A Study Of Social And Behavior Change Communication (Sbcc) Interventions Attitudes And Behaviors Of School Students In The State Of Uttar Pradesh

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Abstract

The international development field of water, sanitation, and hygiene (WASH) strives to enhance sanitation and provide access to reliable, safe water. According to UNICEF and the World Health Organisation (2012), at least 780 million people lack access to better sanitation, and 2.5 billion do not have clean drinking water. The denial of these rights is a significant contributor to diarrheal illness, due to which 760,000 children who are less than 5 years die every year. This study tries to study the sustainability of the NGO's WASH program 1) Whether there is a gain in the knowledge of WASH components and 2) Whether there is a rise in incorporating the WASH practices.

Introduction

Our water is in peril. It is referred as the cause of everything from international conflicts to increased aid missions to different countries. As per World Health Organization (WHO) and United Nations International Children's Emergency Fund (UNICEF), 1.1 billion people worldwide lack access to safe drinking water, while
2.6 billion people are unable to use the regular sanitation facilities (WHO/UNICEF, 2005). The right to water was recently recognised by the United Nations to be a human right in a nonbinding resolution (UN, 2010). Civil society organisations and Water activists are creating awareness about the shortage of equitable allocation and distribution of water around the world, and the misuse and exploitation of the water resources by governments and multinational corporations.

Before SBCC, the concept BCC (Behaviour Change Communication) was used. Social and Behaviour Change Communication is purposely using communication strategies to stimulate changes in norms, beliefs, behaviours, and attitudes. BCC and SBCC pertain to propagate the messages and activities across multiple mediums to reach at different levels of societal stratas: individual, community, services, and policy.

Features of SBCC Theoretical basis and evidence base. A systematic approach is taken based on existing data available in the context to analyse the problem and help define barriers and motivators to change, and design a package of tailored

interventions that promote the behaviours needed to improve the situation. The SBCC strategy is the guiding document for the approaches to be undertaken, it identifies the audience of interest, it generates the behavior objectives and defines

the key messages, tools.

There is an urgent need to create awareness among communities so that they can be mobilised and equipped for incorporating the appropriate preventive behaviors, and this can be achieved via robust SBCC plans and programs. Social and behavior change communication has an important role in resolving all the social and behavioral aspects of the people.

BCC and SBCC are terms used interchangeably to describe the coordination of information and activities in a variety of ways to influence people at various levels, including individuals, communities, services and policies. The SBCC was established and theoretically established. The program is designed to use a systematic approach that analyzes problems to use available data and identify issues and drivers for change and improvement interventions to facilitate desired behaviors. A plan that guides the development of interventions, defines the target audience, develops the objectives of communication behavior and selects the appropriate message, resources and activities across channels is called SBCC strategy. BCC and SBCC have different meanings in the relation to psychotherapy and shall not be used interchangeably.

"Impact First" rather than "Story First" is how SBCC sets itself apart from Social Impact Entertainment (SIE). A person's behaviour is a complicated phenomenon that is influenced by both internal and external circumstances. The four layers of influence that impact behaviour are identified by the social ecology model (below), which is based on Bronfenbrenner's 1979 theory: personal, family and peer networks, and community (Glanz & Rimer, 2005; Glanz & Bishop, 2010); HC3, 2014.

1. Individual: At this level, a person's behaviour is influenced by their circumstances. Examples include ideas, beliefs, skills, attitudes, and knowledge.
2. Family and Peer Networks: At this level, personal behavior is influenced by one's neighborhood and family environment.
3. Community: This refers to the influence of personal life and close relationships. Environmental factors including culture, access to information, services, financial resources and performance have been associated with risk and protection.
4. Social/Structural: This refers to the broader macro environment that can facilitate or inhibit behavior.

Difference between SBCC and other conventional communication?

The process of speaking with individuals, groups, and communities as well as a component of a larger program of planning, problem-solving, motivation, and messaging is known as Social

and Behaviour Change Communication. SBCC use a variety of communication channels to support and encourage best practices among people, organisations, and communities. Research, behaviour analysis, communication planning, implementation, monitoring, and evaluation are all part of SBCC's strategy to accomplish its objectives.

At SBCC, the programs are planned and made using up-to-date information and standards. After the problems are analyzed to identify the barriers and motivations to change, a variety of specific treatments are designed to help support the desired behavior. The SBCC planned document provides directions for the creation of interventions, identifies the target audience, develops behavioral goals, and selects any of the same messages, information, and activities when completed. SBCC has three core elements:

1. **Social Change-** It understand shifts in the definition of problems and perceptions about their definition, participant's forms of active involvement, mechanisms of policy implementation as well as social attitudes and behaviors.

2. **Behaviour Change-** The struggle for the alteration of one expected behaviour in what is deemed to be an effective/simple way whilst all achievement and benefits are being maintained and augmented.

3. **Communication-** Understand the different needs, motivations, and preferences of the target audience to formulate appropriate messages and strategies across the communication platforms.

Review of Literature

SBCC understands how people treat people around them (community, family, religion and city). Using SBCC requires a lot of communication skills. Prolonged exposure of a target group to desired behavioral signals eventually leads to behavior change. SBCC is a useful tool for solving many problems which have adverse effects on the communities and groups. Behaviour Change Communication is often used as a method for community empowerment, public outreach programs, environmental education, and health.

World Water Day is celebrated annually on March 22 to highlight the need of clean drinking water. Every year, the theme of Water Day is centered around the theme of clean water, sanitation and hygiene (WASH), in line with SDG 6 of

Sustainable Development Goal. In the year 2024, 'Water for Peace' was the theme for the World Water Day. One can devise manyways to comprehend and understand WASH. For the purposes of this document, water refers to domestic drinking and cooking, sanitation refers to the disposal of human waste, and hygiene refers to management's personal cleanliness. Therefore, water, sanitation and hygiene have different roles and contributions in the WASH field. Because of this particular context, agricultural and industrial water use was not considered in this study.

Apart from UN (United Nations), many NGOs (non-governmental organizations) and local governments, are cooperating with each other to address these kind of injustices by raising

awareness and practices about water, sanitation, hygiene and healthy habits. However, currently only SDG target 6. Goal 1 on universal and equal access to sanitation and affordable drinking water for all and Goal 6.2 on sanitation and hygiene concern women and girls. It should be noted that SDG target

3.9 is to reduce the number of deaths and diseases caused by contaminated water, with particular reference to water, sanitation and hygiene (WASH). The absence of safe drinking water and sanitation impacts mostly to women. While, once water management becomespublic, it depends on a culture that allows men to be leaders and women to follow through on decisions for them.

The Social Mediated Crisis Communication Model

A key component of contemporary crisis communication theory is the Social Mediated Crisis Communication (SMCC) concept. According to this paradigm, there are various "publics" or "audiences" on social media during a crisis, including followers, prominent people, and inactive users. The direct and indirect distribution of information on social media platforms is crucial to this paradigm.

Social Cognitive Learning Theory

The Social Cognitive Learning Theory recognizes that there is a dynamic interplay between the individual and his or her social and physical environment in determining his or her behavior. The environment affects three personal cognitive factors influencing behavior:

1. Observational learning
2. Outcome expectations
3. Self-efficacy

Theory of Planned Behavior

According to this theory, the behavior depends on the three factors:

1. Attitude toward the desired behavior
2. Subjective norms
3. Perceived behavioral control

Methodology

For this project we have Theory of Change (ToC) in our framework. Our theory of changeis based on the belief that by providing training sessions and distribution of sanitation and hygeine kits to students, we can achieve the intended outcomes which are increased knowledge, awareness and accessibility, improved WASH practices and a WASH friendly ecosystem in schools and families of adolescents.

Step 1: Use of IEC materials and training material

This will focus on developing resources that will support the WASH training sessions and provide a comprehensive information to all the key target stakeholders
i.e. students, parents and teachers. Relevant and age appropriate content for the IEC materials, training materials will be developed and compiled. The content shall cover all the essential topics such as personal and community hygiene, menstrual hygiene, sanitation practices, etc. The information which we included in these materials were correct, culturally sensitive, and easily understood by the target audience. The materials will also include session plans, teaching guides, presentation slides, and interactive activities. We will also ensure that the training material is well structured, easy to follow and is aligned with the curriculum.

Step 2: Briefing with resource persons, assistants and data collection team

The briefing session with all resource persons, assistants, and the data collection team was a crucial step before commencing the actual training sessions. This session will aim to ensure that all team members involved in the project are well- informed, aligned with the project objectives, and equipped with the necessary knowledge and skills. During the briefing session, clearly communicate the overall objectives of the menstrual training sessions and provide a comprehensive overview of the project, including its timeline, target schools, number of adolescents to be covered etc. The session will also finalize the outline of the training session structure, key topics, teaching methodologies, and interactive activities that will be utilized. A tentative outline for the training session is provided in the tables below:

S.NO.	Theme	Time
1	Introduction and ice breaking activity	10 minutes
2	Session by Expert: • Behaviour Change Communication • Components of WASH • Gender friendly WASH ecosystem • Taboos and stigma around menstruation • Importance of sensitizing male students in MHM ecosystem • Positive masculinity • Best practices from other states/schools in menstrual friendly ecosystem	40 minutes
3	Activity on MHM and WASH	10 minutes
4	Question/ Answer session	10 minutes

Findings and analysis

According to session findings, most schools are engaging in a number of healthy behaviours, such as using boreholes as their primary facility or source of potable drinking water and they also have fixed place to wash their hands with soap after using the lavatory. It was also observed that both the availability and accessibility to quality water source was increased. Water treatment in homes has become far less common.

The second is that longer-term follow-up is necessary, especially since one of the program's main goals is behaviour change. To build a more robust WASH program with more significant health effects, more research into the reasons why households have not embraced handwashing and in-home water treatment to a higher degree would be helpful.

Students

Social and behavior change communication (SBCC) training for water, sanitation, and hygiene (WASH) with school students had several positive findings and outcomes. Here are some potential findings:

Increased Knowledge: SBCC training enhanced students' understanding of water, sanitation, and hygiene practices. It provided them with knowledge about the relevance of handwashing, potable drinking water, proper sanitation, and issues related to health.

Improved Attitudes: The sessions helped them to shape positive attitudes toward

WASH practices among students. They developed a greater appreciation for the significance of maintaining personal hygiene, conserving water, and using clean sanitation facilities.

Behavior Change: The SBCC sessions led to actual behavior change among students. They adopted and consistently practice behaviors such as regular handwashing with soap, proper use of toilets, and safe handling of drinking water.

Peer Influence: Students who participated in the SBCC sessions on WASH acted as influencers within their peer groups. They shared their knowledge and experiences, and encouraged others to adopt healthy WASH behaviors, which in turn created a positive ripple effect.

Community Impact: By incorporating WASH practices learned through SBCC training into their daily routines, students had a wider impact on their communities. They started inspiring and motivating the family members and neighbors to adopt similar behaviors, leading to improved WASH practices at the community level.

Reduced Absenteeism and Improved Academic Performance: Implementation of proper WASH practices led to a decrease in waterborne illnesses and related absenteeism among students. This, in turn, contributed to improved academic performance and overall school attendance rates.

Long-term Sustainability: The sessions of SBCC on WASH has instilled lifelong habits and values related to WASH practices. As students grow into adulthood, they maintained and

promoted these behaviors, contributing to the long-term sustainability of WASH practices within their communities.

Teachers

Social and behavior change communication (SBCC) training for water, sanitation, and hygiene (WASH) with school teachers can yield several important findings and outcomes. Here are some potential findings that may arise from such training.

Increased Knowledge and Awareness: SBCC training had enhance teachers' understanding of WASH practices, the importance of hygiene, and the impact of WASH on students' health and well-being. Teachers had gain knowledge about proper handwashing techniques, safe water management, and effective sanitation practices.

Enhanced Teaching Skills: Training in SBCC for WASH equipped the teachers with the skills necessary to effectively communicate and educate their students about WASH practices. They have learned about the creative teaching methods, interactive activities, and strategies to engage students in learning about WASH topics.

Improved Classroom Environment: After the SBCC training on WASH, the teachers have created a supportive WASH environment in their classrooms. They incorporated WASH messages and practices into their daily routines, started to promote cleanliness and hygiene, and encourage students to adopt healthy behaviors.

Behavior Change among Teachers: SBCC training with teachers lead to behavior change among teachers themselves. They have adopted and also started practicing WASH behaviors such as proper handwashing, safe water usage, and maintaining clean sanitation facilities. Teachers were seen as role models for the students, and this reinforced the importance of WASH practices.

Integration of WASH in the Curriculum: Through SBCC training, teachers have also learned about how to integrate WASH education into their subject areas, creating cross-cutting learning opportunities. They have also incorporated WASH topic into science, health, or environmental studies, emphasizing the interdisciplinary nature of WASH.

Collaboration with Parents and Communities: After the SBCC sessions, teachers start acting as a catalysts for involving parents and communities in promoting WASH practices. They organized awareness campaigns, engage parents in school- based WASH activities, and encourage community participation in improving WASH infrastructure and practices.

Sustainable WASH Practices: By equipping teachers with SBCC skills, the training contributes to the sustainability of WASH practices in the long term. Teachers have pass on their knowledge to future generations of students and advocate for ongoing WASH initiatives within the school and community.

It is crucial to remember that the precise results could change based on a number of variables, including the quality and length of the SBCC training, the cultural setting, and the involvement of each individual student and teacher. The impact and efficacy of such training programs must be continuously monitored and evaluated.

Conclusion

The recently growing consensus on the need to involve both men and women equally in WASH programs comes from the recognition that WASH services can become efficient, user-focused, financially viable and sustainable with the active involvement of men and women. A people-centric approach does not inevitably ensure that the need and interests of men and women are adequately reflected in WASH programming. Gender analysis helps to redress inequalities and inequities, examines barriers to participation, and envisages potential outcomes of development intervention to endure that women contribute to and benefit from WASH program.

Many NGOs which are active in the WASH sector, like WaterAid, UNICEF, Water and Sanitation for the Urban Poor (WSUP), use the World Water Day to raise awareness among the people, attract the attention of media for issues related to water and encourage action. Interventions with self-help groups should be encouraged to feed themselves and generate income and well-being through water, sanitation and hygiene (WASH) systems. There is a need for a national monitoring and evaluation system to monitor and measure gender outcomes in SBM. Several researchers in the field have noted that gender analytical frameworks have a long history of development. These frameworks can teach us how to support design, implementation and assessment that can end the gender equality gap in sanitation. Effective communication and training programs are needed to build the capacity of participants in gender counselling, service delivery and intervention needs.

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