**RANAS TRAINING**

[**RISK, ATTITUDE, NORMS AND SELF REGULATION]**

**RANAS Training report**

8-9 November, 2016, Angkor Paradise Hotel, Siem Reap, Cambodia

**INTRODUCTION**

**Training Objectives**

The training course module consist an introduction into the planning, design, and evaluation of systematic behaviour change campaigns. The participants will learn how to conduct a quantitative survey measuring the behavioural factors, how to identify the required behaviour change techniques and how to verify their effectiveness. The course targets professionals interested in behaviour change, especially in water, sanitation and hygiene in developing countries. The objective was achieved through lectures, practical experience from the projects, group exercises, and plenary discussions. In addition, the EAWAG provided the training material, fact sheet and RANAS manual to participants.

**Workshop participation/organization**

The workshop attracted participants from all SEA NS from Cambodia, Indonesia, Laos, Malaysia, Philippines Myanmar, Vietnam and IFRC WASH professional from regional and country delegations.

**Workshop programme**

The programme for the workshop is given in Annex I. The major issues addressed within the five sessions of the programme included:

RANAS in Nut shell:

The Risks, Attitudes, Norms, Abilities, and Self-regulation (RANAS) approach to systematic behaviour change is an established method for designing and evaluating behaviour change strategies that target and change the factors influencing a specific behaviour in a specific population. In brief, it is an easily applied method for measuring behavioural factors, assessing their influence on behaviour, designing tailored strategies that change behaviour, and measuring the effectiveness of these. Although it was originally developed to change behaviour in the water, sanitation and hygiene (WaSH) sector in developing countries, it is applicable to a range of behaviours in various settings and populations.

The factors of change

According to the behaviour-change model known as RANAS,1 there is a set of key factors that influence a person’s decision to alter habits and practices, which can be grouped as follows:

Risk factors, which relate to perceived vulnerability (in this case, to disease)

* Attitude factors, or how a person thinks and feels about the issue at hand, including what is considered attractive or disgusting
* Norm factors, such as social expectations
* Ability factors, which relate to a person’s sense of what is possible to accomplish
* Self-regulation factors, which include the ability to stay focused and committed to a behaviour despite conflicts and distractions

Eawag developed several questions around each of these “behaviour factors.” For example, a question about norms reads, “How many of your relatives wash hands with soap before handling food?” A question about ability reads, “How often does it happen that there is no soap at the hand-washing station?” Through regression analysis, which deter­mines the relationship between dependent and independent variables, the answers were then statistically related to hand-washing behaviour, to better understand why people do or do not wash their hands. The results showed the extent to which washing hands at key times was associated with each of the behavioural factors

**Phase 1: Identify potential behavioural and contextual factors**

First, the exact behaviour to be changed and the specific population group to be targeted are defined; we specify who exactly should change which behaviour. Then, we collect information on behavioural factors, namely psychosocial and contextual factors that might influence the target behaviour. Psychosocial factors are elements in the mind-set of a person (such as knowledge, beliefs, and emotions), whereas context factors are elements outside of a person (e.g. distance to a safe well). These factors can be learned by conducting short qualitative interviews with various stakeholders at different levels, including the target population. Following this, the potential psychosocial and contextual factors that we have identified are allocated to the RANAS psychosocial factors summarized in the RANAS model of behaviour change. This may involve adapting and extending the model. The RANAS model integrates leading theories of behaviour change and findings of environmental and health psychology and thus uses scientific expertise built on decades of research. By using the RANAS model to classify and organize the potential psychosocial and contextual factors, we ensure that no important behavioural factors are neglected

**Phase 2: Measure the behavioural factors and determine those steering the behaviour**

develop a questionnaire to measure the behaviour and the potential behavioural factors and a protocol to conduct observations of the target behaviour. Template tools have been designed for questionnaires and observation protocols, and these have to be adapted to the local conditions. A doer/non-doer analysis is conducted to identify the behavioural factors steering the target behaviour. This means that the responses of people who do the behaviour (doers) are compared to the responses of those who do not (non-doers); a large difference in the responses between doers and non-doers shows that the behavioural factor in question critically steers the behaviour and thus can be addressed through behaviour change techniques (BCTs) to change the behaviour.

**Phase 3: Select BCTs and develop appropriate behaviour change strategies**

The BCTs that are thought to change the critical behavioural factors specified in Phase 2 are selected for application in behaviour change strategies. A catalogue of BCTs has been compiled to achieve this. The catalogue lists which BCTs are thought to change which psychosocial factor, based on evidence from environmental and health psychology. The BCTs have to be adapted to the local context and combined with suitable communication channels, which constitute the mode of delivery of the BCTs. Together, the BCTs and the communication channels form a behaviour change strategy.

**Phase 4: Implement and evaluate the behaviour change strategies**

To verify the efficacy of these behaviour, change strategies and to optimize them, the strategies are evaluated with a before-after control (BAC) trial. This means that the behaviour and the potential behavioural factors are measured with a questionnaire and with observations both before (Phase 2) and after (Phase 4) implementing the strategies. Further, a control group has to be formed and measured. This is to control for changes in behaviour which occurred independently of the intervention. The differences in behaviour scores and in behavioural factor scores before and after the strategies’ implementation are calculated and compared to those of the control group. The behaviour change strategies have been effective when the before-after differences in behaviour and behavioural factors are larger for the population that received the strategies than for the control group. The strategies can be refined if needed. Otherwise, they can be applied directly at larger scales or in other, similar areas, backed up by the evidence that they are effective in changing behaviour.

**Experiences of an implementing NGO**

Several studies have shown that improved water technologies lead to better water quality at the source but not necessarily to better water quality at the point of use. This was also observed in the recently conducted impact study of the Helvetas Swiss Inter cooperation Project in Benin in 2013 and in another research study in Nepal in 2015. The unsatisfactory water quality at the point of use is largely explained by inadequate practices in hygiene, water transport, and storage and underlines the need for behavioural changes ranging from handwashing through the use of toilets to water treatment and storage.

This shows the need to address behaviour change in the Helvetas Swiss Inter cooperation WASH Project in a more systematic way; innovative approaches are needed to achieve lasting results.

Based on these findings, Helvetas started the Learning Expedition Behaviour Change program. In 2014 and 2015, HELVETAS started three pilot projects in partnership with Eawag, using the RANAS approach in Mali (handwashing), Benin (handwashing and water transport and storage), and Mozambique (handwashing and latrine use). The aim was to improve the impact of HELVETAS’s Wash projects on behaviour change and to test the applicability of the approach in the field with local teams. On the basis of this experience, the approach has been adapted to HELVETAS’s needs and will be integrated into its future Wash activities.

**Conclusion**

Although the complete RANAS approach takes several months, it is worth applying; it results in behaviour change strategies which (1) are tailored to the population, (2) have been proven to change behaviour effectively under local conditions, and (3) thus provide an evidence base for further interventions. Not only is behaviour changed effectively, but substantial arguments are gained with which to attract support from local government and donors for future projects.

By conducting Phase 1, ‘Identify potential behavioural factors,’ your organization becomes aware of all the factors possibly involved in behaviour change. The RANAS model serves as an eye-opener for thinking beyond health risk factors, because attitude, norm, ability, and self-regulation factors are then added to the understanding of behaviour-steering factors.

Phase 2, ‘Measure the behavioural factors and determine those steering the target behaviour,’ provides your organization with a very much improved knowledge, attitudes, and practice (KAP) survey, because the richness of factors steering human behaviour is taken into account when applying a RANAS survey. What is more important, your organization will know which factors really steer the behaviour due to the doer/non-doer analysis. The data you gather can be used to tailor promotion activities optimally to the local population and will therefore be more readily accepted by them.

On accomplishing Phase 3, ‘Select BCTs and develop behaviour change strategies,’ your organization has a variety of behaviour change techniques at hand with which it can operate. Moreover, the tightly focused selection of behaviour change techniques, because they fit the behavioural factors that have to be changed, will reduce time and costs and avoid wasted effort. The social costs of promotion activities that are irrelevant or counterproductive for the local population will also be avoided.

Finishing Phase 4, ‘Implement and evaluate the behaviour change strategies’, yields valuable information for your organization about whether and how the promotion activities that you have implemented work. With this information, your organization can build on reliable lessons learned, because this evaluation is based on objective calculations.

***Systematic Behaviour Change*** **AGENDA**

**Systematic Behaviour Change in Development Projects-RANAS TRAINING**

**08-09, November, 2016**

**KRAVAN ROOM, ANGKOR PARADISE HOTEL SIEM REAP**

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|  | **Tuesday 8 November** |  |  |
| *Time* | *Topic* | *Who* | *Min* |
| *08.15-0.30* | *Welcome address by CRC-Siem Reap*    *Key Note Address by IFRC*  *Key Note Address by SRC* | *Rep. of CRC*  *Siem Reap Branch*  *Jay Matta*  *Dicken*  *Higgins* | *5*    *5*    *5* |
| 08.30 – 10.00 | **Welcome and Overview**  Introducing each other  Experiences and Expectancies | Mosler  All  All | 10  30  10 |
|  | **Introduction to RANAS approach** | Mosler | 40 |
| 10.00 - 10.30 | Coffee Break-Outside Training Room |  |  |
| 10.30 – 12.00 | **Phase 1: Identify potential behavioural and contextual factors** | Mosler | 10 |

1.1 Define the behaviour to be changed and the specific Group 30

population group to be targeted activity 1+2

1.2 Collect information on behavioural and contextual factors that might influence the target behaviour

**The RANAS model of behaviour change** Mosler 20

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1.3 Allocate behavioural and contextual factors to the RANAS model | Group  activity 3 | 30 |
| 12.00-1.00pm | Lunch at Cosy Restaurant |  |  |
| 1.00 - 2.00pm | 1.3 Allocate behavioural and contextual factors to the RANAS model (continued) | Group  activity 3 | 30 |
|  | Presentation of results from group activity 1-3 | Plenum | 30 |
| 2.00 - 3.00pm | **Phase 2: Measure the behavioural factors and determine those steering the target behaviour** | Mosler | 20 |
| 2.1 Develop a questionnaire to measure behavioural factors and the behaviour and a protocol to conduct observations of the behaviour |  | 40 |
| 3.00 - 3.30pm | Coffee break- Outside Training Room |  |  |
| 3.30 – 4.40pm | 2.1 Develop a questionnaire to measure behavioural factors and the behaviour and a protocol to conduct observations of the behaviour (continued) | Group  activity 4 | 30 |
|  | Presentation of questionnaires | Plenum | 30 |
| 4.30– 5.00pm | Questions and Take Home Messages from first day | All | 30 |
| 5.00pm | Closing |  |  |

***Systematic Behaviour Change*** **AGENDA**

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|  | **Wednesday 9 November** |  |  |
| *Time* | *Topic* | *Who* | *Min* |
| 08.30 – 09.30 | 2.2 Conduct a baseline survey  2.3 Determine the behavioural factors that steer the target behaviour | Mosler Group  activity 5 | 40  20 |
| 09.30 – 10.30 | **Step 3: Select corresponding behaviour change techniques (BCTs) and develop appropriate behaviour change strategies** | Mosler | 20 |
| 3.1 Select BCTs to change the behaviour steering factors | Group  activity 6 | 40 |
| 10.30 – 11.00 | Coffee break- Outside Training Room |  |  |

11.00 – 11.20 3.2 Develop and design behaviour change strategiesGroup 20

activity 7

11.20 – 12.00 **Step 4: Implement and evaluate behaviour change strategies on**

**small scale (pre-test) or large scale**

4.1 Design a Before-After-Control (BAC) trial Mosler 40

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| --- | --- | --- | --- |
|  | 4.2 Implement behaviour change strategies  4.3 Develop follow-up questionnaire and conduct survey |  |  |
| 12.00 - 1.00pm | Lunch at Cosy Restaurant |  |  |
| 1.00 – 2.00pm | **Step 4: Implement and evaluate behaviour change strategies on small scale (pre-test) or large scale (continued)** |  |  |
| Panel discussion on experiences in implementing behaviour change strategies  4.4 Estimate efficacy and efficiency of the behaviour change strategies | All | 45 |
| Mosler | 15 |
| 2.00 – 2.45pm | Design implementation protocol  Preparation of overall presentation | Group  activity 8+9 | 45 |
| 2.45 – 3.15pm | Coffee break- Outside Training Room |  |  |

3.15 – 4.15pm Presentation of group projects Plenum 60

4.15 – 5.00pm Questions and next steps All 45

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