

## **HP BACKGROUND INFORMATION CHECKLIST**

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### **Describe diarrhoeal disease problems in young children.**

- What is the prevalence of diarrhea among children under 5 (or 3) (the standard measure is diarrhea in the past two weeks)?
- What children are most affected by diarrhoeal diseases? What age groups? What cultural groups? In what geographical or ecological areas?
- In what season do most cases of diarrhea occur?
- What kind(s) of diarrhea occur (acute or persistent)?
- What are the most important causes of diarrhea in young children?
- What is known or believed about transmission routes?

### **Describe hygiene infrastructure in the program area.**

- How many and what types of families have latrines and other sanitary disposal technologies?
- How well are latrines functioning – are some unused because they are full, flooded, full of vermin, etc.?
- Where do families obtain water? Who brings it to the home and how?
- What is known about water quality?
- What is known about families' access to water, including the quantities available by season?
- How many communities have water systems?
- Do these systems provide regular, continual water supplies?
- To what extent are communities themselves managing their water systems?
- How many households pay for water? How much do they pay?
- What household water-storage technologies do families use?
- How available and affordable are soap and soap substitutes?

### **Examine past and current efforts to improve hygiene or communicate information about hygiene practices.**

- What have been the strategies, experiences and effectiveness of previous programs (governmental and NGO) to improve hygiene behaviors?
- What are the strategies, experiences and effectiveness of current programs (governmental and NGO) to improve hygiene behaviors?
- Do community water or sanitation committees exist, and if so, how active and effective are they, who participates, etc.?
- What individuals, services and media might influence hygiene practices?
- What media have been used and with what impact?
- What educational messages are being communicated?
- What lessons have been learned?
- How relevant, well-done and effective are existing manuals, training materials and communication materials?

### **Describe relevant policies and potential partners.**

- What are the official government policies towards access to water and safe sanitary solutions?
- What partners could be included in program design, implementation and monitoring – including governmental and non-governmental organizations as well as community partners (groups and leaders)?
- What groups are already interested in, committed to and/or working in hygiene promotion?

**Describe the channels through which services and educational programs could be delivered.**

- What support for hygiene infrastructure, technologies and education for diarrhoeal prevention is provided by government health staff, NGOs, and private or traditional providers?
- What types of trained health personnel and community agents are available and where? What are their responsibilities?
- What staff and mechanisms exist for community-level outreach and education?
- What traditional or non-formal information systems, such as mothers' clubs, literacy programs or folk theater, could be used?
- What is the coverage, cost and potential effectiveness of radio and other media, festivals and local markets, schools, community-level volunteers and organizations, artists and others that may be able to contribute to program activities?
- Whom do mothers trust for advice on hygiene?
- What roles do community groups play in hygiene?
- What are literacy levels among likely participant groups?

**Describe mothers' and other family members' concepts, practices, beliefs and attitudes regarding handwashing, feces disposal and water handling and use.**

- To what extent do families with access to water and feces disposal infrastructure use it and, if they do, to what extent do they use this infrastructure correctly?
- What are the reasons for under-use?
- What are current beliefs about causes of diarrhea, concepts of cleanliness, water, feces, etc., and how strongly are they held? Which will be most difficult to change?
- What are families' concepts of water, including types of water (from different sources) and their use?
- What are families' concepts of feces and their disposal, including types of feces (child vs. adult)?
- What are current hygiene practices and how are they likely to affect diarrhea prevalence?
- § What are the reasons for current practices and possible constraints to and motivations for changing behavior?
- What, if anything, is known about families' willingness to pay for and maintain safe water sources?
- What population groups seem to differ greatly in hygiene practices, how and why?
- Are there important differences in rural and urban hygiene practices in this area?
- § Are there important religious and/or ethnic differences? (In the Peru pilot hygiene project, speaking Spanish or the indigenous language differentiates groups in the Cuzco area).
- § Do practices vary by region or climate (i.e., coastal, desert, forest)?
- § What could motivate changes in behavior?
- § What beliefs or external constraints could prevent improvements in hygiene practices?
- § What are prevailing attitudes about children (by gender, if important) and parenting?

- § Who is responsible for obtaining, handling and using water?
- § Who in the family makes decisions on purchases?
- § Who, if anyone, takes steps to keep feces out of the family environment?
- § What is known about home treatment and care-seeking for diarrhea?

**Describe health care providers' knowledge, attitudes, and skills related to hygiene practices.**

- § What are providers' practices related to treating diarrhea, counseling parents on good hygiene, recommendations for preventing diarrhea in communities?
- § Do government workers or community health volunteers provide counseling? Do they have time? Do they have the skills and motivation for counseling and negotiation?
- § Do they have materials or job aids?
- § Are there traditional or non-formal practitioners who could provide counseling?
- § What misconceptions about hygiene practices are common among health care providers?