# COMPENDIUM OVERVIEW & STRUCTURE

**Phase 1**

**Phase 2**

## INTRODUCTION

- Background and Target Audience
- Structure and Use
- Why Hygiene Promotion
- Compendium Terminology and Key Hygiene Behaviours Addressed
- Emergency and Crisis Scenarios
- Response Phases
- Principles and Standards
- Capacity Development and Human Resources
- Implementation Guidance

## HYGIENE PROMOTION COMPONENTS

### A  Assessment, Analysis and Planning

| | |
|---|---|
| A.1 | Key Concepts and Good Practice |
| A.2 | Context and Existing Capacity |
| A.3 | Community Profile |
| A.4 | Public Health Risk and Hygiene |
| A.5 | Selection of Appropriate Assessment Methodologies |
| A.6 | Quantitative Assessment Methods |
| A.7 | Qualitative Assessment Methods |
| A.8 | Conducting Quantitative Surveys |
| A.9 | Planning |

### P  Preconditions and Enabling Factors

| | |
|---|---|
| P.1 | Key Concepts and Good Practice |
| P.2 | Access to Handwashing Facilities |
| P.3 | Access to Water Supply Facilities |
| P.4 | Access to Sanitation Facilities |
| P.5 | Access to SWM, Vector Control and Health Care Waste Management |
| P.6 | Access to Hygiene Items and Markets |
| P.7 | Menstrual Hygiene and Health |
| P.8 | Market-Based Programming |
| P.9 | Coordination and Collaboration with Other WASH Stakeholders and Sectors |
| P.10 | Advocacy for WASH and Community Priorities |

### E  Community Engagement and Participation

| | |
|---|---|
| E.1 | Key Concepts and Good Practice |
| E.2 | Types of Engagement and Participation |
| E.3 | Gender Issues |
| E.4 | Working with Babies, Children and Young People |
| E.5 | Working with People with Disabilities and Older people |
| E.6 | Hygiene Promotion in Schools |
| E.7 | Ownership and Management of Facilities |
| E.8 | Hygiene Promotion in Institutions and other Settings |
| E.9 | Community Capacity Building |
| E.10 | Community Engagement at a Distance |

### C  Communication

| | |
|---|---|
| C.1 | Key Concepts and Good Practice |
| C.2 | Communication Skills |
| C.3 | Context (Profile) & Inclusive Communication |
| C.4 | Crisis and Emergency Risk Communications (CERC) |
| C.5 | Participatory Communication |
| C.6 | Mass Communication |
| C.7 | Language & Cultural Considerations |
| C.8 | Remote Communication |
| C.9 | Community Feedback, Perspectives and Rumours |
| C.10 | Communication Plan |

### B  Social and Behaviour Change

| | |
|---|---|
| B.1 | Key Concepts and Good Practice |
| B.2 | Behaviour Change Models and Theories |
| B.3 | Motivators and Barriers: Knowledge |
| B.4 | Motivators and Barriers: Ability and Self Efficacy |
| B.5 | Motivators and Barriers: Motivation, Attitude, Belief |
| B.6 | Motivators and Barriers: Social Influence, Norms and Group Affiliation |
| B.7 | Motivators and Barriers: Cue Driven Behaviour, Habit Formation & Maintenance |
| B.8 | Behaviour Change Approaches (Overview) |

### M  Monitoring, Evaluation, Accountability & Learning

| | |
|---|---|
| M.1 | Key Concepts and Good Practice |
| M.2 | Monitoring |
| M.3 | Participatory MEAL |
| M.4 | Evaluation |
| M.5 | Accountability |
| M.6 | Learning: Process and Key Elements |
| M.7 | Learning: Research & Evidence |
| M.8 | Learning: Knowledge Management |

## TOOLS / METHODS

| | | | |
|---|---|---|---|
| T.1 | Accessibility and Safety Audit | T.36 | Print Media (e.g. newspapers) |
| T.2 | Assessment Checklists | T.37 | Proportional Piling |
| T.3 | Barrier and Solution Analysis | T.38 | Protection Analysis |
| T.4 | Beautification | T.39 | Public Announcements |
| T.5 | Behavioural Trials | T.40 | Public Commitment |
| T.6 | Care Groups | T.41 | Radio & TV |
| T.7 | Community Drama & (Puppet) Theatre | T.42 | Ranking |
| T.8 | Community Mapping | T.43 | Rewards and Incentives |
| T.9 | Competition | T.44 | Role Play |
| T.10 | Cues and Nudges (incl. Gamification) | T.45 | Routine Planning & Self Regulation |
| T.11 | Demonstration, Show and Tell | T.46 | Seasonal Calendar |
| T.12 | Disgust | T.47 | Secondary Data Collection |
| T.13 | Events (e.g. relevant World Days) | T.48 | Self-Help Groups |
| T.14 | Exchange Visits | T.49 | Social Architecture |
| T.15 | Feedback Mechanisms | T.50 | Social Expectation and Peer Pressure |
| T.16 | Focus Group Discussions | T.51 | Social Media and Text Messaging |
| T.17 | Games & Toys | T.52 | Social Support |
| T.18 | Gender Analysis | T.53 | Songs and Story Telling |
| T.19 | Health Surveillance Data | T.54 | Stakeholder Mapping |
| T.20 | Home Visits | T.55 | Supervised Group Handwashing |
| T.21 | IEC Materials | T.56 | Three-Pile Sorting |
| T.22 | Institutional Checklists | T.57 | Transect Walks |
| T.23 | Involvement of Local Champions | T.58 | Transmission Routes & Barriers (F-Diagram) |
| T.24 | KAP Survey | T.59 | User Surveys and Checklists |
| T.25 | Key Informant Interviews | T.60 | WASH Committees and Clubs |
| T.26 | Logframe and Indicators for HP | T.61 | Venn Diagram |
| T.27 | Model Home Competitions | T.62 | |
| T.28 | Most Significant Change (MSC) | T.63 | |
| T.29 | Motivational Interviewing | T.64 | |
| T.30 | Observations | T.65 | |
| T.31 | Participatory Monitoring | T.66 | |
| T.32 | Peer Education (child-to-child) | T.67 | |
| T.33 | Photo Voice | | |
| T.34 | Pocket Chart Voting | | |
| T.35 | Positive Deviants | | |

## FRAMEWORK / APPROACHES

Criteria for Selecting Behaviour Change Approaches

| | |
|---|---|
| F.1 | Community-Led Total Sanitation (CLTS/CATS, incl. SLTS) |
| F.2 | Participatory Hygiene and Sanitation Transformation (PHAST) |
| F.3 | Children's Hygiene and Sanitation Training (CHAST) |
| F.4 | Community Health Clubs (CHC) |
| F.5 | Emergency Community Health Clubs (eCHC) |
| F.6 | School Health Clubs (SHC) |
| F.7 | Communication for Behavioural Impact (COMBI) |
| F.8 | Risks, Attitudes, Norms, Ability and Self-Regulation (RANAS) |
| F.9 | SaniFOAM |
| F.10 | Fit for School |
| F.11 | Integrated Behavioural Model for Water, Sanitation and Hygiene (IBM WASH) |
| F.12 | Accountability to Affected Population (AAP) |
| F.13 | Human Centred Design (HCD) |
| F.14 | Approach Focussed on Behavioural Determinants (ABCD) |
| F.15 | Sanitation Marketing |
| F.16 | Three Star Approach |
| F.17 | 8 Steps in Hygiene Promotion |
| F.18 | WASH'Em |
| F.19 | Mum's Magic Hands |
| F.20 | Blue Schools |
| F.21 | Behaviour Centred Design |
| F.22 | SaniTweaks |
| F.23 | Baby WASH |
| F.24 | Community Perception Tracking (CPT) |
| F.25 | |