



welcome!

The Learning Collaborative to Advance Social Norm Change in Nigeria

Capacity Building Webinar Series Part Two: Practice

8 March 2021

THE LEARNING COLLABORATIVE
TO ADVANCE NORMATIVE CHANGE

Diagnosing Social Norms: Practice

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LONDON
SCHOOL *of*
HYGIENE
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MEDICINE



Agenda

- 1 Welcome & Recap
- 2 Group Activity: **Diagnosing Social Norms**
- 3 Group Presentations
- 4 Assignment & Wrap Up

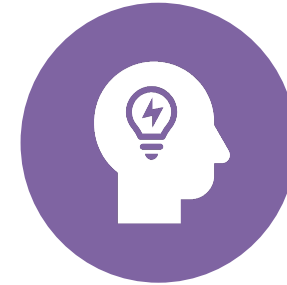


Recap: Webinar 2

Social norms diagnosis **defined**

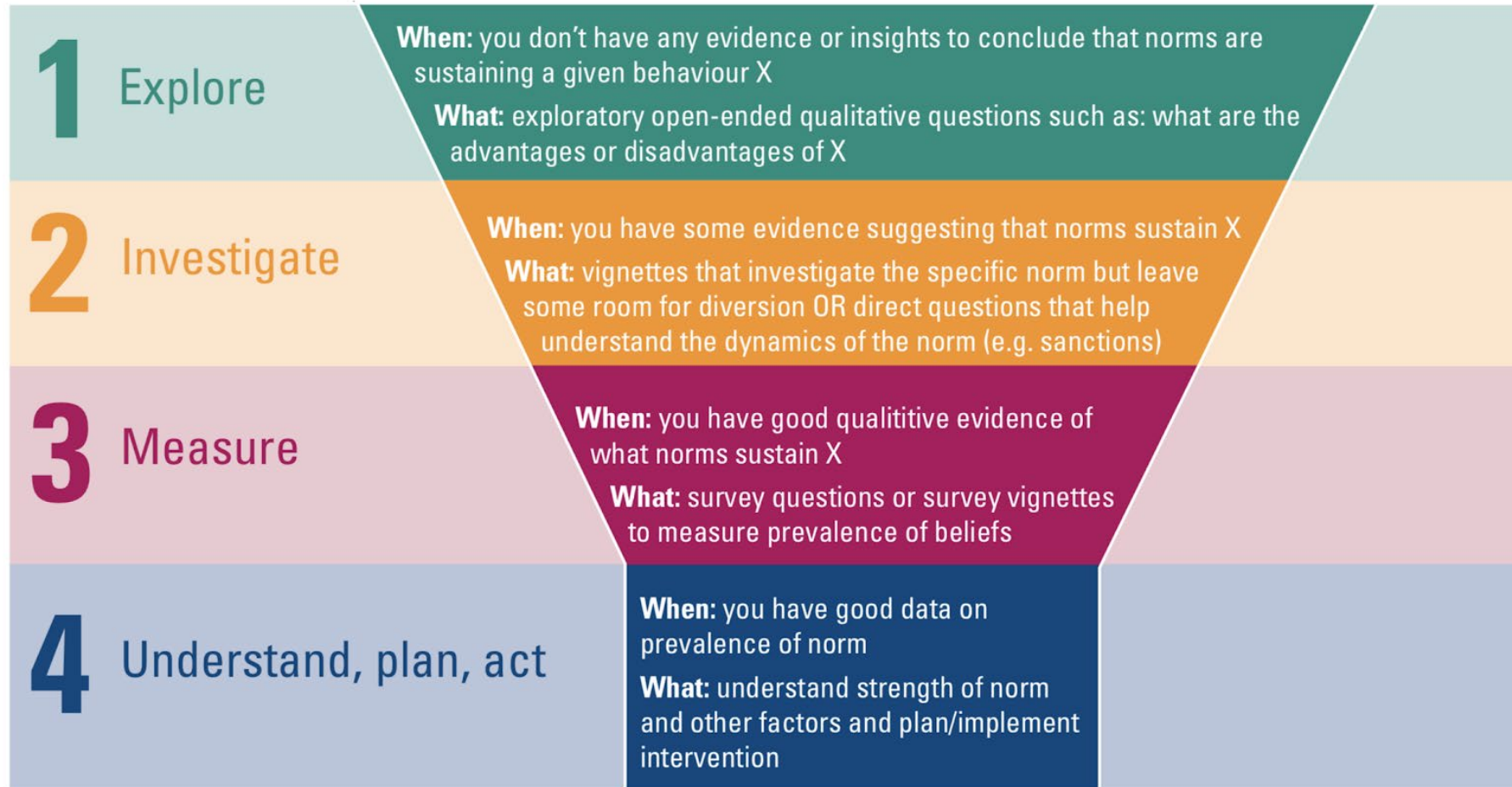


A process of **identifying whether a norm exists for a target population within a given reference group** as it relates to a behavioral outcome of interest



Example: Using interviews with vignettes to uncover reactions to a fictional story.

Figure 1: The 'funnel' of norms exploration and measurement



Considering Evidence and Practicalities

- Consider what evidence already exists on norms and what evidence gaps exist
- How we measure norms depends on the context
- Consider practicalities: what evidence can realistically be collected?

Planning Norms Diagnosis: Useful Questions



First, who do we need to talk to?

- Religious leaders, parents?



What kind of knowledge do we want?

- Attitudes, beliefs, norms, experiences?



What questions should we ask, and what methods will we use?

- From what positive values can we start conversations?





Approaches to **exploring norms**

Approaches to Exploring Norms: Interviews

Interviews can be a useful way to understand reference groups.

Examples:

- If you wanted to decide whether to do X, whose advice would you seek?
- After having done X, would someone congratulate you? Who? How would that make you feel?
- If you didn't do X, would you be afraid someone finds out? Who? Why?



Approaches to Exploring Norms: Ranking Exercise

Ranking exercises allow us to learn how certain norms supersede others.

For example, we could ask people, “how should a girl in this community behave?” and ask them to rank all of the traits girls are expected to demonstrate, in order of most to least important.



Approaches to Exploring Norms: Focus Groups

Focus group discussions can be a great way of understanding group ideas about an issue.

We can ask questions like:

In which situations is it acceptable for a woman to be hit by her husband?

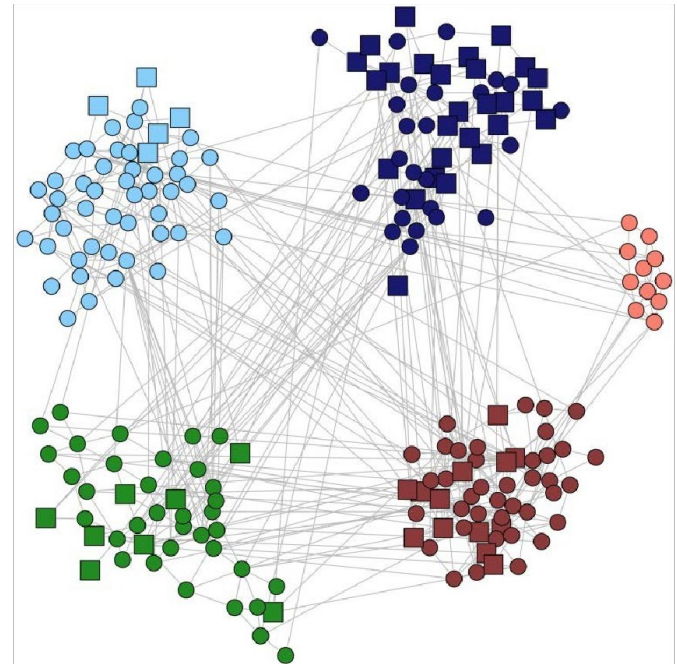
How are girls expected to behave in this community?



Approaches to Exploring Norms: Social Network Analysis

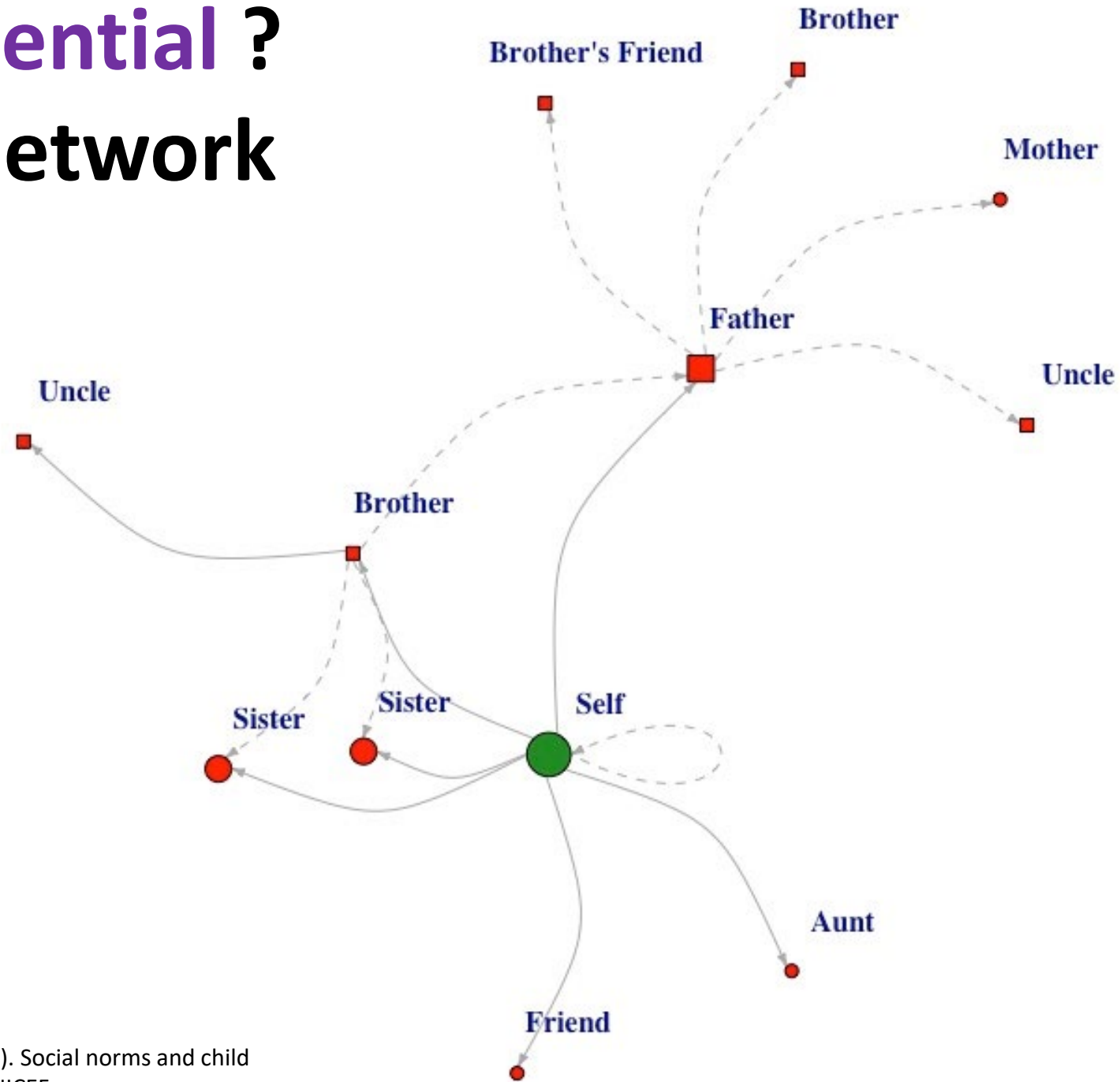
Social network analysis involves mapping the relationships that link people within a network, either qualitatively or quantitatively.

- Qualitative analysis involves less resources
- Result is a visual representation of networks between people



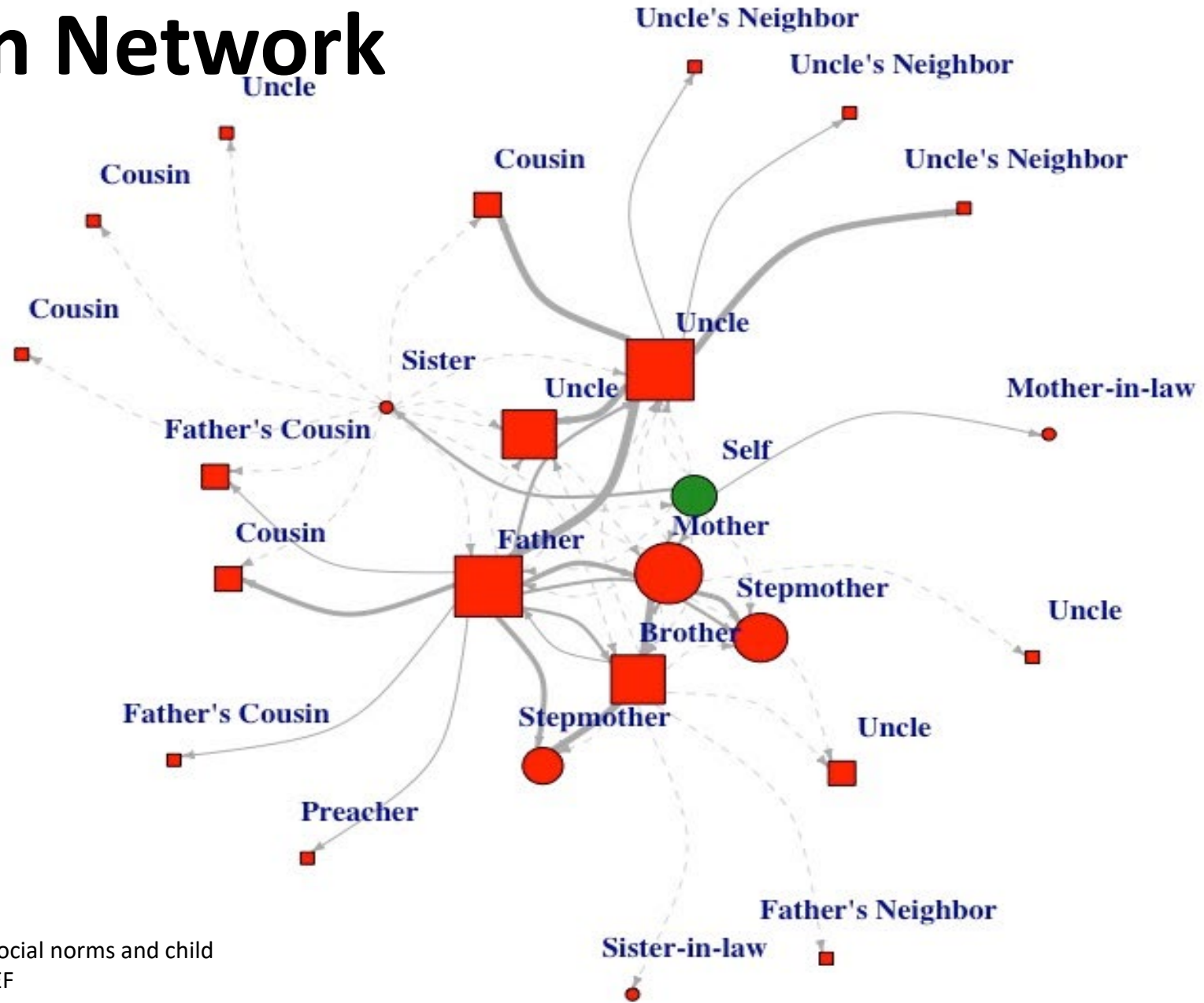
Who is influential ?

The Maka Network



Who is influential ?

The Musgum Network



Approaches to Exploring Norms: Vignettes

Vignettes are short stories about imaginary characters.

Guiding questions invite people to respond and react to the story.

Reactions reveal whose opinions are valued, and how communities may react to norms being challenged.



CARE's Social Norms Analysis Plot (SNAP)

	CARE's Social Norms Analysis Plot (SNAP)		Example of a Vignette from CARE'
Narration	Setting the background	Participants are introduced to the scenario: The main character is faced with a situation when a social norm under diagnosis would come into play, and he/she needs to decide whether or not to comply.	I will tell you a story of a girl I will call Rahima [...] One day Rahima is at school. Everyone has left but her teacher Joseph and another teacher (Ben) from another class. The two are talking about work. Rahima drops the teacher's bag and that drops on the floor. The teacher tells her to take it up. She responds "you can take it up yourself, are you too old or weak maybe?"
Question	1. Descriptive Norm (What I think others do)	Participants are asked what they think others in their setting would do if they were the main character (or another character engaging in the behavior of interest).	1. What do you think will Joseph do? What would most teachers from this school do in this situation?
Question	2. Injunctive Norm (What I think others expect me to do)	Participants are asked what they think others in their settings expect the main character (or another character engaging in the behavior of interest) to do.	2. What would Ben expect Joseph to do in this situation?
Narr	Non-compliance of the main character	Participants are presented a twist in the narration: The main character (or a new character) does not comply with the (potential) norm.	Joseph doesn't beat Rahima. He tells her: I will talk to your parents next week, and takes up his own bag.
Question	3. Sanctions (Anticipated positive or negative reactions to non-compliance)	Participants are asked about the opinion or reaction of others (to the non-compliance) – specifically others whose opinions matter to participants.	3. What will Ben say to other teachers about Joseph's behaviour? What will he say to Joseph?
Question	Sensitivity to Sanctions (Strength of sanctions over decision to comply or non-comply)	Participants are asked: If the character incurs in negative sanctions for non-compliance, would he/she comply in the future.	4. Let's imagine that Ben says "you know, you must beat children when they lack respect, otherwise you will never be a good teacher". Do you think that Ben's opinion will change Joseph's behaviour in the future?
Question	Exceptions	Participants are asked: Under what circumstances would it be okay for the non-complying character to break the norm.	5. Are there any circumstances where it would be considered more or less acceptable for Joseph not to beat Rahima for her behaviour?

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Main features of a Vignette

What is the practice of interest:

Child Marriage?

FGM/C?

Breastfeeding?

Washing hands?

What is (are) the norm(s):

Subject: Young Girls? Mothers? Elder men?

Reference Group: Friends? In-laws? Health Providers?

Action: Child Marriage? Premarital Sex? Respecting elders?

Norm: Subjects believe that Reference Group find Action (not) acceptable.

Where is the action happening:

At home,

At the market,

At the hospital?

Be careful: how much detail?

One day Penda wants to get her daughter cut. She lives in the suburbs of Kaolack. Her daughter is 12 and her husband is working in France. She went to school in Dakar. She goes to the market to ask around who could help her find a cutter. Her father at that time tells her she should go home as women aren't allowed to go outside of the household. They have a big fight, and Penda calls a friend to cheer her up. Her friend tells her she just went to the clinic to get some family planning methods.

Be careful: how much detail?

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Be careful: how much detail?

I'd like to tell you the story of a fictional character, Penda. Imagine Penda is from this village – I don't want you to think about a Penda you know. Let's just pretend she is a typical woman from around here.

Penda has one daughter, Nabou, who has reached an age that (Penda thinks) is a good age to get cut. So, one day Penda is thinking about getting her cut and she's looking for advice.

Add breaks in the story to ask reflective questions

I'd like to tell you the story of a fictional character, Penda [...] Penda has one daughter, Nabou, who has reached an age that (Penda thinks) is a good age to possibly get cut.

So, one day Penda is thinking about getting her cut and she's looking for advice.

Who do you think she will seek advice from?

Why do you think she would ask this people?

What do you think this people will say?

Conversely, who would she could be afraid to ask?

Why would she be afraid to ask these people?

Add breaks in the story to ask reflective questions

I'd like to tell you the story of a fictional character, Penda [...] Penda has one daughter, Nabou, who has reached an age that (Penda thinks) is a good age to possibly get cut.

So, one day Penda is thinking about getting her cut and she's looking for advice.

[questions]

One day, Penda is at home and she's talking to her friend about getting her daughter cut. Penda tells her friend she's decided, she doesn't want Nabou to get cut. A nosy neighbour is hearing this outside of the window, Penda sees her after she's spoken.

In your opinion, what will the neighbour think about Penda's decisions?

What will Penda feel, knowing that the neighbour heard this?

Use **visual anchors**: they make following complex stories much easier



Photo by Ben Cislighi

Use **visual anchors**: they make following complex stories much easier



Picture and method by Dr. Amanda Gabster

Use **visual anchors**: they make following complex stories much easier



Picture and method by Dr. Amanda Gabster



Questions?
Comments?
Social Norms Recap



Seminar Activity:
Creating social norms
diagnosis tools

Creating social norms diagnosis tools

In small groups, you will decide on a practice of interest. Identify the possible social norms in this practice, the reference groups and the sanctions.

Then, as a group create diagnosis tools to explore these norms.



Vignette with breaks for questions on norms

Survey Questions

Participatory Exercises

Start with developing a vignette, if you complete the tool then move on.

Don't worry if you don't get to all of these.

Present your social norms **diagnosis tools**

Explain which practice of interest and norms you identified as a group including the reference groups and the sanctions.

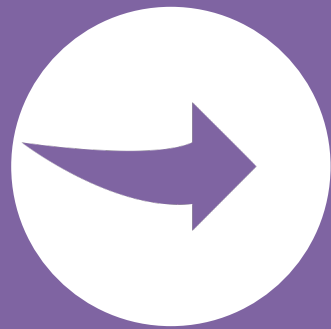
Tell us about one of the tools that you created.



Vignette with breaks for questions on norms

Survey Questions

Participatory Exercises



Reflection Task

In preparation for the next seminar

Reflect on your practice.

Think about how the interventions you work with address social norms. What are some of their short-comings?

What's Next?



Session 1: Social norms theory for health promotion interventions

**Wednesday, February 10,
2021, Nigeria 2pm-4pm**

In the first session, we will briefly recap basic social norms concepts from the previous webinar training series followed by practical exercises to apply knowledge on identifying norms, reference groups, sanctions of social norms as they pertain to health.



Session 2: Diagnosing social norms

**Monday, March 08,
2021, Nigeria 2pm-4pm**

In the second session, we will provide an opportunity to create a plan to uncover information about social norms from various groups of people. We will facilitate groups as they apply social norms knowledge in creating these plans for use in various work contexts and utilizing different participatory and other data collection methods.



Session 3: Identifying strategies for norm change

**Wednesday, April 07, 2021,
Nigeria 2pm-4pm**

In the third session, we will form groups to create a Theory of Change for a particular health problem seeking to utilize norms shifting in programming. Participants will consider existing evidence for social norms as they create the goals and methods for health promotion interventions to shift norms.



Session 4: Monitoring and evaluation planning

**Wednesday, April 28,
2021, Nigeria 2pm-4pm**

In the final session, we will provide space and time to create a monitoring and evaluation plan for social norms shifting programs based on approaches and resources currently used in the social norms field. Our facilitators will provide insights and guidance as groups create their M&E plan for social norms interventions centered on health promotion.



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