

Promoting and Sustaining Appropriate Hand Hygiene Behaviours Among Children: Lessons from the field

7th January 2022

WEBINAR PROCEEDINGS

WEBINAR | Promoting And Sustaining Appropriate Hand Hygiene Behaviours Among Children: Lessons From The Field

Administrative Staff College of India
Leadership through Learning

7th January 2022 (Friday) | 14:00 – 17:00 IST | Register now: <https://wins.asci.org.in/>

Meet Our Speakers

Speakers & Moderators


Dr. Y. Malini Reddy
Administrative Staff College of India


Ms. Kavita Duvvuri
Administrative Staff College of India


Ms. Belinda Abraham
Global WASH in Schools Secretariat


Dr. Bella Monse
GIZ


Ms. Lailatul Machfudhotin
MoE Indonesia


Mr. Ravi Bhatnagar
Reckitt


Dr. Om Gautam
Water Aid


Ms. Priya John
One Drop Foundation


Ms. Sunayana
One Drop Foundation


Ms. Ragini Pasricha
BBC Media Action


Mr. Nishit Kumar
CSBCC


Dr. Asad Umar
Aga Khan Foundation

Topics of Discussion

- Findings from ASCI's Study on Current Adoption of Safe Hygiene Practices by School Going Children in India.
- Lessons from India and Global Experiments & Experiences of Behaviour Change Programs
- Designing Effective Behaviour Change Campaigns
- Creativity and the Power of Art as a Means of Bringing Behaviour Change in Children

Webinar Partners

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WASH IN SCHOOLS NETWORK

FIT FOR SCHOOL

SBC³

CENTRE FOR SOCIAL AND BEHAVIOUR CHANGE COMMUNICATION

MEDIA ACTION

ONE DROP

AGA KHAN FOUNDATION

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BANEGA BUDISTO INDIA



Administrative Staff College of India
Leadership through Learning



Water, Sanitation & Hygiene in Schools
Capacity Building • Data Analytics • Research

Bella Vista, Raj Bhavan Road, Khairatabad, Hyderabad, Telangana, India – 500082
malinireddy@asci.org.in | kavitaduvvuri@asci.org.in

Introduction

Hand hygiene prevents the spread of germs, including coronavirus. It is one of the most cost effective, first line of defense against several infectious diseases. Promotion of hand wash with soap has been prioritized since years and COVID-19 pandemic further underscored its critical importance in prevention of disease transmission.

A review of literature on global efforts towards inculcating the habit of hand hygiene among children revealed that sustaining the impact of the efforts for ensuring practice even when unsupervised continues to be a big challenge. This is substantiated by the findings of a recent pan India study conducted by the Administrative Staff College of India (ASCI) on understanding the acceptance of hand hygiene as a habit among school children. The survey with a sample size of 50,000 students in the age group of 5-15 years reveals that **18% of the respondents continue to believe that they do have germs on their hands and 35.5% of the respondents do not wash their hands with soap because they are not sure about its importance or are simply too lazy to do it.**

It is shocking to know that despite two years of intensive reinforcement about the importance of hand hygiene through various means of communication during Covid19, the behavior is yet to be ingrained and is mostly practiced only with prompting. This will prove to be a big challenge for safe reopening of schools. The survey was followed up with detailed interviews to gain further insights into the beliefs and attitudes that prevent the practice of hand hygiene even in contexts where required infrastructure and materials are available. As a follow up of this research, **ASCI organized a webinar on 7th January 2022 to discuss the key finds from its study and brought in renowned national and international organisations and speakers to make presentations and contribute to understanding and discussions.**

The webinar was well received and attended by more than 5000 participants. The youtube live stream was attended by more than 2500 viewers and the recording has been viewed more than 24000 times till 8th Jan 2022.

The recording of the webinar can be accessed at <https://www.youtube.com/watch?v=OZTodb3Yl1s>

This document presents a brief capture of the webinar. For further details and support please contact Dr. Y. Malini Reddy, Professor, ASCI (malinireddy@asci.org.in) and Ms. Kavitha Duvvuri, Program Manager WASH in Schools (kavitaduvvuri@asci.org.in)

Participant Profile



Figure 1: Response Demographics

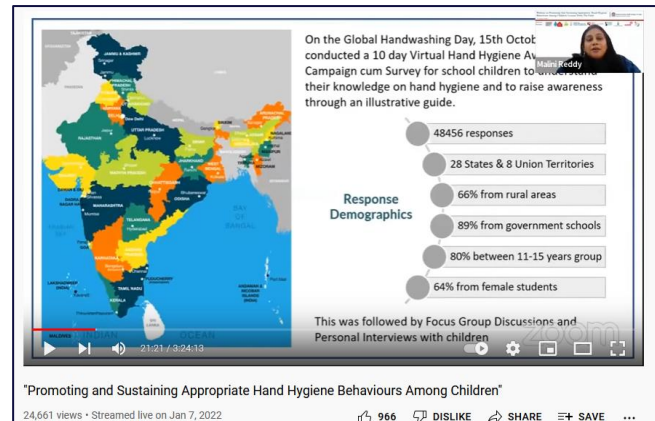


Figure 2: Youtube Viewership

Participant Demographics:

- Global participation
- All states and UTs in India participated
- Participant profile: SSA officials, educators, national & international development professionals & researchers, students, etc.

Webinar Speakers

- Dr. Y. Malini Reddy, Professor, Administrative Staff College of India
- Ms. D. Kavita, Program Manager, Administrative Staff College of India
- Ms. Belinda Abraham, Development Professional, Global WASH in Schools Secretariat
- Dr. Bella Monse, Senior Advisor, Fit for School - Technical Assistance for Effective School Health, GIZ
- Ms. Lailatul Machfudhotin, Analyst of Planning and Evaluation, Directorate of Primary School, Ministry of Education, Culture, Research and Technology, Republic of Indonesia.
- Dr Om Prasad Gautam, Senior WASH Manager – Hygiene, Water Aid
- Mr. Ravi Bhatnagar, Director, External Affairs & Partnerships SoA, Reckitt
- Dr. Asad Umar, Senior Programme Officer & Sector Lead, WASH & Health, Aga Khan Foundation.
- Ms. Ragini Pasricha, Director Content Strategy, BBC Media Action
- Mr. Nishit Kumar, Founder & Managing Director, Centre for Social and Behaviour Change Communication.
- Ms. Priya John, India Country Lead, One Drop Foundation
- Ms. Sunayana Wadhawan, Social Art for Behaviour Change Expert, One Drop Foundation

Agenda

Time	Session Title	Speaker
14:00 – 14:20	Welcome & Context Setting Findings from ASCI's Study on Current Adoption of Safe Hygiene Practices by School Going Children in India.	Dr. Y. Malini Reddy Ms. Kavita Duvvuri Administrative Staff College of India
14:20 – 14:50	Global Experiments & Experiences of Behaviour Change Programs Lessons from Multi-country Study Lessons from Indonesia, the Philippines and Cambodia	Ms. Belinda Abraham Dr. Om Gautam, Water Aid Dr. Bella Monse, GiZ WinS Network, Giz Fit to School, Susana
14:50- 15:00	Q&A	
15:00 – 15:20	Experiments & Experiences of Behaviour Change Programs: Lessons from India	Mr. Ravi Bhatnagar Reckitt Dr. Asad Umar Aga Khan Foundation
15:20 – 15:30	Q&A	
15.30 – 16.30	Designing Effective Behaviour Change Campaigns	
	Principles for Designing Effective Hand Hygiene Behaviour Change Campaigns for Children:	Ms. Ragini Pasricha BBC Media Action
	Developing Communication Strategies for Sustained Behaviour Change in Children	Mr. Nishit Kumar Centre for Social and Behavior Change Communication
	Creativity and the Power of Art as a Means of Bringing Behaviour Change in Children	Ms. Priya John One Drop Foundation
16:30 - 17:00	Discussion & Concluding Session	ASCI

WEBINAR

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BANEGA SWASTH INDIA

The program began with a welcome address by **Dr. Malini Reddy**, Professor, ASCI followed by her presentation on “Findings from ASCI’s Study on Current Adoption of Safe Hygiene Practices by School Going Children in India”. **The key findings and conclusions from ASCI’s study are as follows:**

Key Findings

45% of the children do not wash their hands either due to unavailability of water (26%) or unavailability of soap (19%)

35.5% of children stated that they do not wash their hands - as they do not know why or as they are lazy

18.5 % of children think that they cannot get germs on their hands

20% of children said they are washing hands only due to covid19 and may not practice it post the pandemic

Key Findings

Do adults in your home frequently wash hands?

- My mother always washes her hands : 90%
- My father always washes his hands: 80%
- My grandparents always wash their hands: 40%

Do you think constant prompting / supervision by adults is required to make children wash their hands?

- No. It is irritating and hence children do not wash in rebellion : 40%
- Yes. But tolerable only during covid : 50%
- Yes. Useful : 10%

Key Findings

Who would influence you most in washing your hands – Parents / Teachers / Friends / Celebrities / Cartoons?

- Parents are the first and foremost influencers followed by teachers and friends : 90%
- Cartoons and celebrities do not influence us and can influence perhaps only primary school children: 90%
- Children are the best influencers, we should lead campaigns: 90%

What kind of messaging is effective?

- Fear for others
- Positive examples/ cues/demonstration/role models without preaching for self

“Games and experiments would help in making children understand the concept of handwashing. Age appropriate games should be used.”

Dr. Malini Reddy concluded her presentation with the following points:

Conclusion

No one intervention can help in achieving the desired results in bringing of sustained behaviour change related to hand hygiene among children.

A holistic, systematic, well-structured national social behaviour change communication strategy is the need of the hour to address the gaps identified.

Action plan with age appropriate games/activities for students and other programs involving teachers, students and parents / community with a focus on hygiene behaviour is essential.

The programs need to be implemented consistently and continuously throughout all schools along with a **monitoring and impact assessment framework** for achieving results.

Session: Global Experiments & Experiences of Behaviour Change Programs

In this session, Ms. Belinda Abraham shared details of the global WinS Network

The WinS Network

www.winsnetwork.org

Who we are?

Global inter-agency network
Contact: winsnetwork@GIZ.de

Objectives:

- ✓ To harmonize efforts in WinS
- ✓ To support ministries of Education to improve WinS services by aligning efforts among development partners and NGOs

Working streams:

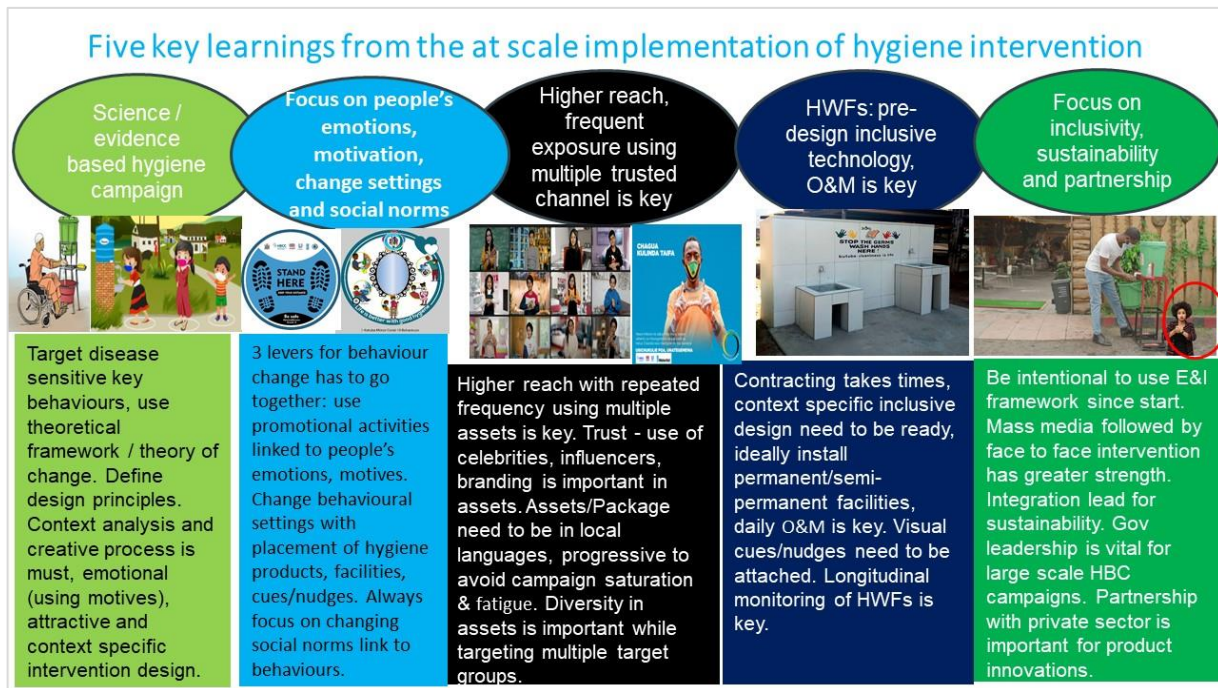
- Advocacy, policy, and system strengthening
- Monitoring and reporting
- Research and evidence-building
- Gender including MHH
- WinS programming
- Knowledge management, capacity development, learning and exchange

Our core group members: UNICEF, GIZ, WaterAid, the WHO/UNICEF Joint Monitoring Programme (JMP), London School of Hygiene and Tropical Medicine, Emory University, UNESCO

Join as an individual or an organisation. See website for details!



Dr. Om Prasad Gautam presented Learnings from WaterAid's Multi-Country Hygiene Response to COVID19. The important learnings are:



MTRA: Significant behavioural predictors

Barriers	HWWS	Mask wearing	Physical distancing	Surface cleaning
	Self-management (forgetting / too busy)	Self-management	Adequate space	Self-management
	Water access	Availability of masks		Belief that it will not prevent COVID-19
				Availability of disinfectant
Motives	Belief that it protects others from COVID-19		Respect from community	Pride in practicing behaviour
	Fear of COVID-19			
Norms	Descriptive norm (other people are practicing)	Descriptive norm	Descriptive norm	Descriptive norm
		Injunctive norm (other people expect me to practice)	Injunctive norm	Injunctive norm

Multiple behavioural determinants including motives to encourage behaviours.
Fear is a temporary stimulus but still prevalent.

Dr. Bella Monse spoke about behaviour in the school setting, specifically on how group hygiene behaviour impacts individual hygiene behaviour in relation to handwashing. The key takeaways from her presentation are as follows:



Conclusions

- Behaviour is based on setting, transfer of school-based hygiene behavior to the home context is NOT happening automatically but requires effective mechanisms for behaviour change at household level.
- The health benefits of school-based handwashing and tooth brushing have been firmly established
- As children may not be performing these interventions at home, it is of utmost public health interest to institutionalise the habit in the school context.

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Ms. Lailatul Machfudhotin further discussed the behaviour change in school settings in Indonesia and shared the learnings.



Learning from school visits

- Print materials/nudges trigger the students' curiosity
- Students are mostly influenced by their friends when washing their hands, and are reminding their friends to wash their hands.
- The unique shape and design of the handwashing facility encouraged students to wash their hands more frequently.
- Children prefer liquid soap.

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Session: Experiments & Experiences of Behaviour Change Programs: Lessons from India

Mr. Ravi Bhatnagar presented on “Communication program led by corporates - Reckitt India’s School Hygiene Education Programmes.” He discussed about the key learning as well as challenges in the implementation of behaviour change interventions and SDGs.


DETTOL SCHOOL HYGIENE PROGRAMME


20 million school kids in 75% of primary schools across India have access to the Dettol School Curriculum, including 300,000 Madarasas.

From 2015-2020, **diarrhoea reduction by 14.6%**, **school absenteeism reduction by 39%**, **57% increase in knowledge of handwashing**

Achievements in 2021

WINNING THROUGH SCALE

- Training over 5 million School Teachers and Principals on Role of Hygiene and COVID-19 Preparedness
- Access to hygiene E Curriculum for 2 lakh+ schools in 3 states.
- Cost per child INR 2.8


WINNING THROUGH INNOVATION

- Developed the Return to School Kit for supporting schools reopening
- **Social Return on Investment** of 1:33, covered by Bloomberg and others
- Introduction of STEM learning on Hygiene by bringing hygiene science at home (Hygiene Buddy kits)

WINNING THROUGH PARTNERSHIPS




- Partnership with Byju's (WhiteHat Jr) – encouraging kids to code for hygiene and health (youngest child is age 6)

MAKING RETURN TO SCHOOL SAFE



Return to school kits in 8 states

MAKING LEARNING ABOUT HYGIENE FUN

Outlook edition on Children

Hygiene Buddy kit

Encouraging Coding for Hygiene

CHALLENGES

Programmes are dependent on partners and infrastructure

Budgets do not work in the absence of partners –
The World Bank document “From billions to trillions: transforming development finance post-2015 financing for development: multilateral development finance “ was published in 2015 to make the case to leverage investments in development assistance.

The document states that

“Billions to trillions” is shorthand for the realization that achieving the SDGs will require more than money.

Without partners who can help leverage infrastructure, behavioural interventions are difficult to sustain







Incorporating research into programmes is a challenge

There is a gap in receiving real time insights and feedback from the communities

We are missing Incorporating research into project activities, particularly investigating behavioural nudges via RCTs – establishing a nudge unit would be of great benefit in programmes focused on behavioural nudges

Dr. Asad Umar presented the WASH in Schools initiatives of Aga Khan Foundation and shared their learnings and experiences. He emphasized on the systems strengthening approach for sustaining hand hygiene behaviours. The key takeaways from his presentation are as follows:

SYSTEM STRENGTHENING APPROACH FOR SUSTAINED HAND HYGIENE BEHAVIOURS

Engage	Close engagement with the government departments to understand WASH gaps		<p>BEST PRACTICES</p> <p>Co-creation of innovative hygiene models:</p> <ol style="list-style-type: none"> 1) Soap Banks for regularised handwashing 2) Wall painting, nudges and cues 3) Hygiene corners <p>Technical support</p> <ol style="list-style-type: none"> 1) Hygiene Education Curriculum comprising teaching & learning aids for primary grades 2) Teacher Training on hygiene curriculum delivery 3) Strengthening SMCs to prioritise WASH in school development plans 4) Swachhta Action Plans to improve WASH facilities and for effective O&M systems <p>School to Community Connect: Empowering Child Parliaments & Student Hygiene Champions to drive hygiene practices in schools & community</p> <p>Strengthened local institution & government partnerships: Leveraging funds under the 15th Finance Commission with GPs</p> <p>Technology Innovation - >12 hand washing models developed</p> <p>AKF developed center of excellence at block resource centers (BRC)</p>	
Develop	Dedicated hygiene curriculums for children			
Scale up	Scale up of handwashing facilities & building capacity of stakeholders on hygiene behaviours			

Learnings and Lessons



Direct engagement and collaboration with school authorities and the government to leverage funds for retrofitting and renovation of existing WASH facilities, regular supply of soaps, routine disinfection and water testing helps in streamlining handwashing with soap



The crucial role of Development partners in providing technical assistance to school authorities: Development of WASH guidelines and Swachhta Action Plans for schools, conduct of periodic assessment surveys, capacity building of key stakeholders, orientation sessions for children using SBCC approaches, regular IPC and development of comprehensive hygiene kits amongst others



Building capacity of Teachers, SMCs and Students on handwashing, to use hygiene curriculum, social and behaviour change messages through orientation and training sessions for improved knowledge and sustained handwashing practices



Additionally, strengthened capacities of teachers, SMCs, panchayats and regular appointment of sanitation workers to **streamline Operation and Maintenance in Schools**. At the same time, need to advocate for WASH improvements through **school development budgets** to sustain the habit of handwashing amongst children in schools

Session: Designing Effective Behaviour Change Campaigns

This objective of the session was to aid the participants in designing effective behaviour change campaigns through time tested conventional methods and modern innovative techniques.

Ms. Ragini Pasricha highlighted the principles and strategies for effective behaviour change campaigns. The following are the key principles and strategies presented by her:

Principles of effective campaign design

- ✓ Know what appeals to your audience
- ✓ Simplicity and focus
- ✓ Create engagement
- ✓ Create repetition
- ✓ Monitor and make informed adjustments

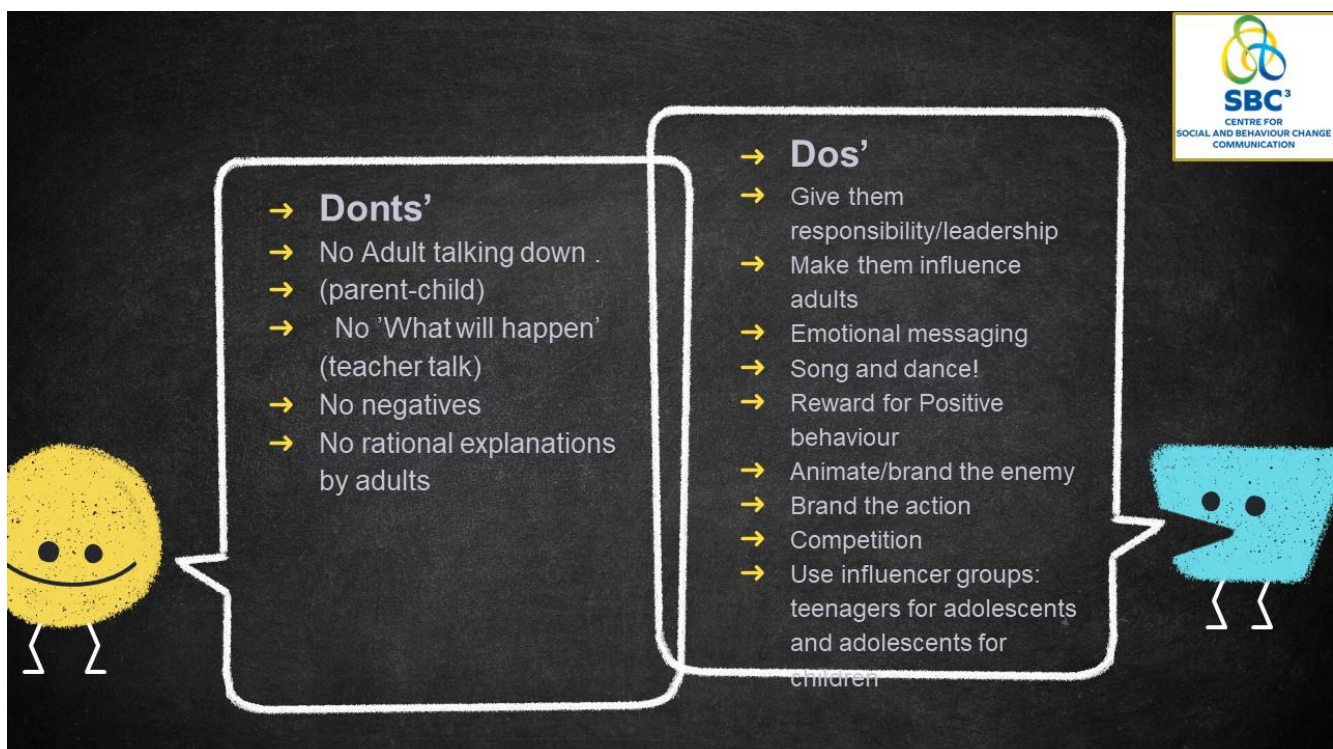
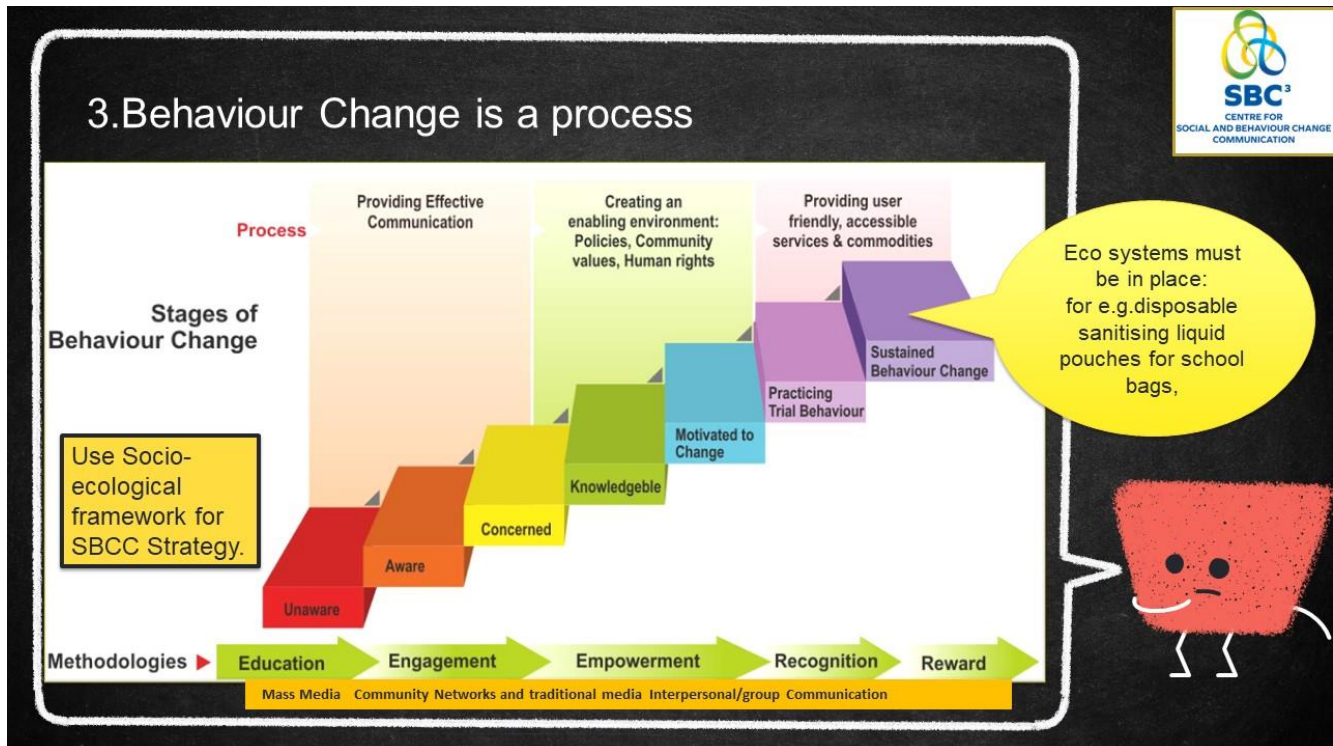


Strategies

- ✓ Create a multi-component intervention:
 - School focus + family focus
- ✓ Children love a challenge – gamify hand washing, make it look like a challenge. Develop games and activities, superhero characters
- ✓ Strategically placed cues work better than educational efforts
- ✓ Don't punish them when they forget. Don't scare them – no anxiety spiral
- ✓ Reward them to make them part of the solution. Keep them excited. Teach them to look at data
- ✓ Motivate children to “help” their families



Mr. Nishit Kumar spoke on the significance of “Communication for WASH behaviour change in children.” He explained the stages of behaviour change and the importance of appropriate communication methodologies to achieve it.



Ms. Priya John and Ms. Sunayana Wadhwan introduced the novel concept of Social Art for Behaviour Change (SABC). SABC is premised on working with local dialects, culture & context to ensure WASH interventions are inclusive and accessible. They shared the following key points for implementing SABC:

SOCIAL ART ENABLES AUDIENCES TO BECOME ACTIVE PARTICIPANTS TO CO-CREATE CHANGE

This can be ensured by involving the priority groups at various steps of developing SABC interventions:

During the design and creation
During the performances
During evaluation



Can these guidelines be integrated into all art based interventions ?

STEPS FOR IMPLEMENTING SABC



Hygiene behaviour plays an important role not only in ensuring good health and education but on various aspects of a child's life. The different patterns of behaviour in different settings, needs to be understood and appropriate interventions need to be designed. However, just designing appropriate interventions is not enough, its effective implementation, monitoring and impact assessment is equally important to achieve the desired results.

This webinar was organized with an aim to disseminate knowledge on the importance of effective behaviour change communication for sustaining hand hygiene and to highlight the need for a consistent support required by the on -field implementers.

Through ASCI's research it was evident that no single intervention can help in achieving the desired results of bringing sustained hand hygiene behaviour among children. An actionable and achievable plan of action is very much required to realize the goals of swachh bharat swachh Vidyalaya.

Thus, ASCI recommends:

- A holistic, systematic, well-structured national social behaviour change communication strategy to address the gaps.
- The need to implement programs consistently and continuously throughout all schools along with a monitoring and impact assessment framework for achieving qualitative results.
- Setting up of a national and state level behaviour change cell to consistently guide the states / programs / schools to develop and implement region specific and appropriate multi stakeholder behaviour change interventions integrating parents, children and stakeholder community with appropriate infrastructure in place.

Note: 96% of the participants agreed that a dedicated behaviour change cell with clear funding for behaviour change at the state level is required to develop, monitor, and assess the impact of communication programs

Webinar Feedback: A few of many such reviews....

Poonam Singh to Everyone

PS

Felt like a pleasurable encounter with you all .. Great orators of the day. 🌈👏👏👏 ... quiet innovative session I had....It gave us FOOD FOR THOUGHT that what we are doing and what is required from all of us to promote and sustain appropriate hand hygiene behaviours amongst children.

Thanks and Regards

Madhu Singh to Everyone

MS

Malini ma'am, the WEBINAR turned out to be outstanding in content, directions and absorption of basic necessities and thereafter the need to disseminate it to our children. As an educationist, I learned a lot today . Thankyou.

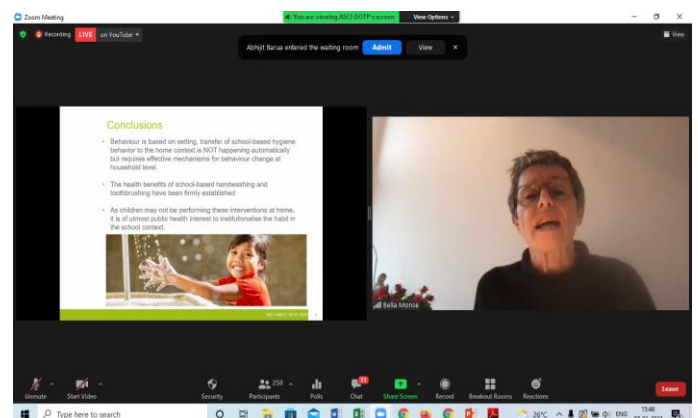
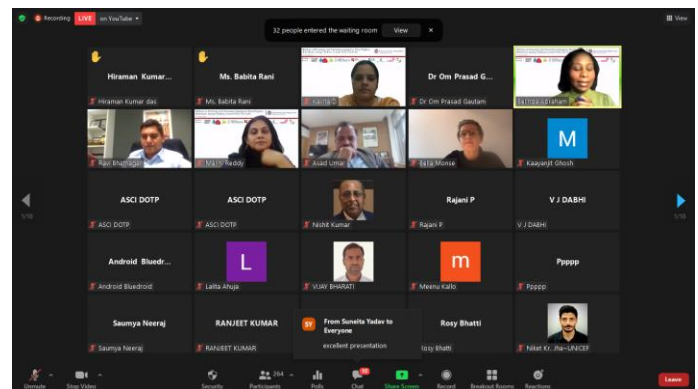
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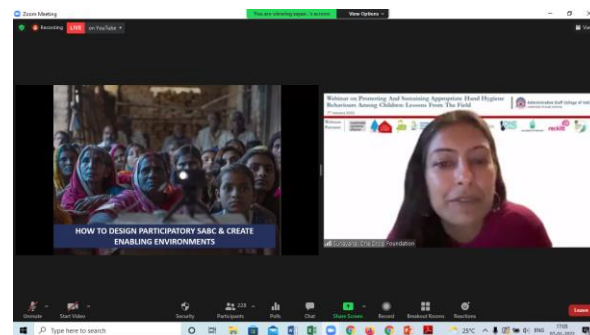
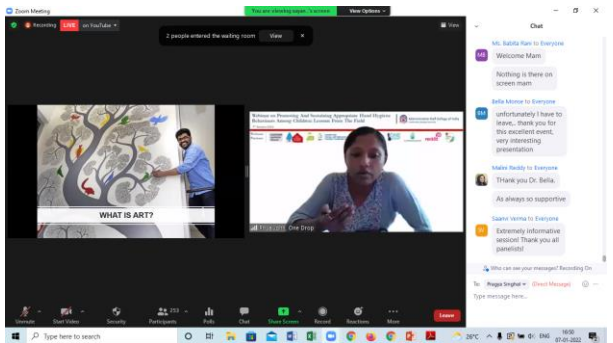
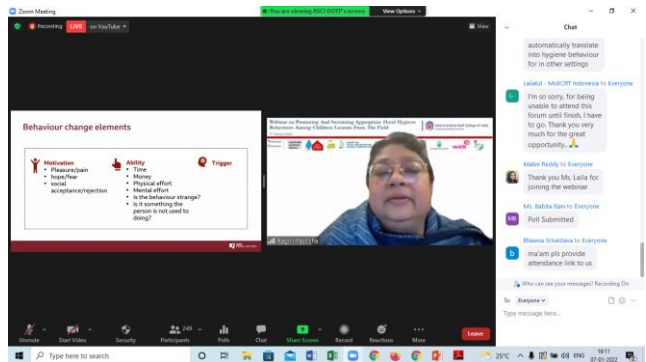
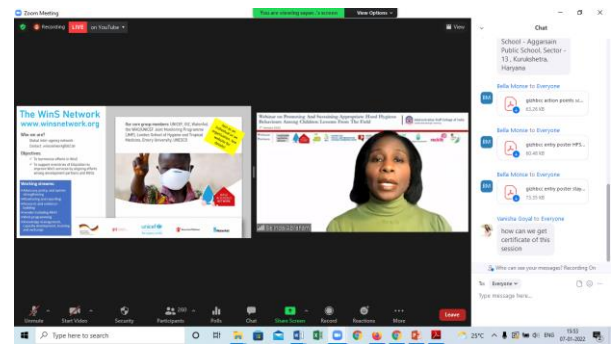
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You people gave a new direction to think and act to the students

Webinar Pictures:





About ASCI

Administrative Staff College of India (ASCI) is one of the pioneer institutes in India, advocating on Water Sanitation and Hygiene in schools. It primarily focuses on Capacity Building, Data Analytics and Research in WASH in schools across the country. It works in partnership with governments, corporates, NGOs, national and international development agencies to bring wide scale improvements in the policy, infrastructure and implementation of WASH in Schools program. ASCI in partnership with UNICEF supports the Ministry of Education (MoE) in the national benchmarking of WASH in schools' program – Swachh Vidyalaya Puraskar. It also has experience in developing state specific benchmarking in WASH in Schools.

CONTACT:

Dr. Y. Malini Reddy, Professor; Email: malinireddy@asci.org.in

Ms. Kavita Duvvuri, Program Manager; Email: kavitaduvvuri@asci.org.in



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