



welcome!

The Learning Collaborative to Advance Normative Change in Nigeria

Virtual Launch

July 7 – 8, 2020

THE LEARNING COLLABORATIVE
TO ADVANCE NORMATIVE CHANGE

Meeting Objectives



Share objectives and activities of our Community of Practice.



Get to know each other and begin to build our community.

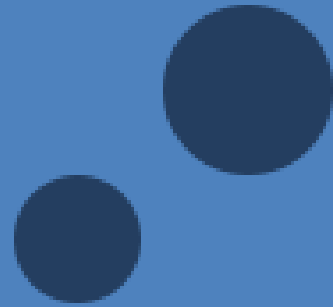


Establish a shared vision and agree on activities.

what we covered *yesterday*

- 1 **Orientation** to Learning Collaborative
- 2 Review of the Nigeria Learning Collaborative **Formative Research**
- 3 Creating Community
Breakout and Plenary
- 4 **Wrap Up Day One**

word cloud





Agenda

- 1 ~~Welcome & Day 1 Recap~~
- 2 Social Norms: Theory & Practice
- 3 Developing a Roadmap for Working Together: Breakout Session
- 4 Next Steps & Closing



Social Norms: Theory & Practice

The influence of social norms on health-related practices

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A forgone assumption hidden in many projects

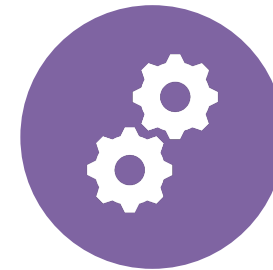
(Material resources aside)



New
knowledge



(New attitudes)



New
behaviour

But then **failure** comes (for the brave ones who embrace it)



“Despite an extensive promotion campaign **we found only moderate compliance with the intervention**”



What are
social norms?

Social norms regulate what behaviour is “normal.”



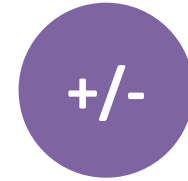
Social Norms defined



Unwritten rules about what is acceptable in a given society or group of people (“reference group”)



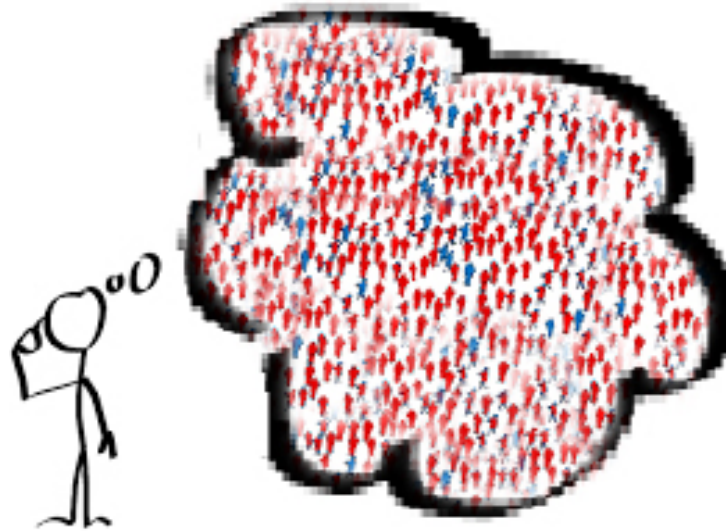
Examples: Bring gifts after a travel abroad, offer water to a visitor, leave a tip to the waiter



Often maintained by positive and negative social sanctions

Social Norms as Beliefs

1. What people believe others do



(**Descriptive norms** or
empirical expectations)

2. What people believe others
approve and disapprove of



(**Injunctive norms** or
normative expectations)

A Social Norm is NOT a personal attitude.



Examples of harmful social norms



I wouldn't like to smoke (attitude), but I ought to do it (norm) to look cool



I wouldn't like to drink that much (attitude), but hey: you have got to fit in so I do (norm)!



I can't wear a helmet when cycling (norm) – that's just for the geeks!



I would like to defend that person that is bullied at school (attitude), but I don't want to be seen with him (norm) because everyone think s/he is a nerd (and would disapprove of me)



I would like to report the teacher that hits the child (attitude) but nobody does it (norm) and I think others would stop talking to me and call me a "policeman"

What harmful norms come to your mind?



What is the state
of the **evidence**?

Social norms influence...



Child Marriage
(Lee-Rife et al. 2010)



Female Genital Cutting
(Mackie and LeJeune, 2009)



Family planning
(Bongardt et al. 2016)



Women's Economic Empowerment
(Marcus, 2018)



Child Vaccination
(Sato and Takasaki, 2019)



Intimate partner violence
(Bass et al. 2016)



Handwashing
(White et al. 2020)



Maternal Health
(Kuzara et al. 2019)



A few
key points

Group Norms and Societal Norms

Sometimes the norm exists in a **specific reference group**...

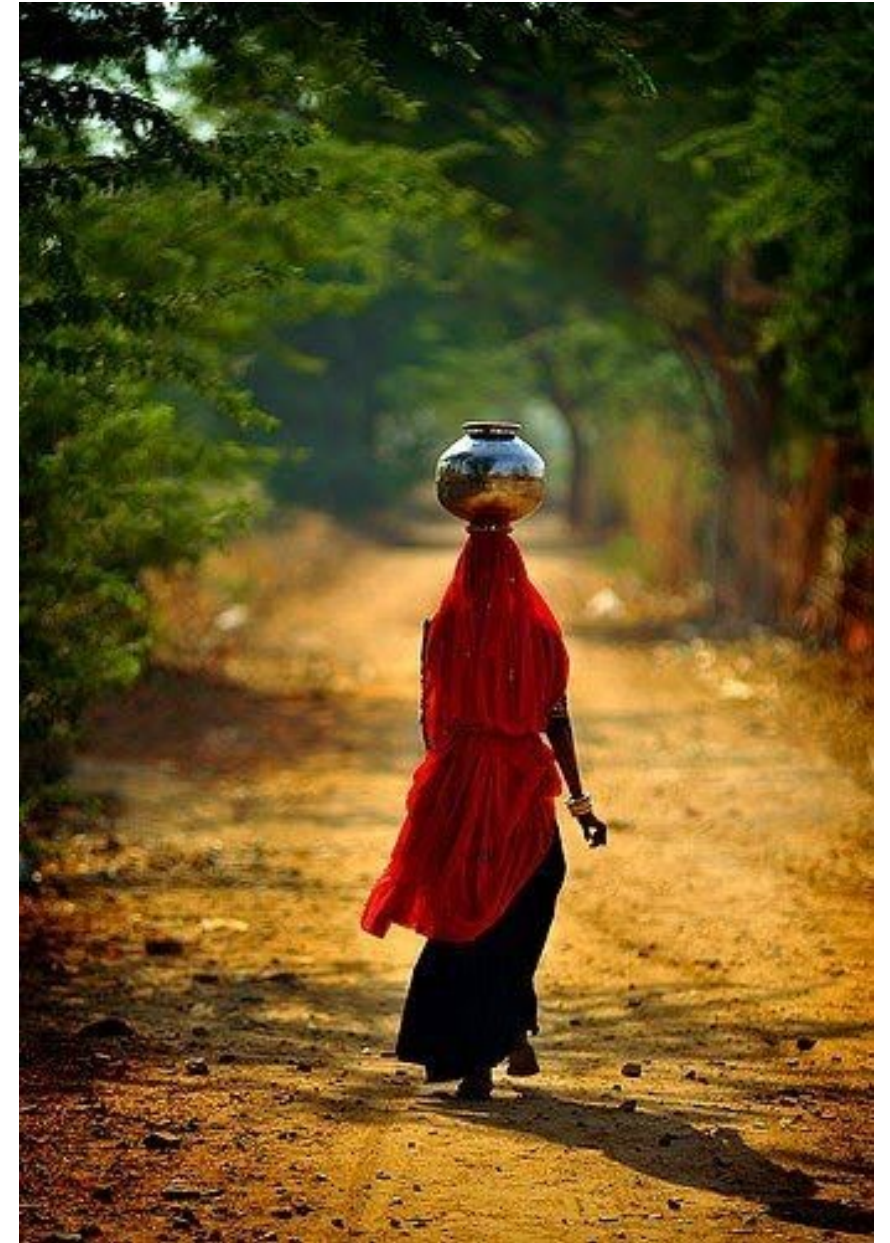


...and sometimes they are in the **“society”**

Gender Norms

- Gender norms are **social norms defining acceptable and appropriate actions for women and men** in a given group or society.
- **They are embedded** in formal and informal institutions, nested in the mind, and produced and reproduced through social interaction.
- They **play a role in shaping women and men's (often unequal) access** to resources and freedoms, thus affecting their voice, power and sense of self.

Cislaghi B, Heise L (2019); Gender norms and social norms: differences, similarities and why they matter for prevention science. Sociology of Health and Illness. <https://doi.org/10.1111/1467-9566.13008>



It's not just about numbers: Power holders matter



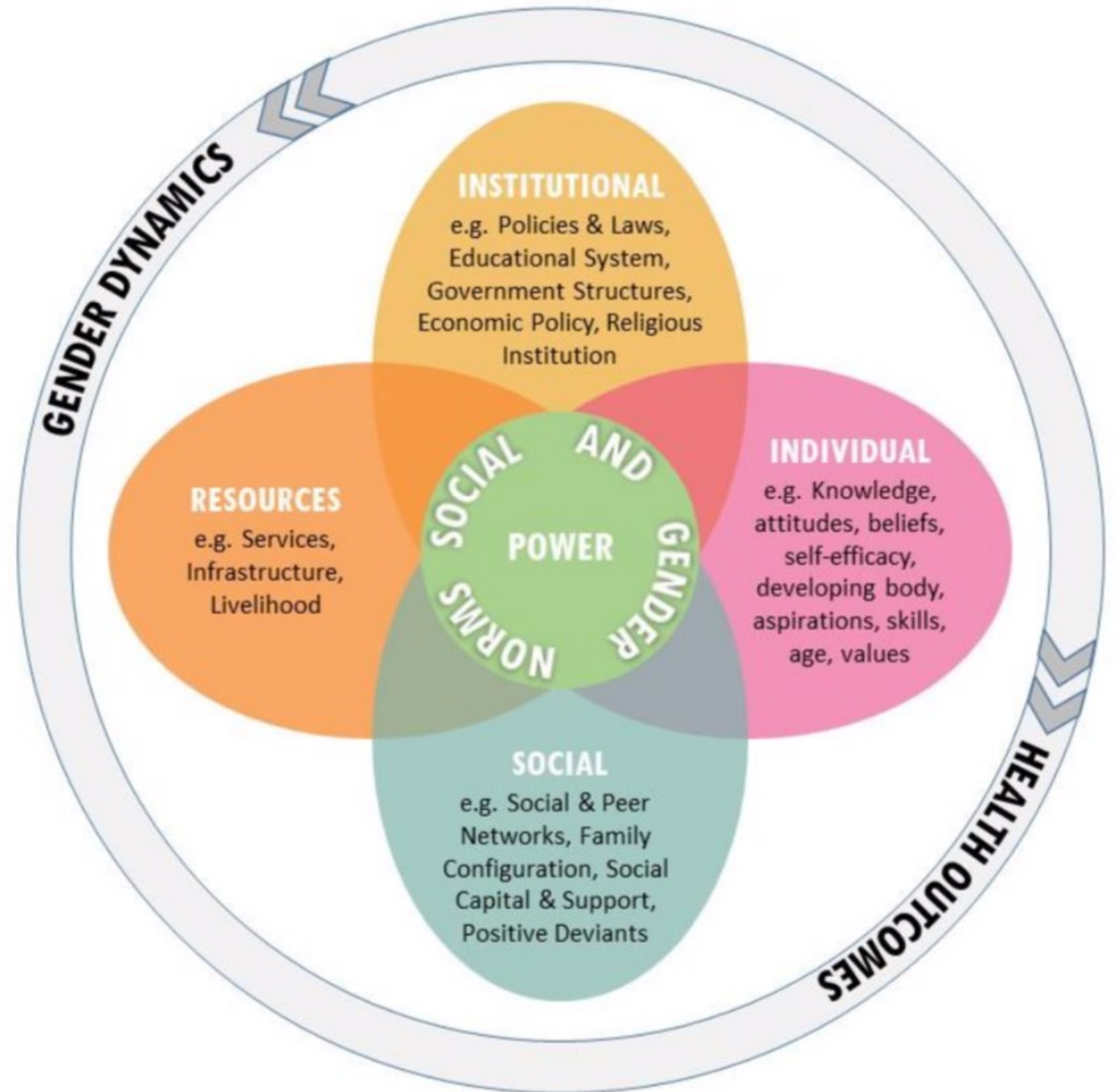
<https://oyinboafrikanabeni.wordpress.com/2013/05/01/how-to-greet-yoruba-parents-and-elders/>



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

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.





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Reaching and Empowering Adolescent to make Informed Choices for their Health in Nigeria

Social Norms Exploration Experience



Presented by Modupe Taiwo &
Rahinatu Adamu Hussaini

Outline

- 01 Overview of REACH Project
- 02 Description of Social Norms
- 03 Description of Social Norms Exploration
- 04 Key Challenges & lessons Learnt
- 05 Opportunities for adaptive programming
- 06 Q&A

The project aims to improve the sexual and reproductive health of girls and boys aged 10-19 in Nigeria.



Improved the sexual and reproductive health of adolescents in 3 Northern states and empower them to make choices about their reproductive health and rights.



Improved decision making of married and unmarried adolescent girls to make inform decisions about their own SRH rights.

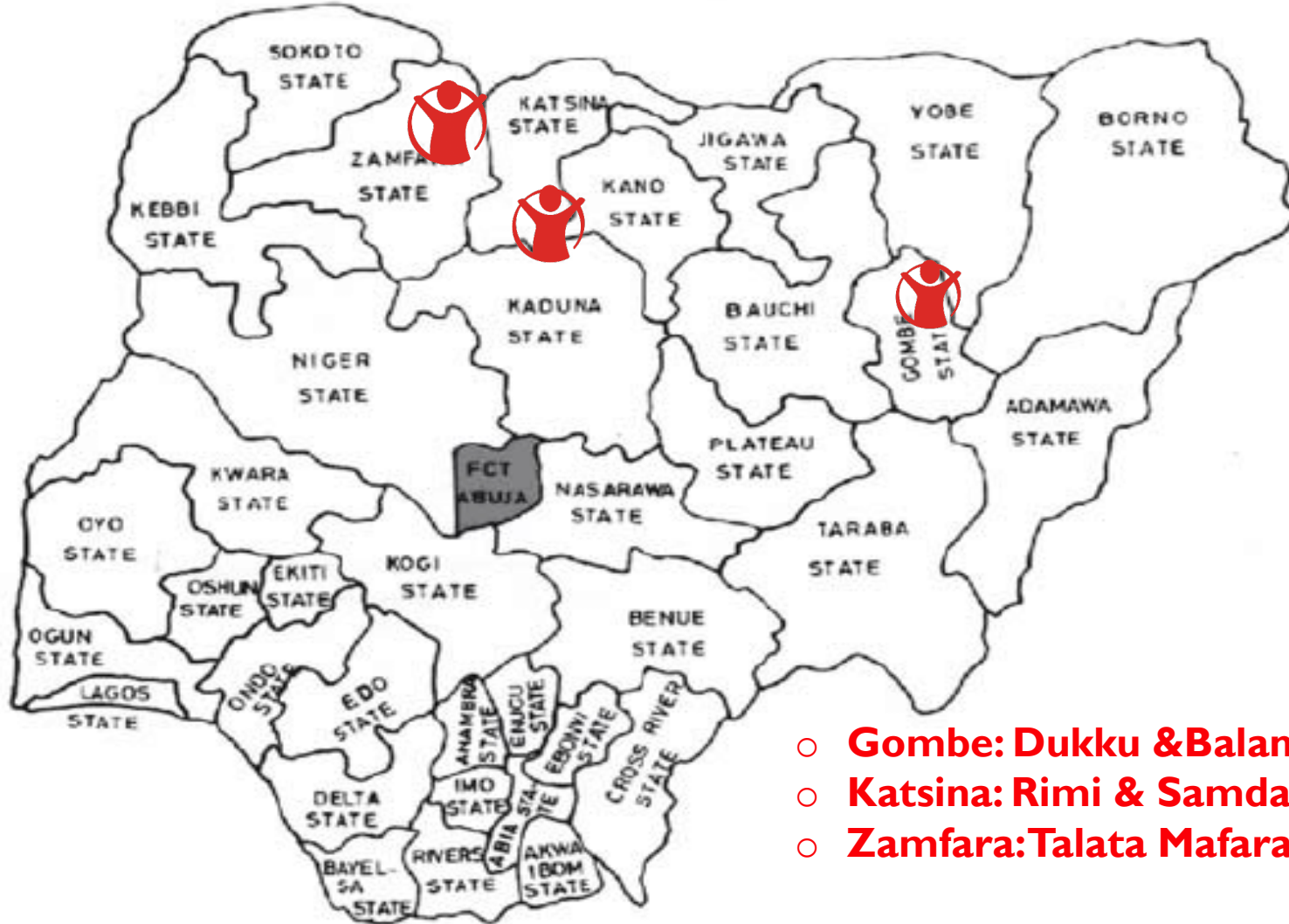


The project will directly reach 100,000 married and unmarried adolescents males and females and an estimated 1 million community persons indirectly.



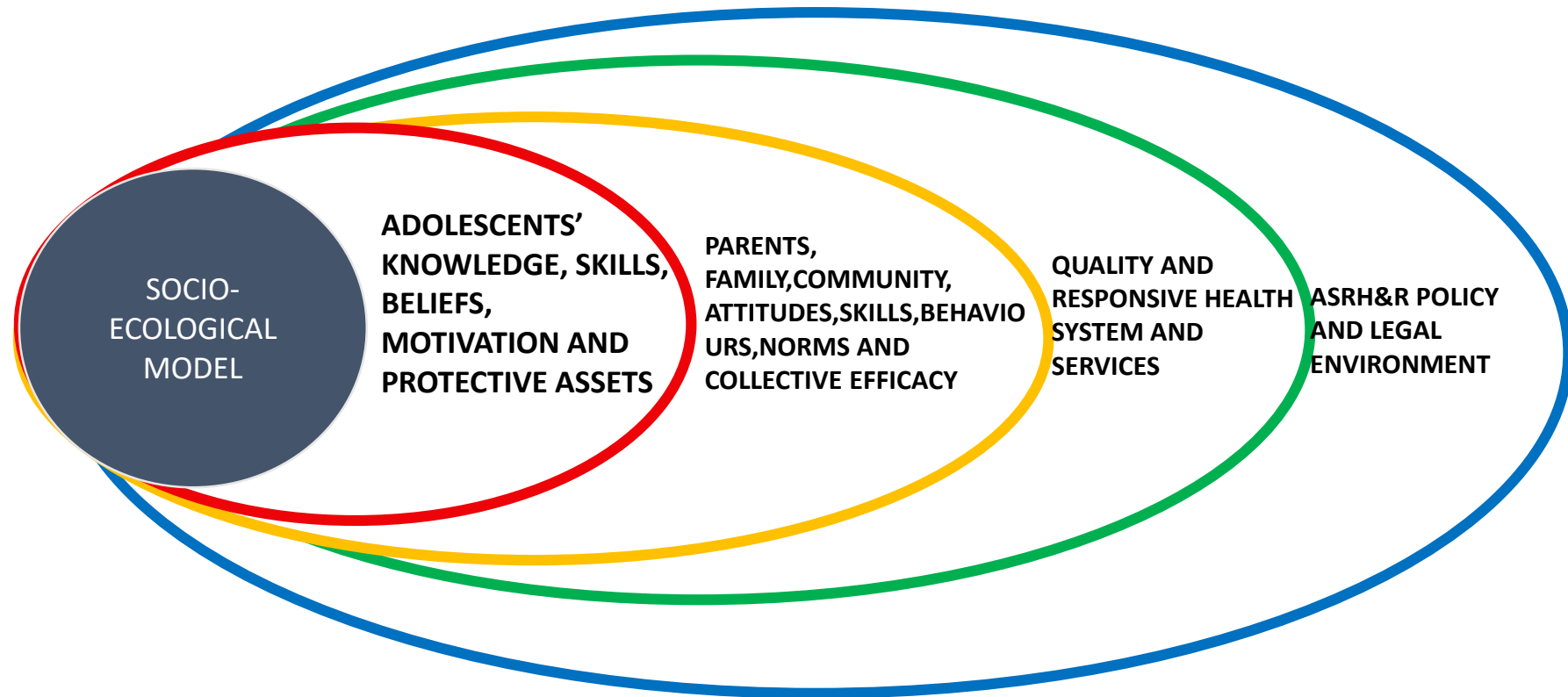
REACH has strategic fit with the Feminist International Assistance Policy of the Canadian comprehensive approach to address gaps in funding for SRHR, National Adolescent Health and Development Policy and SDGs 3, 5 & 10

Project Implementation Locations

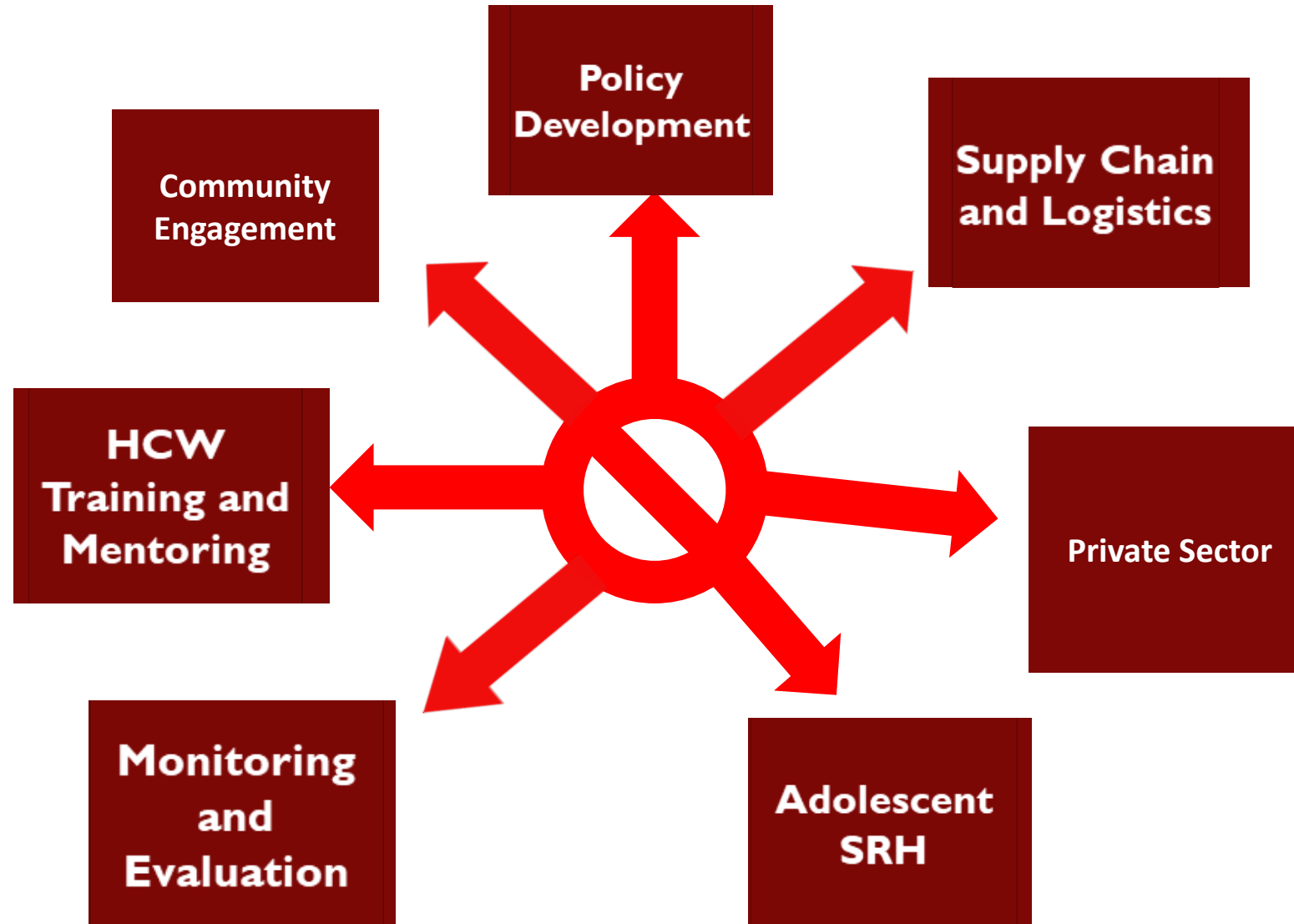


- **Gombe: Dukku & Balanga**
- **Katsina: Rimi & Samdamu**
- **Zamfara: Talata Mafara & Kaura Namoda**

Socio-ecological Model of TOC



Intervention Approaches

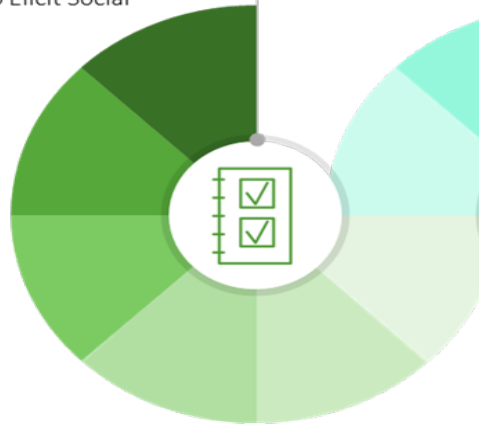


The social norms exploration (SNE) process

PLAN & PREPARE

- **Set Objective** for Social Norms Exploration
- **Review** What You Know
- **Choose Tools** for Social Norms Exploration
- **Formulate Questions** to Elicit Social Norms Information
- **Organize Logistics**

01



EXPLORE SOCIAL NORMS

- **With Target Population/Sub-Populations**, Identify Social Reference Groups and Social Norms
- **With Social Reference Groups**, Explore Social Norms

02



03

ANALYZE FINDINGS

- **Label the Norms** Cited by Participants
- **Compile Notes** from All Activities
- **Review Notes** for Recurring Concepts
- **Identify Common and Recurring Concepts**



04

APPLY FINDINGS TO PROGRAM

- **Adjust** Your Program Design
- **Adjust** Evaluation and Research Instruments



Behaviours of interest

- Practice of **child early and forced marriage** (CEFM)
- **Intimate partner violence** (psychological, physical, sexual, economical and emotional in relationships among married and unmarried VYA (10-14) and OA (15-19))
- The **use of modern contraceptive methods** by married and unmarried adolescents, VYA and OA
- **Household decision making** (HHDM) including power relations, influence and resource control related to access to ASRHR and services by married adolescents (VYA and OA)

Objectives of the REACH SNE

- Identify **reference groups** are for each population group/subgroup, by behavior.
- Identify **what norms** exist, supporting each behavior, by population group/subgroup, triangulated with reference group insights
- Use findings to **inform** strategic behaviour change (SBC) activities and subsequent program design for REACH and TECM projects

REACH SNET

The REACH project used 3 tools of the SNET

- **My Social Network:** Gathers information from multiple people in a group/subgroup, to create a profile of the reference group for a particular behavior(s). The reference groups are influential people that provide guidance, information, advice, or support on a specific behaviour or issue. They serve a normative function by setting and enforcing behaviours and beliefs.
- **Vignettes:** Culturally relevant short stories about a behavior using fictional characters. This is accompanied by open-ended questions
- **The 5 whys:** Asking “why” questions in relation to the 4 chosen behaviours to identify root causes of the behaviors, digging deeper into underlying causes.

Study Population

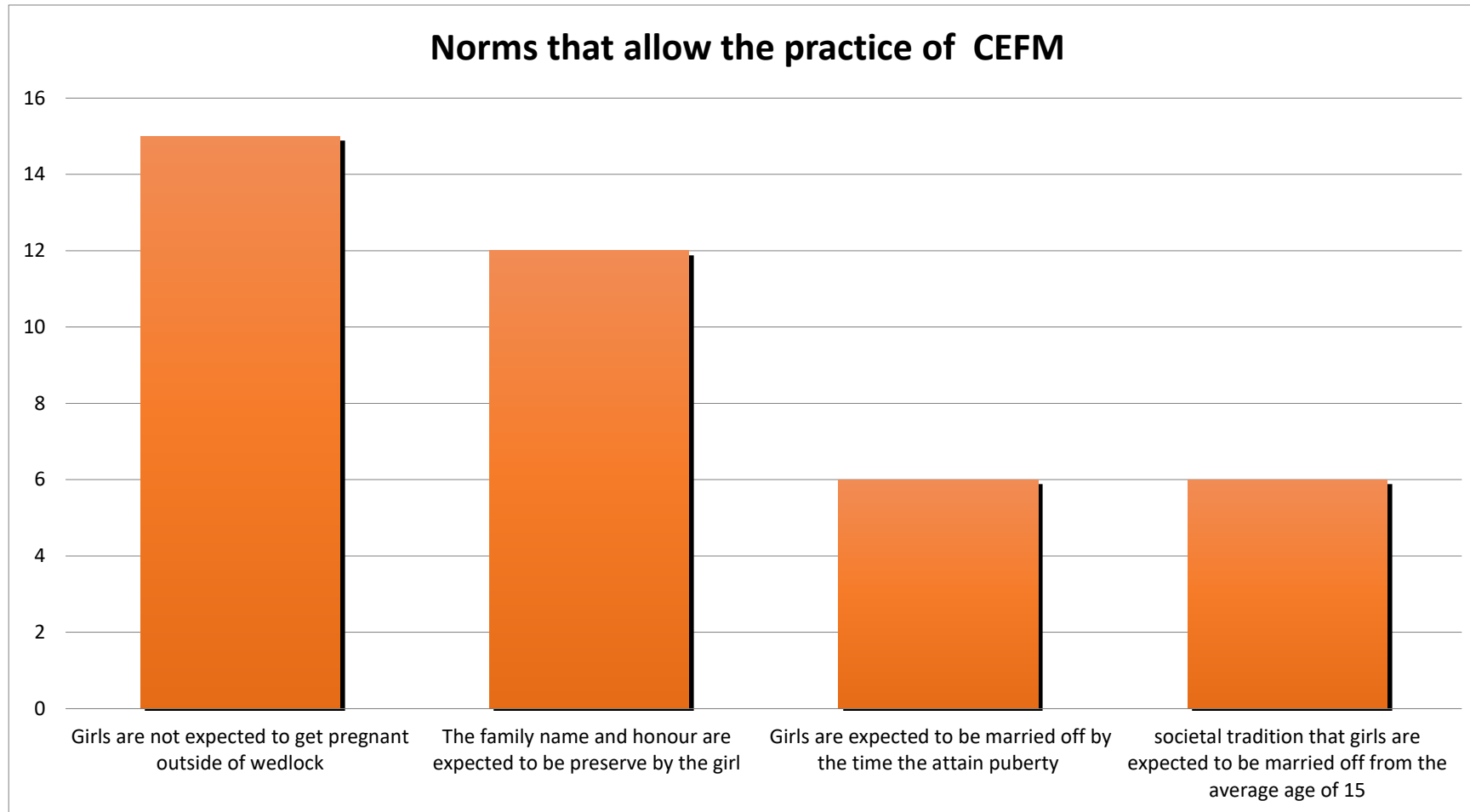
- Unmarried Very Young Adolescents Females and Males (10-14)
- Married Very Young Adolescents Females (10-14)
- Married Older Adolescents Females and Males (15-19)
- Unmarried Older Adolescents Females and Males (15-19)
- Husbands/Partners of Adolescent (no age limit)
- And their Reference group

Scope of Data Collection

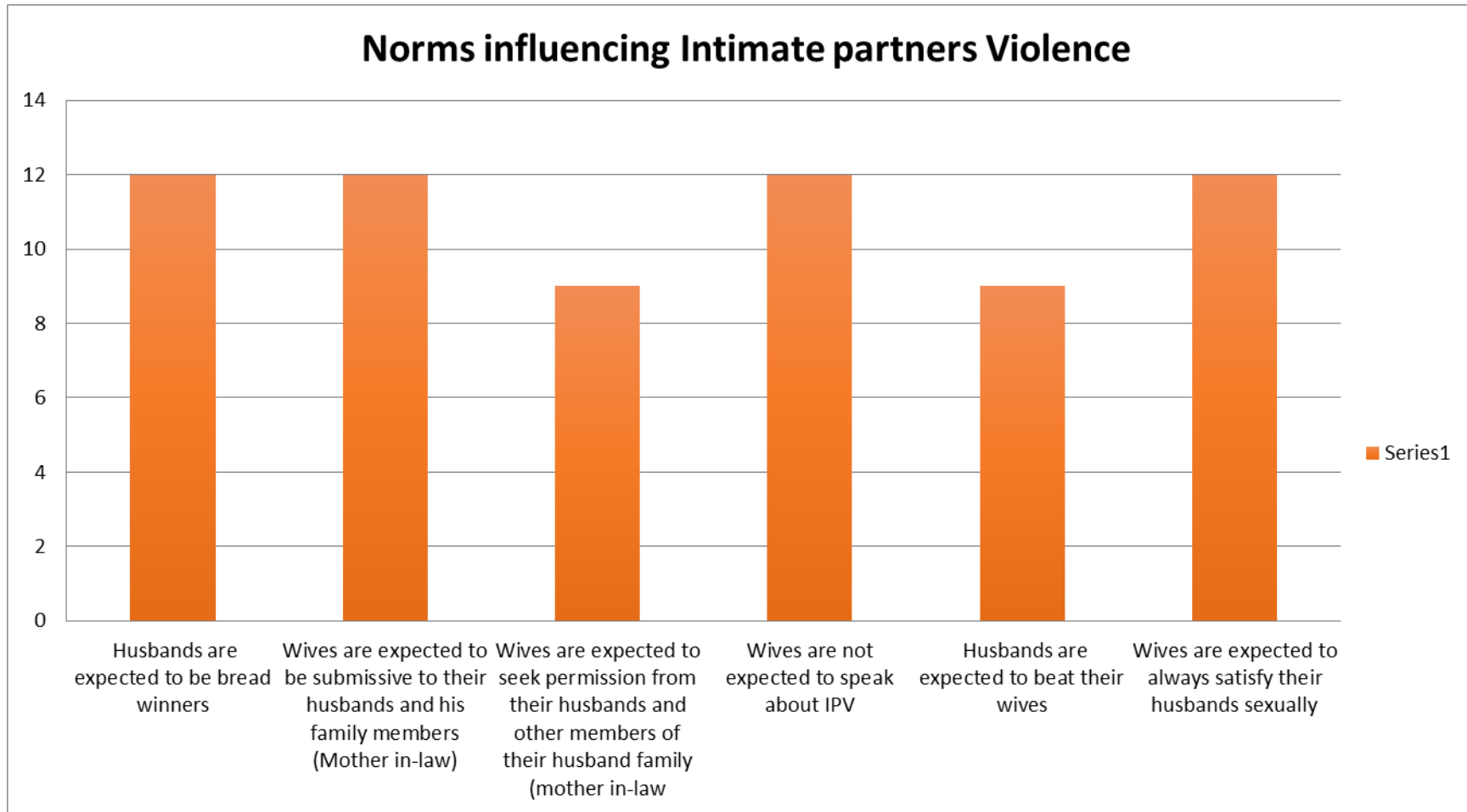
- 18 communities across Gombe, Katsina and Zamfara States
- A total of 36 FGDs
 - 255 participants
 - 188 adolescents 10-19 years
 - 69 adults as reference groups
 - 135 males and 120 females

Findings

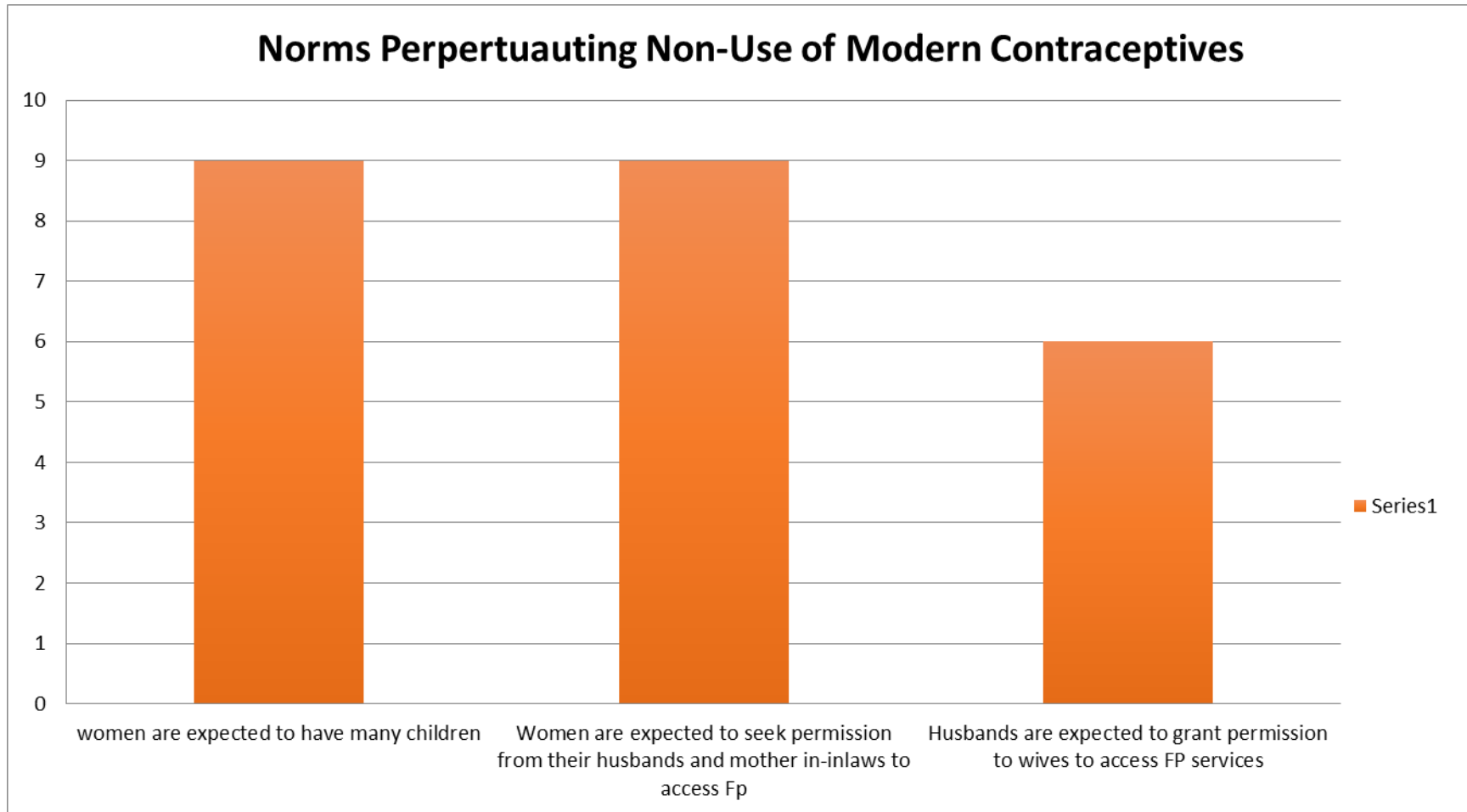
Practice of CEFM



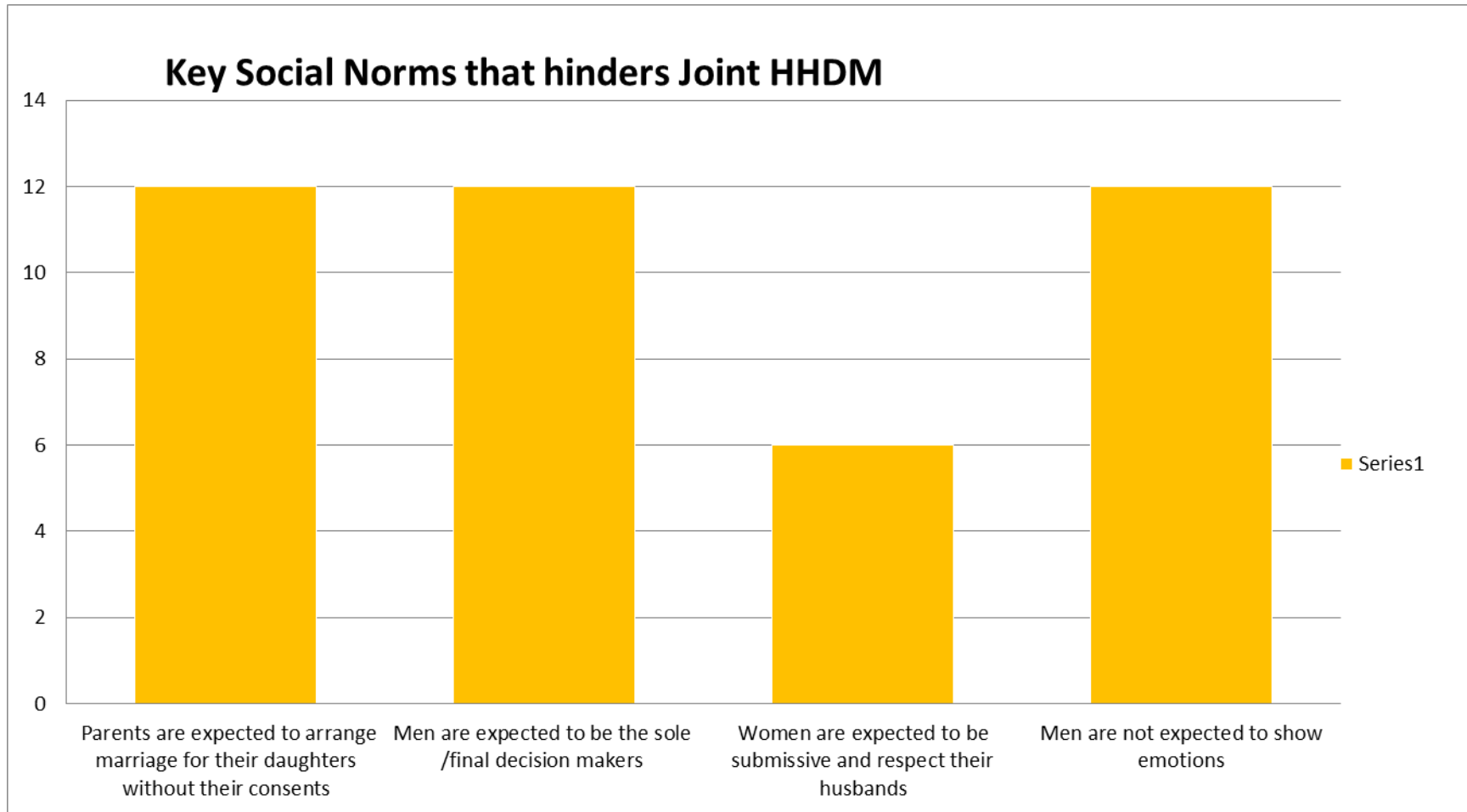
Intimate Partner Violence



Non Use of Modern Contraceptives



Joint Household Decision-Making



Deep Dive Reflection

- **Religion** is not an important factor in shaping the behaviours explored
- **CEFM, IPV, JHHDM** and use of modern contraceptives are **interdependent**
- CEFM influences IPV. CEFM limits **partner communication** which hinders **joint decision making**.
- A cross cutting social norm is the expectation that **wives should be submissive** to their husbands.
- **Culture of silence** by the wives in an abusive or violent marriage tends to perpetuate IPV and non-JHHDM.
- The norm that **a wife must seek permission from husband before going out of the home** affects modern contraceptive use and increases IPV .
- **Grandmothers and mothers** are key influencers and power holders in CEFM



Modupe Taiwo



**Rahinatu Adamu
Hussaini**



Save the Children®



Questions? Comments?

Social Norms:
Theory & Practice

Agenda

- 1 ~~Welcome & Day 1 Recap~~
- 2 ~~Social Norms: Theory & Practice~~
- 3 Developing a **Roadmap for Working Together**: Breakout Session
- 4 **Next Steps & Closing**

breakout.

Developing a Roadmap for Working Together

1. What do you want to take away from the Learning Collaborative?
2. What do we want to produce together?
3. How do we want to work together? How do we want to organize ourselves?

breakout.

Next Steps

We will:

1. Share summaries from all breakout groups by email next week so that members can comment.
2. Assemble the breakout group notes into a workplan.
3. Share the workplan with members for feedback.

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poll. • **Meetings &
Communication**

Preferred form of communication?

Frequency of meeting?

Day of meeting?



In Summary:
Day Two Wrap Up

What's Next?



Coming soon

Participate in virtual capacity strengthening events

Join focused meetings to share and document experiences

Apply for mentorship and technical assistance



Coming later

Lead or contribute to resource adaptation/development and promote best practices