GATES EDUCATIONAL FRAMEWORK:

A Multi-Media Sanitation and Hygiene Intervention for Children and Their Caregivers in Bangladesh, India, and Nigeria

Contents

Educational Framework Objective

The educational framework will guide educational messaging, learning and behavior change objectives, and target audiences for the Gates Foundation – Sesame Workshop sanitation and hygiene project.

Project Overview

This project aims to promote positive behaviors around sanitation and hygiene habits among children and their caregivers, with particular focus on the poorest and most vulnerable populations. Project impact will be assessed through changes in knowledge, attitudes, and behaviors. Targeted behaviors include safe defecatory practices, increased latrine use, consistent hand washing, and safe methods of collecting and storing water.

Sesame Workshop plans to target some of the poorest and most vulnerable communities in Bangladesh, India, and Nigeria, and to focus on specific water sanitation and hygiene needs of young children (between the ages of three and eight years), their caregivers, and their communities. Content will feature popular Sesame characters and will be delivered across multiple platforms, namely broadcast PSAs, school- and community-based DVD viewings, and print materials distribution. The project's PSA and DVD components will be shared across the three countries; each participating country will localize print components to meet specific in-country needs and appropriate behavior responses.

Educational Content Process

The following section outlines the process for developing the content for this project. Given the different contexts, beliefs, practices, and challenges around sanitation and hygiene in the three countries, it is particularly important to engage in a process where we hear from in-country advisors as well as the adults and children in the target communities. In addition, testing the materials during the content creation process is critical to ensure that messages are relevant, clear, and effective.

1) *Educational advisories*

   Each in-country team convened a group of sanitation, hygiene, and community advisors who identified common sanitation and hygiene beliefs, practices, and constraints in the target communities. The information from these advisories shaped the initial drafts of the educational framework, in which the broad areas of messaging were identified. This in turn served as the basis for the baseline research and instruments.

2) *Baseline research*

   The baseline research assessed the current sanitation and hygiene knowledge, attitudes, and behaviors of each of the target communities. Adults and children participated in the research activities.

3) *Educational messaging development*

   Using findings from the baseline study, the educational framework was finalized and the educational messaging areas were refined. Messages will be developed with input from all three in-country teams and their advisories. For the PSAs and live action films (LAFs), we will identify overarching messages that are relevant for all three contexts. We will complement these messages with country-specific messaging for the print materials.

4) *Content development*

   The educational messages contained in this framework will drive content development. Overarching messages will be communicated through the PSAs, which will air in all three countries. The live action films (delivered on 12-15 minute DVDs with extended versions of the PSAs) and print materials will complement the broadcast PSAs by delving deeper into target sanitation and hygiene topics. The print materials will communicate community-specific messages about desired sanitation and hygiene practices. Print materials will be designed to assess variations in messaging source and/or style.

5) *Formative research*

   Draft content will be tested with the target audience in the three countries through formative research, to identify any implementation challenges and to ensure the relevance, appeal, and educational clarity of all project materials.

6) *Content refinement*
   Based on formative research findings, content will be adjusted to improve its relevance, appeal, and educational clarity. The refined content will be distributed for the pilot study.

Background & Target Communities

Bangladesh

Sisimpur reaches nearly 7 million children in Bangladesh with literacy and health messaging. Mobile community viewings and other educational outreach activities extend the learning, reaching more than 200,000 Bangladeshi children since 2009.

Sesame Workshop Bangladesh aims to extend the success of *Sisimpur* by targeting the most marginalized populations from tea estates and adjacent communities, where there is limited awareness about and access to sanitation infrastructure and safe water. To the extent possible, we anticipate using mobile van viewings and print materials to reach our target communities.

India

Sesame Workshop India spearheads *Galli Galli Sim Sim*, a multi-platform initiative that has addressed the education and health needs of children in India since 2007.

This project will address the specific sanitation and hygiene needs of marginalized urban populations, specifically children and caregivers who live in the Kolkata slums. We anticipate complementing community viewings and print handouts with a small advocacy component designed to support community members who wish to mobilize around improved sanitation infrastructure.

Nigeria

Since 2011, *Sesame Square* broadcast has reached children throughout Nigeria with basic education, life skills, and health content. The broadcast has been extended through outreach activities that currently reach nearly 100,000 Nigerian children.

In Nigeria, project sanitation and hygiene activities will target the poorest communities in the Federal Capital Territory (FCT). The intervention will concentrate in the Kuje, Bwari, and Gwagwalada communities. Activities will be school-based, allowing us to complement the DVD content with comprehensive big books and readers.

Educational Needs and Objectives

This section describes the educational objectives for the project. The objectives are organized according to the major sanitation and hygiene needs that were uncovered through the advisories and baseline research. They focus on increasing desired behaviors that will make a positive impact in the target communities, including footwear use, latrine

use, handwashing, safe water collection and purification practices, and waste management and disposal practices. The charts below convey objectives that are common across countries, as well as those that are specific to each country. They are also differentiated by **learning objectives**, which identify information that provides a rationale for behavior change, and **behavior objectives**, which describe appropriate ways to act on this information.

It is important to note that the educational objectives listed in this framework intend to provide a comprehensive set of educational messages or issues that may be addressed through this project. The framework is not designed to unfold sequentially, and certain educational components may not be emphasized or included during the rollout of project activities. Educational objectives were designed to be communicated through a standalone message or material, even as they are part of an inclusive view of sanitation and hygiene issues. The educational framework, in effect, provides a range of educational possibilities for the project.

Increase footwear use when defecating

	Learning objective	Behavior objective
Multi-country	To understand the health benefits of wearing footwear when defecating, particularly as it relates to preventing disease	To wear footwear during every visit to the latrine and during every visit to an outside space for urination or defecation
Bangladesh	To understand the health benefits of wearing footwear when defecating, particularly as it relates to preventing hookworms	To wear footwear during every visit to the latrine and during every visit to an outside space for urination or defecation
India	To understand the health benefits of wearing footwear when defecating, particularly as it relates to preventing hookworms	To wear footwear during every visit to the latrine and during every visit to an outside space for urination or defecation
Nigeria	To understand the health benefits of wearing footwear when defecating, particularly as it relates to preventing disease	To wear footwear during every visit to the latrine and during every visit to an outside space for urination or defecation

Increase latrine use

	Learning objective	Behavior objective
Multi-country	To understand the health benefits of using latrines rather than practicing open defecation, and to see safe latrine use as an important part of being healthy	To identify and choose to use safe latrines, to the maximum extent possible
Bangladesh	To understand the health consequences of open defecation, particularly around the home; to understand and accept one's own responsibility for maintaining shared and personal latrines	To identify and choose to use safe latrines, to the maximum extent possible; to help to maintain latrines in safe and age-appropriate ways
India	To understand the health consequences of open defecation; to understand the link between poor sanitation and the spread of germs	To identify and choose to use safe latrines, to the maximum extent possible
Nigeria	To understand the health consequences of open defecation, particularly around the school or home; to understand the health benefits of providing toilets to children at school; to see the importance of providing separate toilets for girls and boys	To increase access to (and/or advocacy for) safe latrines in schools; to identify and choose to use safe latrines, to the maximum extent possible; for children and adults to help to maintain latrines in safe and age-appropriate ways

Increase handwashing to break the oral-fecal route of disease transmission

	Learning objective	Behavior objective
Multi-country	To understand that handwashing with soap removes germs associated with sanitation (i.e. defecation) practices; to understand that those germs can cause illnesses like diarrhea in children and adults	To consistently and thoroughly wash hands after urination/defecation; to consistently and thoroughly wash hands before preparing food or eating; to increase access to soap for handwashing
Bangladesh	To understand that handwashing with soap removes germs associated with sanitation (i.e. defecation) practices; to understand that those germs can cause illnesses like diarrhea in children and adults	To consistently and thoroughly wash hands after urination/defecation; to wash hands before preparing food or eating; to wash hands after cleaning a child's excreta; to build, use, and maintain tippy taps at key places in communities; to increase access to soap for handwashing
India	To understand that handwashing with soap removes germs associated with sanitation (i.e. defecation) practices; to understand that those germs can cause illnesses like diarrhea in children and adults	To consistently and thoroughly wash hands after urination/defecation; to wash hands before preparing food or eating; to increase access to soap for handwashing
Nigeria	To understand that handwashing with soap removes germs associated with sanitation (i.e. defecation) practices; to understand that those germs can cause illnesses like diarrhea in children and adults	To consistently and thoroughly wash hands after urination/defecation; to wash hands before preparing food or eating; to build, use, and maintain tippy taps in schools; to increase access to soap for handwashing

Increase safe water collection and purification practices

	Learning objective	Behavior objective
Multi-country	To identify safe water sources; to understand that drinking unsafe water can result in serious illness	To increase safe water collection and purification practices
Bangladesh	To understand safe methods for transporting and storing drinking water; to understand how to correctly clean water faucets and water storage containers	To increase safe water collection, transportation, and storage practices; to increase appropriate faucet cleaning and storage container cleaning practices
India	To understand the importance of water purification practices all the time, i.e. even when family members are healthy; to understand safe methods for using stored water	To increase water purification through boiling or other practices regardless of whether family members are ill; to increase safe practices for using stored water
Nigeria	To understand the importance of providing safe water for children when they are at school; to understand that drinking unsafe water can result in serious illness like diarrhea and typhoid	To increase availability of safe drinking water at schools; to increase effective and affordable water purification practices

Improve waste management and disposal practices

	Learning objective	Behavior objective
Multi-country	To understand the importance of a clean environment for children to play, learn, and grow	To increase safe waste disposal practices
Bangladesh	To understand the health consequences of unsafe disposal of children's excreta	To safely dispose of children's excreta, to the maximum extent possible
India	To understand the health consequences of unsafe disposal of children's excreta	To safely dispose of children's excreta, to the maximum extent possible
Nigeria	To understand the importance of a clean environment for children to play, learn, and grow; to understand the connections between an unclean environment and various illnesses, including malaria	To identify safe methods of waste disposal; to increase use of recommended waste disposal sites within the community, or to advocate for such sites where they do not exist