Capacity Building Webinar Series

Eastern Africa Learning Collaborative on Social and Gender Norms Practice

Session 1:
The relevance of social norms theory for health promotion interventions

Session 2:
Identifying social norms

Session 3:
Identifying strategies for norm change

Session 4:
Monitoring and evaluation for social norms shifting programs

Agenda

1 Recap of Webinar 1

2 Introduction to Norms Assessments & How-To's

3 Social Norms Exploration Tool

4 Breakout Activity

5 Using Findings & Wrap Up

Recap:
Webinar 1

A working definition of **social norms**

(Mostly) unwritten rules of a **group** that group members follow because of

1 what they think others do (or/and)

2 what they think others approve and disapprove

...and they anticipate positive and negative **sanctions** for compliers and not compliers respectively

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)

Advanced Points: Key Takeaways

1

Social norms are beliefs of two types: descriptive (what one believes others do) injunctive (what one believes others approve of)

2

Different social norms apply across different groups.

3

Different social norms can together sustain a practice (not necessarily 1 practice – 1 social norm)

4

Social norms can be the main driver, or not (they can intersect with other non-normative factors).

5

Some norms specifically contribute to defining men's and women's place in the group, structuring hierarchical relations. These are called gender norms

Activity Debrief

Select one practice that you are working on and note <u>up to three</u> norms that you think protect from and/or sustain the practice.
Use the following model:

Practice:
Norm(s):

Main Population Group:
Sanctions (positive or negative):
Reference Group:
Location:

ASSESSING SOCIAL NORMS

Learning Objectives

During this session, participants will:

1

Identify the value of norms assessments for informing program design and implementation strategies.

2

Strengthen understanding on the extent to which norms influence behaviors in key populations and reference groups, in their settings and context.

3

Reflect briefly on how to integrate norms assessment findings into new or ongoing projects.

Overview: Assessing Social Norms

Introduction to norms assessments

Tools, approaches and best practices on conducting social norms assessments

Social Norms Exploration Tool Exercises in Practice

Using findings for program design and implementation

Your experience with formative assessments

- What assessments have you done in your behavior change programs?

- At what point in your programs have you used formative assessments?

- Have your programs explored norms in depth?

- Are there any other gaps you have encountered in your work to assess norms?

What is a norms assessment?

Activities used to:

1 Rapidly determine whether norms exist

2 Identify which social norms are most relevant to the behavior(s) of interest in a specific setting to inform program design and implementation strategies

3 Design monitoring and evaluation approaches

THROUGH A NORMS ASSESSMENT, YOU SHOULD BE ABLE TO ANSWER:

Questions	Why do you want to know from a program perspective?
1. Who are the **reference groups** that influence the behavior?	Identifying reference groups that do or do not support a behavior help programs **include the right people** in interventions and evaluations.
2. What are the **social norms** that influence this behavior?	Identifying the root causes of an issue – including social norms - **ensures your program articulates and addresses the range of determinants of behaviors.**
3. **Why do people comply with social norms?** Why not?	Identifying reasons why people comply will help **unpack the 'black box' in your program.** (Maybe it's because norms are hidden, or people have a strong desire to conform, or they gain social benefits for conforming or fear sanctions for not conforming.)
4. What are **the social norms that influence this behavior the most?**	Discussing, analyzing, and prioritizing normative factors (and taking into account other factors) allows more **strategic focus** of interventions.

Girls Education

A project seeking to increase rates of school attendance for young girls was **relying on staff insights** of existing norms in surrounding communities affecting girls education.

Through a norms assessment, the program uncovered that norms influencing girls purity and chastity impacted girls' mobility, school attendance, and related social stigmatization. The program **shifted from implementing only in-school to expand activities to broader community** settings.

THE VALUE OF A NORMS ASSESSMENT

Male Engagement

A program seeking to improve men's involvement in reproductive health worked to engage men to address household power dynamics to support healthy behaviors for themselves, their spouse, and their families.

Through a norms assessment, influential community leaders (and in particular faith leaders) emerged as the influencers of norms. Based on this, **the program shifted strategies to engage a wider range of reference groups.**
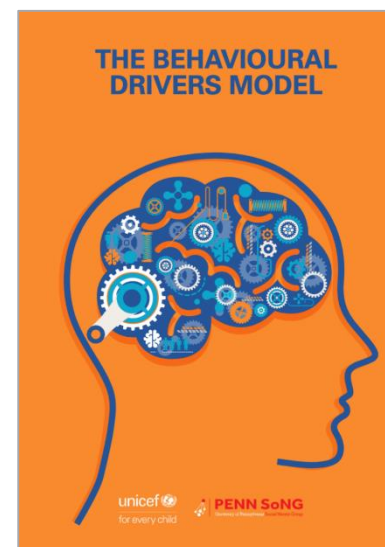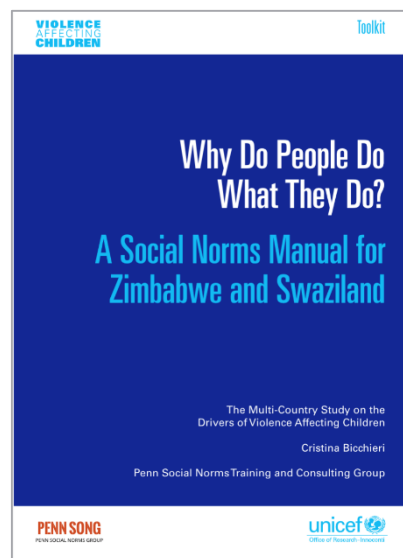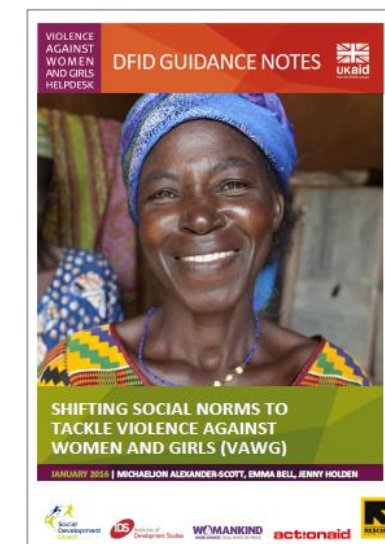
ASSESSING SOCIAL NORMS

Norms Assessments: How-To's

Best practices in how to conduct norms assessments to inform programs

Existing Resources
to Inform Norms Assessments

Why Do People Do What They Do?
A Social Norms Manual for Zimbabwe and Swaziland

The Multi-Country Study on the Drivers of Violence Affecting Children

Cristina Bicchieri

Penn Social Norms Training and Consulting Group

THE BEHAVIOURAL DRIVERS MODEL

ESSENTIAL RESOURCES
Learning Collaborative to Advance Normative Change

PROJECT	IMPLEMENTATION CONTEXT	METHOD USED TO IDENTIFY SOCIAL NORMS	OTHER METHODS TO MEASURE SOCIAL NORMS	OBSERVATIONS
ReNEW	Layering social norms activities onto existing, long-running project in same locality	• Project team discussions • FGDs & surveys	• Vignettes (endline only) • Surveys	• Hard for respondents to identify and rank reference groups in surveys • Social norms identified via FGDs matched staff predictions – so worth the extra step?
TESFA	Local geographical expansion of existing program	• Project team discussions	• Vignettes	• Short timeline • Less rigorous • Did not use quantitative measures for norms
Abdiboru	New project in new locality	• Project team discussions • FGDs & interviews	• Vignettes & interviews • Surveys	• More rigorous – challenged assumptions • Extra time and resources to collect and analyze primary data in formative stage, but could be done quickly

SOCIAL NORMS EXPLORATION TOOL

DFID GUIDANCE NOTES

SHIFTING SOCIAL NORMS TO TACKLE VIOLENCE AGAINST WOMEN AND GIRLS (VAWG)

JANUARY 2016 | MICHAELJON ALEXANDER-SCOTT, EMMA BELL, JENNY HOLDEN

OPTIONS FOR ASSESSING NORMS

TYPE	OPTIONS	HOW, WHY, WHEN?
Secondary data collection	**Review existing literature and data**	• **Useful if you don't have resources** for data collection • May provide evidence regarding whether and how norms are sustaining a given behavior (if norms are explicitly explored)
Primary Data collection	**Conduct individual interviews or focus-group discussions**	• May be in the form of **adding norms-specific questions** to existing guides to gather participant information or part of planned research • Often done to supplement existing but limited knowledge
	Vignettes *(qualitative open-ended stories)*	• Provide **fictional contextually-driven situations** for participants to react to to **uncover underlying root causes** of behaviors • Best done if you have some information on norms
	Conduct participatory exercises and activities	• **Engage participants** in identifying why certain behaviors exist, including normative drivers of behaviors • Best done if you have some information on norms

Informed by "Measuring Gender-related Social Norms: Report of a Meeting", LSHTM

Value of participatory methods to norms assessments...

- Can **improve the effectiveness** of qualitative methods such as FGD and IDI.

- Offer a direct**, less biased** way to learn about social norms from community members.

- Participatory methods are also **enjoyabl**e, **easy for participants to understan**d, and support shared ownership of the assessment process.

What kinds of activities have you used to assess norms?

- Have you ever used participatory approaches?

- What kinds of approaches have you used?

- If used, what do you find to be helpful about these approaches?

ASSESSING SOCIAL NORMS

Social Norms Exploration Tool

engages with communities in participatory learning to identify and assess influence of social norms

https://youtu.be/vpEaDSgKW38

What is the SNET?

- Participatory, learning and action tool that guides a rapid "social norm exploration".
- Allows for rapid identification of reference groups and social norms influencing behaviors.
- Offers guidance on how to use the information in program design, strategy adjustment, and evaluation.

Who, how, and when to use the SNET?

- **Who is it for:** For use by project planners and implementers, especially focused on community-based programming.

- **What does it include:** Provides basic information and templates for guidance and use in social norm exploration.

- **When is it used:** Easily integrated into different phases of new or existing programs.

Learning through participation
The SNET Approach...

Uses a **variety of participatory and visual methods in interview and group discussion** formats for learning about and engaging with communities.

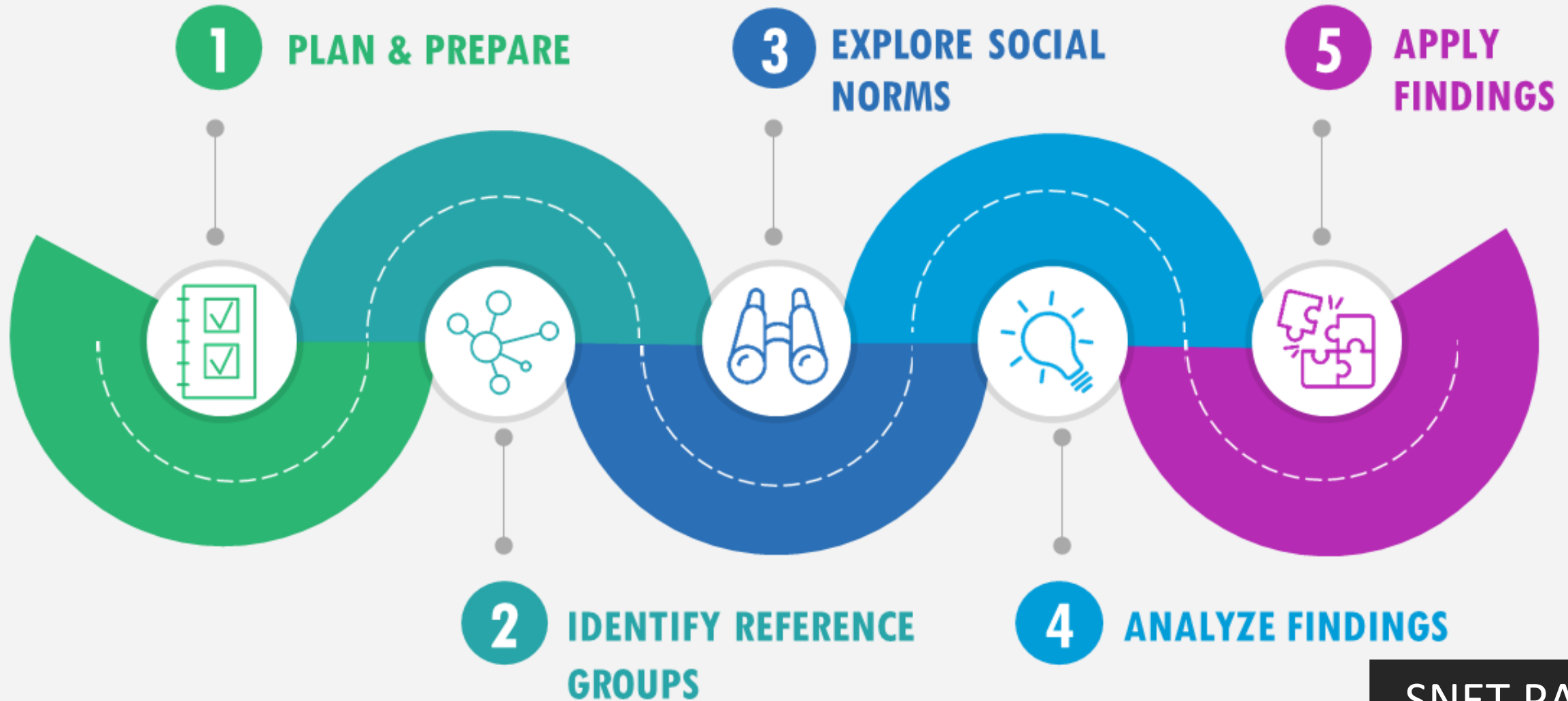Enables the **sharing of insights with analysis** providing a catalyst for the community to act on what is uncovered within a setting.

Provides the basis of the SNET from start to finish and **builds capacity** in staff as a result.

Social Norms Exploration Process

1 PLAN & PREPARE

2 IDENTIFY REFERENCE GROUPS

3 EXPLORE SOCIAL NORMS

4 ANALYZE FINDINGS

5 APPLY FINDINGS

The SNET Assesses Norms

| ASSESSMENT ACTIVITY	SNET ACTIVITIES	MAIN PURPOSE
IDENTIFY REFERENCE GROUPS	My Social Networks	Explore **which people are influential** by providing guidance, information, advice or support on a specific issue.
EXPLORE NORMS	The Five Whys	**Explore the social norms** that influence the behavior of interest, learn **which may be most influential**, and understand **the extent norms are influencing b**ehaviors and consequences (**sanctions**) of not following a norm
	Problem Tree Analysis	Same as above (the 5 Whys), but this exercise can identify both **social and non-social causes of behavior** in more specificity in real-time.
	Vignettes	Same as above (the 5 Whys and the Problem Tree), but this activity can also reveal **more context and nuanced analysis** with good probing

breakout.

SNET Exercises in Practice

NIGER FUTURE HUSBANDS' CLUBS

Case Study

- The power and behavior of men is one of the main obstacles to women's use of reproductive health services.

- Common practice of *koubli*, the confinement of women in their homes.

- Reduced and late-seeking of health services due to the dominant power and behaviors of men.

- Husbands often reject women's use of health services.

- Women are not consulted on decisions to bear children or the timing between pregnancies.
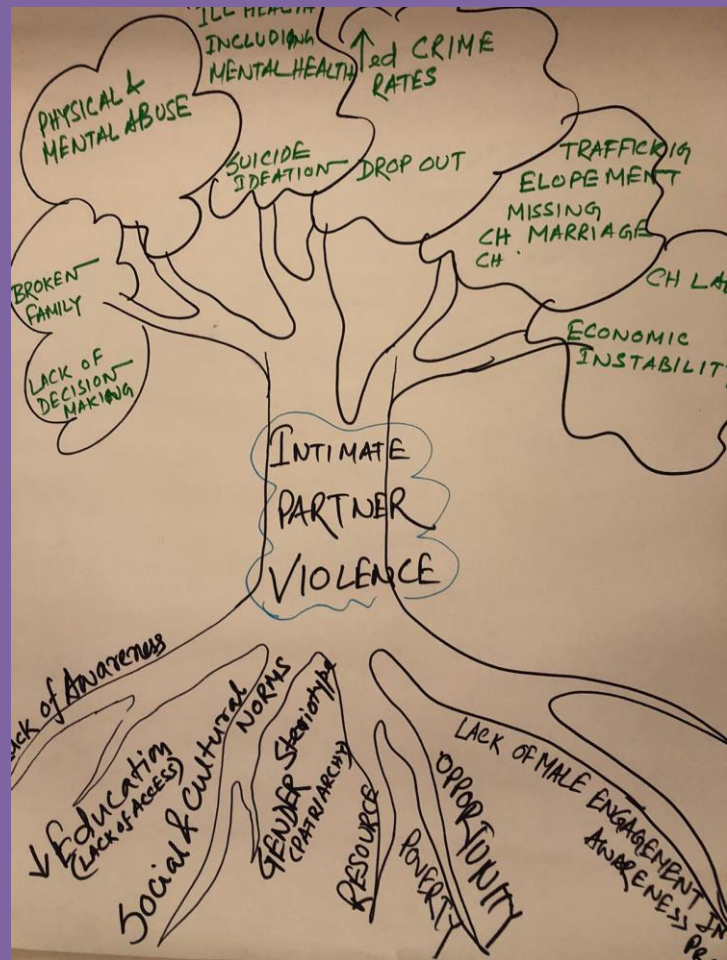
Problem Tree

1. In your group, select a health-related behavior related to the situation in the case study (e.g. women delaying care during pregnancy). Put it on the trunk of the tree.

2. What are the health consequences that result from this behavior? List these in the tree branches.

3. Under the tree (roots), list factors (Norms/Social, Individual, Resources, Structural) that may influence your selected behavior.

4. When done, **circle the social norms-related** root causes and dive a bit deeper.

5. What are the benefits to following the norm? What are the consequences of not following the norm? (This is a positive or negative sanction.)

6. What are the reference groups that keep these norms in place?

report out:

1. What was the behavior your group decided on?
2. What social norms emerged?
3. What sanctions emerged?
4. What reference groups did you identify?
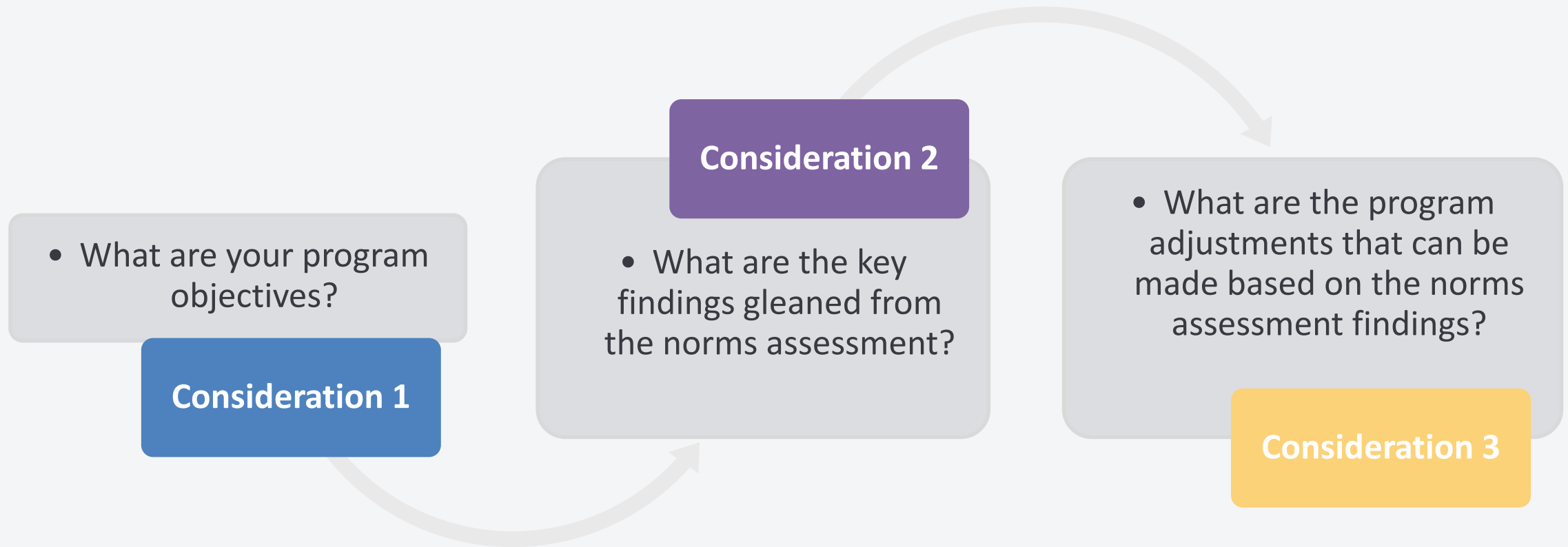5. What other factors emerged?

ASSESSING SOCIAL NORMS

Using Findings to Take Action for program design and implementation

What's Next for your Norms Assessment?
Considerations Central to Adjusting your Program

Consideration 1

- What are your program objectives?

Consideration 2

- What are the key findings gleaned from the norms assessment?

Consideration 3

- What are the program adjustments that can be made based on the norms assessment findings?

Questions to consider when adjusting your program with findings from a norms assessment

PROGRAM DESIGN	PROGRAM IMPLEMENTATION	PROGRAM MONITORING	PROGRAM EVALUATION
• **Does your program currently address the key factors – including social norms factors - that influence the behaviors of interest?** • If not: which factors – including social norms factors - are possible for your program to address? • For those factors your program cannot address: can other programs in your area fill the gap? • Are reference groups included as program beneficiaries? If not, how can you best include them? • Does your program change theory need adjustment to be more specific to norm change activities and related change pathways to achieve normative shifts?	• **Do intervention strategies / activities require adaptation to better address reference groups?** • Do intervention strategies/activities require adaptation to address social normative influences, including relevant reference groups, either to build on positive norms or address harmful norms? • Do community materials need to be adjusted to include reflection on social norms influencing the behavior(s) of interest?	• **Does the program logical framework need to be adjusted to include normative activities – inputs, outputs, effects?** • Is the monitoring system collecting the correct and relevant information on norms from 1) the primary program groups and 2) the relevant reference groups?	• **Do you need to make changes in your evaluation framework that mirror the change theory and strategy adjustments?** • Is the evaluation plan to collect correct and relevant information from not only the primary program groups, but also reference groups? • Do additional variables and questions need to be included in the program baseline, midterm and endline tools to assess normative shifts?

ASSESSING SOCIAL NORMS
Final Reflections

Key Takeaways

- **Existing formative assessment approaches may overlook norms.** If shifting norms is important to your program, completing a norms assessment is a must.

- It's important to understand **how norms influence program behaviors**.

- Norms assessments answer, for as given context: (1) **what** the relevant norms are, (2**) who** the reference groups are, (3) **why** people comply with norms, and (4) **which** norms are the most important

- **Not all norms assessments are perfect!** It's better to have some well-informed information than nothing at all. Do what you can but ensure findings are used.

- **A number of resources on norms assessments exist**, including the Social Norms Exploration Tool

Resources

- Social Norms Exploration Tool (2020). Institute for Reproductive Health, Georgetown University, under the Passages Project and Learning Collaborative.

- SNAP /Stefanik, L., Hwang, T. (2017). Applying Theory to Practice: CARE's Journey Piloting Social Norms Measures for Gender Programming. Copyright 2017 Cooperative for Assistance and Relief Everywhere, Inc. (CARE). social-norms/

- Desk review: Changing social norms: The development of a global M&E framework—Prepared for the social norms measurement meeting 15-16 December, 2016, UNICEF, New York.

- Mackie, G., Moneti, F., Shakya, H., & Denny, E. (2015). What are Social Norms? How are They Measured?. University of California, San Diego, California, US: UNICEF

- What is Participatory Learning and Action (PLA): An Introduction Sarah Thomas,

- Ben Cislaghi and Lori Heise. 2016. Measuring Gender-related Social Norms: Report of a Meeting, Baltimore Maryland, June 14-15, 2016. Learning Group on Social Norms and Gender-based Violence of the London School of Hygiene and Tropical Medicine

Capacity Building Webinar Series

Eastern Africa Learning Collaborative on Social and Gender Norms Practice

Session 1:
The relevance of social norms theory for health promotion interventions

Tuesday, February 09, 2021, 3pm-5pm

This introductory session will cover the basics of social norms concepts and terminology including: injunctive and descriptive social norms, the difference between a norm and an attitude, the importance of reference groups, the role of sanctions to maintain compliance with social norms, and why social norms matter for health.

Session 2:
Identifying social norms

Tuesday, February 23, 2021, 3pm-5pm

In our second session, we'll consider different approaches to identifying social norms in ways that help us look beyond our initial assumptions and biases about social norms prevalent in a given group. Tools such as the 'Social Norms Exploration Tool' (SNET) offer approaches to identify relevant social norms. We will discuss different strategies to identify social norms including surveys, interviews, focus groups, social networking analyses, ranking exercises and vignettes.

Session 3:
Identifying strategies for norm change

Tuesday, March 09, 2021, 3pm-5pm

Our third session on norms shifting will begin by examining the importance of establishing 'Theories of Change' in programs and discussing key questions for strategy development such as: What interventions have already been used and what is the evidence (evaluations) for their success or failure? What is the goal of our intervention? Finally, we'll dive into four norm change strategies—laws and policies, mass media, personalized normative feedback, and grouped discussions—and how to pick the right strategy for your work.

Session 4:
Monitoring and evaluation for social norms shifting programs

Tuesday, March 23, 2021, 3pm-5pm

In the final session of this series, we will provide guidance on Monitoring and Evaluating (M&E) for social norms shifting programs. We will focus on how M&E for social norms shifting programs differs from M&E for other types of intervention programs. Specifically, we will bring attention to potential differences in when and what you might want to monitor and evaluate as well as share approaches and resources for best practices regarding how to measure social norms change.

Tuesday, 9 March 2021, 3pm-5pm
Identifying strategies for norm change

- Examine the importance of establishing **'Theories of Change'** in programs

- Discussing **key questions for strategy development** such as:
  - What interventions have already been used and what is the evidence (evaluations) for their success or failure?
  - What is the goal of our intervention?

- Dive into **four norm change strategies**:
  - laws and policies, mass media, personalized normative feedback, and grouped discussions

- Determine how to pick the right strategy for your work.