

Table S6: Meta-data coding scheme with definitions

Domain	Category	Description for authors
Research Type	Quantitative	Analysis of numerical or categorical data collected using household surveys/questionnaires, observations (e.g. counts of handwashing, toilet use, water volume)
	Qualitative	Analysis of qualitative data (text, text, themes) collected via interviews (e.g. open answer, semi-structured, structured interviews), focus group interviews/discussions (FGDs), photovoice interviews and other types of interviews. This includes subjective experiences and interpretations of a phenomenon encountered by individuals, groups, etc.
Transformative outcome themes	Self-confidence/efficacy	Includes at least one QRS method and one QRS method that are combined. Both quantitative and qualitative data collected (e.g. different surveys, Diigo/Qualtrax, or Diigo/Qualtrax)
	(Infer Theory of change)	Change in reported self-confidence due to a WASH intervention
Inclusive outcome themes	Empowerment and agency	May be referenced directly or be measured by ability to make own decisions (e.g. regarding use, operation, maintenance, expenditure and planning of WASH services) at the household and community level or influence and meaningful participation in decision making within the WASH sector (e.g. local, national government)
	Participation	Participation in community meetings, engagement of under-represented groups in design processes and WASH training
	Physical safety and violence	Violence directed against a person. It can be physical, sexual, psychological or economic harm or suffering, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private. Personal safety collecting water or using a sanitation facility
	(Non)discrimination & equality	Change in access and use of a WASH facility based on ethnicity, race, nationality, language, religion, caste, sex/gender, age, disability and health conditions (e.g. HIV). i.e. access to sanitation that recognizes people are different and have different needs.
	Mental health and psychosocial outcomes	Psychosocial health scales, wellbeing scales
	Time use	Any type of time use, including time required to travel to access WASH service or facility (e.g. time for trip to collect water including waiting), or time for other economic or educational activities and similar
	Education	Attainment of an educational goal (e.g. intellectual level, motivation, skills, interests, study habits, school attendance/ dropout rate)
	Gender and social attitudes, relations and norms	Reported changes in gender and social relations and attitudes (e.g. members of family start sharing water collection work, members of different ethnic groups sharing water source)
	Economic and livelihood opportunities	Job opportunities related to water or sanitation services (e.g. health workers, using multiple use water source for domestic and productive)
	ESG mainstreaming of service providers	ESG mainstreaming of service providers
Inclusive outcome themes	Mobility	Mobility inside and outside of home or similar
	Social capital	Social networks and relationships, shared values
	(Infer Theory of change)	Peace and non-violence of disorders derived from e.g. water carrying
	Physical health	Characteristics of a WASH service or facility, for example level of cleanliness of toilet facility, acceptability of service & safe water, type of washing option in toilet to accommodate religious practices, water supply continuity (water is available when needed)
	Service quality	Economic accessibility of WASH services, such as ability to pay for services without compromising other needs
	Affordability	Use of safe toilet facility. Access to a toilet facility does not guarantee use of a toilet facility
	Equitable access & use of safe sanitation	Use of safe water source (e.g. handpump, borewell), including filtered/ treated water (e.g. interventions looking at filter, volume of water consumed)
	Equitable access & use of safe water supply	Ability to hygienically manage menstruation with existing facilities, could also be adequate washing and disposal opportunities
	Safe WASH	Hand-washing with soap (e.g. observed after latrine use)
	Equitable access & use of HWF	Knowledge about safe water handling, use of sanitation facility
Population/subjects	Individuals	Individuals' beliefs about the extent to which other people who are important to them think they should or should not perform particular behaviors. Also includes change in gender attitudes (e.g. only men can be in leadership in the community, wife-beating attitudes)
	Adults (see subgroup)	Opportunities linked to WASH for people to socialize. For example, sometimes collecting water at a communal water point is an opportunity for women to socialize. Use of health services after improving WASH services at the facility
	Men	Acquiring technical and managerial skills related to operating and managing WASH services
	Women	Investing into WASH software and hardware
	Children (below 5 and below 10)	Subjects' beliefs is not disaggregated (e.g. outcomes measured at household level)
	0-17 (all)	Progressive 15 for non-eligible region
	5-17 (all)	0
	Below 12 (all)	0
	Age above 65	Children not gender disaggregated
	Disability	0
WASH sector	Water	Water supply provision and household water treatment for domestic use (drinking, personal hygiene, washing clothes, cleaning)
	Sanitation	Access to and use of facilities and services for the safe disposal of human urine and faeces. A safe sanitation system separates human excreta from human contact and all parts of the sanitation services chain from toilet capture and containment through emptying, transport, treatment (in situ or off-site) and final disposal or end use. Safe waste management is considered part of the sanitation chain
	Hand washing	Practices to use of hand-washing facilities (e.g. sinks with tap water,肥皂, taps, and jet or basins equipped for handwashing) including soap bar, liquid, powder detergent and soapy water. Ash, soil, sand and other traditional handwashing agents are less effective and do not count as 'soaps'
	Menstrual hygiene management	Women and adolescent girls are using a clean menstrual management material to absorb or collect menstrual blood, that can be changed in privacy as often as necessary for the duration of a menstrual period, using soap and water for washing the body as required, and having access to safe and convenient facilities to dispose of used menstrual management materials. They understand the basic facts linked to the menstrual cycle and how to manage it with dignity and without discomfort or fear
	Oral hygiene	Personal hygiene (e.g. hygiene, bathing, NOT dental hygiene) domestic hygiene (cleaning surfaces, laundry, etc.)
	Behaviour change	Promotion of changed water, sanitation and hygiene behaviour, such as CLTS approaches, hygiene promotion
	BC Tripping	Use of behavioral factors derived from psychosocial theories (e.g. emotions or social pressure) to motivate BC CLTS (see example)
	BC Health Messaging	Creative educational approach designed to help individuals, or communities, improve their health through increasing their knowledge and/or skills
	Infrastructure provision	Direct provision of technologies such as water supply, sanitation or hygiene infrastructure, including water filters, soap bars, toilet slabs, waste storage containers etc.
	Training and capacity development	Training and education activities, technical support
Intervention: WASH components	Product provision	Provision of consumable materials or technologies that are distributed to individuals or households such as hygiene kits, menstrual pads and other products, water treatment tablets, SODIS bottles, mobile can for handwashing (e.g. pitcher), peepoo bags and soap. Distribution may be one-time or ongoing during the intervention
	Policy intervention	Adoption of WASH regional or national policy, such as national DDP target
	Service provider	Intervention targeted to the service provider (e.g. WASH budgeting, service delivery and performance, monitoring)
	Marketing-based approaches	Building the WASH market of goods and services (e.g. training masons, promotion/demand creation, distribution, and sales of products and services to consumers)
	Tariffs, loans, subsidy	Provision of financial instruments, such as toilet purchasing subsidies (or in-kind materials), pro-poor tariffs, or loans for WASH services (e.g. upfront connection costs)
	Operation and maintenance (O&M)	Rehabilitation or maintenance interventions of pre-existing infrastructure, such as boreholes or latrines that have broken down
	Water	As stated in the publication
	Oral and informal activities	As stated in the publication
	Other	As stated in the publication
	Other	As stated in the publication
Does intervention include QRS component?	Sample of inclusive components	Examples of transformative components:
	• Training to specific times of day to accommodate men or women	• Social and behavioural change components related to gender or social equality
	• WASH facilities in school	• Interventions to change gender attitudes (e.g. GBV, in a household decision-making, including (transforming men's engagement on shared work)
	• Disability inclusive WASH infrastructure	• Micro-credit and financial/income groups for women or poor (or marginalized) groups
	• Improved safety (e.g. improved toilets, lighting in informal settlements)	• WASH to train women or under-represented groups in WASH leadership, WASH maintenance, service provider (public or private)
	• Women's advocacy groups or women's support groups	• Multi-use water initiatives to promote women's economic empowerment
	• Women's advocacy groups or women's support groups	• Gender mainstreaming at service provider level (e.g. implementing specific for staffing, gender-specific indicators in monitoring)
	Intervention target scale	The scale at which the intervention is targeted. The level at which the intervention is targeted may be different to the level at which it is implemented and is studied.
	Individual	Intervention is to a specific individual, rather than entire households. This may include interventions aiming to improve individual's attitudes or specific people's behaviours.
	Household	Intervention at the household level. This includes interventions that target household but that are implemented at the community level (e.g. CLTS, communal water points)
Household grouping	Interventions targeting household groups, usually within a compound house. Compound housing refers to multiple rooms dwellings where multiple households live together, often sharing their facilities	
Public area (school, healthcare facility, market, religious venue, etc.)	Intervention targeted at a public area (school, health centre, market, etc.)	
Service provider	Intervention targeted at service providers, for example, water utilities, municipalities and job employers, any other roles, including religious role	
Other	Intervention targeted at other roles, including religious role	
Experimental design	Random experiment with random allocation to groups	The evaluation must: (i) compare two or more groups which receive different interventions or different intensities/levels of an intervention with each other; and/or with a group which does not receive any intervention at all AND (ii) allocate participants (individuals, groups, classes, schools, LEAs etc) or sequences to the different groups based on a fully random schedule (e.g. a random numbers table is used). If the report states that random allocation was used and no further information is given then please keyword as RCT. If the allocation is NOT fully randomized (e.g. allocation by alternate numbers by date of birth) then please keyword as a non-randomised controlled trial
	Experiment with non-random allocation to groups	The evaluation compared two or more groups which receive different interventions, or different intensities/levels of an intervention to each other and/or with a group which does not receive any intervention at all BUT DOES NOT allocate participants (individuals, groups, classes, schools, LEAs etc) or sequences in a fully random manner. This keyword should be used for studies which describe groups being allocated using a quasi-random method (e.g. allocation by alternate numbers or by date of birth) or other non-random method
	One group pre-post test	A group of subjects is tested on outcome of interest before being given an intervention which is being evaluated. After receiving the intervention the same test is administered again to the same subjects. The outcome is the difference between the pre and post test scores of the subjects.
	One group post-test only	One group of subjects is tested on outcome of interest after receiving the intervention which is being evaluated.
	Cohort study	Researchers prospectively study a sample (e.g. learners), collect data on the different aspects of policies or practices experienced by members of the sample (e.g. teaching methods, class sizes), look forward in time to measure their later outcomes (e.g. achievement) and compare the experiences to the outcomes achieved. The purpose is to assess the effect of the different experiences on outcomes.
	Case-control study	Researchers compare two or more groups of individuals on the basis of their current situation (e.g. 15 year old pupils with high current educational performance compared to those with average educational performance), and look back in time to examine the statistical association with different policies or practices which they have experienced (e.g. class size, attendance at single sex or mixed sex schools, non-school activities etc.)
	Survey	Researchers have used a questionnaire to collect quantitative information about items in a sample or population (e.g. views on WASH infrastructure)
	Views study (phenomenology)	Researchers try to understand a particular phenomenon from the point of the 'viewpoint' of a particular, group, culture or society. In these studies there is attention to subjective meaning, perspectives and experience. It involves the study of subjective, lived experiences and perspectives of participants.
	Ethnography	Researchers present a qualitative description of human culture, based on fieldwork. The goal of ethnographic research is to describe and interpret a cultural or social group.
	Case study	Researchers refer specifically to their 'descriptive' approach as a case study.
Qualitative description	Other observational studies, 'without' (reference to) a particular qualitative methodological approach, but with a qualitative data collection and analysis (e.g. interviews or focus groups)	
Grounded theory	Researchers refer specifically to their 'descriptive' approach as a 'grounded theory design'	