

# Instructions to accompany Tool 2 - Assessment: Quantitative questionnaire for handwashing with soap and related RANAS factors

## 1. Assessing behaviour

**Problem:** In some cases, students may try to present a better image of themselves than is actually the case. It's very human, we all do it. But we need students to give their honest answers.

**Solution:** Before starting the interview, try to create a climate of trust, mention that the data is not linked to the names of the students and that they are helping to protect their health and that of others if they give honest answers. Mention that we are not all perfect and that you are here to support and improve the situation, not to blame or judge.

## 2. Assessment of RANAS factors

**Problem:** Sometimes students may feel that they cannot answer a specific question, for example 'How many kids in your class wash their hands with soap and water after toilet?' To this question, students may reply that they don't know.

**Solution:** Stress that we are not interested in exact figures, but their estimate of how many of the other kids are already demonstrating the desired behaviour. And a feeling can be described by anyone. The same applies to other questions.

## 3. Response scales

**Problem:** The RANAS questionnaire assesses motivators and barriers, attitudes and feelings towards a certain behaviour, and therefore does not generally ask questions that can be answered with a yes or no answer. Feelings or attitudes differ greatly between individuals and even within an individual at different times. As a result, you'll find questions like 'How much do you dislike cold water when washing hands with soap?' in this questionnaire. And the response options range from 1 = 'not at all' to 5 = 'extremely'.

**Solution:** To help students answer, we suggest including a visual tool (see below). When you ask a question with a rating scale as an answer, show the visual scale to the student and read the answer options while pointing to the corresponding black circle. Let the student choose one of the circles and repeat the answer. After a few questions, you will realise that the student has understood the concept and can use the scale without your help.

*Important: Try to find your respondent's exact answer. Try to work out whether the answer is, for example, 'strong' or 'extremely'. This is important because in this way we can identify even small differences between students.*

