



**USAID**  
FROM THE AMERICAN PEOPLE



# Behavior Change Strategy



Cooperative Agreement No : AID-687-A-17-00002

April 2019

This publication was produced for review by the United States Agency for International Development.

## **DISCLAIMER**

This document is made possible by the generous support of the American people through the United States Agency for International Development (USAID) under the terms of the Cooperative Agreement AID-687-A-17-00002 (RANO WASH), managed by Cooperative for Assistance and Relief Everywhere Inc (CARE). The contents of this document are the sole responsibility of the RANO WASH consortium and do not necessarily reflect the views of USAID or the United States Government.

# TABLE OF CONTENT

ACRONYMS AND ABBREVIATIONS.....	4
1 OVERVIEW .....	7
2 BACKGROUND & DESIGN PROCESS, KEY AUDIENCES AND BEHAVIORS .....	8
2.1 The RANO WASH Project.....	8
2.2 WASH strengthening system approach.....	9
2.3 Intervention design process .....	10
2.4 Key indicators.....	11
2.5 Key audiences .....	11
2.5.1 Primary or priority audience .....	11
2.5.2 Secondary or influencing audiences .....	11
2.6 Key behaviors .....	13
2.6.1 Basic WASH behaviors .....	13
2.6.2 Additional behavior related to gender and social inclusion .....	13
2.7 Key determinants using the BCD framework.....	15
3 BEHAVIOR CHANGE STRATEGY AND ACTIVITIES FOR RANO WASH.....	19
3.1 introduction.....	19
3.2 Detailed activities at the Community level.....	21
3.2.1 Community-Led Total Sanitation (CLTS).....	21
3.2.2 Advertisement campaigns for WASH products .....	25
3.2.3 Savings group WASH contest .....	26
3.2.4 WASH services and practices in institutions and nudges.....	27
3.3 Detailed activities at the household level: the Grow-Up sticker concept.....	29
3.3.1 About local promoters .....	30
3.3.2 Interactive group discussions with the savings group.....	31
3.3.3 Home visit with the households with children under five.....	32
3.4 Mass communication activities.....	33
3.4.1 Posters .....	33
3.4.2 Dissemination of messages through local radio stations .....	33
4 ANNEXES.....	34
4.1 ABCDE process .....	34
4.2 RANO WASH VSLA Strategy .....	35
4.3 ToR model for vsla contest organization.....	38
4.4 Facilitation guide handbook.....	43

# ACRONYMS AND ABBREVIATIONS

<b>APS</b>	Avant-Projet Sommaire (Technical Scoping Study)
<b>APD</b>	Avant-Projet Détaillé (Detailed Project Design)
<b>AOPDEM</b>	National Association of Private Water Providers
<b>ASUREP</b>	Association des Usagers des Réseaux d'adduction en Eau Potable
<b>CARE</b>	Cooperative for Assistance and Relief Everywhere Inc.
<b>CLTS</b>	Community-Led Total Sanitation
<b>COP</b>	Chief of Party
<b>CRS</b>	Catholic Relief Service
<b>CSO</b>	Civil Society Organization
<b>DCOP</b>	Deputy Chief of Party
<b>DGRE</b>	Direction de la Gestion des Ressources en Eau (Direction of Water Resource Management)
<b>DREAH</b>	Direction Régionale de l'Eau, de l'Assainissement et de l'Hygiène
<b>FAA</b>	Fonds d'Appui pour l'Assainissement (Global Sanitation Fund)
<b>FUM</b>	Follow-up Mandon
<b>FY</b>	Fiscal Year
<b>GoM</b>	Government of Madagascar
<b>GSF</b>	Global Sanitation Fund
<b>ICT4D</b>	Information and Communication Technology for Development
<b>IP</b>	Implementing Partner
<b>IPTT</b>	Indicator Performance Tracking Table
<b>IWRM</b>	Integrated Water Resource Management
<b>KRFF</b>	Local Committees at Fokontany Level
<b>MID</b>	Ministère de l'Intérieur et de la Décentralisation (Ministry of Interior and Decentralization)
<b>MEAH</b>	Ministère de l'Eau, de l'Assainissement et de l'Hygiène (Ministry of Water, Sanitation and Hygiene)
<b>MFI</b>	Micro-Finance Institution
<b>MOC</b>	Maîtrise d'Ouvrage Communale (Communal Project Management)
<b>MoEEF</b>	Ministry of Environment, Ecology, and Forest
<b>MoFB</b>	Ministry of Finance and Budget
<b>MoID</b>	Ministry of Interior and Decentralization
<b>MoNE</b>	Ministry of National Education
<b>MoPH</b>	Ministry of Public Health
<b>MOU</b>	Memorandum of Understanding
<b>MTDN</b>	Minister of Posts, Telecommunications, and Digital Development
<b>NGO</b>	Nongovernmental Organization
<b>NPP-WSH</b>	National Platform for the Promotion of Water, Sanitation, and Hygiene
<b>ODF</b>	Open Defecation Free

<b>ODDIT</b>	Organisme de Développement de la Diosèse de Toamasina (Toamasina Diocese Development Organization)
<b>ONCD</b>	Office National de la Concertation et de la Décentralisation (National Office of Concertation and Decentralization)
<b>PCDEAH</b>	Plan de Développement Communal en Eau, Assainissement et Hygiène (Communal Development Plan for Water, Sanitation and Hygiene)
<b>PCT</b>	Project Coordination Team
<b>PGDI</b>	Projet de Gouvernance et de Développement Institutionnel (Governance and Institutional Development Project)
<b>PGRM</b>	Projet de Gouvernance des Ressources Minières (Mining Resources Governance Project)
<b>PHE</b>	Population, Health, and Environment
<b>PIC</b>	Projet Pôles Intégrés de Croissance (Integrated Growth Pole Project)
<b>PIRS</b>	Performance Indicator Reference Sheet
<b>PMP</b>	Performance Monitoring Plan
<b>PNI</b>	WASH National Investment Plan
<b>PNP-EAH</b>	Plateforme Nationale de la Promotion de l'Eau, Assainissement et Hygiène (National Platform for the Promotion of Water, Sanitation and Hygiene)
<b>PPP</b>	Public Private Partnership
<b>PPR</b>	Performance Plan Report
<b>PSEAH</b>	Programme Sectoriel en Eau, Assainissement et Hygiène (Water, Sanitation and Hygiene Sector Programme)
<b>RANO WASH</b>	Rural Access to New Opportunities in Water, Sanitation, and Hygiene
<b>RDONE</b>	Regional Director of National Education
<b>RDOPH</b>	Regional Director of Public Health
<b>RDWEH</b>	Regional Director of Water Energy and Hydrocarbon
<b>RPGE</b>	Réseau des Promoteurs de Groupes d'Épargne à Madagascar (Network of Savings Group Promoters in Madagascar)
<b>SDG</b>	System Development Goal
<b>SE&amp;AM</b>	Suivi Eau et Assainissement de Madagascar (Madagascar Water and Sanitation Monitoring)
<b>SILC</b>	Specialized Investment and Lending Corporation
<b>SLC</b>	Structure Locale de Concertation (Local Dialogue Structure)
<b>SMILER</b>	Simple Monitoring of Indicators for Learning and Evidence-based Reporting
<b>SO</b>	Strategic Objective
<b>SRMO</b>	Structure Régionale de Mise en Œuvre de la coordination (Regional coordination implementation structure)
<b>STEAH</b>	Service Technique de l'Eau, Assainissement et l'Hygiène (Water, Sanitation and Hygiene Technical Department)
<b>STEFI</b>	Technical and Financial Support
<b>SWA</b>	Sanitation and Water for All
<b>SWAp</b>	Sector-wide Approach
<b>SWOT</b>	Strengths, Weaknesses, Opportunities, and Threats
<b>TA</b>	Technicien d'Appui
<b>TFP</b>	Technical and Financial Partner
<b>TOR</b>	Terms of Reference
<b>ToT</b>	Training of Trainers
<b>USA</b>	United States of America
<b>USAID</b>	United States Agency for International Development

<b>USG</b>	United States Government
<b>VAT</b>	Value Added Tax
<b>VA/PSP</b>	Village Agent/Private Service Provider
<b>VSLA</b>	Village Savings and Loan Association
<b>WASH</b>	Water Sanitation and Hygiene
<b>WMA</b>	WASH Market Assessment
<b>WMDP</b>	WASH Market Development Plan
<b>WSP</b>	WASH Service Provider
<b>WSS</b>	Water Supply System



# 1 OVERVIEW

This strategy document has been developed to outline the main guidelines for the RANO WASH project's behavior change strategy. RANO WASH's behavior change (BC) strategy is grounded in the determinants of behavior to inform tools and methods for a community-centered BC package. The strategy utilizes the Behavior Centered Design framework (BCD) and builds on the successes of CARE's consortium members and previous USAID-funded projects.

The project's behavior change strategy cannot stand alone. It is a component of a larger intervention built around the project's three main objectives, of which a main thread is strengthening the WASH system.

This document describes i) the objective, the background, and design process that was used to develop the strategy, ii) the behaviors that will be addressed, iii) the key audiences and the related determinants, iv) the detailed description of the activities implemented as part of this strategy, and the evaluation process that is used to improve the implementation.

This document is intended to outline how RANO WASH designed its behavior change activities and how each are implemented in the field. It is a descriptive document that can serve as a guide or inspiration for any other entity interested in implementing multi-level behavior change activities. It also shares and references recent behavior change theories, principles, approaches, and frameworks that guide the project's behavior change strategy.

Figure 1 RANO WASH strategic framework for behavior change



It is a living document and describes approaches already underway as well as models that are still to be tested in the final years of the RANO WASH program.

# 2 BACKGROUND & DESIGN

## PROCESS, KEY AUDIENCES AND BEHAVIORS

### 2.1 THE RANO WASH PROJECT

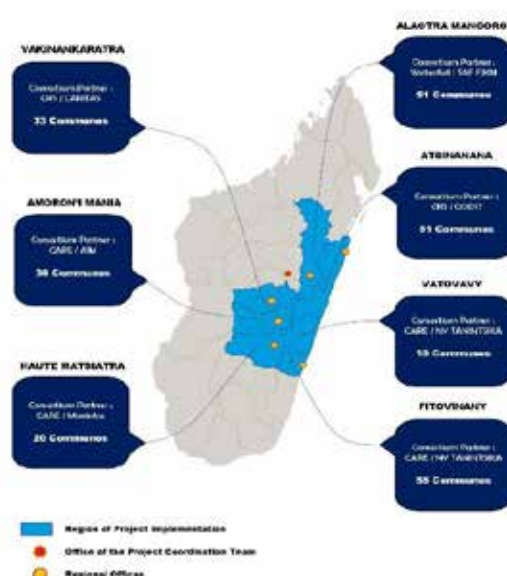
The Rural Access to New Opportunities in Water, Sanitation, and Hygiene (RANO WASH) Project aims to increase equitable and sustainable access to water, sanitation, and hygiene services; maximize the impact on human health and nutrition, and preserve the environment in 250 rural communes in six high-priority regions: Vatovavy Fitovinany, Atsinanana, Alaotra Mangoro, Amoron'i Mania, Haute Matsiatra, and Vakinankaratra. The Project is implemented by a CARE International-led consortium that includes Catholic Relief Services (CRS), WaterAid, BushProof, and Sandandrano is implementing the RANO WASH project.

The Project implements three strategic objectives:

1. Strengthen the governance and monitoring of water and sanitation;
2. Increase the engagement of the private sector in the delivery of WASH services;
3. Accelerate the adoption of healthy behaviors and the use of WASH services.

To accomplish this goal, the Project has and continues to develop a systematic partnership with national and regional governments, water and sanitation institutions, communities, private sector actors, civil society organizations, and beneficiaries.

Figure 2 RANO WASH intervention regions





## 2.2 WASH STRENGTHENING SYSTEM APPROACH

Achieving inclusive, sustainable, and universal access to WASH services requires concerted, long-term efforts to overcome the multiple systemic barriers in society. Sector strengthening strengthens the governance, leadership, processes, and institutions necessary to ensure sustainable and equitable access for all citizens. Reinforcements are made at the communal, regional, and national levels to be effective. RANO WASH uses the building blocks for a strong WASH system as a conceptual framework for all its interventions.



Figure 3 WASH System strengthening approach

## 2.3 INTERVENTION DESIGN PROCESS

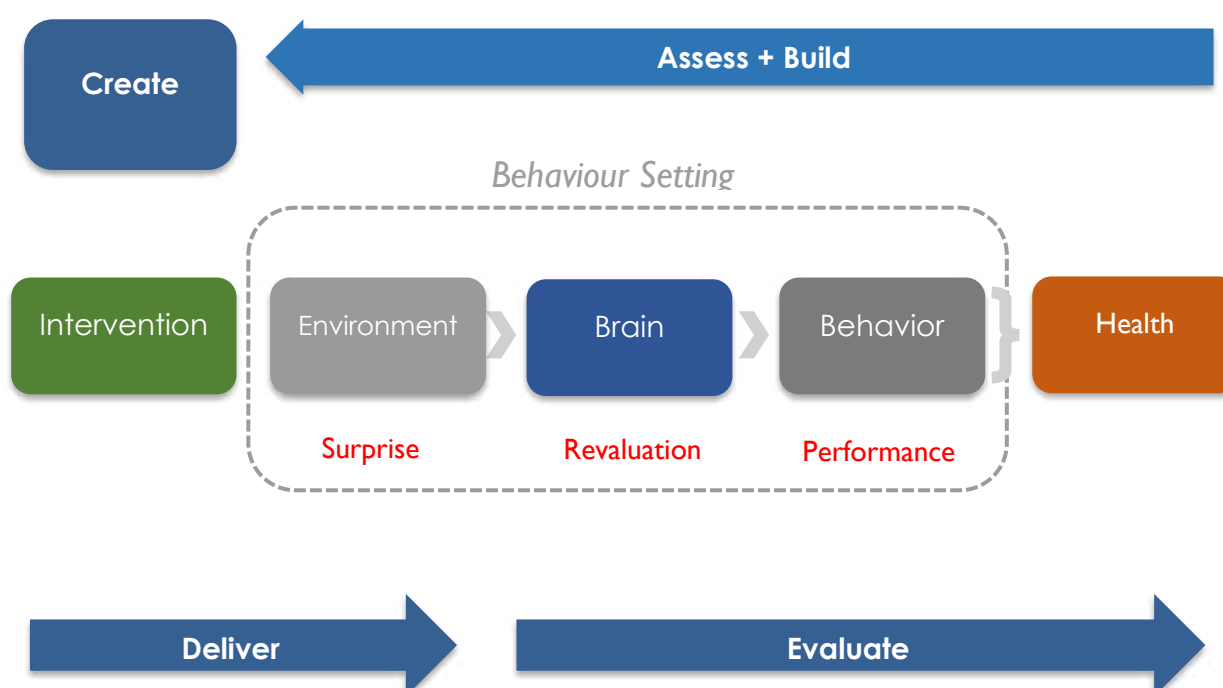
The project partnered with the London School of Hygiene and Tropical Medicine (LSHTM) to conduct formative and action-research and fieldwork to inform the development of project activities related to WASH behavior change. The Behavior-Centered design approach was used during the formative research and design process. LSHTM conducted a rapid scoping review to synthesize the current understanding of target WASH behaviors' potential cognitive, emotional, reactive, and habitual drivers. These findings were used to inform subsequent iterations of the RANO-WASH behavior change strategy or inform the development of specific research questions to explore with the context of the RANO-WASH behavior change approach.

### THE BCD FRAMEWORK<sup>1</sup>

Behavior Centered Design is a new approach which, as the name implies, is centered on behavior. It differs from existing approaches because it is a complete process for behavior change aimed at both individuals and societies. It provides a means of identifying the levers that can change behavior; it also provides a design process with steps and tools to use in conceiving, creating, implementing, and evaluating a behavior change program.

The diagram below describes the whole approach. Across the middle of the diagram is the chain of events that has to occur for a behavior to change. In a nutshell, an intervention has to change something in the environment, which has to change something in the brain and body of the target individual, which then impacts behavior. The aggregate of these individual behaviors then has some impact on the state of the world. This causal chain represents the BCD approach to defining what is known as a 'Theory of Change.' A detailed explanation of each step in the ABCDE<sup>2</sup> process is provided in Annex 01.

Figure 4 The BCD Process model



<sup>1</sup> Aunger, Curtis (2015) "ABCDE, A guide to Behaviour Centred Design", Hygiene Center, LSHTM

<sup>2</sup> Assess, Build, Create, Deliver and Evaluate

## 2.4 KEY INDICATORS

The RANO WASH behavior change strategy aims to promote the adoption of healthy behaviors and promote the use of WASH services for a long-lasting impact on health and nutrition. Using the project framework, the following table presents the relevant RANO WASH indicators at impact and outcome level concerning behavior change:

Level	Indicator
<b>Impact</b>	% of people in intervention communes with access to safely managed water services
	% of people in intervention communes with access to basic drinking water services
	% of people in intervention communes with access to a basic sanitation service
	% of households in intervention communes with children under age 5 reporting an incidence of diarrhea within the last two weeks
<b>Outcome</b>	% of households with soap and water at a handwashing station commonly used by family members
	# of communities verified as "open defecation free" (ODF) as a result of USG assistance
	# of Communes certified as "Open defecation free" (ODF) as a result of USG assistance

## 2.5 KEY AUDIENCES

### 2.5.1 PRIMARY OR PRIORITY AUDIENCE

The primary audience is the individuals or group of people encouraged to adopt the key behaviors and ensure that someone else (such as a child) practices the new behavior.

RANO WASH's behavior change strategy primarily targets "Households with children under the age of five in the project's intervention communes, especially the caregivers of these children under the age of five."

This choice is motivated by the fact that these households are the ones that will have the most impact on improving health and nutrition for children under the age of five.

### 2.5.2 SECONDARY OR INFLUENCING AUDIENCES

The secondary audience is the group that has the most influence (positive or negative) on the primary audience. For RANO WASH, three secondary audiences influence the primary audience. The most important one being "the basic communities within which they live," and two others: VSLA groups and the public institutions in their communities.

#### **SECONDARY AUDIENCE I: COMMUNITY WITHIN WHICH THE HOUSEHOLDS LIVE**

Malagasy households in rural areas often live in a basic community unit characterized by a strong social bond with well-defined social norms that influence individual and social behavior. *Fihavanana*<sup>3</sup> remains the founding

---

<sup>3</sup> Fihavanana is a Malagasy word encompassing the Malagasy concept of kinship, friendship, goodwill between beings, both physical and spiritual. The literal translation is difficult to capture, as the Malagasy culture applies the concept in unique ways. Its origin is *havana*, meaning kin.

and regulating principle of Malagasy social relations. *Fihavanana* is "based on the principle of mutual aid, services rendered to others, and reciprocity in this type of action."

The basic communities are defined at the village-level of geographical unit, and the accent is put on the collective interest, which takes precedence over the individual interests. Respect for *Fihavanana* is also marked by the desire to reach consensus at all costs, which "forces people to control themselves and to refrain from expressing too much disagreement." Consensus on actions or attitudes is easier when it is the cause or consequence of a society whose decision-making horizon is the basic community, i.e., the village. The gaze of others plays a central role. Socially, the individual (and households) must avoid the loss of *baraka*, which is an individual honor, but above all, a collective one, since any personal infraction is likely to tarnish the honor of all<sup>4</sup>. Thus, it is essential that the solutions, social measures, or behaviors that one would like to promote on a larger scale garner unanimity, at least at village level. Otherwise, they risk being dismissed or ignored by the members.

## **SECONDARY AUDIENCE 2: SAVINGS GROUPS**

A savings group is a group of 15 to 25 people who save together and make small loans. The savings groups offer members the opportunity to save frequently in small quantities and access credit on flexible terms to carry out small income-generating activities and thus improve their daily lives. RANO WASH uses savings groups to improve rural household incomes so they are better able to afford quality WASH services.

CARE initially launched the savings group approach with the Village Savings and Loans Association (VSLA) model to respond to the limitations of traditional methods of saving such as rotational schemes to overcome the difficulties of offering credit to the rural poor. Since then, the concept has been taken up by other promoters. There are different designations of savings groups in Madagascar based on their promoters, but they have the same basic principles based on the VSLA model, with slight variations. RANO WASH is working with all savings groups, whatever their designation, to reach as many groups as possible.

In addition to being a source of financial capital for members, the savings group is also a social capital source where they can positively influence each other to improve their practices in daily life and become true leaders within their communities. CARE's VSLA experiences worldwide show VSLA groups to be real drivers of development and agents of change within their communities, especially for women and girls. The project works with many savings groups in its six regions, which is why this intervention taps into this potential to bring change rapidly. The project's savings group's strategy is detailed in Annex 02.

## **SECONDARY AUDIENCE 3: HEALTH CENTERS AND SCHOOLS**

Public institutions, such as health centers and schools, remain important places of influence in rural areas. Indeed, they are an opening to the outside world for rural communities that are often isolated. Through health centers, households can receive basic health care and learn good hygiene practices. Madagascar's community health policy has institutionalized community health volunteers (CHV) attached to basic health centers to play an essential role in promoting behaviors for maintaining good health, including WASH behaviors. At the school level, children learn good habits, and play a central role in influencing households to make positive changes. These institutions also serve as models for rural communities in terms of quality infrastructure and services. For these reasons, this intervention considers them as secondary audiences.

---

<sup>4</sup> Sandron Frédéric, « LE FIHAVANANA À MADAGASCAR : LIEN SOCIAL ET ÉCONOMIQUE DES COMMUNAUTÉS RURALES », *Revue Tiers Monde*, 2008/3 (n° 195), p. 507-522. DOI : 10.3917/rtm.195.0507. URL : <https://www.cairn.info/revue-tiers-monde-2008-3-page-507.htm>

## 2.6 KEY BEHAVIORS

### 2.6.1 BASIC WASH BEHAVIORS

The behavior change strategy aims to change the poor hygiene practices of individuals, households, and communities that expose them to the ingestion of feces, causing diarrhea, environmental enteropathy, and parasitic infections. As presented earlier in this document, fecal contamination occurs primarily through dirty hands, contaminated water or food, and a contaminated environment, particularly soil. The current state of knowledge on the effectiveness of WASH interventions indicates that approaches must address all relevant transmission routes to have a significant impact and be scaled up (community, commune, and district)<sup>5</sup>. The following table shows the behaviors to be promoted to the primary and secondary audiences.

**Table 1: Key RANO-WASH target behavior list**

Category	Target Behavior
<b>Sanitation</b>	1) All household' members, including members with disabilities, use improved latrine (pit latrines that are flyproof, washable, and ventilated) with an available handwashing system with soap. 2) Children under five who cannot use the toilet use a potty, and then caretakers throw the feces in the improved latrine.
<b>Handwashing with soap</b>	1) Household's members are regularly washing their hands with soap in three key moments: (i) before food preparation, (ii) before eating, (iii) after going to the toilet 2) Caretakers of children under two are regularly washing their hands with soap in five key moments: (i) before food preparation, (ii) before eating, (iii) before feeding or nursing the baby, (iv) after wiping the baby, and (v) after going to the toilet
<b>Use of safe water</b>	1) In a site where RANO WASH supports infrastructure construction, household members use safe water from the water supply system funded by RANO WASH 2) In a site where there is no water supply system, household members regularly boil their water before consumption and store them in a clean and covered container
<b>Food Hygiene</b>	1) Household member in charge of food cleans with safe water uncooked fruits and vegetables before consumption by family members. 2) Household member in charge of food makes sure food are well-cooked before consumption by family members 3) Household member in charge of food uses covered recipient to store food before consumption by family members.

### 2.6.2 ADDITIONAL BEHAVIOR RELATED TO GENDER AND SOCIAL INCLUSION

RANO WASH has its gender and social inclusion mainstreaming strategy to identify opportunities and points of entry for gender integration into all program activities<sup>6</sup>. The vision for gender and social inclusion is:

<sup>5</sup> National Workshop on WASH-Nutrition strategy organized by MPH, ONN, MEAH with the support of UNICEF, January 2020

<sup>6</sup> RANO WASH Gender and social inclusion mainstreaming strategy

"By 2022, in the RANO WASH intervention zone, we see women, girls, men, young people, boys, children, people with disabilities, with access to WASH products and services. They become people responsible for their development, living in an environment where social justice is conducive to the development of each and everyone."

In terms of hygiene and sanitation, the gender assessment conducted by the project in its intervention regions revealed that the specific hygiene needs of women and girls are poorly understood and considered at the household, community, and institutional levels. Moreover, the specific needs related to menstrual hygiene are compounded by society's misperception of menstruation, commonly referred to as "fadimbolana," which translated as "it's taboo to talk about it." This situation negatively impacts their self-esteem and self-confidence and limits their aspirations and ability to participate fully in household and community-level decision-making processes. Thus, menstrual hygiene promotion is added to the targeted behavior list. This behavior will reduce the constraints that prevent women and girls from leading and influencing decisions and improve women and girls' comfort, self-esteem, and self-efficacy.

**Table 2: Additional target behavior list**

Category	Target Behavior
<b>Menstrual Hygiene</b>	Girls and women wash with clean water in an appropriate space designed conveniently for their needs and change their sanitary pads during their period All community members, including men and boys, as well as parents and children, discuss menstrual hygiene openly and explore together solutions to support women and girls to manage their menstruation safely



## 2.7 KEY DETERMINANTS USING THE BCD FRAMEWORK

For each key behavior, the related determinants were identified. These drivers are used to identify the key behavior change activities that are part of the intervention.

### CATEGORY: SANITATION

Key behaviors	What needs to change?	Behavioral determinants	Lever of change
<p>1) All household members, including members with disabilities, use improved latrine (pit latrines that are flyproof, washable, and ventilated) with an available handwashing system with soap.</p> <p>2) Children under five who cannot use the toilet use the potty, and then caretakers throw the feces in the improved latrine.</p>	<p>Stop open defecation, use an improved toilet that can be used by all household's members regardless of their physical limitations</p> <p>Children's feces have to be appropriately managed</p>	<p>Infrastructure/stage: Availability of improved and physically sustainable latrines, odorless (ventilated or other means to prevent bad odor), with fecal sludge management solution, adapted to the environment/nature of the soil</p> <p>Motivational factors: disgust, shame, comfort, social status, affiliation</p> <p>Barriers: Bad smell of latrines, high cost of latrines</p>	<p>CLTS (Creation of new social norms)</p> <p>Training of local masons/ local sanitation companies on adapted latrine models (technologies)</p> <p>Targeted marketing</p> <p>VSLA to address financial issues</p> <p>Implementation of advantageous offers with discount</p> <p>Repeated exposure to the message (local radio, posters, WASH-Friendly institutions, campaigns with puppets)</p> <p>Identifying "Model Household" and championing/rewarding</p>

## CATEGORY: HANDWASHING WITH SOAP

Key behaviors	What needs to change?	Behavioral determinants	Lever of change and key activities
<p>1) Household's members are regularly washing their hands with soap in three key moments: (i) before food preparation, (ii) before eating, (iii) after going to the toilet</p> <p>2) Caretakers of children under two are regularly washing their hands with soap in five key moments: (i) before food preparation, (ii) before eating, (iii) before feeding or nursing the baby, (iv) after wiping the baby, (v) after going to the toilet</p>	<p>Wash your hands at key moments</p> <p>Use the soap for handwashing, not just for laundry</p>	<p>Infrastructure/stage: Availability of water and soap in the family home</p> <p>Availability of handwashing station with soap at key locations that can prompt the regular use (where it is noticeable and close)</p> <p>Motivational factors: social status, social norms</p> <p>Barriers: forgetfulness, habit, absence of water</p>	<p>Encouraging a stable environment to practice the behavior: DLM at the key location within the household, where it is noticeable and close</p> <p>Provision of soap and DLM to households through local sales</p> <p>VSLA to improve income</p> <p>Repeated exposure to the message through mass media (local radio, posters, WASH-Friendly institutions, campaigns with puppets)</p> <p>Model Household strategy</p> <p>Bridge with the water provision strategy</p>

## CATEGORY: USE OF SAFE WATER

Key behaviors	What needs to change?	Behavioral determinants	Lever of change and the key activities
<p>1) In a site where RANO WASH support infrastructure construction Household's members use safe water from the water supply system funded by RANO WASH</p>	<p>Drink and use safe water: either boiled or treated (at the source, before consumption)</p>	<p>Infrastructure/stage: Availability of basic water services, access to water treatment products</p> <p>Motivational factors: knowledge and belief link to dirty water/dirty</p>	<p>Promotion of water connections policy (private connection and social connection)</p> <p>Social marketing for water products (filters, storage, etc.)</p>

Key behaviors	What needs to change?	Behavioral determinants	Lever of change and the key activities
2) In a site where there is no water supply system Household's members regularly boil their water before consumption and store them in a clean and covered container		environment and diarrhea, ease and speed of use, comfort, social status, affiliation, service quality  Barriers: availability of water for other water needs (laundry, toilet ...), high cost,	Provision with water treatment products and appropriate materials through nearby sales  Model Household strategy  Repeated exposure to the message through mass media (local radio, posters, WASH-Friendly institutions, campaigns with puppets)

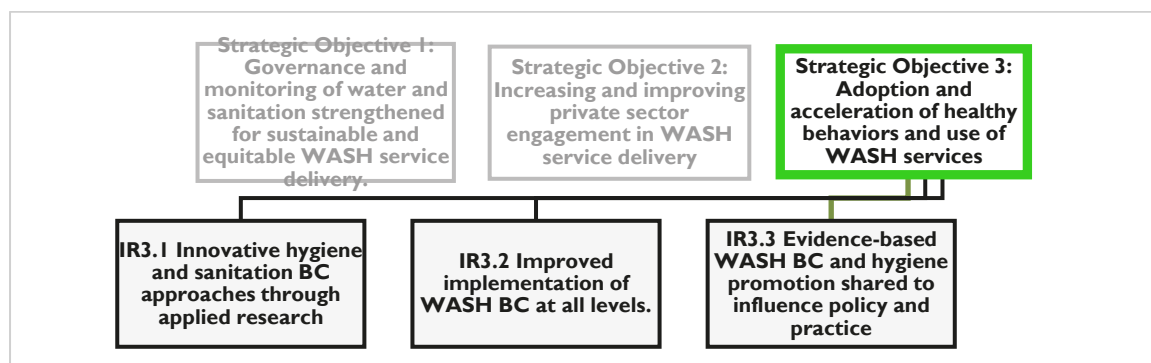
## CATEGORY: FOOD HYGIENE

Key behaviors	What needs to change?	Behavioral determinants	Lever of change and key activities
1) Household member in charge of food clean with safe water uncooked fruits and vegetables before consumption by family members. 2) Household member in charge of food makes sure food are well-cooked before consumption by family members 3) Household member in charge of food uses covered recipient to store food before consumption by family members.	Systematic washing of raw fruits and vegetables  Eating well-cooked food  Cover food to avoid exposure to flies	Infrastructure/stage: Availability of water in the kitchen, presence of DLM with soap in the meal preparation area, elevated area to prepare and store food, wastewater disposal  Motivational factors: knowledge of food hygiene practices, nurture, social status, affiliation  Barriers: "when it's not visibly dirty, it's clean," warm-up time for taste and not for killing germs	Food hygiene education (to be combined with nutrition education activities)  "Model kitchen" contest  Model Household/mother strategy  Repeated exposure to the message (local radio, posters, WASH-Friendly institutions, campaigns with puppets)  Bridge with the water provision strategy

## CATEGORY: MENSTRUAL HYGIENE

Behavior	What needs to change?	Behavioral determinants	Lever of change and key activities
<p>Girls and women wash with clean water in an appropriate space designed conveniently for their needs and change their sanitary pads during their period</p> <p>All community members, including men and boys, as well as parents and children, discuss menstrual hygiene openly and explore together solutions to support women and girls to manage their menstruation safely</p>	<p>Regular hygiene practices</p> <p>Use of hygienic pads</p> <p>Improve knowledge about menstruation and menstrual hygiene within the communities</p>	<p>Infrastructure/stage: Availability of affordable, attractive, and comfortable pads, close to the users</p> <p>Access to water and hygiene facility such as a shower or an intimate and secure place to perform hygiene comfortably at the household level</p> <p>Motivational factors: comfort, self-esteem, self-confidence, acceptance</p> <p>Barriers: Societal negative perception of menstruation, lack of decision making and power to fulfill one's needs, insufficient attention to menstrual problems, Harassment from boys in school, lack of parental and school support</p> <p>Teasing from males in school and community</p>	<p>Promotion of reusable pads with local seamstresses</p> <p>Availability of Menstruation and menstrual hygiene education</p> <p>Gender activities</p> <p>VSLA, including young women</p> <p>Repeated exposure to the message through mass media (local radio, posters, WASH-Friendly institutions, campaigns with puppets)</p> <p>Model Household strategy</p>

# 3 BEHAVIOR CHANGE STRATEGY AND ACTIVITIES FOR RANO WASH



## 3.1 INTRODUCTION

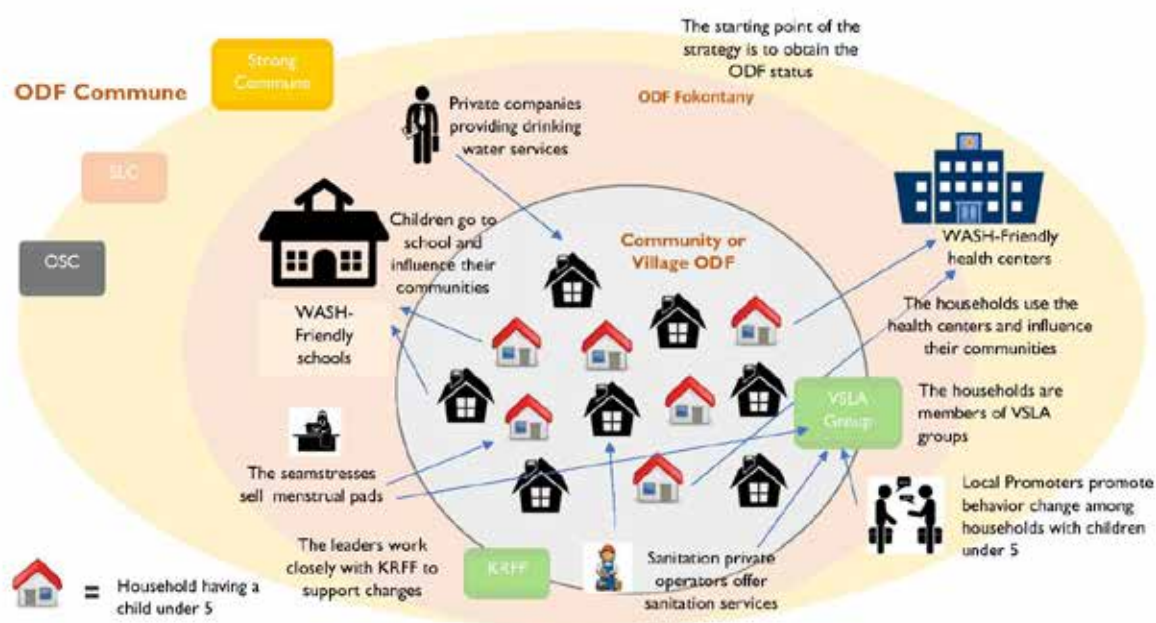
This section describes the behavior change intervention that RANO WASH implements. RANO-WASH's strategy focuses on community and household-level drivers and motivators for the five targeted key behaviors. The approach promotes communities as the most influential unit at which to (catalyzing factor to) change norms and practices related to WASH behaviors, as many social norms are reinforced at the community level.

The intervention is delivered at three levels: household, community, and mass, and influences cognitive, emotional, reactive, and habitual drivers of the five categories of behaviors. Activities are delivered in an interactive and participatory manner that seeks to move away from the one-sided delivery of messages.

The intervention also promotes the connection between the key audiences and private sector services to increase access to WASH products and services. There is a strong bridge between the behavior change strategy and the private sector engagement strategy that RANO WASH implements.

There is also another strong bridge between the behavior change strategy and the governance strengthening of WASH services to ensure durability and quality. Local authorities are encouraged to consider behavior change activities in their commune-level planning to ensure budget and sustainability, even after the project ends. The following diagram summarizes the project's behavior change strategy.

Figure 5 Summary of the behavior change strategy



The following table presents the key activities that are organized at each level:

Level	Key Activities
<b>Community</b>	<p>Community-Led Total Sanitation and Follow up Mandona with a focus on achieving commune-wide ODF. This is linked with governance improvement at commune level, with inclusion of ODF commune status as a sanitation objective</p> <p>Advertisement campaigns for targeted WASH product, supports to local masons and local seamstresses as part of private sector engagement, market-based sanitation (pilot phase)</p> <p>Contests and reward-systems focused on incremental progress for Village Savings and Loans groups and households</p> <p>“WASH-Friendly” certified health centers and schools</p>
<b>Household</b>	<p>Household visits to accompany households through the BC process and provide follow up, and a reward system based on positive affective motivators such as pride, sense of belonging, nurture</p> <p>Interactive Group dialogues to generate discussion using puppet shows and group theatre</p>
<b>Mass</b>	<p>Local Radio Campaigns, interactive radio programs including interviews, roundtables and debates</p> <p>Service and product ads on mass media</p>



## 3.2 DETAILED ACTIVITIES AT THE COMMUNITY LEVEL

### 3.2.1 COMMUNITY-LED TOTAL SANITATION (CLTS)

#### Overview of the concept

As explained in the first part of this document, the community in which the targeted households live is the most influential group, especially in rural Malagasy communities. With this in mind, RANO WASH chose the Community-Led Total Sanitation (CLTS) approach as the entry point for behavior change activities. CLTS also complements RANO WASH's sanitation strategy that is also part of the private sector engagement strategy for increasing sustainable WASH services.<sup>7</sup>

"CLTS focuses on igniting a change in sanitation behavior (...) through a process of social awakening that is stimulated by facilitators from within or outside the community. It concentrates on the whole community rather than on individual behaviors (...) People decide together how they will create a clean and hygienic environment that benefits everyone."<sup>8</sup>

CLTS was first introduced in Madagascar in 2008 and is still considered the choice approach to stop open defecation. Indeed, the GoM's national roadmap for sanitation Madagasikara Madio<sup>9</sup> stipulates that CLTS remains the main methodology for intervention in rural areas. As such, RANO WASH chose CLTS to align its sanitation approach with national plans and strategies.

The CLTS process uses emotional drivers, including disgust, shame, and dignity, to help community members become conscious of the risks of the sanitation status in their community. This enables communities to stop open defecation and generate demand for toilets constructed with local materials and through local mason or sanitation enterprise services. During this process, natural leaders emerge and help to continually motivate their communities to abandon open defecation practices and reach ODF status. Follow Up Mandona (FUM) was developed to capitalize on this occurrence and provide targeted re-triggering to communities to maintain momentum towards elimination of open defecation. The intense social process and momentum generated by CLTS also leads to rapid scaling of ODF status through the *ripple effect*, in which ODF communities trigger interest among surrounding communities that leads these to become ODF without the need for targeted support by the project. The project actively supports communities and communes to find solutions to address equity and vulnerability that might arise during the CLTS process. The project also promotes the importance of a Post-ODF strategy to ensure communities and communes are able to protect and maintain their ODF status.

For RANO WASH, the objective is to support the entire commune to become ODF. Lessons learned from previous CLTS interventions in rural Madagascar reveal that the chef lieu de commune (major town in the commune) and sometimes the chef lieu of Fokontany face the most challenges in achieving ODF status. Indeed, the population density is higher in the commune or fokontany towns. They have peri-urban characteristics, and the social rules of community life prevalent in remote villages and fokontany no longer apply. It is more difficult to mobilize the community to initiate a collective movement and mutual decision to stop open defecation. The project includes the CLTS approach in a larger sanitation strategy that emphasizes a market-based approach in these Commune and Fokontany chief towns. This involves developing a sanitation market with local private operators, including local masons to meet the needs and price points of various customer segment groups. The project also developed an institutional triggering strategy that targets traditional leaders/chiefs, mayors, and other commune-level staff to generate political will and increase the capacity of

---

<sup>7</sup> RANO WASH, "Private Sector Engagement Strategy for increasing sustainable WASH Services"

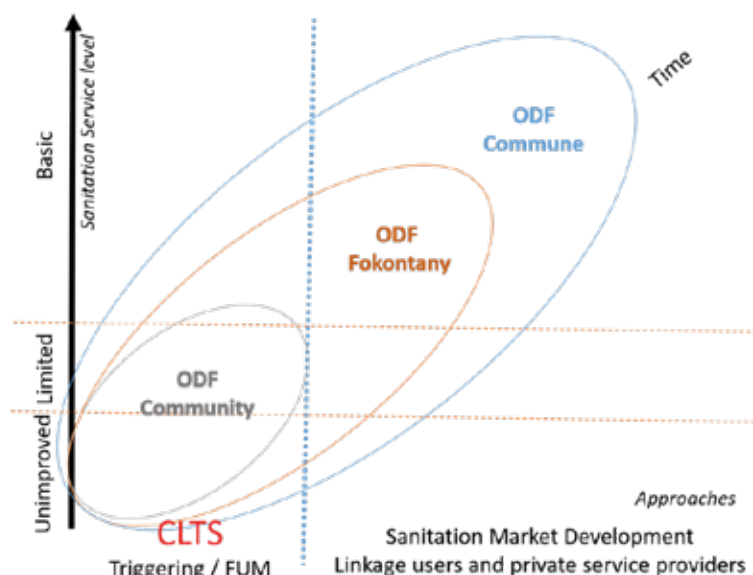
<sup>8</sup> Kamal Kar, Robert Chambers (2008) « Handbook on Community-Led Total Sanitation »

<sup>9</sup> MEAH (2019) « Feuille de route Madagasikara Madio 2025 »

key government officials and traditional leaders in motivating and supervising sanitation activities in their communities. The diagram below summarizes the RANO WASH's approach to achieving an ODF Commune.

RANO WASH's CLTS activities are also supported by the STEAH agents (ATEAH), commune-level staff supported by the project who often coordinate and supervise sanitation activities, including pre-triggering and triggering for CLTS, and provide technical and practical guidance to households post-triggering.

Figure 6 RANO WASH Sanitation approach



Key steps (see diagram below for further detail for each step)

1. Pretriggering
2. Triggering
3. Follow-up Mandona (FUM)
4. ODF Self-verification
5. ODF verification and certification
6. Post-ODF maintenance activities

### Delivery model

- Pre-triggering and triggering are conducted by a trained facilitator, including RANO WASH field agents and ATEAH
- Follow-up Mandona (FUM) is facilitated by RANO WASH field agents and ATEAH, with the participation of Natural Leaders identified during the triggering process
- Self-proclamation made by communities and signed by authorities
- The verification process is conducted with the verification committees. Verification committees are designed at each level based on the National verification protocol MEAH (2019) "Protocole de verification et de certification du Statut fin de defecation à l'air libre (FDAL)."
- Certification and celebration are organized at the local level, with the participation of neighboring communities to encourage ripple effect and local or regional authorities

- Post-ODF activities are facilitated by the ATEAH, under the leadership of the mayor. The post-ODF activities are outlined in a communal action plan with the focus to maintain the status, and to scale up the sanitation ladder for all community members.

#### **Tools and materials**

- Training curriculum for CLTS facilitators, including market-based concept. The training curriculum developed by the project can be viewed on the project's website.
- Pre-triggering, triggering, and FUM forms that are also based on the national verification protocol

## CLTS detailed steps and expected outcomes

Maintenance  
activities

ODF status  
celebration  
and  
verification

Triggered communities are encouraged to self-declare as ODF when they achieve the status. They provide a signed self-declaration letter for local/communal authorities, and request verification.

**Verification committee members:** local authorities at Fokontany and Communal level, third-party in neighbor ODF villages, local CSO, SLC members

ODF communities are encouraged to organize celebrations.

Follow-Up  
Mandona  
(FUM)

**FUM is systematic for RANO WASH.** Drawing from the dynamism created during the triggering process, the FUM allows for communities to achieve rapidly ODF status.

**FUM process key questions,** asked during latrine visits and transects: are all latrines flyproof? How can they be improved? Are all people within communities using those latrines? If not, why not? What are you going to do?

**FUM outcomes:** Latrines improvement, social and gender inclusivity, replicable community models, dynamic natural leaders

Triggering in  
strategic  
villages

**Triggering process** draws on **disgust, shame** and **human dignity** to facilitate community's decision to stop open defecation: disgust on making them realizing that they are eating their own faeces, shame because they are doing so without even realizing it, question their human dignity

Tools and methods: fly theory, transect, cartography

**Triggering outcomes:** decision to stop open defecation, flyproof latrines building with local materials and/or negotiations with local masons to build latrines from their own models, natural leaders emergence

Facilitators: RANO WASH's field agents, trained STEAH

Pre  
triggering in  
strategic  
villages

This stage allows to verify **if a given community is ready for triggering**, and if the process will likely be successful. At the end of this stage, a village is deemed ready or not, and the facilitator provides his/her reasons.

**Strategic villages:** obvious open defecation practice, limited number of latrines, easy scaling up and influence for other villages e.g downstream of watercourses to influence upstream villages, concentrated houses, 20 to 30 households

## 3.2.2 ADVERTISEMENT CAMPAIGNS FOR WASH PRODUCTS

### Overview of the concept

WASH services are a key aspect of encouraging and supporting behavior change, as reflected in the determinants table in section II. The connection between service users and service providers is thus part of this intervention. This connection is done by supporting local WASH service providers to organize advertisement campaigns for their products. The project already supports these WASH service providers under strategic objective two on private sector engagement<sup>10</sup>.

Marketing campaigns are organized periodically by private operators who provide water, sanitation, or hygiene services. In particular, WASH-specific world day celebrations, local cultural events, or market days are opportunities to organize marketing campaigns. Activities include mass sensitization using sound systems and product presentations and demonstrations, contests with discounts, and promotional offers for new product launches.

WASH private operators are particularly encouraged to organize ads activities towards savings group members, as the latter are more likely to have the means to purchase these products, and they are also influencing members within the communities. The production of flyers and posters for these private operators is also part of this intervention.

### Key steps

1. Identification of local private sectors specializing in water, sanitation, and hygiene
2. Professionalize their services as part of the private sector engagement strategy, including marketing strategy
3. Support of private operators in the development of advertising and communication activities and tools
4. Support of private operators in the advertising activities' organization

### Delivery model

- In Communes where RANO WASH is building drinking water infrastructure or improving privately managed drinking water services, the project supports the private managers in managing these services. The project's private sector engagement team supports them in providing quality services and organizing activities to increase the number of users of water connections. The idea is that these private managers will be able to promote their services to users over time. The availability and quality of services will accelerate the adoption of safe water use behaviors and the maintenance of hygiene practices. Indeed, the availability of drinking water at home is an important factor in ensuring the continued practice of hygiene behaviors and ultimately reducing the risks related to health and nutrition. These providers sell social and private water connections as well as water filters.
- In Communes where RANO WASH does not directly support drinking water infrastructure, the project facilitates local private operators' promotion of home water treatment products.

### Tools and materials

The following tools and materials are used to carry out this activity:

- Posters for local seamstresses
- Posters for local masons

---

<sup>10</sup> RANO WASH “Private Sector Engagement Strategy for Increasing Sustainable WASH services”

### 3.2.3 SAVINGS GROUP WASH CONTEST

#### Overview of the concept

The savings group contest is an activity that encourages members to adopt healthy behavior and use WASH services. The contest focuses on increasing the number of savings group members having and using an improved latrine, an ideal kitchen, and safe water services and products. The contest stimulates creativity and fair competition between the groups and values the members' efforts by certifying them as *"Inspiring savings group in WASH behaviors."*

The contest lasts from 3 months to 6 months, and all savings groups that participate encourage all their members to have and use inspiring models of clean toilets, ideal clean kitchens, and clean and safe water. Winning savings groups are those who can mobilize the maximum number of their members to meet the criteria. Winners are celebrated and honored during a prize-giving ceremony with the participation of local authorities. This concept is based on **pride, fair competition, and a sense of belonging** to ignite change within many savings groups.

#### Key steps

1. Information to all savings groups of the contest concept
2. Call for applications for savings groups who would like to participate in the contest
3. For each Commune and district, savings groups define themselves the criteria for what they consider as "attractive and healthy toilets," "ideal kitchen," and "good source of safe water." It is an important step to facilitate the adhesion of the groups because the criteria they choose themselves are elements that they consider achievable according to the resources available to them. This also allows creativity and mutual inspiration.
4. Design and approval of verification forms and rating system
5. Establishment of a verification committee at communal and district level composed of project staff and local authorities
6. Official launch of the competition, and each group works to ensure that each of their members meets the criteria
7. Verification process by the verification committee using the designed forms and approved rating system
8. Winner's announcement, community celebration, and prize-giving ceremony. Prizes include certificates for groups and members and WASH-related tools and utensils.

#### Delivery model

All activities carried out at the savings groups level are done through collaboration with the **Village Agents**. The Village Agent Model (VAM) was introduced by CARE in 2009 to promote self-replication<sup>11</sup>. The VAs are trained to establish and train new groups and follow up on new and existing groups on a fee-based service contract with the savings group they support. To organize this contest, village agents mobilize and energize the savings groups they support. They also get special prizes and certificates when their groups win the contest.

#### Tools and materials

The following tools and materials are used to carry out this activity:

- Training curriculum for field agents and Village Agents on VSLA approach
- ToR model for the organization of savings group contest. This can be viewed in Annex 03.

---

<sup>11</sup> CARE, « The Village Agent Model, Experiences and Lessons from CARE International's work on Financial Inclusion for the marginalized »



- Application form for savings groups
- Poster to call for applications
- Rating system document
- Evaluation forms
- "Savings group model" certificate
- "Savings group member model" certificate

### 3.2.4 WASH SERVICES AND PRACTICES IN INSTITUTIONS AND NUDGES

#### Overview of the concepts

#### WASH services and practices in institutions

Initially, RANO WASH planned to implement the WASH Friendly approach, the GoM national approach to improve the use of WASH services and the practice of WASH behaviors at the institutional level. WASH Friendly guides have been developed for health centers (by the Ministry of Public Health -- MPH), and schools (by the Ministry of Education -- MoNE) and are planned to be scaled up to the national level. However, due to many challenges in implementing this approach, the orientation has been changed to improve WASH services and practices in institutions without the certification process. These challenges include centralized and high-cost process. The project continues to support MoNE and MPH to improve this WASH-Friendly approach at national level.

The reason to improve WASH access and practices in institutions into this behavior change strategy is that these institutions influence household and community practice. They also provide a means to reach a large number of targets easily. As there is also a need to scale up WASH activities (entire Commune instead of small villages) for greater effectiveness, the inclusion of these institutions as a secondary target is justified.

The requirements below are used to measure the WASH services and practices:

1. Availability of a WASH Committee
2. Availability of funds to ensure continuity/quality of WASH services for users. These funds can come from a variety of sources: mobilization of public resources (local, central), user participation (following the regulations of public institutions), the establishment of public-private partnerships (PPPs), donations, or other sources.
3. Availability of a maintenance plan for water, sanitation, and hygiene infrastructure and services. The maintenance plan allows institutions to carry out the various regular maintenance works necessary to keep all infrastructure in working order and ensure the availability of services
4. Availability of Nudges: visible visual cues in the form of billboards, signs, drawings, paintings, pictograms, or other signs made of local materials... that remind and facilitate the proper use of the facilities and hygiene practices by staff and users (see the section below on Nudges)

#### Nudges

Nudges are the indirect suggestions, cues, or prompts that encourage the voluntary adoption of behaviors, motives, or decision-making. Nudges come from the idea that most people's decision-making is not bounded by rationality and instead is influenced by many biases, particularly those caused by their environment. This causes people to act against their self-interest and thus fail to act on good practices, such as handwashing.

Nudges thus seek to modify the environment and the 'choice architecture' surrounding a given behavior, aiming to alter the context in which a behavior occurs rather than the conscious decision-making process related to the behavior.

In the WASH sector, nudges are used to promote handwashing with soap at critical times. Although people can access a handwashing station and soap and know-how and why to wash their hands, many people still do not practice proper handwashing at critical times. In 2015, research conducted in Bangladesh<sup>12</sup> found that the nudges approach in two primary schools in Bangladesh increased handwashing with soap by 70% among students after six weeks. The schools were given handwashing infrastructure, but no other promotion or hygiene education activities were implemented. This is not to say that handwashing nudges are a miracle approach, but they are an exciting opportunity to improve handwashing with soap among schoolchildren.

Given the potential of nudges to improve handwashing, RANO WASH incorporates the approach in the behavior change strategy. It is rolled out in all the schools participating in the WASH-friendly School process. The objective is to increase the rate of handwashing with soap among pupils. The project uses nudges to create a path from the toilet to the handwashing station through a brightly colored footprint path.

### **Key steps**

1. Mobilize officials at the Commune level and within the institution
2. Diagnosis of the WASH situation (behaviors, services, management of services)
3. Support the institutions to define actions to improve behaviors: an action plan for WASH behavior change campaigns within the institution
4. Support the institutions to define actions to improve WASH services (action plan to improve toilets, access to water, and hygiene infrastructure)
5. Support institutions to set up nudges
6. Support the institutions to define actions to manage and maintain/perpetuate WASH services (management, and operations and maintenance plan)
7. Support institutions to implement the different action plans with the mobilization of different actors: Commune, Institutions, regional authorities, private operators, local masons...
8. Support institutions to implement a monitoring and evaluation plan

### **Delivery model**

Field agents coach activities at the institutional level. Coaching is mainly used to empower institutional managers to prioritize WASH services and activities at their level so that their users can be positively exposed to good practices. Thus, institutions are encouraged to set up WASH Committees. WASH committees are led by the chief doctor or the school principal and their staff, with representatives from the Commune, fokontany, users, and local civil society. The WASH committees establish action plans to improve WASH services and practices within these institutions and define modalities for managing and sustaining these actions.

The resources to fund these management and sustainability arrangements are determined in consultation and collaboration with the Commune. These resources can come from different sources: the ministries' funds, the Commune's public funds, payment for services by users.

The schools receive technical support from the DREN and the CISCO chiefs to carry out their activities, while the health centers receive support from the DRSP and the district health services. This intervention also includes activities at regional and district levels to make sure this technical support is provided timely to schools and health centers.

### **Tools and materials**

The following tools and materials are used to carry out this activity:

---

<sup>12</sup> Dreibelbis, Robert et al. "Behavior Change without Behavior Change Communication: Nudging Handwashing among Primary School Students in Bangladesh." *International journal of environmental research and public health* vol. 13,1 129. 14 Jan. 2016, doi:10.3390/ijerph13010129

- WASH-Friendly health centers and schools guidelines
- Guideline I: Process to support institutions
- Guideline II: Basic WASH services in institutions
- Guideline: How to implement Nudges in schools
- Posters in schools and health centers

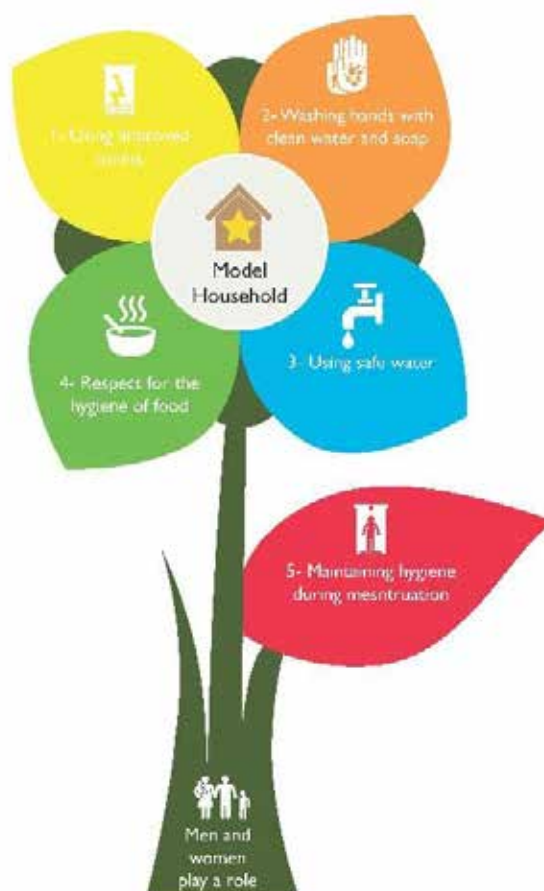
### 3.3 DETAILED ACTIVITIES AT THE HOUSEHOLD LEVEL: THE GROW-UP STICKER CONCEPT

#### Overview of the concept

The program developed the "Leading Household" reward concept to tap into positive motivators of pride, status, and self-esteem among women and households. Households earn a sticker when they practice and sustain one of the five key behaviors, and they are encouraged to seek to earn all five stickers and complete the Leading Household "flower" displayed outside their home.

The project learned after the pilot phase that it is better to prioritize behaviors with direct links to oral-fecal transmission and help households focus on basic behaviors before moving up the "behavior ladder" to other hygiene-related behaviors such as menstrual hygiene and waste management. The current model that this intervention uses is the model below.

Image 1 The Grow-Up sticker model



The households with children under five are identified among savings groups supported by the project. The project identified these households as those with highest ease of adoption. The objective is these early adopter households would then inspire late majority adopters and even laggard households.

The households are accompanied by trained local promoters (*see below for further details*) with two interrelated sub-activities: group discussion with the savings group on WASH behaviors and home visits for households with children under five.

This activity takes place in three- to six-month cycles, during which participating households are encouraged to obtain the five petals. After each cycle, the program team conducts a rapid evaluation to identify best practices, assess relevancy of behavioral determinants and surface challenges (both programmatic and operational). The team uses the COM-B model and qualitative research to conduct this.

This activity can be carried out in communities already ODF, following the CLTS approach developed earlier to promote the maintenance of ODF status and the scaling up of hygiene practices. It can also be carried out in communities that are not yet ODF and in which the CLTS approach is not recommended because of scale or previous experience that did not work.

### **3.3.1 ABOUT LOCAL PROMOTERS**

Local promoters carry out activities at the household and group level to support the household to obtain the Grow-Up sticker. They promote behavior change and products and service use. They are trained by the project's field agents and the ATEAH using the **Local promoter's curriculum**. Local promoters are identified at the communal level after a call for application organized by the Commune and with the support of the project. Local promoters are volunteers. However, the Commune is encouraged to include behavior change activities in their planning and budgeting process to continue even after the project's end. Local promoters are encouraged to work closely with local private operators and they can develop a commercial relationship such as a commission-based model with water private operators or local masons to sell products that facilitate WASH behavior to community members.

#### ***Local promoters' criteria***

- Man, woman, or youth living in the Fokontany
- Between 16 years to 50 years
- Reading and writing skills
- Recognized for their leadership qualities
- Dynamic - Relational skills and public speaking
- Sense of listening and analysis
- Serious about community involvement
- Available to carry out the activities entrusted to local promoters

#### ***Local promoters' motivation system***

- Local promoters are equipped with simple work tools such caps, vests and shirts that facilitate their identification and introduction at the community/household level
- Simple facilitation and communication tools such as “boîte à image”, monitoring sheet, notebook...are also provided to promoters to facilitate their task and certificates at the end of their training sessions.
- The project explores the possibility for these promoters to become community-based sales agents of WASH products, on which they can take percentages on the sales made. These community-based sales agents will be attached to private operators, and the vision is to make the system sustainable and

not dependent on the project over time. This is the reason why local masons, seamstresses, or other service promoters can also be promoters of behavior change.

### **Local promoters' supervision system**

- 1 promoter supervises 8 to 16 households - and will animate at least 6 interactive discussion groups - the promoter can work in partnership with another promoter
- The project's field agents support the local promoters according to the following phasing:
  - **Training phase:** Project's field agents train ATEAH and local promoters on the process. The training curriculum for the local promoters can be viewed in the project's website.
  - **Coaching phase:** Project's field agents and ATEAH coach local promoters (during the 06-month cycle)
  - **Assessment phase:** Project's field agents, ATEAH, and the local promoters
  - **Recycling phase:** ATEAH reinforces the capacity of local promoters, with support from the project
  - **Withdrawal/empowerment phase:** the field agents gradually withdraw and leaves the ATEAH to support the PLs
- Promoters work closely with ATEAH and with private operators

### **3.3.2 INTERACTIVE GROUP DISCUSSIONS WITH THE SAVINGS GROUP**

Interactive group discussions on WASH behaviors and service use take place at the savings group level. Intervention within the savings group is always done through the collaboration of village agents. The purpose of the group discussion is to engage group members in a joint reflection on WASH behavioral practices and to identify possible solutions to facilitate behavior change among members. Local promoters facilitate exchanges and discussions, identify challenges and barriers, and help members share their tips for achieving change. It is also an opportunity to provide accurate facts about WASH practices to address information bias.

#### **Key steps**

Interactive discussion groups are organized at the end of a regular savings group meeting. This extra session is already negotiated between the local promoter, the village agent, and the savings group members. An interactive discussion session has the following key steps:

- Greetings in the form of an ice-breaker or game to lighten the mood and encourage participation
- Introduction of the topic and the behavior to be discussed
- Questions and answers session on the behavior practices using the **Facilitation guide handbook** in Annex 04
- Exchanges between members: testimonies and tips to overcome barriers
- Facilitation of a common decision to change using the following questions:
  - What will need to change in your environment to help you practice this new behavior? What do you need to do next?
  - What will need to change in your habits to help you practice this new behavior: help create new habits
  - How will you discuss this new habit with your other household members?
- Presentation of offer from WASH local providers such as local mason, water service provider, handwashing station provider or seamstress... depending on the topic of discussions
- Demonstrations by the local private operator
- Common decision within the group: what is our next challenge? By when do we do this?
- Identification of households with children under five and organization of the home visits with them

## Delivery model

Local promoters conduct this activity based on the tools and materials specifically designed for this.

## Tools and materials

The following tools and materials are used for this activity:

- The facilitation handbook guide
- The training curriculum for local promoters
- The local promoters guidelines for supporting households

### 3.3.3 HOME VISIT WITH THE HOUSEHOLDS WITH CHILDREN UNDER FIVE

Home visits to households with children under five aim to accompany each household on its journey to change.

The objective of the visit is to assess whether the household can easily adopt the new behaviors by evaluating the behavior's determinants at the household level: its level of access to and availability of services needed to practice the behavior, the environment surrounding the practice of the behavior, its current practices and habits and those of all other members of the household, the obstacles that could prevent the new practice, and the different solutions and tips that could help the household and its members.

## Key steps

Home visits are organized at an agreed time when the household members, especially the caretakers of the child under five, can participate and attend the visit. Each session is organized at the location where the behavior is likely to be performed daily. For example, when discussing an improved toilet, the exchange has to be held next to the location where the households are currently defecating; or when discussing food hygiene, the discussion should be held in the kitchen. During home visits, Local Promoters follow these key steps:

- Greetings
- Introduction of the topic and the behavior to be discussed
- Questions and answers session on the behavior practices using the **Facilitation guide handbook** in Annex 04
- Facilitation to adopt new behavior using the following questions:
  - o What will need to change in your environment to help you practice this new behavior? What do you need to do next?
  - o What will need to change in your habits to help you practice this new behavior: help create new habits
  - o How will you discuss this new habit with your other household members?
  - o If you have issues, how could you solve them? Do you want me to give you some tips or ideas?
- Presentation of offer from WASH local providers such as local mason, water service provider, handwashing station provider or seamstress... depending on the topic of discussions
- Demonstrations by the local private operator, if present
- Decision on the next steps to adopt the new behavior: what is our next challenge? By when do we do this?

The next visit includes a time for the local promoter and the household to discuss the behavior's practice, any difficulties encountered, or how to overcome the barriers, and to celebrate successes together when the behavior has been practiced. Every small step towards the sustained practice of the behavior is celebrated



## **Delivery model**

Local promoters conduct this activity based on the tools and materials specifically designed for this.

### **Tools and materials**

- The Grow-up sticker
- The facilitation handbook guide
- The training curriculum for local promoters
- The local promoters' guidelines for supporting households

## **3.4 MASS COMMUNICATION ACTIVITIES**

The strategy also includes mass activities. The objective of the mass activities is to disseminate the good behavior messages promoted to a large number of targets, using mass media. Two media in particular are used: posters and radios.

### **3.4.1 POSTERS**

The project developed a set of seven posters on key behaviors:

- One poster on toilet use
- Two posters on handwashing with soap: the first encourages handwashing with soap at key moments, and the second explains the steps to follow for proper handwashing
- A poster on the use of drinking water from the privately managed drinking water system
- A poster on how to properly treat and store water at home
- A poster on the respect of food hygiene
- A poster on menstrual hygiene

These posters are displayed in high-traffic areas in the project's communes, such as administrative offices, markets, schools and health centers. These posters can be viewed in Annex 5.

### **3.4.2 DISSEMINATION OF MESSAGES THROUGH LOCAL RADIO STATIONS**

Radio remains the preferred means of information and communication in rural areas. This is why the project uses it. The project collaborates with a dozen local radio stations in the six regions, and produces with these radio stations spots, interactive programs and interviews and testimonies of households that have adopted new behaviors and what this has changed for them. The collaboration with local radio stations allows for the production of programs that use the local dialect and culture to make the content more appealing.

# 4 ANNEXES

## 4.1 ABCDE PROCESS<sup>13</sup>

**A: Assess** – here program designers start by gathering what is known about the target behaviors, the target audience, the context and the parameters of the intervention. A framing statement sets out what is known already about how change can be achieved and sets out hypotheses about change mechanisms for further exploration.

**B: Build** – involves carrying out carefully targeted formative research with a sample of the target audience to find out the things that are unknown and explore hypotheses about the likely drivers of change. Unlike typical formative research, which typically involves key informant interviews and focus groups, BCD employs a variety of innovative methods such as motivational mapping, product attribute ranking, scripting and video ethnography in a rapid 'deep 'dive' with target audiences. The insights from this formative research are then ordered into a Theory of Change and distilled into a brief for the next phase.

**C: Create** – involves a creative team iteratively designing the intervention package and testing it on a small scale. Creativity is hard to package into a simple process but it is vital if interventions are to be engaging and motivating enough to stand out in the crowded lives of those targeted by programs. The result of the creative process is a package of surprising and disrupting intervention materials designed to have maximum effect on the target behavior.

**D: Deliver** – the intervention package is then implemented via a set of planned activities which may involve direct and indirect contact via various channels such as community workers, events, mass and/or digital media that are appropriate to the audience and intended impact. This process is monitored to ensure that learning from this experience can take place.

**E: Evaluate** – ideally in a field trial at a scale that allows some definitive assessment of whether the processes expected by the 'program's Theory of Change have taken place. The learnings from evaluation should then provide the starting point for a new cycle of learning by engaging in the BCD process again to develop a new program.

---

<sup>13</sup> Aunger, Curtis, Hygiene Center LSHTM (2015), A Guide to Behaviour Centred Design

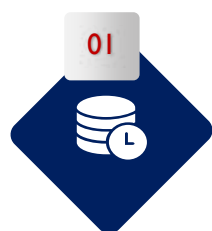
## 4.2 RANO WASH VSLA STRATEGY

A Village Savings and Loans Association (VSLA) is a group of 15 to 25 people who save together and make small loans from these savings. VSLAs offer members the opportunity to save frequently in small quantities and to access credit on flexible terms in order to carry out small income-generating activities and thus improve their daily lives. VSLAs are, by design, financially and institutionally sustainable, and can continue to operate independently after a training period of nine to twelve months. They are both social and financial capital for rural households.

RANO WASH uses VSLAs to improve rural household incomes so that they can more easily access quality WASH services. VSLAs use their loans to invest in small income-generating activities mostly as retailers for rice, honey, cinnamon or coffee beans. The average amount of a loan is 30\$ that they have to repay in three months. VSLAs have the highest repayment rates in the microfinance industry. In addition, in its support for the professionalization of small private operators, RANO WASH also focuses on the potential of these VSLA groups or their members to become private WASH service providers later, which contribute to the sustainability of the availability of WASH services at the community level.

### KEY INTERVENTIONS

RANO WASH's interventions are structured around four main areas:



#### Promotion of healthy behaviors and use of WASH services

Through their positive influence, both financially and socially, VSLAs facilitate the promotion of healthy behavior practices and the use of services. This is reflected in the consideration of VSLA members as targets in behavior change campaigns. VSLAs are also connected to water, sanitation and hygiene service providers, who can organize targeted marketing campaigns for members and/or offer service offers or products with ease of payment. The project also organizes a VSLA contest to promote an ideal latrine, shower and kitchen among members, according to their own definitions. The project also facilitates the linking of VSLA with health centers so that members can benefit from universal health coverage (CSU). Finally, the project sets up specific VSLA for young people so that they can have a good savings and management culture.



#### Professionalization of Village Agents (VA)

Village Agents or VAs are dynamic, motivated VSLA members who have the necessary skills to set up and create other groups. The implementation of VAs solves the problem of sustainability of VSLAs by providing the community with skills to create, train and support new groups, even after the ending of the project VAs can also continue to support the increase of uptake/demand of WASH services and products. The groups themselves are paying the VAs to assist and provide them with support prior to a contract according to the possibilities of each group and the quality of services provided by the VA. The professionalization of VAs ensures the quality of their services, which must comply with the ethics of the VA profession. RANO WASH supports the VAs identified at the level of already functional groups, is inspired by CRS' Private Service Provider (PSP) professionalization model and participates in discussions on this point with members of the Madagascar Savings Group Promoters Network (RPGEM).

03



### Linking VSLA groups with formal financial services

RANO WASH contributes to connecting VSLA groups with formal financial institutions. This is to provide them ways to secure their funds through research and testing of various solutions, including the use of mobile technology and partnerships with banks and microfinance institutions. The security of VSLA funds is essential to ensure that the savings and loan solution tailored to poor rural communities continues to be available, and that VSLAs members can steadily increase their incomes and access and use WASH services and products. Linking VSLA groups to formal financial institutions also allow them to be aware of available services that meet their needs such as having an account, getting a larger credit, or transferring money etc.). RANO WASH is also participating in the ongoing discussions with the Madagascar Savings Group Promoters Network (RPGEM) on these issues.

04



### Support VSLAs to become WASH service providers

RANO WASH also supports VSLA groups to realize their potential to become WASH service providers. Indeed, the WASH market offers interesting opportunities for local service and product providers, and VSLA groups can exploit this potential market by becoming suppliers themselves. They can invest in the WASH market, individually through loans within VSLA, as in the case of local masons or seamstresses for example, but also as a group, by joining forces to become private water system managers or a company specializing in sanitation. RANO WASH thus provides technical support for this possibility.

## CHANGE PROJECTION



## 4.3 TOR MODEL FOR VSLA CONTEST ORGANIZATION

### TERMS OF REFERENCE FOR THE COMPETITION

#### "MODEL VSLA AND AV/PSP IN WASH."

**Period:** May to September 2020

#### BACKGROUND

The RANO WASH project, funded by USAID, promotes the adoption of healthy behaviors and the use of quality WASH services and products by members of VSLA<sup>14</sup> groups. 884 operational VSLA groups in 250 communes collaborate with the project. By the end of fiscal year 2020, it is expected that 7950 VSLA members will have invested in WASH products and services.

To help achieve this outcome, the RANO WASH project organizes the "MODEL VSLA and AV/PSP<sup>15</sup> in WASH" contest, whose objective is to encourage VSLA members to use:

- Safe drinking water either through water treatment and conservation (boiling, sur'eau), or through connection to private or social connections in areas where the project is building drinking water supply systems.
- A non-shared improved latrine
- An "ideal" kitchen that promotes respect for food hygiene, with hand washing facility nearby.

#### SPECIFIC OBJECTIVES

- Increase the number of members of VSLA/SILC groups having and using an improved, an ideal kitchen, as well as drinking water services and products.
- Stimulate creativity and fair competition between the VSLA/SILC and AV/PSP groups participating in the competition.
- Valuing the effort of AV/PSP and VSLA/SILC members by certifying them "Model AV/PSP and VSLA in WASH".

#### EXPECTED RESULTS

- AV/PSPs support and accompany VSLA groups in adopting the behaviors promoted in WASH.
- AV/PSPs become promoters and agents of change in their communities regarding the practice of healthy behaviors.
- New creativity and/or innovations in WASH products and services are shared at the end of the competition.

---

<sup>14</sup> Village Saving and Loan Associations

<sup>15</sup> Village Agents and Private Service Providers are Community based actors that create VSLA groups

## COMPETITION PARTICIPANTS

For this year, the contest will take place in 130 communes in the six regions, including the 18 communes where the project is building drinking water supply infrastructures and 112 communes with water supply infrastructures not built by RANO WASH but for which the project is providing support to improve the quality of services (12 communes in Atsinanana, 19 communes in Alaotra Mangoro, 18 communes in Vakinankaratra, 13 communes in Amoron'i Mania, 15 communes in Haute Matsiatra and 35 communes in Vatovavy Fitovinany).

The contest is open to AV/PSPs who are supervising VSLA groups, and therefore AV/PSPs and their respective groups will be considered participants.

At the level of each participating communes, AV/PSPs meeting the following criteria are eligible to participate:

- AV/PSP men or women working with the RANO WASH implementation team.
- AV/PSP committed to being a role model in the practice of promoted WASH behaviors
- AV/PSP supervising at least 04 VSLA/SILC groups in collaboration with RANO WASH and ready to participate in the competition

## THE BASIC RULES OF THE COMPETITION

AV/PSPs are considered winners of the competition if the members of the groups they accompany meet the following criteria:

- All or the majority of members have and use a non-shared improved latrine.<sup>16</sup>
- All or the majority of members have and use an "Ideal Kitchen", the criteria for which are defined in advance together by all VSLA groups participating in the competition. The important thing is that the "Ideal Kitchen" allows members to ensure food hygiene within their households.
- All or the majority of members use drinking water, either through access to existing drinking water services (whether built by the project or not), or through treatment of water from existing water services if it is not potable.

To motivate the groups and group members, a reward system in the form of a special VSLA model Grow-Up sticker is also implemented, and groups whose entire membership practices all three themes at the same time will receive a VSLA model sticker. The obtaining of this model VSLA sticker is dated, so for the same point obtained, the date of obtaining the sticker will be decisive: the group that obtained its sticker early is the winning group. All groups participating in the contest will be able to continue their efforts until the VSLA model sticker is obtained.

Only the first two winning groups per Commune will receive recognition from the project in the form of prizes or certificates. The 02 AV/PSPs with the best score per Commune will benefit from rewards.

---

<sup>16</sup> An improved latrine = flyproof, covered, clean and cleanable latrine, preferably ventilated, with a hand washing device.



## EVALUATION STEPS DURING THE COMPETITION

The evaluation will be carried out in three stages:

- Inter-member: VSLA members conduct an internal evaluation with the support of local sponsors and AV/PSP, based on established criteria.
- Inter groups: T.A, KRFF and some representatives of the other VSLA groups in the village or fokontany evaluate the participating VSLA groups.
- At the level of the Relay Agents (AV/PSP): the T.A17., the KRFF18 and some representatives of the VSLA groups evaluate the AV/PSPs participating in the competition.

## STAGES OF THE "MODEL AV/PSP AND VSLA IN WASH" COMPETITION

The following table summarizes the steps to follow in the realization of this competition:

Steps	1. Preparation	2. Competition	3. Evaluation	4. Celebration
Activities	<ul style="list-style-type: none"> <li>- Announcement on local radio stations for the launch of the competition.</li> <li>- Registration of AV/PSP with their VSLA groups ready to participate in the contest</li> <li>- Definition of criteria for "ideal kitchen and shower" at the level of the concurrent groups (group representatives)</li> </ul>	<ul style="list-style-type: none"> <li>- Support-accompaniment. The AV/PSPs participating in the competition will provide</li> <li>- the support-coaching of 02/03 VSLA groups every 02 months to get results on the 03 themes of the contest.</li> <li>- Doing self-promotion and self-assessment</li> <li>- Report the results to KRFF and T.A.</li> <li>- Mandatory registration of competition participants in COMCARE.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation of VSLA group members</li> <li>- 1st Evaluation and scoring of the first 02/03 VSLA groups supervised by the AV/PSPs</li> <li>- 2nd evaluation and scoring of the last 02/03 VSLA groups supervised by the AV/PSPs.</li> <li>- Assessment and scoring of VSLA</li> <li>- Mandatory registration of contest participants in COMCARE.</li> </ul>	<ul style="list-style-type: none"> <li>- Distribution of certificate for the best model of latrine, kitchen and SP&amp;PB</li> <li>- Publication on local airwaves of testimonials and best practices during the competition</li> <li>- Organization and preparation of the celebration.</li> <li>- Distribution of prizes and certificates for deserving groups and AV/PSPs.</li> </ul>
Responsible persons	AV/PSP / T.A / Commune/KRFF	TA/ Local Promoters + AV/PSP	Members of the jury : BC regional / R.D / T.A / Commune/ KRFF	Regional BC / R.D/ T.A / KRFF
Deadline	02 weeks	04 months	01 months	02 weeks

<sup>17</sup> Technical agent of the project

<sup>18</sup> KRFF: Local committee at the Fokontany Level specializing in WASH

Steps	1. Preparation	2. Competition	3. Evaluation	4. Celebration
Source of verification	<ul style="list-style-type: none"> <li>- Rating grid for municipalities</li> <li>- Registration forms</li> <li>- Checklist of criteria for the ideal kitchen</li> <li>- Checklist of criteria for the ideal shower and kitchen with DLM.</li> </ul>	<ul style="list-style-type: none"> <li>- Table showing the number of members participating in the contest and investing in WASH services and products.</li> </ul>	<ul style="list-style-type: none"> <li>- Scorecard/evaluation sheet</li> <li>- List of deserving groups.</li> <li>- Group Evaluation Report and VA/PSP.</li> </ul>	<ul style="list-style-type: none"> <li>- Batch distribution sheet.</li> </ul>

## PRIZES

### At the level of VSLA group members:

- Issuance of certificate "Mpikambana VOAMAMI mpitarika amin'ny fahadiovana" to all participants in the competition

### At the VSLA group level:

- Prizes for the 1st deserving VSLA group:
  - Issuing of certificate "VOAMAMI mpitarika sy modely amin'ny fahadiovana".
  - Hygiene equipment: bowl + cup.
- Prizes for the 2<sup>nd</sup> deserving VSLA group:
  - Endowment of buckets per member + "VOAMAMI mpitarika sy modely amin'ny fahadiovana" certificates

Regional teams are strongly encouraged to develop partnerships with local private operators, including water system managers, so that they can also provide prizes to the winners of this competition.

## PRIZES FOR THE WINNING AV/PSP

- For 1st AV/PSP per commune: 01 Solar lighting kit with multifunction or ceramic water filter + "Model AV/PSP in WASH" Certificate.
- For the 2<sup>nd</sup> AV/PSP per commune: 01 mobile phone + "Model AV/PSP in WASH" Certificate.

## COMPETITION CALENDAR

	May 2020	June 2020	July 2020	August 2020	Sept 2020	Oct 2020	Nov 2020
Preparation							
Competition			02/03 first groups	02/03 last groups			
Evaluation							



## 4.4 FACILITATION GUIDE HANDBOOK



**USAID**  
FROM THE AMERICAN PEOPLE



# HANDBOOK FOR HOUSEHOLD BEHAVIOUR CHANGE



BushProof



# GUIDE FOR THE HANDBOOK USE

## ABOUT THE HANDBOOK IN GENERAL

The purpose of this handbook is to facilitate the mobilization of the households during group visits and group discussions, making them Model households and for them to receive all behavior petals when adopting the targeted 6 healthy behaviors on Water, Sanitation and Hygiene (**WASH**), promoted by RANO WASH.

The Handbook pages are of two types:

- The Pages illustrated with **PICTURES**: for the households to visualize the steps, the goals they want to achieve for them to get the petals.
- The pages with **QUESTIONS** or **DISCUSSION GUIDES** and **INSTRUCTIONS**: the local promoters will find the questions to ask the households in order to facilitate feedback and engagement, and easily move towards behavior change. It is not a must to take notes all the answers. The local promoters may ask other questions that may facilitate the conversation within the households

## THE 6 BASIC BEHAVIORS TARGETED BY RANO WASH

### 4 basic behaviors

- 1- Use of improved toilets – e.g. - with hand washing device, and not shared; and (i) Pouring ashes into the toilet pit after each defecation, (ii) Children who cannot use the toilet use a hygienic pot, (iii) Cover the toilet pit and / or "hygienic pot", and/or the container of papers or any materials after used to clean after defecation, (iv) Cleaning the toilets.  
*\* (a) This toilet is accessible to all household members (whether male or female, pregnant or not, children or young people and old, disabled or not), (b) and everyone take responsibilities to keep the toilet clean.*
- 2- Washing hands with clean water and soap, and have Hand Washing Device with soap and water. Washing hands with soap every time (i) before cooking, (ii) before eating, (iii) before feeding or breastfeeding, (iv) after defecating, (v) after taking care of a defecating baby.  
*\* (a) Accessible hand washing device for everyone in the household (whether male or female, pregnant or not, children or young and old people, disabled or not); (b) All household members are involved in the taking care of the hand washing device.*

### 3- Using clean and safe water:

(In those Communes without any RANO WASH infrastructures)  
Using Water from improved sources like covered well that is located 20 meters from the toilet, (i) Using and drinking water from water supply pumps, safe water or boiled water or sûr'eau purified water. (ii) Washing recipients used to retrieve water with safe water and soap (iii) Regularly cleaning the water storage recipient with safe and soapy water (iv) Covering the water storage recipient

(Where RANO WASH infrastructures are located)  
Purchasing and using private and social water connections sold by water management companies;

*\* (a) Water connections are suitable for all; (b) Everyone in the household participates in the activities needed to provide safe water*

### 4- Respect for hygiene, having clean and hygiene places to wash food and utensils, and: (i) washing fruits and vegetables in safe, clean water, (ii) Washing kitchen utensils with safe and detergent water after use, (iii) Eating well cooked and warm food, (iv) Covering food, (v) Playground for playing and walking children protected from dirt

*\* (a) Allocation for food and kitchen utensils is appropriate; (b) Everyone in the household participates in the tasks needed to keep the kitchen and utensils clean*

### Extra 5<sup>th</sup> behavior

- 5- Being able to maintain hygiene during menstruation, through the use of bathrooms with water and soaps. Therefore in the household: (i) Women and girls often wash during menstruation. (li) Women and girls wash their sanitary towels with water and soap after use and then dry them to the sun, (iii) - Everyone in the household is not ashamed and hesitant to talk about menstruation because it is natural.  
*\* (a) Is the washroom suitable for all; (b) Helping the household to enable the woman / girl to face their menstruation properly*

### The 6<sup>th</sup> behavior is reflected in the 4 basic actions and the additional 5 behaviors:

- 6- Men and women work together to carry out healthy behaviors practices regarding Water, Sanitation and Hygiene, in their home. This 6th behavior is written in each behavior description, preceding the marks \* (a) and (b).



**Which of these pictures are closest to your current situation?**

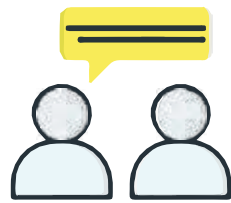




# Behavior I: Use of improved toilets

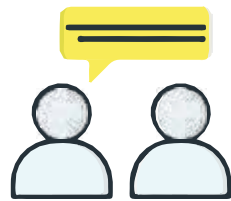
## DISCUSSION GUIDE

How is your toilet? (Wall, door, floor, pit, etc.)? Why?



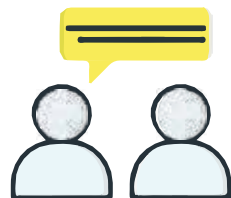
*(If the household uses a toilet, the interview is conducted near the toilet in question to see whether the toilet in question is clean or not)*

What are the challenges when using this toilet?



- Does it smell?
- Is the pit easily filled?
- Is it weak?
- Is it used by other households?
- Are all users involved in the care of the toilet?
- Where is the hand washing?
- Is it easy to clean?
- Is it easy to collapse?
- Are there many users?
- Is there a hand washing device near it?
- Can everyone use it at home?
- Where are children who cannot access the toilet going for defecation?

How can all these affect you?



# Which of these solutions could you work on? Are there any other solutions?



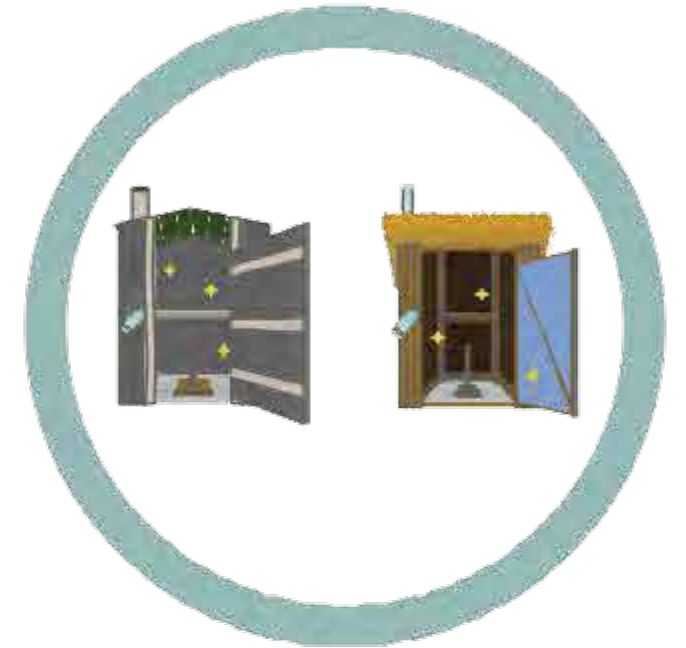
Signing up for VSLA membership



Hiring a professional toilet builder



Men and women working together to build a toilet



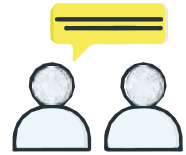
OFFER FOR STANDARDIZED  
TOILET FOR SALE BY LOCAL  
BUILDERS



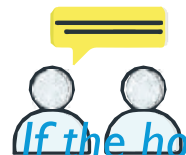
# Behavior I: Use of improved toilets

## DISCUSSION GUIDE (Continued)

What solutions would you propose to solve these problems?

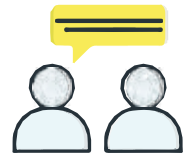


If you don't mind, here are some proposed solutions that I can share with you?



*If the household is interesting, they can be shown the pictures at the back page (VSLA - Local builders, etc.)*

To get in touch with the nearest "Local Builders": .....



To contact Community Agents / PSP to talk about VSLA:



.....

What is the best solution for you to get the toilet you want right away?



*(If you share a toilet with another household that does not have one). What measures would you take to help the household have its own toilet?*

# Symbol of the Model household - Yellow petal for use of improved toilets



Congratulations on getting  
the yellow flower!  
You already look like a real  
Model household!!



# Behavior I: Use of improved toilets

**When using improved toilets (cleanable – covered – with hand washing device)** we will decorate your household with a **YELLOW** petal.

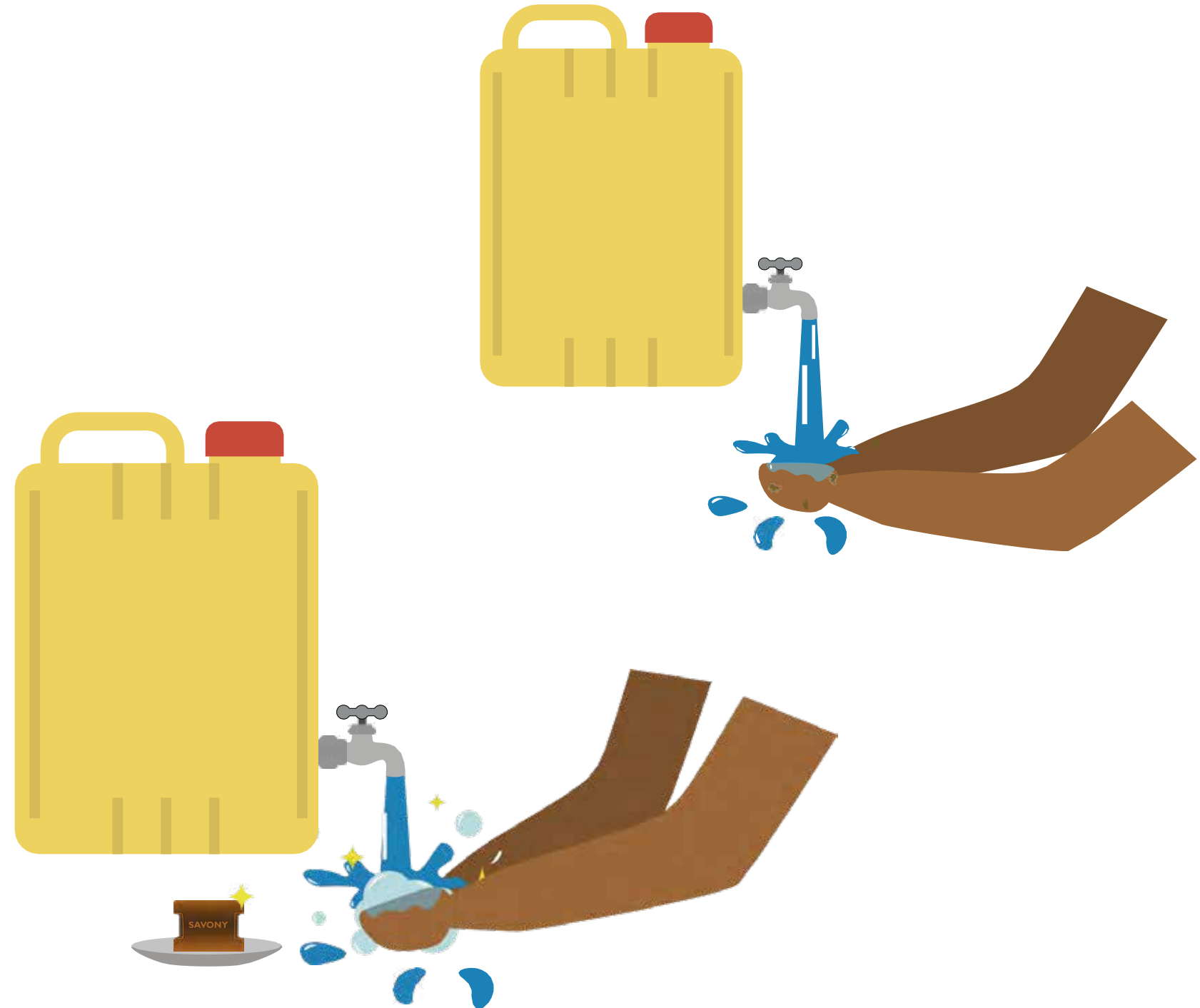
The purpose is to receive all petals to symbolize the household is an improved one.

This household is truly an improved one:

## **MODEL HOUSEHOLD**

*When given the petal, the household will be asked about its satisfaction and the changes it has made.*

**Which of these pictures are closest to your current situation?**



# Behavior 2: Washing hands with clean water and soap

## DISCUSSION GUIDE

*Interviews are held near the hand washing device, if they have one*



Who is most active in washing hands at home?



How do you wash your hands? What tools do you use?



Can everyone in the household use the hand washing device?



Whose responsibility is to refill the washing recipient with water?



*(If not washing hands with soap)* What is the problem with this hand washing method?

- How long does it take for the hands to be clean?
- Is it easy to remove dirt from the hands?
- Does it remove invisible dirt such as germs that can irritate the stomach?

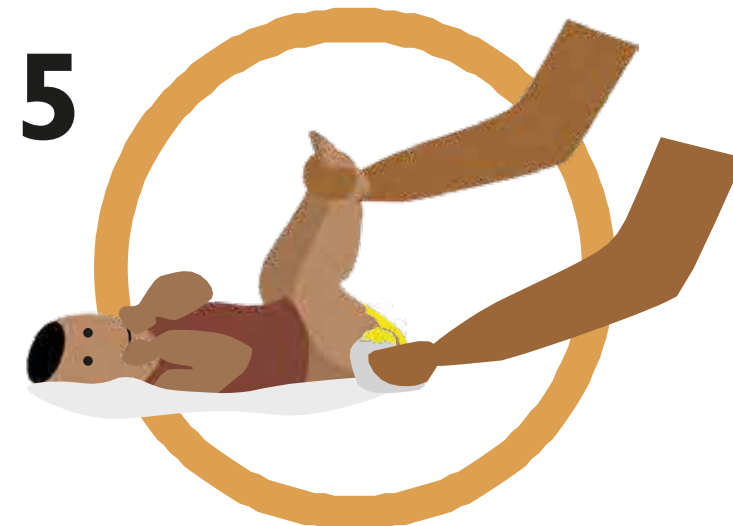
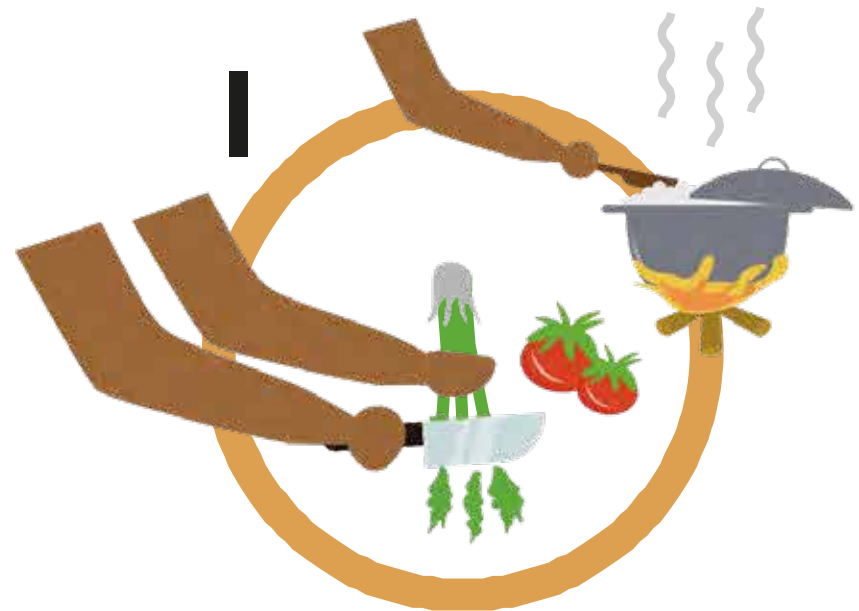


What is the solution?

I have a suggestion for you if you don't mind: **Apply soap: apply less than one minute and remove all dirt (both visible and invisible), at great cost.** To facilitate this, there are hand washing and dishwashers that may be of interest to you. Look at this. You can make or even buy!

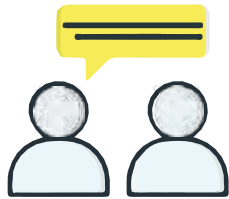


# When in these situations do you really wash your hands for?

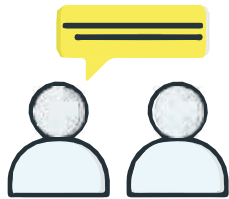


# Behavior 2: Washing hands with clean water and soap

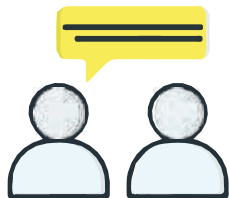
## DISCUSSION GUIDE



How often do you wash your hands a day? When? Why?



What other times are we supposed to wash our hands if not mentioned?



... This is true, in addition to that and to sum up what you have said these are the 5 basic situations to wash hands for *(show the pictures in the background)* When is it easier to wash our hands? What solutions would you propose to facilitate hand-washing for these situations?

**So now let's wash our hands with soap and let's do it properly (demonstration)** *(Check out hand washing and home remedies for hand hygiene techniques)*

# Symbol of a Model Household - Orange petal when washing hands with soap



Congratulations on getting the orange petal! It already looks like a real model household!



## **Behavior 2: Washing hands with clean water and soap**

**When your household washes hands with soap during the 5 basic situations**, we will symbolize it by providing you an ORANGE petal. The goal is to have all the petals to indicate that this household is truly an improved one:  
**MODEL HOUSEHOLD.**

*When given the petal, the household will be asked about its satisfaction and the changes it has made.*

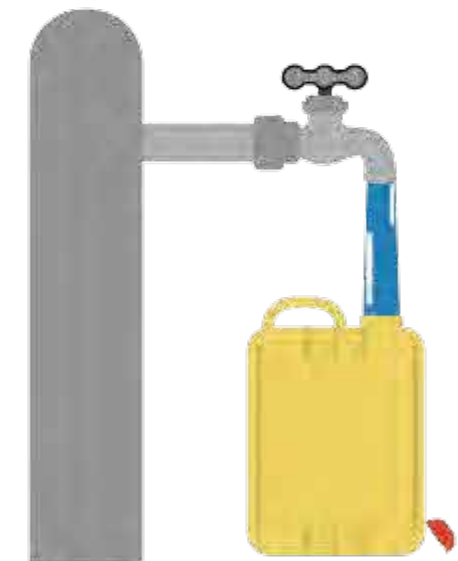
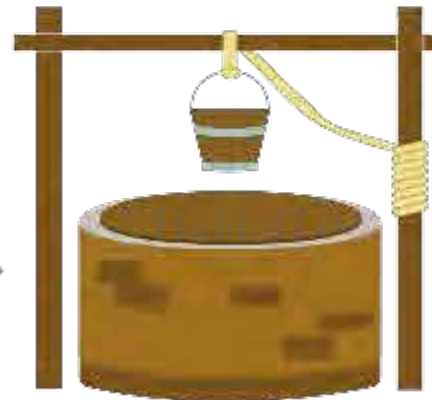
# Which of these pictures is closest to your current situation?



Less than  
20 meters

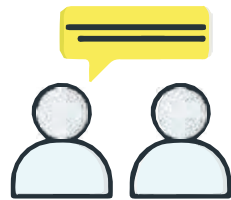


20 meters

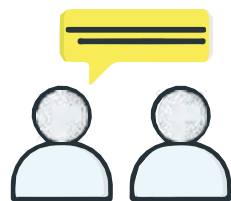


# Behavior 3: Using clean and safe water

## DISCUSSION GUIDE



How is your water source like?  
*(If possible visit the water source)*

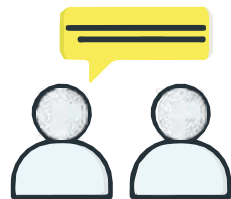


*(In case of unsafe sources)*

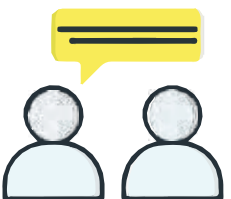
What is the problem with your water supply?

- Is it protected from dirt?
- Is it far?
- Is it difficult to remove?

*How often do you fetch water every day? How much does it cost? Is the water source suitable for everyone? Who guarantees access the fetching of water at home?*



What is the impact of that? What are some possible solutions to solve this problem? *(If there are no RANO WASH infrastructures)* If you are interested, RANO WASH facilitates access to water for households; that worths ... ..... Ar



How can the household best access to safe and clean water?

# How do you handle drinking water?

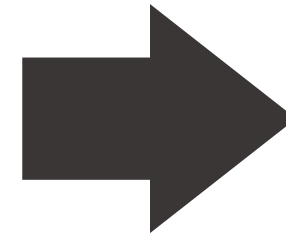
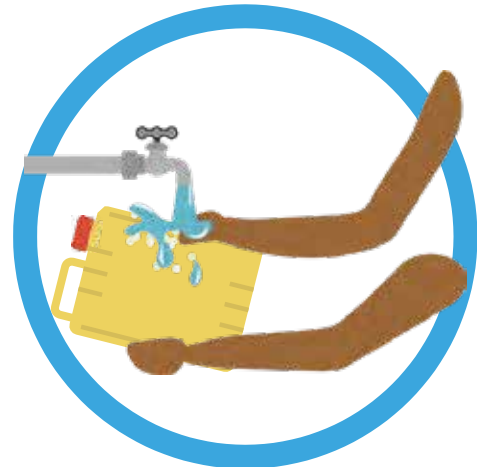
If Pumps Provide Safe Purified Water



2

3

4



If a well is protected from dirt

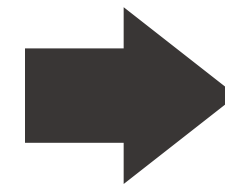
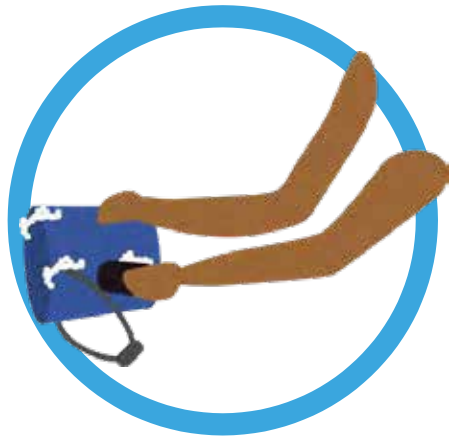
1

2

3

4

5

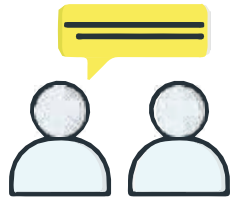




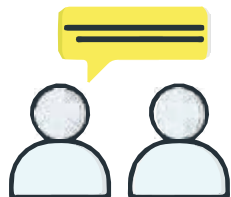
# Behavior 3: Using safe and purified water

## DISCUSSION GUIDE

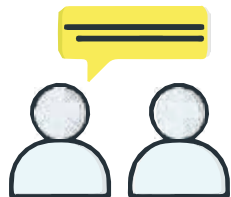
*(Conversations are resumed at a water storage area of the household (e.g., kitchen, etc.)*



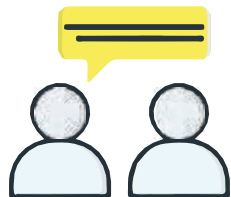
What to do with water containers (bucket/can, ...) before putting water in it?



What to do with water containers (bucket/can, ...) after putting water into it?



What do you do with water before you drink it?



To summarize and add to what you have said, here is a picture of how drinking water is used and treated.

*(Show related pictures in the background)*

**Now let's practice these behaviors together if we are not used to practicing some of them (demonstration)**

*(Check whether the water to drink is purified; check whether the water containers are clean and covered)*

# Symbol of Model household - Blue petal when using purified safe water



Congratulations on getting the blue petal! It already looks like a real model household!



## **Behavior 3: Using safe and purified water**

**When your household uses safe and purified water (purified drinking water - clean and covered containers), we will provide it with a BLUE petal. The goal is to have all the petals to indicate that this household is truly an improved one:**  
**MODEL HOUSEHOLD.**

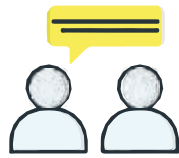
*When given the petal, the household will be asked about its satisfaction and the changes it has made.*

**Which of the following pictures are closest to your practice regarding food hygiene and nutrition?**



# Behavior 4: Maintaining food hygiene

## DISCUSSION GUIDE

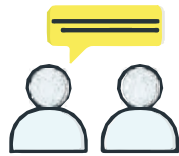


Where do you do the dishes and prepare food?

*(Then, move to the dishwashing and cooking area; this visit should coincide with the dishwashing or meal preparation time)*

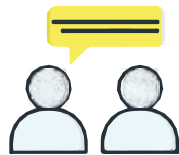
Can it guarantee the cleanliness of the dishes and food hygiene?

How can it be improved? Is this place suitable for everyone in the household? Who is doing the cooking? Who is doing the dishes?



What problems might be encountered when using it?

- Are food and dishes protected from dirt?



In case of problem, how would you work it out?

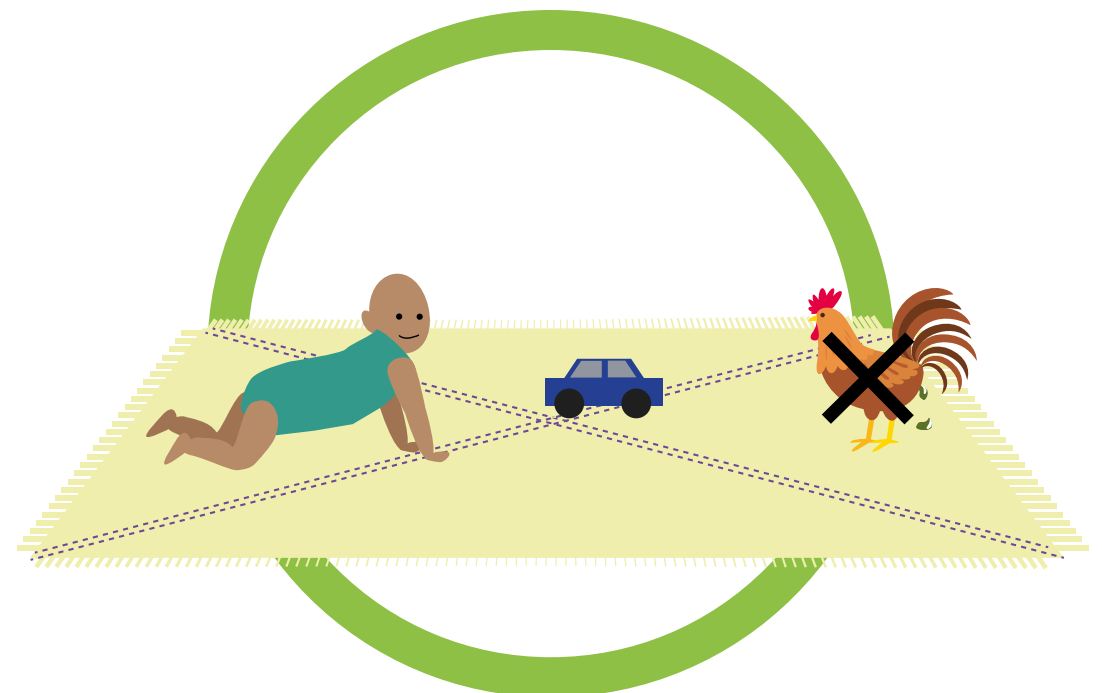
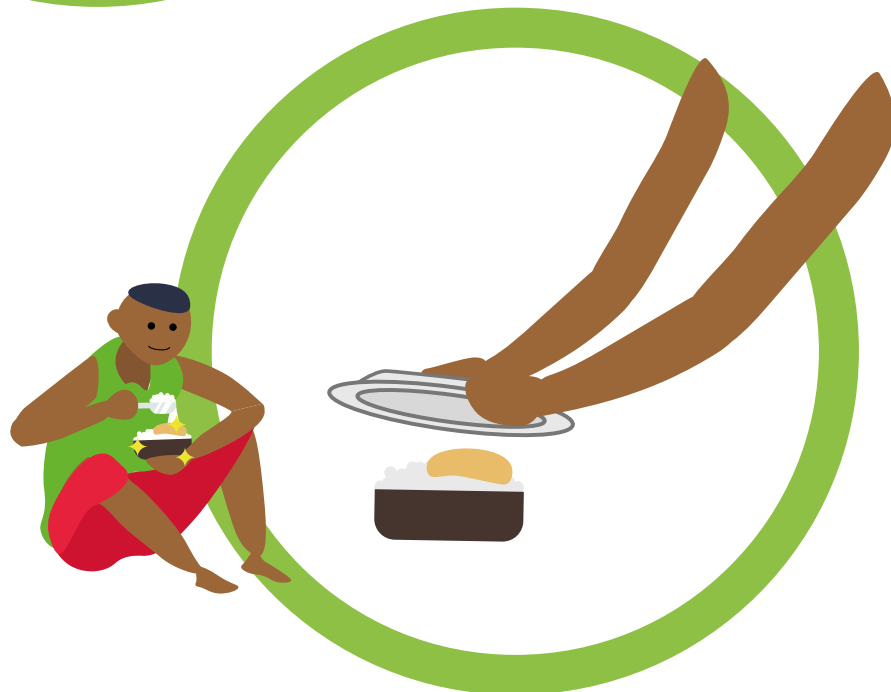
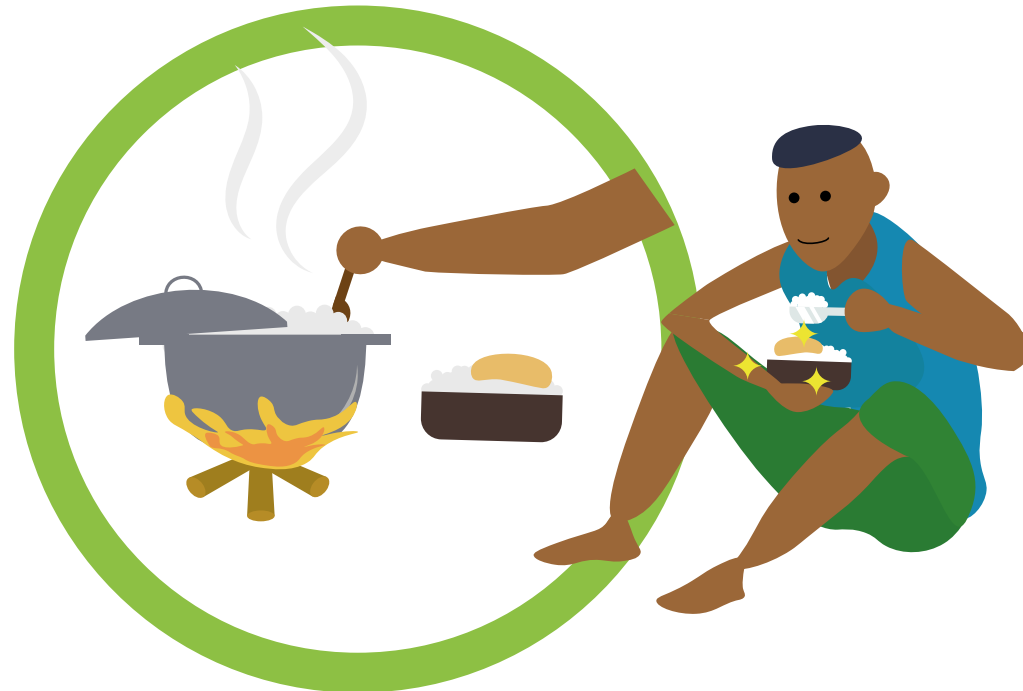


... That's right, to add to what you said, if you don't mind, here are some pictures of solutions (someone doing the dishes in a container near the house, or in the sink). The goal is to keep food and utensils clean



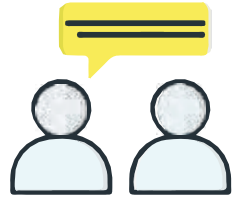
What is the best solution for your household to keep food and utensils clean?

# What do you do to maintain food hygiene the toddler's playground?

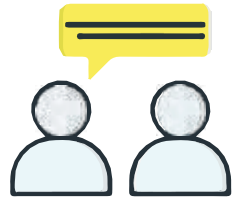


# Behavior 4: Maintaining food hygiene

## DISCUSSION GUIDE



What do you do before you eat fruits and vegetables?



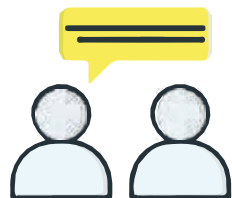
Can you show me how you prepare well-cooked meals?

*(Examine his method and listen to his story)*

*Your food preparation is really interesting, thanks for sharing. I would also like to share with you the basic steps that a cook should take in order to eat hygiene food (refer to the pictures at the back).*

**So let's practice these behaviors together since some of them remain unfamiliar (demonstration)**

*(Check if fruits and vegetables have been washed, if food has been well cooked and covered)*



Why should we wash and cover food?

Where is the toddler's playground?



# Symbol of a model household - Green petal when respecting food hygiene



Congratulations on getting the green petal! It looks like it is already a model household.



## **Behavior 4: Maintaining hygiene food**

When your household **respects food hygiene (do the dishes and the cooking in a dirt-free environment - eat fruits and vegetables washed in clean water - eat well cooked and covered food)**, we will provide you with this a GREEN petal. The goal is to have all petals to indicate that this household is truly an improved one:

**MODEL HOUSEHOLD.**

*When given the petal, the household will be asked about its satisfaction and the changes it has made.*

**Which of the following pictures are closest to your personal hygiene practices?**



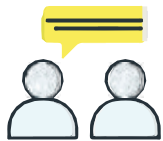
# Behavior 5: Maintaining hygiene during menstruation

## DISCUSSION GUIDE



Where do you wash (both men and women)?

*(Visit the area together)*



What are the problems that you encounter when washing in this area? Do women use the same area during their menstruation?

- Is the body kept out of dirty water when washing in this area?
- How far is it to go? Is it easily accessible?
- Is the place protected or it is accessible to men and everybody's view?
- Do women feel comfortable when washing in?
- Can you wash in there for a certain amount time? And is it accessible anytime, in the morning, or in the evening?
- Is the washroom suitable for everyone?



What impact does this have on women and the household?

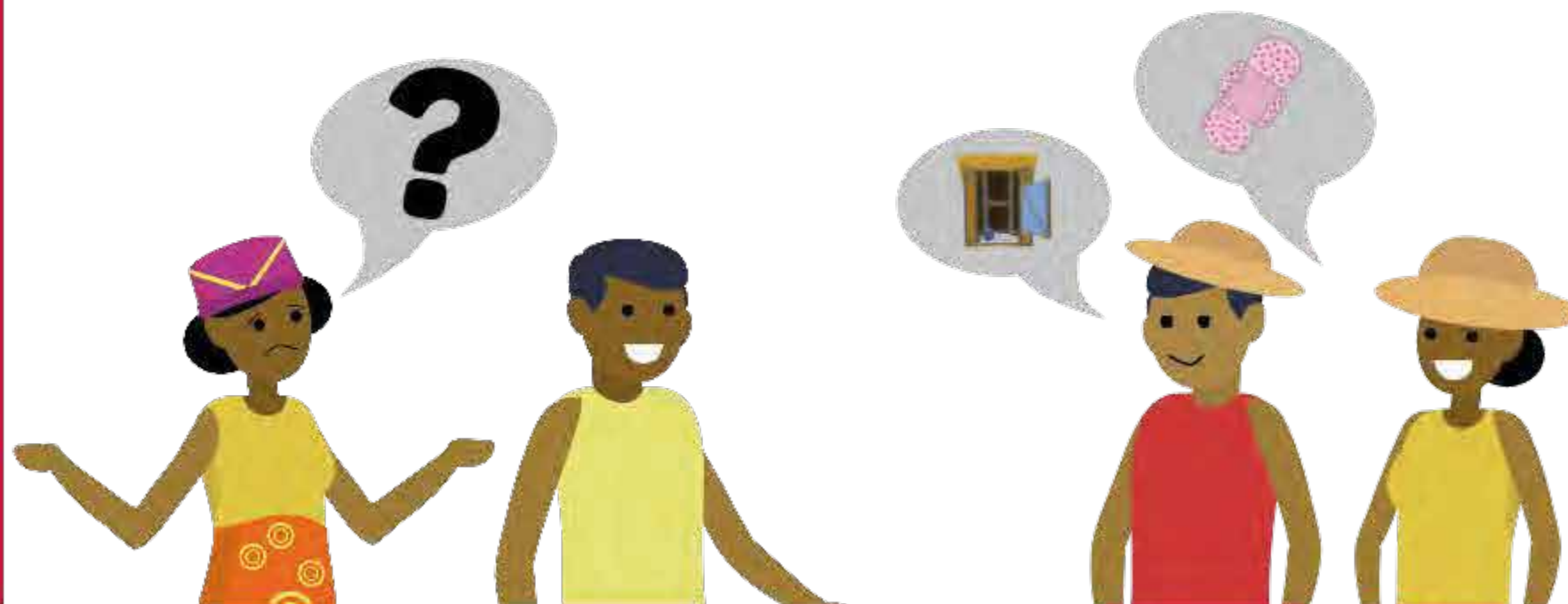


What solution would you propose? What measures have you taken?



What kind of washroom do you want to build?

# You may be interested:



It is easier to deal with menstruation when supported at home.

# Behavior 5: Maintaining hygiene during menstruation

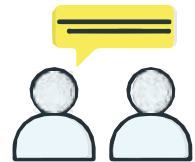
## DISCUSSION GUIDE



Apart from the washroom context, how does the woman live her menstruation?



Have you ever discussed on how to facilitate women's menstruation hygiene management? *(If not)* Why? *(If so)* What problem has been solved by this debate?



What types of sanitary towels are used? How do they deal with them? How do they wash it and where do they throw it?



If you are interested, we work with a reusable sanitary towels seller, easy-to-use, and reusable...



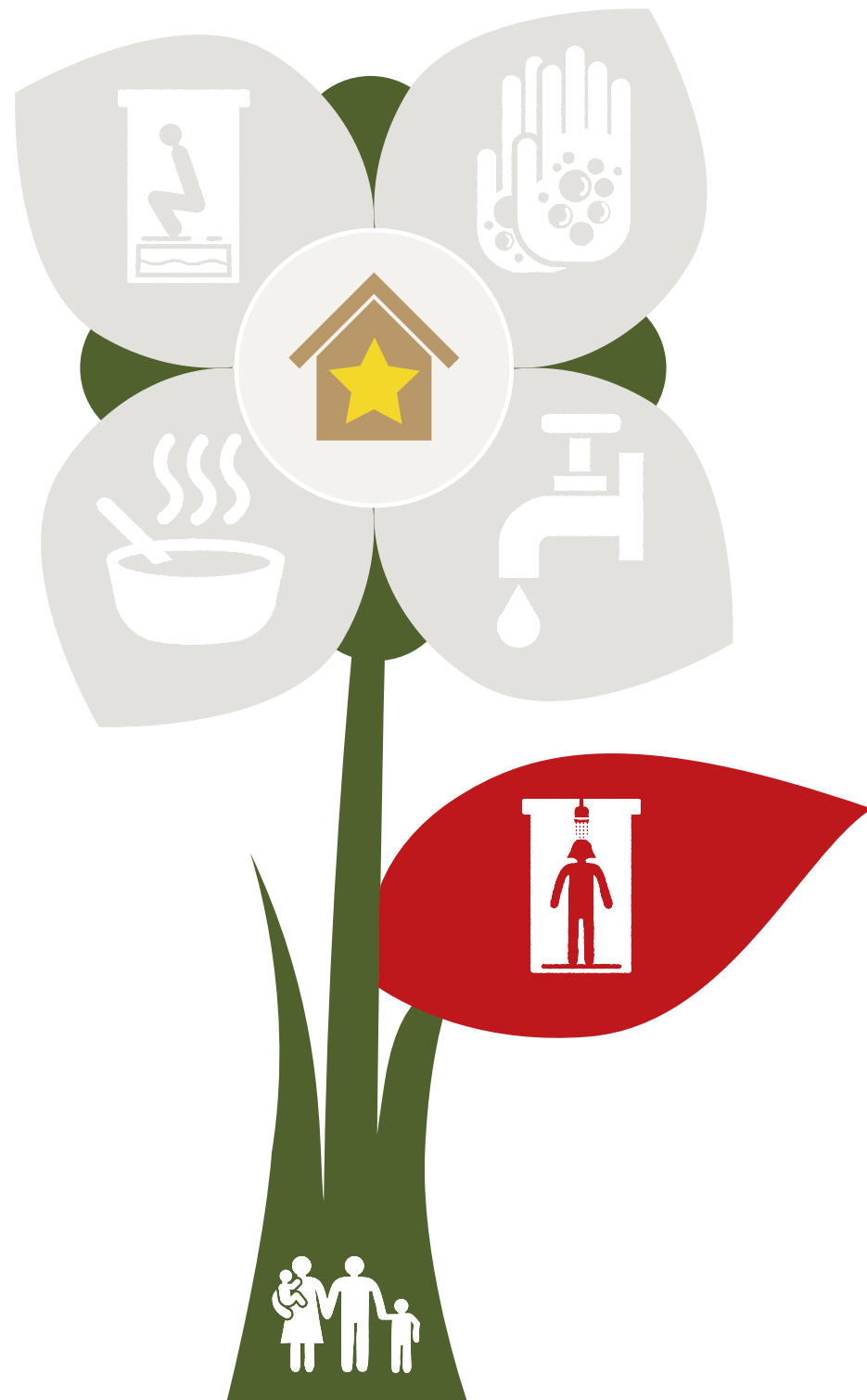
If you are interested, we also work along with builders who can create a bathroom for you...



To sum it up, during menstruation, here are how we can maintain hygiene during menstruation *(show the pictures)*

**So let's practice these behaviors together since we may not be familiar with them (demonstration)**  
*(See where they wash and their sanitary towels, if they dry them under sunlight)*

# Symbol of a Model household - Red petal if they can maintain their hygiene during menstruation



Congratulations on getting the red petal!  
It already looks like a real Model Household!





## **Behavior 5: Maintaining hygiene during menstruation**

**When managing their menstrual hygiene (women and girls often wash and change their sanitary towels - they clean them and dry them under sunlight – the family members talk about menstrual hygiene), we will symbolize that with the red petal. The goal is to have all the petals to indicate that this household is truly an improved one:**

**MODEL HOUSEHOLD.**

*When given the petal, the household will be asked about its satisfaction and the changes it has made.*

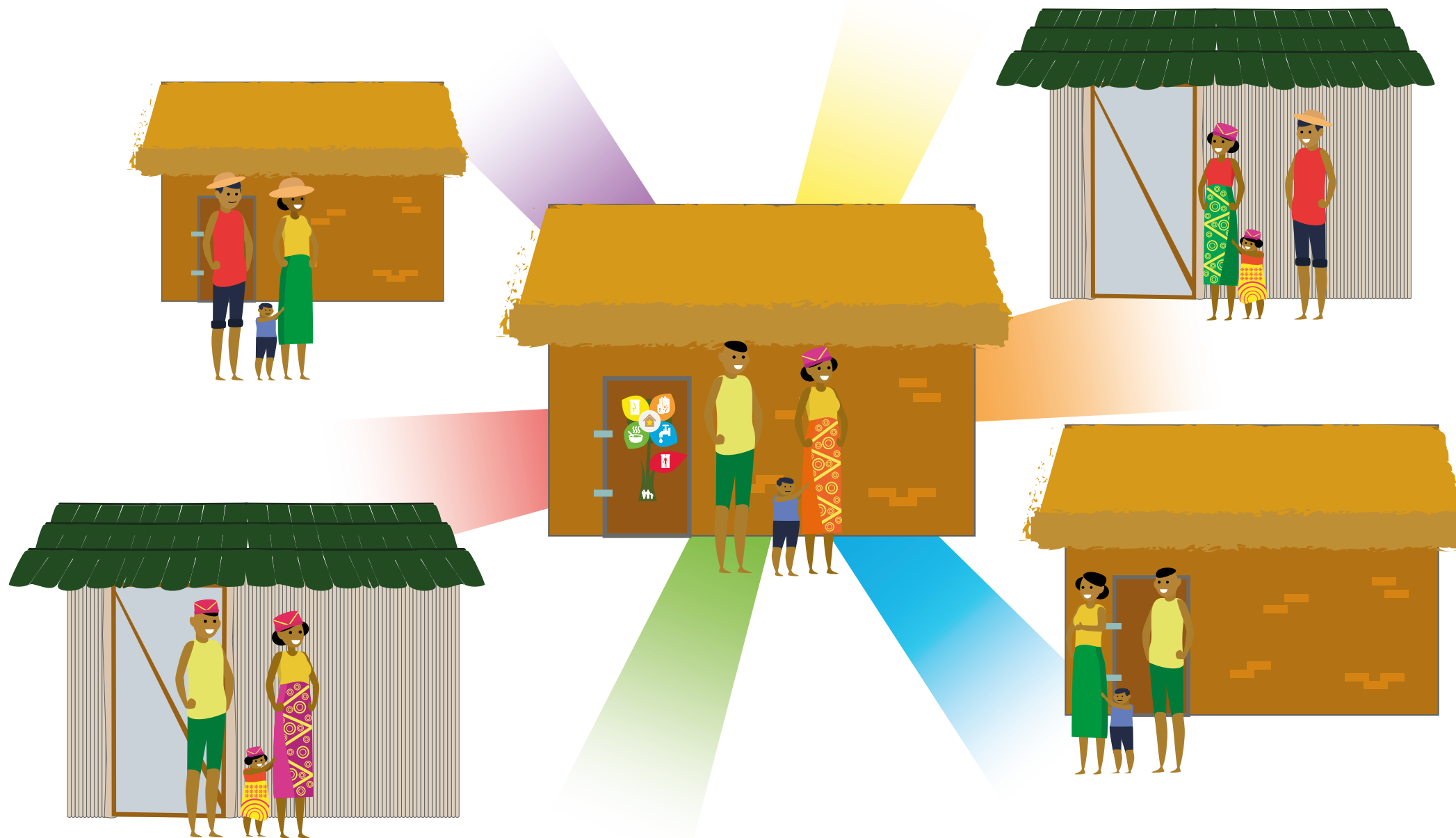
**Best of luck to all the community agents working on the  
household behavior changes!**

**Do not forget that each and every behavior described in  
this handbook encourages the household you are taking  
care of to change!**

**Therefore, changes and leadership starts from you.**



**USAID**  
FROM THE AMERICAN PEOPLE



BushProof

