



Research guides

Mozambique | Sanitation | 2020-21

National Rural Water Supply and Sanitation Programme



Credits

Research guides

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Guide 1: Rapid Site Observations

Segment: Mixed (Doers and Non-Doers – Basic Toilet)

Key Research Questions

| No. | Key Research Question |
|-----|--|
| 1 | What is the type of toilet we want to promote - that is resilient to the rains/floods and suited to different geological conditions? |
| 2 | What are the gaps in knowledge and skills, in HHs choosing and building Level 2 or Level 3 latrine over Basic or OD? |
| 3 | What can motivate HHs to upgrade to or build Level 2 toilets? |
| 4 | Is there space for open defecation and toilet construction? |

Guideline for moderation

1 The following guide outlines the areas to be explored. However, if you observe anything interesting beyond what is mentioned in the guide, please explore that area as well.

2 The ideal time to spend at a household is 10-15 minutes. However, if you find something surprising, you can extend the interview by another 5-10 minutes.

Guideline for Documentation (With proper consent)

1 Take the following photographs:

- View of the toilet from the front, back and 2 sides, Front with door closed and open
- Location of the toilet within the home, ideally the home and toilet in a single frame
- Close-up of the toilet features
- Water facilities for toilet use and cleaning
- Cleaning Materials for the toilet
- Respondent

2 Audio record the interview.

3 Fill in the information sheet and consent form.

4 Take field notes.

Tools

- 1 Camera/Mobile Camera
 - 2 Notepad and pen
 - 3 Consent Form
 - 4 Information Sheet
-

Introduction

Introduce the purpose of your visit in the way that is culturally appropriate. You could say:

"Hi! I am (name) from (organisation). I am not here to give you anything or take anything from you, except some information. We are conducting a study of life in rural Mozambique. We would like to understand your life in general and certain aspects related to cleanliness. Could we speak to you for about an hour?"

Consent

Take consent for recording video/audio and also taking photographs. You could say:

"We would like to record our conversation if that is ok with you. This is because we may not remember everything that you say. We would like to take some photographs as well. We will write a report after this research. We may use these photographs in that report. Is that alright with you? Could you please sign this paper confirming your consent? (Read out the content, if required, before signing).

Information Sheet

Fill in the details of the respondent using the Information Sheet.

User Journey (Shortened)

Guidelines for Moderation

- The steps below outline a possible sequence of activities. However, the reality is usually more chaotic.
- It is ideal to have this conversation near the toilet as it becomes easier to point at things and ask for more information.
- If you observe anything interesting beyond what is mentioned in the guide, please explore that area as well.

Introduction to User Journey:

As this interview is for person owning a basic toilet, we will use the shortened version of the user journey. You could say:

"I want to understand how you built this toilet. Let's start at the very beginning."

Step1: Trigger for toilet construction

| Spontaneous Narration | Probe for Gaps |
|---------------------------------|--|
| When did you build this toilet? | Why did you build this toilet? Did the old toilet collapse? Any other reason? |

Step 3-4: Consider different options & Choose among different options

| Spontaneous Narration | Probe for Gaps |
|---|--|
| Did you also consider other types of toilets? | If yes, what other type of toilet did you consider? Why is that? Why did you choose to build this type of toilet over others? Cost? Difficulty of construction? Availability of materials? Any other? |

Step 5: Buy - Build the chosen option

| Spontaneous Narration | Probe for Gaps |
|------------------------------------|--|
| So, how did you build this toilet? | Who built the toilet? Did different people play different roles? |

| | |
|--|--|
| | Were the materials, to build the toilet, easily available? Did you buy anything? |
| | How was the experience of building the toilet? Was the process smooth or did you run into any difficulties during construction? How did you overcome them? |

Step 6: Experience the built toilet

| Spontaneous Narration | Probe for Gaps |
|--|--|
| So, how was it to use the toilet after it was built? | Who in your family finds it most useful? Why? |
| | Is there someone in your family who doesn't use the toilet? Why is that? Is it alright for everyone in the family to use the same toilet? |
| | Was it able to handle the rains/floods? Was it suited for your soil? |

Site Observation

Now ask them to show you the Toilet. See the distance between the house and toilet and you could ask:

"Why did you build the toilet here and not anywhere else?"

Enquire/observe about other aspects of the infrastructure: walls, roof, ventilation, etc. You could ask:

"Why did you build it like that? Why do you have this (example - kind of roof)? Why do you not have (example - ventilation)?"

Enquire about changes over the years. You could ask:

"Has anything changed in your toilet from the time you built it? If it has – What has changed? Why? Are you happy with your toilet? Anything you would like to change? Why?"

Take photographs

- View of the toilet from the front, back and 2 sides, Front with door closed and open
- Location of the toilet within the home, ideally the home and toilet in a single frame
- Close-up of the toilet features
- Water facilities for toilet use and cleaning
- Cleaning Materials for the toilet
- Respondent

Farewell

Thank and take leave of the respondent. You could say:

"Thank you very much. That really helped me understand your life and your thoughts on toilet. Do you have any questions for us, about toilets or anything else?"

Repeat this for every household that you visit.

Site Observations – Open Defecation Spots

Visit open defecation spots in the community and observe the following:

- Where is it located? How far is it from homes?
- Are there many Open Defecation spots?
- Are there separate spots from men and women?
- Is there enough privacy? Bush? Trees?

Take a landscape photograph of the Open Defecation site.

* * *

Guide 2: KII + Observations - Doers

Segment - Doers (Improved/VIP Toilets, New Technologies)

Key Research Questions

| No. | Key Research Question |
|-----|--|
| 1 | What is the type of toilet we want to promote - that is resilient to the rains/floods and suited to different geological conditions? |
| 2 | What are the gaps in knowledge and skills, in HHs choosing and building Level 2 or Level 3 latrine over Basic or OD? |
| 3 | What can motivate HHs to upgrade to or build Level 2 toilets? |
| 4 | Is there space for open defecation and toilet construction? |
| 5 | Are there materials available for building Level 2 toilets? |
| 6 | What are the perceived norms around toilet use and OD? |
| 7 | Is there taboo around mixing of faeces, which comes in the way of building toilets at home? |
| 8 | What do we wish to change in the gender roles around toilet construction? |
| 9 | What is the social support required for vulnerable people (widows, PLWD, elders, etc.) to build their latrines? |
| 10 | What are the most effective and efficient channels to reach our target person/s? |

Guideline for Documentation

1 With appropriate consent, take following photographs:

- View of the toilet from the front, back and 2 sides, Front with door closed and open
- Location of the toilet within the home, ideally the home and toilet in a single frame
- Close-up of the toilet features
- Water facilities for toilet use and cleaning
- Cleaning Materials for the toilet
- Home in a single frame

- Aspects of home – Assets, Livestock
- Respondent

2 With appropriate consent, audio record the entire interview. Fill in the consent form.

3 Capture field notes

4 Fill in the Information Sheet.

Tools

1 Camera/Mobile Camera

2 Notepad and pen

3 Consent Form

4 Information Sheet

Introduction

Introduce the purpose of your visit in the way that is culturally appropriate. You could say:

"Hi! I am (name) from (organisation). I am not here to give you anything or take anything from you, except some information. We are conducting a study of life in rural Mozambique. We would like to understand your life in general and also certain aspects related to cleanliness. Could we speak to you for about an hour?"

Consent

Take consent for recording video/audio and also taking photographs. You could say:

"We would like to record our conversation, if that is ok with you.. This is because we may not remember everything that you say. We would like to take some photographs as well. We will write a report after this research. We may use these photographs in that report. Is that alright with you? Could you please sign this paper confirming your consent? (Read out the content, if required, before signing).

Information Sheet

Fill in the details of the respondent using the Information Sheet.

Life Context - Changes

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

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

"Over the last 10 years what has changed in your life? What has changed in your home? Why is that?" (You may need to prompt: New assets? Livelihood? Children?)

And then, ask about expected changes in the next 10 years. You could ask:

"What do you think will change in your life over the next 10 years? What do you think will change in your home? (You may need to prompt: New assets? Livelihood? Children?) Why is that?"

Three Wishes

The aim of this section is to understand their motives in life. You could ask:

"If God (Or whatever is culturally appropriate) were to appear before you and say – *You have been a good person. I want to grant you three wishes. You can wish for anything at all!* – What would be your three wishes?"

And then take the three wishes one by one and ask the reasons. You could ask:

"You said that you wish for (Wish 1) Why do you wish for that?"

Ask "why" a few more times for more understanding.

Repeat for Wish #2 and Wish #3

User Journey

Guidelines for Moderation

- The six-steps below outline a possible sequence of activities. However, the reality is usually more chaotic. Therefore, try to get the respondent to express spontaneously, as much as possible – with gentle nudges e.g. 'And then what did you do'.
- Probing for gaps (second column below) and reimagining the journey (third column below) can be done even after the narration of the story is completed.
- It is ideal to have this conversation near the toilet as it becomes easier to point at things and ask for more information.
- If you observe anything interesting beyond what is mentioned in the guide, please explore that area as well.

Introduction to User Journey:

The user journey is to be narrated as a story. Ask the respondent to narrate the story of how the toilet was built at his/her home. You could say:

"I want to understand how your toilet was built. Right from the time you first thought about it to the time you finished building it, and then started using it. Please tell it to me like you are telling me a story. And do not miss out anything. I am interested in even the smallest detail."

Step1: Trigger for toilet construction

| Spontaneous Narration | Probe for Gaps | Reimagine the journey |
|---|---|---|
| When did you first think of constructing a toilet? How did that come about? | Who started the conversation in your family? Why did you feel this need at this time, and not before? Did you face any problems - Inconvenience? Fear? Shame? | What would have helped you at this stage? |

| | | |
|-------------------------|--|--|
| | Was there any message from NGO or the Government or a company or a Mason, that influenced this? | Would it have helped if there was access to loans? |
| And then what happened? | Did you act immediately, or did you postpone it? Were there any challenges to acting on it immediately? Financial? | |

Step 2: Search for information

| Spontaneous Narration | Probe for Gaps | Reimagine the journey |
|--|--|--|
| So, you thought about building the toilet, what did you do after that? | What kind of information were you looking for? Toilet design? Cost? Materials? Scheme? Anything else? | What would have helped you at this stage? |
| | Who searched for information within your family? Why is that? | Would it have helped if all this information was available in one place? |
| And then what happened? | Where did you/they search for information? Neighbours? Masons? | |
| | What information did you/they receive from these sources? | |
| | How satisfied are you/they with the information you got from these sources? Did you/they get all the information that you needed? Was it easy to access? Did you/they trust the source? Was it easy to understand? | |

Step 3: Consider different options

| Spontaneous Narration | Probe for Gaps | Reimagine the journey |
|--|---|---|
| So, you found some information about toilets. What did you do after that? | What were the different options that you were aware of? | What would have helped you at this stage? |
| | What were the options that you considered? Why is that? | Would it have helped if information about different toilet designs was available? |
| | Who were involved in this process? What role did they play? | |

Step 4: Choose among different options

| Spontaneous Narration | Probe for Gaps | Reimagine the journey |
|--|--|--|
| So, you considered different options. What did you do after that? | What option did you select? Why is that? (cost? Convenience?) <i>Why is that important?</i> <i>Why is that important?</i> (Laddering) | What would have helped you at this stage? |
| | Who were involved in this process? What role did they play? | Would it have helped if there was guidance on how to choose among options? |

Step 5: Buy - Build the chosen option

| Spontaneous Narration | Probe for Gaps | Reimagine the journey |
|---|--|---|
| So, you selected an option. What did you do after that? | What did you need to organize: Money? Materials? Mason? Materials: What are the materials that you needed? Did | What would have helped you at this stage? |

| | | |
|---|---|--|
| | <p>you purchase them or collect them?</p> <p>If purchased: Who purchased it? Where did you/they purchase from? How much did it cost?</p> <p>If Collected: Where did you collect from? How much time does it take? How many trips are made in a day? Who collects the material? Is there sufficient material around the year?</p> <p>Labour: Mason? Self? Cost of the labour? How was the payment? In cash? Products? Others...?</p> <p>Financial: Loans? Savings?</p> | <p>Would you have liked if the materials were delivered to your village?</p> |
| | <p>How long did it take to organise?</p> | |
| | <p>Who were involved in this process? What role did they play?</p> | |
| So, you got the materials and finances organized. What did you do after that? | <p>What was the process of construction? What did you do first? And next?</p> | <p>What would have helped you at this stage?</p> |
| | <p>Who was involved in the toilet construction from the family? What role did they play?</p> | <p>Would it have helped if trained masons were available?</p> |
| | <p>How long did it take? Was it done at one go? Or was it done in instalments?</p> | |
| | <p>How was the experience of building the toilet? Was the process smooth or did you run into any difficulties during construction? How did you overcome them?</p> | |

Step 6: Experience the built toilet

| Spontaneous Narration | Probe for Gaps | Reimagine the journey |
|--|--|--|
| So, you finished building the toilet? How was it to use it for the first time? | How does it compare with using your previous toilet or defecating in the open? Who in your family finds it most useful? Why? | What would have helped you at this stage? |
| | Is there someone in your family who doesn't use the toilet? Why is that? Is it alright for everyone in the family to use the same toilet? | Would it have helped the elderly if there was a toilet chair (show picture)? |
| | When your neighbours saw you building the toilet, what did they say? | |
| | Is it able to handle the rains/floods? Was it suited for your soil type? | |

Site Observation

Now ask them ask them to show you the Toilet. See the distance between the house and toilet and ask:

"Why did you build the toilet here and not anywhere else?"

Enquire/Observe about other aspects of the infrastructure: walls, roof, ventilation, etc. You could ask:

"Why did you build it like that? Why do you have this (example - kind of roof)? Why do you not have (example - ventilation)?"

Enquire about changes over the years. You could ask:

"When was this Toilet built? Has anything changed in your toilet from the time you built it? If it has – What has changed? Why? Are you happy with your toilet? Anything you would like to change? Why?"

Take photographs

- View of the toilet from the front, back and 2 sides, Front with door closed and open
 - Location of the toilet within the home, ideally the home and toilet in a single frame
 - Close-up of the toilet features
 - Water facilities for toilet use and cleaning
 - Cleaning Materials for the toilet
 - Home in a single frame
 - Aspects of home – Assets, Livestock
 - Family Members
-

Farewell:

Thank and take leave of the respondent. You could say:

"Thank you very much. That really helped me understand your life and your thoughts on toilet. Do you have any questions for us, about toilets or anything else?"

* * *

Guide 3: KII + Observations – Non-Doers

Segment – Non-Doers (Basic Toilet)

Key Research Questions

| No. | Key Research Question |
|-----|--|
| 1 | What is the type of toilet we want to promote - that is resilient to the rains/floods and suited to different geological conditions? |
| 2 | What are the gaps in knowledge and skills, in HHs choosing and building Level 2 or Level 3 latrine over Basic or OD? |
| 3 | What can motivate HHs to upgrade to or build Level 2 toilets? |
| 4 | Is there space for open defecation and toilet construction? |
| 5 | Are there materials available for building Level 2 toilets? |
| 9 | What is the social support required for vulnerable people (widows, PLWD, elders, etc.) to build their latrines? |

Guideline for Documentation

- 1 With appropriate consent, take following photographs:
 - View of the toilet from the front, back and 2 sides, Front with door closed and open
 - Location of the toilet within the home, ideally the home and toilet in a single frame
 - Close-up of the toilet features
 - Water facilities for toilet use and cleaning
 - Cleaning Materials for the toilet
 - Home in a single frame
 - Aspects of home – Assets, Livestock
 - Respondent
- 2 With appropriate consent, audio record the entire interview. Get signature on the consent form.
- 3 Capture field notes
- 4 Fill in the information sheet.

Tools

- 1 Camera/Mobile Camera
 - 2 Notepad and pen
 - 3 Consent Form
 - 4 Information Sheet
 - 5 Product Concepts - Toilet Catalogue
 - 6 Product Concepts – Ready-made bricks
-

Introduction

Introduce the purpose of your visit in the way that is culturally appropriate. You could say:

"Hi! I am (name) from (organisation). I am not here to give you anything or take anything from you, except some information. We are conducting a study of life in rural Mozambique. We would like to understand your life in general and also certain aspects related to cleanliness. Could we speak to you for about an hour?"

Consent

Take consent for recording video/audio and also taking photographs. You could say:

"We would like to record our conversation, if that is ok with you.. This is because we may not remember everything that you say. We would like to take some photographs as well. We will write a report after this research. We may use these photographs in that report. Is that alright with you? Could you please sign this paper confirming your consent? (Read out the content, if required, before signing).

Information Sheet

Fill in the details of the respondent using the Information Sheet.

Life Context - Changes

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

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

"Over the last 10 years, what has changed in your life? What has changed in your home? Why is that?" (You may need to prompt: New assets? Livelihood? Children?)

And then, ask about expected changes in the next 10 years. You could ask:

"What do you think will change in your life over the next 10 years? What do you think will change in your home? (You may need to prompt: New assets? Livelihood? Children?) Why is that?"

Three Wishes

The aim of this section is to understand their motives in life. You could ask:

"If God (Whatever else culturally appropriate) were to appear before you and say – *You have been a good person. I want to grant you three wishes. You can wish for anything at all!* – What would be your three wishes?"

And then take the three wishes one by one and ask the reasons. You could ask:

"You said that you wish for (Wish 1) Why do you wish for that?"

Ask "why" a few more times for more understanding.

Repeat for Wish #2 and Wish #3

User Journey (Shortened)

Guidelines for Moderation

- The steps below outline a possible sequence of activities. However, the reality is usually more chaotic.
- It is ideal to have this conversation near the toilet as it becomes easier to point at things and ask for more information.
- If you observe anything interesting beyond what is mentioned in the guide, please explore that area as well.

Introduction to User Journey:

As this interview is for person owning a basic toilet, we will use the shortened version of the user journey. You could say:

"I want to understand how you built this toilet. Let's start at the very beginning."

Step1: Trigger for toilet construction

| Spontaneous Narration | Probe for Gaps |
|---------------------------------|---|
| When did you build this toilet? | Why did you build this toilet? Did the old toilet collapse? Any other reason? |

Step 3-4: Consider different options & Choose among different options

| Spontaneous Narration | Probe for Gaps |
|---|---|
| Did you also consider other types of toilets? | If yes, what other type of toilet did you consider? Why is that? Why did you choose to build this type of toilet over others? Cost? Difficulty of construction? Availability of materials? Any other? |

Step 5: Buy - Build the chosen option

| Spontaneous Narration | Probe for Gaps |
|------------------------------------|--|
| So, how did you build this toilet? | Who built the toilet? Did different people play different roles? |
| | Were the materials, to build the toilet, easily available? Did you buy anything? |
| | How was the experience of building the toilet? Was the process smooth or did you run into any difficulties during construction? How did you overcome them? |

Step 6: Experience the built toilet

| Spontaneous Narration | Probe for Gaps |
|--|--|
| So, how was it to use the toilet after it was built? | Who in your family finds it most useful? Why? |
| | Is there someone in your family who doesn't use the toilet? Why is that? Is it alright for everyone in the family to use the same toilet? |
| | Was it able to handle the rains/floods? Was it suited for your soil? |

Site Observation

Now ask them to show you the Toilet. See the distance between the house and toilet and ask:

“Why did you build the toilet here and not anywhere else?”

Enquire/observe about other aspects of the infrastructure: walls, roof, ventilation, etc. You could ask:

"Why did you build it like that? Why do you have this (example - kind of roof)? Why do you not have (example - ventilation)?"

Enquire about changes over the years. You could ask:

"Has anything changed in your toilet from the time you built it? If it has – What has changed? Why? Are you happy with your toilet? Anything you would like to change? Why?"

Take photographs

- View of the toilet from the front, back and 2 sides, Front with door closed and open
 - Location of the toilet within the home, ideally the home and toilet in a single frame
 - Close-up of the toilet features
 - Water facilities for toilet use and cleaning
 - Cleaning Materials for the toilet
 - Home in a single frame
 - Aspects of home – Assets, Livestock
 - Family Members
-

Product Concepts – Toilets

In this section, we try to understand their knowledge of different toilet options, their perceptions of cost, and their motivations for choosing different options.

Expose them to toilet options and gather responses on – Knowledge, Likeability, Benefits and Cost/Effort. Start with Toilet option 1.

| | |
|-------------|---|
| Knowledge | Have you seen this toilet? Where have you seen it? |
| Likeability | What do you think about this toilet? Anything you like? Anything you dislike? |
| Benefits | Why do you think this family built this toilet? |

| | |
|-------------|--|
| | How will the experience of using toilet be, compared to your toilet? |
| Cost/Effort | What will take to build a toilet like this? Cost? Time? |

Then expose the second toilet option and ask the same questions as above. After having exposed different options, you could place all the options together, and ask:

"Of these different options, which one do you prefer? Why is that?"

Note: Please change the sequence of exposure to options in different interviews.

You could explore their willingness to construct and also challenges that they foresee. You could ask:

"Would you like to construct a toilet like this at your home? Would there be any difficulties in constructing a toilet like this?" If yes, "What might the challenges be?".

User Imagery

Guideline for moderation

The respondents need to be in a state of imagination to be able to answer this. Some respondents may struggle with it more than others. If they are struggling, you can prompt as well.

Introduction (Script)

Briefly explain what you are about to do. You could say:

"Now, I have an interesting question. I would like you to imagine something. Would you like to do that?"

Imagination

"There are two people. The first person has a toilet like this (Show pic of traditional improved toilet) and the second person has no toilet at home,

and therefore goes out for defecation (you could draw stick figure). Now, can you describe to me the first person who has a toilet like this (Show pic of traditional improved toilet)?”

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

- What could be the name of this person?
- What might be the age? Gender?
- What kind of work might they do?
- What could be their education?
- What kind of dress would they wear?
- What could be their characteristic, attitude?
- What kind of home would they live in?
- What assets might they have in their home?

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

“Similarly, can you describe Person 2?”

Here again, you may need to prompt them to elicit a response. If the person is struggling, you could prompt in a more direct way.

- Who will be more educated between the two?
- Who will have more money?
- And so on, till you complete the list of parameters.

Reasons

You can move on to probing the reasons e.g. “You said that Person 2 is more educated. Why did you say that?”

You can pick a few aspects of the user imagery that you are most curious about.

Product/Service Concepts – Solutions to support toilet construction

Expose them to Concept 1 – Ready-made bricks and get their responses on perceived benefits, cost and willingness to use.

| | |
|-------------|--|
| Spontaneous | Have you seen this before? What might this be used for? |
| Benefits | Explain the product/service and get responses. What might be the benefits of using this? |
| Cost | What do you think will be the cost of these bricks? |
| Willingness | If these ready-made bricks were available, would you like to use them for constructing your toilet? If yes or no, why is that? |

Repeat for all the other concepts.

Farewell

Thank and take leave of the respondent. You could say:

"Thank you very much. That really helped me understand your life and your thoughts on toilet. Do you have any questions for us, about toilets or anything else?"

* * *

Guide 4: KII + Observations – Non-Doers

Segment – Non-Doers (No Toilet)

Key Research Questions

| No. | Key Research Question |
|-----|--|
| 1 | What is the type of toilet we want to promote - that is resilient to the rains/floods and suited to different geological conditions? |
| 2 | What are the gaps in knowledge and skills, in HHs choosing and building Level 2 or Level 3 latrine over Basic or OD? |
| 3 | What can motivate HHs to upgrade to or build Level 2 toilets? |
| 4 | Is there space for open defecation and toilet construction? |
| 5 | Are there materials available for building Level 2 toilets? |
| 9 | What is the social support required for vulnerable people (widows, PLWD, elders, etc.) to build their latrines? |

Guideline for Documentation

1 With appropriate consent, take following photographs:

- View of the toilet from the front, back and 2 sides, Front with door closed and open
- Location of the toilet within the home, ideally the home and toilet in a single frame
- Close-up of the toilet features
- Water facilities for toilet use and cleaning
- Cleaning Materials for the toilet
- Home in a single frame
- Aspects of home – Assets, Livestock
- Respondent

2 With appropriate consent, audio record the entire interview. Get signature on the consent form.

3 Capture field notes

4 Fill in the information sheet.

Tools

- 1 Camera/Mobile Camera
 - 2 Notepad and pen
 - 3 Consent Form
 - 4 Information Sheet
 - 5 Product Concepts - Toilet
 - 6 Product/Service Concepts – Ready-made bricks
-

Introduction

Introduce the purpose of your visit in the way that is culturally appropriate. You could say:

"Hi! I am (name) from (organisation). I am not here to give you anything or take anything from you, except some information. We are conducting a study of life in rural Mozambique. We would like to understand your life in general and also certain aspects related to cleanliness. Could we speak to you for about an hour?"

Consent

Take consent for recording video/audio and also taking photographs. You could say:

"We would like to record our conversation, if that is ok with you.. This is because we may not remember everything that you say. We would like to take some photographs as well. We will write a report after this research. We may use these photographs in that report. Is that alright with you? Could you please sign this paper confirming your consent? (Read out the content, if required, before signing).

Information Sheet

Fill in the details of the respondent using the Information Sheet.

Life Context - Changes

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

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

"Over the last 10 years what has changed in your life? What has changed in your home? Why is that?" (You may need to prompt: New assets? Livelihood? Children?)

And then, ask about expected changes in the next 10 years. You could ask:

"What do you think will change in your life over the next 10 years? What do you think will change in your home? (You may need to prompt: New assets? Livelihood? Children?) Why is that?"

Three Wishes

The aim of this section is to understand their motives in life. You could ask:

"If the God (Or whatever is culturally appropriate) were to appear before you and says – *You have been a good person. I want to grant you three wishes. You can wish for anything at all!*– What would be your three wishes?"

And then take the three wishes one by one and ask the reasons. You could ask:

"You said that you wish for (Wish 1) Why do you wish for that?"

Ask "why" a few more times for more understanding.

Repeat for Wish #2 and Wish #3

Experience – Open Defecation

The aim of this section is to understand their experience of open defecation.

| | |
|------------|---|
| Time | When will you usually go out for defecation? Morning, afternoon or night? Do you go alone or with others? |
| Location | Where do you go? How far is the place? How much time does it take to reach there? What happens during emergencies, say you have an upset stomach? What happens during the night? How do the elderly, the pregnant women manage? What about children? |
| Privacy | Is it a common place where many people defecate or is a private? Is it an open or closed place (in the bush)? Do you use something to cover yourself or to hide you there? Are there separate places for men and women? |
| Fear | Is it a safe place for women and children? |
| Cleaning | After defecating, how do you clean up and wash your hands? |
| Experience | How is the experience of going out for defecation? Is there anything you like? Is there anything you not like? <i>Why is that...? (Laddering)</i> Have you used a toilet? If yes, how does defecating in the open compare with that? |

Product Concepts – Toilets

In this section, we try to understand their knowledge of different toilet options, their perceptions of cost, and also their motivations for choosing different options.

Expose them to toilet options and gather responses on – Knowledge, Likeability, Benefits and Cost/Effort. Start with Toilet option 1.

| | |
|-------------|--|
| Knowledge | Have you seen this toilet? Where have you seen it? |
| Likeability | What do you think about this toilet? Anything you like? Anything you dislike? |
| Benefits | Why do you think this family built this toilet? How will be the experience of using toilet compared to your toilet? |
| Cost/Effort | What will take to build a toilet like this? Cost? Time? |

Then expose the second toilet option and ask the same questions as above. After having exposed different options, you could place all the options together, and ask:

“Of these different options, which one do you prefer? Why is that?”

Note: Please change the sequence of exposure to options in different interviews.

You could explore their willingness to construct and also challenges that they foresee. You could ask:

“Would you like to construct a toilet like this at your home? Would there be any difficulties in constructing a toilet like this?” If yes, “What might the challenges be?”.

User Imagery

Guideline for moderation

The respondents need to be in a state of imagination to be able to answer this. Some respondents may struggle with it more than others. If they are struggling, you can prompt as well.

Introduction (Script)

Briefly explain what you are about to do. You could say:

"Now, I have an interesting question. I would like you to imagine something. Would you like to do that?"

Imagination

"There are two people. The first person has a toilet like this (Show pic of traditional improved toilet) and the second person a toilet like this (show pic of basic toilet). Now, can you describe to me the first person who has a toilet like this (Show pic of traditional improved toilet)?"

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

- What could be the name of this person?
- What might be the age? Gender?
- What kind of work might they do?
- What could be their education?
- What kind of dress would they wear?
- What could be their characteristic, attitude?
- What kind of home would they live in?
- What assets might they have in their home?

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

"Similarly, can you describe Person 2?"

Here again, you may need to prompt them to elicit a response. If the person is struggling, you could prompt in a more direct way.

- Who will be more educated between the two?
- Who will have more money?
- And so on, till you complete the list of parameters.

Reasons

You can move on to probing the reasons e.g. "You said that Person 2 is more educated. Why did you say that?"

You can pick a few aspects of the user imagery that you are most curious about.

Product/Service Concepts – Solutions to support toilet construction

Expose them to Concept 1 – Ready-made bricks and get their responses on perceived benefits, cost and willingness to use.

| | |
|-------------|--|
| Spontaneous | Have you seen this before? What might this be used for? |
| Benefits | Explain the product/service and get responses. What might be the benefits of using this? |
| Cost | What do you think will be the cost of these bricks? |
| Willingness | If these ready-made bricks were available, would you like to use them for constructing your toilet? If yes or no, why is that? |

Repeat for all the other concepts.

Take photographs

- OD site, if it is near
- Home in a single frame
- Aspects of home – Assets, Livestock
- Family Members

Farewell:

Thank and take leave of the respondent. You could say:

"Thank you very much. That really helped me understand your life and your thoughts on toilet. Do you have any questions for us, about toilets or anything else?"

* * *

Guide 5: KII + Observations - PLWD

Segment – PLWD (Person Living With Disability)

Key Research Questions

| No. | Key Research Question |
|-----|--|
| 12 | Do we want to promote any specific storage and disposal tool PLWD? |
| 5 | What are the most effective and efficient channels to reach PLWD? |

Guideline for Recruitment

- 1 You might need the support of local DPOs (Disability People's Organisations) or community leaders or health workers to identify PLWD.
- 2 There are diverse kinds of disabilities - impairments related to seeing, hearing, moving, understanding etc. We need a mix of different kinds as respondents.
- 3 Normally, people find it difficult to understand disability, they only think of people using the wheel chairs to get around. Those who are providing support for recruitment need to understand about different kinds of disabilities.
- 4 Use respectful and locally appropriate language when you are referring to PLWD. The suggestion would be to use a 'People First' language i.e. 'People with difficulties in hearing' and not 'deaf'.

(For more guidelines on recruitment, please refer to CBM Australia - Identifying and consulting people with disabilities)

Guideline for Consent

- 1 In the consent form, use plain language in large font size (18) and also parallel visual references for the text.

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

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

Guideline for Moderation

1 Relate to the respondent as not just someone with a disability, but someone whole, as anyone else, with their fears, hopes, dreams and anxieties.

2 Respect the respondent's freedom to determine how they want to express and participate in the research.

3 Communicate in ways that are the easiest for them to understand – visual references for those with difficulties in hearing, verbal explanation of a visual for those with difficulties in seeing and so on.

4 Presence of the caregiver may come in the way of the respondent speaking freely. If possible, try to speak to the respondent and caregiver separately.

5 Please ensure that the respondent's life is not negatively affected in anyway by participating in the research. For instance, if the caregiver hears a negative opinion, it may affect the support the respondent may receive in the future.

6 If possible, include a PLWD as a researcher for this purpose. It will help in greater empathy from the researcher and more openness from the respondent.

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

Guideline for Documentation

1 With appropriate consent, take following photographs:

- View of the storage bin, its location in the house
- Any assisting devices used by the respondent
- Respondent and Caregiver

- 2 With appropriate consent, take a video of the respondent performing a demonstration of throwing waste into the bin.
- 3 With appropriate consent, audio record the interview. Get signature on the consent form.
- 4 Capture field notes
- 5 Fill in the information sheet.

Tools

- 1 Camera/Mobile Camera
 - 2 Notepad and pen
 - 3 Consent Form
 - 4 Information Sheet
 - 5 Touch Point/Channel Cards
-

Introduction

Introduce the purpose of your visit in the way that is culturally appropriate. You could say:

"Hi! I am (name) from (organisation). I am not here to give you anything or take anything from you, except some information. We are conducting a study of life in rural Mozambique. We would like to understand your life in general and also certain aspects related to cleanliness. Could we speak to you for about an hour?"

Consent

Take consent having ensured that the respondent and/or the caregiver have clearly understood what they are consenting to.

Information Sheet

Fill in the details of the respondent using the Information Sheet.

Daily Routine

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

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

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

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

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

Similarly:

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

Three Wishes

The aim of this section is to understand their motives in life. You could ask:

"If God were to appear before you and say – *You have been a good person. I want to grant you three wishes. You can wish for anything at all!* – What would be your three wishes?"

And then take the three wishes one by one and ask the reasons. You could ask:

"You said that you wish for (Wish 1) Why do you wish for that?"

Ask "why" a few more times for more understanding.

Repeat for Wish #2 and Wish #3

Behaviour Demonstration

The aim of this section is to understand their experience of the challenges using their current storage bin.

Step 1: Preparation

Ask the respondent to demonstrate how they would usually use the bin. Emphasise that you are interested in their 'actual' behaviour, and not the 'ideal' behaviour. Request them to do it like how they would normally do it every day. You could say:

"I would like to know how you find the experience of throwing waste into the bin. Would you be willing to show me how you normally do it every day? It is just a demo of course, so you can just act like how you do it? Are you open to doing that?"

Please check and ensure that the respondent is comfortable performing the demonstration. If the respondent is comfortable, you could say further:

"Please remember and show me each step. It will help me understand your experience better. Would it be alright if I record this on my camera?"

Please check and ensure that the respondent is feeling comfortable to be filmed or photographed.

In case the respondent is uncomfortable doing the demonstration. You could say:

"Please describe to me step by step, what you throw waste into the waste bin/bucket/gunny bag, how do you do it?"

Step 2: Record

Observe and note down exactly how they do this, step by step.

- What is the exact sequence of steps?
- What are the tools used?
- Where is the behaviour performed? Where are the tools kept?
- Who performs the behaviour? Who supports it?
- How long does the process take?
- What appears easy and what is difficult?

Video record the demonstration with consent.

Step 3: Interaction

After the demonstration, the respondent can be asked about the challenges. You could say:

“What do you find most challenging in throwing the waste into the bin/bucket/gunny bag? What is challenging about? Anything else?”

Based on your observation, you can also prompt challenges in case they missed out anything. You could say for example:

“I noticed that you had trouble getting up. Is that so?”

With appropriate consent, take following photographs:

- View of the storage bin, its location in the house
- Any assisting devices used by the respondent
- Respondent and Caregiver

Product Idealisation/Product Concepts

The aim of this sections is to understand the possible solutions to the challenges in using the toilet.

Step 1: Dream Toilet/Ideal Toilet

Put them in a space of wonder and imagination. You could say:

"Now, can you imagine your dream/ideal toilet. It can be anything you want. There are no limits. How would the toilet look? What features would it have? What else?"

You can explore the reasons for the features. You could say:

"You said that the toilet would have (feature). Why did you say that? What is the benefit?"

Step 2: Imagined Solutions

If solutions to certain challenges identified during the behaviour demonstration doesn't come up in the dream toilet exercise, you can prompt them. You could say:

"Earlier, you had mentioned you find (e.g. getting up) challenging. What can help make it easier?"

And then you can move onto other challenges.

Step 3: Product Concepts

Expose them to relevant concepts and gather responses on – Knowledge, Likeability, Benefits and Cost/Effort. Start with Solution 1.

| | |
|-------------|---|
| Knowledge | Have you seen this before? Where have you seen it? |
| Likeability | What do you think about this aspect? Anything you like? Anything you dislike? |
| Benefits | Why do you think this family built it this way? How will the experience of using toilet be, compared to your toilet? |
| Cost/Effort | What will take to build a toilet that has this aspect? Cost? Time? Any other? |

Then expose the second concept and ask the same questions as above. After having exposed different options, you could place all the options together, and ask:

“Of these different options, which one do you prefer? Why is that?”

Note: Please change the sequence of exposure to options in different interviews.

You could explore their willingness to construct and also the challenges that they foresee. You could ask:

“Would you like to construct a toilet like this at your home? Would there be any difficulties in constructing a toilet like this?” If yes, “What might the challenges be?”.

Touch Point / Channel Mapping

The aim of this section is to understand the effective channels to reach PLWD. First, try to understand the channels that they are exposed to, by showing different cards. You could say:

“Now, I would like to understand the most effective way for anyone to reach you, if they want to communicate with you. This is Radio. This is TV. This is Mobile phone. This is Group meeting in the village. (And so on.) Now, could you select from this the ones that you receive information from? Is there anything that is missed out here?”

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

Once the selection is made, then you can explore further on the specific channel. Explore not more than 3-4 channels that seem promising.

| Channel | Questions |
|--------------------------|--|
| Radio | <p>Do you listen to Radio? What channels and programs do you listen to?</p> <p>How do you listen to it? On Radio? On Mobile phone?</p> <p>When do you listen to it? In a day, how much time do you spend listening to Radio?</p> <p>Have you ever bought or changed anything you do after listening to a message on Radio? If yes, what was that?</p> <p>Have you ever called a Radio channel?</p> |
| Television | <p>Do you watch/listen to Television? What channels and programs do you watch/listen to?</p> <p>When do you watch/listen to it? In a day, how much time do you spend watching/listening to Television?</p> <p>Have you ever bought or changed anything you do after listening to a message on Television? If yes, what was that?</p> <p>Have you ever called a Television channel?</p> |
| Basic Mobile Phone | <p>Do you have a phone for yourself, or do you share?</p> <p>Do you read SMS that you receive from friends?</p> <p>Do you receive SMS from others you do not know? Do you read them?</p> <p>Have you received any voice SMS from others you do not know? Do you listen to them?</p> <p>Do you forward SMS to others? What kind of SMS do you forward?</p> <p>Have you ever bought or changed anything you do after listening to a message on the phone? If yes, what was that?</p> |

| | |
|--------------------|--|
| Smart Mobile Phone | <p>Do you have a phone for yourself, or do you share?</p> <p>What social media like Facebook, Tik Tok, YouTube, Instagram, WhatsApp etc. do you use frequently? (Then take the top 2 or 3 and explore further. A sample below for Facebook)</p> <p>How many times in a day you go to Facebook?</p> <p>How much time do you spend on it?</p> <p>What do you see and do in facebook?</p> <p>What pages have you liked? Why is that?</p> <p>Have you ever watched a facebook live?</p> <p>Have you ever participated in a viral challenge on facebook?</p> <p>Have you ever bought or changed anything you do after watching/listening to a message on the facebook? If yes, what was that?</p> |
| Group Meetings | <p>A person may be part of more than one group. Pick the ones that are most active and check the following information. Here is an example for a savings group:</p> <p>What is the purpose of this group?</p> <p>How many groups are there in the village? How many members are there per group?</p> <p>Who can become its members? Who can't?</p> <p>When and where does the meeting happen? Who organises/conducts it?</p> <p>How many people are present in these meetings normally?</p> <p>How long is the meeting usually for? What happens in the meeting? Can you describe a typical meeting?</p> <p>How often do you attend this group meeting</p> |

| | |
|---------------------|---|
| | <p>(always/sometimes...)? How easy or difficult for you to attend this meeting?</p> <p>Have you ever heard any message other than (Say savings) in these meetings?</p> <p>Have you ever bought or changed anything you do after listening to a message in the group? If yes, what was that?</p> |
| Institutional visit | <p>There may be different institutions in the village. Pick the ones that are most frequented. Say, a health clinic.</p> <p>When do you visit the health clinic? Is it regular or based on a need?</p> <p>Who do you go to the clinic with?</p> <p>Who do you interact with at the clinic?</p> <p>How long do you have to wait?</p> <p>Do you remember seeing any posters at the clinic? Can you describe the poster?</p> <p>Have you ever bought or changed anything you do after listening to/seeing a message at the health clinic? If yes, what was that?</p> |
| Market visit | <p>One may go to different markets (at the village, at the town etc.) for different things. Pick the one they frequent.</p> <p>Who visits the shop at the village?</p> <p>How often do you go? What is usually bought from this shop?</p> <p>Do you remember seeing any posters at the shop? Can you describe the poster?</p> <p>Have you ever bought or changed anything you do after listening to a message at the shop? If yes, what was that?</p> |

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

Farewell:

Thank and take leave of the respondent. You could say:

"Thank you very much. That really helped me understand your life and your thoughts on toilet. Do you have any questions for us, about toilets or anything else?"

* * *

Guide 6: KII + Observations - Caregivers

Segment – Caregivers of PLWD (Person Living With Disability)

Key Research Questions

| No. | Key Research Question |
|-----|---|
| 1 | What is the type of latrine we want to promote - that is friendly for children, elderly, pregnant women and people living with disabilities? |
| 2 | What are the gaps in knowledge and skills, in HHs choosing and building latrines that are friendly for children, elderly, pregnant women and people living with disabilities? |
| 3 | What can motivate HHs to build toilets that are friendly for children, elderly, pregnant women and people living with disabilities? |
| 4 | What is the social support required for vulnerable people (widows, PLWD, elders, etc.) to build their latrines? |
| 5 | What are the most effective and efficient channels to reach PLWD? |

Guideline for Moderation

- 1 Presence of the caregiver may come in the way of the respondent speaking freely. If possible, try to speak to the respondent and caregiver separately.
- 2 Please ensure that the respondent's (PLWD) life is not negatively affected in anyway by participating in the research. For instance, if the caregiver hears a negative opinion, it may affect the support the respondent may receive in the future.
- 3 Use respectful and locally appropriate language when you are referring to PLWD. The suggestion would be to use a 'People First' language i.e. 'People with difficulties in hearing' and not 'deaf'.

Guideline for Documentation

1 With appropriate consent, take following photographs:

- Home in a single frame
- Aspects of home – Assets, Livestock
- Caregiver

2 With appropriate consent, take a video of the respondent performing a demonstration of using the toilet.

3 With appropriate consent, audio record the interview. Get signature on the consent form.

4 Capture field notes

5 Fill in the information sheet.

Tools

1 Camera/Mobile Camera

2 Notepad and pen

3 Consent Form

4 Information Sheet

5 Product Concepts - Toilet Catalogue

6 Product Concepts – PLWD Specific Features

7 Touch Point/Channel Cards

8 Clock Print

Introduction

Introduce the purpose of your visit in the way that is culturally appropriate. You could say:

"Hi! I am (name) from (organisation). I am not here to give you anything or take anything from you, except some information. We are conducting a study of life in rural Mozambique. We would like to understand your life in general and also certain aspects related to cleanliness. Could we speak to you for about an hour?"

Consent

Take consent having ensured that the caregiver has clearly understood what they are consenting to.

Information Sheet

Fill in the details of the respondent using the Information Sheet.

Daily Routine - Support

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

You could begin by asking the respondent to describe their daily routine, specific to how they care for the PLWD. You could say:

“In the course of your normal day, from the time you wake up to the time you go to sleep, can you describe me the activities that you do to support (Name of PLWD). Let’s start with the morning.”

If it helps, use the clock to point out different times of the day. After the list is completed, you can try to understand a bit more about what they find easy or difficult. You could say:

“Out of these different activities that you do in the day to support (Name of PLWD), what do you find the most difficult? Any other? What do you find easy? Any other?”

Three Wishes

The aim of this section is to understand their motives in life, specific to PLWD. You could ask:

“If God were to appear before you and say – *You have been a good person. I want to grant you three wishes to improve the life of (Name of*

PLWD). You can wish for anything at all! – What would be your three wishes?"

And then take the three wishes one by one and ask the reasons. You could ask:

"You said that you wish for (Wish 1) Why do you wish for that?"

Ask "why" a few more times for more understanding.

Repeat for Wish #2 and Wish #3

Challenges – Toilet Usage

The aim of this section is to understand their perspective on the challenges faced by the PLWD in using the toilet. You could say:

"When (Name of PLWD) uses the toilet – how does it happen? Can you describe to me step by step? Please don't leave out any step."

Once they have described the process, you can explore more on the challenges. You could say:

"Is there anything difficult for you or the (Name of PLWD) in using toilets? What is it? Any other?"

Product Idealisation/Product Concepts

The aim of this sections is to understand the possible solutions to the challenges that the PLWD faces in using the toilet.

Step 1: Dream Toilet/Ideal Toilet

Put them in a space of wonder and imagination. You could say:

"Now, can you imagine your dream/ideal toilet. It can be anything you want. There are no limits. How would the toilet look? What features would it have? What else?"

You can explore the reasons for the features. You could say:

"You said that the toilet would have (feature). Why did you say that? What is the benefit?"

Step 2: Imagined Solutions

If solutions to certain challenges identified earlier doesn't come up in the dream toilet exercise, you can prompt them. You could say:

"Earlier, you had mentioned that (e.g. getting up) is challenging for the (Name of PLWD). What can help make it easier?"

And then you can move onto other challenges.

Step 3: Product Concepts

Expose them to relevant concepts and gather responses on – Knowledge, Likeability, Benefits and Cost/Effort. Start with Solution 1.

| | |
|-------------|---|
| Knowledge | Have you seen this before? Where have you seen it? |
| Likeability | What do you think about this aspect? Anything you like? Anything you dislike? |
| Benefits | Why do you think this family built it this way? How will the experience of using toilet be, compared to your toilet? |
| Cost/Effort | What will take to build a toilet that has this aspect? Cost? Time? Any other? |

Then expose the second concept and ask the same questions as above. After having exposed different options, you could place all the options together, and ask:

"Of these different options, which one do you prefer? Why is that?"

Note: Please change the sequence of exposure to options in different interviews.

You could explore their willingness to construct and also the challenges that they foresee. You could ask:

"Would you like to construct a toilet like this at your home? Would there be any difficulties in constructing a toilet like this?" If yes, "What might the challenges be?".

Touch Point / Channel Mapping

The aim of this section is to understand the effective channels to reach PLWD. First, try to understand the channels that they are exposed to, by showing different cards. You could say:

"Now, I would like to understand the most effective way for anyone to reach (Name of PLWD) This is Radio. This is TV. This is Mobile phone. This is Group meeting in the village. (And so on.) Now, could you select from this the ones that you receive information from? Is there anything that is missed out here?"

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

Explore the reasons for their choice.

"You said (Radio) would be effective in reaching (Name of PLWD). Why did you say that?"

Similarly, for other selected channels.

Farewell:

Thank and take leave of the respondent. You could say:

"Thank you very much. That really helped me understand your life and your thoughts on (Name of PLWD). Do you have any questions for us, about toilets or anything else?"

* * *

Guide 7: FGD – Non-Doers

Segment – Non-Doers (Basic Toilet)

Key Research Questions

| No . | Key Research Question |
|------|--|
| 1 | What is the type of toilet we want to promote - that is resilient to the rains/floods and suited to different geological conditions? |
| 2 | What are the gaps in knowledge and skills, in HHs choosing and building Level 2 or Level 3 latrine over Basic or OD? |
| 3 | What can motivate HHs to upgrade to or build Level 2 toilets? |
| 4 | Is there space for open defecation and toilet construction? |
| 6 | What are the perceived norms around toilet use and OD? |
| 7 | Is there taboo around mixing of faeces, which comes in the way of building toilets at home? |

Guideline for Documentation

With appropriate consent of:

- 1 Take photographs of respondents;
- 2 Audio record the entire conversation.
- 3 Get signature on the consent form.
- 4 Capture field notes
- 5 Fill in the information sheet.

Tools

- 1 Camera/Mobile Camera
- 2 Notepad and pen
- 3 Consent Form
- 4 Information Sheet

5 Product Concepts - Toilet Catalogue

6 Product Concepts – Ready-made bricks, Masons

7 Motive Stories

Introduction

Introduce the purpose of your visit in the way that is culturally appropriate. You could say:

"Hi! I am (name) from (organisation). I am not here to give you anything or take anything from you, except some information. We are conducting a study of life in rural Mozambique. We would like to understand your life in general and also certain aspects related to cleanliness. Could we speak to you for about an hour?"

Consent

Take consent for recording video/audio and also taking photographs. You could say:

"We would like to record our conversation, if that is ok with you. This is because we may not remember everything that you say. We would like to take some photographs as well. We will write a report after this research. We may use these photographs in that report. Is that alright with you? Could you please sign this paper confirming your consent? (Read out the content, if required, before signing).

Information Sheet

Fill in the details of the respondent using the Information Sheet.

Life Context - Changes

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

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

"Over the last 10 years, what has changed in this community? What has changed in your life and home? Why is that?" (You may need to prompt: New assets? Livelihood? Children?)

And then, ask about expected changes in the next 10 years. You could ask:

"What do you think will change in the community over the next 10 years? What do you think will change in your life and home? (You may need to prompt: New assets? Livelihood? Children?) Why is that?"

Product Concepts – Toilets

In this section, we try to understand their knowledge of different toilet options, their perceptions of cost, and their motivations for choosing different options.

Expose them to toilet options and gather responses on – Knowledge, Likeability, Benefits and Cost/Effort. Start with Toilet option 1.

| | |
|-------------|---|
| Knowledge | Have you seen this toilet? Where have you seen it? |
| Likeability | What do you think about this toilet? Anything you like? Anything you dislike? |
| Benefits | Why do you think this family built this toilet? How will the experience of using toilet be, compared to your toilet? |
| Cost/Effort | What will take to build a toilet like this? Cost? Time? |

Then expose the second toilet option and ask the same questions as above. After having exposed different options, you could place all the options together, and ask:

"Of these different options, which one do you prefer? Why is that?"

Note: Please change the sequence of exposure to options in different interviews.

You could explore their willingness to construct and also challenges that they foresee. You could ask:

"Would you like to construct a toilet like this at your home? Would there be any difficulties in constructing a toilet like this?" If yes, "What might the challenges be?"

User Imagery

Guideline for moderation

The respondents need to be in a state of imagination to be able to answer this. Some respondents may struggle with it more than others. If they are struggling, you can prompt as well.

Introduction (Script)

Briefly explain what you are about to do. You could say:

"Now, I have an interesting question. I would like you to imagine something. Would you like to do that?"

Imagination

"There are two people. The first person has a toilet like this (Show pic of traditional improved toilet) and the second person has no toilet at home, and therefore goes out for defecation (you could draw stick figure). Now, can you describe to me the first person who has a toilet like this (Show pic of traditional improved toilet)?"

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

- What could be the name of this person?
- What might be the age? Gender?
- What kind of work might they do?

- What could be their education?
- What kind of dress would they wear?
- What could be their characteristic, attitude?
- What kind of home would they live in?
- What assets might they have in their home?

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

"Similarly, can you describe Person 2?"

Here again, you may need to prompt them to elicit a response. If the person is struggling, you could prompt in a more direct way.

- Who will be more educated between the two?
- Who will have more money?
- And so on, till you complete the list of parameters.

Reasons

You can move on to probing the reasons e.g. "You said that Person 2 is more educated. Why did you say that?"

You can pick a few aspects of the user imagery that you are most curious about.

Social Norms/Roles/Taboos

Explore their perceptions of norms around Toilet ownership. You could say:

"In your village, I would like to know how many people have a toilet like this (traditional improved toilet), how many have a toilet like this (Basic Toilet) and how many have no toilet in their household."

Let's take the first one. Do, most, some or few/no one has toilet like this (traditional improved toilet). Let's take the second one. Do, most, some,

or few/no one has toilet like this (Basic toilet). Let's take the first one. A house with no toilet. Are most, some or few/no household in the village have no toilets?"

Explore their perceptions of roles for Toilet construction. You could say:

"In your village, whose role is it to construct a toilet at home? Men or women? If a woman were to construct a toilet by herself, what would others say? What will be her challenges?"

Explore their perceptions of taboos around toilet usage. You could say:

"We heard that everyone in the family can't use the same toilet. Is that true in your village? (If yes) Why is that so? What will happen if different members of the family use the same toilet?"

Product/Service Concepts – Solutions to support toilet construction

Expose them to Concept 1 – Ready-made bricks and get their responses on perceived benefits, cost, and willingness to use.

| | |
|-------------|--|
| Spontaneous | Have you seen this before? What might this be used for? |
| Benefits | Explain the product/service and get responses. What might be the benefits of using this? |
| Cost | What do you think will be the cost of these bricks? |
| Willingness | If these ready-made bricks were available, would you like to use them for constructing your toilet? If yes or no, why is that? |

Repeat for all the other concepts e.g., Masons.

Motive Stories:

Guideline for moderation

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

1 Introduction

Set the context for telling stories. You could say:

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

2 Narrate the story

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

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

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

3 Spontaneous Responses

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

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

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

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

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

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

4 Laddering

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

- You said that e.g. 'Mr. Sabonete deserved recognition. Why did you say that? – Why is that important?

5 Relatability

Check for relatability. You could say:

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

Repeat step 2-5 for other Motive stories.

6 Comparison

Ask them to choose the story they like the most and find out reasons for the same. You could say:

- Out of these two stories, you heard, which story do you like more?
- Why do you like this more?

Farewell

Thank and take leave of the respondent. You could say:

"Thank you very much. That really helped me understand your life and your thoughts on toilet. Do you have any questions for us, about toilets or anything else?"

* * *

Guide 8 – FGD – Non-Doers

Segment – Non-Doers (No Toilet)

Key Research Questions

| No . | Key Research Question |
|------|--|
| 1 | What is the type of toilet we want to promote - that is resilient to the rains/floods and suited to different geological conditions? |
| 2 | What are the gaps in knowledge and skills, in HHs choosing and building Level 2 or Level 3 latrine over Basic or OD? |
| 3 | What can motivate HHs to upgrade to or build Level 2 toilets? |
| 4 | Is there space for open defecation and toilet construction? |
| 6 | What are the perceived norms around toilet use and OD? |
| 7 | Is there taboo around mixing of faeces, which comes in the way of building toilets at home? |

Guideline for Documentation

With appropriate consent of:

- 1 Take photographs of respondents.
- 2 Audio record the entire conversation.
- 3 Get signature on the consent form.
- 4 Capture field notes
- 5 Fill in the information sheet.

Tools

- 1 Camera/Mobile Camera
- 2 Notepad and pen
- 3 Consent Form
- 4 Information Sheet

5 Product Concepts - Toilet

6 Product/Service Concepts – Ready-made bricks, Masons

7 Motive stories

Introduction

Introduce the purpose of your visit in the way that is culturally appropriate. You could say:

"Hi! I am (name) from (organisation). I am not here to give you anything or take anything from you, except some information. We are conducting a study of life in rural Mozambique. We would like to understand your life in general and also certain aspects related to cleanliness. Could we speak to you for about an hour?"

Consent

Take consent for recording video/audio and also taking photographs. You could say:

"We would like to record our conversation, if that is ok with you.. This is because we may not remember everything that you say. We would like to take some photographs as well. We will write a report after this research. We may use these photographs in that report. Is that alright with you? Could you please sign this paper confirming your consent? (Read out the content, if required, before signing).

Information Sheet

Fill in the details of the respondent using the Information Sheet.

Life Context - Changes

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

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

"Over the last 10 years, what has changed in this community? What has changed in your life and home? Why is that?" (You may need to prompt: New assets? Livelihood? Children?)

And then, ask about expected changes in the next 10 years. You could ask:

"What do you think will change in the community over the next 10 years? What do you think will change in your life and home? (You may need to prompt: New assets? Livelihood? Children?) Why is that?"

Experience – Open Defecation

The aim of this section is to understand their experience of open defecation.

| | |
|----------|---|
| Time | When will you usually go out for defecation? Morning, afternoon, or night? Do you go alone or with others? |
| Location | Where do you go? How far is the place? How much time does it take to reach there? What happens during emergencies, say you have an upset stomach? What happens during the night? How do the elderly, the pregnant women manage? What about children? |
| Privacy | Is it a common place where many people defecate or is a private? Is it an open or closed place (in the bush)? Do you use something to cover yourself or to hide you there? Are there separate places for men and women? |

| | |
|------------|--|
| Fear | Is it a safe place for women and children? |
| Cleaning | After defecating, how do you clean up and wash your hands? |
| Experience | <p>How is the experience of going out for defecation? Is there anything you like? Is there anything you not like? <i>Why is that...? (Laddering)</i></p> <p>Have you used a toilet? If yes, how does defecating in the open compare with that?</p> |

Product Concepts – Toilets

In this section, we try to understand their knowledge of different toilet options, their perceptions of cost, and also their motivations for choosing different options.

Expose them to toilet options and gather responses on – Knowledge, Likeability, Benefits and Cost/Effort. Start with Toilet option 1.

| | |
|-------------|---|
| Knowledge | Have you seen this toilet? Where have you seen it? |
| Likeability | What do you think about this toilet? Anything you like? Anything you dislike? |
| Benefits | <p>Why do you think this family built this toilet?</p> <p>How will be the experience of using toilet compared to your practice?</p> |
| Cost/Effort | What will take to build a toilet like this? Cost? Time? |

Then expose the second toilet option and ask the same questions as above. After having exposed different options, you could place all the options together, and ask:

“Of these different options, which one do you prefer? Why is that?”

Note: Please change the sequence of exposure to options in different interviews.

You could explore their willingness to construct and also challenges that they foresee. You could ask:

"Would you like to construct a toilet like this at your home? Would there be any difficulties in constructing a toilet like this?" If yes, "What might the challenges be?"

User Imagery

Guideline for moderation

The respondents need to be in a state of imagination to be able to answer this. Some respondents may struggle with it more than others. If they are struggling, you can prompt as well.

Introduction (Script)

Briefly explain what you are about to do. You could say:

"Now, I have an interesting question. I would like you to imagine something. Would you like to do that?"

Imagination

"There are two people. The first person has a toilet like this (Show pic of traditional improved toilet) and the second person a toilet like this (show pic of basic toilet). Now, can you describe to me the first person who has a toilet like this (Show pic of traditional improved toilet)?"

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

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

- What kind of home would they live in?
- What assets might they have in their home?

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

"Similarly, can you describe Person 2?"

Here again, you may need to prompt them to elicit a response. If the person is struggling, you could prompt in a more direct way.

- Who will be more educated between the two?
- Who will have more money?
- And so on, till you complete the list of parameters.

Reasons

You can move on to probing the reasons e.g. "You said that Person 2 is more educated. Why did you say that?"

You can pick a few aspects of the user imagery that you are most curious about.

Social Norms/Roles/Taboos

Explore their perceptions of norms around Toilet ownership. You could say:

"In your village, I would like to know how many people have a toilet like this (traditional improved toilet), how many have a toilet like this (Basic Toilet) and how many have no toilet in their household."

Let's take the first one. Do, most, some or few/no one has toilet like this (traditional improved toilet). Let's take the second one. Do, most, some or few/no one has toilet like this (Basic toilet). Let's take the first one. A house with no toilet. Are most, some or few/no household in the village have no toilets?"

Explore their perceptions of roles for Toilet construction. You could say:

"In your village, whose role is it to construct a toilet at home? Men or women? If a woman were to construct a toilet by herself, what would others say? What will be her challenges?"

Explore their perceptions of taboos around toilet usage. You could say:

"We heard that everyone in the family can't use the same toilet? Is that true in your village? (If yes) Why is that so? What will happen if different members of the family use the same toilet?"

Product/Service Concepts – Solutions to support toilet construction

Expose them to Concept 1 – Ready-made bricks and get their responses on perceived benefits, cost and willingness to use.

| | |
|-------------|--|
| Spontaneous | Have you seen this before? What might this be used for? |
| Benefits | Explain the product/service and get responses. What might be the benefits of using this? |
| Cost | What do you think will be the cost of these bricks? |
| Willingness | If these ready-made bricks were available, would you like to use them for constructing your toilet? If yes or no, why is that? |

Repeat for all the other concepts e.g., masons.

Motive Stories:

Guideline for moderation

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

1 Introduction

Set the context for telling stories. You could say:

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

2 Narrate the story

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

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

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

-

3 Spontaneous Responses

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

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

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

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

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

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

4 Laddering

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

- You said that e.g. 'Joaquina did not need to describe the feces.. Why did you say that? – Why is that important?

5 Relatability

Check for relatability. You could say:

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

Repeat step 2-5 for other motive stories.

6 Comparison

Ask them to choose the story they like the most and find out reasons for the same. You could say:

- Out of these two stories, you heard, which story do you like more?
 - Why do you like this more?
-

Farewell:

Thank and take leave of the respondent. You could say:

"Thank you very much. That really helped me understand your life and your thoughts on toilet. Do you have any questions for us, about toilets or anything else?"

* * *

Guide 9 - FGD – Touch Points/Channels

Segment – Preferably Non-Doers (Can be a mixed group, if that is difficult)

Key Research Questions

| No. | Key Research Question |
|-----|--|
| 10 | What are the most effective and efficient channels to reach our target person/s? |

Guideline for Moderation

- 1 The exercise around mapping touch points/channels depends on respondents being able to recall from their memory how they interact with a specific touch point/channel. Therefore, it will be good to stay on with each touch point/channel for as much time required for the respondents to recall.
- 2 In a focus group situation, it is possible that some respondents speak more and some are too shy to even speak. Try to ensure participation from everyone.

Guideline for Documentation

With appropriate consent:

- 1 Take photographs of respondents and their mobile phones (if have)
- 2 Audio record the entire conversation.
- 3 Get signature on the consent form.
- 4 Capture field notes
- 5 Fill in the information sheet.

Tools

- 1 Camera/Mobile Camera
- 2 Notepad and pen
- 3 Consent Form

4 Information Sheet

5 Touch Point Cards

Introduction

Introduce the purpose of your visit in the way that is culturally appropriate. You could say:

"Hi! I am (name) from (organization). I am not here to give you anything or take anything from you, except some information. We are conducting a study of life in rural Mozambique. We would like to understand your life in general and also certain aspects related to communication. Could we speak to you for about an hour?"

Consent

Take consent for recording video/audio and also taking photographs. You could say:

"We would like to record our conversation if that is ok with you. This is because we may not remember everything that you say. We would like to take some photographs as well. We will write a report after this research. We may use these photographs in that report. Is that alright with you? Could you please sign this paper confirming your consent? (Read out the content, if required, before signing).

Information Sheet

Request everyone to introduce themselves, one by one, with some basic details – Name, Age, Livelihood, Type of toilet at home. Fill in the details of the respondent using the Information Sheet.

Types of Touch Points/Channels

Briefly explain what you are about to do. You could say:

"As we said previously, we would like to understand about life in the village. How do you get new information? When do you come together? Where do you buy your things from? And so on. Shall we begin?

Start with a few broad questions. You could say:

- Where do you get new information from?
- How do you get entertained in the village?
- When does the whole village come together? When is that?
- Are there any small group meetings in your village? What are they?
- When do you travel outside this village? Where do you go?

After the general exploration, you could ask specifically about toilets. You could say:

"If you want to get some information about constructing a toilet, where would you go?"

Note: You have chosen the following touch points/channels in your Assess Phase: Radio, Public Meetings (ICS/Theatre), Group Meetings (Community Mobiliser) and Public person. However, if there is any surprising new Touch Point/Channel that comes up in the above discussion, which is beyond the selected channels, please add it to your list of Touch Points/Channels to explore.

Specific Channels – Deeper information

You could start with the Touch Points/Channels you had selected during the Assess phase.

Radio

| Area | Questions |
|-------------|---|
| Norm | Do many people in the village or only some, listen to radio? Who listens to Radio? Men? Women? Young? Old? |
| Habits | Do you listen to Radio? What channels and programs do you listen to? How do you listen to it? On Radio? On Mobile phone? When do you listen to it? In a day, how much time do you spend listening to Radio? |

| | |
|------------------|--|
| Specific Program | <p>(If they have mentioned a specific program that they regularly listen to.)</p> <p>Can you describe to me this program? What happens?</p> <p>When do you listen to this program? For how long?</p> <p>Why do you listen to this program? What do you like about it?</p> <p>(Repeat the above questions for any other program that they regularly listen to.)</p> |
| Action | <p>Have you ever called a Radio channel?</p> <p>Have you ever bought or changed anything you do after listening to a message on Radio? If yes, what was that?</p> |

Public Meeting (Existing - At the Market)

| Area | Questions |
|-----------------|--|
| Norm | Within the household, who visits the nearby markets to buy things? Men? Women? Young? Old? |
| Habits | <p>Do you go visit the nearby market? (If yes, explore more)</p> <p>Do you go alone or with someone?</p> <p>How far is the market from your home?</p> <p>When and how often do you go? What do you buy from there, usually?</p> <p>How much time do you spend at the market?</p> |
| Specific Events | <p>Have you attended any events at the market? (If yes, explore more)</p> <p>Can you describe to me this event - what happened in the event?</p> <p>How long was the event? Did you stay the whole time or left mid-way?</p> |

| | |
|--------|---|
| | <p>How was your experience of the event? Anything you liked or not liked about it?</p> <p>(Repeat the above questions for any other event that they have attended.)</p> |
| Action | <p>Have you ever bought or changed anything you do after attending an event at the marketplace? If yes, what was that?</p> |

Public Meeting (Created - At the village)

| Area | Questions |
|-------------------|--|
| Concept Reactions | <p>Explain the concept and get some responses:</p> <p>“Say, there is an event held at your village. It will have songs, drama, films and such, how would that be?” (Can show a picture of theatre performance in the village, if needed)</p> <p>Get spontaneous responses to the concept. And then can probe further.</p> <p>Within the household, who is likely to attend this event? Men? Women? Young? Old? (If only some will attend) Why is that?</p> <p>Would you like to attend such an event? Why is that?</p> |
| Past experience | <p>Have you ever attended such an event in your village? (If yes, explore more)</p> <p>Can you describe to me this event - what happened at the event?</p> <p>How long was the event? Did you stay the whole time or left mid-way?</p> <p>How was your experience of the event? Anything you liked or not liked about it?</p> <p>(Repeat the above questions for any other event that they</p> |

| | |
|----------------|---|
| | have attended.) |
| Time and Space | <p>What will be a good day and time, to hold this event? Why is that?</p> <p>How long should the event be for? 1 hour? 2 hours?</p> <p>Where should this event be held at the village? Why is that?</p> |

Group Meeting (Existing - Groups)

Note: A person may be part of more than one group. Pick the ones that are most active and check the following information. Here is an example for a savings group:

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

Group Meeting (Created - Groups)

Note: A person may be part of more than one group. Pick the ones that are most active and check the following information. Here is an example for a savings group:

| Area | Questions |
|-------------------|--|
| Concept Reactions | <p>Explain the concept and get some responses:</p> <p>"Say, there is a group meeting held at your village. It will have films, demonstrations etc. and you will also get to learn something new, how would that be?" (Can show a picture of a group meeting in the village, if needed)</p> <p>Get spontaneous responses to the concept. And then can probe further.</p> <p>Within the household, who is likely to attend this event? Men? Women? Young? Old? (If only some will attend) Why is that?</p> <p>Would you like to attend such an event? Why is that?</p> |
| Past experience | <p>Have you ever attended such a group meeting in your village? (If yes, explore more) Who organised this group meeting?</p> <p>Can you describe to me this group meeting - what happened at the meeting?</p> <p>How long was the group meeting? Did you stay the whole time or left mid-way?</p> <p>How was your experience of the group meeting? Anything you liked or not liked about it?</p> <p>(Repeat the above questions for any other group meeting that they have attended, if it is interesting.)</p> |
| Time and Space | <p>What will be a good day and time, to hold this group meeting? Why is that?</p> <p>How long should the group meeting be for? 1 hour? 2 hours?</p> <p>Where should this group meeting be held at the village? Why is that?</p> |

Public Celebrity

| Area | Questions |
|----------------------------|---|
| Respected (Spontaneous) | Within the village, who does everyone respect? Why is that? Is there anyone from outside the village that everyone respects in your village? Why is that? Any other person? |
| Popular (Spontaneous) | Within the village, who is most popular? Why is that? Is there anyone from outside the village who is very popular in your village? Why is that? Any other person? |
| Prompted | Note: It is best to get these at the spontaneous level. You could prompt, if required: Teachers? Government official? Film actor/actress? Sportspersons? Doctors? |

During the course of the discussion, you might come across other channels that seem promising. You could explore them in detail then. Here are some possible channels. However, please select and explore only what is relevant to the target group.

Basic Mobile Phone

| Area | Questions |
|-------------|--|
| Norm | Who has phones in the village? Men? Women? Young? Old? |
| Habits | Do you have a phone for yourself or do you share? (Please ask them to put their mobile phone at the centre and take a photograph with appropriate consent.) What do you use the phone for? Do you read SMS that you receive from friends? Do you receive SMS from others you do not know? Do you read |

| | |
|--------|--|
| | <p>them?</p> <p>Have you received any voice SMS from others you do not know? Do you listen to them?</p> |
| Action | <p>Do you forward SMS to others? What kind of SMS do you forward?</p> <p>Have you ever bought or changed anything you do after listening to a message on the phone? If yes, what was that?</p> |

Smart Mobile Phone

| Area | Questions |
|-------------------------------|---|
| Norm | Who has smart phones in the village? Men? Women? Young? Old? |
| Habits | <p>Do you have a smart phone for yourself, or do you share? (Please ask them to put their mobile phone at the centre and take a photograph with appropriate consent.)</p> <p>What do you use the smart phone for?</p> <p>What social media like Facebook, Tik Tok, YouTube, Instagram, WhatsApp etc. do you use frequently? (Then take the top 2 or 3 and explore further.)</p> |
| Specific (Say Facebook) | <p>How many times in a day you go to Facebook?</p> <p>How much time do you spend on it?</p> <p>What do you see and do in facebook?</p> <p>What pages have you liked? Why is that?</p> <p>Have you ever watched a facebook live?</p> <p>Have you ever participated in a viral challenge on facebook?</p> |
| Action | Have you ever bought or changed anything you do after watching/listening to a message on the facebook? If yes, what was that? |

Institutional Visit

Note: There may be different institutions in the village. Pick the ones that are most frequented. Say, a health clinic.

| Area | Questions |
|-------------|---|
| Habits | When do you visit the health clinic? Is it regular or based on a need? Who do you go to the clinic with? Who do you interact with at the clinic? How long do you have to wait? Do you remember seeing any posters at the clinic? Can you describe the poster? |
| Action | Have you ever bought or changed anything you do after listening to/seeing a message at the health clinic? If yes, what was that? |

Outdoor – Hoarding/Wall-painting/Poster

| Area | Questions |
|-------------|--|
| Habits | Do you remember any hoarding, wall painting or posters in your village? Where have you seen them? What did you see in the hoarding or wall-painting or poster? Any other? |
| Action | Have you ever bought or changed anything you do after watching/listening to a message on the hoarding or wall painting or poster? If yes, what was that? |

Note: You may also come across channels that are not mentioned above. In that case, please explore them as well.

Farewell

Check if they have anything to add. You could say:

"As you saw, we are looking at best ways to reach you. Do you have any ideas? Do you have any questions?

Thank you for your participation in this discussion."

* * *

Guide 10: KII and FGD - Others

Segment – Government, NGO, Radio channels etc.

At province level

Note: It is ideal to have this conversation with someone who works with the programs - of sanitation /hygiene and/or have experience with BCC activities in these institutions.

Guidelines for Documentation (with proper consent)

- Take copy of documents, reports, manuals if necessary- with permission.
- Audio record with permission and/or take notes.

DPOPH

Questions

1. What is the type of latrine, that is made by local material and is resistant to the rain/floods? What are the components in this type of latrine? Show images/ photograph.
2. Is there a different type of latrine made by local material that is suitable to different geological conditions?
3. What technologies have been promoted by different organizations? What has been the response from the community for these options? What are the reasons for their failure or success?
4. What are the current barriers to toilet use for children, elderly, pregnant women, and people living with disabilities? Are there any current solutions that address these barriers? Is there any solution to address the fear of children falling into the pit?
5. What is your/their experience in BCC campaigns? Do you/they need training? If yes, in what areas?
6. What activities can you implement during the BCC campaign?
7. Can progress data on campaign implementation be included in your reports?
8. Are the district teams willing to collaborate, with resources to mobilize communities to implement the BCC campaign?
9. How could we improve your/their existing capacity to provide more insights to the promotion of resistant toilet construction? What areas do you/they need training in? How much time do you have to participate in training?

NGOs (UNICEF, World Vision, Water Aid)

Questions

1. What is the type of latrine, that is made by local material and is resistant to the rain/floods? What are the components of this type of latrine? Show images/ photographs.
2. Is there a different type of latrine, that is made by local material and is suitable to different geological conditions?
3. Is there a different type of latrine made by local material that is resistant and friendly for children, elderly, pregnant women, and people living with disabilities?
4. What are the current barriers to toilet use for children, elderly, pregnant women and people living with disabilities? Are there any current solutions that address these barriers? Is there any solution to address the fear of children falling into the pit?
5. What technologies have been promoted by different organizations? What has been the response from the community for these options? What are the reasons for their failure or success?

Local Organizations who care for PLWD

Questions

1. Is there different type of latrine made by local material that is resistant to rains/floods and friendly for children, elderly, pregnant women, and people living with disabilities?
2. What are the current barriers to toilet use for children, elderly, pregnant women, and people living with disabilities? Are there any current solutions that address these barriers? Is there any solution to address the fear of children falling into the pit?
3. What technologies have been promoted by different organizations? What has been the response from the community for these options? What are the reasons for their failure or success?

Provincial Health Department (DPS)

Questions

1. What is the type of latrine, that is made by local material and is resistant to the rain/floods? What are the components of this type of latrine? Show images/ photographs.

2. Is there a different type of latrine, that is made by local material and is suitable to different geological conditions?
3. What technologies have been promoted by different organizations? What has been the response from the community for these options? What are the reasons for their failure or success?
4. What are the current barriers to toilet use for children, elderly, pregnant women and people living with disabilities? Are there any current solutions that address these barriers? Is there any solution to address the fear of children falling into the pit?
5. What is your/their experience in BCC campaigns? Do you/they need training? If yes, in what areas?
6. What activities can you implement during the BCC campaign?
7. Can progress data on campaign implementation be included in your reports?
8. Are the district teams willing to collaborate, with resources to mobilize communities to implement the BCC campaign?
9. How could we improve your/their existing capacity to provide more insights to the promotion of resistant toilet construction? What areas do you/they need training in? How much time do you have to participate in training?

Social Companies/ Local Organization

Questions

1. What is the type of latrine, that is made by local material and is resistant to the rain/floods? What are the components of this type of latrine? Show images/ photographs.
2. Is there a different type of latrine, that is made by local material and is suitable to different geological conditions?
3. Is there different type of latrine made by local material that is resistant to rain/floods and friendly for children, elderly, pregnant women and people living with disabilities?
4. What are the current barriers to toilet use for children, elderly, pregnant women and people living with disabilities? Are there any current solutions that address these barriers? Is there any solution to address the fear of children falling into the pit?
5. What technologies have been promoted by different organizations? What has been the response from the community for these options? What are the reasons for their failure or success?

Provincial or National Radio Channels

Questions

1. In the village community, who listens more to your radio channel? Men? Women? Young? Old?
2. What programs are most popular i.e. most people listen to them? At what time and day, is this program broadcasted?
3. What is the coverage area of the community and national radios?
4. What are the costs for producing radio messages (spots, drama, debate, per minute)?
5. What are the costs for transmitting radio messages (spots, drama, debate)? Are the costs different for social messaging?
6. Do you broadcast social messaging? What type of messages? What formats do you normally use - Drama? Spots? Debate? Others?
7. What is your/their experience in sanitation and hygiene messaging?
8. Do you/they need any training to promote latrine construction messages? If yes, what kind of training do you/they need?
9. What activities can you/they implement during the BCC campaign?

ICS

Questions

1. What is the methodology used by ICS to promote social messages at the community level – Activities, Materials, Resources etc.? Can you share some examples?
2. What is your experience in BCC campaign or to promote sanitation and hygiene messages? Can you share some examples? Drama? Songs? Debate? Others?
3. What are the costs for producing audio and video messages (spots, drama, songs, etc)?
4. What are the costs for community's mobilization activities at the district level?
5. What is the capacity of ICS to conduct activities across 10 Districts of Zambezi? How many trained artists and mobilisers do you have?
6. Do you/they need any training to promote latrine construction messages? If yes, what kind of training do you/they need?
7. What activities can they implement during the BCC campaign?

At District Level

Guidelines for Documentation (with proper consent)

- Take copy of documents, reports, manuals if necessary- with permission.
- Audio record with permission and/or take notes.

District Government/ Multisectoral Teams

(SDPI, SDSMAS, SDEJT, SD)

Questions

1. What is the type of latrine, that is made by local material and is resistant to the rain/floods? What are the components in this type of latrine? Show images/ photograph.
2. Is there a different type of latrine made by local material that is suitable to different geological conditions?
3. What technologies have been promoted by different organizations? What has been the response from the community for these options? What are the reasons for their failure or success?
4. What are the current barriers to toilet use for children, elderly, pregnant women and people living with disabilities? Are there any current solutions that address these barriers? Is there any solution to address the fear of children falling into the pit?
5. What is your/their experience in BCC campaigns? Do you/they need training? If yes, in what areas?
6. What activities can you implement during the BCC campaign?
7. Can progress data on campaign implementation be included in your reports?
8. Are the district teams willing to collaborate, with resources to mobilize communities to implement the BCC campaign?
9. How could we improve your/their existing capacity to provide more insights to the promotion of resistant toilet construction? What areas do you/they need training in? How much time do you have to participate in training?
10. Are the tools and materials available in the district that allows HHs to build a Level 2 latrine? What is the availability of toilet construction materials (cement, sand) and toilet pan?

11. Are there existing service providers (local artisans) available to support the HH on building the promoted minimum services? What are their current skills in building solutions that are friendly for children, elderly, pregnant women and people living with disabilities?
12. Are the communities willing to use the produced bricks to improve their latrines? Is this material available in the district and administrative posts (some areas have sandy soils with no clay)?
13. What alternative materials could be used according to existing geological conditions?
14. What is the need for water? What is the availability of water for construction and use?
15. What is the total cost to build a traditional improved latrine? Dig the whole? Bring or buy material? Build the infrastructure?
16. What are the tools necessary to build a traditional improved latrine?

Interviews

Local/Community Radio Channels

Questions

1. In the village community, who listens more to your radio channel? Men? Women? Young? Old?
2. What programs are most popular i.e. most people listen to them? At what time and day, is this program broadcasted?
3. What is the coverage area of the community and national radios?
4. What are the costs for producing radio messages (spots, drama, debate, per minute)?
5. What are the costs for transmitting radio messages (spots, drama, debate)? Are the costs different for social messaging?
6. Do you broadcast social messaging? What type of messages? What formats do you normally use - Drama? Spots? Debate? Others?
7. What is your/their experience in sanitation and hygiene messaging?
8. Do you/they need any training to promote latrine construction messages? If yes, what kind of training do you/they need?
9. What activities can you/they implement during the BCC campaign?

Interviews

Administrative Posts

Questions

1. Is there different type of latrine, that is made by local material and is suitable to different geological conditions?
2. What technologies have been promoted by different organizations? What has been the response from the community for these options? What are the reasons for their failure or success?
3. What are the current barriers to toilet use for children, elderly, pregnant women and people living with disabilities? Are there any current solutions that address these barriers? Is there any solution to address the fear of children falling into the pit?
4. What is your/their experience in BCC campaigns? Do you/they need training? If yes, in what areas?
5. What activities can you implement during the BCC campaign?
6. Can progress data on campaign implementation be included in their reports? How?
7. Is the Administrative Post willing to collaborate - with resources to mobilize communities to implement the BCC campaign?
8. How could we improve your/their existing capacity to provide more insights to the promotion of resistant toilet construction? What areas do you/they need training in? How much time do you have to participate in training?
9. How many local leaders exist in the administrative post? What kind/level of local leaders are most influential (traditional, political, religious, etc.)? Who and how many could be engaged in campaign implementation?
10. Are there existing service providers (local artisans) available to support the HH on building the promoted minimum services? What are their current skills in building solutions that are friendly for children, elderly, pregnant women and people living with disabilities?

Interviews

Community health workers

Questions

1. What can motivate HHs to upgrade to or build Level 2 toilets?
2. What are the barriers to upgrading or building Level 2 toilets?
3. What are the tools and materials available in each district that allows HHs to build a Level 2 latrine? What is the availability of toilet construction materials (cement, sand) and toilet pan?
4. Are the communities willing to use the produced bricks to improve their latrines? Is this material available in all districts (some areas have sandy soils with no clay)?
5. What alternative materials could be used according to existing geological conditions?
6. What is the need for water? What is the availability of water for construction and use?

Interviews

Service Providers (local artisans)

Questions

1. Are the service providers (local artisans) available to support the HH on building the promoted minimum services? What are their current skills in building solutions that are friendly for children, elderly, pregnant women and people living with disabilities?
2. What is the availability of toilet construction materials (cement, sand) and toilet pan?
3. Are the communities willing to use the produced bricks to improve their latrines? Is this material available in the districts and Administrative Posts (some areas have sandy soils with no clay)?
4. What alternative materials could be used according to existing geological conditions?
5. What is the need for water? What is the availability of water for construction and use?
6. What is the total cost to build a traditional improved latrine? Dig the whole? Bring or buy material? Build the infrastructure?
7. What are the tools necessary to build a traditional improved latrine?

Interviews

Community leaders/Chief of Communities (traditional, religious, political)

Questions

1. What do they think is the proportion of HHs - OD, Level 1, Level 2 and Level 3 toilets in your community?
2. Is there different type of latrine made by local material that is resistant (Level 2) and suitable to different geological conditions?
3. What latrine technologies have been built in the community? How is the community experience of these options? What is the material used?
4. What are the current barriers to toilet use for children, elderly, pregnant women and people living with disabilities? Are there any current solutions that address these barriers? Is there any solution to address the fear of children falling into the pit?
5. Are there service providers (local artisans) available to support the HH on building the promoted minimum services? What are their current skills in building solutions that are friendly for children, elderly, pregnant women and people living with disabilities?
6. Have you participated in a campaign with social messages? What activities were you a part of? How was that experience?
7. Have you participated in a campaign for sanitation and hygiene? What activities were you a part of? How was that experience?
8. If we were to do a campaign on sanitation in your area, would you like to be a part of it? What activities can you be a part of?
9. What is your experience in BCC campaign? What kind of training do you need?

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