



**Matching Grants**  
Report to The Rotary Foundation

*The Rotary Foundation*  
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The primary partner Rotary clubs/districts must submit Progress Reports every twelve months during project implementation. The Final Report is due two months after completing the project.

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**Project Information**

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Matching Grant Number 66750 Project Country Bolivia

- Progress report  **Final report** Reporting Period from: July 1, 2008 to Nov. 30, 2009

Host Partner Rotary Club: Rotary Montero District: 4690

International Partner Rotary Club: Sturgeon Bay Club District: 6220

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**Project Narrative**

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1. Briefly describe the project.
  - a. What were your original objectives?

The goal of this project has been to improve the lives of people living in La Pampa de la Madre through a comprehensive clean water strategy. Original objectives of this international project included:

1. To educate the community on water hygiene and sanitation
2. To train the community on building, using and maintaining appropriate and sustainable treatment technology to make their well water safe for potable uses
3. To assess changes in disease burden and health of the community, as well as water quality and water use, as motivated by the clean water strategy

- b. What was actually accomplished? (Photographs can help to tell your story. Please submit any action photos that you have that show beneficiary participation and demonstrate Rotarian involvement in the project. Please also indicate the name of the photographer.)

Over the last sixteen months Rotary Montero, Etta Projects and Engineers Without Borders have worked to improve the health, hygiene, sanitation and quality of water in four neighborhoods in Montero as well as in one rural community 20 km outside of Montero. Throughout the project cycle the Water Project provided a water purification system to 64 families in Montero and a water distribution system to 22 families in El Paisaje. Beyond improving the quality of water in these communities, this project also included a number of interactive educational sessions with the goal to find sustainable solutions to various hygiene factors that impact the health of families in these areas.

The following describes different components of the project:

**Educational Sessions**

The water project was broken into two cycles. Each cycle lasted about six months, not taking into account time for pre-planning and post-evaluation. In the first cycle thirty-two families throughout four rural neighborhoods received capacity-building classes regarding: health, hygiene, sanitation, water, group formation, problem solving, and leadership. After completing five educational

sessions each family built a water purification system. Participants also built a well cover, to prevent garbage from blowing into the well. Once all planned sessions were completed, the groups continued to meet monthly to discuss problems and solutions as well as offer support and advise to one another. Twenty nine families completed the project from Cycle 1.

After completing the first cycle with the original project participants, we repeated the best practices of cycle 1 in the second cycle that took place in the same four neighborhoods. This second cycle gave an opportunity for those that had learned about the project's benefits from their neighbors and friends that participated in Cycle 1 to also join The Water Project. Thirty-five additional families participated in the Second Cycle. The interest was so strong in one neighborhood that we created two separate groups to maintain an intimate group setting. Participants from Cycle 1 were invited to participate and facilitate in the educational sessions during the second cycle.



In the beginning, Etta Projects staff educates



The goal is for community participants to become the teachers in their own communities



## Water Purification System

Prior to the project almost all participating families drank water directly from shallow wells which were tested positive for bacteria and fecal bacteria. At the completion of the project, sixty-four families are now drinking potable water through a water purification system. The system is made from two large buckets, a faucet, and a water filter. The outer shell of the filter is made from ceramic, inside there is a silver layer and carbon. The silver layer eliminates bacteria, fungus, and microorganisms. The carbon absorbs bad odors, bad tastes, it eliminates chemicals and chlorine. Families received intensive, hands-on training on how to build and maintain the system. The water purification system maintenance training was reinforced various times during the project in which we used different activities and didactic materials.

Staff routinely visited participant's homes to monitor use and effectiveness of water purification system. Water samples were collected regularly and tested with 3M Petrifilm plates. All data was recorded, analyzed and shared regularly with individual participants. The 3M Petrifilm plates were used as teaching tools, to compare the difference between what bacteria looks like on a petrifilm plate in a well, compared to what a petrifilm plate looks like from a water purification system.

Water filters need to be replaced every six months, so as to make the water system sustainable Etta Projects coordinated with a local hardware store in Montero to regularly carry all the necessary parts to build the filter system. Personnel from the hardware store received a training manual on how to build the water system, training sessions on how to construct and maintain the water purification system. They were educated in the benefits of drinking clean water and what the risks are for drinking contaminated water and they received the hygiene and sanitation training book so that they can educate any new purchaser on many of the lessons involved in this project.



Pictures of the participants from the water project building their water purification system.



## The Children's Program

Health education for children whose family participates in the Water Project became an important piece of the education section of the water project. In each community Etta Projects held interactive educational sessions designed for children between the ages of six and twelve years old. Throughout the course of the project we met with over 150 children in five communities to educate them on hygiene and sanitation. Children were also taught how to care for the purification system so they could support their families in correctly maintaining the system. The goal of this program was to form positive habits early on in order to make health and hygiene a priority in these communities for years to come. We added a specific program for children not only because they are most susceptible to illnesses but also they are more apt to adapt to their new knowledge- their new attitudes, new habits, new culture regarding hygiene and sanitation. Children learn ideas in the program that they repeat at home so the entire families and communities benefit.

Apart from the educational sessions, children have become active in Etta Projects community Water Fairs. They participate by performing in theater and puppet shows and by teaching their friends and families hygienic behaviors through art, photographs, and information sharing.



Learning through games, puppets and group activities



### Water Fairs

Each community that participates in the Water Project hosted its own Water Fair. Program participants worked alongside Etta Projects staff to share their knowledge and learning's to people throughout the community. Women participants managed the different games and activities while the children displayed their projects to share with their friends and neighbors. The fairs gave the project the opportunity to reach 100s of more families and the participants the opportunity to educate their community on how to live healthier lifestyles. Hundreds of people attended the fairs to participate in games, win hygiene prizes, and celebrate health and hygiene in their communities.



## Water Distribution System

Mid way through the project cycle the President of a small village called El Paisaje came to Etta Project's to improve the water situation in his community. At this time El Paisaje had only one artesian well to serve the entire community. They also had an elevated tank (donated from a different NGO) that was not in use because the NGO did not have enough funding to construct a water distribution system. With the permission of Rotary International and the support from Rotary Montero, Etta Project utilized resources from the Water Project to build a water distribution system, bringing clean running water to every home in El Paisaje for the very first time!

Etta Projects involvement in this community went far beyond the installation of a water distribution system. Our main objective was to increase the community's knowledge e of water related issues and to work with local people to make certain they had the tools to understand and maintain the water system. We adapted the educational section of the water project to fit with the needs and environment in El Paisaje. Women and children participated in weekly education sessions focusing on water, sanitation and hygiene. Staff also attended community meetings and helped to organize a Water Committee. The committee participated in the labor of the water system and learned how to maintain and repair it. Members are also responsible for collecting a small monthly fee to help ensure the water systems sustainability



Ditches dug by community, women learning and teaching each other, member of the new Water Committee, and finally faucet next to home.



Participants from Paisaje teaching what they learned.



Faucet 



## Project Sustainability

The Water Project staff has spent the final months of the project working alongside the six main groups that make up this project with the goal to better organize and to strengthen their network. Each group has elected a Representative that has assumed many of the responsibilities of the project staff. The Representatives monitor use and effectiveness of the water system as well as dialogue with participants about health and hygiene issues. The Representatives also make monthly visits to all participants' homes and facilitate monthly neighborhood meetings. Their objective is to bring all project participants together in order to work cohesively to solve problems and plan new activities. Representatives received extensive training and have been given various tools to monitor work and record observations and change (see M&E Tools). Etta Projects will continue to coordinate activities with the Representatives to evaluate their work and monitor overall sustainability of the project throughout 2010.

### c. When and where did the project take place, and who were the beneficiaries?

The project began in August 2008 with the planning phase and community needs assessment. Educational sessions started in early November, 2008. Participants from Cycle 1 built their clean water filter system in February and March of 2009, and participants from Cycle 2 built their systems in July and August of 2009. Construction of the water distribution system in El Paisaje began in August of 2009 and was completed in September of 2009.

Etta Projects implemented the water project in four rural neighborhoods in Montero (La Pampa de la Madre, El Rodeo, Paraiso, and Litoral) and in one rural village (El Paisaje). All neighborhoods are located side-by-side one another, East of the city of Montero. La Pampa de la Madre is the largest of the four neighborhoods. El Paisaje is about 20 km outside of Montero and has a population of 115 people.

The direct beneficiaries of the project are the 64 families that received a water purification system, the 22 families that received a water distribution system and the 150 children that participated in the children's program. Project beneficiaries not only include the women and children that participated in the project, but also their families, friends, the people that attended the Water Fairs, and the community at large. We estimate that this project touched well over 1000 people.

### 2. Scope change. If the project was changed, how and why was it changed?

The original project plan was a blueprint for the actual implementation of the Water Project. As we began working closely with the participants we modified the original scope to maximize the resources and best serve the greatest number of people. In the Annual Report we described a change in scope of the project relating to location, project design, and design of the water purification system. During the last few months these same elements of the project continued to shift. Below describes the modifications made during the course of the project as well as explanations or motivations to change the project scope:

#### 1. Location

The original plan involved only working with families that participated in the Comedor project in the neighborhood La Pampa de la Madre. In the Annual Report we explained how we expanded the geographical area to also include three other neighborhoods in close proximity to La Pampa. The change was a direct result of interest to participate in the project in these nearby communities. We also implemented a community needs assessment in the additional neighborhoods that showed a very similar water situation to that of La Pampa.

Since the annual report we further expanded our outreach to also incorporate a small village, El Paisaje. Additional resources available in the budget allowed us to serve this new area. The cost per unit of the water purification system was lower than we originally anticipated. Families opted for a single filter system, which lowered system costs. In addition we were able to secure the prices at a lower rate than the original estimate. Before we agreed to expand the water project to El Paisaje we met with COSMOL, the local water cooperative, to analyze need within the city of Montero. COSMOL informed us that besides the areas that the water project currently serves only two communities within Montero do not have access to water lines. We visited each community, considering the implementation the water project in these areas. COSMOL, however, shared with

us their plans on providing service to these communities by the end of this fiscal year, greatly impacting the sustainability of our water project.

El Paisaje had been waiting for clean running water for over two years before we agreed to implement the project in their village. The community showed much interest in participating in the project and enthusiastically agreed to partake in the education sessions. The total budget of the water distribution system, after sharing some of the expenses with the local municipality, was within the cost of the water project budget.

The original plans anticipated serving a total of 50 families. By expanding the geographical location of the project, we were able to provide 64 families with a water purification system and 22 families with clean, running water.

## 2. Project Design

Etta Projects anticipated starting the project with the participation of five families as a pilot program; giving Etta Projects and Engineers Without Borders the opportunity to receive feedback regarding the effectiveness of the filter and best practices of the education program. Once we received the participants' feedback, we planned to implement the program throughout the larger community with the goal of reaching 50 families within the grant period. We modified our original plan by implementing the project in two cycles, each cycle with a similar number of participants. The change was a means to encourage ongoing participation from project members and to increase project sustainability. Members of the first cycle now work alongside Etta Projects staff to help educate and motivate members of the second cycle to make the same health and hygiene improvements that they made while participating in the program.

The principle components of cycle one and cycle two were very similar. Topics, goals and objectives were consistent between both cycles; however, we altered some areas based on lessons learned from the first group. For example, in the first cycle we held sessions regarding group formation (teamwork, leadership, listening, etc.) after completing all educational sessions relating to hygiene and sanitation. Our goal of the group formation classes was to create tightly-knit groups that could continue to support one another during and after the completion of the project. After Cycle 1 we received feedback from the participants that while they enjoyed and benefited from both topics, there was some confusion regarding the connection between the two themes (1. hygiene and sanitation and 2. group formation). We adjusted the second cycle by integrating topics under the group formation section into the same meetings that participants learned about hygiene and sanitation. This modification had a positive impact on the overall project. Participants had the opportunity to practice many of the group formation and leadership skills during the educational sessions and the groups had an overall stronger sense of unity and strength.

In the last remaining months of this grant period we redirected our work to implement new features into the project plan that further supported project sustainability. Ongoing issues regarding maintenance and use of the water system coupled with each group's interest to continue meeting as a group influenced us to develop a clear post-project plan. Each group elected a Representative to act as the group's facilitator. The Representative received extensive training on how to assume her new role. She is responsible for making weekly visits to each participant's home to monitor problems, hygiene and use of water filter. She also organizes monthly sessions so that groups have a continued opportunity to come together to share problems and achievements and to offer advice. Every three months the group will vote on a new Representative. The Representatives, now the current leaders in health & hygiene in their communities, will receive small financial stipends for their work. Etta Projects will assume financial responsibility of the stipends once the project is completed. Etta Projects will also continue to offer the Representatives training and support for another full year. Staff will attend the groups' monthly meetings and also facilitate additional meetings that bring the Representatives together to share their work with one another. This additional element of the project was added to the project design to not only ensure sustainability, but also to allow us to measure project impact over time. Etta Projects will maintain quarterly reports throughout this last phase of the project and share all information with project partners.

### 3. Filter Design & Maintenance

In the original plans, Engineers Without Borders designed a two-filter water system. Two filters (instead of one) allows for the water to filter faster through the system. Most participants, however, opted to construct a one-filter water system. Although a more timely system, one filter is less costly to sustain as participants only need to purchase one filter at a time.

Through continuous water testing we learned different ways the water can become contaminated in the water system. Dust blowing onto the water faucet, people touching the water faucet and children and animals sucking on the water faucet all caused the water to become contaminated when leaving the system. Engineers Without Bordered & Etta Projects developed a small plastic tube to put over the faucet to avoid contamination. We also learned that both the tube and the faucet should be cleaned bi-weekly with bleach to ensure its constant cleanliness.

Throughout the course of the project we also learned how to best maintain the system to ensure its proper functioning. Many participants believed they had to open and clean both buckets to make certain they had clean water. Results from extensive testing indicated that unless there is a technical difficulty of the system (i.e. leaky faucet, water clog, etc.) one should never have to open the bottom bucket unless they are replacing the filter. Opening the bottom bucket risks bacteria and other contamination to enter the clean water area. If the system is opened, the entire unit needs to be thoroughly cleaned with water and bleach. Furthermore, during the course of the project we learned all families should clean the filter at least two times per week with a sponge and water to ensure a steady flow of water being filtered into the bottom bucket.

Countless hours of training were given to the participants to promote proper maintenance of the system. We learned many of these maintenance strategies by trial and error throughout the course of the project, and thus had to break harmful habits and re-teach correct usage. We developed different tools to help clearly train proper maintenance such as stickers to put on the water system, drawings, a guide to the water system (with both words and pictures), and personal house visits to practice one-on-one cleanings with participants. We monitored practices through interviews, house visits, and water testing.

### **Rotarian Involvement and Oversight**

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#### 3. How did Rotarians manage and oversee the project?

The Montero Rotarians manage and oversee this project in a number of different ways. Water Project staff turn in monthly informational reports as well as monthly financial reports to Rotary Club Montero. The Club President reviews the reports and shares them with all Montero Rotarians at their weekly meetings. He also reviews the financial reports are reimburses Etta Projects for all project expenses.

Water Project staff frequently attend club meetings and have been invited numerous times to give presentations and updates at regular weekly meetings and executive meetings.

Various Rotarian doctors have visited the communities and provided medical visits to each of the participating families. The purpose of the medical visits was to monitor and evaluate the health of all members of the participating families.

Rotarians also participated in the interview process when selecting project staff.

As managers of this project, Montero Rotarians have been readily available to Water Project staff by offering advice, providing contacts and giving feedback regarding the project.

#### 4. How many Rotarians from the host partner club participated in the project?

9

#### 5. In what way did the host Rotarians participate in the project? Please list all non-financial involvement.

This project provided a unique opportunity to augment the participation of Montero Rotarians. Participation included:

Technical support

- Assistance with the hiring process of project staff
- Administration of the grant
- Financial management of the grant
- Medical visits to participants' home to assist the project in monitoring health impact (participation of three Montero Rotary doctors, including the current Montero Rotary President)
- Monthly updates of the project to all Montero Rotarians
- Organization of the local Rotaract Group to volunteer at a community fair
- Attendance at community Water Fairs
- Hosted two International groups from partner US club to visit water project.
- Monthly meetings with Etta Projects staff and Representative of Montero Rotary
- Donation of tables and chairs to be used at all of the water fairs

Certain Montero Rotarians have been extremely active in this project. Dr. Miguel Rivas, Dr. Oswaldo Antelo and current club President Dr. Roberto Soliz have done the majority of the medical visits and ordered the majority of the exams and medications which have been required to address the medical needs of this project. Dr. Rivas, as former club president, also served on a board to review candidates to work on the education design of the project. Dr. Jorge Antelo, as advisor of the Roteract Club Montero coordinated with the project for the club's involvement in a water fair. Ronald Francisco Justiniano, Etta Project's Rotarian Representative who works with the Prefecture, has been of assistance for insuring support and interest for the project with the local government. As former Manager of Montero's Water Cooperative, COSMOL, Mr. Justiniano also shared a great deal of knowledge about the experiences of past water projects in the area.

Three Rotary Montero Doctors doing community exams



6. How many Rotarians from the international partner club participated in the project? 7
7. In what way did the international Rotarians participate in the project? Please list all non-financial involvement.

In March, 2009 four Rotarians from the international sponsoring club visited and participated in the water project by going along on house visits and participating in community water fair. These Rotarians helped in all facets from moving chairs and tables, to taking photos and filming and one even acted in a skit about the importance of clean water.

In April, 2009 two more Rotarians from the international sponsoring district visited homes where the filters were in use, attended educational sessions, and toured the neighborhoods

where this project exist

Kurt Patterson, Rotarian and professor and team leader of the group of Engineers Without Borders that has partnered with Etta Projects and assisted in the design and implementation of the water system, is from the international sponsoring district. He has made two trips to Bolivia to participate in the development of this project.



Visiting Rotarians from District 6220 at Community Fairs, community meetings and home visits

### Community Impact

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8. How many people benefited from the project?

1,200

9. What was the impact of the project on the beneficiaries?

Water Project staff used a number of tools to monitor and evaluate this project. Through triangulation of the data, we were able to better guarantee reliability of the data.

The following chart describes the tools used in the monitoring and evaluating system as well as what it measured and when it was implemented.

**Table 1- PROJECT - MONITORING & EVALUATION OF IMPACT ON PARTICIPANTS**

TOOL	Target Group	Description	Evaluation						M&E Schedule				
			KNOWLEDGE	HABITS	HEALTH	FILTER USE	GROUP WORK	SATISFACTION	Pre-Project	Beginning	Middle	End	After Project
Community Mapping	Participating Families	Participants draw map and indicate and reflect on specific areas (ex. water sources, contaminated areas, areas for defecating, areas full of garbage, etc). Goal is to better understand water, hygiene and sanitation in neighborhood.	x	x					x				
Family Identification WS	Participating Families	Worksheet to collect baseline data regarding each participating family		x	x				x				
Pre-test	Participating Families	Written pre-test regarding evaluation of concepts related to water, health, hygiene, and sanitation (oral test if participant cannot read or write)	x						x				
Weekly House Visits	Participating Families	Staff made monthly house visits to each participant and monitored habits and filter use. House visits were also used to identify problems and solutions		x	x	x			x	x	x	x	x

In-depth Observation	Participating Families	At the beginning, middle, and end of project a staff visited each participant for an in-depth observation and dialogue session. Results were recorded and analyzed to show project impact.	x	x	x	x					x	x	x		
Evaluation Post-Test	Participating Families	Written post-test at end of project to evaluate change in knowledge re: water, health, hygiene, and sanitation (oral test if participant cannot read or write)	x											x	
Medical Visits	All members of participating families	Rotarian doctor visited each family before and after project to monitor change in health				x						x		x	
Fecal Tests	All members of participating families	Laboratory testing of fecal sample to evaluate change in parasite, bacteria, E Coli, etc.				x						x		x	
Water Testing	Participating Families	Water samples were taken and tested regularly for bacteria and E.coli with 3M Petri film Plates											x	x	x
"Target" Game	Participants	Tool to evaluate satisfaction, understanding, and utilization of distinct themes through the projects	x	x										x	





to understand overall change and impact. By including participants in all levels of the evaluation process we built on the common knowledge and practices in each community.

## **Summary of Results:**

### **A. Knowledge**

One objective of the project was to increase the participants' knowledge relating to safe water, hygiene, and health. Etta Projects assessed knowledge levels at the start of the project through a pretest and through semi-structured interviews held during house visits. Routine house visits to monitor knowledge helped us guide our approach and make appropriate changes in the workshops. We later assessed participants' knowledge at the end of the projects through problem solving activities, house visits, games and a post test.

Results showed that all participants increased their knowledge in all areas tested regarding hygiene, sanitation, and health. Results from the pre-test showed that at the start of the projects participants had little understanding of: water purification methods, sanitation, and alternatives to burning garbage. At the end of the project, the post test showed that almost all participants had regular to advance knowledge in all categories of the project.

### **B. Habits**

Promoting safe hygienic habits was a primary objective throughout the course of the project. Habits centered around personal hygiene, food hygiene, hygiene in the home, safe water consumption, and caring for the environment. Change in habits was primarily evaluated through observation during house visits. Other tools included interviews and self-reflection tools.

Direct observation from house visits and interviews revealed the project was most successful in the formation of habits relating to *hygiene in the kitchen, hand washing and purification of water*. *Garbage and sanitary latrine* use had the least amount of shift in habits. In other words, participants continue to burn garbage and use unsanitary shallow latrines. We learned that both topics require greater resources and time in order to make a sustainable impact.

Based on a separate self reflection tool, habits that scored highest included *use of water filter to consume potable water and routine hand washing*. Habits that yielded the lowest score included *recycling, making compost from garbage, and keeping animals out of home*.

During each house visit, project staff worked with individual participants to plan personal objectives towards forming new habits. Overall, 96% of the participants improved daily habits related to hygiene in at least five or more categories. 97 % of the participants did not show any new problematic habits develop during the course of the project. Group representatives will continue to monitor both formation of new habits and avoidance of poor habits to gain a deeper understanding of long-term impact through house visits and group meetings.

### **C. Health**

Etta Projects evaluated quantifiable changes in health through fecal testing and medical visits. We principally focused on illnesses directly related to safe water and hygiene practices: parasites/diarrhea, lice, scabies, and fungus. Interviews and self reflection tools also helped us to understand the qualitative impact of this project regarding health. Group representatives continue to measure health with these methods, and neighborhood meetings offer an opportunity to utilize the groups' collective knowledge to offer solutions that continue to impact health in the community.

Originally project staff used the local health center for all fecal testing. We later learned that the facility only offers very limited testing that does not show the results of a number of different bacteria. Therefore, we changed laboratories midway through the project to ensure more accurate results. Unfortunately this change greatly impacted our ability to effectively show change related to parasites.

Montero Rotarian doctors made pre-evaluation and post-evaluation medical visits to the majority of the participants' home. Based on the results from the fecal testing and the medical visit, parasite medication was described as necessary.

Parasite levels did not fluctuate much during the project; however personal reports of water related illnesses were reduced significantly. In one self reflection tool, 64% of the participants reported no one in their families currently have diarrhea, lice, scabies, or fungus.

The following Chart summarizes impact in health:

Table 2 Changes in Health & Hygiene			
SITUATION	INITIAL	CURRENT	% of REDUCTION
Diarrhea	40	4	90%
Scabies	19	1	95%
Lice	23	5	78%
Fungus	14	4	71%
Stomach ache	41	7	83%

#### D. Water Purification System Use & Effectiveness

Project staff developed various methods to assess the water system's use and effectiveness. Methods included: self assessment tools, water testing, house visits, and observation. Staff also built and utilized their own personal filters to understand firsthand some of the problems and benefits of the system.

One advantage of this system is that it's easy to construct and requires few materials. Although it was a challenge to secure the water filter in Montero, today all the materials are now easily found in a centrally-located hardware store in Montero. Additionally the system is portable so families can transport it with them when they move.

Challenges in the water purification system included:

- Developing strategies to maintain the water uncontaminated
- Developing habits to regularly clean the water purification system
- Reliability and accuracy of the PetriFilm plates used to test water
- Having a safe location to store system in home

One of the biggest difficulties with this system is that it becomes easily contaminated; most likely due to the high amount of dust in this area. To prevent contamination the faucet needs to be cleaned various times per week. The water filter also needs to be cleaned throughout the week, depending on how dirty the well. During the evaluation some people spoke of the difficulty to find the time necessary to do the continuance maintenance that is necessary to ensure clean water.

Many families also indicated that the bulkiness of the two bucket system made it difficult to find a safe place to store the system. Originally some families kept it outside, but this lent to an increase in contamination due to the dust and wind and presence of animals. Many people found it difficult to store it in their small one-room homes. Most homes have limited table space and filters are most effective out of the reach of small children and animals. Providing a small table to each family may make this system more sustainable.

To measure the effectiveness of the system, staff tested each participant's water at least one time per month during the course of the project. Tests were difficult to read and often results were subjective (color shadings were difficult to interpret). Overall results showed that, at times, even the most dedicated participants had contaminated water. Despite periodic occurrences of contamination of all systems, overall contamination was greatly reduced by the water purification system.

All water filters throughout the duration of the project have been provided by the project. Evaluation of use will continue to take place to better understand if individuals invest in filters as necessary or if they return to use prior sources of water.

#### E. Group Formation & Leadership

A concentration on group formation and leadership qualities allowed us to recognize unique outcomes of the project that are often undocumented in evaluation processes, such as change in participants' self-esteem or the ability of a group to work together to solve problems.

At the end of the project after the groups began meeting independent of Etta Projects, staff randomly selected individuals to interview in order to evaluate the group's ability to work together. Participants reported that all voices were heard, that groups were establishing new goals, and that they had confidence in the other groups' members.

families to implement lessons learned from this project.

All groups continue to meet monthly and Group Representatives continue making routine house visits. Groups are setting new goals that include: improving latrine systems and forming small businesses.

## **F. Satisfaction**

Satisfaction was measured by interviews and satisfaction evaluation tools at the completion of the workshops. Themes that participants liked best were: hand-washing, circle of illnesses, options to purify water and hygiene in the kitchen. Participants were least interested in latrines and garbage. One reason why these themes may have received lower scores is because this project did not have the resources or time to focus on practical solutions to these complex issues. Participants seem to recognize and understand their importance, but many expressed the difficulty to make improvements for practical change. For example, most participants use a shallow pit for a latrine, but do not have adequate funding to build a more sustainable sanitation option.

One self-reflection tool revealed that over 90% of the participants felt that they have had a positive change in their life due to their participation in The Water Project.

### 10. What are the expected long-term community impacts of the project?

The long-term impact of this project will be families that consume safe drinking water and practice improved hygienic habits. This project has proven success in lowering the incidents of diarrhea, scabies, fungi, lice, and stomachaches. Families should continue to practice better hygiene such as washing their fruits and vegetables before consumption, cleaning their cooking utensils, and washing their hands at appropriate times.

This project is designed to teach participants to be health leaders in their own community. Participants have learned skills in facilitation, leadership, and problem-solving. We hope that the groups formed during this project stay strong and vibrant and that they continue to work together to solve issues in hygiene and sanitation.

Etta Projects will continue to measure change in these communities. Quarterly reports will be available upon your request.

## Financial Statement

Currency Used: Bolivianos and USD Exchange Rate: 7 Bolivianos (Bs) = 1 USD

### 11. Income

Sources of Income	Currency	Amount
1. TRF Matching Grant Award and Contributions	USD	\$35,717.00
2. Other Income (identify): Municipality of Warnes for their share of distribution system.		\$1,497.88
3. Other Income (identify):		
4. Interest Income (if any):		
<b>Total Income:</b>		\$37,214.88

### 12. Expenses (add rows as needed)

Budget Items	Name of supplier	Currency	Amount
1. (see attachment: Monthly Expense Reports)			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
<b>Total Expenses:</b>			\$37,188.36

**13. Bank Statement** - A bank statement that supports the above statement of income and expenses must be attached to this report.

### Important – please read:

- For final reports, if there is less than US\$200 remaining, please spend it on eligible items. If there is more than US\$200 remaining, it must be returned to The Rotary Foundation. [Note: In India, government rules require that all unutilized funds be returned to the Rotary International South Asia Office.]
- For grant awards over US\$25,000, attach an Independent Financial Review to each progress report and the final report.
- Keep all original receipts for at least five years or longer if required by local law. Do not send receipts to TRF unless requested by staff.
- If your project involves a revolving loan fund you will need to visit the Rotary website at: 'www.rotary.org' to download the Report Supplement for Revolving Loan Grants.

**14. Certifying Signature** – Either the Host or International Partner must certify the report. If the grant is club sponsored the current club president must certify the report and if the grant is district-sponsored the district grants subcommittee chair must certify the report.

By signing this report, I confirm to the best of my knowledge that these Matching Grant funds were spent according to Trustee-approved guidelines and that all of the information contained herein is true and accurate. Original receipts for all expenses incurred will be kept on file for at least five years, or longer if required by local law, in case they are needed for auditing purposes. I also understand that all photographs submitted in connection with this report will become the property of RI and will not be returned. I warrant that I own all rights in the photographs, including copyright, and hereby grant RI and TRF a royalty free irrevocable license to use the photographs now or at any time in the future, throughout the world in any manner it so chooses and in any medium now known or later developed. This includes the right to modify the photograph(s) as necessary in RI's

sole discretion. This also includes, without limitation, use on or in the web sites, magazines, brochures, pamphlets, exhibitions and any other promotional materials of RI and TRF.

Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Rotary Title: \_\_\_\_\_ Club: \_\_\_\_\_ District: \_\_\_\_\_

In our effort to improve our grant program, we'd appreciate your feedback on the following questions:

**A. Rotary Impact – select all that apply**

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- Our club or district's international Rotary connections are stronger as a result of this project.
- Club membership has increased as a result of this project.
- Visibility of Rotary in our community has increased.
- Our club's awareness of the needs in our community has increased.
- Volunteer activity in our club or district has expanded.
- Our club or district is more active in pursuing Foundation grants and Rotary programs.
- Awareness of the needs in our community has increased among Rotarians in other countries
- Participation in this Matching Grant has not changed our club or district in any significant way

**B. Project Sustainability – select all that apply**

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- The project will continue to function without Foundation funds.
- Equipment purchased with grant funds is being maintained with local materials and expertise
- If training was a component of the project, trainees are using their knowledge and skills.
- This project has provided community members with the skills, knowledge, or institutions that will allow them to help themselves.
- The community has initiated additional projects related to the same or similar problems.
- The project has not been sustainable.

**C. Suggestions**

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Given your experience, do you have suggestions to improve the Matching Grants program?

If your project clearly demonstrates Rotarian involvement and is worthy of publication, please complete an RI Newstip Form, available on the RI website at [www.rotary.org](http://www.rotary.org). Please attach action photos showing the beneficiaries or showing active Rotarian involvement and indicate the name of the photographer.

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**Report Checklist**

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**Does your report include the following?**

- Time period of reporting
- How and what the project accomplished
- Rotarian participation, oversight and management
- Rotary impact
- Itemized report of income and expenses
- A bank statement
- Certifying signature
- Independent Financial Review for grant awards of US\$25,001 or more

**Have you done the following?**

- Made copies of the report for both the host and international partner
- Returned surplus funds over US\$200 (except in India where all unutilized funds must be returned)
- Made a file to store the report and receipt copies for five years or longer if required by local law