding, capacity constraints and poor infrastructure. The WASH project under this evaluation has contributed to address some of these challenges in reducing open defecation, improving access to HH level and communal latrines facilities and water supply. The GoSL has set ambitious WASH related goals in its MTNDP such as increased access to safe and sustainable drinking water to 80% of the population by 2023 and increased access to improved sanitation of the population by 2023.

The project objective is also relevant to Sierra Leone's National Gender Equality and Women's Empowerment Policy³⁵ that focuses on women's access to safe portable water and their leadership role in natural resource management. As indicated in this policy, women and girls in most communities in Sierra Leone are usually responsible for fetching water tending to cover long distances and standing in long queues for hours to collect water. The project intended to improve access to water for all and to have more women in leadership roles through the WASHCOMs and also as community facilitators of the CLTS interventions which was found as mostly having been achieved.

Before the project, children used to arrive late at school because they had to fetch water for their families, the UNICEF project created an enabling environment (through the provision of sanitation facilities at school) for children at risk of dropping out (because of the lack of sanitation facilities at school) to benefit from the GoSL's 2018 Free Quality School Education (FQSE) programme, which provides free admission and tuition to all children in government-approved schools. Similarly, the newly

³⁵ [Gender Policy](https://www.un.org/sites/www.un.org.africarenewal/files/ACT%20MOGCA.pdf) (https://www.un.org/sites/www.un.org.africarenewal/files/ACT%20MOGCA.pdf)

available WASH facilities will help with the rollout of the school feeding programme, which requires access to water supply for the school canteen.

R 2.1 What social, economic, environmental and capacity-related development priorities were taken into account in the project's design and implementation framework?

These policies below, along with various sector-specific strategies and action plans, form the backbone of Sierra Leone's efforts to ensure universal access to safe WASH for its citizens.

1. National Water and Sanitation Policy (2010)³⁶: This overarching policy outlines the government's commitment to improving access to safe drinking water, sanitation, and hygiene for all Sierra Leoneans. It emphasizes integrated water resources management, sustainable urban and rural water supply systems, and promotion of hygiene practices.
2. National WASH Implementation Strategy (2011)³⁷: This strategy translates the National Water and Sanitation Policy into actionable steps, detailing specific targets, implementation mechanisms, and monitoring frameworks for achieving WASH goals.
3. National Environmental Health and Sanitation strategy 2015-2020³⁸: This policy complements the WASH policies by addressing environmental sanitation issues, including solid waste management, wastewater treatment, and pollution control. It promotes integrated approaches to environmental sanitation and public health.
4. National School Sanitation and Hygiene Policy (2018)³⁹: This policy specifically targets the improvement of WASH facilities and practices in schools, recognizing the importance of a healthy learning environment for children's education and well-being.
5. National Health and Sanitation policy (2021)⁴⁰: The goal of the Policy is to strengthen the health and sanitation systems performance to ensure equitable access to quality and affordable essential health and sanitation services for all people in Sierra Leone.

The project has contributed to the implementation of the national rural water supply and sanitation programme strategy, which was approved by the GoSL in 2016. The project interventions are aligned with i) the recent Sierra Leone WASH legal and operational framework described thereafter as the National Strategy on Sanitation and Hygiene 2020-2030 (MoHS), ii) the National Health & Sanitation Policy (MoHS 2021), iii) the national wash policy implementation strategy 2010, iv) the sanitation policy implementation guidelines and the national sanitation and hygiene game plan, v) WASH in schools guidelines (2017), vi) WASH in healthcare facilities guidelines (2017) and vii) National CLTS protocol (2018). It is also aligned to the i) guidelines for cost-effective boreholes; ii) hand-dug wells guidelines and WASH cost; iii) ODF Verification and Certification Protocol (Directorate of Environmental Health and Sanitation, MoHS, the GoSL November 2021); iv) the National Strategy on Water Safety Plans for Sierra Leone 2020-2030 and v) the Community-Led WASH Facilities Management and Sustainability, Guidelines (November 2022).

The WASH project includes activities that are aligned with the following national development priorities as described previously.

- In support of the national water policy, the project committed to increase access to safe water and sanitation through the construction and rehabilitation of water points and sanitation

³⁶ <https://interaide.org/watsan/sl/wp-content/uploads/2015/07/National-WASH-Policy-Final-2010.pdf>

³⁷ <https://faolex.fao.org/docs/pdf/sie187418.pdf>

³⁸ <https://mohs2017.files.wordpress.com/2017/06/national-environmental-health-and-sanitation-strategy-2015-2020-draft.pdf>

³⁹ <https://mbsse.gov.sl/wp-content/uploads/2022/08/SCHOOL-HEALTH-POLICY-2021.pdf>

⁴⁰ <https://portal.mohs.gov.sl/download/33/publications/1582/gosl-nhsp-final-expert-edited-version-19-11-21.pdf>

facilities in the target communities, and to provide training on water quality and sanitation practices.

- In support of the National Sanitation Policy, the project aimed to promote hygiene practices in the target communities, such as handwashing with soap to reduce the incidence of waterborne diseases.
- The formation of water user committees in the target communities, which will be responsible for managing the water points and sanitation facilities is also an important planned activity for the sustainable management of water resources.
- The CLTS approach used by the UNICEF project to improve sustained behaviour change in sanitation at community level is mentioned several times in the 2022 Government of Sierra Leone National Sanitation Policy Implementation Guideline (November 2022).

R 2.2. To what extent has the project integrated the national SDG goals and development policies relevant to the objectives and intended results?

The WASH project is well aligned with the SDGs that collectively address the need for clean water, sanitation, and hygiene in communities, health and education to promote human well-being and sustainable development.

At the global level, several SDG targets contain WASH commitments or rely on the availability of WASH facilities, including targets under SDG 3 (good health and well-being), SDG 4 (quality education), and SDG 6 (clean water and sanitation). Similar to other countries, the GoSL committed to reach those targets. Below are key aspects of the project and the SDG they have contributed towards.

1. WASH for Communities:

Goal 6 - Clean Water and Sanitation: This goal aims to ensure access to clean and safe drinking water and adequate sanitation for all by 2030. It includes targets related to improving water quality, increasing access to sanitation facilities, and promoting hygiene practices. SDG 6 is essential for the well-being of communities, as it addresses their basic WASH needs. At community level, the project built one drainage system (Tombo), 3 water supply systems, and 17 communal latrine blocks in Tombo, Konacrydee and Goderich.

2. WASH in Health:

Goal 3 - Good Health and Well-Being: While not exclusively focused on WASH, Goal 3 includes targets related to reducing water-borne diseases and improving sanitation to enhance health and well-being. Access to clean water and sanitation facilities is crucial for preventing diseases and promoting overall health. The project built 3 latrine blocks, showers and laundries in the PHUs in Goderich and Konacrydee and 3 waste management units in the same locations.

3. WASH in Education:

Goal 4 - Quality Education: Although primarily concerned with education, Goal 4 recognizes the importance of WASH in schools. Access to clean water and sanitation facilities in educational institutions ensures a safe and conducive learning environment. It contributes to increased school attendance and better educational outcomes for students. The project constructed gender segregated latrines and showers in 4 schools in Goderich and Konacrydee and connected 11 schools to water supply systems in Tombo, Konacrydee and Goderich.

The project also contributed to SDG 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development with the construction of hygienic fish landing and processing platforms that will contribute to sustainable use of fish resources by reducing post-harvest losses.

The waste recycling/management component of the project is also aligned with SDG 11: To ensure sustainable waste services, we must value waste workers and make sure they are in decent jobs.

8.1.3 R3. To what extent is the project aligned with UNICEF Sierra Leone's country programme (CPD 2020 -2023)?

R 3.1. To what extent is the project aligned with UNICEF's Global Strategic Plans for 2018-2021 and 2022-2025?

The goal of the WASH project is to contribute to the reduction in the risk of life-threatening water borne diseases through the provision of WASH services in Goderich, Konacrydee and Tombo fishing communities. The operational strategies include WASH in communities, WASH in health and WASH in school as well as CLTS approaches. In addition, results also focus on the provision of hygienic and sanitary fish processing systems through the construction of fish sorting and cleaning platforms and the piloting of two waste recycling centres. The project aims also to establish and train WASH management committees to ensure sustainable utilisation of installed WASH facilities.

Goal Area 2 of the UNICEF Global Strategic Plan, 2018–2021 aimed that by 2021, 60 million additional people, particularly in rural and poor urban areas, have access to and use affordable and sustainable basic water and sanitation services, and practice safe hygiene behaviours.

The UNICEF Strategic Plan, 2022–2025 includes Goal Area 4 dedicated to WASH activities: "every child, including adolescents, has access to safe and equitable water, sanitation and hygiene services and supplies, and lives in a safe and sustainable climate environment."

The goals of the WASH project align well with the two UNICEF strategic plans. However, as described later in this report (see section 8.6 containing findings on evaluation criteria related to gender, inclusion, disability, and environment), the project was only partly aligned with the operational principles described in the UNICEF Strategic Plan 2022-2025, as there are still some programming gaps in relation to risk-informed programming, transformational systemic changes, and the perspective of young people as advisors and partners.

R 3.2 To what extent is the project aligned with the current country programme's strategic objectives and intended results (CPD 2020-2023) with relation to the WASH Sector and cross-sectoral priorities for children?

In the WASH sector and in line with the Government's commitment to increase investment in WASH from 3% to 10% of GDP, UNICEF committed in its CPD 2020-2023 to support improvements in coverage and quality of services and promote positive sanitation and hygiene behaviours.⁴¹

The CPD's overall goal is: "More children and women in Sierra Leone, particularly the most deprived, will have access to inclusive quality health, nutrition, WASH facilities" while the desired state of the WASH project's reconstituted ToC from the project framework is: "By 2023, more children and their families, particularly in, in rural and poor urban areas have access to and use affordable, sustainable and safely managed water ,sanitation services, ending open defecation and practice safe hygiene behaviours."

Key planned results of the WASH project are well aligned to the CPD as they are within the CPD 'scope. Those planned results are i) people including children and women have access to and use of safe drinking water through the provision of functional water supply systems managed by rights holders

⁴¹ SP Goal Area 4: Every child uses safe and equitable WASH services and lives in a safe and sustainable climate and environment.

within communities and ii) communities in targeted sites have access to improved essential sanitation services (HH and community levels) and adopt safe sanitation practices through CLTS.

One area that requires attention is the lack of quantitative indicators to assess the contribution of the WASH project to the CPD. Unlike the CPD⁴², the project framework does not define baseline and quantitative indicators to measure the percentage of access to and use of basic drinking water services and basic sanitation before and after the project.

In support of the Government's decentralisation policy, in its CPD, UNICEF planned to provide direct funding to a limited number of WASH services in targeted deprived communities⁴³, schools and health facilities through capacity-building of local authorities, which was the intention of the project under evaluation.

The WASH project is aligned to the CPD that has been itself developed to be aligned with the United Nations Sustainable Development Cooperation Framework (UNSDCF) 2020-2023⁴⁴ (extended to 2024 as a bridging year). The UNSDCF 2020-2023 captures the agreement between the GoSL and the United Nations Country Team (UNCT) in Sierra Leone on the contribution of the UNCT to the attainment of the national development targets set in the MTNDP 2019-2023 over the next four years.

The UNCT in Sierra Leone and its partners jointly identified four strategic and mutually reinforcing priority areas⁴⁵ for the UNSDCF cycle 2020-2023, including priority area 3 on access to services. This goal 3 also includes cluster one on Human capital development and more particularly item 1.4 on environmental sanitation and hygiene.

In addition, UNICEF developed a specific strategic note on WASH⁴⁶ that highlights the WASH programmatic component related to Outcome 2: water, sanitation, and hygiene of the CPD. This Strategic Note presents the rationale, programme focus and strategic approach for the WASH programme of the CPD (2020-2023) between UNICEF and the GoSL. It highlights the positive contribution that UNICEF programming will make to address children's right to water and sanitation. The priorities outlined in the strategic note contributed to the UNICEF Strategic Plan 2018-2021, Goals 2, 3 and 4, as well as regional Key Result for Children KRC#8 target and ultimately, towards SDG 6. The strategic note has also informed the design and implementation of the WASH project under evaluation.

The project is also a contribution to the UNICEF global pledge to have 250 million people abandon open defecation and, in the UNICEF West and Central Africa region, to the Key Result for Children #8: "By 2021, the proportion of the WCAR population practicing open defecation will reduce from 25.4 per cent (122m) to 15.6 per cent (88m)."

8.1.4 R4. To what extent is the project aligned with the mission and role of the Government of Iceland's international development efforts?

⁴² The CPD 2018-2021 mentions some quantitative targets to reach in relation to a baseline in term of "Proportion of the population using basic drinking water service and Proportion of population using basic sanitation "

⁴³ Overall, the CPD aimed to focus on the most multidimensionally deprived districts based on the 2017 child poverty report

⁴⁴ United Nations Sustainable Development Cooperation Framework Sierra Leone 2020-2023

⁴⁵ Priority areas of the UNSDCF are: i) Sustainable Agriculture, Food and Nutrition Security; ii) Transformational Governance; iii) Access to Basic Services; iv) Protection and Empowerment of the Most Vulnerable.

⁴⁶ Programme Component Strategy Note. Outcome 2: water, sanitation and hygiene (wash)

R4.1 To what extent are the project objectives aligned to the priority areas of the GoI's policy for international development cooperation (2019-2023)?

R4.2 To what extent has this project helped the GoIs meet its obligations to its bilateral partners?

The policy for international development cooperation 2019-2023⁴⁷ is the overall framework through which all of Iceland's development cooperation and humanitarian assistance is carried out. Along with Malawi and Uganda, Sierra Leone is one of three bilateral partner countries with Iceland.

Gender equality and the rights of children are at the forefront, with special emphasis placed on vulnerable groups. The overall goal of the GoI is to reduce poverty and hunger and promote general well-being based on human rights, gender equality, and sustainable development. The first pillar of the policy which aims to "enhance basic services (including WASH services) and strengthen institutions to improve living standards" includes specific interventions related to improved access to clean water and sanitation (pursuant to SDG 6), health (SDG 3) and education (SDG 4).

Increased emphasis has been placed on the policy⁴⁸ pertaining to quality of basic education, improved access to education and reducing school dropout rates in poor societies, with a special focus on girls. Icelandic authorities also emphasise quality basic health care, the health and nutrition of mothers and children, and contributing towards sexual and reproductive health and rights. As in the WASH project operational framework, the Iceland cooperation policy, although very broad, has some alignment to the project interventions as it also seeks to improve hygiene practices and increase access to clean water, sanitation facilities, and hygiene education for fishing communities. The policy also mentions that the GoI shall participate in projects related to plastic pollution in the ocean. The UNICEF WASH project also includes a waste refuse and recycling plant involving youths in the collection of the plastic waste in the fishing communities.

The UNICEF's WASH project under the evaluation is part of the GoI's commitment to provide Sierra Leone with development assistance. The project contributes to improving the lives of Sierra Leoneans and also help to strengthen the relationship between Iceland and Sierra Leone. The GoI is in the process of opening an embassy in Sierra Leone to enhance this partnership.

The project contributes to the GoI's commitment to climate action as the UNICEF WASH project helped to improve access to water and sanitation services in rural fishing communities in Sierra Leone, which are particularly vulnerable to the effects of climate change. This will help to reduce the risk of waterborne diseases and improve the resilience of these communities.

The project supports the GoI's commitment to gender equality as the UNICEF WASH project focuses on improving access to water and sanitation services for girls and women, who are often disproportionately affected by a lack of these services. This will help to improve the health and well-being of girls and women, and it will also help to empower them.

Iceland's development cooperation with Sierra Leone began in 2018 with a collaboration with the West African Regional Fisheries Project (WARFP) to enhance the quality and sustainable use of marine resources and improve people's livelihoods in rural and poor coastal fishing communities. The UNICEF project is one component of a larger collaboration with the MoFMR. Other interventions include piloting improved fish smoking ovens to increase the quality and value of fish while being more energy-efficient and reducing pollution. Capacity building of ministries and institutions has also been an important

⁴⁷ 149th legislative assembly 2018-2019. Parliamentary document 1424 — item 345, Government proposal. Parliamentary Resolution on Iceland's policy for international development cooperation for 2019-2023.

⁴⁸ 149th legislative assembly 2018-2019. Parliamentary document 1424 — item 345, Government proposal. Parliamentary Resolution on Iceland's policy for international development cooperation for 2019-2023.

component for more efficient and sustainable fisheries management, in collaboration with the GRO Fisheries Training Programme and UNESCO.

Interviews with the MoFMR staff stated that the UNICEF project was "*very important and well-conceived*" as it had improved social infrastructure in the fishing communities, especially access to water and sanitation facilities as well as infrastructures for the fishers, which both enhances health and the quality of fish processing.

8.2 Coherence

Key findings:

- The evaluation found no evidence of duplication of efforts but rather cases of complementarity with for example, the UNDP project: "Adapting to climate change induced coastal risk management in Sierra Leone".
- The WASH project is a component of a larger cooperation agreement between the GoSL and GoI. **The overall cooperation agreement of the GoI and the GoSL includes several components, including the WASH project but does not identify a lead ministry for each one.** This has generated some discussion about roles and responsibilities between the various ministries during the implementation of the project.
- Several coordination meetings and joint visits between UNICEF and the GoI contributed positively shaping the project at all stages of the project cycle.
- **Although several joint monitoring missions took place between UNICEF and the various ministries, there is still a need to strengthen coordination and joint monitoring missions to improve ownerships and further engage stakeholders at national and district level.** For all these reasons the evaluation team believe that the **coordination between UNICEF, Iceland Ministry for Foreign Affairs and line ministries at the national level was partly effective.**
- **The collaboration between UNICEF and the implementing partners was characterised by mutual respect, appreciation for each other's strengths, and a commitment to achieving shared goals. This productive partnership proved instrumental in the project's successes.**

8.2.1 C1. Did the project successfully complement other development efforts in the communities with sufficient coordination and harmonisation while avoiding duplication of efforts?

C1.1. To what extent has the project supported relevant national policies and development interventions?

C 1.2 To what extent has the project complemented and been coordinated with other development/WASH efforts in the communities and nationally while avoiding duplication of efforts?

During the evaluation of the WASH project, it was observed that only UNICEF, along with some implementing partners and, in certain cases, UNDP, were carrying out WASH interventions across all project locations. The evaluation did not find any duplication of efforts except for some complementarity between the interventions implemented by other organisations. For instance, the WASH project, the evaluation object, complemented well with the UNDP project known as "Adapting to climate change induced coastal risk management in Sierra Leone"⁴⁹. This five-year Global

⁴⁹<https://www.undp.org/sierra-leone/stories/building-community-resilience-flooding-and-sand-mining-through-undps-coastal-risk-project-reviving-alternative-livelihoods>

Environment Facility (GEF) funded project⁵⁰ by UNDP began in 2018 with the aim of strengthening the ability of coastal communities to systematically manage climate change risk and the impact on infrastructure and economic livelihoods in their communities. The UNDP project covered five locations namely Goderich, Konacrydee, Tombo, Shenge and Turtle Island, including facilities that have not been supported by the UNICEF project such as solar-powered cold rooms, storage facilities with ovens, and a jetty in two project locations (Shenge and Turtle Island), totalling a budget of 2 million dollars for the entire project.

"There has been no other WASH intervention apart from the WASH project implemented by UNICEF. Although UNDP came later to renovate the fishing platforms and constructed additional structures for fishing activities to complement the work done by UNICEF", male respondents, FGD, Tombo.

Don Bosco's waste recycling project in Tombo provides complementary interventions which include vocational training in soap making, tailoring and catering. These interventions specifically target adolescents who have left school early. It should be noted that this project does not overlap with the UNICEF-supported project, which mainly focuses on adult youth.

In Tombo, The Community Management Association (CMA)⁵¹ reported that Guma Valley Water Company hired Water4Ever, which is a locally owned and operated safe water enterprise in the Waterloo district of Freetown, to provide additional support for the effective water supply system in the community. It was not clear to what extent this support complemented UNICEF's work in the communities. Water4Ever's website⁵² indicates that they operate through its NUMA-branded kiosks⁵³ and deliver piped connections to households, and hand pump maintenance service under long-term agreements. Piped connections to individual households are currently not supported by the UNICEF project.

Interviews with the district health management team (DHMT) in Port Loko indicated that there was no duplication of interventions in Konacrydee as the WASH partners agreed to divide their work among the communities. Mariatu's Hope⁵⁴ is operating in Lokomassama and some communities of Kaffu Bullom chiefdom. CAWeC and UNICEF work in Konacrydee in the same Kaffu Bullom chiefdom, but the work was well coordinated. Care International is operating at the so called "under 5 section" in Kamaranka.

"Mariatu's Hope was insisting that they complete their WASH intervention by rehabilitating the two water wells. After the coordination meeting with district stakeholders, they accepted that we do all WASH interventions in Konacrydee" KII WASH contractor Konacrydee

The WASH project also complemented the health sector in the fight against COVID-19. By providing access to safe drinking water, latrine facilities and hygienic fish processing facilities at the wharves, the project strengthened the community's resilience against the pandemic. Recognising the urgency of the situation, the engineers were instructed to expedite the completion of the WASH infrastructures, ensuring that water and other essential facilities would be readily available during the COVID-19 outbreak.

⁵⁰ [United Nations development Programme. Sierra Leone. Adapting to climate change induced coastal risks management in Sierra Leone, Annual Progress Report, 2021](#)

⁵¹ CMAs are community level fishery co-management organizations that represent the interests of fishers but do not have any source of revenue. Revenues collected for the licensing of fish vessels go to the local council.

⁵²

<https://www.thesff.com/portfolios/water4/#:~:text=Water4Ever%20is%20a%20locally%20owned,district%20of%20Freetown%2C%20Sierra%20Leone.>

⁵³ https://www.youtube.com/watch?v=ACHmUlh_Eik

⁵⁴ <http://www.mariatushope.org/>

8.2.2 C2. To what extent was coordination achieved between UNICEF, Iceland Ministry for Foreign Affairs and line ministries at the national level?

The project set up coordination mechanisms and developed several communication channels between UNICEF and the GoI and GoSL. Representatives from the ministries interviewed by the evaluation team mentioned that they attended several national level workshops in relation to the design and implementation of the project with some of them also participating to joint monitoring missions.

The WASH project was a component of the larger “Fisheries management, improved quality, and better livelihoods in fishing communities programme”, a cooperation between the GoSL and GoI. The MoFMR is the focal point for the project with a desk officer appointed by the Minister to oversee the project while the MoWR is providing technical support for water supply.

A review of the overall programme document showed that it contained several components but did not specifically identify a lead ministry for any of them. This gap appears to have created some discrepancy or confusion on who is the lead for the WASH component, particularly with the MoFMR and the MoWR for the overall management of the WASH component.

This loophole in the cooperation framework may have trickled down to one community in Tombo, where the WASHCOM (representing the interest of the MoWR) and the CMA (representing the interest of the fishers) are both claiming responsibility for managing the funds collected from water users. The issue remains unresolved also due to the lack of an institutional framework for WASHCOMs. This problem was not encountered in smaller communities such as Goderich and Konacrydee.

The evaluation team received conflicting information on the status of this issue as the fishermen indicated that the problem was still impacting negatively on the project while for the CMA the issue seems to be resolved.

“WASHCOM members initially saw themselves as a separate body from other community development organizations. They opened a bank account without informing the stakeholders and community members. However, this issue was later resolved during a meeting with the implementing partner (CAWeC), as all parties are working together for the development of the community.” FGD CMA Tombo

The issue between CMA and the WASHCOM in Tombo also had some impact on the coordination of the project. Fishermen interviewed indicated that the WASHCOM and the natural leaders⁵⁵ were not holding coordination meetings anymore.

“There is a lack of commitment by the community people and stakeholders towards the maintenance and monitoring of the facilities, because everyone wants to be in control for selfish reasons.”
FGD fishermen in Tombo

The UNICEF WASH project also included several operational strategies such as WASH in school and WASH in health that would potentially also require clearer articulation in the overall framework of cooperation (the GoI policy) as these strategies involve different ministries (MBSSE and MoHS).

C 2.1. To what extent have UNICEF and the Iceland Ministry for Foreign Affairs ensured timely coordination during the project planning and implementation of the activities?

The GoI actively takes part in the design and formulation of their supported projects. The team from the GoI has had much more input into the design and changes made in the project design and during

⁵⁵ Natural Leaders are those people who volunteer to help improve sanitation in their community
<https://www.susana.org/resources/documents/default/2-1446-naturalleaderstrainingmanual.pdf>

implementation. There was a significant and important collaboration, and consultation that took place before the project was launched, which included significant input from the GoI. It was the GoI that approached UNICEF initially and was also critical in designing the approach. The GoI offered value-addition to the project and its design in this respect.

In addition, the Fisheries Management Coordination Office of the WARFP also recruited two project assistants who updated the GoI quarterly on the progress of the project's implementation.

As reported by the interviewees from UNICEF and the GoI, several coordination meetings took place between the two stakeholders during the project implementation. In addition, UNICEF benefited from an estimated six monitoring visits from the GoI during the project period. According to UNICEF, recommendations from these visits contributed significantly to shaping and enhancing the quality of the project during the implementation period.

The GoI co-funded this evaluation and actively participated in the evaluation process for the project under review as a member of the Evaluation Reference Group (ERG) and also contributed to the review of the evaluation deliverables. This joint work between UNICEF and the GoI led to the recent signature of an extended WASH project indicating a sound collaboration between the two entities.

C 2.2. To what extent has UNICEF, as custodian of this project, ensured timely coordination with the relevant government ministries during the project planning and implementation?

UNICEF and the relevant ministries met several times to coordinate the project. A division of roles facilitated, to some extent, the implementation of this collaboration in some communities but not all as described previously. Technical appraisal of works was conducted by technical staff from the MoFMR, MoWR and Guma Valley Water Company. These visits offered an opportunity for discussion on the system's operations and management to ensure long-term functionality.

At the national level, UNICEF worked with the MoFMR, the MoWR and MoHS, and the Western Area Rural and Port-Loko district councils to drive key components of the project. UNICEF also collaborated with the MBSSE to extend water supply services to schools with the Western Area Rural District Council to implement environmental sanitation and waste recycling activities.

Before the project's implementation, UNICEF hosted a strategic meeting at the national level for top ministry officers from the MoFMR and MoHS. There have been several meetings between UNICEF and the MoFMR during the course of the project, but an overall multi-stakeholders or ministries coordination mechanism was missing according to some stakeholders interviewed in the evaluation process at national level.

The evaluation determined that there is room for improvement in information sharing and communication with government agencies not directly involved in the project implementation. For example, interviewed officials from the MoFMR indicated that they would have wanted to attend the inauguration of the waste and recycling centre in Tombo, and the donation event of tricycles to the communities for waste transport.

Similarly, in one instance, road workers contracted by the Ministry of Works damaged water pipes built by the project in Goderich. There was no notice shared before the mobilisation of the contractor to widen the road. The WASHCOM and local people informed the contractor about the pipelines, but the contractor ignored them and, as a result, the water pipes were damaged and are no longer fully functional.

The MoWR wished to have been more involved in designing the project and selecting the project locations. The project was implemented mainly at the community level, with few activities at the district level even though the district level had been involved and informed during the planning stages.

For the WASH in schools component, the intervention was coordinated between the project implementing partners and the District Education Office, but with less involvement from the WASH department of the MBSSE at the national level. Nevertheless, this department had been invited on several occasions to discuss the progress of the interventions at multi-stakeholder meetings organised by UNICEF.

The respondents from the MoHS and the MoWR indicated that there was a need to strengthen coordination and joint monitoring missions and engage stakeholders at the national (MoFMR, MBSSE, and MoHS) and district level entities more often.

In conclusion, UNICEF made significant efforts to coordinate with several line ministries. However, the lack of a clear arrangement for the anchorage of the project at the national level has reduced the effectiveness of these efforts, particularly in the case of Tombo.

8.2.3 C3. To what extent was collaboration by UNICEF achieved with District Councils and local authorities at the sub-national level?

C3.1. How has UNICEF collaborated with the district councils and local authorities?

At the sub national level, UNICEF and its implementing partners worked with the district representatives of the MoFMR, the MoWR and the MoHS, and with the Western Area Rural and Port-Loko district councils in driving key components of the project. They also collaborated with the district education offices from the MBSSE to extend water supply services to schools in Tombo and with the Western Area Rural District Council to implement environmental sanitation and waste recycling activities.

"What they (project implementing agency) are doing is in line with our CLTS priorities by engaging WASH Committees for hygiene and Sanitation promotion" DHMT Port Loko

As a first step of this collaboration, implementing partners must register with the district council to operate. CAWeC worked closely with district water resources offices to identify the best locations for WASH facilities. CAWeC also organised an inception meeting and launched an event with the various district authorities concerned. Regular monthly coordination meetings at the district level, organised by the district council, helped to avoid duplication of work at the local level. CAWeC also organised at least two joint monitoring visits, each with the water resources department and the DHMT mainly during the first phase of the project. Coordination also took place at the chiefdom level with the Department of Education and at the community level with the MoFMR through the station officer.

"There was a lot of engagement between the community members and the government institutions. The community members provided the area for the construction of the WASH facilities, and the Ministry of Water Resources and Sanitation was involved in the monitoring of the construction of the gravity scheme." KII water resource officer, Tombo

District-level meetings were held when UNICEF visited the district, and other relevant stakeholders were involved. The GoI also visited national and district stakeholders for implementation updates, and all WASH partners implementing WASH activities and CLTS attended the district-level meetings.

Many of the district level authorities interviewed shared that they had not been involved much in the project because they were not there during the project implementation. Most of those who were aware of the project, indicated that the project was relevant and responded to local unmet needs, but noted that there had been more interaction with project staff during the initial implementation phase, and that

they had received fewer updates from UNICEF's implementing partner in recent years.

The district authorities in Western Area Rural shared that most WASH activities in the district have been mainly coordinated from the national level. This has resulted in minimal monitoring of the WASH facilities by the DHMT. They wished that coordination with the district authorities be maintained and strengthened particularly around joint monitoring visits and knowledge sharing. Some implementing partners indicated that they generally attend coordination meetings at the district level provided they are invited to do so.

"District level coordination meetings help to strengthen the effectiveness in coordination, communication, monitoring and evaluation, technical capacity and institutional support between UNICEF, CAWeC and the local government" KIIs with district authorities.

The education district authorities in Port Loko requested UNICEF to provide soaps or disinfectants for the school toilets. In general, such expenses should normally be covered by the MBSSE.

In terms of the field cooperation between the project and the district authorities, the Guma Valley Water Company, the Department of Water Resources, and the ADP SL jointly conducted a technical assessment in Tombo to identify the most suitable routes for the water pipes before ground excavation. In all locations, the district water resource officer performed a water analysis.

In Tombo, there was confusion about who should manage the funds collected for the water and communal latrines: the WASHCOM or the CMA. The WASHCOM initially implemented a successful tariff system, but the CMA stopped it until roles and responsibilities were clarified. This situation has created a gap in the maintenance of the infrastructures, as technicians and caretakers have not been paid for several months.

The unresolved issue in Tombo seems to be partly due to the lack of a fully institutionalised WASHCOM governance structure in Sierra Leone and clear anchorage of the project, as explained before. A fact-finding mission was organised between UNICEF and the MoFMR and the MoWR to clarify the situation and re-train CMA and WASHCOM members on their roles and responsibilities. Since the joint mission, the following changes took place:

- The WASHCOM has diversified its membership to be more inclusive of the various stakeholders involved⁵⁶ but the issue does not seem to be resolved yet.
- The MoFMR set up an internal committee at the national level to discuss the issue. Another mission is being considered.

8.2.4 C4. To what extent did strategic partners and partnerships contribute to the project results?

C 4.1. What results has the collaboration of UNICEF with the partners at the sub-national level yielded?

C 4.2. What results have UNICEF achieved in collaboration with relevant implementing and development partners?

C 4.3. How did UNICEF and partners ensure a synergetic approach to implementing joint project interventions?

⁵⁶ Based on the recommendation of the MoFMR, membership of the WASHCOMS was reviewed in Tombo to bring on board additional stakeholders and community structures such as the harbour masters, Women in Fishing and other groups, and increase their scope of work beyond WASH in the communities and also to mobilize and galvanize participation and support for the project.

In Tombo, two implementing partners, ADP SL and CAWeC, facilitated the field level implementation of the project with close supervision and technical backstopping from UNICEF. In Goderich and Konacrydee, UNICEF worked with the local NGO Living Water International (LWI) and CAWeC.

Table 13: List of Implementing Agencies

Community	Districts	NGO
Tombo	Western Area Rural	ADP and CAWeC
Goderich	Western Area Rural	LWI and CAWeC
Konacrydee	Port Loko	CAWeC

Added values contributed by UNICEF to ensure a synergistic approach throughout the partnership with the implementing partners

UNICEF provided financial and technical support for the design of the facilities, development of the monitoring tools, any dialogues held, and they conducted technical assessments and supervision on the use and management of the WASH facilities. For the design of the facilities, UNICEF and the relevant ministries (MoWR, MBSSE and MoHS) adapted the national design to the local context as necessary. UNICEF contractors (drilling companies) are generally using their own design for the boreholes. Solar systems are designed by UNICEF and were discussed with the MoWR.

UNICEF collaborated well with the implementing partners and added value in orienting the implementing partners on the importance of respecting child protection principles during the project implementation and more particularly to avoid child labour during construction works.

Although the implementing partners had their own monitoring systems, UNICEF also later developed a consolidated monitoring system with a bottom-up information system to track the progress of the projects. The information management system was fed by the implementing partners and the Community Health Workers (CHWs) and provided useful information on CLTS achievements. This information was later used by the evaluation team to understand the extent to which the project has been able to increase the uptake of the latrines at HH level (see section on effectiveness).

CAWeC is a long-standing partner of UNICEF, having worked together for 13 years. Along with various ministries, UNICEF supported the design of the WASH facilities, provided on-the-job training for WASH contractors and technicians, and conducted capacity-building exercises for community mobilisers in relation to the CLTS component of the project. Additional trainings included logistics, project management and engineering.

Similarly, ADP SL shared that they benefitted a lot from their partnership with UNICEF. UNICEF provided the financial resources for the project, and both UNICEF and ADP SL were satisfied with the funding due to their long and successful partnership since 2011.

"We have learnt a lot from our close partnership with UNICEF on how to design, implement and manage a big WASH project"
"KIIs with ADP SL"

LWI and UNICEF complemented each other's expertise well. UNICEF conducted on-the-job training, joint monitoring visits and spot checks that were found to be useful by LWI to improve the project.

"UNICEF, as a valued partner, has played a significant role in supporting our initiatives. They have been instrumental in monitoring the progress of our projects, ensuring their alignment with established standards and best practices. UNICEF has also facilitated collaboration with the relevant line ministries, creating vital connections with community stakeholders. These connections have proven crucial for the successful implementation of our programs, fostering a sense of ownership and local engagement. Their support has been consistently reliable, providing the necessary resources and expertise to drive our

projects forward. UNICEF's commitment to sustainability and long-term impact has been evident in their ongoing involvement and dedication to our shared goals."

Source: LWI sustainability plan

Added value contributed by the implementing partners to ensure a synergistic approach with UNICEF throughout the partnerships.

Overall, the roles of the implementing partners of the WASH project have been instrumental to improving the health and well-being of the communities. Implementing partners were at the forefront of supporting the implementation of the activities, which included the construction of the WASH facilities, promoting good hygiene practices, improving sanitation conditions, and engaging community members in the CLTS process.

This was done, for instance, through the trainings of WASHCOM members, hygiene promoters and natural leaders⁵⁷ or through the overall facilitation of the CLTS processes, the setup of village savings loan scheme (VSLA) committees (in Konacrydee only), the promotion of household latrines, the distribution of COVID-19 response items (rubber buckets, cake soaps and cups), the organisation of meetings with communities for the development of hygiene improvement plans, the construction of Tippy Tap hand washing devices⁵⁸ with community members for hand washing and the organisation of "Global Hand Washing Day" days.

Through robust community engagement, particularly by employing the CLTS approach, the implementing partners have successfully doubled the number of household latrines constructed compared to the pre-project plans, as elaborated in the effectiveness section. Furthermore, in the three fishing communities, the implementing partners have constructed 157 communal toilets and 22 shower rooms. As detailed later in this report, the quality of communal latrines can be enhanced further in terms of accessibility for PWDs and adherence to gender-sensitive features, particularly in alignment with Menstrual Hygiene Management (MHM) guidelines.

The implementing partners have also played a pivotal role in establishing WASHCOMs and capacitating them with the necessary skills to maintain and operate WASH infrastructures in the future. In addition, the implementing partners and contractors jointly constructed three extensive water supply schemes with over 316 tap stands. This accomplishment has been met with widespread appreciation from the local communities. Additional work is necessary in Goderich to guarantee water access to all sections of the community.

8.3 Effectiveness

Key findings:

- Output 1: Access to water: The water supply networks serve only part of the communities in all three locations with communities from Konacrydee and Tombo having a better access to water than those living in Goderich where a road work limit access to water to the community.
- Output 2: Access to sanitation facilities: The number of newly built latrines in the surveyed rights holders' households more than doubled in all locations. However, there has not been significant improvement in terms of the availability of handwashing stations in the households of the rights holders.

⁵⁷ Natural Leaders are those people who volunteer to help improve sanitation in their community, following triggering as part of the CLTS approach.

⁵⁸ <https://healingwaters.org/what-is-a-tippy-tap-hand-washing-device/>

- Output 3: Access to fish platforms: Fishers indicated that the implementation of the WASH project has significantly improved access to WASH facilities for fishermen and businesspeople operating at the fish landing sites, leading to enhanced hygienic and sanitary conditions. Some fishing platforms were built too close to the shore and were facing the effects of the sea during high tides.
- The WASH facilities built as a result of the project are perceived to have brought positive outcomes on the environment and, helped reduce water borne diseases, distance to water and improve school attendance among children. The project also contributed to reducing the prevalence of disagreements among community people on water access and providing new skills and livelihoods for youth by engaging them in the recycling centres, also built as a result of the project.
- **Internal factors that contributed to the project successes are related to monitoring, information sharing and provision of technical support** by UNICEF and the good collaboration experienced between UNICEF and the implementing partners. However, **the evaluation found that there was little interaction between the UNICEF WASH, education and health sections** during the design and implementation of the project and little collaboration with the UNICEF sub office in Makeni (which covers Konacrydee area).
- **Factors that have hindered the project** are related to delays experienced due to late design finalisation, amendments to the design, high reporting requirements from UNICEF and new financial reporting procedures, scarcity of lands to build the WASH facilities, weak social cohesion: issues with governance and clarity on roles and responsibilities for some WASHCOMs and a road work that prevented access to water for some communities in Goderich.

8.3.1 EFFE 1. To what extent did the project achieve its intended results in Tombo, Goderich and Konacrydee Wharfs?

EFFE 1.1. What results has the project achieved at the outcome and output levels?

Analysis of the stated quantitative targets compared to results achieved: The evaluation assessed the status of the quantitative targets (mainly, the number of WASH facilities reached, the number of WASHCOMs established, and the number of beneficiaries reached) defined in the project proposals. The evaluation found that in all locations, the majority of the planned outputs (20 (80%) out of 25 outputs in Goderich/Konacrydee and 16 (95%) out of 17 in Tombo) were completed as described in the summary below.

Table 14: Planned versus implemented targets

Colour	Status of implementation of the planned targets at the time of the evaluation		
		GODERICH/KONACRYDEE	TOMBO
	Outperformed target	2	5
	Target reached	18	11
	Target in progress	5	1
	Target not completed	0	0
	TOTAL (Number of targets)	25	17

More details about the various quantitative targets can be found in the following sections and in Annex 8.

Main pending work in Tombo that will be funded through the second phase of the project (2023-2026):

- Install a water tower at the waste recycling centre.
- Provide septic tanks for selected communal latrines.
- Support the handover of the project to local authorities once the financial management issue between the WASHCOM and the CMA has been resolved.
- Set up a filter to prevent debris from entering the chlorination unit.
- Follow up on the unattended minor repairs to some communal latrines.

Main pending work in Goderich and Konacrydee (2023-2026):

- Restore access to water in some parts of the community as the main water pipe was broken following road work.
- One additional borehole has been drilled in Goderich and installation is in progress. At the time of the evaluation, the pump was planned to be installed on 20 November 2023.
- CLTS triggering was completed in Goderich. The DHMT conducted an ODF verification mission in Goderich and Tombo, but they will only be certified when the whole chiefdom is certified.
- For Goderich and Konacrydee, implementing partners experienced a delay with the fabrication of the Group Hand Washing Stations (GHS). At the time of the evaluation, the fabrication was planned to be completed by the end of November or early December in 2023.

Overview of the effectiveness of the project using the outcomes and outputs described in the reconstituted ToC

To measure the extent the project achieves its intended outputs and outcomes in the communities of Tombo, Goderich and Konacrydee, the evaluation used the reconstituted outcomes and outputs as per the ToC presented in annex 3. Findings related to outputs 1 to 3 are presented in this section. Findings related to outputs 4 and 5 are presented in the section on sustainability.

Output 1: Access to safe drinking water

Overview of water access in the project's communities

Table 15: Access to basic water supply by district

Districts	Access to basic water supply ⁵⁹
Western Area Rural (including Tombo and Goderich)	80%
Port Loko (including Konacrydee)	71.3%
National	62.6%

Source: HH survey conducted during the evaluation. N=768

According to the results of the household survey, the project locations have experienced significant improvements in terms of access to water. Currently, 82% of households have improved access to water with a walking distance of 30 minutes or less, compared to only 43% before the project implementation. Notably, Konacrydee and Tombo have seen remarkable progress. Before the project, over 90% of households in Konacrydee had to travel long distances to access water, while only 35% of those in Tombo had better access. However, with the completion of the project, 94.74% of households in Konacrydee and 80.21% in Tombo now have improved access to water. In Goderich, however, the percentage of households with access to water in short walking distances decreased by almost 4%, which will be further detailed in the upcoming parts of the report.

⁵⁹ Improved source, less than 30 minutes for collection time

Table 16: Access to basic water supply before and after the project

Access to water	Goderich	Konacrydee	Tombo	Total
Current	77.53 %	94.74 %	80.21 %	82.29 %
Before	81.50 %	6.58 %	35.48 %	43.36 %

Source: HH survey from the evaluation (N=768 households)

The evaluation also looked into the levels of improvement in terms of access to water among the households. Despite that, there are issues in access to water in Goderich, 11.45% of the households living in the district reported having significant improvement, while 48.90% have experienced minimal improvement. Nearly 35% of the households have the same access to water as before, and 4% of them experienced negative changes. In Tombo, more than half of the surveyed population reported having significant improvements in access to water, while 35.22% experienced minimal improvements. The project, however, seems to benefit the majority of the population in Konacrydee, with 96.75% of the households now having significantly improved access to water. These results suggest that while the access to water in all project locations improved, there is a need to assess and address the issues affecting equal access among the households.

Table 17: Perception of change in access to water after the start of the project

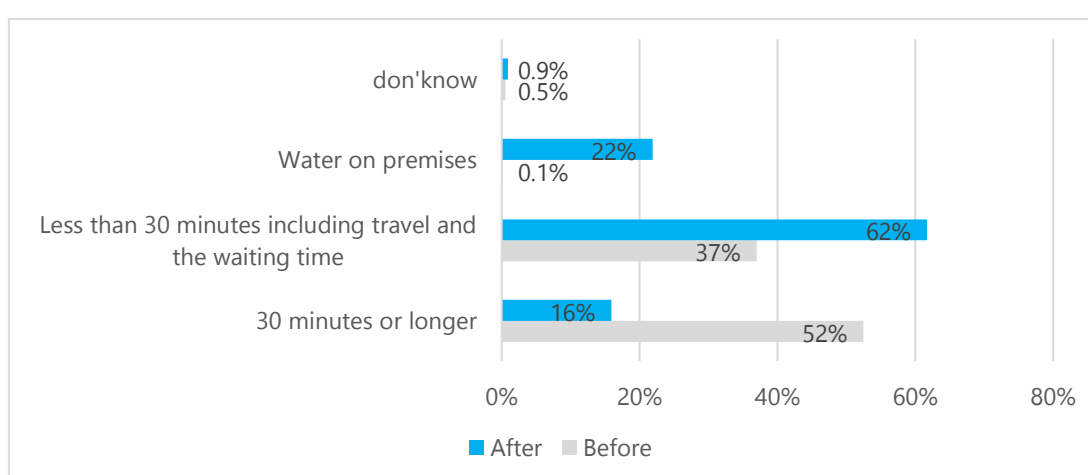
Level of improvement in %	Goderich	Konacrydee	Tombo
Improved access significantly	11.45	96.75	52.19
Minimal improvement	48.90	1.95	35.22
Same as before	34.36	0.00	11.57
Access has reduced	3.96	0.00	1.03
Don't know	1.32	0.00	0.00
Total	100%	100%	100%

Source: HH survey conducted during the evaluation. N= 768

Reduced time to collect the water

According to the household survey respondents, the water tap stands built as a result of the project in their locations contributed to reduced time for collecting water.

Graph 1: Used time to fetch water before and after the project



Source: HH survey. N=768

Coverage of water supply systems

Goderich

In 2016⁶⁰, access to water in the Goderich project area was mainly covering some sections of the community. The water network availability has since been improved by the project in Shela water (see following map).



Figure 7: Map with water points as of 2016

In order to analyse the water access issues in Goderich, the evaluation examined the water supply network developed by the project, which is shown in Figures 8 and 9. The project was limited to only a few areas of Goderich, Funkia, and Gbendembu. According to the KIIs, only a few sections of the Goderich were covered due to financial constraints.



Figure 8: Map of the water network in Goderich following project intervention

Sources: Big map: UNICEF design. Lay out of the water network built by the project; small map below: [OCHA](#). Small map above: Google map

⁶⁰ <https://washdata-sl.org/map/seasonality-of-water-points/>

The project focus (UNICEF solar powered boreholes and water network in blue) serves various areas in Goderich as seen from the map above. Although the water network was improved, because of the roadworks on the Freetown road, the community around the Shela wharf area (Goderich) presently have no water supply due to a damaged pipe. According to the KIIs, the water will be restored once the road is completed. Areas where the distribution network is intact like Funkia area, get water supply from the storage tank. Another issue was that according to the WASHCOM in Goderich, the constructed borehole was unable to serve the whole community due to insufficient water supply.

'We still experience the same constraints in water supply, but there are some improvements for the toilet facility and the sanitation and hygiene situation' WASHCOM Goderich

School Management Committees (SMC) members interviewed in Goderich during the evaluation, described how some communities in the area who do not have access to water, sometimes cut off the pipes that supply water to the school and hospital. This forces the school manager to come and repair the pipes, but the pipes are often damaged again by vehicles or exposed by the rain. This suggests that there is a need for a more sustainable solution to provide water to all communities in the area. One additional borehole has been drilled in Goderich and installation is in progress. At the time of the evaluation, the pump was planned to be installed on 20 November 2023.

'One of our biggest challenges was distributing water to Kroo Town Rock. Due to the tank's location, the long distance, and the large size of the area, the residents there never had water. The tank was located in Funkia, and the water was coming all the way to Goderich from the dam in Fonkia. Kroo Town Rock is a hilly area, making it very difficult to supply water there.'

Implementing partner

Tombo

The design for the water network for Tombo was not available for the evaluation. However, but the respondents in Tombo expressed their satisfaction in relation to their access to water but also that more work was needed to improve water supply in the community, as other sections, especially hard-to-reach clusters, still lacked access to safe drinking water.

In line with the household survey results, the members of the WASHCOM also stated that access to water increased to an estimated 80% of the households in Tombo. Furthermore, water users interviewed during this evaluation in Tombo shared that water is rationed. Before the project, the water was only available from May to September every year. Since the project has been completed, people have access to water year-round with a rationing system put in place during the dry season in March and April.

"We usually have water supply rationed or at alternative days, for instance if we have today, tomorrow we will not have, but when there is water supply, you will not delay having it compared to before. There is a huge improvement in water supply compared to before, where you should have to wait for a very long time to just fetch a bucket or a container of water"

WASHCOM Tombo

Konacrydee

Respondents met in Konacrydee did not mention any issues in relation to access to water.

"Initially, the people used to walk half a mile to fetch water, sometimes they fetched water at the swamp, they always complained of having waterborne disease. With the project intervention we did 30 tap stations for the community and school including flush toilet facility. There is a storage tank that keep the water, should there be water shortage. The tank capacity is 50,000 liters and is full in every 3 hours and the water is then pumped through the community until 6:00 pm. This water has been used for multi-purpose like laundry, cooking, drinking and other domestic work."

KII WASH contractor, Konacrydee

Respondents from the health centre indicated that the WASH intervention significantly improved hygiene and sanitation practices at the health centre, ensuring easy access to clean water for healthcare workers and clients coming to the centre. Nevertheless, despite the project's installation of a water tank

at the health centre, water remains unavailable within the facility but is available within the premises. Staff members are forced to resort to the pump or water tank located inside the premises. They have repeatedly brought this issue to the attention of local authorities, but no action has been taken to resolve it.

Children met in Konacrydee shared their satisfaction for their recent access to water supply in school.

"As you can see the water point is always open, they only lock it on weekends and when the school is off. One thing I like about the water point, it is right in front of the school. We don't need to walk long distance to fetch water, it is clean and safe. We don't have any reason to go outside to fetch water" FGD children in Konacrydee.

Quality of the main water supply infrastructures

The evaluation found that the solar powered borehole and reticulation system in Konacrydee were functional at the time of the visit and is considered to be reliable with no downtime reported. While the system has reduced dependence on non-renewable energy source for pumping of the water from the borehole, there is a need to extend the distribution network and tap stands as unserved parts of the community do not have access to water. Also, there is a need to repair or replace damaged tap faucets (to minimise wastage of water), fence the solar panel array and provide a battery as a back-up power source and an inverter.

In Tombo, the evaluation observed the Gravity Water Supply System that has the following features:

- There is one water source in the hills overlooking Tombo that is being fenced.
- As expected, though the water source flow is seasonal in the year between March and October, a reasonable flow rate was observed at the time of the visit.
- One elevated 50m³ Braithwaite rectangular water storage tank in a relatively good condition is located at the foot of the hills, coming down from the source to Tombo township.
- The rocky nature of the terrain in some areas resulted in exposed pipelines in certain parts of the community.
- A filter will be installed on the water network to preserve the chlorination unit which has been set up ahead of the water tank.

Goderich has a solar powered borehole and reticulation system with the following observed features:

- One drilled bore hole.
- One elevated 50m³ Braithwaite rectangular water storage tank in a relatively poor state with leakage of water from the elevated tank in 4 areas.
- The distribution network is damaged by a roadworks in the area leaving many areas of the community unserved.
- An off grid functional solar power system consisting of 56 solar panels used to pump water from a borehole to an elevated tank.

The O&M audit indicated that most of the selected water points visited met the JMP related service level **basic service** corresponding to "Drinking water from an improved source, provided collection time is not more than 30 minutes for a round trip, including queuing". The fish platform in Tombo did not have running water at the time of the visit and the solar water system in Goderich had limited capacity to serve the community properly which explains why they have **limited service**.

Table 18: Water Facilities visited (O&M audit)

Water Facilities visited (O&M audit)	JMP related Service Ladder for Water point
Water point landing site Goderich (Shela wharf)	Basic

Solar water system Goderich ⁶¹	Limited
Water point landing site Konacrydee	Safely managed
Solar borehole Konacrydee	Basic
Water point Tombo fish landing site	Limited
Water gravity system Tombo	Basic

Source: O&M audit conducted during the evaluation

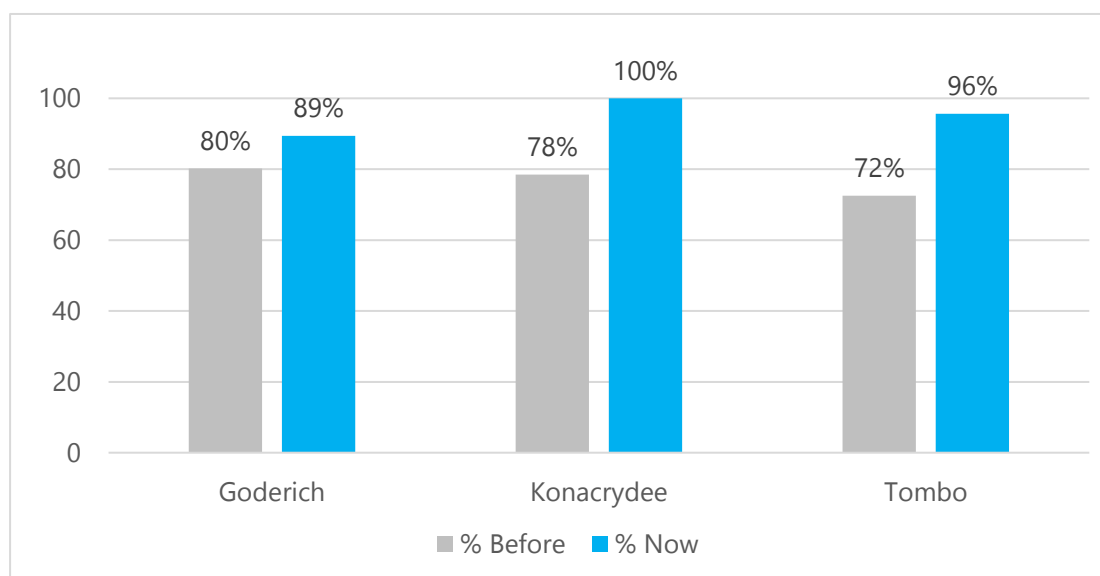
Definitions of JMP for water access

- **Basic service:** Water is available from an improved source located on premises. Drinking water from an improved source, provided collection time is not more than 30 minutes for a round trip, including queuing
- **Limited:** Drinking water from an improved source for which collection time exceeds 30 minutes for a round trip, including queuing
- **Safely managed:** Drinking water from an improved water source that is located on premises, available when needed and free from faecal and priority chemical contamination

Safety of the water

According to the HH survey results, there has been an increase in the percentage of households who feel that the water is safer for drinking after the project as compared to before the project. This indicates a positive change in terms of water safety, particularly in Konacrydee, where all respondents (100%) feel their water is safer for drinking compared to Tombo (95.63%) and Goderich (89.43%). No significant differences were observed between the perceptions of male and female respondents.

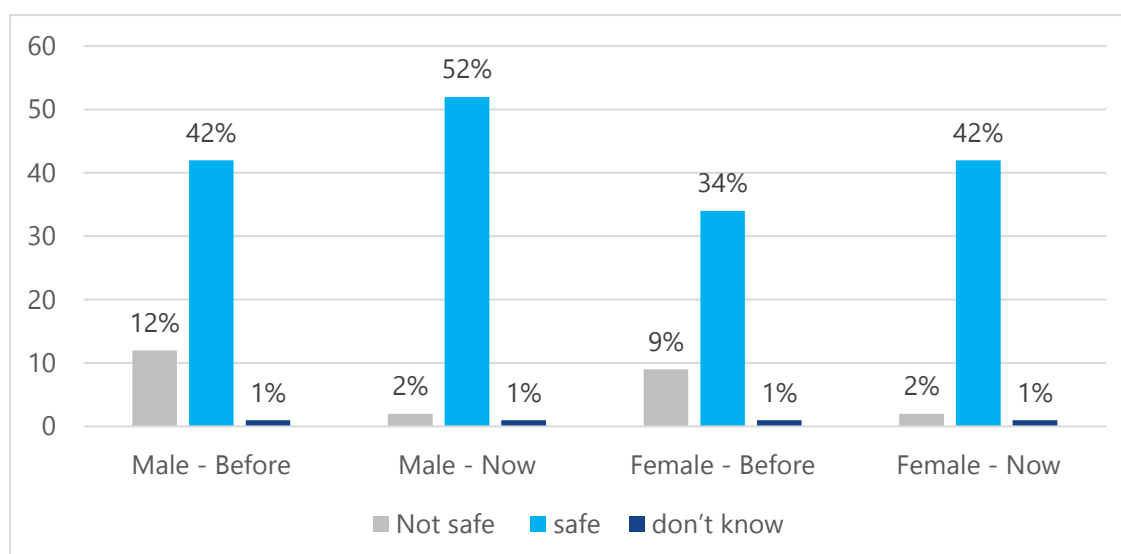
Graph 2: Perceived safety of drinking water by fishing community before and after the project



Source: Household survey, N (before) = 588 and N (after) = 727

⁶¹ The distribution network is damaged by a roadworks in the area leaving many areas of the community unserved.

Graph 3: Perceived safety of drinking water by gender before and after the project



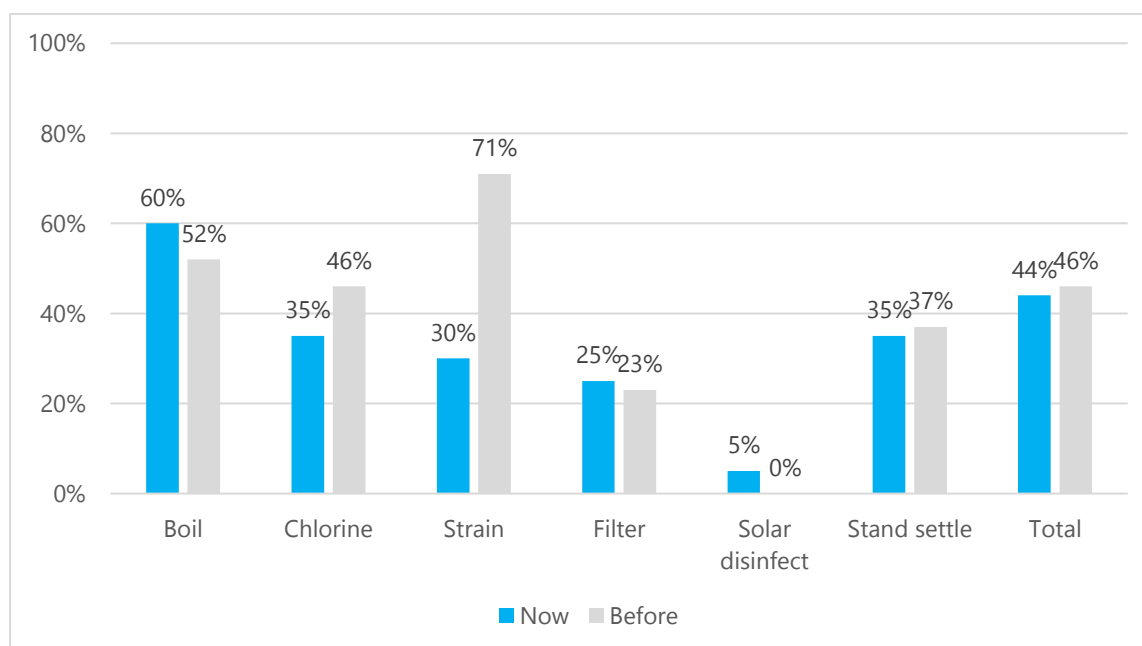
Source: Household survey, N=768

The graph below illustrates a dramatic shift in the prevalence of water safety measures among respondents who said that their water was unsafe. Prior to the project, a staggering 67% reported taking no action to safeguard their water supply. This figure plummeted to a considerably lower at 35% following the implementation of the project.

Table 19: Proportion of households that considered water was unsafe (before and after the project)

Timeline	No		Yes		Total #	Total %
	#	%	#	%		
Not safe (After)	11	35.48%	20	64.52%	31	100%
Not safe (Before)	107	67.30%	52	32.70%	159	100%

Graph 4: Water Treatment Methods before and after project implementation



Source: Household survey, N(before) = 280, N(after) = 268

The chart above indicates that people are using less treatment methods now than before because of a positive change in their perceived safety of the water related to their increase access to safe water following the UNICEF WASH intervention. Main water treatment used at the HH level are boiling the water, straining the water or adding some chlorine.

Access to water supply at school

The WASH facilities in the school visited in Konacrydee were functional. Water points including the borehole were also functional and consistent-lying supply water to the school (Konacrydee Islamic Primary School). As per the School Management Committee and the findings from the evaluation, the main changes in the school visited in Konacrydee are as follows:

- Construction of additional decent toilets facilities, water points and showers
- Improvement in handwashing practices with soaps among students and staff
- Improved access to gender segregated toilets and maintenance of orderliness
- Functional water points that consistently supply drinkable water
- Effective training sessions for school staffs and pupils on WASH facilities, leading to positive hygiene and sanitation behavioural practices
- Reduction in incidences of water borne diseases such as diarrhoea

In the school (Evangelical Primary School) visited in Tombo, the project met some of the needs like the provision of hand washing stations, soap and a water point. However, the water point is not working due to a breakdown in the hand pump. There are separate toilets for boys and girls as well as locks inside the doors of the toilets to ensure privacy.

The school children survey showed that the majority (71%) of school going children interviewed in Goderich reported having no access to drinking water and relying on water sachets (25%) in their schools.

The situation was found **much better in Konacrydee where 59% of children** access water in the schools through public tap and 18% of them use piped water. Access to water at school was mixed for the children **in Tombo where 19% still do not have water in their schools** and the rest benefiting from a variety of improved water sources (pipe water, public taps and protected wells in schools).

Output 2: Access to sanitation and hygiene facilities

Sanitation facilities constructed at the institutional level

The UNICEF WASH information management system revealed that in Tombo, only 19 out of 52 institutions had a latrine at the beginning of the project. At the end of the project, 50 out of 52 institutions had a latrine, including 39 with improved latrines. In Konacrydee, only 9 out of 11 institutions had basic latrines before the project. The evaluation found that now, 6 out of 11 are equipped with improved sanitation facilities, and the rest remain with basic latrines. The figures in Goderich are similar, indicating that out of the 31 institutions, 14 had latrines at baseline. At endline, the figure is 28 institutions with improved latrines. The numbers of communal latrines have increased thanks to the project but are not sufficient to cover all the needs according to several respondents.

Quality of the public sanitation facilities.

The O&M audit indicates **uneven service level of JMP for the sanitation facilities visited**. As can be seen in the table below, service levels are better for access to water (except in Goderich) than for sanitation and hygiene. Access to handwashing facilities and soap is limited in most of the places we visited.

Table 20: JMP service levels for public sanitation facilities

Facility (O&M audit)	JMP related service ladder for sanitation facilities		
	Water	Sanitation	Hygiene
Health centre Goderich	Basic service	Basic service	Basic service
School Goderich (Fawe Primary school)	No service	Basic service	No service
Communal Latrine Goderich (Themne Tie, Shella wharf)	Limited	Limited	Limited
Health Centre Konacrydee	Basic service	Basic service	Basic service
School Konacrydee (Konacrydee Islamic Primary School)	Basic service	Basic service	Limited service
Communal latrine Konacrydee	Basic service	Limited	Limited
School Tombo (Rural education primary school)	Basic service	Basic service	No service
Communal latrine Tombo	Limited	Limited	Limited

Source: O&M audit conducted during the evaluation

Figure 9. JMP standards in school

	DRINKING WATER	SANITATION	HYGIENE
BASIC	Improved and available	Improved, usable, single-sex	Facility with water and soap
LIMITED	Improved but unavailable	Improved but not usable or not single-sex	Facility with water
NO SERVICE	Unimproved or none	Unimproved or none	Facility but no water

Source: [JMP 2021 standards in school](#)

Overall, the O&M audit conducted during the evaluation found that the quality of the JMP standards is higher for water and sanitation than for hygiene in the schools. The findings also show that quality is better in Konacrydee than in Tombo or Goderich.

Access to handwashing facilities and soap (hygiene)

- Schools lack hand washing facilities and soap, forcing most students to rely on a limited number of tap stands that are not always near the latrines.

Maintenance and physical access to the communal latrines

- O&M auditors were told that a caretaker cleans the latrines in all sanitation facilities. The facilities are open to everyone in the community, but users pay for access, especially to use the latrines. The collected funds are used to clean and maintain the latrines and to purchase supplies such as soap and gloves.
- Though a caretaker maintains all the toilets, the some observed were not up to hygiene standards.
- Accessing the latrines can be challenging due to occasional locking and the unavailability of authorised personnel to handle the keys. This, as discussed with fishers in Konacrydee and Goderich, explains why some individuals resort to defecating in the bush.

- There was an issue with the communal latrine in Goderich that got filled with water because it was built too close to the sea. At the time of the evaluation, the project was building a drainage system to mitigate this problem.
- People in Tombo mentioned issues relating to the maintenance of the sanitation facilities. Some of these are included in the quote below.

"Some of the pipes that supply water to latrines are not functioning because they have been destroyed by water erosion whenever there is flooding in the community. The lack of maintenance by the authorities is a serious challenge that is affecting the sustainability of the facilities." FGD women, Tombo

Sanitation in health facilities

The health facilities comprised latrines, laundry and shower in Konacrydee and Goderich. At the time of the evaluation all structures were found in good condition. There were no cracks; no broken locks; and the structures were well ventilated as constructed. The PHU administrations seemed to have taken good care of the facilities in both communities visited. There was an incinerator at the PHU. They are well constructed with provision for waste segregation.

"The project has enhanced the waste management unit which was in an unsafe and dilapidated condition. I don't think there is any negative consequences of the intervention except sometimes the submersible pipe have problem or the pump head got damaged." KII representative health unit Konacrydee

The situation was different in Goderich where all WASH facilities were available in the health centre, but access was limited because of a shortage of water in most sections of the community.

"If there is water supply, I think it will be easier for the patients to do their laundry easily but now there is no water, so they go to the river and do their washing there". We are using the toilets, but we get water in the buckets and take it there since there is no water supply" KII health staff Goderich.

Access to hygiene and sanitation facilities at school

According to the results of the survey conducted at schools, most school children have access to improved sanitation facilities. In Goderich, 96.8% of students use improved facilities, while in Konacrydee, 100% of students have access to improved facilities. However, in Tombo, only 68% of students use improved facilities, with almost 32% still using facilities that need improvements.

Table 21: Number of school-going children using improved and unimproved sanitation facilities at school

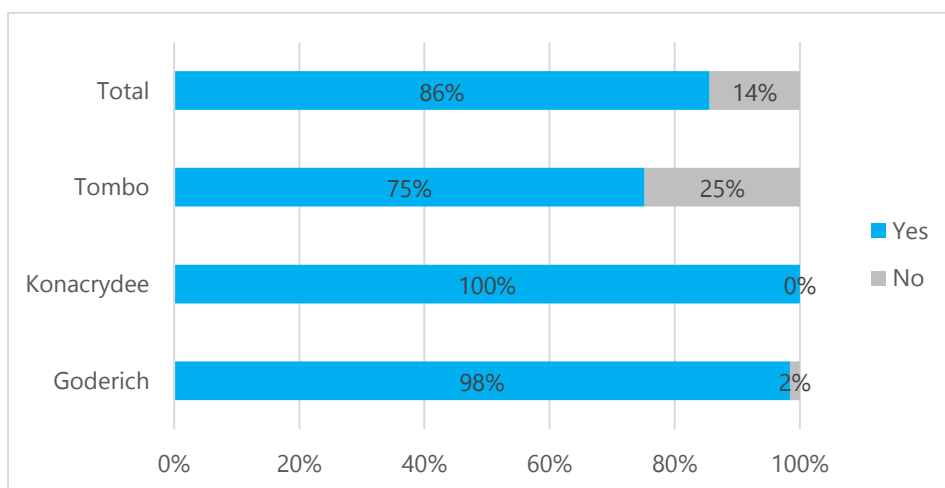
Schools using improved sanitation facilities		Location			
		Goderich	Konacrydee	Tombo	Total
		<u>n</u> %	<u>n</u> %	<u>n</u> %	<u>n</u> %
Improved toilet facility	Flush/pour flush to piped sewer system	13 5%	0 0%	1 0.2%	14 2%
	Flush/pour flush to septic tank	155 62%	94 90%	1 0.2%	250 31%
	Flush/pour flush to pit latrine	45 18%	0 0%	11 2.4%	56 7%
	Ventilated improved pit (VIP) latrine	0 0%	10 9%	53 12%	63 8%
	Pit latrine with slab	29 11%	0 0%	241 53%	270 33%
		242	104	307	653

Students using improved sanitation facilities		97%	100%	68%	81%
Unimproved toilet facility	No facility in school	7 3%	0 0%	1 0.2%	8 0.1%
	Pit latrine without slab/open pit	0 0%	0 0%	137 30%	137 17%
	Hanging toilet/hanging latrine	1 0.4%	0 0%	5 1%	6 0.7%
	Flush/pour flush not to sewer/septic tank/ pit latrine	0 0%	0 0%	0 0%	0 0%
	Bucket	0 0%	0 0%	0 0%	0 0%
	Other (specify)	0 0%	0 0%	1 0.2%	1 0.1%
	Students using unimproved sanitation facilities	8 3%	0 0%	144 32%	152 19%
	Total	250 100%	104 100%	451 100%	805 100%

Source: School survey conducted during the evaluation

In all the 3 project locations, 85% of the school children reported using the sanitation facilities at schools (98% in Goderich, 100% in Konacrydee and 75% in Tombo). For those who do not use the facilities, reasons given were mainly related to the lack of hygiene or because the latrines were full.

Graph 5: Use of latrine at school per location



Source: School survey conducted during the evaluation, N=805

In total, only 35% of children reported having handwashing stations at their schools. Majority of school children with access to hand washing stations at school are found in Konacrydee (100%), with only 21 % in Goderich and 27 % in Tombo

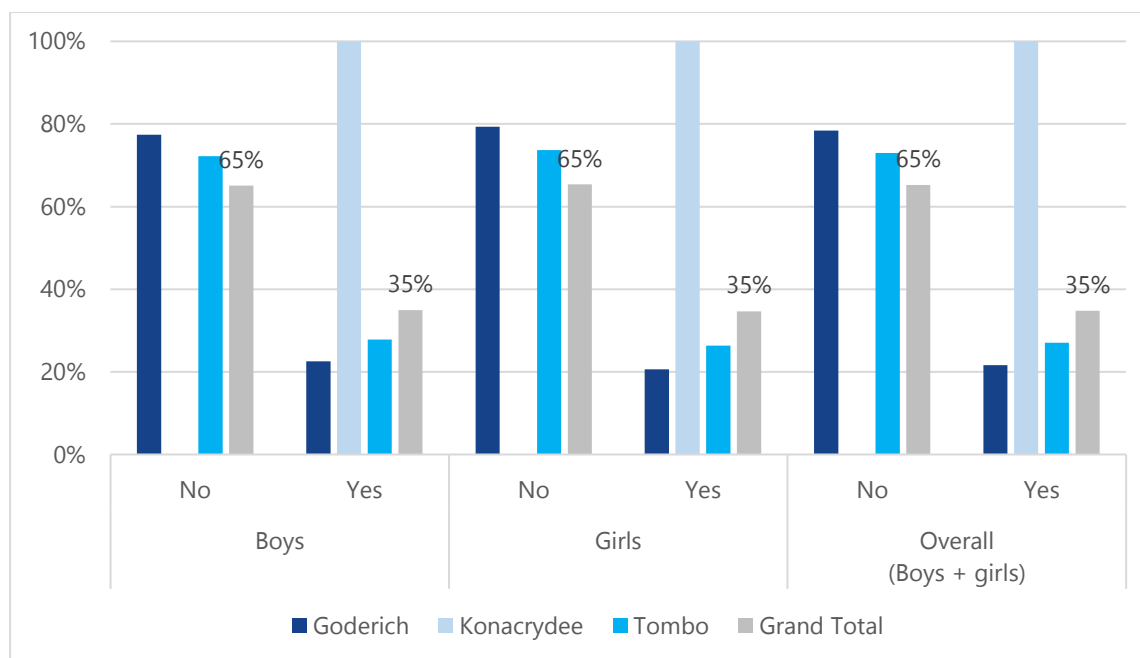
Table 22: Proportion of school-going children reporting school having hand washing stations

	Goderich	Konacrydee	Tombo	Total
No	78.4 %	0 %	72.95%	65.22 %
Yes	21.6 %	100 %	27.05%	34.78 %

Source: School survey conducted during the evaluation, N=805

The evaluation did not find significant variations in the access to hand washing stations by girls and boys studying at the surveyed schools (Graph 7).

Graph 6: Access to hand washing facility by gender



Source: School survey conducted during the evaluation (N=805, NGirls=410, NBoys=395)

The FGD with school going children at Kulafai Rashideen Primary School in Konacrydee indicates that before the project, the old pit latrine was inadequate and unhygienic, forcing students to use nearby bushes. The new WASH facilities now include separate toilets for boys and girls, hand washing stations, and a standpipe tap. The toilets are located close to the school, eliminating the risk of snake bites or flies contaminating food. The children shared that the project has addressed all their WASH needs.

Access to hygiene and sanitation facilities at HH level

Analysis of the UNICEF WASH information management system, specifically of the number of households with latrines (unimproved⁶² and improved⁶³) before and after CLTS triggering, indicates clear and notable progress in access to household-level sanitation and hygiene facilities for HH in all three project locations.

The data from the UNICEF WASH information management system indicates an improvement in the percentage of HH latrines built during baseline and endline. The coverage of HH latrines moved from 23% to 55% in Tombo, from 31% to 74% in Goderich and from 67% to 97% in Konacrydee. The evaluation team believes that most probably the project contributed to these findings (more particularly in Tombo and Konacrydee), as no other organisations conducted CLTS or hygiene education in the project locations during the project period.

⁶² Unimproved latrines are all types of traditional pit latrines without platforms that clearly separate faeces from human contact. Examples include traditional pit latrine, hanging latrines, bucket latrines, etc.

⁶³ Improved sanitation facilities are defined as those that hygienically separate human waste from human contact. Improved sanitation includes flush or pour-flush to piped sewer system, septic tank pit latrines, ventilated-improved pit latrines, or pit latrines with slab or composting toilets.

Table 23: Access to HH latrines (improved and unimproved) according to the UNICEF database

	Access to HH latrines (improved and unimproved) according to the database	Tombo ⁶⁴	Goderich ⁶⁵	Konacrydee ⁶⁶
A	Number of Households (2021)	5,526	2,944	401
B	Number of HH benefiting from a latrine <u>at baseline</u> (improved or unimproved)	1,309	928	271
B/A*100	% coverage at baseline	23%	31%	67%
C	Number of HH benefiting from a latrine (improved or unimproved) <u>at endline</u>	3,077	2,185	390
C-B	Number of HH not yet reached by the project	2,449	759	11
C/A*100	% of coverage at endline	55%	74%	97%

Source: UNICEF WASH information management system, extracted at the time of the evaluation in 2023

Table 24: Ownership of latrines (improved and unimproved) at HH level at the time of the evaluation

	Tombo	Goderich	Konacrydee
Ownership of latrines (improved and unimproved) at HH level at the time of the evaluation	71%	69%	100%

Source: HH survey. October 2023, N=768

The figures above (for Tombo and Goderich) are in the range of the latest data on WASH indicators (WASH NORM 2022⁶⁷) but not for Konacrydee. WASH NORM does not provide breakdown data at the community level but indicates the following percentages in relation to access to sanitation facilities at the district level.

Table 25: Access to basic sanitation facilities

Districts	Access to basic ⁶⁸ sanitation facilities ⁶⁹
Western Area Rural (including Tombo and Goderich)	55.6%
Port Loko (including Konacrydee)	33.2%
National level	31.4%

Source and year: WASH Norms 2022, N= 24,036

Other sources of information for Konacrydee also indicate a high rate of ownership of HH latrines. According to the WASH contractor serving in Konacrydee, 90% of the households-built toilets on the upper side of the community, while UNICEF's data from the WASH information management system⁷⁰ reports that only 83% of the households confirmed owning a latrine.

"Now 90% of the HHs have built toilets at the upper side of the community while the downside is a beach area but the upper side, all of them have toilets. Those that had broken toilet have now reconstructed their latrines." KIIs WASH contractor Konacrydee

The findings in Tombo are consistent with the perception of the implementing partner and WASHCOM members met during the evaluation who estimated a percentage of HH latrines before the project intervention to be between 30% to 45% and an estimation of HH latrines at the time of the evaluation was between 60% to 75%. One cluster of HH in Tombo living close to the shores has struggled to access

⁶⁴ Tombo has been subdivided into 20 sections for an overall estimated population of 21,195

⁶⁵ The community was subdivided into 9 clusters. The overall population is estimated at 15,502

⁶⁶ Estimated population of Konacrydee is 2,630

⁶⁷ The National Outcome Routine Mapping, 2022 (WASH NORM)

⁶⁸ Basic sanitation services are defined as use of improved sanitation facilities that are not shared with other households. This is identical to the "improved but not shared" category

⁶⁹ Improved latrines, private (not shared), functional, accessible.

⁷⁰ Data analysed during the field work in October 2023

HH latrines because of scarcity of lands and issues with soil erosion. They were therefore using shared latrines and communal latrines.

There was a discrepancy between the percentage of HH latrines built as found in UNICEF's database and the perception of the implementing partner and WASHCOM, who believe that fewer households have been reached than the database indicates. According to UNICEF, this is because their data collection doesn't follow the conventional baseline and endline structure. The database remains live and actively maintained and can be updated in real-time by the WASHCOM, CHWs, and the implementing partners. Essentially, there is no definitive endline data due to the project objective of fostering community institutions that can sustain themselves independently of UNICEF presence. Therefore, the evaluation used information available on the day that data was retrieved (16th October 2023) as endline data. It is also possible that in the next few months if we retrieve the data and run some analysis the numbers may have changed because of findings of the WASHCOMs.

Findings from the HH survey corroborate the findings described above and indicate that access to HH latrines has improved significantly in Konacrydee with less improvement in Goderich and Tombo.

Table 26: Perception of change in access to sanitation facilities for the household

In %	Goderich	Konacrydee	Tombo
<i>Improved access significantly</i>	19.82	94.74	17.48
<i>Minimal improvement</i>	43.61	5.26	34.45
<i>Same as before</i>	36.56	0.00	47.04
<i>Don't know</i>	0.00	0.00	1.03
Total	100%	100%	100%

Source: HH survey conducted during the evaluation in October 2023. N Goderich =227, N Konacrydee =152, N Tombo=389

Progress in the sanitation ladder at HH level

More notably, the project not only improved access to sanitation facilities but also contributed to better access to quality facilities, with a staggering 549% increase between baseline and endline in households with improved latrines in Tombo, 267% in Konacrydee, and 465% in Goderich. At the end, the figures show that the vast majority of households with a latrine now have an improved latrine, except in Tombo, where around 1/3 of households (27%) still use unimproved latrines.

Table 27: Change in access to improved HH latrines in the fishing communities

	Access to improved HH latrines only	Tombo	Goderich	Konacrydee
A	Households with improved latrines only (baseline)	270	331	90
B	Households with improved latrines (endline)	1,753	1,869	330
B/A*100	% of increase between baseline and endline	549%	465%	267%

Source: UNICEF WASH information management system accessed in October 2023.

The number of household latrines (improved and unimproved) with handwashing stations has also increased by 1,660% in Tombo, 883% in Konacrydee, and 854% in Goderich.

Table 28: Change in access to household latrines (improved and unimproved) with handwashing stations

	Access to household latrines (improved and unimproved)	Tombo	Goderich	Konacrydee
A	Baseline	143	219	36
B	Endline	2,517	2,089	354

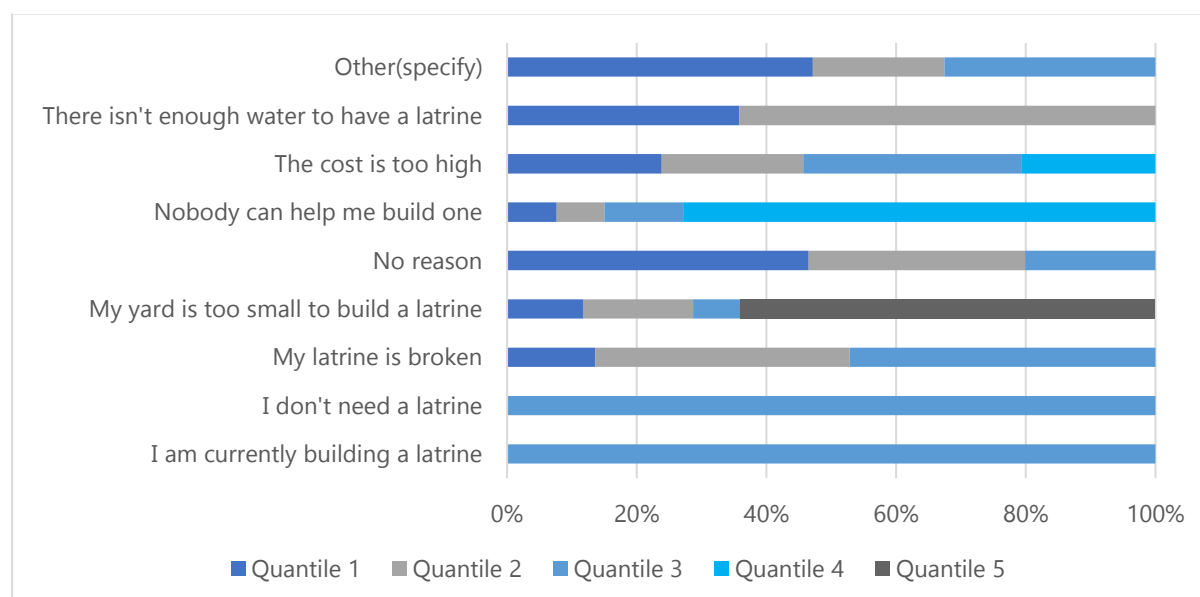
B/A*100	% of increase between baseline and endline	1,660 %	854 %	883 %
----------------	---	----------------	--------------	--------------

Source: UNICEF WASH information management system accessed in October 2023

Reasons for not building HH latrines

According to the HH survey, the primary reasons for households not constructing latrines, as illustrated in the graph below, are land scarcity, unsuitable soil conditions, financial constraints, or a lack of support from other households or community members. For Goderich, a lack of water was one of the other main reasons cited by respondents. While financial constraints remain the primary obstacle across all wealth quantiles, the impact is more pronounced for the poorer quantiles 1 to 3 (out of 5 quantiles).

Graph 7: Reasons for not building a latrine



Source: HH survey, October 2023 (n=184)

Level of attainment of the ODF certification

The latest data on WASH indicators (WASH NORM 2022⁷¹) does not provide a breakdown data at the community level. However, at the district and national levels, the WASH NORM data indicates that the prevalence of the open defecation increased in the last 5-6 years (Table 29, **Error! Reference source not found.** and **Error! Reference source not found.**).

Table 29: WASH NORM Results on open defecation

Districts	Practice of open defecation
Western Area Rural (Including Tombo and Goderich)	6.2%
Port Loko (including Konacrydee)	23.7%
National level	25.1%

Source: WASH NORM 2022

Konacrydee

UNICEF is using a chiefdom-wide approach to certify ODF communities through the DHMT, while the project includes only a few communities that are part of larger chiefdoms. Konacrydee is part of Kaffubulou chiefdom. UNICEF provided additional funding to supplement Iceland's funding and was

⁷¹ The National Outcome Routine Mapping, 2022 (WASH NORM)

able to implement CLTS activities in all the communities in this chiefdom which achieved ODF certification.

"There is a great improvement in the area of sanitation in Konacrydee as their community has been declared open defecation free with certificate" DHMT Konacrydee

Tombo and Goderich

UNICEF's rapid assessment conducted at proposal stage and findings from the evaluation's KIIs and FGDs show that there were no public latrines at any of the 5 wharves in Tombo and that open defecation⁷² was evident at landing sites as well as within the host community. Tombo and Goderich are part of a much larger chiefdom that could not be covered with extended UNICEF funding alone. Therefore, it is not yet possible to achieve formal ODF status in this area even though an assessment of the ODF status by the district technical team was completed. LWI shared that they did not have access to the ODF assessment report from the DHMT/MoHS, and that feedback was only given verbally.

Observations from the evaluation showed that the overall sanitation condition in Tombo improved but was still poor, with stagnant wastewater and solid waste present in some locations. This indicates a need to extend the CLTS activities for a longer period of time. The WASH project helped to meet some community needs, but there is still a need for more tap stands and toilet facilities in some areas. The number of toilets constructed was not enough for the densely populated Tombo area.

The same finding applies to Goderich, where many households were lacking access to water due to a breakdown in the main water pipe and therefore could not use the communal flush latrines. This led to a return to open defecation in some areas. The findings in Goderich highlight the importance of access to water supply as an important contributing factor to end open defecation in the communities.

"Open defecation is the same as before because there is no water supply". "Up to two thousand households in the entire Goderich area, within the Sheboro community is about one thousand households and we don't have up to three hundred HH toilets." "As few people about 30% are using the toilet facility compared to before". "There is some improvement in the amount of water supply compared to before." FGD WASCOM Goderich

"Communal latrines have been locked as there is no water to flush them, we are currently using buckets that we use to empty in the sea" FGD women Goderich

Availability of handwashing facilities at HH level

The data in the table below revealed that there was no substantial improvement in the availability of handwashing facilities at the household level between the pre-project and post-project periods. In fact, some households that had handwashing facilities prior to the project initiation now lack them. This could be associated with the COVID-19 period. Most people who had hand washing facilities at home in 2020/2021 do not have them anymore.

Table 30: Households with hand washing facilities at home before and after the project

Before	No	Yes	Total	After	No	Yes	Total
Quantile 1	86	5	91	Quantile 1	91		91
Quantile 2	129	29	158	Quantile 2	147	11	158
Quantile 3	414	43	457	Quantile 3	437	20	457
Quantile 4	54	5	59	Quantile 4	54	5	59
Quantile 5	3		3	Quantile 5	3		3
Grand Total	686	82	768	Grand Total	732	36	768

Source: HH survey (n=768)

⁷² Open defecation. Disposal of human faeces in fields, forests

Output 3: Access to fish platforms

Fishers indicated that the implementation of the WASH project has significantly improved access to WASH facilities for fishermen and businesspeople operating at the fish landing sites, leading to enhanced hygienic and sanitary conditions. The pristine environment surrounding the slabs, coupled with the readily available water for fish washing, further contributes to maintaining the high quality of the processed fish. Moreover, the fish processing slabs have effectively reduced fish spoilage and enhanced the value of the fish during marketing, ultimately leading to increased income for community members and improved livelihoods.



Figure 10: Fish Platform in Konacrydee

©UNICEF/Montrose

The evaluation's O&M audit team visited three fish processing/sorting platforms, one in each community. Below are the main findings:

Table 31: O&M audit results of visit to fish platforms in all fishing communities

O&M audit Fish platforms	Caretaker	Light	Water Access	Waste manageme	Availability of Soap	Level of satisfaction
Fish processing /sorting facility Goderich	Yes	No	Partly	No	No	+
Fish processing/sorting facility Konacrydee	Yes	No	Yes	No	No	+
Fish processing/sorting facility Tombo	Yes	No	Partly	No	Yes	+

- Users of the fish platforms are generally satisfied with the facilities but requested more platforms as they are in high demand. In Tombo, the platforms are also used by other people as a place of relaxation.

"Probably the only challenge is that the processing slabs is inadequate to accommodate all fishermen and their boats and businesspeople operating at the sites. Because of the inadequacy at the slabs, there are often delays processing the fish. Some people have to wait for hours before processing their fish. Therefore, we need additional slabs. However, we are happy for the fish processing slabs." FGD fishers Konacrydee

- WASHCOMs reported that fish processing slabs in Goderich and Tombo lack running water.
- O&M audit team found facilities congested and with poor sanitation even though a caretaker had been nominated to maintain them. Soap was only available in 1 of the 3 platforms visited. The facilities did not have a waste management system in place.
- The platforms' pillars were constructed in strict adherence to the design specifications set forth by the MoFMR.

"The men who built the pillars at the start of the project did a great job. They built them strong and round, which is important for pillars in the water" FGD men, Goderich

- No electricity was available inside the facility though there is an outside solar light on the sides providing light at night. It is recommended that the WASHCOM facilitates the provision of

electricity within the fish landing facility through the township solar light system.

- Climate change is likely to affect the structures in Konacrydee as the area is subject to flash flooding and rising sea level. In Tombo, the platform is already affected by the rising sea level.
- Minor cracks were observed on the fish sorting platforms as the timber planks do not appear suitable for use as slabs. In many instances, they were deformed with openings having sand and dirt in them which compromises their hygiene standards. A marble like slab could be the most suitable replacement.
- Fishermen in Tombo lack designated mooring spots for their boats, prompting them to appeal to project authorities, particularly UNICEF, for assistance in installing galvanized iron (GI) pipes at the beach area to safeguard their vessels. Similarly, at Goderich, the implementing partner encountered a challenge where boats frequently collided with pillars during docking due to the elevated terrain. While the pillars remained intact, the boats sustained damage, causing significant disruption for the fishermen. In response to this issue, fishers requested the installation of mooring poles near the fish landing.

Consolidated findings on the effectiveness of the WASH project

As per the evaluation matrix, questions from the household and school surveys were designed purposely to inform the various key indicators related to the consolidated outputs of the ToC. The table below summarizes the status of these indicators per location and outputs. Key findings related to each of these indicators have been highlighted previously and are therefore not presented here to avoid duplication of information. The complete table can be found in the separate annex document as annex 7.

Results shows uneven results per outputs and per project location indicating that all the 3 outputs have been partly met. Konacrydee is doing much better than the other two locations.

Table 32: Status of project indicators per location and outputs

Expected outputs	Indicators & sources	T	K	G
OUTPUT 1: People including children and women (at community, schools and PHUs level) have access to and use of safe drinking water through the provision of functional water supply systems managed by rights holder communities.	• Percentage of HH who feel that water is safer for drinking now compared to before the project. (HH survey)			
	• Proportion of individuals accessing drinking water from improved sources within a 30-minute round trip or less (HH survey)			
	• Reduction of waiting time at water points (HH survey)			
	• Frequency of diarrhoea over time. (HH survey)			
	• Access to safe water at school (School survey)			
	• Perception of improvement in access to water at HH level (HH survey)			
	• Access to improved water for PWDs (HH survey)			
OUTPUT 2: Communities in targeted sites have access to improved essential sanitation services (HH, schools, PHUs and community levels) and adopt safe sanitation practices through Community-Led Total Sanitation (CLTS)	• Coverage of hygiene education at schools (school survey)			
	• Knowledge of children on the importance of key hygiene related messages (school survey)			
	• Access to soap and MHM (KIIs and FGDs)			
	• Access to handwashing facilities at school (school survey)			
	• Access to handwashing facilities at HH level (HH survey)			
	• Access to handwashing facilities for PWDs at HH level (HH survey)			
	• Access to improved and unimproved sanitation facilities at schools (School survey)			
	• Use of the sanitation facilities at school (school survey)			
	• Access to latrines at HH level (UNICEF data, HH survey, FGD)			
	• Access to latrines in HH with PWDs (HH survey)			
	• Progress in the sanitation ladder at HH level (HH survey)			

Expected outputs	Indicators & sources	T	K	G
	• Gender sensitive sanitation facilities (O&M audit)			
	• Access to communal latrines for PWDs (O&M audit, KIIs)			
OUTPUT 3: Communities in the target landing stations have access to safe food, hygienic and sanitary fish processing systems through the construction of fish sorting and cleaning platforms.	• Level of satisfaction of fishing communities of the fish platforms (FGDs, and KIIs)			
	• Quality of fish platform in relation to water and sanitation (O&M audit)			

Note: The letters T, K, G stand for Tombo, Konacrydee and Goderich.

Assessment of the Level of Achievement of Results
Good level
Average level
Poor level

EFFE 1.2 What were the positive and negative outcomes, intended or unintended, produced by the project, and why?

Intended positive outcomes

Based on the evaluation results, the project has yielded positive outcomes in the domains of health, education, and social cohesion. The fish processing platforms, in particular, are highly valued by the fishers because hygiene and sanitation practices that they learned have a positive effect on their livelihoods. Moreover, the recycling centres have created new opportunities for the youth to learn new skills and earn a livelihood. Below is the list of positive outcomes that were discovered during the evaluation:

1. The fish processing slabs improved hygiene and sanitation practices during fish processing, contributing to reduced fish spoilage and improved fish quality.
2. The construction of the fish landing platforms and slabs was essential, as it provided a clean environment for fish processing, increasing productivity and the sale of quality fish. Different businessmen and women from various communities now come to buy large quantities of fish which has helped to improve the livelihoods of community members (men and women).

"The construction of toilet facilities was one of the major priorities because we were tired of defecating in the open fields during the day and night which was not hygienic for the environment. The implementation of the project has made our fish trade grow from local to global fish market trading, because the implementation of the project has provided the fish processing slabs, canopies, latrines and tricycles to clear and dispose waste materials from the wharves and the community, and to improve the livelihoods of the people." FGD with fishermen in Tombo

"The production and purchase of fishes have increased immensely as compared to before the implementation of the project." FGD women, Tombo, FGD fishermen Goderich, KII district authorities Western Area Rural and fishers Konacrydee

3. Some fish traders and fishers have migrated from other communities to Tombo to benefit from the project's improvements in hygiene, sanitation, and livelihoods.

Changes observed by the members of the communities and district authorities were mainly in relation to the interventions conducted in Tombo and Konacrydee (with less impact in Goderich since the access to water is limited to a portion of the community there).

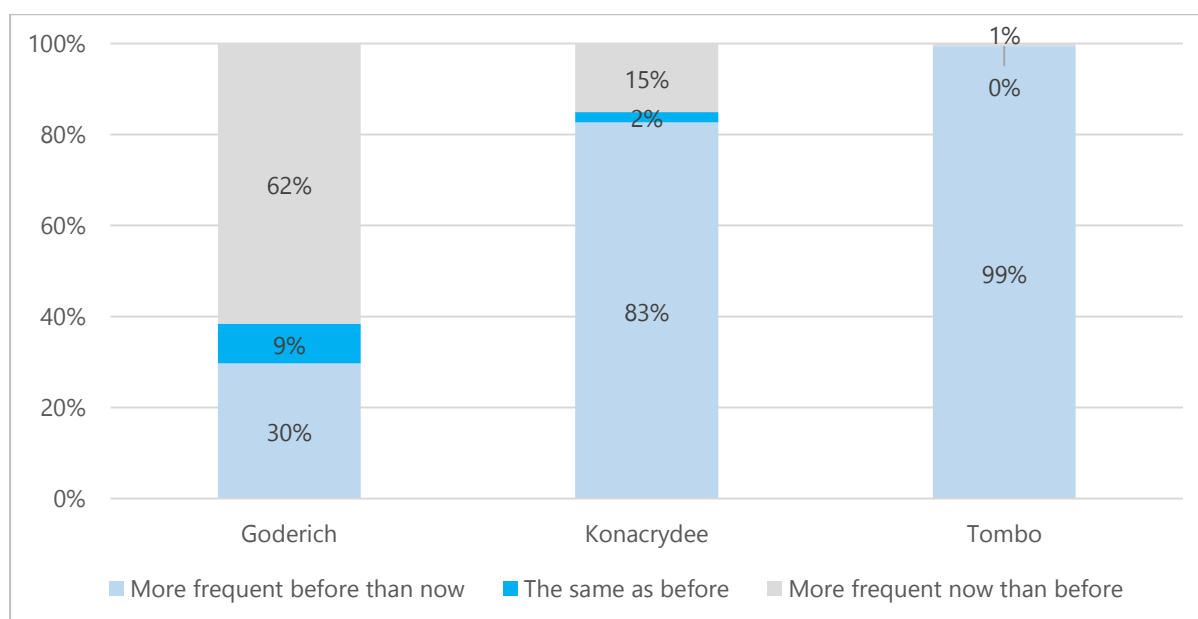
- Reduction of disagreements at water points while waiting to fetch water because of less competition to access the water.
- Reduction of road accidents involving children on their way to schools as they do not have to cross the road anymore to reach their school.
- Girls used to be harassed on their way to the water point. The distance to get safe drinking water used to contribute to teenage pregnancy. However, there is now a standpipe every 10 to 20 meters, which has helped to reduce this problem.
- Better attendance of children at school in the morning as they do not have to fetch water from long distances away anymore.

"There is a huge improvement in water supply compared to before, where you have to wait for a very long time to just fetch a bucket or a container of water. Before we were having a lot of challenges as a result of water supply, such as teenage pregnancy because some girls will go out in the night to fetch water, accident with children, fighting due to water fetching and also many children refuse to go to school (absent) due to trying to fetch water" FDG WASHCOM Tombo

"In the past, children had to walk long distances to fetch water before going to school, for domestic use and this resulted in lateness or absenteeism from school." FGDs women, Konacrydee

- 99% of households in Tombo and 83% in Konacrydee reported a decrease in diarrheal episodes among their children following the project's implementation. However, in Goderich, which is grappling with a water scarcity issue, 62% of the respondents indicated an increase in diarrheal episodes among their children since the project's inception. These findings provide a useful proxy indicator of impact per location.

Graph 8: Frequency of occurrence diarrhoea over time as reported by households



Source: HH survey, N=768

- The WASH project is perceived to have contributed to the reduction of water borne diseases in the communities visited.

'Before we were having a lot of sanitation problems, as there were many human faeces all around the town or community, but we thank God now, because we have not experienced such situation again due to the WASH project. There is not anymore water borne disease such as cholera due to the WASH project' FDG WASHCOM Tombo, FGD men in Tombo, FGD men in Goderich, KII health centre in Konacrydee, district authorities in Port Loko

Youth from the recycling centres in Tombo and Konacrydee indicated the following positives changes attributed to the project:

- Employment opportunity with stable income gained from their jobs in the recycling centres and the sale of the waste plastic items.
- Skills development gained to make bricks, coal pots, coal etc
- Less plastic waste from wharf and community with improvement on sanitation in the community.

Unintended positive outcomes

- The crossroad near the health centre in Kassie Warf, Tombo, used to flood every time it rained, disrupting traffic, preventing children from crossing safely to go to school, and causing several accidents. To address this issue, the project built a 550-meter drainage system in Tombo, which was not part of the initial project design. By effectively diverting water away from the roadway, the 550-meter drainage system successfully eliminated the frequent traffic jams that previously occurred at this location.
- Women working in the fish business in Tombo told the evaluation team that because of their exposure to the hygiene promotion activities, they are now cleaning the waste on the beaches.
- One private school visited in Tombo that was not part of the project, mobilised their own funds to connect their water tank to the main water pipe built by the project.
- There were initially 2 water companies providing water sachets in Tombo. Because of the availability of good quality water provided by the project, 2 more companies started to operate. Water companies pay a fix monthly fee of 45 USD to the WASHCOM.
- ADP SL identified and alerted government ministries, agencies, and community stakeholders of the risks endangering the water catchment area in Tombo, such as deforestation, and land grabbing. Following this advocacy work, CRS and the district council are currently building a fence to protect the catchment area of the water spring in Tombo.
- In addition to reducing open defecation in the communities, the project has also contributed to improving school attendance through availability of school latrines. Before the project intervention, students used to leave school to defecate openly on the beaches, which created tensions with the fishermen who used the beaches as processing grounds.
- UNICEF supported the provision of incinerators in the health centres which prompted the MoHS to develop SOPs on health care risk management using another source of funding. Through the waste management policy and strategy, the MoHS is also now re-invigorating the technical working group on health care risk management at national and district levels.
- In Konacrydee, the women met indicated that because they lack a community centre, the fish processing platforms is also used as the only place where people converge for meetings.
- In Konacrydee, the once-desolate wharf area has been revitalized into a leisure hub, thanks to the successful implementation of the sanitation project. This transformation has been made possible by the elimination of open defecation on the beaches, which had previously deterred residents from using the waterfront for recreation purposes.

Unintended negative outcomes

In Goderich, the fish platform was constructed in a disaster-prone area, where waves and tides gradually destroy the structure and damage boats, which often collide with the broken pillars. This is reinforced by sand mining that causes sea erosion, gradually destroying the fishing platforms.

8.3.2 EFFE 2. What internal and external factors to UNICEF contributed to achieve or hinder the project from achieving the envisaged project objectives?

EFFE 2.1. How did collaborations between UNICEF's relevant internal stakeholders (UNICEF sections) contribute to the effective implementation of the project? What collaborative approaches worked well or hindered ensuring effective project implementation? (internal factors)

This section aims to analyse the level of collaboration between the various sections of UNICEF involved in the WASH project (WASH, education, health)

WASH and education

Discussions with UNICEF education section staff indicated that there had been limited collaboration between the UNICEF WASH and education sections on the WASH in school component of the Iceland-funded project. The evaluation established that the new Iceland-funded project will support the development of Early Childhood Development (ECD) infrastructure in fishing communities, and that collaboration with the WASH section is expected to improve accordingly. Joint planning between UNICEF sections to select, for example, common schools for UNICEF-supported interventions remains generally a challenge.

Collaboration between UNICEF Country Office and Field Office

The UNICEF WASH team in Freetown has had limited interaction with the UNICEF field office in Makeni, which covers the Konacrydee area. This has missed opportunities for collaboration, particularly around liaison with district level authorities, joint monitoring activities and information sharing. The field office would have appreciated receiving more information and being more involved in the project, such as receiving the copies of the programme cooperation agreement and activity reports from implementing partners (that are generally shared with the UNICEF Country Office). This would have allowed the field office to better support the work on the ground, especially WASH in health activities, where there could have been more synergies between actions implemented.

EFFE 2.2 How did UNICEF's operational procedures contribute to or hinder the project's effectiveness? (internal factors)

Internal factors that contributed to the project successes are described below.

Internal factors that contributed to the project successes are related to monitoring, information sharing and provision of technical support.

As reported by UNICEF in its activity reports and mentioned by the various stakeholders met during the evaluation, regular project monitoring visits were organised by UNICEF while joint quarterly monitoring visits were conducted by teams from UNICEF, MoFMR, MoWR and the district council to verify the efficiency and quality of the service delivery, sustainability and community satisfaction. Planning and project review meetings were held with the community members, including WASHCOM members, volunteer hygiene promoters, and community leaders. Weekly and monthly data was collected and collated regularly by the implementing partners and UNICEF Officers to track progress against the expected deliverables.

Furthermore, UNICEF and the implementing partners met monthly to discuss progress and challenges. The implementing partner managers and field engineers managed the day-to-day activities and produced weekly progress reports to UNICEF.

All these activities contributed to addressing challenges and ensuring regular on the job trainings for the implementing partners. They contributed to the project effectiveness according to the various stakeholders met during this evaluation.

Internal factors that contributed to hinderances in project successes

- The review of the implementing partners activity reports and KIIs indicated that there were delays in receiving the final design and specification of the main water tank and laundry facilities. In addition to this, some amendments were made to the design in the middle of project implementation which also caused some delays.
- High reporting requirements from UNICEF more particularly because of the delays experienced by the project and the need to catch up with the initial workplan.
- New financial reporting procedures were requested by UNICEF and created some cash flow issues for the implementing partners.

EFFE 2.3 How positively or negatively did the country's social, economic and political issues influence the project outcomes? (external factors)

EFFE 2.4 How did natural disasters and other emergencies, including the pandemic in the country, affect the project implementation? (external factors)

As reported by UNICEF in its activity reports and confirmed during the KIIs, the project faced several challenges due to the country's social, economic and political factors that partly delayed the project.

Social Factors

- Weak social cohesion: The project faced some delays in social mobilisation. UNICEF adopted multi-stage mobilization of all parties, starting at cluster level engagements, dialogue with key pressure groups and then consolidating engagement at the community level.
- Vandalism
 - Six out of 136 water taps had been vandalized in Tombo, but the issue has now been fixed.
 - LWI found that in Goderich people were stealing tap stands to sell the metal.
 - In Goderich, the wooden planks used to form the concrete columns for the fish platforms were regularly stolen and the department of Fisheries had to intervene to stop this practice.
 - In Goderich, thieves have stolen the metal door of the incinerator from the health unit.
 - Illegal HH water pipe connections on the main water pipe were reported in Tombo and Goderich communities.

Economic factors

- Poor road network making it hard to access some of the locations for construction also affected the pace of work.
- There was no contingency line in the budget and the funds were transferred from UNICEF to LWI in Sierra Leone currency⁷³. This was a challenge due to inflation and the depreciation of the local currency, making it difficult for LWI to manage its budget. To mitigate these unforeseen events, there are ongoing discussions to address this issue for future partnerships.
- Additionally, though the project was delayed mostly due to external factors (COVID-19), LWI has obtained a no-cost extension, though a costed extension would have been more preferable since it was needed to cover office overhead costs.

Political factors

⁷³ As per operational procedures and national laws. UNICEF is not allowed to do otherwise

- Scarcity of lands and land planning. Also, given the densely populated nature of the communities and poor planning, there was little land space for households to construct latrines. This gap was bridged through the provision of communal latrines to some extent. Acquisition of land spaces for the construction of community public latrines has also been difficult because of the scarcity of land.⁷⁴
- Issues with governance and clarity on roles and responsibilities: As described in this report there has been unresolved issues between the CMA and the WASHCOM in Tombo in relation to the management of the revenue collected for the use of the WASH facilities. This challenge has somehow restricted the monitoring work of the WASHCOM pending clarity on these matters.

'One of the main reasons for lack of collaboration is because some of the stakeholders in the community do not know the whereabouts of the money collected from the use the project facilities. Even the tricycle that was given to depose dirt and waste materials is now used by some stakeholders for other purposes rather than the main purpose which is to depose waste clear from the wharves and the community.' "The shower pumps are no longer operating because the pipes have blocked due to lack of maintenance by the people who are in put in charge to monitor the facilities, because of division of who is to control the money collected from the use of the facilities."

FGD with fishermen in Tombo

External factors that positively impacted the project

The implementing partner met in Tombo indicated that the support provided by UNICEF, the district council, the ministries of fisheries and water resources and sanitation and the DHMT, have all helped to facilitate the implementation of the project and address some of the issues described previously. The good collaboration between the implementing partners and the communities has also contributed to the project successes.

Impact of COVID 19

According to the implementing partners and UNICEF, the COVID-19 pandemic had a significant impact on the delivery of the project, as its timeline had to be extended twice. In one case, materials (solar panels, pipes) had to be bought abroad, but the delivery delayed because the vessel could not access Sierra Leone during the confinement period. COVID-19 delayed the purchase and delivery of materials for 7 months in 2020.

The project had to adapt to the new context. For example, the waste management component in the health centres was added later on as it was found very relevant during the COVID-19 pandemic. Planned work was reprioritized according to the new context as described thereafter.

"UNICEF recommended that we prioritise the construction of the water network during the COVID pandemic as this would provide immediate access to clean water for the community. Construction of the fish landing was scheduled for a period with lower COVID-19 transmission rates due to staffing limitations during the pandemic." KII with WASH contractor

Konacrydee

Fishers interviewed in Tombo and Goderich felt that the COVID-19 pandemic did not stop the project implementation, despite rigid safety measures. However, women interviewed in Goderich disagreed, stating that the project was stopped due to the pandemic.

Implementing partner interviewed indicated that UNICEF ensured the training of their staff on the main hygiene messages to protect them from COVID-19. During the implementation of the project, the implementing partners distributed COVID-19 response items such as rubber buckets, soap and cups.

⁷⁴ Community lands are not available and those that are available are not always suitable for construction.

8.4 Efficiency

Key findings:

- The utilisation rate of the two grants received was on average 92% which indicate a good financial absorption and implementation rate. Very regular project monitoring visits including spot checks were organised by UNICEF as well as quarterly joint monitoring visits were conducted by teams from UNICEF, MoFMR, MoWR and the district council. Open communication between UNICEF, the community, and the implementing partners facilitated monitoring. UNICEF has used various monitoring tools to ensure results-based management and monitoring. The project employed various cost-cutting strategies, such as utilising experienced partners, engaging local communities, purchasing supplies locally and benefiting from free lands from the communities. Efforts were made to reduce water system operation costs, such as strategically placing reservoirs to eliminate booster pump electricity usage. Communal latrines were designed more efficiently than school latrines, with more cubicles in the same space.
- The lack of readily available assessment reports as described in the section of relevance highlights some issues related to the knowledge management of the project
- Overall, the project's financial, human resources and supplies were mostly sufficient (quantity), adequate (quality), and distributed/deployed promptly with the exception of delays encountered because of the pandemic and the depreciation of the local currency twice in the year that has put a lot of strain on implementing partners' procurement budgets.

8.4.1 EFFI 1. To what extent were the project's financial, human resources, and supplies: sufficient (quantity), adequate (quality), distributed/deployed promptly?

EFFI 1.1. Were the project's financial resources sufficient, and how did they contribute to ensuring efficient implementation of the project?

The evaluation analysis provided in this section relies on information related to the overall budget utilisation rates for the two grants as provided by UNICEF. It was not possible to undertake a detailed review of expenses incurred for each activity, result or project objective as the expenses in the financial statements were not aligned to the headings of the activities described in the budgets provided for example, the headings in the financial statements are 'supplies and commodities', 'transfers and grants to counterparts', 'general operating costs', 'other direct costs', 'staff' and 'other personnel costs' whereas the headings in the project framework are 'activities', 'outputs' and 'outcomes'. Additionally, the type of expenses in the financial statements are described in standardised themes⁷⁵, which further limited in-depth analysis of the financial data. UNICEF informed the evaluation team that during the project implementation there was flexibility in utilising the funds across the budget lines.

Nevertheless, the summary financial data compiled below shows that there was good utilisation of the two grants received.

Table 33: Financial situation as of 8th November 2023

Project location	Projects duration	Funds received (USD)	Spent (USD)	% spent/funds received
------------------	-------------------	----------------------	-------------	------------------------

⁷⁵ Such as supplies and commodities, transfers and grants to counterparts, general operating costs and other direct costs, staff and other personnel costs.

Tombo	8 February 2019 to 31 December 2021	1,295,082	1,294,993.50	99.99 %
Goderich and Konacrydee	24 January 2020 to 31 December 2023	1,450,000	1,327,352.70	92%
TOTAL		2,745,082	2,526,765	92%

CAWeC indicated that UNICEF promptly provided funding after receiving reports on the completed work within the project target areas.

The WASHCOM in Konacrydee shared that there were delays in funding. Further analysis is needed to reflect on why the disbursements were late and how this came about.

The project relied heavily on community labour, coordinated by community elders. However, due to delays in funding disbursement, it was difficult to manage and compensate the community workforce effectively. Secondly, there was a lack of consistent information flow between the project implementers and the community members. This communication gap led to misunderstandings and suspicions among community members, who questioned the amount of funding received, the procurement of materials and the allocation of resources.

EFFI 1.2 What weaknesses and strengths of the project team's capacity and management arrangements played a significant role in ensuring efficient project implementation?

The lean team composition for both UNICEF and its implementing partners minimised costs on human resources needed to deliver this project. Additionally, the utilisation of in-house experts ensured timely delivery of project's technical inputs such as trainings, design and construction of WASH infrastructure and technical monitoring visits. Hiring project officers and youth from within or neighbouring communities minimised the cost of importing labour from far away and also provided employment opportunities for community members.

Examples of key capacity arrangements that supported efficient project implementation included:

- The UNICEF WASH team which composed of six staff plus one consultant. The team includes two water engineers, two programme specialists working on sanitation issues, one information management officer and one section chief. This staff set-up enabled easy monitoring of activities, providing on the job training to the implementing partners' technical staff, conducting technical assessments and designing water supply systems.
- The CAWeC team which used a lean human resources structure, consisting primarily of a resident project officer, a site supervisor, and community mobilisers for CLTS activities in each project location, and an in-house engineer to oversee the overall project across the three locations. All CAWeC project officers live in the communities where they operate.
- LWI management structure was also lean – comprising a project manager, a WASH engineer, and a few community mobilisers. There were also shared office positions such as the country director and a finance person.

The project had enough human resource capacity to provide on-the-job training to local technicians and overall has been able to bridge the capacity gap at community level. There have not been major issues in relation to team management and management arrangements between UNICEF and the implementing partners. The working relationship between UNICEF and implementing partners went smoothly, for the most part, and the organisations made the best of their comparative advantages.

"We didn't have problems with the human resources because we were deploying technicians on time and when we came on the ground, we hired community labourers, we involved them in the work, and they too complimented the project." WASH contractor, Goderich

EFFI 1.3 What were the strengths and weaknesses of the project's supplies and delivery to the communities?

Strengths

To minimise the cost of implementation, most supplies were procured directly by implementing partners while items such as big pipes and solar panel were procured offshore by UNICEF. In the case of CAWeC, the local procurement vendor was vetted by UNICEF prior to the purchase of materials.

Weaknesses

Nevertheless, the supply of project materials on this project is not without its challenges. Below are two factors that limited the efficient delivery of project materials.

1. **Limited availability of some key construction materials in Sierra Leone overall:** Some materials (i.e., ductile iron pipes, high-density polyethylene pipes, fittings, and steel tanks) had to be procured offshore which created some delays due to the prolonged shipping process especially during the COVID-19 pandemic and increased the cost of implementation. The sand in the Konacrydee community and its environment was found to be too salty, hence the project had to purchase sand from the implementing partner's supplier in Kambia District.
2. **Impact of the depreciation of the local currency on procurements:** The depreciation of the local currency (twice) put a lot of strain on CAWeC's procurement budget, as the initial budget was drafted in local currency. As a result, CAWeC and UNICEF had to cover part of the budget difference. There was no contingency line in the budget to buffer to cater for this kind of eventuality. Since then, the budget has been done in USD, but funding is transferred to CAWeC's bank account in local currency.

EFFI 1.4 What monitoring and other evidence generation activities did the project employ to ensure results-based management?

As per our discussion with the implementing partners, regular project monitoring visits were organised by UNICEF as well as quarterly joint monitoring visits were conducted by teams from UNICEF, MoFMR, MoWR and the district council to verify the efficiency and quality of the service delivery, sustainability and community satisfaction. UNICEF regularly sent its technical team to check the progress of the work as explained in the quote below.

"They had to observe the diameter of the iron, they would look at the BHU, look at the design of the iron, they had to check all of that, that was very rigid and hence, we stuck to the quality of the design" WASH contractor Goderich

"Community members had direct contact with UNICEF, who shared their phone numbers and provided information. This open communication between UNICEF, the community and us facilitated monitoring" UNICEF also conducted spot check visits" Implementing partner Goderich.

According to local authorities in Port Loko, joint monitoring visits between the implementing partner and line ministries at district level could be strengthened to improve collaboration between stakeholders and increase ownership of the project by local authorities.

"There is always a challenge regarding communications and coordination between WASH partners and government institutions. That is why we called them to monthly and quarterly coordination meetings. Effective Joint monitoring, though this was not part of the project, would have helped district stakeholders to take ownership and acceptance of the project"
District authorities in Port Loko

Implementing partners report their field activities to UNICEF on a weekly, monthly and quarterly basis. UNICEF later monitors activities stated in the reports individually, or jointly during joint monitoring visits organised with the MoFMR. The MoFMR also reported monitoring the project on its own.

The project training guideline for the WASHCOMs⁷⁶ includes a session and a tool dedicated to the monitoring of the activities by the WASHCOMs. The objective is to facilitate community-based monitoring. WASHCOMs were empowered to also conduct monitoring visits to the various sections of the communities.

"Community stakeholders have been actively involved in the monitoring of the construction process and the formation of the WASHCOM. The CMA, a structure established by the Ministry of Fisheries and Marine Resources, collaborates with these entities, providing valuable input and recommendations. This synergy between different stakeholders fosters a responsive and inclusive approach to WASH management, ensuring that community needs and concerns are promptly addressed"
KII district authorities Konacrydee.

In Goderich, the community was involved in monitoring of the construction work implemented by the implementing partners. The community counsellor has a team of community members who monitor the work until it is completed. The chairman of the community can change the team members at any time. This suggests that the community is engaged in the construction project and is taking steps to ensure that it is completed successfully.

In addition, UNICEF shared with the evaluation team various monitoring tools that have been used by the project to ensure results-based management and monitoring: Those tools have also helped UNICEF to detect bottlenecks during project implementation:

- The "CLTS Post Triggering Monitoring" tool aims to track the number of household latrines before and after triggering to measure the progress of latrines built at HH level as encouraged by the CLTS activities.
- The "facilitators field activities' monitoring" tool aims to collect the number of community members who participated to the various project activities
- The "WASH pictures documentation" tool aims to visually document the main achievements of the project. Pictures collected can also be seen in the various progress reports submitted by the implementing partners to UNICEF or by UNICEF to the GoI.
- The "results and milestones tracking" tool is used to collect quantitative information at the community, schools and health-unit level. The tool compiles information on the number of people and community members trained, WASH facilities and fish processing platforms completed and communities having achieved the ODF status.

During the field visit, the evaluation team was given access to the database and was able to verify the functionality of the monitoring tools using with the data collected.

The information management system for monitoring the WASH activities was built while the project was running. As a result, the baseline data for Tombo pertaining to the number of household latrines at project start may be incomplete. Working closely with UNICEF's information management officer, the evaluation team was able to analyse project data to demonstrate project achievements such as the number of latrines built at household level. (See the data in the section of Gender Equality, Human Rights, Equity, and the Environment).

Finally, the evaluation team found that the lack of readily available assessment reports as described in the section of relevance, highlights some issues related to the knowledge management of the project.

⁷⁶ Guideline for WASHCOM formation and training on community WASH management

8.4.2 EEFI 2. To what extent were efforts to keep down the project delivery costs successful?

EEFI 2.1. How did UNICEF's approaches to ensuring low economic costs helped to keep the project's delivery costs down?
EEFI 2.2. What strategies and approaches has UNICEF used to keep the project's delivery costs down?
EEFI 2.3 What were the results of used strategies and approaches in terms of economic implementation of the project?

Below are the examples of efficient strategies that have been deployed throughout the project locations to cut costs:

- CLTS approach does not require extensive infrastructure or significant financial investment, making it a cost-effective approach to improve sanitation and hygiene in rural areas. Furthermore, promoting hand-washing and good hygiene practices through behaviour change communication campaigns and community engagement initiatives has been effective in reducing the spread of diseases, without requiring large financial investments.
- Use of partners who have had a long-term experience in the project sites has allowed the project to benefit from an established network of resources (human resources, knowledge, social network). Experienced partners have facilitated faster and more efficient implementation of the project activities.
- Strong involvement of local community volunteers who already know the communities which has allowed the project to obtain concrete results in the CLTS activities (i.e., increase of HH latrines). Utilising local volunteers reduced the need for external labour, which can significantly lower project costs. Engaging local volunteers fosters a sense of ownership among the communities, leading to greater commitment to maintaining the WASH facilities.
- Employing local youth and labour force for construction activities not only contributed to building WASH infrastructures but also provided employment opportunities for community members.
- Where possible, the project encouraged local purchasing of supplies and materials by the implementing partners. Purchasing supplies and materials locally can stimulate the local economy and generate income for local businesses. Local sourcing eliminates the need for long-distance transportation of goods, which can significantly reduce transportation costs.
- Combining monitoring visits with multiple stakeholders have minimized travel expenses and optimize resource allocation.
- Lean human resources operational structures relying also on daily workers and community workers required less external funding. Employing a lean structure with a mix of permanent staff, daily workers, and community workers optimized human resources utilisation.
- Initiatives were conducted to reduce the cost of running the water system. In Tombo, to eliminate the use of electricity for the booster pump, the water reservoirs were strategically placed. Use of gravity water system and solar energy has kept costs down for the communities.
- The communal latrines were more efficiently designed than the school latrines, with more cubicles for the same amount of space. Optimising the layout and design of communal latrines has allowed the maximization of space utilisation and minimize construction costs.
- Relying on community-provided land has eliminated the need for the project to purchase or rent land, which can significantly reduce costs.

8.4.3 EEFI 3. Were there alternative strategies that could have been put in place to achieve the same level of results but at a lesser cost?

EFFI 3.1 What alternative strategies were missed to reduce costs?
EFFI 3.2 Were other similar WASH interventions implemented with lesser expenses and achieved the same results?

The limited collaboration between the UNICEF WASH team in Freetown and the UNICEF field office in Makeni, which covers the Konacrydee area was a missed opportunity to synergize interventions and therefore to reduce cost and improve the efficiency of the project because the UNICEF team in Makeni was closer to Konacrydee and more particularly had already established networks with the district authorities.

The communal latrines in a small wharf in Tombo were built too close to the shore and are regularly flooded. Since it is not possible to remove them, work is underway to build an infiltration drain and a small concrete wall to prevent the water from overflowing into the pits. This created additional costs to the project.

Similarly, the roofs of some fish platforms in Tombo had to be replaced because they were not designed to withstand high winds. This should have been considered at the design stage, as it would have been less expensive to build the roofs adequately than to refit them retrospectively. However, UNICEF quickly learned from this situation and decided to change the roof design for the fish platforms in Konacrydee and Goderich before construction began.

The lack of clarity regarding the coordination of the WASH project at the national level and the absence of a clear legal framework for the WASHCOM's roles and responsibilities led to lengthy consultations with many stakeholders, who, for the case of Tombo, have not yet been able to resolve the misunderstanding between the WASHCOM and CMA. This situation had a negative impact on the effective management and maintenance of the WASH facilities by the WASHCOM.

The absence of a clear legal framework for the WASHCOM's roles and responsibilities can lead to confusion and uncertainty among stakeholders regarding their respective roles and responsibilities. This can make it difficult to reach consensus on key decisions and hinder the effective implementation of WASH interventions.

The road works take a lot of time to be completed compromising access to water to an important section (Shela water wharf) of the community in Goderich.

Alternative strategies to explore as provided by respondents include:

- Clarifying the roles and responsibilities of national ministry leads for each project component within Iceland's overarching cooperation programme to streamline the responsible ministry to support resolve, for instance, the issue between the WASHCOM and CMA in Tombo.
- Investing in and advocating for the strengthening of the legal and operational framework of the WASH sector, particularly with regard to the mandate of the WASHCOM.
- Discussing the importance of joint collaboration between the CMA and the WASHCOM in Tombo, where the WASHCOM will remain responsible for the collection and management of service fees, while also being accountable to the CMA.
- Local technicians were given on-the-job training by implementing partners during the implementation of the project. It could be beneficial to also involve experienced technicians from the Guma Valley Water Company.
- Hire a private company to collect and manage water bill payments through a public private partnership agreement as suggested by some respondents.
- Provide group washing pipe facilities in the school instead of tap stand to better respond to the needs of the children.

- Overflowing of communal latrines during floods poses a serious health risk to communities in flood prone areas. The contaminated water may infiltrate surface or groundwater sources, causing pollution and disease. Improved construction design and planning of latrines can minimize these risks. Measures include elevating latrines or lining latrine pits to reduce waste infiltration and increase stability.

"They do not have to worry about replacing expensive spare parts when the handwashing stations wear out, as they can simply find nails and local materials in the bush to make repairs." KII with district authorities, Port Loko

8.5 Sustainability

Key findings:

- **Output 4: The project has built the capacity of a range of stakeholders (WASHCOM, implementing partners, natural leaders, technicians, youths) on various trainings topics.** Unresolved issues that constraint the sustainability of the project is the lack of spare parts, lack of finances (schools), prolonged time taken to repair facilities, nonpayment of the caretakers, lack of water supply (Goderich), an unresolved issue of management in Tombo and some issues with the tariff systems that are not always functioning.
- The evaluation's school survey findings suggest a higher level of sanitation-related knowledge among children in Konacrydee compared to those in Goderich or Tombo. The survey findings also suggest a need to strengthen hygiene education in schools across all three locations.
- **Health workers are responsible for routine maintenance**, but they often have to dip into their own finances to address facility-related issues. The school management committees are responsible for maintaining the facilities, but **there is no budget for WASH facility maintenance** and when needs arise, **the parents are asked to contribute to the repair costs. The availability of funding remains a critical factor in ensuring the ongoing success of these initiatives and implementing partners rely mainly on external funding.**
- **Output 5:** Youth have been trained on waste recycling and organic fertilizer production; **The current project does not appear to have been designed to mobilize youth outside of those currently working at the waste recycling centres** and, on the beaches, to collect waste.

8.6.1 S1. To what extent are the benefits from the project likely to last after its completion? And how?

S1.1. What sustainability mechanisms and practices relevant to the project are in place in the communities?

During the project implementation, all implementing partners and UNICEF actively engaged with local authorities at the national, district and community levels to create an enabling environment for communities to sustain their ODF status. This often-involved post-construction activities, O&M training, and the establishment of facility management models to ensure the long-term sustainability of projects.

1. Community engagement used as a "buy in" process to sustain the project results

At the community level, UNICEF and its implementing partners engaged with community members, including WASHCOM members, volunteer hygiene promoters and key community leaders in the CLTS approach to ensure ownership of the project for sustainability. In the project locations, the

implementation phase was launched following a community introduction conducted by UNICEF's implementing partners. The implementing partners provided an induction to the rights holder community, which included an in-depth discussion on the implementation strategy. The project was also well coordinated with the target communities who contributed to the project by providing storage space, land, and voluntary labour for project activities.

2. Establishment of WASHCOMs

All the three communities nominated WASHCOM members, and a detailed Memorandum of Understanding (MoU) was signed between the WASHCOMs and implementing partners, defining the roles and responsibilities of each party. These WASHCOMs are composed of dedicated community members, including representatives from various stakeholder groups such as community leaders, women's groups, youth associations and local health workers. The WASHCOMs play a crucial role in decision-making, resource allocation and promoting community ownership of WASH projects. They are responsible for organising awareness campaigns, mobilising volunteers and coordinating with local authorities to ensure the success and sustainability of the WASH interventions. It is expected that the community natural leaders and WASHCOM members will continue with follow-up and conduct monitoring activities to ensure that all household members have access to and consistently use the toilets.

In Konacrydee, the WASHCOM has taken ownership of the WASH facilities and women are engaged in the O&M of the facilities. The WASHCOM include a representative of fisheries CMA.

"We work closely with the WASHCOM. For example, when we had a problem with the water supply, we mobilized and got involved for the maintenance of the water point and pipe. When the WASHCOM disseminate the information, we mobilize and respond urgently". FGD women, Konacrydee

Fishers in Konacrydee mentioned that the WASHCOM is functional, and they had a good relationship with the community. The WASHCOM have been instrumental in negotiating land access to build the WASH facilities.

"We actively identify suitable sites for tap stations and toilets, particularly on private land, since most locations are privately owned. Our discussions with landowners have been fruitful, with many recognizing the need for these community facilities and willingly supporting their installation." FGD WASHCOM Konacrydee

Initially, six WASHCOMs were established in Tombo and five in Goderich. Each committee was responsible for overseeing WASH activities at a specific wharf. These committees were then consolidated into one major committee that oversees WASH activities for the entire community. Each cluster or section within the community has a "focal/responsible person" who reports to this overarching committee. In other words, the WASHCOMs have been reorganised to create a more efficient and centralized system for managing WASH activities in the community.

The WASHCOMs have mobilized the community and household members in the wharves to use, manage and sustain the WASH systems. In addition, a steering committee, with 12 members, was established and trained to manage the WASH facilities in Tombo.

In Goderich, the WASHCOM is functioning well, and the WASHCOM includes representatives of various stakeholders including the village chief and the different heads from the fishing community. They organised coordination meetings regularly.

3. Natural leaders⁷⁷ and community volunteers

⁷⁷ Natural leaders are those people who volunteer to help improve sanitation in their community, following triggering

In Tombo, a total of 12 natural leaders, two in each of the four smaller wharves and four in a big wharf, were identified and trained. Additionally, 30 community volunteer hygiene promoters, five in each of the four smaller wharves and ten in a big wharf, were selected and trained on hygiene and sanitation promotion at the community level, including promoting messages on handwashing, use of toilets and environmental sanitation, particularly cleaning of the beaches.

"We had the WASHCOM, we had the hygiene promoters and for the schools we had the school health clubs and we brought in five boys and five girls together with the science teachers we trained them about nutrition and hygiene and how to take care of the community, their school latrines, and how to take care of environment." Implementing partner Goderich

UNICEF and its implementing partners developed Water Safety Plans in ODF communities to sustain ODF status in target communities. Water Safety Plans include the five domains of the Hygiene Improvement Framework: Personal hygiene/hand washing; safe water chain; safe excrete disposal; food hygiene; and environmental sanitations. Water safety plans have been developed through a series of engagements with the community, the district council and the MoWR.

4. Use of bylaws to sustain change in behaviour

Bylaws have been enforced in Konacrydee to avoid slippage and keep the ODF status obtained.

"There is a fine levied against anyone that openly defecate at the beach, community or nearby bushes. The fine is Le 500, failure to pay and you will appear in the Native Administrative court, we all ensure that these rules are enforced by prosecuting anyone that goes against the rules". "In addition, anyone caught sitting on the fish washing basin or sleeping in the facility will also pay the fine of Le 500" Youth, Konacrydee and KII WASH contractor Konacrydee

In Konacrydee, women that were interviewed, suggested that more bylaws should be published to protect the durability of the WASH facilities.

"We recommend that the WASHCOM conduct monthly thorough inspection of the WASH facilities and enforce bye laws to protect the infrastructures". FGD women, Konacrydee

At school level, implementing partners helped to set up school health clubs as means to sustain the awareness raising sessions in the schools.

"Our teacher arranged a weekly roster to clean the toilets and fetch drinking water. Soap, sponge, brooms, brush are provided to clean the toilet. We also have school health club responsible for weekly hygiene and sanitation awareness; the teachers choose different topics and teach everyone about personal hygiene, negative effect of water borne disease and environmental sanitation" FGD with children in Konacrydee; (finding corroborated with KIIs IPs in Konacrydee; SMC Goderich)

In Konacrydee, the school visited⁷⁸ had an arrangement in place to ensure the maintenance of the WASH facilities. This included regular inspection of the facilities by the implementing partner (CAWeC) and repairs by the school using finances from the school's subvention/subsidy funds, parent contributions or financial support from community members. The school also regularly holds sessions to raise awareness among the students about hygiene and sanitation.

5. Planned strategy to sustain the waste and recycling centres

The pilot plastic waste recycling centres in Tombo and Konacrydee are currently managed directly by CAWeC. A management committee has been established in Konacrydee, comprising the station officer (representing the MoFMR), CMA, the chair of the WASHCOM, the head man of the community, and other community members. It is not clear to what extent this committee is currently active. CAWeC indicated that they are still building their capacity and that the members of the committee will need to

⁷⁸ DEC Primary School Konacrydee

be trained on financial and technical management of the centres. The youth reported that they wish to be in charge of the recycling centre in the future. The evaluation team understood that UNICEF is still working with the implementing partners to refine the exit strategy of the training centres.

"The facility (training centre) is for the youth of Konacrydee as said by the project authorities, we are in charge, and this is the first opportunity we ever had in this community. It's ours. We shall be selling our products like baluster, bricks, stove, etc to maintain this facility and cover our running cost. For youth to do it all by themselves it is impossible. This can only be achieved if other stakeholders are involved, then when it's become an income generating activities, the profit will be shared later" Youth from the recycling centre in Konacrydee.

After one year, the recycling centres will be handed over to the management committee and then will operate as social enterprises. Youth trainees will still have access to the centres, but recycled products will also be sold to generate income. CAWeC has already contracted a laboratory to test the strength and fire resistance of the bricks produced from the plastic waste. Two business plans have been drafted and shared with UNICEF for review, and a market analysis will be conducted soon to help boost the sale of the recycled products.

"These products made from recycling materials were not purchased as expected by the community people. The implementing partners need to come with business partners to buy the products made from the from waste disposals by the recycling unit and do more advertisements so that the community people will be aware of these products" FGD Women, Tombo

The youth volunteers are given stipend for a year by the implementing partners then it is expected that the MoFMR will take over the centres. Community members will also benefit from the project by selling the plastic waste collected from the beach.

6. Handing over facilities to WASH district officials

At the end of the project, implementing partners indicated that they collaborated closely with WASH district officials to facilitate the handover of project responsibilities to local authorities. These officials often included representatives from various stakeholders, such as the MoHS, the MoWR, District Council Officials, DHMTs, the gender desk at the district level, the private sector actors and the representatives of the MoFMR.

In Konacrydee, UNICEF and the MoFMR handed over ownership of the project to the community through the WASHCOM to ensure that all the components are sustained.

There has been conflicting information in Goderich. At the end of the construction phase, LWI reported that they handed over the facilities to the community through the DHMT. Nevertheless the fishermen believe that an official ceremony was lacking.

"No arrangement was put place for the repairing and maintenance of the facility, because it has not yet been handed over to us, or open officially to the community, in other word the project has not yet been certified" FGD fishermen Goderich.

The project has not yet been officially handed over to the government in Tombo, as there is still some pending work, such as the provision of septic tanks for the communal latrines, the completion of the water tower for the recycling centre and the set-up of a filter ahead of the chlorination unit.

S. 1.2. What new social and behavioural practices have the communities acquired to sustain the project's results?

As part of the sanitation programme, the CLTS strategy was used to mobilise the community for social change by getting them to reject the practice of open defecation and live sustainably in an ODF environment. Local capacities were developed through sensitisation, training and coaching.

In all three locations, the school survey showed that 95% of the school children interviewed indicated that they had received information on handwashing at school.

- In Konacrydee, there was a general cleaning day on every second Friday of the month across all wharves. Fishermen never went to the sea on Friday to fish, that is the time CMA and WASHCOM ensured that the wharf was clean.
- According to the SMC and the children of the school visited in Goderich, the main messages taught in the hygiene education intervention are related to the importance of maintaining the school latrines, boiling, filtering or using chlorine to disinfect water before drinking it, keeping the toilet floor dry and flushing it after use and importance of handwashing. In this school, hygiene education is conducted every Friday during the general cleaning day of the school compound. Children health clubs are conducted on Thursday. Children encountered in this school were knowledgeable of the key messages for good hygiene practices during the COVID-19 pandemic and for maintaining overall health and preventing the spread of other diseases.
- Children at the school (Evangelical Primary School in Tombo) visited in Tombo reported regular washing their hands before and after eating, and after using the toilet. They had received hygiene training, in which four students from each class were taught how to wash their hands and then taught their classmates.

The community members met in all the three locations indicated the following process of change thanks to the project interventions:

- Community members in Tombo reported that, due to the WASH project's support, they were aware of the importance and benefits of following hygiene and sanitation practices, given the unhealthy environment and conditions they were living in before the project's implementation.
- The construction of public latrines at the wharves helped to stop the community from practicing open defecation, thanks to the project's intervention (except in the areas which are still lacking water in Goderich).

"Open defecation is still happening. Well, I can say 70% of the people still use the beach for this purpose as there is no water in the communal latrines." FGD women Goderich

- The communities indicated to the evaluation team that their perceptions were that access to water has contributed to preventing disease outbreaks, reducing infant mortality and improving the well-being of community members.

"All of the children are practicing regular handwashing, after using the toilet and before touching any food and after eating they wash their hands. It has been a regular practice ("We wash our hands regularly to avoid diseases and contamination"). Our parents, teachers, guardians and the school health club taught us on the importance of regular handwashing. Our teachers and the head of school always provide soap, and they are placed at every handwashing stations in the toilet" FGD children in Konacrydee

"Community members were motivated to build latrines in their homes. Some even sacrificed their land and property to build public toilets and drainage systems to stop open defecation and reduce flooding in the community". FGD men, Tombo

- The young people at the recycling centres said that the training they received had broadened their understanding of waste and recycling, which in turn influenced their awareness of environmental protection. As a result, community members now help the youngsters to collect plastic waste, which they then send to the recycling plant for processing.
- Implementing partners shared that even though hygiene and sanitation practices in schools, the community, and health facilities had improved, more needs to be done at the household level, as behaviour change is a gradual process.
- In the school survey, children were asked to choose (not important, important or very important) several sanitation issues. These issues included: having a latrine at home; using a latrine rather

than defecating outside; having a separate toilet for boys and girls in the school; having a disability access in school toilets; and having a provision for safe menstrual hygiene practices in school toilets.

The survey results indicated better sanitation related knowledge among children in Konacrydee than in Goderich or Tombo and highlights the need to strengthen hygiene education in schools. Out of three choices, children ranked majority of the issues as being “very important” in Konacrydee (upper range 87%) and between 40 to 80% of the issues (Goderich and Tombo) depending on the issue.

S1.3 To what extent were the capacities of community structures strengthened to effectively manage, operate and maintain installed WASH facilities and to create demand for sanitation through CLTS?

1. Trainings provided to community-based organisations

Community capacity building and active participation in all stages of the project cycle are crucial to ensuring the sustainability of WASH facilities. The WASHCOMs have been trained in basic technical skills to effectively carry out their roles and responsibilities. The intended approach was to foster community engagement and empowerment, leading to more sustainable WASH initiatives. Overall, throughout the locations, several trainings⁷⁹ were conducted by the project to strengthen the capacities of the various stakeholders engaged in the interventions. (i.e., community facilitators, hygiene promoters, WASHCOM members, natural leaders).

Six out of 10 local technicians who were initially trained by the project in Tombo left when they realised that they would not benefit financially from the project. In Goderich, LWI reported that the WASHCOM members were trained and equipped. The training was conducted concurrently with WASHCOMs with the support of the district resident engineer and other technical members of the DHMT to ensure ownership and sustainability of the project. UNICEF’s final activities report and discussions with the implementing partners also indicates that post-construction commissioning, and community mobilization activities towards effective use and sustainable management of the WASH facilities will be facilitated through the MoFMR before the project ends in December 2023.

In Goderich, the WASHCOM is struggling to implement the new skills they acquired from the trainings because the water facilities are not functioning properly due to a lack of water supply.

Implementing partners shared that UNICEF was regularly in the field working very closely with the implementing partners’ technical team to monitor the activities and provided first hand technical support. UNICEF mobilised an international WASH engineer for 2 years to assist the project.

2. Availability of spare parts, tools and level of maintenance conducted in the communities

All respondents from the WASHCOMs indicated that key maintenance tools and kits have been provided to project communities. The WASHCOMs provide overall management support and work with the facility caretakers and the community technicians to ensure the smooth running of the systems.

“When the construction of the facilities starts, the implementing partners identify the key technical person in the communities, then they provide on the job training and a toolkit for the maintenance of the solar panels and the tap stands. After the project completion, left over pipes are given to the communities. Spare parts are generally available in the local market except for the big items such as the solar panels and big pipes that were bought offshore”. KIIs with UNICEF WASH team.

⁷⁹ Natural leaders’ orientation, WASHCOM training, VSLA training, Community hygiene promotion training, WASH in-School training, School Health Club training, CLTS training, Market-based sanitation training, ODF protocol training, Solar Design and Maintenance

Technicians from each of the five wharves project supported were identified in Tombo and trained to provide on-site technical support on the operation and maintenance of the pipelines.

"They have trained plumbers in the community who are ready to provide the maintenance services whenever they are called to do so." FGD men, Tombo

Spare parts are not readily available in Tombo, so WASHCOM members or community stakeholders must travel to Waterloo city (19 kms from Tombo) to purchase them for repairs and maintenance of the facilities. Also issues with the governance of the project in Tombo have impacted the community's ability to maintain the tap stands and communal latrines, as money is no longer collected from their use as it was initially intended.

"We don't have 100% control of the project, which is the problem for the WASH project, because it limits us to take certain action or to be in full control. No arrangement or structure have been put in place for maintenance, except, we improvised to solve such problem, like asking the people to contribute." WASHCOM Tombo

The male respondents in Tombo shared that many pipes and taps are still not functioning due to a lack of spare parts. With low community's cooperation to provide funds for repairs and maintenance, respondents are calling on implementing partners and the government to provide support for maintenance and the necessary spare parts, which are costly. Fishermen in Tombo requested more equipment to be able to clean the wharves.

"We need more tools and equipment to embark on every Sunday cleaning of the wharves which we have been doing all the past years when the program was implemented. Also, the implementing partners must make sure that the tricycles provided for the disposal of dirt's and waste materials from the wharves and the community must be used for the intended purpose, because some community stakeholders are using it as their own property." FGD with the fishermen in Tombo

In Konacrydee, the WASHCOM indicated that they only had tools and no spare parts, and there was no spare parts shop in or around Konacrydee. One issue was also the lack of funds collected to pay the technician and to access spare parts.

"We are not making enough money from water maintenance fees to pay the technician, though it is a voluntary job," "We don't have spare parts here" "Spare parts are 10 miles away from us." "We don't have enough funding to buy the spare parts." "My concern is the solar pump, what if it worn out, how are we going to get another one to replace the old one?" WASHCOM Konacrydee.

3. Tariff systems and financial sustainability of the WASH facilities at community level

The guideline for the formation of WASHCOMs on community WASH management includes a module (module 6) on community financial management system. This module includes session on WASH project resource mobilization which also has a unit on the importance of setting up a tariff system and collect water user fees for all water facilities as to sustain the WASH interventions.

Tombo

The WASHCOM in Tombo had initially begun to set up a tariff system, but the CMA decided to take over management of the funds, which has stalled the project. Community volunteers who were initially maintaining the latrines and water points no longer receive stipends to perform their duties. This situation is contributing to poor maintenance of the facilities. In one communal latrine visited, only the male toilets were available and were used by all genders. An elderly woman was in charge of the maintenance of the toilets, and when she and another caretaker met during the FGD with the WASHCOM they shared that they had not been paid for several months because of unresolved governance issues between the CMA and WASHCOM. Financial sustainability is a key aspect of sustainability and requires full community ownership and a good financial management system, but this is not yet the case in Tombo.

"Sometime the community people provoked the active members with a slogan "baboon work monkey eats" which means that the community members who are voluntarily working to maintain and clean the facilities especially the latrines are not benefitting from the proceeds, while some community stakeholders are benefitting from the money collected from the use of the facilities without their knowledge." FGD men, Tombo

The adoption of a user fees system remains a challenge in Tombo and most of the HH are not paying for their water.

"Some of the community people refused to pay for the use of these services because according to them the services should be free of cost and this is one of the challenges faced by the caretakers to maintain these facilities, especially the use of the latrines". FGD fishermen in Tombo

It is important to note that the WASHCOMs are not yet institutionalised in Sierra Leone. At the national level, the WASH forum co-chaired by UNICEF and the MoWR has included in its agenda, discussion around the institutionalisation of the WASHCOMs to bridge this policy gap.

Konacrydee

The challenges faced in Tombo appear to have been avoided in Konacrydee, where two members of the CMA were incorporated into the WASHCOM. From the outset of the project, the CMA actively participated in stakeholder engagement meetings alongside the chiefs and the Village Development Committee.

"We monitor all activities on the wharf, MoFMR and there is cordial interaction amongst CMA and WASHCOM". "There was no challenge because everyone was aware of the project even the community members. The only challenge we are facing as CMA and WASH COM is that we don't have an office space to keep our records and we are dealing with fishing activities, we also need funds to sensitize wharf users on safety precautions and the byelaws" FGD CMA Konacrydee

In Konacrydee, the WASHCOM members have been trained on how to sustain the facilities and collect a maintenance fee per household to cover the cost of maintenance, such as the repair of the water taps. There is also an arrangement in place for the maintenance of the fish processing platforms and the WASH facilities. At the fish processing platforms, for instance, clients pay Le1 to process a bucket of fish which is collected by the WASHCOM and saved for future maintenance of the fish platforms. Likewise, Le1 is collected (for three gallons of water) from users of the WASH facilities and the money is used for maintenance purposes and the upkeep of the facilities. According to the fishers, the WASHCOM and CAWeC are responsible for the regular maintenance of the infrastructure and facilities in the community. Community stakeholders and WASHCOM members plan to open a saving bank account to ensure continued financial support to maintain the WASH facilities.

According to the information obtained during the evaluation, the water tariff used in Konacrydee is Le5 per month per HH to access water and Le1 per person to access the communal latrine. Therefore, the cost of water remains well below the 1-3% range of the HH monthly income (commonly considered acceptable in the WASH sector) and can be considered as quite reasonable.

Conversely, the current maintenance fees collected from households are insufficient to cover the operational costs according to the WASHCOM. To address this issue, the WASHCOM has proposed an increase in water maintenance fees from Le5 per household to Le10 per household. This proposal is currently under discussion with community stakeholders.

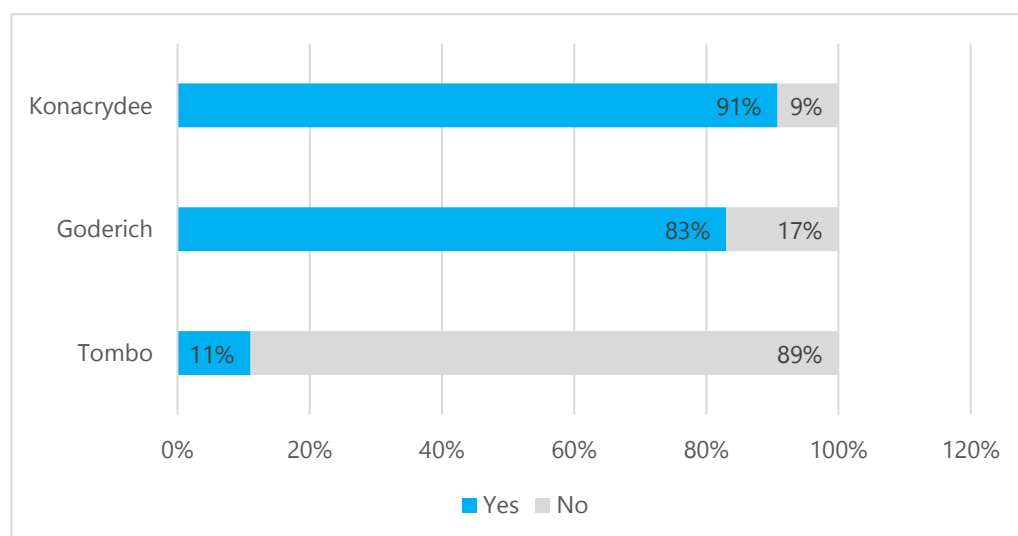
Goderich

The tariff system for accessing water will only be set up once the water will have been restored. Nevertheless, there is already a system in place to collect a small amount (Le1 or 2) when people use the communal latrines.

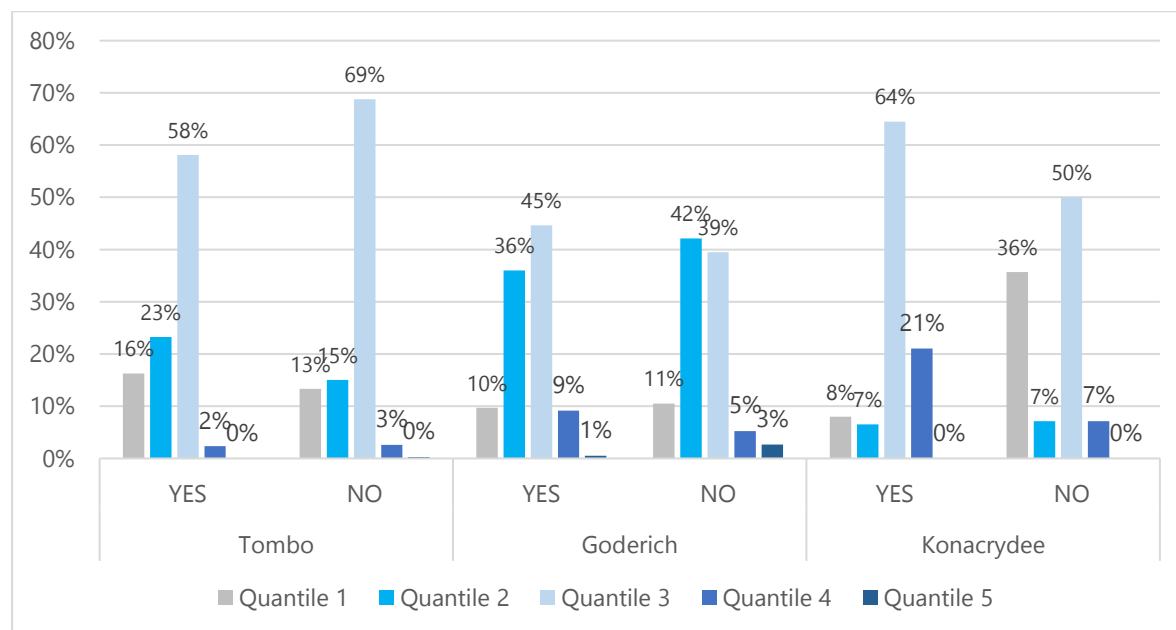
4. Overview of the costs for payment of water

Results from the HH survey showed that majority of HH pay for water in Goderich and Konacrydee while in Tombo the majority of the respondents were not paying for water, mostly among the richest and poorer households. The survey results in Tombo show the lowest percentage of the respondents who do not pay for water. However, the qualitative analysis of the evaluation indicated that people are not paying for water in Tombo because the tariff system has been put on hold.

Graph 9: Payment for water per location (%)

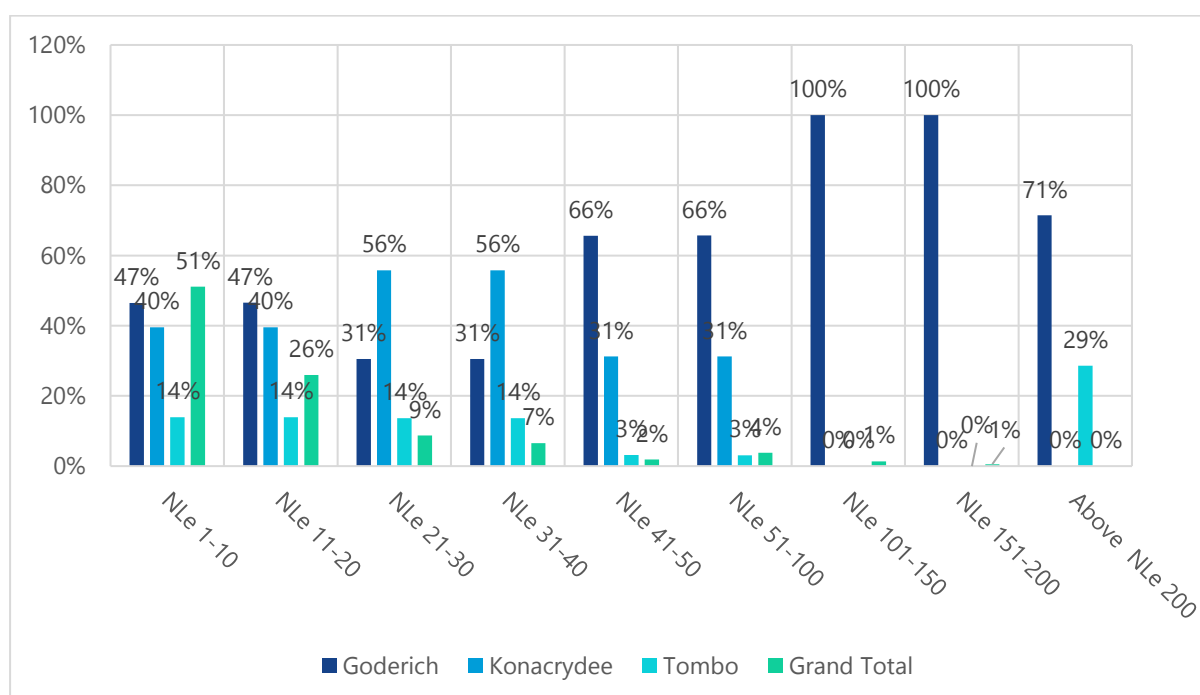


Graph 10: Percentage of HHs that pay for water per quantile and location



The graph below shows that 77% of the HH who pay for water, pay between Le1 to 20 per week.

Graph 11: Percentage of HHs that pay for water by locations



5. Sustainability of the O&M system

The evaluation findings on the O&M system and training results suggest that there is room for improvement in the time it takes to fix water stand breakdowns in all the three communities. Repair time varied from one week to one month, except for the main water point in Goderich, which has been disrupted by a roadwork for two years now.

Table 34: Summary findings on water points (water facilities) from O&M audit

Summary findings on water points (water facilities) from O&M audit	Tarif system in place	WASHCOM functioning	Mechanic in place	Time to repair
Water point landing site Goderich ⁸⁰	Yes	No ⁸¹	Yes	1 month
Water point school Goderich ⁸²	No	No	No	2 years
Solar water system Goderich ⁸³	No	Yes	Yes	---
Water point landing site Konacrydee	Yes	Partly	Yes	1 week
Solar borehole Konacrydee	Yes	Yes	Yes	2 weeks
Water point health centre Konacrydee	No	Yes	No	1 month
Water point Tombo fish landing site	Yes	Yes	Yes	--

As it can be seen from the table above tariff systems have been put in place mainly in the communities that regularly access water. The WASHCOMs are known by the communities while a technician has been trained to ensure the maintenance of the facilities most of the time. Goderich school has no system in place. As for the rest of the section of the community visited, the school has no access to water at this stage.

6. Ensuring sustainable maintenance of facilities in the health centres and schools

⁸⁰ Shela wharf

⁸¹ The WASHCOM is not functioning.

⁸² Fawe Primary school

⁸³ The distribution network is damaged by a roadworks in the area leaving many areas of the community unserved.

Maintenance of WASH facilities in the health centres

The evaluation team discussed with health workers in Konacrydee and found that there is no established system to guarantee the upkeep of WASH facilities at the level of health centre. However, the in-charge/community health officer and healthcare workers bear the responsibility of routine maintenance of the facility. It was further disclosed that the health centre staff often use their own finances to address facility-related issues because the Konacrydee community (including the WASCOM) neither lends support nor assists in maintaining any of the WASH facilities at the centre.

In Goderich, the PHU has appointed someone from the community who is responsible for overseeing the maintenance of all the WASH facilities in the centre. He ensures that the maintenance schedule is followed, and any issues that arise are promptly addressed.

"We have been exploring a range of financing options, including government funds, user fees, and partnerships with NGOs or private sector companies to sustain the health centre"
KII PHU Goderich

Maintenance of WASH facilities in the schools

Discussions with the SMC and children from the primary school in Goderich indicate that access to water was intermittent due to the road work that affected the water supply of the whole community. The SMC also faces challenges with the maintenance of the sanitation facilities. At least a cleaner has been recruited by the school to take care of the toilets which doesn't solve the maintenance issue.

"The pipes get rusty and damaged easily due to the salt in the air from the sea. Also, the water overflows when the newly built toilet is flushed, and the tank leaks. The zincs in the toilets are also damaged. We have tried to fix the issue without success. The new toilets are not working as there is a problem with the water and we cannot flush them whenever a child uses it. We have no money to repair them therefore we use the old pit latrines⁸⁴ which do not need water to flush".
SMC school Goderich

According to the O&M audit, access to water is limited in the school in Konacrydee⁸⁵. For instance:

- The two existing tap stands are not sufficient to cater for hand washing for all the 345 children.
- Two flush latrines did not have running water, so the pupils must collect buckets of water from the handwashing stations to flush them.

The school⁸⁶ visited in Tombo currently lacked water because of a breakdown in the hand pump while there are no handwashing facilities. Teachers have noticed that the children have reverted to the old practice of leaving school at lunch time to get water as the pump is broken. The SMC is responsible for maintaining the infrastructure and facilities in the school, but there is no funding for WASH facility maintenance at the school. When there are major maintenance issues, the school calls a meeting with parents to seek their support. There is a school committee that is responsible for the maintenance and cleaning of the toilet and the management of waste.

S. 1.4. What resource mobilisation strategies and approaches do the national partners have independent of external support to sustain the project?

The evaluation identified strategies and approaches used by implementing partners to mobilise resources for WASH activities as listed below:

- **Utilise own resources:** Implementing partners that have been involved in the first phase of the project (ADP SL in Tombo and LWI in Goderich) shared that they used their own resources to continue sensitising communities on the effects of ODF, facilitate the liaison with local

⁸⁴ Dry latrines are a low-cost and easy-to-build option for sanitation, but they also have some disadvantages. They can be smelly and can attract flies and other insects. They can also be a health hazard if they are not properly maintained.

⁸⁵ Konacrydee Islamic Primary School

⁸⁶ Evangelical Primary School- Tombo

authorities and in some cases support to access spare parts.

- **Approach other donors for support:** CAWeC shared that they submitted a project proposal to the Japanese embassy that was later funded, replicating the WASH in health facilities design developed by UNICEF. CAWeC generally mobilises funds from institutional donors and generates its core funds through the income generated by its welding workshop.
- **Mobilise resources from within communities:** Implementing partners reported some challenges in mobilising resources from within the communities even after several engagements. They attributed this to the “donor dependency syndrome” where communities expect some financial retribution for their involvement in project activities. Nevertheless, LWI has developed a sustainability plan in Goderich that includes post-project activities such as continuing to liaise with the community and district authorities to ensure a smooth transition, refresher training and system checks. This approach has yielded positive results in improving ODF status and the functionality of WASH facilities, although limited by availability of funds.

The evaluation found that the government did not seem to have a plan in place to mobilise resources for WASH and this was possibly because the existing tariff system managed by the WASHCOMs was designed to manage funds locally.

S 1.5 How likely trained youth will mobilise their peers in waste recycling activities and organising fertiliser production in communities outside the project locations?

The current project does not appear to have been designed to mobilise youth outside of those currently working at the waste recycling centres and, on the beaches, to collect waste. This is confirmed by the discussion with the youth and the results of the HH survey that shows that only 10% of youth have been part of a youth group that has been engaged in waste recycling (organic manure) activities indicating limited coverage of youth focus activities.

As part of its sustainability strategy, CAWeC envisions transitioning the centres to social enterprises in the future. This would have the potential to enrol more youth as trainees in the recycling business, provided that the centres generate sufficient revenue for this purpose.

“There is limited possibility for youth to mobilise their peers outside this community for any production, as initially, 80 youths were selected for the training on waste management and recycling, only 15 of us endure, the rest left because their expectation of making enough money were not met” FGD youth Tombo

Youth met in Tombo shared that there was a misunderstanding amongst the authorities for the rightful youth chairman to coordinate and monitor the activities at the recycling plant. In a separate issue, members from the WASHCOM shared that there was a conflict between the WASHCOM, the youth in charge of the taps (technicians) and the community in the management of the WASH facilities especially in the management of the funds to sustain the project.

It seems that the tricycles originally donated for the collection of waste are now used for other purposes which limits the effectiveness and sustainability of the intervention. Youth interviewed during the evaluation requested that a byelaw be put in place to ensure the sustainability of the intervention.

“We recommend that there should be byelaws to ensure that waste management intervention is sustainable”
FDG youth Tombo

8.6.2 S2. To what extent were measures put in place to ensure that the project activities are climate resilient, and services can be sustained even in extreme climatic conditions?

S 2.1. What risks associated with climate change were integrated into the project design?

Interviews with UNICEF revealed that the capacity and vulnerability assessment related to the WASH sector and risk-based situation analysis for the siting of drinking water sources and latrines in project locations had not been conducted in this project.

"The construction of drainages in the twenty clusters in the community was not properly addressed (not by the project), and it is very relevant to stop flooding disasters which is one of the main challenges the community and the people are facing here. It is also affecting the sustainability of the project because the issue of flooding has destroyed some of the structures and also in some cases, prevented the community people from accessing the toilet facilities."

FGD men and women, Tombo

As described below, measures to sustain project results during disasters were included at the design and implementation stages of the project as anticipation and adaptation measures. To some extent the project took into consideration the potential hazards in its programming: strong winds, floods and tidal waves.

S 2.2. What construction components of the project are climate resilient?

S. 2.3. What measures were put in place to sustain the project's results during natural disasters and ensure it is climate resilient?

In the context of climate change and historical impacts of natural hazards in Sierra Leone, building resilience, risk reduction and climate change adaptation into interventions is essential. Findings from the O&M audit indicated that the site selection for the sanitation facilities visited were, in most cases, built carefully in non-flood prone areas. For the communal and institutional latrines and water points, strong materials were used to withstand strong winds and a proper ventilation system was found for the latrines.

The compilation of the main findings derived from the O&M audit conducted in a selection of institutions indicated the following strengths and areas for improvement in relation to risks prevention measures of the sanitation facilities.

Table 35: Strengths of sanitation facilities against risks

Strengths of sanitation facilities against risks	Risk prevention
Toilet health centre Goderich	Yes
Toilet in school Goderich	Yes
Communal latrine Goderich (Themne Tie, Shella wharf)	Yes
Toilet health centre Konacrydee	Yes
Toilet in school Konacrydee (Konacrydee Islamic Primary School)	Yes
Communal latrine Konacrydee	Partly
Toilet in school Tombo (Rural education primary school)	Yes
Communal latrine Tombo	No

In Konacrydee, participants expressed that the latrines and water points were well-constructed and therefore the WASH facilities can withstand environmental hazards. Overall, the buildings visited during the evaluation are not typically prone to flooding, and all have adequate ventilation with the exception of the communal latrines visited in Tombo, which are exposed to tidal waves. Residents in Tombo reported that latrines in the wharf areas stop working during flooding, and that they need septic tank or elevated latrines to address this problem.

"Often, during heavy rains and high tides the drainages and pipes of the latrines got blocked which sometimes makes it difficult for the people to access the toilet facilities" FGD women, Tombo

Through various sources of information⁸⁷, it was also found that risk-informed programming measures were sometimes implemented at the design stage of the project as anticipatory measures, while most of the other interventions took place at the implementation stage as adaptive responses to events.

Risk informed programming measures at design stage (anticipation)

1. Addressing risk of sea rise: Acknowledging the potential impacts of climate change, the implementing partner in Konacrydee strategically positioned the fish platforms closer to the sea to facilitate boat landings and fish processing while still considering potential sea level rise. This arrangement ensured that any rise in sea level will not directly impact the structure, while also providing convenient access for boat operations. In the event of excessive rainfall-induced flooding, the structure's placement further inland minimised the risk of water intrusion.
2. Risk informed technical features for communal latrines: During the design stage of the project, the communal latrines were equipped with risk-informed and climate-sensitive technical features, such as water-resistant aluminium roofing sheets and wooden doors, or particular anchorage in the sand.

"The toilet we built at the wharf in Konacrydee, underwent a design modification from a path foundation to a mat foundation, which is a split foundation. To reinforce the structure against potential sinking due to the sandy soil, we installed iron rods and ensured that the foundation extends to a depth of 2.5 meters, reaching natural ground level. This reinforced foundation has successfully prevented cracks and maintained the structural integrity of the toilet since its construction."

KIIs WASH contractor Konacrydee.

3. Use of solar power supply systems: To promote hygienic fishing activities and ensure value addition in fish production in Tombo, six fish-landing and two fish-washing and processing platforms were constructed. These sites were connected with running water and lit up with solar-power supply systems. By decreasing the use of fossil fuels, solar power helps reduce the amount of carbon dioxide and other greenhouse gases released into the atmosphere and contribute to minimising climate change.
4. Sensitization to climate change into project interventions: ADP SL informed the evaluation team that they integrated the issue of climate change into its hygiene messaging across all activities in Tombo, since this community is affected by annual flooding. Interestingly, the draft National Hygiene Promotion Training Manual for volunteer hygiene promoters does not include a session on climate change.

Risk informed programming measures at implementation stage (adaptation)

1. Measures to strengthen structural building foundations: The cement mix for constructing the WASH facilities near the shore had to be adjusted to avoid using sand contaminated with seawater during the foundation work.
2. Reinforcing roofs of the fish platforms: The MoFMR approved the design of the fish platforms, but it was not fully resilient to environmental risks. The project changed the roofing on all the seven fish sorting and processing platforms from corrugated iron sheets to reinforced concrete roofs, thereby making them climate resilient. The decision to change the roofing design emanated from the heavy windstorm that took place in Tombo in May 2022, which destroyed the original roofing on all the fish landing and processing platforms.
3. Measures to prevent erosion: In the design of WASH facilities and especially the fish processing platforms (which were mostly sandy), boulders have been added at the edge of the sea to avoid the waves from hitting the fish landing platforms directly. This was done to prevent erosion from the direct impact of the waves and prolong the life of the structures.

⁸⁷ KIIs, FGDs, desk review, O&M audit

4. Effect of high tides and waves: Communal latrines visited in small wharf in Tombo are affected by the waves during high tides. Fishermen shared that they had not been listened to when they suggested an alternative location during the design stage or that the communal latrines be elevated if they are to be set up near the shores because of the risk of flooding during high tide. Near the shore, two of the seven communal latrines were not elevated and therefore could not be used during high tides. This would necessitate regular emptying, which would increase maintenance costs for the communities. Nevertheless, a drainage system is being set up to mitigate this problem.

"Flooding is the major natural disaster affecting the wharves and the community, and it affects the toilet facilities because whenever there is flooding the pipes and drainages of the latrines get blocked and it is a matter that needs immediate attention because it is affecting people to access the latrines and the community as well." FGD fishermen in Tombo

5. Flood prevention measure in Tombo: Below is a technical review of the drainage works conducted in Tombo to assess its ability to function under unforeseen hazards as reported through the O&M audit. The drainage was well appreciated by the community as a good flood prevention measure.

The drainage consisted in part of an open channel, made of reinforced concrete whose structural integrity was found to be in suitable condition. The gradual slope of the land ensured proper water flow towards drainage points and prevents waterlogging in the drainage channel. While only a few stretches of the drainage work were inspected, erosion control measures were not noticeable. Though sediment accumulation was minimal at the time of the visit, measures still need to be in place to prevent the channel from blocking.

The capacity of the drainage system to handle the expected volumes of water flow, especially during heavy rainfall, seemed to be appropriate. Respondents in the surrounding area positively attested to the drainage system's ability to manage flooding in the area.



Figure 11: Drainage Works in Tombo.

©UNICEF/Montrose

"The construction of drainages should be done in all the twenty clusters of the community. It is very relevant to stop flooding disasters which is one of the main challenges the community and the people are facing." FGD men, Tombo

During the rainy season in Tombo and Goderich, flooding often occurred during the project implementation, damaging, or exposing water pipes. As a result, workers had to repair them in all affected areas.

6. COVID-19 Response: During the implementation of the project, the implementing partners distributed COVID-19 response items (rubber buckets, bar soaps, and cups) to the communities.

Unaddressed gaps in risk programming

1. Some fish platforms were built too close to the sea exposing them to natural hazards. In Tombo, rising sea levels and high tides have started to affect the structure of the building. Boulders have not been built there yet (see picture on the right). However, this issue was addressed in some project areas.
2. The schools in Goderich are vulnerable to the salty winds from the sea, which have quickly damaged the roofs and locks of the school latrines. The SMC requested that the roofs of the latrines should be built in concrete rather zinc.



Figure 12: Fish platform in Tombo.
©UNICEF/Montrose

8.6 Gender Equality, Human Rights, Equity, and the Environment

Below are the main findings found with respect to this evaluative criteria.

Gender:

- Gender-segregated sanitation facilities provided, but not always functional or well-marked.
- Limited access to handwashing and menstrual hygiene facilities.
- Women satisfied with fish processing platforms, but some face height challenges requiring them to pay men for processing.

Menstrual Hygiene Management (MHM):

- Latrines lack bins and soap for MHM.
- Dedicated MHM rooms rejected due to potential stigmatisation.
- Women prefer disposing of hygiene products at home.

Accessibility for PWDs:

- Only half of latrines inspected met accessibility guidelines.
- WASHCOMs lack disability representation.
- Waste recycling project excludes youth with disabilities in some areas.
- Hygiene promotion materials lack disability considerations.
- Project focuses on physical accessibility but neglects other disability needs.

Environmental impact:

- Reduced plastic waste, water pollution, and air pollution through improved sanitation and waste management.
- Use of recycled materials and solar power reduce environmental impact.

8.6.1 G1. To what extent were gender equality, human rights, equity, and environmental principles duly integrated in the design and delivery of the project?

G 1.1. To what extent did the project identify and address the barriers (gender analysis, training conducted on gender integration, specific measures to ensure access of WASH infrastructures to various needs) that prevent rights holders (girls/boys, women/men) to access to the services made available by the project? (See G 1.5 for disability inclusion in the project).

G. 1.2. What is the level of access to WASH services in the target communities among male and female rights holders?

At the design stage, UNICEF and its partners aimed to ensure that all communal latrines and showers would be gender segregated with access to solar energy during the night. The project did not conduct a gender and disability analysis at the design stage but conducted some activities (inclusion of women in the WASHCOMs, enrolment of female youth in the training centres) that have helped to tackle barriers mainly related to gender-based discrimination.

WASHCOM members were sensitised on gender issues in the WASH sector. A module of the training guideline for the members of the WASHCOMs is dedicated to the inclusion of gender and poverty in the WASH interventions and incorporates units on the understanding of gender, access and control of resources, gender analysis and women in operation and maintenance.

1. Equitable access to public sanitation facilities for men and women

The compilation of the evaluation's main findings derived from the O&M audit conducted in a selection of institutions indicated the following strengths and areas to improve in relation to access to the sanitation facilities for men and women.

Table 36: Summary findings O&M audit

Summary findings O&M audit Access to sanitation facilities	Gender segregated facilities	Water	MHM	Soap	Light	Caretaker	Locks
Toilet health centre Goderich	Yes	No	No	No	No	Yes	Yes
Toilet in school Goderich	Yes	No	Yes	No	No	Yes	Yes
Communal latrine Goderich ⁸⁸	Yes	No	No	No	No	Yes	Yes
Toilet health Centre Konacrydee	No	Yes	No	Yes	Yes	Yes	Yes
Toilet in school Konacrydee ⁸⁹	Yes	Yes	No	No	No	Yes	Yes
Communal latrine Konacrydee	Yes	No	No	No	No	Yes	Yes
Toilet in school Tombo ⁹⁰	No	Yes	No	No	No	No	Yes
Communal latrine Tombo ⁹¹	Yes	Partly	No	No	No	Yes	Yes

From the Table 36 above:

Gender segregated sanitation facilities

- Most of the toilets visited were gender segregated although some did not have a proper signage.
- In some cases (for example, Tombo), only some of the toilets were functional, forcing people of all genders to use the same facilities.
- In the past, the health centre of Konacrydee lacked gender-segregated latrines. At the time of the evaluation, the facility had functioning gender-segregated latrines with shower rooms and handwashing facilities including laundry stations.

Consideration for MHM (See Question G. 1.3 on the inclusion of Menstrual Hygiene Management (MHM) in the package of activities)

⁸⁸ Themne Tie, Shella wharf

⁸⁹ Konacrydee Islamic Primary School

⁹⁰ Rural education primary school

⁹¹ In Tombo, seven blocks of gender-segregated public lavatories, each comprising of eight pour flush latrines with taps (four per gender), two showers (one per gender), and one urinal (for males) were completed.

- Most of the toilets visited in the schools, health centres and communities did not have provision for the disposal of hygienic pads. In some cases, the evaluation team was told that bins were provided but were taken away.

Safety and privacy

- Solar-powered lighting systems were installed in communal latrines, but they were not working in the facilities visited.
- Most school latrines lacked lighting.
- Lighting system set up on the beaches were appreciated as it has improved the safety of the people.
- All facilities visited were equipped with locks that could be operated from inside, providing security and privacy.



Figure 13: Unhygienic toilet in a school in Tombo.

©UNICEF/Montrose

2. Barriers related to access to the waste collection and recycling activities

The male and female youth showed their appreciation for the project because it has increased their awareness on environmental waste management and recycling, and it has provided them with skills and job opportunities. However, there are some issues that need to be addressed, such as the lack of water supply and electricity at the recycling facilities.

The women also want more skills training⁹², job opportunities and tools and equipment. The evaluation found that, beside the female youth involved in the waste recycling centre in Tombo, most women were not engaged on environmental waste collection because they were busy in petty trade and selling local goods and commodities.

3. Barriers related to women accessing the fish processing platforms

Traditionally, according to local social norms of Sierra Leone, men are predominantly involved in catching fish, while women are involved in processing and marketing the catch. Like in other parts of Africa, women dominate the fish value chain, especially wholesaling, processing, trading and retailing artisanal and industrially caught fish. The majority of fish from artisanal fleets is sold raw and unprocessed at landing sites. Fish is purchased directly upon landing either by agents or fish processors, also known as “fish mammies.” The small-scale artisanal fishery is a significant source of employment and income in rural Sierra Leone. The sector offers direct employment for about 30,000 fishermen and 500,000 additional jobs through ancillary activities like traditional fish processing, smoking, and marketing (mostly done by women) and boatbuilding/repairs.⁹³

Most of the female respondents indicated a high level of satisfaction with the fish platforms and requested more facilities as they are in high demand. Women involved in the fish processing activities interviewed in Tombo had issues with the height of the fish platform slabs and could not use them. Instead, they had to pay the men to process the fish for them which creates additional costs.

Violence and theft experienced by women fishers

⁹² Additional skills trainings suggested by the women: Tailoring, catering, fashion design, soap making and tie dyeing (Gara making) activities, loans to start a business.

⁹³ Kassam L, Lakoh K, Longley C, Phillips MJ and Siriwardena SN. 2017. Sierra Leone fish value chain with special emphasis on Tonkolili District. Penang, Malaysia: WorldFish. Program Report: 2017-33.

In Tombo, women in the wharves reported violence and theft from disgruntled youth who steal their fish and abuse them if they try to stop them. The women have reported the matter to the authorities, but it seems that no action has been taken so far.

G 1.3. To what extent was MHM included in the package of activities?

WASH NORM 2022 data⁹⁴ shows that the percentage of schools that have separate latrines for girls with provision for MHM is very low in Sierra Leone with an average of 8.1% of schools nationally (Port Loko: 1.8% and Western Area Rural: 38.8%). Under another project funded by the Swedish National Committee and implemented through Girl Child Network, UNICEF supported many secondary schools (including Iceland funded project areas) with MHM activities including the provision of sanitary packages for girls.

The UNICEF gender annual review report (2017) and UNICEF Sierra Leone programmatic gender review (2018) highlighted the need for improving access to WASH services from a gender perspective. The Sierra Leone review conducted in the lead up to the development of the UNICEF WASH strategy⁹⁵ highlighted WASH as a key gender convergence sector and emphasized the need to target girls and highlighted gender aspects beyond MHM such as increasing number of women in WASH leadership and technical trainings, increasing cross-sector collaboration, designing a convergent strategy with child protection and education to address gender-based violence in schools and consider the inclusion of a clean environment approach.

In Goderich, LWI indicated having included MHM activities and technical features in all communal, school, and health latrines. For instance, all school latrines were initially equipped with flush toilets after LWI provided 200-liter water tanks to the facilities. This also allowed LWI to equip the facilities with MHM features. LWI used the design standards provided by the MoHS and the MBSSE.

"For these school health clubs, we taught them about menstrual hygiene, how to take care of themselves, we even provided pads for the schools' use." KII WASH contractor Goderich

At the design and implementation stages, the O&M audit found that most sanitation facilities were gender segregated. However, almost no MHM provisions (i.e., bins) or soap were found in the latrines visited.

According to UNICEF, in principle, latrines in public communal locations, schools and health centres should include a bin for disposal of menstrual hygiene products. However, these bins are sometimes removed by the community and may not be available in all latrines. During the last national multistakeholder WASH technical review meeting, there were discussions about the possibility of including a dedicated room for MHM. However, the idea was discarded because it could stigmatise girls who enter the room.

Table 37: Summary findings of the O&M audit of latrines (sanitation facilities)

Summary findings O&M audit Latrines (sanitation facilities)	MHM (Bins)
Toilet health centre Goderich	No
Toilet in school Goderich	Yes

⁹⁴ <https://norm.washdata.sl/>

⁹⁵ Programme Component Strategy Note. Outcome 2: water, sanitation and hygiene (wash)

Summary findings O&M audit Latrines (sanitation facilities)	MHM (Bins)
Communal latrine Goderich ⁹⁶	No
Toilet health centre Konacrydee	No
Toilet in school Konacrydee ⁹⁷	No
Communal latrine Konacrydee	No
Toilet in school Tombo ⁹⁸	No
Communal latrine Tombo	No

In Tombo, none of the communal toilets visited had neither bins to dispose the sanitary towels nor functional lights to prevent gender-based violence issues during the night.⁹⁹ ADP SL shared that after consultation with women groups, they decided not to undertake MHM in the communal latrines as the women did not feel comfortable to dispose of the used sanitary towels in public latrines and would rather do it at home.

"Menstruation pads were supplied to women and girls, and they were advised how to dispose these pads in the right areas to avoid blockages latrines pipes. Some of the latrines do not have sufficient water supply and disposal facilities for menstrual products to address the issue of handwashing during menstruation period for women and girls. It is an issue that needs to be addressed so that sufficient water for hand washing and disposal of menstrual products will be provided".

FGD men, Tombo

"Most of the girls and women don't use sanitary pads but rather use a small piece of cloth. Also, we have cautioned girls and women not to dispose used sanitary pads in the toilets to avoid blockage" FGD women, Konacrydee.

In the school visited in Konacrydee¹⁰⁰, the project did not fully address the menstrual hygiene needs of female students, but the school authority provides menstrual products and soap to female students (the products were donated by an organisation).

The draft National Hygiene Promotion Training Manual for Volunteer Hygiene Promoters includes a detailed training session on MHM that describes how menstruation can be hygienically managed and itemizes what support men, boys, women, girls, traditional and religious leaders can give to girls and women during menstruation. The session provides instructions on how to dispose of used hygienic pads.

The MBSSE indicated that they have sufficient information, education and communication (IEC) materials in relation to keys hygiene related messages.

G 1.4 What has been the coverage and targeting of vulnerable population to ensure their access to the WASH services? How did the project contribute to achieving equal access to WASH services among all community members, especially those from vulnerable groups?

The Government's Medium-Term National Development Plan 2019–2023¹⁰¹ lays out a clear development path, which is based on the idea of inclusive, sustainable growth that leaves no one behind.

⁹⁶ Themne Tie, Shella wharf

⁹⁷ Konacrydee Islamic Primary School

⁹⁸ Rural education primary school

⁹⁹ Although the caretaker shared that the solar lamps were initially working after the construction of the latrines which is not the case anymore.

¹⁰⁰ DEC Primary School Konacrydee

¹⁰¹ <http://moped.gov.sl/mtndp/>

By dedicating one of the eight policy clusters to empowering women, children, and PWDs, it recognises the key role that everyone plays in the society.

The GoSL National Sanitation Implementation Guidelines – MPR June 2022 Page 14, states that **Sanitation programmes must have a pro-poor focus**, promoting equity and poverty reduction, with strategies to avoid marginalising the very poor. Sanitation systems must be sustainable, appropriate, and affordable and a suitable variety of systems meeting these criteria must be made available. Savings and credit schemes should be encouraged. In **urban areas**, tariffs must be affordable, fair and sustainable. **Sanitation promotion strategies must be gender sensitive and inclusive**, paying specific attention to the needs of women and PWDs.

On the other hand, the Sierra Leone Electricity & Water Regulatory Commission (EWRC) has established a water tariff system in Sierra Leone, but the system could be improved to ensure access for all, especially for poor people who cannot afford to pay for water. UNICEF's projects rely mostly on tariff systems that are developed by the communities themselves, as they are perceived by the communities to be more equitable.

"There is a bylaw that says that if you have two or more water containers you are only allowed to fetch one container of water at a time and then allow others to fetch, one each before you fetch another one" FGD WASHCOM Tombo

The UNICEF guideline¹⁰² to train the WASHCOMs encompasses a participatory tool on community subsidy planning table to determine water fee rates and subsidies to ensure that the poor do not pay for the rich if a flat rate for water user fees is applied to everybody in the community.

In some locations, bylaws have been established to ensure equitable access to all.

The WASHCOM Chairman in Goderich informed that the community has instituted bylaws to ensure that the toilets are always kept clean and free from pests and diseases. He noted that they signed a Memorandum of Understanding with the head of the household to grant unhindered access to every member of the community who may want to use the toilets, even if the toilets are constructed on private lands. This will ensure non-discrimination and equity of use for all.

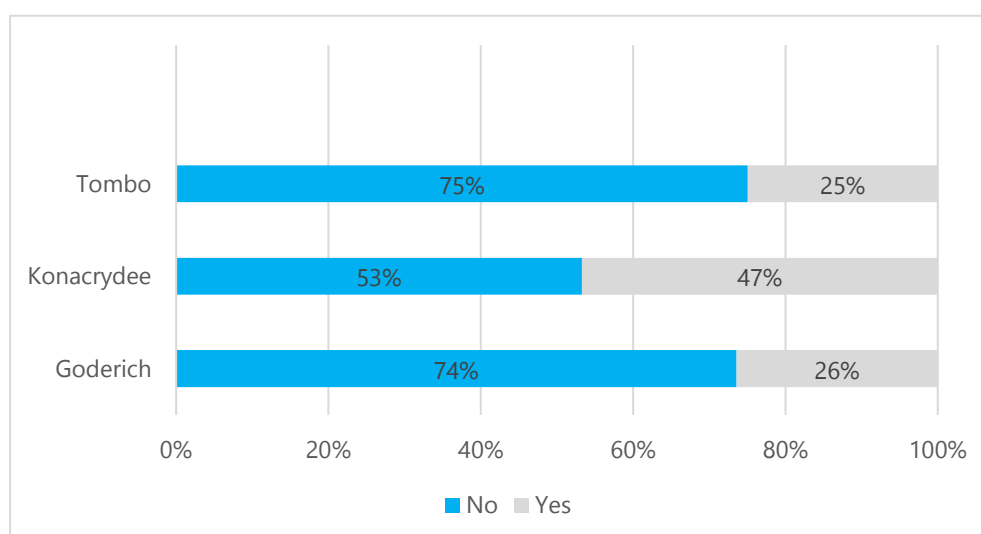
Source: Stories from the final report in Goderich

In Konacrydee, the water users pay Le15 for each five-litre container. In Tombo, before the miscommunication arose between the WASHCOM and the CMA, a tariff system was organized. Users paid a monthly fee based on the number of people in the household, and PWDs were exempt from paying for water.

The HH survey results indicate that the majority of HHs did not receive any support to build their latrines at home in Tombo and Goderich while almost half of the HHs received help (not part of the project) in Konacrydee. NGOs, the WASHCOM and family members are the main providers of this help through cash, construction materials and labour.

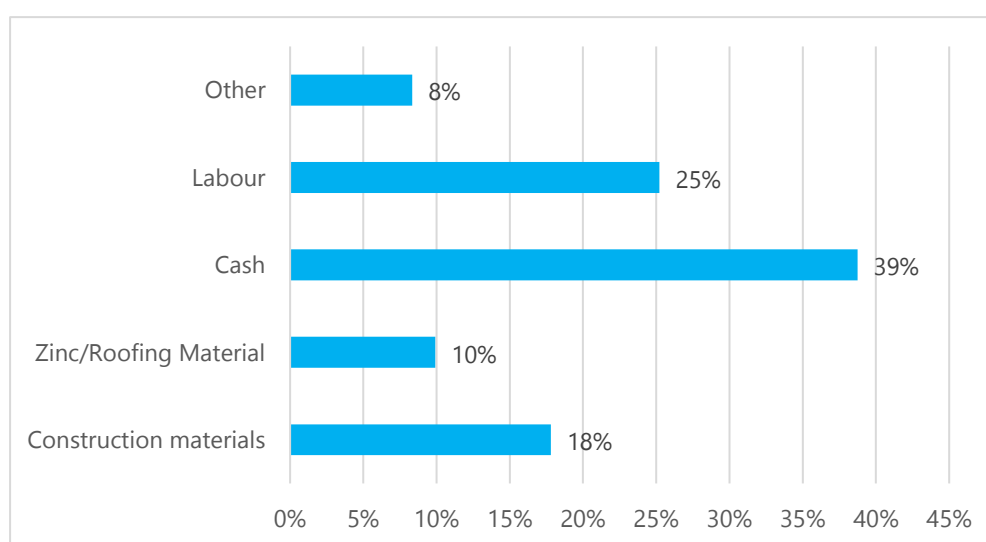
¹⁰² UNICEF, Water Supply, Sanitation and Hygiene (wash) programme, draft guideline for WASHCOM formation and training on community wash management, a trainer's guide and toolkit

Graph 12: Help received to build the HH latrine per location



N=768

Graph 13: Type of help received to build the HH latrine



N=768

G 1.5 How did the project contribute to empowering adults and children with disabilities?

Overall, PWDs met during this evaluation, indicated that they appreciated the availability of water and toilet facilities provided by the project. Before the project, they had to send their children far to fetch water and had difficulty accessing toilets. Now, they have readily available water in the community and accessible toilets in some of the facilities (mainly Konacrydee). Hygiene and sanitation practices have improved among PWDs and the community as a whole. They are now more likely to wash their hands with soap after going to the toilet, before and after eating. This has improved their health and well-being. Below is the work in progress and areas for improvement within the area of inclusive WASH.

Disability inclusion in the WASH facilities

According to UNICEF and implementing partners met, school and health centre latrines should be accessible to PWDs (ramps, large doors, and handrails). Nevertheless, the O&M audit found that access

for PWDs across the districts has been unevenly done during the project implementation as described below.

"Disabled people will find it very difficult to use the (toilet) facility to the way it was designed"
FGD fishers Goderich

Table 38: O&M audit – Accessibility of latrines (sanitation facilities) for persons with physical disabilities

O&M audit Latrines (sanitation facilities)	Disability inclusion
Toilet health centre Goderich	No
Toilet in school Goderich	Yes
Communal latrine Goderich ¹⁰³	No
Toilet health centre Konacrydee	Yes
Toilet in school Konacrydee ¹⁰⁴	Yes
Communal latrine Konacrydee	Yes
Toilet in school Tombo ¹⁰⁵	No
Communal latrine Tombo	No



Figure 14: Accessible Communal latrines, Konacrydee.

©UNICEF/Montrose

Examples of expected features for disability friendly latrines: ramps, large door, large room for the wheelchair, and handrails. At least one toilet per latrine block should be accessible to those with special needs. Contrasting surfaces, guide rails, tactile signage for people with visual impairment

Half of the latrines inspected during the O&M audit were found to be non-compliant with accessibility guidelines for PWDs, with Konacrydee demonstrating a higher degree of compliance. This finding is corroborated by our interview with the SMC of a school and a representative of PWDs, who asserted that the majority of WASH facilities in Konacrydee are disability inclusive.

"The WASH interventions at Konacrydee had impacted positively on the lives of people with disabilities through the provision of safe and clean drinking water supply and disabled friendly latrines for schools and communal purposes. WASH infrastructures are disabled friendly with ramps and support bars, accessibility and safety for people living with disabilities".
KII PWD Konacrydee

¹⁰³ Themne Tie, Shella wharf

¹⁰⁴ Konacrydee Islamic Primary School

¹⁰⁵ Rural education primary school

Water taps are generally accessible for PWDs. However, the communal latrines visited in Tombo were not disability friendly (i.e., had no ramps, handrails, appropriate signage or enlarged doors for wheelchairs) or like in Goderich, had a ramp that was built inappropriately.

UNICEF and some implementing partners indicated that access to land has been a constant challenge, particularly in Tombo and in some cases has prevented the implementation of the planned design of the communal latrines particularly the ramps for people with disabilities.



Figure 15: Ramp built in Goderich but still not accessible for a wheelchair user.

©UNICEF/Montrose

"Water taps were installed in the community which are accessible to people with disabilities because they were installed on a low-level platform. The toilets are not accessible to people with disabilities because the road to the toilets is narrow and there are no ramps to access the toilet." KII representative PWD Tombo

Nevertheless, the construction of ramps is underway in Goderich, as explained below.

"Well, we are building access ramps. We have done it for the fish landing, and all the toilets. If they have their crutches, they will be able to walk there easily." WASH contractor, Goderich

Men and representatives of PWDs interviewed in Tombo indicated that the latrines were only built in the wharves, making it difficult for some PWDs living in hard-to-reach clusters to access them. The facilities were opened to the community, including PWDs, but adequate provisions were not made for PWDs especially wheelchair users to access the toilet facilities and structures in the wharf areas.

PWDs in Goderich reported that they had to pay someone to collect water for them because there is no water available in the communal latrines and they were unable to fetch it themselves. This creates an unfair and undue financial burden on them.

"The sanitation facility needs to be made more accessible for people with disabilities, such as those with polio, who may not be able to use their hands or feet as easily as able-bodied people. It would be helpful to have one or two features that make it easier for them to use the toilets, since they are more challenged in this regard." "We want water in the toilet as there is one person here with disability who is a woman, who is not able to carry a bucket of water by herself because her foot and arm are deformed but if the toilet has water, I think it will be easier for the disabled persons."

FGD men, Goderich

Lack of inclusive governance bodies of WASH interventions

The training guideline¹⁰⁶ used by the project to train the WASCOMs, does not mention any directives for the inclusion of PWDs in the WASCOMs. The training guideline is disability blind as for example there were no occurrence of the words "disabled, disability" in the document neither activities related to PWDs.

¹⁰⁶ UNICEF, Water Supply, Sanitation and Hygiene (wash) programme, draft guideline for WASCOM formation and training on community wash management, a trainer's guide and toolkit

The WASHCOMs in Tombo and Konacrydee reported that there were no people with disabilities in the committee and that they had not been oriented on the inclusion of disability in the WASH project.

Representative of PWDs in Konacrydee cited the absence of PWDs in the WASHCOM. To enhance the sustainability of WASH interventions, the respondent recommended training community members, including PWDs, to maintain WASH facilities effectively.

LWI indicated that at the time of setting up the WASHCOMs, they didn't have any PWDs in the committee in Goderich.



Figure 16: Trainees and staff, recycling centre Konacrydee. ©UNICEF/Montrose

The waste recycling project did not include youth with disabilities in Tombo. In Konacrydee, the scrap metal unit of the recycling centre is supervised by a PWD. Initially, there was no ramp in the centre, however, the ramp was constructed later on.

Consultations with PWDs during the project's design and implementation stages have been implemented in some locations. In Konacrydee, for example, PWDs were consulted during the design and implementation phases of the WASH project. CAWeC engaged PWDs and sensitized them about the project in Konacrydee. However, this was not the case in Goderich.

Incentives to facilitate access to WASH facilities for PWDs

In Tombo, when the water tariff system was functioning, users paid a monthly fee based on the number of people in the household, and PWDs were exempted from paying for water.

Attitudinal barriers faced by PWDs

Inclusive WASH is not only about providing accessible WASH facilities for children and adults with disabilities but is also about changing attitudes and behaviour towards PWDs. For example, the importance of segregated latrines for PWDs may be understood differently as explained by this child in Goderich.

"Well for those who are sick, or disabled I would love it if they had their own facility built so we don't get infected by those who are sick". Learner, school in Goderich

Additionally, people who are not living with disabilities often underestimate the importance of adapting the environment to facilitate access for PWDs as they are not many in their communities or are less visible especially those with mental disabilities. Many are often overlooked because they tend to participate less in social events. PWDs also face attitudinal barriers that prevent them to access the WASH facilities.

"People with disabilities may have difficulty getting up after defecating, as they may need to use a clutch. This can prevent them from flushing the toilet. Instead of providing assistance and kindness, some facility attendants refuse to let them use the toilet." FGD women Goderich

Barriers to access hygiene education

The review of the draft National Hygiene Promotion Training Manual for Volunteer Hygiene Promoters found that it did not mention measures to ensure access to hygiene education for PWDs or provide

information on the use of disability-friendly latrines. Discussion with a PWD suggests that PWDs did not participate in CLTS interventions in the three locations.

"There are forty-five households that have people living with disabilities in the community. People with disabilities have never been included in community sensitization sessions on sanitation. In fact, most community members show little regard for people with disabilities. CAWeC is the only organization that has shown concern for our needs." KII representative PWDs
Konacrydee

In Tombo, the representative of the PWDs indicated that no support was provided for PWDs to set up their latrines at home. People with disabilities received training sessions related to sanitation from the Red Cross but were not included in the triggering exercise because they were not invited and consulted.

Inclusive WASH in school

The 2018-2020 Education Sector Plan (ESP) committed to improving school infrastructure for children with disabilities. The Education Act 2004, and the Child Rights Act 2007 require schools and educators to treat all children equally.

The SL Policy on Radical Inclusion (2021) states that schools will provide safe, inclusive, dignified and accessible learning environments which meet the diverse needs and life circumstances of all children. The policy focuses on four excluded and marginalised groups: children with disabilities; children from low-income families; children in rural and underserved areas; and girls - especially girls who are currently pregnant and in school or are parent learners. The policy advocates to make adaptations to the physical environment of schools. This includes providing ramps, making toilets more easily usable by pupils with disabilities, and making teachers more aware of the unique needs of students with disabilities in the classroom.

Figure 18 Disability inclusion in Sanitation facilities at school

O&M audit Latrines (sanitation facilities)	Disability inclusion
Toilet in school Goderich	Yes
Toilet in school Konacrydee ¹⁰⁷	Yes
Toilet in school Tombo ¹⁰⁸	No

Source: O&M audit.

Children met in Konacrydee¹⁰⁹ indicated that their school was equipped with special toilet facilities for boys, girls and children with disabilities which was not the case for the school¹¹⁰ in Tombo.

"We have one disable in this school, I don't think he is facing any challenge because there are ramp leading to the latrine and school, but there is no holding bar, the child is a polio victim" FGD school going children Konacrydee



Figure 17: Accessible ramp, health centre in Konacrydee.
©UNICEF/Montrose

Level of inclusion of WASH facilities in the health facilities

According to the WASH NORM 2022, only 36.4% of health facilities have improved latrines¹¹¹ accessible to people with limited mobility (58.4% in Port Loko and 55.2% in Western Area Rural).

¹⁰⁷ Konacrydee Islamic Primary School

¹⁰⁸ Rural education primary school

¹⁰⁹ Kulafai Rashideen Primary School- Konacrydee

¹¹⁰ Evangelical Primary School- Tombo

¹¹¹ Improved latrines are pit latrines with a washable sanitary platform (made of cement, plastic, ceramic, fiberglass) such as Improved pit latrine, VIP latrine, flush and composting toilets.

The O&M audit found that the latrines in the Goderich community health centre were not disability friendly¹¹² while in the health centre visited in Konacrydee, the latrines were gender-segregated and accessible to PWDs with support bars to aid their movement.

Disability inclusion at fish platforms

Fishers in Konacrydee reported that the WASH facilities and fishing processing platforms made provision to facilitate physical access to PWDs.

G 1.6. To what extent were environmental principles duly integrated in the design and delivery of the project?

An environmental impact assessment was done by the district council to ensure that the project did not affect the livelihood, the health of the people and the environment.

In Tombo, as part of efforts to maintain a clean and safe environment in the community, particularly at the beach areas, UNICEF worked with the Western Area Rural District Council to set up a waste recycling plant in Tombo. The Plastic Recycling Project for Income Generation (PRPIG) was deployed as a public-private partnership model. This intervention includes waste collection, cleaning, sorting, recycling, packaging and sale of recycled products. The plant is designed to recycle most of the waste generated in the community, mainly marine waste from the beaches, and turn them into useful by-products, such as energy-saving stoves, bio-charcoal, and floors tiles.

The waste recycling plant consists of training sheds, stores, lavatories and production equipment. Three women and three youth groups were constituted, with a total of 32 people (17 women and 15 men). They were trained on key areas of waste recycling, including plastics, scrap metals and textiles recycling, and bio-charcoal and organic manure production.

A similar centre has been set up in Konacrydee, and youth have been involved in the production of charcoal and floor tiles. To reduce air pollution, the recycling plant has a chimney. The septic tanks of the toilets will not affect the community, as they can be easily emptied when full.

Following the hands-on training, the youth groups begun producing and selling the recycled products. As part of the demonstrations, the first batch of products (interlocking blocks/tiles) made from the plastic wastes from the beach were used to pave the compound of the recycling plant.

In addition to providing motor tricycles, shovels, and wheelbarrows were provided to clear waste disposals from the wharfs and community. However, according to the community members and youth met in Tombo, some of the equipment is no longer available because some stakeholders are using it as personal property instead of for its intended purpose.

Below are some positive impacts on the environment that have been reported:

- Less plastic waste was noticed in the communities because of the collection and recycling of the waste.

'As a result of the waste refuse recycling plant, we no longer see plastic waste littered around the community and the wharf. People prefer to gather their plastic waste and then take them to the recycling plant' FGD youth Tombo

¹¹² Information confirmed during our KII with the health unit in Goderich

"People now make sure to clean their compounds and the environment by disposing waste properly or dig holes and burn the waste" FGD Women, Konacrydee.

- There has been reduced pollution of the water when people use improved sanitation facilities at the HH and communal levels (and therefore are less likely to defecate in the open or dump waste into rivers and sea). This was expected to help reduce the pollution of the water, which can also potentially have a positive impact on the health of fish and other marine life.
- Recycled waste materials were used to make new products, with an emphasis on organic manure to reduce air pollution and protect the environment. The recycling plant produces biochar, which should be sold to community members to reduce deforestation.
- Latrines, showers, and fish processing platforms were equipped with solar power supply systems. Solar panels have a smaller footprint and do not disrupt ecosystems or natural habitats like other source of energy. Solar energy systems have also zero emissions during operation, helping to improve air quality and reduce the impact on human health and ecosystems.
- With the lighting system installed on the beaches and the reduced prevalence of open defecation; the beaches are once again recreational areas.

"This project has made the beach more lively, especially at night. It's a safe and enjoyable place to gather with friends and family" FGD men, Goderich.

8.6.2 G2. To what extent were women involved on equal terms with men in the management of the project at community level?

G 2.1. To what extent did the project identify and tackle the barriers related to gender-based discrimination in decision making processes?

The project proposal indicates that WASHCOMs will consist of 7-10 members with at least 30% of members who are women including at least one in a decision-making position (chair, treasurer or secretary). This quota was also mentioned in the guideline¹¹³ used by the project to train the WASHCOMs. A module of the training guide is also dedicated to gender issues in the WASH sector. A review of the membership of the WASHCOMs indicates a reasonable compliance with the guideline as described below.

In Tombo, the WASHCOM is composed of 20 members including 9 women (45%). Initially, men supervised the use of tools and materials, but there was some malpractice (theft of tools and mismanagement). This responsibility was then given to women, who have been more reliable, truthful and communicative in store management. Even though the WASHCOM had included some women in the committee, some women who were not members of the committee complained that they were not made aware of the tariff system in place.

"One of the challenges we faced is that women were not allowed to participate fully in the project activities after the implementation of the project because some people didn't want the women to be aware of money collected from the use of the project facilities" FGD women, Tombo.

One of the implementing partners shared that the WASHCOM has 30% female representation, and women hold management and monitoring positions for some of the WASH facilities.

In Goderich and Konacrydee, more women have been involved in the WASHCOMs after the refresher training provided. In Konacrydee, there are women in the WASHCOM that are also serving in leadership

¹¹³ UNICEF, Water Supply, Sanitation and Hygiene (wash) programme, draft guideline for WASHCOM formation and training on community wash management, a trainer's guide and toolkit

roles within the committee. For instance, women hold the positions chairperson, co-chairperson, representatives of women, youth, religious groups and the treasury.

In Tombo, the fish-landing and fish-washing and processing platforms are operational and managed by designated committees and groups, including 'Women in Fishing', an all-female committee, ensuring that gender-sensitive perspectives are mainstreamed in the project.

In Tombo, out of the 15 youth that are operating the recycling plant, there are 8 women (53%) and 7 men.

"During the reporting period, the project supported reformation of the WASHCOMs in all project communities and provided refresher training for all members. The new WASHCOMs now have more women as members who participate in decision making for the communities." Source: Result 2 in Goderich/Konacrydee, activity report

The HH survey results indicated that only 20% of the HH members are involved in the collection of water. Among them, 60% are male and 40% are female with majority of the members being 26 years old and above.

G 2.2. How did the project contribute to empowering women and girls?

Developed alongside the new UNICEF gender policy and Gender Action Plan (2022–2025), the UNICEF Global Strategic Plan emphasize on structural, and norms change to transform the underlying drivers of gender inequality, with a greater focus on tackling gender inequities across the humanitarian-development nexus.

Youth met in Konacrydee noted that the recycling centre had more women than men, out of the 15 volunteers, 11 are female (73%) and 4 are male (27%). More young women were encouraged to enrol into the project than men. They also shared that a lot of secondary school dropouts were girls.

As described previously, women were representing at least 1/3 of the WASHCOM members and the members had been trained on the importance of the gender aspects of the WASH interventions. The project also trained women as hygiene promoters in the twenty community clusters (Tombo) to educate their communities about hygiene. Women in fisheries have also been involved during the implementation of the project. In Goderich, women interviewed expressed frustration with the communal latrines due to limited water access. They also suggested that the project should have built dedicated spaces for their fish trade.

The evaluation team found an example of transformational change when LWI empowered women by training some of them to become community water technicians, a role typically held by men.

"The village savings loan scheme (VSLA) implemented under the project played a pivotal role to develop the financial earnings of women in the community. It also encourages the women to involve and participate in community activities and also provides support for the men or husbands to take care of their homes and families." FGD men, Tombo

8.6.3 G3. To what extent has the project empowered children, adolescents, and youth?

G 3.1. To what extent did the project ensure the involvement and empowerment of children, adolescent and youth in the project planning and implementation?

Interventions for youth

Youth were empowered by participating in WASHCOMs, CLTS dedicated hygiene activities and recycling activities. These interventions provided them with opportunities to speak up and lead. The recycling

centres provided training and employment opportunity with stable income for the youth as well as increased awareness on environmental sanitation and the benefit of living in a clean and safe environment.

"We have also acquired skills which will be with us forever as a means of empowerment. We have now the means to provide for our homes. Some of us were shy to speak in public or to interact with more people, with the interaction we make at the plant daily and the help of community sensitisation we can now speak in public" FGD youth Konacrydee

Following the involvement in the WASHCOM in Goderich, one of the youth was even recruited by the MoFMR.

Implementing partners have employed youth as casual labourers and established a network of community health volunteers. It was sometimes challenging to keep the youth focused on their work because some of them dropped out mid-way to go fishing. The project had to recruit youth from other communities to mitigate this problem.

The youth provided labour to build the latrines and helped in the laying of pipes for water supply to the various water points in the community" FGD fishers Konacrydee

ADP SL initially recruited 12 youth to become community water technicians. At the end of the project, only 5 boys remained and were in charge of closing and opening the water valves. They were trained in plumbing and were provided with tools.

Eighty youth were initially enrolled in the waste recycling centre in Tombo but many of them withdrew for various reasons. Some left because they did not receive stipends during the training, others found alternatives training/jobs opportunities or had preferred to enrol in the Don Bosco training centre to manufacture soap, which they found was an easier activity and less risky than the production of briquettes and floor tiles. In the end, three women and three youth groups were constituted, with a total of 32 people (17 women and 15 men). These youth were trained on key areas of waste recycling, including plastics, scrap metals and textiles recycling, and bio-charcoal and organic manure production.

In Konacrydee, the project has trained four youth and women groups (58 participants in total) in waste recycling processes and procedures, including 32 females and 26 males.

Youth in Tombo shared that their waste and recycling training broadened their understanding of environmental sanitation, influencing them to help community members collect plastic waste for processing at the recycling plant, where they have also acquired additional skills.

Youth in Tombo and Konacrydee said that they were not involved in the design stage of the project, but only in the implementation phase.

"We're not consulted before the project started, it was during the project implementation that we were interviewed and immediately engage to clean the wharf as beneficiaries of the waste refuse and recycling plant" FDG youth group in Tombo

Interventions involving children

School Approval Guidelines (2021) state that all schools should meet the basic required building standards and provide adequate and proper hygienic WASH facilities, inclusive of separate toilets for female teachers and girls. Children attending the schools were engaged in participatory activities and were able to get new skills in hygiene education and for some of them, became agents of change.

Goderich

At the community level, house to house visits as part of the sensitization of hygiene practices was also

seen as an opportunity for children to participate and change their behaviours. Similarly, health clubs were used as an avenue to empower children about hygiene and environment issues.

*"We provided the school health club members with Veronica buckets, gloves, wheelbarrows, bucket soaps, long-handled brushes, and training on how to clean the latrines and the school environment. We also gave them T-shirts and encouraged them to be examples of good hygiene practices to their friends and family"*Implementing partner Goderich.

LWI and CAWeC supported the development of children-led school health clubs supervised by two teachers that were previously trained on how to set up health clubs. It is expected that this activity will sustain the hygiene promotion activities in the schools, while also empowering the students to lead the behaviour change process.

The desk review and our field visit in some schools indicate that the WASH facilities in the five schools in Goderich and Konacrydee remain functional, and school health clubs in the schools are still active in supporting the promotion of safe hygiene and sanitation behaviours. Some pupils have become change agents in their communities according to respondents from UNICEF.

SMC members indicated that children are now practicing the newly acquired skills following hygiene awareness interventions at school and in the community.

*"Since the renovation of the water system, the children have been much better about taking the kettle with them to the toilet and washing their hands afterwards. You can see them doing this from the steps, as they move towards the basin with the soap"*SMC school Goderich

Konacrydee

According to the school going children met in Konacrydee, before the project, the officers from CAWeC asked the teachers for a specific location where to construct toilet, then the teachers consulted with the children to identify the most appropriate place to build the toilets.

In the school, the project included a variety of activities to engage children and adolescents, including songs, storytelling, workshops and school-based interventions. The interventions focused on teaching children about WASH facilities and hygiene, including the importance of handwashing. Both boys and girls had equal access to the WASH facilities, which included water points, toilets and urinals.

Tombo

The training on hygiene education improved hygiene practices at the school, as both children and staff now wash their hands regularly. As agent of change, the children also shared what they learned about handwashing with their parents at home.

9 LESSONS LEARNED

Lesson learned 1

Institutionalise the WASHCOMs within the relevant legal frameworks to secure its mandate amidst existing governance structures such as the CMA at the community level. As important prerequisite for the implementation and sustainability of the project, this should include in-depth consultations between various stakeholders on the legal framework and WASHCOM roles and responsibilities particularly concerning collection and management of user payments and setting up an appropriate tariff system. As seen in Tombo, a lack of the institutionalisation of the WASHCOMs and clarity on its roles and responsibilities can jeopardise gains initially obtained in effective management, maintenance and operation of the WASH interventions, risking sustainability.

Lesson learned 2

A timely baseline study, conducted prior to implementation, is vital in ensuring the project meets communities' identified needs and priorities, sets clear benchmarks, has indicators against which progress can be tracked and the impact of the project can be evaluated. A baseline could, for instance, identify common hygiene practices and behaviours in the communities, existing barriers faced by vulnerable groups, especially PWDs, in accessing WASH services and potential risks to the success of the project.

Lesson learned 3

The project should have integrated a more robust social behaviour change component as findings from the evaluation suggest that some parts of the project did not ensure equal access to WASH services for PWDs. Access to information, hygiene education and participation in WASHCOMs for all PWDs are essential for an inclusive WASH project. This is in line with international and national legal and operational frameworks that encourage WASH projects to be disability sensitive.

Lesson learned 4

Prioritise the involvement of women in the design and implementation of the project. Findings from the evaluation indicate that women were found to be more accountable, for instance, the experience of the WASHCOM in Tombo revealed that the store (for tools and spare parts) was better managed now that it was under the care of women. Additionally, based on the complaints about the height of the cutting slab in Tombo's fishing platform, the project would have benefited from involving women in the design of the fishing platform to ensure it could be effectively used by all rights holders involved.

10 CONCLUSIONS

Relevance

The project was fully aligned with the national development priorities, WASH policies of Sierra Leone, UNICEF Country Programme (CPD 2020 -2023) and UNICEF's Global Strategic Plans for 2018-2021 and 2022-2025. The WASH project is also well aligned to the WASH related SDGs that collectively address the need for clean water, sanitation and hygiene in communities, health, and education to promote human well-being and sustainable development.

The evaluation found that the project is aligned well with the mission and role of the GoI's international development efforts and more particularly in relation to its commitments to support the fishing communities in Sierra Leone using a holistic approach for change. Compared to the situation before the project interventions, the evaluation found that **overall, the project has responded well to identified WASH needs, and priorities of children and their families** in the fishing communities of Sierra Leone.

With respect to the relevance in meeting beneficiary needs, the project was able to reduce open defecation and improve access to water and sanitation. Nevertheless, the evaluation identified additional WASH related needs such as a necessity for drinking water, first aid kits at waste recycling centres, waste disposal sites and access to water in some areas of Goderich. Fishing platforms and communal latrines were in high demand and fishers wished that more could be constructed.

Coherence

The evaluation found no evidence of duplication of efforts but rather complementary interventions with other projects such as UNDP (fish platforms in Goderich, Konacrydee and Tombo), Mariatu's Hope (WASH in Port Loko), and Don Bosco (recycling centres in Tombo). The WASH project also complemented the health sector in the fight against COVID-19. By providing access to safe drinking water, latrine facilities and hygienic fish processing facilities at the wharves, the project helped strengthen the community's resilience against the pandemic.

The WASH project is a component of the larger program strategy for fishers, it was found to have improved quality and livelihoods in fishing communities, a cooperation between the GoSL and GoI. The GoI-funded programme clearly includes a lead ministry to coordinate the overall programme however, no lead ministries are mentioned for the sub-component of the programme which would have helped to streamline coordination and communication between the ministries involved in the project. **There were several coordination meetings and joint monitoring missions involving several ministries at national level as well as line ministries at district level. Nevertheless improvement can be done in the area of joint monitoring and sharing of information.** The collaboration between UNICEF and the implementing partners was characterised by mutual respect, appreciation for each other's strengths, and a commitment to achieving shared goals. This productive partnership proved instrumental in the project's success.

Effectiveness

As described in the report, **the project had mainly met (and in some cases overachieved) its output targets**¹¹⁴. However, the evaluation found that some assumptions of the ToC (related to the causal process of change between outputs to outcomes) were not met, particularly around the effective functioning of community-based WASH management structures in Tombo for example, and issues in

¹¹⁴ 157 communal toilets and 22 shower rooms have been constructed, in addition to three extensive water supply schemes with over 316 tap stands to help change the sanitation profiles of over 60.3k people living in the 3 fishing communities.

relation to the effective maintenance of the facilities and availability of spare parts and financial means to maintain the facilities.

There were gaps in addressing existing challenges and barriers for the effective use of the water supply system and access to communal latrines for all HHs as well as the existence of internal and external factors (not all identified during the design stage of the project) that have constrained the full achievement of the outcome of the projects. The main challenges faced being the road works which were outside the jurisdiction of the programme, but which nevertheless has negatively affected access to water supply in Goderich as well as the issue of governance in Tombo that strongly impacted the sustainability and the operation and management of the WASH facilities.

The O&M audit indicated an **uneven level of JMP service for the sanitation and WASH facilities visited. Service levels were better for access to water (except in Goderich) than for sanitation and hygiene. Access to handwashing facilities and soap is limited in most of the places we visited.**

Access to Water: As described in the report, access to water has improved particularly in Tombo and Konacrydee, nevertheless given the limited access to water (mainly in Goderich) and partial coverage of the water supply networks (Konacrydee and Tombo), it seems unlikely that the UNICEF project will have reached the entire population of the three communities as indicated in the end-of-activity reports (19,507 persons for Goderich and Konacrydee and 40,800 persons for Tombo).

Access to Sanitation: The project has had a major impact on access to sanitation facilities in the three fishing communities where the percentage of households with latrines has more than doubled in all communities. Konacrydee has already achieved ODF status, while Tombo and Goderich are still in the process of achieving it.

Access to Fish Platforms: The WASH project has significantly improved access to WASH facilities for fishermen and businesspeople operating at the fish landing sites, leading to enhanced hygienic and sanitary conditions and increased sales for the fishers. However, there are still some challenges, such as a lack of water in some of the platforms, a lack of electricity, and a lack of platforms to meet all needs.

Overall, the fish processing platforms were highly appreciated by the fishers as were the improved hygiene and sanitation practices which increased the production and sales of quality fish. The WASH facilities brought positive outcomes on the environment, health through the reduction of water borne diseases, better school attendance and reduction of conflict around water access. The recycling centres provided new skills and livelihoods for youths

Based on the strengths and areas to improve, the evaluation concludes that the intervention sets partly into motion the causal process of change from outputs to outcomes level.

Efficiency

Regular Programme Monitoring Visits including spot checks were organised by the project team. Open communication between UNICEF, the community, the implementing partners, and the local authorities facilitated positive monitoring initiatives. In addition, **UNICEF used various monitoring tools to ensure results-based management and monitoring.**

The project employed various cost-cutting strategies, such as utilising experienced partners, engaging local communities, purchasing supplies locally and benefiting from free land from the communities. Poor coordination between UNICEF main and sub office led to missed opportunities to synchronise interventions and reduce costs. Some communal latrines in Tombo were poorly sited, causing flooding

and requiring additional construction work. Roofs of some fish platforms in Tombo were replaced due to inadequate design, which could have been avoided with better risk-informed programming.

Overall, the programme's financial, human resources and supplies were mostly sufficient (quantity), adequate (quality) and distributed/deployed promptly with the exception of delays encountered because of the pandemic and the depreciation of the local currency twice in the year which put a lot of strain on implementing partners' procurement budgets. For these reasons, **the evaluation concludes that the project was largely efficient.**

Sustainability

The project put in place various mechanisms/systems to sustain the interventions such as the establishment of WASHCOMs to promote community ownership of WASH projects, sensitisation and training of traditional leaders and community volunteers and development of Water Safety Plans in ODF communities to sustain their ODF status in their communities. At school level, implementing partners helped to set up school health clubs as a means to sustain the awareness-raising sessions in the schools.

At the individual level, community members in Tombo reported that due to the WASH project, they were aware of the importance and benefits of following hygiene and sanitation practices, given the unhealthy environment and conditions in which they were living before the project's implementation. The construction of public latrines at the wharves has helped to stop the community from practicing open defecation (except in the areas which are still lacking water in Goderich). **Implementing partners shared that even though hygiene and sanitation practices in schools, the community and health facilities had improved, more needed to be done at the household level, as behaviour change is a gradual process.**

The review of the O&M practices put in place, indicated that **community ownership of the project remains a concern.** UNICEF is still working closely with the relevant ministries and the WASHCOMs to strengthen community engagement around sustainability particularly in Tombo. In Konacrydee, the WASHCOM received community support in form of payment for using the WASH facilities. The WASHCOM members were trained on how to sustain the facilities and collect a maintenance fee per household to cover the cost of maintenance, such as the repair of the water taps. However, the tariff system had not yet been designed to cover the real costs of a sustainable O&M system.

In Goderich, the tariff system for accessing water will only be set up once the water has been restored. Nevertheless, there is already a system in place to collect a nominal amount when people use the communal latrines. In Tombo, the issue between the WASHCOM and the CMA has stalled the O&M and tariff system that had been working previously. This issue is contributing to poor maintenance of the facilities.

The evaluation found some pending issues in relation to availability of spare parts, lack of financial means to maintain facilities, lack of time to repair the facilities, lack of payment of the caretakers and lack of water supply in some areas that have limited access to water points and sanitation facilities.

Measures to sustain the projects' results during disasters were partly included at the design stage as an anticipation measure while the majority of risk programming interventions were conducted during the implementation stage of the project as adaptation/reactive measures. Based on all these constraints, **the evaluation found that at system level, the project is not yet sustainable. Changes started to take place at an individual level where knowledge, attitude and practices changed positively** compared to before the intervention particularly around reduced open defecation, at least in the communities who have access to water regularly.

Gender, human rights, equity, and the environment

The O&M audit indicated that most of the communal sanitation facilities visited were gender-segregated, but some were non-functional or not clearly marked. Access to handwashing facilities were limited. There was limited provision for the disposal of menstrual hygiene products. Safety and privacy were generally good, with all facilities equipped with locks.

Access to sanitation facilities at institutional and HH levels has increased dramatically for men and women, but communal latrines are not enough to cover the need particularly in hard-to-reach areas where the construction of HH level latrines is constrained.

Male and female youth have shown their appreciation of the project because it has increased their awareness on environmental waste management and recycling, and it has provided them with skills and job opportunities.

The draft National Hygiene Promotion Training Manual for Volunteer Hygiene Promoters did not mention measures to ensure access to hygiene education for PWDs nor did it provide information on the use of disability-friendly latrines. A PWD indicated that they did not participate in hygiene promotion interventions or in any WASHCOMs. An analysis of the project design and implementation indicates that there have been no dedicated activities to address transformative changes in the lives of PWDs, aside from the provision of some uneven disability-friendly WASH facilities to improve physical access to WASH services for people with limited mobility. More attention was given to physical access to services for persons with physical disabilities with a lack of attention on other barriers faced by people with disabilities and on the needs of persons with intellectual, learning, hearing, visual or developmental disabilities¹¹⁵. Therefore, **the evaluation concludes that the project did not implement transformative interventions that changed the lives of PWDs but has rather improved partly access to WASH facilities for people with physical disabilities.**

Environmental principles were integrated in the design and delivery of the programme. Improved sanitation and waste management practices have led to a number of environmental benefits in the communities, including reduced plastic waste in the community, reduced water and air pollution, reduced impact on human health and ecosystems.

The findings indicate that the project was mostly “Gender Specific”¹¹⁶ but did not address the underlying causes of gender-based inequalities and therefore has not been “gender transformative”. Overall, the evaluation found that UNICEF has made conscious efforts to integrate gender equality commitments throughout its WASH programming and systems, with gender disaggregated data, gender disaggregated WASH facilities, female involvement in all activities conducted and in governance bodies and in some communities’ access to VSLAs. Nevertheless, we also found that there was limited targeted, differentiated programming in such areas as the transformational changes, and working on social norms that contribute to gender inequity which could have been addressed using a pre-implementation gender analysis for example that could feed into the planning of the project interventions.

¹¹⁵ For example, by adding tiles with raised bumps close to any steps in/out of the facilities to warn visually impaired people of the step, translating sensitisation materials into braille and local sign language for visually and hearing impaired people respectively, sensitising cleaners on the needs of PWD as some were found by the ET to be stigmatising against PWD, involving DPOs in all stages of planning and implementation and having them represented on the WASHCOMs to ensure their inclusion in the sustainability of the facilities.

¹¹⁶ A gender-specific intervention, is one that is specifically targeted at one gender or the other.

Youth were empowered by participating in WASHCOMs, CLTS dedicated hygiene activities, and recycling activities. Children attending the schools were engaged in participatory activities (such as songs, storytelling, workshops, and school-based interventions, children-led school health clubs.) were able to get new skills on hygiene education and for some of them, became agents of change.

11 RECOMMENDATIONS

The evaluation findings, lessons learned, and recommendations were presented to the Evaluation Reference Group (ERG) co-chaired by UNICEF, the GoSL and the GoI on 8 February 2024. The evaluation's recommendations were refined based on the feedback received from the ERG members.

According to the ERG feedback, the evaluation showed that the project was on the right track, with a positive effect in terms of increased number and quality of WASH facilities. However, there were some operational challenges in the facilitation and management of WASH facilities found. The project also lacked an inclusive approach to integrating gender and equity dimensions, especially the needs of PWDs. Nevertheless, the meeting was concluded successfully, and the report findings and recommendations well received. Please refer to Annex 20 for the detailed recommendations from the ERG.

STRATEGIC RECOMMENDATIONS			
Evaluative Criteria	Recommendations	Responsible parties (s)	Timeline
Sustainability	1. Provide technical support in using appropriate strategies, establishing norms and standards, management and funding for the implementation of a WASH sustainability plan through the adoption of Sustainability Compact ¹¹⁷ and sustainability action plans.	UNICEF WASH Section MoWR and district authorities	Medium
Effectiveness	2. Incorporate realistic project assumptions into the logical framework and ToC such as internal and external factors identified in this report as well as the sustainability constraints found during the evaluation.	UNICEF WASH Section	Medium
Gender equality, human rights, equity, and environment	<p>3. Integrate disability inclusive approaches into the project design and implementation, using the UNICEF guidance for better inclusion of PWDs in the WASH sector.¹¹⁸</p> <p>Future UNICEF WASH interventions need also to include PWDs into social behaviour change interventions (such as CLTS) as well as in any technical capacity development initiatives.</p> <p>To consider disability and inclusion in a comprehensive manner by addressing physical, institutional and attitudinal needs, the project should improve in the following areas: reviewing current WASH facilities to assess their effective level of compliance with disability guidelines, updating training guidelines for CLTS and WASHCOMs to ensure the needs of PWDs are addressed, train caretakers of the WASH facilities and WASH contractors on disability issues, improve access to hygiene information for people with all types of disabilities, registering and tracking improvement in sanitation for households with PWDs (use the UNICEF/WG questions on child functioning), liaising with representative of Organisations of People With</p>	<p>UNICEF WASH Section</p> <p>MoWR and district authorities</p>	Medium

¹¹⁷ Most compacts are essentially agreements signed between UNICEF and national governments, which set out government commitments to ensure services are functioning to an agreed standard for a minimum of 10 years, and which specify UNICEF's role in supporting this effort

¹¹⁸ In 2018, UNICEF has issued a WASH technical paper (TP/04/2018) named "the case for investment in accessible and inclusive WASH"

STRATEGIC RECOMMENDATIONS			
Evaluative Criteria	Recommendations	Responsible parties (s)	Timeline
	Disabilities to define their needs and minimum standards of disability inclusion in WASH services.		
Gender equality, human rights, equity, and environment	4. Strengthen gender specific WASH interventions in ensuring that they also include structural norm changes to transform the underlying drivers of gender inequality in access to WASH facilities. In relation to MHM: Organise a discussion with the members of the WASHCOMs (involving women) to discuss the installation of basic MHM features like hooks for hanging bags, disposal bins for sanitary pads and improved lighting inside the latrines. Discuss the issue of availability of menstrual hygiene kits containing sanitary pads, soap and educational materials to girls and women in the community. Conduct community-based awareness campaigns about MHM needs and the importance of menstrual hygiene.	UNICEF WASH Section MoWR and district authorities	Medium
Sustainability	5. Ensure current and future WASH projects integrate provisions of the UNICEF Guidance Note ¹¹⁹ on climate resilient WASH ¹²⁰ and the UNICEF guidance on risk informed programming (GRIP ¹²¹).	UNICEF WASH Section MoWR and district authorities	Medium

¹¹⁹ This Guidance Note provides UNICEF WASH staff with entry points and guidance for the design and implementation of programmes that are grounded in a comprehensive understanding of climate risks, and that set clear climate-based rationales as a central element.

¹²⁰ <https://www.unicef.org/documents/unicef-guidance-note-climate-resilient-wash>

¹²¹ <https://www.unicef.org/media/95276/file/GRIP-All-Modules.pdf>

OPERATIONAL RECOMMENDATIONS			
Evaluative Criteria or section of the report	Recommendations	Recipient(s)	Timeline
Sustainability	1. Address the issue related to governance and financial management of water fees and sustaining the sanitation facilities in Tombo in engaging all stakeholders or consider a public private partnership model as an alternative. (ex: Bring together representatives from both parties to identify the root cause of the conflict, whether it's competition for power, lack of trust, or unclear roles and responsibilities. Assess any existing agreements or policies regarding water fee collection and sanitation management. Work with both parties to create a mutually agreed-upon plan for collecting fees, managing funds, and maintaining sanitation facilities. Ensure both parties have access to financial records and decision-making processes. Consider a co-management approach where both the CMA and the WASHCOM share responsibility for different aspects of fee collection and management)	UNICEF WASH Section MoWR and district authorities	Short
Sustainability	2. In the current project locations, provide technical support to the Government in improving the system of governance of water management committees, water pricing, management of technicians and access to spare parts to ensure that current breakdowns on latrines and water points are dealt with in a timely and sustainable manner to guarantee continuity of service for the population, including in the schools and health centres.	UNICEF WASH Section MoWR, IPs, and district authorities	High
Effectiveness	3. Promptly address the persisting water supply shortage in Goderich and ensure clear communication with the community regarding the planned timeline for resolving this issue.	UNICEF WASH Section MoWR and IPs and district authorities	High
Efficiency	4. Findings show that some aspects of the monitoring should be strengthened including the organisation of additional joint monitoring visits with the districts authorities also to increase ownership of the WASH interventions.	UNICEF WASH Section	Medium

12 Annexes

Annex 1 – Terms of Reference



UNICEF Sierra Leone
Central Medical Stores Compound
New England Vile, PO Box 221
Freetown, Sierra Leone
tss@unicef.org
www.unicef.org

TERMS OF REFERENCE FOR INSTITUTIONAL CONTRACT

JOINT EVALUATION OF IMPROVING ACCESS TO WATER, SANITATION, AND HYGIENE (WASH) IN RURAL FISHING COMMUNITIES PROGRAMME IN SIERRA LEONE (2019-2022)

Duration: 7 months

1. THE PROJECT UNDER EVALUATION: IMPROVING ACCESS TO WATER, SANITATION, AND HYGIENE (WASH) IN RURAL FISHING COMMUNITIES' PROGRAMME IN SIERRA LEONE (2019-2022)

Sierra Leone is steadily improving access to safe water, sanitation, and hygiene (WASH) services, with about 64 per cent of the population using essential drinking water services and 17 per cent accessing basic sanitation services.¹ Yet the country faces significant challenges in meeting the demand for clean water and safe sanitation facilities for peri-urban and rural communities, such as the densely populated fishing communities along the coast. Due to poor access to WASH facilities and ill sanitation and hygiene practices, the high occurrence of WASH-related diseases in underprivileged fishing communities has remained a growing concern. The escalating water demands caused by rapid population growth, increasing water-dependent commercial activities, salination, and contamination of existing freshwater sources due to sea-level rise linked to climate change, poor waste management, and deforestation negatively impact the quantity and quality of the available water resources. In most coastal communities, poor access to WASH facilities at homes, schools, workplaces, markets, and other public places impacts women and girls as they are primarily responsible for hauling water from long distances. Women and girls also have to wait till dark before they can relieve themselves in the open – a situation that exposes them to sexual harassment and other gender-based violence.

Sierra Leone has 8 (eight) fish outstations: Goderich, Tombo, Konacrydee, Bonthe, Gbondapi, Shenge, Sulima and Kambia. A total population of 2,923,815² live in the fishing communities of the Western Rural, Western Urban, Kambia, Port Loko, Bonthe, and Pujehun. Sierra Leone's coastlines form a key economic mainstay for the country. Fishing is the main economic activity contributing to 10 % of the Country's GDP and supplies around 80% of animal protein for household consumption. Other key activities along the coastlines include transport, mangrove harvesting, fish processing, and vending. These activities attract large populations to the numerous landing sites along the coastlines. The fishing sector employs approximately 45,000 fishers and 500,000 other people (mostly women) who depend on fish processing, vending, and other activities on the value chain for their livelihood. As a result, the coastlines' landing sites became key food processing centres and population convergence areas that require adequate WASH facilities. Yet the prevalence of WASH-related diseases in the fishing communities is among major challenges as they have limited access to safe drinking water and adequate sanitation, subsequently limiting their ability to practice hygiene.

¹ WHO/UNICEF Joint Monitoring Programme Report, 2021

² Sierra Leone Integrated Household Survey 2019, (SIHS 2019)

Annex 2 – Risk register



Evaluation of the “Improving Access to Water, Sanitation, and Hygiene (WASH) in Rural Fishing Communities Programme in Sierra Leone”

Annex 2: Risk Register

Revised draft submitted: 3 July 2023

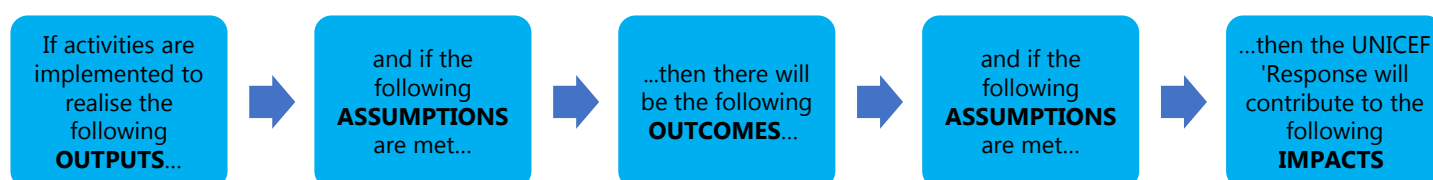


Annex 3 – Theory of change

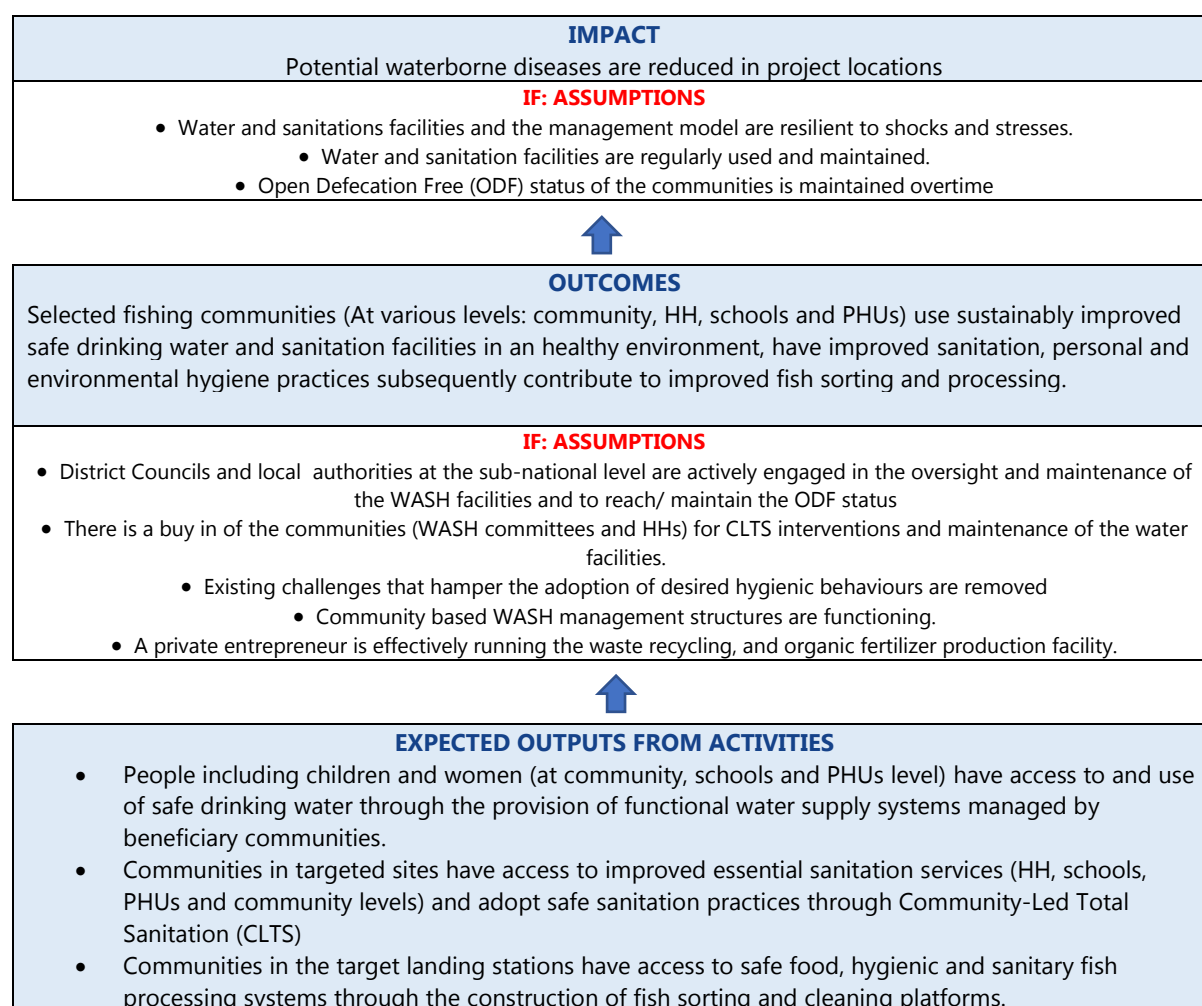
THEORY OF CHANGE LOGIC

As it is a usual practice, the ToC has been developed from right to left. In other words, the starting point for the development of the ToC was the identification of the impact or impacts of the response (the higher-level desired changes), followed by the identification of all other outcomes and then the corresponding outputs (the lower-level desired changes).

Nevertheless, for ease of reading, the ToC diagram can be read from left to right, using the following logic:



DETAILED VERSION OF THE TOC (See below)



- Capacities of community structures are strengthened to effectively manage, operate and maintain installed WASH facilities and to create demand for sanitation through Community Led Total Sanitation (CLTS)
- Youth have been trained on waste recycling, and organic fertilizer production



MAIN INTERVENTIONS IMPLEMENTED

- **Implement Water supply systems (in PHUs, schools and communities)** managed by beneficiary communities
- Improved essential **sanitation services** at HH, schools, PHUs and community levels
- **Implement Community-Led Total Sanitation (CLTS)** to create demand for sanitation
- **Implement interventions related to community engagement, mobilization, hygiene awareness, promotion of hygienic and sanitary environment and food handling**
- Creation and training of **WASH committees**
- Build **local capacity (frontline staffs of district authorities)** on construction monitoring and supervision, O&M of facilities and promotion of basic hygiene behaviour in the communities
- Develop **Water Safety Plans** in ODF communities to sustain ODF Status
- Construction of **fish sorting and cleaning platforms**.
- Mobilise youth to collect the waste and organise **waste recycling, and organic fertilizer production facility**

Annex 4 – Evaluation Matrix

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
Relevance: The extent to which the programme is relevant and responded to the needs and priorities of rights holders.					
R1. To what extent did the programme respond to the identified needs, and priorities of children and their families in the fishing communities of Sierra Leone?	R1.1. What priorities and needs of rights holders were identified and integrated into the project design and implementation?	<ul style="list-style-type: none"> Identified priorities and needs of the rights holders integrated in the project design and implementation. Extent that the recommendations of the previous studies and assessments being taken into consideration into the project design and implementation. 	<ul style="list-style-type: none"> Review of the programme monitoring data, documents, design, results and implementation framework and other relevant documents. FGD at school, PHUs and community level KIIs at community level Household survey School survey O&M 	<ul style="list-style-type: none"> Project documents Primary data Secondary data 	<ul style="list-style-type: none"> Evidence synthesis Content analysis Narrative analysis Descriptive analysis Cross tabulations
R2. To what extent did the programme align with Sierra Leone's national development priorities?	R2.1 What social, economic, environmental and capacity-related development priorities were taken into account in the project's design and implementation framework?	<ul style="list-style-type: none"> The project considered the country's social, economic, environmental and capacity-related development priorities in the design and implementation framework. Extent to which that the programme's operational modalities are anchored within the WASH institutions . 	<ul style="list-style-type: none"> Desk review: Relevant programme documents KIIs FGDs Household survey School survey O&M 	<ul style="list-style-type: none"> Project documents Primary data Secondary data 	
	R2.2. To what extent has the project integrated the national SDG goals and development policies relevant to the objectives and intended results?	<ul style="list-style-type: none"> Relevant national SDGs and development policies integrated into the project's design and implementation. Extent that the government contributed to the project activities. Extent that the project directly contributed to the government's policies 	<ul style="list-style-type: none"> Desk review KIIs FGDs Household survey School survey O&M 	<ul style="list-style-type: none"> Project documents Primary data Secondary data 	

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
R3. To what extent is the programme aligned with the country programme (CPD) of UNICEF Sierra Leone?	R3.1. To what extent is the project aligned with UNICEF's Strategic Plans for 2018-2021 and 2022-2025?	<ul style="list-style-type: none"> The project's objectives and intended results are aligned with the relevant areas of UNICEF's Strategic Plans Extent that the analysis of UNICEF's goal areas in the strategic plans show alignment with design, results and issues that the project intended to address. 	<ul style="list-style-type: none"> Desk review KIIs with UNICEF 	<ul style="list-style-type: none"> Project documents Primary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Narrative analysis Content analysis
	3.2 To what extent is the project aligned with the current Country Programme's strategic objectives and intended results related to the WASH Sector and cross-sectoral priorities for children?	<ul style="list-style-type: none"> The project's objectives and intended results are aligned with the relevant areas of UNICEF's Strategic Plans Extent that the analysis of UNICEF's goal areas in the strategic plans show alignment with design, results and issues that the project intended to address. 	<ul style="list-style-type: none"> Desk review KIIs with UNICEF 	<ul style="list-style-type: none"> Project documents Primary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Narrative analysis Content analysis
R4. To what extent is the programme aligned with the mission and role of the Government of Iceland's international development efforts?	R4.1 To what extent are the programme objectives aligned to the priority areas of the GoI's policy for international development cooperation (2019-2023)?	<ul style="list-style-type: none"> Extent to which the programme's design and implementation are aligned to the key priority areas of GoI's policy for international development cooperation (2019-2023) including its cross-cutting priorities i.e., human rights, gender equality, and the environment. 	<ul style="list-style-type: none"> Desk review of documentation KII with UNICEF and representative of the Government of Iceland 	<ul style="list-style-type: none"> Government of Iceland's strategic documents KIIs 	<ul style="list-style-type: none"> Evidence synthesis from desk review Narrative analysis Content analysis Thematic analysis
	R4.2 To what extent has this programme helped the GoIs meet its obligations to its bilateral partners?	<ul style="list-style-type: none"> The extent to which the programme aided the GoI meet its obligations to its bilateral partner country Sierra Leone (Scale: 'fully, partially and not aligned'). 	<ul style="list-style-type: none"> Desk review KIIs with Gov entities 	<ul style="list-style-type: none"> Desk review Primary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Narrative analysis

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
Coherence (C): The extent to which the programme fits and is compatible with relevant interventions and is implemented in coordination.					
C1. Did the programme successfully complement other development efforts in the communities with sufficient coordination and harmonization while avoiding duplication of efforts?	C1.1. To what extent has the programme supported relevant national policies and development interventions?	<ul style="list-style-type: none"> The programme fully supported relevant national policies and development interventions. The programme has complemented and been coordinated well with other relevant development and WASH efforts in the communities and nationally. 	<ul style="list-style-type: none"> Desk review KIIs 	<ul style="list-style-type: none"> Program documents primary data (KIIs) 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis)
	C1.2 To what extent has the programme complemented and been coordinated with other development/WASH efforts in the communities and nationally while avoiding duplication of efforts?	<ul style="list-style-type: none"> Number and type of duplications of similar WASH activities in the communities and nationally. 	<ul style="list-style-type: none"> KIIs HH survey FGDs Q&M check list 	<ul style="list-style-type: none"> Primary and secondary data 	<ul style="list-style-type: none"> Qualitative and quantitative analysis
C2. To what extent was coordination achieved between UNICEF, Iceland Ministry for Foreign Affairs and line ministries at the national level ?	C2.1. To what extent have UNICEF and the Iceland Ministry for Foreign Affairs ensured timely coordination during the programme planning and implementation activities?	<ul style="list-style-type: none"> Coordination between UNICEF, Iceland Ministry for Foreign Affairs and the government partners was fully achieved. 	<ul style="list-style-type: none"> Desk review KIIs 	<ul style="list-style-type: none"> Programme documents Primary data Secondary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis)
	C 2.2. To what extent has UNICEF, as custodian of this project, ensured timely coordination with the relevant government ministries during the	<ul style="list-style-type: none"> Coordination between UNICEF, and the government partners was fully achieved 	<ul style="list-style-type: none"> Desk review KIIs 	<ul style="list-style-type: none"> Programme documents Primary data Secondary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis)

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
	programme planning and implementation?				
C3. To what extent was collaboration by UNICEF achieved with District Councils and local authorities at the sub-national level ?	C3.1. How has UNICEF collaborated with the district councils and local authorities?	<ul style="list-style-type: none"> • UNICEF has fully collaborated with the partners at the sub-national level. • Types of results UNICEF and sub-national partners have achieved in collaboration. 	<ul style="list-style-type: none"> • Desk review • KIIs • FGD • Household survey • School survey • O&M 	<ul style="list-style-type: none"> • Programme documents • Primary data • Secondary data 	<ul style="list-style-type: none"> • Evidence synthesis from desk review • Qualitative analysis (e.g., thematic analysis)
	C 3.2. What results has the collaboration of UNICEF with the partners at the sub-national level yielded?	<ul style="list-style-type: none"> • Type of results achieved between UNICEF and the Implementing Partners. 	<ul style="list-style-type: none"> • Desk review • KIIs • O&M 	<ul style="list-style-type: none"> • Programme documents • Primary data • Secondary data 	<ul style="list-style-type: none"> • Evidence synthesis from desk review • Qualitative analysis (e.g., thematic analysis)
C4. To what extent did strategic partners and partnerships contribute to the programme results?	C4.1. What results have UNICEF achieved in collaboration with relevant implementing and development partners?	<ul style="list-style-type: none"> • Types of programme results achieved in collaboration with relevant implementing and development partners. 	<ul style="list-style-type: none"> • Desk review • KIIs • FGDs with WASH and school committees • O&M 	<ul style="list-style-type: none"> • Programme documents • Primary data • Secondary data 	<ul style="list-style-type: none"> • Evidence synthesis from desk review • Qualitative analysis (e.g., thematic analysis)
	C.4.2. How did UNICEF and partners ensure a synergetic approach to implementing joint programme interventions?	<ul style="list-style-type: none"> • UNICEF and partners ensured synergies between programme activities by all parties were maintained to the fullest extent. 	<ul style="list-style-type: none"> • Desk review • KIIs • FGDs with WASH and school committees • O&M 	<ul style="list-style-type: none"> • Programme documents • Primary data • Secondary data 	<ul style="list-style-type: none"> • Evidence synthesis from desk review • Qualitative analysis (e.g., thematic analysis)
Effectiveness (EFFE): The extent to which the programme achieved and is likely to achieve its intended results and objectives.					

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
EFFE 1. To what extent did the programme achieve its intended results in Tombo, Goderich and Konacrydee Wharfs?	EFFE 1.1. What results has the programme achieved at the outcome and output levels?	<p>Programme outcome level indicator in Tombo:</p> <ul style="list-style-type: none"> Improved and sustainable use of safe drinking water, sanitation and healthy environment and improved hygiene practices among the deprived fishing communities in Tombo Wharf. <p>Programme output level indicators in Tombo:</p> <ul style="list-style-type: none"> Communities in five targeted sites in Tombo landing station have access to improved and functional safe drinking water supply with clear management systems; Communities in five targeted sites in the Tombo landing station have access to improved essential sanitation services with clear management systems; Facilities are provided for hygienic fish processing in fishing landing sites in Tombo. Community engagement, mobilization, hygiene awareness and promotion of hygienic and sanitary environment and food handling and WASH committees established in Tombo. Capacities of community structures are strengthened to manage WASH facilities effectively in Tombo. <p>Programme outcome level indicator in Goderich and Konacrydee:</p>	<ul style="list-style-type: none"> Desk review KIIs FGDs Household surveys School survey O&M 	<ul style="list-style-type: none"> Programme documents Primary data Secondary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis) Quantitative analysis (e.g., descriptive statistics, crosstabs, line graphs demonstrating trends using available secondary data as proxy indicators and primary data)

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
		<ul style="list-style-type: none"> People, including women and children, have access to and use of water, sanitation, and hygiene in communities, schools, and PHUs in the four fishing communities in Goderich and Konacrydee; subsequently, Wharf contribute to improved fish sorting and processing. The following specific results are identified as the main contributors to the overall result and goal of the programme. <p>Programme output level indicators in Goderich and Konacrydee:</p> <ul style="list-style-type: none"> 18,500 people, including children and women in target communities, have access to and use safe drinking water through water supply systems managed by beneficiary communities. Capacity is built at the local level to create demand for sanitation through Community-Led Total Sanitation (CLTS) in target communities. As a result, an estimated 18,500 people, including children, live in an ODF environment. 2,604 school children, including 1,327 girls from 5 Schools in the target communities, have access to WASH facilities and practice proper hygienic behaviours. Communities in the target landing stations have hygienic and sanitary fish processing systems through the 			

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
		construction of fish sorting and cleaning platforms.			
	EFFE 1.2 What were the positive and negative outcomes, intended or unintended, produced by the programme, and why?	<ul style="list-style-type: none"> Types and nature of unintended positive and negative outcomes of the programme. 	<ul style="list-style-type: none"> Desk review KIIs FGDs Household surveys School survey O&M 	<ul style="list-style-type: none"> Primary data Secondary data 	<ul style="list-style-type: none"> Qualitative and quantitative analysis
EFFE 2. What internal and external factors to UNICEF contributed to achieving or hindering the programme from achieving the envisaged programme objectives?	EFFE 2.1. How did collaborations between UNICEF's relevant internal stakeholders contribute to the effective implementation of the programme? What collaborative approaches worked well or hindered ensuring effective programme implementation?	<ul style="list-style-type: none"> Nature and type of UNICEF's internal programmatic and operational activities that contributed to ensuring the Programme's effectiveness 	<ul style="list-style-type: none"> Desk review KIIs FGDs Household survey O&M 	<ul style="list-style-type: none"> Programme documents Primary and secondary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis) Quantitative analysis
	EFFE 2.2 How did UNICEF's operational procedures contribute to or hindered the programme's effectiveness?	<ul style="list-style-type: none"> Nature and type of UNICEF's internal programmatic and operational activities that contributed to ensuring the Programme's effectiveness 	<ul style="list-style-type: none"> Desk review KIIs FGDs Household survey O&M 	<ul style="list-style-type: none"> Programme documents Primary and secondary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis) Quantitative analysis

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
	EFFE 2.3 How positively or negatively did the country's social, economic and political issues influence the programme outcomes?	<ul style="list-style-type: none"> Nature of the country's social, economic and political issues that influenced the programme's effectiveness. 	<ul style="list-style-type: none"> Desk review KIIs FGDs Household survey O&M 	<ul style="list-style-type: none"> Programme documents Primary and secondary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis) Quantitative analysis
	EFFE 2.4 How did natural disasters and other emergencies, including the pandemic in the country, affect the programme implementation?	<ul style="list-style-type: none"> Nature of emergencies that affected the programme's effectiveness. 	<ul style="list-style-type: none"> Desk review KIIs FGDs Household survey O&M 	<ul style="list-style-type: none"> Programme documents Primary and secondary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis) Quantitative analysis
Efficiency (EFFI): The extent to which the project's operational resources are sufficient to achieve its intended results cost-efficiently and within its intended timeline.					
EFFI 1.To what extent were the programme's financial, human resources, and supplies: - sufficient (quantity) - adequate (quality) - distributed/deployed promptly?	EFFI 1.1. Were the programme's financial resources sufficient, and how they contributed to ensuring efficient implementation of the programme?	<ul style="list-style-type: none"> The programme's supplies, financial and human resources were sufficient in quantity, adequate in quality and distributed/deployed promptly to the fullest extent. 	<ul style="list-style-type: none"> Desk review KIIs with IPs FGDs with school and WASH committee O&M KIIs with UNICEF sections and partners 	<ul style="list-style-type: none"> Programme' documents Primary and secondary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis)
	EFFI 1.2 What weaknesses and strengths of the programme team's capacity and management	<ul style="list-style-type: none"> The programme's human resources were sufficient in quantity and deployed promptly to the fullest extent. 	<ul style="list-style-type: none"> Desk review KIIs with IPs FGDs with school and WASH committee O&M 	<ul style="list-style-type: none"> Programme' documents Primary and secondary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g.,

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
	arrangements played a significant role in ensuring efficient programme implementation?		<ul style="list-style-type: none"> • KIIs with UNICEF sections and partners 		thematic analysis)
	EFFI 1.3 What were the strengths and weaknesses of the programme's supplies and delivery to the communities?	<ul style="list-style-type: none"> • The programme's supplies were sufficient in quantity, adequate in quality and distributed/deployed promptly to the fullest extent. 	<ul style="list-style-type: none"> • Desk review • KIIs with IPs • FGDs with school and WASH committee • O&M • KIIs with UNICEF sections and partners 	<ul style="list-style-type: none"> • Programme' documents • Primary and secondary data 	<ul style="list-style-type: none"> • Evidence synthesis from desk review • Qualitative analysis (e.g., thematic analysis)
	EFFI 1.4 What monitoring and other evidence generation activities did the programme entail to ensure results-based management?	<ul style="list-style-type: none"> • Type and nature of monitoring and other evidence generation activities used to ensure RBM. 	<ul style="list-style-type: none"> • Desk review • KIIs with IPs and UNICEF • O&M 	<ul style="list-style-type: none"> • Programme' documents • Primary and secondary data 	<ul style="list-style-type: none"> • Evidence synthesis from desk review • Qualitative analysis (e.g., thematic analysis)
EFFI 2. To what extent were efforts to keep down the programme delivery costs successful?	EFFI 2.1. How did UNICEF's approaches to ensuring low economic costs helped to keep down the programme's delivery costs?	<ul style="list-style-type: none"> • Types and nature of strategies and approaches that kept down the programme's delivery costs 	<ul style="list-style-type: none"> • KII with UNICEF staff and IPs. • FGDs with WASH and school committees. 	<ul style="list-style-type: none"> • Transcripts from KIIs and • FGDs with communities 	<ul style="list-style-type: none"> • Qualitative analysis (e.g., thematic analysis)
	EFFI 2.2. What strategies and approaches has UNICEF used to keep down the programme's delivery costs	<ul style="list-style-type: none"> • Types and nature of strategies and approaches that kept down the programme's delivery costs 	<ul style="list-style-type: none"> • KII with UNICEF staff and IPs. • FGDs with WASH and school committees 	<ul style="list-style-type: none"> • Transcripts from KIIs and • FGDs with communities 	<ul style="list-style-type: none"> • Qualitative analysis (e.g., thematic analysis)

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
	EFFI 2.3 What were the results of used strategies and approaches in terms of economic implementation of the programme?	<ul style="list-style-type: none"> Types and nature of strategies and approaches that kept down the programme's delivery costs 	<ul style="list-style-type: none"> KII with UNICEF staff and IPs. FGDs with WASH and school committees 	<ul style="list-style-type: none"> Transcripts from KIIs and FGDs with communities 	<ul style="list-style-type: none"> Qualitative analysis (e.g., thematic analysis)
EFFI 3. Were there alternative strategies that could have been put in place to achieve the same level of results but at a lesser cost?	EFFI 3.1. What alternative strategies were missed to reduce costs?	<ul style="list-style-type: none"> Type of less expensive similar WASH interventions and results accomplished. 	<ul style="list-style-type: none"> KIIs FGDs Household survey School survey Literature review 	<ul style="list-style-type: none"> Primary data Programme documents Published documents of similar WASH programmes implemented by other organisations 	<ul style="list-style-type: none"> Qualitative analysis (e.g., thematic analysis)
	EFFI 3.2 Were other similar WASH interventions implemented with lesser expenses and achieved the same results?	<ul style="list-style-type: none"> Type of less expensive similar WASH interventions and results accomplished. 	<ul style="list-style-type: none"> KIIs FGDs Household survey School survey Literature review 	<ul style="list-style-type: none"> Primary data Programme documents Published documents of similar WASH programmes implemented by other organisations 	<ul style="list-style-type: none"> Qualitative analysis (e.g., thematic analysis)
Sustainability (S): The extent to which the project's results are likely to last in the long run and continue without external support.					

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
S 1. To what extent are the benefits from the programme likely to last after completion of the programme? And how?	S1.1. What sustainability mechanisms and practices relevant to the programme are in place in the communities?	<ul style="list-style-type: none"> Type and nature of existing pre-programme and new sustainability mechanisms and practices of the communities. 	<ul style="list-style-type: none"> FGDs with women and men beneficiaries O&M Household survey School survey KII 	<ul style="list-style-type: none"> Programme documents Primary data 	<ul style="list-style-type: none"> Qualitative analysis (e.g., thematic analysis) Quantitative analysis (e.g., descriptive statistics, crosstabs, line graphs demonstrating trends using available secondary data as proxy indicators and primary data)
	S. 1.2. What new social and behavioural practices have the communities acquired to sustain the programme's results?	<ul style="list-style-type: none"> Type and nature of the communities' social and behavioural practices to sustain the programme results in the long run. 	<ul style="list-style-type: none"> FGDs with women and men beneficiaries Household survey School survey KII 	<ul style="list-style-type: none"> Primary and secondary data 	<ul style="list-style-type: none"> Qualitative and quantitative data analysis

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
	S1.3 To what extent the capacities of community structures are strengthened to effectively manage, operate and maintain installed WASH facilities and to create demand for sanitation through Community Led Total Sanitation (CLTS) ?	<ul style="list-style-type: none"> • Type and nature of collaboration activities between communities and institutional partners for sustaining the programme's results • Type and nature of strategies and approaches at the national level to sustain the programme and expand it across the country. 	<ul style="list-style-type: none"> • Review of programme documents • KIIs with UNICEF staff, representatives from the WASH committees, local government, NGOs, private sector actors involved in WASH 	<ul style="list-style-type: none"> • Programme documents: • KIIs • FGDs 	<ul style="list-style-type: none"> • Evidence synthesis from desk review • Qualitative analysis (e.g., thematic analysis)
	S. 1.4. What resource mobilisation strategies and approaches do the national partners have independent of external support to sustain the programme?	<ul style="list-style-type: none"> • Type and nature of resource mobilisation strategies developed by national partners to sustain the program. 	<ul style="list-style-type: none"> • Review of programme documents • KIIs with UNICEF staff, representatives from the WASH committees, local government, NGOs, private sector actors involved in WASH 	<ul style="list-style-type: none"> • Programme documents: • KIIs • FGDs 	<ul style="list-style-type: none"> • Evidence synthesis from desk review • Qualitative analysis (e.g., thematic analysis)
	S 1.5 What technical and financial strategies and approaches do the national partners have to expand the programme across the country?	<ul style="list-style-type: none"> • Type and nature of scale up strategies developed by national partners to expand the program. 	<ul style="list-style-type: none"> • Review of programme documents • KIIs with UNICEF staff, representatives from the WASH committees, local government, NGOs, private sector actors involved in WASH 	<ul style="list-style-type: none"> • Programme documents: • KIIs • FGDs 	<ul style="list-style-type: none"> • Evidence synthesis from desk review • Qualitative analysis (e.g., thematic analysis)
	S 1.6 How likely trained youth will mobilise their peers in waste recycling	<ul style="list-style-type: none"> • Trained youth have the capacity to mobilise their peers in waste recycling activities and organic fertiliser production 	<ul style="list-style-type: none"> • KIIs 	<ul style="list-style-type: none"> • Primary data 	<ul style="list-style-type: none"> • Qualitative analysis

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
	activities and organising fertiliser production in communities outside the programme locations?	in communities outside the programme locations	<ul style="list-style-type: none"> FGDs with the Youths benefiting from the waste and recycling plants 		
S 2. To what extent were measures put in place to ensure that the programme activities are climate resilient and services can be sustained even in extreme climatic conditions?	S2.1. What risks associated with climate change were integrated into the programme design and implementation?	<ul style="list-style-type: none"> Types of climate-focused elements integrated into the programme design and infrastructure Extent that the design of the WASH infrastructures and the fish landing platforms have taken into account features to mitigate the impact of climate change. Types and nature of measures put in place to sustain the programme's results during natural disasters and ensure it is climate resilient 	<ul style="list-style-type: none"> Desk review of programme documents, programme Review of technical design of WASH infrastructures conducted prior to the programme KIIs with UNICEF staff and representatives from WASH committees FGDs School survey 	<ul style="list-style-type: none"> Programme documents Primary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis)
	S2.2. What constructional components of the programme are climate resilient?	<ul style="list-style-type: none"> Number and type of the climate resilient programme components 	<ul style="list-style-type: none"> KIIs with UNICEF staff, representatives from WASH committees and beneficiaries from the Fish landing/ sorting platforms O&M, field observation of WASH facilities and Fish landing/sorting platforms infrastructures to identify features of resilient infrastructures. (Based on UNICEF/GWP technical brief on monitoring and evaluation for Climate Resilient Wash, 2017) 	<ul style="list-style-type: none"> Programme documents Primary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis)

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
	S. 2.3. What measures were put in place to sustain the programme's results during natural disasters and ensure it is climate resilient?	<ul style="list-style-type: none"> • Extent that UNICEF staff and members of the WASH committees have received a training and have adequate knowledge or sensitization on risk informed programming and programme design/implementation in the context of Climate Change. • Extent that the service management model has continued delivery during and after a shock. • Extent that the WASH committees have in place a contingency plans in place to deal with unexpected shocks. 	<ul style="list-style-type: none"> • KIIs with UNICEF staff, IPs, representatives from WASH committees and beneficiaries from the Fish landing/ sorting platforms 	<ul style="list-style-type: none"> • Programme documents • Primary data 	<ul style="list-style-type: none"> • Evidence synthesis from desk review • Qualitative analysis (e.g., thematic analysis)
Gender equality, human rights, equity and the environment (G): The extent to which the project is likely to make a positive difference in fostering gender equality, equity, human rights and environmental principles in the fishing communities.					
G 1. To what extent were gender equality, human rights, equity and environmental principles duly integrated in the design and delivery of the programme?	G 1.1. To what extent did the programme identify and address the barriers (gender analysis, training conducted on gender integration, specific measures to ensure access of WASH infrastructures to various needs) that prevent rights holders (girls/boys, women/men and people with disabilities) access to the services made	<ul style="list-style-type: none"> • Evidence of barriers analysis conducted by the project. • Evidence of measures been taken to address barriers 	<ul style="list-style-type: none"> • Desk review of programme documents • O&M Field observation of the infrastructures • Interviews with programme beneficiaries. • Interviews with men and women members of the WASH and ODF committees. • Analysis of findings from the quantitative survey with programme beneficiaries 	<ul style="list-style-type: none"> • Program documents • Primary and secondary data 	<ul style="list-style-type: none"> • Evidence synthesis from desk review • Qualitative analysis (e.g., thematic analysis) • Quantitative analysis (e.g., descriptive statistics, crosstabs,)

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
	available by the programme?				
	G. 1.2. What is the level of access to WASH services in the target communities among male and female rights holders?	<ul style="list-style-type: none"> Percentage of female and male rights holders who benefit from the programme 	<ul style="list-style-type: none"> KIIs, FGDs O&M check list HH and school surveys 	<ul style="list-style-type: none"> Primary data 	<ul style="list-style-type: none"> Qualitative and quantitative data analysis
	G. 1.3. To what extent was MHM included in the package of activities?	<ul style="list-style-type: none"> MHM components integrated into the programme design and implementation 	<ul style="list-style-type: none"> KIIs FGDs O&M check list HH survey 	<ul style="list-style-type: none"> Primary data 	<ul style="list-style-type: none"> Qualitative and quantitative analysis
	G 1.4 What has been the coverage and targeting of vulnerable population to ensure their access to the WASH services? How did the programme contribute to achieving equal access to WASH services among all community members, especially those from vulnerable groups?	<ul style="list-style-type: none"> Percentage of households in the lowest income quintile reached Percentage of adults and children with disabilities reached Percentage of female headed households reached Percentage of adults and children with disabilities who increased the sense of empowerment 	<ul style="list-style-type: none"> Review of programme documents. Household survey School survey FGDs KIIs 	<ul style="list-style-type: none"> Programme documents Primary and secondary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis) Quantitative analysis (e.g., descriptive statistics, crosstabs)
	G 1.5 How did the programme contribute to empowering adults and children with disabilities?	<ul style="list-style-type: none"> Measures taken by the project to empower adults and children with disabilities according to project representatives, WASH committees members and representative from persons with disabilities. 	<ul style="list-style-type: none"> Review of programme documents. FGDs KIIs 	<ul style="list-style-type: none"> Programme documents Primary and secondary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis)

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
					<ul style="list-style-type: none"> Quantitative analysis (e.g., descriptive statistics, crosstabs)
	G 1.6. To what extent were environmental principles duly integrated in the design and delivery of the programme?	<ul style="list-style-type: none"> Environmental principles integrated into the programme design and implemented the fullest extent 	<ul style="list-style-type: none"> Review of programme documents and O&M field observation of the infrastructures to identify measures taken to promote sustainable and environment friendly solutions. FGDs with Youth benefiting from the waste collection scheme. KIIs O&M check list 	<ul style="list-style-type: none"> Programme documents Primary and secondary data 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis)
G 2.To what extent were women involved on equal terms with men in the management of the programme at community level?	G 2.1. To what extent did the programme identify and tackle the barriers related to gender-based discrimination in decision making processes ?	<ul style="list-style-type: none"> Percentage of female rights holders who perceive to be equally involved in the decision-making process Percentage of female rights holders who have an increased sense of empowerment due to the programme Percentage of women in the WASH committees, leadership roles, and gender sensitive planning and implementation. Number and type of interventions taken by the WASH committees to address gender specific challenges and collect gender disaggregated data on WASH services. 	<ul style="list-style-type: none"> Desk review of gender analysis study FGDs KIIs School survey 	<ul style="list-style-type: none"> KIIs and FGDs 	<ul style="list-style-type: none"> Evidence synthesis from desk review Qualitative analysis (e.g., thematic analysis)

Main evaluative questions and criteria	Sub questions	Indicators	Data collection methods, tools	Data source	Data analysis
	G 2.2. How did the programme contribute to empowering women and girls?	<ul style="list-style-type: none"> • Number and type of interventions taken by the WASH committees and by the project to contribute to the empowerment of women and girls. 	<ul style="list-style-type: none"> • Desk review of gender analysis study • FGDs • KIIs • School survey 	<ul style="list-style-type: none"> • KIIs and FGDs 	<ul style="list-style-type: none"> • Evidence synthesis from desk review • Qualitative analysis (e.g., thematic analysis)
G 3. To what extent has the programme empowerment children, adolescents and youth ?	G 3.1. To what extent did the programme ensure the involvement and empowerment of children, adolescent and youth in the programme planning and implementation?	<ul style="list-style-type: none"> • Percentage of children, adolescents and youth involved in the programme planning and implementation 	<ul style="list-style-type: none"> • Review of programme document related to children and adolescent involvement • FGDs and KIIs with children and adolescents • School survey • Household survey 	<ul style="list-style-type: none"> • Programme document • Transcripts of discussion with children/ adolescents and their parents 	<ul style="list-style-type: none"> • Evidence synthesis from desk review • Qualitative analysis (e.g., thematic analysis)

Annex 5 – Data collection tools

Annex 5.1 – O&M Checklist

Introduction

The facilities constructed by the project will be inspected to contribute to the evaluation objective of accountability and learning from the functionality and quality of the WASH services provided by the project at community level. It will enable the verification of physical results and assessment of the appropriateness, quality, maintenance, and functionality of the infrastructure constructed by the programme. The following types of infrastructure will be observed:

- Community water supply
- Community/household sanitation
- School water supply
- School Sanitation services
- Health units water supply
- Health units sanitation services

Photos will be taken of the infrastructure to document quality and operation and maintenance (O&M) status. The findings will be recorded with tablet/mobile phone data collection instruments. The observation checklists are described below. Detailed findings will be presented in the Appendix (under 'Facilities Observations Checklist') in the final report.

This document comprises the following checklists:

5.1 O&M checklist to access the quality of the latrines in the schools/health centres/communities	135
5.1.1 Summary of information collected at this school/health centre:	135
5.1.2 Core questions and indicators for monitoring WASH in Schools in the SGDs	137
5.1.3 Core questions and indicators for monitoring WASH in health care facilities in the SGDs	140
5.2 O&M checklist to access the quality of the water point	145
5.2.1 Summary of information collected at this water point:	145
5.3 O&M checklist to access the quality of the fish processing infrastructures	148
5.3.1 Summary of information collected at this site:	148

The list of tables included in this tool are listed below.

Table 1: Core drinking water questions.....	137
Table 2: Core sanitation questions	137
Table 3: Core hygiene questions	138
Table 4: Core water questions	140
Table 5: Core sanitation questions	141
Table 6: Core hygiene questions	142
Table 7: Core health care waste management questions.....	143
Table 8: Core environmental cleaning questions	144

O&M checklist to access the quality of UNICEF constructed latrines/toilets in schools/health centres/Communities

Date of visit: _____

Name of the data gatherer: _____

Location: _____ School (1); Health centre (2) Community (3)

District: _____ Chiefdom: _____ Section: -
 _____ Community: _____ Ward: _____

Type of UNICEF constructed facility accessed: _____ School (1) Health centre (2)

Name of the school/health centre: _____

Type of school: Primary: _____ Secondary: _____

Type of health centre: _____

Number of children registered in the school: Boys: _____ Girls: _____ Total: _____

Type of UNICEF constructed toilet visited: ☐ Flush toilet ☐ Bucket
☐ Pit latrine ☐ Ventilated Improved Pit (VIP)
☐ Toilet not available

Number and sex of people interviewed at this site

	Male/boy	Female/girl	TOTAL
Adults (education/health staff/other)			
Children (less than 18 months)			
TOTAL			
Indicate No. of people with disabilities			

Summary of information collected at this school/health centre:

	Criteria	YES	NO	Partly	Issues (If no or partly write justification)
1	Enough units for all users (children ¹²² or users of the health centre). Indicate here the ratio/boy: _____ and ratio/girl: _____				
2	Toilets are gender disaggregated				
3	Latrines are well maintained				
4	Latrines are not full				
5	Latrines are not locked and are easily accessible				
6	Doors are not broken				
7	Handwashing station has running water without interruption				
8	Handwashing stations are installed in close proximity to toilets. The distance is no more than 5 meters				

¹²² The school water, sanitation and hygiene (WASH) policy (Ministry of Education, Science and Technology (MEST) in Sierra Leone stipulates that the ratio of drop holes/latrines in schools per pupil should be 45 boys and 45 girls to each drop hole

9	Soap or water available for hand washing				
10	There is a caretaker to maintain the toilets				
11	Each boys' facility has at least one urinal.				
14	Each girls' facility has bins for the disposal of disposable absorbent materials like pads and sanitary towels				
15	Toilet facility are disability friendly (i.e with ramps, large door, large room for the wheelchair, handrails, existence of signs for persons who can't read.). At least one toilet per latrine block should be accessible to those with special needs				
16	Presence of a door lockable from the inside of the toilet				
17	The toilets are lit during the night				
18	The school has wash facilities				
19	The wash facility is functioning				
20	The toilet has sanitary towels				
21	Are there any features that indicate that the latrine is resilient to Climate Change? (See next questions below)				
22	Carefully selected site selection to avoid floods (elevation)				
23	Use of strong materials to withstand strong events (reinforced concrete and anchoring structures)				
24	Proper ventilation system				
25	Proper system to manage and dispose waste				
26	Prevention of waterproofing to prevent floodwater to seeping into the latrine and contaminating waste				
27	Add any other information here:				
28	Service level for the sanitation facility visited (see JMP standards below):				The rating for the JMP standards will be done during the analysis phase
29	Service level for the handwashing facility visited (see JMP standards below):				The rating for the JMP standards will be done during the analysis phase

Core questions and indicators for monitoring WASH in schools in the SGDs

Source: 'World Health Organization and the United Nations Children's Fund (UNICEF) 2018. Core questions and indicators for monitoring WASH in Schools in the Sustainable Development Goals'

Table 39: Core drinking water questions

W1. What is the main source of drinking water provided by the school? <i>(check one - most frequently used)</i>	
Piped water supply	
Protected well/spring	
Rainwater	
Unprotected well/spring	
Packaged bottled water	
Tanker-truck or cart	
Surface water (lake, river, stream)	
No water source	
Note: If there is more than one source, the one used most frequently for drinking water should be selected. If children need to bring water from home because water is not provided by the school, "no water source" should be selected	

W2. Is drinking water from the main source currently available at the school?	
Yes	
No	
Note: To be considered available, water should be available at the school at the time of the survey or questionnaire, either from the main source directly or stored water originally from the main source	

Table 40: Core sanitation questions

S1. What type of student toilets/ latrines are at the school? <i>(check one - most common)</i>	
Flush / Pour-flush toilets	
Pit latrines with slab	
Composting toilets	
Pit latrines without slab	
Hanging latrines	
Bucket latrines	
No toilets or latrines	
Note: If more than one type is used, the most common type of student toilet/latrine should be selected.	

S2. How many student toilets / latrines are currently usable (available, functional, private)? <i>(insert number of holes / seats / stances)</i>

Insert number	
<p><i>Note:</i> Only count toilets/latrines that are usable at the time of the survey or questionnaire, where “usable” refers to toilets/latrines which are (1) available to students (doors are unlocked or a key is available at all times), (2) functional (the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets), and (3) private (there are closable doors that lock from the inside and no large gaps in the structure) at the time of the questionnaire or survey. If <i>any</i> of these three criteria are not met, the toilet/latrine should not be counted as usable. However, lockable toilets may not be applicable in pre-primary schools.</p>	

S3. Are the toilets/latrines separate for girls and boys?	
Yes	
No	
<p>Note: Single-sex toilets means that separate girls’ and boys’ toilets are available at the school, or it is a single-sex school and has toilets.¹⁴ To be considered separate, facilities should provide privacy from students of the opposite sex, but this definition should be further defined based on local context, as needed. For schools that have separate shifts for girls and boys (i.e., girls attend the school at a separate time from boys), depending on local culture, the response could be “yes” since at the time of use, the toilets are only for girls. This question may not be applicable in pre-primary schools</p>	

Table 41: Core hygiene questions

H1. Are there handwashing facilities at the school?	
Yes	
No	
<p>Note: A handwashing facility is any device or infrastructure that enables students to wash their hands effectively using running water, such as a sink with tap, water tank with tap, bucket with tap, tippy tap, or other similar device. Note: a shared bucket used for dipping hands is not considered an effective handwashing facility</p>	

H2. Are both soap and water currently available at the handwashing facilities?	
Yes, water and soap	
Water only	
Soap only	
Neither water or soap	
<p>Note: To be considered available, water and soap must be available at one or more of the handwashing facilities at the time of the survey or questionnaire. If girls and boys have separate facilities, soap and water should be at both. Soapy water (a prepared solution of detergent suspended in water) can be considered as an alternative for soap, but not for water, as non-soapy water is needed for rinsing. Surveys may choose to add other response categories for ash or alcohol</p>	

hand rub, but these should be kept as separate categories from soap to support SDG monitoring.

Core questions and indicators for monitoring WASH in health care facilities in the SGDs

Source: 'World Health Organization and the United Nations Children's Fund (UNICEF) 2018. Core questions and indicators for monitoring WASH in health care facilities in the Sustainable Development Goals.'

Table 42: Core water questions

G-W1. What is the main water supply for the facility? (Tick one)	
Piped supply inside the building (if yes, skip to G-W3)	
Piped supply outside the building	
Tube well / Borehole	
Protected dug well	
Unprotected dug well	
Protected spring	
Unprotected spring	
Rain water	
Tanker truck	
Surface water (river/dam/lake/pond)	
Other (specify) _____	
Don't know (skip to G-S1)	
No water source (skip to G-S1)	
Note: If there is more than one source, the one used most frequently should be selected. If patients need to bring water from home because water is not available at the facility, "no water source" should be selected. Response options and terminology should be modified to reflect the local context such that respondents are able to clearly understand each option. Photos may be useful, where feasible.	

G-W2. Where is the main water supply for the facility located?	
On premises	
Up to 500 m	
500 m or further	
Note: On premises means within the building or facility grounds. This question refers to the location from where the water is accessed for use in the health facility (e.g. tap, borehole), rather than the source where it originates.	

G-W3. Is water available from the main water supply at the time of the survey?	
Yes	
No	
Note: To be considered available, water should be available at the facility at the time of the survey or questionnaire. Where possible, the enumerator should confirm that water is available from this source, e.g., check that taps or hand pumps deliver water.	

Table 43: Core sanitation questions

G-S1. What type of toilets/latrines are at the facility for patients?	
Flush / Pour-flush toilet to sewer connection	
Flush / Pour-flush toilet to tank or pit	
Pit latrine with slab	
Composting toilet	
Flush / Pour-flush toilet to open drain	
Pit latrine without slab/open pit	
Bucket	
Hanging toilet/latrine	
No toilet/latrine (skip to G-H1)	
Other (specify) _____	
Note: If more than one type of toilet is used, the most common type of toilet/latrine in the service area should be selected.	

G-S2. Is at least one toilet usable (available, functional, private)?	
Yes	
No	
Note: To be considered usable, a toilet should be available, functional <i>and</i> private at the time of the survey or questionnaire. Toilets are <i>available</i> when on premises, doors are unlocked or with a key available at all times. To be <i>functional</i> , the hole or pit is not blocked, water is available for flush/pour flush toilets, and there are no cracks or leaks in the toilet structure. To be considered <i>private</i> , the toilet stall has doors that can be locked from the inside and there are no large gaps or holes in the structure. If <i>any</i> of these criteria are not met, the toilet/latrine is not counted as usable.	

G-S 3-6. Are there toilets that ...	Yes	No
1. Are dedicated for staff?		
2. Are in sex-separated or gender-neutral rooms?		
3. Have menstrual hygiene facilities?		
4. Are accessible for people with limited mobility?		
Notes <ol style="list-style-type: none"> Staff toilets should be for the exclusive use of staff. Toilets can be in a room with multiple stalls or in a private room with a single toilet. Toilets in rooms with multiple stalls should all be dedicated for use by either women or men. A gender-neutral room with a single toilet is also considered as sex-separated, as it allows women and men to use toilets separately. A toilet can be considered to have menstrual hygiene facilities if it <ol style="list-style-type: none"> has a bin with a lid on it for disposal of used menstrual hygiene products, and water and soap available in a private space for washing. A toilet can be considered accessible for people with limited mobility if it meets relevant national or local standards. In the absence of such standards, it should meet the 		

following conditions:

- a. can be accessed without stairs or steps,
- b. handrails for support are attached either to the floor or sidewalls,
- c. the door is at least 80 cm wide, and

the door handle and seat are within reach of people using wheelchairs or crutches/sticks.

Table 44: Core hygiene questions

G-H1. Is there a functional hand hygiene facility at points of care on the day of the survey?	
Yes	
No, there are hand hygiene facilities at points of care but not functional, or lacking soap and water or alcohol-based hand rub.	
No, no hand hygiene facilities at points of care	
No, no hand hygiene facilities at the health care facility (if yes, skip to G-C1)	
<p>Note: For facilities with multiple consultation rooms or areas, select one at random and observe if a functional hand hygiene facility is present. A functional hand hygiene facility is any device that enables staff, patients and visitors to clean their hands effectively. It may consist of soap and water with a basin/pan for washing hands, or alcohol-based hand rub (ABHR). If ABHR is used, health care staff may carry a dispenser around between points of care. Chlorinated water (a prepared solution of chlorine suspended in water) is not considered an adequate substitute for soap and water or for ABHR. Points of care are any location in the health care facility where care or treatment is delivered (e.g. consultation/exam rooms). The term "hand hygiene" is used in place of "handwashing", because this is an umbrella term that also includes cleaning hands with ABHR.</p>	

G-H2. Is there a functional handwashing facility at one or more toilets on the day of the survey?	
Yes	
No, there are handwashing facilities near the toilets but lacking soap and/or water	
No, no handwashing facilities near toilets (within 5 meters)	
<p>Note Handwashing facilities at toilets must include water and soap, rather than ABHR alone, since ABHR does not remove faecal matter. Check "yes" if at least one toilet has a handwashing facility with soap and water within 5 meters.</p>	

Table 45: Core health care waste management questions

G-WM1. Is waste correctly segregated into at least three labelled bins in the consultation area?	
Yes, waste is segregated into three labelled bins	
No, bins are present but do not meet all requirements or waste is not correctly segregated	
No, bins are not present	
<p>Note:</p> <p>For facilities with multiple consultation rooms, select one at random and observe whether sharps waste, infectious waste and non-infectious general waste are segregated into three different bins. The bins should be colour-coded and/or clearly labelled, no more than three quarters (75%) full, and each bin should not contain waste other than that corresponding to its label. Bins should be appropriate to the type of waste they are to contain; sharps containers should be puncture-proof and others should be leak-proof. Bins for sharps waste and infectious waste should have lids.</p>	

G-WM2. How does this facility usually treat/ dispose of infectious waste?	
Autoclaved	
Incinerated (two chamber, 850-1000 °C incinerator)	
Incinerated (other)	
Burning in a protected pit	
Not treated, but buried in lined, protected pit	
Not treated, but collected for medical waste disposal off-site	
Open dumping without treatment	
Open burning	
Not treated and added to general waste	
Other (specify)	
<p>Note</p> <p>If more than one applies, select the method used most often.</p> <p>Methods considered to meet the basic service level include autoclaving; incineration; burial in a lined, protected pit; and collection for medical waste disposal off-site.</p>	

G-WM3. How does this facility usually treat/ dispose of sharps waste?	
Autoclaved	
Incinerated (two chamber, 850-1000 °C incinerator)	
Incinerated (other)	
Burning in a protected pit	
Not treated, but buried in lined, protected pit	
Not treated, but collected for medical waste disposal off-site	
Open dumping without treatment	
Open burning	
Not treated and added to general waste	

Other (specify)	
<p>Note If more than one applies, select the method used most often. Methods considered to meet the basic service level include autoclaving; incineration; burial in a lined, protected pit; and collection for medical waste disposal off-site.</p>	

Table 46: Core environmental cleaning questions

G-C1. Are cleaning protocols available?	
Yes	
No	
<p>Note: Protocols should include:</p> <ul style="list-style-type: none"> • step-by-step techniques for specific tasks, such as cleaning a floor, cleaning a sink, cleaning a spillage of blood or body fluids, and • a cleaning roster or schedule specifying responsibility for cleaning tasks and frequency at which they should be performed. <p>The term for protocols may differ according to local practice; they may be referred to as Standard Operating Procedures (SOPs), guidelines, instructions, etc. Where possible, protocols should be observed by the enumerator.</p>	
G-C2. Have all staff responsible for cleaning received training?	
Yes, all have been trained	
No, some but not all have been trained	
No, none have been trained	
No, there are no staff responsible for cleaning	
<p>Note: “Staff responsible for cleaning” refers to non-health care providers such as cleaners, orderlies or auxiliary staff, as well as health care providers who, in addition to their clinical and patient care duties, perform cleaning tasks as part of their role. Training refers to structured training plans or programs led by a trainer or appropriately qualified supervisor.</p>	

O&M checklist to access the quality of the water point

Date of visit: _____

Name of the data gatherer: _____

Location: District: _____ Chiefdom: _____
 Section: _____ Community: _____

Name of location at water point: _____

Type of water point: *See lists below and tick the appropriate box*

Gravity Fed Water Supply Systems (GFS) at community level	
Safe drinking water supply at fish landing sites	
Water point in school (5 schools in Goderich and Konacrydee and 7 in Tombo)	
Water point in health Periphery Health Units-PHUs (3 PHUs in Goderich and Konacrydee)	

Main type of water supply	
• Hand pumps/boreholes	
• Piped connection to house (or neighbour's house)	
• Protected spring	
• Public tap/standpipe	
• Rain water collection	
• Surface water (lake, pond, dam, river)	
• Unprotected hand-dug well	
• Unprotected spring	
• Water seller/kiosks	
• Other	
Improved/Unimproved water source	
• Improved	
• Unimproved	

Exact geographical location: _____

Age of water point: _____

Agency having built or rehabilitated the water point: _____

Water point management arrangement/body: _____

Cause of the breakdown if water point is not functioning: _____

Local Name of the water point: (if relevant): _____

Number and sex of people interviewed at this water point: _____

	Male/boy	Female/girl	TOTAL
Adults (education/health staff/other)			
Children (less than 18 months)			
TOTAL			
Including People/children with disabilities			

Summary of information collected at this water point:

Drinking water services refers to the accessibility, availability and quality of the main source used by households for drinking, cooking, personal hygiene and other domestic uses.

WATER POINT		YES	NO	OTHER
1	Water point Functionality (yes/no)			
2	If no, when did the water point break down? (week/month/year)			
3	Last time the water point broke down, how long did it take to repair? (days, weeks, months, year)			
4	Is/was this point monthly or regularly chlorinated? (yes/no)			
5	Is water available throughout the year? Yes/no			
6	During the seasonal drought of the well, how long is it not available? (months)			
7	During the seasonal rainy season, how long it is not available (months)			
8	Is/was this water point used for drinking water? Yes/no			
9	If no, why is this water point not used for drinking water?			
10	Is the water paid for at this point? Yes/no			
11	If yes, what is the cost of the water per liter?			
12	If no, what are the reasons?			
13	Is the water clean?			
14	If no, what is the problem?			
15	Who owns the water point?			
16	Who is maintaining the water point (routine repairs)?			
17	Is there a WASH management committee? Yes/no			
18	Is the WASH management committee functioning? Yes/no			
19	Is there a trained mechanic available at this point? Yes/no			
20	Were trained mechanics provided with toolkits? Yes/no			
21	How many minutes does it take to reach the nearest spare part supplier?			
22	Who collects water for the HH			
23	How long does it take to collect the water at the level of the water point? ¹²³			
24	Are there any features that indicate that the water point is resilient to Climate Change? (See next questions below)			
25	Carefully selected site selection to avoid floods (elevation) and drought			
26	Use of strong materials to withstand strong events (reinforced concrete and anchoring structures)			
27	Prevention of waterproofing to prevent floodwater to seeping into the site (waterproof membranes)			
28	Use of tanks, reservoirs to store water during low water availability			
29	Use of water treatment (filters, disinfectants)			
30	The WASH facility contribute to reducing the carbon footprint and promote the use of green energy. (i.e solar energy). Yes/no. Specify also the type of energy used to power the water plant.			

¹²³ Drinking water from an improved source, provided collection time is not more than 30 minutes for a roundtrip including queuing (JMP 2017).

31	Add any other information here: (for example, seasonal variability of water, existence of financing mechanisms, internal community cohesion or existence of local markets):			
	ODF STATUS			
32	Has the community been declared ODF? Yes/no			
33	Do you think the community is still ODF? Yes/no			
34	Are there functioning latrines in this village? Yes/no			
35	Do the latrines have handwashing facilities? Yes/no			
36	Are there trained natural ODF leaders in this community? Yes/no			
37	Are there trained natural ODF leaders performing their role effectively? Yes/no			
38	Add any other information here:			

If relevant: How far is the water source outside the household (meters)?

• 0-20	
• 21-100	
• 101-500	
• 501-1000	
• >1000	

O&M checklist to access the quality of the fish processing infrastructures

Date of visit: _____

Name of the data gatherer: _____

Location: District: _____ Chiefdom: _____
 Section: _____ Community: _____

Name of the site/community: _____

Type of infrastructure visited: _____

Number and sex of people interviewed at this site:

	Male/boy	Female/girl	TOTAL
Adults (education/health staff/other)			
Children (less than 18 months)			
TOTAL			
Including People/children with disabilities			

Summary of information collected at this site:

	At the unit	YES	NO	Partly
1	There is a caretaker to maintain the fish processing infrastructure			
2	The site is lit during the night			
3	The site has wash facility			
4	soap or detergent at the specific place for hand washing			
5	Are there any features that indicate that the site is resilient to Climate Change? (see next questions below)			
6	Carefully selected site selection to avoid floods (elevation)			
7	Use of strong materials to withstand strong events (reinforced concrete and anchoring structures)			
8	Proper system to manage and dispose waste			
9	Prevention of waterproofing to prevent floodwater to seeping into the processing area and contaminating the fish (use of drainage systems, electrical installations protected from floodwaters (if relevant)			
10	Users around the site are satisfied with the infrastructures			
11	If , no, why? please explain			
12	Other comments:			

Annex 5.2 – Questionnaires for qualitative study

Contents

1.1. Informed consent statement (long introduction)	149
1.2 FGDs - Information to record for each FGD	152
1.2.1 FGD with community beneficiaries of the WASH intervention	152
1.2.2 FDG with fishers and women operating at fish landing sites	156
1.2.3 FGD with members of the WASH committees	159
1.2.4 FGD with youth benefiting from the waste refuse and recycling plant	163
1.2.5 FGD with school management committee	166
1.2.6 FGD with school going children	169
1.3 KIIs - Information to record for each KII and standard introduction to the interview	172
1.3.1 KII with health staff from the periphery health units (PHUS)	172
1.3.2 KII with representative of people/children with disabilities	175
1.3.3 KII with staff from UNICEF, staff from implementing partners, district councils and local authorities (i.e., district health management teams (DHMT) at the national and sub-national level	178

Informed consent statement (long introduction)

This consent form is to be used for each and every respondent i.e., KIIs and FGD respondents.

Introduction

Hello, my name is _____ and I am an interviewer currently working with FOCUS 1000on behalf of Montrose, an international evaluation organisation collaborating with the Ministry of Water Resources and Ministry of Fisheries and Marine Resources and the United Nations Children's Fund (UNICEF) on the evaluation of WASH Programme in the Fishing Communities. The evaluation's purpose is to generate evidence on the programme's results to identify areas for improvement and scale it up in the future.

We are currently evaluating the programme and would like to conduct interviews with key stakeholders. We kindly request your participation in this interview and appreciate your time to answer our questions to the best of your ability. We would greatly benefit from your experience and perceptions, so please provide concrete examples in your answers wherever possible.

Your participation in this interview is completely voluntary. You have the right to stop the interview at any time if you do not feel comfortable answering any questions. Additionally, you may refuse to answer any interview questions and ask for clarifications at any time during the interview. You are not obligated to answer all of the questions and can choose to answer only some of them. Remember, there are no wrong answers. We encourage you to speak openly about any aspects of the program that did not go well, not just the ones that did. This will help us learn from your feedback and improve the program for future participants.

Please note that this interview will be completely confidential and anonymous. We will only record your name for follow-up purposes. If you share any information regarding abuse or neglect of a minor or dependent adult or any threat of harm to yourself or others, we may have to report this to the appropriate authorities to ensure the safety of yourself and others.

We will be recording this interview so that we can accurately analyse your responses. These recordings will be securely stored and used solely for the purpose of data analysis. We will only hold your data for as long as is necessary to complete our analysis and report. All data collected from you will be held securely and destroyed once our report is finished.

If you have any questions about this research, you may contact _____ (interviewer's name) at _____ (interviewer's telephone number). We may take your contact details to get in touch with you a few days after the interview to confirm your responses or to verify that the interview has taken place.

Consent

Do you agree to participate to this evaluation?

☐

No

☐

Yes

Title _____

Place of work _____

Signature of respondent _____

Date _____

Short protocol for the introduction of KII:

Use the standard text for the introduction and the protocol below. Begin by introducing yourself and the purpose of the interview which is to evaluate the WASH (Water, Sanitation, and Hygiene) project in the fishers' communities in Sierra Leone.

Assure the interviewee that their responses will remain confidential and will be used solely for evaluation purposes. Seek their consent to proceed with the interview.

Ask the interviewee to provide their name, role in the school, health centre or community, and their familiarity with the WASH project.

Inquire about their overall perception of the project and any specific aspects they believe have been successful or challenging in using the questionnaire below.

Short protocol for the introduction of FDG

Introduction:

Welcome participants and introduce yourself and any other team members. Begin by introducing yourself and the purpose of the interview which is to evaluate the WASH (Water, Sanitation, and Hygiene) project in the fishers' communities in Sierra Leone.

Explain the ground rules for the discussion, such as confidentiality and respect for each other's opinions. Assure the interviewee that their responses will remain confidential and will be used solely for evaluation purposes. Seek their consent to proceed with the interview.

Probes:

Use probes to encourage participants to elaborate on their answers. For example, you could ask:

- Can you tell me more about that?
- What do you mean by that?
- Can you give me an example?
- Be respectful of all participants and their opinions.

Conclusion:

Thank participants for their time and contributions.

Summarize the key points of the discussion.

Ask participants if they have any final thoughts or questions.

Attention points:

- Choose a neutral location that is comfortable and accessible to participants.
- Keep the discussion on track and avoid leading participants to your own conclusions.
- Be attentive to the body language and facial expressions of participants to get a sense of their reactions.
- Take notes during the discussion to capture the key points.
- After the discussion, review your notes and identify any emerging themes or patterns.

FGDs - Information to record for each FGD

Date of the FGD: _____

Name of the data gatherer: _____

Location: District: _____ Chiefdom: _____ Section: _____

Community: _____

Name of the school/health center/community visited: _____

Type of school: Primary: _____ Secondary: _____

Type of health center: _____

Number of children registered in the school: Boys: _____ Girls: _____ Total: _____

Information about the respondents: _____

	Male	Female	TOTAL
Adults (education/health staff/other)			
Children			
TOTAL			
Including People/children with disabilities			

FGD with community beneficiaries of the WASH intervention

Introduction

Could you list the main activities of the WASH project implemented by XXXXX?

Relevance

1. Have you been involved in the planning and implementation of the WASH project (fish processing platforms, latrines and water points) ? If yes, did you feel your opinions and ideas were considered during the project development? Why or why not? How?
2. What were your WASH needs before the project started during the planning and design phases?
3. How these needs have been met during the implementation of the project?
4. Were there any crucial WASH needs or concerns that were not adequately addressed by the project? If yes, which ones?
5. What additional activities would you suggest to make the WASH project more relevant?

Coherence

6. Are you aware of any joint work that have been conducted between the community leaders, local organizations, or government authorities to implement the WASH project? If yes, could you please list them.
7. Were there any challenges or successes in relation to these collaborations that you may be aware of? Please share your experiences.
8. Have there been any similar WASH interventions implemented in your community/school/health centres? Did you participate in those activities? If yes, could you please share your experience – what did you learn and gain from those activities? Did those activities overlap with this particular WASH project? If yes, how these various WASH interventions complemented each other's?
9. Are there any additional stakeholders or organizations that should have been involved in the project for better results? Which one? Why?

Effectiveness

10. Compared to before the project, have you noticed any changes in hygiene and sanitation practices? If yes, which ones?
11. Compared to before the project, has it become easier or harder for you to get water since the project started? Please explain.
12. Compared to before the project, has it become easier or harder for you to access sanitation facilities?
13. Did the WASH intervention help your community to stop open defecation? please explain. Can you give me some examples of how the WASH intervention helped your community to stop or reduce open defecation?
14. Compare to before the project, did the wash intervention improve your health and well-being? If yes, how? Compare to before the project, did the wash intervention had any incidence on waterborne diseases in your community? Please explain
15. Compare to before the intervention, did the WASH project had any consequences on child mortality? Please explain
16. Compare to before the intervention, did the WASH project had any consequences on school absenteeism? Please explain
17. Could you please describe if the project made any changes on reducing the pollution of the environment?

Notes for the researcher: examples of positive outcomes of the WASH project: please do not prompt

Due to the provision of WASH infrastructure, women and children in particular save time (spending up to 20 minutes instead of over 1 hour) not walking long distances to fetch water for domestic use. Girl child school enrolment is likely to increase due to improved access to institutional sanitation. Capacity enhancement of WASH committees towards post project grievance redress all contribute to achieve social sustainability.

- Health: households/children and women reporting reduction of incidence of waterborne diseases and improved sanitation and practices
- Well-being: households/children and women reporting increased access to safe and reliable source of water and reduce burden of water collection particularly for women and girls, improved sanitation facilities that promote dignity and privacy for women and girls. Reduction of environmental impact. Improved gender equality through separate and safe sanitation facilities
- Economic benefits: households/children and women reporting reduction of health care costs
- Education benefits: improved school attendance (particularly for girls)

18. Are there any additional specific changes that took place because of the project ? Please list them.
19. Have you noticed any negative changes/outcomes, intended or unintended, produced by the programme, if yes, please describe them?

Note for the researcher. Do not prompt. Let the respondents share their challenges with you

Example of issues faced by the communities :

- Lack of land space to build their own latrines at home, difficult rocky conditions to build the latrines or high ground water table preventing the digging of the hole.
- Lack of access to communal latrines as they have been locked in private use by other community members or because they are not properly cleaned
- People may have been relocated during the digging of the trenches as their houses were located on the pathway of the water network.

20. How did natural disasters and other emergencies, including the COVID-19 pandemic in the country, affected the WASH project? How challenges were addressed ?

Gender equality, human rights, equity and the environment

21. Do you know any of your relatives, male or female who might have faced challenges in using these WASH facilities? Can you share their experiences or any difficulties they may have encountered?
22. Do you know any of your peers with disabilities who might have faced challenges in using these WASH facilities (latrines and water points)? Can you share their experiences or any difficulties they may have encountered?
23. What specific measures have been put in place to ensure safe and equitable access to the public WASH and sanitation facilities for women?
24. What measures have been taken to ensure access to Menstrual Hygiene Management (MHM) facilities for girls and women?. (Handwashing stations, private toilets, disposal facilities for menstrual products).
25. What activities have been done to in relation to the importance of handwashing during menstruation?
26. What specific measures have been put in place to ensure safe and equitable access to the public WASH and sanitation facilities for people with disabilities?
27. What suggestions can you make for improving these WASH facilities to improve their access to men, women, people with disabilities?
28. How did the programme contribute to include adults and children with disabilities in the WASH intervention? What have been the changes or added value of the project to facilitate this inclusion?
29. Compare to before the project, to what extent there have been an increased participation of women in the WASH committees at leadership roles? What have been the changes or added value of the project to facilitate this inclusion?
30. What activities have been implemented to ensure the participation of children and youth in the programme planning and implementation? Please describe how they have been involved.

Note for the researcher: Features to ensure gender and disabilities sensible WASH infrastructures

- Accessibility: Ensure physical accessibility of WASH facilities, such as water points, toilets, and handwashing stations, for people with disabilities. This includes providing ramps, handrails, appropriate signage, and other accommodations to enable their independent and dignified use of facilities.
- Inclusive sanitation facilities: Construct and design sanitation facilities, such as toilets and bathing areas, that are suitable for the diverse needs of women, men, girls, boys, and people with disabilities. This may include separate facilities for privacy, menstrual hygiene management provisions, and accommodations for assistive devices.
- Safe and secure environments: Create safe and secure environments around WASH facilities to address gender-based violence and harassment concerns. This involves proper lighting, locks, and designing facilities in a way that ensures privacy and reduces the risk of violence.
- Empowerment and participation: e.g.: Inclusion of women and People With disabilities in leadership role in the WASH committees

31. Did the project help to protect the environment or did it damage it? Please explain

Note for the researcher: Do not prompt. Example of positive impacts on the environment: less plastic waste, reduced pollution of the water when people use improved sanitation facilities, and therefore are less likely to defecate in the open or dump waste into rivers and streams. This can help to reduce the pollution of the water, which can have a positive impact on the health of fish and other marine life.

Sustainability

32. Since the project started, have you been able to have your own latrine at home ? if yes, to what extent are you able to maintain it?
33. If no, why you have not been able to have your own latrine at home? Please explain.
34. How easy has it been for you to get soap or hash for hygiene purposes in your household?

35. Have you been involved in the maintenance and upkeep of the WASH project facilities (communal latrines, water points, tap stand network...)? If yes, how? If no, what are the reasons behind it?
36. Are there any challenges or concerns regarding the ongoing maintenance and sustainability of the WASH facilities? How can these be addressed?
37. The project supported WASH Committees with various trainings. To what extent these committees are working? How are they being supported by the community members? What are the gaps?
38. Are there any challenges faced by communities members to pay for the water service. Which ones?

Note for the researcher: examples of signs of sustainability of the WASH project:

Level of evidence that CLTS approach is sustainable: i.e., Sustainability is indicated when a household spontaneously constructs another latrine that collapsed, especially when it is better and more durable. Sustainability is also indicated when the general trend in a community is up the sanitation ladder. Selected fishing communities use sustainably improved safe drinking water and sanitation facilities in an healthy environment, have improved sanitation, personal and environmental hygiene practices subsequently contribute to improved fish sorting and processing.

39. What are the main hazards (i.e : COVID-19, floods, drought, coastal erosion) you are facing in your community?
40. How likely is it that the latrines and water points will continue to function in case of a hazard?
41. Are the WASH facilities working all year round? If no, why?

Conclusion

42. Which aspects of the WASH project require further attention to improve use and access of WASH services for men, women, and people with disabilities ? Please explain
43. What suggestions do you have for improving the WASH activities in the future?

Protocol for the FDG:

Use the standard text for the introduction and the protocol below.

Begin by introducing yourself and the purpose of the interview which is to evaluate the WASH (Water, Sanitation, and Hygiene) project in the fishers communities in Sierra Leone.

Assure the interviewee that their responses will remain confidential and will be used solely for evaluation purposes.

Seek their consent to proceed with the interview. Ask the interviewee to provide their name, role in the school, health center or community, and their familiarity with the WASH project.

Inquire about their overall perception of the project and any specific aspects they believe have been successful or challenging in using the questionnaire below.

Relevance

1. Have you been consulted in the design and implementation of the Fish landing platforms? If yes, did you feel your opinions and ideas were considered during the development of the fish landing platforms? Why or why not? How?
2. Have you been consulted in the design and implementation of the latrines and showers at the fish landing sites? If yes, did you feel your opinions and ideas were considered during the project development? Why or why not? How?
3. What were your WASH needs before the project started during the planning and design phases?
4. To what extent your needs in relation to access to water supply, hygiene and sanitation have been addressed by the project? Please explain.
5. Were there any crucial WASH needs or concerns for fishermen that were not adequately addressed by the project? If yes, which ones?
6. What additional activities would you suggest making the WASH project more relevant for fishermen?

Coherence

7. Are you aware of any joint work that have been conducted between the community leaders, local organizations, or government authorities to implement the fish landing platforms? If yes, could you please list them.
8. Were there any challenges or successes in relation to these collaborations that you may be aware of? Please share your experiences.
9. Are there been any similar WASH interventions to support the fishers, conducted by other stakeholders taking place in your community? If yes, how these various interventions complemented each other's?
10. Are there any additional stakeholders or organizations that should have been involved in the project for better results? Which one? Why?

Effectiveness

11. Compared to before the project, to what extent the project has changed your access to WASH facility at fish landing sites?
12. What are the specific ways in which the fish processing slabs have improved the quality of the fish you process?
13. How have the use of fish processing slabs affected the quantity of the fish you process?

14. Did the fish processing slabs improve the hygiene and sanitation practices during the fish processing?
15. Did the fish processing slab help reduce fish spoilage or waste?
16. Did the fish processing slab improve the income or livelihoods of community members involved in fish processing? Please explain
17. If any, which challenges or problems associated with using the fish processing slabs have you experienced?
18. Was the fish processing slab intervention implemented in a way that respected local customs and traditions?
19. What suggestions do you have for improving the fish processing slab in the future?
20. How much are you satisfied with the latrines and showers that have been built near the fish landing sites? Are the latrines and showers functional? If no, what are the challenges or problems associated with accessing and using these facilities?

Note for the researcher: In case you see locks outside of the doors of the latrines and showers, ask why there are locks and who is authorised to use these facilities and why access has been restricted to some users only.?

21. Do the WASH intervention and the fish processing platforms have any unintended consequences or negative impacts? Please describe them.
22. How did natural disasters and other emergencies, including the COVID-19 pandemic in the country, affected the WASH project? How were challenges addressed?

Gender equality, human rights, equity and the environment

23. Do you know any of your relatives, male or female who might have faced challenges in using these WASH facilities? Can you share their experiences or any difficulties they may have encountered?
24. Do you know any of your peers with disabilities who might have faced challenges in using the fish processing platforms and the WASH facilities? Can you share their experiences or any difficulties they may have encountered? What did the project do to accommodate them?
25. What specific measures have been put in place by the project to ensure safe and equitable access to the public WASH and sanitation facilities for people with disabilities?
26. What specific measures have been put in place by the project to ensure safe and equitable access to the public WASH and sanitation facilities for women?
27. How did the programme contribute to empowering adults and children with disabilities? Compare to before the project, to what extent there have been an increased participation of women and people with disabilities in the WASH committees at leadership roles?

Note for the researcher: Features to ensure gender and disabilities sensible WASH infrastructures

- **Accessibility:** Ensure physical accessibility of WASH facilities, such as water points, toilets, and handwashing stations, for people with disabilities. This includes providing ramps, handrails, appropriate signage, and other accommodations to enable their independent and dignified use of facilities.
- **Inclusive sanitation facilities:** Construct and design sanitation facilities, such as toilets and bathing areas, that are suitable for the diverse needs of women, men, girls, boys, and people with disabilities. This may include separate facilities for privacy, menstrual hygiene management provisions, and accommodations for assistive devices.
- **Safe and secure environments:** Create safe and secure environments around WASH facilities to address gender-based violence and harassment concerns. This involves proper lighting, locks, and designing facilities in a way that ensures privacy and reduces the risk of violence.
- **Empowerment and participation:** e.g.: Inclusion of women and People With disabilities in leadership role in the WASH committees

28. How did children and youth been involved in the programme planning and implementation?
Please describe how they have been involved.
29. Did the project have any negative or positive impacts on the environment? Please describe

Note for the researcher: Do not prompt. Example of positive impacts on the environment: less plastic waste, reduced pollution of the water when people use improved sanitation facilities, and therefore are less likely to defecate in the open or dump waste into rivers and streams. This can help to reduce the pollution of the water, which can have a positive impact on the health of fish and other marine life.

Sustainability

30. What arrangement has been put in place to ensure the maintenance of the fish platforms and the WASH facilities?
31. Who is responsible for the regular maintenance of the infrastructures and facilities?
32. Is there a plan in place to ensure continued financial support to maintain the facilities?
33. The project supported WASH Committees. Are they working? How are they being supported by the community members? What are the gaps?
34. Are you paying for the water services? Please explain. Are there any challenges faced by communities' members to pay for the water service. Which ones?
35. What are the main hazards (i.e., COVID-19, floods, drought, coastal erosion) you are facing in your community?
36. How likely is it that the latrines and water points will continue to function in case of a hazard?

Note for the researcher: examples of signs of sustainability of the WASH project:

Level of evidence that CLTS approach is sustainable: i.e., Sustainability is indicated when a household spontaneously constructs another latrine that collapsed, especially when it is better and more durable. Sustainability is also indicated when the general trend in a community is up the sanitation ladder. Selected fishing communities use sustainably improved safe drinking water and sanitation facilities in an healthy environment, have improved sanitation, personal and environmental hygiene practices subsequently contribute to improved fish sorting and processing.

Conclusion

37. What suggestions can you make for improving the WASH activities near the fish landing sites in the future and the fish landing platforms?

Protocol for the FDG:

Use the standard text for the introduction and the protocol below.

Begin by introducing yourself and the purpose of the interview which is to evaluate the WASH (Water, Sanitation, and Hygiene) project in the fishers' communities in Sierra Leone. Assure the interviewee that their responses will remain confidential and will be used solely for evaluation purposes.

Seek their consent to proceed with the interview. Ask the interviewee to provide their name, role in the school, health centre or community, and their familiarity with the WASH project.

Inquire about their overall perception of the project and any specific aspects they believe have been successful or challenging in using the questionnaire below.

Date of interview		
Name of the data collector		
Location of the committee		
Composition of the committee:		
Men	Women	Total
TOTAL:	TOTAL:	Total:
Including number of people with disabilities		
Date of starting the activities		
Training received:		
a.		
b.		
c.		
d.		

Introduction

1. Could you please describe the roles and responsibilities of the WASH committee and its membership.? (e.g.: number of men and women involved, number of people with disabilities and women at leadership role)

Gender equality, human rights, equity and the environment

1. Could you please describe the roles and responsibilities of the WASH committee and its membership.? (e.g.: number of men and women involved number of people with disabilities and women at leadershiprole)
2. What was the criteria used for the composition of the WASH committee? Why?
3. What activities have been implemented to ensure that women and people with disabilities be included inthe decision-making processes of the WASH committees?
4. Did you receive a training or sensitization on the importance of providing access to the most vulnerablepopulation? (Including people with disabilities, women....)

Relevance

5. Was there a WASH committee before the project started? if no what was the need for a WASHcommittee? Please explain.
6. What needs the WASHcommittee intended to address in the community (Their significance to the community)?
7. Were members of the WASH committees and the community members involved in the planning and implementation of the WASH project? How much have you been involved as the WASH committee in the design and implementation of theWASH infrastructures and in the choice of their location? Please explain.
8. Did the WASH project take into consideration the local culture and customs of the community? Pleasegive some examples
9. Were there any crucial WASH needs or concerns that were not adequately addressed by the project? Ifyes, which ones?

Coherence

10. How was the collaboration between the project team, the community leaders, local organizations, orgovernment authorities to implement the project? Were there any challenges or successes in fostering collaboration and partnerships? Please share your experiences.
11. Are there any additional stakeholders or organizations that should have been involved in the project forbetter results? Which one? Why?
12. Have there been any similar WASH interventions implemented in your community/school/health centres? Did you participate in those activities? Did those activities overlap with this particular WASH project? How these various WASH interventions complemented each other's? (Note for the researcher: streamlined processes, avoided duplication of efforts, leverage respective strengths, shared resources with others, filled jointly identified gaps.)

Effectiveness

13. Compared to before the project, to what extent the project has changed access to WASH facility for thecommunity?
14. Compared to before the project, to what extent time for collection of water has changed in thecommunity?
15. Compared to before the project, to what extent the community has improved sanitation at HH andcommunity level?
16. How has the WASH project impacted the lives of community members? Compared to before the project,have you noticed any changes in hygiene and sanitation practices? If yes, which ones?
17. Compared to before the project, did the WASH intervention allow your community to end OpenDefecation in the community? please explain.
18. How many HH are in your community? How many **new** HH latrines have been built because of the CLTS interventions organised by the project? How many HH still need to build their latrines? (Note for the researcher: if the WASH committee does not know the exact number of HH latrines, ask the approximatepercentage of coverage of HH latrines compared to the number of HH at the time of the interview)
19. Compared to before the project, did the wash intervention improve the health and well-being of thecommunity? If yes, how? If, No, why? To what extent the wash intervention had any incidence on waterborne diseases in your community? Please explain.

20. Are there specific aspects of the project that have had a significant impact? Please list them and explain how.

Notes for the researcher: examples of positive outcomes of the WASH project: please do not prompt

Due to the provision of WASH infrastructure, women, and children in particular save time (spending up to 20 minutes instead of over 1 hour) not walking long distances to fetch water for domestic use. Girl child school enrolment is likely to increase due to improved access to institutional sanitation. Capacity enhancement of WASH committees towards post project grievance redress all contribute to achieve social sustainability.

- Health: households/children and women reporting reduction of incidence of waterborne diseases and improved sanitation and practices
- Well-being: households/children and women reporting increased access to safe and reliable source of water and reduce burden of water collection particularly for women and girls, improved sanitation facilities that promote dignity and privacy for women and girls. Reduction of environmental impact. Improved gender equality through separate and safe sanitation facilities
- Economic benefits: households/children and women reporting reduction of health care costs.
- Education benefits: improved school attendance (particularly for girls)

21. Did the WASH intervention has any unintended consequences (positive or negative) ? if yes, which ones.

Note for the researcher: Please note the following challenges that have been faced by the project during implementation. Do not mention them. Let the respondents share the challenges by themselves:

- Some households had difficulty in constructing latrines due to the high groundwater table.
- Little land space for households to construct latrines.
- Some HH have been relocated and their houses demolished as they were on the drainage path.

22. How did natural disasters and other emergencies, including the COVID-19 pandemic in the country, affected the WASH project? How were challenges addressed?
23. What could the programme team have done differently to improve the chances of success?

Efficiency

24. How did the availability and timeliness of financial resources made any changes to the project?
25. To what extent you have received enough and timely technical support for the project?
26. How was the construction process of the WASH facilities and fish platforms carried out? Were there any delays or issues faced? If yes, which ones and why?
27. What activities have been carried out to monitor the WASH activities? How do you perform the monitoring of the activities?
28. Were there alternative strategies that could have been put in place to achieve the same level of results but at a lesser cost? What alternative strategies were missed to reduce costs?

Sustainability

29. What training or sensitization have you received to perform your role as the WASH committee?
30. Did the trainings have strengthened your capacity to manage, monitor and sustain the WASH infrastructures in the future? Please explain

Maintaining the functioning of the WASH infrastructures

31. Have community members been trained on the maintenance and repair of their latrines? To what extent they have been able to maintain them?
32. As a WASH committee, have you been able to effectively manage and maintain the WASH infrastructures?
33. Is there a plan in place for replacing any worn-out or broken WASH infrastructure? What system is in place to finance the maintenance of the WASH infrastructures?
34. Are there any WASH technician and spare parts available for hand pumps, motorized pumps, and hand dug wells at the district, chiefdom, and community levels?
35. What have been the community contribution to the costs?

Maintaining hygiene and sanitation practices

36. Is your community ODF? To what extent this status is maintained since the ODF certification and the ceremony? Are community members practicing and maintaining good hygiene practices, even after the intervention has ended?
37. Do you have any enforcement mechanisms such as by-law (with fines to avoid reversal of ODF status) to ensure that the ODF status is maintained? Please describe.
38. Following your experience in CLTS in your community, do you know if neighbouring communities have implemented spontaneously their own CLTS project? If yes, how many?
39. What do you (as a group/individuals) do to help communities stay ODF?
40. What do you do when 'slippage' back to OD occurs? (e.x, Household do not maintain their latrines and decide to defecate in the open). How do you find out when it happens?

Other

41. Have local government and other stakeholders been engaged to support the sustainability of the WASH intervention? How?
42. What system did you put in place to monitor the effectiveness of the WASH interventions?
43. Did risks identify prior to the programme and taken into account in the design of infrastructure?
44. What measures have been put in place to ensure that the WASH infrastructures are climate resilient?
45. To what extent UNICEF staff, implementing partners and members of the WASH committees have received a training or sensitization on risk informed programming and programme design/implementation?
46. Since the project started in your community, have you been able to continue your activities even during or after a shock? please explain.
47. Did you develop a contingency plan to deal with unexpected shocks? If yes, can we see it? Can you describe it briefly?
48. What challenges have you faced in sustaining the WASH intervention and how have they been addressed?

<p>(Sustainability: Note for the researcher: Indicators of ownership: demonstrate active participation, resource mobilization and local leadership.)</p>

Protocol for the FDG:

Use the standard text for the introduction and the protocol below.

Begin by introducing yourself and the purpose of the interview which is to evaluate the WASH (Water, Sanitation, and Hygiene) project in the fishers' communities in Sierra Leone. Assure the interviewee that their responses will remain confidential and will be used solely for evaluation purposes.

Seek their consent to proceed with the interview. Ask the interviewee to provide their name, role in the school, health centre or community, and their familiarity with the WASH project.

Inquire about their overall perception of the project and any specific aspects they believe have been successful or challenging in using the questionnaire below.

Relevance

1. Have you been consulted in the design and implementation of the Waste Refuse and Recycling plant? Please explain your involvement in the project. ? What activities have been implemented and how have you been involved?
2. Did you feel your opinions and ideas were considered during the project development? Why or why not? How?
3. What were your needs (in term of protecting the environment) before the project started during the planning and design phases?
4. How these needs have been met during the implementation of the project?
5. Were there any crucial needs or concerns that were not adequately addressed by the project? If yes, which ones?
6. What additional activities would you suggest to make the project more relevant?
7. What type of training or sensitization have you received to ensure your participation in the environment activities?

Coherence

8. Have there been any similar environment interventions implemented in your community/school/health centres? Did you participate in those activities? If yes, could you please share your experience – what did you learn and gain from those activities? Did those activities overlap with this particular project? If yes, how these various interventions complemented each other's?

Effectiveness- effects of the project

9. What have been the benefits, added value and effects of the Waste Refuse and Recycling plant for the youths in term of skills development?
10. What have been the benefits, added value and effects of the Waste Refuse and Recycling plant for the youths in term of environmental impact? (i.e less waste on the beach, better fish, more land space free from waster use for other benefits such as recreational spaces, changes in your recycling habits?)
11. What have been the benefits, added value and effects of the Waste Refuse and Recycling plant for the youths in term of entrepreneurship opportunities? Can you share any specific examples of how the waste refuse and recycling plant has created new employment or business opportunities for the youth in your community, contributing to its sustainable development?

12. Have you witnessed any educational initiatives or programs associated with the waste refuse and recycling plant that have enhanced your understanding of the importance of the environment and your personal behaviour and habits regarding waste management and recycling? If yes, how these activities have influenced your practices and behaviour in relation to the protection of the environment.
13. How has the waste refuse and recycling plant helped reduce the amount of waste going to landfills or being improperly disposed of in your community, leading to a more sustainable waste management system?
14. How did natural disasters and other emergencies, including the COVID-19 pandemic in the country, affected the project? How challenges were addressed ?

Note for the researcher: Examples of possible positive outcomes produced by the Waste Refuse and Recycling plant in Tombo.

Employment opportunities: The waste refuse and recycling industry can create employment opportunities for young people, which can provide them with a steady source of income and help reduce poverty.

Skill development: Working in a waste refuse and recycling plant can provide young people with practical skills and knowledge related to waste management, recycling, and environmental sustainability.

Environmental impact: Waste refuse and recycling plants can help reduce the amount of waste in Sierra Leone, which can have a positive impact on the environment and public health. i.e less waste on the beach, better fish, more land space free from waste use for other benefits such as recreational spaces?

Community involvement: Young people involved in waste refuse and recycling can become active members of their communities, raising awareness about the importance of waste management and recycling and encouraging others to get involved.

Entrepreneurship opportunities: Some young people may be inspired to start their own waste refuse and recycling businesses, which can create more jobs and contribute to economic growth in Sierra Leone.

Sustainability

15. Please explain the measures that you have taken to ensure that the collection of waste and the waste and recycling plant will be maintained in the future?
16. How likely trained youth will mobilise their peers in waste recycling activities and organising fertiliser production in communities outside the programme locations?
17. Which skills did you gain from the training and to what extent they are helpful to the waste management processes and possibility of maintaining them.?
18. How did the training help you to understand the importance of waste collection and recycling?
19. What are some of the challenges you faced in collecting and recycling waste? How did you overcome these challenges?
20. How has the waste collection and recycling process changed your community?
21. What are some of the ways in which you have continued to promote waste collection and recycling in your community?
22. Which structure (waste facility? Link with a government structure?) has been put in place to ensure that the waste management intervention will continue to last in the future?

Gender equality, human rights, equity and the environment

23. How did the programme contribute to empower youth? Was it effective ? How?

Note for the researcher: Please do not prompt. Listen to the respondent.

Examples of interventions that could be implemented to ensure the empowerment of youth

Provide training and skills development. This could include training on waste collection, recycling, and disposal. It could also include training on entrepreneurship and business management.

Offer financial support. This could include providing grants or loans to help young people start their own waste collection businesses. It could also include providing subsidies to help cover the costs of waste collection equipment and materials.

Create opportunities for employment. This could involve working with local governments or businesses to create jobs for young people in the waste collection sector. It could also involve supporting the creation of new waste collection businesses that are owned and operated by young people.

Provide access to markets. This could involve helping young people find buyers for their recycled materials. It could also involve helping them connect with businesses that need waste collection services.

Promote social inclusion. It could involve addressing any barriers that may prevent young people from participating in these projects, such as lack of education or transportation.

24. What measures have been put in place to empower youth with disabilities? Was it effective ? How? What are the remaining gaps in this area?

Measures that can be put in place to contribute to empowering youths with disabilities.

Assess the specific needs of youths with disabilities.

Adapt waste collection activities to the needs of youths with disabilities. This could involve using adapted equipment, providing training on how to use the equipment, or changing the way waste is collected.

Provide training and skills development to youths with disabilities.

Create opportunities for employment for youths with disabilities.

Promote social inclusion for youths with disabilities.

25. What measures have been put in place to empower youth girls? Was it effective ? How? What are the remaining gaps in this area?

Examples of interventions that could be implemented to ensure the empowerment of youth girls.

Make sure that girls are included in all aspects of the project, from planning to implementation. This includes providing them with the same opportunities for training, employment, and leadership as boys.

Address any specific challenges that girls may face, such as safety concerns or cultural barriers. This could involve providing them with safe transportation, ensuring that they are not exposed to hazardous waste, or working with communities to change attitudes about girls working in waste collection.

Highlight the success stories of young girls who are working in waste collection. This can help to inspire other girls to get involved and show that waste collection can be a viable career path for women.

Support the creation of youth-led waste collection businesses that are owned and operated by girls. This would give girls the opportunity to take control of their own economic future and make a positive impact on their communities.

Conclusion

26. Did the intervention have any unintended consequences (positive or negative) ?
27. What were the major challenges faced during the implementation of the project?
28. What suggestions do you have for improving the project in the future?

Protocol for the FGD:

Use the standard text for the introduction and the protocol below.

Begin by introducing yourself and the purpose of the interview which is to evaluate the WASH (Water, Sanitation, and Hygiene) project in the fishers' communities in Sierra Leone.

Assure the interviewee that their responses will remain confidential and will be used solely for evaluation purposes.

Seek their consent to proceed with the interview. Ask the interviewee to provide their name, role in the school, health centre or community, and their familiarity with the WASH project.

Inquire about their overall perception of the project and any specific aspects they believe have been successful or challenging in using the questionnaire below.

Note for the researcher.

Before discussing with children, make sure you are familiar with the activities that had been implemented by the project in the schools visited as Latrines were not constructed in all schools as per the table below. At the beginning of the discussion with the children, you should discuss with them the key activities that were conducted as to set "the boundaries" of the discussion. Main activities in the schools were: provision of water supply, latrines **and** hygiene education.

WASH IN SCHOOLS	Tombo	Goderich	Konacrydee
Construction of gender segregated latrines and showers	0	2 Schools	2 Schools
Water supply connected to Schools	7 Schools	2 Schools	2 Schools

Relevance

1. What were your WASH needs before the project started?
2. How these needs have been met during the implementation of the project? Were the needs and preferences of the school community considered during the planning and design phase of the project?
3. Were you consulted in the design and implementation of the WASH program by the implementers of the WASH project in your school ? please describe. Have you been involved in the interventions on water supply, provision of latrines or hygiene education in your school? If yes, could you please explain.

Coherence

4. Did the project make use of the existing governance structures in the school? (School management committee, parents-teachers associations...) please explain how this was done.
5. Have there been any similar WASH interventions implemented in your community/school/health centres? Did you participate in those activities? If yes, could you please share your experience – what did you learn and gain from those activities? Did those activities overlap with this particular WASH project? If yes, how these various WASH interventions complemented each other's?

Effectiveness- effects of the project

6. What was the situation of the WASH facilities in your school before the project?
7. Compared to before the project, what have been the added value of the WASH facilities in your school?
8. In your experience, how has the project contributed to improving hygiene among children at your school ?
9. Have there been noticeable improvements in handwashing practices among students and staff?
10. Are the newly constructed toilets being used consistently by the students and staff?
11. Is there a consistent supply of clean water in the school? If no, please explain
12. Did the project include training sessions for the school staff, students, or community members? If so, how effective were these sessions? How effective were the awareness campaigns conducted to promote good hygiene practices? Did they result in behaviour change among children, teachers and parents ?
13. Did the wash intervention help reduce the incidence of diseases (public health related symptoms such as diarrhoea, cholera..) in your school and community?
14. Did the WASH intervention make it easier for you to access clean water and sanitation facilities?
15. What challenges did you face in accessing and using the WASH intervention at school?
16. Did the WASH intervention have unexpected consequences (negative or positive) ?
17. How did natural disasters and other emergencies, including the COVID-19 pandemic in the country, affected the WASH project? How challenges were addressed ?

Efficiency

18. Did the programme have enough money to implement the WASH program in the school?
19. Was the money made available in a timely manner, so that the program could be implemented as planned?
20. Did the program have to make any changes because of delays in receiving funding?
21. Did the program have enough staff to implement the WASH program in the school? Were the staff qualified and experienced in WASH?
22. Did the program have enough supplies and materials to implement the WASH program in the school? Were the supplies and materials of good quality? Were the supplies and materials made available in a timely manner, so that the program could be implemented as planned?
23. How was the construction process carried out for the latrines and water supply in the schools? Were there any delays or issues faced? If yes, which ones?
24. Were you able to organize regular hygiene education sessions in the schools? How often were the hygiene education sessions held? Did the students change their hygiene behaviors after the hygiene education sessions?
25. Were there alternative strategies that could have been put in place to achieve the same level of results but at a lesser cost?

Sustainability

26. What arrangement has been put in place in the school to ensure the maintenance of the WASH facilities (latrines, water points)?

Note for the researcher: i.e., : a person responsible to maintain the facilities, a budget dedicated for the maintenance, regular sensitization activities about hygiene practices being conducted at school.

27. Who is responsible for the regular maintenance of the infrastructure and facilities? Do you have an active school committee who ensure the maintenance of the WASH facilities?

28. What arrangement has been put in place in the school to ensure that the hygiene and sanitation sensitisation sessions continued after the project ends?
29. Is there a plan in place to ensure continued financial support for the maintenance of the facilities and ensure future needs in term of sensitisation of children on sanitation and hygiene in the school?
30. How involved was the local community in supporting and sustaining the WASH project in the school?

Gender equality, human rights, equity and the environment

31. To what extent the programme ensure children and adolescents involvement?
32. Did you involve the children in the interventions on water supply, provision of latrines or hygiene education in your school? If yes, could you please explain.

Examples of evidence that children and adolescents have been consulted and participated to the interventions through engaging activities: i.e games, songs, storytelling, school based interventions, peer to peer education, youth led initiatives.

33. Do girls and boys equally benefit from the WASH facilities constructed in the schools as a result of this project ?
34. Are there separate and adequate toilets for boys and girls?
35. Has the project addressed the menstrual hygiene needs of female students adequately? If Yes, How?
36. How do you manage menstrual products?
37. Are there locks inside the doors of the latrines to ensure privacy?
38. Are there lights in the latrines to ensure the safety of the users during the night?
39. How do you ensure the maintenance and cleaning of the latrines and the management of waste?
40. Are there sufficient handwashing stations with soap or hand sanitizers available?
41. Are they easily accessible for all children including children with disabilities? (i.e ramps, support bars in the latrines)

Suggestions and Feedback:

42. What suggestions do you have for improving the WASH intervention in the school in the future?
43. Was the WASH intervention valuable to you and your community? Please explain
44. What challenges have been faced in maintaining the project, and what strategies have been implemented to overcome them?

Closing:

Thank the interviewee for their participation and valuable insights.

Reiterate the confidentiality of their responses.

Inform them of any follow-up steps or actions that may be taken based on the evaluation.

FGD with school going children

Protocol for the FGD with the children

Use the standard text for the introduction and the protocol below:

Introduce yourself and the purpose of the focus group discussion (FGD): to evaluate the WASH (Water, Sanitation, and Hygiene) project in the school in Sierra Leone. Inform the children that you are going to discuss with them about the different WASH activities available at the school (e.g., toilets, handwashing stations, drinking water points, awareness raising about hygiene at school...)

Explain that their opinions and experiences are valuable for improving the project and ensuring it meets their needs.

Emphasize that participation is voluntary, and they have the right to withdraw at any time. Assure confidentiality and anonymity of their responses.

Provide a brief overview of the FGD process and ground rules, such as taking turns, respecting others' opinions, and actively participating.

Distribute the informed consent forms to the children and their parents or guardians. Explain the purpose of the informed consent form and the importance of obtaining consent for their participation.

Allow sufficient time for them to read and understand the form and address any questions or concerns.

Once they are ready, ask them to sign the informed consent form if they agree to participate in the FGD.

Icebreaker and Warm-up: Start with an icebreaker activity to make the children feel comfortable and encourage participation.

Note for the researcher

Before discussing with children, make sure you are familiar with the activities that had been implemented by the project in the schools visited as Latrines were not constructed in all schools as per the table below. At the beginning of the discussion with the children, you should discuss with them the key activities that were conducted as to set "the boundaries" of the discussion. Main activities in the schools were: provision of water supply, latrines **and** hygiene education.

WASH IN SCHOOLS	Tombo	Goderich	Konacrydee
Construction of gender segregated latrines and showers	0	2 Schools	2 Schools
Water supply connected to Schools	7 Schools	2 Schools	2 Schools

Relevance

1. What were your WASH needs in the school before the project started during the planning and design phases?
2. How these needs have been met during the implementation of the project?
3. Were there any crucial WASH needs or concerns that were not adequately addressed by the project? If yes, which ones?
4. What additional activities would you suggest to make the WASH project more relevant?
5. Have you been consulted in the design and implementation of the WASH program by the implementers of the WASH project in the school? if yes, how? Please explain
6. What activities have you been involved in relation to the provision of water supply?
7. What activities have you been involved in relation to the construction and maintenance of the latrines?
8. What activities have you been involved in relation to hygiene education in your school? Could you please explain.

Examples of evidence that children and adolescents have been consulted and participated to the interventions through engaging activities: i.e. games, songs, storytelling, school-based interventions, peer to peer education, youth led initiatives

9. Before the setup of the latrines (except for Tombo) and the availability of water in the school, what issues were you facing in the school?
10. Since the WASH project has supported latrines and Water supply in the school, what has changed for you? Did the new facilities answer your needs in term of access to water, latrines and hygiene education?

Effectiveness

Asking children about sanitation and hygiene habits

Practice of washing hands

11. How often do you wash your hands a day?

Questions about practice of washing hands	Number	%
How many of you 'very often' wash hands a day ?		
How many of you wash hands "seldom" a day ?		
How many of you 'do not wash your hand' at all ?		
TOTAL		

12. When do you wash your hands ? (--- multiple choice – before eating, after eating, after going to the toilet, etc.)

Questions about practice of washing hands	Number	%
Before eating		
After eating,		
After going to the toilet		
TOTAL		

13. Who taught you to wash your hands ? – parents, teachers, friends, grandparents, etc.

Availability of hygiene items at school

14. At school, is there always water and soap/ash ready to wash your hands with? If there is no soap, do you ask someone to give you soap?. If no why?
15. Have you received a sensitization related to the hygiene practices at school? If yes, when and how was it conducted? Please describe the situation and share your feedback about the sessions.

Use and access of latrines at school

16. Are you using the latrines in the school ? if no, please explain.
17. What do you like the most about these latrines?
18. What you do not like about these toilets facilities?

Use and access of water points at school

19. Are you using the water points in the school ? if no please explain.
20. What do you like the most about these water points?
21. What you do not like about these water points?

Gender equality, human rights, equity and the environment

22. Are the latrines and water points in the school accessible to boys and girls? Please explain why? Are there locks and lights to ensure privacy? Are the latrines segregated per sex? Are there a bin to dispose the menstrual waste?
23. Do you know any of your peers with disabilities who might have faced challenges in using these WASH facilities? Are there any ramps or holding bars in the latrines for example ? Can you share their experiences or any difficulties they may have encountered?
24. How do you think the school can make the WASH facilities more accessible for all students ? Are there any specific changes or improvements you would suggest?

Note for the researcher: Features to ensure gender and disabilities sensible WASH infrastructures

Accessibility: Ensure physical accessibility of WASH facilities, such as water points, toilets, and handwashing stations, for people with disabilities. This includes providing ramps, handrails, appropriate signage, and other accommodations to enable their independent and dignified use of facilities.

Inclusive sanitation facilities: Construct and design sanitation facilities, such as toilets and bathing areas, that are suitable for the diverse needs of women, men, girls, boys, and people with disabilities. This may include separate facilities for privacy, menstrual hygiene management provisions, and accommodations for assistive devices.

Safe and secure environments: Create safe and secure environments around WASH facilities to address gender-based violence and harassment concerns. This involves proper lighting, locks, and designing facilities in a way that ensures privacy and reduces the risk of violence.

Empowerment and participation: e.g: Inclusion of women and People With disabilities in leadership role in the WASH committees

Closing

Thank the children for listening and answering your questions.
End with a song or a game.

KIIs - Information to record for each KII and standard introduction to the interview

Date of visit: _____

Name of the data gatherer: _____

Location: District: _____ Chiefdom: _____ Section: _____

Community: _____

Name of the school/health center/community visited: _____

Type of school: Primary: _____ Secondary: _____

Type of health center: _____

Number of children registered in the school: Boys: _____ Girls: _____ Total: _____

Information about the respondents: _____

	Male	Female	TOTAL
Adults (education/health staff/other)			
Children			
TOTAL			
Including People/children with disabilities			

KII with health staff from the periphery health units (PHUS)

Protocol for the KII:

Use the standard text for the introduction and the protocol below.

Begin by introducing yourself and the purpose of the interview which is to evaluate the WASH (Water, Sanitation, and Hygiene) project in the fishers communities in Sierra Leone.

Assure the interviewee that their responses will remain confidential and will be used solely for evaluation purposes.

Seek their consent to proceed with the interview. Ask the interviewee to provide their name, role and their familiarity with the WASH project.

Inquire about their overall perception of the project and any specific aspects they believe have been successful or challenging in using the questionnaire below.

Note for the researcher

Before discussing with the PHUs staff, make sure you are familiar with the activities that had been implemented by the project as per the table below. At the beginning of the discussion with the staff, you should discuss with them the key activities that were conducted as to set "the boundaries" of the discussion. Main activities in the PHUs were as followed.

WASH IN PHU	Tombo	Goderich	Konacrydee
Construction of Latrines, showers, laundries and latrine blocks and other sanitation facilities	0	2	1
Waste management Units in PHUs	0	2	1

Relevance

1. What were your WASH needs in your health center before the project started (during the planning and design phases)?
2. How these needs have been met during the implementation of the project?
3. Were there any crucial WASH needs or concerns that were not adequately addressed by the project? If yes, which ones?
4. What additional activities would you suggest to make the WASH project more relevant?
5. Have you been consulted in the design and implementation of the WASH program in the PHU? Please explain how.
6. Compared to before the project, did the WASH interventions in the PHU meet your needs in term of access to WASH facilities and waste management? Please explain how.

Coherence

7. Have there been any similar WASH interventions implemented in your health centres? Did you participate in those activities? If yes, could you please share your experience – what did you learn and gain from those activities? Did those activities overlap with this particular WASH project? If yes, how these various WASH interventions complemented each other's?
8. What were the strengths and weaknesses of the WASH programme in terms of complementing other development/WASH efforts in your PHUs?
9. How involved was the health management team in the design and implementation of the WASH intervention in the health unit?

Efficiency

10. What were the challenges to ensuring that the programme's financial resources were sufficient and made available promptly for the implementation of the WASH program in the health unit?
11. What were the challenges to ensuring that the programme's human resources and supply materials were sufficient and made available promptly for the implementation of the WASH program in the health unit?
12. How was the construction process carried out for the latrines and water supply in the Health unit? Were there any delays or issues faced? If yes, which ones?
13. Were there alternative strategies that could have been put in place to achieve the same level of results but at a lesser cost?

Effectiveness- effects of the project

14. Compared to before the project, what have been the added value of the WASH facilities with safe water supply, gender-segregated latrines with shower rooms and handwashing facilities, laundries, and waste management units (incinerators, sharp and burning pits, etc.) in your Periphery Health Units (PHUs)?
15. How did the WASH intervention contribute to the hygiene and sanitation practices of your PHU?
16. How did the wash intervention address/ contribute to the incidence of waterborne diseases in your PHU? Since the WASH project had been implemented in this community, have you seen a change on the incidence and prevalence of water and excreta related diseases and mortality in the community?
17. How did the wash intervention make it easier for the users of the health centre to access clean water and sanitation facilities in your PHU?
18. Have you face any challenges in accessing and using the WASH facilities in your PHU? If yes, which ones?

19. Did the wash intervention in the PHU, has any unintended consequences (positive or negative) ?
20. How did natural disasters and other emergencies, including the COVID-19 pandemic in the country, affected the WASH project? How challenges were addressed ?

Sustainability

21. What arrangement has been put in place in the PHU to ensure the maintenance of the WASH facilities?
22. Who is responsible for the regular maintenance of the infrastructure and facilities in the PHUs?
23. Is there a plan in place to ensure continued financial support for the project's maintenance and future needs of the PHU in term of WASH facilities?
24. How involved is the local community in supporting and sustaining this WASH intervention in your PHU?

Gender equality, human rights, equity and the environment

25. Are the latrines and water points in the PHU accessible to men/boys and women/girls? Please explain why?
26. What measures were taken to ensure that the WASH facilities are accessible for People with disabilities? Please explain.
27. What could be improved to strengthen the accessibility of the WASH infrastructures?

Note for the researcher: Features to ensure gender and disabilities sensible WASH infrastructures

Accessibility: Ensure physical accessibility of WASH facilities, such as water points, toilets, and handwashing stations, for people with disabilities. This includes providing ramps, handrails, appropriate signage, and other accommodations to enable their independent and dignified use of facilities.

Inclusive sanitation facilities: Construct and design sanitation facilities, such as toilets and bathing areas, that are suitable for the diverse needs of women, men, girls, boys, and people with disabilities. This may include separate facilities for privacy, menstrual hygiene management provisions, and accommodations for assistive devices.

Safe and secure environments: Create safe and secure environments around WASH facilities to address gender-based violence and harassment concerns. This involves proper lighting, locks, and designing facilities in a way that ensures privacy and reduces the risk of violence.

Empowerment and participation: e.g: Inclusion of women and People With disabilities in leadership role in the WASH committees

Conclusion

28. Overall, what suggestions do you have for improving the WASH activities in the future?

Protocol for the KII:

Use the standard text for the introduction and the protocol below.

Begin by introducing yourself and the purpose of the interview which is to evaluate the WASH (Water, Sanitation, and Hygiene) project in the fishers communities in Sierra Leone. Assure the interviewee that their responses will remain confidential and will be used solely for evaluation purposes.

Seek their consent to proceed with the interview. Ask the interviewee to provide their name, role and their familiarity with the WASH project.

Inquire about their overall perception of the project and any specific aspects they believe have been successful or challenging in using the questionnaire below. Recall the main activities of the WASH intervention to set "the boundaries" of the discussion.

Notes for the researcher: General principles to be respected with children and young people with disabilities

- Speak directly to the child.
- Use support staff who can communicate with the child (family member, sign language translator, etc.).

Physical impairment

No special communication adaptations are needed, but care should be taken to ensure that meeting places are physically accessible, and that seating is provided, as children with physical disabilities may find it difficult or impossible to stand for long periods.

Sensory impairment

For visually impaired children:

- Use contrasting colours and large print.
- Combine visual and audio information.

For children with blindness :

- Edit information in Braille.
- Provide audio messages.
- Promoting oral communication
- Develop accessible learning materials for visually impaired/blind and hearing impaired/deaf children and provide equipment to access them (computers, projectors, speakers, screen readers, etc.)¹²⁴

Children with hearing and/or speech impairments

- Do not assume that the child cannot speak
- Keep a notepad and pencils handy to supplement verbal communication (if the child is able to read and write).
- Accompany your words with gestures, body language and visual messages.
- You may need to repeat what you say or ask the child to repeat what he/she has said (but don't pretend you understand if you don't).

¹²⁴ UNICEF, in partnership with the Ministry of Education and Sports (MOES) in Uganda, launched a pilot project to use information technology to support inclusive education. The project aimed to develop accessible learning materials for visually impaired/blind and hearing impaired/deaf children and provide equipment to access them (computers, projectors, speakers, screen readers, etc.) in classrooms. Solar panels to access electricity were also provided to schools not connected to the electricity grid. The pilot also included a training component to teach teachers how to use these technologies.

If a child has difficulty hearing: stand as close to the child as possible. If the child hears better in one ear, stand on that side.

If a child is able to read lips : ¹²⁵

- Speak slowly and articulate clearly, but do not exaggerate your lip movements - this can make lip-reading more difficult.
- As some lip movements are difficult to read on the lips, try rephrasing a question if the child does not understand it after a few repetitions.
- Face the child and make sure your face is well lit and not obscured (also, do not stand with the sun at your back when giving information, as the child will not be able to see your lips moving).

Intellectual disability

How you can pass on information depends on the severity of the impairment:

- Speak slowly, using clear and simple words.
- Don't use long, complex sentences.
- Use gestures
- Use pictures with simple and clear messages (especially for children with severe intellectual disabilities)

Appropriate language on disability

General principle: "Put the child first" - Refer to the child first, not the disability. For example, "the child who uses a wheelchair" or "the child with arthritis" is preferable to "the child in a wheelchair" or "the arthritic". Children should not be defined by their disability - it is rather an aspect of their life. This general rule may be different in some communities, such as children who are visually or hearing impaired. Members of these groups often identify themselves as 'blind' or 'deaf'. Only mention a disability when it is relevant to the discussion.

The following questions may vary depending on the abilities of the interviewee.

Relevance

1. What were your WASH needs for people with disabilities in your community before the project started (during the planning and design phases)?
2. How these needs have been met during the implementation of the project?
3. Were there any crucial WASH needs or concerns that were not adequately addressed by the project? If yes, which ones?
4. What additional activities would you suggest making the WASH project more relevant?
5. Do you know if People with disabilities have been consulted during the design and implementation phase of the WASH program? Please explain how.
6. Do you know if the members of the WASH committee have received a training or sensitization on the importance of providing access to the most vulnerable population? (Including people with disabilities)?
7. What measures have been taken to ensure that the WASH infrastructures are accessible, safe and private for people with disabilities?

Examples of evidence that the WASH facilities and Fish landing/sorting platforms infrastructures are accessible, safe (light beside facilities to avoid harassment during night) and private (toilets can be locked from the inside) for children, women and people with disabilities (i.e., ramp, support bar in toilets).

8. Do you know if people with disabilities have been supported to have their latrines at home? Please explain how.

¹²⁵ Note: It is important to note, however, that the practice of lip-reading is not widespread.

9. Could you please let us know if people living with disabilities were able to attend community sensitization sessions related to sanitation? Were they included in the sanitation triggering exercise?

Effectiveness

10. How has the WASH project impacted the lives of people with disabilities? Compare to before the project, have you noticed any changes in hygiene and sanitation practices? If yes, which ones?
11. How many HH in the community have a member with disabilities? How many new HH latrines have been built in these HH because of the CLTS interventions organised by the project ? How many HH with a member with disabilities still need to build their latrines? (*note for the researcher: if the respondent does not know the exact number of HH latrines, ask the approximate percentage of coverage of HH latrines compared to the number of HH at the time of the interview*)
12. Compare to before the project, did the wash intervention improve the health and well-being of people with disabilities in the community? If yes, how? To what extent the WASH intervention had any incidence on waterborne diseases in your community? Please explain
13. Are there specific aspects of the project that have had a significant impact on the life of people with disabilities? Please list them.
14. Which aspects of the WASH project require further attention to improve access for men, women, and people with disabilities? Please explain

Sustainability

15. How many people with disabilities are members of the WASH committee? What is their role in the committee?
16. What do you think could be improved in the WASH project to make it more relevant and accessible for people with disabilities?

KII with staff from UNICEF, staff from implementing partners, district councils and local authorities (i.e., district health management teams (DHMT) at the national and sub-national level

Protocol for the KII:

Use the standard text for the introduction and the protocol below.

Begin by introducing yourself and the purpose of the interview which is to evaluate the WASH (Water, Sanitation, and Hygiene) project in the fishers' communities in Sierra Leone. Assure the interviewee that their responses will remain confidential and will be used solely for evaluation purposes.

Seek their consent to proceed with the interview. Ask the interviewee to provide their name, role and their familiarity with the WASH project.

Inquire about their overall perception of the project and any specific aspects they believe have been successful or challenging in using the questionnaire below.

Discuss the main interventions that have been implemented to set " the boundaries " of the discussion.

Relevance

1. What were the WASH needs before the project started (during the planning and design phases)?
2. How these needs have been met during the implementation of the project?
3. Were there any crucial WASH needs or concerns that were not adequately addressed by the project? If yes, which ones?
4. What additional activities would you suggest to make the WASH project more relevant?
5. How were community members and government institutions involved in the design, planning, implementation and monitoring of the WASH project?
6. To what extent the project's design and implementation were aligned with the National development priorities and WASH policies/National WASH structures. Please explain (Scale: 'fully, partially and not aligned').
7. To what extent the programme's operational modalities are anchored within the WASH institutions. Please describe (Scale: 'fully, partially and not anchored').
8. To what extent the programme's objectives and results framework are aligned to the UNICEF Sierra Leone CPD 2020-2023 priorities and strategies.
9. To what extent the programme's design and implementation are aligned to the key priority areas of the Government of Iceland's policy for international development cooperation (2019-2023) including its cross-cutting priorities i.e., human rights, gender equality, and the environment.?

Coherence

10. To what extent the roles of both UNICEF, the strategic partners and the Government institutions complemented each other to contribute to the programme results?

Examples of evidence of roles being complemented between UNICEF (i.e., funding, technical expertise, monitoring, evaluation) and Implementing partners (i.e., managing, sharing experiences, resources, sharing knowledge about communities.)

11. To what extent the programme has complimented other efforts from other WASH stakeholders operating in the same communities?

Examples of efforts to compliment interventions from other stakeholders: streamlined processes, avoided duplication of efforts, leverage respective strengths, shared resources with others, filled jointly identified gaps.)

12. To what extent the coordination, communication, monitoring and evaluation, technical capacity and institutional support was effective between UNICEF, the IPs and the government?

Effectiveness

13. To what extent the WASH project has improved access to safe drinking water?
14. To what extent the WASH project has improved access to adequate sanitation facilities?
15. To what extent the WASH project has improved hygiene practices in the community?
16. To what extent the WASH project has reduced the incidence of waterborne diseases in the community?
17. What internal and external factors to UNICEF contributed to achieve or hinder the programme during the design and implementation of the CLTS initiative at community level and what measures were taken to address them ?
18. What internal and external factors to UNICEF contributed to achieve or hinder the programme during the design and implementation of the WASH infrastructures at community, school and health units level and what measures were taken to address them ?
19. What internal and external factors to UNICEF contributed to achieve or hinder the programme during the design and implementation of the fish landing and fish processing platforms and what measures were taken to address them ?
20. What internal and external factors to UNICEF contributed to achieve or hinder the programme during the design and implementation of the Waste Refuse and Recycling plant and what measures were taken to address them ?
21. What were the positive and negative outcomes, intended or unintended, produced by the programme, and why?
22. How did collaborations between UNICEF's relevant internal stakeholders contribute to the effective implementation of the programme? What collaborative approaches worked well or hindered ensuring effective programme implementation?
23. How did UNICEF's operational procedures contribute to or hindered the programme's effectiveness?
24. How positively or negatively did the country's social, economic and political issues influence the programme outcomes?
25. How did natural disasters and other emergencies, including the COVID-19 pandemic in the country, affected the WASH project? How challenges were addressed ?

Efficiency

26. To what extent were the programme's financial resources sufficient and made available promptly?
27. To what extent were the programme's human resources,
- a. - sufficient (quantity)
 - b. - adequate (quality)
 - c. - deployed promptly?
28. To what extent were the programme's supplies:
- a. - sufficient (quantity)
 - b. - adequate (quality)
 - c. - distributed promptly?

29. What have been the community contribution to the costs?
30. Were there efforts to keep costs down? How this was successful?
31. Were there alternative strategies that could have been put in place to achieve the same level of results but at a lesser cost? What alternative strategies were missed to reduce costs?
32. Were other similar WASH interventions implemented with lesser expenses and achieved the same results?

Note for the researcher. Do not prompt: Examples of evidence of interventions implemented to engage community in the programme to reduce costs by leveraging local resources and knowledge (through local contribution for labour, materials and funds). Level of evidence of selection of low cost and locally available materials to build WASH facilities and use of low-tech water treatment systems. Evidence of innovative financing models for WASH facilities such as Public Private Partnership , micro finance. Level of evidence of interventions related to advocacy and partnerships for increased government funding for WASH activities. Level of evidence that a monitoring framework, plan and system has been organised.

Sustainability

33. What technical and financial strategies and approaches do the national partners have to expand the programme across the country?
34. What resource mobilisation strategies and approaches do the national partners have independent of external support to sustain the programme?
35. To what extent the behaviour change observed at individual level because of the CLTS interventions are sustainable? To what extent community members have been maintaining good hygiene practices, even after the intervention has ended?
36. To what extent have the fishing communities and institutional partners taken ownership of the programme and its achievements? (i.e Evidence that communities (i.e WASH committees) demonstrate in relation to active participation, resource mobilization and local leadership.)
37. To what extent the capacities of community structures are strengthened to effectively manage, operate and maintain installed WASH facilities and to create demand for sanitation through Community Led Total Sanitation (CLTS) ?
38. Have community members been trained on the maintenance and repair of the WASH infrastructure? If yes, please explain how.
39. Has the community developed a plan for financing the ongoing maintenance and repair of the WASH infrastructure? If yes, please describe the plan
40. Are there any spare parts shops available in the project area? If yes, what have been the arrangement to work with them at local level?
41. Have local government and other stakeholders been engaged to support the sustainability of the WASH intervention?
42. Is there a plan in place for replacing any worn-out or broken WASH infrastructures at various level by different stakeholders? Please describe
43. To what extent community members been involved in monitoring and evaluating the effectiveness of the WASH intervention?
44. To what extent community members been empowered to take ownership of the WASH infrastructure and take responsibility for its sustainability? (Indicators of ownership: demonstrate active participation, resource mobilization and local leadership.)
45. How likely trained youth will mobilise their peers in waste recycling activities and organising fertiliser production in communities outside the programme locations?
46. To what extent changes at the institutional and policy levels due to the programme interventions are likely to last? *(For instance, the program may have provided evidence and recommendations that could inform the formulation of new policies, regulations, or guidelines aimed at improving access to clean water, sanitation facilities, and hygiene practices).*

47. To what extent were risks associated with climate change integrated into the programme design? Did risks identify prior to the programme and taken into account in the design of infrastructure?
48. What are the evidence that the infrastructures are resilient to shocks and stresses?
49. To what extent UNICEF staff, implementing partners and members of the WASH committees have received a training or sensitization on risk informed programming and programme design/implementation?
50. What challenges have been faced in sustaining the WASH intervention and how have they been addressed?

Gender equality, human rights, equity and the environment

51. To what extent did the programme identify and address the barriers (gender analysis, training conducted on gender integration, specific measures to ensure access of WASH infrastructures to various needs) that prevent rights holders (girls/boys, women/men and people with disabilities) access to the services made available by the programme?
52. How did the programme contribute to empowering women and girls?
53. What has been the coverage and targeting of vulnerable population to ensure their access to the WASH services?
54. To what extent men, women and people with disabilities have been included in the decision-making processes of the WASH committees?
55. To what extent the programme ensured children and adolescents involvement and empowerment?
56. What measures have been taken to ensure that the infrastructures are accessible, safe and private for children, women and people with disabilities.

Examples of evidence that the WASH facilities and Fish landing/sorting platforms infrastructures are accessible, safe (light beside facilities to avoid harassment during night) and private (toilets can be locked from the inside) for children, women and people with disabilities (i.e., ramp, support bar in toilets). Evidence of measures being taken to ensure access to Menstrual Hygiene Management (MHM) facilities for girls and women. (Handwashing stations, private toilets, disposal facilities for menstrual products). Evidence that gender sensitive hygiene promotion activities on the importance of handwashing during menstruation have been implemented.

57. To what extent were environmental principles duly integrated in the design and delivery of the programme?

Examples of evidence that environmental principles and measures have been used in the design and delivery of the WASH related interventions: i.e., promotion of efficient use of water to reduce wastage, ensure that water source are protected from pollution and that there are treatment systems in place, prevention of contamination of water sources by waste or minimizing the use of chemicals, promotion of low water sanitation technologies, use of renewable energy sources, use of rain water harvesting.)

Annex 5.3 – Questionnaires for quantitative study

This survey will collect data elements related to project outcome and output indicators for the effectiveness and sustainability criteria, including gender equality, human rights, equity and the environment. It will also gather information for these indicators retrospectively using before the inception of the programme (2019/2020) as a reference point to measure the status of WASH prior to the implementation of the project. The survey will record evidence of OD, latrine use, access to water, handwashing facilities and soap availability. Latrines will be photographed, and GPS markers taken during the survey process. The survey will include demographic information on gender and disability and vulnerable households, as well as the distance to water sources and water security.

The household survey will collect demographic and location data, as well as photographs of sanitation and hygiene infrastructure, enabling the enumerators' classifications of toilet types and features, as well as handwashing facilities, to be checked. The survey will include standard questions drawn from the Equity Tool¹²⁶ to enable the household wealth quintile to be determined. Marginalised or vulnerable households will be identified by questions to identify female- or child-headed households as well as the Washington Group standard short set of questions on disability¹²⁷ to allow disaggregation of the data by incidences of disability. The survey will collect data elements related to project outcome and output indicators for the effectiveness and sustainability criteria, including gender equality, human rights, equity and the environment.

This survey will also gather information for these indicators retrospectively using 2019/2020 as a reference point to measure the status of WASH prior to the implementation of the project.

The school children survey will collect demographic and location data and use the Washington Group standard short set of questions on disability to allow disaggregation of the data by incidences of disability. No questions related to the wealth of the household will be asked to the children as it may not be relevant and because this type of question will be asked during the household survey.

The surveys are designed as mobile phone-enabled applications.

For each question there is a logic that determines the following question or instruction based on the answer. Questions have choice architecture built into the app with multiple appropriate answers available. These logics and structural flow designs will be embedded in the electronic version.

¹²⁶ <https://www.equitytool.org/sierra-leone/> and <https://www.ghspjournal.org/content/4/1/141.full>

¹²⁷ <https://www.washingtongroup-disability.com/>

Informed Consent

Hello, my name is _____ and I am an interviewer currently working with Montrose, an international evaluation organisation collaborating with the Ministry of Water Resources and Ministry of Fisheries and Marine Resources and the United Nations Children's Fund (UNICEF) on the evaluation of WASH Programme in the Fishing Communities. The evaluation's purpose is to generate evidence on the programme's results to identify areas for improvement and scale it up in the future.

Code	Questions	Responses	Instructions
0.01	May I please ask, how old are you?	AGE -----	[If below the age of 18, ask for a primary caregiver. If the primary caregiver is not available, end the interview. If above the age of 18, ask if the respondent is a primary caregiver? If yes, continue the introduction].
0.02	Sex of the interviewee	1 =Female 2 =Male 3=Other	
0.03	Are you a parent/guardian of children who are younger than 18 years?	1=Yes 2=No (→ End)	

[Continue]

We are currently evaluating the programme and would like to conduct surveys with households who may have benefited from the programme. We kindly request your participation in this survey and appreciate your time to answer our questions to the best of your ability. We would greatly benefit from your experience and perceptions, so please provide concrete examples in your answers wherever possible.

Your participation in this survey is completely voluntary. You have the right to stop the survey at any time if you do not feel comfortable answering any questions. Additionally, you may refuse to answer any survey questions and ask for clarifications at any time during the interview. You are not obligated to answer all of the questions and can choose to answer only some of them. Remember, there are no wrong answers.

Please note that this survey will be completely confidential and anonymous. We will only record your name for follow-up purposes. If you share any information regarding abuse or neglect of a minor or dependent adult or any threat of harm to yourself or others, we may have to report this to the appropriate authorities to ensure the safety of yourself and others.

We will be recording the responses you provide in this device so that we can accurately analyse your responses. These responses will be securely stored and used solely for the purpose of data analysis. We will only hold your data for as long as is necessary to complete our analysis and report. All data collected from you will be held securely and destroyed once our report is finished.

If you require any additional information about this survey, you can contact **XX**, at **Contractor's Name** at Tel **XX**. Thank you for your support

- Are you willing to participate in the survey?

☐ Yes ☐ No

0.04	Consent result	1- Consented
------	----------------	--------------

		2- Refused (→ End interview)
--	--	------------------------------

1.1 Household sanitation coverage survey

Location/Survey Identifier
Z1. Enumerator Name: _____
Z2. Date of the interview: []/[]/[] (dd/mm/yyyy)
Z3. District: _____
Z4. Chiefdom: _____
Z5. Section: _____
Z6. Ward: _____
Z7. Community _____
Z8. HHID [] [] []

SECTION A: HOUSEHOLD COMPOSITION, DEMOGRAPHICS, GROUP MEMBERSHIPS, WEALTH & RESPONDENT DETAILS (INCLUDING DISABILITY)

Please record information about individuals living in this household. Remember that a household includes occupants of single or multiple dwelling units at a specific location, economically tied together through a single pot and has one individual whose authority is recognised as the head.

HOUSEHOLD ROSTER

Hhid	Please give me the names of the persons who usually live in your household	What is the relationship of (NAME) to the head of the household? (Use relationship Codes below)	Is (NAME) male or female? 1=M, 2=F	How old is (NAME)? (Number in completed years)	Does [Name] belong to any of these groups in this community? (Multiple select) IF AGE IS ABOVE 15 WASHCOM (Water, Sanitation and Hygiene Committee)..1 Ward/Community Development Committee [...2 Youth groups undergoing waste recycling (organic manure) activities...3 OTHER (specify _____ Don't know...9	Has name been trained in this community to recycle waste into fertilizer? IF AGE IS ABOVE 15 Y/N	Does [NAME] participate in collecting water for drinking in your household? IF AGE IS ABOVE 2 Y/N	Does [NAME] participate in collecting water for other purposes in your household? IF AGE IS ABOVE 2 Y/N
01	[] []	[]	[] []	[], [], []	[]	[]	[]
02	[] []	[]	[] []	[], [], []	[]	[]	[]
03	[] []	[]	[] []	[], [], []	[]	[]	[]
04	[] []	[]	[] []	[], [], []	[]	[]	[]
05	[] []	[]	[] []	[], [], []	[]	[]	[]
06	[] []	[]	[] []	[], [], []	[]	[]	[]
07	[] []	[]	[] []	[], [], []	[]	[]	[]
08	[] []	[]	[] []	[], [], []	[]	[]	[]
09	[] []	[]	[] []	[], [], []	[]	[]	[]
10	[] []	[]	[] []	[], [], []	[]	[]	[]
Relationship Codes: 01 = HEAD, 02 = WIFE OR HUSBAND, 03 = SON OR DAUGHTER, 04 = SON-IN-LAW OR DAUGHTER-IN-LAW, 05 = GRANDCHILD, 06 = PARENT, 07 = PARENT-IN-LAW, 08 = BROTHER OR SISTER, 09 = BROTHER-IN-LAW/SISTER-IN LAW, 10 = NIECE/NEPHEW 11 = NIECE/NEPHEW 12 = OTHER RELATIVE13 = ADOPTED/FOSTER/ STEPCHILD 14 = NOT RELATED 15 = CO-WIFE, 98 = DON'T KNOW								

Household Wealth		Primary respondent details including disability Status			
A4. Does your household (any member) have any of the following (functional)?					
A4.a	Electricity Y/N <input type="checkbox"/>	A4.b	Television Y/N <input type="checkbox"/>	A5.	A5.a Name of Primary Respondent: _____ A5.b Sex of primary respondent: M/F <input type="checkbox"/>
A4.c	Refrigerator Y/N <input type="checkbox"/>	A4.d	Mobile Phone Y/N <input type="checkbox"/>	A6.	Primary respondent's age in completed years <input type="text"/> <input type="text"/>
A4.e	Bank Account Y/N <input type="checkbox"/>	A4.f	Radio Y/N <input type="checkbox"/>	A7.	What is the relationship of the respondent to the head of the household? <input type="text"/> <input type="text"/> (Use Relationship Codes)
A4.g	Motorcycle or scooter Y/N <input type="checkbox"/>	A4.h	Car or truck Y/N <input type="checkbox"/>	A8.	What is your highest level of education completed? <input type="text"/> 1=Primary, 2=JSS, 3=SSS, 4= Technical/Vocational, 5= University Certificate/Diploma/ Degree/higher
A4.i	Observe the main material of the FLOOR of the Dwelling. <i>(Record observation).</i> <input type="text"/> <input type="text"/> <div style="text-align: right;"> EARTH/SAND 11 DUNG 12 WOOD PLANKS 21 PALM/BAMBOO 22 PARQUET OR POLISHED WOOD. 31 VINYL OR ASPHALT STRIPS 32 CERAMIC TILES 33 CEMENT 34 CARPET 35 OTHER (specify) 96 </div>	A9.	Do you belong to any of these groups in your community? WASHCOM (Water, Sanitation and Hygiene Committee) <input type="checkbox"/> Ward/Community Development Committee <input type="checkbox"/> Youth groups undergoing waste recycling (organic manure) activities <input type="checkbox"/> OTHER (specify) _____		

A4.j	<p>Observe the main material of the ROOF of the Dwelling. (Record observation). [][]</p> <p style="text-align: right;"> NO ROOF 11 THATCH/PALM LEAF 12 SOD 13 RUSTIC MAT 21 PALM/BAMBOO 22 WOOD PLANKS 23 CARDBOARD 24 METALIC/ZINC..... 31 WOOD 32 CALAMINE/CEMENT FIBER 33 CERAMIC TILES 34 CEMENT 35 ROOFING SHINGLES 36 OTHER (specify)..... 96 </p>	<table border="1"> <tr> <td colspan="2" data-bbox="1301 97 2168 276"> A10. WG Questions I would like you to tell me if you have any difficulty with the following. <i>Would you say 1= no difficulty, 2= some difficulty, 3= a lot of difficulty or cannot do at all</i> </td> </tr> <tr> <td data-bbox="1301 276 1644 454"> a. difficulty with seeing, even if wearing glasses? [] </td> <td data-bbox="1644 276 2168 454"> b. difficulty with hearing, even if wearing a hearing aid? [] </td> </tr> <tr> <td data-bbox="1301 454 1644 608"> c. difficulty with walking or climbing steps? [] </td> <td data-bbox="1644 454 2168 608"> d. difficulty with remembering or concentrating? [] </td> </tr> <tr> <td colspan="2" data-bbox="1301 608 2168 826"> e. difficulty with self-care such as washing all over or dressing or looking after themselves? [] f. difficulty communicating? [] </td> </tr> </table>	A10. WG Questions I would like you to tell me if you have any difficulty with the following. <i>Would you say 1= no difficulty, 2= some difficulty, 3= a lot of difficulty or cannot do at all</i>		a. difficulty with seeing, even if wearing glasses? []	b. difficulty with hearing, even if wearing a hearing aid? []	c. difficulty with walking or climbing steps? []	d. difficulty with remembering or concentrating? []	e. difficulty with self-care such as washing all over or dressing or looking after themselves? [] f. difficulty communicating? []	
A10. WG Questions I would like you to tell me if you have any difficulty with the following. <i>Would you say 1= no difficulty, 2= some difficulty, 3= a lot of difficulty or cannot do at all</i>										
a. difficulty with seeing, even if wearing glasses? []	b. difficulty with hearing, even if wearing a hearing aid? []									
c. difficulty with walking or climbing steps? []	d. difficulty with remembering or concentrating? []									
e. difficulty with self-care such as washing all over or dressing or looking after themselves? [] f. difficulty communicating? []										
A4.k	<p>Observe the main material of the EXTERIOR WALLS of the Dwelling. (Record observation). [][]</p> <p style="text-align: right;"> NO ROOF 11 THATCH/PALM LEAF 12 SOD 13 RUSTIC MAT 21 PALM/BAMBOO 22 WOOD PLANKS 23 CARDBOARD 24 CEMENT..... 31 WOOD 32 CALAMINE/CEMENT FIBER 33 CERAMIC TILES 34 CEMENT 35 </p>	<table border="1"> <tr> <td data-bbox="1301 826 1644 1356"> A11 How many people with such difficulties live in your household? [] 1=1 2=2 3= More than 2 </td> <td data-bbox="1644 826 2168 1356"> A12. How many are male, Female or belong to three age categories? 1=Female [][] (number) 2=Male [][] (number) Below the age of 2 [][] (number) 2. Below the age of 5 [][] (number) 3. Above the age of 18 [][] (number) </td> </tr> </table>	A11 How many people with such difficulties live in your household? [] 1=1 2=2 3= More than 2	A12. How many are male, Female or belong to three age categories? 1=Female [][] (number) 2=Male [][] (number) Below the age of 2 [][] (number) 2. Below the age of 5 [][] (number) 3. Above the age of 18 [][] (number)						
A11 How many people with such difficulties live in your household? [] 1=1 2=2 3= More than 2	A12. How many are male, Female or belong to three age categories? 1=Female [][] (number) 2=Male [][] (number) Below the age of 2 [][] (number) 2. Below the age of 5 [][] (number) 3. Above the age of 18 [][] (number)									

	OTHER (Specify)_____96	ROOFING SHINGLES 36		
A12	Has any child under 2 had diarrhoea in the past two weeks? Y/N <input type="checkbox"/>		A13.	If yes, could you please tell me why your child(ren) had diarrhoea? (multiple choice) <input type="checkbox"/> , <input type="checkbox"/> , <input type="checkbox"/> , <input type="checkbox"/> 1 = Contaminated water 2= Contaminated food = Poor hygiene = Other issues_(Specify_____) = I don't know/Cant say <input type="checkbox"/> , <input type="checkbox"/> , <input type="checkbox"/> , <input type="checkbox"/>
A14	Before the water, sanitation and hygiene projects started in your community back in 2019/2020? How frequently did your children get diarrhoea? Would you say more frequent than now, the same as before (no difference), or more frequent now than before? <input type="checkbox"/> <div style="text-align: right;"> 1. More frequent than now 2. The same as before 3. More frequent now than before </div>		A15	Could you please tell me the reason why (response in A14)? <input type="checkbox"/> , <input type="checkbox"/> , <input type="checkbox"/> , <input type="checkbox"/> <div style="text-align: right;"> 1. Contaminated water 2. Contaminated food 3. Poor hygiene 4. Sensitisation activities in community 5. WASH activities by ADP SL 6. WASH activities by CAWeC 7. WASH activities by Living Waters International 8. Other NGO activities 86= Other issues_(Specify_____) 99= I don't know/Cant say </div>

SECTION W: WATER

In this section I will ask you questions about your water access, quality of water and other situations surrounding it before the start of the project we are evaluating and how these circumstances have changed over time. Remember that the project we are evaluating started 3 to 4 years ago with the aim of providing access to safe drinking water in your community, essential sanitation and hygiene services such as toilets, handwashing facilities and hygienic and sanitary fish processing systems at wharves. These activities were conducted by various organisations in different communities. For example in Goderich the project was implemented by Living Water International, In Tombo it was implemented by CAWeC and ADP SL, while in Konacrydee it was implemented by CAWeC. For now, let us concentrate on water for now.

Drinking Water: <i>Now I am going to ask you questions about drinking water for your household</i>		Water for other household chores: <i>Now I am going to ask you questions about drinking water for your household</i>	
W1.	What is your main source of DRINKING water for members of your household? <input type="checkbox"/> <input type="checkbox"/> PIPED WATER INTO DWELLING/YARD/PLOT1 PUBLIC TAP/STANDPIPE2 TUBE WELL OR BOREHOLE3 PROTECTED DUG WELL4 PROTECTED SPRING5 UNPROTECTED DUG WELL6 UNPROTECTED SPRING7 TANKER TRUCK/CART WITH SMALL TANK8 SURFACE WATER.....9 BOTTLED WATER OR WATER SACHETS OR JAR WATER.....10 NO WATER SOURCE.....12	W10.	What is your main source of water used by your household for other purposes such as cooking and handwashing? <input type="checkbox"/> <input type="checkbox"/> PIPED WATER INTO DWELLING/YARD/PLOT1 PUBLIC TAP/STANDPIPE2 TUBE WELL OR BOREHOLE3 PROTECTED DUG WELL4 PROTECTED SPRING5 UNPROTECTED DUG WELL6 UNPROTECTED SPRING7 TANKER TRUCK/CART WITH SMALL TANK8 SURFACE WATER.....9 BOTTLED WATER OR WATER SACHETS OR JAR WATER.....10 NO WATER SOURCE.....12
W2.	Normally, how long does it take you to collect DRINKING WATER from this main source and come back (includes waiting time)? <input type="checkbox"/> Water on premises/in yard or outside.....1 Less than 30 minutes including travel and the waiting time.....2 30 minutes or longer.....3 Don't know.....4	W11.	Normally, how long does it take you to collect water used by your household for other purposes from this main source and come back (this includes waiting time)? <input type="checkbox"/> Water on premises/in yard or outside.....1 Less than 30 minutes including travel and the waiting time.....2 30 minutes or longer.....3 Don't know.....4
W3.	In the past two weeks, was the drinking water from this source not available for at least one full day? <input type="checkbox"/> YES1 NO.....2	W12.	In the past two weeks, was the water used by your household for other purposes not available for at least one full day? <input type="checkbox"/> YES1 NO.....2

	DK.....3		DK.....3
W4	How safe is this water source for drinking purposes? <input type="checkbox"/> Safe.....1 Not safe....2 Don't Know...3		How safe is this water source for other purposes? <input type="checkbox"/> Safe.....1 Not safe....2 Don't Know...3
W5.	Do you do anything to the water to make it safer to drink? <input type="checkbox"/> YES1 NO.....2 DK.....3	W13.	Do you do anything to the water to make it safer for use for chores in your household? <input type="checkbox"/> YES1 NO.....2 DK.....3
W6.	If yes, What do you usually do to make the water safer to drink? [_____] <i>Probe: Anything else?</i> <i>RECORD ALL MENTIONED.</i> BOIL A ADD BLEACH/CHLORINE B STRAIN THROUGH A CLOTH C USE WATER FILTER (CERAMIC/ SAND/COMPOSITE/ETC) D SOLAR DISINFECTION E LET IT STAND AND SETTLE F OTHER (Specify).....X DON'T KNOW Z	W14.	What do you usually do to make the water safer for use for chores in your household? [_____] <i>Probe: Anything else?</i> <i>RECORD ALL MENTIONED.</i> BOIL A ADD BLEACH/CHLORINE B STRAIN THROUGH A CLOTH C USE WATER FILTER (CERAMIC/ SAND/COMPOSITE/ETC) D SOLAR DISINFECTION E LET IT STAND AND SETTLE F OTHER (Specify).....X DON'T KNOW Z
	If any of the above, how did you learn to use these methods to make the drinking water safer? (Select multiple) [],[],[],[] 1 = Community raising awareness activities 2 = WASHCOM Activities 3 = CAWeC 4 = Living Waters International 5 = ADP-SL 6=Other NGOs		If any of the above, how did you learn to use these methods to make the water for other household chores safer? (Select multiple) [],[],[],[] 1 = Community raising awareness activities 2 = WASHCOM Activities 3 = CAWeC 4 = Living Waters International 5 = ADP-SL

	Others(Specify)____		6=Other NGOs Others(Specify)____
W7.	Do you pay for the drinking water service? [] YES1 NO.....2 DK.....3	W15.	Do you pay for the water used by your household for other purposes ? [] YES1 NO.....2 DK.....3
W7.	If yes, On AVERAGE, how much does your household pay per week for drinking water? NLe [],[][] [], 96-DK	W16.	If yes, On AVERAGE, how much does your household pay per week? NLe [],[][] [], 96-DK
W8.	Who collects that MONEY? [] Private individual/business.....1 Community stakeholders (chiefs, elders, youth & women's leaders etc)..2 Other (specify).....3 WASHCOM (Water, Sanitation and Hygiene Committee)....4	W17.	Who collects that MONEY? [] Private individual/business.....1 Community stakeholders (chiefs, elders, youth & women's leaders etc)..2 Other (specify).....3 WASHCOM (Water, Sanitation and Hygiene Committee)....4
W9.	Who is responsible for the management of your drinking water source? Community [] Local Council.....1 SALWACO.....2 GUMA.....3 PRIVATE INDIVIDUAL/BUSINESS.....4 WASHCOM (Water, Sanitation and Hygiene Committee)..5 OTHER (specify)..... Donk Know.....9	W18.	Who is responsible for the management of the water source used by your household for other purposes ? Community [] Local Council.....1 SALWACO.....2 GUMA.....3 PRIVATE INDIVIDUAL/BUSINESS.....4 WASHCOM (Water, Sanitation and Hygiene Committee) OTHER (specify)..... Donk Know.....9
	How did this water management arrangement come about in your community? [],[],[], 1 = Community raising awareness activities 2 = WASHCOM Activities 3 = CAWeC 4 = Living Waters International 5 = ADP-SL		How did this water management arrangement come about in your community? [],[],[], 1 = Community raising awareness activities 2 = WASHCOM Activities 3 = CAWeC 4 = Living Waters International 5 = ADP-SL 6=Other NGOs

	Others(Specify)	6=Other NGOs		Others(Specify)
--	-----------------	--------------	--	-----------------

SECTION 2W: WATER (Before the project started)

As indicated earlier, I will ask you similar questions related to water before the project started in your community. Please bear with me as we go through them. Remember that the project we are evaluating started 3 to 4 years ago with the aim of providing access to safe drinking water in your community, essential sanitation and hygiene services such as toilets, handwashing facilities and hygienic and sanitary fish processing systems at wharves. The following questions will **focus mainly on before the project started in your community.**

2W1.	What was your main source of DRINKING water <i>before the project started in 2019/2020?</i> <input type="checkbox"/> <input type="checkbox"/> PIPED WATER INTO DWELLING/YARD/PLOT1 PUBLIC TAP/STANDPIPE2 TUBE WELL OR BOREHOLE3 PROTECTED DUG WELL4 PROTECTED SPRING5 UNPROTECTED DUG WELL6 UNPROTECTED SPRING7 TANKER TRUCK/CART WITH SMALL TANK8 SURFACE WATER.....9 BOTTLED WATER OR WATER SACHETS OR JAR WATER.....10 NO WATER SOURCE.....12	2W6	What was your main source of water used by your household for other purposes such as cooking and handwashing <i>before the project started in 2019/2020?</i> <input type="checkbox"/> <input type="checkbox"/> PIPED WATER INTO DWELLING/YARD/PLOT1 PUBLIC TAP/STANDPIPE2 TUBE WELL OR BOREHOLE3 PROTECTED DUG WELL4 PROTECTED SPRING5 UNPROTECTED DUG WELL6 UNPROTECTED SPRING7 TANKER TRUCK/CART WITH SMALL TANK8 SURFACE WATER.....9 BOTTLED WATER OR WATER SACHETS OR JAR WATER.....10 NO WATER SOURCE.....12
2W2.	How long did it take you to collect DRINKING WATER from this main source and come back <i>before the project started in 2019/2020 (includes waiting time)?</i> <input type="checkbox"/> Water on premises/in yard or outside.....1 Less than 30 minutes including travel and the waiting time.....2 30 minutes or longer.....3 Don't know.....4	2W7	How long did it take you to collect DRINKING water used by your household for other purposes from this main source and come back <i>before the project started in 2019/2020 (includes waiting time)?</i> <input type="checkbox"/> Water on premises/in yard or outside.....1 Less than 30 minutes including travel and the waiting time.....2 30 minutes or longer.....3 Don't know.....4
	How safe was this water source of drinking water? <input type="checkbox"/> Safe.....1		How safe was this water source for other purposes? <input type="checkbox"/> Safe.....1

	<p>Not safe....2 Don't Know...3</p>		<p>Not safe....2 Don't Know...3</p>
<p>2W3.</p> <p>Did you do anything to the water to make it safer to Drink <i>before the project started in 2019/2020?</i></p> <p><input type="checkbox"/></p> <p>YES1 NO.....2 DK.....3</p>		<p>2W8</p> <p>Did you do anything to the water to make it safer for use for household chores <i>before the project started in 2019/2020?</i></p> <p><input type="checkbox"/></p> <p>YES1 NO.....2 DK.....3</p>	
<p>2W4.</p> <p>What did you usually do to make the water safer to drink before the project started?</p> <p>[.....]</p> <p><i>Probe: Anything else?</i></p> <p>RECORD ALL MENTIONED.</p> <p>BOIL A ADD BLEACH/CHLORINE B STRAIN THROUGH A CLOTH C USE WATER FILTER (CERAMIC/ SAND/COMPOSITE/ETC) D SOLAR DISINFECTION E LET IT STAND AND SETTLE F OTHER (Specify).....X DON'T KNOW Z</p>		<p>2W9</p> <p>What did you usually do to make the water safer for use for chores in the household before the project started?</p> <p>[.....]</p> <p><i>Probe: Anything else?</i></p> <p>RECORD ALL MENTIONED.</p> <p>BOIL A ADD BLEACH/CHLORINE B STRAIN THROUGH A CLOTH C USE WATER FILTER (CERAMIC/ SAND/COMPOSITE/ETC) D SOLAR DISINFECTION E LET IT STAND AND SETTLE F OTHER (Specify).....X DON'T KNOW Z</p>	
<p>If any of the above, how did you learn to use these methods to make drinking water safer? (Select multiple)</p> <p>[],[],[],[]</p> <p>1 = Community raising awareness activities 2 = WASHCOM Activities 3 = CAWeC 4 = Living Waters International 5 = ADP-SL 6=Other NGOs Others(Specify)</p>		<p>If any of the above, how did you learn to use these methods to make the water for other household chores safer? (Select multiple)</p> <p>[],[],[],[]</p> <p>1 = Community raising awareness activities 2 = WASHCOM Activities 3 = CAWeC 4 = Living Waters International 5 = ADP-SL 6=Other NGOs Others(Specify)</p>	

2W5.	Who was responsible for the management of your drinking water source in your Community? <input type="checkbox"/> <div style="text-align: right;"> Local Council.....1 SALWACO.....2 GUMA.....3 PRIVATE INDIVIDUAL/BUSINESS.....4 WASHCOM (Water, Sanitation and Hygiene Committee)..5 OTHER (specify _____) Dont Know.....9 </div>	2W10	Who was responsible for the management of the water source used by your household for other purposes? Community <input type="checkbox"/> <div style="text-align: right;"> Local Council.....1 SALWACO.....2 GUMA.....3 PRIVATE INDIVIDUAL/BUSINESS.....4 WASHCOM (Water, Sanitation and Hygiene Committee) OTHER (specify _____) Donk Know.....9 </div>
	Before the start of this project and compared to now, has there been increased/reduced access to drinking water by your household? <input type="checkbox"/> <div style="text-align: right;"> 1. Significant increase in access (big) 2. Minimal increase in access (Small) 3. Same as before (no difference) 4. Access has been reduced Don't Know </div>		Before the start of this project and compared to now, has there been increased/reduced access to water used for other household chores? <input type="checkbox"/> <div style="text-align: right;"> 5. Significant increase in access (big) 6. Minimal increase in access (Small) 7. Same as before (no difference) 8. Access has been reduced 9. Don't Know </div>

SECTION S: SANITATION

Now I a going to ask you questions related to sanitation facilities for your household. Please bear with me as we go through them. Remember that the project we are evaluating started 3 to 4 years ago with the aim of providing access to safe drinking water in your community, essential sanitation and hygiene services such as toilets, handwashing facilities and hygienic and sanitary fish processing systems at wharves. The following questions will **focus mainly on Sanitation (toilet) facilities used by your household now and how the situation was before the start of the project.**

CURRENT SANITATION STATUS: <i>In this section, I will ask you questions about the sanitation status in your household.</i>	2S: RETROSPECTIVE SANITATION STATUS: <i>Now I am going to ask you questions about the sanitation status in this household before the project started in 2019/2020?</i>
---	--

S1	<p>What kind of toilet facility do members of your household usually use?</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><i>IF NOT POSSIBLE TO DETERMINE, ASK PERMISSION TO OBSERVE THE FACILITY</i></p> <p>FLUSH/POUR FLUSH TO PIPED SEWER SYSTEM=1 FLUSH/POUR FLUSH TO SEPTIC TANK=2 FLUSH/POUR FLUSH TO PIT LATRINE=3 VENTILATED IMPROVED PIT (VIP) LATRINE=4 PIT LATRINE WITH SLAB=5 ANY FACILITY SHARED WITH OTHER HOUSEHOLDS=6 FLUSH/POUR FLUSH NOT TO SEWER/SEPTIC TANK/ PIT LATRINE=7 PIT LATRINE WITHOUT SLAB/OPEN PIT=8 BUCKET=9 HANGING TOILET/HANGING LATRINE=10 NO FACILITY/BUSH/FIELD/STREAM/RIVER=11 OTHER (SPECIFY)_____96</p>	2S1	<p>2S1.a Is the condition of toilet facility the same as it was before the start of the project in 2019/2020? Y/N <input type="checkbox"/></p> <p>If yes, Skip to Sanitation Observation Section.</p> <p>2S1.b If no, What kind of toilet facility did members of your household usually use <i>before the project started in 2019/2020?the programme</i></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><i>IF NOT POSSIBLE TO DETERMINE, ASK PERMISSION TO OBSERVE THE FACILITY</i></p> <p>FLUSH/POUR FLUSH TO PIPED SEWER SYSTEM=1 FLUSH/POUR FLUSH TO SEPTIC TANK=2 FLUSH/POUR FLUSH TO PIT LATRINE=3 VENTILATED IMPROVED PIT (VIP) LATRINE=4 PIT LATRINE WITH SLAB=5 ANY FACILITY SHARED WITH OTHER HOUSEHOLDS=6 FLUSH/POUR FLUSH NOT TO SEWER/SEPTIC TANK/ PIT LATRINE=7 PIT LATRINE WITHOUT SLAB/OPEN PIT=8 BUCKET=9 HANGING TOILET/HANGING LATRINE=10 NO FACILITY/BUSH/FIELD/STREAM/RIVER=11 OTHER (SPECIFY)_____96</p>
S2	<p>If the response in S1 = 11, what is the main reason you do not have a toilet facility?</p> <p><input type="checkbox"/></p> <p>NOBODY CAN HELP ME BUILD ONE=1 THE COST IS TOO HIGH=2 MY LATRINE IS BROKEN=3 I DON'T NEED A LATRINE=4 I CAN'T BUILD A LATRINE/DON'T KNOW HOW=5 I AM CURRENTLY BUILDING A LATRINE=6 I AM TOO BUSY=7 THERE ISN'T ENOUGH WATER TO HAVE A LATRINE=8</p>	2S2	<p>If the response in 2S1.b is = 11, , what is the main reason you did not have a toilet facility?</p> <p><input type="checkbox"/></p> <p>NOBODY CAN HELP ME BUILD ONE=1 THE COST IS TOO HIGH=2 MY LATRINE IS BROKEN=3 I DON'T NEED A LATRINE=4 I CAN'T BUILD A LATRINE/DON'T KNOW HOW=5 I AM CURRENTLY BUILDING A LATRINE=6 I AM TOO BUSY=7 THERE ISN'T ENOUGH WATER TO HAVE A LATRINE=8</p>

	MY YARD IS TOO SMALL TO BUILD A LATRINE=9 OTHER(Specify)_____ =96		MY YARD IS TOO SMALL TO BUILD A LATRINE=9 OTHER(Specify)_____ =96
S3	If [any other option in S1 except 11], Do you share this toilet facility with other households? <input type="checkbox"/> YES1 NO.....2	2S3	If [any other option in 2S1.b except 11], Did you share the toilet facility with other households <i>before the project started in 2019/2020?</i> <input type="checkbox"/> YES1 NO.....2
S4	S4.a.Including your own household, how many households use this toilet facility? <input type="checkbox"/> BELOW 5 (1-4).....1 BETWEEN 5 TO 10.....2 ABOVE 10.....3 S4b. Approximately, with how many individuals do you share this toilet facility in your household? <input type="checkbox"/> <input type="checkbox"/> (number)	2S4	2s4.a Including your own household, how many households used the toilet facility then? <input type="checkbox"/> BELOW 5 (1-4).....1 BETWEEN 5 TO 10.....2 ABOVE 10.....3 2S4b. Approximately, with how many individuals do you share this toilet facility with your household at that time? <input type="checkbox"/> <input type="checkbox"/> (number)
S5	Where is this toilet facility located? <input type="checkbox"/> IN OWN DWELLING 1 IN OWN YARD/PLOT 2 ELSEWHERE 3	2S5	Where was the toilet facility located? <input type="checkbox"/> IN OWN DWELLING 1 IN OWN YARD/PLOT 2 ELSEWHERE 3
S6	I1. In the last two/three years, has anyone spent any time or money to build, improve or maintain the toilet or hand washing facility for your household? <input type="checkbox"/> YES1 NO.....2	2S6	
S7	If Yes, what type of help did you receive? <input type="checkbox"/> CONSTRUCTION MATERIALS (CEMENT, TOILET SEAT, IRON ROD ETC).....1 ZINK/ROOFING MATERIALS.....2 CASH.....3 LABOUR.....4 OTHER (Specify)_____	2S7	
S8	Who provided the assistance? <input type="checkbox"/> LOCAL COUNCIL.....1 CENTRAL GOVERNMENT.....2 CAWeC.....3	2S8	

	Living Waters International.....4 ADP SL.....5 Other NGOs in Community.....6 COMMUNITY LEADERS.....7 A member of the household.....8 PRIVATE PHILANTHROPIST/FAMILY SUPPORT/FRIEND.....9 WASHCOM (Water, Sanitation and Hygiene Committee)...10 OTHER(SPECIFY)_____		
S9	Where do you dispose of infants' faeces? [] [] (Relevant if infant present in household roster) FLUSH/POUR FLUSH TO PIPED SEWER SYSTEM=1 FLUSH/POUR FLUSH TO SEPTIC TANK=2 FLUSH/POUR FLUSH TO PIT LATRINE=3 VENTILATED IMPROVED PIT (VIP) LATRINE=4 PIT LATRINE WITH SLAB=5 ANY FACILITY SHARED WITH OTHER HOUSEHOLDS=6 FLUSH/POUR FLUSH NOT TO SEWER/SEPTIC TANK/ PIT LATRINE=7 PIT LATRINE WITHOUT SLAB/OPEN PIT=8 BUCKET=9 HANGING TOILET/HANGING LATRINE=10 NO FACILITY/BUSH/FIELD/STREAM/RIVER=11 OTHER (SPECIFY)_____96	2S9	Where did you dispose of infants' faeces before the project started in 2019/2020? [] [] (Relevant if infant present in household roster) FLUSH/POUR FLUSH TO PIPED SEWER SYSTEM=1 FLUSH/POUR FLUSH TO SEPTIC TANK=2 FLUSH/POUR FLUSH TO PIT LATRINE=3 VENTILATED IMPROVED PIT (VIP) LATRINE=4 PIT LATRINE WITH SLAB=5 ANY FACILITY SHARED WITH OTHER HOUSEHOLDS=6 FLUSH/POUR FLUSH NOT TO SEWER/SEPTIC TANK/ PIT LATRINE=7 PIT LATRINE WITHOUT SLAB/OPEN PIT=8 BUCKET=9 HANGING TOILET/HANGING LATRINE=10 NO FACILITY/BUSH/FIELD/STREAM/RIVER=11 OTHER (SPECIFY)_____96
	In your own assessment, has safe disposal of faecal matter improved or not, comparing the period before and after the project?		1. Greatly Improved 2. Improved 3. Neither improved nor decreased (same as before) 4. Unimproved/Decreased 5. Greatly unimproved/Decreased
	In your own assessment, has waste management improved or not, comparing the period before and after the project?		1. Greatly Improved 2. Improved 3. Neither improved nor decreased (same as before) 4. Unimproved/Decrease 5. Greatly unimproved/Decreased
ENUMERATOR OBSERVATION: May we visit the main toilet used by your household? IF O TOILET FACILITY OR THE HOUSEHOLD DOES NOT FEEL COMFORTABLE MOVE TO NEXT SECTION.			

S10	Toilet facility type: <input type="checkbox"/> <input type="checkbox"/>		S12	How clean is the toilet pan/slab and the surrounds? <input type="checkbox"/>	
	FLUSH/POUR FLUSH TO PIPED SEWER SYSTEM=1 FLUSH/POUR FLUSH TO SEPTIC TANK=2 FLUSH/POUR FLUSH TO PIT LATRINE=3 VENTILATED IMPROVED PIT (VIP) LATRINE=4 PIT LATRINE WITH SLAB=5 ANY FACILITY SHARED WITH OTHER HOUSEHOLDS=6 FLUSH/POUR FLUSH NOT TO SEWER/SEPTIC TANK/ PIT LATRINE=7 PIT LATRINE WITHOUT SLAB/OPEN PIT=8 BUCKET=9 HANGING TOILET/HANGING LATRINE=10 NO FACILITY/BUSH/FIELD/STREAM/RIVER=11 OTHER (SPECIFY)_____96			VERY CLEAN.....1 SOMEWHAT CLEAN.....2 NOT CLEAN AT ALL.....3	
			S13	Soap and water currently available at toilets? <input type="checkbox"/>	
			S14	Toilets separated for male and female?	
			S16	Does the toilet have a secured door and lock from the inside? <input type="checkbox"/>	
S11	Is the toilet being actively used? <input type="checkbox"/>		S17	Take a photo of the toilet showing the inside including the slab (<i>tick the box next</i>)	
	YES1 NO.....2		S18	Take a photo of the toilet showing the outside and superstructure (<i>tick the box next</i>)	
			S19	At least one toilet accessible to people with limited mobility:	
				YES1 NO.....2	
S20	Overall, how would you assess access to toilet facility for your household now compared to before the start of this project in 2019/2020? <input type="checkbox"/> <ol style="list-style-type: none"> Improved access significantly Minimal improvement Same as before Don't know 				

S21	<p>How does your household mainly dispose solid waste?</p> <ol style="list-style-type: none"> 1. Dumping on the roadside 2. Dump in drainages 3. Backyard and burn from time to time. 4. In-stream/river/ocean 5. community designated location 6. Designated programme to recycle as organic fertilizer (recycling). 7. Other specify (_____) 	S22	<p>Is this the same way you use to manage your refuse before the start of these projects in your community? Y/N? []</p>
S23	<p>If H7 response option = 6 (recycle waste as organic fertilizer), how did you learn about this? (Select multiple)</p> <p style="text-align: right;">HEALTH WORKER.....1</p> <p style="text-align: right;">SCHOOL TEACHER.....2</p> <p style="text-align: right;">COMMUNITY HEALTH WORKER.....3</p> <p style="text-align: right;">COMMUNITY LEADER.....4</p> <p style="text-align: right;">OTHER GOVERNMENT OFFICIAL.....5</p> <p style="text-align: right;">CAWeC.....6</p> <p style="text-align: right;">Living Waters international.....7</p> <p style="text-align: right;">ADP SL.....8</p> <p style="text-align: right;">Programme organised by Community youths 9</p> <p style="text-align: right;">Other NGO STAFF.....10</p> <p style="text-align: right;">TV OR RADIO.....11</p> <p style="text-align: right;">OTHERS (SPECIFY)_____96</p>	S24	<p>Has anyone in your household been trained to recycle manure into organic fertilizer? Y/N []</p> <p>S25</p> <p>If yes to H10, how many men or women in your household were trained?</p> <p>Men [] (number)</p> <p>Women [] (number)</p> <p>S26</p> <p>If yes to H10, who provided this training? (Select multiple)</p> <p style="text-align: right;">HEALTH WORKER.....1</p> <p style="text-align: right;">SCHOOL TEACHER.....2</p> <p style="text-align: right;">COMMUNITY HEALTH WORKER.....3</p> <p style="text-align: right;">COMMUNITY LEADER.....4</p> <p style="text-align: right;">OTHER GOVERNMENT OFFICIAL.....5</p> <p style="text-align: right;">CAWeC.....6</p> <p style="text-align: right;">Living Waters international.....7</p> <p style="text-align: right;">ADP SL.....8</p> <p style="text-align: right;">Programme organised by Community youths 9</p> <p style="text-align: right;">Other NGO STAFF.....10</p> <p style="text-align: right;">TV OR RADIO.....11</p> <p style="text-align: right;">OTHERS (SPECIFY)_____96</p>

H1	Does your household have a facility or place where people regularly wash their hands? YES1 NO.....2	H2	<i>Before the start of the project in 2019/2020</i> , did your household have a facility or place where people regularly washed their hands? YES1 NO.....2
H3	Please list all the times you washed your hands in the last 24 hours (since this time yesterday). [_____] (multiple select) AFTER DEFECTION.....1 BEFORE EATING.....2 BEFORE COOKING.....3 BEFORE SERVING.....4 AFTER CLEANING BABY..... AFTER PROVIDING CARE FOR ANOTHER HOUSEHOLD MEMBER(SICK, ELDERLY OR DISABLED).....5 OTHER(SPECIFY).....96 Never.....6	H4	Have you ever been given information about handwashing? YES1 NO.....2
		H5	Who provided you with that information? [_____] (multiple select) HEALTH WORKER.....1 SCHOOL TEACHER.....2 COMMUNITY HEALTH WORKER.....3 COMMUNITY LEADER.....4 OTHER GOVERNMENT OFFICIAL.....5 CAWeC.....6 Living Waters international.....7 ADP SL.....8 Other NGO STAFF.....9 TV OR RADIO.....10 OTHERS (SPECIFY).....96
ENUMERATOR OBSERVATION: We would like to learn about the places that households use to wash their hands. Can you please show me where members of your household most often wash their hands? IF NO FACILITY OR THE HOUSEHOLD DOES NOT FEEL COMFORTABLE MOVE TO NEXT SECTION. NOT OBSERVED please record why [_____] , NOT IN DWELLING/YARD/PLOT 1 NOT OBSERVED, NO PERMISSION TO SEE. 2 NOT OBSERVED, OTHER REASON 3			
H13	Hand washing facility type: [_____] SINK WITH TAP WATER.....1 BUCKETS WITH TAPS.....2 TIPPY-TAPS.....3 JUGS OR BASINS.....4 OTHERS (specify).....5	H14	Observe the presence of water at the place for handwashing. [_____] WATER IS AVAILABLE 1 WATER IS NOT AVAILABLE 2
		H15	Observe presence of soap, detergent, or other cleansing agent at the place for Handwashing? [_____] (multiple select) SOAP OR DETERGENT (BAR, LIQUID, POWDER, PASTE) A ASH, MUD, SAND B NONE Y

H16	<p>Observe household's main means of waste disposal (if observable).</p> <ol style="list-style-type: none"> 1. Dumping on the roadside 2. Dump in drainages 3. Backyard and burn from time to time. 4. In-stream/river/ocean 5. community designated location 6. Designated area to recycle as organic fertilizer (recycling). 7. Not Observable <p>Other specify (_____)</p>	<p>ENUMERATOR Conclusion: Thank you for taking the time to provide this information. It will be shared with UNICEF to help ensure the sanitation and hygiene services are reliable and effective.</p> <p>COMMENTS _____</p> <p>_____</p> <p>_____</p> <p>Take the GPS location at the toilet</p>
------------	--	---

Informed consent

Location/ Survey Identifier	
Z1. Enumerator Name: _____	
Z2. Date of the interview: []/[]/[] (dd/mm/yyyy)	
Z3. District: _____	
Z4. Chiefdom: _____	
Z5. Section: _____	
Z6. Ward: _____	
Z7. Community _____	
Z8. ID [] [] []	
<p>Informed Consent</p> <p>Hello, my name is _____ and I am an interviewer currently working with Montrose, an international some NGOs such as Living waters international, CAWeC and ADP SL, on the evaluation of WASH Programme in the Fishing Communities and schools within these communities. The evaluation's purpose is to generate evidence on the programme's results to identify areas for improvement and scale it up in the future.</p> <p>We are currently evaluating the programme and would like to conduct surveys with school children who may have benefited from the programme. We kindly request your participation in this survey and appreciate your time to answer our questions to the best of your ability. We would greatly benefit from your experience and perceptions, so please provide concrete examples in your answers wherever possible.</p> <p>Your participation in this survey is completely voluntary. You have the right to stop the survey at any time if you do not feel comfortable answering any questions. Additionally, you may refuse to answer any survey questions and ask for clarifications at any time during the interview. You are not obligated to answer all of the questions and can choose to answer only some of them. Remember, there are no wrong answers.</p> <p>Please note that this survey will be completely confidential and anonymous. We will only record your name for follow-up purposes. If you share any information regarding abuse or neglect of a minor or dependent adult or any threat of harm to yourself or others, we may have to report this to the appropriate authorities to ensure the safety of yourself and others.</p> <p>We will be recording the responses you provide in this device so that we can accurately analyze your responses. These responses will be</p>	

securely stored and used solely for the purpose of data analysis. We will only hold your data for as long as is necessary to complete our analysis and report. All data collected from you will be held securely and destroyed once our report is finished.

If you require any additional information about this survey, you can contact XX, at Contractor's Name at Tel XX. Thank you for your support

- Are you willing to participate in the survey?

☐ Yes ☐ No

Given that you are less than 18 years old, we are also going to ask your teacher or your parent/ guardians permission for your participation. They will assent on your behalf for you to participate in this survey.

Does the parent/guardian or teachers assent for child to participate?

☐ Yes ☐ No

Name and signature of teacher or parent/guardian

Full Name: _____ Signature: _____

Respondent Details

R1. Respondent Gender []

Boy.....1

Girl.....2

R2. Respondent Grade/Class []

R3. Respondent Age in completed years [][]

WG Questions

I would like you to tell me if you have any difficulty with the following.

Would you say 1= no difficulty, 2= some difficulty, 3= a lot of difficulty or cannot do at all

a. difficulty with seeing, even if wearing glasses?
[]

b. difficulty with hearing, even if wearing a hearing aid? []

c. difficulty with walking or climbing steps? []

d. difficulty with remembering or concentrating? []

e. difficulty with self-care such as washing all over or dressing or looking after themselves? []

f. difficulty communicating? []

SECTION W: WATER

No I am going to ask you questions about water in your school. Listen carefully and provide your responses to the best of your knowledge and experience.

W1	<p>What is your main source of DRINKING water <i>provided by the school</i>? <input type="checkbox"/> <input type="checkbox"/></p> <p>PIPED WATER IN SCHOOL1 PUBLIC TAP/STANDPIPE IN SCHOOL2 TUBE WELL OR BOREHOLE IN SCHOOL3 PROTECTED DUG WELL IN SCHOOL.....4 PROTECTED SPRING IN SCHOOL.....5 UNPROTECTED DUG WELL IN SCHOOL6 UNPROTECTED SPRING IN SCHOOL7 TANKER TRUCK/CART WITH SMALL TANK BROUGHT TO SCHOOL ...8 SURFACE WATER IN SCHOOL.....9 BOTTLED WATER OR WATER SACHETS OR JAR WATER BROUGHT TO SCHOOL.....10 NO WATER SOURCE.....11</p>	W2	<p>Is drinking water from the main source currently available at the school? <input type="checkbox"/></p> <p>YES1 NO.....2</p>
		W3	<p>In the previous two weeks, was drinking water from the main source available at the school throughout each school day? <input type="checkbox"/></p> <p>YES1 NO.....2 DK.....3</p>
		W4	<p>Is drinking water from the main source typically available throughout the school year? <input type="checkbox"/></p> <p>YES (ALWAYS).....1 MOSTLY (UNAVAILABLE ≤ 30 DAYS TOTAL).....2 NO (UNAVAILABLE > 30 DAYS TOTAL).....2</p>
W5	<p>If No water source (option 11 in W1) where do you get water when your usual main water source is not available? <input type="checkbox"/></p> <p>SCHOOL'S NEIGHBOURS.....1 GOES HOME.....2 A COMMUNITY WATER FACILITY NEARBY.....3 A STREAM/RIVER NEARBY.....4 BUY FROM TRADERS THAT COME TO THE SCHOOL.....5 OTHERS (SPECIFY).....96</p>	W6	<p>Normally, how long does it take you to collect water from this source (including waiting time and time to get back to school)? <input type="checkbox"/> <input type="checkbox"/> (Minutes)</p> <p>IN YARD OR OUTSIDE.....1 LESS THAN 30 MINUTES INCLUDING TRAVEL AND THE WAITING TIME.....2 30 MINUTES OR LONGER.....3 DON'T KNOW.....4</p>

SECTION S: SANITATION

No I am going to ask you questions about SANITATION in your school. Listen carefully and provide your responses to the best of your knowledge and experience.

S1	<p>What kind of toilet facility does the school provide for children in your school?</p> <p><input type="checkbox"/><input type="checkbox"/></p> <p><i>IF NOT POSSIBLE TO DETERMINE, ASK PERMISSION TO OBSERVE THE FACILITY</i></p> <p>FLUSH/POUR FLUSH TO PIPED SEWER SYSTEM=1 FLUSH/POUR FLUSH TO SEPTIC TANK=2 FLUSH/POUR FLUSH TO PIT LATRINE=3 VENTILATED IMPROVED PIT (VIP) LATRINE=4 PIT LATRINE WITH SLAB=5 ANY FACILITY SHARED WITH OTHER HOUSEHOLDS=6 FLUSH/POUR FLUSH NOT TO SEWER/SEPTIC TANK/ PIT LATRINE=7 PIT LATRINE WITHOUT SLAB/OPEN PIT=8 BUCKET=9 HANGING TOILET/HANGING LATRINE=10 NO FACILITY IN SCHOOL/BUSH/FIELD/STREAM/RIVER=11 OTHER (SPECIFY)_____96</p>	S2 <p>Do you use this facility?</p> <p><input type="checkbox"/></p> <p>YES1 NO.....2</p>
		S3 <p>If you do not use this facility, WHAT IS THE MAIN REASON do you not use it?</p> <p><input type="checkbox"/><input type="checkbox"/></p> <p>FACILITY IS MOSTLY CLOSED.....1 HYGIENE CONCERNS/NOT CLEAN.....2 THERE IS NO WATER AVAILABLE AT THE FACILITY.....3 IT IS NOT SAFE TO USE.....4 THE FACILITY DOES NOT CLOSE.....5 IT IS FULL AND HAS NOT BEEN EMPTIED.....6 OTHER (SPECIFY)_____96</p>
S5	<p>If NO FACILITY IN SCHOOL (response 11 for S1), where do children in this school usually go to defecate when you are in school?</p> <p><input type="checkbox"/></p> <p>SCHOOL'S NEIGHBOURS.....1 GOES HOME.....2 A COMMUNITY WATER FACILITY NEARBY.....3 A STREAM/RIVER NEARBY.....4 OTHERS (SPECIFY)_____96</p>	S6 <p>I am going to read out a few sentences to you. Could you please say if you think the following things are 1= "important", 2= "very important" or 3= "not important" to you?</p> <p>Having a latrine at home.....<input type="checkbox"/> Using a latrine rather than shitting outside.....<input type="checkbox"/> Having a handwashing station at home.....<input type="checkbox"/> Washing your hands regularly.....<input type="checkbox"/> Washing your hands regularly with soap.....<input type="checkbox"/> Your friends and neighbours use a latrine rather than shitting outside.....<input type="checkbox"/> Your friends and neighbours wash their hands regularly.....<input type="checkbox"/> Your friends and neighbours wash their hands regularly with soap.....<input type="checkbox"/> Having a separate toilet for boys and girls in the school <input type="checkbox"/> Having a disability access in school toilets<input type="checkbox"/> Having a provision for safe menstrual hygiene practices in school toilets <input type="checkbox"/></p>

SECTION 5: HYGIENE

No I am going to ask you questions about HYGIENE in your school. Listen carefully and provide your responses to the best of your knowledge and experience.

H1	<p>H1.a Does your school have a facility or place where people regularly wash their hands? []</p> <p style="text-align: right;">YES1 NO.....2</p> <p>H1. B. How many Hand washing stations do you have in this school? [] []</p> <p>H1. C.Where are they located? _____</p>	H2	<p>Please list all the times you washed your hands in the last 24 hours (since this time yesterday). [] [] [] [] [] (multiple select)</p> <p style="text-align: right;">AFTER DEFECACTION.....1 BEFORE EATING.....2 BEFORE COOKING.....3 BEFORE SERVING.....4 AFTER CLEANING BABY..... AFTER PROVIDING CARE FOR ANOTHER HOUSEHOLD MEMBER (SICK, ELDERLY OR DISABLED).....5 BEFORE/AFTER CLASS BREAKS.....7 OTHER(SPECIFY).....96 Never.....8</p>
H4	<p>Have you ever been given information about handwashing? YES1 NO.....2</p>	H5	<p>Who provided you with that information? [] [] [] [] [] (multiple select)</p> <p style="text-align: right;">HEALTH WORKER.....1 SCHOOL TEACHER.....2 COMMUNITY HEALTH WORKER.....3 COMMUNITY LEADER.....4 OTHER GOVERNMENT OFFICIAL.....5 NGO STAFF.....6 TV OR RADIO.....7 OTHERS (SPECIFY).....96</p>
<p>ENUMERATOR OBSERVATION: Please observe hand washing facility in school. IF NO FACILITY MOVE TO NEXT SECTION. NOT OBSERVED please record why[] [],</p> <div style="text-align: right; margin-top: 10px;"> NOT IN School/YARD/PLOT 1 NOT OBSERVED, NO PERMISSION TO SEE. 2 NOT OBSERVED, OTHER REASON 3 </div>			
H6	<p>H6.a. Hand washing facility type: []</p> <p style="text-align: right;">SINK WITH TAP WATER.....1 BUCKETS WITH TAPS.....2</p>	H7	<p>Observe the presence of water at the place for handwashing. []</p> <p style="text-align: right;">WATER IS AVAILABLE 1 WATER IS NOT AVAILABLE 2</p>

	TIPPY-TAPS.....3 JUGS OR BASINS.....4 OTHERS (specify).....5 H6.b. Number of hand washing stations observed [][] (number)	H8	Observe presence of soap, detergent, or Other cleansing agent at the place for Handwashing? [][][] (multiple select) SOAP OR DETERGENT (BAR, LIQUID, POWDER, PASTE) A ASH, MUD, SAND B NONE Y	
ENUMERATOR Conclusion: Thank you for taking the time to provide this information. It will be shared with UNICEF to help ensure the sanitation and hygiene services are reliable and effective.				
COMMENTS				
Take the GPS location				

Annex 6 – Bibliography WASHSL Evaluation

- Government of Sierra Leone, Ministry of Health and Sanitation, ODF Verification and Certification Protocol
- Kassam L, Lakoh K, Longley C, Phillips MJ and Siriwardena SN. 2017. Sierra Leone fish value chain with special emphasis on Tonkolili District. Penang, Malaysia: WorldFish. Program Report: 2017-33.
- Minister of Foreign Affairs. Iceland's policy for international development cooperation for 2019-2023.
- Ministry of Health and Sanitation, Sierra Leone, draft national environmental health and sanitation strategy 2015-2020
- Ministry of health and sanitation, ministry of water resources, UNICEF, WASH NORM (National Outcome Routine Mapping, 2022) and WASH in Institutions (Schools & Health Facility) Survey, Presentation of Findings, February 2023
- Ministry of Water Resources, Ministry of Health and Sanitation, Sierra Leone, National M&E Plan Rural WASH 2018 – 2022.
- Ministry of Energy and Water Resources, Government of Sierra Leone, The National Water and Sanitation Policy. 2010.
- Ministry of Energy and Water Resources, Government of Sierra Leone, National Wash Policy Implementation Strategy.2010
- MWR and MoHS, 'Sierra Leone Water and Sanitation Sector Performance Report 2017, July 2018
- Ministry of Water Resources & Ministry of Health and Sanitation. National Strategy on Water Safety Plans for Sierra Leone 2020-2030
- NDPBA, PDC , Sierra Leone district risk profiles subnational assessment results, 2020
- OCHA, District Profiles, Sierra Leone, December 2015
- Oxfam, Sustainable Water and Sanitation in Sierra Leone: Impact evaluation of the 'Improved WASH Services in WAU and WAR Districts' project. Effectiveness Review series 2019/20.
- Sierra Leone Integrated Household Survey, 2019
- Sierra Leone National Strategy Plan for Sanitation and Hygiene. 2020
- Sierra Leone multiple indicator cluster survey 2017
- Sierra Leone's medium-term national development plan 2019–2023
- Sierra Leone, School Health Policy, 2020
- Statistics Sierra Leone, Sierra Leone Multiple Indicator Cluster Survey 2017: Survey Findings Report., 2017
- Statistics Sierra Leone and Ministry of Water Resources WASH Baseline Survey and Water Point Mapping 2016
- UNICEF, Project proposals (narrative and financial) submitted to the Government of Iceland for Tombo, Goderich and Konacrydee
- UNICEF. Donor report for Tombo. Grant reference: SC190095, Reporting period: 08 February 2019 to 31 December 2021, Report submitted: 24 March 2022
- UNICEF. Donor report for Goderich and Konacrydee. The progress Report to the Government of Iceland, Grant reference: SC200057, Reporting period: January 2020 - February 2021, Report submitted in March 2021.
- UNICEF and Government of Iceland. Agreements and letter of no cost extension
- UNICEF CPD 2020-2023
- UNICEF, Programme Component Strategy Note, Outcome 2: WATER, SANITATION AND HYGIENE (WASH)
- <https://open.unicef.org/country-output?output-id=3900A008882001000> UNICEF Institutional capacity in water, sanitation, and hygiene (WASH) in Sierra Leone

- UNICEF and the UNDP-SIWI Water Governance Facility, through the Accountability for Sustainability Partnership. programming for sustainability in water services– a framework, 2018
- UNICEF, Evaluation of the WASH Sector Strategy “Community Approaches to Total Sanitation” (CATS), Sierra Leone, October 2013
- UNICEF Sierra Leone and UNICEF Regional Office for West and Central Africa, Summative Evaluation of The Accelerated Sanitation and Water for All (ASWA) Programme, SIERRA LEONE (2012-2019) funded by The Dutch Ministry for Foreign Trade and Development Cooperation (DGIS) – Evaluation Office, Sept 2021
- UNICEF/GWP technical brief on monitoring and evaluation for Climate Resilient Wash, 2017
- UNICEF COAR 2021 and 2022
- Norms and Standards for Evaluation (2016)
- <http://www.unevaluation.org/document/detail/1914>
- Global Evaluation Reports Oversight System (GEROS)
- https://www.unicef.org/evaldatabase/index_GEROS.html
- UNICEF UNEG Quality Checklist for ToR and inception reports
- https://www.unicef.org/evaluation/files/UNICEF_UNEG_TOR_Checklist_updated_June_2017.pdf
- [UNICEF](#), article on Promoting good hygiene practices in communities across Sierra Leone. Working to make good hygiene practices a priority in communities.
- Integrating Human Rights and Gender Equality in Evaluations
- <http://www.uneval.org/document/download/1294>
- <http://www.uneval.org/document/detail/1452>
- UNDP, press-releases, 2022 Human Development Report, September 8, 2022
- UNDP, Briefing note for countries on the 2022 Multidimensional Poverty Index.
- UNICEF Report Standards Checklist for evaluation reports
- https://www.unicef.org/evaluation/files/UNICEF_adapted_reporting_standards_updated_June_2017.pdf
- UNEG Code of Conduct for evaluation in the UN system
- <http://www.unevaluation.org/document/detail/100>
- UNEG Ethical guidelines
- <http://www.unevaluation.org/document/detail/102>
- UNICEF procedures for ethical research involving children
- https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF
- UNICEF Sierra Leone and UNICEF Regional Office for West and Central Africa, Summative Evaluation of The Accelerated Sanitation and Water for All (ASWA) Programme, SIERRA LEONE (2012-2019) funded by The Dutch Ministry for Foreign Trade and Development Cooperation (DGIS) – Evaluation Office, Sept 2021
- [UNWOMEN](#), Gender data gaps and country performance
- WB, WSP, AMCOW Country Status Overview: Water Supply and Sanitation in Sierra Leone, Turning Finance into Services for 2015 and Beyond’, 2011;
- World Health Organization. A situational analysis of WASH in Sierra Leone, March 2016
- WHO/UNICEF JMP (2021), Progress on household drinking water, sanitation and hygiene 2000-2020: Five years into the SDGs
- WHO, Statement on the end of the Ebola outbreak in Sierra Leone, 07 November 2015
- World Health Organization and the United Nations Children’s Fund (UNICEF) 2018. Core questions and indicators for monitoring WASH in health care facilities in the Sustainable Development Goals
- World Health Organization and the United Nations Children’s Fund (UNICEF) 2018. Core questions and indicators for monitoring WASH in Schools in the Sustainable Development Goals

- WHO/UNICEF. Joint Monitoring Programme Progress on Drinking Water, Sanitation and Hygiene 2017 and 2021.
- World Bank, Brief about WASH (Water, Sanitation & Hygiene) and COVID-19, 6 April 2020 ; UNICEF article. Water and sanitation improvements help health service delivery during COVID-19. Making strides to improve water, sanitation and hygiene in Sierra Leone.

Annex 7 – Expected outputs per ToC

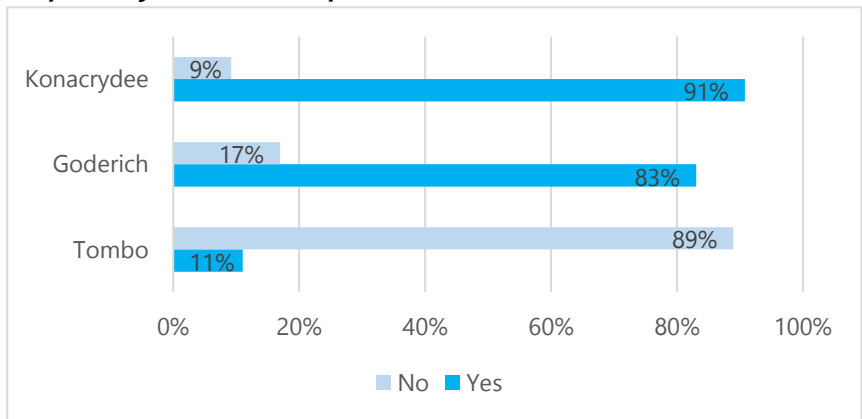
EXPECTED OUTPUTS	INDICATORS & SOURCES	EVALUATION FINDINGS				T	K	G												
OUTPUT 1: People including children and women (at community, schools and PHUs level) have access to and use of safe drinking water through the provision of functional water supply systems managed by beneficiary communities.	Percentage of HH who feel that water is safer for drinking now compared to before the project. (HH survey)	10 to 20 points increase in the percentage of HH who feel that water is safer for drinking now compared to before the project. <table><tr><th>Perceived safety of water for drinking NOW and BEFORE</th><th>Goderich</th><th>Konacrydee</th><th>Tombo</th></tr><tr><td>% NOW</td><td>89.43</td><td>100.00</td><td>95.63</td></tr><tr><td>% BEFORE</td><td>80.18</td><td>78.48</td><td>72.49</td></tr></table>				Perceived safety of water for drinking NOW and BEFORE	Goderich	Konacrydee	Tombo	% NOW	89.43	100.00	95.63	% BEFORE	80.18	78.48	72.49	T	K	G
	Perceived safety of water for drinking NOW and BEFORE	Goderich	Konacrydee	Tombo																
	% NOW	89.43	100.00	95.63																
	% BEFORE	80.18	78.48	72.49																
	Proportion of individuals accessing drinking water from improved sources within a 30-minute round trip or less (HH survey)	The proportion of individuals accessing drinking water from improved sources within a 30-minute round trip or less, has been reduced in Goderich. In contrast, Konacrydee experienced a significant positive shift from 6.58% pre-project to 94.74% at the evaluation stage. The situation evolved also positively in Tombo from 35,48% to 80,21%.				T	K	G												
Coverage of water supply (analysis of maps and qualitative component)	Access to water is limited in Goderich. The Community around the Shela Wharf area (Goderich) presently have no water supply due to a damaged pipe. There are no issue of access to water in Konacrydee. In Tombo, majority of the community has access to water except for some hard to reach sections..				T	K	G													
Reduction of waiting time at water points (HH survey)	Sharp reduction of waiting time at water points (see graph below)				T	K	G													

	<p>Repartition of HH (in %) per waiting time to fetch water before and after the project</p> <table><thead><tr><th>Waiting Time Category</th><th>After (%)</th><th>Before (%)</th></tr></thead><tbody><tr><td>don't know</td><td>0.9%</td><td>0.5%</td></tr><tr><td>Water on premises</td><td>22%</td><td>0.1%</td></tr><tr><td>Less than 30 minutes including travel and the waiting time</td><td>62%</td><td>37%</td></tr><tr><td>30 minutes or longer</td><td>16%</td><td>52%</td></tr></tbody></table>	Waiting Time Category	After (%)	Before (%)	don't know	0.9%	0.5%	Water on premises	22%	0.1%	Less than 30 minutes including travel and the waiting time	62%	37%	30 minutes or longer	16%	52%			
Waiting Time Category	After (%)	Before (%)																	
don't know	0.9%	0.5%																	
Water on premises	22%	0.1%																	
Less than 30 minutes including travel and the waiting time	62%	37%																	
30 minutes or longer	16%	52%																	
Frequency of diarrhoea over time. (HH survey)	<p>Among HH who had noticed a case of diarrhoea, a significant majority of households interviewed in Tombo (99%) and Konacrydee (83%) reported a decrease in diarrheal episodes among their children following the project's implementation. However, in Goderich, which is grappling with a water scarcity issue, 62% of the respondents indicated an increase in diarrheal episodes among their children since the project's inception. This finding provide a useful proxy indicator of impact per location.</p>	T	K	G															
Access to safe water at school (School survey)	<ul style="list-style-type: none">Our school children survey shows that the majority (71%) of School going children interviewed in Goderich reported having no access to water or relying on water sachet (25%) in their schools.The situation was found much better in Konacrydee with no children reporting access to unimproved water source as they access water in the schools through public tap (59%) or piped water (18%).Access to water at school was mixed for the children in Tombo where 19% still do not have water in their schools and the rest benefiting from a variety of improved water sources. (pipe water, public taps and protected wells in schools).	T	K	G															

	Perception of improvement in access to water at HH level (HH survey)	Our HH survey reveals a significantly improved access to water in Konacrydee followed by Tombo (significantly improved and minimal improvement) and Goderich showing minimal improvement.	T	K	G
	Access to improved water for PWDs (HH survey)	Almost 96% of the HH with a PWD have access to an improved water source, which is higher than the prevalence across all households (62%). We have kept the same colour code than for the overall population for this indicator	T	K	G
OUTPUT 2: Communities in targeted sites have access to improved essential sanitation services (HH, schools, PHUs and community levels) and adopt safe sanitation practices through Community-Led Total Sanitation (CLTS)	Coverage of hygiene education at schools (school survey)	In all three locations, our school survey shows that 95% of the school children interviewed indicated that they have received information on handwashing at school.			
	Knowledge of children on the importance of key hygiene related messages (school survey)	As per our school survey, out of three choices among “important, very important, or not important,” between 40 to 80% of the children in Goderich (depending on the sanitation issues), 50 to 76% in Tombo and 80% in Konacrydee have ranked as “very important” several sanitation issues (such as: Having a latrine at home, using a latrine rather than shitting outside, having a separate toilet for boys and girls in the school, having a disability access in school toilets, having a provision for safe menstrual hygiene practices in school toilets.) This finding indicates better sanitation related knowledge among children in Konacrydee than in Goderich or Tombo and the need to strengthen Hygiene education at school.	T	K	G
	Access to soap and MHM (KIIs and FGDs)	Limited access to MHM and soap in communal latrines and in the latrines located in the schools.	T	K	G
	Access to handwashing facilities at school (school survey)	The majority of school-aged children reported having access to handwashing stations at their schools, with Konacrydee boasting the highest access rate at 100%. Tombo and Goderich followed behind with access rates of 72% and 78%, respectively.	T	K	G
	Access to handwashing facilities at HH level (HH survey)	The data reveals that there was no substantial improvement in the availability of handwashing facilities at the household level between the pre-project and post-project periods.	T	K	G
	Access to handwashing facilities for PWD at HH level (HH survey)	Out of the 768 households surveyed, 71 (9,2%) were found to have one or more persons with disabilities. Nearly all households (97% of the 71 HH) with a person with a disability lack handwashing facilities at home, a figure slightly higher than the prevalence across all households (89%)	T	K	G

Access to latrines in HH with PWDs (HH survey)	49,32% of Households with a Person with Disability have access to improved sanitation facilities which is lower than the prevalence across all households (61,72%)	T	K	G
Access to institutional level sanitation facilities (UNICEF information management system)	Latrines have been accessible in most of the institutional buildings. In Tombo, 50 out of 52 institutions now have a latrine. In Konacrydee, 6 out of 11 institutions are now equipped with improved sanitation facilities. In Goderich, 28 institutions have improved latrines.	T	K	G
Access to sanitation facilities at health center level (O&M audit, KII)	The health facilities comprised latrines, laundry, and shower at Konacrydee and Goderich at the time of the ET's visit all structures were in good condition with running water. The situation was different in Goderich where all WASH facilities were available in the health centre, but access was limited because of a shortage of water in most sections of the community.	T	K	G
Access to improved and unimproved sanitation facilities at schools (School survey, FGD children)	In the project schools we visited during our school survey, the big majority of school children access improved sanitation facilities at school (96,8% for Goderich and 100% in Konacrydee) while in Tombo, almost 32% of school going children still access unimproved sanitation facilities while 68% use improved sanitation facilities.	T	K	G
Use of the sanitation facilities at school (school survey)	In all the 3 project locations, 85% of the school children reported using the sanitation facilities at school (98% in Goderich, 100% in Konacrydee and 75% in Tombo). For those who do not use the facilities, reasons given were mainly related to the lack of hygiene or because the latrines were full.	T	K	G
Access to latrines at HH level (UNICEF data, HH survey, FGD)	The data from the UNICEF WASH information management system indicates an improvement in the percentage of HH latrines built during baseline and endline. The coverage of HH latrines moved from 23 to 55% in Tombo, from 31 to 74% in Goderich and from 67 to 97% in Konacrydee. Figures from our HH survey shows similar coverage of HH latrines at the time of the evaluation compared to the endline of the UNICEF information management system.	T	K	G
Progress in the sanitation ladder at HH level (HH survey)	<ul style="list-style-type: none"> The project not only improved access to sanitation facilities but also contributed to better access to quality facilities, with a staggering 549% increase between baseline and endline in households with improved latrines in Tombo, 267% in Konacrydee, and 465% in Goderich. 	T	K	G

		<ul style="list-style-type: none"> At the end, the figures show that the vast majority of households with a latrine now have an improved latrine, except in Tombo, where around 1/3 of households (27%) still use unimproved latrines. 			
	Gender sensitive sanitation facilities (O&M audit)	Latrines are gender segregated but generally lack provision for soaps and MHM facilities	T	K	G
	Access of communal latrines for Persons with Disabilities (O&M audit, KIIs)	The O&M audit found that access for people with disabilities has been uneven during the project implementation. Half of the latrines inspected during the O&M audit were found to be non-compliant with accessibility guidelines for people with disabilities, with Konacrydee demonstrating a higher degree of compliance. Discussion with a representative of person with disabilities suggests that people with disabilities did not participate in CLTS interventions	T	K	G
OUTPUT 3: Communities in the target landing stations have access to safe food, hygienic and sanitary fish processing systems through the construction of fish sorting and cleaning platforms.	Level of satisfaction of fishing communities of the fish platforms (FGDs, and KIIs) (FGDs, and KIIs)	The fish processing slabs have improved hygiene and sanitation practices during fish processing, contributing to reduced fish spoilage and improved fish quality. The construction of the fish landing platforms and slabs was essential, as it provided a clean environment for fish processing, increasing production and sales of quality fish. Different businesses from various communities now come to buy large quantities of fish which has helped to improve the livelihoods of community members. (men and women)	T	K	G
	Quality of fish platform in relation to water and sanitation (O&M audit)	<ul style="list-style-type: none"> WASHCOMs reported that fish processing slabs in Goderich and Tombo lack running water. O&M audit team found facilities congested and with poor sanitation even though a caretaker had been nominated to maintain them. Soap was only available in 1 of the 3 platforms visited. The facilities did not have a waste management system in place. In Tombo, the platform is already affected by rising sea level. No electricity was available inside the facility though there is an outside solar light on the sides providing light at night 	T	K	G
OUTPUT 4: Capacities of community structures are strengthened to	Capacity of WASHCOM to establish and enforce tariff system.	WASHCOM functioning in Goderich and Konacrydee. Issue in Tombo where HH are not paying for water. The system is working well in Konacrydee, but the current maintenance fees collected from households are insufficient to cover the	T	K	G

effectively manage, operate and maintain installed WASH facilities and to create demand for sanitation through Community Led Total Sanitation (CLTS)	<p>operational costs according to the WASHCOM. In Goderich, the tariff system for accessing water will only be set up once the water will have been restored. Tarif system is working in Goderich in relation to access to communal sanitation facilities</p> <p>Graph 2: Payment for water per location (%)</p>  <table><caption>Data for Graph 2: Payment for water per location (%)</caption><thead><tr><th>Location</th><th>No (%)</th><th>Yes (%)</th></tr></thead><tbody><tr><td>Konacrydee</td><td>9%</td><td>91%</td></tr><tr><td>Goderich</td><td>17%</td><td>83%</td></tr><tr><td>Tombo</td><td>11%</td><td>89%</td></tr></tbody></table>	Location	No (%)	Yes (%)	Konacrydee	9%	91%	Goderich	17%	83%	Tombo	11%	89%			
Location	No (%)	Yes (%)														
Konacrydee	9%	91%														
Goderich	17%	83%														
Tombo	11%	89%														
Equity in relation to payment for water (HH survey)	<ul style="list-style-type: none">• Most of the HH in the three locations are from the quantile 3• A small minority of HH pay water in Tombo• In Goderich, the majority of HH pay for their drinking water.• The HH who pay for the water in Goderich are mainly from Quantile 2 and 3• The majority of HH in Konacrydee pay for the water and they are from the quantile 3.• The HH survey reveals that HH who pay for water do so primarily for access to public taps, bottled water, or water sachets. (particularly in Goderich for the latter)• Individuals in higher income quantiles (4 and 5) incur higher water costs compared to those in lower income quantiles (1 to 3), regardless of location.	T	K	G												
Level of maintenance and availability of spare parts (KIIs and FGDs)	Availability of caretaker for the sanitation facilities but uneven level of maintenance. Lack of spare parts. Maintenance in schools and health centres is ad hoc and not under the responsibility of the WASHCOMs	T	K	G												

	Inclusion of PWDs in WASHCOM	The WASH committees in Tombo, Goderich and Konacrydee reported that there were no people with disabilities in the committee. The training guideline used by the project to train the WASH Committees, does not mention any directives for the inclusion of people with disabilities in the WASH Committee.	T	K	G
OUTPUT 5: Youth have been trained on waste recycling, and organic fertilizer production	Youth perception of outputs following training received (FGDs)	Youths interviewed reported employment opportunity with stable income gained from their jobs in the recycling centres and the sale of the waste plastic items. Youths interviewed reported skills development gained to make bricks, coal pot, coal etc	T	K	
	Coverage of the youths training (HH survey)	HH survey that shows that only 10% of youths have been part of a Youth groups undergoing or having undergone waste recycling (organic manure) activities, indicating a limited coverage of the Youth focused intervention.	T	K	G

Annex 8 – Final summary of key results against final targets

Legend:

Color	Status of implementation of the planned targets at the time of the evaluation		
	GODERICH/KONACRYDEE		TOMBO
	Outperformed target	2	5
	Target not completed	0	0
	Target in progress	5	1
	Target reached	18	11
	TOTAL (Number of targets)	25	17

Goderich and Konacrydee (Grant reference: SC200057)

Sources:

Progress Report to the Government of Iceland of activities implemented in Goderich and Konacrydee., Reporting period: March 2021 - February 2023, Report submitted: 16 March 2023. Discussion with UNICEF. Updated information as of 8 November 2023

Results	Indicators	Target	Achieved	Remarks
People, including children and women, have access to and use safe drinking water through the provision of water supply systems managed by beneficiary communities.	No. of people (children, women and men) in target communities with access to and use safe water	18,500	19,507	11,035 in Goderich and 8,472 in Konacrydee
	No. of community water systems completed	2	2	One in each project location One additional borehole has been drilled.. The pump will be installed on the 20 November 2023. The installation of the solar lights along the beach areas has been completed
	No. of community tap stands completed and in use	49	56	26 in Goderich and 30 in Konacrydee

Results	Indicators	Target	Achieved	Remarks
	No. of community water schemes with water safety plans developed	2	2	
	No. of 50,000 litre water towers completed and in use	2	2	50,000 litre towers per location
Capacity is built at the local level to create demand for sanitation through Community-Led Total Sanitation (CLTS) in target communities; as a result, an estimated 18,500 people, including children, live in ODF environment.	No. of people (children, women and men) in target communities living in open defecation free environments	18,500	8,472	Certification done in Konacrydee. MFMR plans to go to Goderich in May 2023
	No. of ODF certified communities	2	1	Konacrydee was certified by MOHS CLTS triggering was completed in Goderich. The DHMT conducted a verification mission. Goderich will only be certified when the whole chiefdom is certified.
	No. of community WASHCOMs trained on operation and maintenance of WASH facilities	2	2	completed
	No. of public latrine compartments completed and in use	60	80	10 blocks each with 8 compartments latrines, 2 showers and 1 urinal
	No. of public shower compartments completed and in use	20	20	completed
	No. of 2,000 litre water towers completed and in use	10	10	completed
2,604 school children, including 1,327 girls from 5 Schools in the target communities, have access to WASH facilities and	No. of school children in target schools with access to WASH facilities	2,604	2,944	2,101 in Goderich and 843 in Konacrydee
	No. of school children in target schools that practice proper hygiene (daily supervised group handwashing)	2,604	0	Procurement of group hand washing stations done

Results	Indicators	Target	Achieved	Remarks
practice proper hygienic behaviours.				and construction is ongoing IP experienced a delay with the fabrication of the GHS, the fabrication started but will be completed by the end of November 2023
	No. of schools provided with water supply facilities	5	5	3 in Goderich and 2 in Konakrydee
	No. of school latrine compartments completed and in use	30	30	10 blocks of 3 compartments each (2 blocks per school)
	No. of school with group handwashing facilities	5	0	Procurement of group hand washing stations will be done in 1 st week of December 2023
Communities in the target landing stations have hygienic and sanitary fish processing systems by constructing fish sorting and cleaning platforms.	No. of communities with hygienic and sanitary fish processing systems	2	2	Construction of the facilities has been completed.
	No. of fish landing and sorting platforms completed and in use	2	2	
	No. of fish processing platforms completed and in use	2	2	
	No. of fish landing and processing platforms with drainage systems	2	2	This has been completed
	No. of communities sensitized on solid waste management practices	2	2	This was done in both Konakrydee and Goderich
	Number of waste recycling plants established	1	1	Construction of the structures have been completed.
	Number of people trained in waste recycling	80	58	Four groups with a total number of 58 participants (32

Results	Indicators	Target	Achieved	Remarks
				female + 26 male)
	Number of chlorination units installed.	1	1	Construction of the chlorination unit is completed
	Number climate resilient concrete hygienic fish processing platforms constructed/or rehabilitated	11	11	Seven rehabilitations in Tombo and 4 new construction in Konacrydee and Goderich (two per location)

Analysis:

In Goderich and Konacrydee , out of 25 planned targets, 3 were exceeded, 5 were in the process of completion, 17 were fully completed and none were not completed indicating a good rate of implementation. The project exceeded its targets for water supply by providing 19,507 with clean water supply services against a target of 18,500 people, following the completion of two units of solar-powered water systems. 56 instead of 49 planned community tap stands were completed (26 in Goderich and 30 in Konacrydee).

Tombo (Grant reference: SC190095)

Sources: Final Report to the Government of Iceland for the project in Tombo, reporting period: 08 February 2019 to 31 December 2021. Date of submission of the report to the Government of Iceland: 24 March 2022. Discussion with UNICEF. Updated information as of 8 November 2023.

SN	INDICATORS	TARGET	ACHIEVED	REMARKS
1	Number of people reached with basic water supply services through the construction of a gravity fed-water system	40,000	40,800	Access to water supply has been provided through the provision of 136 tap stations with each tap station reaching an average of 300 people.
2	Construction of intake weir/sump for the water source	1	2	One intake weir and one intake sump constructed to ensure adequate water availability during the peak of dry season.
3	Rehabilitation of the existing water storage tanks	1	2	Two units of 150,000 litres of ferrocement tanks were rehabilitated and are in use. One unit of 300,000 litres was

				planned initially.
5	Construction of new 250,000 litre water storage tanks	2	2	Two units (150,000 and 100,000 litres) of press steel tanks were constructed.
6	Construction of communal watertap stands at public locations across the community and in public institutions (schools and health centres).	315	316	316 tap stands with 544 spouts (4 spouts per tap stand) were constructed.
7	Establish and train water committees to manage the installed water supply facilities and ensure sustainability	5	6	6 WASHCOMs (1 per wharf) have been trained and are leading the management of the WASH infrastructures at community level.
8	Construction of six gender- and disability- friendly public latrine blocks and bathrooms	6	7	Seven blocks with eleven compartments each of eight latrines (pour flush), two showerrooms and one urinal have been completed.
9	CLTS implementation towards the attainment of open defecation-free (ODF) status.	1	1	CLTS triggering was completed in Tombo. The DHMT conducted a verification mission. Tombo will only be certified when the whole chiefdom is certified.
10	Improvement of the community drainage system	1	1	The design of the drainage system has been completed. Implementation was delayed due to structures on drainage paths. Construction has been completed ¹²⁸
11	Establish a hygiene and environment committee to maintain the environment in and around the five wharfs.	1	1	Community hygiene promoters were formed and trained and are conducting routine hygiene promotion and environmental sanitation.

¹²⁸ Information received by email from UNICEF in May 2023

12	Construct five hygienic fish sorting platforms.	5	5	Fish sorting platforms were completed and lit up using solar-based power systems.
13	Construct two elevated fish processing slabs	2	2	Two elevated fish processing platforms were completed and lit up using solar-based power systems.
14	Establish a plastic waste recycling plant	1	1	The waste recycling plant has been completed with training sheds, stores and lavatories installed and in use.
15	Establish, train and equip five youth/women groups to recycle waste plastic into latrine slabs and other products	5	6	Six groups were formed and trained (3 women groups and 3 youth groups).
16	Provision of water supply to seven schools	7	7	All seven schools now have access to safe water from the water system
17	Provision of water supply to one health facility	1	1	One health facility in Tombo connected to the water system (Water connection and tap stand was given to the PHU).
18	Results tracking and supportive monitoring of activity implementation as well as behaviour change trends	1	1	Result tracking and supportive monitoring systems have been put in place

Annex 9 – Number of KIIs and FGDs completed

LIST OF RESPONDENTS (QUALITATIVE COMPONENT ONLY)

Updated as of 20 Nov 2023

Summary

	Male	Female	Total
KII National level	13	1	14
KII Community level	4	2	6
KII district level	17	4	21
FGDs respondents	123	106	229
Total	157	113	270

Details

List of key informants interviewed at Sub National and community level

Community level	No. of KIIs
Health staff benefiting from the WASH in health interventions (Periphery Health Units-PHUs) ¹²⁹ 1 per fishing community	3
Representative of the people with disability in the community. 1 per fishing community	3
Total	6
District level	
Implementing Partners staff at district/local level (Living Water International NGO staff). 1 in Goderich	1
Implementing Partners staff at district/local level CAWeC (NGO). 1 in Tombo and 1 in Konacrydee	2
Implementing Partners staff at district/local level ADP SL (NGO). 1 in Tombo	1
WASH Contractor (1 per Community)	3
District Environmental Health Officers (DEHO). 1 per district	2
District education officer. 1 per district	2
District water resource officer. 1 per district	2
District officer from the department of Fisheries and Marine Resources. 1 per district	2
District Council of Port Loko and Western Area (Rural) Districts. 1 per district	2
Chairman of the CLTS District Task Force led by the DHMT (District Health Management team). 1 per district	2
Local council WASH staff. (WASH coordinator) 1 per district	2
Total	21

¹²⁹ safe water supply, gender-segregated latrines with shower rooms and handwashing facilities, laundries, and waste management units (incinerators, sharp and burning pits, etc.)

List of Focus Group Discussions organised per community

Community level	No. of FGDs per community	Tombo		Konacrydee		Goderich	
		Male	Female	Male	Female	Male	Female
Community members (men, women, children) benefiting from improved access to community level Water supply systems and from CLTS/ other community-based sanitation interventions	1 community (wharf) visited per fishing community segregated by sex	6	6	6	6	6	6
	· 3 FGDs for men (1 per fishing community)	6		6		6	
	· 3 FGDs for women (1 per fishing community)		6		6		6
School management committee from the WASH in Schools	3 schools visited (1 per fishing community)						
	· 3 FGDs (1 in each school)	3	2	4	1	2	2
School children benefiting from the WASH in Schools[1]	3 schools visited						
	· 3 FGDs girls (1 in each school)	6		6		6	
	· 3 FGDs boys (1 in each school)		6		6		6

Fishermen benefiting from the construction of fish sorting and cleaning platforms	2 FGDs per fishing community						
	· 3 FGDs for men (1 per fishing community)	6		6		6	
	· 3 FGDs for women (1 per fishing community)		6		6		6
Members of Water, Sanitation and Hygiene Committees (WASHCOM)	· 3 FGDs (1 FGD per fishing community)	4	2	3	3	4	3
Youth benefiting from the Waste Refuse and Recycling plant for income generation	· 2 FGDs (1 with boys and 1 with girls) in each location. Total 4 FGDs.	6	6	6	6	6	6
CMA	·	6		4	1	3	2
Total	26 FGDs	43	34	41	35	39	37
		Male	Female	Male	Female	Male	Female

Male	123
Female	106
	229

O&M checklist

Locations for O&M audit	Tombo		Goderich		Konacrydee	
	Planned	Done	Planned	Done	Planned	Done
<ul style="list-style-type: none"> Fish landing and sorting platforms Fish processing slabs Waste facilities 	1	1	1	1	1	1
<ul style="list-style-type: none"> Toilets in schools 	1	1	1	1	1	1
<ul style="list-style-type: none"> Toilets in health centres 			1	1	1	1
<ul style="list-style-type: none"> Public latrines in Fishermen communities 	1	1	1	1	1	1
<ul style="list-style-type: none"> Waste Refuse and Recycling plant 	1	1	0	0	1	1
<ul style="list-style-type: none"> Gravity Fed Water Supply Systems (GFS) at community level 	1	1	1	1	1	1
<ul style="list-style-type: none"> Safe drinking water supply at fish landing sites 	1	1	1	1	1	1
Total	6	6	6	6	7	7

Number of KIIs conducted versus planned (National level)

National level	Planned	Conducted	Male	Female
Ministry of Water Resources	2	1	1	
Ministry of Fisheries and Marine Resources	1	1	1	
Ministry of Health and Sanitation	1	1	1	
Ministry of Basic and Senior Secondary Education (MBSSE)	1	3	3	
Sierra Leone Ministry of National Planning and Economic Development	1	0	0	0
Icelandic Ministry for Foreign Affairs	1	2	1	1
UNICEF staff at national level.	6	9	7	2
Living Water International NGO	1	1		1
CAWeC (NGO)	1	1	1	
ADP SL (NGO)	1	1		1
Total	16	20	15	5

Annex 10 – CLTS raw data –UNICEF M&E system

Tombo		Baseline	Endline		Additional Facilities	% of improvement	Comment
	Number of Household						
1	Households with Latrine	1 309	3 077		1 768	135%	improves latrines @Endline(1753) + households with unimproved latrines (1324)
2	including Households with improved Latrine	270	1 753	Total number of improved latrines at the end of the project	1 483	549%	improves latrines @baseline(270) + upgraded latrines (1,181) + newly build improved latrines (302)
3	Household latrines upgraded from unimproved to improved latrines		1 181	This represents all unimproved latrines that have been upgraded (This would include unimproved latrines at baseline plus any other unimproved latrines that may have been built at anytime during the project that was upgraded before the endline.	1 181		
4	Households with Unimproved latrines	1 039	1 324	This represents all unimproved latrines at the end of the project. They were either built before or during the course of the project but they did not meet the improved latrine status	285	27%	
5	Household latrines Improved and unimproved with handwashing stations	143	2 517	This is the total number of household latrines with handwashing stations	2 374	1660%	
6	Newly built improved household latrines		302		302		
7	Total Number of Institutions	52	52		-	-	

8	Institutions with Latrines	19	50		31	163%	
9	Institutions with Improved latrines	11	39		28	255%	
Konakrydee		Baseline	Endline		Additional Facilities		Comment
1	Households with Latrine	271	390		119	44%	improves latrines @Endline(330) + households with unimproved latrines (60)
2	including Households with improved Latrine	90	330	Total number of improved latrines at the end of the project	240	267%	improves latrines @baseline(90) + ugraded latrines (187) + newly build improved latrines (53)
3	Household latines upgraded from unimproved to improved latrines	-	187	This represents all unimproved latrines that have been upgraded (This would include unimproved latrines at baseline plus any other unimproved latrines that may have been built at anytime during the project that was upgraded before the endline.	187		
4	Houeholds with Unimproved latrines	181	60	This represents all unimproved latrines at the end of the project. They were either built before or during the course of the project but they did not meet the improved latrine status	(120)	-66%	This means there is decrease in the number of unimproved latrines in the community
5	Household latrines Improved and unimproved with handwashing stations	36	354	This is total number of household latrines with handwashing stations	318	883%	
6	Newly built improved household latrines	-	53		53		
7	Total Number of Institutions	9	11		2	22%	

8	Institutions with Latrines	9	11		2	22%	
9	Including Institutions with Improved latrines	6	11		5	83%	
Goderich		Baseline	Endline		Additional Facilities		Comment
1	Households with Latrine	928	2 185		1 257	135%	improves latrines @Endline(1869) + households with unimproved latrines (316)
2	including Households with improved Latrine	331	1 869	Total number of improved latrines at the end of the project	1 538	465%	improves latrines @baseline(331) + ugraded latrines (1400) + newly build improved latrines (138)
3	Household latines upgraded from unimproved to improved latrines		1 400	This represents all unimproved latrines that have been upgraded (This would include unimproved latrines at baseline plus any other unimproved latrines that may have been built at anytime during the project that was upgraded before the endline.	1 400		
4	Households with Unimproved latrines	597	212	This represents all unimproved latrines at the end of the project. They were either built before or during the course of the project but they did not meet the improved latrine status	(385)	-64%	This means there is decrease in the number of unimproved latrines in the community
5	Household latrines Improved and unimproved with handwashing stations	219	2 089	This is total number of household latrines with handwashing stations	1 870	854%	
6	Newly built improved household latrines	-	138		138		
7	Total Number of Institutions	31	31		-	-	

8	Institutions with Latrines	14	28		14	100%	
9	including Institutions with Improved latrines	9	28		19	211%	

No .	Site	Facility	Water		Sanitation		Hygiene		Comments
			Survey Status	JMP Classification	Survey Status	JMP Classification	Survey Status	JMP Classification	
1	Konakrydee	School	No school visited at Konakrydee						
		Health Care Facility	The main source of water is an improved source – Solar powered Borehole from which water is available to the PHU	Basic service Water is available from an improved source located on premises.	improved and usable sanitation facilities, with at least one toilet dedicated for staff, at least one sex-separated toilet with menstrual hygiene facilities, and at least one toilet accessible for users with limited mobility.	Basic service level Improved sanitation facilities are usable with at least one toilet dedicated for staff, at least one sex-separated toilet with menstrual hygiene facilities, and at least one toilet accessible for people with limited mobility.	functional hand hygiene facilities available at one or more points of care and within 5 metres of toilets	Basic service Functional hand hygiene facilities (with water and soap and/or alcohol-based hand rub) are available at points of care, and within 5 meters of toilets.	

		Community	<ul style="list-style-type: none"> • <i>The main source of water is an improved source – Solar powered Borehole</i> • Functional WASH COM • The WASH facility contributes to reducing carbon footprint and promote the use of green energy as it uses solar energy). • Chlorination is done monthly • Nearest spare part shop is 3 km away 	Basic service Water is available from an improved source located on premises.	<ul style="list-style-type: none"> • It has public latrines with hand-washing facilities (no water at the time of the visit however) • The Community had been declared Open Defecation Free (ODF) • there are trained natural ODF leaders in this community performing their roles effectively • No evidence of Open defecation (OD) 				
		Public Latrines			<ul style="list-style-type: none"> • Public latrines are pour-flush • 		<ul style="list-style-type: none"> • Wash hand basin with no running tap 	Limited service Functional hand hygiene facilities are available at either points of care or toilets, but not both.	

		Fish landing site	<ul style="list-style-type: none"> • <i>The main source of water is an improved source – Solar powered Borehole</i> • <i>Water is available 24/7 throughout the year</i> • <i>Functional WASH Com to takes care of the facility</i> 	Basic service Water is available from an improved source located on premises.	Use is made of Public Latrines within the community	No hygiene facilities (Not expected)	
--	--	--------------------------	--	---	---	--------------------------------------	--

No	Site	Facility	Water		Sanitation		Hygiene		Comments
			Survey Status	JMP Classification	Survey Status	JMP Classification	Survey Status	JMP Classification	
2	Tombo	Schools	Drinking Water from the Gravity water supply system available at the schools	Basic service: Drinking water from an improved source and water is available at the school at the time of the survey	Toilet available; but not enough	Basic service: Improved sanitation facilities at the school that are single-sex and usable (available, functional and private) at the time of the survey	No Hand Washing facility found	No service:: No handwashing facilities available at the school	
		Health Care Facility	No assessment or survey done						
		Community	<ul style="list-style-type: none"> The main source of water is a gravity water supply system Functional WASH COM The WASH facility contributes to reducing carbon footprint and promote the use of green energy as it does not use fossil fuel for pumping water. Chlorination is done monthly 	Basic service Water is available from an improved source located in the community.	<ul style="list-style-type: none"> It has public latrines with hand-washing facilities (no water at the time of the visit however) The Community had been declared Open Defecation Free (ODF) there are trained natural ODF leaders in this community performing their roles effectively No evidence of Open 				

No .	Site	Facility	Water		Sanitation		Hygiene		Comments
			Survey Status	JMP Classification	Survey Status	JMP Classification	Survey Status	JMP Classification	
					defecation (OD) observed				

No	Site	Facility	Water		Sanitation		Hygiene		Comments
			Survey Status	JMP Classification	Survey Status	JMP Classification	Survey Status	JMP Classification	
		Public Latrines			<ul style="list-style-type: none"> Public latrines are pour-flush 	Basic service: Improved sanitation facilities at TOMBO available, functional and many private ones); at the time of the survey	<ul style="list-style-type: none"> Wash hand basin with limited running water 		
		Fish Processing and Sorting Platform	<ul style="list-style-type: none"> The main source of water at TOMBO is a gravity water supply system Functional WASH Com However there is no running water at the facilities 	No water Water is not available from an improved source to the facility.	Use is made of Public Latrines within the community		No hygiene facilities (Not expected)		Based on observation, the fish processing slabs just like the fish sorting platform is not functioning properly, there is no running water into the slabs, the facility is congested, the floor of the facility is being used as fish slabs, the slabs are not in use

No	Site	Facility	Water		Sanitation		Hygiene		Comments
			Survey Status	JMP Classification	Survey Status	JMP Classification	Survey Status	JMP Classification	
3	Goderich	School	Water supply service not available for over two years	No service: Drinking water at the school	Latrines available; relatively well maintained but with broken locks	Basic service: Improved sanitation facilities at the school that are single-sex and usable (available, functional and private) at the time of the survey	there was no handwashing station installed by the toilets	No service:: No handwashing facilities available at the school	
		Health Care Facility	<i>The main source of water is an improved source – Solar powered Borehole from which water is available to the PHU</i>	Basic service Water is available from an improved source located on premises.	<i>improved and usable sanitation facilities, with at least one toilet dedicated for staff, at least one sex-separated toilet with menstrual hygiene facilities, and at least one toilet accessible for users with limited mobility.</i>	Basic service level Improved sanitation facilities are usable with at least one toilet dedicated for staff, at least one sex-separated toilet with menstrual hygiene facilities, and at least one toilet accessible for people with limited mobility.	<i>functional hand hygiene facilities available at one or more points of care and within 5 metres of toilets</i>	Basic service Functional hand hygiene facilities (with water and soap and/or alcohol-based hand rub) are available at points of care, and within 5 meters of toilets.	
		Community	<ul style="list-style-type: none"> The main source of water is an improved source – Solar powered Borehole Functional WASH COM The WASH facility contributes to 	Basic service Water is available from an improved source located on premises.					

No	Site	Facility	Water		Sanitation		Hygiene		Comments
			Survey Status	JMP Classification	Survey Status	JMP Classification	Survey Status	JMP Classification	
			reducing carbon footprint and promote the use of green energy as it uses solar energy). • Chlorination is done monthly						
		Fish Processing and Sorting Platform	<ul style="list-style-type: none"> The main source of water at TOMBO is a gravity water supply system Functional WASH Com However there is no running water at the facilities 	No water Water is not available from an improved source to the facility.	Use is made of Public Latrines within the community		No hygiene facilities (Not expected)		According to the PRO of WASHCOM, the water supply has not begun into the fish processing slabs, the facility is congested, sanitation aspect is poor. Based on observation, there is no running water into the slabs, part of the facility is being used as sitting place, there is no light facility.
			•						

Annex 12 – Evaluation team

NAME	ROLE	SPECIFIC TASKS
Rebecca Evans	Montrose Director of Programmes	Contract oversight and direct contact with UNICEF team.
Alex Gloria Nakamanya	Programme Manager	Oversee implementation and manage national partner and consultant subcontracting
Eric Debert	Team leader	Technical oversight of the evaluation and oversee team deliverables.
Francis Moijue	WASH expert	Lead on design of WASH related activities and input into evaluation report
Anthony Mansary	Data analyst	Quantitative data analysis to support and development of evaluation report
FOCUS 1000	<p>Montrose will subcontract the data collection exercise to a local partner with whom we have already worked successfully in the past. FOCUS 1000 (Facilitating and Organizing Communities to Unite for Sustainable Development) is a non-governmental organisation (NGO) in Sierra Leone that is committed to making the best investment in the most crucial period in a child's life: the first 1000 days</p> <p>They have a team of over 100 staff members with a diverse background cutting across public health, medicine, nutrition, education, social sciences, environmental sciences and accounting.</p> <p>They also have a pool of over 120 young professionals that we have trained on data collection using digital technology. The organisation has a presence in all 14 districts and 149 chiefdoms in Sierra Leone.</p>	

Annex 13 – Quantitative tables for HH and school surveys

SECTION 1: HOUSEHOLD SURVEY

1. Household Roster (basic demographics and additional information about the household)

1.1 Gender (male/female)

Gender	Number	%
Male	1627	45.99%
Female	1911	54.01%
Total	3538	

1.2 Categorize Age (18-25, 26-35, 36-45, 46-59, 60+)

Age by category								
	0-5	13-17	18-25	26-35	36-45	46-59	5-12	60 and above
Number	147	433	810	777	460	283	461	166
%	4.16%	12.24%	22.90%	21.97%	13.01%	8.00%	13.03%	4.69%

1.3 Group associations of Household members

Association to Groups								
	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Total
Male	69	1203	74	107	70	16	2	1541
	4%	94%	62%	75%	77%	89%	100%	48%
Female	1516	76	45	35	21	2	0	1695
	96%	6%	38%	25%	23%	11%	0%	52%

1.4 Household member's participation in collecting drinking water

Participation in collection of drinking water		
Yes	702	19.85%
No	2835	80.15%

Participation in collection of drinking water							
Age Category		yes	Male	Female	no	Male	Female
0-5	Number	144	63	81	3	2	1
	%	4.07%	1.78%	2.29%	0.08%	0.06%	0.03%
13-17	Number	3	2	1	430	196	234
	%	0.08%	0.06%	0.03%	12.15%	5.54%	6.61%
18-25	Number	9	6	3	801	339	462
	%	0.25%	0.17%	0.08%	22.64%	9.58%	13.06%
26-35	Number	53	46	7	724	289	435
	%	1.50%	1.30%	0.20%	20.46%	8.17%	12.30%
36-45	Number	117	96	21	343	144	199
	%	3.31%	2.71%	0.59%	9.69%	4.07%	5.62%
46-59	Number	161	102	59	123	58	65
	%	4.55%	2.88%	1.67%	3.48%	1.64%	1.84%

5-12	Number	109	46	63	352	157	195
	%	3.08%	1.30%	1.78%	9.95%	4.44%	5.51%
60 and above	Number	107	61	46	59	20	39
	%	3.02%	1.72%	1.30%	1.67%	0.57%	1.10%
Total Number		703	422	281	2835	1205	1630
Total %		19.87%	11.93%	7.94%	80.13%	34.06%	46.07%

1.5 Household members participation in collecting water for other purposes

Participation in collecting water for other purposes		
	YES	NO
Number	751	2787
%	21.23%	78.77%

Participation in Collecting water for other purposes							
Age Category		No	Male	Female	Yes	Male	Female
0-5	Number	144	63	81	3	2	1
	%	4.07%	1.78%	2.29%	0.08%	0.06%	0.03%
13-17	Number	3	3		430	195	235
	%	0.08%	0.08%	0.00%	12.15%	5.51%	6.64%
18-25	Number	8	5	3	802	340	462
	%	0.23%	0.14%	0.08%	22.67%	9.61%	13.06%
26-35	Number	74	63	11	703	272	431
	%	2.09%	1.78%	0.31%	19.87%	7.69%	12.18%
36-45	Number	134	113	21	326	127	199
	%	3.79%	3.19%	0.59%	9.21%	3.59%	5.62%
46-59	Number	165	106	59	119	54	65
	%	4.66%	3.00%	1.67%	3.36%	1.53%	1.84%
5-12	Number	112	47	65	349	156	193
	%	3.17%	1.33%	1.84%	9.86%	4.41%	5.46%
60 and above	Number	111	64	47	55	17	38
	%	3.14%	1.81%	1.33%	1.55%	0.48%	1.07%
Total Number		751	464	287	2787	1163	1624
Total %		21.23%	13.11%	8.11%	78.77%	32.87%	45.90%

1.6 Household members education

Education of household member		
	Number	%
JSS	110	14.32%
None	206	26.82%
Primary	77	10.03%
Quranic/Arabic Education	51	6.64%
SSS	177	23.05%
Technical/Vocational	101	13.15%
University Certificate/Diploma/ Degree/higher	46	5.99%

1.7 Disability status

Disability status of household members		
Hearing		
Number		18
%		18%
Walking		
Number		54
%		54%
Remembering		
Number		5
%		5%
Washing		
Number		11
%		11%
Communicating		
Number		12
%		12%
Total		100

Sample HH survey

Goderich	227
Konacrydee	152
Tombo	389
	768

The 'PWD table with 100 PWDs' refers to the total number of persons with disabilities (PWDs) identified in the sample household roster. It may include households with multiple PWDs. The '73 PWD table totals' specifically represents households with at least one person with a disability, combining data from households with multiple PWDs.

2. Access to water

OUTPUT 1 of the T.O.C: People including children and women (at community, schools and PHUs level) have access to and use of safe drinking water through the provision of functional water supply systems managed by beneficiary communities. (HH survey only)

2.1 Access to unimproved and improved source of water for drinking water (PER QUANTILE)

	Improved Source		Unimproved Source		Total Number	Total %		Improved Source		Unimproved Source		Total Number	Total %
	Before	Number	%	Number	%		After	Number	%	Number	%		
Quantile 1		81	10.55%	10	1.30%	91	11.85%	Quantile 1		88	11.46%	3	0.39%
Goderich		20	2.60%	2	0.26%	22	2.86%	Goderich		21	2.73%	1	0.13%
Konacrydee		16	2.08%		0.00%	16	2.08%	Konacrydee		16	2.08%		0.00%
Tombo		45	5.86%	8	1.04%	53	6.90%	Tombo		51	6.64%	2	0.26%
Quantile 2		142	18.49%	16	2.08%	158	20.57%	Quantile 2		154	20.05%	4	0.52%
Goderich		82	10.68%	4	0.52%	86	11.20%	Goderich		82	10.68%	4	0.52%
Konacrydee		10	1.30%		0.00%	10	1.30%	Konacrydee		10	1.30%		0.00%
Tombo		50	6.51%	12	1.56%	62	8.07%	Tombo		62	8.07%		0.00%
Quantile 3		384	50.00%	73	9.51%	457	59.51%	Quantile 3		451	58.72%	6	0.78%
Goderich		95	12.37%	3	0.39%	98	12.76%	Goderich		98	12.76%		0.00%
Konacrydee		94	12.24%	2	0.26%	96	12.50%	Konacrydee		96	12.50%		0.00%
Tombo		195	25.39%	68	8.85%	263	34.24%	Tombo		257	33.46%	6	0.78%

Quantile 4	55	7.16%	4	0.52%	59	7.68%	Quantile 4	59	7.68%		0.00%	59	7.68%
Goderich	18	2.34%	1	0.13%	19	2.47%	Goderich	19	2.47%		0.00%	19	2.47%
Konacrydee	29	3.78%	1	0.13%	30	3.91%	Konacrydee	30	3.91%		0.00%	30	3.91%
Tombo	8	1.04%	2	0.26%	10	1.30%	Tombo	10	1.30%		0.00%	10	1.30%
Quantile 5	3	0.39%		0.00%	3	0.39%	Quantile 5	3	0.39%		0.00%	3	0.39%
Goderich	2	0.26%		0.00%	2	0.26%	Goderich	2	0.26%		0.00%	2	0.26%
Tombo	1	0.13%		0.00%	1	0.13%	Tombo	1	0.13%		0.00%	1	0.13%
Grand Total	665	86.59%	103	13.41%	768	100.00%	Grand Total	755	98.31%	13	1.69%	768	100.00%

	Improved	Unimproved	Total
Before	86,59	13,41	100 %
Current	98,31	1,69	100%
Change	+ 11,72 %	-11,72 %	

2.2 # of households accessing drinking water from improved and unimproved water sources (PER TYPE OF WATER)

Main Source of Drinking Water																
Project Cycle	Location	Improved Sources								Improved Source	Unimproved Sources					
		Piped Water		Tube Well/ Borehole	Protected Dug Well	Protected Spring	Bottled/ Sachet Water	Tanker / Cart	Same as Current Drinking Water		Unprotected Dug Well	Unprotected Spring	Surface Water	Other	Same as Current Drinking Water	Unimproved Source
		Into Dwelling	Public Tap/Stand-Pipe													
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Current	Goderich	6	61	7	7	0	124	17	-	222	5	0	0	0	-	5
		2.64	26.87	3.08	3.08		54.63	7.49		97.80	2.20	0.0	0.0	0.00	-	2.20
	Konacrydee	1	147	0	4	0	0	0	-	152	0	0	0	0	-	0
		0.66	96.71	0.00	2.63		0.00	0.00		100	0.00	0.00	0.00	0.00		0.00
	Tombo	79	274	5	18	0	5	0	-	381	4	1	3	0	-	8
		20.31	70.44	1.29	4.63		1.29	0.00		97.94	1.03	0.26	0.77	0.00	-	2.06
Totals		86	482	12	29	0	129	17	-	755	9	1	3	0	-	13
		11.20	62.76	1.56	3.78		16.80	2.21		98.31	1.17	0.13	0.39	0.00		1.69
Before	Goderich	10	46	9	13	1	50	4	83	216	9	1	0	0	1	11
		4.41	20.26	3.96	5.73	0.44	22.03	1.76	98.81	95.15	3.96	0.44	0.00	0.00	1.19	4.85
	Konacrydee	0	5	20	118	0	0	0	6	149	1	2	0	0	0	3
		0.00	3.29	13.16	77.63	0.00	0.00	0.00	100.00	98.03	0.66	1.32	0.00	0.00	0.00	1.97
	Tombo	21	92	40	92	16	2	1	32	296	14	26	49	0	3	93
		5.4	23.65	10.28	23.65	4.11	0.51	0.26	91.43	76.09	3.6	6.68	12.6	0.00	8.57	23.91
Total		31	143	69	223	17	51	5	121	661	24	29	5.		4	107
		4.41	18.62	8.98	29.04	2.21	6.77	0.65	96.80	86.07	3.13	3.78	0.65		3.20	13.93

2.3 # of households accessing drinking water from improved water sources with a round trip of 30min or less

Project Cycle	Round Trip Drinking Water Collection Duration	Goderich	Konacrydee	Tombo	Totals
---------------	---	----------	------------	-------	--------

		_n %	_n %	_n %	_n %
Current	Water on premises/in yard or outside	54 23.79	5 3.29	109 28.02	168 21.88
	30 minutes or less	126 55.51	139 91.45	209 53.73	474 61.72
	People accessing drinking water within 30min or less	180 79.30	144 94.74	318 81.75	642 83.59
	More than 30mins or longer	45 19.82	8 5.26	69 0.51	122 0.52
	Don't Know	2 0.88	0 0.00	2 0.51	4 0.52
	People accessing drinking water from improved water sources with round trip of 30min or longer	176 77.53	144 94.74	312 80.21	632 82.29
	Water on premises/in yard or outside	39 17.18	2 1.32	33 8.48	74 9.64
	30 minutes or less	185 68.28	8 5.26	121 31.11	284 36.98
	People accessing drinking water within 30min or less	194 85.46	10 6.58	154 39.59	358 46.61
	More than 30mins or longer				
Before	Don't Know				
	People accessing drinking water from improved water sources with round trip of 30min or less	185 81.50	10 6.58	138 35.48	333 43.36

The

household survey reveals that the proportion of individuals accessing drinking water from improved sources within a 30-minute round trip or less remained relatively stable in Goderich. In contrast, Konacrydee experienced a significant shift from 6.58% pre-project to 94.74% at the valuation stage. The situation evolved also positively in Tombo from 35.48% to 80.21%

PROJECT CYCLE	GODERICH	KONACRYDEE	TOMBO	TOTAL
Current	77.53 %	94.74 %	80.21 %	82.29 %
Before	81.50 %	6.58 %	35.48 %	43.36 %

2.4 # of household using appropriate treatment method if they don't access drinking water from improved water sources.

Safe and Unsafe Drinking Water with Appropriate Treatment method				
Project	Location	Safe	Drinking Water Treatments Methods used in Households	Unsafe

Cycle		Drinking Water	Boiling	Add Bleach/ Chlorine	Strain through cloth	Filter	Solar Disinfection	Stand To Settle	Others	Drinking Water
		_n %	_n %	_n %	_n %	_n %	_n %	_n %	_n %	_n %
Current	Goderich	203 89.43	11 100	0 0.0	5 45.45	3 27.27	0 0.00	5 45.45	0 0.00	24 10.58
	Konacrydee	152 100	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00
	Tombo	372 95.63	3 27.27	3 0.77	3 27.27	2 18.18	1 9.09	3 27.27	0 0.00	17 4.37
Totals		727 94.66	14 63.64	3 0.39	8 36.36	5 22.73	1 4.55	8 36.36	0 0.00	41 5.34
Before	Goderich	182 80.82	17 7.49	12 5.29	15 6.61	4 1.76	0 0.00	10 4.42	0 0.00	34 19.98
	Konacrydee	124 81.58	4 2.63	3 1.97	6 3.95	0 0.00	0 0.00	0 0.00	0 0.00	28 18.42
	Tombo	282 72.49	9 2.31	12 3.08	18 4.63	8 2.06	0 0.00	11 2.83	0 0.00	101 25.96
Total		588 76.56	30 3.91	27 3.52	38 5.08	12 1.56	0 0.00	21 2.73	0 0.00	163 21.22

2.5 # of households applying appropriate treatment method for unsafe water for other household purposes

Project cycle		Goderich	Konacrydee	Tombo	Total
		_n	_n	_n	_n
		%	%	%	%
Current	Safe Water for other household purposes (For households with source of water different from Drinking Water source)	138	70	60	268
		57.98	45.45	15.42	34.31
	Boiling	31	0	1	32
		13.03	0	0.26	4.1
	Add Bleach/Chlorine	25	20	0	27
		10.5	1.3	0	3.46
	Strain through cloth	16	0	0	16

		6.72	0	0	2.05
	Filter	1	0	0	1
		0.42	0	0	0.13
	Solar Disinfection	0	0	0	0
		0	0	0	0
	Stand To Settle	41	0	1	42
		17.23	0	0.26	5.38
	Others	0	0	0	0
		0	0	0	0
	Unsafe Water for other household purposes	73	3	12	88
		30.67	1.95	3.08	11.27
Before	Households Applying Appropriate Water Treatment methods	35	2	1	38
		14.71	1.3	0.26	4.87
	Safe Water for other household purposes (For persons with source of water different fom Drinking Water source)	123	96	61	280
		51.68	62.34	15.68	35.85
	Boiling	30	1	3	34
		12.61	0.65	0.77	4.35
	Add Bleach/Chlorine	21	0	5	26
		8.82	0	1.29	3.33
	Strain through cloth	15	1	5	21
		6.3	0.65	1.29	2.69
	Filter	2	0	2	4
		0.84	0	0.51	0.51
	Solar Disinfection	0	0	0	0
		0	0	0	0
	Stand To Settle	38	0	4	42

		15.97	0	1.03	5.38
	Others	1	0	0	1
		0.42	0	0	0.13
	Unsafe Water for other household purposes	76	22	53	151
		31.93	14.29	13.63	19.34
	Households Applying Appropriate Water Treatment methods	33	1	7	41
		13.87	0.65	1.8	5.25

2.6 Payment for drinking water

Pay for drinking water	Yes		No		Don't Know		Total Number	Total %
	Number	%	Number	%	Number	%		
Quantile 1	36	4.69%	55	7.16%		0.00%	91	11.85%
Goderich	18	2.34%	4	0.52%		0.00%	22	2.86%
Konacrydee	11	1.43%	5	0.65%		0.00%	16	2.08%
Tombo	7	0.91%	46	5.99%		0.00%	53	6.90%
Quantile 2	86	11.20%	69	8.98%	3	0.39%	158	20.57%
Goderich	67	8.72%	16	2.08%	3	0.39%	86	11.20%
Konacrydee	9	1.17%	1	0.13%		0.00%	10	1.30%
Tombo	10	1.30%	52	6.77%		0.00%	62	8.07%
Quantile 3	197	25.65%	260	33.85%		0.00%	457	59.51%
Goderich	83	10.81%	15	1.95%		0.00%	98	12.76%
Konacrydee	89	11.59%	7	0.91%		0.00%	96	12.50%
Tombo	25	3.26%	238	30.99%		0.00%	263	34.24%
Quantile 4	47	6.12%	12	1.56%		0.00%	59	7.68%
Goderich	17	2.21%	2	0.26%		0.00%	19	2.47%
Konacrydee	29	3.78%	1	0.13%		0.00%	30	3.91%
Tombo	1	0.13%	9	1.17%		0.00%	10	1.30%
Quantile 5	1	0.13%	2	0.26%		0.00%	3	0.39%
Goderich	1	0.13%	1	0.13%		0.00%	2	0.26%
Tombo		0.00%	1	0.13%		0.00%	1	0.13%
Grand Total	367	47.79%	398	51.82%	3	0.39%	768	100.00%

Nb of HH	Tombo			Goderich			Konacrydee		
	YES	NO	Total	YES	NO	Total	YES	NO	Total
Quantile 1	7	46	53	18	4	22	11	5	16
Quantile 2	10	52	62	67	16	83	9	1	10
Quantile 3	25	238	263	83	15	98	89	7	96
Quantile 4	1	9	10	17	2	19	29	1	30
Quantile 5	0	1	1	1	1	2	0	0	0
Total	43	346	389	186	38	224	138	14	152

2.7 Average cost of water per week

Average cost of water	Number of HH	%	Average cost	%
Quantile 1	36	9.81%	15.11111111	59.34%
Goderich	18	4.90%	20.38888889	80.06%
Konacrydee	11	3.00%	8.636363636	33.91%
Tombo	7	1.91%	11.71428571	46.00%
Quantile 2	86	23.43%	18.96511628	74.47%
Goderich	67	18.26%	20.19402985	79.30%
Konacrydee	9	2.45%	9	35.34%
Tombo	10	2.72%	19.7	77.36%
Quantile 3	197	53.68%	26.74111675	105.01%
Goderich	83	22.62%	29.3373494	115.20%
Konacrydee	89	24.25%	28.60674157	112.33%
Tombo	25	6.81%	11.48	45.08%
Quantile 4	47	12.81%	39.29787234	154.32%
Goderich	17	4.63%	25.41176471	99.79%
Konacrydee	29	7.90%	46.72413793	183.48%
Tombo	1	0.27%	60	235.61%
Quantile 5	1	0.27%	56	219.90%
Goderich	1	0.27%	56	219.90%

Grand Total	367	100.00%	25.46594005	100.00%
--------------------	------------	----------------	--------------------	----------------

	Goderich	Konacrydee	Tombo
Quantile 1	20	8,6	11,7
Quantile 2	20	9	19,7
Quantile 3	29,3	28,6	11,4
Quantile 4	25,4	46,7	60
Quantile 5	56		

2.8 # accessing water at a reasonable cost

Payment for Drinking Water				
Project Cycle	Location	Do Not Pay for Drinking Water		Pay for Drinking Water
		_n %		_n %
Current	Goderich	41 18.06		186 81.94
	Konacrydee	74 34.90		138 65.10
	Tombo	346 88.95		43 11.05
Totals		401 52.21		367 47.79

Pay for drinking water by amount category and location

Amount pay category	NLe 1-10		NLe 11-20		NLe 21-30		NLe 31-40		NLe 41-50		NLe 51-100		NLe 101-150		NLe 151-200		Above 200	NLe	Total #	Total %
Location	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Goderich	87	23.77%	29	7.92%	21	5.74%	24	6.56%	5	1.37%	13	3.55%	5	1.37%	2	0.55%	0	0.00%	186	50.82%
Konacrydee	74	20.22%	53	14.48%	10	2.73%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	137	37.43%
Tombo	26	7.10%	13	3.55%	1	0.27%	0	0.00%	2	0.55%	1	0.27%	0	0.00%	0	0.00%	0	0.00%	43	11.75%
Grand Total	187	51.09%	95	25.96%	32	8.74%	24	6.56%	7	1.91%	14	3.83%	5	1.37%	2	0.55%		0.00%	366	100.00%

2.8 Waiting time for drinking water

	Before									After										
	30 minutes or longer	Less than 30 minutes including travel and the waiting time	Water on premises/in yard or outside	Do n't know	Total %	Total Number	30 minutes or longer	Less than 30 minutes including travel and the waiting time	Water on premises/in yard or outside	Do n't know	Total %	Total Number	30 minutes or longer	Less than 30 minutes including travel and the waiting time	Water on premises/in yard or outside	Do n't know	Total %	Total Number		
	%	Number	%	Number	%	Number	%	Number			%	Number	%	Number	%	Number	%	Number		
Quantile 1	5.47 %	42	4.95 %	38	0.91%	7	0.0 0%	11.8 5%	91	Quantile 1	1.95 %	15	6.38 %	49	3.52%	27	0.5 2%	4	11.8 5%	91
Goderich	0.39 %	3	2.21 %	17	0.13%	1	0.0 0%	2.86 %	22	Goderich	0.78 %	6	1.56 %	12	0.52%	4	0.1 3%	1	2.86 %	22
Konacrydee	1.95 %	15	0.13 %	1	0.00%		0.0 0%	2.08 %	16	Konacrydee	0.26 %	2	1.82 %	14	0.00%		0.0 0%		2.08 %	16
Tomb o	3.13 %	24	2.60 %	20	0.78%	6	0.0 0%	6.90 %	53	Tomb o	0.91 %	7	2.99 %	23	2.99%	23	0.3 9%	3	6.90 %	53
Quantile 2	7.29 %	56	9.38 %	72	3.91%	30	0.0 0%	20.5 7%	158	Quantile 2	3.78 %	29	10.0 3%	77	6.77%	52	0.0 0%		20.5 7%	158
Goderich	1.56 %	12	7.16 %	55	2.47%	19	0.0 0%	11.2 0%	86	Goderich	2.34 %	18	5.73 %	44	3.13%	24	0.0 0%		11.2 0%	86
Konacrydee	1.04 %	8	0.26 %	2	0.00%		0.0 0%	1.30 %	10	Konacrydee	0.26 %	2	0.91 %	7	0.13%	1	0.0 0%		1.30 %	10
Tomb o	4.69 %	36	1.95 %	15	1.43%	11	0.0 0%	8.07 %	62	Tomb o	1.17 %	9	3.39 %	26	3.52%	27	0.0 0%		8.07 %	62
Quantile 3	35.2 9%	271	19.9 2%	153	3.91%	30	0.2 6%	59.5 1%	457	Quantile 3	9.90 %	76	38.6 7%	297	10.68 %	82	0.3 9%	3	59.5 1%	457

Less than 30 minutes including travel and the waiting time											Less than 30 minutes including travel and the waiting time										
	30 minutes or longer				Water on premises/in yard or outside		Do n't know		Total %	Total Number		30 minutes or longer				Water on premises/in yard or outside		Do n't know		Total %	Total Number
Goderich	1.69 %	13	9.24 %	71	1.82%	14	0.13%	1	12.76%	98	Goderich	2.47 %	19	7.42 %	57	2.73%	21	0.00%		12.76%	98
Konacrydee	12.24%	94	0.26 %	2	0.00%		0.00%		12.50%	96	Konacrydee	0.52 %	4	11.46 %	88	0.52%	4	0.00%		12.50%	96
Tomboro	21.35%	164	10.42 %	80	2.08%	16	0.13%	1	34.24%	263	Tomboro	6.90 %	53	19.79 %	152	7.42%	57	0.39%	3	34.24%	263
Quantile 4	4.43 %	34	2.47 %	19	0.78%	6	0.26%	2	7.68 %	59	Quantile 4	0.26 %	2	6.38 %	49	0.78%	6	0.00%		7.68 %	59
Goderich	0.52 %	4	1.43 %	11	0.52%	4	0.13%	1	2.47 %	19	Goderich	0.26 %	2	1.56 %	12	0.52%	4	0.00%		2.47 %	19
Konacrydee	3.26 %	25	0.39 %	3	0.26%	2	0.00%		3.91 %	30	Konacrydee	0.00 %		3.91 %	30	0.00%		0.00%		3.91 %	30
Tomboro	0.65 %	5	0.65 %	5	0.00%		0.13%	1	1.30 %	10	Tomboro	0.00 %		0.91 %	7	0.26%	2	0.00%		1.30 %	10
Quantile 5	0.00 %		0.26 %	2	0.13%	1	0.00%		0.39 %	3	Quantile 5	0.00 %		0.26 %	2	0.13%	1	0.00%		0.39 %	3
Goderich	0.00 %		0.13 %	1	0.13%	1	0.00%		0.26 %	2	Goderich	0.00 %		0.13 %	1	0.13%	1	0.00%		0.26 %	2
Tomboro	0.00 %		0.13 %	1	0.00%		0.00%		0.13 %	1	Tomboro	0.00 %		0.13 %	1	0.00%		0.00%		0.13 %	1
Grand Total	52.47%	403	36.98%	284	9.64%	74	0.52%	4	100.00%	768	Grand Total	15.89%	122	61.72%	474	21.88%	168	0.91%	7	100.00%	768

2.9 Access to improved and unimproved water sources for other purposes (PER QUANTILE)

		Improved Source		Unimproved Source		Total Number	Total %			Unimproved Source		Improved Source		Total Number	Total %
Before	Number	%	Number	%				After	Number	%	Number	%			
Quantile 1	75	9.77%	16	2.08%	91	11.85%		Quantile 1	10	1.30%	81	10.55%	91	11.85%	
Goderich	13	1.69%	9	1.17%	22	2.86%		Goderich	9	1.17%	13	1.69%	22	2.86%	
Konacrydee	15	1.95%	1	0.13%	16	2.08%		Konacrydee		0.00%	16	2.08%	16	2.08%	
Tombo	47	6.12%	6	0.78%	53	6.90%		Tombo	1	0.13%	52	6.77%	53	6.90%	
		15.23%										16.28%			
Quantile 2	117	%	41	5.34%	158	20.57%		Quantile 2	33	4.30%	125	%	158	20.57%	
Goderich	60	7.81%	26	3.39%	86	11.20%		Goderich	30	3.91%	56	7.29%	86	11.20%	
Konacrydee	8	1.04%	2	0.26%	10	1.30%		Konacrydee		0.00%	10	1.30%	10	1.30%	
Tombo	49	6.38%	13	1.69%	62	8.07%		Tombo	3	0.39%	59	7.68%	62	8.07%	
		53.13%										55.60%			
Quantile 3	408	%	49	6.38%	457	59.51%		Quantile 3	30	3.91%	427	%	457	59.51%	
Goderich	83	10.81%	15	1.95%	98	12.76%		Goderich	21	2.73%	77	10.03%	98	12.76%	
Konacrydee	92	11.98%	4	0.52%	96	12.50%		Konacrydee		0.00%	96	12.50%	96	12.50%	
Tombo	233	30.34%	30	3.91%	263	34.24%		Tombo	9	1.17%	254	33.07%	263	34.24%	
Quantile 4	54	7.03%	5	0.65%	59	7.68%		Quantile 4	4	0.52%	55	7.16%	59	7.68%	
Goderich	17	2.21%	2	0.26%	19	2.47%		Goderich	3	0.39%	16	2.08%	19	2.47%	
Konacrydee	27	3.52%	3	0.39%	30	3.91%		Konacrydee	1	0.13%	29	3.78%	30	3.91%	
Tombo	10	1.30%		0.00%	10	1.30%		Tombo		0.00%	10	1.30%	10	1.30%	
Quantile 5	3	0.39%	0.00%	0.00%	3	0.39%		Quantile 5	0.00%	0.00%	3	0.39%	3	0.39%	
Goderich	2	0.26%		0.00%	2	0.26%		Goderich		0.00%	2	0.26%	2	0.26%	
Tombo	1	0.13%		0.00%	1	0.13%		Tombo		0.00%	1	0.13%	1	0.13%	
Grand Total	657	85.55%	111	14.45%	768	100.00%		Grand Total	77	10.03%	691	89.97%	768	100.00%	

2.10 # households accessing water for other purposes from Improved and Unimproved water sources (PER TYPE OF FACILITIES)

	Source of drinking water	Current				Before			
		Goderich	Konacrydee	Tombo	Total	Goderich	Konacrydee	Tombo	Total
		_n %	_n %	_n %	_n %	_n %	_n %	_n %	_n %
	Same as drinking water	16	79	317	412	28	34	275	337
		7.05	51.97	81.49	53.65	12.33	22.37	70.69	43.88
IMPROVED WATER SOURCE (People accessing New Sources of Water)	Piped water into dwelling	10	0	16	26	5	0	10	15
		4.41	0	4.11	3.39	2.2	0	2.57	1.95
	Public tap/standpipe	46	59	33	138	45	2	16	63
		20.26	38.82	8.48	17.97	19.82	1.32	4.11	8.2
	Tube well or borehole	35	4	0	39	30	7	10	47
		15.42	2.63	0	5.08	13.22	4.61	2.57	6.12
	Protected dug well	56	9	7	72	65	96	22	183
		24.67	5.92	1.8	9.38	28.63	63.16	5.66	23.83
	Protected spring	0	0	2	2	0	3	7	10
		0	0	0.51	0.26	0	1.97	1.8	1.3
	Tanker truck/cart	1	0	0	1	1	0	0	1
		0.44	0	0	0.13	0.44	0	0	0.13
	Bottled water or water	0	0	1	1	1	0	0	1
		0	0	0.26	0.13	0.44	0	0	0.13
	People who accessed Improved Water Sources for Other Household Purposes	163	151	386	700	147	108	65	320
		71.81	99.34	99.23	91.15	64.76	71.05	16.71	41.67
UNIMPROVED WATER SOURCES (People accessing New Sources of Water)	Unprotected dug well	63	1	0	64	52	7	3	62
		27.75	0.66	0	8.33	22.91	4.61	0.77	8.07
	Unprotected spring	0	0	2	2	0	3	14	17
		0	0	0.51	0.26	0	1.97	3.6	2.21
	Surface water	0	0	11	11	0	0	32	32
		0	0	2.83	1.43	0	0	8.23	4.17

	Other	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0
	People who accessed unimproved Water Source for Other Household Purposes	64	1	3	68	80	44	324	448
		28.19	0.66	0.77	8.85	35.24	28.95	83.29	58.33
Total		227	152	389	768	227	152	389	768
		100 %	100%	100%	100%	100%	100%	100%	100%

3 Access to improved and unimproved sanitation facilities

OUTPUT 2 of the T.O.C Communities in targeted sites have access to improved essential sanitation services (HH, schools, PHUs and community levels) and adopt safe sanitation practices through Community-Led Total Sanitation (CLTS)

3.1 Access to improved and unimproved sanitation facilities at HH level

		Improved			Unimproved		Total Number	Total %			Improved		
Before		Number	%		Number	%			After		Number	%	
Quantile 1	19	2.47%		72	9.38%		91	11.85%	Quantile 1	36	4.69%		55
Goderich	6	0.78%		16	2.08%		22	2.86%	Goderich	8	1.04%		14
Konacrydee	3	0.39%		13	1.69%		16	2.08%	Konacrydee	15	1.95%		1
Tombo	10	1.30%		43	5.60%		53	6.90%	Tombo	13	1.69%		40
Quantile 2	52	6.77%		106	13.80%		158	20.57%	Quantile 2	80	10.42%		78
Goderich	26	3.39%		60	7.81%		86	11.20%	Goderich	40	5.21%		46
Konacrydee	4	0.52%		6	0.78%		10	1.30%	Konacrydee	10	1.30%		0.00%
Tombo	22	2.86%		40	5.21%		62	8.07%	Tombo	30	3.91%		32
Quantile 3	242	31.51%		215	27.99%		457	59.51%	Quantile 3	304	39.58%		153
Goderich	37	4.82%		61	7.94%		98	12.76%	Goderich	56	7.29%		42
Konacrydee	77	10.03%		19	2.47%		96	12.50%	Konacrydee	95	12.37%		1
Tombo	128	16.67%		135	17.58%		263	34.24%	Tombo	153	19.92%		110

Quantile 4	33	4.30%	26	3.39%	59	7.68%	Quantile 4	52	6.77%	7	0.91%	59	7.68%
Goderich	9	1.17%	10	1.30%	19	2.47%	Goderich	14	1.82%	5	0.65%	19	2.47%
Konacrydee	16	2.08%	14	1.82%	30	3.91%	Konacrydee	30	3.91%		0.00%	30	3.91%
Tombo	8	1.04%	2	0.26%	10	1.30%	Tombo	8	1.04%	2	0.26%	10	1.30%
Quantile 5	1	0.13%	2	0.26%	3	0.39%	Quantile 5	2	0.26%	1	0.13%	3	0.39%
Goderich	1	0.13%	1	0.13%	2	0.26%	Goderich	2	0.26%		0.00%	2	0.26%
Tombo		0.00%	1	0.13%	1	0.13%	Tombo		0.00%	1	0.13%	1	0.13%
Grand Total	347	45.18%	421	54.82%	768	100.00%	Grand Total	474	61.72%	294	38.28%	768	100.00%

3.2 No sanitation facilities at HH level

	Goderich		Tombo		Konacrydee		Total	
	Number	%	Number	%	Number	%	Number	Total %
Before	110	37.54%	162	55.29%	21	7.17%	293	100.00%
After	71	38.59%		0.00%	113	61.41%	184	100.00%

3.3 Reasons for not having a toilet at HH level

Reason for not	I AM CURRENTLY BUILDING A LATRINE=6		I DON'T NEED A LATRINE=4		MY LATRINE IS BROKEN=3		MY YARD IS TOO SMALL TO BUILD A LATRINE=9		NOBODY CAN HELP ME BUILD ONE=1		THE COST IS TOO HIGH=2		THERE ISN'T ENOUGH WATER TO HAVE A LATRINE=8		OTHER(Specify)_		No reason		Total Number	Total %
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%		

having a toilet																				
Qua ntile 1	0.0 0%		0.0 0%	1	0.5 4%	7	3.80 %	3	1.63 %	11	5.98 %	2	1.0 9%	5	2.7 2%	9	4.89 %	38	20.6 5%	
Gode	0.0		0.0		0.5		1.09		0.54		2.72		1.0		0.0		0.00		5.98	
rich	0%		0%	1	4%	2	%	1	%	5	%	2	9%		0%		%	11	%	
Tom	0.0		0.0		0.0		2.72		1.09		3.26		0.0		2.7		4.89		14.67	
bo	0%		0%		0%	5	%	2	%	6	%		0%	5	2%	9	%	27	%	
Qua ntile 2	0.0 0%		0.0 0%	4	2.1 7%	14	7.61 %	4	2.17 %	14	7.61 %	5	2.7 2%	3	1.6 3%	9	4.89 %	53	28.8 0%	
Gode	0.0		0.0		0.0		7.61		2.17		4.35		2.7		0.0		0.00		16.85	
rich	0%		0%		0%	14	%	4	%	8	%	5	2%		0%		%	31	%	
Tom	0.0		0.0		2.1		0.00		0.00		3.26		0.0		1.6		4.89		11.96	
bo	0%		0%	4	7%		%		%	6	%		0%	3	3%	9	%	22	%	
Qua ntile 3	5	2.7 2%	1	0.5 4%	8	4.3 5%	10	5.43 %	11	5.98 %	36	19.5 7%	0.0 0%	8	4.3 5%	9	4.89 %	88	47.8 3%	
Gode		0.5		0.0		1.6		2.72		2.17		6.52		0.0		0.0		0.00		13.59
rich	1	4%		0%	3	3%	5	%	4	%	12	%	0%		0%		%	25	%	
Tom		2.1		0.5		2.7		2.72		3.80		13.0		0.0		4.3		4.89		34.24
bo	4	7%	1	4%	5	2%	5	%	7	%	24	4%	0%	8	5%	9	%	63	%	
Qua ntile 4		0.0 0%		0.0 0%		0.0 0%		0.00 %	3	1.63 %	1	0.54 %		0.0 0%		0.0 0%		0.00 %	4	2.17 %
Gode		0.0		0.0		0.0		0.00		1.63		0.54		0.0		0.0		0.00		2.17
rich		0%		0%		0%		%	3	%	1	%		0%		0%		%	4	%
Qua ntile 5		0.0 0%		0.0 0%		0.0 0%	1	0.54 %		0.00 %		0.00 %		0.0 0%		0.0 0%		0.00 %	1	0.54 %
Tom		0.0		0.0		0.0		0.54		0.00		0.00		0.0		0.0		0.00		0.54
bo		0%		0%		0%	1	%		%		%		0%		0%		%	1	%

Grand Total	5	2.7 2%	1	0.5 4%	13	7.0 7%	32	17.3 9%	21	11.4 1%	62	33.7 0%	7	3.8 0%	16	8.7 0%	27	14.6 7%	184	100.00%
-------------	---	-----------	---	-----------	----	-----------	----	------------	----	------------	----	------------	---	-----------	----	-----------	----	------------	-----	---------

3.4 #of household using improved sanitation facilities that is not shared

Project Cycle	People Using Improved Sanitation Facility that is not Shared	Goderich	Konacrydee	Tombo	Totals
		_n %	_n %	_n %	_n %
Current	People using improved sanitation	120	150	204	474
		52.86	98.68	54.44	61.72
	Sanitation Facilities that is not shared	44	13	114	171
		28.21	8.55	37.65	27.99
Before	People using improved sanitation facilities that is not shared	17	1	37	55
		7.95	0.66	9.51	7.16
	People using improved sanitation	14	86	39	139
		6.17	56.58	10.03	18.10
	Sanitation Facilities that is not shared	18	13	27	58
		7.93	8.55	6.94	7.55
	People using improved sanitation facilities that is not shared	18	13	27	58
		7.93	8.55	6.94	7.55

3.5

% of Households reporting they have received training or help to Improve or maintain their Household latrine

Location	Help Received to build latrine Latrine						
	Yes - Help Received to build latrine	Type of Help Received					No Help Received
		Constructio n Material	Zink/Roofin g Material	Cash	Labour	Other	
Goderich	60	34	33	43	46	3	167
	26.43	43.33	55.00	71.67	76.67	5.00	73.57
Konacrydee	71	28	1	59	46	10	81
	46.71	39.44	1.41	82.10	64.79	14.08	53.29
Tombo	97	17	10	70	20	24	292

	24.94	17.53	10.31	72.16	20.62	24.74	75.06
Totals	228	79	44	172	112	37	540
	29.69	34.65	19.30	75.44	49.12	16.23	70.31

4 Access to hygiene

4.1 access to Hand wash facility at HH level

	No		Yes		Total	Total %		No		Yes		Total	Total %
Before	Number	%	Number	%	Number	%	After	Number	%	Number	%	Number	%
Quantile 1	86	11.20%	5	0.65%	91	11.85%	Quantile 1	91	11.85%		0.00%	91	11.85%
Goderich	20	2.60%	2	0.26%	22	2.86%	Goderich	22	2.86%		0.00%	22	2.86%
Konacrydee	16	2.08%		0.00%	16	2.08%	Konacrydee	16	2.08%		0.00%	16	2.08%
Tombo	50	6.51%	3	0.39%	53	6.90%	Tombo	53	6.90%		0.00%	53	6.90%
Quantile 2	129	16.80%	29	3.78%	158	20.57%	Quantile 2	147	19.14%	11	1.43%	158	20.57%
Goderich	68	8.85%	18	2.34%	86	11.20%	Goderich	80	10.42%	6	0.78%	86	11.20%
Konacrydee	9	1.17%	1	0.13%	10	1.30%	Konacrydee	7	0.91%	3	0.39%	10	1.30%
Tombo	52	6.77%	10	1.30%	62	8.07%	Tombo	60	7.81%	2	0.26%	62	8.07%
Quantile 3	414	53.91%	43	5.60%	457	59.51%	Quantile 3	437	56.90%	20	2.60%	457	59.51%
Goderich	80	10.42%	18	2.34%	98	12.76%	Goderich	92	11.98%	6	0.78%	98	12.76%
Konacrydee	94	12.24%	2	0.26%	96	12.50%	Konacrydee	87	11.33%	9	1.17%	96	12.50%
Tombo	240	31.25%	23	2.99%	263	34.24%	Tombo	258	33.59%	5	0.65%	263	34.24%
Quantile 4	54	7.03%	5	0.65%	59	7.68%	Quantile 4	54	7.03%	5	0.65%	59	7.68%
Goderich	16	2.08%	3	0.39%	19	2.47%	Goderich	19	2.47%		0.00%	19	2.47%
Konacrydee	28	3.65%	2	0.26%	30	3.91%	Konacrydee	25	3.26%	5	0.65%	30	3.91%
Tombo	10	1.30%		0.00%	10	1.30%	Tombo	10	1.30%		0.00%	10	1.30%
Quantile 5	3	0.39%		0.00%	3	0.39%	Quantile 5	3	0.39%		0.00%	3	0.39%
Goderich	2	0.26%		0.00%	2	0.26%	Goderich	2	0.26%		0.00%	2	0.26%
Tombo	1	0.13%		0.00%	1	0.13%	Tombo	1	0.13%		0.00%	1	0.13%
Grand Total	686	89.32%	82	10.68%	768	100.00%	Grand Total	732	95.31%	36	4.69%	768	100.00%

5 Others

5.1 Perceived safety of water – Households

Perceived safety of drinking water currently (n)	Goderich	Konacrydee	Tombo
Safe	203	152	372
Not safe	14	0	17
Don't Know	10	0	0
Total	227	152	389

Perceived safety of water for drinking before (n)	Goderich	Konacrydee	Tombo
Safe	182	124	282
Not safe	34	28	101
Don't Know	11	6	6
Total	227	158	389

Perceived safety of water for drinking NOW and BEFORE	Goderich	Konacrydee	Tombo
% NOW	89.43	100.00	95.63
% BEFORE	80.18	78.48	72.49

5.2 Incidence of diarrhoea

Has any child under 2 in this household had diarrhoea in the past two weeks? & Perceived reason

	Goderich	Konacrydee	Tombo
Had diarrhea (n)	14	0	14
<i>Reason(%)</i>			
Contaminated water	57.14	0.00	35.71
Contaminated food	50.00		57.14
Poor hygiene	35.71		21.43

#Frequency of diarrhea before and after the project started? and Perceived reason

	Goderich	Konacrydee	Tombo
More frequent than now	174	148	360

The same as before	51	4	0
More frequent now than before	360	27	2

Reason (%)			
Contaminated water	87.67	32.89	87.40
Contaminated food	65.64	25.66	57.07
Poor hygiene	74.45	26.32	53.73
Sensitization activities in community	7.93	63.16	6.94
WASH activities by ADP SL	0.00	1.97	0.51
WASH activities by CAWeC	0.00	61.18	0.51
WASH activities by Living Waters International	0.00	0.00	0.00
Other NGO activities	0.00	21.71	0.51

Output 5 of the T.o.C .Youth have been trained on waste recycling, and organic fertilizer production

5.3 % of youths reporting that they are part of Youth groups undergoing or have undergone waste recycling (organic manure) activities

Youths that have received training on recycling of manure	Location			
	Goderich	Konacrydee	Tombo	Total
No	169	131	384	684
	74.45	86.18	98.71	89.06
Yes	58	21	5	84
	25.55	13.82	1.29	10.94
Total	227	152	389	768

6. Access of WASH services for People with Disabilities

6.1 Access to handwashing facility

Access to handwashing facility	No		Yes		Total	
	Number	%	Number	%	Number	Total %
Goderich	19	26.76%	1	50.00%	20	27.40%

Konacrydee	2	2.82%		0.00%	2	2.74%
Tombo	50	70.42%	1	50.00%	51	69.86%
Grand Total	71	100.00%	2	100.00%	73	100.00%

97% of HH with a PWD do not have handwashing facilities at home which is a bit higher than the figure for all HH (89%)

For yes only

Yes					
Access to handwashing facility	Number	%	Total Number	Total %	
Goderich	1	50.00%	1	50.00%	
Tombo	1	50.00%	1	50.00%	
Grand Total	2	100.00%	2	100.00%	

6.2 Access to drinking water

Access to drinking water	Improved Source		Unimproved Source		Total Number	Total %
	Number	%	Number	%		
Goderich	20	27.40%		0.00%	20	27.40%
Konacrydee	2	2.74%		0.00%	2	2.74%
Tombo	48	65.75%	3	4.11%	51	69.86%
Grand Total	70	95.89%	3	4.11%	73	100.00%

Almost 96% of HH with a PWD have access to an improved water source.

6.3 Access to water for other purposes

Access to water for other purposes	Improved Source		Unimproved Source		Total	
	Number	%	Number	%	Number	Total %
Goderich	13	17.81%	7	9.59%	20	27.40%
Konacrydee	2	2.74%		0.00%	2	2.74%
Tombo	51	69.86%		0.00%	51	69.86%
Grand Total	66	90.41%	7	9.59%	73	100.00%

6.4 Access to sanitation

Access to toilet	Improved		Unimproved		Total	
	Number	%	Number	%	Number	Total %
Goderich	9	12.33%	11	15.07%	20	27.40%
Konacrydee	1	1.37%	1	1.37%	2	2.74%
Tombo	26	35.62%	25	34.25%	51	69.86%
Grand Total	36	49.32%	37	50.68%	73	100.00%

49,32% of HH with a Person with Disability have access to improved sanitation facilities

SECTION 2: SCHOOL SURVEY

1. Demography of the school going children survey

1.1 School Pupils by age, grade and gender

Grade/Class	Age Range				
	10yrs - 12yrs	13yrs - 15yrs	16yrs - 18yrs	7yrs - 9yrs	Above 18yrs
Class 4	133	25	0	57	0
	61.86	11.63	0	26.51	0
Class 5	149	57	0	12	0
	68.35	26.15	0	5.5	0
Class 6	103	105	5	3	0
	47.69	48.61	2.31	1.39	0
JSS 1	21	29	2	0	0
	40.38	55.77	3.85	0	0
JSS 2	2	38	12	0	0
	3.85	73.08	23.08	0	0
JSS 3	1	28	22	0	1
	1.92	53.85	42.31	0	1.92
Total	409	282	41	72	1
	50.81	35.03	5.09	8.94	0.12

Grade/Class	Gender		
	Boys	Girls	Total
Class 4	105	110	215
	48.84	51.16	100

Class 5	107	111	218
	49.08	50.92	100
Class 6	105	111	216
	48.61	51.39	100
JSS 1	24	28	52
	46.15	53.85	100
JSS 2	27	25	52
	51.92	48.08	100
JSS 3	27	25	52
	51.92	48.08	100
Total	395	410	805
	49.07	50.93	100

1.2 Distribution of Pupils by location and school

Schools	Location			
	Goderich	Konacrydee	Tombo	Total
Alpha and Omega Primary School		0	0	0
DEC Primary School	0	68	0	68
Evangelical Primary School	0	0	64	64
FAWE primary school oba funkai	54	0	0	55
Huntington Primary School	0	0	26	26
Konacrydee Islamic Primary School	0	36	0	36
Kulafai Rahsideen Islamic primary School England vile	161	0	0	161
Modern Baptist Primary School	0	0	18	18
REC primary School	35	0	0	35
Rural Education Committee Primary School	0	0	109	109

St. Peters the Fisherman	0	0	78	78
Tombo Secondary School	0	0	156	156
Total. _n	250	104	451	805
%	31.14	12.9	55.96	100

Note: Total is 805 as one child did not give consent

1.3 Disability by grade, age and gender

Grade/Class	Gender	Age Range				
		10yrs - 12yrs	13yrs - 15yrs	16yrs - 18yrs	7yrs - 9yrs	Above 18yrs
Class 4	Male	2			1	
	Female		2		1	
Class 5	Male		1			
	Female					
Class 6	Male	1				
	Female					
Total		3	3		2	

2. Access to drinking water for children at school

OUTPUT 1 of the T.o.C: People including children and women (at community, schools and PHUs level) have access to and use of safe drinking water through the provision of functional water supply systems managed by beneficiary communities. (SCHOOL SURVEY ONLY)

2.1 # of schools going children accessing drinking water from improved water sources

Source of School's Drinking Water		Location			
		Goderich	Konacrydee	Tombo	Total
		_n %	_n %	_n %	_n %
Improved Water Source	Bottled Water Or Water Sachets	62 24.8	1 0.96	2 0.44	65 8.07
	Piped Water In School	0 0	19 18.27	201 44.57	220 27.33
	Public Tap/Standpipe In School	11 4.4	61 58.65	80 17.74	152 18.88
	Tube Well Or Borehole In School	0 0	18 17.31	18 3.99	36 4.47
	Protected Dug Well In School	0 0	5 4.81	59 13.08	64 7.95
	Improved School Drinking Water	73 29.2	104 100	360 79.82	537 66.71
	No Water Source	177 70.8	0 0	87 19.29	264 32.8
	Unprotected Dug Well	0 0	0 0	1 0.22	1 0.12
	Unprotected Spring	0 0	0 0	3 0.67	3 0.37

	Unimproved Drinking Water	School	177	0	91	268
			70.8	0	20.18	33.29
	Total		250	104	451	805

2.2 # of school going children accessing drinking water from improved water sources with a round trip of 30min or less

Round Trip ¹³⁰ Drinking Water Collection Duration	Location			
	Goderich	Konacrydee	Tombo	
	_n %	_n %	_n %	
Water on premises/in	66	78	235	
	26.4	75	52.11	
Less than 30 minutes	1	26	97	
	0.4	25	21.51	
30 minutes or longer	6	0	32	
	2.4	0	7.1	
School going children accessing drinking water with round trip of 30min or less	73	104	332	
	26.8	100	73.62	

2.3 # of schools going children accessing safe drinking water

W4_current_drinking_safety	How safe is this water source for drinking purposes?
----------------------------	--

Schools' Drinking Water perceived safety of water	Location			Total
	Goderich	Konacrydee	Tombo	

¹³⁰ From the school to the drinking water source

	73	104	256	433
Safe	29.2	100	56.76	53.79
	0	0	107	107
Not safe	0	0	23.73	13.29
	0	0	1	1
Don't Know	0	0	0.22	0.12

Alternative Drinking Water Source for Schools with 'No Water Source'	Location			Total
	Goderich	Konacrydee	Tombo	
	_n %	_n %	_n %	_n %
School'S Neighbours	10	0	49	59
	4	0	10.86	7.33
Goes Home	2	0	0	2
	0.8	0	0	0.25
A Community Water Facility Nearby	64	0	32	96
	25.6	0	7.1	11.93
A Stream/River Nearby	0	0	6	6
	0	0	1.33	0.75
Buy From Traders That Come To The School	101	0	0	101
	40.4	0	0	12.55
Total	177	0	87	264

3. Access to sanitation facilities at school

OUTPUT 2 of the T.o.C Communities in targeted sites have access to improved essential sanitation services (HH, schools, PHUs and community levels) and adopt safe sanitation practices through Community-Led Total Sanitation (CLTS) (SCHOOL SURVEY ONLY)

3.1 # of school going children using improved sanitation facilities at school DONE

Schools using Improved Sanitation Facilities		Location			
		Goderich	Konacrydee	Tombo	Total
		_n %	_n %	_n %	_n %
Improved Toilet Facility	Flush/pour flush to piped sewer system	13 5.2	0 0	1 0.22	14 1.74
	Flush/pour flush to septic tank	155 62	94 90.38	1 0.22	250 31.06
	Flush/pour flush to pit latrine	45 18	0 0	11 2.44	56 6.96
	Ventilated improved pit (vip) latrine	0 0	10 9.62	53 11.75	63 7.83
	Pit latrine with slab	29 11.6	0 0	241 53.44	270 33.54
	SCHOOL USING IMPROVED SANITATION FACILITIES	242 96.8	104 100	307 68.07	653 81.12
Unimproved Toilet Facility	No facility in school	7 2.8	0 0	1 0.22	8 0.99
	Pit latrine without slab/open pit	0 0	0 0	137 30.38	137 17.02
	Hanging toilet/hanging latrine	1 0.4	0 0	5 1.11	6 0.75
	Flush/pour flush not to sewer/septic tank/ pit latrine	0 0	0 0	0 0	0 0
	Bucket	0 0	0 0	0 0	0 0
	Other (specify)	0 0	0 0	1 0.22	1 0.12
	SCHOOL USING UNIMPROVED SANITATION FACILITIES	8	0	144	152

	3.2	0	31.93	18.88
Total	250	104	451	805
	100%	100%	100%	100%

In the project schools we visited, the big majority of school children use improved sanitation facilities at school (96,8% for Goderich and 100% in Konacrydee) while in Tombo, almost 32% of school going children still use unimproved sanitation facilities while 68% use improved sanitation facilities.

Schools with No Sanitation Facility using alternative Toilet Facilities				
	Location			
	Goderich	Konacrydee	Tombo	Total
SCHOOL'S NEIGHBOURS	2	0	0	2
	0.8	0	0	0.25
A STREAM/RIVER NEARBY	5	0	1	6
	2	0	0.22	0.75

3.2 #reasons why Pupils do not use School's Toilet Facilities

	Location			Total
	Goderich	Konacrydee	Tombo	
Yes	246	104	339	689
	98.4	100	75.17	85.59
No	4	0	112	116
	1.6	0	24.83	14.41
Reasons why Pupils do not use Toilet Facility				
HYGIENE CONCERNS/NOT CLEAN	1	0	39	40
	0.4	0	8.65	4.97
	0	0	1	1

In who	THERE IS NO WATER AVAILABLE AT THE FACILITY	0	0	0.22	0.12	all the 3 project locations, 85% of the school children reported using the sanitation facilities at school (98% in Goderich, 100% in Konacrydee and 75% in Tombo). For those do not use the facilities, reasons given were mainly related to the lack of hygiene or because the latrines were full
	IT IS NOT SAFE TO USE	3	0	5	8	
		1.2	0	1.11	0.99	
	THE FACILITY DOES NOT CLOSE	0	0	2	2	
		0	0	0.44	0.25	
	IT IS FULL AND HAS NOT BEEN EMPTIED	0	0	55	55	
		0	0	12.2	6.83	
who	OTHER (SPECIFY)	0	0	10	10	
		0	0	2.22	1.24	

3.3 #Pupils perception on sanitation issues

Pupils perceptions on the importance of the following sanitation issues	Location								
	Goderich			Konacrydee			Tombo		
	Important	Very Important	Not Important	Important	Very Important	Not Important	Important	Very Important	Not Important
Having a latrine at home	51	199	0	18	86	0	96	346	9
%	20.4	79.6	0	17.3	82.7	0.0	21.29	76.72	2.00
Using a latrine rather than shitting outside	99	151	0	19	85	0	140	302	9
%	39.6	60.4	0	18.3	81.7	0.0	31.04	66.96	2.00
Your friends and neighbours use a latrine rather than shitting outside	98	152	0	18	86	0	161	275	15
%	39.2	60.8	0	17.3	82.7	0.0	35.70	60.98	3.33
Having a separate toilet for boys and girls in the school	72	178	0	17	87	0	181	257	13
%	28.8	71.2	0	16.3	83.7	0.0	40.13	56.98	2.88
Having a disability access in school toilets	86	156	8	15	89	0	189	233	29
%	34.4	62.4	3.2	14.4	85.6	0.0	41.91	51.66	6.43
Having a provision for safe menstrual hygiene practices in school toilets	99	108	43	13	91	0	203	227	21
%	39.6	43.2	17.2	12.5	87.5	0.0	45.01	50.33	4.66

Out of three choices among “important, very important, or not important,” between 40 to 80% of the children in Goderich, 50 to 76% in Tombo and 80% in Konacrydee have ranked as very important several sanitation issues such as: Having a latrine at home, using a latrine rather than shitting outside, having a separate toilet for boys and girls in the school, having a disability access in school toilets, having a provision for safe menstrual hygiene practices in school toilets. This finding indicate better sanitation related knowledge among children in Konacrydee than in Goderich or Tombo.

4. Access of school going children to handwashing facilities

4.1 # of school-going children reporting school having Hand-washing Stations

	Goderich	Konacrydee	Tombo	Total
No	196	0	329	525
	78.4	0	72.95	65.22
Yes	54	104	122	280
	21.6	100	27.05	34.78
Total	250	104	451	805

quantity	Location			Total
	Goderich	Konacrydee	Tombo	
1 - 3 Stations	54	36	82	172
	21.6	34.62	18.18	21.37
3 - 6 Stations	0	68	37	105
	0	65.38	8.2	13.04
Above 6 Station	0	0	3	3
	0	0	0.67	0.37

4.2 % of children reporting that they have received information about Handwashing

Children reporting they have received information on Handwashing	Location			Total
	Goderich	Konacrydee	Tombo	
No	6	0	29	35
	2.4	0	6.43	4.35
Yes	244	104	422	770

	97.6	100	93.57	95.65
Total	250	104	451	805

In all three locations, 95% of the school children interviewed indicated that they have received information on handwashing at school

Annex 14 – Consent Form for the KII and FGD

CONSENT FORM FOR KII AND FGD

Introduction

Hello, my name is _____, and I am working foron behalf of Ministry of Water Resources and Ministry of Fisheries and Marine Resources and the United Nations Children's Fund (UNICEF.). We are evaluating the effectiveness of a WASH project that was implemented by the local NGO (.....) in your community.

Purpose of the interview

We will discuss with you about your appreciation of the WASH programme (construction of water points, latrines and implementation of CLTS interventions)

We welcome your opinions on what has worked well about the project as well as what needs improvement, so that we can provide useful feedback to the Ministries and UNICEF and improve any further funding for the WASH sector.

The interview should take about an hour.

Benefits and risks

Your responses will be used along with others to improve the future WASH interventions. Your participation, or refusal to participate, in this evaluation will not affect whether or not your school or community will receive benefits in the future. We have not identified any risks to participating in the evaluation.

Voluntary participation

Your participation is completely voluntary. You do not have to participate at all in this interview/discussion. You do not have to answer all the questions but can choose to answer just some of the questions. You can stop or leave the discussion at any time. There are no wrong answers. We encourage you to talk about what did not go well, not just what did go well, so that we can learn from and improve on this programme.

Confidentiality/anonymity

All information will be kept confidential and only aggregate, anonymized findings will be shared with the Ministries, UNICEF, and other stakeholders. Nothing you share with us will be able to be traced back to you. in the final evaluation report. Please note that during our meeting if you report abuse or neglect of a minor or dependent adult, or imminent threat of harm to yourself or others, then we may have a duty to share this information with the appropriate authorities to assure the safety of yourself and others.

If you were interviewed as part of a group, please do not share other people's responses with anyone outside the group without their permission.

We will hold the data we gather from you only as long as necessary to analyse it and finish our report. All data we get from you will be held securely during analysis and destroyed after we have finished writing our report, which will be delivered around November 2023.

Audio recording

We may record this interview so that we can record and analyse your responses more accurately. These recordings will be stored in a secure location to help us understand your responses and recall our discussions. The recordings will be destroyed along with all other data at the end of the project.

Contact

If you have any questions about this research, you may contact _____ (interviewer's name) at _____ (interviewer's telephone number). We may take your contact details to get in touch with you a few days after the interview to confirm your responses or to verify that the interview has taken place. We will delete your contact details when fieldwork is finished in December 2023.

Consent.

Do you agree to participate to this evaluation?

Annex 15 – Reconstituted multi stakeholder engagement

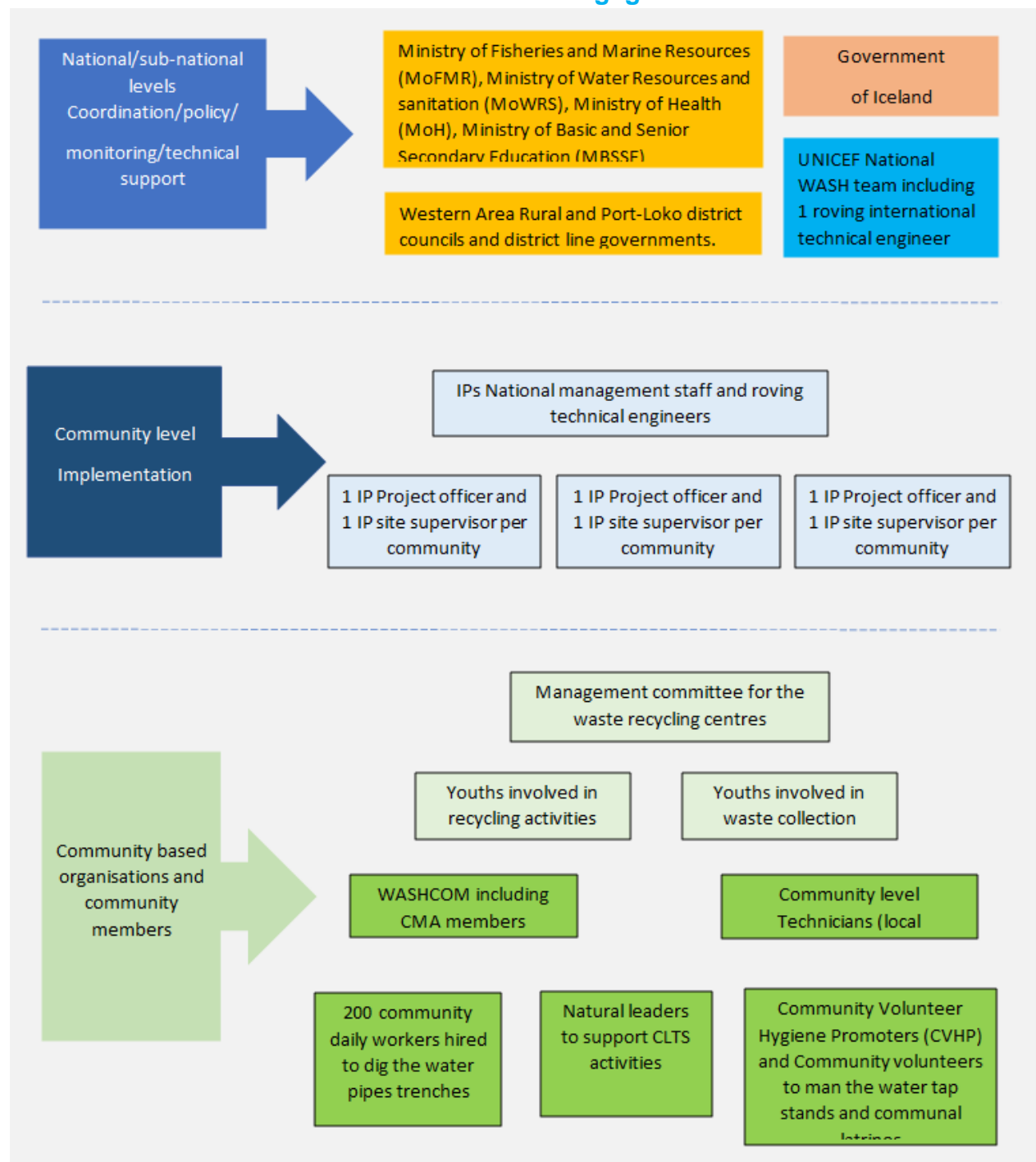


Figure 5: Reconstituted schematic multi-stakeholder engagement of the project

Annex 16 – Additional needs expressed by the respondents

Summary of additional WASH related needs identified by the respondents

Respondent	Fishing community		
	Tombo	Goderich	Konacrydee
Persons With Disabilities		<ul style="list-style-type: none"> Hygiene products like sanitary pads, soap, and toiletries. 	
Men	<ul style="list-style-type: none"> Support the renovation of more drainage systems for all the wharfs as a flood prevention measure. Waste disposal site. Floods proof latrines, improve access to sanitation facilities for PWDs. 	<ul style="list-style-type: none"> Additional communal latrines. Wheelbarrows, cutlasses, shovels to cut the grasses. 	
Women	<ul style="list-style-type: none"> Provision of waste recycling machine at big wharf (bigger population). Revise the heights of the fish platform slabs and purchase benches for customers while they wait for the fishes to be processed. 		<ul style="list-style-type: none"> Additional communal latrines.
Female youth (recycling centre)	<ul style="list-style-type: none"> Tailoring, catering, fashion design, soap making and tie dyeing (Gara making) activities, loans to start a business. More job opportunities for more youths. 	Not applicable ¹³¹	<ul style="list-style-type: none"> Tailoring, soap making activities and tie dyeing (Gara making).
Male youth (recycling centre)	<ul style="list-style-type: none"> Access to loans, training completion certificate, water point for the centre, and first aid kits. Bylaws to ensure that waste management intervention is sustainable. 	Not applicable	<ul style="list-style-type: none"> Tricycle to transport waste at the plant. Wheelbarrow at the recycling plant. Dust bin to collect plastic waste.
Fishers	<ul style="list-style-type: none"> More fishing platforms. Solar lighting inside the platforms to work during the night. 	Provide water supply for the toilet facilities and building more toilet facilities to improve sanitation. <ul style="list-style-type: none"> More fish platforms. 	<ul style="list-style-type: none"> Preferred marble-topped cutting tables on Fish Platforms rather than wood. Additional fish processing slabs, water points, latrines and showers to cater for the ever-growing community population.
School children/ SMC	<ul style="list-style-type: none"> Connect school latrines to water tank as to allow anal cleansing. Set up group handwashing stations in school rather than 2 water stands. 	<ul style="list-style-type: none"> First aid kit for the school. 	Bins in every classroom, a compost place to dispose all waste materials like papers and other waste.
WASHCOM/CMA	<ul style="list-style-type: none"> Install a water tower at the waste recycling centre. Provide septic tanks for selected communal latrines. 	<ul style="list-style-type: none"> A Waste management facility. Cleaning materials like brooms, shovels, tricycle, 	<ul style="list-style-type: none"> Office space for the WASHCOM. Additional tap stands for the communities.

¹³¹ No recycling centre in Goderich

		gloves etc. to properly clean the environment.	<ul style="list-style-type: none"> Waste disposal site.
--	--	--	--

Additional needs expressed by the communities that are not related to the WASH project

Respondent	Fishing community		
	Tombo	Goderich	Konacrydee
Persons With Disabilities		<ul style="list-style-type: none"> Hygiene products like sanitary pads, soap, and toiletries. 	<ul style="list-style-type: none"> A vocational training centre / opportunities for PWDs.
Men	<ul style="list-style-type: none"> Waste disposal site. Floods proof latrines, improve access to sanitation facilities for PWDs. 	<ul style="list-style-type: none"> Wheelbarrows, cutlasses, shovels to cut the grasses. A light House. 	<ul style="list-style-type: none"> A cold storage facility for fish preservation and a place to keep the fuel for the boats. Lodging place for visitors.
Women	<ul style="list-style-type: none"> Provision of waste recycling machine at big wharf (bigger population). Purchase benches for customers while they wait for the fishes to be processed. Big and modern cold room or an ice company to preserve the fish. Adult literacy. 	<ul style="list-style-type: none"> A modern marketplace to sell the fishes. 	<ul style="list-style-type: none"> Additional communal latrines. A community centre. Dedicated accommodation to lodge strangers.
Female youth (recycling centre)	<ul style="list-style-type: none"> Tailoring, catering, fashion design, soap making and tie dyeing (Gara making) activities, loans to start a business. More job opportunities for more youths. 	Not applicable ¹³²	<ul style="list-style-type: none"> Tailoring, soap making activities and tie dyeing (Gara making). Provision for food, water and electricity in the recycling centres.
Male youth (recycling centre)	<ul style="list-style-type: none"> Access to loans, training completion certificate, water point for the centre, and first aid kits. 	Not applicable	<ul style="list-style-type: none"> Tricycle to transport waste at the plant. Wheelbarrow at the recycling plant. Dust bin to collect plastic waste. Electricity for the plant at night and to charge phones.
Fishers	<ul style="list-style-type: none"> Solar lighting inside the platforms to work during the night. Mooring poles near the fish landing sites. 	<ul style="list-style-type: none"> A place to repair the boats. A fuel station for the boat engines Ice plant and a cold room for fish preservation. A store for the fishing gears and boat engines. Mooring poles near the fish landing sites. 	<ul style="list-style-type: none"> Preferred marble-topped cutting tables on Fish Platforms rather than wood. Additional fish processing slabs, water points, latrines and showers to cater for the ever-growing community population. A cold room for preserving fishes and an ice making machine.
School children/ SMC		<ul style="list-style-type: none"> First aid kit for the school. 	<ul style="list-style-type: none"> Bins in every classroom, a compost place to dispose all waste materials like papers and other waste. Fence the school compound.
WASHCOM/CMA		<ul style="list-style-type: none"> Lifesaving boats for the Fishers. 	<ul style="list-style-type: none"> Office space for the WASHCOM.

¹³² No recycling centre in Goderich

Annex 17 – Criteria and evaluation questions

Evaluation criteria

This evaluation will be guided by five OECD/DAC criteria: Relevance, Coherence, Effectiveness, Efficiency, and Sustainability; and additional gender equality, equity, human rights and environment criterion. The terms of reference (TOR) for this evaluation clearly indicated that the evaluation would not cover impact due to the limited feasibility of measuring the project's impact at this time.

Final Evaluation questions

Main evaluative questions and criteria

1. Relevance

- R1. To what extent did the project respond to the identified needs, and priorities of children and their families in the fishing communities of Sierra Leone?
- R2. To what extent did the project align with Sierra Leone's national development priorities?
- R3. To what extent is the project aligned with the country programme (CPD) of UNICEF Sierra Leone?
- R4. To what extent is the project aligned with the mission and role of the Government of Iceland's international development efforts?

2. Coherence

- C1. Did the project successfully complement other development efforts in the communities with sufficient coordination and harmonization while avoiding duplication of efforts?
- C2. To what extent was coordination achieved between UNICEF, Iceland Ministry for Foreign Affairs and line ministries at the national level?
- C3. To what extent was collaboration by UNICEF achieved with District Councils and local authorities at the sub-national level?
- C4. To what extent did strategic partners and partnerships contribute to the project results?

3. Effectiveness

- EFFE 1. To what extent did the project achieve its intended results in Tombo, Goderich and Konacrydee Wharfs?
- EFFE 2. What internal and external factors to UNICEF contributed to achieving or hindering the project from achieving the envisaged project objectives?

4. Efficiency

- EFFI 1. To what extent were the project's financial, human resources, and supplies:
 - sufficient (quantity)
 - adequate (quality)
 - distributed/deployed promptly?
- EFFI 2. To what extent were efforts to keep down the project delivery costs successful?
- EFFI 2. Were there alternative strategies that could have been put in place to achieve the same level of results but at a lesser cost?

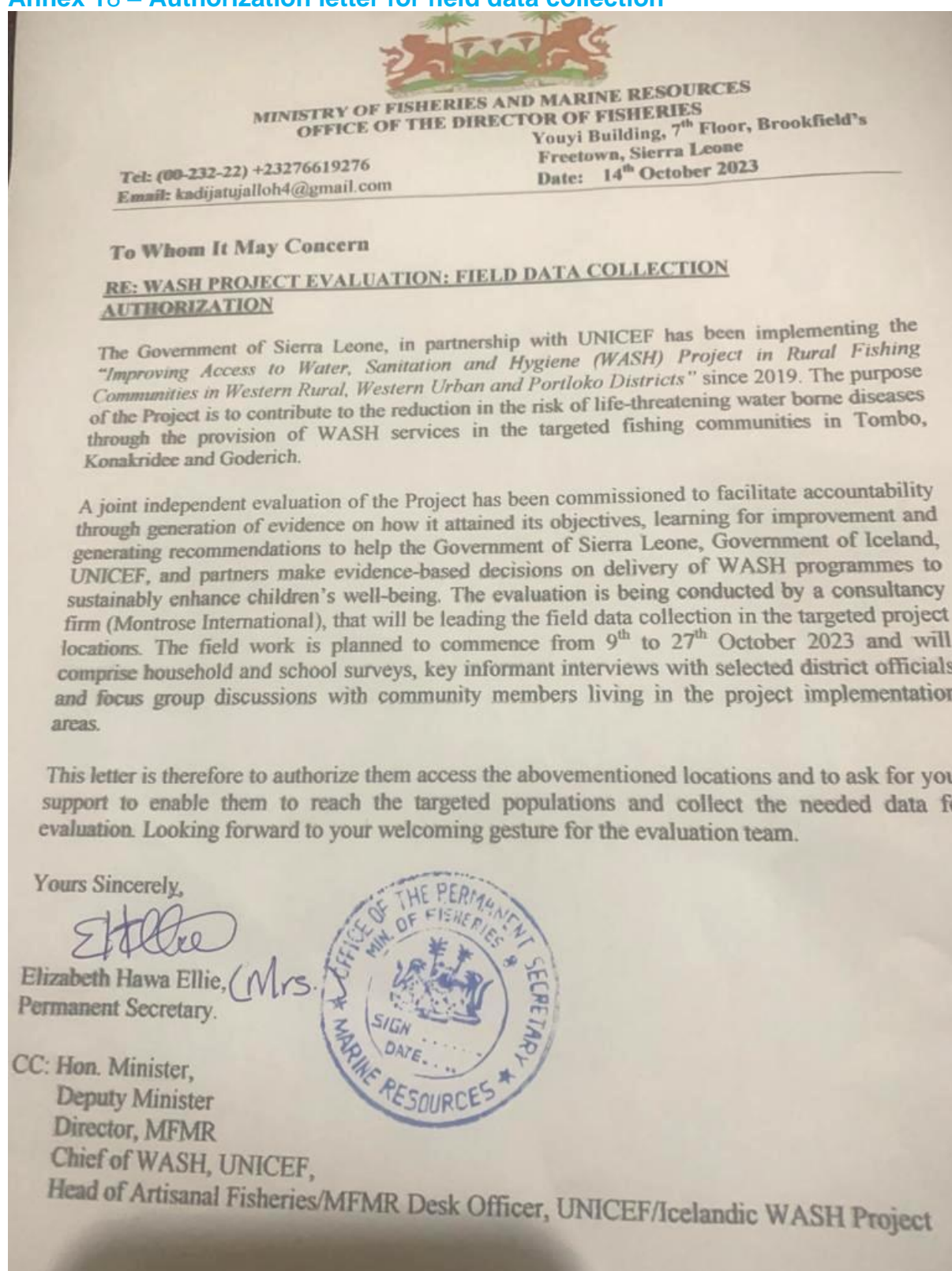
5. Sustainability

- S 1. To what extent are the benefits from the project likely to last after completion of the project? And how?
- S 2. To what extent were measures put in place to ensure that the project activities are climate resilient, and services can be sustained even in extreme climatic conditions?

6. Gender, human rights, equity and the environment

- G 1. To what extent were gender equality, human rights, equity, and environmental principles duly integrated in the design and delivery of the project?
- G 2. To what extent were women involved on equal terms with men in the management of the project at community level?
- G 3. To what extent has the project empowerment children, adolescents, and youth?

Annex 18 – Authorization letter for field data collection



Annex 19 – Recommendations from the ERG meeting

The evaluation findings, lessons learned and recommendations were presented to the Evaluation Reference Group (ERG) co-chaired by UNICEF, the Government of Sierra Leone and the Government of Iceland on 8 February 2024. The evaluation's recommendations were refined based on the feedback received by the ERG members.

According to the ERG feedback, the evaluation showed that the project was on the right track, with a positive effect in terms of increased number and quality of WASH facilities. However, there were some operational challenges in the facilitation and management of WASH facilities found. The projects also lacked an inclusive approach to integrating gender and equity dimensions, especially the needs of persons with disabilities.

Inclusive WASH – people of disabilities and gender segregation. The WASHCOMs play a key role the inclusion of people with disabilities into WASH initiatives as well as girls and women. It is critical that everyone, including people with disabilities, is represented in the WASHCOMs. However, as people with disabilities often migrate to towns for better facilities to survive, they are often absent from communities. A Situation Analysis is needed to capture the real situation of people with disabilities, including the number of persons with disabilities in each community and their needs. The evaluation included around 4 percent of households that had a person with a disability in the sample. However, given the small number of people with disabilities in communities, a proactive approach needs to be taken for more inclusive programming. The gender aspect of the project can be also improved in terms of gender segregation and necessary accommodations for girls and women. Recommendation on disability inclusion and gender will be taken forward to improve the current phase of the project.

Sustainability. While the country is in the process of understanding the effects of climate change, recommendations are well-aligned with the national development plan and current strategies in place, including the risk management strategy. Monitoring after the project ends is key for sustainability as well as to re-assess the targets and objectives of the project. We need to continuously monitor that beneficiaries of the project continue to use the WASH facilities that were constructed by the project.

Coordination and cross-cutting nature of the sector Coordination among key ministries is crucial in the WASH sector as the sector cuts across several ministries. The project also takes a holistic approach; hence, there are more actors and stakeholders than stated in the recommendation. The list of actors for each recommendation needs to be broadened to take into account the cross-cutting nature of the sector. Recommendations will be taken forward to improve the new phase of the project, for which the implementation of the first phase is ongoing.