

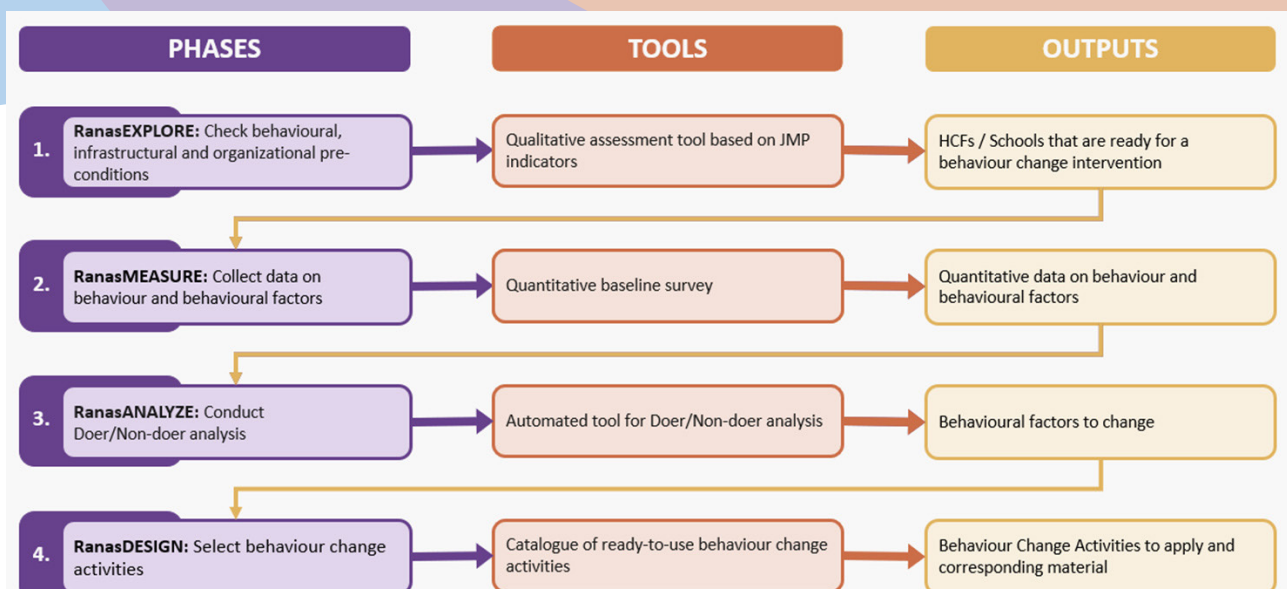
# Ranas4HCFs and Ranas4Schools

Ranas4HCFs and Ranas4Schools are off-the-shelf toolkits that enable trained personal to implement evidence-based and data-driven behaviour change interventions in health care facilities (HCFs) and schools within short time. Being highly contextualized already Ranas4HCFs and Ranas4Schools toolkits enable users to implement evidence-based and data-driven behaviour change interventions without much additional effort. They are currently available for promoting handwashing with soap in HCFs in Burkina Faso and Mali, separation of waste in HCFs in Mali and handwashing with soap in schools in Nigeria and Palestine.

All behaviour is based on processes in people’s minds. To change behaviour effectively, these processes have to be targeted. The Risks, Attitudes, Norms, Abilities, and Self-regulation (RANAS) approach to systematic behaviour change is an established method for designing and evaluating behaviour change campaigns.

Ranas4HCFs and Ranas4Schools are off-the-shelf toolkits that have been developed using the RANAS approach. Each toolkit is context and behaviour specific. This means that each toolkit has been developed and tested to change a certain behaviour in a certain country or culturally or geographically defined area.

According to the four phases of Ranas4HCFs and Ranas4Schools, users first check if all preconditions to conduct a successful behaviour change campaign are met (Phase 1), then they measure behaviour and behavioural factors using a validated and ready-to-use questionnaire (Phase 2). Third, they conduct an automated doer/non-doer analysis (Phase 3) and, finally, select the ready-to-use behaviour change activities from the catalogue of behaviour change activities (Phase 4).



The four phases of Ranas4HCFs and Ranas4Schools

## RANASEXPLORE PHASE 1

### CHECK BEHAVIOURAL, INFRASTRUCTURAL AND ORGANIZATIONAL PRE-CONDITIONS

Initiating a behaviour change process in a certain HCF or school only makes sense if several pre-conditions are met. First, only if the target behaviour is not performed consistently, a behaviour change intervention is needed. Second, infrastructure, such as functioning handwashing stations, is required. Third, the management of the HCF or school needs to be in favour of the behaviour change process and willing to dedicate time. These pre-conditions are assessed through a qualitative tool.

## RANASMEASURE PHASE 2

### COLLECT DATA ON BEHAVIOUR AND BEHAVIOURAL FACTORS

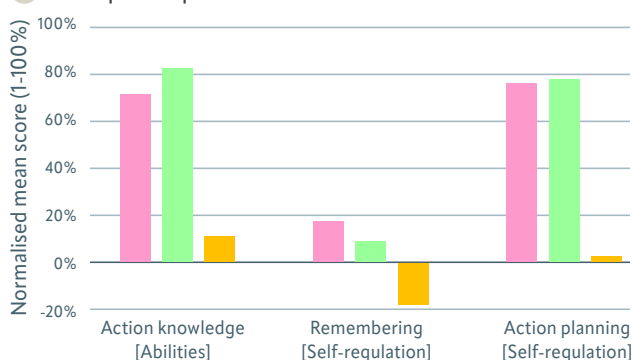
A quantitative questionnaire is used to measure the behaviour and the behavioural factors, such as risk perceptions, attitudes, social norms, and self-regulation processes. For more details about the RANAS behavioural factors, see Methods Fact Sheet 2. During the preparation of the toolkit, the questionnaire has been tailored to the specific behaviour and context. Data are collected from people who perform the behaviour (doers) and people who do not perform the behaviour (non-doers).

## RANASANALYZE PHASE 3

### CONDUCT DOER/NON-DOER ANALYSIS

A Doer/Non-Doer analysis is conducted to identify the behavioural factors steering the target behaviour. Responses of doers are compared to the responses of non-doers. The Doer/Non-Doer analysis is conducted using an automated Excel tool, the RanasANALYSER, see output below. Large differences (yellow) in the responses between doers (green) and non-doers (red) of certain behavioural factors show that these critically steer the behaviour. In the example below, Action knowledge and Remembering, but not Action planning, steer the behaviour and should be targeted.

✓ Example output from the RanasANALYSER.



## RANASDESIGN PHASE 4

### SELECT BEHAVIOUR CHANGE ACTIVITIES

For each behavioural factor of the RANAS model, the catalogue of behaviour change activities contains one activity. The activities have been designed and tested to change a certain behaviour in a certain context, for example, to change handwashing with soap at key times in HCFs in Mali. The activities are based on the catalogue of RANAS behaviour change techniques (BCTs) but, in contrast to them, are highly contextualized, already include the required IEC material and can be used without further adaptation. This also means that they cannot be used in another context without adaptation and testing. Visit the [RANAS user platform](#) for more information about the RANAS behaviour change techniques (BCTs).

✓ Example from the activity catalogue for schools in Palestine.

**ACTIVITY 10**  
**Let's make soap**

**WHAT IS THE OBJECTIVE?**  
Provision of soap is part of ensuring the enabling environment for handwashing. Availability of soap increases the probability that children wash their hands even when the soap is not provided by the school.

**COST:** High  
**DIFFICULTY:** High  
**DURATION:** 60 Minutes  
**RANAS FACTOR:** Confidence in performance  
**RANAS BCT:** Provide infrastructure (16)

**WHAT YOU NEED**

## CONCLUSIONS

✓ Ranas4HCFs and Ranas4Schools offer a structured approach to develop contextualized behaviour change interventions within short time. They are directed at NGO or government personal that can use them after a short training. Ranas4HCFs and Ranas4Schools are behaviour and context specific, meaning that each toolkit has been developed and tested to change a certain behaviour in a certain country or geographically or culturally defined area. Ranas4HCFs and Ranas4Schools can be gradually extended to cover more behaviours and contexts. For that, the measurement tool and the activity catalogue need to be adapted and piloted before using them at a larger scale.

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