

Unpacking the realities of behaviour change interventions at scale

WASH Hub

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**WATER
&
WASH** 2023
FUTURES

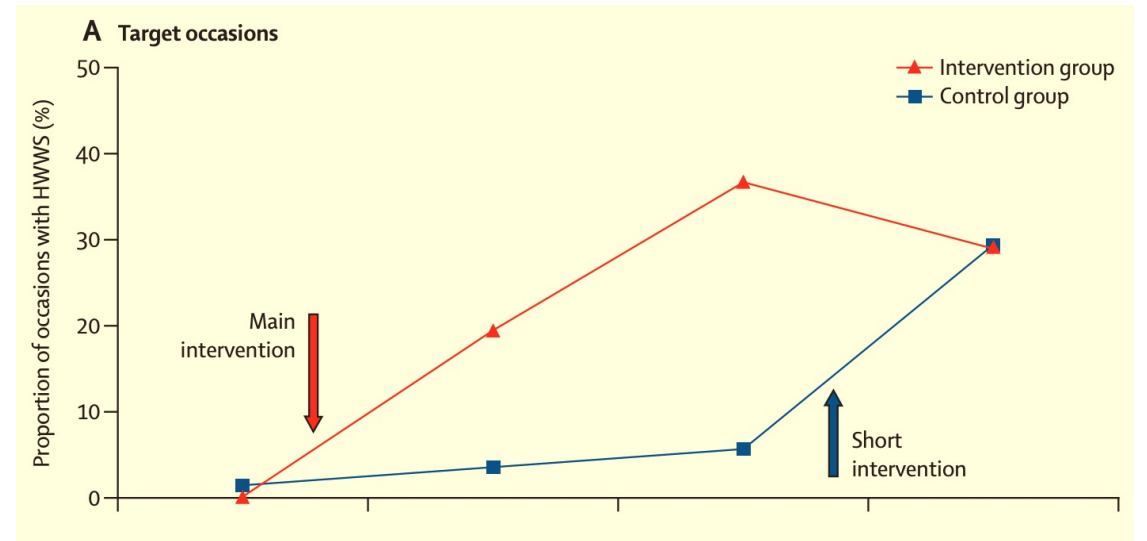
Achieving SDG6 in a Changing Climate



#WaWF23

Why Hub?

Create effective, scalable interventions



Effect of a behaviour-change intervention on handwashing with soap in India (SuperAmma): a cluster-randomised trial

Adam Biran, Wolf-Peter Schmidt, Kiruba Sankar Varadharajan, Divya Rajaraman, Raja Kumar, Katie Greenland, Balaji Gopalan, Robert Aunger, Val Curtis



Summary

Background Diarrhoea and respiratory infections are the two biggest causes of child death globally. Handwashing with soap could substantially reduce diarrhoea and respiratory infections, but prevalence of adequate handwashing is low. We tested whether a scalable village-level intervention based on emotional drivers of behaviour, rather than knowledge, could improve handwashing behaviour in rural India.

Methods The study was done in Chittoor district in southern Andhra Pradesh, India, between May 24, 2011, and Sept 10, 2012. Eligible villages had a population of 700–2000 people, a state-run primary school for children aged 8–13 years, and a preschool for children younger than 5 years. 14 villages (clusters) were selected, stratified by population size (<1200 vs >1200), and randomly assigned in a 1:1 ratio to intervention or control (no intervention). Clusters were enrolled by the study manager. Random allocation was done by the study statistician using a random number generator. The intervention included community and school-based events incorporating an animated film, skits, and public pledging ceremonies. Outcomes were measured by direct observation in 20–25 households per village at baseline and at three follow-up visits (6 weeks, 6 months, and 12 months after the intervention). Observers had no connection with the intervention and observers and participant households were told that the study was about domestic water use to reduce the risk of bias. No other masking was possible. The primary outcome was the proportion of handwashing with soap at key events (after defecation, after cleaning a child's bottom, before food preparation, and before eating) at all follow-up visits. The control villages received a shortened version of the intervention before the final follow-up round. Outcome data are presented as village-level means.

Findings Handwashing with soap at key events was rare at baseline in both the intervention and control groups [1% (SD 1) vs 2% (1)]. At 6 weeks' follow-up, handwashing with soap at key events was more common in the intervention group than in the control group [19% (SD 21) vs 4% (2); difference 15%, $p=0.005$]. At the 6-month follow-up visit, the proportion handwashing with soap was 37% (SD 7) in the intervention group versus 6% (3) in the control group (difference 31%; $p=0.02$). At the 12-month follow-up visit, after the control villages had received the shortened intervention, the proportion handwashing with soap was 29% (SD 9) in the intervention group and 29% (13) in the control group.

Interpretation This study shows that substantial increases in handwashing with soap can be achieved using a scalable intervention based on emotional drivers.

Lancet Glob Health 2014; 2: e145-154
See Comment page e118
This online publication has been corrected. The corrected version first appeared at thelancet.com on February 27, 2014.
See Online for an audio interview with Katie Greenland
London School of Hygiene & Tropical Medicine, London, London, UK (A Biran PhD, W-P Schmidt PhD, K Greenland MSc, R Aunger PhD, V Curtis PhD); St John's Research Institute, St John's National Academy of Health Sciences, Bangalore, Karnataka, India (K S Varadharajan MSc, D Rajaraman PhD, R Kumar MSc); and Centre of Gravity, Bangalore, Karnataka, India (B Gopalan BTech)
Correspondence: Dr Adam Biran, London School of Hygiene & Tropical Medicine, London WC1E 7HT, UK
adam.biran@lshtm.ac.uk

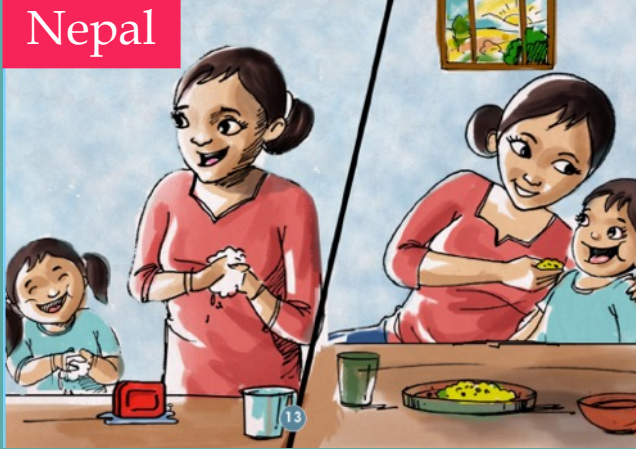
Published in the Lancet

Universal drivers

Create effective, scalable interventions



India



Bhutan



Lao PDR



What is the Hub way of working?

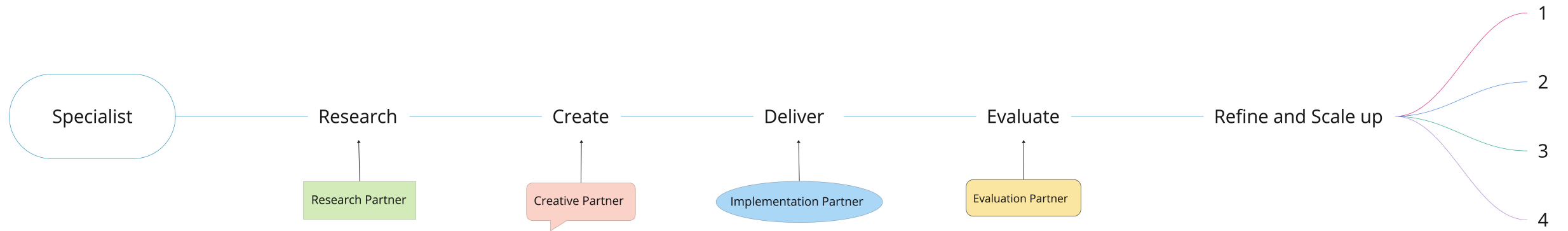
What

- Multiple teams forming a group to learn/work together
- Each working on different target behaviours
- In lockstep
- Led by Behaviour Change specialist/Mentor

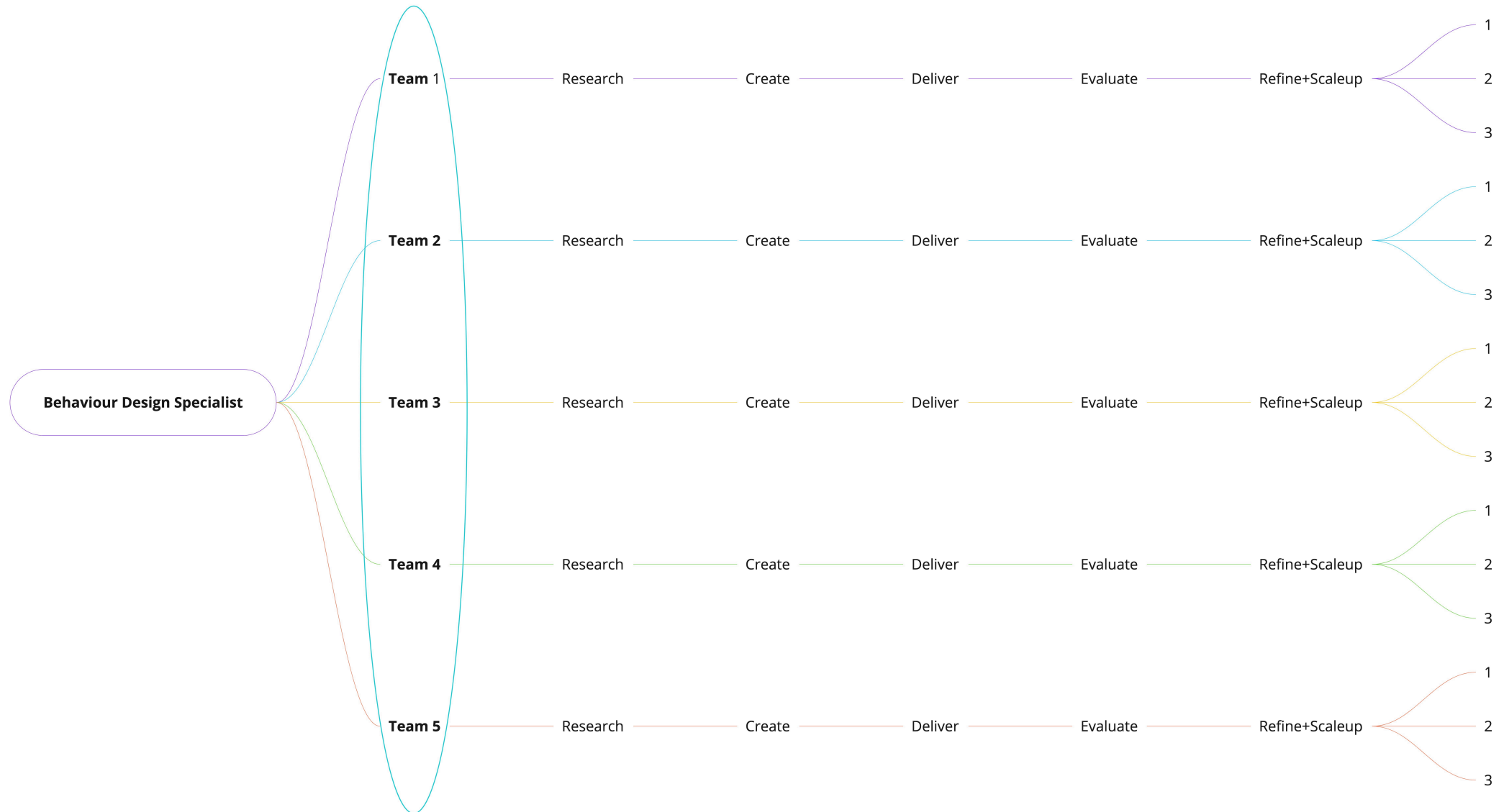
How

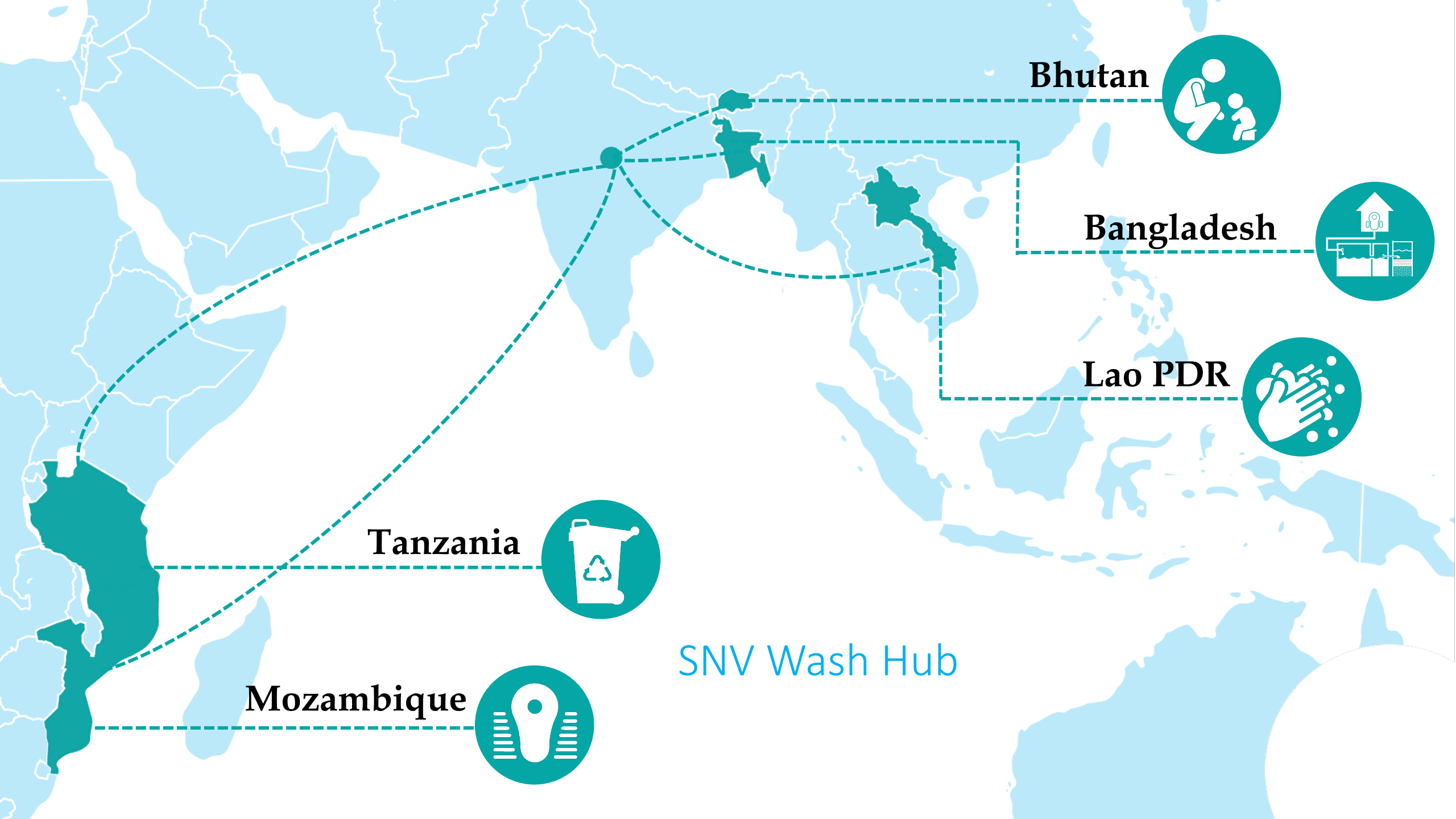
- In a learning-by-doing method
- With remote support
- To learn together
- To pool teams' expertise to support the whole group

Behaviour change design for scale-up



Wash Hub – Behaviour change design for scaleup, AT scale

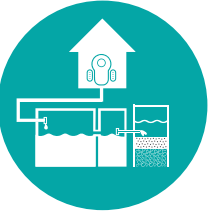




Bhutan



Bangladesh



Lao PDR



Tanzania

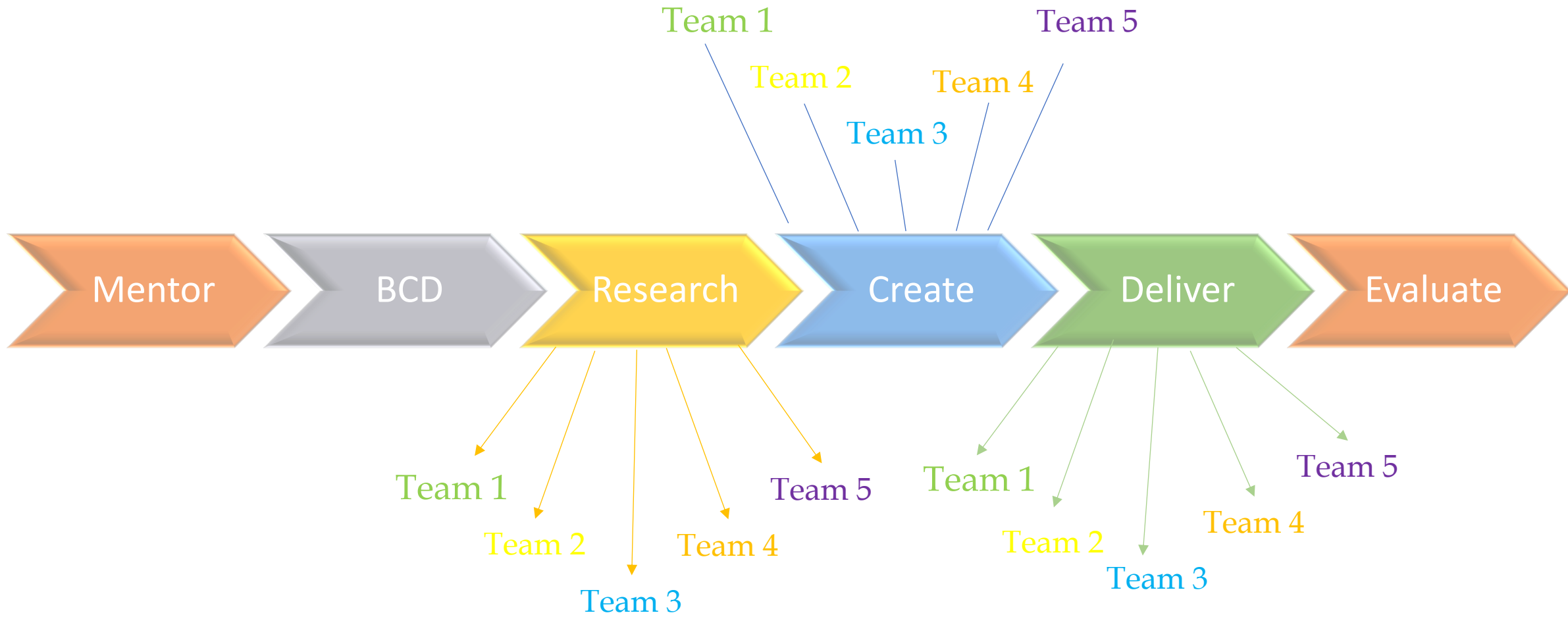


Mozambique

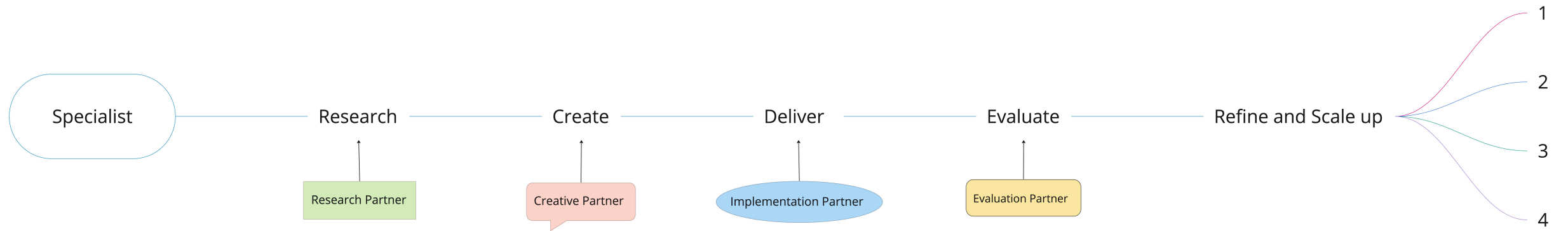


SNV Wash Hub

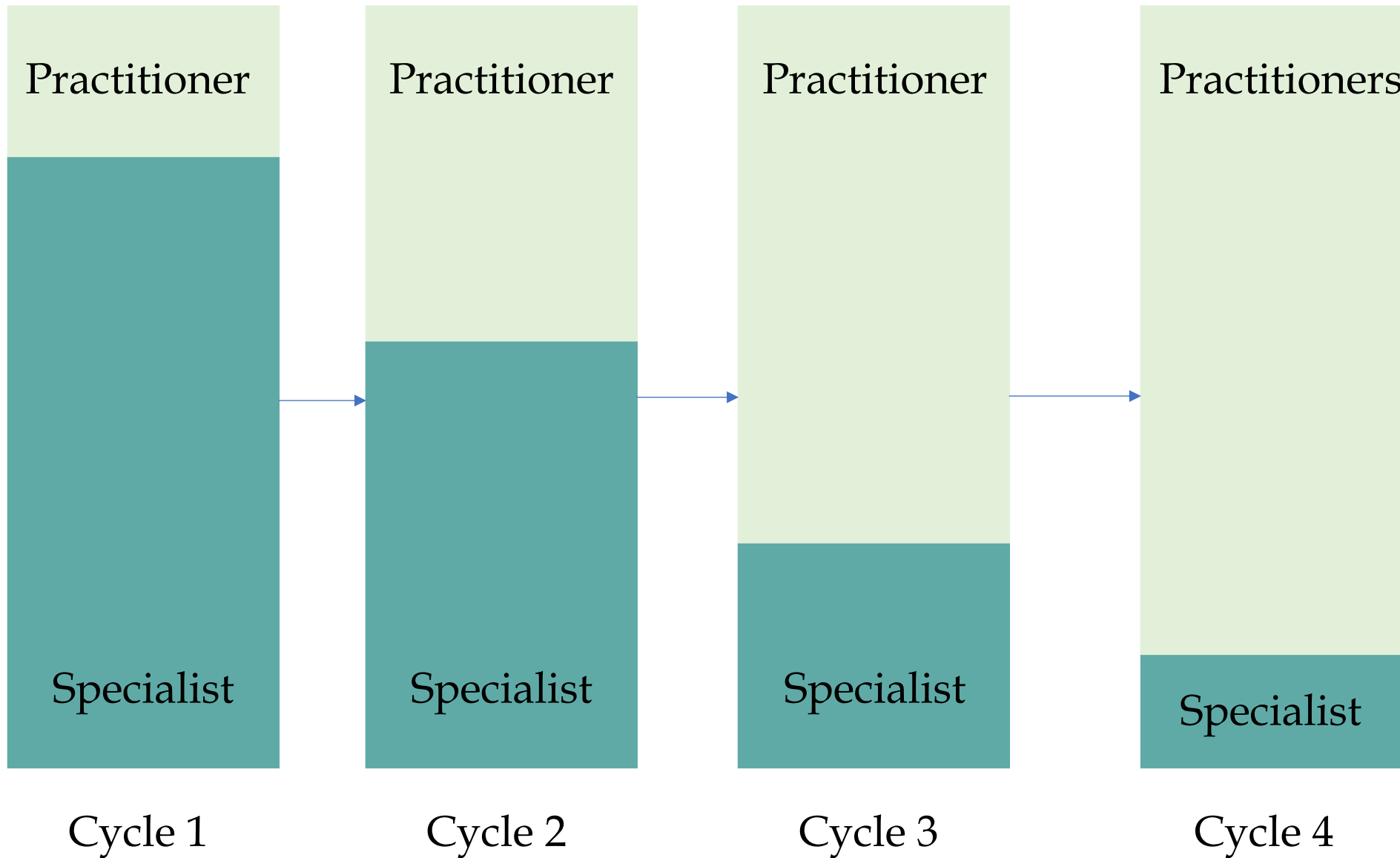
Process - Learning + Working



Behaviour change design for scale-up



Method - Learning by doing



Remote Support

The screenshot displays the Microsoft Teams interface. On the left is a navigation pane with icons for Activity, Chat, Teams, Calendar, Calls, Files, and Apps. The 'Teams' section is expanded, showing a list of teams including 'All SNV Wash Hub Teams' and 'Build Learning Sessions'. The 'Build Learning Sessions' team is selected, and its 'Files' tab is active. The main area shows a file list with columns for Name, Modified, and Modified By. The files are folders representing different sessions, with the most recent one being 'Session 5 - Build Proces...'. The interface includes a search bar at the top and various action buttons like '+ New', 'Upload', 'Share', 'Copy link', 'Sync', and 'Download'.

Teams

- All SNV Wash Hub Teams
- General
- Build Learning Sessions**
- Online Workshop 1 - BCD
- Outputs
- Pre Workshop Exercises
- Sharing - Assess Consolidation
- 1 hidden channel
- Online Workshop 2 - Africa
- Online Workshop 2 - Asia
- SNV Bangladesh - FSM (Cont...
- Covid HBCC - Common

Build Learning Sessions | Posts | **Files** | Edit | VP | Edit | Sample | Miro - Build Proce

+ New | Upload | Share | Copy link | Sync | Download

Name	Modified	Modified By
Mozambique FR Debrief	September 10, 20...	Nipa
On Research Tools	June 30, 2020	Nipa
Session 1 Organising Research Questions	May 3, 2020	Nipa
Session 2 - Formative Research Methods	May 11, 2020	Balaji Gopalan
Session 3 - Organising Research	June 30, 2020	Nipa
Session 4 - Sample Design	June 30, 2020	Nipa
Session 5 - Build Proces...	June 30, 2020	Nipa

Remote Support

The screenshot displays the Microsoft Teams interface. On the left, the navigation pane includes Activity, Chat, Teams, Calendar, and Calls. The 'Teams' section lists several teams, with 'Assess' selected. The main area shows the 'Assess' team's 'Files' tab, which includes a search bar, a '+ New' button, and options for Upload, Share, Copy link, Sync, and Download. Below this is a table of files and folders.

Name	Modified	Modified By
Uploaded by Adam & Upward Spiral	February 20, 2020	Balaji Gopalan
Uploaded by SNV Tanzania	February 20, 2020	Balaji Gopalan
Master List - Solid Waste Management.docx	February 20, 2020	Balaji Gopalan

Learning Together

SNV Wash Hub Online Learning Workshop 1 - Learning the BCD Framework

Materials to bring: 1 Handkerchief per team logging in, Personal Behaviour Change Experiment Observation Diary, Chart Paper/White Board, Marker Pens, Note Pads, Pens.

Agenda - Day 1

No.	Session	India	Mozambique	Tanzania	Bangladesh	Bhutan	Laos	Australia
1	Introductions and Agenda	11.30 am	8.00 am	9.00 am	12 noon	12 noon	1.00 pm	5.00 pm
2	Clarifying expectations	12.30 pm	9.00 am	10.00 am	1.00 pm	1.00 pm	2.00 pm	6.00 pm
3	Group learning game	1.15 pm	9.45 am	10.45 am	1.45 pm	1.45 pm	2.45 pm	6.45 pm
4	Break	2.00 pm	10.30 am	11.30 am	2.30 pm	2.30 pm	3.30 pm	7.30 pm
5	Personal Behaviour Change Experiment (PBCE) - Sharing	2.20 pm	10.50 am	11.50 am	2.50 pm	2.50 pm	3.50 pm	7.50 pm
6	Discovering the BCD framework from PBCE	3.20 pm	11.50 am	12.50 am	3.50 pm	3.50 pm	4.50 pm	8.50 pm
7	Break	4.20 pm	12.50 pm	1.50 pm	4.50 pm	4.50 pm	5.50 pm	9.50 pm
8	Consolidating the BCD Framework	4.40 pm	1.10 pm	2.10 pm	5.10 pm	5.10 pm	6.10 pm	10.10 pm
9	BCD Quiz 1	5.10 pm	1.40 pm	2.40 pm	5.40 pm	5.40 pm	6.40 pm	10.40 pm
10	BCD Map for analysing PBCE experience	5.40 pm	2.10 pm	3.10 pm	6.10 pm	6.10 pm	7.10 pm	11.10 pm
11	BCD Map of PBCE - Presentations by teams	6.10 pm	2.40 pm	3.40 pm	6.40 pm	6.40 pm	7.40 pm	11.40 pm
	BCD Quiz 2 Homework & Close for the day	6.40 pm	3.10 pm	4.10 pm	7.10 pm	7.10 pm	8.10 pm	12.10 am

Supporting learning and working


Questions Responses **18**

Mapping Teams WASH Experience

18
Responses





00:48
Average time to complete


Active
Status

View results  Open in Excel

1. Which WASH behaviours have you worked, in any capacity, at any point in your career, for organisation? Please select all that are applicable:

[More Details](#)

 Handwashing with Soap	14
 Sanitation - Construction	15
 Sanitation - Child Feces Mana...	2
 Solid Waste Management - Sa...	3

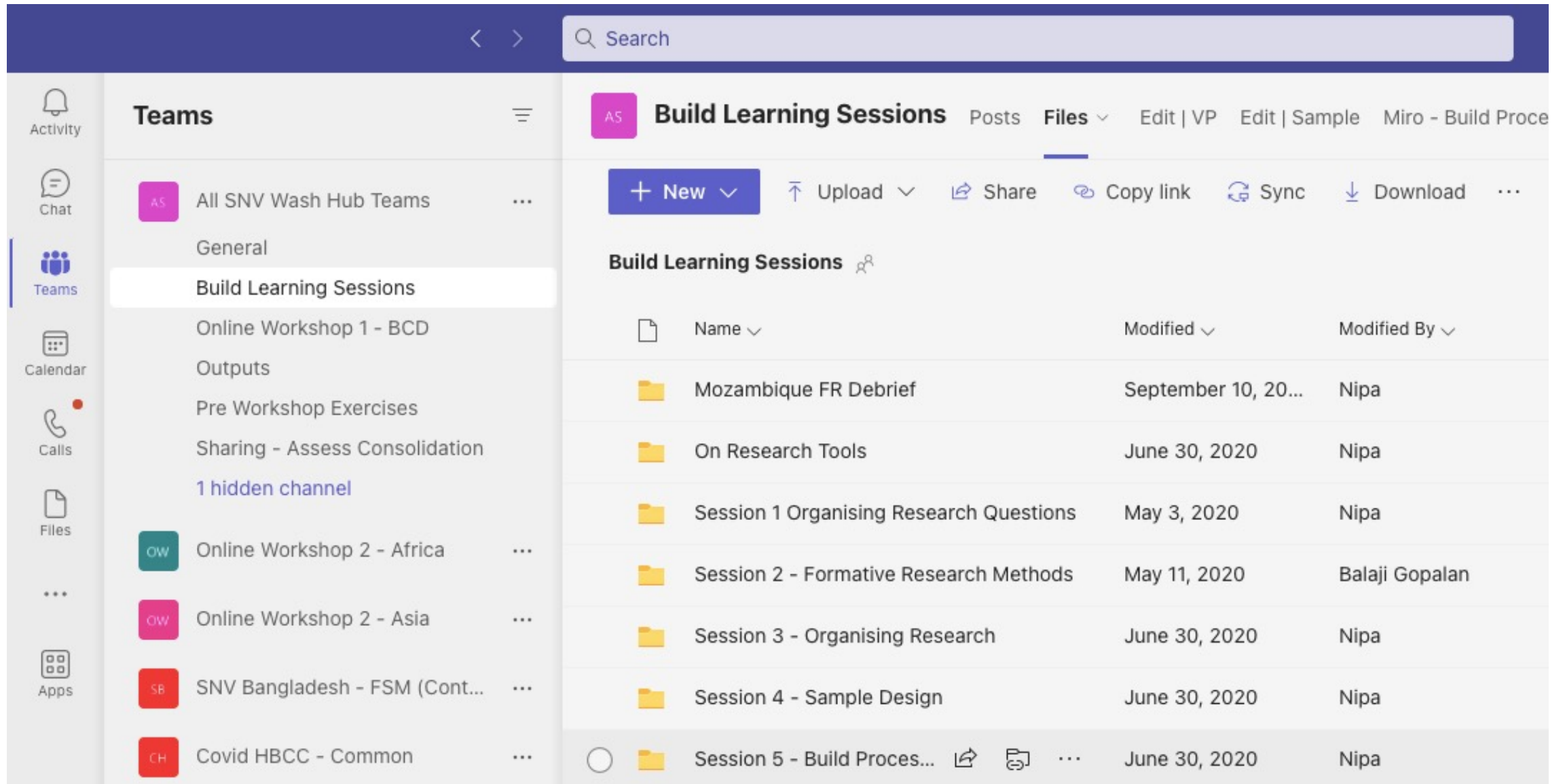


Supporting working

SNV Wash Hub Online Learning Workshop 3 - Sharing Assess

No.	Session	India	Mozambique	Tanzania	Bangladesh	Bhutan	Laos	Australia
1	Introductions and Agenda	11.30 am	8.00 am	9.00 am	12 noon	12 noon	1.00 pm	5.00 pm
2	Presentation by Laos	12.00 pm	8.30 am	9.30 am	12.30 pm	12.30 pm	1.30 pm	5.30 pm
3	Presentation by Bhutan	1.00 pm	9.30 am	10.30 am	1.30 pm	1.30 pm	2.30 pm	6.30 pm
4	Break	2.00 pm	10.30 am	11.30 am	2.30 pm	2.30 pm	3.30 pm	7.30 pm
5	Presentation by Bangladesh	2.20 pm	10.50 am	11.50 am	2.50 pm	2.50 pm	3.50 pm	7.50 pm
6	Presentation by Tanzania	3.20 pm	11.50 am	12.50 am	3.50 pm	3.50 pm	4.50 pm	8.50 pm
7	Break	4.20 pm	12.50 pm	1.50 pm	4.50 pm	4.50 pm	5.50 pm	9.50 pm
8	Presentation by Mozambique	4.40 pm	1.10 pm	2.10 pm	5.10 pm	5.10 pm	6.10 pm	10.10 pm
9	Feedback and Closure	5.40 pm	2.10 pm	3.10 pm	6.10 pm	6.10 pm	7.10 pm	11.10 pm
10	Close for the day	6.10 pm	2.40 pm	3.40 pm	6.40 pm	6.40 pm	7.40 pm	11.40 pm

Formative Research – Group learning outline for all teams



The screenshot displays the Microsoft Teams interface. On the left, the 'Teams' sidebar shows a list of teams, with 'Build Learning Sessions' selected under the 'All SNV Wash Hub Teams' group. The main area shows the 'Build Learning Sessions' channel with a file list. The file list has columns for Name, Modified, and Modified By. The files listed are folders for various sessions and a debrief, all created by Nipa or Balaji Gopalan.

Name	Modified	Modified By
Mozambique FR Debrief	September 10, 20...	Nipa
On Research Tools	June 30, 2020	Nipa
Session 1 Organising Research Questions	May 3, 2020	Nipa
Session 2 - Formative Research Methods	May 11, 2020	Balaji Gopalan
Session 3 - Organising Research	June 30, 2020	Nipa
Session 4 - Sample Design	June 30, 2020	Nipa
Session 5 - Build Proces...	June 30, 2020	Nipa

Formative Research Tools, BCD style

The screenshot displays the Microsoft Teams interface. On the left, the navigation pane shows the 'Teams' section with 'Build Learning Sessions' selected. The main area shows the 'Files' tab for this team, displaying a list of folders under the heading 'On Research Tools'. The list includes folders such as '1. User Journey', '10 User Imagery', '11 Touch Point Mapping', '12 Ethnography', '2. Behaviour Demonstrations', '3. Behaviour Trials', '4 Rapid Site Observations', '5 Product Idealisation', '6 Product Demo', '7 Laddering', '8 Three Wishes', and '9 Motive Stories'. Each folder entry includes a yellow folder icon, the folder name, the date it was last modified, and the name of the user who last modified it.

Name	Modified	Modified By
1. User Journey	June 30, 2020	Nipa
10 User Imagery	July 14, 2020	Balaji Gopalan
11 Touch Point Mapping	July 14, 2020	Balaji Gopalan
12 Ethnography	July 14, 2020	Balaji Gopalan
2. Behaviour Demonstrations	June 30, 2020	Nipa
3. Behaviour Trials	July 1, 2020	Balaji Gopalan
4 Rapid Site Observations	July 1, 2020	Balaji Gopalan
5 Product Idealisation	July 6, 2020	Nipa
6 Product Demo	July 6, 2020	Nipa
7 Laddering	July 14, 2020	Balaji Gopalan
8 Three Wishes	July 14, 2020	Balaji Gopalan
9 Motive Stories	July 14, 2020	Balaji Gopalan

FR – Doing with remote mentor support (Data capture on Miro)

Once completed, he was the first to use the latrine. He was very happy because he already had his own latrine

Probed:

Both, he and his wife value the latrine

There is no problem of mixing feces. It's normal.

When the neighbours saw him building a latrine, they made fun of him

The latrine can survive the rains



FR – Doing with remote mentor support (Data capture on Miro)

n and where there is nothing.
and a bad smell.

provisional. it does not have a
fully roofless. to have a roof it
to invest a l
time.

Resolve 🟡 🟢 🔴 🟡 🟠 🟤 🔔 ⋮

Balaji Gopalan 28 Sep, 07:24
Why only for a short time? 😊

Zainabo 10 Jan, 17:04
because he has plan to move to another community. 😊

Leave a reply. Use @ to mention. 😊 ➔



Knowledge: He knows the type of latrine, he has
seen it everywhere in the community.

Benefits: Quick and easy to build. material available
in the community and anyone can do it alone.

Formative Research – Peer learning

Field Research: Alto Molocue

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What went well

- Good attitude of the research team: tasks division, being a researcher (someone who will be learning from the community) and not a program technician; Respect the interviewee's desire to be part of the interview, Exploring all the issues until they are finished, with support from the discussion guide ...
- Support from the district technicians in identification of communities and interacting with respondents who speak the local language,
- Plan completed within the expected time;
- All the teams had opportunity to test all methods and tools (all the discussion guides), each team was expected to focus on one segment;
- Regular meetings with Upward Spiral team to review the process and research orientation;
- Pre-testing in the communities made it possible to review the discussion guides and develop a model for filling in data with research questions;
- It helped a lot to have a printer in the District, it allowed to make arrangements in the process and print several discussion guides daily;



Field Research: Alto Molocue

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What could have been better

- Previous identification of communities for research;
- Analysis of the sample design: in fact (there are more Non Doers households, more male heads of household, and poor households in rural communities) however the sample was half for each segment;
- Rapid ethnography canceled due to the emergency in the country;
- Training period, should be 4 to 5 days to allow testing and detailed discussion of all discussion guides. Only the interviews were tested;
- All the material organized before starting the process: printing the photos, all translations and prints of material, as well as bars of soap for distribution at FGD;



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Thank You



FR Report- Doing with remote mentor support



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