Hi-Five for Hygiene and Sanitation (HySan)

Enabling Independent Hygiene Behaviour in Philippine Schools

Pilot and evaluation findings

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Collaboration for Universal WASH

#WASHFutures18
Agenda

• HiFive for HySan pilot & evaluation objectives
• Intervention design & piloting
• Evaluation questions & methodology
• Evaluation findings
• Lessons & next steps
HiFive for HySan pilot & evaluation objectives

• Objectives:
  1. Test behavioural approach to improved hand-washing practices among elementary school pupils
  2. Inform DepEd WASH in Schools programming

• Motivations:
  • High prevalence of diarrhea, respiratory tract infections, and parasitic infections among Filipino children
  • Perceived limitations of traditional approaches of school-based hygiene programmes
Key features of HiFive for HySan intervention

• **Use behavioural approach**: focus on key motivators (disgust and peer affiliation) and habit-building through repetition and behavioural triggers (mural, song)

• **Target critical times and independent hand-washing**: emphasis on independent hand-washing before eating, after toilet use
  - Complement to scheduled daily group hand-washing

• **Focus on supply and demand for hand-washing**:
  - **Supply** – engage teachers and principals to increase availability of soap and maintenance of hand-washing and toilet facilities
  - **Demand** - motivate improved pupil hand-washing behaviour through 5 interactive tools
The Hi-Five Tools

**Storyboard**

**Hi-Five Star Chart**

**iWash Song**

Washing hands is cool, at home and in your school
Washing hands is cool, at home and in your school

You haven't washed hands and now your eating
ehew, eheew eheew....
Later I see you coming from the toilets and you didn't use soap
"Yuck! Yuck! Yuck! don't come and play with me!
And please tell your friends...
We only hang out with kids who wash their hands!

**Toilet Worksheet and Checklist**

**Murals**

**Poo Tag Game**
Key stages in design & pilot process

• **Design and small-scale pilot (2013-14):** UNICEF & International WaterCentre designed HiFive for HySan intervention and supported DepEd to conduct small-scale pilot at 8 schools.

• **Expanded pilot - Phase I (2017):** support DepEd roll out at half of eligible schools in two provinces; conduct evaluation to assess impact of HiFive for HySan intervention and identify potential gaps.

• **Expanded pilot - Phase II (2018):** revise intervention to address gaps identified; roll out intervention at remaining half of eligible schools.
Research questions

• **Primary question:** Does the HiFive for HySan intervention increase the *frequency of independent hand-washing with soap (iHHWS) at critical times* by grade 1-6 pupils at school?

• **Secondary questions:**
  1. Does HiFive increase the *frequency of supervised daily group hand-washing activities* in schools?
  2. Does HiFive affect *pupil perception of critical times and motivations to practice iHWWS*?
  3. Does HiFive increase availability of:
     a) *Hand-washing facilities* with soap and water?
     b) Functional and clean *toilet facilities*?
Expanded pilot & evaluation timeline (2017)

**Implementation**

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<tr>
<th>Preparation</th>
<th>Implementation</th>
<th>Post-implementation</th>
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| • Teacher training  
  • Principal orientation  
  • DepEd staff orientation | • Implementation of HiFive in schools  
  • Implementation support and monitoring by DepEd | Continuation of new independent hand-washing with soap habits |

**Evaluation**

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<th>May</th>
<th>September</th>
<th>December</th>
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| Process evaluation  
  *(HiFive for HySan schools only)*  
  • Contextualize findings from impact evaluation;  
  • Identify implementation challenges to inform possible program revisions | Impact evaluation  
  *(All sample schools)*  
  Estimate magnitude of HiFive impact on targeted outcomes and outputs |
**Sampling & treatment assignment**

- **Randomised controlled trial**: Randomly assigned intervention to schools meeting minimum infrastructure inclusion criteria.

- **Stratified** random assignment by division and “WinS implementation quality index” score.
  - Score was assigned to all schools using selected indicators from DepEd monitoring data.

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<th>Puerto Princesa City</th>
<th>Camarines Norte Province</th>
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<tr>
<td>Total schools</td>
<td>75</td>
<td>253</td>
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<tr>
<td>Schools meeting inclusion criteria</td>
<td>66</td>
<td>130</td>
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<td>2017-18 HiFive schools (T)</td>
<td>33</td>
<td>65</td>
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<tr>
<td>2018-19 HiFive schools (C)</td>
<td>33</td>
<td>65</td>
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No evidence of impact on iHWWS at critical times; positive impact on reported frequency of GHW

- No statistically significant impact on iHWWS at critical times (observed or reported)

- Overall low rates of HWWS at critical times across grades and treatment groups

- +15.3 p.p. (8.8, 21.8) increase on reported occurrence of GHW activity with soap for grade 4-6
Evidence of positive impact on availability of HW facilities with soap; no impact on toilet availability

- +4.7 p.p. (1.2, 8.2) increase on presence of HW facility near toilets

- +10.3 p.p. (4.4, 16.2) increase on soap availability at HW facility near toilets

- No evidence of impact on availability or cleanliness of toilets
No evidence of impact on pupil reported motivations and critical times for HWWS

- “Before eating” more frequently identified as critical time across treatment groups

- Health motivations are most frequently reported as reasons for HWWS
  - “Prevent spread of germs/illnesses” (66%)
  - “To stay healthy/not get sick” (54%)

- Two most frequently reported reasons for not HWWS before eating / after toilet are behavioural
  - “I forgot” (70% / 56%)
  - “I was in a hurry” (24% / 23%)
Lessons & next steps

Lessons from Phase I

• Access to hand-washing facilities with soap does not appear to be the key constraint to iHWWS, and increases as a result of HiFive for HySan

• HiFive for HySan intervention targets a key constraint to hand-washing, but revisions and further testing of tools and delivery by teachers are required to achieve behaviour change

Priorities for Phase II

• Revise tools prior to roll out, conduct evaluation activities focused on the delivery of tools by teachers and understanding of key messages by pupils to inform further improvements to intervention

• Test revised intervention after Phase II to inform decision about possible scale-up of HiFive for HySan intervention
Thank you