

All Arms – Promoter Questions

1. How well did the training you received prepare you for your duties as a promoter?
 - a. In what ways can we improve the training?
 - b. Probe:
 - i. specific training
 - ii. materials used
2. What do you think about the promoter reporting book?
 - a. Probes:
 - i. Were the forms easy to understand or easy to fill out?
 - ii. How did you feel about having to fill out the forms every month?
 - iii. What do you think about the size/length of the booklet?
 - iv. How did you use this booklet? (e.g. use at households)
 - b. What improvements do you suggest we make to the booklet?
3. What are your thoughts about the support/support you received from IPA in the course of your work?
 - a. Probe:
 - i. what specifically was helpful (phone calls, texts, in person visits from FOs)
 - ii. support sufficient
4. How useful were the cue cards & picture sheets to you for delivering the messages?
 - a. Why/why not?
 - b. Probe: specific modules
 - c. How can we improve the cue cards/picture sheet to better relay the information?
5. Please describe a typical visit with the mama.
 - a. Probe: discussions, demonstrations
6. What is your impression about the households' perception of the MUAC and weight measurement?
7. What are your thoughts about the information provided in lessons?
 - a. Probe: useful/not useful, accurate, trustworthy
8. Please discuss your general acceptance in the compounds you entered

- a. Probe: resistance, who opposed, why they opposed, what could be done to get that person support
- 9. Have you or any of the respondents heard about IPA activities in other villages? What have you heard?
 - a. Probe:
 - i. specific hardware,
 - ii. how they came across the information (person, place/event, mode)
 - b. How did you respond if mamas asked about other IPA activities?
- 10. Please discuss your experience using/observing IPA hardware that was not assigned to your village (e.g. in sanitation have they used a tippy tap, LNS or dispenser)
 - a. Probe:
 - i. Travel to other villages, relatives,
 - ii. Have they or others that they know of adopted/started using an intervention from another village (e.g. built a tippy tap, frequently visit chlorine dispenser, made a dedicated feces removal device, bought a potty, etc.)?
 - iii. Why?
- 11. What do you think about the duration of the visits?
 - a. Did any visit take much longer than the others? Why?
- 12. What do you think about the incentives you received from IPA?
 - a. Do you have suggestions for other incentives?
 - b. Probe:
 - i. non-monetary incentives
 - ii. thoughts on receiving incentives per respondent

All Arms - Study Respondent Questions

1. Could you all explain what you think this study is about/purpose of the study?
2. What do you feel is the role of IPA in your community?
3. What is your understanding about the role of the promoter in your village? In your opinion, how well did he/she do that job?
 - a. Probe:
 - i. answered questions or not
 - ii. understood the information or not and what information
 - iii. accurate or trustworthy information
4. Please discuss the information the promoter shared with you.
 - a. Probe: compare and contrast what others learned (try to get input from each mama)
5. Please describe you how the promoter interacted with you when he/she visited your home. Give me a general view.
 - a. Probe: discussion or teaching
 - b. How could he/she improve his/her ability to do his/her job?
6. Have you heard about IPA activities in other villages? What have you heard?
 - a. Probe: How did you come across this information? [person, place, event, mode]
 - i. Market day
 - ii. Baraza
 - iii. Self help group meetings
 - iv. Funeral
 - v. Relatives/visits
7. Other than the promoter information, what other sources do you get information from on how to improve your child's health and nutrition? How often?
8. What do you think about the duration of the promoter's visit?
9. What do you think about the number of times the promoter visited you?

Hygiene Arm - Promoter Questions

1. We know that some people wash their hands with soap and that some don't. Why do you think some people do not use soap to wash their hands
 - a. What are other ways to clean your hands?
 - b. What do you think about using soap to wash hands in comparison to other methods mentioned above?
2. Please describe the process that people in your compound go through when they want to wash their hands?
 - a. Probe:
 - i. Age (young vs adult) of person washing their hands
 - ii. Frequency
 - iii. At critical times (When they leave the latrine & When they are preparing food/before eating)
 - iv. Tools use (e.g. tippy tap or pitcher and basin) & soap use – which types of tools/soap for which critical times?
3. Please discuss handwashing practices in your community.
 - a. Probe:
 - i. Use of soap
 - ii. Reasons for using/not using soap
 - iii. Critical times for handwashing
 - iv. Adults vs children
 - b. What do you think about these methods?
 - c. Are there differences between the households you visit and those you don't?
4. Why do you think some people wash their hands using soap while others don't?
 - a. Probe:
 - i. Perceived Benefits (describe)
 - ii. Lack of resources
 - iii. Culture (beliefs, religion)
 - iv. Knowledge
 - v. Habit
 - vi. Age
 - vii. Any other difficulties (describe)
5. Who influences the habit of handwashing with soap in a typical household in your community?

- a. Probe:
 - i. Family (who)
 - ii. you
- 6. Who makes the decision to buy soap in households in your community?
 - a. If you want to buy soap - who would you have to discuss this with?
 - i. What would you discuss?
- 7. What are challenges around maintaining the soap specifically for the purpose of handwashing
 - a. Probe:
 - i. Storage
 - ii. Cost
 - iii. Type of soap
- 8. In your community who typically teaches children to wash hands?
 - a. Probe:
 - i. Age of child
 - ii. Why this person?
- 9. Where do people in your community receive information that is used to make decisions about handwashing practices?
 - a. Probe
 - i. Media, other NGOs, school children, churches, social gathering and occasions, etc
 - ii. Compare with others in the community
 - iii. Influence/ which is more credible
- 10. What are your thoughts about the messages the IPA gave you regarding handwashing with soap?
 - a. Probe:
 - i. Clarity (e.g. how easy or difficult is it for your households to understand)
 - ii. Please describe the ease or difficulties in remembering all of these messages?
 - iii. What are your thoughts on the frequency of the your visits?
 - iv. What did you think about the content of the visits? Probe: useful/not useful, new, old, boring, etc.
 - v. Did you talk about or hear others talk about messages you share during household visits?
 - vi. What were other peoples' opinions
 - vii. Where?

11. When managing a household there are many daily tasks so one must prioritize. Please discuss where handwashing with soap falls in the priorities.
12. If you washed your hands with soap after every time you used the latrine, what are some things you would expect to happen?
 - a. Probe:
 - i. Yourself
 - ii. Others
13. What would happen if you did not wash your hands after using the latrine?
 - a. Probe:
 - i. Yourself
 - ii. Others
14. If I asked you to wash your hands with soap every time after you use the latrine, do you think you could accomplish that?
 - a. What would be some of the reasons you might not be able to do it?
15. If you washed your hands with soap every time before you handled food, what are some things you would expect to happen?
 - a. Probe:
 - i. Preparing food
 - ii. Cooking food
 - iii. Feeding self
 - iv. Feeding a child
16. What would happen if you did not wash your hands before touching food in any way?
 - a. Probe:
 - i. Yourself
 - ii. Others
17. If I asked you to wash your hands with soap every time before you handled food, do you think you could accomplish that?

- a. What would be some of the reasons you might not be able to do it?
18. Some people have to be reminded or think about washing their hands, while others tell us they do it without having to think about it. How would you describe your handwashing practices?
- a. Probe:
 - i. (If needed) How much does she have to think about doing this?
19. If you were trying to convince one of your study households that they need soap for handwashing how would you go about this?
20. What is your impression about what the mama's thought about the tippy tap they received?
- a. What did other family or compound members think?
 - b. How could you improve the tippy tap?
 - c. Probe: acceptability, utility, challenges
21. We know that some people keep their tippy taps filled with soap and water and others do not. Why do you think some people keep functioning tippy taps full and others do not?
- a. Probe:
 - i. Kitchen vs latrine tippy tap?
 - ii. Does one of them get used more than the other? Which one and why?
 - iii. How does that affect restocking?
22. Who is responsible for keeping the tippy taps full in most households?
23. Why do you find it easy or hard to keep the tippy tap full?
- a. Probe
 - i. Appropriation of soap?
 - ii. How can you prevent kids from playing with the tippy tap and wasting water or soap?
 - iii. How many families in the same compound share the tippy tap?
24. Can you all explain what you know about caring for and maintaining the tippy taps?
- a. Probe:
 - i. Kitchen vs latrine tippy tap?

- ii. Who leads this process in the compound?
 - iii. What have you learned from IPA about maintenance?
 - iv. Do you do anything regularly to care for your tippy tap? What do you do (e.g. grease)?
 - v. Do you do anything to protect your tippy tap from kids playing with it too roughly or from animals knocking it over?
25. Can you all discuss the process for keeping a tippy tap functional?
- a. Can you describe any problems you have had with your tippy taps that affected their functionality?
 - b. What did you do when you had this problem?
 - c. Who do you ask for help with tippy tap problems? What kind of help do they give you?
26. We know that some people move their tippy taps or part of their tippy taps at different times. Can you please discuss the times that you or other households move tippy taps or tippy tap parts?
- a. Probe:
 - i. Locations moved to? Moved back?
 - ii. Do you prefer a location other than where IPA installed your tippy tap?
 - iii. Why do you think people move the tippy tap? (e.g. fear of theft, convinces, etc.)
 - iv. Which tippy tap do you move, the food preparation TT, latrine TT or both? Why?
27. What do you think could make using the tippy tap easier, both now and when you first received it?
- a. Probe:
 - i. Location of tippy tap (e.g. differences between latrine and kitchen)
 - ii. What made it hard?/What difficulties?
28. Now I'd like to ask you to think about any benefits and negative or undesirable parts of using tippy tap?
- a. Probe:
 - i. What are they?
 - ii. Can you explain?
 - iii. How do others in your compound feel?
29. Are you aware of any compounds/households who have been provided with a tippy tap that don't use it regularly?
- a. Probe:
 - i. Why do you think that they don't?
 - ii. Can you think of any ways to encourage them to use the tippy tap?

30. Have you ever heard of people trying to sell or give their tippy tap parts or soap supply to another person?
31. Can you explain how people in your community think about handwashing with soap at critical times and how we can help to make it a habit for the family?
- a. How does the tippy tap compare to the pitcher and basin or other methods?
 - b. Positive or negative thoughts about each?
32. Please discuss any challenges you have faced delivering the soap to study households.
- a. How could they be overcome?

Hygiene Arm - Study Respondent Questions

33. We know that some people wash their hands with soap and that some don't. Why do you think some people do not use soap to wash their hands
- What are other ways to clean your hands?
 - What do you think about using soap to wash hands in comparison to other methods mentioned above?
34. Please discuss handwashing practices in your community.
- Probe:
 - Use of soap
 - Reasons for using/not using soap
 - Critical times for handwashing
 - Adults vs children
 - What do you think about these methods?
35. Please describe the process that people in your compound go through when they want to wash their hands?
- Probe:
 - Age (young vs adult) of person washing their hands
 - Frequency
 - At critical times (When they leave the latrine & When they are preparing food/before eating)
 - Tools use (e.g. tippy tap or pitcher and basin) & soap use – which types of tools/soap for which critical times?
36. Why do you think some people wash their hands using soap while others don't?
- Probe:
 - Perceived Benefits (describe)
 - Lack of resources
 - Culture (beliefs, religion)
 - Knowledge
 - Habit
 - Age
 - Any other difficulties (describe)
37. Who influences the habit of handwashing with soap in your household?
- Probe:
 - Family (who)
 - Promoter

38. Where do you receive information that is used to make decisions about handwashing practices?
- Probe
 - Media, other NGOs, school children, churches, social gathering and occasions, etc
 - Promoter
 - Compare with others in the community
 - Influence/ which is more credible
39. What are your thoughts about the messages the IPAA gave you regarding handwashing with soap?
- Probe:
 - Clarity (e.g. how easy or difficult was it to understand these messages?)
 - Please describe the ease or difficulties in remembering all of these messages?
 - What are your thoughts on the frequency of the promoter visits and you and your families retention of messages
 - What did you think about the content of the visits? Probe: useful/not useful, new, old, boring, etc.
 - Did you talk about or hear others talk about messages the promoter shared during household visits?
 - What were other peoples' opinions
 - Where?
40. Do you feel the promoter influenced your or your compounds handwashing practices in anyway?
- If no, please discuss why
 - If yes, please discuss how the promoter influenced your household's practices:
 - What did the promoter say or do that influenced you to change?
 - In what situations did the promoter influence your household's practices?
 - Did the promoter say or do anything besides the formal household visit that influenced your household's practices? (describe where and how)
41. Who makes the decision to buy soap in households in your community?
- If you want to buy soap - who would you have to discuss this with?
 - What would you discuss?
42. In your community who typically teaches children to wash hands?
- Probe:
 - Age of child
 - Why this person?

43. When managing a household there are many daily tasks so one must prioritize. Please discuss where handwashing with soap falls in the priorities.
44. If you washed your hands with soap after every time you used the latrine, what are some things you would expect to happen?
- a. Probe:
 - i. Yourself
 - ii. Others
45. What would happen if you did not wash your hands after using the latrine?
- a. Probe:
 - i. Yourself
 - ii. Others
46. If I asked you to wash your hands with soap every time after you use the latrine, do you think you could accomplish that?
- a. What would be some of the reasons you might not be able to do it?
47. If you washed your hands with soap every time before you handled food, what are some things you would expect to happen?
- a. Probe:
 - i. Preparing food
 - ii. Cooking food
 - iii. Feeding self
 - iv. Feeding a child
48. What would happen if you did not wash your hands before touching food in any way?
- a. Probe:
 - i. Yourself
 - ii. Others
49. If I asked you to wash your hands with soap every time before you handled food, do you think you could accomplish that?
- a. What would be some of the reasons you might not be able to do it?

50. Some people have to be reminded or think about washing their hands, while others tell us they do it without having to think about it. How would you describe your handwashing practices?

a. Probe:

i. (If needed) How much does she have to think about doing this?

51. If you were trying to convince one of your family members that he/she needs soap for handwashing how would you go about this?

52. What are challenges around maintaining the soap specifically for the purpose of handwashing

a. Probe:

i. Storage

ii. Cost

iii. Type of soap

53. How did you learn/come to understand how to use the tippy tap? Explain the process.

a. Probe:

i. Describe in detail what the promoter taught?

ii. Have you asked your promoter questions about the tippy tap? If yes, what did you want to know? If no, explain why not?

iii. Have you asked anyone else in your community questions about the tippy tap?

iv. Has anyone else in your community asked you about your tippy tap? What did you tell them?

54. We know that some people keep their tippy taps filled with soap and water and others do not. Why do you think some people keep functioning tippy taps full and others do not?

a. Probe:

i. Kitchen vs latrine tippy tap?

ii. Does one of them get used more than the other? Which one and why?

iii. How does that affect restocking?

55. Who is responsible for keeping the tippy taps full?

56. Why do you find it easy or hard to keep the tippy tap full?

- a. Probe
 - i. Appropriation of soap?
 - ii. How can you prevent kids from playing with the tippy tap and wasting water or soap?
 - iii. How many families in the same compound share the tippy tap?
57. Can you all explain what you know about caring for and maintaining the tippy taps?
- a. Probe:
 - i. Kitchen vs latrine tippy tap?
 - ii. Who leads this process in the compound?
 - iii. What have you learned from your promoter about maintenance?
 - iv. Do you do anything regularly to care for your tippy tap? What do you do (e.g. grease)?
 - v. Do you do anything to protect your tippy tap from kids playing with it too roughly or from animals knocking it over?
58. Can you all discuss the process for keeping a tippy tap functional?
- a. Can you describe any problems you have had with your tippy taps that affected their functionality?
 - b. What did you do when you had this problem?
 - c. Who do you ask for help with tippy tap problems? What kind of help do they give you?
59. We know that some people move their tippy taps or part of their tippy taps at different times. Can you please discuss the times that you or compound members move tippy taps or tippy tap parts?
- a. Probe:
 - i. Locations moved to? Moved back?
 - ii. Do you prefer a location other than where IPA installed your tippy tap?
 - iii. Why do you think people move the tippy tap? (e.g. fear of theft, convinces, etc.)
 - iv. Which tippy tap do you move, the food preparation TT, latrine TT or both? Why?
60. What do you think could make using the tippy tap easier, both now and when you first received it?
- a. Probe:
 - i. Location of tippy tap (e.g. differences between latrine and kitchen)
 - ii. What made it hard?/What difficulties?
61. Is there anything IPA could do to make using the tippy tap easier for you? Family members, promoters, etc?
- a. How would that help you?

62. Now I'd like to ask you to think about any benefits and negative or undesirable parts of using tippy tap?
- a. Probe:
 - i. What are they?
 - ii. Can you explain?
 - iii. How do others in your compound feel?
63. Are you aware of any compounds/households who have been provided with a tippy tap that don't use it regularly?
- a. Probe:
 - i. Why do you think that they don't?
 - ii. Can you think of any ways to encourage them to use the tippy tap?
64. Have you ever heard of people trying to sell or give their tippy tap parts or soap supply to another person?
- a. Has anyone ever offered to buy your tippy tap from you?
65. Can you explain how people in your household think about handwashing with soap at critical times and how we can help to make it a habit for the family?
- a. How does the tippy tap compare to the pitcher and basin or other methods?
 - b. Positive or negative thoughts about each?
66. Please discuss any challenges you have faced receiving the soap from your promoter?
- a. How could they be overcome?

Nutrition Arm - Promoter Questions

1. Do you think that you have influenced child feeding practices in study households in any way?
 - a. Probe:
 - i. Complementary feeding
 - ii. Supplementary feeding (mwanzo bora)
 - iii. Care of the sick children and the lactating mothers
 - iv. Diversity of complementary feeds
 - v. Frequency of complementary feeding.
 - b. If no, please discuss why.
 - c. If yes, what are the ways he/she motivated to you to improve your child feeding practices?
 - d. What did you do/say? Why did this influence the child feeding practice?
 - e. Where any of the ways rude or offensive? Were any ways silly or meaningless?
2. How much influence do you think you have on affecting child feeding habits in your community?
 - a. Do you think your study mothers / caregivers trust you?
3. Can you all give any ideas on how the decision making process works in your or study households around giving food/nutrition to young children?
 - a. Who has the most influence over what the study child eats?
4. What are your thoughts about the Mwanzo bora food supplement?
 - a. Probe: usefulness and reasons why/why not useful, difficulties
5. Please describe your experiences collecting Mwanzabora from the health facilities each month? I'm sure you have all had different experience collecting Mwanzabora, so please feel free to share them.
 - a. Probe:
 - i. What parts went well? Please explain?
 - ii. What are some of the challenges you have faced?
 - iii. If you haven't been able to collect Mwanzabora in the past, what were the barriers? transport, people not available at the health facility, etc.
 - iv. If difficult, what would make this process easier?
6. Please describe the process of delivering Mwanzabora to the study household once it is received from the health facility?

- a. Probe:
 - i. What parts went well? Please explain?
 - ii. What are some of the challenges you have faced?
7. Have you all been able to deliver Mwanzabora to all the households within the delivery window (by the Sunday after you collect it from the health facility)?
 - a. Probe:
 - i. If not, why not? (timing, mamas not available, etc.)
 - ii. Do you find it easy/difficult to deliver Mwanzabora during the delivery window?
 - iii. If difficult, what would make this process easier?
8. Can you all describe your understanding of how (the whole process) the mama/caregivers /others feed their children Mwanzabora?
 - a. Probe:
 - i. Who is involved in the feeding process
 - ii. Do the study mamas in your village feed their children Mwanzabora regularly?
 - iii. Do they consume the full amount each month?
 - iv. How do you know whether they are using the Mwanzabora correctly?
9. Please explain the process of how you explain/explained to study mothers/caregivers how to use Mwanzabora?
 - a. Probe:
 - i. Can you describe in detail what you taught the respondents? (what materials used)
 - ii. Have the respondents consulted you when they have questions? If yes, Please describe the situations and what questions did they have?
10. From your personal experience, can you give examples of when the mamas have found it easy OR hard to feed their children Mwanzabora?
 - a. Probe:
 - i. What made it easy? What made it hard?
 - ii. Can you give any examples of difficulties mamas have with using Mwanzabora?
 - iii. Are these difficulties social? E.g. not having a supportive compound /family member
 - iv. Are these difficulties due to the distribution process? Other reasons?
 - v. Are there challenges remembering to feed mwanzabora, if so how would you overcome these challenges?
11. What ideas do you have for making it easier for the mamas/ caregivers to use Mwanzabora?

- a. Probe:
 - i. How would that help the study mother / caregiver?
 - ii. Do any of your mamas / caregivers do anything to make remembering to use Mwanzabora easier?

12. Can you all please describe situations when Mwanzabora is shared with those other than the young child it is delivered for and situations when this doesn't happen and why?

- a. Probe:
 - i. Why do they share this supply?
 - ii. Who do they share their supply with?
 - iii. Have you used any strategies to ensure that mamas are keeping the Mwanzabora for their own child/children?

13. Can you describe any benefits or negative or undesirable consequences of using Mwanzabora?

- a. Probe:
 - i. What are they?
 - ii. Can you explain?
 - iii. How do you know this?

14. What kind of advice do you give to mamas about using Mwanzabora?

- a. Probe:
 - i. Do you think this is useful?
 - ii. Are there other people who give advice to your study mamas on nutrition / child feeding habits or on Mwanzabora?

Nutrition Arm - Study Respondent Questions

1. Please tell me your thoughts about what people in your compound do to keep your compound clean?
 - a. Please describe latrine use by people in your compound?
 - b. How do you address human and animal feces in your compound?
 - c. What are the differences in using the jembe and kipupuu?
 - d. Which do you prefer? Why?

2. We know that some people defecate in the open and that some don't. Why do you think some people practice open defecation?
 - a. What do you think about this practice?
 - b. How does method and dedicated spot vary by age
 - c. What were your practices before IPA provided tools and messages?
 - d. What were your practices after IPA provided tools and messages?
 - e. Compare to community

3. Please discuss human feces disposal practices in your community.
 - a. Probe:
 - i. specific methods
 - ii. reasons for using that particular method
 - iii. reasons for not using other methods
 - iv. age (if needed)
 - v. dedicated defecation spots
 - b. What do you think about these methods?
 - c. How is this affected when seasons change?
 - d. How is this affect by night time?

4. Please discuss animal feces disposal practices in your community.
 - a. Probe:
 - i. specific methods
 - ii. reasons for using that particular method
 - iii. reasons for not using other methods

5. Who makes the decision about who is allowed or not allowed to use specific latrines?
 - a. Probe:
 - i. for women
 - ii. for children and age
 - iii. role of culture

6. If you want to build a latrine for your household, who would you have to discuss this with?
 - a. What would you discuss?
7. Who influences the compound cleanliness?
 - a. How do they do this?
8. Where do you receive most of the information you use to make decisions about sanitation?
 - a. Probe
 - i. Media, other NGOs, school children, churches, social gathering and occasions, etc
 - ii. Promoter
 - iii. Compare with others in the community
 - iv. Influence/ which is more credible
 - v. Some people tell us that children's feces are not as dangerous as adult feces, while others tell us that all feces can be dangerous. What do you think? Why?
9. If your compound was free from feces, what are some things you would expect to happen?
 - a. Probe:
 - i. Human feces
 - ii. Animal feces
10. What would happen if human feces were present in your compound?
 - a. Probe:
 - i. Human feces
 - ii. Animal feces
11. If I asked you to dispose of your children's feces immediately after they defecate every time they defecate, do you think you could accomplish that?
 - a. What are reasons you feel you're able to do this?
 - b. What would be some of the reasons you might not be able to do it?
12. If you were a guest at someone's house and stepped in feces, what would you think?
 - a. What would you feel it that was your home?
 - b. Probe:
 - i. Human feces
 - ii. Animal feces
13. Some people have to be reminded or plan to dispose of child feces, while others tell us they do it without having to think about it. How would you describe your practices?
 - a. (If needed) how much do you have to think about doing this?

14. Discuss any activities in your village that are attempting to address open defecation.
 - a. How well they are working?
15. What are your thoughts about the hardware/tools IPA gave your household? In your compound? In your community?
 - a. Probe on each for the potty, kipupuu, and latrine slab
 - i. Experience (positive, negative)
 - ii. Usage (how often, seasons)
 - iii. Benefits, e.g. convenience
 - iv. Challenges e.g. not able to find it
 - v. Other peoples' (e.g. compound members, community) thoughts of the tools
16. What are your thoughts about the messages the promoter gave you regarding sanitation practices?
 - a. Probe:
 - i. Clarity e.g. how easy or difficult was it to understand these messages?
 - ii. Please describe the ease or difficulties in remembering all of these messages?
 - iii. What are your thoughts on the frequency of the promoter visits and you and your families' retention of messages
17. What did you think about the content of the visits?
 - a. Probe: useful/not useful, new, old, boring, etc.
18. Did you talk about or hear others talk about messages the promoter shared during household visits?
 - a. What were other peoples' opinions
 - b. Where?
19. Do you feel the promoter influenced your or your compounds sanitation practices in anyway?
 - a. If no, please discuss why:
 - b. If yes, please discuss how:
 - i. What did the promoter say or do that influenced you to change?
 - ii. In what situations did the promoter influence your household's practices?
 - iii. Did the promoter say or do anything besides the formal household visit that influenced your household's practices? (describe where and how)
20. Some people received these messages/information on sanitation (e.g. using latrines, cleaning up animal and human feces with a dedicated tool, and using a potty) from the promoter but still didn't use them regularly. Why do you think that is?

- a. Probe:
 - i. What are ways that you think the promoter could help people to change their habits
 - ii. What are ways that we can help more people to use the latrines, potties and kipupuus?

21. Please discuss your experiences prioritizing all of the different tools (potty, kipupuu and latrine slab/use) and messages related to keeping your compound clean.

- a. Probe:
 - i. Ease or difficulties in prioritization of tools and messages
 - ii. How could the promoter help you and your compound members understand that using ALL of them regularly is important?

Sanitation Arm - Promoter Questions

22. Please tell me your thoughts about what people in your community do to keep their compounds clean?
- Please describe latrine use by people in your compound?
 - How do you address human and animal feces in your compound?
 - What are the differences in using the jembe and kipupuu?
 - Which do you prefer? Why?
23. We know that some people defecate in the open and that some don't. Why do you think some people practice open defecation?
- What do you think about this practice?
 - How does method and dedicated spot vary by age
 - What were your practices before IPA provided tools and messages?
 - What were your practices after IPA provided tools and messages?
 - Compare to community
24. Please discuss human feces disposal practices in your community.
- Probe:
 - specific methods
 - reasons for using that particular method
 - reasons for not using other methods
 - age (if needed)
 - dedicated defecation spots
 - What do you think about these methods?
 - How is this affected when seasons change?
 - How is this affect by night time?
25. Please discuss animal feces disposal practices in your community.
- Probe:
 - specific methods
 - reasons for using that particular method
 - reasons for not using other methods
26. Who makes the decision about who is allowed or not allowed to use specific latrines?
- Probe:
 - for women
 - for children and age
 - role of culture

27. If you want to build a latrine for your household, who would you have to discuss this with?
- What would you discuss?
28. Who influences the compound cleanliness?
- How do they do this?
29. Where do people in your community receive most of the information they use to make decisions about sanitation?
- Probe
 - you
 - Media, other NGOs, school children, churches, social gathering and occasions, etc
 - Compare with others in the community
 - Influence/ which is more credible
 - Some people tell us that children's feces are not as dangerous as adult feces, while others tell us that all feces can be dangerous. What do you think? Why?
30. If your compound was free from feces, what are some things you would expect to happen?
- Probe:
 - Human feces
 - Animal feces
31. What would happen if human feces were present in your compound?
- Probe:
 - Human feces
 - Animal feces
32. If I asked you to dispose of your children's feces immediately after they defecate every time they defecate, do you think you could accomplish that?
- What are reasons you feel you're able to do this?
 - What would be some of the reasons you might not be able to do it?
33. If you were a guest at someone's house and stepped in feces, what would you think?
- What would you feel it that was your home?
 - Probe:
 - Human feces
 - Animal feces
34. Some people have to be reminded or plan to dispose of child feces, while others tell us they do it without having to think about it. How would you describe your practices?

- a. (If needed) how much do you have to think about doing this?
35. Discuss any activities in your village that are attempting to address open defecation.
- a. How well they are working?
36. What are your thoughts about the hardware/tools IPA gave to your study respondents? In your compound? In other households?
- a. Probe on each for the potty, kipupuu, and latrine slab
 - i. Experience (positive, negative)
 - ii. Usage (how often, seasons)
 - iii. Benefits, e.g. convenience
 - iv. Challenges e.g. not able to find it
 - v. Other peoples' (e.g. compound members, community) thoughts of the tools
37. What are your thoughts about the messages you are delivering regarding sanitation practices?
- a. Probe:
 - i. Clarity e.g. how easy or difficult was it to understand these messages?
 - ii. Please describe the ease or difficulties in remembering all of these messages?
 - iii. What are your thoughts on the frequency of the your visits and the families' retention of messages
38. What did you think about the content of the visits?
- a. Probe: useful/not useful, new, old, boring, etc.
39. Did you talk about or hear others talk about messages you share during household visits?
- a. What were other peoples' opinions
 - b. Where?
40. Do you feel you have influenced household sanitation practices in anyway?
- a. If no, please discuss why.
 - b. If yes, please discuss how.
41. Some people received these messages/information on sanitation (e.g. using latrines, cleaning up animal and human feces with a dedicated tool, and using a potty) but still didn't use them regularly. Why do you think that is?
- a. Probe:
 - i. What are other ways that you think you could help people to change their habits

- ii. What are ways that we can help more people to use the latrines, potties and kipupuus?

42. Please discuss your experiences prioritizing all of the different tools (potty, kipupuu and latrine slab/use) and messages related to keeping compounds clean.

- a. Probe:
 - i. Ease or difficulties in prioritization of tools and messages
 - ii. How can you help study respondents understand that using ALL of them regularly is important?

Sanitation Arm - Study Respondent Questions

43. Please tell me your thoughts about what people in your compound do to keep your compound clean?
- Please describe latrine use by people in your compound?
 - How do you address human and animal feces in your compound?
 - What are the differences in using the jembe and kipupuu?
 - Which do you prefer? Why?
44. We know that some people defecate in the open and that some don't. Why do you think some people practice open defecation?
- What do you think about this practice?
 - How does method and dedicated spot vary by age
 - What were your practices before IPA provided tools and messages?
 - What were your practices after IPA provided tools and messages?
 - Compare to community
45. Please discuss human feces disposal practices in your community.
- Probe:
 - specific methods
 - reasons for using that particular method
 - reasons for not using other methods
 - age (if needed)
 - dedicated defecation spots
 - What do you think about these methods?
 - How is this affected when seasons change?
 - How is this affect by night time?
46. Please discuss animal feces disposal practices in your community.
- Probe:
 - specific methods
 - reasons for using that particular method
 - reasons for not using other methods
47. Who makes the decision about who is allowed or not allowed to use specific latrines?
- Probe:
 - for women
 - for children and age
 - role of culture

48. If you want to build a latrine for your household, who would you have to discuss this with?
- What would you discuss?
49. Who influences the compound cleanliness?
- How do they do this?
50. Where do you receive most of the information you use to make decisions about sanitation?
- Probe
 - Media, other NGOs, school children, churches, social gathering and occasions, etc
 - Promoter
 - Compare with others in the community
 - Influence/ which is more credible
 - Some people tell us that children's feces are not as dangerous as adult feces, while others tell us that all feces can be dangerous. What do you think? Why?
51. If your compound was free from feces, what are some things you would expect to happen?
- Probe:
 - Human feces
 - Animal feces
52. What would happen if human feces were present in your compound?
- Probe:
 - Human feces
 - Animal feces
53. If I asked you to dispose of your children's feces immediately after they defecate every time they defecate, do you think you could accomplish that?
- What are reasons you feel you're able to do this?
 - What would be some of the reasons you might not be able to do it?
54. If you were a guest at someone's house and stepped in feces, what would you think?
- What would you feel it that was your home?
 - Probe:
 - Human feces
 - Animal feces
55. Some people have to be reminded or plan to dispose of child feces, while others tell us they do it without having to think about it. How would you describe your practices?
- (If needed) how much do you have to think about doing this?

56. Discuss any activities in your village that are attempting to address open defecation.
- How well they are working?
57. What are your thoughts about the hardware/tools IPA gave your household? In your compound? In your community?
- Probe on each for the potty, kipupuu, and latrine slab
 - Experience (positive, negative)
 - Usage (how often, seasons)
 - Benefits, e.g. convenience
 - Challenges e.g. not able to find it
 - Other peoples' (e.g. compound members, community) thoughts of the tools
58. What are your thoughts about the messages the promoter gave you regarding sanitation practices?
- Probe:
 - Clarity e.g. how easy or difficult was it to understand these messages?
 - Please describe the ease or difficulties in remembering all of these messages?
 - What are your thoughts on the frequency of the promoter visits and you and your families' retention of messages
59. What did you think about the content of the visits?
- Probe: useful/not useful, new, old, boring, etc.
60. Did you talk about or hear others talk about messages the promoter shared during household visits?
- What were other peoples' opinions
 - Where?
61. Do you feel the promoter influenced your or your compounds sanitation practices in anyway?
- If no, please discuss why:
 - If yes, please discuss how:
 - What did the promoter say or do that influenced you to change?
 - In what situations did the promoter influence your household's practices?
 - Did the promoter say or do anything besides the formal household visit that influenced your household's practices? (describe where and how)
62. Some people received these messages/information on sanitation (e.g. using latrines, cleaning up animal and human feces with a dedicated tool, and using a potty) from the promoter but still didn't use them regularly. Why do you think that is?

- a. Probe:
 - i. What are ways that you think the promoter could help people to change their habits
 - ii. What are ways that we can help more people to use the latrines, potties and kipupuus?

63. Please discuss your experiences prioritizing all of the different tools (potty, kipupuu and latrine slab/use) and messages related to keeping your compound clean.

- a. Probe:
 - i. Ease or difficulties in prioritization of tools and messages
 - ii. How could the promoter help you and your compound members understand that using ALL of them regularly is important?

Water Arm - Promoter Questions

1. Please describe everything that happens to your drinking water from the moment you or someone in your household decides to collect the water to when someone wants to drink it. Everyone should share their experiences.
 - a. Probe:
 - i. Does your drinking water always go through the same process? If not, then what are the circumstances when it changes?
 - ii. Describe these practices during different time of the year (e.g., rainy vs. dry)
 - iii. Do you ever do anything to make your drinking water less cloudy or safe to drink? If yes, how often, how regular?
 - iv. Describe similarities and differences in these practices compared to water collected for other purposes?
 - v. Describe how people in your communities' practices are similar or different from your own.
2. We know that some people treat their drinking water and that some don't. Why do you think some people do not treat their water?
 - a. Probe:
 - i. All forms of water treatment
 - ii. Use common events to discuss water treatment on community level
 - iii. What do you think about water treatment?
3. In your household who typically collects drinking water?
 - a. Probe:
 - i. Children
 - ii. Size of container
 - iii. Who treats drinking water for them?
 - iv. Method of water treatment
4. Tell me how your family makes the decision about which water treatment method to use? (e.g. Lifestraw, dispenser, bottled chlorine, boiling, etc.) in your households?
 - a. Probe:
 - i. Who is involved in this decision making? Why?
 - ii. What are the methods you use for treating your drinking water?
 - iii. Do you receive any support from other household or compound members (eg, reminders)?
5. If you treated your drinking water every time you collected it, what are some things you would expect to happen?

- a. Probe:
 - i. Short and long term advantages
 - ii. Disadvantages

6. What would happen if you did not treat your drinking water?
 - a. Probe:
 - i. Short and long term effects

7. When managing a household there are many daily tasks so one must prioritize, please discuss where water treatment falls in the priorities.
 - a. How do you come to this decision?

8. What are people in your community's experiences or lack thereof using chlorine of any type as a method of water treatment?
 - a. Probe:
 - i. Chlorine dispenser
 - ii. Bottled chlorine
 - iii. Occasional or regular use, and why.

9. What are your thoughts about the chlorine dispenser as a water treatment method?
 - a. Probe:
 - i. What do you like or dislike about the chlorine dispenser?
 - ii. What the opinions of others that have you heard about the chlorine dispenser (e.g. likes or dislikes_?
 - iii. Usage (how often, seasons)
 - iv. How easy or difficult was it to use?
 - v. Were there specific times of the week, month or season where the dispenser was not used? Why? Benefits, e.g. convenience

10. Please describe any challenges encountered by you or people in your community while using the chlorine dispenser and/or chlorinating their water?
 - a. Probe:
 - i. Children collect and can't use dispenser
 - ii. Distance
 - iii. Dry season
 - iv. What did you do during rainy season?
 - v. Myths DO NOT GIVE EXAMPLES

- vi. No chlorine in the dispenser (follow up on comm reaction and process to get more)
- vii. Vandalism, theft, maintenance
- viii. Changes in access (eg, landowner changes access)

11. How did the community respond to the chlorine dispensers installed in your community?

- a. Probe:
 - i. Was use encouraged or discouraged? (by who)
 - ii. Why?

12. Please tell me where people in your community receive information on water treatment practices?

- a. Probe:
 - i. Media, other NGOs, school children, churches, social gathering and occasions, etc
 - ii. Compare with others in the community
 - iii. Which influence you more/ which is more credible
- b. How do you feel about these sources?
- c. Who in the community sets the pace for water treatment?

13. What are your thoughts about the messages IPA gave you all on chlorine dispenser use and chlorine as a water treatment method?

- a. Probe:
 - i. Clarity (e.g. how easy or difficult was it for respondents to understand these messages)?
 - ii. Please describe the ease or difficulties in remembering all of these messages?
 - iii. What are your thoughts how well study households retain the messages
 - iv. What did you think about the content of the visits? Probe: useful/not useful, new, old, boring, etc.
 - v. Did hear others talk about messages you shared during household visits?
 - vi. What were other peoples' opinions

14. Some people received these messages/information on water treatment with chlorine and the chlorine dispenser from you but still didn't use it. Why do you think that is?

- a. Probe:
 - i. What are ways that you think you could help people to change their habits?
 - ii. What are ways that we can help more people to use the dispenser and treat their water with chlorine?

15. Do you feel that the community influences household water treatment practices in any way?

- a. Probe: how, why?

16. Please discuss your experiences prioritizing all of the different messages about water treatment with chlorine and the chlorine dispenser
 - a. Ease or difficulties in prioritization of messages?

Water Arm - Study Respondent Questions

17. Please describe everything that happens to your drinking water from the moment you or someone in your household decides to collect the water to when someone wants to drink it. Everyone should share their experiences.
- a. Probe:
- i. Does your drinking water always go through the same process? If not, then what are the circumstances when it changes?
 - ii. Describe these practices during different time of the year (e.g., rainy vs. dry)
 - iii. Do you ever do anything to make your drinking water less cloudy or safe to drink? If yes, how often, how regular?
 - iv. Describe similarities and differences in these practices compared to water collected for other purposes?
 - v. Describe how people in your communities' practices are similar or different from your own.
18. We know that some people treat their drinking water and that some don't. Why do you think some people do not treat their water?
- a. Probe:
- i. All forms of water treatment
 - ii. Use common events to discuss water treatment on community level
 - iii. What do you think about water treatment?
19. In your household who typically collects drinking water?
- a. Probe:
- i. Children
 - ii. Size of container
 - iii. Who treats drinking water for them?
 - iv. Method of water treatment
20. Tell me how your family makes the decision about which water treatment method to use? (e.g. Lifestraw, dispenser, bottled chlorine, boiling, etc.) in your households?
- a. Probe:
- i. Who is involved in this decision making? Why?
 - ii. What are the methods you use for treating your drinking water?
 - iii. Do you receive any support from other household or compound members (eg, reminders)?
21. If you treated your drinking water every time you collected it, what are some things you would expect to happen?

- a. Probe:
 - i. Short and long term advantages
 - ii. Disadvantages

22. What would happen if you did not treat your drinking water?

- a. Probe:
 - i. Short and long term effects

23. When managing a household there are many daily tasks so one must prioritize, please discuss where water treatment falls in the priorities.

- a. How do you come to this decision?

24. What are people in your community's experiences or lack thereof using chlorine of any type as a method of water treatment?

- a. Probe:
 - i. Chlorine dispenser
 - ii. Bottled chlorine
 - iii. Occasional or regular use, and why.

25. What are your thoughts about the chlorine dispenser as a water treatment method?

- a. Probe:
 - i. What do you like or dislike about the chlorine dispenser?
 - ii. What the opinions of others that have you heard about the chlorine dispenser (e.g. likes or dislikes_?
 - iii. Usage (how often, seasons)
 - iv. How easy or difficult was it to use?
 - v. Were there specific times of the week, month or season where the dispenser was not used? Why? Benefits, e.g. convenience

26. Please describe any challenges encountered by you or people in your community while using the chlorine dispenser and/or chlorinating their water?

- a. Probe:
 - i. Children collect and can't use dispenser
 - ii. Distance
 - iii. Dry season
 - iv. What did you do during rainy season?
 - v. Myths DO NOT GIVE EXAMPLES

- vi. No chlorine in the dispenser (follow up on comm reaction and process to get more)
- vii. Vandalism, theft, maintenance
- viii. Changes in access (eg, landowner changes access)

27. How did the community respond to the chlorine dispensers installed in your community?

- a. Probe:
 - i. Was use encouraged or discouraged? (by who)
 - ii. Why?

28. Please tell me where you receive information on water treatment practices?

- a. Probe:
 - i. Media, other NGOs, school children, churches, social gathering and occasions, etc
 - ii. promoter
 - iii. Compare with others in the community
 - iv. Which influence you more/ which is more credible
- b. How do you feel about these sources?
- c. Who in the community sets the pace for water treatment?

29. What are your thoughts about the messages the promoter gave you all on chlorine dispenser use and chlorine as a water treatment method

- a. Probe:
 - i. Clarity (e.g. how easy or difficult was it to understand these messages)?
 - ii. Please describe the ease or difficulties in remembering all of these messages?
 - iii. What are your thoughts on the frequency of the promoter visits and you and your family's retention of messages
 - iv. What did you think about the content of the visits? Probe: useful/not useful, new, old, boring, etc.
 - v. Did you talk about or hear others talk about messages the promoter shared during household visits?
 - vi. What were other peoples' opinions

30. Do you feel the promoter influenced your or your compounds water treatment practices in anyway?

- a. Probe:
 - i. If no, please discuss why.
 - ii. If yes, please discuss how the promoter influence your household's practices:
 - iii. What did the promoter say or do that influenced you to change?
 - iv. In what situations did the promoter influence your household's practices?
 - v. Did the promoter say or do anything besides the formal household visit that influenced your household's practices? (describe where and how)

31. Some people received these messages/information on water treatment with chlorine and the chlorine dispenser from the promoter but still didn't use it. Why do you think that is?
- a. Probe:
 - i. What are ways that you think the promoter could help people to change their habits?
 - ii. What are ways that we can help more people to use the dispenser and treat their water with chlorine?
32. If you were trying to get another member of your community to treat their drinking about how would you do that?
- a. Probe:
 - i. Different treatment methods
 - ii. Methods other than just giving information
33. Do you feel the community influences your water treatment practices in anyway?
- a. Probe: how, why?
34. Please discuss your experiences prioritizing all of the different messages about water treatment with chlorine and the chlorine dispenser
- a. Ease or difficulties in prioritization of messages?
 - b. How could the promoter help you and your compound members understand that using ALL of them regularly is important?