

FORMATIVE RESEARCH HOUSEHOLD INTERVIEW GUIDE

Demographic variables

- Name
- Gender
- Age
- Occupation
- Level of education
- Literacy
- What is your usual monthly income?
- Family size, structure

Toilet History

Purpose: Understand the history of current and previous latrines in a household plot.

Method: Participants describe their experience with toilets on the plot, including how and when existing toilets were procured

Detail:

- *Construction*
 - When was this toilet built?
 - Why was it built then?
 - Who made the decision to build it?
 - Who did the actual digging/building?
 - Where did the materials come from?
 - How long did it take to construct?
 - How much did it cost?
 - What was the situation before that? Was there another toilet on the plot before that?
- *History of change*
 - Has this toilet been changed since it was built? What changed? Why?
 - Has the pit filled since you've been here? When? What happened after it filled?
 - Has this toilet ever flooded? What happens when it floods?
 - Has it ever been repaired?
 - Has it ever been emptied? If so, when? How (manually, by truck)?
- *Cleaning*
 - Who cleans it and when?
 - Does it stay clean this way?
 - Is there a rota? Can I see the rota? If not written, how do you know whose responsibility it is today? What happens if the responsible person goes away?
- *Use*
 - What things go into the hole? (Menstrual pads, child faeces, diapers, other?)
 - What sorts of activities besides elimination can happen inside the toilet (bathing, laundry, changing menstrual materials, storing stuff)?

Daily Routine/ Scripting

Purpose: Elicit the normal sequence of events in everyday life, with emphasis on target behaviours.

Method: Participants list and discuss the activities they did yesterday, and then consider where sanitation behaviours fit into this routine.

Detail:

- Ask the respondent what they did yesterday from the moment they got up in the morning. Explain that you want to learn, step-by-step about their daily routine right through to when they go to bed at night.
- As they speak, draw a simple picture and write a key word to represent the activity they describe (or lay pre-fabricated paper picture cards). Lay the picture cards out in front of them on an available surface in a row from left to right.
- With this overview in hand, you can then ask them to describe in more detail the parts of the routine you are interested in (e.g., defecation, food preparation).
- Events which might have been missed (e.g., because they are embarrassing or less often practiced) can also be prompted. Look at the cards and ask the respondent about anything that is obviously missing, e.g. did you go shopping, collect water, eat lunch, go to the toilet etc. Insert any additional cards into the daily routine.
- Next, ask the respondent for more information about each activity/task of particular interest: people – who was there, what did they do, who visited the house and when, who did they meet and where, products – what did they buy, where and why. They may have already told you some things as you were putting the card down.
- Ask what is normally the best moment during the day – why? The worst – why? The most boring – why? The most fun – why? The most rewarding – why?
- Ask the respondent “If you could change one thing about your normal schedule, what would it be? Why?”

Household observation

Purpose: Record salient physical features of the setting.

Method: The toilet is visited and photographed. Its characteristics are noted including structure, materials, quality, and availability of water or handwashing facilities.

Detail:

- Instruction: Go take a look and take pictures of any latrine (from all sides and inside, as well as from a distance), as well as of any other major structures. Record the following information:
- Housing:
 - What sort of construction
 - How many rooms
- Latrine:
 - What kind of superstructure is there?
 - What kind of slab?
 - Is there any way being used to reduce odor?
 - Is it a sitting toilet?
 - Can it be emptied? Manually or via truck?
 - Does it appear clean?
 - Are there cleaning products present? If not, can the respondent show you cleaning products for the toilet?
 - Is there a place to wash hands anywhere on the household? Are soap and water present at the hand-washing place?
 - Is there a garbage pit on the property?
- Water source:
 - What kind of source
 - Cost/month
 - Temporal availability/regularity
 - Priorities of use
 - Storage types

Finances/ Decision Making

Purpose: Understand how households save and spend, particularly with reference to sanitation.

Method: Participants discuss their methods of saving and how the household makes spending decisions.

Detail:

- What is the most expensive thing you have ever bought? How did you save money for it? Who made the decision to buy it? Anyone else involved in the decision? Did they/you have to negotiate with anyone to get permission to buy it? Did they/you voluntarily consult with anyone for their advice?
- Prompts:
 - If you have a mobile phone, how did you finance that purchase?
 - If you have a TV, how did you finance that purchase?
- What is the maximum amount you have ever saved? How long did it take you to save this amount? Where did you keep the money? What did you eventually do with it?
- Ever had a bank account? When? What for? Which bank? Do you know anyone (else) who has a bank account? Who?
- Ever used 'merry-go-round'? How many people were involved? Who were they? How much was the stake? How often were the payouts? What did you buy with your winnings?
- Ever used a microfinance institution? If so, what did you buy with the proceeds? Do you know anyone who has used microfinance?
- Ever had a subsidy from the government? What was the subsidy for? Did you have to prove eligibility? If so, how? Did you have to pay any part back?
- When you have to make a decision about what to do with a large amount of money, do you consult anyone? Who?
- What if the choice is about –
 - A personal item like clothing?
 - A household item like a TV?
 - [Landlord only:] A plot-related item like a new toilet?
- Can you recall any time when you wanted to buy something but couldn't because someone else said you couldn't?
- Has there been any time when you told someone else that they couldn't buy something? Why? Did they buy it anyway?

Toilet Costing

Purpose: Understand perceived cost of improving latrine and knowledge of latrine elements.

Method: Participants compare pictures of toilet components and estimate relative and absolute costs for each.

Touch Points

Purpose: Map channels of communication with target audiences.

Method: Sources of relevant information and social influence, including events, media, community groups, savings and government outreach are documented.

Detail:

LEARNING:

- Where do you think you have learned most about [topic]? What did you learn this way? Was anyone else important?

- Have you read anything about [topic]? Book? Magazine? Newspaper? About what or how to feed them?
- Have you talked to anyone about [topic]? Who? When? What did you discuss? What advice were you given? Anyone outside the family? Neighbours? Health care workers? Shop owners? Did you change anything you do as a result?
- Who knows most about [topic] in [country]? Who is the top expert do you think?
- If you had a question now about [topic], where would you go to get the answer? Why would you go there?
- If you had a question about [topic], and your mother said one thing, and your doctor a different thing, which one would you listen to/follow? Why? Mother vs religious authority? Doctor vs religious authority? Mother vs TV show?

CHANNELS:

- Did you take any classes about [topic]? Attend any meetings where it has been discussed? What did you learn in this way? Did you change anything you do as a result?
- Do you have a TV, what channels/programmes do you like to watch? Do you watch alone or with others? Did you change anything you do as a result?
- Do you own a radio? Do you ever listen (to other people's)? What programmes?
- What ads can you remember? Any [topic] ads? Any programmes about [topic]? Can ads about [topic] be trusted?
- Ever used the internet? What for? Know about social media (e.g., Facebook, Twitter)?
- Own a mobile phone? Do what with it? Ever got a [topic] message on a mobile phone?
- Ever been given a free sample of [product]? Who from?
- Ever been to a promotional event? Promoting what?

SOCIAL INFLUENCES:

- Who comes to your house? Why do they come? What do you talk about?
- Where do you regularly go away from your house (e.g., market, family visit)? Who do you meet there? What do you talk about?
- What events do you regularly attend (e.g., religious service)? What do you do there?
- What is the furthest point from your house that you have ever visited? Why?
- How many times have you consulted primary health care service in the past 12 months? Who exactly? Did they give any advice? Can they be trusted?

Superpowers Game

Purpose: Elicit relative importance of motives.

Method: Participants bid sums of (play) money to obtain 'powers' represented by the motives e.g. never being hungry; being respected by peers

Detail:

Show participant the Superpower Board (3x5, with one motive-based 'superpower' in each cell; see below). Read the phrases out in each cell.

1. **Disgust:** To never catch a disease from anyone [for the rest of my life]
2. **Hunger:** To never feel hungry or thirsty again
3. **Play:** To always be able to learn new skills easily
4. **Hoard:** To always have all the stuff I need to be prepared for any situation
5. **Attract:** To always be beautiful; able to attract the same/opposite sex
6. **Create:** To always be able to create a good physical environment to live in
7. **Love:** To always be loved by the (wo)man of my dreams

8. **Nurture:** [Adult] To ensure my children will always be happy, safe and successful; [Child] To ensure I am always protected and safe
9. **Curiosity:** To always be well-informed about what's going on in the world
10. **Status:** To always be esteemed and respected by others
11. **Comfort:** To never feel physical discomfort
12. **Lust:** To always be able to perform sexually with (wo)men
13. **Fear:** To always be safe from attacks or accidents
14. **Justice:** To make others always be honest and fair; [to ensure I can always live in a just society
15. **Affiliation:** To make others like me and want me in their group

Give the participant 10 units of fake 100-valued money, and proceed as follows:

Achieved powers (Current Abilities): First play the game to see what 'powers' individuals believe they already have achieved (either through birth or mastery). 'These are various 'powers' that a person might have. Place the money; the more money you put down means the more true it is of you now.' When the participant is finished, ask how they achieved these powers, and what they do with them.

Desired powers: 'Now we'd like to know what powers you would like to *gain* or *acquire*. Put your money where it matters to you, and put more money on a power to make sure it comes true for you, if it's really important. You can put all your money on just one power, or spread it around on several, if they are ones that you want to have.'

Once they have laid out the money to their satisfaction, ask them why they have spent money on each power, why so much, and finally why they have *not* been interested in acquiring other superpowers. Record all responses.

Figure: Superpowers Board: Current Abilities

1 I never get any disease or infection	2 I never feel hungry or thirsty	3 I can learn new skills easily
4 I'm prepared for any situation	5 I'm beautiful and am able to attract the same/opposite sex	6 I can create a good physical environment to live in
7 I'm loved by the (wo)man of my dreams	8 I can make sure my children are always happy, safe and successful	9 I'm well-informed about what's going on in the world
10 I'm esteemed and respected by others	11 I never feel physical discomfort	12 I have an active sex life

13 I feel safe from attacks or accidents	14 Others are honest and fair to me	15 Others like me and want me in their group
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Figure: Superpowers Board: Desired Powers

1 To never catch a disease from anyone	2 To never feel hungry or thirsty again	3 To always be able to learn new skills easily
4 To always have all the stuff I need to be prepared for any situation	5 To always be beautiful; able to attract the same/opposite sex	6 To always be able to create a good physical environment to live in
7 To always be loved by the (wo)man of my dreams	8 To ensure my children will always be happy, safe and successful	9 To always be well-informed about what's going on in the world
10 To always be esteemed and respected by others	11 To never feel physical discomfort	12 To always have an active sex life
13 To always be safe from attacks or accidents	14 To make others always be honest and fair	15 To make others like me and want me in their group

Toilet Improvement Ranking / Build your own Toilet

Purpose: Understand the relative importance of types of toilet improvements.

Method: Participants are shown pictures of potential improvements to toilets to discuss and rank by importance.

Detail:

Instruction: Lay out all the options below in front of the respondent. Say 'These are various ways in which a toilet can be improved. Which one is the most important to you?' Have them make a choice and then ask

'why?'. Then ask 'Which is next most important to you?' Again ask 'Why?' about each choice, until all have been chosen.

- Protection from sun/rain: Leaky roof → Fixed roof
- Access restriction: Latrine door without lock → Door with lock
- Financing: Small amount of money available → More money available thanks to 'merry-go-round' jackpot (to be used to improve toilet)
- Comfort/disability access/Reduce contamination: Squat toilet → Toilet seat
- Anti-bacterial clean: Concrete floor cleaned with water/broom → Concrete floor cleaned with smell-reducing soap product
- Cleanability: Rough dirt floor → Smooth tile floor
- Hand hygiene: Latrine without handwash facility just outside → Latrine with handwash facility just outside
- Functioning maintenance system: Unclean toilet (faeces on ground) → Clean toilet (e.g., thanks to working rota system)
- Pit longevity [collapse avoidance]: Unlined pit → Plastered pit (during construction)
- Smell reduction: No ventilation pipe → Ventilation pipe
- Pit life extension [emptiability]: Full pit → Pit being emptied by pump
- Privacy: Hole in wall (with person watching from outside) → Solid walls
- Manners: Leaking into neighbouring household → Not leaking
- Waste disposal: People disposing of menstrual pads/diapers in pit → disposal system present (e.g., bucket with lid)

[Show informant the ranking they have made; ask if they want to make any changes; record these changes]

Windfall Exercise

Purpose: Determine the value of toilet investment in comparison with other options.

Method: Participants are given increasing sums of (play) money and asked how they would spend it.

Detail:

- Ask for inventory of capital goods in household. Do they have:
 - Motorbike
 - Fridge
 - Mobile phone
 - TV
 - Radio
 - Anything else?
- Now I give you 50,000 Tanzanian Shillings. What would you spend it on?
- I give you an extra 50,000. What would you spend it on?
- I give you an extra 50,000. What would you spend it on?
- Etc

Assume that the choices in the earlier rounds have higher priority.

Three Wishes

Purpose: Understand what aspirations parents have for their children.

Method: Participants describe their top three aspirations their children's futures.

Detail: If you could have three wishes for your child, what would they be? (write them down, then discuss/do ranking/voting in group) If girl/boy, what sort of life would you like them to have? Write them down on a birthday card to the child.

Sanitation Motive Mapping

Purpose: Elicit relative motivations for building or upgrading a choo bora.

Method: Participants are shown cartoons of toilet building with outcomes showing potential benefits/rewards according to the motives set, to discuss and rank.

Detail:

Instruction: Select the top-ranked improvement. Put all the motive pictures out next to the improvement. Get a reason for why each response might occur as a consequence of making that improvement to a latrine. Ask 'Which of these would motivate you most to actually do the top improvement'? Get a ranking.

1. Church elder says 'Everyone in the community will admire you for doing that!' (Status/Respect)
2. Spouse/child (as appropriate for informant) says 'I love you for doing that!' (Love)
3. Landlord says to him/herself 'That was disgusting; I did well!' (Disgust)
4. Neighbour says 'You showed you are like the rest of us; well done!' (Affiliation)
5. Landlord says to him/herself "I've really made the household nicer now; I did well!" (Create)
6. Landlord says to him/herself "I really showed some skill doing that; I did well!" (Play)
7. Church elder says 'That was the right thing to do; well done!' (Justice)
8. Landlord says to him/herself 'Now my child will be safe!' (Nurture)

ALTERNATIVE VERSION: What are the most important reasons someone might want to perform the target behaviour (in this case getting or improving a latrine)? [Let the respondent think of their own reasons first; add to stickie if novel]

Then show list. Which are important? Which can be ignored. Then, rank the important ones please.

1. Don't make neighbours ill [Disgust/'Manners']
2. Safe for children (don't fall in) [Nurture]
3. Avoid sexual attack [Nurture]
4. 'Durable' (lasts long time before filling up/needs repair) [Hoard]
5. Low cost [Hoard]
6. Be like everyone else (by having a latrine) [Affiliation/Justice]
7. Have a place for guests [Affiliation]
8. Contribute to 'Cultural village' [Affiliation]
9. Show off to everyone [Status]
10. Chance to increase (building/use) skills ('more experience') [Create/Play]

Get respondents to pick a couple of motives. Ask them to tell real stories about when they've been in a situation like that in their lives (i.e. for 'status' done something because it helped them look or feel smart in front of others or not done something because they were afraid of being judged, etc.)

Pick out other motives of interest and explore if these could be motivating in this situation – why, why not? When? How? Pick a couple of motives that they feel are unlikely to be persuasive and discuss why not. Rank the motives according to which fits best.

Norms

Purpose: Understand expectations on beliefs, sanctions and moral status of a behaviour.

Method: Participants are asked to estimate what proportion of people in their village carry out the target behaviours.

Detail: Ask the following questions:

- EMPIRICAL EXPECTATIONS: BEHAVIOURS
 - Out of 10 people around here
 - How many wash their hands with soap after defecating?
 - How many wash their hands with soap before feeding a child?
 - How many have a choo bora?
 - How many use a neighbour's choo?
 - How many have a handwash stand?
- EMPIRICAL EXPECTATIONS: BELIEFS
 - Around here, people think it's ok to have a choo cha asili [Y/N]
 - Around here, people think you should wash your hands with soap [Y/N]
 - Around here, people think you should have a choo bora [Y/N]
 - Around here, people take care of each other when they are in need [Y/N]
 - Around here, people think it's important to go regularly to religious services [Y/N]
 - You can buy handwash stands around here [Y/N]
- NORMATIVE EXPECTATIONS : SANCTIONABLE?
 - How would people close to you react if you improved your toilet?
 - Would you care if they reacted that way?
 - If people around here did not penalize someone for keeping a choo asili, would they continue to do it?

Toilet personification

Purpose: Understand social implications of toilet choices.

Method: Participants are shown images of different toilets and describe the person that would choose and own them.