



Research guides

Bhutan | Safe Drinking Water | 2024



Index

1. IDI 1 Doers – Use filter
2. IDI 2 Doers (Boil) and Non-Doers
3. IDI 3 Persons with Disabilities and their caregivers
4. FGD 1 Motive stories and Touch points
5. FGD 2 Gender and Climate Resilience
6. Behaviour Observations
7. KIIs Health Assistant
8. KIIs Government/RHO
9. KIIs Market study
10. Motive stories

Key research questions

Key Research Questions	Sub-topics
What is the preferred and sustainable water treatment option for the target persons?	Correct and continuous performance, Convenience, Suitability for climate emergencies Accessibility for PWD, Availability of tools and resources, Results in safe handling, and storage
Are beliefs about water in favour of or against treatment?	Influence of existing beliefs on choices related to drinking water – collection, transport, treatment, storage, and consumption.
Are there knowledge gaps that affect boiling or filter use?	Knowledge of risks and rewards Knowledge of treatment options
What could motivate the purchase and use of filter or boiling?	Nurture – protection, Disgust of invisible germs, Affiliation – to belong, Status, Hoard, Convenience – time/energy, Any other?
What are the current routines in the water journey?	Routines for collection, transport, treatment, storage, and consumption.
How do sensory aspects - look, taste and smell - affect choices around drinking water?	Water collection, transport treatment, storage and consumption. Cleaning vessels and filters. Changing candles in filters.
How can we reduce the burden of women caregivers in water journey?	Gender division of labour in the water journey Possibility of transformation of roles - responsibilities
What could be the alternatives for water shortage or contamination, especially for disadvantaged populations?	Trends in drying up of spring and ground water, Impact of seasons and climate emergencies, effect on sufficiency and quality, alternative water collection points.

Guidelines for photography

With consent, take the following photographs

- Water collection point, if nearby
- Any storage tanks for water
- The water filter, tools for storage and consumption of drinking water
- Behaviour demonstration
- Respondent and their home
- Any other relevant, interesting photographs

What you need:

- Discussion guide
 - Data collection tools
 - Phone with a camera/Camera
 - Phone with an audio-recorder
-

Introduction

Introduce yourself, your organisation, your team and the purpose of your visit. Reassure them that this is just research and not an audit. You could say:

‘I am (name) from (organisation name). I want to understand some aspects related to water, sanitation and hygiene facilities at home. We are trying to understand the current status of facilities and how might they be improved. This is purely for research purposes, to understand, so there are no right or wrong answers. Do you have any questions or doubts in your mind?’

Consent

Explain the consent aspects.

‘During these observations, we will be taking photographs of the facilities in your home. These photographs will be used for our learning and for sharing in the form of a report or a book. Are you okay with that?’

‘We would like to record the audio of this conversation. Since we travel and meet many people, we may forget what you said. Are you okay with that?’

Check if they have any questions before you start.

Section 1: Overall information

Respondent name
District name
Gewog name
Village and Cluster name
Gender
Age
Number of family members, children
Livelihood
Ethnicity
Head of household

Below (To be filled at the end)
Water filter (Purchased or Free)
Type of water filter

Section 2: Life context

The aim of this section is to ground ourselves in the life context of the respondent. It will also serve as a warm-up before we start talking about water.

2A. Life context: Changes

You could begin by asking about the changes in the respondent's life over the last 10 years.

You could ask: 'Over the last 10 years, what has changed in your life?' (You may need to prompt: New assets? Livelihood? Children?) 'How do you feel about these changes?'

2B. Life context: Changes (Water)

You could then ask about the changes related to drinking water.

You could ask: 'Over the last 10 years, what has changed with drinking water?' (You may need to prompt: Has water flow reduced? Is water more contaminated than before? etc.) 'How do you feel about these changes?'

Section 3: User Journey

The aim of this section is to understand the user journey i.e., purchase and use of water filters.

Ask the respondent to narrate their journey of purchasing a water filter like a story, if they purchased. You could say: 'I would like to know how this water filter came into your home. Could you tell it to me like a story? I want you to tell me everything...shall we begin?'

If they received it for free, directly move to that section.

Stages	Spontaneous	Probed
If the household purchased the water filter by themselves.		
Trigger	Can you recall when you first thought of buying the water filter?	Did you hear it from a friend? Relative? Radio? Market?
		Why did you think of buying the filter? <i>Why is that important to you?</i> Prompt if necessary - Water testing? Contamination of water?
Search/ Consider	And then what happened?	Did you consider boiling water rather than buying a filter? If yes or no, why is that?
		Did you find out more information about filters? Where did you find this information?
		Did you consider different type of water filters? What types?

Choose	And then what happened?	If you considered boiling, why did you choose filter over boiling?	
		If you considered different types of filters, how did you select the one that you wanted to buy? Prompt if necessary – Better treatment? Capacity? Cost?	
Buy	And then what happened?	Where did you buy the filter? How much did you pay for the filter? How did you transport it home?	
		Did the shopkeeper give you any information about how to assemble the filter, how to clean the candle and how often, how to change the candle and how often.	
If the households received the water filter for free, from the government, from an NGO etc.			
Process	Can you tell us how you received this filter?	Probe based on what comes up: ‘Was there a meeting? What happened in the meeting?’ ‘Was there water testing in your community?’	
Common to those who purchased and those who got it for free			
Experience	How is the experience of using the water filter?	Is there anything you like about the water filter? What and why? Anything you not like about the water filter? What and why?	
		What are the benefits of the water filter? Why is it important to treat water? <i>Why is that important to you?</i> Between boiling water and having a water filter, what do you prefer and why?	
		How did you assemble the filter? Was it easy? How was the first experience of drinking water from the filter?	
		Who fills the water in the filter? Who else? When is the water filled usually? Morning? Afternoon? Evening? Is the water filter used all through the year? How about summer? Monsoon? Winter?	
		When your friends, neighbours and relatives saw the filter, what did they say to you? How did you feel about that?	
		Has there been any issue with the filter? How did you address it?	

Section 4: Behaviour Demonstrations

The aim of this section is to understand their knowledge and practice regarding water treatment with the filter, cleaning and changing of candles.

Note: To be conducted only among those who purchased and those who got it for free and using it

Topic	Questions	Demonstration
Treat water	Who usually fills the water in the filter? (Can ask the person who usually fills it to demonstrate, if it is not the respondent.) Do you filter it with cloth before pouring it to the filter?	Can you show me how you fill the water in the filter? You can probe further e.g., Is it easier or more difficult than boiling?
Consumption	Who drinks this water? As there anyone who doesn't? Why? Do you carry water when you go to the field? Or travel outside the village? How do you carry it?	Can you show me how you draw the water to drink? Can you ask your child to draw the water to drink? Based on the demonstration, you can probe further e.g., Is it easier or more difficult than drawing from a pot?
Note: For cleaning and changing the candle, request them to play-act – they don't have to actually clean or change, but just show how they do it.		
Clean candle	How long ago did you get this filter? From the time you got the filter, has the candle been cleaned? Who usually cleans the candle at your home? (Can take the following information from the person who cleans the candle, if the respondent doesn't know) When was it cleaned? Why was it cleaned at that time? How often is the candle cleaned? In case, they have never cleaned – Do you know how often the candle needs to be cleaned?	Can you show me how you clean the candle? Based on the demonstration, you can probe further e.g., If the person uses soap - why do you use soap?
Change candle	From the time you purchased the filter, has the candle been changed? Who changed the candle last time? (Can take the following information from the person who changed the candle, if the respondent doesn't know) When was it changed? Why was it changed at that time? How often does one need to change the candle?	Can you show me how you change the candle? Based on the demonstration, you can probe further.

	In case, they have never changed – Do you know how often the candle needs to be changed?	
--	--	--

Take photographs of demonstrations.

Checklist – Photographs:

Please check and ensure you have the following photographs

- Water collection point, if nearby
- Any storage tanks for water
- The water filter, tools for storage and consumption of drinking water
- Behaviour demonstration
- Respondent and their home
- Any other relevant, interesting photographs

Farewell

Thank the respondent and take leave.

‘Is there anything else you want to share with us or ask us? Thank you.’

*

2. IDI 2: Doers (Boil) and Non-Doers

Key research questions

Key Research Questions	Sub-topics
What is the preferred and sustainable water treatment option for the target persons?	Correct and continuous performance, Convenience, Suitability for climate emergencies Accessibility for PWD, Availability of tools and resources, Results in safe handling, and storage
Are beliefs about water in favour of or against treatment?	Influence of existing beliefs on choices related to drinking water – collection, transport, treatment, storage, and consumption.
Are there knowledge gaps that affect boiling or filter use?	Knowledge of risks and rewards Knowledge of treatment options
What could motivate the purchase and use of filter or boiling?	Nurture – protection, Disgust of invisible germs, Affiliation – to belong, Status, Hoard, Convenience – time/energy, Any other?
What are the current routines in the water journey?	Routines for collection, transport, treatment, storage, and consumption.
How do sensory aspects - look, taste and smell - affect choices around drinking water?	Water collection, transport treatment, storage and consumption. Cleaning vessels and filters. Changing candles in filters.
How can we reduce the burden of women caregivers in water journey?	Gender division of labour in the water journey Possibility of transformation of roles - responsibilities
Is water treatment an emerging, aspirational norm?	Perceived social norms, Emerging social norms, and Imagery of those who treat water,
What could be the alternatives for water shortage or contamination, especially for disadvantaged populations?	Trends in drying up of spring and ground water, Impact of seasons and climate emergencies, effect on sufficiency and quality, alternative water collection points.

Guidelines for photography

With consent, take the following photographs

- Tools for collection and transport
- Treatment – cloth, boiling, any other
- Storage vessels and consumption
- Respondent and home
- Any other relevant, interesting photographs

What you need:

- Discussion guide
 - Data collection tools
 - Phone with a camera/Camera
 - Phone with an audio-recorder
-

Introduction

Introduce yourself, your organisation, your team and the purpose of your visit. Reassure them that this is just research and not an audit. You could say:

‘I am (name) from (organisation name). I want to understand some aspects related to water, sanitation and hygiene facilities at home. We are trying to understand the current status of facilities and how might they be improved. This is purely for research purposes, to understand, so there are no right or wrong answers. Do you have any questions or doubts in your mind?’

Consent

Explain the consent aspects.

‘During these observations, we will be taking photographs of the facilities in your home. These photographs will be used for our learning and for sharing in the form of a report or a book. Are you okay with that?’

‘We would like to record the audio of this conversation. Since we travel and meet many people, we may forget what you said. Are you okay with that?’

Check if they have any questions before you start.

Section 1: Overall information

Respondent name
District name
Gewog name
Village and Cluster name
Gender
Age
Number of family members, children
Livelihood

Ethnicity
Head of household
To be filled in at the end
Boiling tools used (wood, kettle)

Section 2: Life context (Not needed for stay-over behaviour observations)

The aim of this section is to ground ourselves in the life context of the respondent. It will also serve as a warm-up before we start talking about water.

2A. Life context: Changes (General)

You could begin by asking about the changes in the respondent's life over the last 10 years.

You could ask: 'Over the last 10 years, what has changed in your life?' (You may need to prompt: New assets? Livelihood? Children?) 'How do you feel about these changes?'

2B. Life context: Changes (Water)

You could then ask about the changes related to drinking water.

You could ask: 'Over the last 10 years, what has changed with drinking water?' (You may need to prompt: Has water flow reduced? Is water more contaminated than before? etc.) 'How do you feel about these changes?'

Section 3: Water Journey

The aim of this section is to understand the current routines, reasons for the choices, gender roles and responses to water shortage or contamination.

You could say: 'We want to know how you collect, store and consume your drinking water. Could you tell me how you do it every day? We are interested in what you do every day, so please tell us what you normally do every day...let's start with collection.'

Note: Please emphasise 'drinking water' as there could be different collection points for different purposes.

3A. Collection

Step	Question	Further probing questions (To be based on what is said, but here are references)
Preparing the vessel for collection	Can you show me the vessels you collect water in? What do you do with the water in the vessel from the previous day?	If thrown, why do you throw away the previous day's water? What would happen if you were to drink water from the previous day? From the day before? From 1 week before?

	What else do you do before you go to collect water? Do you clean the vessel?	How do you clean the vessel? Why do you clean the vessel? Do you do it every day?
Collecting the water	How much time does it take for you to collect water? Do you clean the vessel at the collection point? If yes, how?	Do you usually collect water from this collection point for drinking? What are the other drinking water collection points in the community? Why do you prefer this collection point over others?
		Are there other collection points you collect water from sometimes for drinking? When do you do that? Why?
		Can everyone in the community use this water collection point or is it limited to some households?
		Where does water come from to your tap? Is there a water tank? Did you have spend money for the pipes to get water to your home? Do you have to pay money for this monthly, yearly? How much?
		Are there times in a year, when enough water is not available in this water collection point? What did you do then? Did you collect water from another collection point? How far is this collection point? Who collected water from it?
		Are there times in a year, when water in this collection point seems dirty or contaminated? How do you notice that? What did you do then? Did you collect water from another collection point? How far is this collection point? Who collected water from it?
		Have there been any flood, droughts, landslides and any other such things, that affected the availability of water at this collection point or contaminated it? What did you do then? Did you collect water from another collection point? How far is this collection point? Who collected water from it?

Role	Who performs the role?	Are you the one who collects water every day? Are there exceptions? When? Who collects then? If you were to ask your husband or son to collect water, what would he say?
------	------------------------	--

Take photographs of tools used for collection and transport.

3B. Treatment (Demonstration)

Step	Question	Further probing questions (To be based on what is said, but here are references)
Cloth or other filter	After collecting the water and entering home, what do you do next? Can you show me? If the cloth filter is not used, you can prompt for the same: Do you use a cloth or something else to filter water?	If filtered with a cloth/any other - Why do you filter with the cloth/any other? What happens if you don't do that? Why is that important to you? When do you use cloth or any other to filter? If every day or only sometimes, why is that?
Boiling	What do you do after that? Can you show me? (Encourage the respondent to boil using the tools they normally do.) If the water is not boiled, you can prompt the same: Do you boil the water before drinking?	Observe what tools are used for boiling? Wood? Electric Kettle? For how long is the water boiled?
		How do you know when to stop boiling?
		When do you boil the water? Do you do it all through the year or only during some months? Why is that?
		If wood, where do you get the wood from? If electric kettle, when did you get this kettle? How much did it cost? Where did you buy it from? Do you prefer kettle or wood, why?
		If wood, where do you get the wood from? How long does it take to collect the wood? How often is it done? Who collects the wood?
Cooling	What do you do after boiling the water? Can you show me?	If kettle, is there electricity through the day? What do you do when there are power cuts?
		How long do you allow for the water to cool down? Do you allow it to cool in

		the same vessel you boiled or a different one?
		Is there any risk of children touching or drinking the hot water? Are you concerned about that?
Roles	Who performs the role?	Are you the one who filters, boils and cools drinking water every day? Are there exceptions? When? Who does it then? If you were to ask your husband or son to boil and cool drinking water, what would he say?

Take photographs of demonstration.

3C. Storage

Step	Question	Further probing questions (To be based on what is said, but here are references)
Storage vessels	After the water cools down, how do you store it?	Observe - What vessel is it stored in? Is the vessel covered? Is it stored in water bottles? Is it stored in a thermos to retain heat?
		Why do you store it in these vessels? (For instance, it could be made of copper – why copper?) Why do you cover the water? (Say, the answer is, so that insects don't fall) why is that important to you?

Take photographs of storage vessels.

3D. Consumption (Demonstration)

Step	Question	Possible probing questions (To be based on what is observed, but here are references)
Consumption tools	Say you want to drink water, can you show me how you do it normally?	Does the vessel have a tap? Does it need to be tilted to drink? Do hands touch the water during consumption?
	Can you request your child to drink water as he or she does normally?	Is it drunk from a bottle?

		Is it drunk from the thermos? Is it mixed with cool water before drinking?
		How convenient is it to draw water from this vessel? Can children do it on their own or do they ask for your support?

Section 4: Social norms

4A. Current and emerging norms - Perceived

‘Let’s say, there are a total of 100 houses in the village. Out of this, I would like for you to tell me -how many have water filters, how many boil water every day all through the years, how many boil water only sometimes, how many don’t boil or filter or treat in any other way. Can you think of a number? It doesn’t have to be accurate.’

Note down the numbers. Now, ask the respondent to imagine how it might change in the next 10 years.

‘Let’s say, I come back to this village after 10 years. What do you think would have changed. You said ‘x’ people have filter now, how many would have filter after 10 years? You said ‘y’ people boil water everyday now, how would boil water everyday all through the year after 10 years?’

4B. User Imagery

In this section, we aim to understand if water treatment is admired or looked down upon.

Briefly explain what you are about to do. You could say: ‘Now, I have an interesting question. I would like you to imagine something. Would you like to do that?’

‘There are two people. The first person has a water filter (Show photo of water filter) and the second person boils water every day all through the year (Show photo of boiling water). Now, can you describe to me the first person who has a water filter.’

It is good to get a response in the spontaneous mode, as much as possible. But you may need to prompt to get them to imagine.

- What could be the name of this person?
- What might be the age? Gender?
- What kind of work might they do?
- What could be their education?
- What kind of dress would they wear?

- What could be their personality/attitude?
- What kind of home would they live in?
- What assets might they have in their home?

When they have nothing more to say about Person 1, you could move on to Person 2. You could say:

‘Similarly, can you describe Person 2, who boils every day all through the year?’

You can move on to probing the reasons e.g. ‘You said that Person 2 is more educated. Why did you say that?’. You can pick a few aspects of the user imagery that you are most curious about.

Checklist for photographs:

- Tools for collection and transport
- Treatment – cloth, boiling, any other
- Storage vessels and consumption
- Respondent and home
- Any other relevant, interesting photographs

Farewell

Thank the respondent and take leave.

‘Is there anything else you want to share with us or ask us? Thank you.’

*

3. IDI 3: Persons With Disabilities (PWD) and their caregivers

Key research questions

Key Research Questions	Sub-topics
What are the challenges/barriers that exist for persons with disabilities to collect, treat and handle water?	Barriers
What solutions can improve access to collection, treatment and handling for persons with disabilities?	Solutions
What are the effective and efficient touchpoints to reach persons with disabilities and their caregivers?	Current touch points through which they receive information - Radio, regular group meetings, Social media, word of mouth? Any other?

Guideline for Recruitment

- 1 Try and recruit those with severe impairments as this would help develop solutions that work for all. Target those who have responded “a lot of difficulty” or “cannot do at all” to one or more of the Washington Group Short Set Questions.
 - 2 You might need the support of local Organisation for People with Disability (OPD) or community leaders, or health workers to identify persons with disabilities.
 - 3 There are diverse kinds of impairments related to seeing, hearing, moving, communicating, memory/concentration and self-care. We need to recruit a mix of different impairments. Also ensure a mix of gender and ages across participants with disabilities.
 - 4 Normally, people find it difficult to understand disability, they only think of people using wheelchairs to get around. Those who are providing support for recruitment need to understand different kinds of impairments.
 - 5 Use respectful and locally appropriate language when you are referring to persons with disabilities. The suggestion would be to use a ‘People First’ language i.e. ‘People with difficulties in hearing’ and not ‘blind’.
- (For more guidelines on recruitment, please refer to CBM Australia - Identifying and consulting people with disabilities)

Guideline for Consent

Please ensure the respondent and/or carer have clearly understood what they are consenting to, including their freedom to say 'no' to participating in the research.

(Refer to 'Intro and consent process for people with disabilities and caregivers_draft3' – a sample consent form and process from SNV Nepal).

Guideline for Moderation

- 1 Relate to the respondent as not just someone with a disability, but someone whole, as anyone else, with their fears, hopes, dreams and anxieties.
- 2 Respect the respondent's freedom to determine how they want to express and participate in the research.
- 3 Communicate in ways that are the easiest for them to understand – visual references for those with difficulties in hearing, verbal explanation of a visual for those with difficulties in seeing and so on.
- 4 Please ensure that the respondent's life is not negatively affected in any way by participating in the research. For instance, if the respondent or caregiver hears a negative opinion it may affect the support the respondent may receive in the future.
- 5 The respondent might want to know if there is any support available for them. Familiarise yourself with any Government policies for supporting persons with disabilities before the research. If you don't know, you could say you don't know. If you promise to check with the Government and let them know the answer., please follow-up on that.

(For more guidelines on moderation, please refer to CBM Australia - Inclusive communication tips - more detailed version).

Guidelines for photography

With consent, take the following photographs

- Tools for collection and transport
- Treatment – cloth, boiling, water filter, any other
- Storage vessels and consumption
- Respondent and home
- Demonstration
- Any other relevant, interesting photographs
- You could also ask the person with disability (and caregiver) if there is something they would like you to take a photo of.

What you need:

- Discussion guide
 - Data collection tools
 - Phone with a camera/Camera
 - Phone with an audio-recorder
-

Introduction and consent

Follow the introduction and consent suitable for your context - Refer to 'Intro and consent process for people with disabilities and caregivers_draft3' – a sample consent form and process from SNV Nepal.

Section 1: Daily Routine | Person with disability

The aim of this section is to ground ourselves in the life context of the person with disability. It will also serve as a warm-up before we start talking about the water journey.

Note: This could take a lot of time, if done extensively. Please do it as not more than 15 min exercise.

You could begin by asking the respondent to describe his/her daily routine. You could say:

“Can you tell me what your normal day is like? What do you do when you wake up in the morning? And then what do you do next? And then....” And so on, till the time he/she goes to sleep.

After the daily routine is completed, you can try to understand a bit more about what he/she enjoys the most and the least in the day. You could say:

“Out of these different activities that you do in the day, what do you enjoy the most? What do you enjoy about that? Is there any other activity that you enjoy? What do you enjoy about that?”

Similarly:

“Out of these different activities that you do in the day, what do you enjoy the least? What do you not enjoy about that?”

Section 3: Water journey | Person with disability and caregiver

The aim of this section is to understand the current routines, barriers in the routines for those with impairments and solutions in normal or emergency situations.

Note:

- Whoever has the relevant information can respond to the water journey question, but be careful to ensure that the perspective/experience of the person with disability is prioritised.
- Remember that when a person with disability is not able to undertake all the steps for accessing drinking water independently, you need to be understanding what they are doing themselves, and what the caregiver is assisting them with. These are 2 distinct experiences.
- Allow the person with disabilities time to consider and reflect on his/her response. Please don't jump in with a probing question before they have had sufficient time to consider the question.

You could say: 'We want to know how you collect, store and consume your drinking water in your home. Could you tell me how you do it every day? We are interested in what you do every day, so please tell us what you normally do every day...let's start with collection.'

Note: Please emphasise 'drinking water' as there could be different collection points for different purposes.

3A. Collection

Step	Question	Further probing questions (To be based on what is said, but here are references)
Preparing the vessel for collection	Can you show me the vessels you collect water in? What do you do with the water in the vessel from the previous day?	If thrown, why do you throw away the previous day's water? What would happen if you were to drink water from the previous day? From the day before? From 1 week before?
	What else do you do before you go to collect water? Do you clean the vessel?	How do you clean the vessel? Why do you clean the vessel? Do you do it every day?
Collecting the water	Where do you collect your drinking water from?	Do you usually collect water from this collection point for drinking? Why do you prefer to collect water from this collection point? How much time does it take for you to collect water?
Role – person with disability	Who usually cleans the vessel and collects water? Are there any exceptions to this? When and who does it then?	If it doesn't come up, ask the person with disability – 'Have you ever cleaned the vessel or collected water by yourself, or played some role in the collection?'

If the person with disability performed a role in water collection

Experience and Demo	How was your experience of it? Was it easy or difficult? What made it easy or difficult?	If the collection point is nearby, a demo can be requested: Could you show how you did it? (Respect if they don't want to perform). Based on the demonstration – you could ask further e.g., 'I noticed you struggled a bit when you did that. Was it difficult for you?'
---------------------	---	--

Take photographs of tools used for collection and transport, and demonstration.

Note: Allow the person with disability and their caregiver sufficient time to come up with solutions before proposing your ideas.

If person with disability did not perform a role in water collection

Barrier	What comes in the way of you cleaning the vessel or collecting the water? Anything else?	Based on what comes up, explore further e.g., 'Why is it difficult to climb down steps?'
Solution	Can you imagine a way water collection could be made easier, so that you can do it on your own? It can be anything, say you have a magic wand to change something about water collection, what would that be?	Propose solutions if you have an idea e.g., 'What if you had a tap inside your home?'

Seasonality and climate event

Alternate collection points	Are there other collection points you collect water from sometimes for drinking? When do you do that? Why?
Seasonality	Are there times in a year, when enough water is not available in this water collection point? What did you do then? Did you collect water from another collection point? How far is this collection point? Who collected water from it?
	Are there times in a year, when water in this collection point seems dirty or contaminated? How do you notice that? What did you do then? Did you collect water from another collection point? How far is this collection point? Who collected water from it?
Climate events	Have there been any flood, droughts, landslides and any other such things, that affected the availability of water at this collection point or

	contaminated it? What did you do then? Did you collect water from another collection point? How far is this collection point? Who collected water from it?
Impact	When you had to collect water from any of these alternate collection point, did it make it difficult to collect? For you, the caregiver? For you, the person with disability? If yes, how?

3B. Treatment

Step	Question
Spontaneous	After collecting the water and entering home, what do you do next? Do you do anything to the water before drinking it?
Cloth or other filter	Prompt if needed – Do you filter with a cloth or any other material? If filtered with a cloth/any other - Why do you filter with the cloth/any other? What happens if you don't do that? Why is that important to you?
Boiling	Prompt if needed – Do you boil the water for drinking? If boiled - Why do you boil water? What happens if you don't do that? Why is that important to you?
Filter use	Prompt if needed – Do you use a candle filter to treat your water? If candle filter is used - Why do you filter with the cloth/any other? What happens if you don't do that? Why is that important to you?

Role

Role – person with disability	Based on what is shared above - Who usually boils or filters the water? Are there any exceptions to this? When and who does it then?	If it doesn't come up, ask the person with disability – 'Have you ever boiled or filtered the water yourself before drinking it?'
-------------------------------	--	---

If person with disability performed a role in water treatment

Experience and Demo	How was your experience of it? Was it easy or difficult? What made it easy or difficult?	Could you show how you did it? (Respect if they don't want to perform). Based on the demonstration – you could ask further e.g., 'I noticed you struggled a bit when you did that. Was it difficult for you?'
---------------------	---	---

Take photographs of tools used for water treatment and demonstration.

If person with disability did not perform a role in water treatment

Barrier	What comes in the way of you boiling or filtering the water by yourself? Anything else?	Based on what comes up, explore further e.g., 'Why is it difficult pour water into filter/boil water?'
Solution	Can you imagine a way boiling or filter use could be made easier, so that you can do it on your own? It can be anything, say you have a magic wand to change something about treating water, what would that be?	Propose solutions if you have an idea e.g., 'What if you had electric kettle?'

3C. Water storage and consumption

Storage vessels	How do you store the water?	Observe - What vessel is it stored in? Is the vessel covered? Is it stored in water bottles? Is it stored in a thermos to retain heat?
		Why do you store it in these vessels? (For instance, it could be made of copper – why copper?) Why do you cover the water? (Say, the answer is, so that insects don't fall) why is that important to you?
Consumption	To the person with disability - Say you want to drink water, can you show me how you do it normally? What happens when no one is at home, then how do you drink water? Can you show it to me?	Observe – Does the vessel have a tap? Does it need to be tilted to drink? Do hands touch the water during consumption? Is it drunk from a bottle? Is it drunk from the thermos? Is it mixed with cool water before drinking? Do others drink from the same bottle/cup? How convenient is it to draw water from this vessel? Can children do it on their own or do they ask for your support?

Barriers and Solutions

Barrier	What comes in the way of you drawing and drinking the water by yourself? Anything else?	Based on what comes up, explore further e.g., 'Why is it difficult to tilt the vessel?'
Solution	Can you imagine a way that could make it easier to draw and drink water, so that you can do it on your own? It can be anything, say you have	Propose solutions if you have an idea e.g., 'What if you had vessel with a tap?'

	a magic wand to change something, what would that be?	
--	--	--

Section 4: Touchpoints

The aim of this section is to understand the effective channels to reach person with disability. You could say:

“Now, I would like to understand the most effective way for anyone to reach you, if they want to communicate with you.”

Note: Please be sensitive to the specific impairment of the respondent e.g. Radio may not be relevant to those with hearing difficulties.

Channel	Questions
Radio	<p>Do you listen to Radio? If yes -</p> <p>What channels and programs do you listen to?</p> <p>How do you listen to it? On Radio? On Mobile phone?</p> <p>When do you listen to it? In a day, how much time do you spend listening to Radio?</p> <p>Have you ever bought or changed anything you do after listening to a message on Radio? If yes, what was that?</p> <p>Have you ever called a Radio channel?</p>
Basic Mobile Phone	<p>Do you have a phone for yourself or do you share? If yes -</p> <p>Do you read SMS that you receive from friends?</p> <p>Do you receive SMS from others you do not know? Do you read them?</p> <p>Have you received any voice SMS from others you do not know? Do you listen to them?</p> <p>Do you forward SMS to others? What kind of SMS do you forward?</p> <p>Have you ever bought or changed anything you do after listening to a message on the phone? If yes, what was that?</p>
Smart Mobile Phone	<p>Do you have a phone for yourself or do you share? If no – do you watch read anything on another persons’ phone? If yes -</p> <p>What social media like Facebook, Tik Tok, YouTube, Instagram, Chatgroups</p>

	<p>etc. do you use frequently? (Then take the top 2 or 3 and explore further.</p> <p>A</p> <p>sample below for Facebook)</p> <p>What chatgroups are you a part of?</p> <p>What kind of messages do you get in these chat groups?</p> <p>Are there any chatgroups for disability in your community?</p>
Group Meetings	<p>Are you part of any group in the community? If yes –</p> <p>When and where does the meeting happen? Who organises/conducts it?</p> <p>How is it communicated to you that a group meeting is going to be held?</p> <p>How many people are present in these meetings normally?</p> <p>How long is the meeting usually for? What happens in the meeting? Can you</p> <p>describe a typical meeting?</p> <p>How often do you attend this group meeting (always/sometimes...)? How easy or difficult for you to attend this meeting?</p> <p>Have you ever bought or changed anything you do after listening to a message in the group? If yes, what was that?</p>
Word of mouth	<p>Do you get to know about the world from others?</p> <p>Who are these? Family? Neighbours? Friends? What do you get to know from them?</p> <p>Has someone from the Government visited your home to talk to you?</p>

Note: Please explore any other channel that is beyond this list as well, if that is important.

Checklist for photographs:

- Tools for collection and transport
- Treatment – cloth, boiling, any other
- Storage vessels and consumption
- Demonstration
- Respondent and home
- Any other relevant, interesting photographs

Farewell

Thank the respondent and take leave. Summarise briefly the next steps of how you will use the information that you have collected from them.

‘Is there anything else you want to share with us or ask us? Thank you.’

*

FGD 1 – Motive stories and Touchpoints

Key Research Questions

Key Research Questions	Sub-topics
What could motivate the purchase and use of filter or boiling?	Nurture – protection, Disgust of invisible germs, Affiliation – to belong, Status, Hoard, Convenience – time/energy, Any other?
What are the effective and efficient touchpoints to reach the target persons?	Radio, IPC, Social media

What you need

- Discussion guide
- Data collection tools
- Phone 1 – for photography
- Phone 2 – audio recorder

Guidelines for photography

With consent take a few photographs of the group discussion in progress.

Introduction

Introduce yourself, your organisation, your team and the purpose of your visit. Reassure them that this is just research and not an audit. You could say:

‘I am (name) from (organisation name). I want to understand some aspects related to water, sanitation and hygiene facilities at home. We are trying to understand the current status of facilities and how might they be improved. This is purely for research purposes, to understand, so there are no right or wrong answers. Do you have any questions or doubts in your mind?’

Consent

Explain the consent aspects.

‘During the discussion, we will be taking photographs of the discussion. These photographs will be used for our learning and for sharing in the form of a report or a book. Are you okay with that?’

‘We would like to record the audio of this conversation. Since we travel and meet many people, we may forget what you said. Are you okay with that?’

Check if they have any questions before you start.

Section 1: Overall information

Please note down the following information about the group.

District name
Gewog name
Village and Cluster name
Men - Numbers
Women - Number
Age (Range)
Ethnicity

Ask the participants to introduce themselves. You could ask them to do it in a way that relaxes them. You could say: 'Could you tell me your name and a tree or an animal you like, and also why you like it?' or something related to water, 'Is there a song about water in your community? Can you sing it before we start the group?'

Section 2: Touchpoints

In this section, you will understand how we can reach the target person effectively through Radio, Group meetings and Mobile phone.

2A. Radio

Area	Questions
Norm	Do many people in the village listen to radio? Or only some, Who listens to Radio? Men? Women? Young? Old?
Habits	Do you listen to Radio? What channels and programs do you listen to? How do you listen to it? On Radio? On Mobile phone? When do you listen to it? In a day, how much time do you spend listening to Radio?
Specific Program	(If they have mentioned a specific program that they regularly listen to.) Can you describe to me this program? What happens? When do you listen to this program? For how long? Why do you listen to this program? What do you like about it?

	(Repeat the above questions for any other program that they regularly listen to.)
Action	Have you ever called a Radio channel? Have you ever bought or changed anything you do after listening to a message on Radio? If yes, what was that?

2B. Group Meeting

Note: A person may be part of more than one group. Pick the ones that are most active and check the following information.

Area	Questions
Group Definition/ Norms	What is the purpose of this group? How many groups are there in the village? How many members are there per group? Who can become its members? Who can't?
Group Meeting/ Norms	When and where does the meeting happen? Who organises/conducts it? How many people are present in these meetings normally? How long is the meeting usually for? What happens in the meeting? Can you describe a typical meeting? Have you ever heard any message other than (the purpose of the group) in these meetings?
Habits	How often do you attend this group meeting (always/sometimes...)? How easy or difficult for you to attend this meeting?
Action	Have you ever bought or changed anything you do after listening to a message in the group? If yes, what was that?

2C. Mobile Phone

(Please ask them to put their mobile phone at the centre and take a photograph with appropriate consent.)

Area	Questions
Norm	Who has basic phones in the village? Men? Women? Young? Old? Who has smartphones in the village? Men? Women? Young? Old?

For Basic phones

Area	Questions
Habits	Do you have a phone for yourself or do you share? What do you use the phone for? Do you read SMS that you receive from friends? Do you receive SMS from others you do not know? Do you read them? Have you received any voice SMS from others you do not know? Do you listen to them?
Action	Do you forward SMS to others? What kind of SMS do you forward? Have you ever bought or changed anything you do after listening to a message on the phone? If yes, what was that?

Smart Mobile Phone

Area	Questions
Habits	Do you have a smart phone for yourself or do you share? (Please ask them to put their mobile phone at the centre and take a photograph with appropriate consent.) What do you use the smart phone for? What social media like Facebook, Tik Tok, YouTube, Instagram, WhatsApp etc. do you use frequently? (Then take the top 2 or 3 and explore further.)
Specific (Say Facebook)	How many times in a day you go to Facebook? How much time do you spend on it? What do you see and do in facebook? What pages have you liked? Why is that? Have you ever watched a facebook live? Have you ever participated in a viral challenge on facebook? (Similarly, check for others, say TikTok)
Chat Groups	Are you part of any chat groups? What are these groups? What groups do you

	check messages from regularly? What kind of messages are shared in these groups?
Action	Have you ever bought or changed anything you do after watching/listening to a message on the facebook or in these groups? If yes, what was that?

Section 3: Motive Stories:

Guideline for moderation:

- Rotate the sequence of stories in different FGDs. This is to minimise the effect of sequencing on responses.
- The spontaneous, emotional responses to the story are most important. Move on to probing when the spontaneous responses are exhausted.
- Practice to narrate the story well.

Step 1: Introduction

Set the context for telling stories. You could say:

“Now, would you like to listen to some stories? I have some stories that I want to share with you. I just want to know how you feel listening to these stories...Shall I tell you the first one?”

Step 2: Narrate the story

Bring alive the narration - by practising a few times beforehand and getting familiar with the story.

As the story is being narrated, observe the body language for:

- Are they engaged?
- Are they surprised?
- Are they emotionally moved?

Step 3: Spontaneous Responses

Check for spontaneous responses. It is important to keep them in the mode of natural, emotional response. Rather than logical and judgmental mode. You could say:

- When you heard this story, what did you feel?

Sometimes, it may be difficult to get responses. In that case, you could encourage someone to say what they heard and then go back to the previous question. You could say:

- Can you tell me the story – whatever you can remember?

You could clarify any response, if there is a need. You could say:

- You said that ‘...’ – what did you mean by that?

Step 4: Laddering

Once the spontaneous responses are exhausted, move on to probing, specific things they said. You could say:

- You said that e.g. 'X' deserved recognition. Why did you say that? – Why is that important?
- 'Why do you think 'Y' decided to buy the water filter?' – Why is that important?

Step 5: Relatability

Check for relatability. You could say:

- Does this sound real? Where is this story happening? Where does this person live?

Repeat steps 2-5 for other Motive stories.

Section 4: Filter demo

In this section, we aim to get responses to the candle filter, to understand motives and knowledge gaps if any.

Show the candle filter.

Knowledge	<p>Have you seen this filter? Where have you seen it?</p> <p>Do you know how it treats water?</p> <p>Do you know where you can buy it from?</p> <p>Do you know its cost? If not, what do you think the cost might be?</p>
-----------	---

In case, no one explains properly about how it treats water, perform a demo of the candle filter – displaying different components of filter and explaining how it makes water safer to drink. Please watch the demo film and practice it before conducting the group.

Likeability	<p>What do you feel about this candle filter?</p> <p>Anything you like about it?</p> <p>Anything you do not like about it?</p>
Benefits	<p>Why do you think some people use this filter? What may be the reasons?</p> <p>How does it compare with boiling?</p>
Intention to purchase	<p>Among you, who wants to buy a filter like this? Why do you want to buy?</p> <p>To others, why don't you want to buy?</p>

Farewell

Thank the respondents and take leave.

'Is there anything else you want to share with us or ask us? Thank you.'

*

5. FGD 2 Gender and Climate Resilience

Key research questions

Key Research Questions	Sub-topics
How can we reduce the burden of women caregivers in water journey?	Gender division of labour in the water journey Possibility of transformation of roles - responsibilities
What could be the alternatives for water shortage or contamination, especially for disadvantaged populations?	Trends in drying up of spring and ground water, Impact of seasons and climate emergencies, effect on sufficiency and quality, alternative water collection points.

Materials needed and other preparation required

The exercise has two parts – part A: tasks and part B: decision-making.

For part A, prepare 10-15 different cards with household water management tasks listed or pictured on them, and then prepare three title cards: “men,” “women,” and “both.” See example suggested “tasks” in the text box below.

For part B, prepare 10-12 different cards with household water management decisions listed or pictured on them. You will need the same three title cards of “men,” “women,” and “both.” See example “decisions” in the text box below.

Examples of the household water tasks (Part A)

- Fetching water
- Water treatment (boiling, filtering)
- Covering the water pot
- Cleaning the water pots
- Giving young children, elderly and PWD water to drink
- Cleaning the water filter candle
- Changing the water filter candle
- Collecting wood for boiling water

Examples of the household water related decisions (Part B)

- Buying the filter
- Buying electric kettle
- Deciding on types of filter to buy
- Deciding on location and height of the tap
- Attending WASH CC meeting
- Attending BCC campaign

- Water supply system maintainance
- Buying water filter candle
- When to change the water filter candle
- Selecting/practcing water treatment methodologies

Guidelines for photography

With consent take a few photographs of the group discussion in progress.

Introduction

Introduce yourself, your organisation, your team and the purpose of your visit. Reassure them that this is just research and not an audit. You could say:

‘I am (name) from (organisation name). I want to understand some aspects related to water, sanitation and hygiene facilities at home. We are trying to understand the current status of facilities and how might they be improved. This is purely for research purposes, to understand, so there are no right or wrong answers. Do you have any questions or doubts in your mind?’

Consent

Explain the consent aspects.

‘During this discussion, we will be taking photographs of the group. These photographs will be used for our learning and for sharing in the form of a report or a book. Are you okay with that?’

‘We would like to record the audio of this conversation. Since we travel and meet many people, we may forget what you said. Are you okay with that?’

Check if they have any questions before you start.

Section 1: Overall information

Please note down the following information about the group.

District name
Gewog name
Village and Cluster name
Men - Numbers
Women - Number
Age (Range)
Ethnicity

Section 2: Gender

Ask the participants to introduce themselves. You could ask them to do it in a way that relaxes them. You could say: 'Could you tell me your name and a tree or an animal you like, and also why you like it?' or something related to water, 'Is there a song about water in your community? Can you sing it before we start the group?'

Steps

1. Introduce the exercise. "In every household, group or committee, there are many tasks related to water management that need to be completed and decisions that need to be made every day. Together, we will explore what some of these decisions are; who makes decisions and why; how decisions are made; and what are typical tasks of women and men."
2. Show participants that there are three categories that will be used: pile 1 is for men, pile 2 is for women, and pile 3 is for both.
3. Show participants the Part A: Tasks cards, clarifying the writing or picture for non-literate groups, making sure that everyone is clear on the meaning of each card.
4. Ask participants to sort each of the Part A: Tasks cards and place them under pile 1 (Men), pile 2 (Women), or pile 3 (Both), depending on who usually performs the given task.

Note: It is important to challenge participants to identify who usually performs this task in the household or who does this task most often and not who is able to perform the task. This ensures that all tasks do not get placed under the "both" pile.

5. Ask participants if there are any tasks missing. If so, draw additional cards and ask the participants to place them under the correct pile.
6. Use 3-6 questions of the following questions to facilitate a dialogue among participants:
 - Who does more tasks in the household to manage water? Why?
 - If one group has more tasks, what are the consequences or effects of this unequal work distribution?
 - Ask participants to pick out the 3-4 of the most important tasks and then ask, "Who does more 'important tasks', and why?"
 - Which tasks are not done by women? Which tasks are not done by men? Why? Are there tasks and responsibilities that you wish to be shared by other members in the household? Why?
7. Ask a volunteer to pick up a task in pile 1 and 2 and have participants discuss if it can be placed in pile 3.

The following discussion questions can be used:

- Have men ever done women's tasks and vice versa? Why?
- What have happened if men have done women's tasks and vice versa? Why?

- When they see men perform women's tasks, what do other men say? What do they think, but not say? What do other women say? What do they think, but not say?
 - What are the difficulties in moving the task to pile 3?
 - Would men and women be willing to do the tasks that have been moved to pile 3?
 - If yes, what are the reasons it has not been done so far? If not, what are the reasons?
 - What are advantages for men and women to do this task?
 - If we were to come back to this village after 10 years, will any more tasks would have moved to pile 3? What are they?
8. Ask participants to discuss the cards in part B: decisions cards and follow the same steps 1-7 above as used with part A: tasks cards.
- Note: It is important to challenge participants to identify who makes the final decision if there is a disagreement to ensure that all decisions do not get placed under the "both" pile.
9. Ask participants to discuss "joint" decisions that result in disagreement, and when "joint" decisions result in agreement.
- How are these joint decisions made? Who has the final say?
 - Do both parties usually have equal say in the decision-making process?

Source: Social Analysis and Action
Global Implementation Manual
CARE International

Section 3: Climate Resilience

3A. Regular collection point

'Where do you collect your drinking water from? Is it available at your home? Is it away from home? How far is it?'

Write down the names of 'Regular collection points' on cards and place them on the floor in a single line.

'There must be other drinking water collection points in the community? What are they? Can you tell me their names?'

Write down the names of 'Other collection points' on cards and place them on the floor in a line below the 'Regular collection points'.

'There are many collection points of water in your community. Why do you prefer this over other collection points?'

'Do you do anything to the water before you drink? What do you do?'

3B. Alternate collection points - used

'In the last year, have you collected drinking water from any other collection point?'

If yes, move the relevant 'Alternate collection points' card to a line in-between 'Regular sources' and 'Other collection points'.

'When did you collect water from this collection point?'

Prompt if seasonal impact doesn't come up spontaneously.

'Are there times in a year when water in your regular collection point is not sufficient or it is polluted? If yes, when does it happen – what months? What do you do then?'

If they go to a different collection point, move the name card to 'Alternate collection points' line.

'In the last 10 years, has there been a flood in your community? If yes, when was it? Did it affect your regular water collection points? How did it affect them? What did you do then?'

If they go to a different collection point, move the name card to 'Alternate collection points'.

'In the last 10 years, has there been a drought in your community? If yes, when was it? Did it affect your regular water collection points? How did it affect them? What do you do then?'

If they go to a different collection point, move the name card to 'Alternate collection points'.

'In the last 10 years, has there been any other natural calamity in your community – Earthquake? Landslide? Any other? If yes, When was it? Did it affect your regular water collection points? How did it affect them? What did you do then?'

If they go to a different collection point, move the name card to 'Alternate collection points'.

3C. Alternate collection points – Sufficiency, Quality and Treatment

Take alternate collection points one by one.

‘Why did you choose this water collection point? How far is this collection point? How much time did it take? Was it safe? Was the water sufficient or less for drinking purposes? Was it clean – how did the water look, smell, taste?’

Then take the next alternate collection point. If there are too many collection points, then you can pick the ones of different type – spring, water tank, tap at home etc.

3D: Climate-change related

Are the original sources from where the water comes to your collection point for drinking water depleting? If yes – why is that happening?

Are natural calamities happening more frequently these days? If yes – why is that happening?

Have you ever heard the word ‘climate change’ (in local language)? If so, could you please let us know what does it mean?

Do you have any idea about how climate change can impact your community?

What can the community do to reduce the impact? Is it doing anything already, what is it?

Farewell

Thank the respondent and take leave.

‘Is there anything else you want to share with us or ask us? Thank you.’

*

6. Behaviour Observations

Key research questions

Key Research Questions	Sub-topics
What is the preferred and sustainable water treatment option for the target persons?	Correct and continuous performance, Convenience, Suitability for climate emergencies Accessibility for PWD, Availability of tools and resources, Results in safe handling, and storage
Are beliefs about water in favour of or against treatment?	Influence of existing beliefs on choices related to drinking water – collection, transport, treatment, storage, and consumption.
Are there knowledge gaps that affect boiling or filter use?	Knowledge of risks and rewards Knowledge of treatment options
What could motivate the purchase and use of filter or boiling?	Nurture – protection, Disgust of invisible germs, Affiliation – to belong, Status, Hoard, Convenience – time/energy, Any other?
What are the current routines in the water journey?	Routines for collection, transport, treatment, storage, and consumption.
How do sensory aspects - look, taste and smell - affect choices around drinking water?	Water collection, transport treatment, storage and consumption. Cleaning vessels and filters. Changing candles in filters.
How can we reduce the burden of women caregivers in water journey?	Gender division of labour in the water journey Possibility of transformation of roles - responsibilities
What could be the alternatives for water shortage or contamination, especially for disadvantaged populations?	Trends in drying up of spring and ground water, Impact of seasons and climate emergencies, effect on sufficiency and quality, alternative water collection points.
Specific to PWD households	
What solutions can improve access to collection, treatment and handling for persons with disabilities?	Barriers and solutions
What are the effective and efficient touchpoints to reach persons with disabilities and their caregivers?	Current touch points through which they receive information - Radio, regular group meetings, Social media, Any other?

Guidelines for photography

With consent, take the following photographs

- Home - Different spaces at home, Assets etc.
- Family members
- Activities - Cooking, cleaning, taking care of children etc.
- Water journey routines and tools used during collection, treatment, storage and consumption.

What you need:

- Observation guide
- Data collection tools
- Phone 1 – for photography
- Phone 2 – audio recorder
- Materials for stayover - toothbrush/toothpaste, change of clothes, mosquito repellent, torchlight, medicines etc.

Observation guide (Overall)

Although we have all been to many communities in the course of our work, we have always gone as the staff of an organisation. We have always looked at the community members as beneficiaries. We have always focussed on what we are going to tell them.

This visit is different.

During this visit, we are going to look at the community members with different eyes – by becoming one of them for a short while. There is no scheme to offer, no target to achieve, nothing to influence. And most importantly, there is nothing to tell.

Instead, we are going to *observe* and *listen* to them.

We will share the life of a family as an unbiased, curious and friendly observer, without any talk of hygiene or sanitation or water or any other NGO-related topic.

A team of two members – ideally, one male and one female will stay with a family for two days and one night in a home, having natural conversations with family members and taking pictures.

What to do:

Go with a fresh, unbiased, open mind. At all times, please be respectful of the host family and the community you are going to live with.

Introduce yourself and explain the purpose of your visit. Please do not mention the specific behaviour you are to study, as it may create a bias. Please do give a more general description of the study, so that they understand why you are there.

You may say :

“Greetings. Thank you for hosting me for these two days. I am here to study life in a rural community. As part of this study, we have to learn about how people live in the villages of your district. Some of my other friends are doing the same in other communities.

I am interested in learning about you – how you live, what you eat, what you wear, what you do on a typical day etc. Please go on with your normal activities while I am here, as that is what I am here to study. If you don’t mind, I will take a few pictures for my report – these will not be published without your consent.

To better understand your life, I would like to accompany you as you go through your normal daily activities. Please carry on with what you would normally do in a day, and don’t make any changes on our account.”

Please take appropriate consent for recording video, audio and taking photographs. And fill in the details of the family in the Information Sheet.

They may have some questions for you. Please take the time to listen and respond, as a good introduction and connection will contribute greatly to a fruitful stay.

Blend into their environment, wearing simple clothes, sitting on the floor as they sit, playing with their children and refuse any special comforts, saying that you would like to experience their life fully, as they live.

If they ask about what kind of food you would prefer, you could keep it light and humorous and insist on regular food. For example, you could say, “I will have what you have. Please do not cook anything different for us – we are not your guest – and if you feed me special things, the report will say that people in villages have sweets at every meal! You see, it will give the wrong information, so please do exactly as you would every day.”

Talk naturally as you would with a friend about whatever is going on. Allow the conversation to flow naturally. When they are cooking, you could ask about cooking. When they are dealing with children, you could ask about children. Only when they are dealing with water, you ask them water. Please don’t hesitate to share some information about yourself when they ask.

Do not worry if you don’t get all the information in one home. Please do not try to force any discussion. It is important to maintain a natural flow of conversation and connection with the host family.

When you are leaving, you may give a gift to the family as a token of your appreciation for their hospitality. If they refuse, then you can tell them that you have to give it as per guidelines of your institution.

Observation Report

There may be natural breaks in the day, when you can note down your observation. As soon as you return from the field, please capture the findings in the data collection template.

MOST IMPORTANT

Relax. Enjoy your stay. Forget about development work for a couple of days. Remember that you are a student, not a development sector employee for these two days.

You may feel the urge to start telling them many things, but remember that on this trip, you are going to LISTEN, OBSERVE and UNDERSTAND, not to speak and change. At no point do you need to lecture them on any topic, particularly on sanitation or hygiene or health.

The more naturally you act, the better your observations will be and the easier it will be to learn about behaviour change. If they sense that you are from a developmental organisation, then you will get the same response you have been getting in your work so far and an opportunity to experience something completely different will be lost. Enjoy your stay!

Observation - Water Journey

Please note: While you are making observations and having discussions on many topics, your primary interest is to understand the water journey. The following section gives you some idea of what to observe and what discussions to have around what you observe.

Collection

Step	What to observe	Possible probing questions (Based on what is observed, but here are references)
Preparing the vessel for collection	Is the water in the vessel from the previous day thrown away? Shifted to another vessel?	If thrown, why do you throw away the previous day's water? What would happen if you were to drink water from the previous day? From the day before? From 1 week before?
	Is the vessel cleaned? How is it cleaned?	Why do you clean the vessel? Do you do it every day?
If the water collection point is away from home		
Walk to the water point	How far is the water point? How much time does it take	Do you usually collect water from this collection point for drinking? What are the

and collection	for going, collecting and returning?	other drinking water collection points in the community? Why do you prefer this collection point over others?
	Is the vessel cleaned at the collection point? If yes, how?	Are there other collection points you collect water from sometimes for drinking? When do you do that? Why?
	Is there a system for water collection? Who collects first and who does later?	Can everyone in the community use this water collection point or is it limited to some households?
		Are there times in a year, when enough water is not available in this water collection point? What did you do then? Did you collect water from another collection point? How far is this collection point? Who collected water from it?
		Are there times in a year, when water in this collection point seems dirty or contaminated? How do you notice that? What did you do then? Did you collect water from another collection point? How far is this collection point? Who collected water from it?
		Have there any flood, droughts, landslides and any other such things, that affected the availability of water at this collection point or contaminated it? What did you do then? Did you collect water from another collection point? How far is this collection point? Who collected water from it?
Role	Who performs the role?	Are you the one who collects every day? Are there exceptions? When? Who collects then? If you were to ask your husband or son to collect water, what would he say?
If the water collection point is within the home area		
Collection	Is the vessel cleaned at the collection point? If yes, how?	Do you usually collect water from this collection point for drinking? If yes, why is that?
		Are there other collection points you collect water from sometimes for drinking? When do you do that? Why?
		Where does water come from to your tap? Is there a water tank? Did you have spend money for the pipes to get water to your

		home? Do you have to pay money for this monthly, yearly? How much?
		In a day, how many hours do you get water from this tap? What time of the day?
		Are there times in a year, when enough water is not available in this water collection point? What did you do then? Did you collect water from another collection point? How far is this collection point? Who collected water from it?
		Are there times in a year, when water in this collection point seems dirty or contaminated? How do you notice that? What did you do then? Did you collect water from another collection point? How far is this collection point? Who collected water from it?
		Have there any flood, droughts, landslides and any other such things, that affected the availability of water at this collection point or contaminated it? What did you do then? Did you collect water from another collection point? How far is this collection point? Who collected water from it?
Role	Who performs the role?	Are you the one who collects every day? Are there exceptions? When? Who collects then? If you were to ask your husband or son to collect water, what would he say?

Treatment

Step	What to observe	Possible probing questions (To be based on what is observed, but here are references)
Cloth or other filter	Is there cloth or anything else used to filter water?	If filtered with a cloth/any other - Why do you filter with the cloth/any other? What happens if you don't do that? Why is that important to you? When do you use cloth or any other to filter? If every day or only sometimes, why is that?
Boiling	What tools are used for boiling? Wood? Electric Kettle?	How long do you boil the water? How do you know it's time to stop boiling? Do you prefer kettle or wood, why?

	For how long is the water boiled?	When do you boil the water? Do you do it all through the year or only during some months? Why is that?
		If wood, where do you get the wood from? If electric kettle, when did you get this kettle? How much did it cost? Where did you buy it from?
		If wood, where do you get the wood from? How long does it take to collect the wood? How often is it done? Who collects the wood?
		If kettle, is there electricity through the day? Through the year? What do you when there are power cuts?
Cooling	How long is the water left to cool? What is it left to cool in – the same vessel as boiling or different? How is it covered?	Is there any risk of children touching or drinking the hot water? Are you concerned about that?
Roles	Who performs the role?	Are you the one who filters, boils and cools drinking water every day? Are there exceptions? When? Who does it then? If you were to ask your husband or son to collect water, what would he say?

Storage

Step	What to observe	Possible probing questions (To be based on what is observed, but here are references)
Storage vessels	What vessel is it stored in? Is the vessel covered? Is it stored in water bottles? Is it stored in a thermos to retain heat?	Why do you store it in these vessels? (For instance, it could be made of copper – why copper?) Why do you cover the water? (Say, the answer is, so that insects don't fall) why is that important to you?

Consumption

Step	What to observe	Possible probing questions (To be based on what is observed, but here are references)
Consumption tools	Does the vessel have a tap? Does it need to be tilted to drink? Do hands	Do you and your children find it convenient to draw water from this vessel?

	<p>touch the water during consumption?</p> <p>Is it drunk from a bottle?</p> <p>Is it drunk from the thermos? Is it mixed with cool water before drinking?</p> <p>Can children do it on their own or do they ask for your support?</p>	
--	--	--

For persons with disabilities

Specifically, observe and discuss the following:

- Barriers to access along the water journey.
- Desires – what would they like to change?
- Solutions that could improve their access.

*

Key research questions

Key Research Questions	Sub-topics
What are the effective and efficient touchpoints to reach the target persons?	Radio, IPC, Social media
What are the effective and efficient touchpoints to reach persons with disabilities and their caregivers?	Current touch points through which they receive information - Radio, Regular group meetings, Social media, Any other?

What you need:

- Discussion guide
 - Data collection tools
 - Phone with an audio-recorder
-

Introduction

Introduce yourself, your organisation, your team and the purpose of your visit. Reassure them that this is just research and not an audit. You could say:

‘I am (name) from (organisation name). I want to understand some aspects related to water, sanitation and hygiene facilities at home. We are trying to understand the current status of facilities and how might they be improved. This is purely for research purposes, to understand, so there are no right or wrong answers. Do you have any questions or doubts in your mind?’

Consent

Explain the consent aspects.

‘We would like to record the audio of this conversation. Since we travel and meet many people, we may forget what you said. Are you okay with that?’

Check if they have any questions before you start.

Section 1: Overall information

Respondent name
District name
Rural Municipality name
Village and Cluster name
Experience as HA - Year

Section 2: Roles, Motives and Routines

Topic	Questions
Motives	When did you become an HA? Why did you become an HA? How has your life changed after becoming an HA? What do you like about being an HA? Anything else? What do you not like about being an HA? Anything else?
Role	What is the role of an HA? What is an HA supposed to do? What kind of messages an HA is supposed to promote? What messages are you focussing on right now?
Activities	As an HA, I would like to know what activities you do. Could you tell me the your activities as an HA in the last 1-2 months? Prompt if any other. How is your workload? What times you have too little work? What times are really busy for you? How often you go for meetings with your supervisor ? How often do you go to receive training? Do you like attending training programmes?

Section 3: Channels

Topic	Questions
Meetings at the PHC	How often do you conduct meetings at the PHC? How many caregivers attend the meeting usually? Is it only women? Do you conduct any group meetings with men? Who doesn't attend? Do you conduct any meeting with persons with disability?
Household visits	Do you also do household visits? When do you do household visits? How many do you visit in a month? Do you visit households of persons with disability?
Chat groups	Do you moderate or are you a part of any chat group with caregivers or others in rural community? What is the purpose of the group? What is shared in the group? How often? How much do group members engage with the group? Are persons with disabilities part of this group? Have you shared any messages in the group specifically for them?
Any other	Is there any other way you reach out to rural communities? If yes – what are they? What are the other effective channels to reach out to rural communities - Radio? Social media? And specifically to persons with disabilities?

Section 4: Water BCC

Topic	Questions
Existing	Have you been part of any campaigns related to water? If yes, can you explain to me, what the campaign was about? What activities were done?
Intention	We are planning a campaign in Dagana/Haa to promote safe drinking water in rural communities. Would you like to be a part of that? If yes or no, why?
	We would like for you to do the following things as part of the campaign: <ul style="list-style-type: none">- Conduct water testing of water sources in your community.- Conduct group meetings to share messages on water with caregivers- Manage a chatgroup of men and women- Visit households of persons with disabilities Would you be willing to do any of that? If yes or no, why?
Time	How much time can you give for this campaign for safe drinking water in a month?
Support	What support would you require to perform the activities effectively? Training? Resources?

Farewell

Thank the respondent and take leave. 'Is there anything else you want to share with us or ask us? Thank you.'

*

8. KIs – Government/RHO

Topics	Questions
Current initiatives	<p>Are there any support groups for persons with disabilities? Online? In-person?</p> <p>Are there any campaigns targeted at persons with disabilities?</p> <p>Are there any Government policies to support persons with disabilities? Is there anything specific to water?</p> <p>Do you hold regular meetings with persons with disabilities? If yes, how often? Where are these meetings held? Are persons with disabilities able to attend these meetings?</p> <p>Is there any other initiative from the Government?</p>
Resources	<p>Are there specific budgets allotted for campaigns targeted at persons with disabilities?</p> <p>Are there any persons within the Government who is responsible for reaching out to persons with disabilities?</p>
Priority	<p>How important is disability in the agenda of the rural municipality?</p> <p>How important is safe drinking water?</p>
Support	<p>Share research plan and tools. Discuss how they can support the research process: Recruitment? Participation?</p>

*

9. Market study

Key research questions

Key Research Questions	Sub-topics
What is the preferred and sustainable water treatment option for the target persons?	Correct and continuous performance, Convenience, Suitability for climate emergencies Accessibility for PWD, Availability of tools and resources, Results in safe handling, and storage

Guidelines for photography

- Please take consent for photography from the shop owner.
- Take only photographs of water filters, kettle and any other water treatment related tools, there is no need to photograph shop owner. While saving, tag the photographs to the shop name, to make it easier to identify.

What you need to have:

- Survey tool (Digital/Print)
 - Phone with a camera/Camera
-

Introduction

Introduce yourself, your organisation and the purpose of your visit. Reassure them that this is just research, and not an audit. You could say:

‘I am (name) from (organisation name). I want to understand the type of filters that you have in your shop. We will soon be conducting a promotional program for water filters in the communities around this market. During the promotion, we want to let them know about the type of filters available in the market and the price of filters as well, so that it will help them decide on the right filter to buy. Are you okay to continue?’

Consent

Explain the consent aspects.

‘I would like to also take photographs of the filters that you have. Are you okay with that?’

1 Overall information

Shop owner's name	
Mobile number	
Shop name	
Market name	
Location (District, Block, Community)	

2 Water Filter

Note down the details of different types of water filters.

2A

Brand name	
------------	--

Capacity (litres)	Type (Nos. of candle, Ceramic, Steel)	Price

2B

Brand name	
------------	--

Capacity (litres)	Type (Nos. of candle, Ceramic, Steel)	Price

2C

Brand name	
------------	--

Capacity (litres)	Type (Nos. of candle, Ceramic, Steel)	Price

3 Water kettle/Water boiler - Electric

3A

Brand name	
------------	--

Capacity (litres)	Type (Material, Automatic, etc.)	Price

3B

Brand name	
------------	--

Capacity (litres)	Type (Material, Automatic, etc.)	Price

3C

Brand name	
------------	--

Capacity (litres)	Type (Material, Automatic, etc.)	Price

Farewell

Thank the shop owner for their support in conducting the research and take leave

*

Motive story 1: Take no chances

Tashi is married with two children. The elder one, a boy, is 10 years old and is studying in third standard, while the younger one, a daughter, is 6 years old.

Tashi works as a cab driver with a tourist company. He drives tourists around Dagana. When he drives the car, he is always very careful, especially in the mountains. He will never go beyond 60 kms. Around the bends, he will always slow down and honk before turning. And he would never overtake a vehicle, without double-checking there is no vehicle on the other side. Sometimes, young passengers would urge him to drive faster, 'Take a chance and speed up. Live your life, Ram', they would say. He would just politely refuse, 'I take no chances, because I want to live. I want you all to live also.'

With his own children, of course, he wouldn't take a chance at all. When his son starts running down mountains, he would shout after him to take it slow so that he doesn't break a leg. One day, Tashi saw his son sitting on a bike behind a young man, who was driving fast and even lifting his front wheel a bit. His son was screaming in happiness, but didn't see Tashi. When his son came back home that day, Ram scolded him – 'Are you a fool? Why would you sit behind someone like that? That too without a helmet.' His son wasn't happy, even his wife felt that probably Tashi was going too far this time. 'Let the little boy have some fun for one time', she said. Tashi wasn't convinced. He said, 'It takes just one mistake to have an accident. I can't take a chance with his life. If he wants to travel, I will show him the world in my car.'

His son, being young couldn't understand his father's logic. Till one day, he came back from looking very ill. He came down with heavy fever. When Tashi asked his son did he eat anything from outside or drink water, initially his son said 'no', because he was afraid he would get a scolding again. Then he confessed, 'Father, there was no water in my bottle and I was feeling thirsty. I thought, I will just drink it this one time.'

'Son, that is okay. All of us make mistakes. But you see, it just takes one time fall sick. That is why we boil our drinking water every single day. Not even one day, we forget. Because, we don't want you to fall sick and miss school day. Otherwise, how will you study and become a lawyer someday! Take no chances with your future.' And his son and his wife agreed with him this time.

*

Motive story 2: It's smart.

When Deki's neighbour Dema visited her after Losar, she was in for a surprise. Deki asked Dema if she would like to have some tea and Dema said yes. And in two minutes time, she

came back with tea for her. Dema asked her, 'How come you make tea, so fast? Do you use wood, or some magic trick?'. Deki laughed and said, 'You should come into the kitchen and see my magic trick'. In the kitchen was an electric stove. Deki explained, 'My husband got this when he came for Losar. He said this is how one heats up food in Sakten. So, he thought he would get one for us. It heats up anything in a few minutes. It is convenient also, no need to spend time collecting wood and blowing into it. It's smart. don't you think?'. Dema agreed, 'It is very smart of you and your husband.'

A year passed by. After the next Losar, Dema again visited Deki. Dema asked Deki if she would like to have some water. When Dema said yes, Deki got some water from a steel vessel, two of them, one on top of another, and it also had a tap. Sita was curious, 'So, what did your smart husband get this time from Trashigang?'. Deki laughed and said, 'This is not from Trashigang. We purchased it in our local market. This makes the water pure and safe to drink.'

Dema wasn't impressed. She said, 'May be you two are not as smart as I imagined. Why pay money and buy this when you can boil it whenever you want?'. Snehal replied, 'It is true that it cost a little money, but now I don't need to boil it and then keep it for cooling before drinking. Whenever I want, I can just drink it directly. Even my daughter doesn't pester to give her water, she only opens the water and drink.'

Deki agreed reluctantly, 'Okay, it is smart'.

*

Motive Story 3: What is in the water you drink?

The village school had got a new water filter. The students were curious to know, 'Madam, why do we need the water filter when we have the fresh spring water in our village?'

The teacher asked, 'Do you all really want to know? Or you are asking for fun?'. The students said in a chorus, 'No Madam, No. We really want to know, why did we buy the water filter for the school?'

Then the teacher said, 'Okay, then I have a challenge for you.' The students were all excited, 'Please tell us Madam, Please, what is the challenge?'

The teacher explained the challenge. 'We will divide the class into four groups. Each group will go to a different spring in the village. The task is to find out what else is there in the water you drink? Are you ready?' And all the students screamed, 'Yes Madam' and then the four groups dispersed in four different directions.

After 2 hours, all four groups returned from their expedition and were eager to share the results.

A boy from the first group said, 'Madam, in the spring water we saw, there were different sticks and stones lying in it.'

A girl from the second group said, 'Madam, we saw that there were some animal faeces near the spring. We were not sure, but it seemed like some faeces had fallen into the spring as well.'

A girl from the third group said, 'Madam, the spring we saw was clean to look at. But when someone filled their vessel and carried the pot, we saw the hand touch the water. And the hand was dirty Madam. We are sure, some dirt would have fallen into the pot also.'

A boy from the fourth group said, 'Madam, madam, you won't believe what we saw. There had been a landslide around the spring. Must be because of the rain last night. So, even bugs and worms had fallen into the water.'

The teacher laughed and said, 'Now, you all know, why we have bought the water filter at school.' And all the students said in a chorus, 'Yes, madam!'

*

Motive story 4: There must be a reason!

Yangki regularly attended the mother's group meeting conducted by the PHC. She was a first-time mother. She was keen to do everything right but was very afraid she might do something wrong and her child would fall sick. The other day, she looked away for one moment, and her child had put a coin in its mouth. Thankfully, she saw it in time and was able to remove it. Imagine what would have happened if the child had swallowed the coin! Two months ago, in the mother's group meeting, the PHC asked everyone, 'How many of you have a water filter at home?'. Most mothers raised their hands. Only Yangki and her neighbour Zangmo did not raise their hands. Yangki felt bad about it. When she got back home, she spoke to her husband, 'Most people seem to have bought water filters in our village. There must be a reason! Maybe we must also get one.' Her husband was not convinced, 'People spend money on all kinds of things these days. Haven't we drunk this water and grown up? Are we not healthy?'

When she went for the next meeting, again the PHC asked everyone, 'How many of you have a water filter at home?'. Again Yangki felt bad and looked around for support from Zangmo. To her surprise, she found that even Zangmo's hand was up this time. She felt very down. She once again spoke to her husband, 'Even Zangmo has got water filter now, only we don't have one. Definitely, there must be a reason why everyone is buying a water filter!'. Her husband was a bit annoyed this time, 'You keep saying there must be a reason, but didn't you ask her what the reason is?'

That's when Yangki realised she hadn't asked Zangmo. She immediately went to Zangmo 's home and asked her to come. Yangki 's husband asked Zangmo, 'My wife says everyone is getting a water filter in the village now and there must be a reason behind it. Do you know the reason?'.

Zangmo said, 'Yes, I can tell you, why not? It is no secret. You see when we boil the water, then we have to wait for it to cool down, otherwise children don't like to drink it. So, sometimes we end up giving them normal water, which can affect their health. Besides, sometimes the children can touch the hot water vessel and get burnt if we are not careful.'

Yangki 's husband laughed and said, 'That is more than reason and makes a lot of sense. No wonder everyone is buying water filters these days. We should also get one!'.

*