



Birla Institute of Technology & Science, Pilani
Hyderabad Campus

FIRST/ SECOND SEMESTER 2020-2021
Course Handout Part II

Date: 27/10/2020

In addition to Part-I (General Handout for all courses appended to the time table) this portion gives further specific details regarding the course.

Course No.: SAN G513

Course Title: Sanitation Governance, Behaviour Change and Advocacy

Instructor- In- Charge: Dr Lavanya Suresh (Hyd Campus) - lavanya@hyderabad.bits-pilani.ac.in and

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Co-Instructor: Kopal Khare

1. Scope and objective of the course:

- Explain main approaches and theories on water and sanitation governance
- Identify actors and decision-making processes related to sanitation governance
- Explain the advantages and shortcomings of sanitation regulatory frameworks in countries of the Global South
- Analyze sanitation governance structures from specific study cases, including integration of policies and strategies into government planning and budgeting systems
- Contrast failures, successes, and journeys of sanitation histories around the world
- Evaluate elements for developing evidence-based policies
- Appreciate that behaviour is a social construct based on various determinants, and distinguish between behaviour types and reinforcements.
- Develop analytical skills for engaging multiple understandings underpinning water, sanitation and hygiene (WASH) behaviours to inform program and policy development.
- Describe theories of change underpinning behaviour change campaigns in sanitation delivery and health promotion, as well as implementation and evaluative methods.
- Assess and critique the applicability of various behaviour change models for a diverse range of contexts and target populations.
- Demonstrate an awareness of various methods, tools and platforms that can be utilised in the development of an evidence-based behaviour change and/or advocacy plan.

2. Course Description: This particular course will have two modules – **Sanitation Governance and Behaviour change & Advocacy**

- The **Sanitation Governance** course will explore Sanitation governance as a process of coordination and decision making between different stakeholders in the sector. This is done through the analysis of rights, risks, responsibilities, benefits and incomes related to faecal sludge and wastewater, and



through the relationship of voice, power and authority. Sanitation practices and access across the sanitation service chain are related to equity and sustainability. Ultimately, the aim of this course is for the participant to develop the knowledge and skills necessary to understand and influence sanitation governance.

2. The **Behaviour Change and Advocacy** module will highlight the significance of behavioural change across the sanitation value chain. Participants are exposed to behaviour theories and advocacy methods from prominent sanitation professionals who have designed and implemented impactful interventions in Africa, Asia and Latin America. By reflecting on what has worked and what has not, the module will challenge the erroneous notions of behaviour being rational, and education being the best way to induce change. Participants will come away with an understanding of the concepts underpinning behavioural change, as well as demonstrating an awareness of approaches that have promoted change in a diverse range of populations and contexts.

3. Reading for both modules:

a. Readings for **Sanitation Governance Module**

Text book (TB) for Sanitation Governance Module:

- i. Coffey, D., & Spears, D. (2017). *Where India goes: abandoned toilets, stunted development and the costs of caste*. Harper Collins.

Reference books:

- ii. Verma, K., Bisht, B. S., & Cronin, A. (2014). Decentralised governance in water and sanitation in rural India. *Academic Foundation*.
- iii. Gupta A., Khalid N., Deshpande D., Hathi P., Kapur A., Srivastav N., Vyas S., Spears D., Coffey D. (2020). Revisiting Open Defecation Evidence from a Panel Survey in Rural North India, 2014-18. *Economic & Political Weekly*, 55(21), 55-63
- iv. Nelson Ekane et al (2014) Multi-level sanitation governance: understanding and overcoming challenges in the sanitation sector in sub-Saharan Africa, Stockholm Environment Institute, Working Paper 2014-04
- v. Andersson, K., Rosemarin, A., Lamizana, B., Kvarnström, E., McConville, J., Seidu, R., Dickin, S. and Trimmer, C. (2016). Sanitation, Wastewater Management and Sustainability: From Waste Disposal to Resource Recovery. UN Environment Programme and Stockholm Environment Institute
- vi. Koottatep, T., Cooke, P. E., & Polprasert, C. (Eds.). (2019). *Regenerative Sanitation: A New Paradigm For Sanitation 4.0*. IWA publishing. ISBN: 9781780409672
- vii. Documentaries

b. Readings for **Behaviour Change and Advocacy module**

- i. Curtis, V. (2001). Hygiene: How myths, monsters, and mothers-in-law can promote behaviour change. *Journal of Infection*, 43(1), 75– 79. <https://doi.org/10.1053/jinf.2001.0862>
- ii. Aunger, R. & Curtis V. (2016). Behaviour Centred Design: towards an applied science of behaviour change, *Health Psychology Review*, 10:4, 425-446, DOI: <https://doi.org/10.1080/17437199.2016.1219673>
- iii. Aunger, R., & Curtis, V. (2017). *A Practitioner's Manual: What is behaviour change and is it really as difficult as everyone thinks?* London: London School of Hygiene & Tropical Medicine Environmental Health Group. Retrieved from [https://www.lshtm.ac.uk/sites/default/files/2017-03/BCD Manual.pdf](https://www.lshtm.ac.uk/sites/default/files/2017-03/BCD%20Manual.pdf)
- iv. Dreifelbis, R., Winch, P. J., Leontsini, E., Hulland, K. R., Ram, P. K., Unicomb, L., & Luby, S. P. (2013). The Integrated Behavioural Model for Water, Sanitation, and Hygiene: a systematic review of behavioural models and a framework for designing and evaluating



- behaviour change interventions in infrastructure-restricted settings. BMC Public Health, <https://doi.org/10.1186/1471-2458-13-1015>
- v. World Bank. (2015). Mind, Society, and Behavior. Washington, D.C.: World Bank Group - World Development Report. Retrieved from <http://www.worldbank.org/en/publication/wdr2015>
 - vi. Mosler, H.-J., Huber, A., Inauen, J., & Tobias, R. (2013). A guideline for behavior change. Zürich: EAWAG. Retrieved from http://www.eawag.ch/fileadmin/Domain1/Abteilungen/ess/schwerpunkte/ehpsy/behavioural_march_2013.pdf
 - vii. Kar, K., & Chambers, R. (2008). Handbook on Community-Led Total Sanitation (Vol. 44). London: Plan UK and University of Sussex Institute of Development Studies. Retrieved from <http://www.communityledtotalsanitation.org/sites/communityledtotalsanitation.org/files/cltshandbook.pdf>.
 - viii. Devine, J. (2009). Introducing SaniFOAM: a framework to analyze sanitation behaviors to design effective sanitation programs. Washington, D.C.: Water and Sanitation Program. Retrieved from http://www.wsp.org/sites/wsp.org/files/publications/GSP_sanifoam.pdf
 - ix. UN-Water & WHO (2014) UN-water global analysis and assessment of sanitation and drinking-water (GLAAS) 2014 Report: Investing in water and sanitation: increasing access, reducing inequalities, UN-Water and World Health Organization, Geneva.
 - x. Documentaries

4. Course Plan

Lecture No.	Learning objectives	Topics to be covered	Reference
Sanitation Governance			
1-4	Examine multi-level sanitation governance	Multi-level sanitation governance including national policies, state policies, Local bodies, Individual households; civil society organizations.	Ref.
5-8	Understand definitions, debates, controversies in India and globally	Understanding why India has such high rates of open defecation using international comparisons from sub-Saharan Africa and the rest of Asia; Water and sanitation	TB Chapter 1 and 2
9-12	Analyze power relations among actors	Health and sanitation; Role of income inequality; open defecation case study; social inequality and poor health	TB Chapter 3 and 4
13-16	Discuss wellbeing and power asymmetries	Need to reduce open defecation (ODF); Dimensions of wellbeing; Children and sanitation; Class-economic consequences of ODF; Caste and gender	TB Chapter 5 and 6 And Ref.
17-20	Elaborate on the implementation of	Policy responses to ODF; India and international developments; Sanitation policies - past and present	TB Chapter



	sanitation policies in the South Asian Context		7 and 8
21	Discuss the emerging paradigms in Sanitation governance	Everyday sanitation from different perspectives; Strategies; Sanitation and SDGs	TB Chapter 9 and ref.
Behaviour Change and Advocacy			
22	Familiarize with the components of the course	Introduction to the paper and the topics to be covered	TB
23-26	Develop an understanding that behaviour is a social construct based on various determinants, distinguish behaviour reinforcements	What is behaviour? <ul style="list-style-type: none"> • Societal and cultural aspects • Types: Knowledge, motivations and reactions • Reinforcements: Norms and behaviour Settings 	TB
27-31	Develop analytical skills for engaging multiple understandings underpinning water, sanitation and hygiene (WASH) behaviours to inform program and policy development.	Behaviour change frameworks <ul style="list-style-type: none"> • What is a theory of change? • World Bank human decision- making Framework- LSHTM - Behaviour-centred design: Assess, Build, Create, Deliver and Evaluate 	TB
32-34	Discuss theories of change underpinning behaviour change campaigns in sanitation delivery and health promotion, as well as implementation and evaluative methods.	What behaviours are we changing? Links between theory and practice <ul style="list-style-type: none"> • Who and what behaviours are we targeting? a) Toilet use (e.g. anti-open defecation) b) Handwashing c) Surface cleaning d) Safe disposal of human waste e) Safe disposal of solid waste f) Vector control g) Safe handling of food and water • How do we change behaviours? a) Education/outreach campaigns b) Facilitated change processes c) Policies and regulations • How do we measure change? 	TB
35-37	Assess and critique the applicability of various behaviour change models for a diverse range of	Behaviour change in the sanitation sector <ul style="list-style-type: none"> • Defining 'what', 'who', 'why' and 'how' in sanitation-related behavioural change frameworks and methods 	TB



	contexts and target populations.	a) Participatory Hygiene and Sanitation Training (PHAST) b) Community-Led Total Sanitation (CLTS) c) Sanitation marketing d) Nudging • Policy development case studies: a) Bangladesh's national CLTS efforts b) Brazil's PLANSAB	
38-42	Demonstrate an awareness of various methods, tools and platforms that can be utilised in the development of an evidence-based behaviour change and/or advocacy plan.	Behaviour change and advocacy toolbox • Surveying methods • Communications tools • Media platforms	TB

5. Evaluation Scheme - (100 marks):

Evaluation Component	Duration	Weightage (%)	Date & Time	Nature of Component
Mid-Semester Test	90 mins	35	As announced in the Timetable	Closed Book
Quiz	-	5	TBA	Closed Book
Research Project/ Term Paper	-	25	TBA	Open Book
Comprehensive Examination	120 mins	35	As announced in the Timetable	Closed Book

6. Chamber Consultation Hour: Tuesday 3:00 pm to 4:00 pm on google meet. Link will be available on google classroom and CMS.

7. Course Notices: Notices, if any, will be displayed on the course page on Google classroom.

8. Make-up: Make-up components will be allowed provided there is documentary support for health-related emergencies.

9. Academic Honesty and Integrity Policy: Academic honesty and integrity are to be maintained by all the students throughout the semester and no type of academic dishonesty is acceptable.



INSTRUCTORS-IN-CHARGE

