

RANAS APPROACH

Catalogue of activities to strengthen handwashing with soap in health care facilities in Burkina Faso and Mali

Catalogue of activities for health promoters



hands4health project

hands4health is a research project to develop, test and evaluate a systemic approach to improve WASH services for schools and health care facilities not connected to a functional water supply system. The project is implemented in four specific contexts by 10 consortium members led by the University of Applied Sciences and Arts Northwestern Switzerland (FHNW).

Systemic approach

The systemic approach is a methodology for tackling water, sanitation and hygiene (WASH) challenges, focusing on strengthening actors and existing systems in the local context. It combines technology, management, monitoring and behaviour change concepts into well-designed interventions oriented towards rethinking the entire WASH system and aimed at achieving systemic change. The systemic approach takes into consideration the needs of users and implementers in a specific context, with the goal to make WASH interventions more effective and sustainable.

This document is part of a series of tools that make up the systemic approach. More information about the systemic approach is available here:
 › <https://hands4health.dev/systemic-approach>

CONSORTIUM PARTNERS



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RANAS

RISKS

ATTITUDES

NORMS

ABILITIES

SELF-REGULATION

Introduction

The RANAS approach (Risks, Attitudes, Norms, Capacities and Self-Regulation) is a systematic approach to behavior change. It is used to develop and evaluate behavior change strategies. All the factors in the RANAS model are analyzed for each population and behavior, and the factors explaining a specific behavior are then isolated. This catalogue brings together different strategies for acting on each RANAS factor. These are activities designed to improve hygiene through handwashing with soap by health center caregivers. Once the relevant psychological factor or factors have been identified, this catalogue enables the corresponding activity to be selected. As such, it can be used to implement a targeted behavior change strategy. Intended for health promoters, this catalogue describes the activities in detail, so that health promoters can implement them independently.

METHODOLOGICAL CONSIDERATIONS

This catalogue was specifically designed and evaluated for a population of caregivers in rural health centers in Burkina Faso and Mali. It is therefore only applicable to this population.

It is essential not to modify the procedure, as this could affect the various “active ingredients” that influence the previously selected psychological factors. If you have any questions on this subject, please contact a RANAS specialist.

These activities require the participation of health center staff. This means contacting the center in question early enough to enable the activity to be planned.

PRELIMINARY RECOMMENDATIONS CONCERNING THE ORGANIZATION OF MEETINGS

It is essential to contact the health centers well in advance of the procedure, i.e. at least two weeks before the desired time.

It's important to explain the campaign to the health center's management. As far as possible, the campaign should be planned with this person during a meeting in which the activity or activities are explained and their consent sought.

As far as possible, activities should be organized during periods when health centers are less busy. Ideally, they should take place outside peak malaria periods.

Health centers are busiest at the start of the week and in the mornings (8 a.m. to 12 p.m.). If possible, campaigns should take place outside these periods.

It's important that as many staff members as possible are present. To achieve this, it can be advantageous to integrate the activities into existing staff meetings, even if it means planning a little more time.

MATERIALS REQUIRED FOR MOST ACTIVITIES

Meeting room

Chairs or benches for all participants

Board or other surface for hanging posters and writing. One suggestion is to have a movable board that can be used in different centers.

All the material specific to each activity is available in an associated computer file.



Overview ACTIVITIES

RISKS

		RANAS FACTOR	RANAS BCT Behaviour Change Technique:
ACTIVITY 01 PAGE 08	COMIC WORKSHOP: HOW ARE INFECTIONS TRANSMITTED?	Health knowledge	Scenario-based risk perception
ACTIVITY 02 PAGE 12	THE RISK OF SELF-TREATMENT	Vulnerability and severity	Informing about risks and creating fear

ATTITUDES

		RANAS FACTOR	RANAS BCT
ACTIVITY 03 PAGE 16	HANDWASHING: MORE BENEFITS THAN COSTS	Cost-benefit beliefs	Beliefs about consequences
ACTIVITY 04 PAGE 20	WHEN I WASH MY HANDS I FEEL... AND MORE	Emotions	Beliefs about emotional consequences

NORMS

		RANAS FACTOR	RANAS BCT
ACTIVITY 05 PAGE 24	STAFF COMMITMENT TO BET- TER HYGIENE	Other people's behavior	Promoting public com- mitment
ACTIVITY 06 PAGE 28	VIDEO "WE LOVE WHAT YOU DO!"	(Dis)approval from others	Inform about others' approval
ACTIVITY 07 PAGE 32	WE ARE MODEL CAREGIVERS	Personal Norms and commitment	Self-identification as a role model and behavio- ral contract
ACTIVITY 08 PAGE 36	DEFENDING OUR VALUES AND OUR PATIENTS: LET'S WASH OUR HANDS!	Personal Norm	Implement normative nudges

ABILITIES

		RANAS FACTOR	RANAS BCT
ACTIVITY 09 PAGE 40	HOW TO WASH YOUR HANDS WITH SOAP: LET'S PRACTICE TOGETHER	How-to-do knowledge Confidence in ability	Demonstrate behavioral options Providing instructions Encouraging guided practice

SELF-REGULATION

		RANAS FACTOR	RANAS BCT
ACTIVITY 10 PAGE 44	EVALUATING MY OWN BEHAVIOUR: A NEW HABIT AT THE HEALTH CENTRE	Action control	Goal setting
ACTIVITY 11 PAGE 50	SOLUTIONS ON HAND	Barrier planning	Identification of barriers and solutions
ACTIVITY 12 PAGE 54	EFFORTLESSLY GUIDED TO HANDWASHING: NUDGING, INCENTIVES AND ENVIRON- MENTAL CUES	Remembering	Use of memory aids, environmental cues and nudges
ACTIVITY 13 PAGE 58	MAINTENANCE OF HANDWASHING STATIONS	Action planning	Action planning

ACTIVITY **01**

Comic workshop: How are infections transmitted?

**WHAT IS THE
OBJECTIVE?**

Health center staff are aware of the risks of inadequate handwashing with soap.

COST
Low



DIFFICULTY
Easy



DURATION
30-45 min



RANAS FACTOR
Health knowledge

RANAS BCT
Scenario-based risk
perception

WHAT YOU NEED

- > Comic strips.
Remark: Print on A4 format, enough copies to have one scenario (A-I) per participant
- > Comic strips.
Remark: Print on minimum A3 format.
- > WHO document "The 5 indications of hand hygiene".
Remark: Print on minimum A3 format
- > Display materials (sticky paper, thumbtacks, etc.)



HOW TO CARRY OUT THE ACTIVITY?

1

Organize a meeting with health center staff on hand hygiene and soap washing.

2

Set up a pleasant atmosphere as soon as health center staff arrive (welcome, greetings, offer of water, etc.).

3

Explain that today's topic is handwashing with soap.

4

Select a number of comic strips to match the number of participants expected, with the option of forming groups or distributing the same comic strip several times.

5

Distribute a comic strip to everyone.

6

Ask them to get to know the comics and be prepared to explain to others what's going on.

7

Display large-format printouts of comic strips.

8

For comic strip A, ask the person or people who received it to describe to the others what's going on.

9

If not mentioned, ask if the character washed his/her hands.

10

If he hasn't washed his hands, ask when he should have.

11

Ask if anyone has received a comic strip with the same scenario, but in which the character washed his hands. Scenario B should then be mentioned.

12

Repeat steps 8-11 for C & D strips.

13

Ask why it's important to wash your hands.

14

Confirm what has been answered and add missing information according to interest and level of understanding:

- > Hands are vectors for the transmission of pathogens.
- > Discuss the chain of transmission: Transmission occurs via the hands in several stages: (1) the organisms are present on the patient's skin and spread to the environment, (2) when the caregiver touches the patient or the environment, the pathogens end up on the caregiver's hands, and (3) if there is no handwashing, or if handwashing is inadequate, (4) the caregiver may transmit it to another patient by touching her or him, or become contaminated herself or himself (WHO, 2010). Hand hygiene is an essential measure for preventing these infections, as demonstrated by various scientific studies (WHO, 2010).

15

Repeat steps 8-11 for strips E & F.

16

Ask about the risks of inadequate handwashing.

17

Confirm what has been answered and add missing information according to interest and level of understanding:

- > Failure to wash hands, or inadequate handwashing, can result in the transmission of infection to patients.

18

Repeat steps 8-11 for G & H strips.

19

Ask about the impact of infections contracted in care centers and hospitals.

20

Confirm what has been answered and add missing information according to interest and level of understanding :

The impacts of infections contracted in care centers and hospitals are:

- > longer hospital stays,
- > long-term disability,
- > increased resistance of micro-organisms to antimicrobials,
- > a very high additional financial burden,
- > increased mortality,
- > high costs for healthcare systems
- > and emotional impact for patients and their families.

21

Repeat steps 8-11 for strips I & J.

22

Ask if they know how many patients, on average, are affected by a nosocomial infection.

23

Explain that the World Health Organization states that, worldwide, 5 to 15% of hospitalized patients are affected by nosocomial infections; for Mali, the WHO speaks of 18.7% of hospitalized patients.

24

Ask participants what they learned from this activity.

25

Give a brief summary, explaining that nosocomial diseases are very important, affecting over 18% of patients in Mali, that they have serious consequences that can lead to death, and that the best way to prevent them is hand hygiene.

26

Ask them to name the 5 key moments in handwashing as defined by the WHO.

27

If necessary, have them guess each moment by asking them to imagine themselves in the following situations.

28

Finish by showing the WHO document "The 5 indications of hand hygiene".

29

Thank them for their presence and commitment, then let them go.

TIPS AND MORE

Advice and modifications

- > Comics can be projected rather than printed. In this case, you'll need a projector and a computer to save the comics document.
- > Possibility of energizing the activity by using the comic strip as a synopsis for a role-play: Hand out a comic strip, then one per group of a size adapted to the number of characters (often this means two people). Ask them to prepare to act out the scene, using their practice to make it more realistic. Spectators are asked to answer questions about the chain of disease transmission and how to stop it. They can then replay the scene with good versus poor handwashing behavior.
- > Comic strips can also be created by local or community artists.

Reference and additional information

Learn more about nosocomial infections:

- > World Health Organization. (2008). Preventing hospital-acquired infections: a practical guide, 2nd. ed. World Health Organization. <https://apps.who.int/iris/handle/10665/69751>
- > World Health Organization. (2010). Summary of WHO Recommendations for Hand Hygiene in Health Care. First Global Patient Safety Challenge. Clean care is safer care. Printed by WHO Document Production Service, Geneva, Switzerland. https://apps.who.int/iris/bitstream/handle/10665/70469/WHO_IER_PSP_2009.07_fre.pdf?sequence=1
- > World Health Organization (2014, May 6). WHO publishes first-ever global report on infection control. Good infection control programs can dramatically reduce hospital-acquired infections by 70%. <https://www.who.int/fr/news/item/06-05-2014-who-launches-first-ever-global-report-on-infection-prevention-and-control>



ACTIVITY **02**

The risk of self-treatment

WHAT IS THE OBJECTIVE?

Health center staff become aware of their vulnerability and the risks involved in inadequate handwashing with soap.

COST
Low



DIFFICULTY
Low



DURATION
45-60 min



RANAS FACTOR
Vulnerability and severity

RANAS BCT
Informing about risks and creating fear

WHAT YOU NEED

- > "My handwashing practice" questionnaire
Remark: Print one questionnaire per participant
- > WHO video: Health care without avoidable infections - peoples' lives depend on it
Remark: Downloaded to limit the problems of a bad connectionn
- > Projector
- > Screen or flat surface for projection
- > Pencils, markers or pens
Remark: One per participant



HOW TO CARRY OUT THE ACTIVITY?

1

Organize a meeting with health center staff on hand hygiene and soap washing.

2

Prepare the room for video projection.

3

Establish a pleasant atmosphere as soon as health center staff arrive (welcome, greeting, offering water, etc.).

4

Explain that the purpose of the meeting is to discuss hand hygiene, and that to do this you'll first ask them to reflect on their own practice.

5

Explain that they will have to complete the questionnaire. Emphasize that the questionnaires will not be collected, that they are only a tool for reflecting on one's own practice. Say that it's important for their answers to be factual and not represent what they'd like to do.

6

Distribute one questionnaire and one pencil, marker or pen per person.

7

As soon as the questionnaires are completed, ask who feels they can improve their practice.

8

Indicate that to continue thinking about the subject, you're going to watch a video together.

9

Watch the video.

10

Ask them if, like you, they find the risks of inadequate handwashing very great.

11

Ask if they know of anyone who has been ill as a result of a stay in a care facility.

12

Ask what the consequences would be for them and their families if they themselves were ill.

13

Ask everyone to think frequently about their own hand-washing practices and how they can take fewer risks.

14

Thank them for their presence and commitment, then let them go.

TIPS AND MORE

Advice

- > The video can also be viewed on a computer or on private telephones. In the latter case, send the video to private cell phones the day before the operation, and explain that this is the material for the following day.

Reference and additional information

World Health Organization. (2017). WHO : Health care without avoidable infections- peoples live depend on it.WHO: SAVE LIVES - Clean Your Hands - No action today; no cure tomorrow. [Film]. <https://www.youtube.com/watch?v=K-2XWtEjfl8>

- > The video has been translated by the authors of this catalogue. The translation is not the responsibility of WHO. This version of the video should not be distributed for any purpose other than this activity.
- > The use of video must meet the conditions defined by WHO.



**YOUR
NOTES**



ACTIVITY

03

Handwashing: more benefits than costs

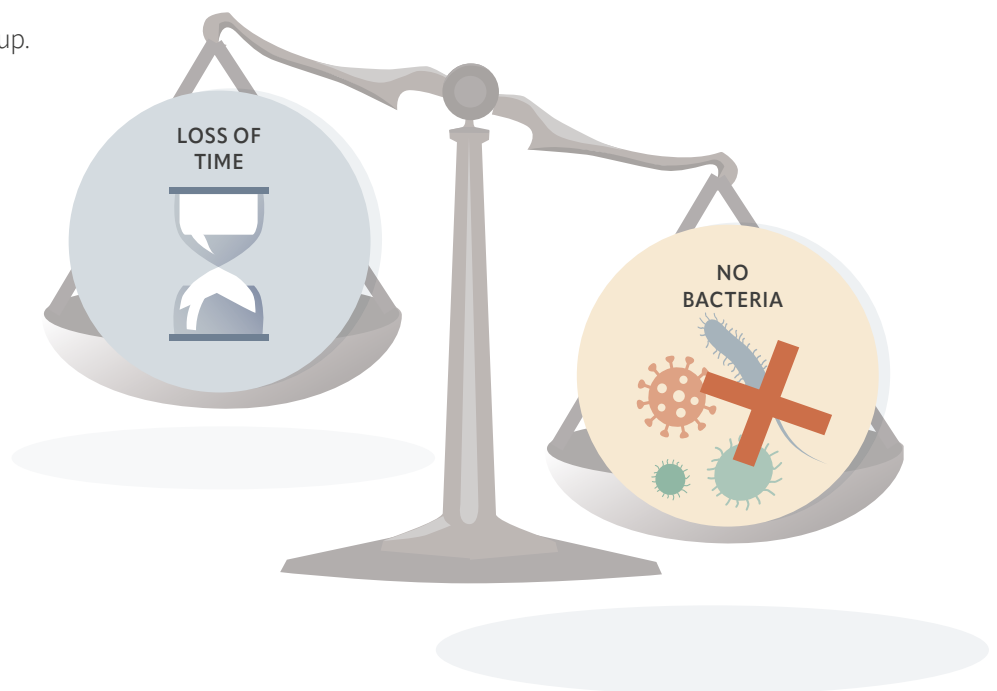
WHAT IS THE OBJECTIVE?

Health center staff realize that the benefits of handwashing with soap outweigh the costs.

COST
LowDIFFICULTY
LowDURATION
30-45 minRANAS FACTOR
Cost-benefit beliefsRANAS BCT
Beliefs about consequences

WHAT YOU NEED

- > "Cost-benefit" information document
Remark: Printable document, for the health promoter's use only as support.
- > "Balance of costs and benefits" poster
Remark: Print on A2 format.
- > A2 sheets
Remark: To write facing the group.
- > Markers.
- > Display materials (sticky paper, thumbtacks, etc.).



HOW TO CARRY OUT THE ACTIVITY?

1

Organize a meeting with health center staff on hand hygiene and soap washing.

2

Read the "Costs and benefits" information document.

3

Before the participants arrive, hang the poster with the scale and smileys so that it faces the participants.

4

Set up a pleasant atmosphere as soon as health center staff arrive (welcome, greeting, offering water, etc.).

5

Introduce the workshop by indicating that handwashing with soap is the focus of the day's meeting.

6

Introduce the activity: together, you'll think about the benefits and costs of handwashing with soap.

7

Define what is meant by costs in this context and illustrate with an example:

"Costs are the efforts and disadvantages associated with handwashing with soap, and therefore not necessarily economic costs. For example, we could say that handwashing with soap takes more time, and that this extra time, compared with taking care of the next patient directly, is a handwashing cost".

8

Define what is meant by profits in this context and illustrate with an example:

"Benefits are the advantages of handwashing with soap for yourself and for others, i.e. for health center staff and patients. To give you an example, a benefit is a reduction in the number of illnesses caught by carers in the course of their work. Or it could be the pleasure of smelling the fresh, soapy scent of freshly washed hands. There are many possible benefits".

9

Explain that they must now each find a benefit and a cost associated with handwashing.

10

Allow a moment's reflection.

11

Ask each of you to tell us the cost of handwashing that came to mind.

12

Validate each answer and take note of the corresponding side of the scale, i.e. the side with the smiley face L. When the same idea is repeated, draw a line next to the previous answer.

13

Ask each of you to name the handwashing benefit you can think of.

14

Validate each answer and take note of the corresponding side of the scale, i.e. the side with the smiling smiley J. When the same idea is repeated, draw a line next to the previous answer.

15

Ask them what they think is most important, which way the scales should tip, "In your practice, do you think it's the benefits that carry more weight, that are stronger than the costs, or do you think, on the contrary, that the costs are more important than the benefits?" **Lead the discussion so that they realize that the benefits are more important, weigh more heavily in the balance.**

16

Get them to commit to good handwashing practice with soap, by guiding the discussion. For example, ask "And after this exercise, what would you like to do to wash your hands?"

17

Support each answer with "That's a great idea", "Very good", "You're right", "That's a great contribution to our goal", etc.

18

Ask them to commit, if they wish, to washing their hands during practice. To do so, ask them to raise their hands if they commit to paying even more attention to handwashing in their practice.

19

Thank them for their presence and commitment, then let them go.



TIPS AND MORE

Advice and modifications

- > Depending on availability, use a chalkboard and chalk to write facing the group.
- > Make the activity more lively by letting participants stand.
- > **Another method, visible in the photo above, is to ask everyone to come up with an idea for a cost and another for a benefit, and to write them down on a post-it note before sticking them on the poster, with the costs on the side of the scale with a smiley face, and the benefits on the side of the scale with a smiling smiley face. Provide a pencil, marker or pen per participant, and 2-4 post-it notes per person.**

YOUR NOTES



ACTIVITY **04**

WHAT IS THE OBJECTIVE?
Health center staff associate positive emotions with hand-washing with soap.

When I wash my hands I feel... and more

COST
Low



DIFFICULTY
Average



DURATION
30-45 min



RANAS FACTOR
Emotions

RANAS BCT
Beliefs about emotional consequences

WHAT YOU NEED

- > "My feelings when I wash my hands" poster .
Remark: Print in A2 format.
- > WHO document "Handwashing-How?"
Remark: Print in A3 format minimum.
- > A2 sheets.
Remark: For writing in front of a group.
- > Markers.
- > Display materials (sticky paper, thumb-tacks, etc.).

WHEN I WASH MY HANDS,
I FEEL PROTECTED.

WHEN I WASH MY HANDS, I
FEEL CLEAN.



HOW TO CARRY OUT THE ACTIVITY?

1

Organize a meeting with health center staff on hand hygiene and soap washing.

2

Prepare a comfortable and, if possible, relatively quiet space.

3

Establish a pleasant atmosphere as soon as health center staff arrive (welcome, greeting, offering water, etc.).

4

As an introduction, suggest that we each take a moment to ourselves and concentrate on how we feel.

- > Ask them to concentrate on how they feel. Suggest we breathe slowly, inhaling and exhaling deeply. Say that it's possible to put your hand on your belly at first, to feel your breath going down into your belly.
- > After a few moments, for those who wish, close your eyes while continuing to breathe deeply.
- > Then ask everyone to focus on their current emotion.
- > Then suggest that those who have closed their eyes open them, and prepare to share what they have felt.
- > Start by sharing your own emotion, and explain it in two words. For example, "Today I feel satisfied, because I've accomplished what I wanted to do until now" or "Today I feel stressed, because I still have a lot to think about".
- > Then ask everyone present to share their feelings.

5

Explain that they will then have to wash their hands with soap, doing the same feeling connection exercise.

6

If necessary, ask them to get up and wash their hands at the handwashing stations, remaining in the same consciousness, then come back here when this has been done.

7

Propose a similar sharing of emotions, this time taking notes of the feelings evoked.

8

Go around the room to get everyone to share their feelings, and thank everyone for sharing.

9

Ask them to talk about how they feel when they **don't** wash their hands.

10

Emphasize the fact that these are unpleasant feelings, suggest that they don't forget, but above all that they focus on the positive feelings they have when they wash their hands.

11

Explain that together they are going to prepare a poster reminding them of the positive feelings associated with handwashing.

12

Then ask them to choose two feelings they can all identify with. Ask the question, and if there's no answer, go back to the feelings mentioned before and ask people to raise their hands if they agree with them.

13

Write them on the poster that will hang above their hand-washing station, so they'll remember this every time they wash their hands.

14

Thank them for their presence and commitment, then let them go.

15

Hang the poster.



Tips and more

Advice and modifications

- > Depending on availability, use a chalkboard and chalk to write facing the group.
- > Steps 4.1 to 4.6 are optional. Previous experience has shown that in some cases they have generated a great deal of enthusiasm, and in others they have not been appreciated at all.
- > Photo with post-it notes: Allow participants to write on a post-it the feeling they experienced when washing their hands and then go and stick it on the board rather than saying it out loud, and then read all the post-its themselves.
- > The WHO document "Handwashing - How?" can sometimes be useful, especially if participants have questions. We recommend that you refer to it if you have any questions.

**YOUR
NOTES**



ACTIVITY 05

WHAT IS THE OBJECTIVE?

Health center staff are publicly committed to washing their hands with soap.

Staff pledge to improve hygiene

COST
Resources



DIFFICULTY
Low



DURATION
60-120 min



RANAS FACTOR
Other people's
behavior

RANAS BCT
Promoting public
commitment

WHAT YOU NEED

- > Poster, mural or wooden panel with the following inscription: "All healthcare personnel are committed to washing their hands with soap to protect the health of all".

Remark: Size adapted to the number of caregivers and the selected form of commitment (prints, photos or signatures).

- > Paint or inks.

Remark: Ideally in a variety of colors.

- > Pencil.

- > Alphabet stencils.

Remark: To add a person's initials or name next to their fingerprints.

- > Thin gloves.

- > Cloth or paper.

Remark: For wiping hands.

- > Plate or other container.

Remark: To deposit a little paint, allowing you to put your hand in the paint without immersing it in the pot.

- > Protective cloth or paper .

Remark: To protect the floor from paint stains .

- > Black garbage can.

Remark: Correspondent for glove disposal.



HOW TO CARRY OUT THE ACTIVITY?

1

Organize a ceremony with health center staff on the theme of handwashing with soap. Encourage management and all staff to participate.

2

Request permission to use a wall in a public area of the health center (waiting room or outside wall, for example) as a surface for a mural.

3

Ask for names and surnames of caregivers, and get a list of participants (usually everyone).

4

Organize speeches at the ceremony. Ideally, suggest that different people (the health center's manager, any health professionals from outside the center, the caregivers themselves) take the floor to show their support for the center's commitment to better hand hygiene with soap.

5

Ask caregivers for their first and last names, and draw up a list of participants (normally everyone).

6

Prepare the mural **"All healthcare personnel commit to handwashing with soap to preserve the health of all"** or **"Wall of commitments to handwashing with soap"**. Adapt the size to the number of caregivers: each caregiver needs to have enough space to put his or her handprint on it.

7

Establish a pleasant atmosphere as soon as care staff arrive (welcome, greeting, offering water, etc.).

8

Explain how the ceremony will unfold: speeches on hand hygiene, followed by a section where everyone can pledge to wash their hands with soap in front of all those present.

9

Speeches on the importance of handwashing with soap in health centers and the importance of everyone's commitment.

10

Encourage everyone to get involved in improving hand hygiene.

11

Explain the rest of the ceremony: each member of the nursing staff can come forward one after the other and put on a glove if he or she wishes, then dip his or her hand in the paint and declare aloud **"I pledge to wash my hands with soap at every moment necessary in my nursing practice"** and apply his or her hand against the devolved surface, then remove the glove, throw it in the black garbage can and wipe his or her hands.

10

Encourage everyone to get involved in improving hand hygiene.

11

Explain the rest of the ceremony: each member of the nursing staff can come forward one after the other and put on a glove if he or she wishes, then dip his or her hand in the paint and declare aloud **"I pledge to wash my hands with soap at every moment necessary in my nursing practice"** and apply his or her hand against the devolved surface, then remove the glove, throw it in the black garbage can and wipe his or her hands.

12

Use a pencil to write the person's initials next to the imprint.

13

Start the engagement, using the list if necessary to call people one after the other.

14

After each person, use a pencil to write the person's initials next to his or her print.

15

Remind them of the importance of their commitment, not only to themselves and their patients, but also to the region or country. Emphasize that, from now on, they have a duty to respect it, and to ensure that their colleagues do too. To thank them.

16

Paint the names or initials on the wall using the stencil.





TIPS AND MORE

Advice and modifications

- › This activity allows for a high degree of adaptation to the context, since the two main elements, the support and the materiality of the commitment, can each be selected from among three possibilities:
- › The support can be a mural, a wooden or cardboard panel, or a thick paper poster (the poster is available in the material folder under the name "Commitments" Poster).
- › The commitment can be materialized by handprints made with paint or ink (each caregiver impregnates his or her hand, protected by a glove of paint and ink, and presses it against the support), accompanied by stencils to add the person's initials or first name under the handprint. This form is preferable if a mural is chosen.
- › The commitment can take the form of photos of each caregiver, which they themselves come and stick against the support. Gather the necessary photos in advance of the meeting with the health center manager, or bring along an instant-print camera. Bring glue or double-sided adhesive paper.
- › Commitment can also take the form of caregiver signatures on the support. Make sure you have markers adapted to the support.
- › Local artists or communications agencies can be commissioned to create the panel or mural.
- › The activity can be rounded off with a convivial aperitif.
- › Possibility of taking photos during the ceremony of people who have given their consent. Photos can be displayed in the center. It is also possible to create a WhatsApp group to share photos of people who have explicitly agreed. This group can bring together several health centers.
- › The ceremony can be extended to the whole community. A document has been produced to support the organization of this ceremony, and can be accessed in the materials folder associated with this document. It can be an opportunity to celebrate the health center and highlight the importance of hand hygiene.



ACTIVITY **06**

Video "We love what you do!"

WHAT IS THE OBJECTIVE?

Health center staff see that authority figures are keen to see proper handwashing with soap.

COST
Low



DIFFICULTY
Low



DURATION
45 (production)
15 (activity)

RANAS FACTOR
(Dis)approval from
others

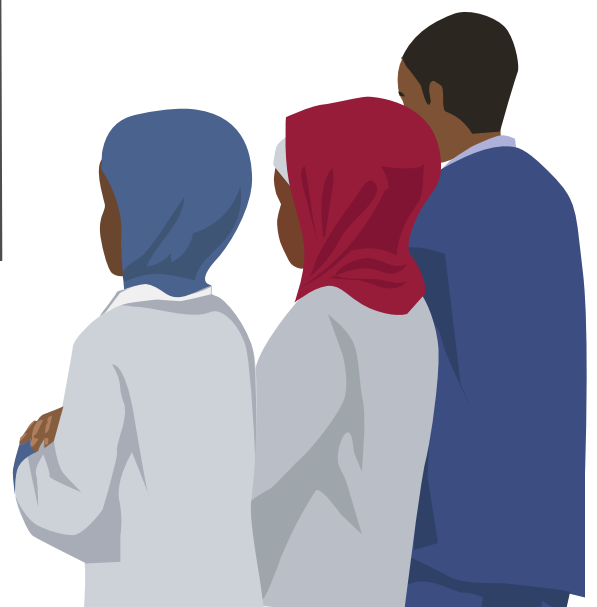
RANAS BCT
Inform about others'
approval

WHAT YOU NEED TO PREPARE THE VIDEO

- > List of potential authority figures.
- > Text "Text proposal to the person filmed".
- > Cell phone with camera or camera.
- > Tripod .
- > Computer.
Remark: For mounting if required.

WHAT YOU NEED FOR THE ACTIVITY

- > Video .
Remark: Downloaded video so as not to be dependent on the Internet network.
- > Computer .
- > Projector.
- > Screen or flat surface for projection.



HOW TO MAKE THE VIDEO

1

Based on your knowledge, select one or ideally several relevant authority figures from different levels of the healthcare system. The list of potential authority figures can help you do this.

2

Make contact with the person(s) and discuss handwashing with soap.

3

Explain who you are and the purpose of the project you're working on (improving hand hygiene).

4

Explain that an in-depth study has shown that health center staff need role models and support from important people in the health field.

5

Tell her you want her to be part of the handwashing with soap movement.

6

Offer to be filmed for a short video in which she demonstrates her support for handwashing with soap.

7

Ask if he or she accepts the request.

8

If he or she refuses and insisting is impossible, thank him or her.

9

If he or she accepts, thank him or her and offer to organize the film session.

10

Offer to send him or her the text proposal to help him or her prepare the message you'd like to broadcast, indicating that he or she can adapt it as well as create his or her own speech. Indicate that the video should last no longer than a few minutes.

11

Arrange a meeting with the leader to produce the video.

12

Send him or her the text "Text proposal to the person filmed", thanking for the participation.

13

Go to the appointment to make the video with the required equipment.

14

Produce the video, proposing an initial test shot.

15

Watch the video with the person to see if it's suitable. Do not hesitate to do several takes if necessary.

16

Thank the person.

17

Do the same with all selected authority figures.

18

If necessary, edit the video using all the videos filmed.

19

Record video.

HOW TO CARRY OUT THE ACTIVITY?

1

Organize a meeting with health center staff on hand hygiene and soap washing.

2

Save the video on your computer.

3

Get there early enough to prepare and check the operation of the projection.

4

Set up a pleasant atmosphere as soon as health center staff arrive (welcome, greetings, offer of water, etc.).

5

Introduce the video: tell them that their leaders are committed to handwashing with soap and that they support them in this approach, tell them that a video has been prepared for this and that it will be shown.

6

Show the video.

7

Ask which person(s) were recognized in the video.

8

Ask whether these people are important in the health sector, in the region, etc.

9

Encourage discussion about the video, the commitment of these people and what it means for them and their own commitment. For example, with the questions **“What does it mean for authority figure(s) to commit to handwashing?”** **“Is it important to you that authority figures support handwashing with soap?”**

10

Let them know that the nursing staff at all our health centers are also committed.

11

Thank them for their presence and commitment, then let them go.



TIPS AND MORE

Advice and modifications

- > The video can be produced and broadcast in different health centers, provided that the person or persons are also reference or authority figures relevant to the center in question. Example: If the person filmed is the regional director of the health department, the video is likely to be relevant to the whole region under his or her authority, whereas if the video is of the village chief or the commune chief of the health center, the video will only be used in the commune's health center.
- > Send the video to participants on their private phones if this is easier, in which case ask them to take their cell phones with them to the meeting.
- > It can also be beneficial to work on another normative aspect: public engagement. Public engagement can easily be worked on in conjunction with this activity. In this case, suggest that staff make a video of the same type as the leader's (e.g. *“Moi Mamy, travaillant au center de santé de Niassène Ségré, dans la région de Sédhio m'engage à me laver les mains avant de prendre un soin un patient et après avoir traité chaque patient”*). To do this, create a What's App-type group bringing together all the staff from the health centers involved in the project. With their agreement, post videos of staff members as a sign of their commitment.
- > Hire an audiovisual professional to produce the videos.

ACTIVITY **07****WHAT IS THE OBJECTIVE?**

Health center staff identify themselves as role models in the practice of handwashing with soap.

We are model caregivers

COST
Resources



DIFFICULTY
Low



DURATION
45-60 min

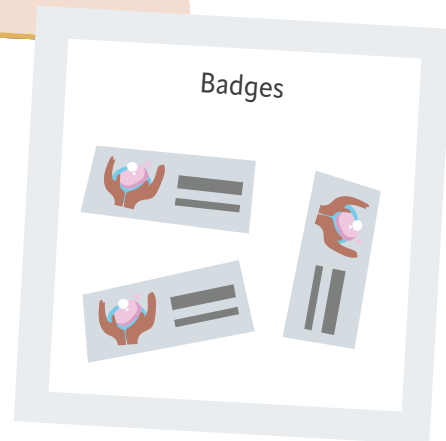


RANAS FACTOR
Personal Norms and
commitment

RANAS BCT
Self-identification as a
role model and behavioral
contract

WHAT YOU NEED

- > Badges.
- > "Me, a model caregiver" poster.
- > Display materials (sticky paper, thumbtacks, etc.).



HOW TO CARRY OUT THE ACTIVITY?

1

Organize a meeting-ceremony with health center staff on the theme of hand hygiene and soap washing.

2

Prepare the meeting room by hanging the poster.

3

Set up a pleasant atmosphere as soon as health center staff arrive (welcome, greetings, offer of water, etc.).

4

Introduction to the meeting: reminder of the importance of hand hygiene for the health center and of the desire to further improve it.

5

Ask them how they think they are perceived by the community when it comes to hygiene.

6

Make them understand that their work gives them access to the knowledge and skills to be role models for the whole community.

7

Explain to them that today you're asking them and the center's management to take on this role model role, for the center, for the new people who will come to work here, as well as for their families and the community as a whole.

8

Emphasize that every time they wash their hands in front of patients, in front of their families, they are role models. Patients will go on to wash their hands hundreds, thousands of times in their lives, following their example. In this way, they play an important role in disease prevention outside the health center too.

9

Ask if everyone can make a personal commitment to officially adopting this role model.

10

Suggest signing the poster, which will then be displayed in the center.

11

Introduce the badge: emphasize that it's a way of showing patients and the community as a whole the role model. Say that they should be proud to wear it, and also their responsibility in wearing it.

12

Ask if they are ready to wear the badge and sign the poster.

13

Indicate that they will come one by one to sign the poster and receive their badge.

14

Call them one after the other, invite them to sign the poster, then give them the badge and ask them to continue their practice, thank them and offer them a badge.

15

Indicate that the poster will be hung in the health center to remind all users of their role as role models, and the possibility of contacting them if they have any questions on the subject.

16

Thank the participants.

17

Then let them go.

18

Hang posters in the health center.



TIPS AND MORE

Advice

- > Posters can be produced as murals.
- > Posters and badges can also be created by local or community artists.
- > Possibly immortalize the event by taking photos, if participants agree. A photo can then be posted in the health center.

Reference and additional information

- > Safety, W. P., & World Health Organization. (2009). A guide to the implementation of the WHO multimodal hand hygiene improvement strategy (No. WHO/IER/PSP/2009/02). World Health Organization.

**YOUR
NOTES**



ACTIVITY 08

WHAT IS THE OBJECTIVE?

Health center staff associate their values with handwashing with soap, and remember them when they wash their hands.

Defending our values and our patients: wash your hands!

COST
Low



DIFFICULTY
Easy



DURATION
45-60 min



RANAS FACTOR
Personal Norm

RANAS BCT
Implement normative nudges

WHAT YOU NEED

- > "Stock Information" document.
Remark: A4 printing.

- > Print "values" display.
Remark: Print in A2 format, corresponding to the number of treatment rooms in the center.

- > A2 sheets.
Remark: For writing in front of a group.

- > Markers.

- > Display materials (sticky paper, thumbtacks, etc.).

MY PERSONAL VALUE IS
HELPING OTHERS

I WANT TO SAVE LIVES AS
A NURSE

I STAND UP FOR HEALTH
AND HYGIENE



HOW TO CARRY OUT THE ACTIVITY?

1

Organize, with the support of health center management, a meeting with health center staff.

2

Find out about values using the values information document.

3

Find out about the number of treatment rooms in the center.

4

Set up a pleasant atmosphere as soon as health center staff arrive (welcome, greeting, offering water, etc.)

5

Introducing the importance of values in life. "Today we're going to talk about the values that we share, that you share as caregivers. Values are principles that guide our lives. A person's value may be to help, and this will guide them in their choice of profession, but also in their day-to-day actions. She may become a teacher. This value may lead her to help her neighbors when she has the chance".

6

Proposing to share together the values that are important to us.

7

Ask each person in turn what their values are, and if necessary, start by giving a value that's important to you.

8

After each answer, thank each person for his or her response.

9

Brainstorm the values that are important in professional practice. The most important values should be those that are people-oriented and protective. If this is not the case, suggest corresponding values and ask if they correspond to them.

10

Draw up a set of fundamental values to which everyone can relate, and if necessary suggest adding the values listed in the preparation sheet.

11

Make the connection between these values and the behavior of washing your hands with soap to protect yourself and others.

12

Tell them that these values, which are important to everyone, should be a guide to handwashing with soap, and suggest that they highlight them in the health center.

13

Introduce the poster: explain that its purpose is to remind people to wash their hands, and how important this is for them and their patients.

14

Write the values on the poster.

15

Suggest they put the name in the "Staff members" space on each poster.

16

Thank them for their presence and commitment, then let them go.

17

Stick the poster in each treatment room so that it's visible to the staff working there.

TIPS AND MORE

Advice and modifications

- > The poster can either be printed out and completed during the meeting with a marker, or it can be completed directly on the computer and printed and pasted in a second and third step. The Powerpoint document is available for this purpose.
- > It's probably more fun to take a photo of the group at the end of the activity and stick it on the poster.
- > Depending on availability, use A2 sheets and markers to write facing the group, rather than a blackboard.
- > Use post-it notes on which participants write their values and then stick them on a poster or wall. In this case, allow at least 3 post-it notes per participant.
- > Change the location and background color of the poster regularly (re-print the poster every time it gets damaged), so that you don't get used to the poster and stop seeing it.
- > If necessary, add a commitment activity, proposing that participants commit to respecting these values and washing their hands with soap by writing it in front of the group.

Reference and additional information

- > Steg, L., Lindenberg, S., & Keizer, K. (2016). Intrinsic motivation, norms and environmental behaviour: The dynamics of overarching goals. *International Review of Environmental and Resource Economics*, 9(1-2), 179-207.

**YOUR
NOTES**



ACTIVITY **09**

WHAT IS THE OBJECTIVE?

Health center staff acquire the knowledge they need to wash their hands with soap through hands-on practice.

How to wash your hands with soap: let's practice together!

COST
Low



DIFFICULTY
Easy



DURATION
60 min



RANAS FACTOR
How-to-do-knowledge
Confidence in ability

RANAS BCT
Demonstrate behavioral options
Providing instructions
Encouraging guided practice

WHAT YOU NEED

- > Images "Bacteria and hands".
- > WHO document "Handwashing-How?"
- > WHO document "The 5 indications of hand hygiene".
- > Glitter, spice or coloured chalk powder
- > Light-coloured cloth, towel or paper (..)

Remark: Light-colored, ideally white, for wiping hands.



HOW TO CARRY OUT THE ACTIVITY?

1

Organize a meeting with health center staff on hand hygiene and soap washing.

2

Set up a pleasant atmosphere as soon as health center staff arrive (welcome, greeting, offering water, etc.).

3

Introduce the meeting by explaining that today everyone will practice handwashing at least once.

4

Start by showing the picture of hands with bacteria, and ask if they know what it is.

5

Complete what has been said with the following information: "Our hands are vectors of transmission, carrying microbes and bacteria. Each square centimeter of our skin can contain up to 10 million bacteria. We can transmit them either by direct contact, by touching another person, or by indirect contact, by touching an object that another person then touches."

6

Remember that handwashing with soap and running water is effective in protecting patients from infection.

7

Suggest that someone explain or demonstrate how to wash hands with soap, stressing that this is not an evaluation but a way of helping others understand the difficulties and important moments.

8

Thank the person, then ask whether or not a gesture has been forgotten, prompting discussion.

9

When no one else has anything to add, suggest we look at the WHO recommendations together.

10

Present the WHO poster on handwashing and suggest that everyone try to follow this procedure.

11

Ask everyone to repeat the exercise, explaining that for this one, glitter, spices or chalk (as chosen) will represent the bacteria we have on our hands. Point out that this process was chosen because these bacteria are not visible without a microscope, and that the powder gives a more perceptible image of what bacteria look like on hands.

12

Put glitter, spices or chalk on hands (moisten hands if necessary) and rub until hands are covered.

13

Ask them to wash their hands quickly and **without soap**.

14

Then ask them to wipe their hands on the cloth or other white paper.

15

Ask what they observe: the aim is to see that the laundry has been soiled by the glitter, spices or chalk, and that without soap, hands remain dirty.

16

Ask them to wash their hands again, this time with soap and following WHO recommendations, then wipe them again.

17

When everyone has finished washing their hands, announce a brief discussion about their experience.

18

Ask them to share their impressions and comments: the idea is to highlight the need for intensive, meticulous washing with soap to keep hands clean.

19

Remind them to wash their hands properly in the course of their work.

20

Thank them for their presence and commitment, then let them go.



TIPS AND MORE

Advice and modifications

- > Check that hand-washing stations are in good condition and that soap is available. Stocking up on soap can be an interesting precautionary measure.
- > If there are many staff members, it's best to hold several meetings with smaller groups.

Reference and additional information

- > Leclert, L., Moser, D., Brogan, J., Mertenat, A. & Harrison, J. (n.d.). Blue Schools, Linking WASH in schools with environmental education and practice. Catalog of practical exercises. (Part 5.4). Found at <https://waterconsortium.ch/blue-school-kit-fr/>
- > Safety, W. P., & World Health Organization. (2009). A guide to the implementation of the WHO multimodal hand hygiene improvement strategy (No. WHO/IER/PSP/2009/02). World Health Organization. (p.155-156).



YOUR NOTES



ACTIVITY 10

WHAT IS THE OBJECTIVE?

Health center staff evaluate their handwashing behavior with soap and form a new habit.

Evaluating my own behaviour: a new habit at the health centre

COST
Low



DIFFICULTY
Average



DURATION
5 minutes a day / 30 days
20 minutes / every week or two

RANAS FACTOR
Action control

RANAS BCT
Goal setting

WHAT YOU NEED

- > Handwashing evaluation questionnaire.
Remark: 1 per participant per face-to-face meeting .
- > WHO document "The 5 indications of hand hygiene".
- > Handwashing calendar.
- > Pencils, markers or pens .
Remark: 1 per participant.
- > Small leaf.
Remark: 1 per participant.

HOW TO CARRY OUT THE ACTIVITY: FIRST MEETING

1

Organize a meeting with health center staff on hand hygiene and soap washing.

2

Present the project to the health center manager and ask for his or her support:

- > leaving time in working hours to complete the questionnaire.
- > By turning the calendar pages him- or herself.
- > By verifying participation and reminding caregivers to attend if necessary.

3

Prepare the calendar with dates corresponding to those of the intervention.

4

Set up a pleasant atmosphere as soon as health center staff arrive (welcome, greeting, offering water, etc.).

5

During this first meeting, explain that the aim is to set up a form of handwashing evaluation by oneself and with the support of others.

6

Suggest introducing a form of self-assessment of their handwashing practice. This involves asking the question "Have I washed my hands?" at key handwashing moments. The aim is to try, at the 5 moments defined by the WHO, i.e. before touching a patient, before performing an aseptic procedure, after a risk of exposure to a biological fluid, after touching a patient and after touching a patient's environment, to ask yourself whether you have washed your hands properly.

7

Suggest that colleagues help each other to do this, and when you see a colleague at one of the five key moments defined by the WHO, ask him or her if he or she has washed his or her hands with soap.

8

Explain that the idea is to help each other, not to keep an eye on each other.

9

Say "I know that thinking about this is difficult when you have a lot of work to do. That's why I'm proposing to set up a one-month period during which each and every one of you will have to take the time to reflect on your handwashing practices with soap".

10

Introduce a 30-day support period for handwashing with soap, during which all healthcare staff must reflect on their practice every day.

11

Explain how it works: a calendar with one question per day, and a space where everyone can commit to paying attention to this practice by writing their name and their commitment.

12

Show the calendar with an example.

13

Suggest answering directly together for the first day (Day 1/30).

14

Pass the calendar around with a pen.

15

Specify that the health center manager supports their commitment and asks them to take the necessary time during working hours to complete the calendar.

16

If he or she has agreed in advance, explain that the person in charge of the health center will be responsible for turning the pages of the calendar. If not, define who will be responsible.

17

Define with those present the appropriate place to put the calendar so that everyone can see it.

18

Explain that in addition to the calendar, during this month of intervention, you will meet once a week to discuss the calendar and the practice of handwashing with soap.

19

Plan meetings to fit in with existing center staff meetings (possibly at mealtimes if shared).

20

Encourage them to continue and thank them for coming.

21

Go and place the calendar where you want it, and add a pencil, marker or pen.

HOW TO CARRY OUT THE ACTIVITY: THE FOLLOWING FACE-TO-FACE MEETINGS (EVERY WEEK)

1

Observe the calendar and assess participation.

2

Set up a pleasant atmosphere as soon as health center staff arrive (welcome, greeting, offering water, etc.).

3

Discuss the timetable and participation, encouraging it if necessary.

4

Explain the usual procedure for meetings such as the present one: each person evaluates his or her handwashing practice for the day, and then we discuss the handwashing practice evaluation together.

5

Talking about the human tendency we all have to show ourselves in the best light, and saying that to avoid this the questionnaires will not be collected. Everyone will keep it to themselves.

6

Distribute pencils and questionnaire.

7

When they are completed, open the discussion on their evaluations:

- > When did they remember to wash their hands with soap?
- > Did they have enough time to do it properly?
- > What are the times when they would have liked to have done it and couldn't? etc. collect the questionnaires and distribute them to the intended recipients.

8

Hand them a small sheet of paper and encourage them to write down their goals for the next day.

9

Thank participants for attending, wish them success for the next day and thank them for their work.



TIPS AND MORE

Advice and modifications

- › Possibility of holding face-to-face meetings every two weeks (at the end of week 1 and at the end of week 3) rather than once a week.
- › **After the intense encounter period, offer regular behavioral reminders in the form of a meeting with center staff once a month for the 6 months following the intervention.**
- › Ensure continuity of the self-assessment process by setting up an autonomous meeting on the subject, i.e. without a health agent from outside the center, over a longer period than the initial month of intervention.
- › Take the contact number of the people responsible for the calendar and send them a reminder on the first few days to turn the calendar pages and encourage their colleagues to take part.
- › Replace the calendar with a What's App group for staff. In this case, organize the first meeting and follow the same procedure, replacing the calendar with the creation of a What's App group. Ask for their agreement, collect everyone's numbers and create a What's App group with the participants. Ask them the same questions by message as those in the calendar, specifying that it is not necessary to answer them in the group, but that they should think about them on their own. Suggest that they write about their commitment to the theme in the message.
- › The literature shows that a change of habit occurs after the desired behavior has been practiced for 3 weeks, but it can also last for months. It is therefore possible to extend the calendar phase.
- › Encourage participation by offering a prize (congratulations or other) to those who show the most commitment to the calendar.
- › Tie the marker pen or pencil to the calendar with a string to prevent it from being picked up automatically.

Reference and additional information

- › Gardner, B., Lally, P., & Wardle, J. (2012). Making health habitual: the psychology of 'habit-formation' and general practice. *British Journal of General Practice*, 62(605), 664-666.

**YOUR
NOTES**

ACTIVITY **11**

Solutions in hand

WHAT IS THE OBJECTIVE?
 Caregivers identify personal barriers to handwashing with soap and find solutions.

COST
 Low



DIFFICULTY
 Average



DURATION
 120 min



RANAS FACTOR
 Barrier planning

RANAS BCT
 Identifying barriers and selecting solutions

WHAT YOU NEED

- > "Handwashing and obstacles" observation sheet.
Remark: For writing in front of a group.
- > "From obstacles to sample solutions" table.
Remark: Print in A2 format minimum.
- > "From obstacles to solutions" table.
Remark: Print in A2 format minimum, in duplicate.
- > Markers, chalk or pens.
Remark: To be completed after the meeting with the group and then printed in A3 format minimum, as many times as there are handwashing stations with soap.
- > Display materials (sticky paper, thumbtacks, etc.).



HOW TO CARRY OUT THE ACTIVITY: OBSERVATION PHASE

1

Request access to the health center for an observation period of at least one hour.

2

Go and make an observation in each room of the health center (consultation room, treatment room, delivery room, rest room, observation room, etc.) and complete the observation sheet.

3

List the obstacles (reasons) observed that prevented you from washing your hands, using the observation sheet.

HOW TO CARRY OUT THE ACTIVITY: IDENTIFYING OBSTACLES AND SOLUTIONS PHASE

1

Organize a meeting with health center staff on hand hygiene and soap washing. Request access to a treatment room.

2

Prepare the care room for the meeting, and display the "From obstacles to solutions-examples" and "From obstacles to solutions" charts.

3

Set up a pleasant atmosphere as soon as health center staff arrive (welcome, greeting, offering water, etc.).

4

Indicate that the aim of the meeting is to talk together about the problems they have encountered in their handwashing with soap practice, and to define what they should do in each situation. Point out that a sheet of paper will be made available afterwards summarizing the situations.

5

Introduce the "Obstacles to solutions - examples" table and indicate that they are going to produce the same table.

6

Explain that role-playing will energize the discussion and make the exercise more concrete.

7

Ask someone to describe what they did with their last patient of the day (or another, if they prefer).

8

Ask her to simply replay the scene, without putting any pressure on herself.

9

Ask if she agrees and then ask another person to play the patient.

10

Give them two minutes to prepare (stand up, exchange a word if necessary, etc.).

11

Ask them to replay the scene.

12

Ask the actor and participants what might have prevented them from washing their hands, and record them in the "Barriers" column of the "Obstacles to solutions" chart.

13

Ask them about possible solutions.

14

If no solution has been suggested, it is necessary to stimulate discussion to find one.

15

Record answers on the "From obstacles to solutions" chart.

16

The process can be repeated 2-3 times, depending on the group's motivation and effectiveness in bringing out obstacles within the group.

17

Ask if they face any other obstacles.

18

Add them and define the appropriate solution.

19

Add any obstacles observed during the observation phase and not mentioned during the role-play.

20

Add them and define the appropriate solution.

21

Define with the group the best place to hang the sheets listing the solutions for each barrier, and do so (it should be a place they see every day in their work).

22

Point out that this table is now a tool for overcoming all obstacles.

23

Define with the group the best place to hang the boards listing the solutions for each barrier, and do so (it should be a place he or she sees every day in his or her work).

24

To say that this painting must now be used as a tool to overcome all obstacles.

25

Thank them for their presence and commitment, then let them go.

26

Carefully complete the second table "From obstacles to solutions".

27

Hang up the "From obstacles to solutions" chart.

TIPS AND MORE

Advice

- Depending on availability, use a chalkboard and chalk to write facing the group.
- If no treatment room can be used, carry out the activity without one.
- Obstacles can be assessed in small groups with a single member of the nursing staff or a small number, which also means less disruption to the operation of the center. However, the solution-finding phase should be carried out in plenary session with all staff and management, to encourage the emergence of ideas and support.
- Involve health center managers in the meeting, and particularly in the search for solutions.
- Suggest regular internal meetings (weekly or monthly) to discuss handwashing problems and find solutions together.
- Simplify and shorten by proposing different scenarios in advance, such as:
 - Scenario 1: You are faced with a patient with a mouth wound. When is the best time to wash your hands?
 - Scenario 2: You're changing a patient's bedding. When is the best time to wash your hands with soap?
 - Scenario 3: You place an infusion in a patient. When is the best time to wash your hands with soap?
 - Etc.
- The disadvantage of scenarios is that they are not as close to caregivers' realities.

Reference and additional information

- Ministry of Health, Republic of Indonesia and UNICEF (2021). Behaviour change interventions for strengthening Handwashing with Soap (HWWS) in Indonesia: A training guide for facilitators and practitioners. UNICEF Indonesia. Jakarta, 2021.

ACTIVITY **12**

WHAT IS THE OBJECTIVE?

Health center staff automatically wash their hands with soap before and after treating a patient.

Effortlessly guided to handwashing: nudging, prompting and environmental cues

COST
Raised



DIFFICULTY
Complex



DURATION
60 min

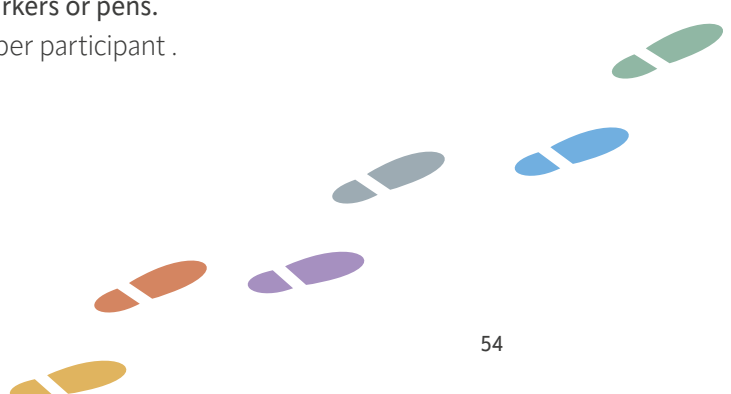


RANAS FACTOR
Souvenir

RANAS BCT
Use of memory aids,
environmental cues and
nudges

WHAT YOU NEED

- > Left and right footprint stencils.
- > Tomorrow's left and right footprint stencils.
- > Image smiley J.
- > Two bright colors for painting arrows and surrounding the handwashing station in a bright color. Stickers can also be printed.
- > Brushes and painting materials.
- > Display materials (sticky paper, glue, etc.).
- > Leaves.
Remark: For taking notes, 1 per participant.
- > Pencils, markers or pens.
Remark: 1 per participant .



HOW TO CARRY OUT THE ACTIVITY?

1

Present the project to the health center manager.

2

Explain the principle of nudges, saying that the aim is to make handwashing easy and automatic. To achieve this, the proposed method is to make the handwashing station more visible and to draw a path on the floor to make the journey from the treatment area to the handwashing station automatic.

3

Explain that to do this, you need their agreement to set up these indications in their health center, and also access to the various care areas in the health center (consultation room, treatment room, delivery room, rest room, observation room, etc.).

4

Organize a meeting with caregivers and the health center manager.

5

Set up a pleasant atmosphere as soon as health center staff arrive (welcome, greeting, offering water, etc.).

6

Explain the purpose of the meeting: to increase hand hygiene by making the behavior of washing hands with soap more automatic, i.e., that they are guided to wash their hands without having to actively make a decision.

7

Explain that to facilitate this automatism, the handwashing stations will be made more visible with paint or stickers. In addition, the paths separating the various work areas from the nearest handwashing station will also be made more visible.

8

Indicate that for this second aspect, you first need to define the routes to be taken and that you'd like them to show you where each person works and the route they take to wash their hands.

9

Go with them to each room in the center, and define the route to be taken to the handwashing station.

10

Take notes to memorize precisely the routes indicated.

11

Thank them for their presence and commitment, then let them go.

12

Find a quiet moment in the health center to apply paint or stickers.

13

Paint footprints on the floor to define the path(s) to the handwashing station.

14

Make the handwashing station visible, by establishing a rectangular area on the wall around the handwashing station, outlining arrows pointing to the sink and soap, and affixing handprints.

15

Stick a smiley face above the handwashing station.

YOUR NOTES





TIPS AND MORE

Advice and modifications

- > The use of stencils and paint for fingerprints can be replaced by stickers.
- > When caregivers have direct access to the handwashing station and don't need to move around the center, highlighting the station with colors, arrows and handprints is sufficient.
- > If caregivers have difficulty defining the paths, suggest a role-playing game in which one person re-enacts what happened with the last patient he or she cared for in the room the group is in.
- > Clean surfaces before applying stickers or paint.
- > Change the color of paint or stickers as soon as the markings are too damaged and need to be changed or restored. The aim is for the color change to attract new attention.
- > Mandate local artists.
- > Organize several meetings, for each room with only the people who use it and not all the caregivers, to have less impact on the running of the health center.

Reference and additional information

- > Dreibelbis, R., Kroeger, A., Hossain, K., Venkatesh, M., & Ram, P. K. (2016). Behavior change without behavior change communication: nudging handwashing among primary school students in Bangladesh. *International journal of environmental research and public health*, 13(1), 129.
- > Huang, H. C., Le, N., Battle, M., Villasenor, J. M., & Maule, L. (2021). Nudging Handwashing among Primary School Students in the Philippines: Evidence from a Cluster Randomized Trial. *The American journal of tropical medicine and hygiene*, 105(6), 1806-1815.



ACTIVITY **13**

WHAT IS THE OBJECTIVE?
Nursing staff have access to a specific handwashing schedule.

Maintenance of handwashing stations

COST
Low



DIFFICULTY
Easy



DURATION
60 min



RANAS FACTOR
Action planning

RANAS BCT
Action planning

WHAT YOU NEED

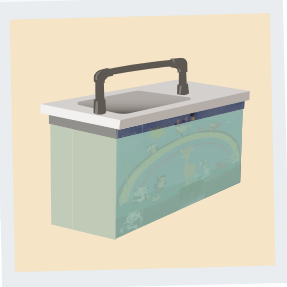
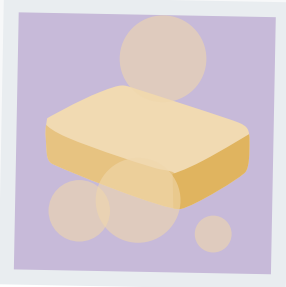
- > „Handwashing station maintenance“ poster.
Remark: To be printed in A2 format, 2 copies.
- > Weekly control sheet.
- > Binder for storing control sheets.
Remark: For storing weekly control sheets.
- > Markers.
- > Display materials (sticky paper, thumbtacks, etc.).

MAINTENANCE OF THE HANDWASHING STATION IN THE HEALTH CENTRE OF _____

	Person responsible for management			Person responsible for monitoring		Person to contact in case of a problem	
Water							
Soap							
Hand dryer							
Technical support							

Contact the person responsible if necessary!

Everyone working together to keep the station running!



HOW TO CARRY OUT THE ACTIVITY?

1

Organize a meeting with the health center manager, the handwashing station manager and the health center staff on the topic of hand hygiene and soap washing.

2

Hang the "Handwashing station maintenance" poster in the meeting room.

3

Set up a pleasant atmosphere as soon as health center staff arrive (welcome, greeting, offering water, etc.).

4

Introduce the purpose of the meeting: to gather and organize the maintenance of the health post.

5

Explain that the aim is to make all information accessible so that, in the event of a problem, everyone can take action and speak directly to the person who can.

6

Explain that together you're going to complete the table.

7

Complete the "Handwashing station maintenance" document, asking the necessary questions of those present.

8

Explain the control sheet that will be displayed next to the poster: each maintenance action must be checked (ticked if completed) and signed after being carried out. The person in charge of the center will have to check it every week and remind the people in charge of their tasks if they forget.

9

Ensure that the person responsible for managing the handwashing stations always has control sheets available.

10

Tell to post them next to the handwashing stations by Monday morning, and remove the sheet used during the previous week.

11

Tell that the sheets must be filed in a dedicated folder.

12

Give the binder for filing these documents to the person in charge of the center.

13

Thank them for their presence and commitment.

14

Take up the answers and insert them neatly into the "Handwashing station maintenance" document.

15

Complete the "Handwashing station maintenance" poster.

16

Hang up the poster and a check sheet with the person responsible for managing the handwashing stations.



TIPS AND MORE

Advice and modifications

- > The aim of this activity is to create an efficient task plan for the maintenance of handwashing stations. If other documents are subsequently created for certain technologies, they can be used instead of those proposed here. It is still important that the information is displayed so that it is accessible to everyone in the center, and that the information indicates who to contact in the event of a problem.
- > An excel version of the documents ("MODIFY" in their names) is available. This makes it possible to complete the poster after the meeting, then print and hang it.

**YOUR
NOTES**



IMPRINT

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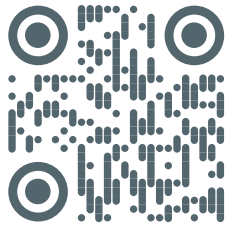
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A research project to improve hand hygiene, water quality and sanitation in health care facilities and primary schools not connected to functional water supply systems