



Global Handwashing Day October 15

More Than A Day:
Assessing the impact of Global
Handwashing Day activities

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Handwashing Day Activities**

Why This Toolkit?

The objectives of Global Handwashing Day are threefold: to foster and support a global and local culture of handwashing with soap, to spotlight the state of handwashing in individual countries, and to raise awareness about the benefits of the practice. Since its inception in 2008, Global Handwashing Day has prompted more than 120 million children to wash their hands with soap in 73 countries across five continents. The Day has been a resounding success, putting this potentially life-saving practice on the map internationally, mobilizing resources and political attention, and raising awareness of its benefits. In 2009, the bar was raised as 83 countries representing six continents participated in Global Handwashing Day, and two new Guinness World Records were set for the highest number of children washing their hands with soap at any one time. Looking ahead, this annual occasion will seek to extend the practice beyond the day: that is, to integrate it into longer-term efforts to put handwashing with soap on the agenda in schools and ultimately into practice.

This toolkit was designed with Global Handwashing Day coordinators in mind. Its purpose is to help you leverage the profile and enthusiasm generated by Global Handwashing Day and to monitor the effects of your activities on awareness and, ultimately, behaviour change over the medium to long term. Beyond advocacy, it is important to assess the impact of your activities in order to gauge where efforts should be focused and to build evidence for further action in years to come.

Along with the Global Handwashing Day Planners Guide, this booklet is intended to help you set realistic goals for the Day in your respective countries as well as to devise appropriate indicators and methods for monitoring and evaluating these activities. We hope this information will be useful to you. If you have any comments or suggestions, please send them to: info@globalhandwashing.org



The Three Pillars of Global Handwashing Day: Advocacy, Education and Behaviour Change

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Communication activities on Global Handwashing Day revolve around three main objectives: advocacy, education and behaviour change. Depending on the context of a particular country, the main purpose of the Day's activities will be defined by current priorities, resources and the general situation regarding behaviour associated with handwashing with soap. Before getting into the particulars of monitoring each objective, we would like to clarify the important roles that advocacy, education and behaviour change play in promoting Global Handwashing Day and moving beyond the Day itself.

Advocacy



Advocacy

Advocacy relates to those activities geared to influencing public policy and resource-allocation decisions that affect the prioritization of programming related to handwashing with soap in schools, in public institutions and in the public health system in general. Advocacy includes a range of tactics such as influencing and lobbying key decision-makers and organizing demonstrations, media campaigns and other activities. Within the context of Global Handwashing Day, advocacy is often the first step in raising awareness among the general public and key decision-makers of the importance of handwashing with soap to reduce the incidence of diarrheal diseases in children. Advocacy events are typically limited in scope. Their objective is to attract the attention of as wide a range of people as possible - from decision-makers in charge of policy development, to journalists (who themselves can become strong advocates), to specific focus groups such as mothers and school-aged children. Advocacy events are often high profile (the participation of celebrities such as movie stars, singers or athletes is not uncommon); they are intended to create a 'buzz' around an issue and a lasting impression.

What advocacy can do:

The strength of advocacy activities lies in its capacity to draw substantial numbers of people around a particular issue. If your country is organizing a Global Handwashing Day for the first time, advocacy is a great way of getting people excited about the issue. And something as simple as handwashing with soap, which can have far-reaching consequences for children's health, is an easy concept around which to mobilize. If an advocacy event is well orchestrated, it can be an incredibly powerful tool - by putting the issue on the map both politically and socially. If your country is already implementing programmes for handwashing with soap, then advocacy events are a good way to provide added impetus to existing activities and to also showcase achievements. In this way you can gain wider recognition, continue to motivate people already involved and gain new converts.

Advocacy focuses on spreading a message as widely as possible and on making that message appealing and memorable.

Examples of advocacy activities from previous Global Handwashing Days include:

- Launch events and celebrity events
- Information events for journalists, health professionals and policymakers
- Guinness World Record attempts
- Public handwashing pledges
- Television and radio spots
- Drawing and drama competitions
- Text messaging campaigns.

Education



Education

Within the context of Global Handwashing Day, educational activities generally focus on increasing knowledge of why handwashing with soap is important and on laying the foundations for healthy lifelong habits. Research has shown that many people are unaware of the link between handwashing with soap and a reduction in diarrheal diseases. Data from many countries tell us that people believe that diarrhoea can occur for any number of reasons. More often than not, these reasons have nothing to do with the transmission of faecal matter from hand to mouth. Global Handwashing Day helps create knowledge and awareness of disease transmission so that communities become empowered to act. Nevertheless, it is important to keep in mind that while educational activities can increase knowledge, they don't always result in behaviour change. Keeping messages positive and inspirational are a good way to engage your audience and encourage them to act.

School-based activities are priorities for Global Handwashing Day, since it has been shown that adopting new behaviours tends to be easier in childhood and that people are likely to retain behaviours that have been ingrained from an early age. Hence, activities for the Day should focus on schoolchildren. Within schools, emphasis should be placed on making handwashing with soap a habit, increasing children's knowledge of the practice, and looking at whether the school environment is conducive to handwashing with soap. It is essential that school programmes are designed to be appealing and interesting to children.

What education can do:

The strength of educational activities within the context of Global Handwashing Day is providing factual and hard scientific data of why the practice is so important. Education can also play a role in advocacy, since it is important that schoolchildren as well as politicians, teachers, health specialists and journalists understand the scientific reasons for promoting the practice. This evidence provides a sound basis on which to allocate resources and invest in schools. As mentioned earlier, educational programmes can play a key role in instilling new behaviours. Moreover, school programmes can address the issue of handwashing facilities and creating an enabling environment for turning the practice into a lifelong habit.

Examples of past educational activities include:

- Organizing one-day learning events in which children are presented with the facts about handwashing with soap
- Making handwashing fun through schoolyard games and activities
- Institutionalizing lunchtime handwashing routines in schools
- Making tippy-tap handwashing stations as well as liquid soap dispensers.

Behaviour Change



Behaviour Change

Behaviour change is generally thought of as a longer-term objective that builds on advocacy and education efforts. Many models exist for designing behaviour-change initiatives based on research into the drivers of certain behaviours. Such models seek to integrate this knowledge into advocacy and education efforts to motivate, instill new habits and provide social reinforcement for continuing the behaviour. In the case of handwashing, it is becoming more widely accepted that universal rather than context-specific drivers can trigger behavioural changes. These include feelings of disgust and the fact that people are motivated by what is perceived to be the right thing to do (that is, having a sense of affiliation with others). Messaging and campaigns that seek to build on what is known about drivers of human behaviour, whether through local research or current best practice, can also be thought of as behaviour-change activities, whether they are carried out in schools or in the public domain.

What behaviour change can do:

The road to behaviour change is a journey from being unaware (of proper handwashing behaviour), to being aware and concerned, to being knowledgeable and able to act, to being motivated and ready to change, and to attempting a new behaviour and then sustaining it. Within this journey there are roles that Global Handwashing Day can play in providing the right information, skills and motivation to begin or permanently adopt a new behaviour. It is important to recognize that these activities are only part of a larger effort to influence individuals in some way. Therefore it is important to distil what your specific objectives are in achieving behaviour change.

Examples of past events geared towards behaviour change include:

- Using Glo Germ or mud to illustrate the transmission of germs to children and thus motivating them to adopt handwashing with soap
- Basing campaigns on a sense of affiliation - the idea that handwashing not only protects oneself but others from disease.



Tools for Monitoring Global Handwashing Day Activities

Tools for Monitoring Global Handwashing Day Activities

On the next two pages is a list of 13 monitoring methods that can be used to help you assess the state of knowledge in your target communities and the impact of Global Handwashing Day activities. These methods can also be useful in taking a snapshot of the current situation, which is required for developing a longer-term strategy for handwashing programming. The ideas presented here are just a sampling of the various methods that can be used that incorporate children (highlighted with an asterisk), provide baseline information, and can help you assess the reach of your campaign. Depending on your activities, you may choose to adopt a few or many of these options in developing your own monitoring plan.

Table 1 synthesizes Global Handwashing Day activities and possible methods of assessment. Some of the methods described lend themselves to participation by children. Child-led approaches for monitoring and evaluation can be one of the best ways to assess school-specific but also wider community or household activities carried out during the Day. When using one of the methods that involve children, it is helpful to present them in a way that children feel free to adapt them. Children are creative and may come up with suggestions or solutions for assessing the Day's activities that we may not have thought of. In particular, when it comes to assessing activities that involve children directly, developing self-monitoring tools will encourage children to feel empowered and can motivate them to find solutions to existing hygiene problems.

1. MEDIA TRACKING:

Tracking local and national media coverage is used mainly to evaluate the effectiveness of publicity and communication programmes. It enables you to measure types of news sources, the frequency with which they report on a particular issue, and to identify the most valuable media sources. Media tracking gives you fast, up-to-date information on your campaign's reach and how your campaign messages are surviving over time. It may be helpful to engage a media agency to carry out this type of assessment.

2. RECALL SURVEY:

This type of survey assesses whether your target audiences remember the key messages of your campaign (for example, why is it important to wash hands with soap and the critical times for doing so). You may decide to set up a recall survey one day after an event has taken place. Or, if your objective is to assess the longevity of your message, it may be useful to carry out a survey three days after the event and even repeat the survey after one week and again after six months, if possible. Recall surveys are generally presented in the form of simple questionnaires that can be answered over the phone, by e-mail or in person. The advantage of such surveys is that they are quite simple to develop; they can be short and to the point and need not be resource-intensive. The shortcoming of recall surveys is that they simply measure whether the target audience has received a message - not whether they have understood the message or will, in fact, act upon it. Where Global Handwashing Day activities are occurring in tandem with other longer-term programming activities, it may be interesting to correlate if areas that have a high recall also have a higher rate of practice.

3. RECORDING PARTICIPATION:

This method is a simple way of knowing who and how many people were present at certain public events. Registration at the beginning of the event is the simplest way of recording participation accurately. It is useful to request both e-mail addresses and telephone numbers, since this will allow you to use this information to carry out further tracking. Recording this information will tell you the number of participants, but will not provide information regarding comprehension or assimilation.

4. VIDEO/PHOTOGRAPHY*:

Recording an event on video is a particularly effective means of documenting and assessing certain types of activities. It conveys the dynamism of a particular event and shows how it was received by the audience. Moreover, a video is a useful advocacy tool that can be used by organizers for fundraising purposes. It can also be an interesting way to involve children in assessing activities. Filming by children often provides a telling perspective of what they deem important; the viewing of the video by children after an event provides an opportunity for frank discussion of what went well and what could have been improved. Similarly, documenting an activity photographically provides a snapshot of the event and who was present; this documentation can then be used as an advocacy tool for years.

5. TELEPHONE TRACKING:

This involves communicating your message over cellular phones in the form of a text message. Telephone tracking has to be undertaken by the phone company with which you have partnered. The advantage is that it is easy to accomplish and provides a concrete accounting of the number of people who receive the text messages (generally sent to all subscribers). You might also explore having the company send a follow-up message that requires a reply within days; doing so tests the recall of the messaging (although the information will be limited to what can be contained in a single text).

6. E-MAIL SURVEY:

An e-mail survey can be a quick and effective means of evaluating specific activities and can be easily carried out by the organizers of a Global Handwashing Day. To do so, it is necessary to have the e-mail addresses of the audiences of the various events you are hoping to evaluate. E-mail surveys, like any other survey, will need to be developed and tested before being used. To improve the likelihood of receiving responses, keep the survey as short and simple as possible, with only a few open-ended questions. E-mail surveys are inexpensive to implement and can potentially yield high-quality information. However, this method can only be effective in a country where Internet access is widespread among the general population.

7. MONITORING ASSESSMENTS*:

Monitoring assessments are participatory tools that enable you to obtain continuous information about an activity's impact. The objective is to assess certain key indicators (such as the presence of soap and water next to the toilet) over a specific amount of time. Adults as well as children can undertake this type of assessment, which is appropriate for school and household settings and can be carried out on Global Handwashing Day to establish a baseline of current practice in a community or school. The tools that can be used for monitoring assessments are simple checklists. But to make them more child-friendly, video, photography, drawings, diaries and other fun and easy-to-use recording methods can be considered. If possible, let the children themselves decide what type of tool they want to use to carry out the monitoring. For this type of assessment, it is important to provide training for the children in the use of monitoring tools; close supervision also needs to be practised (which can be the role of a teacher) to ensure the validity of the data. One of the benefits of monitoring assessments is that the results can be discussed and immediate remedial actions taken to improve the current situation.



8. GROUP DISCUSSIONS*:

Like monitoring assessments, group discussions lend themselves to involvement by children. They are a valuable way to assess what information has 'stuck' with children and to generally assess their knowledge. Tools used to record information are typically discussion guides, but videotaping can also be an effective means of recording group discussions. Such discussions need to be led by well-trained facilitators who can manage dynamic exchanges, ensure the participation of the entire group, and are able to ask non-leading questions. The information that you will obtain from these discussions is mainly qualitative. Depending on how many group discussions are carried out, some time will be needed to analyze the data and to extract lessons.



9. SOCIAL MAPPING*:

Social mapping is a tool to assess water, sanitation and hygiene facilities (that is, specific locations for handwashing in schools, health centres and households), along with the availability of water and soap. The map can be prepared in a participatory way with members of the community, such as schoolchildren, women's groups and members of a Parent-Teachers Association. The map will indicate areas where handwashing installations are found, and where they should exist but do not. Based on the map, the names of households and their handwashing facilities should be clearly labelled on a board that is displayed on school premises or other public places. The map serves to draw attention to those places that lack handwashing facilities. Social mapping will enable you to get in-depth and qualitative information on how certain communities are progressing with regards to access to such facilities. Although this remains a proxy indicator² for the actual practice of handwashing with soap at key times, it does provide accurate data on the presence of necessary facilities.

10. ROLE-PLAYS (theatrical productions)*:

Although role-playing is not a traditional method used to carry out monitoring and evaluation, it can be a powerful child-led approach to assess school educational and 'edutainment' activities. Role-plays can be used in a variety of ways. With children, you can ask them to depict situations that showcase both correct and incorrect behaviour with regards to handwashing with soap. In fact, role-plays are a fun and educational way to assess whether children have correctly interpreted the information you have conveyed. Role-playing can be followed by an open discussion with the children about what they saw and their interpretation of the situations depicted. The information gathered will be qualitative in nature and will not reflect actual handwashing behaviours. Nevertheless, it will give you a good sense of the understanding children have of the practice.

11. SPOT OBSERVATION*:

Spot observation, also called spot-checks, is a method whereby a list of predetermined conditions is observed at one point in time during a home visit. Spot-checks can generally be performed rapidly and unobtrusively. This method also uses proxy indicators (such as the cleanliness of a mother's hands and nails) to assess handwashing behaviour and not the actual behaviour itself.³ Spot-checks are generally easy to perform, and children can be asked to carry out this type of rapid assessment within their schools. They can also do an assessment of their own households, which will enable you to find out if those environments are also conducive to handwashing with soap.

12. INTERVIEW*:

The interview is a standard technique for research than can be used in a variety of settings. Interviews can use open-ended or closed questionnaires or a multiple-choice type of structure. Within the scope of actual behaviour-change programmes, interviews can be used to verify or triangulate data from spot observation or structured observation. As a method on its own, it will provide you with data on knowledge about handwashing with soap. It will also give you an indication of whether reported behaviour actually holds true (that is, if people do what they say they do). Interviews are tools that can be used by schoolchildren aged 11 and older. Allow the children to develop and prepare their own questionnaires and let them test them on each other to see what type of information they obtain. In working together with children, you can devise a common questionnaire in which all their ideas are integrated. Encourage them to use this tool within their communities and families. The results can then be analyzed in class. Allow the children to see whether their community is heading in the right direction or if there is still a good deal of promotion and education to be carried out. Interestingly, this tool has proved to be a very good awareness-raising device in itself.



13. STRUCTURED OBSERVATION:

Although structured observation may be outside the scope of your Global Handwashing Day evaluation, it is important to be aware of this method so that you may consider it if a longer-term behaviour-change programme is planned. At present, structured observation is the best method available to measure hygiene behaviour at critical times, such as after defecation or before eating. It consists of an observer (the researcher) being present in the household of a community where a hygiene behaviour-change programme was implemented (or will be implemented if you are looking to get a baseline) and to observe key behaviours of the family members (in particular the mother or caregiver and school-aged children). Observations are noted in a standardized observation checklist to make observations comparable across households. Although this method has shown some interesting results, it is not without limitations: The method requires well trained and motivated researchers. Moreover, ongoing supervision of the researchers is necessary and costly since sample sizes need to be quite large to make the data reliable and to have confidence in the overall results. Finally, the presence of the researcher may introduce a certain amount of bias in the observed behaviour, even if the person observed does not know the actual purpose of the research. Hence, structured observation is complex to implement, but it may be the best solution yet to assess actual behaviour, rather than relying on proxy indicators.

¹ Adapted from Guidelines on School Led Total Sanitation, Steering Committee for National Sanitation Action, Department of Water Supply and Sewerage (Government of Nepal) and UNICEF, Nepal, 2006.

² A proxy indicator is an indicator that indirectly measures your programme's impact when the actual indicator may be too complex to measure. Within the context of handwashing with soap, measuring actual behaviour can be too complex for the planned evaluation. In this case, a proxy indicator such as the availability of water and soap in the household can be a useful and acceptable proxy indicator.

³ Ruel, Marie and Marie Arimond, 'Spot check Observational Method for Assessing Hygiene Practices: Review of experience and implications for programmes', Journal of Health, Population and Nutrition, vol. 20, no. 1, March 2002, pp. 65-76.



The table on the following page outlines a variety of typical Global Handwashing Day activities with their proposed assessment methods. Also provided are possible assessment indicators that will give you an idea of the impact of the activity. As mentioned previously, the activities listed are not exhaustive. Indeed, new types of Global Handwashing Day activities are thought up all the time, and this is what makes the event so unique and creative. The activities listed here are based on what has been carried out so far in various countries on Global Handwashing Day. The table should therefore be seen as a living and interactive document. At the end of the table, you will find a section on communication and information materials that may have been developed for Global Handwashing Day and that you may also wish to assess.

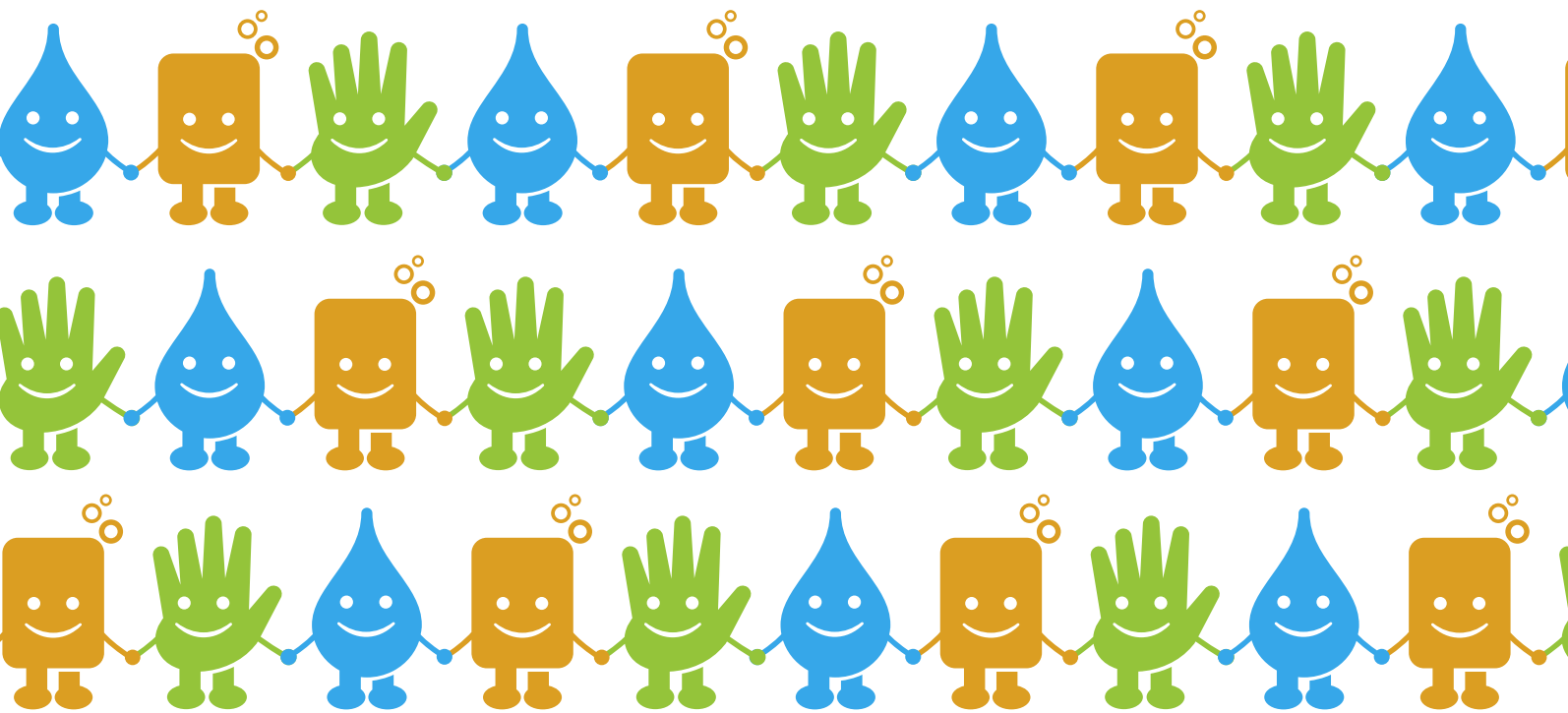
ACTIVITY	DATA TO BE COLLECTED	INDICATORS	DATA COLLECTION METHODS
Media event	The extent to which Global Handwashing Day activities have been covered in the media and are remembered by readers or viewers	Number of newspapers/radios/television stations covering the Day Number of people who can remember the media coverage	Media tracking/recall survey
Television/radio public service announcements	Frequency of broadcasting Messages that are remembered by viewers or listeners	Number of times television or radio spots are broadcast Number of people who recall the messages broadcast	Media tracking/recall survey
Launch events/celebrity events	The number and type of participants Any public commitments made	Number of participants at the event Funding commitments Declarations signed	Recording of participation/video
Telephone text messaging at key times	Reach of text-messaging campaign	Number of text messages sent out to subscribers	Telephone tracking/ recall surveys Mapping of subscribers to view geographic distribution of the campaign
Guinness Book of Records attempt at having the most number of children wash their hands with soap at one time	The number of children participating as well as attendance	Number of children washing their hands with soap at one time	Recording of participation/video
Creative competitions, including songs/artwork/photos on the theme of handwashing with soap	The number of children or schools participating	Number of entries in the competition	Recording of participation
Handwashing learning events (for teachers, health officials, community leaders and others)	Overall dissemination and understanding of the importance of handwashing with soap	Number of people who participated Number of people who can recall messages	E-mail survey/monitoring assessments/interviews
School 'edutainment' activities around handwashing with soap	Whether children are able to demonstrate knowledge of the message	Number of children who can recall the activities (sing the song, describe the artwork, etc.)	Group discussions/role-plays /video/interview
School curriculum development integrating the handwashing with soap message	Children demonstrate accurate knowledge of the message	Number of children who can correctly recall key moments for handwashing with soap	Group discussions/role-plays/interview
Community/household behaviour-change programmes	Whether the conditions are in place to support improved behaviours, that is, using soap, knowledge of critical times, etc.	Number of households with a designated place where water and soap are available Number of households with soap anywhere in the dwelling Percentage of mothers of children aged 0-59 months who know critical handwashing times Percentage of mothers of children aged 0-59 months who are observed practising handwashing with soap at key times	Spot observation Interview Structured observation
School behaviour-change programmes	Households have a designated place for handwashing where soap is present People interviewed can name two key moments for handwashing with soap without prompting People observed wash their hands at key moments	Percentage of schools with access to places for handwashing with soap Percentage of respondents who can name key handwashing moments Percentage of children observed practising handwashing with soap at key times	Spot observation Interview Structured observation
Brochures/pamphlets/information notes and other written materials	Brochures, pamphlets and information notes have been read and messages are remembered by the people who received them	Percentage of respondents who can recall receiving/reading the documents Percentage of respondents who can remember at least one key piece of information	E-mail survey/recall survey
Video	People remember having seen the video and can describe the content	Percentage of respondents who can recall seeing the video Percentage of respondents who can mention one lesson they took away from the video	E-mail survey/recall survey
PowerPoint presentation	People who were present during the PowerPoint remember having seen it and can describe what it was about	Percentage of respondents who can recall the PowerPoint presentation Percentage of respondents who remember at least one of the messages on the PowerPoint	E-mail survey/recall survey
Billboard poster	People remember seeing the poster, can describe it and correctly recall the main messages	Percentage of respondents who can recall seeing the poster Percentage of respondents who can remember at least one of the messages on the poster	E-mail survey/recall survey
School handwashing with soap materials	Children can describe the materials, how they were used and what the main messages were	Percentage of children who can mention at least two key times for handwashing with soap	Group discussion

Monitoring and Evaluation Plan Checklist

Monitoring and Evaluation Plan Checklist

The monitoring and evaluation checklist below can help you quickly determine whether your monitoring and evaluation programme is complete and ready to be launched. Please verify that you can answer YES to all the questions to avoid any surprises or delays during the implementation of Global Handwashing Day activities.

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Have you decided on the Global Handwashing Day activities you want to carry out this year? |
| <input type="checkbox"/> | <input type="checkbox"/> | For each activity, have you reviewed the indicators to assess their impact and the methods to be used? |
| <input type="checkbox"/> | <input type="checkbox"/> | Can some of the monitoring and evaluation be grouped together since the methods to be used are the same? |
| <input type="checkbox"/> | <input type="checkbox"/> | For each activity, have you identified the researchers to carry out the monitoring and evaluation (M&E)? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have you planned for the time and resources necessary for training and supervising the researchers who will carry out the M&E? |
| <input type="checkbox"/> | <input type="checkbox"/> | Has a detailed budget been prepared for M&E? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have budget lines been secured? |
| <input type="checkbox"/> | <input type="checkbox"/> | Has an adequate time frame been developed for M&E? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have you developed a specific plan for child-led M&E? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have specific facilitators for child-led M&E been identified and trained? |
| <input type="checkbox"/> | <input type="checkbox"/> | Has permission been obtained from the schools where child-led M&E will be carried out? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have you prepared for an analysis of the M&E data? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have you decided on how you want to present the M&E data results? |



www.globalhandwashingday.org

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