



Research guides and tools

Bhutan | Child faeces management | 2020-21

Beyond the Finish Line, Sustainable Sanitation and Hygiene for All (SSH4A)



upward
spiral

Credits

SNV and Upward Spiral, 'Research guides and tools', *Bhutan | Child faeces management | 2020-21*, The Hague, SNV, 2022.

Authors: Thinley Dem, Balaji Gopalan, and Nipa Desai.

The views expressed in this document are those of the authors and do not necessarily reflect the view of SNV Netherlands Development Organisation, PHED, Water for Women Fund or Upward Spiral.

Cover photo: SNV Bhutan/Thinley Dem

Photos and graphics are copyright SNV or used with written permission.

Text available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License.



Contact:

Kencho Wangdi, WASH Sector Leader, SNV in Bhutan | kwangdi@snv.org
Nipa Desai, Upward Spiral | nipa@upwardspiral.in

Index

| | Research Guides and Tools | Page |
|----|---|-------------|
| 1. | KII (Infants - Cloth, Diaper) | 4 |
| 2. | KII (Toddlers Potty, Scoop, Toilet Use) | 12 |
| 3. | KII (People Living With Disability) | 21 |
| 4. | FGD – Touch Points/Channels | 29 |
| 5. | Market Study | 39 |
| 6. | Government and others | 43 |
| 7. | Consent Form | 46 |
| 8. | Motive stories | 48 |

Guide 1: KII (Infants - Cloth, Diaper)

Segment – Mixed group of mothers/caregiver

Key Research Questions

| No. | Key Research Question |
|-----|---|
| 1 | Are we promoting only specific routines or also specific tools? |
| 2 | What is the safe way to dispose diapers in the village context? |
| | What are the cues and rewards associated with safe CFM? |
| 3 | What motive/s (Nurture, Disgust, Convenience, Affiliation, Fear, Hoard, any other) can cause the shift from unsafe CFM to safe CFM practices? |
| 4 | Does belief 'child feces is not harmful' exist? If yes, how does it affect behaviours around CFM? |
| 5 | What are the gaps in knowledge and skills related to tools and routines? |
| 6 | Are the perceived norms in favour of or against CFM? |

Guideline for Documentation

With appropriate consent:

1. Take photographs of respondent, home environment, CFM Site, Props and Routine as per flow of this guide
2. Audio-record the entire conversation.
3. Ask respondent to sign on the consent form.
4. Fill in the information sheet.
5. Capture field notes

Tools

1. Camera/Mobile Camera
2. Notepad and pen/pencil + eraser
3. Consent Form
4. Information Sheet
5. Daily Routine Cards
6. Adult and child feces picture card

Introduction

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

"Hi! I am (name) from (Organization/Department of Government). We are here to understand the life of the rural people and the best way to share useful information with you all. We are not here to give you anything or to take anything from you, just to talk to you and understand your experience and thoughts. You are free to participate or not, in this study. Could we speak to you for about an hour?"

Consent

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

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

Information Sheet

Request the respondent to introduce herself, with some basic details – Name, Age, Number and age of children, Livelihood, Fill in the details of the respondent in your notebook.

Life Context - Motherhood

The aim of this section is to ground ourselves in the life context of the respondent. It will also serve as a warm-up before we start talking about child feces management. Begin by very briefly asking about the changes in the respondent's life over the last 10 years. "Over the last 10 years what has changed in your life? What has changed in your home? Why is that?" (Prompt roles such as cooking, cleaning, washing, etc. and responsibilities)

"Now, I would like to understand your life as a mother. Is this baby your first child? How has motherhood changed your life? How has it changed your daily routine? How has it changed your relationships to people around you?"

"Can you remember how was it when your baby was a new-born infant? And when the baby started to crawl? How was the experience for you?" Now ask, "What did you enjoy the most? What was difficult? What do you worry about?"

"Where did you learn all the things about being a mother? Did you have questions in your mind about raising the baby?" Prompt, if need be, "You may have wondered about breastfeeding, clothes, sleep, moving to solid foods, pee, poo habits etc." If yes, ask, "What were those questions about? How did you find answers to your questions? Who did you approach? Why?" Prompt, if need be, "Did you ask your husband? Older sister or Aunty? Friend? Neighbours? Other mothers in the village? Health Assistant? Doctor?" in each case, ask "Why this person?"

Three Wishes

"If you were given three wishes, what would be your three wishes?"
Take the three wishes one by one and ask the reasons. You could ask:
"You said that you wish for (Wish 1) Why do you wish for that?"
Ask "why" a few more times for more understanding.
Repeat for Wish #2 and wish #3

Now, if you were given three additional wishes - this time, you could ask for 3 things for your baby. What would the wishes be?
Take the three wishes one by one and ask the reasons. You could ask:
"You said that you wish for (Wish 1) Why do you wish for that?"
Ask "why" a few more times for more understanding.
Repeat for Wish #2 and wish #3

Daily Routine

Now ask about the daily routine. You could show the Daily Routine Cards
"Could you tell me about your daily routine and the things you typically do for your baby?" Note the daily routine for the baby in detail - feeding, bathing, sleeping, playing/learning, urination, defecation, any other.

Child Feces Management Journey - Site Observation + Behaviour Demonstration

Now tell them, "I would like to discuss the baby's potty habits, in detail. You may find this a bit strange, but this topic is of great interest to us. We would like to know all the details. Could you tell me a little bit about this topic?"

What comes up for you when you think about the baby's potty habits? Are you happy with the baby's potty habits? Why is that so? What care do you take when it comes to the baby's potty habits? What are you happy about? What do you worry about?"

Physical Environment

"Could you tell me what you use for the baby's pee and poo these days - cloth nappy or diaper or any other? What do you do when the baby urinates or poos? Where you dispose the baby's feces these days? Can you show me?"

Take pictures of the site of drying of nappies/disposal of diapers

If cloth nappy is used:

Take a picture of the nappy and where they are washed, dried, and stored; and any props - toilet/scoop/potty/potty seat/diaper/underwear/ paper/leaf/ any other.

If Diaper is used

Take a picture of the diaper, where fresh ones are stored and where they are disposed; and any props - toilet/scoop/potty/potty seat/cloth nappy/underwear/ paper/leaf/ any other.

Target Behaviour - Current Experience of disposal of feces

"Could you show me how you dispose of the baby's feces?"

Take a video or pictures of how the behaviour of disposal of feces is performed for the cloth nappy or diaper.

"Is anything else used when the baby poos?" Take a picture of any prop used.

"How often do you use the cloth nappy/diaper - always, sometimes or rarely? What do you use when you don't use this? Why? What do use at night? In the winter? When you go out? Why? and how do you dispose of the feces then?"

"How many times does she/he poop in a day? How many times do you change the nappy/diaper in the day? What is easy and what is difficult for the baby when cloth nappy/diaper is used? What is easy and difficult for you?"

"What are the benefits of using the cloth nappy/diaper? What are the disadvantages? Have you ever tried anything else? What, and how was that experience?"

Cues and Routine

Now ask about the **routine** followed, from the cue to defecate, to the defecation, to cleaning of baby and caregiver, and disposal of feces. "Could you tell me the exact sequence of what you do when the baby poos? How do you know that the baby needs to poo? Then what do you do? And then? What is used for anal cleansing? What is the next step after the anal cleansing is done? (If handwashing is mentioned, ask if they use soap, and why). How exactly do you dispose of the feces? Why in this way?"

| Step | Nappy | Diaper |
|--|-------|--------|
| Baby crying or mother noticing | | |
| Removing the nappy/diaper | | |
| Cleaning of child | | |
| Putting on fresh nappy/diaper | | |
| Disposal of feces - How? | | |
| Disposal of feces - Where and Why? | | |
| Cleaning of tools/props | | |
| Disposal of water if used for cleaning | | |
| Cleaning of mothers hands | | |
| Any other | | |

"Is there anyone else involved in helping with the baby's nappy/diaper? Whose role is it normally? What happens if you are not available? Are any other family members/neighbours involved in helping?"

I would like to know how the overall experience of managing the baby's defecation routine is for you, as you go about your daily activities. Is it easy for you? Is it convenient or inconvenient? What is difficult or unpleasant?"

If you had 3 wishes for managing the baby's potty routine, what would they be? Why so?

User Journey

"Now, I would like to know a little about the Nappy/Diaper you are using, in detail. Why did you choose this and not (the other option)? What are the benefits of using this? What are the limitations of using this? Where did you learn to use this?"

Now, take them through the journey step by step:

| Steps | Cloth Nappy | Diaper |
|---|-------------|--------|
| Trigger - What made you think of buying it? | | |
| Search - Where did you look for options or information? | | |
| Consider - What were the factors when you were making a choice? | | |
| Buy - Where did you buy it? At what cost? Is it easily available? | | |
| Use - How is it for the baby and you to use it? | | |
| Use - How is it to dispose feces with this? | | |
| Use - How is it to clean this after disposal of feces? | | |
| Overall Experience - How was the overall experience? | | |
| Desired Changes - What changes would you like to see in this? | | |

Learning to manage baby's feces

Where and how did you learn to manage your baby's pee and poo? Did you ever discuss how to manage your baby's feces with anyone? Did you ever

attend any trainings or read a book or watch a video? What and where? Is there anything you would like to learn about this? What? Why?

What advice would you give to other mothers to help them manage their baby's pee and poo?

Could you think of anything that would make it easier or more comfortable for you to manage the baby's poo? What might help or prevent other mothers from using that method?"

Now, I would like to know a little bit about how you managed the baby's poo earlier on.

Potty Training Planning

Show the Child Development Stages card and ask for each of the stages shown in the following manner:

What are you planning to use next as the baby grows? Potty or Scoop or any other? Why is that? What do you think are the benefits of using this? How much would it cost? And what after that?

Perceptions - Child Feces and Management

"Now I am going to show you a card, and I would like to have your frank reaction to it."

Please show the Adult and Baby feces card.

Ask, pointing to the card. "What do you see here?" In case it is not clear, please clarify to the respondent that what is seen in the card are two pictures - the feces of an adult and of a child.

Now ask, "Now imagine that you were to see the adult feces lying in the front yard of your home, what would you feel?" Note the spontaneous reaction of the respondent, and see if disgust comes up, or any other strong reaction.

"I notice that you are feeling (the reaction mentioned) _____. Why is that so? What would the other family members feel or say if they saw these lying in the front yard? What should be done in this scenario? Why is that so? Who

should do it? Why? How should it be done? Why? Is it important to get rid of adult feces? Why? Does this have any impact on health? What impact? Why do you think so?"

Now ask, "Now imagine that you were to see the feces of the baby lying in the front yard of your home, what would you feel?" Note the spontaneous reaction of the respondent, and see if disgust comes up, or any other strong reaction.

"I notice that you are feeling (the reaction mentioned) _____. Why is that so? What would the other family members feel or say if they saw these lying in the front yard? Now, instead of the yard, what if the feces are on the bedsheet or on the kitchen floor? What would the reaction be? What should be done in this scenario? Why is that so? Who should do it? Why? How should it be done? Why? Is it important to get rid of baby's feces? Why? Does this have any impact on health? What impact? Why do you think so?"

What do you think is the best way to dispose of baby's feces? What other methods are used in your village? Which method do you think is the best? Why?"

If there is a difference in reaction to the adult versus the baby feces, then probe to discover what the difference is, and why it is so. "You had a different reaction to baby's feces than to adult's feces - why is that so? And why is that?" Ask "why is that important?" a few more times until you arrive at a deeper understanding. Probe deeper by asking, "Where did you hear that? Do you think others in this village also feel the same? Why is that so?"

"We have heard that many people believe that children's feces are not harmful or disgusting, the way adult feces are. Do you think that is true? Why? Where did you learn that?"

Farewell:

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

"Thank you very much. That really helped me understand your life and your thoughts on Child Feces management. Do you have any questions for us in general or with regards to Child Feces Management?"

Guide 2: KII (Toddlers Potty, Scoop, Toilet Use)

Segment – Mixed group of mothers/caregivers

Key Research Questions

| No. | Key Research Question |
|-----|---|
| 1 | Are we promoting only specific routines or also specific tools? |
| 2 | What is the safe way to dispose diapers in the village context? |
| | What are the cues and rewards associated with safe CFM? |
| 3 | What motive/s (Nurture, Disgust, Convenience, Affiliation, Fear, Hoard, any other) can cause the shift from unsafe CFM to safe CFM practices? |
| 4 | Does belief 'child feces is not harmful' exist? If yes, how does it affect behaviours around CFM? |
| 5 | What are the gaps in knowledge and skills related to tools and routines? |
| 6 | Are the perceived norms in favour of or against CFM? |

Guideline for Documentation

With appropriate consent:

6. Take photographs of respondent, home environment, CFM Site, Props and Routine as per flow of this guide
7. Audio-record the entire conversation.
8. Ask respondent to sign on the consent form.
9. Fill in the information sheet.
10. Capture field notes

Tools

7. Camera/Mobile Camera
8. Notepad and pen/pencil + eraser
9. Consent Form
10. Information Sheet
11. Daily Routine Cards
12. Child development stages card
13. Adult and child feces picture card

Introduction

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

"Hi! I am (name) from (Organization/Department of Government). We are here to understand the life of the rural people and the best way to share useful information with you all. We are not here to give you anything or to take anything from you, just to talk to you and understand your experience and thoughts. You are free to participate or not, in this study. Could we speak to you for about an hour?"

Consent

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

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

Information Sheet

Request the respondent to introduce herself, with some basic details – Name, Age, Number and age of children, Livelihood, Fill in the details of the respondent in your notebook.

Life Context - Motherhood

The aim of this section is to ground ourselves in the life context of the respondent. It will also serve as a warm-up before we start talking about child feces management. Begin by very briefly asking about the changes in the respondent's life over the last 10 years. "Over the last 10 years what has changed in your life? What has changed in your home? Why is that?" (Prompt roles such as cooking, cleaning, washing, etc. and responsibilities)

"Now, I would like to understand your life as a mother. Is this toddler your first child? How has motherhood changed your life? How has it changed your daily routine? How has it changed your relationships to people around you?"

Show the Child Development Stages Card. "Can you remember how was it when your baby was an infant? And when the baby started to crawl and then walk? How was the experience for you?" Now ask, "What did you enjoy the most? What was difficult? What do you worry about?"

"Where did you learn all the things about being a mother? Did you have questions in your mind about raising the baby?" Prompt, if need be, "You may have wondered about breastfeeding, clothes, sleep, moving to solid foods, pee, poo habits etc." If yes, ask, "What were those questions about? How did you find answers to your questions? Who did you approach? Why?" Prompt, if need be, "Did you ask your husband? Older sister or Aunty? Friend? Neighbours? Other mothers in the village? Health Assistant? Doctor?" in each case, ask "Why this person?"

Three Wishes

"If you were given three wishes What would be your three wishes?"
Take the three wishes one by one and ask the reasons. You could ask:
"You said that you wish for (Wish 1) Why do you wish for that?"
Ask "why" a few more times for more understanding.
Repeat for Wish #2 and Wish #3

Now, in addition to the three wishes, if you were given three more - this time, you could ask for 3 things for your toddler. What would the wishes be? Take the three wishes one by one and ask the reasons. You could ask:
"You said that you wish for (Wish 1) Why do you wish for that?"
Ask "why" a few more times for more understanding.
Repeat for Wish #2 and Wish #3

Daily Routine

Now ask about the daily routine. You could show the Daily Routine Cards
"Could you tell me about your daily routine and the things you typically do for your toddler?" Note the daily routine for the child in detail - feeding, bathing, sleeping, playing/learning, urination, defecation, any other.

Child Feces Management Journey - Site Observation + Behaviour Demonstration

Now tell them, "I would like to discuss the child's potty habits, in detail. You may find this a bit strange, but this topic is of great interest to us. We would like to know all the details. Could you tell me a little bit about this topic?"

What comes up for you when you think about the child's potty habits? Are you happy with the child's potty habits? Why is that so? What care do you take when it comes to the child's potty habits? What are you happy about? What do you worry about?"

Physical Environment

Could you tell me where the child does urination and defecation these days? Can you show me?"

Take pictures of the site and any props - toilet/scoop/potty/potty seat/diaper/cloth underwear/ paper/leaf/ any other.

"Why did you choose this method for your child? Did you consider other methods?"

If child uses Toilet/Child Potty/Scoop:

Take a picture of the toilet/child potty/scoop and note what type of toilet/child potty/scoop it is.

Target Behaviour - Current Experience

Now ask, "How does the child use the toilet/child potty/scoop - by themselves or with your help? If you help, how do you know the child needs help? Can you show me how you help?"

Take a video or pictures of how the behaviour is performed in the toilet/child potty/scoop/any other prop.

"Is anything else used when the child uses the toilet/child potty/scoop?"
Take a picture of any prop used.

How often does your child use this toilet/child potty/scoop to defecate in - always or sometimes? At night? In the winter? When you go out? In the summer?" For each instance, please ask "Why is that so?"

"When the child doesn't use the toilet/child potty/scoop, what method is used? Why? Can you show me?" Take picture of any other props used - diaper/cloth/ underwear/scoop/any other.

"Is the child now used to using the toilet/child potty/scoop to defecate? How many times does she/he poop in a day? Does the child like using the toilet/child potty/scoop? What does the child like, and what does it dislike about using the toilet/child potty/scoop? What is easy and what is difficult for the child in using toilet/child potty/scoop? What are the benefits of using the toilet/child potty/scoop? What are the disadvantages of the child using the toilet/child potty/scoop for defecation?"

Cues and Routine

Now ask about the **routine** followed, from the cue to defecate, to the defecation, to cleaning of toddler and caregiver, and disposal of feces.

"Could you tell me the exact sequence of what you do when the child has to defecate? How do you know that the child needs to defecate? Does the child tell you? Then what do you do? And then? What is the level of help you provide? Do you help with the anal cleansing or does the child do it? What is used for anal cleansing? What is the next step after the anal cleansing is done? (If handwashing is mentioned, ask if they use soap, and why) How are the feces disposed? Why?"

| Step | Toilet | Child Potty | Scoop/ Any other |
|-------------------------------------|--------|-------------|------------------|
| Child calling or mother noticing | | | |
| Preparing for defecation | | | |
| Signal for defecation completed | | | |
| Cleaning of child | | | |
| Disposal of feces - How? | | | |
| Disposal of feces - Where and Why? | | | |
| Cleaning of tools/props | | | |
| Disposal of water used for cleaning | | | |

| | | | |
|---------------------------|--|--|--|
| Cleaning of mothers hands | | | |
| Any other | | | |

"Is there anyone else involved in helping the child with defecation? Whose role is it normally? What happens if you are not available? Are any other family members/neighbours involved in helping?"

I would like to know how the overall experience of managing the child defecation routine is for you, as you go about your daily activities. Is it easy for you? Is it convenient or inconvenient? What is difficult or unpleasant?"

If you had 3 wishes for managing child's potty routine, what would they be? Why so?

User Journey - if Child Potty/Scoop is used

Now, I would like to know a little about the Child Potty/Scoop you are using, in detail:

| | Child Potty | Scoop |
|---|-------------|-------|
| Trigger - What made you think of buying it? | | |
| Search - Where did you look for options or information? | | |
| Consider - What were the factors when you were making a choice? | | |
| Buy - Where did you buy it? At what cost? Is it easily available? | | |
| Use - How is it for child and you to use it? | | |
| Use - How is it to dispose feces with this? | | |
| Use - How is it to clean this after disposal of feces? | | |
| Overall Experience - How was the overall experience? | | |
| Desired Changes - What changed would you like to see in this? | | |

Learning to do Potty Training

"Now, please tell me about how and when your child started to use the toilet/child potty/scoop, in detail.

Can you tell me when the child learned to use the toilet/child potty/scoop? Why did you choose that particular time to start training the child in using the toilet/child potty/scoop? How long did it take before the child learnt to use it? Was it easy or difficult?

Who taught them? Was there anyone else involved in training the child? Who, and what did they do?

Can you tell me how you trained the child? What was the child's reaction?

Where did you learn to teach like that? Did you ever discuss how to do potty training for your child, with anyone? Did you ever attend any trainings or read a book or watch a video?

Did you experience any difficulties in potty training? What were they? How did you overcome them? Did you go to anyone for advice? Was that helpful? Is there anything you would like to learn about this? What? Why?

Did you offer any rewards or punishment to the child while training it to use the toilet/child potty/scoop?

Please tell me, why did you decide to teach the child to use the toilet/child potty/scoop? What would happen if the child didn't learn to use the toilet/child potty/scoop? And why is that important? And why is that important?" Keep asking this until you arrive at the deeper reason that potty training is seen to be important. Finally, you could ask, "where did you learn that?"

What advice would you give to other mothers to help them train their children to use the toilet/child potty/scoop?

Could you think of anything that would make it easier or more comfortable for the child to use the toilet/child potty/scoop? What might help or prevent other mothers from using that method?"

Now, I would like to know a little bit about how you managed the child's potty earlier on.

Potty Training History

Show the Child Development Stages card and ask for each of the stages shown in the following manner:

What did you use when the baby was an infant - cloth nappy or diaper or any other? Why is that so? How was the experience of using that? Can you tell me the routine around using it? What were the benefits of using this? Did you switch to anything else after that? Why? Where did you learn about that?

What did you use next? Potty or Scoop or any other? Why is that? How was the experience of using that? Can you tell me the routine around using it? What were the benefits of using this? How much did it cost? Did you switch to anything else after that? Why? Where did you learn about that?

Perceptions - Child Feces and Management

"Now I am going to show you a card, and I would like to have your frank reaction to it."

Please show the Adult and child feces card.

Ask, pointing to the card. "What do you see here?" In case it is not clear, please clarify to the respondent that what is seen in the card are two pictures - the feces of an adult and of a child.

Now ask, "Now imagine that you were to see the adult feces lying in the front yard of your home, what would you feel?" Note the spontaneous reaction of the respondent, and see if disgust comes up, or any other strong reaction.

"I notice that you are feeling (the reaction mentioned) _____. Why is that so? What would the other family members feel or say if they saw these lying in the front yard? What should be done in this scenario? Why is that so? Who should do it? Why? How should it be done? Why? Is it important to get rid of adult feces? Why? Does this have any impact on health? What impact? Why do you think so?"

Now ask, "Now imagine that you were to see the feces of the child lying in the front yard of your home, what would you feel?" Note the spontaneous reaction of the respondent, and see if disgust comes up, or any other strong reaction.

"I notice that you are feeling (the reaction mentioned) _____. Why is that so? What would the other family members feel or say if they saw these lying in the front yard? Now, instead of the yard, what if the feces are on the bedsheet or on the kitchen floor? What would the reaction be? What should be done in this scenario? Why is that so? Who should do it? Why? How should it be done? Why? Is it important to get rid of children's feces? Why? Does this have any impact on health? What impact? Why do you think so?"

"What do you think is the best way to dispose of children feces? What other methods are used in your village? Which method do you think is the best? Why?"

If there is a difference in reaction to the adult versus the baby feces, then probe to discover what the difference is, and why it is so. "You had a different reaction to children's feces than to adult's feces - why is that so? And why is that?" Ask "why is that important?" a few more times until you arrive at a deeper understanding. Probe deeper by asking, "Where did you hear that? Do you think others in this village also feel the same? Why is that so?"

"We have heard that many people believe that children's feces are not harmful or disgusting, the way adult feces are. Do you think that is true? Why? Where did you learn that?"

Farewell:

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

"Thank you very much. That really helped me understand your life and your thoughts on Child Feces management. Do you have any questions for us in general or with regards to Child Feces Management?"

* * *

Guide 3: KII (People Living With Disability)

Segment – caregiver

Key Research Questions

| No. | Key Research Question |
|-----|--|
| 1 | What motives drive behaviours around safe CFM? |
| 2 | What routines are followed across the following steps: Cleaning child---Disposal of faeces---Cleaning or disposal of Props HWWS. Roles and responsibilities? |
| 3 | If there is a preference between different tools, what are the reasons for preference? : Affordability, Availability, Convenience, Child-friendliness, Disgust, Familiarity, any other? |
| 4 | Where is the disposal at home? Where is the final disposal? |
| 5 | Are children with disability trained to use the toilet? At what age? How? |
| 6 | What are the perceived norms around CFM? Is it true that 'child faeces is not harmful? How does it affect behaviours around CFM? |
| 7 | What has been the changes in the recent times about how people in the community practice CFM? |
| 8 | What does one think about how most people in the community behave – Clean the child ---Dispose feces---Clean or dispose Props--Dispose wastewater---Wash hands? |

Guideline for Documentation

With appropriate consent:

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

Tools

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

Introduction

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

"Hi! I am (name) from Ministry of Health. We are here to understand the life of the Rural people and the best way to reach out information to you all. Could we speak to you for about an hour?"

Consent

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

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

Information Sheet

Request the respondent to introduce themselves, with some basic details – Name, Age, Livelihood, Fill in the details of the respondent in your notebook.

Life Context

The aim of this section is to ground ourselves in the life context of the respondent. It will also serve as a warm-up before we start talking about child faeces management. Begin by asking about the changes in the respondent's life over the last 10 years. "Over the last 10 years what has changed in your life? What has changed in your home? Why is that?" (Prompt roles and responsibilities)

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

"What do you think will change in your life over the next 10 years? What do you think will change in your home??) Why is that?" (Prompt roles and responsibilities and Children)

Three Wishes

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

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

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

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

Repeat for Wish #2 and Wish #3

User Journey

Guidelines for Moderation

- The steps below outline a possible sequence of activities. However, the reality is usually more chaotic. Therefore, try to get the respondent to express spontaneously, as much as possible – with gentle nudges e.g. 'And then what did you do'.
- Probing for gaps (second column below) and reimagining the journey (third column below) can be done even after the narration of the story is completed.

If you observe anything interesting beyond what is

- The user journey is to be narrated as a story. Ask the respondent to narrate the mentioned in the guide, please explore that area as well.

Introduction to User Journey: story of being a mother, the roles and responsibilities, the changes in her life as a mother. You could say:

"I want to understand your life as a mother, your routines, your hopes and aspirations for your baby. Right from the beginning when you knew you were going to be a mother. Please tell it to me like you are telling me a

story. And do not miss out anything. I am interested in even the smallest detail.”

Step 1: Knowledge

| Spontaneous Narration | Probe for Gaps | Reimagine the journey |
|---|--|--|
| Have you ever heard about safe child faeces management? | <p>What is safe or unsafe child faeces management according to you?</p> <p>What are health benefits for safe CFM? Or the risk for unsafe CFM? How does it affect the child?</p> <p>Who generally gives you information on CFM? What do they talk about?</p> <p>What are different products you are aware of in terms of CFM?</p> | <p>What would have helped to make this a better experience?</p> <p>Would it have helped if there was more knowledge shared on CFM?</p> |

Step 2: Understanding the Routine (Physical disability and Intellectual disability)

| Spontaneous Narration | Probe for Gaps | Reimagine the journey |
|---------------------------------|---|--|
| How do you manage child faeces? | <p>What is the general routine that you follow at different age groups?</p> <p>0-3 months? 3-6 months? 6-12 months? 1-3 years? 3 years and above?</p> <p>How many times does he/she poop in a day? What are the ways you help him/her?</p> <p>How do you know your child needs to/has pooped?</p> | <p>What would have helped to make this a better experience?</p> <p>Would it have helped if there was more knowledge shared on CFM?</p> |
| | Who cleans the child after defecation? Whose responsibility | |

| | | |
|--|---|--|
| | <p>is it? What do you clean with? (Wet wipes/wash?) What are some of the steps you follow after cleaning a baby or helping a child poop? Who gives you advises regarding CFM?</p> <p>What are the perceived norms around CFM? Is it true that 'child faeces is not harmful? How does it affect behaviours around CFM?</p> | |
|--|---|--|

Step 3: Props Used

| Spontaneous Narration | Probe for Gaps | Reimagine the journey |
|--|---|--|
| What are different props that are used for child faeces? | <p>Are diapers reused? What is the routine when a diaper is reused? Why do you use diapers? Why do you use cloth?</p> <p>If there is a preference between different diapers and cloths? What are the reasons for preference? :</p> <p>Affordability: How much are the cloths/Diapers? What is the number of diapers you use in a week? How many cloths do you use and how long can you use the same cloth for?</p> <p>Availability: Is it easily available in the nearby shops? If Yes, do they have different brands? Which one do you use the most and why?</p> <p>Convenience: which one is more convenient for you? Why?</p> | <p>What would have made this a better experience?</p> <p>What advice would you give to a new mother in terms of CFM?</p> |

| | | |
|--|---|--|
| | <p>What about in the summer and winter? Is it child friendly?</p> <p>Disgust: Do you get disgusted with child poop? If yes why? If no why?</p> | |
| | <p>Are you satisfied with the products available in town for child faeces?</p> <p>If you had a choice to make a product for child faeces, what would it be?</p> | |

| Spontaneous Narration | Probe for Gaps | Reimagine the journey |
|---|---|--|
| <p>What are different props that are used for child faeces? Potty? Scoop? Toilet?</p> <p>What else?</p> | <p>Potty:</p> <p>Who trained your child to poop in a potty? How was the experience? Where did you buy the potty from? How much did you pay? Is it easily available in the shops near you? Where do you dispose the faeces after the child has pooped in the potty? Do you also clean the potty? What do you clean with? Whose responsibility is it to clean the potty?</p> | <p>What would have made this a better experience?</p> <p>What advice would you give to a new mother in terms of CFM?</p> |
| | <p>Toilet:</p> <p>What kind of toilet do you own? Is it a child friendly toilet? If yes how? If no how? When did your child start to use the toilet? What is the level of help you have to provide? What do you use for anal cleansing? Do you</p> | |

| | | |
|--|--|--|
| | feel disgusted? If yes, why? If no, why? | |
| | Scoop: Does your child defecate in the open? If yes, when? If no? Do you think there are people in the village who lets their children OD? What are the practices if a child OD? (Probe: do they leave it on the ground? Do they cover it up with mud/soil? Do they scoop it and throw it in the toilet? what happens to the scoop after they use it?) | |

Step 4: Disposal

| Spontaneous Narration | Probe for Gaps | Reimagine the journey |
|----------------------------------|---|---|
| How do you dispose child faeces? | Is diaper disposed along with other wastes or separately? Where is the disposal at home? Where is the final disposal? How do you wash soiled cloth? Do you wash it along with other cloths? What about the water used for washing these soiled cloths? Where do you dispose of? | Would it have helped if there is a better management of child faeces? How? If you had given the power to do so, how would you do it? |
| | Are there any sanctions or regulations within your village for unsafe disposal of child faeces? | |

Site Observation

You can observe the different props used and where it is disposed?

You can take photographs of:

- The toilet
- The house
- Child potty, scoops used

Farewell:

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

“Thank you very much. That really helped me understand your life and your thoughts on child Faeces management. Do you have any questions for us?”

* * *

Guide 4: FGD – Touch Points/Channels

Segment – Mixed group of mothers/caregiver

Key Research Questions

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

Guideline for Moderation

1 The exercise around mapping touch points/channels depends on respondents being able to recall from their memory how they interact with a specific touch point/channel. Therefore, it will be good to stay on with each touch point/channel for as much time required for the respondents to recall.

2 In a focus group situation, it is possible that some respondents speak more, and some are too shy to even speak. Try to ensure participation from everyone.

Guideline for Documentation

With appropriate consent:

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

Tools

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

Introduction

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

“Hi! I am (name) from (Organization/Department of Government). We are here to understand the life of the rural people and the best way to share useful information with you all. We are not here to give you anything or to take anything from you, just to talk to you and understand your experience and thoughts. You are free to participate or not, in this study. Could we speak to you for about an hour?”

Consent

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

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

Information Sheet

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

Types of Touch Points/Channels

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

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

Start with a few broad questions. You could say:

- Where do you get new information from?
- What are the entertainment options in your village?
- When does the whole village come together? Why is that? How many times in a year?
- Are there any formal or informal groups within the village?

After the general exploration, you could ask specifically child feces management. You could say:

"If you want to get some information about taking care of children, where would you go?" Prompt if required – "Health clinics? Health workers? Elders in the family? Other mothers in the village?"

Note: The following touch points/channels were chosen in the Assess Phase: Radio, Television, Wechat, Mothers group, Outreach Clinics and Village Health Workers. However, if there is any surprising new Touch Point/Channel that comes up in the above discussion, which is beyond the selected channels, please add it to your list of Touch Points/Channels to explore.

Understanding Reach

The aim of this section is to understand the reach and frequency of specific channels. You could say:

"So far, we have discussed the different channels through which you get your information from, get entertained etc. Now, we would like to know more about how many people use these channels and how often. Let's take one by one."

| Channel | Basic | Further |
|----------------|--|--|
| Radio | Do most mothers in your village listen to Radio, or only some, or no one? | How do they listen to the radio? On Mobile phone? Any other? |
| BBS/Television | Do most mothers in your village watch BBS/Television, or only some, or no one? | Do only the rich people have Television or everyone? Do mothers visit other homes to watch Television? |

| | | |
|--|--|---|
| Smartphones | Do most mothers have smart phones in the village, only some, or no one? | Do most mothers use WeChat in this village, or only some, or no one? |
| Mother's Group | Do most mothers in your village attend mother's group meetings, or only some, or no one? | How many mothers are part of one group? Normally, how many mothers attend a group meeting? |
| Outreach Clinics | Do most mothers visit outreach clinics, or only some, or no one? | Who do they visit the clinic with? |
| Village health workers | Are most mothers visited by village health workers, or only some, or no one? | Do the village health workers only visit some sections of the village? If yes, why is that? |
| (Any other that came up in the discussion above) | | |

Specific Channels – Frequency, Engagement and Behaviour

Based on the discussions in the above two sections, select the channels that you would like to understand more about.

Radio

| Area | Questions |
|----------------------|--|
| Frequency | When do you listen to radio? Prompt if required - What day of the week? What time of the day? |
| Engagement - General | Do you listen to the radio while engaging in other activities? If yes what are they? What channels and programs do you listen to? Do you have any favourite channel i.e. what you listen regularly to? Do you have any favourite program? |

| | |
|-------------------------------------|--|
| | Have you ever called a radio channel – to ask a question, to play a song etc.? |
| Engagement - Specific Program | <p>(If they have mentioned a specific program as a favourite one.)</p> <p>Can you describe this program to me i.e. what sort of program is it?</p> <p>Why do you listen to this program? What do you like about it?</p> <p>When do you listen to this program? What day of the week? What time of the. day? For how long?</p> <p>(Repeat the above questions for any other favourite program.)</p> |
| Behaviour change | <p>Have you ever bought anything after listening to a message on the Radio? If yes, what was that?</p> <p>Have you ever changed any behaviour after listening to a message on the Radio? If yes, what was that?</p> |

BBS (National Television)

| Area | Questions |
|----------------------------------|---|
| Frequency | When do you watch Television? Prompt if required - What day of the week? What time of the day? |
| Engagement - General | <p>What channels and shows do you watch on TV? What about BBS?</p> <p>Are the channels and shows to watch chosen by you? Or by others?</p> <p>Do you have any favourite show i.e. you watch it regularly?</p> <p>Have you ever called or messaged a TV channel – to ask a question, to vote for a program etc.?</p> |
| Engagement - Specific show | (If they have mentioned a specific show that they regularly watch) |

| | |
|------------------|--|
| | <p>Can you describe this show to me i.e. what sort of show is it?</p> <p>Why do you watch this show? What do you like about it?</p> <p>When do you watch to this program? What day of the week? What time of the. day? For how long?</p> <p>(Repeat the above questions for any other favourite show.)</p> |
| Behaviour change | <p>Have you ever bought anything after watching a show or an ad on the Television? If yes, what was that?</p> <p>Have you ever changed any behaviour after watching a show or an ad on the Radio? If yes, what was that?</p> |

Smart Mobile Phone

Ask respondents to show the phone they have or place it in the middle and take photographs with appropriate consent.

| Area | Questions |
|--------------------------------|---|
| Frequency | <p>Do you have a smart phone for yourself ? Do you share your phone with others? Do others share their phone with you?</p> <p>In a day, how often do you use the smart phone? Many times? Few times? Rarely?</p> |
| Engagement - General | <p>What do you use a smartphone for? Prompt if required - WeChat? Facebook? YouTube? Etc..</p> <p>Which one do you use frequently? (Then take the top 2 or 3 and explore further.)</p> |
| Engagement - Specific (WeChat) | <p>In a day, how many times do you use WeChat? How much time do you spend on it?</p> <p>What do you see and do in WeChat? What do you like the most on WeChat? Prompt if required - Do you watch videos shared on WeChat? If yes, what sort of videos?</p> <p>Are you part of any WeChat groups? If yes, what groups?</p> |

| | |
|------------------|---|
| | If there were a WeChat group in the village for mothers like you, that gives information about how to take care of children, would you like to be part of it? |
| Behaviour change | <p>Have you ever bought anything you do after watching/listening to a message on the WeChat? If yes, what was that?</p> <p>Have you ever bought anything you do after watching/listening to a message on the WeChat? If yes, what was that?</p> |

Mother's Group

| Area | Questions |
|-----------------------------|--|
| Frequency | How often is the mother's group conducted? How often do you attend the mother's group? If not attended sometimes – Why is that? |
| Engagement - General | <p>How much time does each meeting take? What happens in the meeting – please describe the different activities?</p> <p>Is there anything you like in the meeting? If yes, what?</p> <p>Is there anything that you don't like? If yes, what?</p> |
| Engagement – Specific (CFM) | Have you heard or seen anything related to child feces in the mother's group? If yes, what was that? |
| Behaviour change | Have you changed anything related to how you care for your child after attending the mother's group? |

Outreach clinics

| Area | Questions |
|-------------|---|
| Frequency | <p>In a month, how many times do you visit the Outreach Clinic – ORC?</p> <p>What do you visit the Outreach Clinic – ORC for?</p> |

| | |
|-----------------------------------|---|
| Engagement - General | <p>Could you describe a typical visit to the clinic – from the time you arrive at the clinic to the time you leave the clinic? Prompt if required - How long do you have to wait? What do you do when you wait? Who do you interact with at the clinic?</p> <p>What are some of the activities carried out at the ORCs? What do you remember the most? Why?</p> <p>Is there anything you like about your visit to the clinic? If yes, what?</p> <p>Is there anything you not like about your visit to the clinic? If yes, what?</p> |
| Engagement – Specific (CFM) | Have you heard or seen anything related to child feces at the clinic? If yes, what was that? |
| Behaviour change | <p>Have you ever bought or changed anything you do after listening to/seeing a message at the Outreach clinic - ORC?</p> <p>If yes, what was that?</p> |

Village Health Workers

| Area | Questions |
|-----------------------------------|--|
| Frequency | <p>How often do the village health workers visit your household?</p> <p>How often do they organise a meeting in the village? Do you attend these meetings?</p> |
| Engagement - General | <p>What do they visit your household or conduct a meeting? Prompt if required – Survey? Provide some information? Any other?</p> <p>Do you trust them to provide the right information for childcare? If yes or no, why is that?</p> |
| Engagement – Specific (CFM) | Have you heard or seen anything related to child feces from the village health worker? If yes, what was that? |

| | |
|------------------|--|
| Behaviour change | Have you ever bought or changed anything you do after listening to/seeing a message from the village health worker? If yes, what was that? |
|------------------|--|

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

Farewell

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

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

Thank you for your participation in this discussion."

* * *

Touch Points/Channels Related

| Channel | Questions | Respondent/Source |
|-----------------------|---|-------------------|
| Radio | What is the reach and frequency of National and district-level channels in rural areas of Target districts - in general, and among rural mothers? | |
| | What is the cost of using National and district-level channels? | |
| BBS/Television | What is the reach and frequency of National (BBS) and district-level channels in rural areas of Target districts - in general, and among rural mothers? | |

| | | |
|-------------------------------------|--|--|
| | What is the cost of using National and district-level channels? | |
| | What is the cost of producing the content for Television? | |
| Smartphone – WeChat, YouTube | What is the access to smartphone in the Target Districts? What is the usage of WeChat, YouTube and Facebook in the Target Districts? | |
| Mother's Group | Are the group organisers motivated? Do they need to be paid to organise meetings? What is their capacity to conduct meetings? | |
| Outreach clinic - ORC | Does this fall under the Maternity Child health? How can we include our programme? Can we include this in the RIHS curriculum (under WASH)? Any other possibility? Are there specific days in a month when mothers visit the clinic the most? Is it possible to conduct a group meeting on child feces at the ORC? How much time will be available? Who will conduct the meeting? | |
| Village Health Workers | Are the village health workers motivated? Do they need to be paid to organise meetings or visit households? What is their capacity to conduct meetings or do effective household visits? | |

Guide 5: Market Study

Child Feces Management Products

Research Questions

| | |
|----|--|
| 01 | Are we promoting only specific routines, or also specific tools? |
|----|--|

Guidelines for Recruitment

The study is to be conducted with shops that sell child feces management products such as – diapers, child potty and scoops. If there are different kinds of shops that sell these products such as medical stores and toy stores, it would be good to get a representation from all of them.

Guidelines for Moderation

The interview is a disruption in the role that the shopkeeper's play – which is to sell products to customers. Therefore, it will be good to visit a shop at a time when there will be less customers – so that the shopkeeper is able to converse without distraction. As you conduct the interview, if a customer visits the shop, request the shopkeeper to attend to the customer first and continue the interview after the transaction is completed.

Guidelines for Documentation

1. Take photographs of – the shop (long shot) and child feces management products (close-up shots – one product at a time).
2. Audio record the interview.
3. Fill in the consent form.
4. Fill in the information sheet.

Tools

1. Camera
2. Audio recorder
3. Notepad and pen
4. Consent form
5. Information sheet

Introduction

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

"Hi! I am (name) from (Organization/Department of Government). We are here to understand how to promote safe ways to manage child feces among the rural communities. We wish to understand what kind of products are available in the market so that we can then promote those in the rural community. We are not associated with any particular brand or company. We are not here to give you anything or to take anything from you, just to talk to you and understand your experience and thoughts. You are free to participate or not, in this study. Could we speak to you for 15-30 minutes?"

Consent

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

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

Information Sheet

Fill in the details of the respondent using the Information Sheet – Name, Age, shop type, market name and phone number.

The aim of the market study is to understand the type of CFM products available in the shop. You could say:

"Could you tell me what kind of products are available in your shop for management of child feces?" Prompt if required – "Diapers? Wipes? Child potty? Scoop? Any other?"

Based on what is available, explore the following aspects in detail for each product.

| | Size 1 | Size 2 | Size 3 |
|---------|---------|---------|---------|
| Brand 1 | (Price) | (Price) | (Price) |
| Brand 2 | (Price) | (Price) | (Price) |
| Brand 3 | (Price) | (Price) | (Price) |

Take photographs of different brands and sizes.

And then explore further to understand – the sales patterns, customer profiles, promotional activities, and ideas on messaging.

| | |
|------------------------|---|
| Sales Patterns | <p>What has changed in products related to child feces management in the last 5 years? Prompt if required - Are there any new products? Are there any variations to old products? Why do you think these changes have happened?</p> <p>Among these products, what is the fastest selling product? Why is that?</p> <p>Is there any product, that was selling less before, but more now? Why is that?</p> <p>How many of these products you sell in a month?</p> <p>Do you sell more of these products in some months of the year compared to others? Why is that?</p> |
| Customer Profile | <p>Could you describe the customer who comes to buy these products? Man? Woman? Age? Urban? Rural? Educated?</p> <p>Is the shopping done alone, or along with someone else?</p> <p>What do the shoppers ask for? Prompt if required – Do they ask for a specific product? Do they ask for a specific brand?</p> |
| Promotional activities | <p>Do you promote these products at your shop in anyway? Prompt if required – Posters? Display products? Product demos? Any other?</p> |
| Ideas on messaging | <p>If you were to promote these products in the rural areas – what would be your message to the customers? Why is that?</p> |
| Any other | <p>Is there anything else that you would like to share about these products?</p> |

Repeat the above for the other product types available at the store.

Thank the shopkeeper and take leave.

“Thank you for your participation in this discussion. Do you have any questions for us?”

Guide 6: Government and others

| Respondents | Questions |
|--|--|
| Program Officials/District Officials (PHED, SNV) | <p>What tools are likely to be accepted by the community?</p> <p>Is there any data on CFM for children with disability?</p> <p>Will the budget be enough for all the 8 districts?</p> <p>Do we prioritize few dzongkhags first and then continue in the rest of the districts?</p> <p>Will it be possible to achieve 10% from the current status?</p> <p>And 30% by 2022? Do we need to decrease the present status? If so, how much?</p> <p>What would be the communication channel for delivery of the implementations developed?</p> <p>How can we ensure sustainability? How can we institutionalize within the existing programmes?</p> |
| Program Officials/ District Officials (HPD - MoH) | <p>Would HPD be interested to partner in the research?/child feces;</p> <p>Do they have the capacity to carry out formative researches ?</p> |
| DPOs (ABS, DPO, PHENSEM) | <p>All PLWD Questions</p> <p>Will they be interested in a partnership?</p> |
| Maternal Child Health care, DoPH | <p>Which department does the outreach clinics fall under? Is there any existing programme? Can child feces management be part of it?</p> |
| District Health Officer | <p>What are they doing on CFM? Is it a priority ?</p> <p>Data at the BHU level? Is there any possibility of budget allocation at the district level?</p> |
| Local Leaders (Gup and Tshogpas), Health Assistant, VHWS | <p>What are they doing on CFM? Is it a priority ?</p> <p>Data at the BHU level? Is there any possibility of budget allocation at the district level?</p> <p>All PLWD Questions (Would be good to select few)</p> <p>What is their level of motivation to support the campaign?</p> |


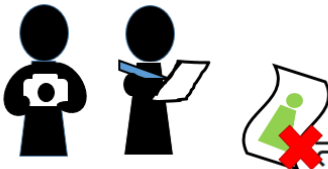
| | |
|--------|--|
| NCWC | Would they be interested to partner? Availability? Capacity? |
| UNICEF | Can we also encourage UNICEF to follow the same intervention in districts supported by them? |
| Masons | What are different technologies used for children who are trained to use the toilet? Is it child friendly? How can it be made more accessible for all? (children in general and CWD) |

Guide/Tool 7: Consent form




Notes: SNV to replace example pictures with pictures relevant to context.

Print each picture in colour on A4 with associated description on the back
(similar to flipbook concept)

Introduction & consent process

| | |
|--|--|
|  | <p>It helps us to understand and plan for how every person in the community can have access to sanitation, handwashing taps, soap and are able to keep clean.</p> <p>We will also use this information to tell other organisations and government how important it is to include people with disabilities in community programs.</p> |
|  <p>तपाईंको नाम</p> | <p>We will not use your name or share your personal information with other people.</p> <p>We will take photos, recordings and write notes to help us to remember what you say.</p> <p>When we write reports we won't use names, so no one knows exactly what you said.</p> |

| | |
|--|---|
| | <p>We will not take photos or share photos if you do not want us to.</p> |
| | <p>You can decide whether you would like to participate in the conversation.</p> |
| | <p>If you do not want to answer a question, you do not have to.</p> |
| | <p>Or if you get tired during our conversation, you can say “stop” and have a rest or end the conversation.</p> |
| | <p>If you do not want to participate in the conversation, please tell us. It is ok.</p> |
| | <p>You can ask us if you are unsure about something. Do you have any questions?</p> |

| | |
|---|--|
|  <p>जारी राख्नुहोस् रोक्नुहोस्</p> | <p>Would you like to continue with this conversation?</p> |
|  <p>(example)</p> | <p>If yes, would you be happy for us to take photos during the conversation?</p> |
|  <p>(example)</p> | <p>for interviews only] If yes, could you please sign the form to show that you want to participate?</p> |
| | <p>If you have any questions or concerns after the interview or discussion, you can contact xxx [SNV to advise of person, number?]</p> |

Guide/Tool 8: Motive Stories

Motive Story 1: Affiliation

The better way

It was a normal day in Tshering's life as a mother. Actually, when you have a 3-year old daughter, there is no such thing as a normal day, since every day is different. Each day, her daughter found new ways to keep her worried. One day, she would not eat. Another day, she would not shit. And some days, she would neither eat nor shit, however hard she tried. Thankfully, today was no such day. Her daughter had a hearty meal in the morning, and now she was shitting in the courtyard.

As Tshering was thinking these thoughts and smiling to herself, her neighbour Sonam walked by. Sonam asked her, "Hey Tshering, you seem very happy today. Have you won some lottery/found gold under your home?".

"Yeah, something like that", replied Tshering, "My daughter hadn't done potty for two days, so I was worried. Today, she is finally doing potty. So, that is like winning lottery/finding gold when you are a mother, don't you agree?". Sonam couldn't agree more.

Tshering's daughter seemed to have finished the job, so she cleaned her with water, collected the shit, along with the sand, into a scoop and deposited everything in a garbage heap.

Sonam, who was observing all this quietly, said, "Tshering, are you still disposing your daughter's shit in the garbage? Don't you know there is a better way to do it?"

"What is the better way?", asked Tshering.

"I can't tell you that. But, I can tell you that I dispose the same way as Chukey does. You could ask her", said Sonam playfully and walked away.

So, Tshering went to Chukey and asked her, "Hey Chukey, Sonam told me that there is a better way to dispose child feces than throw it in the garbage. What is this better way?"

Chukey smiled playfully and said, "I can't tell you that. But, I can tell you that I dispose the same way as Phukey does. You could ask her".

So, Tshering went to Phukey, who said the same thing, "I can't you that. But, I can tell you that I dispose the same way as Thinley does. You could ask her"...And this went on and on, from Thinley to Kezang to Ugyen to finally, Sonam herself.

Tshering asked Sonam, a little irritated now, "Hey Sonam, why are you all playing with me? Just tell me, what is this 'better way' you all talk about?"

Sonam took pity on her, "Hey Tshering, don't take it to heart. We are just teasing you. I will tell you. Instead of throwing shit in the garbage, we all throw it in the toilet itself. Since our shit goes there, it is better that our children's shit also goes there. Isn't it? That's why we are all throwing it in the toilet".

Tshering, "Oh yes, that makes sense!" And that's how Tshering also started disposing her daughter's feces in the toilet, as everyone else.

*

Motive Story 2: Nurture

The 'extra-careful' mother

Ugyen was getting ready to go to the annual festival at the monastery and she was getting her 2-year old daughter ready as well. This was be the first-time she was taking her daughter out, and that too for the annual festival with a lot of crowd. So, she was preparing in every way possible, anticipating all sorts of things.

She thought, "What is she feels hungry?" – and she packed in some biscuits and milk. Then she thought, "What if she feels cold?" – and she packed an

additional sweater. Then she thought, "What is she feels afraid of the crowd?" - and she packed her favourite doll. And so on.

Her husband, Chang lu, who was watching all this, teased her gently, "Hey Ugyen, don't you think you are acting extra-careful? It would seem like you are preparing to climb a mountain." And he laughed.

Usually, Ugyen gets irritated when he talks like. This time, she let the comment pass because she had something more important to attend to. Her daughter seemed to have chosen the perfect moment to do her potty.

Ugyen helped her do her potty in the courtyard. And then she collected the shit in a scoop and carried it to the toilet and threw it in the toilet. She then washed the scoop properly with brush and water. And she threw the water in the toilet.

Chang lu who was watching all this silently teased her again, "There you go, being the extra-careful mother again. Why not just throw it in the garbage and be done with like all other mothers? At this rate, the festival will be over by the time we get there..."

Ugyen could no longer keep silent. "Extra-careful, is it? If we don't keep the home environment clean, your daughter will get sick in no time. Remember last month, when you gave her water without boiling for once and she caught fever. When you have a two-year old daughter, there is no such thing as extra-careful."

Chang lu knew that it wasn't a good idea to argue with Ugyen when she was in such a mood. As they left their home for the festival, he offered to carry the daughter to placate her. Mid-way to the monastery, the daughter started crying.

Chang lu tried to pacify her. He sang her favourite songs. He pointed to the birds and the trees. He rocked her gently. When everything failed, he turned to Ugyen and said, "May be she is hungry after the potty. Do you have something for her to eat?".

And Ugyen handed him the biscuit and teased him, "It is good to have an extra-careful mother sometimes, isn't it?". Chang lu, had to concede defeat.

Motive Story 3: Disgust

Everything but shit

Chukey enjoyed many aspects of being a mother. She liked taking care of her 2-year old son through the day – bathing him, dressing him up in different clothes, playing with him, teaching him new words every day and so on. On days, when she was sad about something, she just had to take one look at her son's smile and all her sadness would just evaporate in no time.

However, there is one thing about motherhood that she didn't enjoy all that much - cleaning up her son's shit with her hands. She couldn't say it loud, because others may not think of her as a good mother. But, she was disgusted all the same.

To stand next to her son as he was shitting – to look at the feces, was rather unpleasant for her. And then to clean his bottom after, to touch feces with her hands, was very uncomfortable. And then to collect it and throw it in the toilet with the scoop, cleaning up the scoop after that, was quite disgusting as the smell would be quite foul often. It made her even wonder at times, if she was feeding him the right thing. Only when all this was done, she could relax.

She used to throw her son's shit in the garbage as others in her village do, but she couldn't live with the thought of shit at her home. Or for that matter in her village. What if some fly sits on it and brings it to the kitchen? What if some dog digs up the garbage and carries it home? Even thinking about these things were disgusting for her.

That is why, she decided to throw her son's feces in the toilet instead. It gave her relief that there is nothing disgusting in her home, or for that matter in her village

Motive Story 4: Convenience

Keep it easy

Though her name was Kezang, everyone in her village called her 'Easy Kezang'.

Ever since she was a small girl, Kezang would always find easy ways to do things. When she had to do some multiplication or addition for homework, she would just take her father's calculator and do it in no time. If her friends were to ask her, she would say, "When we can save some energy by using the calculator, why don't we do that? Why should we unnecessarily strain our brain?".

When she became a mother, she still found ways to do things the easy way. When her son was barely two years old, she already taught him to brush by himself. When others would point out that she was being lazy, she would say, she was being smart. This way, her son learnt to do things by himself, growing faster, and she also had more time to do other things like cooking and working in the farm.

But, one day, her neighbour Thinley was surprised to see Kezang throwing her son's feces into the toilet instead of garbage. "Hey Kezang, how come you are throwing your son's feces into the toilet, instead of garbage? Doesn't it take more work? May be you are no longer the 'Easy Kezang', I should tell everyone and we should change your name now...."

Kezang smiled and said, "If you throw the feces in the garbage, you have to first walk to the garbage heap and then again walk to the toilet or bathroom to wash your scoop. Instead, if you throw the feces in the toilet, you just make one trip to the toilet. You can throw the feces into the toilet and also wash your scoop there. Two birds in one stone. What do you think?"

Thinley was very impressed. She pat Kezang on her back and said, "You are really smart! I think I will also make my life easier by throwing feces into the toilet instead of in the garbage."
