Understanding gender engagement in CLTS activities in rural Cambodia

Student 1

Global Field Experience Award Proposal
Summer 2016
ABSTRACT: Current sanitation coverage in Cambodia is approximately 42%. In 2011, the Cambodian government launched the Cambodian Rural Sanitation and Hygiene Improvement Project (CRSHIP) to increase sanitation coverage through Community-Led Total Sanitation (CLTS). However, the success of CLTS under CRSHIP was low, with only 31% of villages becoming open defecation-free. WaterAid joined the CRSHIP project to examine the low success rates of CLTS and identified a greater understanding of the role of gender in sanitation promotion as a priority for improving CRSHIP programming.

This summer, I propose to work with the WaterAid office in Phnom Penh for 13 weeks from May through August to conduct a process evaluation using qualitative methods to understand gender engagement in CLTS. The objectives of this process evaluation are to understand: 1) how CLTS facilitators engage men and women in CLTS recruitment and activities, 2) how CLTS influences sanitation perceptions and desire to purchase and construct toilets among men and women, and 3) how men and women influence household-level decisions to purchase and construct toilets in rural Cambodian communities. Data will be collected through: 1) in-depth interviews of CLTS facilitators, 2) focus group discussions with men and women who have experienced CLTS under CRSHIP, and 3) unstructured observation of CLTS activities. I will be training and leading a team of enumerators who will conduct data collection and act as translators. I will conduct interviews with English-speaking CLTS facilitators where possible and unstructured observations of gender differences in participation in CLTS activities. WaterAid enumerators will transcribe and translate all FGDs and any interviews conducted in Khmer. After data collection, I will produce a report for WaterAid summarizing the key findings from this process evaluation and will present these findings to WaterAid and CRSHIP staff prior to departure.

This project will provide me with an opportunity to gain valuable field experience conducting research with qualitative methods and will provide WaterAid and the CRSHIP project with recommendations for improving gender-specific recruitment and messaging for CLTS in rural Cambodia. I am requesting funds from the Global Field Experience Award to defray the costs of this project that will not be funded by WaterAid.
SECTION II: DETAILED PROPOSAL

BACKGROUND: Lack of access to sanitation is a major risk factor for a wide variety of infectious diseases and other health problems [1]. Achieving universal access to sanitation, especially equitable access for women and girls, is a key target for meeting the Sustainable Development Goal for water and sanitation [2]. However, only approximately 42% of Cambodians currently have access to improved sanitation [3]. In 2011, the Cambodian government received a 5-year grant from the Global Sanitation Fund (GSF) to improve sanitation coverage and launched the first phase of the Cambodia Rural Sanitation and Hygiene Improvement Project (CRSHIP1) in six provinces. CRSHIP1 was implemented by non-governmental organizations (NGOs) and government ministries. Implementing partners (IPs) primarily used Community-Led Total Sanitation (CLTS) programming to promote sanitation. CLTS focuses on eliciting feelings of shame and disgust at open defecation practices through participatory triggering activities to encourage individuals to build toilets and communities to become open-defecation free (ODF) [4].

CRSHIP1 had limited success, with only approximately 31% of participating villages achieving ODF status. Furthermore, villages that did reach ODF status required longer time periods and greater financial investment than previously anticipated. Staff from IPs frequently observed differential gender participation in CLTS triggering activities. Women formed the majority of participants, while men had consistently low participation rates. With additional funding from the GSF, CRSHIP1 will be expanded to cover an additional five provinces in its second phase from 2014-2018 (CRSHIP2). As a result of the previous challenges associated with CRSHIP1, a Learning and Documentation (L&D) sub-grant has been included to better understand the challenges encountered during CRSHIP1 and how to best overcome them in CRSHIP2. Given the low success rates of CLTS and differential gender participation in triggering activities, WaterAid has identified a need for greater understanding of gender engagement in CLTS.

PROJECT OBJECTIVES: The objective of this project is to conduct a process evaluation using qualitative methods to understand gender engagement in CLTS activities carried out under CRSHIP. Research questions to be answered in this process evaluation are:
SECTION II: DETAILED PROPOSAL

- How do CLTS facilitators engage men and women in CLTS recruitment and triggering activities?
- How does CLTS conducted under CRSHIP influence sanitation perceptions and desire to purchase and construct toilets among men and women?
- How do men and women influence household-level decisions to purchase and construct toilets?

This project will be conducted as a part of the L&D sub-grant and will be used to inform current and future sanitation promotion under CRSHIP. Data gathered in this evaluation will be used to improve targeting of key decision makers for sanitation uptake and to tailor promotion strategies to increase gender-specific appeal for increased sanitation uptake. I will be responsible for leading this project under the supervision of the L&D sub-grant coordinator, and I will work with a team of bilingual enumerators supplied by WaterAid. For this project, I will be responsible for designing data collection tools and training enumerators on their use. I will also participate in data collection activities where fluency in Khmer is not necessary. I will draft a report summarizing the findings from this process evaluation and make recommendations for the CRSHIP program based on these findings.

METHODS AND DELIVERABLES: This project will gather data through the following methods: desk review, in-depth interviews (IDIs), focus group discussions (FGDs), and unstructured observations. In late March and early April, upon receipt of documents from WaterAid, I will conduct a desk review of training manuals and other documents from IPs that outline procedures for CLTS. This review will identify the official protocols used for CLTS and any documented strategies or behavioral theories behind these methods. I have created drafts guides for IDIs (Appendix A), FGDs (Appendix B), and observations (Appendix C). These drafts have been informed by existing CLTS guidelines [4] and strategies used for sanitation promotion used by NGOs currently working in rural Cambodia [5-6]. I will train a team of enumerators supplied by WaterAid to conduct FGDs and IDIs using these guides. These guides will be reviewed by WaterAid staff and pilot-tested upon arrival in-country. Revisions will be made to guides prior to field data collection to include any novel findings from the desk review and to reflect feedback from pilot testing and WaterAid staff’s review.
SECTION II: DETAILED PROPOSAL

Following pilot testing, IDIs will be conducted with CLTS facilitators to understand how facilitators engage men and women participants in recruitment and triggering. Interviews will be conducted with CLTS facilitators from five IPs, with one man and one woman interviewed from each IP. I will conduct IDIs preferentially with bilingual, English-speaking staff available for interview at IP offices in Phnom Penh, and transcribe recordings of IDIs for analysis. In the event that English-speaking staff are not available for some IPs, selected interviews will be conducted in Khmer by WaterAid enumerators, and subsequently transcribed and translated by the enumerator.

FGDs will be conducted in villages where CLTS was previously conducted under CRSHIP1 to understand sanitation-related decision making and how CLTS activities have influenced sanitation perceptions and desire to purchase and construct toilets. WaterAid enumerators will facilitate FGDs in Khmer separately with men and women to identify gender-specific differences. FGDs will be recorded, and WaterAid enumerators will transcribe and translate recordings. I will be present in the role of the observer and note taker during FGDs. FGDs will be conducted in four villages in CRSHIP1 provinces, with 6-8 participants per group, and separate groups held for men and women in each village.

Unstructured observations will be conducted in villages undergoing CLTS triggering. I will travel with IP organizations to observe CLTS triggering four villages where CLTS activities are occurring under CRSHIP2. Observations will document the specific CLTS activities conducted, interactions of men and women with the CLTS facilitator and other participants, and participation of men and women in CLTS activities. These observations will be used to understand differences in engagement of men and women by CLTS facilitators, and gender differences in participation in CLTS activities.

Following data collection, I will return to the WaterAid office in Phnom Penh and assess preliminary findings from this process evaluation. I will use data from IDIs and unstructured observation to identify key activities and strategies used by facilitators to engage men and women during CLTS recruitment and triggering. I will use FGD data to identify gender-specific motivators and barriers to sanitation adoption, gender-specific reactions to CLTS, and gender roles in sanitation-related decision. I will use these preliminary results to draft a Learning Note following WaterAid guidelines. The Learning Note will
SECTION II: DETAILED PROPOSAL

Summarize key findings and make recommendations to improve gender-specific targeting of key sanitation decision makers by CLTS recruitment activities and to improve CLTS triggering activities to reflect gender-specific motivators, barriers, and reactions to CLTS. I will present the preliminary findings to CRSHIP staff in a formal presentation in the final week of the project. I will conduct more extensive thematic analysis of the data gathered in this evaluation at Rollins in the fall semester of 2016 in conjunction with the qualitative data analysis course taught in the Global Health Department. Emory University’s Institutional Review Board (IRB) has determined that this project does not meet the definition of human subjects research and is exempt from IRB review (Appendix D). Nevertheless, informed consent will be obtained from all IDI and FGD participants, and permission will be obtained from IPs to conduct observations. CLTS facilitators and participants in public CLTS triggering events will be informed of observation activities.

LEARNING OBJECTIVES & CAREER GOALS STATEMENT: I hope to apply to doctoral programs in environmental health this fall to pursue an academic research and teaching career in the water and sanitation field. This practicum presents an ideal opportunity for me to experience designing and conducting research directly related to water and sanitation. From creating a research question and collecting data to writing a report that summarizes my findings, the project will provide me with excellent experience in leading a research project and team of enumerators to collect data in the field. I am also excited to learn more about qualitative research methods through this practicum experience. This practicum will provide me with skills in conducting focus groups and interviews that will be useful later in my research career.

Since September of 2015, I have been working with Dr. Thomas Clasen on a set of systematic reviews for the World Health Organization examining the effects of sanitation and health. Through this work, I have read primary qualitative and quantitative literature, extracted data, and assessed potential sources of bias in published sanitation research. This work has given me an understanding of many of the common methods and problems associated with evaluating the impacts of sanitation and has helped me to
SECTION II: DETAILED PROPOSAL

understand the current knowledge gaps in the literature. I also am currently enrolled in Dr. Karen Levy’s Water Research Methods course. Through this course, I am conducting qualitative interviews and surveys that will provide excellent preparation for me to collect data in the field in Cambodia. I feel confident training staff to conduct focus groups. I have experience working as a tutor and a teaching assistant. Through this work, I have designed lesson plans, led group review sessions for up to twenty students, and facilitated group discussions. I feel confident designing an appropriate training curriculum for enumerators and am excited to apply my teaching experience in a research setting.

TIMELINE: The desk review will be conducted in March and April. In-country activities for this project will be conducted over the course of 13 weeks from May to August following the timeline below.

Additional thematic data analysis will be done in the fall semester 2016 from September to December.

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<td>Preliminary data analysis, drafting of learning note, and presentation of findings</td>
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BUDGET: I anticipate the expenses below and request the following sources of funding for this project:

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<th>Anticipated Cost</th>
<th>Anticipated Funding Source</th>
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<tbody>
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<td>Travel to country</td>
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<td>GFE (requested)</td>
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<td>Immunizations and malaria prophylaxis</td>
<td>$120</td>
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<td>Visa and immigration fees</td>
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<td>Room and board</td>
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<td>Phone and internet</td>
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<td>Personal funds</td>
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<tr>
<td>Incidents</td>
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<td>Travel to field sites</td>
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<tr>
<td>Housing at field sites</td>
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<td>WaterAid</td>
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<td>Research-related costs</td>
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<td><strong>Total anticipated cost of project:</strong></td>
<td><strong>$4,045</strong></td>
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<td><strong>Total funds requested for GFE award:</strong></td>
<td><strong>$2,570</strong></td>
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SECTION II: DETAILED PROPOSAL

REFERENCES


February 21, 2016

WaterAid Cambodia
S.I Building, Level 3, Sihanouk Blvd,
Phnom Penh, Cambodia

Dear Ms. Darcy Anderson,

On behalf of the WaterAid Cambodia team please accept this letter as a formal invitation to join our team as a Research Intern from May through August of 2016.

We are honored that you have chosen to work with us and we’re looking forward to helping you in your research project to evaluate current efforts by Water Sanitation and Hygiene (WASH) practitioners to address gender in sanitation promotion activities, and to understand how gender influences sanitation-related activities, decision making, and uptake motivators among rural Cambodians. It is anticipated that your research will contribute to learning on how to better address gender issues in Cambodian WASH participatory programs. Given the specific nature of the application of your research, it is not anticipated that local IRB/ethics committee approval will be required.

As specified in the agreed upon terms-of-reference (attached) it is expected that the deliverables from your project will include a learning note (approximately 8-13 pages) and a presentation (maximum one hour) summarizing your research findings.

During your internship the WaterAid Cambodia team will provide support including assistance identifying options for appropriate housing in Phnom Penh (rent to paid for by the intern), provide workspace at the WaterAid office, and arrange and pay for transportation, lodging and a translator (if necessary) when conducting field visits.

Please feel free to contact me should you have any questions regarding the above. In the meantime we look forward to working with you and meeting you in person in May.

Best regards,

James ("J.") Dumpert
Learning and Communications Manager
Ph: +855-12 570 891
Email: j.dumpert@wateraid.org.au
SECTION IV: CURRICULUM VITAE

Student 1

1234 abc lane  |  Student 1@emory.edu |

EDUCATION

Master of Public Health | Emory University, Rollins School of Public Health  | expected 2017
Global Health, concentration in Infectious Diseases
Water, Sanitation, and Hygiene Certificate

Bachelor of Science | Tufts University  | 2015
summa cum laude, biology and community health
Phi Beta Kappa, 2015
Junior Year Abroad, University College London, 2013-2014

RESEARCH EXPERIENCE

Graduate Research Assistant | World Health Organization  | 9/15 - present
Assisted in literature reviews commissioned by the WHO on the effects of sanitation on health outcomes.
Extracted data from primary qualitative and quantitative literature. Assessed risk of bias using the Liverpool Quality Assessment Tool and GRADE methodologies.

Research Intern | Massachusetts General Hospital  | 9/14 – 12/14
Assisted in the Neuroendocrine Unit with studies examining body composition and fracture risk in anorexic patients. Conducted data entry and analysis. Created figures and tables for publication.

TEACHING EXPERIENCE

Teaching Assistant | Tufts University  | 1/16 - present
Course: CH56: Introduction to Global Health. Provided academic support and supplemental instruction for 50 students through online office hours and individual meetings. Evaluated student papers and exams. Performed routine updates and maintenance of course website.

Backcountry Caretaker | Green Mountain Club  | 6-15 – 8/15
Conducted public outreach and education for conservation, endangered species protection, and backcountry water treatment safety. Led educational guided walks on local ecology, biodiversity, and geology. Maintained backcountry shelters and trail network. Performed on-call search and rescue.

Tutor | Tufts University  | 9/14 – 5/16
Instructed weekly group review sessions for student peers in introductory biology. Developed activities and lesson plans. Guided discussions. Provided supplemental instruction for student peers in introductory and intermediate biology courses. Adapted course material and problem sets for individual student use.

Education Branch Coordinator | Tufts University Sustainability Collective  | 1/12 – 5/12
Designed age-appropriate curricula to teach preschool-aged children lessons on environmental sustainability and stewardship. Coordinated a team of student peers to teach lessons at a local educational daycare center. Planned group budget.
APPENDIX A: IN-DEPTH INTERVIEW GUIDE

IN-DEPTH INTERVIEW GUIDE

Date: ___________

IP organization: __________________________________

Facilitator gender: M / F

Introduction
Hello, my name is Student 1, and I’m working with WaterAid and Emory University. I’m conducting research on gender engagement in CLTS activities. Thank you for taking the time to speak with me today. I very much appreciate your help.

I am conducting interviews to understand how men and women experience the CLTS process. I will be using this information to develop recommendations to improve sanitation promotion activities for WaterAid and other organizations involved with the Cambodian Rural Sanitation and Hygiene Improvement Project. I would like to interview you today to learn about how you conduct CLTS and what strategies you use to engage men and women during CLTS recruitment and activities.

In the interview, I will ask you a series of questions. The interview should last no more than 90 minutes. Your participation is completely voluntary, and you may choose not to answer any question or to end the interview at any time. I will take notes as we talk and would also like to audio record this interview so that I do not miss anything important. If at any point you would like to stop the audio recording, let me know and I will pause recording and restart it again when you feel comfortable doing so.

Only members of the research team will have access to the recording. The information that you provide me with today will be used only in discussions with WaterAid and other organization working on the Cambodian Rural Sanitation and Hygiene Improvement Project. Your name will not be used in any reports or presentations related to this research. Any quotes from you will be de-identified, and the recording of this interview will be deleted after the research is completed.

Would you like to proceed with the interview?
- if yes: Great.
- if no: Thank you for your time. [end interview]

Is it okay if I record this interview?
- if yes: Thank you.
- if no: That’s fine. I will just take notes instead.

Do you have any questions or concerns before we continue?
- if yes: [address questions or concerns]
- if no: [proceed]

To begin, I would like to get a little background information.
- How old are you?
- How many years have you been a CLTS facilitator?
- Approximately how many CLTS sessions have you facilitated?
APPENDIX A: IN-DEPTH INTERVIEW GUIDE

Training and background

1. Tell me about the training that you received to become a CLTS facilitator.
   a. Who conducted these trainings?
   b. How much training did you receive?

2. What strategies were you trained to use to promote sanitation?
   a. Which do you think are most useful? Why?
   b. Which do you think are least useful? Why?

3. How did your trainings address sanitation promotion strategies specific to women participants compared to men participants?

Conducting CLTS

4. Please tell me about the strategies that you use to specifically recruit women compared to men to attend CLTS triggering events.
   a. Please describe any ways in which the techniques you use for participant recruitment differ from techniques that you were trained to use.

5. Please describe for me how you typically run a CLTS triggering session.
   a. Please describe any ways in which the techniques you use in a triggering session differ from techniques you were trained to use.

6. How do you encourage people to participate during CLTS triggering?
   a. Tell me about a time when you needed to encourage people to participate and what you did.

7. Who do you find are usually the more active participants during CLTS triggering?
   a. Who are typically the least active participants?
   b. What do you do to encourage participation specifically among these people?

8. How do you select natural leaders during CLTS triggering?
   a. Who do you normally identify?
   b. Why do you identify these people?

9. Please describe any differences in how you interact with men versus women when you conduct CLTS triggering.
   a. What difficulties do you experience in working with men versus women participants?
   b. What strategies do you use to relate to men and women with very different backgrounds from your own?

Sanitation decision making

10. In your experience, how do households typically go about making the decision to buy and build a toilet?
    a. Which household members do you think usually make the decision to buy and build a toilet?
    a. What other members of the household might influence this decision? How?
    b. How do you try to target decision makers when conducting CLTS?
APPENDIX A: IN-DEPTH INTERVIEW GUIDE

Perceptions of the importance of sanitation for men and women

11. Why do you think men decide to build toilets?
   a. How do you address these reasons when you conduct CLTS?
   b. Why do men decide not build toilets?
   c. How do you address these barriers when you conduct CLTS?

12. Why do you think women decide to build toilets?
   a. How do you address these reasons when you conduct CLTS?
   b. Why do women decide not to build toilets?
   c. How do you address these barriers when you conduct CLTS?

Concluding remarks:

Those are all of the questions that I wanted to ask you today. Thank you again for your time and participation. As I mentioned earlier, all of the information that you shared today will only be shared with WaterAid and other organizations involved in the Cambodian Rural Sanitation and Hygiene Improvement Project. All information will be de-identified. Before I go, do you have any questions for me, or is there anything else that you would like to tell me regarding sanitation or CLTS?
APPENDIX B: FOCUS GROUP DISCUSSION GUIDE

FOCUS GROUP DISCUSSION GUIDE

Date: _________________
Province: ______________________
Village: _________________________
Date CLTS was conducted: _____________________
Implementing Partner: _________________________
CLTS Facilitator(s)’ gender(s) (if known): ______________________

Introduction:
Hello, my name is [facilitator name], and this is my colleague Student 1. We are working with WaterAid and Emory University on a research project about gender engagement in sanitation promotion activities and sanitation-related decision making. We are holding focus groups in villages that received sanitation promotion under the Cambodian Rural Sanitation and Hygiene Improvement Program. We will be using this information to develop recommendations to improve sanitation promotion activities. Thank you for taking the time to speak with us today. We very much appreciate your help.

This discussion will last no more than 90 minutes. We will start by asking the group a few questions, then do an activity, and then discuss a few additional questions. We want to hear everyone’s opinion. There are no right or wrong answers. We encourage you to honestly share your thoughts. It is okay to respectfully disagree with something that someone else in the group says. If you are not comfortable speaking, you do not have to do so. We ask that each person speak one at a time so that everyone’s opinion may be heard.

Your participation is completely voluntary. You do not have to answer any questions that you do not want to answer, and you may stop participating at any time. We will take notes and would like to record the discussion so that we do not miss anything important. I will place the microphone here in the middle. If at any point you would like to stop recording the discussion, tell me and I will stop the recording. You may also turn the microphone off yourself by pressing this button [indicate button]. If you would like to temporarily stop the microphone to say something that you do not want recorded, we can turn off the microphone while you share and restart the microphone again when you feel comfortable doing so.

What you say in this discussion will only be shared with our research team. Your name will not be used in any reports or presentations related to this research. Any quotes from you will be de-identified, and the recording of this interview will be deleted after the research is completed. We also ask that you do not share any of the discussion that we have today with others outside this group.

[Ask each individual participant]
Would you like to participate in this discussion?
- if yes: Great.
- if no: Thank you for coming today. You may leave at any time.

Is it okay if I record this discussion?
- if yes: Thank you.
- if no: That’s fine. I will just take notes instead.

[Ask all participants]
Does anyone have any questions or concerns before we continue?
- if yes: [address questions or concerns]
- if no: [proceed]
APPENDIX B: FOCUS GROUP DISCUSSION GUIDE

Introductions
To get started, let’s have everyone introduce themselves. Please tell everyone your name and share with the group your favorite part of your day.

Question Set 1

Next, I would like us to discuss sanitation in your village before the sanitation promotion program was conducted.

1. Before the sanitation promotion program was conducted, why people want to own toilets?
   a. Which of these reasons applied to men? Which applied to women?

2. Before sanitation promotion was conducted, how did households decide to buy toilets?
   a. [Men/primary decision makers]: How do the opinions of other members of the household influence the decision to buy a household toilet?
   b. [Women/not primary decision makers]: How do you influence the head of household’s decision to buy a household toilet?

Now I would like to talk about the sanitation promotion program itself and how it affected your community.

3. When sanitation promotion was conducted, how did you hear about the program?
   a. How were men encouraged to participate compared to women?
   b. What could be done to increase participation of men? Of women?

4. How do you think the sanitation program influenced community members in regards to owning a toilet?
   a. How did the program influence women compared to men?

5. How did the sanitation program influence the decision-making process regarding building toilets?
   a. How did men’s roles in decision making change compared to women’s roles?

6. Please describe how staff from [implementing organization] were successful at understanding the sanitation needs of men in your community compared to women.
   a. How were staff not successful at understanding the needs of men compared to women?
   b. What could be done to better meet the sanitation needs of men and women in your community?

Activity 1

Now I would like to do an activity. In this activity, we will talk about what activities were done when [implementing organization] conducted sanitation promotion in your village. First, we will name all of the promotion activities that were done, and I will write them down on note cards. Then we will group the cards into activities that made people in your community want to own a toilet, and activities that did not make people in your community want to own a toilet. Let’s start by talking about what activities were conducted and writing them all down.

Facilitator instructions:
As each new activity is mentioned, write it down on a separate sticky note. When no new activities can be remembered, move on to the next stage.
APPENDIX B: FOCUS GROUP DISCUSSION GUIDE

Now, of all of the activities that you have mentioned, I would like us to sort them into two groups: activities that made people in your community want to own toilets, and activities that did not make people in your community want to own toilets.

Facilitator instructions:
Label a poster sheet with “Made people want to own toilets” and “Did not make people want to own toilets.”

Ask: Which activities made people want to own toilets? Place the appropriate activities identified by participants under the heading “Made people want to own a toilet.”

Ask: Which activities did not make people want to own toilets? Place the appropriate activities identified by participants under the heading “Did not make people want to own a toilet.”

If the group is in disagreement, write the activity down on a second sticky note and add the activity to both groups.

Question Set 2
Before we finish this discussion, I would like us to talk a little more about some of these activities.

1. Of all of the activities listed that made people want to own toilets, which were most likely to make men build a toilet? Why?
   a. Which were most likely to make women build a toilet? Why?

2. Of all of the activities listed that did not make people want to own toilets, which were least likely to make men build a toilet? Why?
   a. Which were least likely to make women build a toilet? Why?

Concluding remarks
Those are all of the questions that I had for us to discuss today. Thank you again for your time and participation. As I mentioned earlier, all of the information that you provided today will only be shared with our research team. Your name will not be used in any reports or presentations created from this research. All information will be de-identified. Before we finish, do you have any questions for me, or is there anything else that you would like to tell me regarding sanitation in your community?
APPENDIX C: UNSTRUCTURED OBSERVATION GUIDE

UNSTRUCTURED OBSERVATION GUIDE FOR CLTS TRIGGERING

Province: ______________________
Village: _______________________
Implementing Organization: __________________________
Number of facilitators: _________
CLTS facilitator gender(s): __________________________

Introduction to be made to CLTS facilitator

My name is Student 1 and I am working with WaterAid and Emory University to understand how CLTS facilitators engage participants when conducting CLTS. I will be using the information that I collect to develop recommendations for WaterAid and other organizations involved with Cambodian Rural Sanitation and Hygiene Improvement Project to improve sanitation promotion activities. I would like to observe you today to learn about how you conduct CLTS.

I ask that you do not change anything about your normal work routine. I am here to observe the way that you would normally run a CLTS session. The information that I record here today will be used only in discussions with our research team. Your name will not be used in any reports or presentations related to this research. All information will be de-identified.

Do I have your permission to observe this CLTS session?  Yes: ______   No: ______

Participant characteristics

  Number of men present: ___________
  Number of women present: _________

Observations:
Document CLTS facilitator-participant interactions, participant-participant interactions, and participation of audience in activities, with specific attention given to the gender and approximate age individuals.
EMAIL COMMUNICATION WITH EMORY IRB: 2/22/16

Hi Student 1

Thank you for submitting your project to the Emory IRB listserv for a determination. Given the information that you have provided, it has been determined that your project does not require IRB review because it does not meet the definition of “research” with human subjects as set forth in Emory policies and procedures and federal rules. Specifically, you will conduct a public health program evaluation for WaterAid Cambodia.

Please note that this determination does not mean that you cannot publish the results. This determination could be affected by substantive changes in the study design. If the project changes in any substantive way, please contact our office for clarification. While this email functions as an official determination, please contact me if you require a more formal letter to document that your study does not require IRB review.

Thank you,

Heather Smith
Research Protocol Analyst
404-712-8689
heather.smith@emory.edu

From: IRB Departmental List [mailto:IRB-L@LISTSERV.CC.EMORY.EDU] On Behalf Of MPH candidate 2017
Sent: Saturday, February 20, 2016 10:54 AM
To: IRB-L@LISTSERV.CC.EMORY.EDU
Subject: NHSR Request from Student 1, MPH candidate 2017

Understanding the role of gender in sanitation uptake and promotion under CRSHIP: a process evaluation and recommendations

This project will conduct a process evaluation of activities being conducted by WaterAid Cambodia under the CRSHIP program. This process evaluation will examine promotional activities conducted by CRSHIP staff and reactions of Cambodian participants to promotional activities, and make recommendations to improve CRSHIP programming based on the findings.

Student: Yes
Interaction with Subjects: Yes
Access/Use of Identifiable Information: Yes
Involves testing drug/device: No
Involves the VA: No
Federal Funding: No
Sender's Email: Student 1mary.Student 1@emory.edu