

IS THE JUICE WORTH THE SQUEEZE?: INSIGHTS FROM APPLYING THEORY TO NORMS PROGRAMMING

WELCOME! We will begin shortly.

IS THE JUICE WORTH THE SQUEEZE?: INSIGHTS FROM APPLYING THEORY TO NORMS PROGRAMMING

The Learning Collaborative – Social Norms Theory Community

Wednesday, October 2nd, 2019

MEET TODAY'S PANEL

Clara Alemann | calemann@gmail.com | The Prevention Collaborative

Lori Heise | lheise1@jhu.edu | Johns Hopkins Bloomberg School of Public Health

Ben Cislaghi | ben.cislaghi@lshtm.ac.uk | London School of Hygiene and Tropical Medicine

Parinita Bhattacharjee | bhattacharjee.parinita@gmail.com | University of Manitoba

Sunita Menon | sunita@breakthrough.tv | Breakthrough

INTRODUCTION

- The Learning Collaborative (LC) envisions a world where the powerful influence of social norms in shaping adolescents' lives is widely understood.
- Comprised of three Learning Communities on Social Norms Measurement, Theory, and Scale-up.
- Funded by the Bill & Melinda Gates Foundation, with support from USAID through the Passages project.

For more information: <https://www.alignplatform.org/learning-collaborative>

OBJECTIVES

- To understand the role of norms in health and behavior change
- To explore important features of norms and their influence on program design
- To discuss how norms aware programming influences program design

MAY 2019

**Social Norms and AYSRH:
Building a Bridge from Theory
to Program Design**

WORKING PAPER

Learning Collaborative to Advance Normative Change

SOCIAL NORMS AND BEHAVIOR

Lori Heise, Johns Hopkins Bloomberg School of Public Health

SOCIAL NORMS ARE RULES OF “NORMAL” BEHAVIOR IN A SOCIAL CONTEXT



SURVIVAL

When you are in deep trouble,
say nothing, and try to look like
you know what you're doing.

GENDER VERSUS SOCIAL NORMS

Gender Power
Imbalance

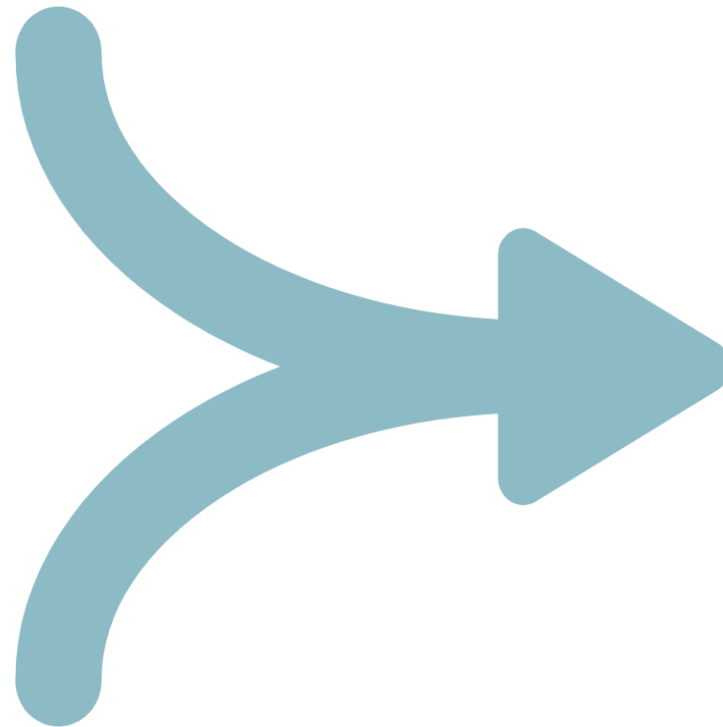
Feminism & SRHR

Game Theory

Behavioral Science

Social Psychology

Gender Norms



Social Norms

Development Practice

- FGC
- Early marriage
- VAW

KEY LIMITATIONS OF NORMS THEORY CIRCA 2016

- Competing and sometimes conflicting conceptualizations of norms emanating from different disciplines
- Dominant definition from social psychology:

Social norm

- A shared, often implicit, social rule that people conform to because they believe:
 - it is **typical** (descriptive norm)
- And/or
- it is **appropriate/expected** (injunctive norm)

3 IMPORTANT FEATURES



**Norms are beliefs
about others**



**They exist within
“reference groups”**

- Can be entire society as in a cultural norm
- Of limited to specific sub-groups
- Reference group can vary for different norms

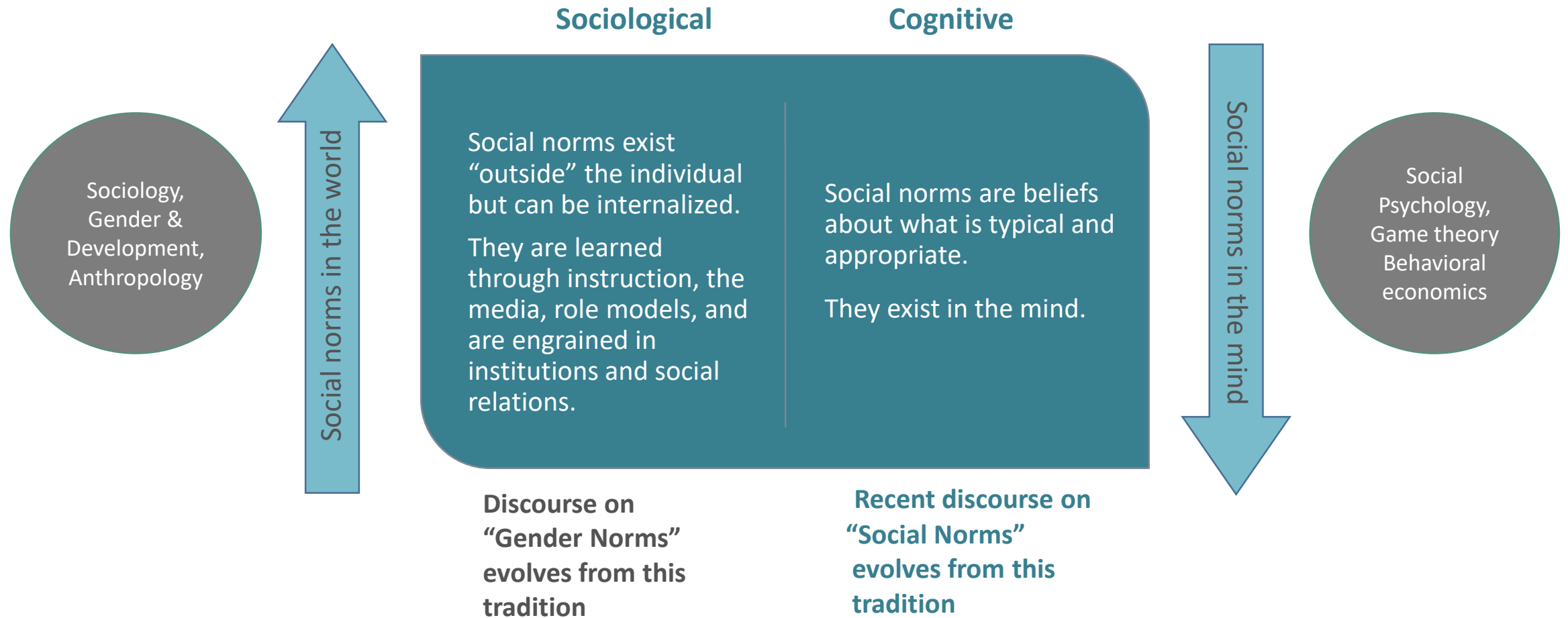


**Maintained, in part, by
social approval and
disapproval (sanctions)**

LIMITATIONS OF COGNITIVE “NORMS AS BELIEF” TRADITION

- Ignores the role of power in social relations
- Underplays the importance of childhood socialization and other motivations for norms compliance
- Overlooks how norms become embedded in institutions
- Underplays how norms are produced and reproduced through daily interaction
- Restricts focus to the individual and interpersonal level rather than more systemic or structural change (policy, legal, market reform)

TWO SCHOOLS OF SOCIAL NORMS



REVISED UNDERSTANDING OF SOCIAL NORMS

- Social norms as the implicit, informal rules that most people accept and follow.
- Social norms are influenced by belief systems, economic contexts, and often by the perceived rewards and sanctions for adhering to or disobeying prevailing norms.
- Norms are embedded in formal and informal institutions and produced and reproduced through social interaction.
- They change when enough people choose to act (or are compelled to act) in a different way, creating a new norm.

Strategies for Norm Change

At a community level



CONFRONTS POWER IMBALANCES

Within sexual and reproductive health and within programs focused on adolescent and youth development, confronting power imbalances is an important attribute of norms-shifting programming



CREATES SAFE SPACES FOR CRITICAL REFLECTION BY COMMUNITY MEMBERS

Deliberately promotes sustained, critical reflection that goes beyond trainings, one-off campaigns or ad-hoc outreach, often in small group settings.



ROOTS THE ISSUE WITHIN COMMUNITY'S OWN VALUE SYSTEMS

Identifies how a norm serves or contradicts a community's own values, rather than labeling a practice within a given community as bad.



ACCURATELY ASSESSES NORMS

Identifies which norms shape a given behavior and which groups uphold the norm. Social norms exist within reference groups – the group of people that are important to an individual when s/he is making a decision.



USES “ORGANIZED DIFFUSION”

Sparks critical reflection to shift norms first within a core group who then engage others to have community-level impact. This is a technique to generate and diffuse normative shifts that has successfully been used by Tostan around FGC and others with SASA!



CREATES POSITIVE NEW NORMS

Creates new, shared beliefs when harmful norms have strong support within groups. While it is common for programs to focus on negative consequences of a behavior, this can unintentionally reinforce that behavior by making it seem widespread.

Strategies for Norm Change

At a community
level



Commentary

Catalyzing Gender Norm Change for Adolescent Sexual and Reproductive Health: Investing in Interventions for Structural Change

Anju Malhotra, Ph.D.^{a,*}, Avni Amin, Ph.D.^b, and Priya Nanda, Ph.D.^c

^a Gender and Development, Program Division, UNICEF, New York, New York

^b Department of Reproductive Health and Research, World Health Organization, Geneva, Switzerland

^c Equity and Social Change, Research and Evaluation, Bill & Melinda Gates Foundation, New Delhi, India

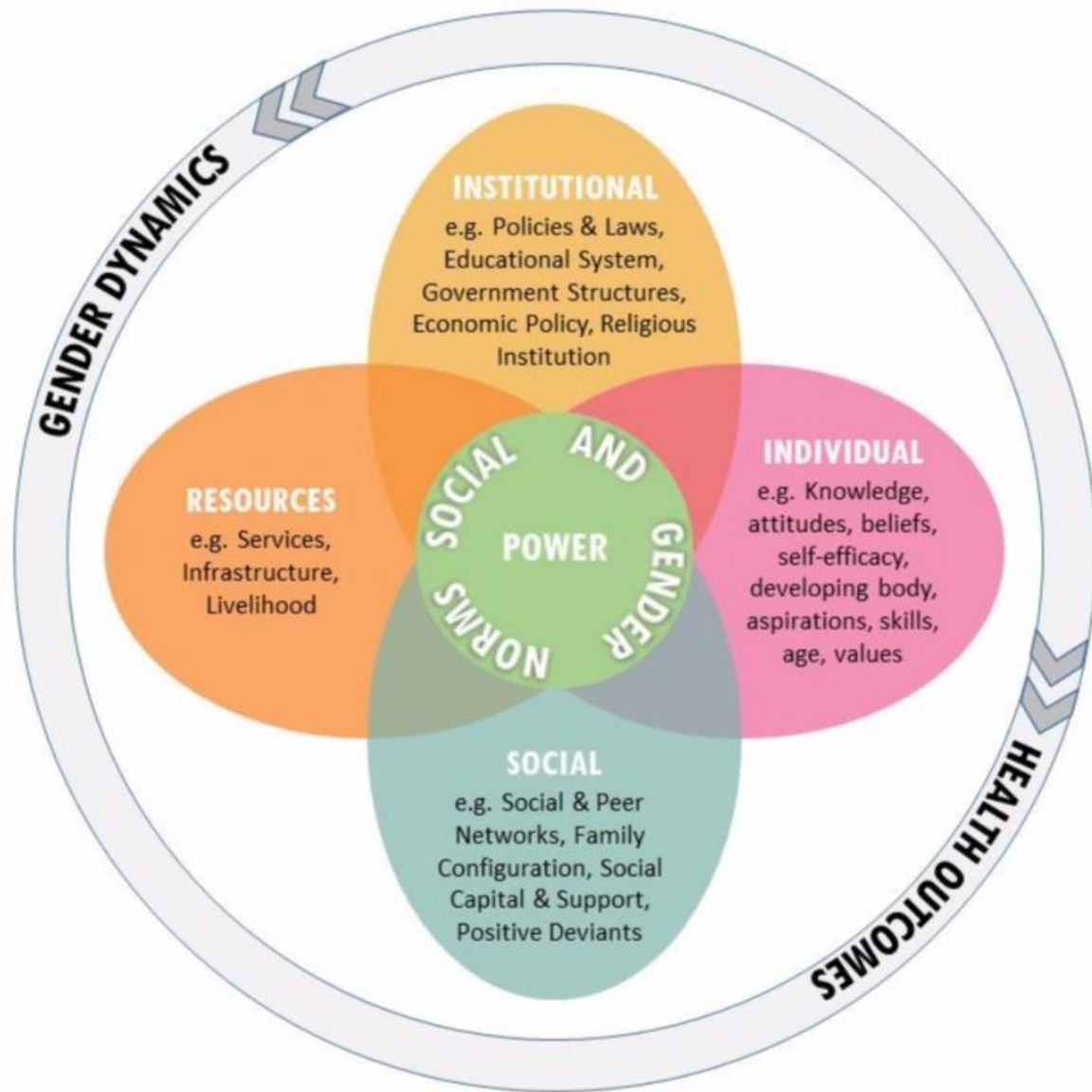


As part of an encouraging trend in the last decade, recent consolidations of existing literature and evidence—including those in this volume—help us to move forward in understanding and addressing social norms in relation to improving adolescent reproductive and sexual health (ASRH). Especially important is the increasing recognition that gender is at the center of social norms that shape ASRH outcomes, and that these norms are underpinned by power inequalities [1–4]. This understanding and the consolidation of evidence to date compel us to examine the limitations around the scope, range, and effectiveness of social norms interventions. In an environment of shrinking resources with multiple competing demands, it becomes critically important that these emerging insights inform future investments in social norms work, making it more efficient in benefiting the largest possible subpopulations of adolescents or

interventions, currently driven largely by social and behavior change (SBC) programming; rather, we must enhance investments in interventions that leverage the scale and impact of structural drivers. We provide a preliminary frame for doing so by mapping structural drivers of social norm change at the macro-, meso-, and micro-levels, building on the theoretical framework for understanding social norms laid out by Pulerwitz et al. [4] in this volume.

Why Gendered Power Structures Are Central to ASRH Social Norms Programming?

To translate the concepts of gender and power structures into better funding, research, interventions, and measurement, it is



CONCEPTUAL FRAMEWORK

For Achieving
SRH Outcomes

*Norms are only one
aspect of potential
programming*

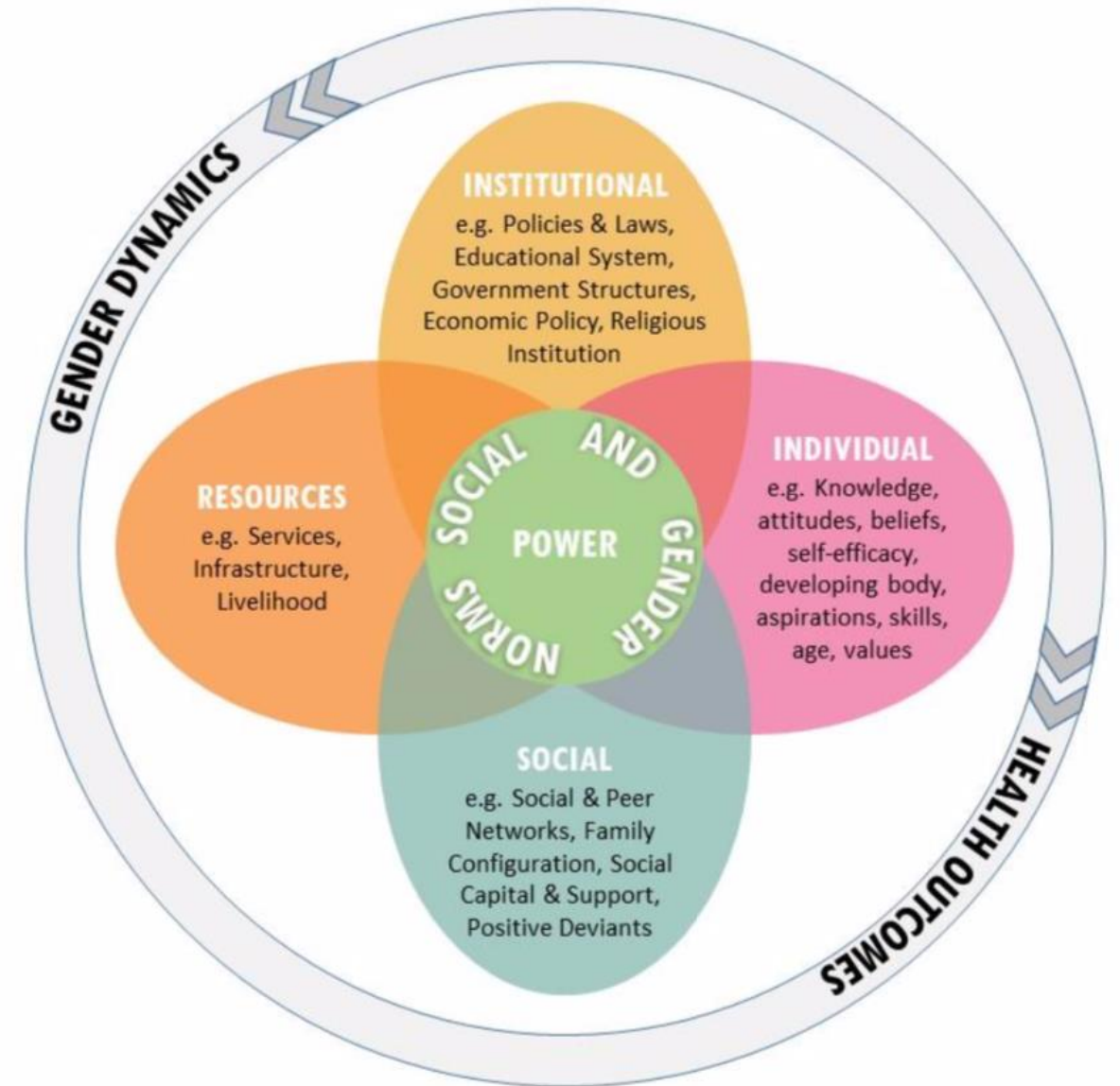
FEATURES OF SOCIAL NORMS

Ben Cislighi, London School of Hygiene and Tropical Medicine

1. NORMS CAN BE PROTECTIVE

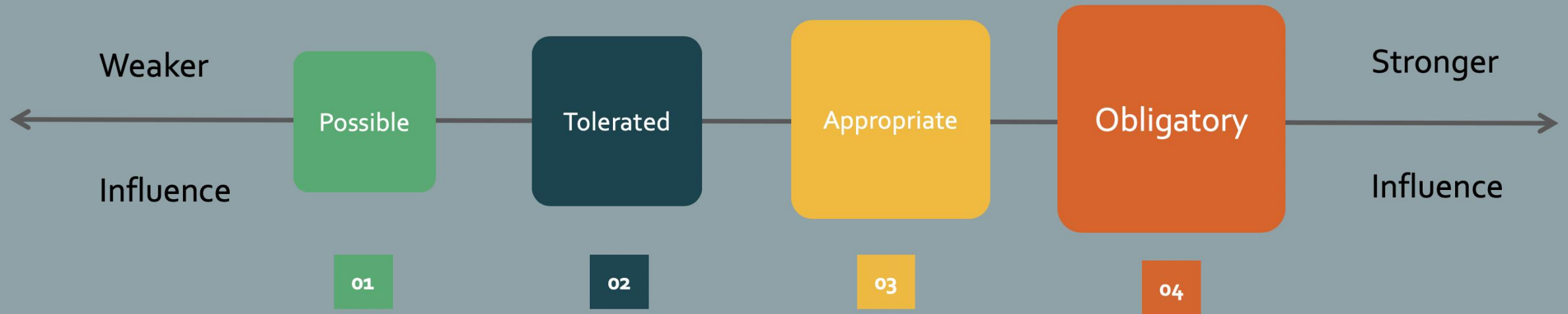


2. NORMS ARE IN A SYSTEM OF STRUCTURAL FACTORS THAT INTERSECT AND SUSTAIN ACTION



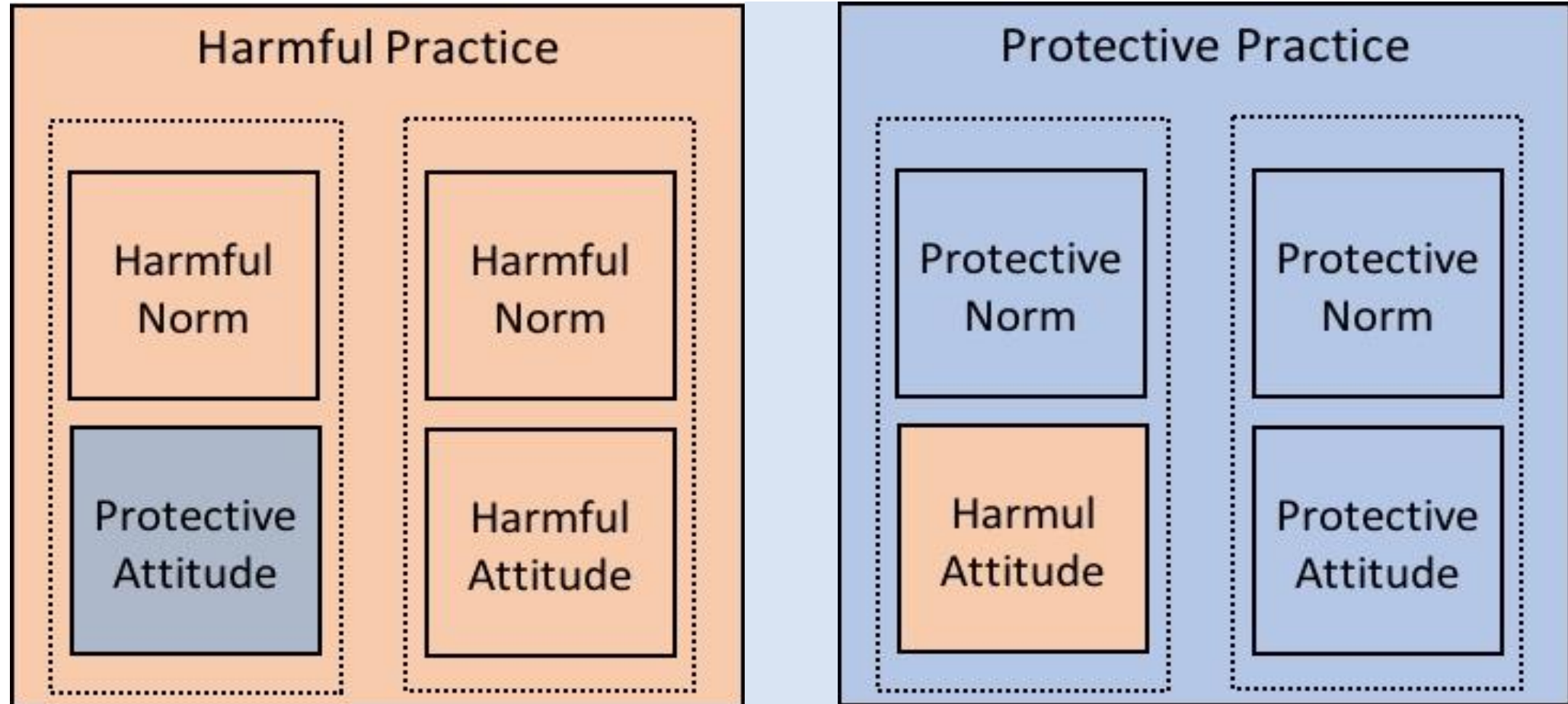
The Flower for Sustained Health: An integrated socio-ecological framework for normative influence and change: A Working Paper.

3. NOT ALL NORMS HAVE THE SAME STRENGTH

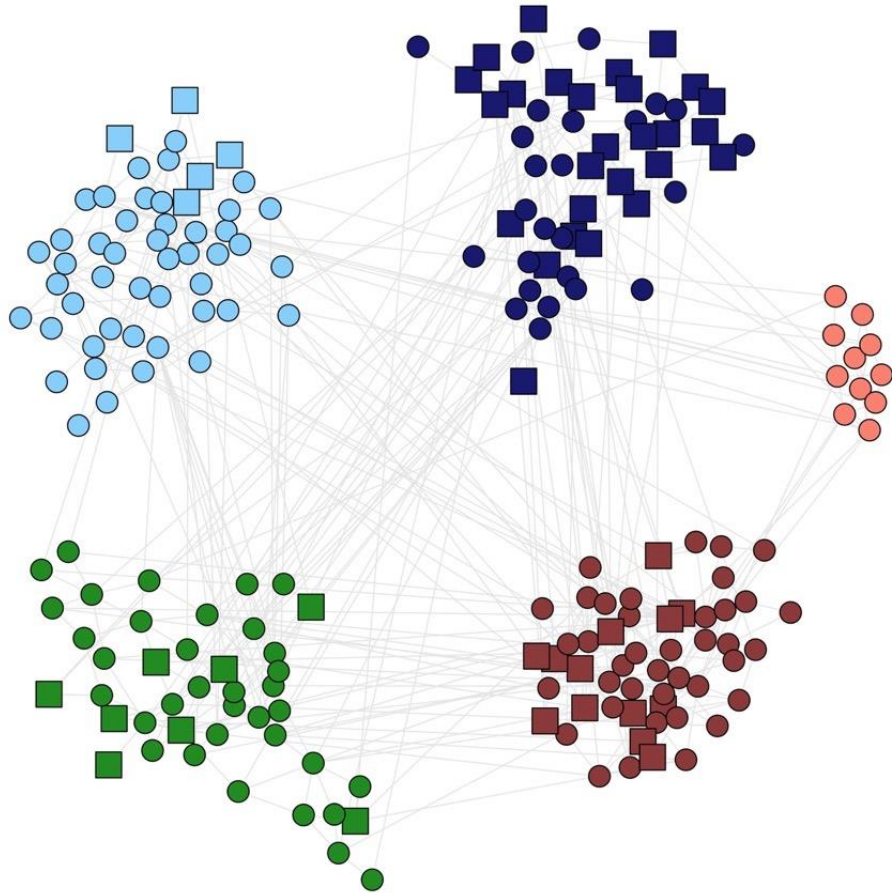


Cislaghi B, Heise L (2018); *Four avenues of normative influence for health promotion*. Health Psychology.

4. NORMS AND ATTITUDES CAN BE ALIGNED OR MISALIGNED



5 . NORMS ARE SUSTAINED BY SEVERAL REFERENCE GROUPS WITH DIFFERENT INFLUENCE



Shakya, H. B., et al. (2014). Association Between Social Network Communities and Health Behavior: An Observational Sociocentric Network Study of Latrine Ownership in Rural India. *American Journal of Public Health* **104**(4): 930-937.

6. POWER HOLDERS MAY RESIST—OR SUPPORT—CHANGE



<https://oyinboafrikanabeni.wordpress.com/2013/05/01/how-to-greet-yoruba-parents-and-elders/>



<https://uk.reuters.com/article/uk-nigeria-security-unicef/nigeria-lifts-unicef-suspension-hours-after-accusing-staff-of-spying-for-islamists-idUKKBN1OD1ZU>

7. HOLDERS OF POSITIVE DEVIANT ATTITUDES ALMOST ALWAYS EXIST



8. PEOPLE CAN DECIDE TO DO THE 'WRONG' THING





HOW APPLYING A NORMS-AWARE APPROACH HELPED A PROGRAM MAKE MID-COURSE CORRECTIONS

EXPERIENCES FROM SAMATA PROJECT, SOUTH INDIA

Parinita Bhattacharjee, Senior Technical Advisor

INTERVENTION STRATEGIES

A multi-layered intervention, aimed to increase the proportion of adolescent girls who:

- enter formal secondary education (around 12-13 yrs)
- complete 10th standard (around 16 yrs)
- delay marriage until after 10th standard
- delay their sexual debut until after 10th standard

Project Period: 2013 to 2017

Implemented by KHPT and UoM

- 2 Districts in South India
- 3600 adolescent SC/ST girls,
- 1800 families
- 119 villages, and
- 190 schools

Norms:

- Early marriage of girls
- Girls do not need higher education

The infographic is set against a yellow background with a faint floral pattern. It is divided into four quadrants by a central vertical dashed line and a horizontal dashed line. In the center, there is a portrait of a young girl with a bindi on her forehead, smiling. The quadrants contain the following text:

- GIRLS**
 - Facilitate access to scholarship and schemes
 - Group reflection sessions (Parivartan Plus)
 - Tuition classes
 - Career counseling
 - Leadership training
 - Creation of public spaces
 - Formation of Community Advisory Board
- FAMILIES/COMMUNITIES**
 - Family outreach
 - Linkage to social entitlements
 - Parents meeting
 - Discussion forums
- BOYS**
 - Mentors training
 - Reflection groups with sports (Parivartan)
 - Tournaments
 - Boys Champions
 - Forums for interaction with girls
- SCHOOLS/SDMC**
 - Gender sensitization training
 - School Development and Management Committee members training
 - Gender Sensitive school plan
 - Tracking girls through use of tool
 - Safety committee

WHICH NORMS WERE IMPORTANT?

- Conduct quantitative and qualitative studies including regular programme review
- Secondary school drop out and early marriage is a process resulting from social norms interacting with other structural factors
- Two interrelated norms
 - Norm 1: Protecting girls' *sexual purity* and *family honour*
 - Norm 2 : Domestic and caring roles for girls



THESE NORMS DID NOT OPERATE ON THEIR OWN

- Positive influence
 - **High educational aspiration of**
 - **Open communication**
- Negative influence
 - **Poverty**
 - **Dysfunctional family**



Ramanaik S et al. Education, poverty and "purity" in the context of adolescent girls' secondary school retention and dropout: A qualitative study from Karnataka, southern India. PLoS ONE, 2018

CHANGES IN PROGRAMMES

- Trained our outreach workers to understand the specific norms and be change agents
- Inclusion of new sessions focusing on specific norms in existing group sessions
- Additional training and space for girls to challenge the specific norms
- Support and space for families who addressed the norms including providing visibility to positive deviants / role models
- Increased space for boys and girls to interact
- Increased effort on other structural interventions – link to schemes, school performance



ACKNOWLEDGEMENT

- Watch the film
- <http://strive.lshtm.ac.uk/resources/banyan-tree>



Thanks to the Samata intervention and research team. Thanks to my colleagues Shajy Isac, Ravi Prakash, Prakash Javalkar, Satyanarayana Ramanaiik, Raghavendra, Srikathamurthy, Tejaswini Hiremath, Kumar Vadde, Priya Pillai, Tara Beattie, Martine Collumbien, Lori Heise, Mitzy Gafos, Annie Holmes, Ben Cislighi, Stephen Moses and Charlotte Watts



RING THE BELL

Breakthrough's 360 Degree Program To Address Social Norms Around Domestic Violence

Sunita Menon | Breakthrough

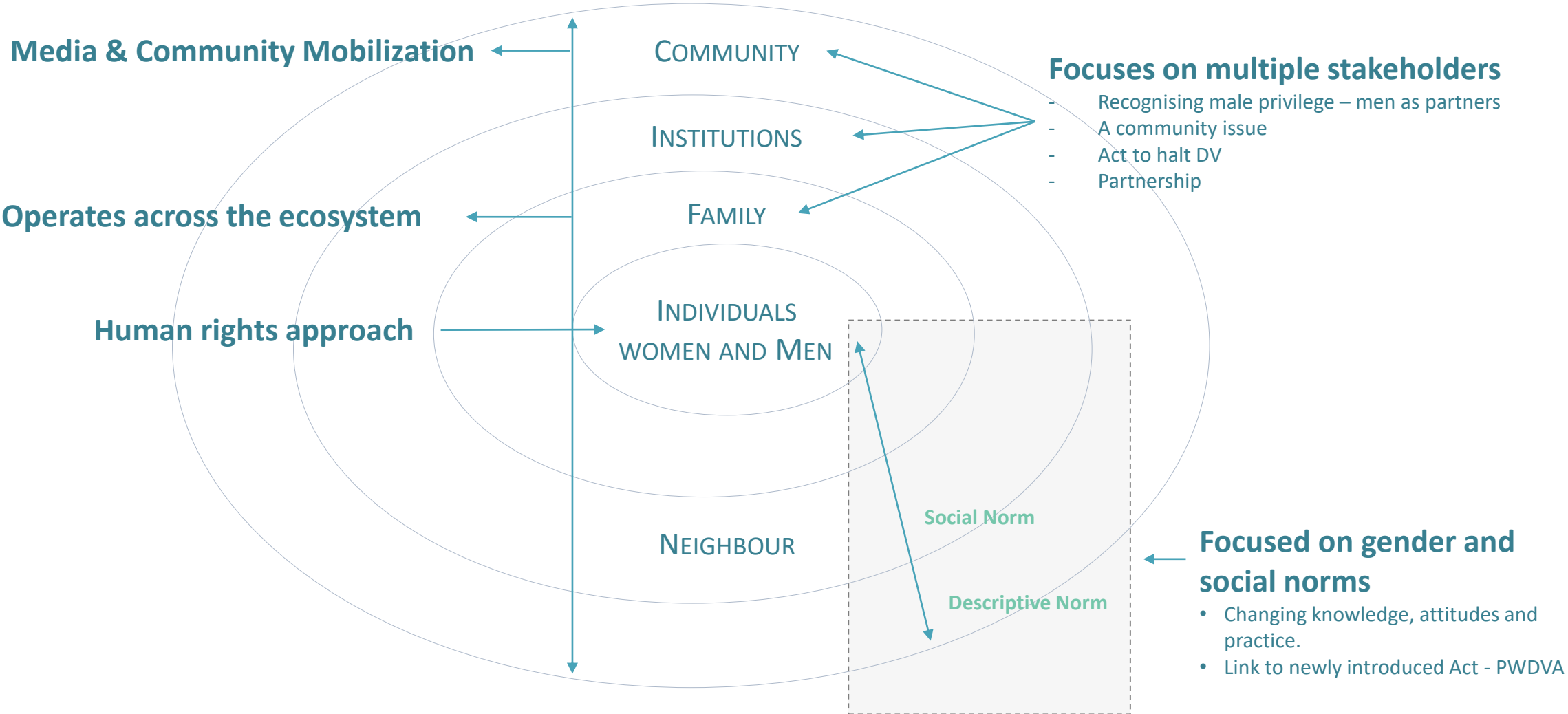
SOCIAL NORMS AND DOMESTIC VIOLENCE

- Domestic Violence is a private matter.
- People resist intervening due to fear of retaliation.
- Men in three categories – those who are violent; the few who act and the bystanders.
- Men and women equally likely to take action.
- It is a woman's responsibility to save marriage. If she is beaten it is her fault.
- Stigma and discrimination against women who want to leave abusive relationship.
- Women seen as liability, she had no existence without a man.
- Domestic violence is a women's issue.

PROGRAM DEVELOPMENT

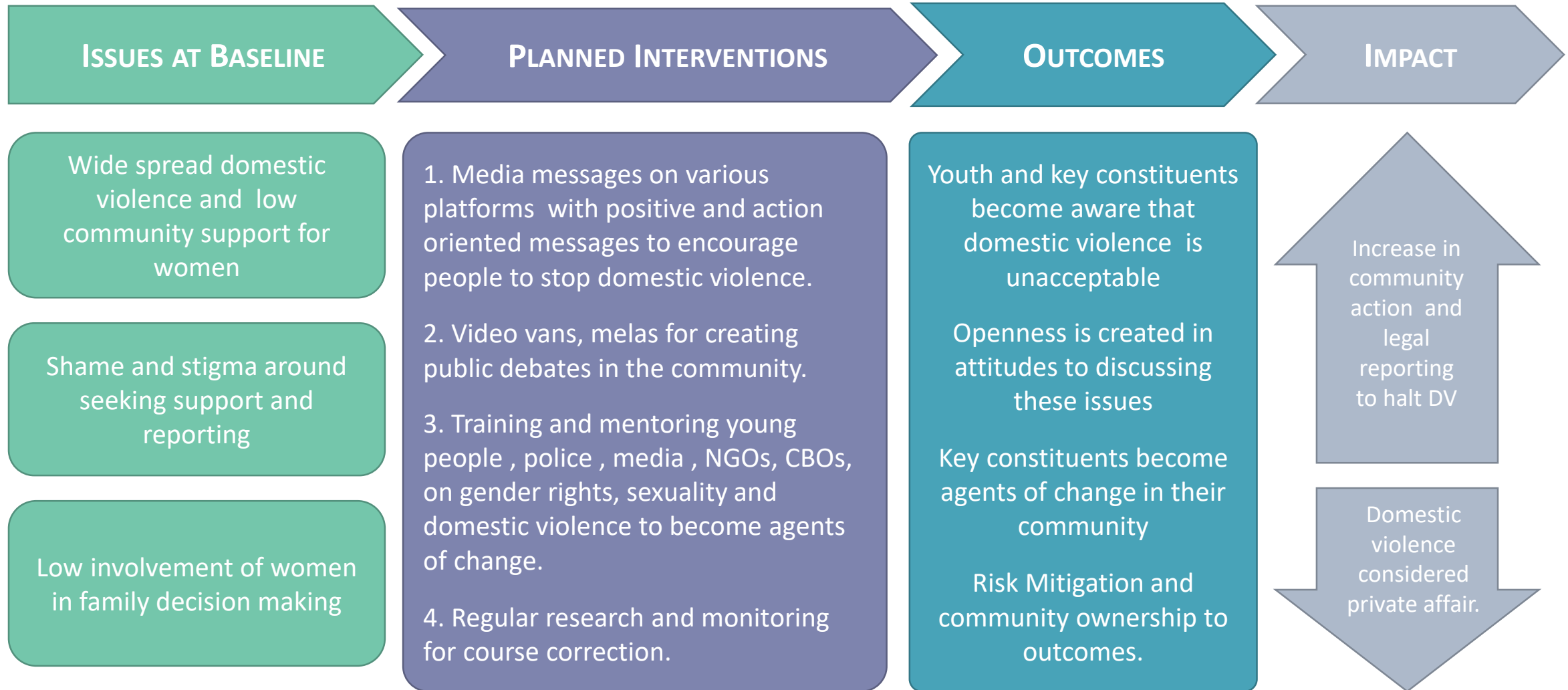
- Research
- Building on past learning on messaging, role of men
- Men and boys as critical partners, actors and leaders in ending domestic violence
- Message Development an iterative process
- Grounding in human rights
- Responding to political opportunities and new act on domestic violence
- Building a program for scale as well as depth
- Partnership as core

KEY STRATEGIES





THEORY OF CHANGE



ADDITIONAL LINKS

- <https://www.youtube.com/watch?v=zmNz0cTcxFU>
- https://www.youtube.com/watch?v=etSUUw_gphw
- <https://docs.google.com/viewerng/viewer?url=https://inbreakthrough.org/wp-content/uploads/2018/11/Bell-Bajao-Case-Study.pdf>

QUESTIONS?

THANKS FOR ATTENDING!

STAY TUNED FOR ADDITIONAL LEARNING COLLABORATIVE WEBINARS

SOCIAL NORMS MEASUREMENT: NOV 2019

SCALE-UP OF NORMS PROGRAMS: DEC 2019

FOR MORE INFORMATION: [HTTPS://WWW.ALIGNPLATFORM.ORG/LEARNING-COLLABORATIVE](https://www.alignplatform.org/learning-collaborative)