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A practical guide to Grow-Up Sticker implementation



RANO WASH / Photos : Dahery Razaka

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I. WHO IS THIS PRACTICAL GUIDE FOR?

This guide is intended for any entity, organization, or project that wishes to implement the Grow-up Sticker approach as part of a larger behavior change strategy. The USAID-funded RANO WASH project implemented the Grow-up Sticker approach to promote hygiene practices among rural households in seven regions of Madagascar.

This document is the first part of a series of documents making up the guidelines and working tools for implementing the Grow-up Sticker approach.

The series is composed of the following:

- Part I: Practical guide for implementing the Grow-Up Sticker (for projects, NGOs, or public entities)
- Part II: Training Curriculum for Local Promoters to Implement the Grow-Up Sticker (Trainer's Guide)
- Part III: Practical Guide for Local Developers
- Part IV: Illustrated Household Facilitation Guide

2. WHAT IS THE GROW-UP STICKER APPROACH?

The Grow-Up Sticker is a flower-shaped sticker with four petals of four different colors. Each petal corresponds to a specific behavior.

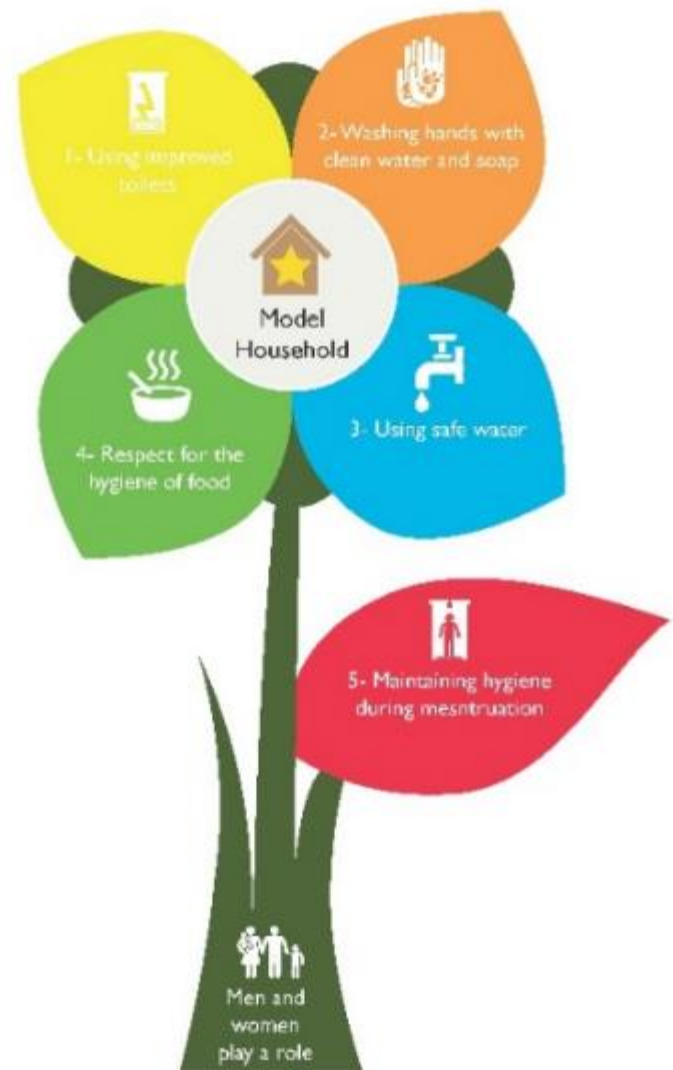
The Grow-up Sticker approach is one of the strategies developed by the RANO WASH project to promote the adoption of healthy behaviors and the use of WASH services by households.

The Yellow petal corresponds to toilets, the Orange petal corresponds to hand washing with soap, the Blue petal corresponds to drinking water, and the Green petal corresponds to food hygiene.

An additional petal in color Red corresponds to the practice of menstrual hygiene. At the base of the flower, the importance of equal participation and shared responsibility of household members in performing household chores and decision-making is emphasized.

The approach consists of coaching households to practice these behaviors and to reward them with the flower's completeness when they practice the behaviors promoted. At the beginning of the coaching cycle, the household is given a flower with no petals. As members practice the four behaviors, they are given the petal corresponding to the behavior they practice. The goal of the coaching is for the household to obtain the complete flower with all four petals.

Once the four petals have been completed, the household obtains **Model Household status**. They are then encouraged to continue their efforts with the red petal related to menstrual hygiene.

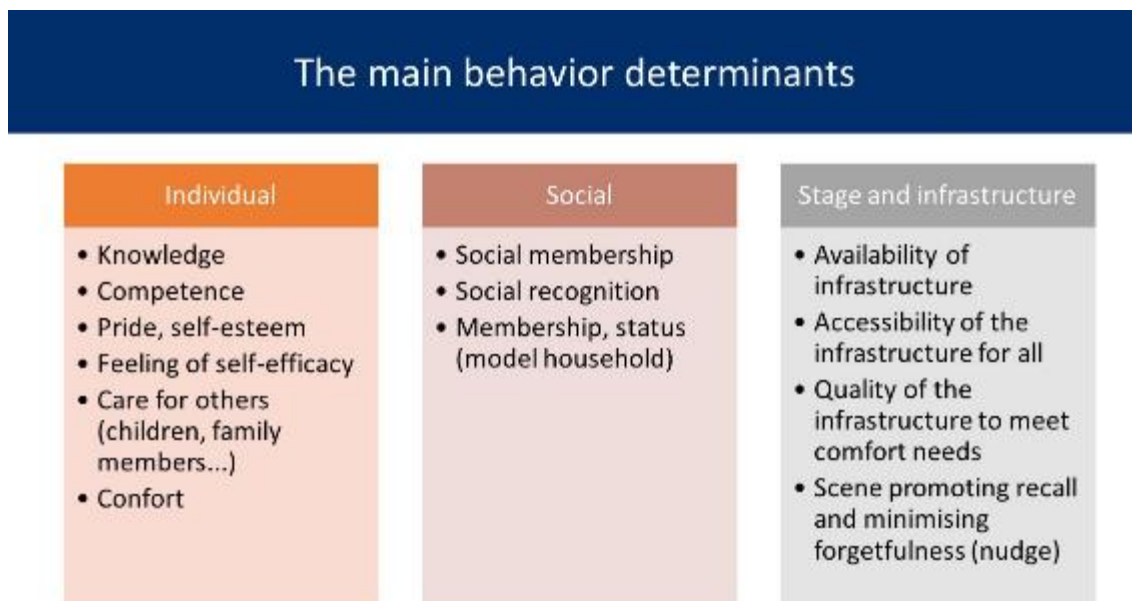


3. WHY THE GROW-UP STICKER?

The Grow-Up Sticker concept was developed based on research findings from the London School of Tropical Medicine and Hygiene and previous experience with WASH programs in Madagascar. The approach works on the determinants identified using the Behavior Centered Design intervention framework. The main behavioral determinants (motivators and barriers) addressed by the Grow-Up Sticker are summarized below:

- Handwashing with soap: availability of handwashing facilities, soap, and water, especially in the kitchen and at the toilet, social status, social norms, visual reminder
- Use of improved toilets: availability of improved, odorless toilets adapted to the environment and nature of the soil, affordable, easy to maintain, disgust and shame, comfort, social status, sense of belonging
- Drinking water use: access to drinking water services, access to water treatment products, ease of use of water, knowledge about the links between drinking water and diarrheal diseases, comfort, sense of belonging
- Food hygiene compliance: access to water in the kitchen, availability of handwashing facilities with soap, an elevated place to prepare and store food, knowledge of food hygiene practices, social status, sense of belonging
- Respect for menstrual hygiene: availability of showers with soap, availability of sanitary napkins, disgust, fear, shame, discomfort, harassment by boys at school, lack of support by parents and educational staff

These behavioral determinants, whether motivators or barriers are addressed during the household coaching sessions, detailed later in this document. The following graph summarizes the determinants according to their characteristics:



It is recommended that the Grow-Up Sticker approach be part of a broader, more holistic behavior change intervention strategy that touches both communities (CLTS, VSLA, market-based approach) and

institutional (WASH Friendly Institution) levels. It is also complemented by a systems-strengthening approach, particularly support for improved local governance and private sector engagement in providing WASH services and products.

4. THE TARGETS OF THE GROW-UP STICKER APPROACH

The Grow-Up sticker is an approach conducted at the **household** level. The coaching is done by the household or by a group of households so that each accompanied household obtains the status of Model Household.

Within the household, individuals spend a large part of their time and practice the most important acts of hygiene. Good hygiene habits are therefore cultivated within the household, especially for children. The RANO WASH project chose to target households with children under five. This choice was justified because children are the most vulnerable to water-related diseases. The project's main goal was to improve human health and nutrition, especially among children under five.

5. THE COURSE OF THE INTERVENTIONS

The Grow-up Sticker approach was originally designed to be implemented in communities that had already achieved ODF status. However, during the project, the teams had some latitude to experiment with the realities in their intervention areas. They discovered that the approach could also be used to achieve ODF status. This is particularly interesting in rural areas where it can be an alternative to the CLTS approach¹⁰ if the latter has not been successful.

The following are the key steps for implementing the Grow-Up Sticker:

Training of field agents

This step consists of training field agents on the Grow-Up sticker approach. The field agents' main responsibility is to coach and supervise the implementation of the approach at the community level, among other social organizing and mobilizing roles they have as a project or organizational staff.

Introduction of the approach to the Communal authorities

This is a simple introductory meeting to introduce the approach to local authorities. Their involvement from the beginning of the process is important to ensure their leadership and enable them to take ownership of the approach and include it in their long-term hygiene promotion strategy.

¹⁰ CLTS, or Community Led Total Sanitation, is a community-based approach to engaging the community in stopping open defecation

Identification of local promoters

Local promoters accompany households until they obtain the Grow-Up Sticker and model household status. The communal authorities identify them after a call for expressions of interest. More details on the local promoters are in the section dedicated to them below.

Training of local promoters

Field agents and the WASH officer at the Commune level train local promoters on the Grow-Up Sticker approach. The training is designed to ensure that local promoters master the various techniques to support households to become model households. The **training curriculum for local promoters** is available with this field guide.

Identification of households to be supported

Local promoters identify households in the communities. This identification is usually done following small events or community animations organized by the promoters (mass animation, triggering, community meeting...). Local promoters announce the launch of the Grow-Up Sticker campaign and encourage households to sign up to become model households. Households usually volunteer.

Household support

Households are accompanied over a three- to six-month cycle. The local promoters organize home visits and group discussions with their respective households. They use the **facilitation guide** to assist and communicate with the households. The promoters also use **monitoring sheets** to follow up on the facilitation activities.

Review of local promoters

The review of local promoters is done either monthly or every two months, depending on the possibilities. The review's objective is to allow the local promoters to share their progress with the campaign and their experiences and refresh their methods of accompanying households. STEAH conducts it with the support of the field agent.

6. ROLES AND RESPONSIBILITIES OF THE VARIOUS STAKEHOLDERS

Several actors and stakeholders are involved in the implementation and success of the Grow-Up Sticker approach. The following is a non-exhaustive list followed by a brief description of their respective roles and responsibilities:

- Field agents of development projects or organizations
- Local developers
- Communal authorities and STEAH
- Small private operators of WASH services

6.1. Field Officers

The project's field agents are the ones who introduce the Grow-up Sticker concept at the field level. Field agents are only temporarily in the community. Like any development project or organization, the field agent's time has an expiration date. Thus, in the face of this limited time, the field agent plays the role of **facilitator** and **trainer**. They facilitate the introduction and appropriation of the approach at the Commune level, train the actors involved in its implementation, and ensure the transfer of skills to local authorities and communities from the outset to facilitate their withdrawal and the sustainability of the actions.

To effectively facilitate the implementation of the Grow-Up Sticker approach in the field, the field agent must have the following qualities:

- Facilitation skills, mastery of facilitation and training techniques
- Good communication
- Mastery of behavior change techniques
- Mastery of social mobilization techniques

6.2. Local Developers

Local promoters are agents of change at the community level. They coach households to become model households. Often, local promoters are also community agents. Communal authorities select local promoters following a call for expressions of interest.

a. Criteria for choosing local developers

- Man, woman, or young person living in the Fokontany
- Between 16 and 50 years old
- Know how to read and write
- Recognized for their leadership qualities
- Dynamic - Interpersonal and public speaking skills
- Ability to listen and analyze
- Serious about community involvement
- Available to carry out activities assigned to local promoters

b. Incentive system for local promoters

Local promoters are volunteers. However, the Commune is encouraged to include hygiene promotion activities in its plans and budgets so that the Commune can compensate local promoters. Local promoters are also encouraged to work closely with local private operators such as local masons, local seamstresses, and water system managers. For example, local promoters can offer the services or products of these local operators to the households they accompany, and they can negotiate a percentage of the sale of services or products as a commission if the sale is concluded.

Local promoters are equipped with simple working tools such as caps, vests, and shirts that facilitate their identification and introduction at the community/household level. Simple facilitation and communication tools such as the facilitation guide, follow-up sheet, and notebook...are also provided to promoters to facilitate their task and certificates at the end of their training sessions.

c. Local promoters support the system

The field agents supervise the local promoters, but STEAH will gradually carry out this supervision at the commune level. If most local promoters are also community agents, the Mayor and STEAH can collaborate with the Head Doctor of the health center to ensure this supervision.

The supervision of promoters consists in ensuring the quality of interventions through :

- Organizing basic and refresher training on the Grow-Up Sticker, facilitation and coaching techniques, including training on the use of monitoring tools
- Organization of activity planning sessions: identification of local promoters' intervention sites, the establishment of objectives (number of households to be supported), allocation of resources
- The organization of periodic reviews: evaluation of the achievement of set objectives, exchanges between local promoters on good practices and lessons learned, joint resolution of problems encountered and challenges
- Organizing coaching and follow-ups: coaches should be able to accompany promoters from time to time to see how the coaching is going and to give feedback and advice.

6.3. The Municipality and STEAH

Local authorities, particularly the Commune, play a central role in implementing the Grow-Up Sticker approach. Indeed, the Commune is primarily responsible for providing WASH services and products to the population and for ensuring good hygiene practices to ensure health for all. As such, it must include hygiene promotion activities in its planning and budget. The Grow-Up Sticker approach could be an integral part of these activities and a long-term strategy.

This is why the Commune, through STEAH, should provide leadership to the approach and supervise the local promoters.

6.4. Local private operators of WASH services and products

Private operators also play an important role in the Grow-up Sticker approach. To ensure that households practice the behavior sustainably, they must have access to products that facilitate this practice, such as soap, toilet construction, and menstrual pad production. The RANO WASH project has an entire component dedicated to engaging the private sector in providing WASH services and products. This is important because connecting households to these private operators makes it easier for them to access

these services and products and thus supports their behavior change. It is, therefore, desirable that local promoters can work closely with these private operators.

7. THE DETAILED PROCESS OF ACCOMPANYING HOUSEHOLDS

7.1. Key principles of household support

The following principles mark the accompaniment of households:

Search for solutions: This involves the local promoter and the household working together to identify the problem in the practice of the behavior being addressed and to search together for solutions to the problem. For example, if the problem is that the household is not practicing handwashing with soap, understand why, and explore ways to address the problem with the household.

Putting forward ideas instead of convincing: The local promoter should put forward ideas without forcing the household to adopt the idea. It is up to the household to choose the solution that suits them best.

Selling: The principle of selling is associated with the availability of products and services that facilitate the practice of the desired behavior. Thus, the local promoter can facilitate the household's connection with private operators.

Growth, Dignity, Leadership, Self-Efficacy: The local promoter should encourage the household to have positive feelings and develop leadership. Often, outreach activities are carried out with some guilt attached to households that do not practice the desired behavior. In the Grow-Up Sticker approach, local promoters are encouraged to foster positive feelings to get them to become model households.

Healthy and positive competition: This promotes competition between households, groups of households, and communities so that all have the Grow-up Sticker. This is why households are encouraged to put their sticker outside, to be visible to other community members. Since the flower itself is pretty and colorful, households that don't have one want to make an effort to have it.

7.2. The different activities and tools used

A local promoter usually accompanies eight to twelve households for an intervention cycle of three to six months. The local promoters conduct two activities: group talks and home visits. The group talks take place before the home visits. The five behaviors are addressed in the following manner:

- Toilet use and hand washing with soap are treated together (three to four weeks)
- Use of drinking water (two to three weeks)
- Compliance with food hygiene (two to three weeks)
- Respect for menstrual hygiene (two to three weeks)

In all cases, the important thing is that the group of households accompanied by the promoter progresses together towards obtaining the Grow-Up Sticker.

a. The group talks or group discussions

A group discussion is focused on a specific topic, with several participants ranging from 5 to 20 individuals, and lasts from 45 minutes to one hour. Representatives of the households accompanied by the local promoter are grouped to participate in the group discussion.

The objectives of the talk are to:

- Discussing the behavior and the barriers that prevent households from practicing it
- Resolve these barriers together and propose solutions according to the experiences and possibilities of each person
- Decide to challenge each other to achieve model household status together

For a detailed description of a group discussion, please refer to Part II of the **Guide for Local Promoters**.

b. Home visits

A home visit allows the local promoter to talk with a specific household and help them practice the promoted behavior. The home visit takes place in the home of the accompanied household and should preferably be held where the behavior is most often practiced. For example, if the topic being addressed is toilet use, it is recommended that the local promoter hold the discussion near the household's toilet. The local promoter should hold the discussion in the kitchen if the topic is food hygiene.

This will allow the local promoter to see the exact environment where the behavior is regularly practiced and to assess with the household what changes could be made to that environment to help the household change its behavior more easily. For example, to encourage the household to wash their hands with soap before preparing a meal, the handwashing device should be installed in the kitchen, where it is most convenient to wash hands and where it won't be easy to forget.

During the home visit, the local promoter uses the **Illustrated Facilitation Guide**. The Illustrated Facilitation Guide is a document with illustrations and key questions the local promoter asks the household to facilitate their thinking. Some possible solutions are already mentioned in the guide, but discussions with the household allow for expanding these solutions. The choice is always left to the household, according to its possibilities.



The following table summarizes the themes and discussions for each category of activity:

THEME	GROUP TALK	HOME VISITS
Theme 1: Use of Improved Toilets (Yellow Petal)	Talk to groups of accompanied households about toilets and how to improve them to meet the criteria.	Discussion around the use of toilets by all, and use of sanitary pots for small children, connection with local masons for the construction of toilets
Theme 2: Hand washing with soap (Orange Petal)	Talking with household groups, especially caregivers of children under five	Demonstration of handwashing with soap with handwashing facilities by the promoter, discussion of the best places in the family home to install handwashing facilities to optimize handwashing with soap.
Theme 3: Drinking water consumption (Blue petal)	Discussion with groups of households on possible solutions to use drinking water: treatment, storage, purchase of private or social connections...	Discussion of household drinking water practices and explore solutions to improve these practices. Demonstration on drinking water conservation

THEME	GROUP TALK	HOME VISITS
Theme 4: Respect for food hygiene (Green Petal)	Talk with household groups about food hygiene solutions: washing raw food, using shelves or raised cabinets for food, and storing food.	Discussion and demonstration of food hygiene at the household level, including the use of clean mats for small children playing on the floor
Theme 5: Respect for menstrual hygiene (Red Petal)	Talks with women's groups and men's groups, especially about the importance of talking about menstruation so that everyone can ensure that women/girls have what they need during their period	Discussion, demonstration, and presentation of options with women/girls regarding housekeeping, including private areas to ensure hygiene, towels to use
Theme 6: Gender and social norms challenges	Using the Social Analysis and Action approach	Discussion of the allocation of WASH expenditures at the household level, as well as the assumption of responsibility by all for ensuring the availability of WASH services and products within the household

RANO WASH

CARE International in Madagascar

RANO WASH Project Coordination Team

Appartement n°2,
Immeuble La City

Alarobia Morarano,
Antananarivo 101,
Madagascar