



Guidance and tips

For learning from people who may be most disadvantaged during the programme process

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These materials have been collated by Sarah House, mainly using materials prepared by Suzanne Ferron, Sarah House and Sue Cavill for their use during the global Equality and Non-Discrimination (EQND) study of the WSSCC Global Sanitation Fund supported country programmes (2016/17)¹. Some of the guidance, such as on focus group discussions and individual interviews are commonly used approaches. These have been adapted for use with people who may be most disadvantaged with additional tips and guidance.

A few sections of this document also draw on some materials prepared by CBM Australia and partners². Please see the individual sections for specific references.

Acronyms and terms

CLTS	Community Led Total Sanitation
DPO	Disabled Person's Organisation
EQND	Equality and Non-Discrimination
FGD	Focus Group Discussion
GSF	Global Sanitation Fund
KII	Key Informant Interview
OD	Open defecation
ODF	Open defecation free
WSSCC	Water Supply and Sanitation Collaborative Council

¹ House, S., Ferron, S. and Cavill, S. (2017) Scoping and Diagnosis of the Global Sanitation Fund's Approach to Equality and Non-Discrimination (EQND), Water Supply and Sanitation Collaborative Council, <http://wsscc.org/wp-content/uploads/2017/08/GSF-EQND-Study-EN.pdf>

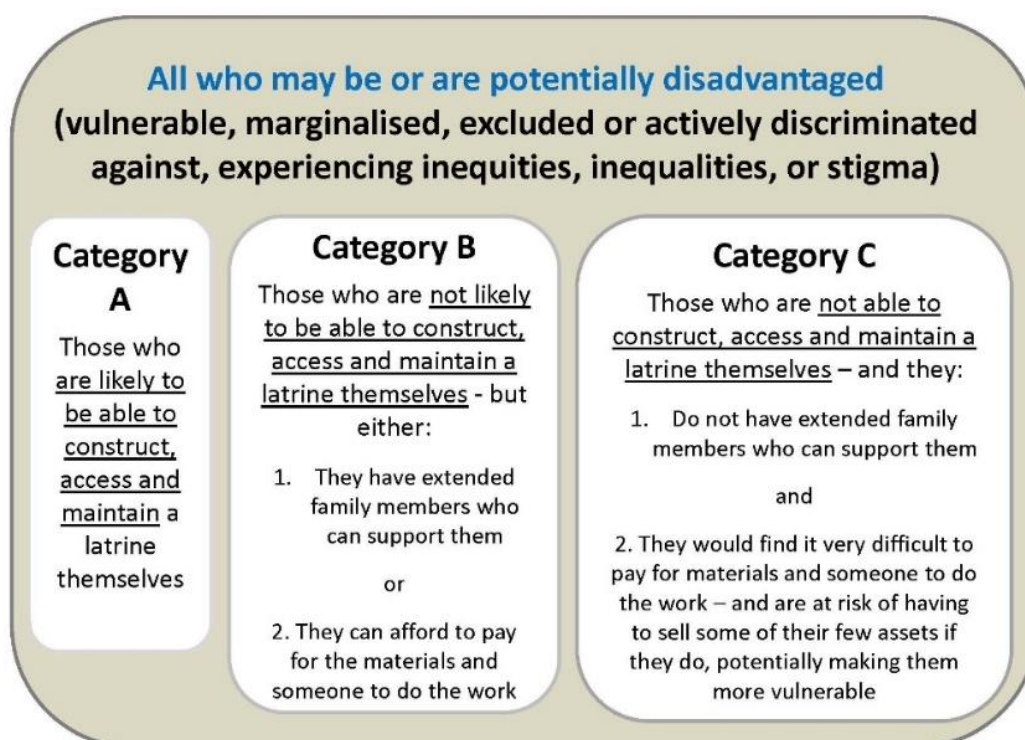
² Such as: CBM Australia (2016) 'Tips for inclusive communication with people with disabilities'

“People who may be disadvantaged”

People who are ‘potentially disadvantaged’ or who ‘may be disadvantaged’ includes individuals and groups who may be vulnerable, marginalised, excluded or actively discriminated against, or experiencing inequities, inequalities or stigma³.

This term recognises that we need to consider all people who may be disadvantaged, including women, people with disabilities, people marginalised by ethnicity, poverty, religion etc. But by adding the terms ‘may’ or ‘potentially’ it reminds us to be ready to acknowledge that some people who we may consider disadvantaged, may not be disadvantaged to the level that they will need or want additional support for building, using and maintaining a toilet or associated hygiene items. For example, a person with specific impairments, who may not be able to build a latrine themselves, may have a business and hence be able to pay for someone to build a latrine.

Fig 1 - A, B, C, categories of people who may be disadvantaged in relation to sanitation⁴



³ Adapted from: De Albuquerque, C (2014) *Realising the human rights to water and sanitation: A Handbook by the UN Special Rapporteur, Catarina de Albuquerque*, 2014, <http://www.ohchr.org/EN/Issues/WaterAndSanitation/SRWater/Pages/Handbook.aspx>, in: House, S., Ferron, S. and Cavill, S. (2017) *Scoping and Diagnosis of the Global Sanitation Fund's Approach to Equality and Non-Discrimination (EQND)*, Water Supply and Sanitation Collaborative Council, <http://wsscc.org/wp-content/uploads/2017/08/GSF-EQND-Study-EN.pdf>

⁴ House, S., Ferron, S., and Cavill, S. (2017) *Scoping and Diagnosis of the Global Sanitation Fund's Approach to Equality and Non-Discrimination*. Geneva: WSSCC

1. Introduction to this document

1.1 Purpose

The document has been produced to provide guidance to the GSF supported programme teams and CLTS facilitators on how to collect information related to EQND at community level and in particular to learn from people who may be disadvantaged. The purpose is to better understand how people who may be most disadvantaged are being involved in and are benefitting from the programme, so that the community and programme can respond and continue to improve in these areas.

Purpose of learning from people who may be most disadvantaged:

1. To consider how well the CLTS process has been going and involving people who may be disadvantaged
2. To identify where more support is needed
3. To check that no harm is being done
4. To learn about examples of good practice
5. To learn for strengthening the community activities and support for people who may be disadvantaged

1.2 Scope and limitations

This document provides guidance on good practice for learning from people who may be disadvantaged about their experiences, needs for support and recommendations. It will be most useful for:

- A - Targeted learning on EQND during the programme process
- B - On-going community-led monitoring

This document does not cover other forms of monitoring; evaluation and learning (MEL) that are expected under the GSF supported programmes, such as:

- Formats for community-led monitoring record keeping (such as the use of the household register)
- The Baseline and Outcome surveys
- On-going reporting of data as part of the standard M&E framework
- Programme evaluations

1.3 Structure

This document is structured:

- **Section 2** – Key principles for ethics for information gathering and documentation
- **Section 3** – Qualitative learning and participatory tools
- **Section 4** – Good practice tips for qualitative learning
- **Annex I** – Qualitative information gathering tools and participatory exercises
- **Annex II** – Focus group discussion and interview guides

2. Key principles for ethics for information gathering and documentation

The following table provides an overview of the key principles for ethics for information gathering and documentation.

The essence of these principles is that people need to understand why you are collecting information and asking questions, they must give their informed consent to participate and that it is important to ensure that you do no harm when collecting information and documenting it. People have the right to confidentiality and privacy around personal matters, which is particularly important to respect for people who are most disadvantaged (including most vulnerable or marginalised), because the sharing of personal information and views without a person's permission can lead them to face increased discrimination or stigma.

Table 1 - Key principles for ethics for information gathering and documentation⁵

	Principle	Explanation
1	Informed consent	<ul style="list-style-type: none"> • People need to fully understand how you will use this information and give you permission for using it and to disclose their personal information to others. • You must be aware that you can harm people by not respecting their decision on this issue. <i>It can increase discrimination or put them at risk of harassment or in some cases more serious forms of violence.</i>
2	Self-identification	<ul style="list-style-type: none"> • People should be allowed to self-identify and have the right to with-hold information about their personal characteristics (such as having a disability, their age, their indigenous status, religion or sexual orientation or identity).
3	Do no harm	<ul style="list-style-type: none"> • Be conscientious of power dynamics within each community. Whilst it is positive to speak to all in the community as part of standard processes, do not attempt to identify or ask questions to ‘particularly at risk’ groups yourself on the basis of their personal characteristics. For example in some areas: this might include people who are: minorities by religion or ethnicity; people who are sexual and gender minorities (SGM); or people who have some form of illegal status. They may already be highly discriminated against on a daily basis and by identifying them by their personal characteristics can sometimes increase this risk and put them at increased levels of danger. • Understand your context and for people from ‘particularly at risk’ groups, instead of speaking with them directly, first ask organisations who represent this group to give you advice. They may recommend that they will communicate with them on your behalf, or make recommendation as to how you could communicate with them safely.
4	Privacy	<ul style="list-style-type: none"> • People have a right to privacy and if they ask you to not share personal information (such as on their gender, ethnicity or health status) – then you should not record or share it. • For community level identification and follow up of people who may be disadvantaged, some information will be needed for the register (for example whether they have a latrine). First explain its purpose and who will have access to the information (including if this is anyone in the community). As this information is not personal information and it impacts on public health, the government has a right to collect this information and so permission is not needed, although it is important to explain why the information is needed.
5	Data disaggregation	<ul style="list-style-type: none"> • Disaggregating findings and data by population groups can be useful for learning. For example if women face a particular problem, but men do not, or for specific barriers being faced by people with disabilities. • But disaggregation takes more time and effort and data management, so this needs to be factored in when collecting and analysing the learning.
6	Accountability	<ul style="list-style-type: none"> • Wherever possible it is good practice to provide feedback to communities where they have given time to contribute to a learning process. But take care to not identify individual people in the conclusions / findings, which could put them at risk. Share general findings, lessons and next steps.

⁵ Adapted from: United Nations Office of the High Commissioner for Human Rights (2018) *A human rights-based approach to data: Leaving no-one behind in the 2030 Agenda for Sustainable Development*

3. Qualitative learning & participatory tools

3.1 Quantitative versus qualitative methodologies

The most important way to ensure that the programme is effectively involving and benefitting people who may be most disadvantaged, is to take time to listen and learn from them.

Quantitative data collection - Quantitative data collection (which involves findings in terms of numbers), such as is undertaken during the baseline and outcome surveys, have a value when getting an overall feeling for how different groups of people have been involved in and benefitted from the programme overall. The household register offers some form of quantitative data collection, as it has a listing of every household in the community, with some features of each household including whether they have a latrine.

Qualitative data collection - The most useful information for improving programme quality in relation to EQND is likely to be qualitative (i.e. asking opinions, views and experiences; rather than just collecting data). This is because you can investigate issues in more depth and people can explain their experiences and make suggestions, which are not as easy to identify using quantitative data collection methodologies.

Triangulation

Triangulation is an important concept when undertaking learning activities. It is the process where you obtain information about the same issues from a number of different sources. This might be from a number of different people, or by using a number of different approaches, for example through FGDs, individual interviews and observation. If you find the information from different sources is pointing to the same conclusion, then you can be surer that your conclusions are accurate.

But if you are asking the same questions to different people and what they are telling you, or what you see does not align, then the issue needs more investigation before conclusion. It might mean that people are having different experiences because of their different situations, or it may be that the information you are learning is not accurate. In some cases a person may say something as they may think it is what you would like to hear, so they do not feel embarrassed, or with the hope of getting more support.

3.2 Qualitative information gathering tools and participatory exercises

The following table provides an overview of a range of participatory tools that may be of use when undertaking qualitative learning at community and programme levels.

Table 2 - Qualitative information gathering tools and participatory exercises

		Description	For more info.
Qualitative information gathering tools - core			
1	Key informant interviews (KIIs) (semi-structured)	Key informant interviews are interviews with people who may be in leadership or other key positions that tend to have an overview on a particular community or situation. For example KIIs may be held with government representatives, community leaders, representatives from community based organisations (CBOs), people in community based groups (such as women’s groups, youth groups, or disabled persons organisations), school teachers, or health workers. These are most useful for obtaining overview information about the situation and also can be useful for identifying specific people who may be most disadvantaged.	Annex 1.1

2	<p>Focus group discussions (FGDs) (segregated by group)</p>	<p>Focus group discussions are where you meet with a group of people and ask them questions to facilitate discussions on specific subjects. The questions are usually semi-structured which means you have a list of questions and follow-up questions that you will select from as you progress during the discussion. If particularly interesting issues are raised by the group, then you can deviate from the original questions and ask new questions in response.</p> <p>FGDs are useful for hearing a range of different views and promote debate on particular issues. They are particularly useful when they are held with specific groups of people separately (such as older men, adolescent girls, people with disabilities, people from minority groups etc). This allows people to speak more freely and to be less constrained by usual gender or social norms (such as women not feeling comfortable or able to speak in front of men; or adolescent girls not feeling comfortable to speak in front of older women).</p> <p>Integrating other participatory exercises into the FGDs can also put people at ease and make the FGD more enjoyable, as well as promoting discussion on issues that may not otherwise be raised.</p>	Annex 1.1
3	<p>Household visits - individual interviews or discussions (semi-structured) (sometimes known as “In-depth interviews or IDIs)</p>	<p>Individual interviews are often undertaken during household visits and can be combined with observations of the sanitation and hygiene situation in the home (see below). Individual interviews are also usually undertaken in a semi-structured way (see above for more information). Sometimes it is suitable to meet with more than one member of the household at the same time. Other times it may be advantageous to meet different members separately, particularly if you are interested in a specific person’s opinion.</p> <p>These can be very useful to go more in depth and can enable the person to whom you are asking the questions to feel more at ease. This can allow them to be more honest and also to allow you to ask more sensitive questions, although they should always be given the option of not answering the questions if they choose.</p>	Annex 1.1
4	<p>Household visits - observations</p>	<p>Household visits also allow the opportunity for observations of the sanitation and hygiene situation in the home, including for example the accessibility of the sanitation facilities for people who face mobility limitations (see the Handbook on the more detailed accessibility and safety audits). It can also allow you to observe the likely level of income / poverty of the family and hence how likely they may be to need support. This information can be used to triangulate with the information learnt from interviews and discussions and to allow further specific questions to the household members.</p>	Annex 1.1

5	Transect walk and observations	Transect walks involve walking in a direct transect across a community and observing what can be seen in the process of this walk. They can also be used to speak to different people along the route. They can be useful for observing the general situation of the community and to meet a range of people living in the community with some level of random selection.	Annex 1.1
Qualitative participatory tools - exercises useful for all ages			
6	Three pile sorting	<p>In this exercise a series of images are given to the participants who are asked to sort them into three piles – one that indicates a positive image or action; one that indicates a negative image or bad action; and the other neither negative nor positive. The participants have a discussion with each other as they sort the cards. The images can be prepared with people of different ages and gender and with or without impairments in them, to promote consideration of issues related to different groups when undertaking sanitation and hygiene practices.</p> <p>It is useful to get a picture of the understanding of the participants on good and bad sanitation and hygiene practices and the needs of people of different backgrounds. It can identify gaps in their knowledge.</p>	Annex 1.2
7	Scoring and ranking	Various scoring and ranking exercises can be undertaken in response to specific questions. These allow participants to score or rank their response against a scale. The ends of the scales might be 'strongly agree' or 'strongly disagree', or the scale may use a series of numbers such as 1 to 5. The questions can be designed to ensure that it is not easy to answer provide an opportunity to facilitate debate between the participants on a number of EQND related issues.	Annex 1.2 Annex 1.3
8	Gender and social inclusion analysis (picture and scale based)	<p>This exercise uses a series of images of people differentiated by various factors (such as age, gender and if they have impairments). The participants are asked to move the cards against a scale in response to different questions, depending on how well the different people currently participate and undertake different tasks. This is one example of a scoring and ranking exercise.</p> <p>This task can also be modified to be used with a more detailed participation ladder, where people put themselves and other people with different backgrounds on the ladder against the step where they are currently participating (refer to the EQND Handbook for CLTS Facilitators Annexes for more details).</p>	Annex 1.2
9	Sanitation ladder	The sanitation ladder uses a series of cards that show different levels of excreta disposal from open defecation to a good quality improved latrine with handwashing facility and privacy. The participants are then asked to order the images from worst to best. Once this has been done through debate within the group, the facilitator can then ask a number of different questions such as to where the participants were on the scale before and where they are now after the CLTS process. It can	Annex 1.2

		also be used to ask questions about where people who may be most disadvantaged may be on the scale, such as an older person with no family to support them.	
Qualitative participatory tools - exercises particularly useful for children and adolescents			
10	Happy/not sure/sad faces	This is an exercise that can be used to undertake a simple scoring or ranking with children. In this they move between a happy face, a not sure face and a sad face in response to a series of questions. These questions include those related to sanitation and hygiene and also can include some related to EQND, such as understanding who might be struggling to build, access and maintain a latrine. The facilitator can then ask some questions to the children standing in specific positions to better understand their responses.	Annex 1.2
11	Stand up sit down questions	Similarly this exercise can be used with children to get them to respond to a number of statements in a fun way by standing up if they agree with the statement and sitting down if not. As above this can be used to investigate their situation and practices related to sanitation and hygiene and to ask specific EQND related questions. Likewise the facilitator can also follow the main questions with some follow up questions to children who have stood up or have stayed sitting down.	Annex 1.2
12	Drawing ideal latrine	This exercise involves groups of participants being asked to draw their ideal latrine, i.e. the one they would have if they could choose and could afford it. This exercise can be particularly useful to use with adolescent girls and children, as it can highlight some important design features that they would appreciate, such as the latrine having a solid door for safety and privacy or having an area for bathing and washing and drying menstrual cloths.	Annex 1.2
13	Story telling – from before the CLTS process to after	This exercise involves the participants drawing their sanitation situation before and after the CLTS process and then telling their story of before and after. In response the facilitator can then ask a number of questions related to the benefits felt and challenges faced. Questions can also be asked about other people in the community who may have struggled to build a latrine and hence have not yet gained the same benefits.	Annex 1.2

Other participatory tools which can be useful for facilitating learning on EQND within communities include:

- Squatting exercise
- Accessibility and safety audits
- 24 hour clock – focusing on times related to sanitation and feelings of safety using the facilities
- Opportunity voting

For more information on these refer to the Annexes of the CLTS Facilitators Handbook.

4. Good practice tips for qualitative learning

The following series of boxes provide a series of tips for good practice when undertaking qualitative learning.

4.1 Team composition and location for the discussions

Good practice tips – team composition and location for the discussions

1. Do not speak to people who may be disadvantaged in large, intimidating groups – keep the people in the visiting group small – 2 preferable, or 3 absolute maximum people in the team
2. Speak with them in a private place where they feel comfortable and no-one can overhear
3. It is very positive to have members of the team who have disabilities⁶ or who are from marginalised or minority groups. This brings multiple benefits. It will: a) bring skills to the process; b) build trust with people who may be disadvantaged who you will meet; c) build capacities of people who may often be excluded or disadvantaged; and d) contribute to breaking down negative stereotypes:
 - Consider if a person with disabilities or who faces difficulties with mobility within the team will need any additional support, such as specific support for transport, to support and assist to participate with them, or interpretation support
 - Partnering with disabled persons organisations (DPOs) can be a good opportunity to enable professionals with disabilities to become part of the team
 - DPOs are often poorly funded and its members are often volunteers – hence consider whether your organisation can contribute for the person’s time, as they will be joining the team as disability specialists with specific expertise; and / or contribute funds to the organisation for items such as communications, which DPOs may struggle to cover.
4. It is advisable to always have at least one trusted woman as part of the team
5. For discussions with women or girls, it is always preferable to have all women interviewers – to encourage them to feel safe to share their honest views
6. For male groups it is also good practice to have male interviewers where possible

4.2 Identifying people who may be disadvantaged to speak with

Good practice tips – identifying people who may be disadvantaged to speak with

1. Identifying people who may be disadvantaged to speak with is likely to be a phased process
2. Use the ‘snowballing approach’⁷ where you ask one person such as a key informant for a suggestion, then you follow that lead to meet that person who has been suggested and then ask that person for other suggestions etc.
3. Don’t just ask “who is vulnerable, marginalized or disadvantaged”? Rather, ask more specific questions such as those in tips 4 and 5 which follow.
4. Ask key informants questions such as:

⁶ Adapted from: DFAT (2018) ‘Engaging with DPOs to Implement Disability Inclusive WASH Programming, Learning from the Australian Aid-Funded Civil Society WASH Fund’

⁷ Useful term for this commonly utilised approach, identified in: Bush, A, Carroll, A and James, K (2016 update) *Collecting and using data on disability to inform inclusive development*, Plan International, the Nossal Institute for Global Health and CBM Australia

- a. *“Who do you think may struggle [or struggled] the most to build, access and use a latrine? For example someone who is: i) not able to build a latrine themselves; ii) does not have the funds to pay for the work to be constructed; and iii) does not have family members to help them?”*
 - b. You could also suggest some possible groups of people who sometimes might struggle to undertake these tasks, such as child, grandparent or female headed households, older people living alone and with no extended family, families with people with disabilities, or women who are widows, to start their thinking.
5. Key informants that it can be useful to ask may include for example:
- a. Community leaders or elders
 - b. Health professionals
 - c. Representatives of disabled person’s organisations
 - d. Community based organisations which provide some form of social care
 - e. Women’s groups or youth groups
 - f. School teachers
6. People who may themselves be disadvantaged can be a useful source of information on other people who may also be disadvantaged, so ask them for suggestions as to who else it would be positive to meet.

4.3 Introductions, permissions, documentation and thanks

Good practice tips - introductions, permissions and thanks

1. Always introduce yourself and your purpose for being there before starting to ask questions:
 - a. Your name, where you’re from, and what you’re doing
 - b. Why you would like to speak to them
2. Explain what you intend to do with the information
3. Explain that you will be taking notes and that you will, or will not be writing down their name:
 - a. For general learning on how to improve the programme it is easier / safer to not write down names as general practice. Just write down general characteristics such as ‘adult male’
 - b. It may though be helpful to note down names when taking a photo and asking permission to take the photo and use it for a particular purpose. If so, ask if they would like you to note down and mention their name when using the photo?
 - c. For community level learning where community members are learning about the challenges people face when trying to determine who might need to be supported by other community members, then names will be needed
4. Ask their permission to continue to:
 - a. Ask them questions?
 - b. Use this information for this particular purpose?
 - c. Record that this permission has been given (or for more comprehensive surveys, permission may be requested by signature)
5. Emphasize that you’re there to listen & learn
6. Never pressure somebody if they feel uncomfortable
7. At the end thank them for sharing their story, and acknowledge their accomplishments (even if small!)

Good practice tips – other permissions

1. Always ask permission before looking in someone else's latrine
2. Always ask permission to take their photograph and record their name
 - a. Always ask permission to use their name and photo for external publications
 - b. Ensure they understand how the information will be used
3. If collecting photos/names and sending them to someone else to compile, always record permissions (written/electronic)

Good practice tips – recording disability and types of impairment

1. It is suggested that for WASH programmes, it is usually enough to ask people to self-declare if they consider that they or their family members *“have a disability or faces difficulties with mobility?”* without going into the detail of the person’s impairment. But note that:
 - a. Just asking about if a person considers that they have a disability may result in lower numbers of people with disabilities being identified than in reality. This is because some people, such as older people, for example, may not consider that they have a disability, as they see the challenges that they are facing are just a normal part of aging. Hence the addition of the question on whether someone faces difficulty with mobility.
 - b. Also the stigma surrounding disability may also contribute to lower numbers of people self-identifying.
 - c. However, self-identification of personal characteristics is a core ethical principle (see Section 2) and it is a person’s right to declare or self-declare on personal information such as this.
2. But if the nature of the person’s impairment is felt useful to be able to organise specific support for the person or to develop specific strategies to support people with specific types of impairments, then the following questions known as the Washington Group Core Set of Questions, could be utilised⁸. However, do not just collect this information for the sake of it, as these multi layered questions will result in a lot of data that may be difficult to manage. So only use them if you are certain that you need and will be able to use the data in your sanitation and hygiene programme. These focus on six core areas of functioning, introducing the questions by stating that *“These questions ask about difficulties you may have doing certain activities because of a health problem”*:
 - a. *Do you have difficulty seeing, even if wearing glasses?*
 - b. *Do you have difficulty hearing, even if using a hearing aid?*
 - c. *Do you have difficulty walking or climbing steps?*
 - d. *Do you have difficulty remembering or concentrating?*
 - e. *Do you have difficulty with self-care such as washing all over or dressing?*
 - f. *Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?*

You then need to ask a second set of questions for each, and whether a) No - they have no difficulty; b) Yes – some difficulty; c) Yes – a lot of difficulty; or d) Cannot do at all. A person is considered to have a disability if they give an answer c) or d) to any of the questions above.

⁸ Adapted from: CBM Australia – *Guidance: Using the Washington Group Short Set of Questions on disability*

4.4 Keeping participants safe

Good practice tips - keeping participants safe

1. Before implementing programmes and speaking with communities it is good practice to undertake a mapping of other organisations in the area that can provide different types of support. Information that should be identified includes the organisations name, what kind of support they can give and contact details. This can include:
 - a. Advice and support on gender-based violence (GBV) or other forms of violence;
 - b. Support for people with disabilities or people who have incontinence;
 - c. Support people who are extremely vulnerable and struggling to support themselves and their families with the basics such as housing, food, or schooling.
2. Take care when investigating issues around violence and safety and WASH:
 - a. Do not ask people about specific incidences of violence they may have faced, as this can: a) re-traumatize the person; or b) the information handled inappropriately can put them at risk of increased levels of violence.
 - b. Instead, ask about 'feelings of safety', i.e. if they feel safe using facilities?
3. If you are meeting with children or people who have a mental health condition, always ask for a known responsible adult from the community, to also be present during the meeting:
 - a. This might be a teacher, a family member, or an assistant or carer
 - b. You should ask the responsible adult to leave the person you are interviewing to answer the questions themselves (where possible), but to be present to ensure that the visitors treat that person well during the interview / discussion. But in some cases they may need to assist to translate or to help the person communicate.
 - c. If you are meeting with females, then it is always preferable to have a female responsible adult
4. If you meet someone who seems to be suffering from an urgent health issue (such as facing a urinary infection or pressure sores and shares this information with you) or seems isolated from local social support services, DPOs, or health services that exist⁹, but you feel they may appreciate some support, then:
 - a. You can ask: *"Would you like us to mention / refer you to the XX service or DPO?"*
 - b. If they agree, then take the person's details and make sure their details are given to the appropriate service or organisation as soon as possible
5. Likewise, if you meet a family that is exceptionally vulnerable be ready to provide information on where they may be able to get support, giving them contact details, for example, through a DPO, the local government social affairs department or a local Red Cross or Red Crescent Society. If felt appropriate you could also ask them if they would like you to pass on their details to these organizations.

⁹ It would be helpful to know the different services which exist before undertaking the exercise

4.5 Communicating with people who may be disadvantaged

Good practice tips - communicating with people who may be disadvantaged¹⁰

1. Be respectful, kind and non-judgemental
2. Talk directly to the person rather than a person assisting them
3. If you are speaking through a translator, always try to look at the person who is speaking to you when they are speaking, even if you don't understand their language. It is not always easy to do, but shows respect and indicates that you are paying attention to what they are saying.
4. Try to sit or stand at eye level rather than looking down at people
5. Try to not have preconceptions about the opinions or needs of the person you are meeting
6. Listen carefully to what they say and ask for clarifications
7. Be patient and allow them to speak and finish what they are saying

4.6 Communicating with people who have different impairments

Good practice tips - communicating with people with different impairments¹¹

1. Ask the person what communication method is best for them and where they would prefer to meet
2. Make sure only one person speaks at a time
3. Use multiple types of communication – pictures, writing, demonstrations etc
4. For a person with a **sight impairment**:
 - a. Introduce yourself each time you speak so they know who is speaking
 - b. Describe out loud any images that are being used and provide materials in larger print
5. For a person who is **deaf or hard of hearing**:
 - a. Involve a sign language interpreter or someone who can assist (such as family members)
 - b. If the person can lip read look directly at them and speak clearly
 - c. If someone is interpreting then encourage people speaking to raise their hands so that the interpreter can more easily follow the discussion (particularly if lip reading)
6. For people with **mental health conditions – with intellectual disabilities (such as Down's Syndrome)**:
 - a. Use clear language and simple words and avoid long sentences
 - b. Do not speak to adults or teenagers as if they are children
 - c. Use demonstrations or hands on practical activities and give examples
 - d. Give people lots of time to understand and think about what is being said
7. For people with **mental health conditions – such as depression, anxiety or dementia**:
 - a. Keep discussions calm and give them encouragement to participate
 - b. Some people may be uncomfortable in a big group so may prefer a smaller meeting
 - c. Be flexible and give opportunities for people to make choices about how they participate

¹⁰ Some of these recommendations come from CBM Australia (2016) 'Tips for inclusive communication with people with disabilities'

¹¹ CBM Australia (2016) 'Tips for inclusive communication with people with disabilities'

Annex I - Qualitative information gathering tools and participatory exercises

This section provides guidance on information gathering tools and participatory exercises that may be useful for promoting discussion and feedback on current realities and people's experiences and ideas.

It usually works best if the initial questions selected are easier and more general to break the ice and make people feel more relaxed. This is before going on to any participatory exercises or any more in-depth questions, or those that may result in the sharing of a negative experience

Annex I.1 Core tools for qualitative learning

	Name	Explanation
1	<p>Key informant interviews</p> <p>(semi-structured)</p>	<p><u>Purpose:</u></p> <ol style="list-style-type: none"> 1. To learn from key informants their experience and opinions on EQND as part of the CLTS process 2. To identify possible leads as to who to speak to who might be most disadvantaged <p><u>Notes:</u></p> <p>Key informants may include (for example):</p> <ul style="list-style-type: none"> • Government representatives • Community leaders • Community elders • WASH Committee members • Natural leaders • Representatives of community organisations (CBOs) • Representatives from community based groups (such as women’s groups, youth groups, or disabled persons organisations) • School teachers, health workers <p><u>Steps:</u></p> <ol style="list-style-type: none"> 1. Be ready before the interview with the list of key and follow-up questions that you would like to ask the person 2. Introduce yourself and who you work for 3. Explain the purpose of your questions and what you intend to do with the information 4. Ask permission to ask questions 5. Start with some general questions to gain an understanding of the person’s position and their role in the CLTS process 6. Work through your questions asking follow-up questions when appropriate 7. If a response is particularly interesting or it leads you to want to ask a follow up question for further clarification, then go ahead and follow this lead 8. As time is progressing if there is not time to ask all questions then re-assess which are the priority questions to enable you to progress most effectively with your learning. For example select questions that this person or persons are likely to be able to answer, that other people are less able to ask. Or ask questions that fill in specific gaps in knowledge from what was learnt so far. 9. Try to keep the interview to between 45 minutes to 1 hour maximum 10. Thank the person for their time and answering your questions 11. Ask if they have any questions for you <p>See the example questions in Annex II.1.</p>

	Name	Explanation
2	Focus group discussions (FGDs) (segregated by group)	<p><u>Purpose:</u></p> <ol style="list-style-type: none"> 1. To learn from the group participants their experience and opinions on EQND as part of the CLTS process 2. To have a chance to explore differences in experience and opinion within specific groups of people; and also between groups of people if more than one FGD is undertaken 3. To identify possible leads for people who might be most disadvantaged to visit and speak with <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. FGDs work best with smaller numbers of people – suggested maximum is 8-10 people. If the numbers are larger, then people may become frustrated as they are not able to speak and the group may be taken over by a few people who speak more. In smaller groups it is easier to facilitate so that more people can speak. 2. FGDs are also usually most useful when organised with a specific group of people, such as separated by gender and age. For example women may not feel able to speak or express certain opinions in front of men. Likewise, adolescent girls may not feel comfortable to speak openly in front of older women. 3. It is advisable to wherever possible only have female facilitators for groups made up only of females, and conversely if possible, to have male facilitators for groups of males. In particular women may not feel as comfortable to be honest with male facilitators. This may not be such an issue in some circumstances if the male is from outside of the community. But this is likely to vary by community and context. 4. If you are asking for a FGD of people with disabilities or who face difficulties with mobility, select an easily accessible location and check with the person organising the group whether people will be able to get to the location themselves, or they will need assistance? 5. If you are meeting with children or adolescent girls, it is recommended that you ask a responsible adult to sit in on the meeting. This might be a teacher or a parent. If the group is female, then ideally this person should also be female. You should ask them to just sit at the back of the room and not join in the discussions. Their role is to check that the participants are being treated well by the facilitators of the FGD, which is particularly important if you are from outside the community. 6. Make sure that the venue is comfortable for the number of people and that it is private, so there will not be other people over-hearing the discussions. This is particularly important if you are meeting with women or adolescent girls, as they may not feel comfortable to speak with men or boys overhearing. 7. If in particular you would like to meet with women or adolescent girls, if there is time it is also positive to organise a parallel of subsequent meeting with men or adolescent boys. This is because you may get different information from the men or boys. In addition, it may also stop them feeling threatened / curious as to why you only want to speak with women or girls, which can sometimes lead to interference or other problems.

Steps:

1. Be ready before the FGD with the list of key and follow-up questions that you would like to ask the group and materials for any participatory activities you might do with the group
2. Introduce yourself and who you work for
3. Explain the purpose of your questions and what you intend to do with the information
4. Ask permission to ask questions and to use the information for this purpose
5. Start with some general questions to gain an understanding of the participants' engagement in the CLTS process to-date
6. Work through your questions asking follow-up questions when appropriate
7. If a response is particularly interesting, or it leads you to want to ask a follow up question for further clarification, then go ahead and follow this lead by asking follow-up questions
8. If one or a few people are dominating, try to ask questions in a different way, that facilitates others to also speak, for example ask a question and ask the group to answer in turn around the group
9. Decide during the session whether undertaking the participatory exercise would be useful, and if you have enough time to do this as well as to ask the most important questions from your list? Participatory exercises also provide an opportunity for the quieter people in the group to speak. If you decide its possible and valuable then go ahead with facilitating the exercise.
10. As time is progressing if there is not time to ask all questions, then re-assess which are the priority questions to enable you to progress most effectively with your learning. For example select questions that the people in this group are likely to be able to answer that other people are less likely to be able to.
11. Try to keep the FGD to between 45 minutes to 1 hour maximum
12. Thank the group members for their time and answering your questions
13. Ask if they have any questions for you

See the example questions in:

- **Section Annex II.2.1** – for a general set of questions
- **Section Annex II.2.2** – for additional questions that may be particularly interesting to ask specific groups

	Name	Explanation
3	Household visits – individual interview or discussions (semi-structured) (sometimes called In-Depth Interviews, IDIs)	<p><u>Purpose:</u></p> <ol style="list-style-type: none"> 1. To have the chance to ask questions and go into more depth in relation to a person or a household’s experiences, than is possible in a group setting. 2. To have the opportunity to ask questions that might be more sensitive, or people may be less comfortable to discuss in group settings. 3. To be able to hear the views and experiences of people who may be most disadvantaged. <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Household visits are particularly useful to be able to hear the views and experiences of people who may be most disadvantaged, as they may not feel comfortable to speak in a group setting. 2. Make sure that the location for the discussion is private and other people are not able to overhear, particularly people from outside the household. 3. If you would like to speak to one member of the family in particular, such as the adult female in the household, you may need to ask permission to speak with them alone. But sometimes this may not be felt appropriate by the other members of the household and hence you should respect this. Sometimes however it can be possible to speak to different people separately if you run two interviews in parallel, for example, if one person interviews and male adult and another person interviews the female adult at the same time. <p><u>Steps:</u></p> <ol style="list-style-type: none"> 1. Be ready before the interview with the list of key and follow-up questions that you would like to ask the person 2. Introduce yourself and who you work for 3. Explain the purpose of your questions and what you intend to do with the information 4. Ask permission to ask questions and to use the information for this purpose 5. Start with some general questions to gain an understanding of the person’s involvement in the CLTS process to-date 6. Work through your questions asking follow-up questions when appropriate 7. If a response is particularly interesting or it leads you to want to ask a follow up question for further clarification, then go ahead and follow this lead 8. As time is progressing if there is not time to ask all questions then re-assess which are the priority questions to enable you to progress most effectively with your learning. For example select questions that this person or persons are likely to be able to answer, that other are less likely to be able to 9. Try to keep the interview to between 45 minutes to 1 hour maximum 10. Thank the person for their time and answering your questions 11. Ask if they have any questions for you <p>See the example questions in Annex II.3.</p>

	Name	Explanation
4	Household visits – observations	<p><u>Purpose:</u></p> <ol style="list-style-type: none"> 1. To be able to see the sanitation and hygiene situation of a household to triangulate the information that you have heard verbally. 2. To be able to ask follow up questions and clarifications on what you have observed. 3. To gain an idea of the income / poverty level of the household and hence the likelihood that the person / household will need support from other community members. <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. During a household visit it would usually be most appropriate to sit and ask questions to the person or household first before asking to see their latrine or hand-washing facility. The exception is if you have already spoken to them outside of the house and have already asked permission to see their facilities. <p><u>Steps:</u></p> <ol style="list-style-type: none"> 1. If you have not done so already or there are new people at the household: <ol style="list-style-type: none"> a. Introduce yourself and who you work for b. Explain why you are visiting and what you intend to do with the information c. Ask permission to look at the household’s latrine or hand-washing facility 2. Visit the toilet and hand-washing facility and look at: <ol style="list-style-type: none"> a. The type of latrine and how well it is constructed? b. Does it have a solid door with a lock inside? c. If the household has any users who have difficulties with mobility or other impairments - how accessible does it look? <ol style="list-style-type: none"> i. Does it have handrails for the users to hold on as they squat or sit? ii. Is there a seat either fixable or moveable? iii. If they are a wheelchair user is there enough space for the wheelchair to enter and turn so the user can move directly from the chair to the seat? iv. Are water or other anal cleansing materials near the toilet? v. How easy does the entrance look for the person to reach the latrine? d. Does it have a hand-washing facility nearby with soap and water that all users can access and use? 3. Ask questions in response to what you see, such as: <ol style="list-style-type: none"> a. Does everyone use the toilet? b. If not, who does not and why not? c. How easy do you / your family members find to use the toilet?

		d. If you could improve the toilet to make it better to use, how do you think you could do this?
	Name	Explanation
5	Transect walk and observations	<p><u>Purpose:</u></p> <ol style="list-style-type: none"> To gain an overview of the sanitation and hygiene situation across the community and at households on the route To have the opportunity to speak with a range of people on the route and to have the opportunity to find people who may be most disadvantaged through observation and questioning <p><u>Notes:</u></p> <ol style="list-style-type: none"> This activity can be as long or short as needed, depending on the time available and what you find as you progress <p><u>Steps:</u></p> <ol style="list-style-type: none"> Decide on a start point and a direction and start walking As you progress and you meet people at their houses along the way and if you would like to stop and ask them some questions, greet them and explain what you are doing Ask if you could have a look at their toilet and hand-washing facility? Take the chance to ask questions on: <ol style="list-style-type: none"> Their latrine and how they find to use it? How they built their latrine? If they know of anyone who has not been able to build a latrine and has no family members to help them, or has struggled to build a latrine? If so, who? Use this as a lead to identify and meet this person Then ask questions as appropriate before thanking the person and moving on If you want to take a photo of the latrine: <ol style="list-style-type: none"> Ask the house owner's permission Ask if they would be Ok for you to use the photo for your report and others learning? If on the transect walk you come across someone who you feel may be particularly disadvantaged and have the opportunity to spend more time with them asking questions, then the transect walk can be made shorter to spend more time with them

Annex I.2 Participatory exercises that may be useful in community level FGDs

	Name	Explanation
1	3 pile sorting	<p><u>Purpose:</u> This can be used to:</p> <ol style="list-style-type: none"> 1. Break the ice and get the participants to consider different WASH related issues 2. Get an idea of what sanitation and hygiene and EQND related issues are clear to the participants and where there may be misunderstandings 3. Promote some debate <p><u>Notes:</u></p> <p>This exercise will require you to have prepared a series of images of good, bad and neutral practices related to sanitation and hygiene at community and household level. Include some images of people of different ages, genders and people who face difficulties with mobility or have other different impairments.</p> <p><u>Steps:</u></p> <ol style="list-style-type: none"> 1. Ask the participants to sort the pictures into – good/ not sure/ bad practices 2. Do not interrupt the participants while they are discussing and sorting the pictures 3. Ask people to explain why the pictures are in the piles they are 4. Look to understand the perspectives of the participants + what they understand and isn't clear to them. 5. Thank the participants for undertaking the exercise and their active participation: <ul style="list-style-type: none"> ○ In general do not correct the participants as this exercise is for understanding what people know and what is not clear to them. ○ Only if there is a clear error in one of the positions of the pictures (for example they include open defecation as a good practice), is it then appropriate to make a comment on this at the very end of the exercise. <div data-bbox="564 1341 1270 1868" data-label="Image"> </div> <p style="text-align: center;">Three pile sorting, Malawi (photo: WSSCC/Stephen Kamponda)</p>
	Name	Explanation

<p>2</p>	<p>Gender and social inclusion analysis (also as an example of scoring and ranking)</p>	<p><u>Purpose:</u> This can be used to:</p> <ol style="list-style-type: none"> 1. Understand how much different people in the community are participating in community activities and how likely they are to speak and be listened to 2. Understand people’s roles in relation to sanitation and hygiene <p><u>Notes:</u> This exercise requires the preparation of a series of images of people of different ages, genders and people who have difficulty with mobility or have other impairments as well as some form of scale, such as numbers 1 to 5.</p> <p><u>Steps:</u></p> <ol style="list-style-type: none"> 1. Ask the participants to move the cards between 1 and 5 (1 being least and 5 most). 2. Ask the following, or alternative questions depending on your particular interest: <ol style="list-style-type: none"> a. Who attended the triggering? b. Who speaks most / least in community level meetings? c. Who constructed latrines at household level? d. Who cleans the latrine in the household? e. Who has most decision-making power over household sanitation? <div data-bbox="651 958 1193 1361" data-label="Image"> </div> <p style="text-align: center;">Gender and social inclusion analysis (Credit: WSSCC/Sarah House)</p> <ol style="list-style-type: none"> 3. You could also then use two cards – one with ‘agree’ and one with ‘disagree’ (or 1 = agree and 5 = disagree) and ask the participants to move the images of different people to respond to the following questions (asked one by one): <ol style="list-style-type: none"> a. Who were the Natural Leaders in your community? b. Who are on the WASH Committee? <p>Discuss the findings, asking questions such as:</p> <ol style="list-style-type: none"> 1. Why particular groups are not able to participate as much as others or are less likely to take leadership positions? 2. What would be done to change the situation to enable everyone to participate equally?
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	Name	Explanation
3	Sanitation ladder	<p><u>Purpose:</u> This can be used to:</p> <ol style="list-style-type: none"> 1. Break the ice 2. To understand the participants' understanding on what is a good place to defecate and different levels of toilet that are possible 3. Hear the opinions of the community members as to what has happened before and as a result of the programme 4. To explore how happy they are with the changes that have happened in relation to sanitation in their programme 5. To explore their ambitions for the future and likelihood of upgrading of latrines <p><u>Notes:</u></p> <p>This exercise will require you to have prepared a series of images of places that you may defecate - from open defecation to an improved higher specification latrine (with roof, door, water, cleaning implements, etc).</p> <p><u>Steps:</u></p> <ol style="list-style-type: none"> 1. Ask the participants to order the cards in terms of the best to the worst place for going to the toilet (if it is helpful you can use cards with 'Best' and 'Worst' on for the end of the line, or '1' and '5' cards) 2. When completed ask the group to explain the order 3. Once one person has explained, ask <i>"Do you also agree? Or does anyone disagree, or would like to add some thoughts?"</i> 4. Then ask the following questions and promote discussion on each: <ol style="list-style-type: none"> a. <i>"What did most people use before the triggering?"</i> b. <i>"Where do most people use now?"</i> <ul style="list-style-type: none"> ▪ <i>"What would be your preference if you could choose?"</i> ▪ <i>"Why?"</i> ▪ <i>"How do you think you will improve your latrine?"</i> c. <i>"What so the people in the community use now, who are poorest or old or unable to build their own latrine and have no-one to help them?"</i> <ul style="list-style-type: none"> ▪ <i>"Why?"</i> ▪ <i>"What could be done at community level to support them to also access or improve their latrines?"</i> ▪ <i>"Who could help them?"</i> 5. Where there are differences of opinion promote debate.

	Name	Explanation
4	<p>Happy / not sure / sad face</p> <p>(Particularly useful for children)</p>	<p><u>Purpose:</u> This can be used to:</p> <ol style="list-style-type: none"> 1. Investigate children’s knowledge of sanitation and hygiene 2. To identify if there are people who are not currently using latrines and why and hence who may be struggling to build, use and maintain a latrine and need assistance in the community <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Make sure that you have a responsible adult present with the group, particularly if you are from outside of the community. This person may be a teacher or parent (ideally female for all female groups). But ask them to be quiet and just sit at the back of the room – their role is to just make sure that the participants are well treated and safe. 2. This exercise is meant to be both enjoyable and also provide useful information 3. Don’t use this exercise immediately on joining the group - if possible build a little rapport first. 4. Use easy questions first to let the children understand the exercise and feel comfortable responding to it <p><u>Steps:</u></p> <ol style="list-style-type: none"> 1. Explain that you will be reading out some statements and will ask them to move between the happy / not sure / sad faces depending on how much they agree or do not agree with what is said 2. Encourage them to be honest and not just copy what others say 3. Choose a question and ask pupils to move between the faces in response 4. Then if there are differences in opinion between the children, if it feels appropriate then: <ul style="list-style-type: none"> ○ Either sum up about the variety of responses ○ Or you are able to do so without making the children feel pressurised, then ask some of the children standing at particular points: “<i>Why are you standing at this point</i>”? (if there are a group of children at a particular point then ask the group so that anyone who feels like answering is able to) ○ If they indicate that some people don’t use a latrine, then this can also be an opportunity to ask who does not and why? 5. Choose another question and repeat again (and continue until the time is up or you feel the children have had enough, or their attention is wandering) <p><u>Possible questions to select between:</u></p> <p><u>Intro questions:</u></p> <ol style="list-style-type: none"> 1. I like mangoes? 2. I like football? 3. I like snakes?

Latrine and hand-washing access and use:

4. I have a latrine at my home?
5. I have a hand-washing station near to the latrine at my home?
6. I am scared to use the latrine at night?
 - a. [Observe answers male / female]
7. I am scared to use the latrine during the day?
 - a. [Observe answers male / female]
8. Every member of my family [and my neighbours?] always uses the latrine?
 - a. *“Who does not?”*
 - b. *“Why do they not?”*
9. I always use the latrine?
10. I always wash my hands with soap before eating?

School latrines:

11. There are enough latrines in my school?
12. Do girls and boys have different latrines?
13. Do you feel safe using the school latrine?
14. Do you always have hand-washing facilities with water and soap at the latrine?

General questions:

15. I know what causes diarrhoea?
16. I am happy that my village is ODF?

	Name	Explanation
5	Stand-up / sit down exercise (Particularly useful for children)	<p><u>Purpose:</u> This can be used to:</p> <ol style="list-style-type: none"> 1. Investigate children’s knowledge of sanitation and hygiene 2. To identify if there are people who are not currently using latrines and why and hence who may be struggling to build, use and maintain a latrine and need assistance in the community <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Make sure that you have a responsible adult present with the group, particularly if you are from outside of the community. This person may be a teacher or parent (ideally female for all female groups). But ask them to be quiet and just sit at the back of the room – their role is to just make sure that the participants are well treated and safe. 2. This exercise is meant to be both enjoyable and also provide useful information 3. Use easy questions first to let the children understand the exercise and feel comfortable responding to it <p><u>Steps:</u></p> <ol style="list-style-type: none"> 1. Explain that you will be reading out some statements and will ask them to stand up if they agree with the statement or stay sitting if they don’t 2. Encourage them to be honest and not just copy what others say 3. You can also ask some follow up questions of those sitting down or standing up, such as: <ul style="list-style-type: none"> • “Please give examples of...?” • “What happened next?” <p><u>Possible questions to select from:</u></p> <ol style="list-style-type: none"> 1. I like drawing? 2. I am older than X years? 3. I have a younger brother or sister? 4. My family share a latrine with other families? 5. My family have a latrine for use just by our household? 6. I attended the triggering? 7. My family built a new latrine after the triggering? 8. My family improved my existing latrine after the triggering? 9. I know people who stopped OD after the triggering? 10. I saw benefits for my family after building a latrine? 11. I know people who are very poor who do not have their own latrine? 12. I know an older person or a person with disabilities who finds it difficult to access and use a latrine? 13. Someone always cleans up the faeces of younger children if they OD?

	Name	Explanation
6	Drawing an ideal latrine (Particularly useful for adolescent girls or children)	<p><u>Purpose:</u> This can be used to:</p> <ol style="list-style-type: none"> 1. Investigate the understanding of the girls or children about the positive design aspects of a latrine 2. Investigate the priorities for the adolescent girls or children for the design of a latrine – it can highlight gaps in the current design of latrines in a particular community (for example, if there are a lack of solid doors, or cleaning implements, or containers with water) <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Make sure that you have a responsible adult present with the group, particularly if you are from outside of the community. This person may be a teacher or parent (ideally female for all female groups). But ask them to be quiet and just sit at the back of the room – their role is to just make sure that the participants are well treated and safe. 2. This exercise will require large paper (flip chart paper is good) and flip chart pens. 3. It will require enough space to be able to draw on. 4. It should be undertaken in groups rather than as individuals to promote the girls or children to discuss and to make the feedback easier <p><u>Steps:</u></p> <ol style="list-style-type: none"> 1. Ask the girls in the group (or children) to draw their ideal latrine – what they would build if they could decide themselves [not just what they have at the moment] 2. Observe the key features they state + ask questions such as: <ol style="list-style-type: none"> a. <i>“Why did you include this?”</i> 3. Observe how this compares to what people say they have at present: <ol style="list-style-type: none"> a. Such as through what was identified in the sanitation ladder exercise b. Or by asking: <ol style="list-style-type: none"> i. <i>“How does this compare to what you have at present?”</i> ii. <i>“What is present in your current latrine?”</i> iii. <i>“What is missing?”</i> iv. <i>“What could be done to improve what you have at present?”</i> 4. Thank the participants for their active participation and great drawings and if appropriate ask if you can take a photo of their drawings. 5. Let the groups keep their drawings or give them to the teacher or other adult present.

	Name	Explanation
7	Story telling by drawing – before and after the CLTS process (Particularly useful for children but can also be used for adolescents or adults)	<p><u>Purpose:</u> This can be used to:</p> <ol style="list-style-type: none"> 1. Investigate children’s experience of the CLTS process and the outcomes 2. To identify if there are people who are not currently using latrines and why and hence who may be struggling to build, use and maintain a latrine and need assistance in the community <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Make sure that you have a responsible adult present with the group, particularly if you are from outside of the community. This person may be a teacher or parent (ideally female for all female groups). But ask them to be quiet and just sit at the back of the room – their role is to just make sure that the participants are well treated and safe. 2. This exercise is meant to be both enjoyable and also provide useful information 3. You will need paper and pens (flip charts and flip charts pens are useful) 4. You will need space to draw <p><u>Steps:</u></p> <ol style="list-style-type: none"> 1. Ask the groups to draw a story of what happened before and after or during the process in the community to help people stop shitting outside? 2. Tell them how long they have to do the task. 3. After they have completed the drawings: <ol style="list-style-type: none"> a. Ask each group in turn to describe what is happening in their drawings. b. If there are any interesting points or differences, then you can ask follow up questions to the group 4. You could then also ask: <ol style="list-style-type: none"> a. <i>“Is this the same thing that happened for everyone?”</i> b. <i>“Was there anyone who did not end up in the same situation?”</i> c. <i>“If so, who?”</i> d. <i>“If so, why?”</i> e. <i>“What do you think could be done about this?”</i> 6. Thank the participants for their active participation and great drawings and if appropriate ask if you can take a photo of their drawings? 7. Let the groups keep their drawings or give them to the teacher or other adult present.

Annex I.3 Participatory exercises that may be useful to use with IPs or CLTS facilitators

	Name	Explanation
1	<p>Agree / disagree exercise</p> <p>(Using 1 to 5 cards in a line on the ground as strongly disagree = 1; strongly agree = 5)</p>	<p><u>Purpose:</u> To start the participants off considering the current EQND realities in their programme through hearing different opinions of colleagues on the same questions.</p> <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. This exercise revolves around asking a series of questions and in response asking the participants to move between strongly agree / strongly disagree ends of a line. The differences in opinion are then used to promote debate and discussion. 2. The questions have deliberately been written as exact statements (using words such as ‘all’, ‘always’, ‘pro-actively’, or ‘everyone’), which will result in differences of opinion. Do not make them simpler to make them easier to answer, as this will result in less learning value from this exercise. <p><u>Step by step instructions:</u></p> <ol style="list-style-type: none"> 1. Put a series of large cards on the ground in a straight line with enough room for the group of participants to move themselves along them. The cards should be marked as 1, 2, 3, 4, 5. 2. Explain to the participants that you will be asking them to: <ol style="list-style-type: none"> a. Listen very carefully to a series of questions b. You will then be asking them to move somewhere along the line from 1 to 5, depending on how much you agree or disagree with the question: <ul style="list-style-type: none"> • 1 = strongly disagree • 5 = strongly agree • In-between = 2 to 4 proportionally (depending on how they feel) c. Ask them to be very honest and to not move just where everyone else has moved – as the differences of opinion are useful for this exercise 3. Ask one of the selected questions (see below for a range that can be selected from) 4. Ask them to position themselves along the line depending on how much they agree or do not agree with the question – reminding them 1 = strongly disagree and 5 = strongly agree 5. When the participants have moved into position ask a selection of the participants “<i>Why are you standing where you are?</i>”: <ol style="list-style-type: none"> a. Ask the people standing at the most extremes of the line – both higher and lower numbers. b. If time also ask some in the middle, or a couple of others in the main grouping. c. But don’t ask too many people or spend too much time on each question, as this will limit the time for other questions and to explore the issues further 6. Use the opportunity of different points of view to prompt debate:

- a. This is particularly useful if particularly interesting or challenging issues are raised
- b. Ask – *“And what do the rest of you think on this point? Do you agree or disagree?”*

7. At the end of the exercise:

- a. Thank everyone for their participation and honesty
- b. Summarise any key differences of opinion or issues that were highlighted by the debate

Example questions:

You probably won't have time to be able to ask all questions, so a selection will need to be made. When asking the questions, stress the key words that will make the question a bit difficult to answer – 'all', 'everyone', etc:

1. Everyone in the villages I work in has access to a toilet
2. Everyone has their own household toilet (i.e. they do not share)
3. Everyone in every household with a household toilet uses it all the time
4. Everyone in the villages I work in has a handwashing facility
5. Everyone in the villages I work in always uses soap to wash their hands after defecation and before eating
6. All people with disabilities have latrines that are easy to use and are dignified
7. Everyone in the villages I work in came to the triggering sessions
8. I pro-actively identified vulnerable people in the villages I work in during pre-triggering
9. I pro-actively made sure that all of the people who may be vulnerable in the communities I work in were invited to the triggering session
10. I asked people with disabilities in the villages I work in what sort of support they needed to be able to use the latrine comfortably
11. During the follow-up we pro-actively followed-up people who may have struggled to build or use a latrine
12. I feel proud of the work that I have done in the villages I work in to promote sanitation

	Name	Explanation
2	1 to 5 rating questions	<p><u>Purpose:</u> To start the participants off considering the current EQND realities in their programme through hearing different opinions of colleagues on the same questions.</p> <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. This exercise is similar to the agree / disagree exercise above, but instead of moving along the line in response to how much they agree or disagree with the statement, ask them to rate against a scale of: <ul style="list-style-type: none"> • 1 = Very poor • 5 = Excellent 2. Use the same steps as the exercise above but modifying for these ratings and selecting from the questions below, or others. Promote debate on the different opinions of people's ratings by asking "<i>Why are you standing where you are?</i>" and asking others "<i>Do you agree or disagree?</i>" 3. The last question about feeling proud is to end on a positive, as hopefully most people will feel proud of their work. <p><u>Possible questions to select from:</u></p> <ol style="list-style-type: none"> 1. How would you rate sanitation in the villages you work in five years ago? 2. How would you rate sanitation in the villages now? 3. How would you rate sanitation in the school/health centre? 4. How would you rate sanitation for people with disabilities? 5. How would you rate sanitation for older men and women? 6. How proud do you feel of your contribution in promoting sanitation?

Annex II - Semi-structured questions for learning on EQND

The following semi-structured questions may be useful for learning on EQND related issues at programme and community level. They can be adapted for use either in small group meetings, FGDs or at individual or household levels.

Annex II.1 Questions for community leadership and community groups / organisations

The following questions may be useful to select from when investigating with key informants (such as community leadership, community groups or community based organisations), the current situation of the programme in relation to EQND – its strengths and gaps. They can also help you identify people who may be disadvantaged, who you can then arrange to meet.

People that these questions may be useful for:

- Community leaders
- Community elders
- Natural leaders
- WASH Committee
- Women’s group / Youth group / Other groups
- Community based organisations, which support people who may be most disadvantaged
- School teachers, health workers, community workers

Table 3 - Possible questions for the community leadership or community groups / organisations

	Focus	Possible questions (main and follow-up)	Notes on possible learning
1	Introduction	<p>It is important to introduce yourselves at the beginning of the meeting and to be clear about how the information is going to be used:</p> <ol style="list-style-type: none"> 1. Hello, our names are... and we work for... (if there are any outsiders in the group) 2. Would it be OK if we can ask you some questions about the CLTS activities in this village (in whatever name it is locally known) 3. The purpose of asking you these questions is ... (for example...) <ol style="list-style-type: none"> a. To learn how people found the CLTS activities b. To learn how people are progressing to build and access a latrine c. To learn about the positive results so far and the challenges d. So we can improve the programme / activities ... in the future to ensure that everyone is able to build, use and maintain a latrine 4. We will be writing the information you and others share with us in... 5. We are going to use the information for... 	<ul style="list-style-type: none"> • The introduction is very important for the people you are asking questions to. • It will help them understand why you are asking questions and what the information is going to be used for • The people doing the interviews / leading the discussions will need to discuss before the interviews start, how to minimise unrealistic expectations (for example expectations of external support).

		<p>6. Would you be OK if we share the information you provide:</p> <ol style="list-style-type: none"> a. With others in the community for the purpose of...? b. With others in the wider programme for the purpose of...? <p>7. Do you have questions for us before we start?</p>	
2	Participatory activities	<ul style="list-style-type: none"> • Refer to Annex I.2 for a range of possible participatory activities that can potentially be used in a FGD. • It can be useful to have one or two ideas as to possible participatory activities that could be used during the meeting and be prepared to do them • But then to make a judgement at the time as to whether one would be useful or otherwise and if there is time to do one • There usually would only be time to do one or a maximum of two activities in any one meeting, depending on the group and how many specific questions you feel need asking • Usually it works best to ask a few questions before starting any participatory activities and then to ask more questions afterwards 	<p>These can be useful to:</p> <ul style="list-style-type: none"> • Put people at ease • To promote debate that has the potential to highlight different issues, experiences or opinions that may not otherwise be raised <p>But they do take up quite a lot of time, so be careful when selecting the activity. Also make sure that you will have enough time in the FGD to undertake the activity, as well as asking the questions you would like to ask.</p>
3	General information	<p>1. How many households are in the:</p> <ol style="list-style-type: none"> a. Whole village? b. CLTS village / area? 	
4	CLTS process and what happened?	<p>1. Process that happened during the programme [local name]:</p> <ol style="list-style-type: none"> a. What happened? b. Who attended? What percentage of all of the community members? c. Did older people / person with disabilities attend? <ol style="list-style-type: none"> i. If so was it all, or a few? ii. If it was not all, why were some not present? <p>2. Are you ODF?</p> <ol style="list-style-type: none"> a. If so, when were you verified? <p>3. Access to latrines and sharing:</p>	<ul style="list-style-type: none"> • These questions give an opportunity to learn about who may have been / included or not involved in the CLTS process and who is sharing

		<ol style="list-style-type: none"> a. What was the percentage of the households who had latrines before the triggering process? b. What percentage of households have their own latrines now (approximately)? c. What percentage of households share with a neighbour or extended family? 	
5	Sanctions and encouraging people with mental health conditions	<ol style="list-style-type: none"> 1. Did everyone accept to build a toilet straight away? <ol style="list-style-type: none"> a. What did you do when someone did not accept? b. What would happen if someone was seen to be undertaking OD? c. What sanctions were used? <ol style="list-style-type: none"> i. How were they enforced? ii. What would happen if someone is very poor / vulnerable? 2. Did you encourage and people with mental health conditions to stop OD? <ol style="list-style-type: none"> a. If so, did you face any challenges? b. If so what did you do? How was the issue resolved? 	<ul style="list-style-type: none"> • This offers opportunities to start to learn about community based sanctions and how people who may be disadvantaged were included
6	Support	<ol style="list-style-type: none"> 1. Are there any people in this community who were not able to build their own latrine and had no family members to support them, for example: <ol style="list-style-type: none"> a. Widows or other female-headed households? b. Child-headed households? c. People who have disabilities? d. An older person headed household? e. A person who is long-term sick? f. Other? 2. If they were not able to do so themselves, how have they been able to build a latrine: <ol style="list-style-type: none"> a. Who supported them? b. What kinds of support were provided? c. Who decided who needed to be supported? 3. Have you seen any adaptations made for people who face difficulties with mobility? <ol style="list-style-type: none"> a. If so, please describe 	<ul style="list-style-type: none"> • This offers an opportunity to learn about community support that has been happening already

		<p>4. Role of different actors in providing support – were any of the following involved (only ask if they have not already been identified):</p> <ol style="list-style-type: none"> a. Chiefs / community leadership / other key leadership group? b. Temple / mosque / church etc? c. Any community groups (such as Youth Groups; Women’s Groups; disabled persons organisations, etc)? d. Any community based organisations? 	
7	Ideas for improving the programme	<ol style="list-style-type: none"> 1. If you were to repeat the CLTS process in another community, how would you improve it to make sure that older people, people with disabilities, widows and others who may struggle to build and use a latrine will be better able to do so? 	<ul style="list-style-type: none"> • This gives an opportunity to get ideas as to how programmes could be improved. • This question can result in general answers, but can sometimes lead to innovative ideas being shared.
8	Closing the session	<p>It is important to thank the group at the end and repeat / being clear about how the information is going to be used:</p> <ol style="list-style-type: none"> 1. Thank you very much for answering our questions, these have been very helpful 2. As we noted at the beginning will be including some of the information you have provided in... 3. We are going to use the information for... 4. Do you have any questions for us? 	<ul style="list-style-type: none"> • This ends the session positively and gives the group the opportunity to state any concerns at the end • It gives them an opportunity to ask some questions for clarification • It may be important to be clear if support is not going to be provided, or decisions have not been made on this yet. For example if this is a general learning process or a monitoring process to identify who might need support. Try and not raise expectations

Annex II.2 Questions for FGDs of specific groups of people, including people who may be most disadvantaged

Wherever possible it is best for FGDs to be separated into specific groups by age, gender or by other characteristics, such as people who are older and have a disability, or people from particular ethnic or social groupings. For example groups of:

- Adolescent girls / youth
- Adolescent boys / youth
- Women
- Men
- Older women
- Older men
- People who have a disability
- People from particular ethnic or other social grouping - particularly where they may tend to be poorest or not so involved in community activities
- People living in particularly difficult situations (flooding, high water table, rocky, sandy soils etc)

The following semi-structured interview questions that can be used for people in FGDs

- [Annex II.2.1](#) – provides a general set of questions
- [Annex II.2.2](#) – provide some additional questions that may be useful for specific groups

Annex II.2.1 Questions for FGDs – core questions

Table 4 - Possible questions for FGDs of specific groups, including people who may be disadvantaged

	Focus	Possible questions (main and follow-up)	Notes on possible learning
1	Introduction	<p>It is important to introduce yourselves at the beginning of the FGD and to be clear about how the information is going to be used:</p> <ol style="list-style-type: none"> 1. Hello, our names are... and we work for... (if there are any outsiders in the group) 2. Would it be OK if we can ask you some questions about the CLTS activities in this village (in whatever name it is locally known) 3. The purpose of asking you these questions is ... (for example...) <ol style="list-style-type: none"> a. To learn how people found the CLTS activities b. To learn how people are progressing to build and access a latrine c. To learn about the positive results so far and the challenges d. So we can improve the programme / activities ... in the future to ensure that 	<ul style="list-style-type: none"> • The introduction is very important for the people you are asking questions to. • It will help them understand why you are asking questions and what the information is going to be used for. • It can also help reduce expectations that they will be supported, if this is not specifically planned at this stage. • It will also make them clear that they don't have to answer any personal questions they are not comfortable to answer.

		<p>everyone is able to build, use and maintain a latrine</p> <ol style="list-style-type: none"> 4. We will be writing the information you and others share with us in... 5. We are going to use the information for... 6. Would you be OK if we share the information you provide: <ol style="list-style-type: none"> a. With others in the community for the purpose of...? b. With others in the wider programme for the purpose of...? 7. We will not be recording your names or who said what, just the general points raised 8. If there are any personal questions you don't want to answer, then you don't have to answer them – it is your decision 9. Do you have questions for us before we start? 	<ul style="list-style-type: none"> • The people doing the interviews / leading the discussions will need to discuss before the interviews start, how expectations of support will be minimised to reduce frustration if no support is forthcoming after the FGD.
2	Participatory activities	<ul style="list-style-type: none"> • Refer to Annex I.2 for a range of possible participatory activities that can potentially be used in a FGD. • It can be useful to have one or two ideas as to the possible participatory activities that could be used during the FGD and be prepared to do them • But then to make a judgement at the time as to whether one would be useful or otherwise and if there is time to do one • There usually would only be time to do one or a maximum of two particular activities in any one FGD, depending on the group and how many specific questions you feel need asking 	<p>These can be useful to:</p> <ul style="list-style-type: none"> • Put people at ease • To promote debate that has the potential to highlight different issues, experiences or opinions that may not otherwise be raised <p>But they do take up quite a lot of time, so be careful when selecting the activity and make sure that you will have enough time in the FGD to undertake the activity as well as asking the questions you would like to ask.</p>
2	About their participation in the process	<ol style="list-style-type: none"> 1. Did you hear about the triggering meeting that happened in your community? <ol style="list-style-type: none"> a. How many of you heard about it? b. How many did not hear about it? 2. Did you participate? <ol style="list-style-type: none"> a. If so what did you think of the meeting? b. If not, why did you not participate? 3. Would you have liked to participate? 	<ul style="list-style-type: none"> • To understand whether they had participated in the programme and their opinions on the process • Ideas as to how the process could have been improved to help them participate

		a. If so what would have helped you to participate?	
3	About decision-making and leadership	<ol style="list-style-type: none"> 1. Did you feel you were included in the community decision making for the community to become ODF? 2. Were you involved in decision making at your household as to how to build a latrine and where? 3. Were any of you selected to become a Natural Leader or on the WASH Committee? 4. Did any of you try to persuade anyone to stop OD? <ol style="list-style-type: none"> a. If so, who was this? b. Did you succeed? 	<ul style="list-style-type: none"> • To understand if they had opportunities to be leaders • If they have been involved in influencing others (and hence whether they have leadership potential but may have been overlooked)
4	About having a latrine and use	<ol style="list-style-type: none"> 1. How many of you: <ol style="list-style-type: none"> a. Have a latrine in your household? b. Share a latrine with others (either extended family members or neighbours)? c. Still go in the open (including using dig and bury)? 2. For households in this community which have latrines: <ol style="list-style-type: none"> a. Does everyone in the household always use them? b. If not, why not? c. What do you think would persuade or be needed to help everyone use them? 3. Are the latrine designs easy for everyone to use? <ol style="list-style-type: none"> a. If not, what could be done to it to make them easier to use? b. Please give practical suggestions. 4. Do you feel it is private and safe when using the latrine? <ol style="list-style-type: none"> a. If not, what could make it feel more private or safer? 	<ul style="list-style-type: none"> • To understand if they have a latrine, who uses it and how easy it is to use • Ideas for how it could be improved to make it easier and more private or safer to use
5	About people who don't have latrines	<ol style="list-style-type: none"> 1. Who are the people in this community who will struggle the most to build and use a latrine? 2. Why do they / you not have a latrine? 	<ul style="list-style-type: none"> • To understand who is most likely to not have a latrine and why?

		3. How do you think they / you could build a latrine?	<ul style="list-style-type: none"> To get ideas on possible solutions
6	About how the latrines were built and funded?	<ol style="list-style-type: none"> How was your latrine built? <ol style="list-style-type: none"> Who undertook the labour? Who paid for the latrine to be constructed? Who paid for or supplied the materials? 	<ul style="list-style-type: none"> To understand how their latrines were built, if support was provided and if so what this was?
7	About other people who have been supported or need support?	<ol style="list-style-type: none"> Do you know anyone in the community who was supported to build a latrine by someone outside of their family? <ol style="list-style-type: none"> If so, who was it who provided support? Do you know if anyone is still undertaking open defecation (who does not have family to support them to build a latrine and who is not sharing a latrine?) <ol style="list-style-type: none"> Who are they? At the end of the meeting – you could also ask the person who mentioned them if they could take you to meet the person mentioned (if you don't already know the person) 	<ul style="list-style-type: none"> To understand the current mechanisms by which people are already being supported To potentially identify people who may be considered Category C and who should be met to see if support needs to be facilitated
8	Feelings about the latrine and positive / negative impacts	<ol style="list-style-type: none"> How do you feel about your latrine? <ol style="list-style-type: none"> What are the best things about your latrine? What are the worst things about it? Did the process of getting it, using it or maintaining it cause you any problems? <ol style="list-style-type: none"> If so, what are they? What suggestions do you have for how these problems could be overcome? 	<ul style="list-style-type: none"> This tries to learn about both positive and negative outcomes and impacts of the programme It is also an opportunity to gain some ideas for how the problems could be overcome – both for the person themselves and also for strengthening the programme for others
9	Improving the programme processes	<ol style="list-style-type: none"> If you were to repeat the process / programme in another community, how would you improve it to make sure that older people, people with disabilities, widows and others who may struggle to build and use a latrine will be better able to do so? 	<ul style="list-style-type: none"> To ask for ideas as to how the programme could be improved
10	Closing the session	<p>It is important to thank the group at the end and repeat / being clear about how the information is going to be used:</p> <ol style="list-style-type: none"> Thank you very much for answering our questions, these have been very helpful 	<ul style="list-style-type: none"> This ends the session positively and gives the group the opportunity to state any concerns at the end

		<ol style="list-style-type: none"> 2. As we noted at the beginning will be including some of the information you have provided in... 3. We are going to use the information for... 4. Do you have any questions for us? 	<ul style="list-style-type: none"> • It gives them an opportunity to ask some questions for clarification • It may be important to be clear if support is not going to be provided, or decisions have not been made on this yet to try and not raise expectations. For example if this is a general learning process or a monitoring process to identify who might need support.
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Annex II.2.2 Additional questions for specific groups

Start considering the questions from **Annex II.2.1** above and then consider if the questions below may be useful to add or to use as an alternative for specific groups.

Table 5 - Additional / alternative questions which might be useful for specific groups in FGDs

	Focus	Additional / alternative possible questions	Notes
1	Adolescent girls	<ol style="list-style-type: none"> 1. Before and after – having a latrine / improved latrine: <ol style="list-style-type: none"> a. Any benefits experienced for adolescent girls? b. Do boys sometimes urinate outside? c. Do girls sometimes urinate outside? 2. School sanitation: <ol style="list-style-type: none"> a. Were there any changes to school sanitation? b. Do girls and boys have separate latrines? c. Is there always water and soap or ash for the hand-washing facility? d. What do pupils use for anal cleansing? e. Do you and your friends feel safe to use the latrines? f. Do you always use them or are there times you don't? g. Who cleans the latrines? 3. Menstrual hygiene - I would like to ask some questions about a subject that as girls and women we sometimes feel shy to talk about, even with each other. Don't feel that you have to answer my questions on this subject if you feel uncomfortable to, only if you feel you would like to: <ol style="list-style-type: none"> a. What happens when a girl has her menstrual period? Does she use the school latrine? b. What challenges do girls face in managing their menstrual period in school? c. What materials to women and girls use for their menstrual periods? d. Where do women and girls dry their menstrual cloths? e. Where do you dispose of your cloth or pads? 4. Do youth groups exist in your community?: <ol style="list-style-type: none"> a. Who are the members? b. What do they do? 	<ul style="list-style-type: none"> • Some of these questions offer the opportunity to learn about issues that may be of particular importance to adolescent girls, such as on menstrual hygiene, privacy or feelings of safety when using a latrine • They also give an opportunity to ask about people who may be particularly vulnerable, such as people who struggle to use a toilet

	Focus	Additional / alternative possible questions	Notes
		<p>c. Are they involved in sanitation?</p> <p>5. If you were to repeat the process in another community, how would you improve it to make sure that older people, people with disabilities, widows and others who may struggle to build and use a latrine will be better able to do so?</p> <p>6. People who are sick and young children:</p> <p>a. What happens if someone is sick or unable to get to a latrine – how do they go to the toilet?</p> <p>b. What happens with young children?</p>	
2	Older people and / or people with disabilities	<p>1. Do you remember the process where there was a meeting in your community to talk about using toilets and to stop eating shit?</p> <p>2. Did you attend – raise hands if you did?</p> <p>a. For those who attended – what did you think of the meeting?</p> <p>b. For those who didn't:</p> <p>i. Why didn't you attend?</p> <p>ii. Did anyone discuss what was said at the meeting with you after it was finished?</p> <p>c. Do you know other people who didn't attend? If so, what were their reasons?</p> <p>3. Go round the group and say if you:</p> <p>a. Still do not have access to a latrine?</p> <p>b. You share with a neighbour?</p> <p>c. Have your own household latrine?</p> <p>4. For those who have their own latrine:</p> <p>a. What type of latrine is it – pit latrine / pour flush / or other?</p> <p>b. Who built the latrine?</p> <p>c. When did you first construct / have a household latrine?</p> <p>i. [Did anyone build their first one just after the triggering?]</p> <p>d. How many times has it been rebuilt?</p> <p>e. Are there any challenges in owning and using the latrine?</p>	<ul style="list-style-type: none"> • This is an opportunity to expand the core questions to ask more about other people the participants may know who might be particularly disadvantaged • It can be an opportunity to learn about examples of good practice in improving the accessibility of latrines • It is an opportunity to learn about the impacts of sharing • It is an opportunity to learn about some of the impacts of having built a latrine – both positive and challenges • It is also an opportunity to learn about challenging issues

	Focus	Additional / alternative possible questions	Notes
		<p>5. Have any of your latrines been improved / adapted to make it easier to use for older people or people with disabilities who may find it more difficult to squat?</p> <ol style="list-style-type: none"> If so what are these adaptations? Do you know anyone else who has made adaptations? <p>6. With respect to sharing [ask as general and not about the individual person]:</p> <ol style="list-style-type: none"> Are there any problems faced with sharing? What do people who share do at night? <p>7. As people get older, sometimes it is harder to get to the toilet at night; sometimes people fall sick and may be bed bound; and sometimes people get incontinence where they are not able to control their flow of urine or faeces:</p> <ol style="list-style-type: none"> What do people do at night to go to the toilet? How do people manage who are bed bound? What ways do people manage incontinence / what materials do people use? <p>8. If any particularly interesting issues have been raised during the FGD, then you could ask that person at the end of the meeting if you could visit them at home. Then you can ask more questions in a private environment or look at adapted latrines</p>	<p>such as how people manage incontinence</p>
3	<p>School children (which could also be adapted for out of school children)</p>	<ol style="list-style-type: none"> Who attended the triggering? <ol style="list-style-type: none"> Those who did – what did you learn? Those who didn't – did you hear about it afterwards? If so what did you hear? What happened after the meeting? <ol style="list-style-type: none"> Did you encourage anyone to use the toilet? Did you encourage anyone to wash their hands with water and soap or ash? Where do your baby sisters and brothers go? What happens if someone is seen open defecating? Do you know anyone who has found it difficult to build a toilet for their house? <ol style="list-style-type: none"> Who and what is the problem? 	<ul style="list-style-type: none"> This is an opportunity to ask questions from the perspective of children and to understand their role in the CLTS process Children are often very honest and will also tell you things that adults are sometimes not so comfortable to share – so it is also an opportunity to

	Focus	Additional / alternative possible questions	Notes
		<p style="text-align: center;">ii. Where do they go to the toilet?</p> <p style="text-align: center;">f. What happens if a toilet falls down?</p> <p>3. School sanitation:</p> <p style="padding-left: 20px;">a. Were there any changes to school sanitation?</p> <p style="padding-left: 20px;">b. Do girls and boys have separate latrines?</p> <p style="padding-left: 20px;">c. Is there always water and soap or ash for the hand-washing facility?</p> <p style="padding-left: 20px;">d. What do pupils use for anal cleansing?</p> <p style="padding-left: 20px;">e. Do you and your friends feel safe to use the latrines?</p> <p style="padding-left: 20px;">f. Do you always use them or are there times you don't?</p> <p style="padding-left: 20px;">g. Who cleans the latrines?</p>	<p>learn about some of the challenges</p> <ul style="list-style-type: none"> • It is an opportunity to learn about any protection risks to children that may be happening due to the CLTS process
4	Youth	<p>1. Do you remember the process where there was a meeting in your community to talk about using toilets and to stop eating shit?</p> <p style="padding-left: 20px;">a. What happened?</p> <p style="padding-left: 20px;">b. What happened afterwards?</p> <p style="padding-left: 20px;">c. How were youth involved?</p> <p>2. Do you have a youth group in your village?</p> <p style="padding-left: 20px;">a. Who are the members?</p> <p style="padding-left: 20px;">b. How many members?</p> <p style="padding-left: 20px;">c. Male / female percentage?</p> <p style="padding-left: 20px;">d. What do you do?</p> <p style="padding-left: 20px;">e. Have you been involved in promoting sanitation?</p> <p style="padding-left: 20px;">f. Have you supported anyone who struggled to build a toilet?</p> <p>3. What happens:</p> <p style="padding-left: 20px;">a. If someone does not agree to build a toilet?</p> <p style="padding-left: 20px;">b. If someone cannot afford or is not physically able to build a toilet?</p> <p style="padding-left: 20px;">c. For young children?</p> <p style="padding-left: 20px;">d. If someone is incontinent (cannot control their urine or faeces) – how do they manage?</p> <p style="padding-left: 20px;">e. If someone is sick and bed bound?</p>	<ul style="list-style-type: none"> • This is an opportunity to investigate the role of youth in the CLTS process in their community • It is also an opportunity to learn from the ideas of the youth for how the programme could be improved • It is also an opportunity to learn about issues for people who may have struggled to build a toilet

	Focus	Additional / alternative possible questions	Notes
		<p>4. Do you think youth could be made more effectively to promote latrine use and hand-washing?</p> <p>a. If so how?</p>	
5	Health facility staff	<p>1. Do you know about the X programme?</p> <p>2. What area does the health facility cover?</p> <p>a. Number of villages?</p> <p>3. Have you seen any changes due to the programme?</p> <p>4. We are interested in particular in how people who are particularly vulnerable, marginalised or disadvantaged (such as older people, people who are very poor, people who have disabilities) have been able to build or access latrines:</p> <p>a. Do you know of any challenges that people have faced?</p> <p>b. Who and what have they been?</p> <p>5. In your work how do you identify the most vulnerable, marginalised or disadvantaged for health support?</p> <p>a. Do you have formal criteria?</p> <p>6. How do the following manage their faeces / urine?</p> <p>a. People who are long-term sick or bedbound?</p> <p>b. People with incontinence (who are not able to control their urine or faeces):</p> <p>i. Older people</p> <p>ii. People with disabilities</p> <p>iii. Women after giving birth</p> <p>iv. Women, girls, men or boys with fistula</p> <p>v. etc</p> <p>7. Do you think the programme should do more to support people from the above groups?</p> <p>a. If so, what would be your suggestion?</p> <p>8. Are there any cultural beliefs related to menstrual hygiene?:</p> <p>a. Any restrictions on women and girls?</p> <p>b. What materials are used?</p> <p>c. How are they washed and dried?</p> <p>d. Can women and girls use a family latrine when menstruating?</p>	<ul style="list-style-type: none"> • This is an opportunity to identify possible people who might be disadvantaged to meet and hear about any particular challenges they may face that have been seen by health professionals • It is an opportunity to understand how people manage when they are living in difficult circumstances, such as being unable to control their urine or faeces

	Focus	Additional / alternative possible questions	Notes
		<p>9. If you were to repeat the process in another community, how would you improve it to make sure that older people, people with disabilities, widows and others who may struggle to build and use a latrine will be better able to do so?</p> <p>10. Do you have any questions for us?</p>	

Annex II.3 Questions for individuals who may be most disadvantaged at household level

The following table includes questions which may be useful to ask to people who may be disadvantaged at household level.

Table 6 - Possible questions for individuals who may be most disadvantaged at household level

	Focus	Possible questions (main and follow-up)	Notes on possible learning
1	Introduction	<p>It is important to introduce yourselves at the beginning of the interview / discussion and to be clear about how the information is going to be used:</p> <ol style="list-style-type: none"> 1. Hello, our names are... and we work for... (if there are any outsiders in the group) 2. Would it be OK if we can ask you some questions about the CLTS activities in this village (in whatever name it is locally known) 3. The purpose of asking you these questions is ... (examples...) <ol style="list-style-type: none"> a. To learn how people found the CLTS activities b. To learn how people are progressing to build and access a latrine c. To learn about the positive results so far and the challenges d. So we can improve the programme / activities ... in the future to ensure that everyone is able to build, use and maintain a latrine 4. We will be writing the information you and others share with us in... 5. We are going to use the information for... 6. Would you be OK if we share the information you provide: <ol style="list-style-type: none"> a. With others in the community for the purpose of...? b. With others in the wider programme for the purpose of...? c. Is it OK to also note your name or would you prefer that we just note your responses anonymously? 7. If there are any personal questions you don't want to answer then you don't have to answer them – it is your decision 	<ul style="list-style-type: none"> • The introduction is very important for the person you are asking questions to. • It will help them understand why you are asking questions and what the information is going to be used for • It can also help reduce expectations that they will be supported, if this is not obviously forthcoming. • It will also make them clear that they don't have to answer any personal questions they are not comfortable to answer. Although you may need to know some general information, such as if they have a latrine and who uses this, as this information is needed from everyone in the community. • The people doing the interviews / leading the discussions will need to discuss before the interviews start, how expectations of support will be minimised to reduce frustration if no support is forthcoming. • It may be important to make it clear at the beginning or end of the discussion in response to questions, that there is at this stage no commitment to providing support.

	Focus	Possible questions (main and follow-up)	Notes on possible learning
		8. This is except for ... (for example if you are filling in the household register and need to know who has a toilet or otherwise) 9. Do you have questions for us before we start?	
2	About participation in the process	1. Did you hear about the triggering meeting that happened in your community? 2. Did you participate? a. If so, what did you think of the meeting? b. If not, why not? 3. Would you have liked to participate? a. If so, what would have helped you to participate?	<ul style="list-style-type: none"> • To understand whether the person who may be most disadvantaged had participated in the programme and their opinions on the process • Ideas as to how the process could have been improved to help them participate
3	About decision-making and leadership	1. Did you feel you were included in the community decision making for the community to become ODF? 2. Were you involved in decision making in the household as to how to build a latrine and where? 3. Were you selected to become a Natural Leader or on the WASH Committee? a. Would you have liked to be a Natural Leader or on the WASH Committee? 4. Did you try to persuade anyone to stop OD? a. If so, who was this?	<ul style="list-style-type: none"> • To understand if they had opportunities to be leaders • If they have been involved in influencing others (and hence whether they have leadership potential but may have been overlooked)
4	About having a latrine and use	1. Do you have a latrine in your household? 2. If yes: a. Does everyone use it? b. If not, why not? c. What would persuade or be needed to help everyone use it? 3. Is it easy for you to use? a. If not, what could be done to it to make it easier to use? (asking them to give practical suggestions) 4. Do you feel it is private and safe when using the latrine?	<ul style="list-style-type: none"> • To understand if they have a latrine, who uses it and how easy it is to use • Ideas for how it could be improved to make it easier and more private or safer to use

	Focus	Possible questions (main and follow-up)	Notes on possible learning
		a. If not, what could make it feel more private or safer?	
5	If you don't have a latrine	<ol style="list-style-type: none"> 1. Why not? 2. Do you plan to build a latrine? <ol style="list-style-type: none"> a. If so, who will build it? b. Do you have family members who can help you? 	<ul style="list-style-type: none"> • To understand why they do not have a latrine and how they will get one and if a family member could help them • To distinguish between a person who may be Category B or C and who might need support to be facilitated
6	About how the latrine was built and funded?	<ol style="list-style-type: none"> 1. Who built your latrine? 2. Who paid for the latrine or supplied the materials? 3. If it was someone else: <ol style="list-style-type: none"> a. Who was it who provided the support? b. What kind of support was provided? c. Did you, or will you, have to do / give anything in return? 4. If it was a loan: <ol style="list-style-type: none"> a. What did you have to give as surety? b. How long do you expect to be able to pay it back? 	<ul style="list-style-type: none"> • To understand how their latrine was built, if support was provided, if they paid for the support or they are expected to give anything else in return and if they took out a loan how they will pay it back • This could potentially identify risks for a person who may be disadvantaged if they have been asked for inappropriate actions in return (such as sexual favours) or if they cannot afford to pay back the loan and lose their surety
7	About other people who have been supported or need support?	<ol style="list-style-type: none"> 1. Do you know anyone in the community who was supported to build a latrine by someone outside of their family? <ol style="list-style-type: none"> a. If so, who was it who provided support? 2. Do you know anyone who has not been able to build a latrine? 	<ul style="list-style-type: none"> • To identify people in the community who may be struggling to build a latrine and have no family members to help them • Potentially to identify a person who may be considered Category C and who should be met to see if support needs to be facilitated
8	Feelings about the latrine and positive / negative impacts	<ol style="list-style-type: none"> 1. How do you feel about your latrine? <ol style="list-style-type: none"> a. What are the best things about your latrine? b. What are the worst things about it? 2. Did the process of getting it, using it or maintaining it cause you any problems? 	<ul style="list-style-type: none"> • This tries to learn about both positive and negative outcomes and impacts of the programme • It is also an opportunity to gain some ideas for how the

	Focus	Possible questions (main and follow-up)	Notes on possible learning
		<ol style="list-style-type: none"> a. If so, what are they? b. What suggestions do you have for how these problems could be overcome? 	<p>problems could be overcome – both for the person themselves and also for strengthening the programme for others</p>
9	Improving the programme processes	<ol style="list-style-type: none"> 1. If you were to repeat the process / programme in another community, how would you improve it to make sure that older people, people with disabilities, widows and others who may struggle to build and use a latrine will be better able to do so? 	<ul style="list-style-type: none"> • To ask for ideas as to how the programme could be improved
10	Closing the session	<p>It is important to thank the person at the end and repeat / being clear about how the information is going to be used:</p> <ol style="list-style-type: none"> 1. Thank you very much for answering our questions, these have been very helpful 2. As we noted at the beginning will be including some of the information you have provided in... 3. We are going to use the information for... 4. Are you still happy that we do this? 5. Do you have any questions for us? 	<ul style="list-style-type: none"> • This ends the session positively and gives the person the opportunity to state any concerns at the end • It also gives them an opportunity to ask questions to the interviewers for clarification • It is important to be clear if support is not going to be provided, or decisions have not been made on this yet – for example if this is a general learning process or a monitoring process to identify who might need support. This is to try and not raise expectations