



Research guides

Face And Hand Washing With Soap For Children Under Nine
For Trachoma Elimination | Ethiopia | 2023-24



FGD Females - Option 1

No.	Option 1
1	Clean home competition
2	Films: Fear/Knowledge and Nurture
3	Imagined future
4	Standards - Sequence
5	Daily routine - Integration
6	Teaching habits to children

1-Competition

Who can make their home 'a clean and beautiful home' or 'a healthy home'?

In this competition, every home in a village will participate to make their home 'clean and beautiful'. The village leaders will visit homes of participants at the end to check if they are 'clean and beautiful'. They will check for -

- 1- If the environment around the home is clean, without any visible faeces.
- 2- If your latrine has a cover so that flies don't enter.
- 3- If you have a good hand wash facility with water and soap.
- 4- If your children's faces are clean without dirt or snot or flies
- 5- If the hand wash facility and toilet are accessible for elderly, children and persons with disabilities.

Those who perform well on all these points will receive a certificate from the Government at a community meeting. They will also get a flag in their homes.

Would you like to make your home 'clean and beautiful'?

(Alternatively)

Who would like to make a 5-star home?

In this competition, every home in the village will participate to make their home a 5-star home. The village leaders will visit homes of participants at the end to check -

- 1- If the environment around the home is clean, without any visible faeces.
- 2- If your latrine has a cover so that flies don't enter.
- 3- If you have a good hand wash facility with water and soap.
- 4- If your children's faces are clean without dirt or snot or flies
- 5- If the hand wash facility and toilet are accessible for the elderly, children and persons with disabilities.

If you perform well in any one of this, you will get 1 star. If you perform well on all 5 areas, your home will be declared a 5-star home. A flag will be put up at your home. You will also receive a certificate from the Government declaring your home as a 5-star home.

Would you like to make your home a 5-star home?

2. Films - Fear/Knowledge and Nurture

Show the films one by one and get spontaneous responses. And then probe further based on what comes up.

Spontaneous	What do you feel after seeing this film? Anything else?
Specific probing based on what comes up. But here are some areas you can explore for each film.	
Knowledge	Did you learn something? If yes, what did you learn?
Fear	How likely is it that you will get Trachoma? Why is that? How likely is it that someone from your family will get Trachoma? Why is that? Have you seen anyone affected by Trachoma in your community?
Nurture	Do you teach good habits to children? What are they? Why do you teach them? What happens to children who learn good habits? What happens to children who develop bad habits?

3. Imagined futures – A/B

Step 1	Introduce the two boys or girls. You could say, ‘Let’s say there is a boy/girl in your village. This boy/girl is very clean. Always wash hands with soap before eating and after using the toilet. Wash face with soap in the morning and evening. Now, let’s say there is another boy/girl in your village. This boy/girl is very dirty. Doesn’t wash hands or face regularly.’
Step 2	Ask them to come up with names: Can you give the clean boy/girl a name? Can you give the dirty boy/girl a name?
Step 3	Ask them to imagine details about these two boys/girls. Let’s take the clean boy/girl. What do you think will happen to this boy/girl in the future? Anything else? If needed, prompt the following - What will he/she study in life? What kind of work will he/she do? What kind of home will this person live in? Who will he/she marry? Repeat the same for the dirty boy/girl.
Step 4	Ask them reasons why they came up with the name, education, occupation, home etc. for one and for the other.

4 Standard - Sequence

Step 1	Introduce the four cards, not in the right sequence. Request them to describe what they see in the card. The cards can be held up or put on the floor.
Step 2	Now, invite the group to form a sequence - from the 'clean-looking' to 'dirty-looking face'.
Step 3	Now, request the group to explain the sequence - 'Why did you place this first?', 'Why did you place this second?' 'Why did you place this third?'
Step 4	'How would you like your child's face to be? Like which one? Why is that?'

5 Daily routine - Integration

Step 1	<p>Ask about the daily routines of their children - pick up a certain age e.g., school going children -</p> <p>'Now, I would like to know about what your child does from morning to night. Please start from the morning? What do they do first when they wake up? What do they do after that?'</p> <p>Write out each activity on a card and put it down on the floor.</p> <p>And so on. Till they go to sleep in the night.</p>
Step 2	<p>And then explore, what will be a good time to wash their faces with soap.</p> <p>'When will be a good time for your child to wash his/her face with soap? In the morning? In the evening?'</p> <p>Explore what will be the best, easiest time for them to do it. See if it can be clubbed with any other activity they do.</p>
Step 3	Step 1 and 2 can be repeated for younger children. Say toddlers who don't attend schools or infants.

6 Teaching Habits

Step 1	<p>Discuss difficulties with teaching habits to children.</p> <p>'Is it easy or difficult to teach habits to children? What is easy or difficult? How do you address what is difficult?'</p> <p>Prompt and discuss reminder, rewards and role-modelling it doesn't come up spontaneously.</p>
Step 2	<p><u>Role-modelling</u></p> <p>Check if role-modelling works with children. And how do they do that.</p>
Step 3	<p><u>Reminders</u></p> <p>Check if reminders work with children. And how do they do that.</p>
Step 4	<p><u>Rewards/Punishments</u></p> <p>Check if rewards/punishments work with children and how do they do that.</p>

FGD Females - Option 1

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4	Standards - Sequence
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6	Teaching habits to children

FGD Females - Option 2

No.	Option 2
1	Good habits course
2	Films: Fear/Knowledge and Nurture
3	Dream for children
4	Standards - Spot the difference
5	Importance of soap demo
6	Hand wash facility

1- Good Habits Course for Mothers

Would you like to learn how to teach good habits to your children?

It is not easy to teach good habits to children. Is it? They are more interested in playing, rather than learning good habits. What if you could learn how to do that?

In the good habits course, you will learn how to teach good habits to your children. The course will have six sessions. There will be one session every week for 90 minutes. In each session, you will learn about teaching one good habit to your children. Good habits related to keeping themselves clean and healthy such as bathing, washing faces and hands with soap.

At the end of the course, you will get a formal certificate from the Government for completing the course.

Would you like to join the Good Habits Course for Mothers?

2. Films - Fear/Knowledge and Nurture

Show the films one by one and get spontaneous responses. And then probe further based on what comes up.

Spontaneous	What do you feel after seeing this film? Anything else?
Specific probing based on what comes up. But here are some areas you can explore for each film.	
Knowledge	Did you learn something? If yes, what did you learn?
Fear	How likely is it that you will get Trachoma? Why is that? How likely is it that someone from your family will get Trachoma? Why is that? Have you seen anyone affected by Trachoma in your community?
Nurture	Do you teach good habits to children? What are they? Why do you teach them? What happens to children who learn good habits? What happens to children who develop bad habits?

3. Dream for children

Step 1	Ask about their dreams for their children - ‘What is your dream for your children? What would you like your children to be when they grow up?’
Step 2	Ask about what it takes to realise dreams - ‘What will they need to do to realise this dream? Education?’ If it doesn’t come up, prompt, ‘What about good habits? Are good habits important to realise dreams? What are these good habits? Is cleanliness important?’

4 Standards - Spot the difference

Step 1	Introduce 2 cards - ‘the most dirty looking’ and ‘the most clean-looking’.
Step 2	Now, invite the group to spot the difference between the two pictures - ‘Can you tell the difference between the two pictures? Anything else?’
Step 3	‘How would you like your child’s face to be? Like which one? Why is that?’

5 Importance of Soap Demo

6 Hand wash Facility

Expose HWF cards and ask what they prefer and what is feasible for them, and reasons for the same.

Step 1	<u>Preference</u> Show different hand wash facilities and ask what they would prefer and why.
Step 2	<u>Feasibility</u> Ask what is feasible for them and understand their reasons, especially what are the barriers to build the facilities they prefer.

FGD Females - Option 2

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4	Standards - Spot the difference

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FGD Males

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5. Importance of soap Demo

6. Hand Wash Facility

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FGD Males

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4	Standards - Sequence

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6	Hand wash facility

Persons With Disabilities (PWD) and their caregivers

Key research questions

Key Research Questions	Sub-topics
What solutions can improve face and hand washing practise for persons with disabilities?	Barriers and solutions
What are the effective and efficient touchpoints to reach persons with disabilities and their caregivers?	Current touch points through which they receive information - Radio, regular group meetings, Social media, DPO, HEW/WDA, any other?

Barriers and Solutions

Barrier	What difficulty do you have in washing the child's face and hands? What else?	Based on what comes up, explore further e.g., 'Why is it difficult?'
Solutions	Can you imagine a way that could make it easier to wash your child's face and hands? So that the child can do it on themselves?	Propose solutions if you have an idea e.g., 'What if you had a hand wash facility with a tap?'

Touchpoints

Channel	Questions	
Radio	<p>What channels and programs? How do you listen to it? On Radio? On Mobile phone?</p> <p>When do you listen to it? In a day, how much time do you spend listening to Radio?</p> <p>Have you ever bought or changed anything you do after listening to a message on Radio? If yes, what was that?</p> <p>Have you ever called a Radio channel?</p>	
Basic Mobile Phone	<p>Do you have a phone for yourself, or do you share?</p> <p>If yes - Do you read SMS that you receive from friends?</p> <p>Do you receive SMS from others you do not know? Do you read them?</p> <p>Have you received any voice SMS from others you do not know? Do you listen to them?</p> <p>Do you forward SMS to others? What kind of SMS do you forward?</p> <p>Have you ever bought or changed anything you do after listening to a message on the phone? If yes, what was that?</p>	
Smart Mobile Phone	<p>Do you have a phone for yourself or do you share?</p> <p>If no - do you watchread anything on another persons' phone?</p>	

	<p>If yes -</p> <p>What social media like Facebook, Tik Tok, YouTube, Instagram, Chatgroups like Telegram etc. do you use frequently? (Then take the top 2 or 3 and explore further. A sample below for Facebook)</p> <p>What chatgroups are you a part of?</p> <p>What kind of messages do you get in these chat groups?</p> <p>Are there any chatgroups for disability in your community?</p>	
Group Meetings	<p>Are you part of any group in the community or for disabled people?</p> <p>If yes -</p> <p>When and where does the meeting happen? Who organises/conducts it?</p> <p>How many people are present in these meetings normally?</p> <p>How long is the meeting usually for? What happens in the meeting? Can you describe a typical meeting?</p> <p>How often do you attend this group meeting (always/sometimes...)?</p> <p>How easy or difficult for you to attend this meeting?</p> <p>Have you ever bought or changed anything you do after listening to a message in the group? If yes, what was that?</p>	

<p>HEW WDA HF</p>	<p>Have you ever been visited by the HEW or WDA or anyone from Health Facility? How often do they visit?</p> <p>What happens in these visits?</p> <p>Do they provide any support or information related to hygiene or illnesses? What? Which ones?</p> <p>Would you like any support or information from the WDA, HEW or HF? What?</p>	
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Household Visit 1 - HHs with children under 9

Key research questions

Topics	Sub-topics
Occasions	What are the existing and possible occasions for F&HWWS?
Cues and Routines	What could be the cues and routines for F&HWWS - for caregiver and children? Could routines for F&HWWS be bundled together?
Rewards	What are the immediate benefits/rewards of F&HWWS?
Soap	Easily available? Affordable? What options? How is it bought? What is it used for? What is liked and disliked about the features of soap on skin of face and hands, especially smell; F&HWWS? When is soap necessary - only for visible dirt?
Water	How do seasons affect availability of water? Temperature of water? How much water do people perceive to be necessary for the behaviours of F&HWWS?
Facilities	Increased convenience; reduced need for water and soap?
Motives	Nurture, Affiliation, Fear
PWD	How do disabilities affect performance of F&HWWS by PWD or caregivers? What are the current touch points through which they receive information? Radio, regular group meetings, social media, any other?

Tools

1. Rapid Site Observation
2. Soap Inventory
3. Face washing demo
4. Hand washing demo
5. Behaviour Trial set-up

Household Visit 1

Date:	Team:
Zone: Jimma/Bale	Kebele:
Respondent name	Age M/F
Children in HH	
School going CU9	
PWD	

1. Rapid Site Observation

Topic	Observation
Sanitation	
Water Storage	
Water tools	
Soap	
Washing Facility 1	
Washing Facility 2	
Faeces	
Flies	

2. Soap Inventory

	Soap Type	Used for	Used by	Time/Occasion
1				
2				
3				
4				

3. Face Washing Demo - Caregiver washes child's face

Steps	
1	
2	
3	
4	
5	
6	
7	

Please make note of the following:

Questions	Observation/Interaction
What are the tools used? Where are they kept (soap, bucket, etc.)?	
Where is the behaviour performed?	

Who performs the behaviour? Who supports it?	
How long does the process take?	
What appears easy and what is difficult?	
Any other?	

4. Face Washing Demo - Child washes own face

Steps	
1	
2	
3	
4	
5	
6	
7	

Please make note of the following:

Questions	Observation/Interaction
What are the tools used? Where are they kept (soap, bucket, etc.)?	
Where is the behaviour performed?	
Who performs the behaviour? Who supports it?	
How long does the process take?	
What appears easy and what is difficult?	
Any other?	

5. Hand Washing Demo - Caregiver washes child's hands

Steps	
1	
2	
3	
4	
5	
6	
7	

Please make note of the following:

Questions	Observation/Interaction
What are the tools used? Where are they kept (soap, bucket, etc.)?	
Where is the behaviour performed?	
Who performs the behaviour? Who supports it?	
How long does the process take?	
What appears easy and what is difficult?	
Any other?	

6. Hand Washing Demo - Child washes own hands

Steps	
1	
2	
3	
4	
5	
6	
7	

Please make note of the following:

Questions	Observation/Interaction
What are the tools used? Where are they kept (soap, bucket, etc.)?	
Where is the behaviour performed?	
Who performs the behaviour? Who supports it?	
How long does the process take?	
What appears easy and what is difficult?	
Any other?	

Interaction

Why do you do it like this? Where did you learn it? How often and when do you wash your child's face? Why? What happens when you don't wash?

Motive Interaction

Nurture/Fear/Affiliation

Behaviour Trial type

- Facility
- Water
- Soap
- Occasions
- Mirror

Please explain the diary and how to fill it out every time the child's face is washed. Stick it close to the washing area or in any other prominent location.

Farewell

Thank the respondent and inform them that you will return in a few days to hear about their experience of trying to wash the child's face regularly. Before you take leave, ask 'Is there anything else you want to share with us or ask us? Thank you.'

Any other notes

4. How did the child respond?

5. How was it to use this diary?

6. How was it to use this new tool - what did you like ? Dislike?

7. On what occasions or at what times in the day did you find it easy to wash the child's face? What occasions or times were difficult? Why?

Daily Routine and Washing Occasions

Infant (0-2 years)		Toddlers at home (2-5 years)		Children in school (6-9 years)	
Time	Activities	Washing face	Washing hands	Washing body/feet	Why?
Wake up/Early morning					
Late morning					
Early afternoon					
Late afternoon					
Evening/Before Sleeping					

KII - School Leader

Key Research Questions

No.	Key Research Question
1	How could school leader and WASH focal teachers engage with Trachoma prevention activities?
2	Is it possible to include F&HWWS as a routine before school feeding?

Basic details about the school.

How many classes in this school?	
How many students? How many U9?	
How many teachers? For CU9?	
Do you have WASH focal teachers? How many?	
Do you have WASH clubs? How many? Are they functional?	
What do they do?	
Does the school have toilets? How many? Are they functional?	
Does the school have hand wash facilities? How many? Are they functional?	
Is soap available at the facility?	
Does do school have sufficient water supply? For F&HWWS?	

Campaigns in school

Have there been any social or health related campaigns in school? If yes, what campaigns?	
What are the activities in these campaigns?	
What has been the effect of these campaigns?	
What has worked well so far? Why?	
What are the challenges to running these campaigns in schools?	
Have you conducted or are you conducting any activities for Trachoma prevention? What?	
Do you monitor the progress in children's behaviour? How?	
What do you use the mini-media kit for?	
Do the children have a handbook? Does it include any components of hygiene - F&HWWS?	

Possible participation in the campaign.

We are planning a behaviour change campaign in these communities to encourage them to wash the face and hands with soap. In this campaign, can the school play any role? If yes, what role? If no, why not?	
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<p>What kind of support do you require to run such campaign in school? Prompt if required - Tools? Training for teachers? Any other?</p>	
<p>Would it be possible to ensure that children wash their faces and hands with soap before school feeding? Why?</p>	
<p>What planning would need to be done for HWF, Soap, Water, Supervision of activity?</p>	
<p>What support would be required to do F&HWWS before feeding?</p>	
<p>How could children influence F&HWWS at home?</p>	
<p>Concept: School Leaders Network - Response</p>	
<p>Concept: Competition Response</p>	

Concept: Event with parents - Response	
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With their consent, take photographs of:

- School premises (classrooms, playgrounds...)
- Toilets
- Hand wash facilities

Thank them for their participation and take leave.

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KII - WASH Focal Teacher

Key Research Questions

No.	Key Research Question
1	How could school leader and WASH focal teachers engage with Trachoma prevention activities?
2	Is it possible to include F&HWWS as a routine before school feeding?

Role of Wash Focal Teacher

How long have you been a WASH Focal teacher?	
What role does the WASH Focal Teacher play?	
What training/ materials did you receive for this?	
What do you like about being a WASH Focal teacher? Why?	
What don't you like about being a WASH Focal teacher? Why?	
What activities do you do for hygiene promotion?	
Would you like to receive any training on any topic? What? Why?	

<p>What support could make your activities more effective?</p>	
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Basic details about the Wash Club activities

<p>Do you have WASH clubs? How many? Are they functional?</p>	
<p>What are the activities of the WASH club?</p>	
<p>Does the school have hand wash facilities? How many? Are they functional? Why?</p>	
<p>Is soap available at the facility? Why?</p>	
<p>Does the school have sufficient water supply? For F&HWWS? Why?</p>	

Campaigns in school

<p>Have there been any social or health related campaigns in school? If yes, what campaigns?</p>	
<p>What are the activities in these campaigns?</p>	

What has been the effect of these campaigns?	
What has worked well so far? Why?	
What are the challenges to running these campaigns in schools?	
Have you conducted or are you conducting any activities for Trachoma prevention? What?	
Do you monitor the progress in children's behaviour? How?	
What do you use the mini-media kit for?	
Do the children have a handbook? Does it include any components of hygiene - F&HWWS?	

Possible participation in the campaign.

We are planning a behaviour change campaign to encourage F&HWWS. Could the school play any role? If yes, what role? If no, why not?	
What kind of support do you require to run such campaign in school? Prompt if required - Tools? Training for teachers? Any other?	
Would it be possible to ensure that children wash their faces and hands with soap before school feeding? Why?	

What planning would need to be done for HWF, Soap, Water, Supervision of activity?	
What support would be required to do F&HWWS before feeding?	
Could the faces and hands of children be checked regularly? Why?	
Could marks be allocated for clean faces and hands? Why?	
How could children influence F&HWWS at home?	

With their consent, take photographs of:

- School premises (classrooms, playgrounds...)
- Toilets
- Hand wash facilities

Thank them for their participation and take leave.

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FGD: School children under 9 years

Importance of soap demo
Skit

1. Importance of Soap Demo

2. Skit - The Cookery Show

The Cookery Show

Host (Announcement): Hello children! Now, we are going to have a cookery competition between SuperMama and (Laddu lingam).

You know, who is SuperMama? No? I will tell you...I will tell you.

SuperMama is not like any mom. She is a Superclean. She has a bath every day, wears clean clothes and even washes her face and hands with soap frequently. She will be competing with (Laddu lingam).

You know, who is (Laddu lingam)? No? I will tell you...I will tell you.

You know (Laddu lingam) is the total opposite of Supermama. He has a bath only once in a year, on his birthday. If you ask him why, he would say what is the point when you can clean all the dirt in one go. He always wears dirty clothes. He never, never washes his face or hands with soap.

He has thrown a challenge to Supermama. He challenged her that she thinks she is clean and all that, but children like his (laddus) better than hers. Supermama said that would never happen. So, he called her for a competition. So, children today is the day of the competition. Keep your eyes and ears open, the competition is about to start...May the best (laddu) win!

*

On the stage, we see a table. On the table are vessels and mock ingredients to make (laddus). Supermama enters the scene wearing clean clothes.

Supermama: Hello, children, how are you? I am now going to make you some nice (laddus). Would you like to have them? Ok, I wonder where my competitor (Laddu lingam) is, I will start anyway. But, before I start, I must do something very important. Do you know what it is? No? I must wash my hands with soap and water so that my hand is really clean to make Laddus. Do you know why? You see, it is important to wash your hands with soap before touching food. If you wash with just water, then dirt and germs will remain in your food, which will go into your mouth. And then you will fall sick. Anyway, who wants to eat dirty laddus...do you want to?

She washes her hands with soap and starts rolling laddus, as (Laddu lingam) comes rushing in.

(Laddu lingam): 'I am late...I am late. But, you know my stomach is not all that good and I had to go to the toilet...I didn't even have time to wash my hands properly...(Sniffs his hand, rubs it on his cloth and then tries to shake hands of children and then he notices Supermama). 'So, you have already started making laddus,...let us see whose laddus are better. I maybe a late comer, but I have come fully prepared.'

He keeps his vessels on the table. His vessels are dirty and sniffs them and makes a face.

(Laddu lingam): I am going to make a very different (Laddu), you all wait and see. But, before starting to make (Laddus), I have to do something...I am forgetting, does anyone know? Hmm...not that. Not that. I have to collect some sand and some dirty water (He rushes out and comes back with a bowl of sand).

And Laddu Lingam makes laddus with mud.

Supermama (concerned): Why do you put sand in your laddu? It will cause stomach upset for children...

(Laddu lingam) (in a secretive tone): What do you know? What do you know? Don't children play in the mud and then eat their food without washing their hands with soap. They won't even notice. With sand, all you need to add is some sewage water.

Supermama (concerned): Why do you use sewage water in your (Laddus)? It will have germs that will make children fall sick.

(Laddu lingam): When children play football, the ball falls into sewage. Don't children take the balls out of sewage drains with their hands and then proceed to eat without washing their hands with soap. They won't even notice, I tell you, they won't even notice....oh, no! My stomach is grumbling

again, I have got this diarrhoea....I will be back...(He runs out...)

Supermama: See, I keep telling this fellow to wash hands with soap and he never listens. See, now he has stomach upsets...But, I am making some sweet laddus...I am sure you would like them....

(Laddu lingam) comes rushing in...)

(Laddu lingam): There is no soap here....but, how does it matter, I can always wash it properly after making laddus....It is all the same thing.

(Supermama finishes making
Laddus)

Supermama: Ha! My laddus are
ready!

(Laddu lingam): Good Laddus take time to make! I am forgetting something. I am forgetting something. Oh, yes! My secret ingredient! How can I forget?

Supermama (worried a bit): Oh, you have a secret ingredient...what is it?

(Laddu lingam) looks triumphantly. And then he takes some snot from the nose and puts it into the laddus. And then takes out some discharge from the eyes also and throws in.
Supermama is shocked.

Supermama: Stop, stop. What are you doing? Putting snot and eye discharge into your laddus. You know they can get trachoma, from these things. It can affect their eyes. Go and wash your face with soap.

(Laddu Lingam): Who cares about Trachoma? I am interested in (Laddus). Children are also. They won't notice - Haven't you seen how they put their tongue out to lick the snot?

(Laddu Lingam) demonstrates. Supermama is repulsed.

(Laddu Lingam): When flies sit on their eye discharge and goes and sits on some food, don't they eat it?

(Laddu Lingam) demonstrates how flies sit and go and sit on something else.

(Laddu Lingam): What matters is the taste. Do you have no secret ingredient?

Supermama: I have, but not like yours.

(Laddu Lingam): Okay...Let's see who wins!

(And (Laddu lingam) starts taking around his laddus to children.... children shrink away. He tries to force feed them...Supermama comes in the way...)

Supermama: Nobody wants to eat your Laddus; Didn't I tell you to wash your hands with soap after going to Toilet? Didn't I tell you to wash your face also with soap?

(And she chases him out of the classroom)

Supermama: Now, who wants my Laddus? There is one thing you have to do before eating...Do you know what it is? Yes, clean hands and clean face.

Concepts - School

1-School Leaders Network

The school leaders' network will have 6-8 schools from Kebeles from within a region. Once a month, the school leaders will meet with other school leaders in the network for 2 hours. The meeting will be facilitated by staff from the education/health department of the Government and community mobilisers.

The meeting will take place in one of the schools. A different school will host the meeting each month.

In the meeting, school leaders will share their experiences of:

- 1- Making their school environment cleaner
- 2- Teaching clean habits to children such as hand washing and face washing with soap.

The facilitator from the Government will also share ideas from other schools in Ethiopia and schools from around the world on how they tackle issues related to clean environment and habits.

Would you like to be part of the school leaders' network?

2-Competition

Who would like to make a 5-star school?

In this competition, every school in the woreda will participate to make their school a 5-star school. The Government officials will visit participating schools at the end to check -

- 11- If the school environment is clean, without any visible faeces or garbage.
- 12- If it has latrines with cover so that flies don't enter.
- 13- If the school has a good hand wash facility with water and soap.
- 14- If the faces of school children are clean without dirt or snot or flies
- 15- If the hand wash facility and toilet are accessible for the elderly, children, and persons with disabilities.

If you perform well in any one of this, you will get 1 star. If you perform well on all 5 areas, your school will be declared a 5-star school. A flag will be put up at your school. You will also receive a certificate from the Government declaring your school as a 5-star school.

Would you like to make your home a 5-star school?

3-Event with parents

An event at your school about Trachoma attended by students, parents, leaders from the village and health extension workers. The event will be for 2 hours.

It will include skit/drama from children, quizzes, interactive games and a pledging ceremony to develop habits that prevent trachoma.

Would you like to host such an event at your school?

Touchpoints

Health Extension Worker

Key research questions

Key Research Questions	Sub-topics
Motivation Knowledge M&E	Is Trachoma a priority? How can we influence it? What are the levels of motivation, skill, and knowledge of HEW? What activities do they enjoy and not? Can they conduct group meetings for community? Training for WDA? How do they plan and monitor WDA activities? Who pays for data?
Touchpoints for PWD	Current touch points through which they receive information - Radio, regular group meetings, social media, any other?

Roles, Motives and Routines

Topic	Questions
Motives	When did you become a HEW? Why did you become an HEW? How has your life changed after becoming an HEW? What do you like about being an HEW? Anything else? What do you not like about being an HEW? Anything else? What are the challenges in this work? What is rewarding? What keeps you going in this work?
Role	What is the role of an HEW? What is an HEW supposed to do? Do you conduct any group meetings? What kind of messages an HEW is supposed to promote? What messages are you focussing on right now? Are you doing anything for Trachoma? What? Are you supposed to do anything for PWD? What? How do you usually communicate with PWD? How do you work with WDA? How do you communicate with WDA? How do you monitor WDA activities? Do you conduct trainings for WDA? How often? On what topics?
Routines	As a HEW, I would like to know what activities you do. Could you tell me your activities as an HEW in the last 1-2 months? Prompt if any other. How is your workload? What times you have too little work? What times are really busy for you? What activities do you really enjoy? Why? What activities don't you enjoy doing? Why? How often you go for household meetings? For meetings with your supervisor? For WDA meetings or trainings? How often do you go to receive training? Do you like attending training programmes? What kind of training would you like to receive?

Reach, Frequency and Engagement

Topic	Questions
Reach	How many households/groups are you responsible for? Do you conduct any mass gatherings or group meetings? How many attend the meeting usually? Do you visit households? How many do you visit in a month? How many PWD in your area? How do you communicate with them?
Frequency	How often do you conduct meetings? How often would you visit a household? Do you increase or decrease your visits for any reasons e.g. pregnancy, illness etc.? Do the meetings happen at the same time and day?
Engagement	How long do your visits/meetings last usually? What do you do normally in the visit/meeting? How do households receive you and your messages? What topics are mothers most interested in hearing about from you?

Trachoma BCC

Topic	Questions
Existing	Have you been part of any campaigns related to Trachoma? If yes, can you explain to me, what the campaign was about?
Intention	We are planning a campaign in your area, to promote face washing and hand washing for Trachoma prevention in rural communities. Would you like to be a part of that? If yes or no, why?
	We would like for you to do the following things as part of the campaign: <ul style="list-style-type: none"> - Create groups of caregivers of children under 9 and conduct group meetings to share messages on Trachoma - Conduct household visits to promote face and hand washing Would you be willing to do that? If yes or no, why?
Time	How much time can you give for this campaign for Trachoma in a month?
Support	What support would you require to perform the activities effectively?
Concepts	Here are a couple of ideas on Trachoma prevention - what is your reaction? Is it likely to work in your community? Why?

Farewell

Thank the respondent and take leave. 'Is there anything else you want to share with us or ask us? Thank you.'

Women Development Army

Key research questions

Key Research Questions	Sub-topics
Motivation Knowledge M&E	Is Trachoma a priority? How can we influence it? What are the levels of motivation, skill and knowledge of WDA? Can they conduct group meetings for community? Household visits? How reliable are they for delivery and follow up? Who pays for data?
Touchpoints for PWD	Current touch points through which they receive information - Radio, regular group meetings, social media, any other?

Roles, Motives and Routines

Topic	Questions
Motives	When did you become part of WDA? Why? How has your life changed after becoming a WDA? What do you like about being an WDA? Anything else? What do you not like about being an WDA? Anything else? What are the challenges in this work? What is rewarding? What keeps you going in this work?
Role	What is the role of WDA? What is an WDA supposed to do? Do you conduct any group meetings? Household visits? What kind of messages are WDA supposed to promote? What messages are you focussing on right now? Are you doing anything for Trachoma? What? Are you supposed to do anything for PWD? What? How do you usually communicate with PWD? How do you work with HEW? How do you communicate with HEW? How do you support HEW activities?
Routines	As WDA, I would like to know what activities you do. Could you tell me your activities as WDA in the last 1-2 months? Prompt if any other. How is your workload? What times you have too little work? What times are really busy for you? What activities do you really enjoy? Why? What activities don't you enjoy doing? Why? How often you go for group meetings? Household visits? For meetings with your supervisor/HEW? How often do you go to receive training? Do you like attending training programmes? What kind of training would you like to receive?

Reach, Frequency and Engagement

Topic	Questions
Reach	How many households/groups are you responsible for? Do you conduct any mass gatherings or group meetings? How many attend the meeting usually? Do you visit households? How many do you visit in a month? How many PWD in your area? How do you communicate with them?
Frequency	How often do you conduct meetings? How often would you visit a household? Do you increase or decrease your visits for any reasons e.g. pregnancy, illness etc.? Do the meetings happen at the same time and day?
Engagement	How long do your visits/meetings last usually? What do you do normally in the visit/meeting? How do households receive you and your messages? What topics are mothers most interested in hearing about from you?

Trachoma BCC

Topic	Questions
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Time	How much time can you give for this campaign for Trachoma in a month?
Support	What support would you require to perform the activities effectively?
Concepts	Here are a couple of ideas on Trachoma prevention - what is your reaction? Is it likely to work in your community? Why?

Farewell

Thank the respondent and take leave. 'Is there anything else you want to share with us or ask us? Thank you.'

Religious Leaders

Key research questions

Topics	Sub-topics
Role	What role can religious leaders play – messaging, providing soap/water at place of worship?
Occasions	Can soap be included in the religion-based face washing routine at place of worship or home?
Facilities	Could F&HWWS be practiced at place of worship?

Visit 1

Date:	Researcher:
Zone:	Kebele:
Respondent name	Age: M/F
Religious Institution	

1. Rapid Site Observation - please take pictures

Topic	Observation
Water Storage	
Water tools	
Soap	
Washing Facility	

2. Interview

Questions	Responses
How many people visit here daily/weekly?	
What activities are done regularly?	
Do you ever give any messages about health, hygiene? What?	
Do you speak about good habits and cleanliness? What do you say?	

Have you heard of Trachoma? What have you heard?	
Have any of your community members ever had it?	
Has anyone gone blind from Trachoma? Who?	
We are planning to conduct a campaign to encourage people to wash faces and hands with soap, to prevent trachoma. Would you like to support this?	
How could you support?	
Could you provide water and soap to help practise face and hand washing?	
Would you like to receive training or more information about Trachoma and how to prevent it?	

Farewell

Thank the respondent and take leave. 'Is there anything else you want to share with us or ask us? Thank you.'

Any Other Observations:

KIIs – Government

OPD

Topics	Questions
Current initiatives	Are there any support groups for persons with disabilities? Online? In-person? Are there any campaigns targeted at persons with disabilities? Are there any Government policies to support persons with disabilities? Is there anything specific to Trachoma? Do you hold regular meetings with persons with disabilities? If yes, how often? Where are these meetings held? Are persons with disabilities able to attend these meetings? Is there any other initiative from the Government?
Resources	Are there specific budgets allotted for campaigns targeted at persons with disabilities? Are there any persons within the Government who is responsible for reaching out to persons with disabilities?
Priority	How important is disability in the agenda of the rural municipality? How important is safe drinking water?
Support	Share research plan and tools. Discuss how they can support the research process: Recruitment? Participation?

Health facility in-charge

Topics	Questions
Priority	Is Trachoma a priority for the Government? Can HEWS and WDA deliver an intervention in the ground? How much of their time can they give to a campaign for Trachoma?
Activities	Can they conduct group meetings and household visits in their community, if they are given training? Can they conduct meetings with mothers focused on face and handwashing for Trachoma prevention? Can they visit the households of persons with disabilities?
Support	What kind of support would they require to deliver these activities? Training? Do they need to be covered for any expenses?

Chief Administrative Officer

Topics	Questions
Share	Research plan Possible pilot from May-June
Resources	What resources are available with the Government to deliver the campaign? Financial resources? Human resources?

Boy Disgust





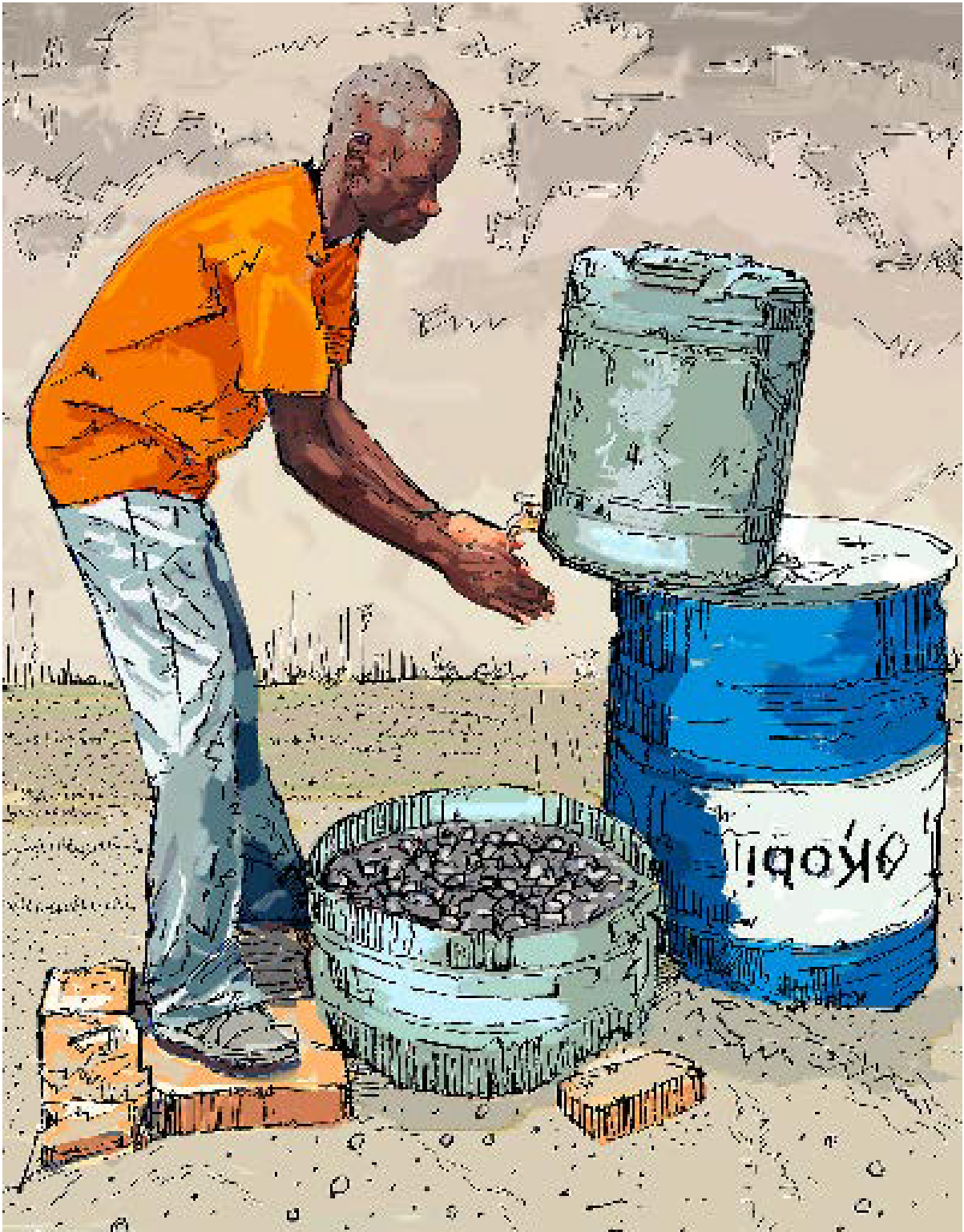




Face and Hand Washing Facility



Source: The Sanitation Learning Hub



Source: The Sanitation Learning Hub



Source: The Sanitation Learning Hub



Source: The Sanitation Learning Hub



**1.5-L plastic reclaimed bottle
and 30 g detergent**



**Pour the detergent into
the bottle**



Shake well



Make a hole on the cap



Soapy water



Wash your hands



Source: The Sanitation Learning Hub






Source: The Sanitation Learning Hub



Source: The Sanitation Learning Hub



Reminder Diary

			
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