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Municipios y Comunidades Saludables

Community Outreach Workers' Reference Guide for Household Improvement in Water, Sanitation and Hygiene

For Members of the Neighborhood Councils

Overall Coordination

- Edgar Medina - MSH-Perú
- Julia Rosenbaum - AED

Authors

- Elizabeth Younger – USAID/HIP (The Manoff Group Inc.)
- Kenneth Peralta – MSH-Perú

Collaborators

- Sandra Callier - USAID/HIP (AED)
- Scott Tobias – USAID/HIP (ARD Inc.)
- Will Oswald, Independent Consultant, USAID/HIP
- Eliana López, MSH-Perú
- Technical team at the Pucallpa office, MSH-Perú
    - Pacífico Tacanga
    - Ehelen Fernández
    - Erika Dávila
    - Maria Elena Ponce
    - Belinda Guillén
    - Katerina Berrios

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- Lucy López, USAID, Peru
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  "*Guía de la promotora*" (Promoter's Guide), Nicaragua,
  Chinandega (prepared with assistance from EHP)

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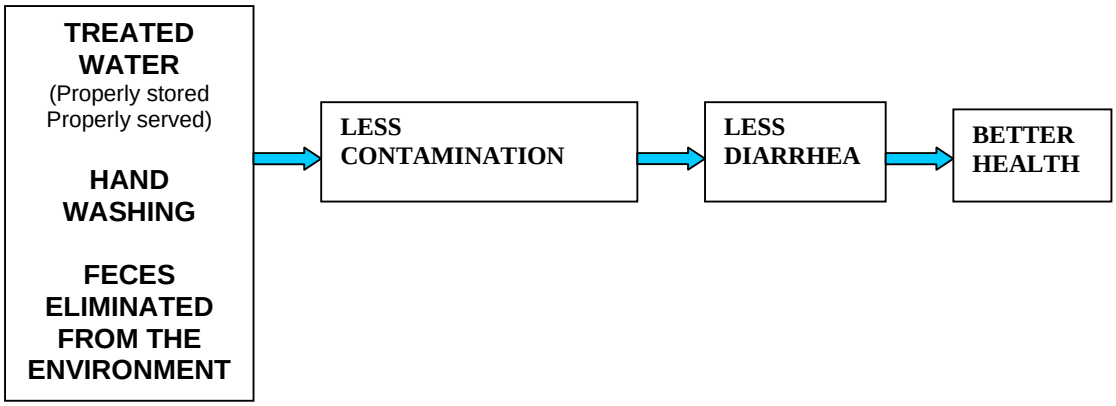
Introduction

The purpose of this Community Reference Guide is to help community outreach workers implement activities with families in their communities to improve the quality of water for household consumption (through point-of-use water treatment, improved storage and serving behaviors) and to foster changes in behavior to reduce diarrhea. The long-term goal is for families to have water systems and indoor plumbing, but until this can be achieved, each home and community can implement healthy practices to improve their living conditions. When water is treated, stored and served properly, and people wash their hands and eliminate feces properly, there is less contamination and a reduction in the risk of ingesting germs. This results in fewer cases of diarrhea, which has a positive effect on families by improving their health. When people are healthy, they do not spend money on medicine and doctor visits, they can work without problems, and children do not miss school. All of this leads to the improvement of a family's living conditions.



This guide supports activities that are part of the Community Network for the Improvement of Drinking Water (Spanish acronym: RECOMAP) in the Peruvian jungle region, which seeks the interaction and participation of local actors and members of civil society to improve the quality of life for families in these communities. This guide is complemented by educational materials that are used during group sessions and reminder materials given to the families.

This Guide is divided into 5 chapters covering the following topics:

- ***Questions and answers:*** Frequently asked questions on diarrhea, water treatment, hand washing and feces handling.

- ***Activities:*** Activities to be carried out during the 4 community meetings. The exercises, materials and time required to achieve the objectives are described in detail.

- ***Tools and information systems:*** Management tools used to monitor progress in changing behaviors to improve safe water consumption, hand washing and feces disposal.

- ***Tool Box***: This chapter is divided into 3 sections:

  - ***Tool Box 1: Managing a Group:*** Techniques that facilitators can use when leading a group. Includes examples of how to keep a group's attention and motivate its members toward continuous improvement.

  - ***Tool Box 2: Interpersonal Communication:*** A description of communication methods and techniques for keeping the message flowing smoothly.

  - ***Tool Box 3: Negotiating Behavior Change:*** Recommendations for how to negotiate with family members on selection of improved behaviors and how to brainstorm ideas for overcoming barriers to achieve the improved behaviors.

- ***Annexes***

I.- Questions and Answers

I. Questions and Answers

In the following section, you will find some frequently asked questions on the following subjects:

- Diarrhea (contamination cycle)
- Water Treatment and Care
- Hand Washing
- Feces Disposal

You may use this section as support material or as a reminder when you need quick responses to questions.

Diarrhea (Contamination Cycle)

1. ***What is diarrhea?***

   Liquid bowel movements that occur more than 3 times a day.

2. ***Why do we get diarrhea?***

   Because germs enter our body.

3. ***How do germs enter our body?***

   - When we consume food contaminated with feces (because it has not been washed or it has been contaminated, [by flies, for example])
   - When we drink untreated water
   - When we eat with dirty hands
   - When the person who prepares the food has dirty hands
   - When children put their dirty hands in their mouths

4. ***Why is diarrhea dangerous?***

   Continuous diarrhea causes a loss of liquid in the body, resulting in dehydration and malnutrition.

5. ***Who gets diarrhea and who does it affect the most?***

   Children under 5 years of age are affected most, and it is dangerous because they can become dehydrated very quickly and die.

6. What does "treating" my water mean?

Treating water means reducing or eliminating germs in the water in order to reduce the possibility of getting diarrhea after drinking it.

7. How can I treat my water?

You can:

Chlorinate it / Boil it / Use SODIS (solar disinfection method)

CHLORINATION

[NOTE: The chlorination protocol described in this Guide is only appropriate for the jungle region in Peru since it uses locally available bleach products and yogurt containers. This protocol is not appropriate for other regions/countries where these bleach products and yogurt containers are not available.]

8. How should I chlorinate my water?

(a) First, make a solution of water and bleach or chlorine. Start by washing well an empty 1-liter bottle of Yogurt Gloria or Yogurt Pura Vida. Fill the cap of the 1-liter bottle with Clorox or Reluciente bleach and pour it into the bottle. Repeat this step until there are 4 capfuls of bleach in the bottle and then fill the bottle with water up to the neck and close it. Shake the water-and-bleach solution. This water-and-bleach solution lasts one month.

(b) Second, if your water is CLEAR, pour 2 capfuls of water-and-bleach solution into 20-liters of water.

(c) If your water is TURBID (but not as dark as chocolate), pour 4 capfuls of water-and-bleach solution into 20-liters of water. (If your water is VERY turbid, as dark as chocolate, please refer to the instructions in question numbers 11, 15 and 32.)

9. Which 1-liter container can I use to make my water-and-bleach solution?

You should only use 1-liter Yogurt Gloria or Yogurt Pura Vida containers. You should never use containers from other brands even though they look similar because they are not exactly the same size.

10. What brands of bleach can I use to chlorinate my water?

You should only use Clorox or Reluciente brands. Other brands do not have an adequate concentration for making the water-and-bleach solution.

11. What should I do if my water is VERY turbid (as dark as chocolate)?

In order to treat water with chlorine, first you should clarify the water (eliminate the turbidity) using alum. If you have solid alum (in little chunks), crush them into a powder. Put one and a half tablespoons of alum in 20 liters of water (this is equivalent to adding 32 grams of powdered alum per 20 liters of water), stir it 100 times and leave it to sit undisturbed for 3 hours. Afterward, pour 4 capfuls of the water-and-bleach solution into the water clarified with alum.

If you do not have alum to remove the turbidity of water that is VERY TURBID, then YOU CAN NOT USE CHLORINE to treat this water. In order to treat VERY turbid water (without clarifying it with alum), you must use the boiling method (see below).

12. If water has a strong chlorine taste after treating it, how can I eliminate the chlorine taste?

You should shake the container and then open it. Repeat this process several times if the water still has a chlorine flavor.

13. How long does chlorinated water last?

It is best to use chlorinated water within 24 hours if it is not stored in a container with a lid and a spout.

BOILING

14. How should I boil my water?

In a teapot or a pot, heat the water until large bubbles appear. Then let it cool and it will be ready to drink.

15. Can I use the boiling method to treat VERY TURBID (as dark as chocolate) water?

Yes, but first you must eliminate the turbidity of the water by **using alum (see question 30 for instructions on how to use alum) or letting it sit undisturbed for 12 hours** so that the dirt settles to the bottom and the water looks clear. Afterwards, pour the clear water into another container and discard the residue remaining in the first container.

Once the water is clear, boil it until **large bubbles** appear.

16. How long does boiled water last?

Boiled water only lasts 24 hours. It should be disposed of after that.

SODIS (Solar Disinfection) Method

17. What is the SODIS method?

It is a water disinfection method that uses sunlight. With this method, the sun's ultraviolet light and high water temperature (due to heat from the sun) destroy germs in the water.

18. What materials do I need in order to use the SODIS method?

- Clean, transparent plastic bottles (with lids) that hold up to 2.5 liters (10 cm diameter maximum)
- Clear water
- Corrugated metal (optional)

19. How do I treat water using SODIS?

Fill a clean plastic bottle with clear water and screw on the lid. Lay it in direct sunlight for 6 hours. It is a good idea, but not absolutely necessary, to lay the bottle on a piece of corrugated metal. If it is cloudy or raining off and on (but not all day), leave the bottle exposed to the sky for two days. Afterward, allow the bottle to cool and the water will be ready to drink.

20. Can I use SODIS if it is raining all day?

No, because the SODIS method only works when enough of the sun's rays reach the water.

21. Must I use only transparent plastic bottles for the SODIS method?

Yes, you should only use colorless, transparent plastic soft drink or mineral water bottles that are no more than 10 cm in diameter. YOU SHOULD NOT

USE bottles that are green, brown, blue, etc. or glass bottles (because colored bottles do not allow the sun's rays to disinfect the water and glass bottles do not typically have tight fitting lids).

22. What size bottles should I use for SODIS?

Bottles that hold no more than 2.5 liters and are no more than 10 cm in diameter.

23. What do I do if my bottles are scratched?

If your bottles are very scratched or opaque, discard them and use other bottles.

24. Should I take the labels off of the bottles?

Yes, because the labels prevent sun's rays from disinfecting the water.

25. Can I use SODIS with turbid water?

NEVER use SODIS with turbid water or clarified water.

26. Where should I store water treated with SODIS?

Water treated with SODIS should be stored in the same bottles in which it was treated.

27. How long does water treated with SODIS last?

Once a bottle of water treated with SODIS has been opened, it should only be kept 24 hours and then it should be discarded because there is a strong possibility that it could be recontaminated.

28. Should I drink water treated with SODIS straight from the bottle (putting my mouth on the bottle)?

No because you could contaminate the water if the bottle comes into contact with your mouth. To drink the water, pour it into a clean glass.

Turbidity

29. What is turbidity?

Turbidity occurs when there are germs and particles (such as dirt) floating in the water. Turbid water may be anywhere from slightly cloudy/brown/dirty to totally opaque to as dark as chocolate.

30. What should I do if my water is turbid?

You can clarify water using alum. If you have solid alum (in small chunks), crush it until it is a powder. Put one and a half tablespoons of alum in 20 liters of water (this is equivalent to using 32 grams of powdered alum per 20 liters of water), stir it 100 times and let it sit undisturbed for 3 hours.

If you do not have alum, let the water settle (sit undisturbed) for 12 hours so that the dirt settles to the bottom and the water looks clear. Afterwards, pour the clear water into another container and discard the residue remaining in the first container.

31. What can I do to treat water when it is SLIGHTLY turbid?

- You can boil water or
- You can chlorinate water by adding 4 capfuls of the water-and-bleach solution (see question 8a).
- You should NOT use the SODIS method.

32. What can I do to treat water when it is VERY turbid (as dark as chocolate)?

First, you must eliminate the turbidity of the water using **alum** (see how to use alum in the answer to question 11) or by letting it sit for **12 hours** so that the dirt can settle to the bottom, and then pour the clarified water into another container, leaving behind the residue/dirt in the bottom of the first container.

If you use alum to clarify water, you can chlorinate it by adding 4 capfuls of water-and-bleach solution.

If you let the water sit to clarify it (and did not use alum), then you must use the boiling method.

Transporting, Serving and Storing Water

33. When I gather water, how should I transport it?

You should transport it in a container with a lid.

34. How do I take water out of the container to consume it?

If your container has a spigot (tap), you should serve the water using the spigot. If you are using a container without a spigot, then take the water out by using a clean, long-handled dipper. If you are storing water in a pitcher, serve the water by pouring it in a glass or cup. If you treated your water using SODIS, serve it directly from the bottle in which it was treated.

Never dip a bowl, cup or your hands into the container with your treated water because you can recontaminate it.

35. Where should I store my treated water?

You should keep chlorinated and boiled water in a narrow-neck container with a lid that seals it well, preferably with a spigot (tap). Water treated with SODIS should be kept in the same bottles in which it was treated.

Use of Treated Water

36. Can I use treated water (chlorinated, boiled or SODIS-treated) to prepare my food?

Yes, you should always use treated water to prepare your food because that way you will be less likely to get sick.

37. Can everyone in the family drink treated water?

Yes, adults, children and babies should **always** drink treated water.

Hand Washing

38. Who should wash their hands?

Everyone should wash their hands: adults, the elderly, young people, children and babies. If children are unable to wash their hands by themselves, an adult should help them.

39. When should we wash our hands?

- Before eating
- Before breastfeeding
- Before preparing food
- After going to the latrine or the bathroom
- After changing diapers
- After returning from the field

40. With what should we wash our hands?

We should wash our hands with water and soap. To wash our hands correctly, we set them, soap them, rub them together at least three times, clean under our nails and rinse them with running water. We air dry them by shaking them or we use a clean towel or rag.

41. Is "clean" water, i.e. pure or treated water, necessary for washing my hands?

No, washing your hands with any water makes them cleaner if you also use a cleaning agent such as soap, sand or ash. It is better to rinse your hands with running water.

Disposal of Feces

42. Do all feces contaminate?

Yes, all feces contaminate, whether they are from adults children, babies, or animals.

43. What can we do to keep human feces from contaminating the environment?

Put all feces in the latrine. If we have to defecate outside, then you should bury your feces (like cats bury their feces).

44. Where can I dispose of my baby's feces?

You should put them in the latrine or bury them.

45. What can we do to keep animal feces from contaminating the environment?

Feces that are in and around the house and near your source of water should be picked up and put in the latrine or buried (the way cats bury their feces).

46. Where can I build my latrine?

You should build it at least 15 meters from your source of water (well, river, creek, etc.)

47. What supplies do I need to clean the latrine?

- Bleach (to disinfect it)
- Broom and rag
- Water

48. How should I clean the latrine?

- The latrine or septic tank should be swept inside and out.
- It is best to use water with some bleach to disinfect the hard surfaces (floor [if not dirt], platform with hole in it through which urine and feces falls], seat [if there is one], lower portions of the interior walls)

II.- Activities

II. Activities

The interactive group activities described below focus on creating changes in behavior at the individual and household level to reduce the risk of getting diarrhea through improving the quality of drinking/cooking water, increasing hand washing with soap at key moments, and establishing proper feces disposal behaviors. The activities take a total of 4 hours to complete and can be done in one session or divided into multiple sessions. Once the 4 hours of activities are completed, it is preferable to have at least an additional 3 meetings with the participants to collect information on behavior change in the families. The first data collection meeting should take place approximately one month after completing the 4 hours of activities. There should be approximately one month between each subsequent data collection sessions. Members of the Neighborhood Councils (Juntas Vecinales) lead the community members through the 4 hours of activities and collect the data.

Some of the group activities will be conducted with everyone in one large group and some will be carried out in "small" sub-groups of no more than 10 family representatives (individuals) led by one member of the Neighborhood Council (Junta Vecinal). Each time that an activity is done in the small-group setting, the same family representatives and Neighborhood Council (Junta Vecinal) leader should gather (so that the small groups remain the same from session to session).

It is important that representatives of the families attend the meetings from the start because it is essential that they participate in the 4 hours of behavior change activities.

The following chart presents the 4 hours of behavior change activities and the 3 subsequent meetings for information gathering and monitoring:

LIST OF ACTIVITIES: MEETINGS 1, 2, 3 and 4

	ACTIVITY		DIRECTED TOWARD		TIME
			Families	**Facilitators**	
MEETING 1 Time: 4 hours	1.1	Contamination cycle	**X**		40 minutes
	1.2	Risks related to different water sources and contaminated water	**X**		10 minutes
	1.3	Feces in our water	**X**		15 minutes
	1.4	How do we chlorinate our water?	**X**		25 minutes
	1.5	How do we boil water?	**X**		10 minutes
	1.6	SODIS method to treat water	**X**		15 minutes
	1.7	How do we take care of our drinking and cooking water?	**X**		10 minutes
	1.8	How do we protect our well?	**X**		20 minutes
	1.9	How do we wash our hands?	**X**		15 minutes
	1.10	When do we wash our hands?	**X**		10 minutes
	1.11	Feces management	**X**		15 minutes
	1.12	"Assessment Tool: Household Water"	**X**	**X**	25 minutes
	1.13	Distribution of the reminder brochures and display boards	**X**		10 minutes
	1.14	Fill in the information on the "Data Consolidation Sheet" and "Bar Graphs"		**X**	20 minutes
MEETING 2, 3, 4 Time: 40 minutes per meeting	2.1	"Assessment Tool: Household Water"	**X**	**X**	20 minutes
	2.2	Fill in the information on the "Data Consolidation Sheet" And "Bar Graphs"		**X**	20 minutes

MEETING 1 (Total time: 4 hours)

Activity 1.1: Contamination cycle

Objective

- Participants should be able to describe the contamination cycle and the connection between contamination and diarrhea.

Time

- 40 minutes

Materials

- 14 cards with drawings of actions that can prevent diarrhea ("positive actions"), increase the risk of getting diarrhea ("negative actions"), and may or may not lead to diarrhea ("uncertain" actions)
- 3 large signs that say:
  - "**DIARRHEA**" with a picture of a "sad" face
  - "**NO DIARRHEA**" with a picture of a "happy" face
  - "**UNCERTAIN**" with a picture of a face with the mouth in a horizontal line
- Masking tape
- Poster: "Contamination Cycle"

Preparation prior to the session

- Make 3 large signs that say:
  - "**DIARRHEA**" with a picture of a "sad" face
  - "**NO DIARRHEA**" with a picture of a "happy" face
  - "**UNCERTAIN**" with a picture of a face with the mouth in a horizontal line

Key ideas:

- Avoid defecating in open areas
- Wash your hands after using the toilet
- Wash your hands before eating
- Consume only treated water

Procedure

Part one

- **Put up the three "DIARRHEA", "NO DIARRHEA," and "UNCERTAIN" signs** in a place where participants can form groups below each poster.
- **Shuffle the 14 illustrations** of positive actions (which can protect one against diarrhea), negative actions (which can put one at risk of getting diarrhea), and "uncertain" actions (that do not indicate whether they lead to a risk of getting diarrhea) related to contamination so that they are in random order.
- **Display a picture** (without saying whether it is "positive," "negative," or "uncertain") and ask the participants to go stand below the poster that indicates how they feel about that picture.
- Ask for a representative from each group to explain why they stood in that place and briefly discuss the key ideas. The discussion is likely to highlight that the participants can interpret the picture in different ways and that there is no single “answer.”
- **Repeat the same procedure** with all of the pictures of “positive”, “negative,” and ”neutral” actions.

Be sure to encourage discussion on the following key ideas related to each illustration:

WATER

- **Kettle boiling:** "Positive (No diarrhea)" picture, because boiling water kills germs, but boiled water can be recontaminated easily.
- **SODIS bottles:** "Positive (No diarrhea)" picture, because germs are killed when water is treated using the sun’s rays, but treated water can be recontaminated easily.
- **Chlorinating water** (by putting bleach in the water): "Positive (No diarrhea)" picture, because treating water with bleach, which has chlorine, kills germs. Chlorine remains in the water and protects it at least 24 hours, so it is less likely to be recontaminated.
- **Couple loading bananas with their bottles of water**: “Positive (No diarrhea)” picture, because people are taking treated water with them so that they can consume it not only in their home, but also away from home.

- **Woman scooping water out of a pot with a bowl**: "Negative (diarrhea)" picture, because it is very easy to contaminate water when something that may have germs (such as a hand or a bowl) is dipped in it.
- **Man drinking water directly from the river:** "Negative (diarrhea)" picture because untreated water, such as river water, may be contaminated and may make a person ill.
- **Woman drawing water from the river with a bucket:** "Uncertain" picture, because she may treat the water before it is consumed.
- **Child at school serving himself water from a container with a spigot:** "Uncertain" picture, because it is not known whether the water is or is not treated. However, it is very good to store water in a container with a well sealing lid and to serve water from a spigot.

HANDS

- **Man washing his hands before sitting down to eat:** "Positive (No diarrhea)" picture, because when he washes his hands he removes the dirt and germs before eating, which reduces his risk of becoming ill.
- **A child with dirty hands eating a banana:** "Negative (diarrhea)" picture, because the child's dirty hands and the flies can contaminate the banana and then by eating it the child may become ill.
- **Two people shaking hands:** "Uncertain" picture, because it is not known whether these people have clean hands or whether one of them is going to contaminate the other with any germs that may make him/her ill.

FECES

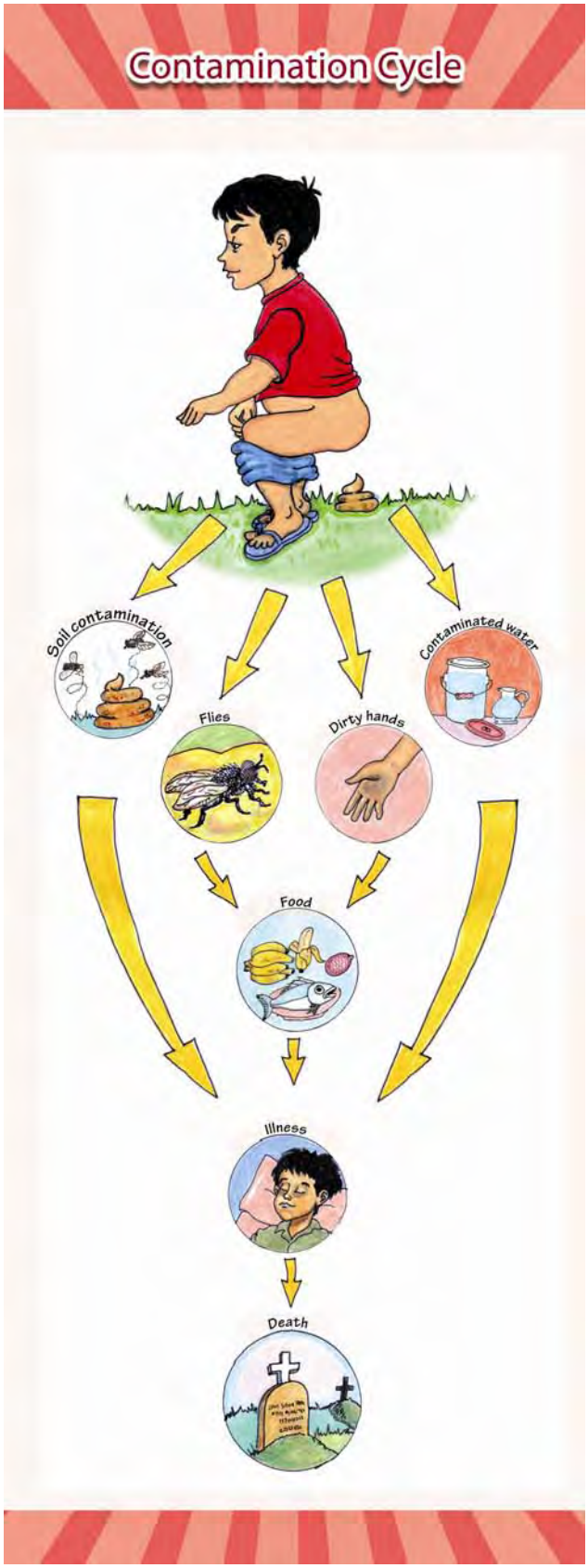
- **Woman putting baby feces in a latrine:** "Positive (No diarrhea)" picture, because babies' feces can contaminate just like those of adults, so they should be disposed of in a latrine or buried.
- **Child defecating in the open:** "Negative (diarrhea)" picture, because all feces (those of adults, children, babies, and animals) contaminate, so they must be disposed of in a latrine or buried.
- **Well built 15 meters from the latrine**: "Uncertain" picture, because it is not known whether the latrine is built on a hill that is higher than the well, which could lead to contamination of the well (especially during flood season).

NOTE: It is important to realize that although a picture is labeled above as "positive," "negative" or "uncertain," there may be circumstances in which the conditions would indicate that it should be classified in another category. For example, the illustration of the kettle boiling is categorized as a "positive" picture (because boiling water kills germs), but it is possible that during the discussion a participant may stand below the "uncertain" sign, explaining that boiling water kills germs, but it is very easy for it to become contaminated again, so it is possible that boiled water can lead to diarrhea. In this case there is no need to try to get this participant to change his/her position, because the argument is valid. At the end of the discussion, it is not necessary for all participants to agree on the "positive," "negative," or "uncertain" classification of each picture. What is important is that everyone understands which elements in each picture can protect a person against diarrhea or expose him/her to it.

Part two

- **Show the participants the "Contamination Cycle" drawing** and explain the key ideas, including:
    - The contamination cycle starts with people (represented here by a child) defecating out in the open, which causes:
        - The feces to come into contact with the soil and contaminate people and animals.
        - Feces attract flies, and flies contaminated with feces land on food, which people eat.
        - People who do not wash their hands after defecating spread germs in their surroundings and food.
        - Feces in the soil contaminate our water sources and then we consume contaminated water.

Contamination by all of these routes occurs every day in our community and causes diarrhea, affecting children, the elderly, and the ill, occasionally leading to death.


Contamination Cycle
Soil contamination
Flies
Dirty hands
Contaminated water
Food
Illness
Death

Activity 1.2: Risks related to different water sources and contaminated water

Objective

- By the end of this activity, participants will be able to state that you cannot tell if water is safe to drink by looking at it because even “clear” water can have germs that can make you ill.

Time

- 10 minutes

Materials

- 2 half-liter plastic bottles of clean water
- Salt
- A hair (or long blade of grass or piece of thread)
- Animal or human feces
- Disposable cup

Preparation prior to the session

- Before the meeting, **put enough salt in one of the bottles of water** to make it very salty, and then shake the bottle to dissolve all of the salt.

Key ideas:

- Although the water is clear and seems "clean" it may have germs that can make a person ill.

Procedure

Part one

- **Show the participants 2 bottles** (1 bottle with water WITH SALT and the other bottle with water WITHOUT SALT) and ask them to look at them closely. **Ask them if they see any difference in the water in the two bottles.**
    - Hold up one of the bottles and ask those who think that the water in that bottle is safe to drink to raise their hands.
    - Hold up the other bottle and ask those who think that the water in that bottle is safe to drink to raise their hands.

- **Ask 2 volunteers to taste the sample of water WITHOUT salt**. They should both drink the water at the same time and be standing so that the other participants can see their faces when they taste the water. **Repeat** this process with the same volunteers **using the water WITH salt**.
    - Give the volunteers the opportunity to give a brief explanation of the difference between the two bottles of water.
- **Ask the observers** what they learned from the volunteers' experience drinking the water. **Reinforce the idea that although water appears clear and "clean," it may have germs** that can make a person ill.
- Find out if anyone has any questions about this exercise.

Part two

- Ask a participant with long hair to give you a hair from his/her head (or use one of your own if you have long hair or use a long blade of grass or a piece of thread). Put the sample of feces, which you collected before the meeting, where everyone can see it. Hold one end of the strand of hair (grass/thread) in each hand and run the hair (grass/thread) through the feces. Submerge the hair (grass/thread) with feces on it in a glass or bottle of water and then remove the hair (grass/thread).
- Ask for a volunteer to drink the water from the glass / bottle (only to see the participant's reactions). **No one should consume this water.**
- Lead a discussion about the group's reaction and be sure to stress the idea that the community's water has feces just like the glass of water used in the activity.

Activity 1.3: Feces in our water

Objective

- By the end of this activity, participants will be able to state that the water in their community is contaminated with bacteria.

Time

- 15 minutes

Materials

- Poster: “Feces in Our Water”

Key ideas

- Inform the community members about the results of the water quality research conducted in Curimaná district in Peru’s Ucayali region.

Preparation prior to the session

- None

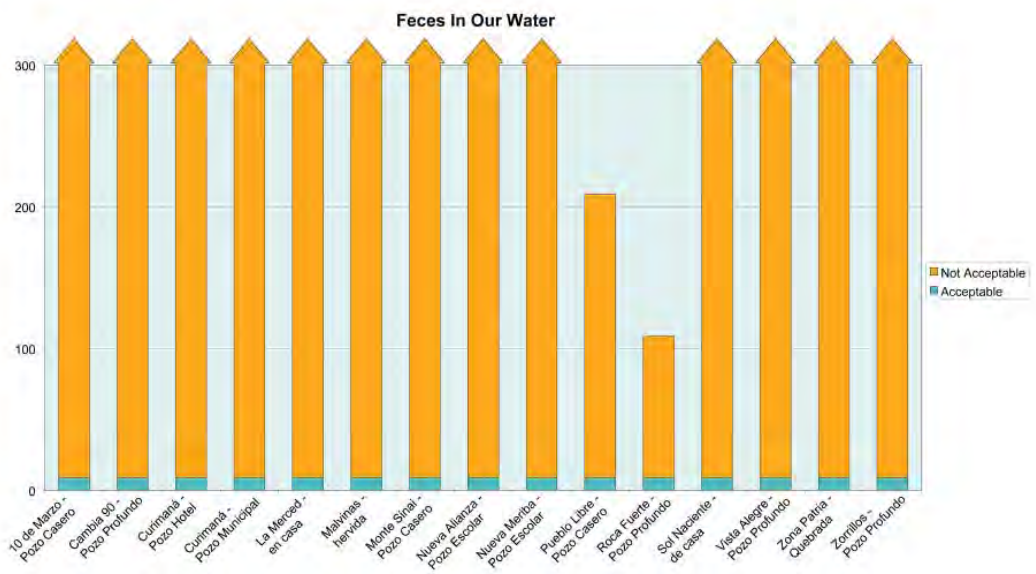
Procedure

- Explain that research was conducted on **water samples** from 26 communities in the district of Curimaná (in Peru’s Ucayali region). These samples were taken from different sources **(wells, drinking water systems, rivers, streams, creeks, and lakes)** and were analyzed in a laboratory to detect contamination levels (to see how many bacteria [germs] there were, specifically "fecal coliform" bacteria found in human and animal feces, which are the primary cause of diarrhea).
- Draw 2 circles with dots inside them (one with a few dots and one with many dots). Explain that the circles represent water samples and that the dots represent germs (bacteria) in the water. The circle (“water sample”) with many dots has more germs than the other circle (“water sample”) with fewer dots, but both of the circles (“water samples”) are contaminated.
- Show the participants the "Feces in Our Water" poster.

  Explain that each column represents a community and that the name of a community and the source of water in the community that was tested are stated at the bottom of

each column. Point to your community's name and column and mention that this is "our" community.

- Mention that not having any germs from feces (called "fecal bacteria") in the water we consume is ideal, but that it is possible to have a tiny, tiny amount without too much risk to our health. Show them the blue section at the base of the columns and explain that the blue portion represents the very tiny amount of bacteria that can be in the water without it making you sick and that the orange section indicates such high levels of bacteria that you are at very high risk of getting diarrhea if you drink the water. So, if the entire column falls within the blue section, then consuming this water is probably not going to make you ill. However, if the top of the column ends in the orange section, then the bacteria level in the water is so high that you can become ill if you drink it. Indicate that, as they can see, **all** of the communities have so many bacteria in their water that their columns fall into the orange high-risk section. Point to the column to which your community belongs and say, "Our community is at very high risk of having cases of diarrhea if we consume untreated water."
  [Note: Pueblo Libre and Roca Fuerte have shorter columns than other communities because they have fewer bacteria in their water, but they are still in the orange section of the column and are at very high risk of having cases of diarrhea.]



Activity 1.4: How do we chlorinate our water?

Objective

- By the end of this activity, participants should be able to chlorinate their water following the chlorination procedure promoted through this training.

Time

- 25 minutes

Materials

- Poster: "How Do We Chlorinate Our Water?"
- 1 Clorox bleach bottle
- 1 bag of "Reluciente" brand bleach
- 1 1-liter bottle of Yogurt Gloria (any flavor)
- 1 1-liter bottle of Yogurt Pura Vida (any flavor)
- 6 1-liter bottles for the water-and-bleach solution
- 6 buckets of water, each with a lid and a spigot
- Disposable cups or glasses

Key ideas

- Community residents can chlorinate their water.

Preparation prior to the session

- None

Procedure

REVIEW THE POSTER, "HOW DO WE CHLORINATE OUR WATER?"

- **Review the poster,** pointing to each step and reading the text out loud.

DEMONSTRATE HOW TO CHLORINATE WATER

- Show the entire group how to make the chlorine solution and how to chlorinate 20 liters of water in a container with a lid and a spigot. Let this chlorinated water sit for 30 minutes prior to consumption.

- Ask if there are any questions and answer them.
- Once again, emphasize that:
  - The bleach-and-water solution can only be kept for one month.
  - The difference in chlorinating:
    - **Clear water**: Add **2 bottle capfuls** of the water-and-bleach solution.
    - **Turbid water** (but not as dark as chocolate): Add **4 bottle capfuls** of the water-and-bleach solution.
  - Stress to only use chlorine to purify very turbid water (water as dark as chocolate) once it has been clarified with alum.
- If desired, ask a participant to prepare (in front of the whole group) 20 liters of water using 2 drops of bleach per liter of water (as recommended by the Ministry of Health), so at the end of the meeting the participants can compare the taste of water chlorinated with the 2 different chlorination procedures.

PRACTICE CHLORINATION

- **Inform** the participants that they will have the opportunity **to practice** chlorinating water in their **small groups** and that a facilitator will be working with each group.
- **Divide the participants into groups of 10** or fewer, with each group made up of neighbors or people who live near each other. A member of the Neighborhood Council (Junta Vecinal) will be in charge of each group. The same group of participants with the same facilitator will gather each time the activities break into small working groups.
- The facilitator in each small group needs to ask:
  - **2 volunteers** to make a **water-and-bleach solution** in a 1-liter container (while the other members of the small group watch).
  - **2 more volunteers to chlorinate 20 liters of water** using the bleach-and-water solution (while the other members of the small group watch).

  If the volunteers have any questions about how to chlorinate (or are doing it incorrectly), the Neighborhood Council (Junta Vecinal) member must first encourage the other members of the small group to try to answer the question (or correct the volunteers' actions). If necessary, the Neighborhood Council (Junta Vecinal) member can show them the "Chlorination" poster again to resolve any questions the volunteers may have.

- If possible, all members of the small group should have the opportunity **to taste the water that was chlorinated** (over half an hour before) in the demonstration for the entire group of participants.
- Inform the participants that at the end of the meeting they will receive materials to take home to help them remember how to implement all of the water treatment methods.

How Do We Chlorinate Our Water?
1
GLORIA
PURA VIDA
Obtain a 1-liter Yogurt Gloria or Pura Vida bottle.
2
Remove the label and wash the bottle.
3
1
2
3
4
BLEACH
1 Liter
Fill the cap with Clorox or Reluciente brand bleach and pour it in the bottle. Repeat until there are 4 capfuls of bleach in the yogurt bottle.
4
Fill to here
1 Liter
Add water to the bleach until the bottle is filled up to it's neck. Screw the lid on.
5
Shake it.
6
1
2
20 LITERS
If your water is clear, add 2 capfuls of the water-and-bleach solution to a 20-liter container of water.
7
1
2
3
4
20 LITERS
If your water is turbid (but not as dark as hot chocolate), add 4 capfuls of the water-and-bleach solution to a 20-liter container of water.
8
Close the container and shake it.
9
Half an hour
Let the water sit for half an hour.
10
20 LITERS
The water is ready to drink. Store it in the same container.
11
Remember:
Keep your 1-liter bottle of water and bleach solution out of the reach of children and in a dark place.
This solution can be used for one month.

Activity 1.5: How do we boil water?

Objective

- By the end of this activity, participants will be able to boil their water following the boiling procedure promoted through this training.

Time

- 10 minutes

Materials

- Poster: How Do We Boil Water?

Preparation prior to the session

- None

Key ideas

- Community residents can boil their water.

Procedure

- **Review the poster,** pointing to each step and reading the text aloud.
- **Inform** the participants that if their water is (sometimes or always) **very, very turbid** (as dark as chocolate), they can:
  - Remove the turbidity ("clarify") **with alum**:
    - If you have **alum in solid form** (in small chunks), crush it until it turns into a powder. Dissolve a tablespoon and a half of alum powder in 20 liters of water (this is equivalent to adding 32 grams of powdered alum per 20 liters of water), stir it 100 times and let it sit for 3 hours.
    - **Boil** the clarified water with the alum until **large bubbles** appear.
  - Remove the turbidity ("clarify") **without alum**:
    - **Leave the water sitting undisturbed for 12 hours** so that the dirt can settle; then put the clarified water into another container (leaving the dirt behind).
    - **Boil** the water until **large bubbles** appear.
    - Add **2 bottle capfuls** of water-and-bleach solution (this is optional but is recommended).

Find out if anyone has **any questions or concerns** and respond to them during the meeting with the entire group.

How Do We Boil Water?
1
Turbid water: Let it settle until it is clear and pour it into a new container, leaving the dirt behind
2
Boil the water until LARGE BUBBLES appear
3
20 LITERS
Store boiled water in a safe container (with a tight fitting lid and, if possible, a spigot)
4
Keep boiled water for only 24 hours

Activity 1.6: SODIS method to treat water

Objective

- By the end of this activity, participants can treat their water using the SODIS method.

Time

- 15 minutes

Materials

- Poster: "SODIS Method to Treat Water"
- Transparent 2-liter bottles with their lids
- Pitcher of water

Preparation prior to the session

- None

Key ideas

- Community residents will learn the SODIS method, which they can use to treat their water.

Procedure

- **Explain** that SODIS is a method for disinfecting water **using sunlight**. With this method, ultraviolet light from the sun and increased temperature water (as a result of the heat) destroy germs in the water.
- **Review the SODIS poster,** pointing to each step and reading the text aloud.
- **Demonstrate** how to fill the plastic bottle with water from the pitcher, tightly screwing on the lid.
- **Demonstrate** how the bottle should be laid on its side in a safe place.
- **Explain** that this water is safe to consume after the bottle is exposed to sunlight (where no shadow falls)
    - **for 6 hours if it is sunny** or
    - **for two days if it is cloudy**

Remind the participants that:

- The only **materials** needed for SODIS are:
  - **<u>Clean transparent plastic bottles with their lids</u>.**
    - The **bottles** should hold **no more than 2.5 liters** (maximum 10 centimeters in diameter)
    - Use only **transparent plastic** mineral water or soda **bottles**. You should not use green, brown, blue, etc. bottles or glass bottles (because the color does not allow the sun's rays to disinfect the water, and the glass bottles typically do not have tight fitting, screw on lids).
    - **Lay** bottles of water down on their sides (rather than standing).
    - If your bottles **are very opaque or scratched**, discard them and use others.
    - **Remove the labels** on the bottles because the labels block the sun's rays, preventing them from disinfecting the water.

  - **<u>Clear water</u>**
    - **You can only use the SODIS method with clear water.**
    - **You cannot treat turbid water with the SODIS method**. Even if it was clarified first, it still cannot be treated with SODIS because there are many natural particles floating in the water and the sunlight cannot penetrate enough to kill the germs. (If the water is turbid, the chlorination method [see Activity 1.4] or the boiling method [see Activity 1.5] should be used).
    - A piece of **corrugated metal is optional**, but it is a good idea (though not absolutely necessary) to lay the bottles on something that reflects sunlight (such as metal).
- Water treated with SODIS **should be stored in the same bottles**.
- After opening a bottle of water treated with SODIS, it should only be kept **for 24 hours**. After that, it should be discarded.
- You should not drink water treated with SODIS directly from the bottle or put your mouth on the bottle since you can contaminate the water by having direct contact between the bottle and your mouth. To consume the water, **pour some in a clean glass**.
- You cannot use the SODIS method if it is raining ALL day long, because there is not enough sunlight to reach the water.

Inform the participants that when they used chlorine to treat water, chlorine remains in the water and helps protect it from becoming recontaminated easily. Treating water using SODIS or boiling does not leave an element (chemical) in the water to protect it from recontamination. Therefore, the chlorination method is considered to be the "ideal" method (because residual chlorine protects the water). While boiling and SODIS treat water just as well as chlorine, they are considered "less than ideal" (because there is no element/chemical that remains in the water to protect it from recontamination). Encourage people in your community to chlorinate water, but if they are unable or unwilling, they can boil water or use the SODIS method (but they need to take precautions against recontamination by safely storing and serving their treated water).

SODIS Method To Treat Water
1
Use clean, transparent plastic bottles that hold no more than 2.5 liters.
DETERGENT
2
Fill the bottles with clear water and screw the lid on tightly.
Fill to here
3
Lay the bottles out in the sunlight
If it is sunny, leave the bottles for 6 hours.
If it is cloudy, leave the bottles for 2 days.
4
Before consuming the water, let it cool in the same bottles.
5
Store the water in the same bottles. Do not change containers.
6
DO NOT use SODIS when there is continuous rain. Use another method, such as boiling or chlorination.
Don't use SODIS when it rains

Activity 1.7: How do we take care of our drinking and cooking water?

Objective

- At the end of this session, participants can describe 3 ways in which they can take care of their water.

Time

- 10 minutes

Materials

- Poster: "How Do We Take Care Of Our Drinking And Cooking Water?"

Preparation prior to the session

- None

Key Ideas:

- Transport water in a covered, well-sealed container.
- Serve water using the spigot (tap) (from a container with a tight fitting lid and a spigot), by pouring it (from a pitcher), or by using a clean, long-handled ladle.
- Store treated water in a container with a lid and a spigot.

Procedure

- **Obtain** information from the participants:
  - Ask for two volunteers to tell how they transport water to their houses.
  - Ask two different volunteers to tell how they serve water in their homes.
  - Ask two different volunteers to tell how they store drinking water.

- **Place the poster titled, "How Do We Take Care Of Our Drinking And Cooking Water?"** in front of the participants in the central part of the room so that everyone can see it.

Indicate that there are 3 situations that we must consider in taking care of our water: how we transport it, how we serve it, and how we store it.

Explain that in:

- The first row we can see that the ideal situation is **transporting water in a container with a lid that is tightly sealed**. Water should **never** be **transported** in a container **without a lid**.
- The second row we can see that **serving water using the spigot** (from a container with a spout and a lid) is ideal. If there is no container with a spigot and a lid available, the best alternative is to serve water by pouring it from a **pitcher** or to serve it with a **clean, long-handled ladle** and well washed hands. **A bowl** should **never** be used to dip water from a container because it can contaminate the water very easily. What is most important when serving water is that nothing dirty—such as hands, a bowl, or a cup—comes into contact with the water.
- The third row indicates that the ideal situation for **storing** water is to use a **container with a lid and, preferably, a spigot.** It is important **to have a lid that seals tightly** on the container in which treated water is stored. Water should **never** be **stored** in a **container with a lid that does not fit tightly**.

How Do We Take Care Of Our Drinking And Cooking Water?
TRANSPORT
Carry your water home in a container with a lid
Do NOT transport it in a container without a lid
SERVING
Serve the water without letting anything dirty (such as your hands or a cup) touch it
Do NOT scoop the water out with a cup or a bowl
STORAGE
Store water in a container with a tight fitting lid
Do NOT store water in a container without a lid or with a lid that does not fit tightly

Activity 1.8: How do we protect our well?

Objective

- The participants can identify 5 to 7 measures that they can implement to protect their well.

Time

- 20 minutes

Materials

- Poster: “How Do We Protect Our Well?
- A ball made out of plastic or wadded up paper

Preparation prior to the session

- None

Key ideas:

- Protect water wells from rain and floods.
- Keep the area around the well clean.
- Build a structure to prevent contamination of the bucket and rope.
- Ensure adequate distance between the well and the latrine.

Procedure

- **Ask** all of the participants to **stand up and form a circle.**
- **Explain** that we are going **to play a game called "The Question Ball,”** which consists of tossing the ball to someone in the group and then the person who catches it must answer the question: **How can we protect our water sources**?
- Once the person has given his/her advice, he/she **throws the ball to another person** (not to the person right beside to him/her) to answer the same question and so on.
- **Ask** them to sit down when some people have made suggestions.
- **Place the "How Do We Protect Our Well?" poster** on the wall so that everyone can see it.

- **Review the poster** with the entire group. During the process, ask questions to reinforce the ideas mentioned during the game, highlighting the main areas of the well that should be protected as shown in the poster.
- If possible, **go to a nearby well** and, together with all of the participants, analyze the advantages and disadvantages of the well and how it could be improved.

How Do We Protect Our Well?

1 By ensuring that the well and the latrine are at least 15 meters apart.

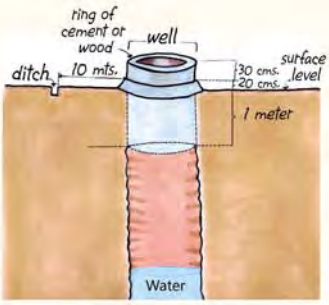
2 By making the well deeper during the dry season.

3 By maintaining a level surface within a 10 meter diameter around the well and by keeping the area around the well free of garbage and feces.

4 By building a structure to keep the bucket and rope from touching the ground. If they get dirty, wash them.

5 By placing a cover on the well and always using it.

6 By protecting the well from rain and flooding.



7 By lining the well with a ring of wood or cement up 50 centimeters above ground and 1 meter deep.

Activity 1.9: How do we wash our hands?

Objective

By the end of this activity, participants should be able to:

- Demonstrate how to wash their hands properly, including getting them wet, lathering them, rubbing them 3 times, rinsing them and air drying them or drying them with a clean cloth.
- Identify a transmission route for germs between people.

Time

- 15 minutes

Materials

- 1 pitcher of water
- 1 basin (large bowl) of water
- soap
- clean rag or towel
- 1 basin (large bowl) with mud
- Poster: How Do We Wash Our Hands?

Preparation prior to the session

- None

Key ideas

- Ensure that the participants understand the importance of proper hand washing.
    - Emphasize each step in proper hand washing.
    - Participants learn the key moments for hand washing.
    - Present the concept that germs are easily passed from person to person.

Procedure

Part one: Playing with mud

- **Invite 1 volunteer** to participate in a demonstration (without saying in advance what is going to happen) and have him/her stand at the front so that the entire group can see him/her.
- Have the volunteer stand next to the **basin (bowl) of mud**. Be sure that the volunteer is standing so that all attendees can observe his/her actions.
- Ask the volunteer to:
    - **Soak** his/her hands in the mud
    - **Smell** his/her hands
    - **Look at** his/her hands
- **Ask him/her to describe the feeling** of having dirty hands.
- **Put 1 basin (large bowl) of water, a pitcher of water, soap, and a clean towel** near the volunteer. Make sure that the volunteer is standing so that everyone can observe his/her actions.
- **Tell the participants** take observe closely the volunteer's actions because when he/she is finished, you are going to ask some questions about what he/she did.
- **Invite** the volunteer to:
    - **Wash** his/her hands
    - **Smell** his/her hands
    - **Look at** his/her hands
- **Ask the volunteer to describe the feeling** of having his/her hands clean.
- **Ask** the participants:
    - **Which steps did he/she follow to wash his/her hands?**
    - **Which steps would they do differently?**
    - **Which steps were missing?**
- **Show them the "How Do We Wash Our Hands?" poster and explain** the key ideas. Compare the steps in the poster with a list on how to wash hands created by the participants. Be sure that the participants understand that there is no need for "clean" (treated) water for washing their hands. They can wash their hands with any water, using soap or an abrasive such as sand or ash. It is best to rinse one's hands under a stream of water.

Part two: Transmission of germs exercise

- **Invite 1 volunteer** to participate in the exercise (without saying in advance what is going happen). Stand next to the volunteer so that the entire group can see your faces.
- Simulate a violent coughing attack, **covering your mouth with your hand** while you cough. Immediately after you stop coughing, apologize to the volunteer and **shake his/her hand** (with the same hand you used to cover your mouth).
- Immediately after releasing the volunteer's hand**, ask** the other participants:
    - **What did you just see?**
    - **What could have happened when I shook _____'s (name of the volunteer) hand?**
- Listen carefully to the participant responses.
- Lead a discussion with the entire group about how our hands are always dirty with germs (as they were when they were covered with mud), even if we cannot see them.
- Make the connection of how we transmit germs from one person to another.

How Do We Wash Our Hands?
1
We wet our hands and lather them with soap
2
We rub our hands 3 times
3
We rinse our hands with a stream of water
4
4. We air dry our hands
or
dry them with a clean towel

Activity 1.10: When do we wash our hands?

Objective

- By the end of this activity, participants should be able to identify 5 to 6 key moments for hand washing.

Time

- 10 minutes

Materials

- Poster: "When Do We Wash Our Hands?"

Preparation prior to the meeting

- None

Procedure:

- **Ask** the participants to identify moments when we should wash our hands.
- **Place the "When Do We Wash Our Hands?" poster** in front of the participants in the central part of the room, so that everyone can see it.
- **Ask** the participants **to identify** each of **the key moments** related to the poster that they have in front of them.

When Do We Wash Our Hands?
Before:
After:

Activity 1.11: Feces management

Objective

By the end of this activity the participants should know:

- How to dispose of the feces of adults, children, and animals
- The minimum distance that there should be between a latrine and a well
- How to keep a latrine clean

Time

- 15 minutes

Materials

- Poster: “Feces Management”

Preparation prior to the session

- None

Key ideas

- Ensure that the participants understand that all feces contaminate.
- Participants learn that all feces of adults, children, babies, and animals must go into a latrine or they should be buried.
- Latrines must be kept clean and disinfected with bleach and water, without letting the bleach enter the septic tank.
- There should be a distance of at least 15 meters between a latrine and a well.

Procedure

POSTER: “FECES MANAGEMENT”

- **Place the** "Feces Management" **poster** in front of the participants so that everyone can see it.
- **Review the poster** with the entire group and ask a round of questions to reinforce the key ideas. Highlight the main steps in handling the feces of adults, children, and animals that appear in the poster.

- **Explain** that when they clean a latrine, they need to be careful that water with bleach does not enter the hole where the feces and urine go because bleach can kill bacteria that break down feces and the latrine will start to smell.

Feces Management
1
Put the feces of adults, children, babies, and animals in a latrine
2
Keep your latrine clean by washing it with water and bleach
3
Build the latrine at least 15 meters from your water source
Latrine
Well
15 meters

Activity 1.12: "Assessment Tool: Household Water"

Objective

The members of the Neighborhood Council will be able to:

- Demonstrate how to use the Assessment Tool to identify how water is currently being used, stored, and treated in the homes of each of the participants.
- Demonstrate how to use the Assessment Tool to negotiate improved behaviors with each family

Time

- 25 minutes

Materials

- Tool: Family Data Tracking Sheet
- Pencils (one for each member of the Neighborhood Council and one for each family)
- Poster: "Assessment Tool: Household Water"
- "Assessment Tool: Household Water" reminder brochure (one for each family)
- Masking tape

Preparation prior to the session

- None

Key ideas

- Work with a sub-group of no more than 10 family representatives, so that each one completes the "Assessment Tool: Household Water"
- Speak with the representative of each family to review current behaviors regarding water use, storage, and treatment in his/her family.
- Identify the new behaviors that each family wants to implement.

Procedure

IN LARGE GROUPS – REVIEW THE "ASSESSMENT TOOL: HOUSEHOLD WATER"

- **Place** the poster-size "Household Water" Assessment Tool where everyone can see it.
- **Explain** that this illustrated tool will be used to gather information on the current behaviors of each family in treating, storing, and/or using water in their homes. It will

also be used to record how each family wants to change their behavior to protect themselves better against diarrhea.

- Inform the participants that each family is going to be given a copy of the "Assessment Tool: Household Water" that they will use today and that they need to bring it with them to the next 3 meetings.
- **Explain** that they will be working in small groups to review this material.
- Explain that each family should:
    - **First, put an "X" on the drawing that best represents their current behaviors in each row**
    - **Second, put a circle around the new "improved" behavior to which they want to commit**
- **Show an example** of how to mark the assessment tool, saying, "For example, let's say that the Garcia family serves their water with a bowl, so they will mark their brochure with an "X" on the picture corresponding to the woman serving water using a bowl, which is located on the left side of the "How do we serve water?" row. Let's also say that the Garcia family decides that they want to change the way they serve their water to reduce the risk of contamination. They agree to serve their water using a pitcher, so they draw a circle around the corresponding picture.

IN SMALL GROUPS – USING THE TOOL

- **Divide the participants into groups** of 10 or fewer of people who are neighbors or live close to each other. A member of the Neighborhood Council will be in charge of each group and will be working with this same group of participants during each follow-up meeting.
- **Explain** to the small groups that you want them to tell you how they store and use water in their homes, reviewing the "Assessment Tool: Household Water."
- **Distribute the "Household Water" Assessment Tool reminder brochure.**
  If this is the first meeting, distribute the "Household Water" Assessment tool reminder brochure to each family. (If it is a second, third, or fourth meeting, then each family should have brought with them from home the brochure they received during the first meeting.) Show the sub-group the Assessment Tool (in color and plastic coated), which can be found at the back of the Reference Guide, and tell them that now they are going to review the tool together.
- **Complete the "Assessment Tool: Household Water" line by line.**

The Neighborhood Council member will explain that they will review the assessment line by line and that they do not need to answer the questions out loud. Each family should mark their answers on their copy of the reminder brochure. For each line of the tool, the Neighborhood Council member will:

WORK WITH THE ENTIRE SUB-GROUP

IDENTIFY CURRENT BEHAVIORS

- Point to the appropriate line of the tool.
- Ask the question that is indicated on the line.
- Request that each family mark an "X" on the picture that most resembles what they do at home.
- Repeat this process for each line of the assessment.

IDENTIFY NEW BEHAVIORS

Once this assessment has been completed, the families will select the new (improved) behavior(s) they are going to implement.

- Explain that some behaviors can expose their families to greater risks. In the upper box, the families that marked that they do not treat their water need to start treating it. In the 4 rows in the lower box, the families that marked the behaviors on the left hand side need to start doing something that takes them closer to the right hand side, because these behaviors protect them better against diarrhea.
- Ask each family to circle the behavior they are willing to improve for the next meeting.
- Repeat this process for each line of the assessment.

WORK WITH EACH INDIVIDUAL FAMILY IN THE SUB-GROUP

NEGOTIATE CHANGES AND DOCUMENT INFORMATION

- Meet briefly with each family to negotiate the behavior changes elected by the family members. Discuss what may prevent them from accomplishing the changes and what may support them in the process.
- Write down the current behaviors and commitments to make changes on the ”Family Data Tracking Sheet.”
- Repeat this step with each family in your group.

Assessment Tool: Household Water

Community Name: .....
Family Name: .....

How do we treat our water?

We don't treat it | SODIS | Boiling | Chlorination

How do we store our drinking water?

1. Without a lid
2. With a lid that doesn't fit well
3. With a tight fitting lid
4. With a tight fitting lid and a spigot

How do we serve our drinking water?

1. With a bowl/ cup
2. With a ladle
3. With a pitcher and glass
4. Using the container's spigot

When do we drink treated water?

1. Never
2. Only at home
3. At home and sometimes outside the house
4. Always at home and outside the house

Who drinks the treated water in our family?

1. No one
2. Only adults
3. Children, people who are ill, and older people (vulnerable people)
4. Everyone (adults, children, babies)

Activity 1.13: Distribution of the reminder brochures and display board

Objective

- Each family representative shall receive a set of reminder materials and a display board.

Time

- 10 minutes

Materials

- One copy of each of the 9 Reminder Brochures ("Contamination Cycle," "How Do We Chlorinate Our Water?," "How Do We Boil Water?," "SODIS Method For Treating Water," "How Do We Take Care of Our Drinking and Cooking Water?," "How Do We Protect Our Well?," "How Do We Wash Our Hands?," "When Do We Wash Our Hands?," and "Feces Management")

  [NOTE: The families received the "Assessment Tool: Household Water" Reminder Brochure in the previous activity, so each family should have 10 Reminder Brochures by the end of this exercise.]

- One display board for each of the families
- One display board with all 10 brochures inserted in their respective slots

Preparation prior to the session

- Prepare one display board with all 10 brochures inserted in their respective slots

Key ideas

- None

Procedure

- Show the participants a display board with all 10 reminder brochures inserted into it.
- Show the participants how to take out the materials and put them in the display board, and mention that each family is going to get a set of these materials to hang on their wall at home to that they can refer to them any time they like.
- Mention that this material should be put somewhere in the house where it will be easy to see, but where it will be protected from humidity and direct sunlight.

- Give each participant a set of the reminder materials and mention that each family received the “Assessment Tool: Household Water” reminder brochure in the previous activity.

Finally, end the meeting asking the participants to bring the “Assessment Tool: Household Water” to the second meeting, since at that meeting they will see the progress that they have made.

(NOTE: Only the participants can leave at this time since there is still another exercise to do among the meeting facilitators.)

Activity 1.14: Fill in the information on the "Data Consolidation Sheet" and "Bar Graphs"

This activity is carried out only among the meeting facilitators.
Family representatives do NOT participate in this exercise.

Objective

- Meeting facilitators complete the "Data Consolidation Sheet" and "Bar Graph" tools.

Time

- 20 minutes

Materials

- "Community Outreach Workers' Reference Guide"
- Poster size paper with bar graphs of the 5 questions related to the "Assessment Tool: Household Water"
- Pens
- Markers

Preparation prior to the session

- None

Key ideas

- None

Procedure

FILL IN THE "FAMILY DATA TRACKING SHEET"

- **Meet** with all of the small group facilitators immediately after the participants leave.
- **The facilitators should select** a group leader to be in charge of the "Data Consolidation Sheet" tool, which can be found in the annex of the Guide, and the Bar Graph.
- The group leader **will ask** each small group facilitator to open his/her Reference Guide to the "Family Data Tracking Sheet" that they just filled in during the small group work during Activity 1.12. (The "Family Data Tracking Sheet" is at the back of the Community Outreach Workers' Reference Guide and contains the information that has been gathered on the behaviors of each family.)
- The group leader completes the basic information on the "Data Consolidation Sheet", which consists of the:
    - Meeting number
    - Name of the community

- Name of the district
- Name of the person responsible (the name of the group leader)
- Date of the meeting

- The group leader enters the name of each small group facilitator in the column on the left of the "Data Consolidation Sheet." Then, each small group facilitator reads the results (the totals from the bottom line) on his/her "Family Data Tracking Sheet" to the group leader so that he/she can enter it on the "Data Consolidation Sheet."
- Once all of the results have been recorded, the group leader adds up the numbers and obtains a total for the bottom line of the tool.
- One member should copy this result on his/her corresponding consolidated sheet, which can be found at the back of the guide. This is just to have backup information because the original sheet must be sent to the Local Development Office (LDO) at the district level.

FILL IN THE BAR GRAPH

- The small group facilitators and the group leader should work together to transfer the information from the "Data Consolidated Sheet" to the "Bar Graph" by coloring in the bars.

DELIVER THE BAR GRAPH

- Lastly, the group leader tears out the "Data Consolidation Sheet" from his/her Community Outreach Reference Guide and delivers it to the local government (LG) so that the government has information on the progress made by the communities.

REPORT BACK TO THE COMMUNITY

- At the following meeting, the data in the bar graphs are explained to the participants.

NOTE: A more detailed description of the tools can be found in CHAPTER III of the guide.

MEETINGS 2, 3, and 4 (Duration of each meeting: 40 minutes)

All of the following activities are carried out during meetings 2, 3, and 4. During the meetings, information will be gathered on each family's progress regarding safe water consumption and sanitation and hygiene improvements.

Activity 2.1: "Assessment Tool: Household Water"

Objective

Members of the Neighborhood Council (facilitators) will:

- Identify the current status of how water is used, stored, and treated in the homes of the participants in the group activities.
- Negotiate the family's commitment to adopt new behaviors.

Time

- 20 minutes

Materials

- Tool: "Family Data Tracking Sheet"
- Pencils (one for each member of the Neighborhood Council and one for each family)
- Poster, "Assessment Tool: Household Water"
- "Assessment Tool: Household Water" Reminder Brochures
- Masking tape

Preparation prior to the session

- None

Key ideas

- Speak with a representative from each family to establish what the family's current behaviors are in using, storing, and treating water.
- Identify the new behaviors that each family wants to implement.

Procedure

USING THE TOOL IN SMALL GROUPS

Divide the participants into the same groups of 10 or fewer people, preferably neighbors or people who live close to each other, which gathered as a small group during

the previous meetings. The members of the Neighborhood Council who were in charge of each small group should be in charge of the same groups each time they gather.

- **Explain** to the group of 10 (or fewer) people that you want them to tell you how they treat, store, and use water in their homes, reviewing the "Assessment Tool: Household Water."
- **Show the "Water in the Home" educational material**

  The Neighborhood Council member shows the "Assessment Tool: Household Water" (in color and plastic coated), which can be found at the back of the "Community Outreach Workers' Reference Guide," to the sub-group and tells them that they will now review the tool together. Ask the family representatives to pull out the copy of the Assessment Tool that they received during the first meeting (and which they were supposed to bring to each meeting). If a family has forgotten their copy of the tool, let them know that you will speak with each family individually and record their data on your "Family Data Tracking Sheet" and that they can record their updated information on their reminder brochure version of the Assessment Tool when they return home.

- **Complete the "Assessment Tool: Household Water" line by line**

  The Neighborhood Council member will explain that they will review the assessment line by line and that they do not need to answer the questions out loud. Each family should mark their answers on their copy of the reminder brochure. For each line of the tool, the Neighborhood Council member will:

WORK WITH THE ENTIRE SUB-GROUP

IDENTIFY CURRENT BEHAVIORS

- Point to the appropriate line of the tool.
- Ask the question indicated on the line.
- Ask each family to mark an "X" on the picture that is closest to what they do at home.
- Repeat this process for each line of the Assessment.

IDENTIFY NEW BEHAVIORS

Once the Assessment is completed, the families choose the new "improved" behavior(s) they will implement.

- Explain that some behaviors expose their families to greater risks. The families that marked in the upper box that they do not treat their water need to start treating it. In the 4 rows in the lower box, the families that marked behaviors that are nearer to the left side need to start doing something that

takes them closer to the right side because those behaviors provide better protection against diarrhea.

- Ask each family to circle the ”improved” behavior that they are willing to implement for the next meeting.
- Repeat this process for each line of the Assessment.

WORK WITH EACH INDIVIDUAL FAMILY IN THE SUB-GROUP

NEGOTIATE CHANGES AND DOCUMENT INFORMATION

- Meet briefly with each family to negotiate the behavior changes elected by the family members. Discuss what may prevent them from accomplishing the changes and what may support them in the process.
- Write down the current behaviors and “improved” behaviors chosen by each family on the ”Family Data Tracking Sheet”.
- Repeat this step with each family in your group.

Finally, end the meeting asking the participants to bring the “Assessment Tool: Household Water” to the next meeting (if there will be one), so that they will see the progress they have made. **(NOTE: Only the participants can leave at this time since there is still another exercise to do among the meeting facilitators.)**

Activity 2.2: Fill in the information on the "Data Consolidation Sheet" and "Bar Graphs"

This activity is carried out only among the meeting facilitators.
Family representatives do NOT participate in this exercise.

Objective

- Meeting facilitators complete the "Data Consolidation Sheet" and "Bar Graph" tools.

Time

- 20 minutes

Materials

- "Community Outreach Workers' Reference Guide"
- Poster size paper with bar graphs of the 5 questions related to the "Assessment Tool: Household Water"
- Pens
- Markers

Preparation prior to the session

- None

Key ideas

- None

Procedure

FILL IN THE "FAMILY DATA TRACKING SHEET"

- **Meet** with all of the small group facilitators immediately after the participants leave.
- **The facilitators should select** a group leader to be in charge of the "Data Consolidation Sheet" tool, which can be found in Annex 2 of the Guide, and the Bar Graph.
- The group leader **will ask** each small group facilitator to open his/her Reference Guide to the "Family Data Tracking Sheet" that they just filled in during the small group work during Activity 1.12. (The "Family Data Tracking Sheet" is at the back of the Community Outreach Workers' Reference Guide and contains the information that has been gathered on the behaviors of each family.)
- The group leader completes the basic information on the "Data Consolidation Sheet," which consists of the:
    - Meeting number
    - Name of the community
    - Name of the district

- Name of the person responsible (the leader's name)
- Date of the meeting

- The group leader enters the name of each small group facilitator in the column on the left of the "Data Consolidation Sheet." Then, each small group facilitator reads the results (the totals from the bottom line) on his/her "Family Data Tracking Sheet" to the group leader so that he/she can enter it on the "Data Consolidation Sheet."
- Once all of the results have been recorded, the group leader adds up the numbers and obtains a total for the bottom line of the tool.
- One member should copy this result on his/her corresponding consolidated sheet, which can be found at the back of the guide. This is just to have backup information because the original sheet must be sent to the Local Development Office (LDO) at the district level.

FILL IN THE BAR GRAPH

- The small group facilitators and the group leader should work together to transfer the information from the "Data Consolidated Sheet" to the "Bar Graph" by coloring in the bars.

DELIVER THE BAR GRAPH

- Lastly, the group leader tears out the "Data Consolidation Sheet" from his/her Community Outreach Reference Guide and delivers it to the local government (LG) so that the government has information on the progress made by the communities.

REPORT BACK TO THE COMMUNITY

- At the following meeting, the data in the bar graphs are explained to the participants.

NOTE: A more detailed description of how to fill in the tools can be found in CHAPTER III of the "Community Outreach Worker's Reference Guide."

III.- Tools and Information Systems

III. Tools and Information System

The following 5 tools were designed to allow follow-up and monitoring of changes in each family's behavior that lead to improved water quality, thereby improving the health of the population:

- **ASSESSMENT TOOL: HOUSEHOLD WATER (See Annex 5)**: Enables Neighborhood Council members to identify each family's current behaviors and negotiate the "improved" behaviors they want to try.

- **FAMILY DATA TRACKING SHEET (See Annex 1):** This tool is used by the Neighborhood Council members to write down the current behaviors and commitments to try "improved" behaviors that are reported by each family when reviewing the "Assessment Tool: Household Water."

- **DATA CONSOLIDATION SHEET (See Annex 2):** This tool is used by the Neighborhood Council leader to compile ("consolidate") in one place the "total" numbers that are recorded at the bottom of each of the "Family Data Tracking Sheets" from the sub-groups (of 10 or less people). For example, if there are 5 sub-groups at a meeting, the "total" numbers from the 5 "Family Data Tracking Sheets" (one sheet for each group) are combined on this "Data Consolidation Sheet." Lastly, this sheet must be given to the local government for input in its information system.

- **BAR GRAPH (See Annex 3):** This tool shows the information on the "Data Consolidation Sheet" in bar graph form. This tool is very useful for showing community members what progress they are making towards improved behavior change.

- **"IMPROVING MY SKILLS AS A FACILITATOR" SELF-EVALUATION SHEET (See Annex 4):** This tool helps Neighborhood Council members assess the problems or successes they have when they implement activities during the community meetings. This helps the Neighborhood Council members decide what adjustments they need to make improvements in their work as facilitators.

Activity 3.1: Description of the "Assessment Tool: Household Water" (see Annex 5)

Each member of the Neighborhood Council has a copy of this tool printed in color (and coated with plastic) at the back of this Reference Guide (see Annex 5). This tool is used during each of the group community meetings when the larger group is divided up into small "sub-groups" of 10 or fewer people. The Neighborhood Council members give each family a copy of this tool in a small Reminder Brochure format that fits on the Reminder Brochure Display Board given to each family. The "Assessment Tool: Household Water" reminder brochure is given to each family during the first group meeting and the families are expected to bring the tool (in reminder brochure size) to each meeting.

Using the "Assessment Tool: Household Water," the Neighborhood Council members talk to the families in their sub-groups to obtain the following information:

1) How they treat their water
2) Where they store their water
3) How they serve their water
4) When they drink treated water
5) Who drinks treated water
6) Which new "improved" behaviors they want to implement

Neighborhood Council members will first introduce the tool to the entire group participating in the community meeting. Then they will go through the material line by line in the small sub-groups of 10 or fewer people. Lastly, they will discuss the current behaviors and selected "improved" behaviors with each family individually. The process proceeds in the following manner:

IN THE LARGE GROUP – REVIEW THE "Assessment Tool: Household Water"

- **Place** the poster size copy of the "Assessment Tool: Household Water" where everyone can see it.
- **Explain** that this illustrated tool will be used to obtain information on the current behaviors of each family in treating, storing, and/or using water in their home. It will also be used to record how each family wants to change their behavior to protect themselves better against diarrhea.
- **Explain** that they will be working in small groups to review this material and that each family will receive a copy of this tool as part of the Reminder Brochures that they can take home to put on their display board. However, it is **very important that they bring this material to each meeting**.
- **Explain** that each family should:

- **First, put an "X" on the drawing that best represents their current behaviors in each row**
- **Second, put a circle around the new "improved" behavior to which they want to commit.**

- **Demonstrate** how to mark the tool, saying, "For example, you could say that the Garcia family serves their water with a bowl, so they would mark their tool with an 'X' on the picture of a woman serving water using a bowl, which is located on the left hand side of the row titled, "How Do We Serve Water?" You should also say that the Garcia family decides that they want to change the way they serve water in order to reduce the risk of contaminating it. They agree to serve their water using a pitcher, so they would circle the corresponding picture.

IN SMALL GROUPS – USE THE TOOL

- **Divide the participants into groups of** 10 or fewer people, preferably neighbors or people who live close to each other. A member of the Neighborhood Council shall be in charge of each group and will be working with this same group of participants during each follow-up meeting.
- **Explain to the group of 10** (or fewer) people that you want them to tell you how they treat, store, and use water in their homes, "Assessment Tool: Household Water."
- **Show / distribute the "Water in the home" educational material**
  If this is the first meeting, distribute to each family the "Household Water" Assessment tool reminder brochure to each family. (If it is a second, third or fourth meeting, then each family should have brought with them from home the brochure they received during the first meeting.) Show the sub-group the Assessment Tool (in color and plastic coated), which can be found at the back of the Reference Guide (See Annex 5), and tell them that now they are going to review the tool together.
- **Complete the "Assessment Tool: Household Water" line by line**
  The Neighborhood Council member will explain that they will review the assessment line by line and that they do not need to answer the questions out loud. Each family should mark their answers on their copy of the reminder brochure.

WORK WITH THE ENTIRE SUB-GROUP

For each line of the tool, the Neighborhood Council member:

IDENTIFIES CURRENT BEHAVIORS

- Point to the appropriate line of the tool.

- Ask the question indicated on the line.
- Ask each family to mark the picture that is similar to **what they do at home** with an "**X.**"
- Repeat this process for each line of the Assessment.

IDENTIFY NEW BEHAVIORS

Once the tool is completed, the families choose which new (better) behavior(s) they want to implement.

- Explain that some behaviors expose their families to greater risk. In the box at the top, the families that marked that they do not treat their water need to start treating their water. In the 4 rows in the lower box, the families that marked behaviors toward the left hand side need to start to do something that takes them closer to the right hand side because these behaviors provide better protection against diarrhea.
- Ask each family to **circle a behavior** they are willing to **work on** before the next meeting.
- Repeat this process for each line of the Assessment.

WORK WITH EACH INDIVIDUAL FAMILY IN THE SUB-GROUP

NEGOTIATE CHANGES AND DOCUMENT INFORMATION

- The group leader meets briefly with each family to negotiate the behavior changes suggested by the families themselves. Discuss what may prevent them from accomplishing the changes and what may support them in the process.
- The group leader writes down the current behaviors and commitments to behavior change on his/her "Family Data Tracking Sheet."
- This step is repeated with each family in the group.

Example:

The Neighborhood Council member (whom we shall call Enrique) starts with the Assessment and asks the sub-group, "How do you treat water at home?" Each family draws an "X" on the picture that best represents their family's behavior on their "Assessment Tool: Household Water" Reminder Brochure. If there is no picture that exactly represents what they do at home, the family, together with the Neighborhood Council member, decides which category is closest to what they do.

Enrique then asks the sub-group, “Where do you store your drinking water?” and repeats the same steps from the previous question until all of the remaining questions have been answered.

Enrique explains to the sub-group that “One of the goals of this meeting is to help you improve the quality of the water that you consume so that you do not have diarrhea as often. Some behaviors put your families at risk more than others. Now I would like for you to review the information that you have just filled in on your “Assessment Tool: Household Water” Reminder Brochure and see if there are some things that you think you can do to reduce your risk of diarrhea.

Enrique encourages the families that indicated that they do not treat their water (in the first question of the Assessment – upper box) to start treating their water and to choose the method that is most appropriate for them.

REVIEW THE “HOW DO YOU TREAT YOUR WATER?” BOX:
If someone in the sub-group says that he/she does not treat the water he/she uses for drinking or cooking, it is VERY important to stress that consuming treated water greatly reduces the risk of getting diarrhea.

Ask questions such as:

- What do you think of the idea of treating your water? (The response will probable help Enrique know whether the family is open to the idea of treating their water.)
- Which water treatment method or methods do you think are better?
- What is most difficult about treating your water? (This helps to identify barriers.) What can you do to reduce these difficulties?
- What method would you like to try?

In the 4 rows of the lower box on the “Assessment Tool: Household Water” Reminder Brochure, the families that marked the behaviors toward the left hand side need to implement a behavior that moves them closer to the right hand side because the behaviors on the right provide better protection against diarrhea. They should draw a circle around each picture that depicts the new “improved “behavior.

Enrique will put all the information on the ”Family Data Tracking Sheet,” noting the families’ current behaviors and their goals for the following meetings.

Enrique tells the group to take the “Water in the Home” educational material home and to keep it with the educational display board, but that it is very important that they bring it to the next meeting because they will be using it again.

Activity 3.2: Description of the ”Family Data Tracking Sheet” (see Annex 1)

The Family Data Tracking Sheet is used by the Neighborhood Council members to write down the current behaviors and commitments to try “improved” behaviors that are reported by each family when reviewing the “Assessment Tool: Household Water.” The “Family Data Tracking Sheets” are found at the back of this Guide in Annex 1.

Steps for filling in the ”Family Data Tracking Sheet”:

- Write the meeting number in the title (for example, if it is the first meeting with the community, you put number one, if it is the second meeting, you put number two).
- In the upper left hand section, write the name of the Neighborhood Council member (i.e., the name of the person who is the leader of the sub-group).
- Put the number of the sub-group (for example, if there are 4 sub-groups at the meeting, then each group will be assigned a number and the same groups will be maintained at each meeting) under the leader’s name.
- Put the date in the upper, left hand side of the sheet.
- Write the name of the family in the column on the left titled “Surname.” Information for each family will be recorded on the row with their name.
- When talking with each family individually, the group leader copies the information from their Reminder Brochure of the “Assessment Tool: Household Water” onto the “Family Data Tracking Sheet.” For example, in the columns representing the options under “How Do We Treat Water?” if the family has put an “X” (for their current behavior) on the “I don’t treat it” picture of their Reminder Brochure, then put an “X” on the “We don’t treat it” column of that family’s row on the “Family Data Tracking Sheet.” Similarly, if the same family draws a circle around the “Boil” picture (which means that it is agreeing to boil their water), then in that family’s row on the “Family Data Tracking Sheet”, draw a circle in the “Boil” column.
- If the family receives a 20-liter bucket with a lid and a spigot, then an “X” is placed in the “Received Bucket” column and the family is asked to sign or initial the sheet in the space on their row that says “Signature.”
- At the end of the meeting, the total number of “X’s” is added up for each column and written in the box on the last line titled, “Total.”
- Immediately after completing the “Family Data Tracking Sheet,” all of the small sub-group leaders meet with the head of the Neighborhood Council to review everyone’s “Family Data Tracking Sheets.” The “Family Data Tracking Sheet” is the source for the data to complete the “Data Consolidation Sheet.”

<u>NOTE</u>: The “Family Data Tracking Sheets” must ALWAYS be completed at the end of each of the 4 meetings.

Activity 3.3: Description of the "Data Consolidation Sheet" (See Annex 2)

The "Data Consolidation Sheet" (see Annex 2) helps the head of the Neighborhood Council put the totals from all of the small sub-group "Family Data Tracking Sheets" in one place so that it is possible to better understand the changes in behaviors of all of the families that participated in the group meetings.

Steps for filling in the "Data Consolidation Sheet":

1. Put the meeting number in the title (for example, if it is the first meeting with the community, put number one, if it is the second meeting, put number two, etc.).
2. Write the name of the community on the upper right hand side of the sheet.
3. Under the name of the community, write the name of the district.
4. On the upper left hand side, write the name of the person responsible for filling in the information (the leader of the Neighborhood Council members).
5. Put the date under the name of the leader.
6. Immediately after each community meeting, the leaders of the small sub-groups should gather to share their "Family Data Tracking Sheets" and use the information on these sheets to fill in the "Data Consolidation Sheet" as follows:
   - The name of the small-group leader is taken from the upper left hand corner of the "Family Data Tracking Sheet" and written in the column labeled "Small-Group Leader's Name."
   - The number of families that participated in the sub-group at each meeting in the left hand column of the "Family Data Tracking Sheet" and written on the "Data Consolidation Sheet" in the column labeled "No. of families who participated in the small group."
   - The columns titled, "How they treat," "How they store," "How they serve," "When they drink," and "Who drinks" have sub-columns. In these sub-columns you should write the TOTAL NUMBER that appears in the last line of the "Family Data Tracking Sheet" in the corresponding column.
   - In the column titled, "Received Bucket" you need to write the TOTAL NUMBER that appears on the last line of the "Family Data Tracking Sheet" in the corresponding column.
7. Once you have transferred the information from the "Family Data Tracking Sheets" for all of the sub-groups, you need to fill in the "TOTAL" line on the "Data Consolidation Sheet" by adding up the numbers in each column.
8. The "Data Consolidation Sheet" must be given to the representative of the local government's Local Development Office (LDO) at the District level to be entered into the information system.

The “Data Consolidation Sheet” will provide the data to create the Bar Graphs.

Activity 3.4: Description of the "Bar Graphs" (See Annex 3)

It is important to inform community members how families are currently treating, consuming, and taking care of their water and the progress made in improving these behaviors from meeting to meeting. The Bar Graph tools (see Annex 3) help convert the numbers from the "Data Consolidation Sheet" into a visual graph, which makes it easier to understand the information at a glance and may help less numerically literate community members analyze the data. The head or president of the Neighborhood Council is responsible for creating a bar graph (with the help of all of the Neighborhood Council members who lead small sub-groups) for EACH LINE of the Assessment.

There are 5 bar graph tools, one for each question (row) in the "Assessment Tool: Household Water." Each column on the bar graph represents the number of homes or families in the community engaged in a certain behavior. Each bar graph tool has an area specifically designated for the results of each of the 4 meetings. To create the bars on the graphs, the numbers from the "TOTAL" line on the "Data Consolidation Sheet" are used.

<u>Example:</u>
Supposing that during the first meeting in a community with 31 households, the participants indicated that:

- 12 families do not treat their water with any method,
- No families use SODIS,
- 15 families boil their water, and
- 4 families chlorinate their water.

To create the bar graph, first find the bar graph tool with the title "How Do We Treat Our Water?" In that section, use a marker to:

- In the column on the left, fill in the total number of families in the community. Since there are 31 households in the community in our example, then fill in 31 squares in this column.
- Locate the "Meeting 1" box on the left hand side. Using a marker, fill in the number of families that participated in the meeting in the first column on the left.
- Fill in the 12 squares in the column above the picture of the man drinking water from the river, which represents "Does not treat" water.
- Do not fill in any of the squares in the column above the picture of the person putting bottles of water in the sunlight, which represents "SODIS."
- Fill in 15 squares in the column above the teapot, which represents boiling water.
- Fill in 4 squares in the column above the picture of a hand putting bleach in a bucket, which represents chlorination.

Repeat these steps for the other behaviors (on the Bar Graph tools with the following titles): Where do we store our drinking water? How do we serve our drinking water? When do we drink treated water? Who drinks the treated water in our family?

Activity 3.5: Description of the "Self Assessment Tool: Improving My Skills as a Facilitator" (See Annex 4)

The "Self Assessment Tool: Improving My Skills as a Facilitator" (see Annex 4) helps you to evaluate your own performance, allowing for continuous improvement of your skills.

This tool is to be completed by you (the community meeting facilitator) after each meeting. In this way, you can evaluate how you performed as a facilitator and how you can improve during future group meetings.
There are basically 2 evaluation scores on the "Self-Assessment Tool":

- Yes, I achieved it
- I have yet to achieve it

You should mark the answer to each of the 9 questions for each meeting with an "X." In this way, you will be able to see how you have improved compared to the previous meeting.

If you have marked "I have yet to achieve it" for a question, take time to determine why you think you were not able to achieve your goal and how you could solve the problem or change your approach to be more successful at the next meeting. It might be productive to discuss your problems with other members of the Neighborhood Council to brainstorm some possible solutions.

IV.- Volvox

For managing groups, interpersonal communication, and negotiation for behavior change.

***Toolbox 1*: Managing a Group**

The Leader's Role in Conducting a Meeting

When you are in charge of a meeting, your role as the leader is to ensure that the group's work is completed in the allotted time. In order to be effective, you need to create the necessary conditions to enable all of the participants to concentrate on the planned activities, express their ideas freely, and feel comfortable actively participating in the meeting.

Achieving this requires certain skills, some of which are:

(A) A GOOD GROUP LEADER:

- Knows and understands the subject matter.
- Is confident.
- Speaks loudly enough for everyone to hear.
- Keeps the "Community Outreach Workers' Reference Guide" at hand to review if he/she needs help or forgets something.
- Is not afraid of making mistakes because one learns from the experience.
- Has a sense of humor.
- Fosters participation and communication:
  - Creates situations in which the participants have an active role in the group.
  - Avoids organizing sessions in which only the leader speaks and "teaches", rather than encouraging the group to participate and share their knowledge.
  - The leader should involve everyone, whether they are seated close to him/her or far away.
  - Create a safe, comfortable atmosphere in which the participants can debate and discuss.

(B) PRIOR TO A GROUP ACTIVITY, IT IS IMPORTANT TO:

- Be rested.
- Be familiar with the material and the subject matter.
- Practice the exercises and review the "Community Outreach Workers' Reference Guide."
- Obtain all of the supplies needed for the exercises:
  - Review all of the materials.
  - Determine the supplies needed (markers, whiteboard/chalkboard, etc.).
  - Follow the instructions for each exercise regarding advance preparation.
- Choose an adequate location that:
  - Is accessible to all of the participants.
  - Is a space where all of the participants can feel comfortable.
  - Has sufficient light and ventilation.
  - Does not allow external interruptions that may distract the participants.
- Arrive early so that you can get organized and solve any problems that may arise.

(C) PREPARING FOR A MEETING WITH THE GROUP:

Remember to:

- Obtain information.
- Find out what the group knows.
- Find out what they do not know.
- Decide what they need to know.
- Decide what you are going to say to them.
- Explain the general reasons for holding the meeting and remind the participants that their ideas are valuable. Also remind them that we are here to learn, so not knowing something at the beginning of the course is completely acceptable.
- Establish the "ground rules":
  - **Logistics**, such as the schedule, break time, location of restrooms, and whether there will be water, coffee, or snacks available.
  - **Group conduct**, such as the importance of speaking one at a time, listening and respecting other people's opinions, and giving everyone the chance to participate.

(D) WORKING WITH GROUP DYNAMICS

The following are some suggestions on how to manage group dynamics:

1. ***If a participant does not speak or remains physically separated from the group***

   Organize the chairs so that no member can isolate himself/herself (for example, in a circle). Do an exercise that allows all of the participants to interact. Sometimes doing exercises in pairs or in groups of three can help keep the group together.

   Encourage the participants to speak, addressing them by name and asking:

   - "What do you think about that, José?"
   - "Has that ever happened to you?"
   - "What do you do, María, when that happens to you?"

2. ***If a participant talks too much and monopolizes the meeting***

   - Discuss the ground rules again and emphasize that everyone must participate.
   - When a person pauses, you can say, "Thank you. Does anyone else have a comment or question on this subject?"
   - Lean forward and look directly at the group monopolizing member. Frequently, this will make the speaker hurry up.
   - You can say, "Why don't we hear from the people we haven't heard from yet?"

3. ***If a participant frequently strays from the subject***

   Keep attention focused on the subject matter by saying things such as:

   - "How is that related to ____"?
   - "That's a very interesting point, but what do you have to say about _____"?
   - "That's a different aspect, so let's get back to ____."

4. ***If a participant always arrives late and/or leaves early***

   - Avoid scolding or making him/her feel bad in public. It would be better to ask him/her in private what the reason was that he/she arrived late or left early and encourage him/her to come earlier to the next meeting or to stay until it ends.
   - Review the ground rules with the group, reminding them about the importance of arriving on time.

5. ***If a participant challenges the information presented by the facilitator***
   - Ask whether other members feel the same way or if someone would like to make a comment.
   - Avoid arguing with that group member.
   - If he/she persists, suggest discussing the information with him/her during the break or after class.

6. ***If a participant challenges the information provided by another member of the group***
   - Clarify the information, if necessary.
   - Ask for comments from other members of the group.
   - If his/her comment is unfounded, be very careful not to let his/her argument interrupt the group.
   - If necessary, speak with him or her in private.

7. ***If a participant is hostile***
   - Ask members of the group for suggestions on how conflicts in the group could be resolved.
   - Avoid reacting with hostility or rage; be patient.
   - If necessary, talk to the person in private.

8. ***If a participant falls asleep***
   - Try to do an exercise that gets people up and moving.
   - Talk with the group member in private to make sure that the reason he/she fell asleep is not because he/she is ill or has a personal problem.

9. ***If a participant isolates himself/herself (for example: reads a newspaper or looks bored)***
   - Take a break, if needed.
   - Try to do exercises that get the participants moving.
   - Try to do exercises in which everyone participates.
   - Talk with the isolated/bored participant in private.

10. ***If two participants form a "duo" and carry on a conversation at the same time***
    - Do an exercise in which participants change partners.

(E) ***EVALUATE THE ACTIVITY***

When the group meeting ends, use the "Self Assessment Tool: Improving My Skills As A Facilitator" in Annex 4 to help you review the positive results of the work as well as the difficulties that arose in order to learn from the process and improve your skills. Ask your fellow leaders for suggestions on how to better facilitate the group. Facilitators acquire skills when they discuss and reflect upon their experiences.

***Toolbox 2*: Interpersonal Communication**

Interpersonal communication is direct, face-to-face conversation between two or more people to exchange experiences and share ideas, beliefs, fears, and doubts about a specific topic. This form of communication is an important means of promoting healthy practices, such as safe water consumption, washing one's hands with soap, and proper feces disposal.

(A) *Channels for Interpersonal Communication*

Two communication channels are used in interpersonal communication:

- **Verbal (when we use spoken language)**
- **Non-verbal (when we use gestures, mime, signals, etc.)**

A.1 VERBAL COMMUNICATION:

Verbal communication is when we use spoken language.

- Example: Juanita says to her daughter, Lupita, "It's always a good idea to chlorinate water to avoid getting sick." Juanita is transmitting a message verbally and Lupita is hearing the message through Juanita's words.

RECOMMENDATIONS FOR GOOD VERBAL COMMUNICATION:

1. The way we say something can be interpreted in a variety of ways by the listener.

For example:

- *Tone of voice* can indicate that we feel angry, incredulous, doubtful, happy, etc.
- *Volume* (speaking loudly or softly) can indicate emotions (example: speaking loudly can be interpreted as being angry)
- *The speed* with which we say something can indicate several things (example: speaking very quickly can indicate that we want to end the conversation soon)
- *Message*: What we say should be simple, clear, and easy to understand (example: Rather than saying, "The crux of the issue

is drinking safe water," it is better to say, "It's best to drink safe water.")

In order to improve your verbal communication (in which you use your voice), keep the aforementioned elements in mind. Leaders who use the same tone voice/volume/speaking speed are perceived as boring and do not motivate listeners. For this reason, it is important to modulate your voice.

2. To show that you are listening and understand

You can:

- Use the "mirroring" technique. Repeat in your own words what the other person has just said.
- Repeat what the other person says, but in the form of a question. Is that right? Is that correct?

3. Ask open, probing, and closed questions

- **Open questions** obtain longer, better thought out answers: "What have you heard about the need to treat your water?"
- **Probing questions** are for following up on an answer in order to gain a better understanding as to why the person responded in a certain manner, or to obtain more information.

The other person's answer to your first question:	*Possible probing question to get more information:*
"It's good." →	"Could you tell me more about that?"
"I like the flavor." →	"What do you like about the flavor?"
"It's difficult to do it." →	"What are some of the reasons why you feel that way?"

- **Closed questions** obtain short, precise answers (example: “How many times have you had diarrhea this week?”)
- Avoid asking questions that begin with “**Why**” because they put people on the “defensive.” It is better to ask, “What do you think about that?”

4. How to respond to questions

You can:

- Motivate the person who asked the question, saying:
  - "That’s a good question."
  - “What an interesting question!”
  - "Many people would like to know the answer to your question."
  - Ask for clarification if you did not understand the question.
  - Respond to the question.
  - If you do not know the answer, say, “That’s a good question, and I don’t have an answer for you. However, if it’s all right with you, I’ll check into it and give you an answer at another time.” Check with other members of the Neighborhood Council or health center personnel to see if you can obtain an answer.

A.2 NON-VERBAL COMMUNICATION:

Non-verbal communication consists of transmitting messages between two or more people through gestures, mime, signals, and other forms of expression that do not involve using one’s voice.

- Example: The hand movements and facial expression that Juanita used when she was talking with Lupita transmit messages without the use of words.

RECOMMENDATIONS FOR ACHIEVING GOOD NON-VERBAL COMMUNICATION:

1. Maintain eye contact with the other person

Looking at the other person when speaking to them makes them feel that they are noticed and they take interest in the subject. In addition, it creates an atmosphere of trust and increases the credibility of the person who is transmitting a message. [Note: there

are some cultures where eye contact is considered inappropriate under some circumstances, such as when a subordinate is speaking to a superior, so use eye contact in a culturally sensitive way.]

2. Use adequate facial expressions

Smiling is a powerful signal that transmits happiness, friendship, warmth, enthusiasm, and affinity. If you smile frequently, you will be more pleasant, friendly, warm, and accessible. Smiling a lot is contagious and the participants will react favorably and learn more.

3. Use gestures

In order to attract the participants' attention, obtain their interest, and encourage them, it is important to use appropriate gestures. If you do not use gestures when you are speaking, you may seem boring, stiff, and dull. Nodding your head can indicate that you are accepting or affirming something.

4. Have adequate posture and bodily orientation

You communicate a number of messages by the way you walk, stand, and sit. Standing up straight, but not rigid, and leaning forward a bit communicates to the participants that you are accessible, receptive, and friendly. Interpersonal closeness is maintained when you and the participants are face-to-face. You should avoid speaking to them with your back to them or looking at the floor or the ceiling because you communicate that you are not interested in them.

5. Maintain an adequate distance (proximity)

Cultural norms determine what is considered a comfortable distance between people. A sign that you are too near another person is when he or she does not look you directly in the eye or leans back a bit. For communication to be effective there must be adequate space between the person who is speaking and the listener. When you are addressing a group, you can move and walk among the participants to facilitate eye contact and so that you can speak with them.

6. Have a sense of humor

Humor should be used as a learning tool. Laughing generates confidence and helps to diminish stress and tension for the speaker as

well as the listeners. You should develop your ability to laugh at yourself and encourage listeners to do the same. Humor helps to create an atmosphere that facilitates learning.

(B) Recommendations for Interpersonal Communication

- Interpersonal communication for the purpose of **informing**:
  For example, offering a jug for storing water; first, explain that the water jug is made of plastic, it has a lid, it holds 20 liters of water, it has a carrying handle, it is lightweight, and it is easy to clean. What you have done is provide information about this water jug. However, this does not mean that the person is already convinced and wants to acquire one.

- Interpersonal communication for the purpose of **promotion**:
  This involves linking a product with the advantages or benefits that it offers so that a person will want to acquire it. Continuing with the water jug example, explain that the jug will hold enough water for the entire family, its lid ensures that the water will stay hygienic so that users will not become ill, and its handles make it easy to transport.

- Interpersonal communication for the purpose of **negotiation**:
  This is to encourage a person to adopt a practice that will benefit him/her personally or his/her family, adapting the message to the specific circumstances of that person or family, and giving reasons why it would be beneficial or important. This action takes place by means of negotiation and ends with a commitment. Use the other types of communication: inform the person, analyze his/her concerns, listen to his/her questions, take advantage of every opportunity to reaffirm the advantages and benefits, offer alternatives, help him/her to make a decision, and establish agreements.

Toolbox 3: *Negotiation for Behavior Change*

Negotiation for behavior change is the process by which a trained person (such as a Neighborhood Council member) gets the person with whom he/she is talking to analyze the need to modify a practice and freely make the decision to change his/her behavior. This commitment and change in behavior is encouraged and guided by the Neighborhood Council member, but the decision is made by the person himself/herself.

The main job of the Neighborhood Council member is to assist the person so that he/she is aware of the current practices of his/her family and to encourage him/her to make a voluntary commitment to try a specific behavior that will help improve water treatment, storage, and/or use. This new behavior should be built upon existing practices in the home and the community. It is possible that the new behavior is not the "ideal" behavior, but it needs to be a behavior that has a positive effect on health and leads the family toward the ideal behavior.

In order to achieve this, the negotiation relies on good interpersonal communication, which implies listening and analyzing, presenting and discussing information. The Neighborhood Council member tries to encourage his/her "client" and achieves his/her goal when his/her "client" decides to try to put a new behavior into practice.

For behavior change to become a reality, the person must be encouraged and assisted in identifying what barriers exist to the implementation of the behavior and how to overcome them using existing resources. It is important to gain the other person's trust by using effective interpersonal communication skills (see previous section on interpersonal communication). Inquiring about the health of a person's children or grandchildren can be a good way to establish dialogue as improving their children's health is often the best motivation for families to start treating and taking care of their water.

1) STEPS IN THE NEGOTIATION FOR BEHAVIOR CHANGE AT THE FIRST MEETING

To initiate this process, we can use the "Assessment Tool: Household Water" (see

Annex 5) that is first used with all of the members of the small sub-group and then is reviewed individually with each family.

USE THE "ASSESSMENT TOOL: HOUSEHOLD WATER"

The pictorially based "Assessment Tool: Household Water" makes it possible to determine a family's current behaviors in treating, storing and/or using water in their home.

Review the "Assessment Tool: Household Water" line by line with the group (or the person) with whom you are speaking and encourage them to join you in analyzing and reflecting upon the way they treat, store, and/or use water in their homes. Ask simple **questions** to clarify if and how they perform the practices. **Ask them to draw an "X"** (on their copy of the Assessment Tool in their Reminder Brochure) on the behavior that most resembles their families current behaviors.

Sometimes people know that what they do at home is not the "ideal/best" behavior, so they feel uncomfortable admitting it and will say what you "want" to hear (a behavior that is "better" than their actual one). Encourage the person to be sincere, showing him/her with your responses (verbal and non-verbal) that you are not being judgmental.

(A) IDENTIFY BEHAVIORS TO BE CHANGED

The "Assessment Tool: Household Water" can be used to focus the conversation on which **new** behaviors families need to adopt in order to improve the water situation in their homes.

Show the tool to the group (or person) with whom you are speaking and, if they are not treating their water, they need to be encouraged strongly to do so. Congratulate them on any practices they are implementing in the column on the right hand side of the box in the lower section of the Assessment Tool (because these behaviors are the most protective against diarrhea). If some of the families have put "Xs" on the practices in the first, second, or third column on the left hand side (in the box on the bottom of the Assessment Tool), they should be encouraged to adopt behaviors that are more toward the right hand side of the Assessment Tool. You can encourage them by describing the benefits of adopting some "good" behaviors and by telling them that they can obtain those

benefits if their families make the decision to do so.

"MENU" OF BEHAVIOR OPTIONS:
STEP-BY-STEP TOWARD "IDEAL"

The purpose of negotiating behavior change is to help the person with whom you are speaking to identify healthy behaviors that can be implemented in his/her daily life. However, the "ideal" behavior may not always be easy for the person to achieve. It is pointless to expect someone to implement an "ideal" behavior that is not really achievable for them. It is better to help the person to identify an "intermediate" step that it is possible to achieve and that can still have a positive effect on his/her health and moves them toward the ideal behavior.

The "Assessment Tool: Household Water" consists of 5 subjects aimed at improving water treatment, use, and consumption practices. This tool can help identify the "small improved steps" that a family can take in the way they store, serve, and consume water if they are not ready to adopt "ideal" behaviors.

EXAMPLE OF NEGOTIATING "A SMALL STEP" TOWARD THE IDEAL BEHAVIOR
As indicated in the third line of the "Assessment Tool: Household Water," which is titled, "How Do We Serve Our Drinking Water?" the "ideal" way to serve water (shown in the far right column) is from a container with a spigot. In the following example, it is not possible for the family to use a container with a spigot, but by the end of the negotiation, the family commits to trying "a small step" closer to the ideal behavior by using a long-handled ladle instead of a bowl:

> **You:** "You told me that you used a bowl to serve treated water. It's very easy to contaminate water when you dip something like a bowl in it because the bowl and your fingers can introduce germs. It would be ideal to keep your treated water in a container with a spigot and a lid and serve the water using the spigot. Could your family use a container with a spigot and serve their water from it?"
> **Juanita:** "We don't have a container with a spigot and at this time we can't buy one."
> **You:** "Perhaps you could put treated water in a pitcher and serve it from there."
> **Juanita:** "I tried that before and it was a disaster because each time my son served himself some water he spilled most of it on the floor. I even used a pitcher with a lid, but he still managed to spill all of it. That's why I don't want to use a pitcher."
> **You:** "That's great that you tried using a pitcher, Juanita, but it sounds like it would be better to wait until your son is older to use a pitcher. In the meantime, perhaps you could use a long-handled ladle. What do you think of that idea?"
> **Juanita:** "I think we could do that. I don't think that ladles cost much. I'll look for one at the market."
> **You:** "That's good that you're willing to use a ladle. That will help to keep your water from becoming contaminated as easily as it would with a bowl, but let me tell you, Juanita that you have to be very careful to keep the ladle clean. When you're not using it to serve water, leave it hanging inside the container from the hook on the handle because if you leave it on the table it could get dirty. It's also very important to teach everyone in your family how to serve the water, being careful not to touch the water with their hands when they dip the ladle into the water."

Remember that if the person thinks that it is impossible for his/her family to adopt the "ideal" behavior (found in the right hand column of the lower toolbox in the "Assessment Tool: Household Water"), then it would be a good idea to tell him/her that anything is possible and that it depends on the effort that the family

is willing to make. You can help them to take "a small step" in that direction by encouraging them to make the commitment to adopt one of the behaviors illustrated on the right hand side of the lower box in the Assessment Tool.

(B) NEGOTIATE A GOOD NEW BEHAVIOR

When you meet with each family individually, **ask them,** "What changes would you like to make in the way you treat, store, and serve water in your home?" Ask them to indicate their highest priority.

In your own words, **repeat** the new behavior that the family wants to adopt to make sure that you and the family are clear on the selected behavior.

If the family does not want to try a new behavior, ask them to tell you about their desire not to change anything. Refer to the Assessment Tool and indicate the things that could be improved. Explain the benefits of changing these practices (reducing diarrhea, not spending money on diarrhea medicines, not losing time when they could be working, etc.). Ask them once again if they are willing to improve one of the things indicated by the Assessment Tool and explain that it does not have to be the "ideal" behavior, but rather, at least, a small step. (For example, if they are already boiling water, they could make a commitment to keep it only 24 hours instead of a longer time.) If they continue saying that they do not want to change anything (even though you explain again why it is important to make a change and you give them options for "small" and "big" changes), then it is possible that they are not open to changes and that you can not motivate them. However, if they change their minds and decide they want to make a change, congratulate them on wanting to improve the situation in their household.

(C) GO OVER HOW THE NEW BEHAVIOR CAN BE MADE POSSIBLE

Remind the family that behaviors are a **set of small actions**. (For example, chlorinating water entails obtaining supplies, making a water-and-bleach solution, and adding the proper amount of the solution to the water to be treated).

Review the steps one by one in order to talk with the family representative about how they will be implemented. (For example, "Tell me, Juanita, What supplies will you need to chlorinate your water?" "How will you obtain them?" "How are you going to make the water-and-bleach solution?" "How much of the solution are you going to put in your water container?")

(D) EXPLORE BARRIERS

Ask the family representative what barriers exist that could complicate the change and brainstorm with him or her to come up with ideas on how to overcome the barriers.

(E) EXPLORE ELEMENTS THAT FACILITATE CHANGES

Ask him/her what things **would help** them to adopt the new behavior and how those things can be used to achieve the change.

(F) FORMULATE A PLAN

Ask the family representative to tell you his/her **plan** for initiating the changes at home. (For example, speak with his/her spouse about the changes they should make, or obtain a new container to store their water, or hold a meeting with his/her family members to decide how the work of treating and caring for water can be shared, etc.)

Repeat the plan in your own words to make sure that you both understand it clearly. **Ask him/her** to correct you if you are not clear.

(G) CONGRATULATE

Congratulate the person on the commitment and plan that he/she has developed for his/her family because it is a significant achievement and the first step in the process of behavior change.

(H) NEXT MEETING

Inform him/her when the next group meeting is and tell him/her that on that date you would like to be informed of the family's progress. Remind him/her that if he/she has a problem implementing the changes, you can be contacted to see if you can help solve the problem.

(I) SAYING GOODBYE

Thank the person for his/her time and openness to have a productive conversation. Congratulate him/her once more.

(J) MAKE A NOTE ON PROGRESS AND COMMITMENTS

Immediately after the conversation, you need to **write down** the current status of water treatment and handling in the home and what new behaviors the family has committed to on your "**Family Data Tracking Sheet"** (see Annex 1).

(K) SELF-ASSESSMENT

In order to grow, it is necessary to analyze what problems or successes we have had in negotiating behavior change. **Fill out** the "**Self Assessment Tool: Improving My Skills as A Facilitator"** (see Annex 4) to identify where you need to improve and what adjustments you should make. It can be helpful to review your progress by discussing your experience as a facilitator with the other facilitators in your community.

EXAMPLE OF NEGOTIATION

When chlorine is used to treat water, it remains in the water and helps to protect it from being easily recontaminated. In contrast, the boiling and SODIS (which uses solar energy to treat water) methods have no chemical that remains in the water to protect it from recontamination. Therefore, chlorination is considered the "ideal" method (because the residual chlorine protects the water). While boiling and SODIS treat water as well as chlorination, they are considered "less than ideal" (because there is nothing that stays in the water to protect it from recontamination). Therefore, we should encourage the people in our communities to chlorinate their water, but if they are unable or unwilling, then they should boil their water or use SODIS (but they need to take precautions to avoid recontamination).

In the process of negotiating which method to use, the following should take place:

USE THE "ASSESSMENT TOOL: HOUSEHOLD WATER"
Use the "Assessment Tool: Household Water" to determine the current situation in "Juanita's" home regarding the way water is treated, stored, and served.

IDENTIFY BEHAVIORS TO BE CHANGED:
Show her the Assessment Tool and discuss how the treatment, use, and/or storage of her water can be improved. That is, talk about how she can begin to treat her water (if she is not doing it) and how it is better for her family if more of its behaviors are the ones in the right hand columns in the box at the bottom of the Assessment Tool.

(You**:** "Juanita, I'd like to show you this sheet that shows different ways that water can be treated, used, and stored. Let's look at these figures showing different ways of treating water. Your family is boiling its water (point to the teapot). Now I'd like to explain a little about how water can be treated with other methods. [Briefly describe how to chlorinate water and how to use SODIS.] As you can see, your family has more options for treating water other than just boiling it. It is also possible to chlorinate it or use SODIS).

CONTINUATION (NEGOTIATION EXAMPLE)

NEGOTIATE A NEW BEHAVIOR:

Ask her which method she wants to use.

You: "Tell me Juanita, "Which method would you like to use?"

Juanita: "I'd like to boil our water."

Ask her why she wants to use that method.

You: "Please tell me the reasons why you prefer to boil your water."

Juanita: "We've always boiled our water and we're used to the taste of water that has been boiled."

If she has not chosen chlorination, **explain** the **advantages of chlorinating** water. It is important not to impose the chlorination option, but she needs to understand that if she does not choose to chlorinate her water, the residual effect of chlorine that helps protect water from recontamination is lost.

You: "I certainly understand that it's difficult to change our behavior. Boiling your water is a good method of treating it, but it is important that you know that it can be easily recontaminated. If you use Clorox or Reluciente to treat your water, it is better protected because the chlorine in the bleach remains in the water for a time. For this reason, it's more difficult for chlorinated water to be recontaminated. Additionally, chlorinating water the way I explained to you doesn't leave an unpleasant chlorine or bleach taste. Do you think that perhaps you could try chlorinating water at home so that everyone can try it and see if they like it? If they don't like chlorinated water, there's nothing to lose because you could go back to boiling it."

Juanita: "Okay, I'll try it once, because if everyone likes it and the water is better protected, then it's worth making the change."

GO OVER HOW TO MAKE THE NEW BEHAVIOR POSSIBLE

Ask her to explain to you step-by-step **how she is going to change her behavior**.

You: "Excellent, Juanita. I congratulate you for being brave enough to try something new at least once. Tell me, how are you going to chlorinate your water?"

EXPLORE BARRIERS

Ask her what things could **complicate** implementation of the new behavior.

You: "What do you think will be the most difficult thing for you when you try chlorinating your water?

Juanita: "I don't think that my family will like the taste."

You: "How do you think you can convince them to try the water?"

Juanita: "Maybe I can give everyone a glass of water without telling them I treated it with chlorine instead of boiling and see if someone notices. After everyone has tried the water, I can tell them I used chlorine. That way I'll be able to tell whether they agree with the idea of chlorinating our water."

EXPLORE ELEMENTS THAT FACILITATE CHANGE

Explore situations than could **help her** to implement the new method.

You: "Tell me what things you think could make chlorinating your water easier."

Juanita: "I think that if my husband likes the water and I tell him that chlorinated water is better protected, then he will help me out with money to buy bleach and he can also help me by insisting that the children drink chlorinated water."

FORMULATE A PLAN

Review the plan for implementing the water treatment method.

You: "You should formulate a plan so that you know what you need to do to try chlorinated water. Tell me step by step how you are going to do it."

Juanita: "First, I need to talk to my husband to convince him to give me some money to buy bleach because I have used mine up. Then, when nobody is home, I'm going to chlorinate some water and when they come back, I'll give them a glass of it..."

CONGRATULATE THE PERSON AND DETERMINE THE DATE FOR THE NEXT MEETING

Congratulate her on deciding to try a change and confirm **when you are going to see each other again.**

You: "I want to congratulate you, Juanita, for being brave and determined enough to try something new and for making an excellent plan for doing it. It's been nice talking to you and I'm looking forward to learning about how it's going when we see each other at the next meeting in 3 weeks. Thank you very much for your time."

2) NEGOTIATION DURING THE SECOND AND SUBSEQUENT MEETINGS

During the course of the first meeting, the Neighborhood Council member helped family representatives to choose an improved behavior and to formulate a plan to accomplish the behavior.

At the second and subsequent meetings, the Neighborhood Council member speaks with the family representatives to find out if they have implemented the improved behavior (they chose during the first meeting) and to elect additional new behaviors (or overcome barriers to attaining the original new behavior that had been selected if they were unsuccessful in implementing it). To accomplish this you should do the following:

(A) IN A SUB-GROUP OF 10 (OR FEWER) PEOPLE

REVIEW CURRENT BEHAVIORS

Using the same "Assessment Tool: Household Water," review the small sub-group's current behaviors and ask them to update their household "Assessment Tool" Reminder Brochure by once again marking their family's current behaviors with an "X" (if there has been a change since the previous meeting).

IDENTIFY BEHAVIORS TO BE CHANGED

Ask each family to identify and circle on their copy of the "Assessment Tool" Reminder Brochure the new behaviors that they want to try to implement.

NOTE: This implies that at the end of the process (after all 4 meetings), each family's "Water in the Home" tool will have many "X's" and "O's" marked on it for each of the 5 questions.

(B) WITH INDIVIDUAL FAMILIES

(The following steps are taken during conversations with each family individually):

REVIEW THE "FAMILY DATA TRACKING SHEET"

Review the "Family Data Tracking Sheet" to remind yourself about the commitment made by the family at the previous meeting.

FIND OUT WHAT PROGRESS THE FAMILY MADE ON IMPLEMENTING THE NEW BEHAVIOR

Question:

- How did _____ work out for you? [Fill in the behavior that the family agreed to implement at the last meeting.]
- Were you able to put the behavior into practice?
  - (If the answer is YES) Did you change something in the way you implemented the behavior? What did you change? Why did you make the change?
  - (If the answer is NO) What kept you from putting the behavior into practice? Do you still want to implement the change? If so, how can you overcome the barrier that stopped you from implementing the behavior?
- How did you feel when you put / didn't put the behavior into practice?

SUMMARIZE/REFLECT ON WHAT THE OTHER PERSON HAS SAID
USE THE "ASSESSMENT TOOL: HOUSEHOLD WATER"

Once again, familiarize yourself with the current water treatment, storage, and use situation in the home by reviewing the **"Assessment Tool: Household Water"** with a family representative. This way you can see if the changes in behavior that the family member agreed to make at the last meeting have been put into practice and what progress has been made.

Ask **questions** to clarify how the new behaviors are carried out (if the family has been successful in implementing them) or why they have not been implemented (if the family did not implement them).

As on the prior visit, encourage the person to be open and sincere. Show him/her with your responses (verbal and non-verbal) that you are not being judgmental.

IDENTIFY BEHAVIORS TO BE CHANGED

If the family implemented the behaviors they agreed to on the previous visit,

congratulate them and encourage them to take another "small step" (if possible) to continue improving their water treatment, storage, and use. In order to do so, the "Assessment Tool: Household Water" will help you because it indicates which (if any) behaviors that still need improvement.

Show the family member the illustrations from the "Assessment Tool: Household Water" and review the benefits of treating water and adopting the behaviors in the pictures on the right hand side of the box that is at the bottom of the Assessment Tool. Encourage the family representative to **identify which improved behaviors the family needs to put into practice** (on the right hand side of the toolbox in the lower part of the tool) and to brainstorm which behaviors they want to put into practice.

NEGOTIATE A NEW BEHAVIOR

Ask what changes they want to make to improve water treatment, storage, and consumption in their home. Ask them to indicate their highest priority.

In your own words, repeat the new behavior that the family wants to implement to make sure that you understand. If you did not understand, ask the person to repeat himself/herself.

Remind the person representing the family that behaviors are made up of a **group of actions (small steps).**

GO OVER HOW TO MAKE THE NEW BEHAVIOR POSSIBLE

One by one, review the steps that the person representing the family will take to implement the new behavior. (For example, "Tell me, Juanita. What supplies will you need to serve water without recontaminating it?" "How will you obtain them?" "How will you make sure that your children don't put their hands or something dirty in the container of treated water?")

EXPLORE BARRIERS

Ask him/her what "**barriers", things, or situations impede or complicate** the implementation of the behavior that he/she agreed to? Together, brainstorm ways to overcome those barriers.

EXPLORE ELEMENTS THAT ASSIST IN ADOPTING A BEHAVIOR

Ask him/her what things **would help him/her to put the selected behavior into practice** and how they can be used. Encourage the family to take advantage of all of the elements that would help in putting the behavior that he/she agreed to into practice.

ENCOURAGE THE PERSON TO MAKE A PLAN

Ask the person representing the family to tell you his/her **plan** for initiating the changes at home. (For example, discussing the changes to be made with his/her spouse, obtaining a new container for storing water, holding a meeting with his/her family to decide how they will share the work of treating and taking care of their water, etc.)

In your own words, **repeat** the plan to make sure you understood it. If you are mistaken, **ask him/her** to correct you so that both of you understand it clearly.

CONGRATULATE

Congratulate the person on the progress that his/her family has made since the previous meeting and also on his/her decision to put a new behavior into practice.

FOLLOWING MEETING

Inform him/her when the next group meeting will take place and tell him/her that on that date you would like for him/her to share his/her progress. Remind him/her that if he/she has any problem implementing the changes, he/she should inform you to see if you can help.

SAYING GOODBYE

Thank him/her for his/her time and cooperation. Congratulate him/her again on all of the progress his/her family has made.

RECORD PROGRESS AND COMMITMENTS

After the conversation, you need to write down on your "**Family Data Tracking Sheet"** (see Annex 1) the current behaviors in the home and what new behaviors the family agreed to try.

SELF-ASSESSMENT

In order to improve your skills, it is necessary to analyze what problems or successes you have had in behavior change negotiations. **Fill out** the "**Self Assessment Tool: Improving My Skills as A Facilitator"** (see Annex 4) to see what adjustments you can make and identify where you can improve.

V.- Annexes

ANNEX 1:

FAMILY DATA TRACKING SHEET

MEETING: …..

FAMILY DATA TRACKING SHEET

Each Family's Behaviors in my sub-Group

SMALL-GROUP LEADER'S NAME: ……

GROUP No.: ……

DATE: ……..

Nº	Family's Surname	How do we treat our water?				How do we store our drinking water?				How do we serve drinking water?				When do we drink treated water?				Who drinks the treated water in our family?				Received Bucket
		We don't treat it	SODIS	Boiling	Chlorinate	Without a lid	With a lid that doesn't fit well	With a tight fitting lid	With a tight fitting lid and spigot	With a bowl or cup	With a ladle	With a pitcher and glass	Using the container's spigot	Never	Only at home	At home, some outside the house	Always at home and outside the house	No one	Only adults	Children, ill people, elderly (vulnerable people)	Everyone (adults, children, babies)	
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TOTAL																						

INSTRUCTIONS:

1. Fill in the boxes using the following symbols:
   "X" : Current household behaviors
   "O": Promised improved behavior

2. Count the number of "Xs" in each colum and write the number in the row labeled "Total"

MEETING: …..

FAMILY DATA TRACKING SHEET

Each Family's Behaviors in my sub-Group

SMALL-GROUP LEADER'S NAME: ……

GROUP No.: ……

DATE: ……..

Nº	Family's Surname	How do we treat our water?				How do we store our drinking water?				How do we serve drinking water?				When do we drink treated water?				Who drinks the treated water in our family?				Received Bucket
		We don't treat it	SODIS	Boiling	Chlorinate	Without a lid	With a lid that doesn't fit well	With a tight fitting lid	With a tight fitting lid and spigot	With a bowl or cup	With a ladle	With a pitcher and glass	Using the container's spigot	Never	Only at home	At home, some outside the house	Always at home and outside the house	No one	Only adults	Children, ill people, elderly (vulnerable people)	Everyone (adults, children, babies)	
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INSTRUCTIONS:

1. Fill in the boxes using the following symbols:
   "X" : Current household behaviors
   "O": Promised improved behavior

2. Count the number of "Xs" in each colum and write the number in the row labeled "Total"

MEETING: …..

FAMILY DATA TRACKING SHEET

Each Family's Behaviors in my sub-Group

SMALL-GROUP LEADER'S NAME: ……

GROUP No.: ……

DATE: ……..

Nº	Family's Surname	How do we treat our water?				How do we store our drinking water?				How do we serve drinking water?				When do we drink treated water?				Who drinks the treated water in our family?				Received Bucket
		We don't treat it	SODIS	Boiling	Chlorinate	Without a lid	With a lid that doesn't fit well	With a tight fitting lid	With a tight fitting lid and spigot	With a bowl or cup	With a ladle	With a pitcher and glass	Using the container's spigot	Never	Only at home	At home, some outside the house	Always at home and outside the house	No one	Only adults	Children, ill people, elderly (vulnerable people)	Everyone (adults, children, babies)	
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INSTRUCTIONS:

1. Fill in the boxes using the following symbols:
   "X" : Current household behaviors
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2. Count the number of "Xs" in each colum and write the number in the row labeled "Total"

MEETING: …..

FAMILY DATA TRACKING SHEET

Each Family's Behaviors in my sub-Group

SMALL-GROUP LEADER'S NAME: ……

GROUP No.: ……

DATE: ……..

Nº	Family's Surname	How do we treat our water?				How do we store our drinking water?				How do we serve drinking water?				When do we drink treated water?				Who drinks the treated water in our family?				Received Bucket
		We don't treat it	SODIS	Boiling	Chlorinate	Without a lid	With a lid that doesn't fit well	With a tight fitting lid	With a tight fitting lid and spigot	With a bowl or cup	With a ladle	With a pitcher and glass	Using the container's spigot	Never	Only at home	At home, some outside the house	Always at home and outside the house	No one	Only adults	Children, ill people, elderly (vulnerable people)	Everyone (adults, children, babies)	
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INSTRUCTIONS:

1. Fill in the boxes using the following symbols:
   "X" : Current household behaviors
   "O": Promised improved behavior

2. Count the number of "Xs" in each colum and write the number in the row labeled "Total"

ANNEX 2:

DATA CONSOLIDATION SHEET

MEETING: ……..

DATA CONSOLIDATION SHEET

(Information on ALL the sub-groups)

NEIGHBORHOOD COUNCIL LEADER'S NAME: …… **COMMUNITY NAME: ……**

DATE: …… **DISTRICT: ……**

Nº	Small-Group Leader's Name	No. of families who participated in the small group	How do we treat our water?				How do we store our drinking water?				How do we serve drinking water?				When do we drink treated water?				Who drinks treated water in our family?			
			We don't treate it	SODIS	Boiling	Chlorinate	Without a lid	With a lid that doesn't fit well	With a tight fitting lid	With a tight fitting lid and a spigot	With a bowl or cup	With a ladle	With a pitcher and glass	Using the container's spigot	Never	Only at home	At home, some outside the house	Always at home and outside the house	No one	Only adults	Children, ill people, elderly (vulnerable people)	Everyone (adults, children, babies)
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INSTRUCTIONS:

1. Fill in the boxes using the information from the "Total" row from the "Family Data Tracking Sheet"
2. Add up the numbers in each column and put the amount in the bottom row labeled "TOTAL"

MEETING: ……..

DATA CONSOLIDATION SHEET

(Information on ALL the sub-groups)

NEIGHBORHOOD COUNCIL LEADER'S NAME: …… **COMMUNITY NAME: ……**

DATE: …… **DISTRICT: ……**

Nº	Small-Group Leader's Name	No. of families who participated in the small group	How do we treat our water?				How do we store our drinking water?				How do we serve drinking water?				When do we drink treated water?				Who drinks treated water in our family?			
			We don't treate it	SODIS	Boiling	Chlorinate	Without a lid	With a lid that doesn't fit well	With a tight fitting lid	With a tight fitting lid and a spigot	With a bowl or cup	With a ladle	With a pitcher and glass	Using the container's spigot	Never	Only at home	At home, some outside the house	Always at home and outside the house	No one	Only adults	Children, ill people, elderly (vulnerable people)	Everyone (adults, children, babies)
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INSTRUCTIONS:

1. Fill in the boxes using the information from the "Total" row from the "Family Data Tracking Sheet"
2. Add up the numbers in each column and put the amount in the bottom row labeled "TOTAL"

MEETING: ……..

DATA CONSOLIDATION SHEET

(Information on ALL the sub-groups)

NEIGHBORHOOD COUNCIL LEADER'S NAME: ……

COMMUNITY NAME: ……

DATE: ……

DISTRICT: ……

Nº	Small-Group Leader's Name	No. of families who participated in the small group	How do we treat our water?				How do we store our drinking water?				How do we serve drinking water?				When do we drink treated water?				Who drinks treated water in our family?			
			We don't treate it	SODIS	Boiling	Chlorinate	Without a lid	With a lid that doesn't fit well	With a tight fitting lid	With a tight fitting lid and a spigot	With a bowl or cup	With a ladle	With a pitcher and glass	Using the container's spigot	Never	Only at home	At home, some outside the house	Always at home and outside the house	No one	Only adults	Children, ill people, elderly (vulnerable people)	Everyone (adults, children, babies)
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INSTRUCTIONS:

1. Fill in the boxes using the information from the "Total" row from the "Family Data Tracking Sheet"
2. Add up the numbers in each column and put the amount in the bottom row labeled "TOTAL"

MEETING: ……..

DATA CONSOLIDATION SHEET

(Information on ALL the sub-groups)

NEIGHBORHOOD COUNCIL LEADER'S NAME: …… **COMMUNITY NAME: ……**

DATE: …… **DISTRICT: ……**

Nº	Small-Group Leader's Name	No. of families who participated in the small group	How do we treat our water?				How do we store our drinking water?				How do we serve drinking water?				When do we drink treated water?				Who drinks treated water in our family?			
			We don't treate it	SODIS	Boiling	Chlorinate	Without a lid	With a lid that doesn't fit well	With a tight fitting lid	With a tight fitting lid and a spigot	With a bowl or cup	With a ladle	With a pitcher and glass	Using the container's spigot	Never	Only at home	At home, some outside the house	Always at home and outside the house	No one	Only adults	Children, ill people, elderly (vulnerable people)	Everyone (adults, children, babies)
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INSTRUCTIONS:

1. Fill in the boxes using the information from the "Total" row from the "Family Data Tracking Sheet"
2. Add up the numbers in each column and put the amount in the bottom row labeled "TOTAL"

ANNEX 3:

BAR GRAPHS

HOW DO WE TREAT OUR WATER?

COMMUNITY NAME: ……..

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	No. of families that participated in the meeting	We don't treate it	SODIS	Boiling	Chlorinate

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	No. of families that participated in the meeting	We don't treat it	SODIS	Boiling	Chlorinate

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	No. of families that participated in the meeting	We don't treat it	SODIS	Boiling	Chlorinate

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	No. of families that participated in the meeting	We don't treat it	SODIS	Boiling	Chlorinate

HOW DO WE STORE OUR DRINKING WATER?

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	N° of families that participated in the meeting	Without a lid	With a lid that doesn't fit well	With a tight fitting lid	With a tight fitting lid and spigot

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	N° of families that participated in the meeting	Without a lid	With a lid that doesn't fit well	With a tight fitting lid	With a tight fitting lid and spigot

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	N° of families that participated in the meeting	Without a lid	With a lid that doesn't fit well	With a tight fitting lid	With a tight fitting lid and spigot

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	N° of families that participated in the meeting	Without a lid	With a lid that doesn't fit well	With a tight fitting lid	With a tight fitting lid and spigot

HOW DO WE SERVE DRINKING WATER?

COMMUNITY NAME: ……..

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TOTAL NUMBER OF FAMILIES IN THE COMMUNITY	

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	N° of families that participated in the meeting	With a bowl or cup	With a ladle	With a pitcher and glass	Using the container's spigot

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	N° of families that participated in the meeting	With a bowl or cup	With a ladle	With a pitcher and glass	Using the container's spigot

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1					
	N° of families that participated in the meeting	With a bowl or cup	With a ladle	With a pitcher and glass	Using the container's spigot

WHEN DO WE DRINK TREATED WATER?

COMMUNITY NAME: ……..

TOTAL	
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TOTAL NUMBER OF FAMILIES IN THE COMMUNITY	

MEETING 1 DATE: ……..					
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	N° of families that participated in the meeting	Never	Only at home	At home, some outside the house	Always at home and outside the house

MEETING 2 DATE: ……..					
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	N° of families that participated in the meeting	Never	Only at home	At home, some outside the house	Always at home and outside the house

MEETING 3 DATE: ……..					
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2					
1					
	N° of families that participated in the meeting	Never	Only at home	At home, some outside the house	Always at home and outside the house

MEETING 4 DATE: ……..					
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2					
1					
	N° of families that participated in the meeting	Never	Only at home	At home, some outside the house	Always at home and outside the house

WHO DRINKS THE TREATED WATER IN OUR FAMILY?

COMMUNITY NAME: ……..

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TOTAL NUMBER OF FAMILIES IN THE COMMUNITY	

MEETING 1 **DATE: ……..**					
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	N° of families that participated in the meeting	No one	Only adults	Children, ill people, elderly (vulnerable people)	Everyone (adults, children, babies)

MEETING 2 **DATE: ……..**					
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	N° of families that participated in the meeting	No one	Only adults	Children, ill people, elderly (vulnerable people)	Everyone (adults, children, babies)

MEETING 3 **DATE: ……..**					
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	N° of families that participated in the meeting	No one	Only adults	Children, ill people, elderly (vulnerable people)	Everyone (adults, children, babies)

MEETING 4 **DATE: ……..**					
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	N° of families that participated in the meeting	No one	Only adults	Children, ill people, elderly (vulnerable people)	Everyone (adults, children, babies)

ANNEX 4:

SELF-ASSESSMENT TOOL
"IMPROVING MY SKILLS AS A FACILITATOR"

SELF-ASSESSMENT TOOL

IMPROVING MY SKILLS AS A FACILITATOR

Self-assessment objective: To evaluate my progress to ensure continual improvement in my abilities

Instructions:

a. Read each question and place an “X” in the box that corresponds with your answer.
   - I have yet to achieve it
   - Yes, I achieved it
b. For questions that were answered “I have yet to achieve it,” think about how you can reach your objectives and discuss the problem with your colleagues in the Neighborhood Council.
c. Repeat the same process every time you lead the group meetings.

	QUESTIONS	MEETING 1		MEETING 2		MEETING 3		MEETING 4	
		I have yet to achieve it	Yes, I achieved it	I have yet to achieve it	Yes, I achieved it	I have yet to achieve it	Yes, I achieved it	I have yet to achieve it	Yes, I achieved it
1	Did I get every family to use some water treatment method?								
2	Did I help every family identify at least one behavior to improve?								
3	Did I finish the exercises within the suggested time?								
4	Did I convey all of the information for each of the exercises?								
5	Did I ensure that all of the participants actively participated?								
6	Did the participants ask questions?								
7	Did I maintain control of the group during training?								
8	Did I give reminder brochures to all the families?								
9	Did I work with all the families for whom I am responsible?								

ANNEX 5:

ASSESSMENT TOOL:
HOUSEHOLD WATER

Diagnostic Tool: Household Water

Name of the community: ……
Family name: ……..…

How do we treat our water?

We don't treat it

SODIS

Boiling

Chlorination

How do we store our drinking water?

Without a lid

With a lid that doesn't fit tightly

With a tight fitting lid

With a tight fitting lid and a spigot

How do we serve our drinking water?

With a bowl/cup

With a ladle

With a pitcher and glass

Using the container's spigot

When do we drink treated water?

Never

Only at home

At home and sometimes outside the house

Always at home and outside the house

Who drinks the treated water in our house?

No one

Only adults

Children, people who are ill, and older people (vulnerable people)

Everyone (adults, children, babies)

JANUARY 2008

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