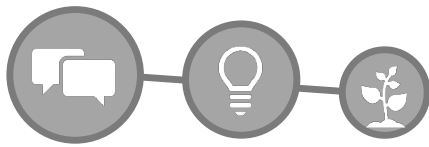




2-DAY SOCIAL NORMS TRAINING

Facilitation Guide for Nigeria

January 2021



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Developed by London School of Hygiene and Tropical Medicine (LSHTM) and FHI 360 in collaboration with CARE USA, Impact & Innovations Development Centre, University of California San Diego, John Hopkins University, CPC Network, Stanford University, Tostan, Universidad de Los Andes, and PUSKAPA. This training also draws from "Resources for Measuring Social Norms: A Practical Guide for Program Implementers," which was developed by the Learning Collaborative to Advance Normative Change using a participatory process of input and feedback, and through the compilation and review of documents and resources shared and/or referred by LC members.



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INTRODUCTION

Development of the Facilitation Guide

The development process for this Facilitation Guide was led by LSHTM and FHI 360, with content development support from CARE USA and the Impact & Innovations Development Centre (IIDC) as part of the Social Norms Mentorship Programme currently in pilot phase. Technical review was also provided by the University of California San Diego, John Hopkins University, CPC Network, Stanford University, Social Innovation House, Tostan, Universidad de Los Andes, and PUSKAPA. This group represents a broader Steering Group involved in the co-creation and strategy direction of the Social Norms Mentorship Programme. This training draws from "Resources for Measuring Social Norms: A Practical Guide for Program Implementers," which was developed by the Learning Collaborative to Advance Normative Change using a participatory process of input and feedback, and through the compilation and review of documents and resources shared and/or referred by LC members. The development of content was also informed by a Needs Assessment conducted in 2019-2020 by LSHTM and FHI 360 which sought to understand capacity, gaps and needs regarding social norms among organisations seeking to or already working on social norms. The Needs Assessment identified the importance of developing simple, practical content for use by practitioners.

The content was revised and adapted from a 5-day course focused on social norms and child well-being and protection, to social norms and health within Nigeria.

Course Structure

This Facilitation Guide uses a multiplicity of instructional strategies, including participatory discussions, games, reflection exercises, group work and case studies. It aims to be theory-light, placing focus on practical implications of the theory for participants' intervention design.

How to use the Facilitation Guide

Structure: Each day is broken into multiple sessions that should be facilitated sequentially. At the start of each day, you will see a *pull-out box* with notes for facilitators that explains the objectives of the day and how it connects to the rest of the course. This helps provide a higher-level perspective on the course flow. Next comes the 'Overview' which briefly explains the objective, materials needed, time, delivery method and key activities of each session. Games and energiser activities have been built into each day but other activities can be substituted.

Activity steps and description: Each activity has been broken into steps so that the flow can easily be followed. Each step has a description with brief background information for the facilitator and details of any preparation that needs to be done before the session.

Scripted text: All *italicised text* is written as it could be spoken. You may wish to read it directly or use your own words to deliver the session using the italicised text as a guide to the key content that should be covered.



Session steps: The steps for flowing through each session have been numbered, to help facilitators follow the sequence of content. Additionally, guidance for facilitators is underlined above each step.

Tips: Facilitator tips provide advice on what might work in facilitating particular aspects of a session. These tips are in **yellow boxes**.

Energiser activities: A number of energiser activities and games have been included within the content. Most of these activities take between 5-10 minutes and are designed to help refocus the group, especially after a long session or a break. You may also wish to integrate your own energiser activities.

Handouts and PowerPoint presentations: The sessions reference handouts and PowerPoint slides for each session. These materials are separate from the course content.

Before you start...

Facilitators who are implementing this training are encouraged to read through the materials completely before starting the course. Some activities are optional, so it will be important to identify if these are appropriate based on your context ahead of time.

For individuals who are seeking to use this training content for other groups, we suggest you also think about the following:

- *Who are your main participants?* We suggest this course is most appropriate for health staff in Nigeria who implement programmes or contribute to intervention design and monitoring & evaluation. It assumes background knowledge on programme development.
- *How will participants be recruited?* Buy-in and momentum are important in helping to ensure the training results in tangible actions. In recruiting participants, we recommend checking both participant interest in the training and their vision of how to carry this knowledge forward. Think through how to select participants and how to ensure management support for them to invest in social norms integration.
- *How should participants prepare for the training?* Managing expectations is critical as you plan for this training. Ensure participants (and their managers, if they have any) understand the purpose of the training and have a realistic idea of the outcomes that may result from participation.
- *Which content (if not all) will be used?* Read through the Facilitation Guide carefully and ensure that if any content is cut, it does not affect the flow and learning process for participants. Each session has been designed to build on the previous sessions.

Facilitation Tips

It is important that Facilitators have some experience delivering participatory trainings and have understood the course content outlined in this Facilitation Guide. We signpost additional resources that may be helpful to facilitators seeking to deepen their understanding of the content.



Burning questions: Capture on a flipchart questions that people ask that are outside the scope of the present discussion so that they may be answered later on during the training. Explain the purpose of this flipchart during the first day and review it as a group during the recap session each morning.

Session evaluation: A flipchart listing each session should be hung in a central location so that at the end of each session/day, participants can use post-it notes to indicate their feelings on the session. For example, one column could have a picture of a lightbulb to indicate a helpful session with new content, another could have perplexed face to indicate confusion and another could have a bored face to indicate uninteresting content.

Managing group dynamics: The facilitator may face challenges in managing group dynamics. We suggest this course is best-suited to a group of 10-15 people. Effort will need to be made to draw out less-vocal participants and ensure that dominant participants do not drive the discussions. The facilitator will need to carefully manage the dynamics to ensure everyone feels comfortable to participate. Statements like, ‘Thank you for your contribution, does anyone have any thoughts on this?’ can be a useful way of managing more active participants while allowing other voices to be heard, as well as ‘step up, step back’, where you encourage participants who have stepped up (talked a lot) to step back to make room for other voices. The ground rule setting on Day 1 will be an important part of creating a positive environment.

Responding to questions: It is important to create an environment where people feel comfortable asking questions, without feeling they risk being judged by others. This should be explained during the ground rule setting on Day 1. When questions are asked, respond to participants positively (e.g. ‘That’s an excellent question, thanks for raising it’) from the outset. Instead of you or your co-facilitators immediately answering the question (which may reinforce a lecturer-student power dynamic), refer the question back to the group to generate their ideas and thoughts. This is a more positive, collaborative approach to addressing questions that draws on participants’ own knowledge—instead of assuming facilitators alone have the answers. If you don’t understand the question, ask follow-up questions, or repeat the question back to them (e.g. ‘I’m not sure I’ve understood your question. Are you asking...?’). Sometimes, questions may be asked that refer to future sessions. You can explain this to participants, but don’t write-off the question. Take the time to write such questions down on the flipchart for ‘Burning Questions’ so that participants know you will come back to these later. If you don’t know the answer, be honest and say that you will try to find out and come back to them. Some questions may be best-discussed after the session in a one-on-one discussion with the participant if it is very detailed or unique to a particular organisation/context.



GLOSSARY

Attitude	an internal preference
Child protection	the protection of children from violence, exploitation, abuse and neglect
Collective Norm:	norms that exist at the level of community or society
Descriptive norm	one's belief about what others in one's group do in a given situation (e.g. people shake their hands when they meet for the first time)
Factual belief	a belief (correct or incorrect) about how the world is or functions (e.g. the sun raises in the morning, chicken can fly, men are stronger than women)
Gender	the social and cultural meanings attached to someone's biological or perceived sex
Gender equality	equal access, rights and opportunities for all people independently of their gender
Gender norms	norms specifically defining acceptable or appropriate actions for someone based on what gender they are associated with
Injunctive norm	one's belief about the extent to which others in one's group approve and disapprove of something (e.g. people in my neighbourhood disapprove very much of people who litter)
Reference group	the group of people whose actions (in the case of descriptive norms) and approval (in the case of injunctive norms) matter to an individual
Outcome Expectancies	often referred to as " Sanctions; " anticipation of reward (positive sanction) or punishment (negative sanction) for complying or not complying with a social norm (e.g. I will get a promotion if I always deliver on time; people in my neighbourhood will stop talking to me if I litter)
Social norm	unwritten rules regulating what actions are acceptable, appropriate and obligatory in a given situation shared by members of a group
Vignettes	short stories about imaginary characters in specific contexts, with guiding questions that invite participants to respond to the story in a structured way



AGENDA AT-A-GLANCE

Time/Duration	Session
Day 1	
9:30am – 10:05am	Session 1: Introduction
10:05am – 10:50am	Session 2: Power and Gender
<i>10:50am – 11:10am</i>	<i>Morning Tea Break</i>
11:10am – 12:15pm	Session 3: Social Norms are Everyone’s Business!
12:15pm – 12:30pm	Session 4: Conceptualising Multi-layered Causes of Problems
12:30pm – 1:20pm	Session 5: Why Social Norms and Health?
<i>1:20pm – 2:20pm</i>	<i>Lunch Break</i>
2:20pm – 3:10pm	Session 6: Social Norms and Ethics
3:10pm – 3:35pm	Session 7: Identifying Norms
<i>3:35pm – 3:55pm</i>	<i>Afternoon Tea Break</i>
3:55pm – 5:00pm	Session 7: Identifying Norms
5:00pm – 5:30pm	Session 8: Question Time
Day 2	
9:00am – 9:15am	Session 1: Recap of Day 1
9:15am – 9:45am	Session 2: Theory of Change
<i>9:45am – 10:00am</i>	<i>Morning Tea Break</i>
10:00am – 10:30am	Session 3: Drivers of Change
10:30am – 11:40pm	Session 4: Norm Change Strategies and Attributes
<i>11:40pm – 12:40pm</i>	<i>Lunch Break</i>
12:40pm – 12:55pm	Session 5: Review Foundational Social Norm Concepts
12:55pm – 1:40pm	Session 6: The Staircase for Social Norms Measurement
1:40pm – 2:30pm	Session 7: Social Norms Exploratory Approaches
<i>2:30pm – 2:45pm</i>	<i>Afternoon Tea Break</i>
2:45pm – 3:15pm	Session 8: Integrating Social Norms at Programme Conceptualisation
3:15pm – 3:55pm	Session 9: Distinguishing Among Types of Social Norms Measures
3:55pm – 4:55pm	Session 10: Applying Social Norms Measurement Findings
4:55pm – 5:30pm	Session 11: Questions, Discussion, and Closing



DAY 1

Overview of Day 1



NOTE TO THE FACILITATOR

Day 1 will help participants understand what norms are, why they are important and how to identify norms. At the end of today, participants should be able to (1) recognise how social norms affect people' lives across different groups, (2) explain the multi-dimensional factors affecting issues using the Flower Diagram, and (3) identify tools they can use to diagnose/identify social norms and reference groups in their context.

SESSION	SESSION TITLE	SESSION OBJECTIVES	MATERIALS NEEDED	TIME REQUIRED
1	Introduction	<ul style="list-style-type: none">- To meet other participants and facilitators- To understand the course approach and structure- To see social norms as an approachable and practical topic, which affect us all in our everyday lives- To discuss shared rules during the training	<ul style="list-style-type: none">- Flipcharts (one sheet with “shared rules” written on top) and markers- Sticky notes- Handout 1- PowerPoint	35 mins
2	Power and gender	<ul style="list-style-type: none">- To introduce the concept of gender	<ul style="list-style-type: none">- Flipcharts (one with “women and girls” written on top with a box drawn in the centre allowing space to write inside and outside the box; a second flipchart identical to first prepared with “men and boys” written on top), and markers	45 mins



3	Social norms are everyone's business!	<ul style="list-style-type: none"> - To understand what social norms are - To understand how social norms relate to health 	<ul style="list-style-type: none"> - PowerPoint - Flipcharts and markers - Sticky notes 	1 hour 5 mins
4	Conceptualising multi-layered causes of problems	<ul style="list-style-type: none"> - To understand the multi-layered causes of problems 	<ul style="list-style-type: none"> - Flipchart - Markers - Sticky notes, - Handout 2 - PowerPoint 	15 mins
5	Why social norms and health?	<ul style="list-style-type: none"> - To discuss how social norms relate to health 	<ul style="list-style-type: none"> - Presentation 	50 mins
6	Social norms and ethics	<ul style="list-style-type: none"> - To discuss ethical issues in social norms work 	N/A	50 mins
7	Identifying norms	<ul style="list-style-type: none"> - To provide an overview of how norms can be diagnosed using various data collection strategies. 	<ul style="list-style-type: none"> - Handouts 3, 4 & 5 - PowerPoint - Flipcharts - Markers 	1.5 hours
8	Question time	<ul style="list-style-type: none"> - To allow participants to articulate key learnings and discuss any areas of confusion. 	<ul style="list-style-type: none"> - Burning questions flipchart - Sticky notes 	30 mins



Introduction

Duration: 35 minutes

Objectives:

- ✓ To meet other participants and facilitators
- ✓ To understand the course approach and structure
- ✓ To see social norms as an approachable and practical topic, which affect us all in our everyday lives
- ✓ To discuss shared rules during the training

Materials Needed:

- Flipcharts (one with “shared rules” written on top)
- Markers
- Sticky notes
- Handout 1
- PowerPoint

Delivery Methods:

- Game
- Plenary discussion
- Presentation

Key Activities:

1. Welcome and Introductions (15')
2. Training Approach (10')
3. Sharing Expectations and Shared Rules (10')



FACILITATOR TIP

Most sessions—like this one—do not require participants taking many notes. When that is the case, we suggest participants sit in a circle of chairs without desks. Encourage participants, as much as possible, to take notes by hand, without their computers, telling them they will receive all the training material.



Session 1, Activity 1 Welcome and Introductions (15 minutes)

9:30am

Purpose: For participants to introduce themselves

Facilitate introductions between participants:

Each person will introduce themselves briefly to the group by sharing 1) their name, 2) organisation name, 3) why they decided to join this course



Session 1, Activity 2

Training Approach (10 minutes)

9:45am

Purpose: To position norms as practical and relevant, explain the course approach and structure.

Norms are practical

Instructions:

Introduce the concept of social norms as concrete and familiar to everyone (as opposed to obscure and abstract). Say:

- *As you know, we will be learning about social norms together over the next two days. The idea is that this training will help you support work in your organisation on social norms.*
- *Even though this seems a daunting topic, in truth we – that is, everyone in this room – are really experts of social norms already. This is because we experience social norms in our life and in our daily interactions, to the point that many of the choices that we make every day are profoundly influenced by social norms. As soon as you realise that you deal with social norms constantly, you will see that social norms are nothing complicated. It's the opposite!*
- *For instance, I am sure that some of you could tell me a funny story of something embarrassing that either happened to them or that they witnessed. That could be an easy way to begin our conversation. Let me start, and then I hope someone else can share a similar episode.*
- *Once, I needed to buy medicine at the pharmacy, but I didn't realise I was supposed to queue and went straight to the counter. A man who was waiting in the queue told me I needed to queue. I felt very embarrassed.*
- *What do you think the "norm" was in this case? [To respect queues]*
- *Do two or three of you have a similar example?*
- *Very well. Because we obviously already are somehow all experts in social norms, we planned a course that is light in theory. We will go over some basic language coming from what is called "social norms theory", but will mostly focus on what's important to know to design and evaluate effective interventions.*

What are we going to do over the next 2 days?

Instructions:

Present an overview of course structure:

- *Each day, we will work together to increase our collective understanding of social norms theory and its application. We say "our" and not "your" understanding because we truly believe that we will all learn together. We don't see this process as being one where the facilitators teach something to participants. Our intent has been to create a structure where collective learning can happen.*
- *Our reciprocal learning journey doesn't stop with this two-day course. Learning is a journey and the Learning Collaborative will support you as you continue this journey after the course.*



- *The first day is an introduction to social norms, including why norms relate to health and how to identify norms. Tomorrow we will look at norm change strategies and monitoring and evaluation of norms.*
- *You can see a detailed schedule in Handout 1.*



Session 1, Activity 3

Discussing Shared Rules (10 minutes)

9:55am

Purpose: To discuss shared rules for the 2-day training.

Shared rules for the course

Instructions:

Explain the purpose of shared rules, noting participant responses on the “shared rules” flipchart:

- *To make sure that the course runs smoothly, we need shared rules that we collectively agree to respect. We do have some in mind, but as a group it’s important we create and agree on them together.*
- *Since it’s only a few of us, let’s just have a brainstorm about these possible rules. I will write them on the flipchart when we agree on them.*
- *For example: one rule could be that we all keep our phones on silent and our laptops shut so that we don’t distract others and we actively engage.*
- *What are some shared rules?*

Possible Norms to be included in the Agreement

Respect the start and end times, and break times for each day

Give others a chance to speak

Do not use phones or computers during the session

Appreciate silence from those who do not wish to speak

- *What are some sanctions for anyone who breaks a norm? [e.g. singing a song in front of the group, dancing, reading a poem, etc.; these should depend on context as some groups may actually want to sing/dance and the punishment may backfire].*





Power & Gender

Duration: 45 minutes

Objectives:

- To introduce the concept of gender

Materials Needed:

Flipcharts (two sheets: one with “women and girls” written on top with a box drawn in the centre allowing space to write inside and outside the box; a second flipchart identical to the first should be prepared with “men and boys” written on top), and markers

Delivery Methods:

Plenary discussion

Key Activities:

Gender boxes (45’)



Session 2, Activity 1 Gender Boxes (45 minutes)¹

10:05am

Purpose: To introduce participants to the concept of gender.

Explain the activity

Instructions:

Use flipcharts and markers to document participant responses. Begin with the “women and girls” flipchart. Say:

- *We have been talking about power in the last activity. Now, we will focus on one particular social construct which shapes power hierarchies – gender.*
- *We understand the term “gender” most simply as the social and cultural meaning attached to being “male” or “female”.*
- *In some contexts, the lines between “male” and “female” are not fixed. We can speak about this more informally during the break if anyone would like to discuss this.²*

¹ This is a simple version of the commonly-used ‘Gender Boxes’ exercise. This version has been adapted from <https://www.unhcr.org/583577ed4.pdf>. The exercise was originally developed by the Oakland Men’s Project.

² In this pilot version, we have taken a more traditional approach to drawing attention to norms for women and girls, and men and boys. We are not covering fluidity in gender identities, as this is a sensitive issue in the contexts where we will first implement trainings. Going beyond the male-female binary may be a useful component to develop for future contexts. We suggest these resources to explore this further:

https://www.rutgers.international/sites/rutgersorg/files/PDF/web_Rutgers%20GTA%20manual-module1-16.9.18.pdf; http://www.partners4prevention.org/sites/default/files/resources/rlc_curriculum_final.pdf



- *Think about the context you live in.*
- *What messages do society and communities send to “women and girls” about how they should behave? [write these inside the box]*
- *What happens if women and girls do not do these things written inside the box? What consequences may they face? [write these outside the box]*

Move to the “men and boys flipchart. Ask:

- *What messages do society and communities send to “men and boys” about how they should behave? [write these inside the box]*
- *What happens if men and boys do not do these things written inside the box? What consequences may they face? [write these outside the box]*

Reflection

Instructions:

Discuss the gender boxes. Say:

- *As we can see from these flipcharts, there are often quite separate expectations placed on women and girls, compared to men and boys.*
- *From childhood, girls may receive messages that they should be quiet, they should help with chores. Boys also receive messages – these may be about being strong, and learning how to be men. [use examples generated by the group]*
- *As they get older, women are expected to marry, bear children and look after household tasks. Meanwhile men face pressure to provide and earn. [use examples generated by the group]*
- *There are consequences if women and girls, or men and boys step “outside the box”.*
- *This ties into our next session that looks at definitions of gender norms.*

10:50am – 11:10am: Morning Tea Break





Day 1 | Session 3

Social Norms Are Everyone's Business!

Duration: 1 hour and 5 minutes

Objectives:

- To understand what social norms are
- To understand how social norms relate to health

Materials Needed:

- PowerPoint
- Flipcharts and markers
- Sticky notes

Delivery Methods:

- Game
- Presentation
- Discussion
- Groupwork

Key Activities:

1. Whose eyes matter? (10')
2. What are social norms? (45')
3. Energiser: Follow the leader (10')



FACILITATOR TIP

If you're feeling uncertain about this session on social norms, you can also read more about social norms. We do not recommend venturing forth in the social norms theory, as it's very large and contradictory. However, if you're interested, you can use the review [here](#) as an introduction to the several debates in the theory.



Session 3, Activity 1 Whose Eyes Matter? (10 minutes)

11:10am

Purpose: To experience the effect of social norms.

Explain the game

Instructions:

Explain the game. Say:

- *To stretch a little before the next conversation, let's dance a little. Everybody please, stand up.*
- *The dance we're going to perform is very simple. Just repeat what I do and I say.*



The Dance

Instructions:

Do the dance. Here you can create a small funny series of movements and words. For instance, you could say “booolibooliboo” and wave your arms above your head [wait for participants to copy], then say “beeleebeebe” and wave your arms below your knees [wait for participants to copy], and finally say “baaalibaaliba” and wave your arms in front of you [wait for participants to copy]. Whatever movements and words you chose to do, the point is that they have to be a bit funny and also unusual.

Reflection

Instructions:

Ask: *Who wants to come to the front and perform their silly dance for everyone?*

Most likely no participants will want to come out and do that silly dance alone. Ask:

- *Why do you think nobody wants to do this dance alone in the front?*
- *We fear the judgement of others and don't want to seem silly. That's the basic mechanism of social norms: people fear the eyes of others and sometimes act in ways they think are acceptable in their group. This is really the key concept of social norms. We're going to explore this in more detail next.*



Session 3, Activity 2

What are Social Norms? (45 minutes)³

11:20am

Purpose: To discuss and understand what social norms are

Adding a piece of the puzzle to understanding people's choices and actions

Instructions:

Introduce the idea that we need to reflect more on our assumptions about what causes change. Say:

- *Often interventions are designed with the assumption that – once we satisfy problems related to resources – new knowledge (for instance about health and unhealthy practices) will automatically result in a change in their attitudes (that is, their internal preference) and eventually in their practices.*
- *But, for any of us who have been doing this work for a while, we know that is not always the case.*
- *For example, nutrition researchers (Duflo and Banerjee) found that, when people were given information on nutritional content of products and more money to buy food, they chose to use that money to buy junk food, not nutritious food. [add your own example if you wish]*
- *The issues we are trying to tackle are often not just caused by lack of knowledge. They are often held in place by a system of intersecting factors, including social norms, the object of this presentation (and the entire course obviously).*

³ PRESENTATION: DAY 1, SESSION 3



Definition of norms

Instructions:

Define social norms. Say:

- *A social norm is a rule (mostly unwritten) about what actions are appropriate in a given group.*
- *For instance, you can think of exchanging gifts at Christmas, offering water to a visitor, or shaking hands when meeting for the first time [feel free to add your own examples here].*
- *Social norms theory is very multifaceted and the literature is vast. However, much of the theory agrees that social norms are one's beliefs about: 1) What others in one's group do, and 2) What others' in one's group approve of.*
- *There are many names for these two types of beliefs. In the theory that we use, what one believes others do, is referred to as a descriptive norm. A belief about what others approve and disapprove of, is referred to as an injunctive norm.*
- *If people fail to behave in a way that is expected, they may experience negative consequences – while if they comply with the norm they might encounter positive consequences. We refer to these consequences positive and negative sanctions. Positive sanctions may include: words of praise, a promotion, access to resources etc. Negative sanctions include: gossiping, threats of violence, actual violence, etc. It doesn't matter whether these are actual sanctions that would actually take place. What matters is that people believe that they will take place. People might want to comply with a norm as they are seeking rewards and trying to avoid punishment.*
- *In the gender box activity earlier, we discussed unwritten beliefs about how men and women (and boys and girls) are expected to behave. The idea that men should provide financially is an unwritten rule about what action is appropriate for them to carry out. This rule is linked to gender – the social and cultural meaning behind being male and female in a given context. This is why we call this a gender norm.⁴*
- *What "norms" can you think of from your context?*
- *What sanctions can you think of for those who comply or not comply?*
- *[prompt: which of these are gender norms?]*

Differences between a norm and attitude

Instructions:

Helping participants to differentiate between an attitude from a norm. Say:

- *An important thing we would like to discuss now is the fact that an attitude is different than a norm.*
- *The example provided in the slides is that of a girl who wanted to dress like a rock star at her cousin's wedding (attitude), but her parents told her that the family would be angry (sanctions), and thus she dressed like a little bridesmaid (norm).*
- *A norm is not an attitude. In fact, the two can even be mismatched: people might want to do something (their attitude), and yet do the opposite to comply with the norm.*

⁴ For more information about the differences between gender norms and social norms, this article by Cislighi & Heise is helpful: <https://onlinelibrary.wiley.com/doi/full/10.1111/1467-9566.13008>



Discuss practical examples. Say:

- *Consider the following statements (which you'll see on the screen) to observe the difference between norms and attitudes:*
- *I think couples should decide about how many children to have together (attitude), but if I only have one or two children, others in the community will judge me for having so few children (sanction) so we don't use contraception (norm).*
- *I think everyone should use a mosquito net (attitude), but everyone finds them annoying to use (descriptive norm).*
- *I don't like to smoke (attitude), but my peers approve of me smoking (injunctive norm).*
- *I would like to talk to my children about sexual and reproductive health (attitude), but no one tells their children about these issues (descriptive norm) and I am worried it would cause problems for me if others hear I have discussed this with my children (injunctive norm).*

Reflect further. Ask:

- *When attitudes and norms clash, people may decide to follow the norm rather than their personal preference.*
- *Can you think of an example of a clash between norms and attitudes from your context?*
- *Can you think of an example where you or others have complied with a norm, even when they personally disagreed?*
- *Let's take the example of a group of adolescents who smoke. It may be that an adolescent is worried that smoking is bad for their health, but they feel pressure to fit in within a group of adolescents who all smoke together. So, the pressure of being left out and the desire to be like everyone else might motivate them to smoke – even if they personally don't want to smoke.*
- *However, attitudes and norms can also be aligned. Sometimes, we might want to do something both because it's our internal preference and because there is a norm that says we should do it. In international development we tend to over-focus on examples where attitudes and norms are misaligned, but it's common for them to actually be aligned.*
- *Finally, norms are not necessarily harmful: they can be either protective or harmful. Protective norms sustain society while harmful ones uphold injustices like discrimination. Think for example, of the norm that "children should be breast-fed". This is a protective norm.*
- *Can you think of an example of other positive norms from your context?*



Optional content for advanced groups

Norms vary in strength

Instructions:

For more advanced groups, say:

Norms vary in strength. Just because a norm exists, it doesn't mean it will have influence on people's actions.

This strength may depend on several factors (in fact, among other theories, Cislaghi and Heise [Cislaghi B, Heise L. Four avenues of normative influence. Health Psychol. 2018;37(6):562–73] identified four, one of which is the detectability of the practice associated with the norm.

Example: There may be a norm that people don't use mosquito nets, but this norm may be weak because no one knows if a family uses a mosquito net since it happens behind closed doors. When a positive norm is weak because the practice associated with it is not detectable, you might want to plan an intervention that strengthens that norm.

A good example of how a weak positive norm was strengthened comes from India – the Bell Bajao campaign. Here, there existed a weak norm that domestic violence was not acceptable. Yet, much violence happened in houses where perpetrators believed not many would hear (or care about) the acts of violence. To strengthen the positive norm, the NGO Breakthrough launched a campaign encouraging men (explicitly, to avoid putting women into harm) to ring the doorbell if they heard domestic violence occurring – to manifest their disapproval and interrupt the violence. In other words, the campaign increased perpetrators' beliefs that their actions were detected and were not deemed acceptable by their neighbour

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For information on the Bell Bajao campaign, see:

www.endvawnow.org/uploads/browser/files/bell_bajao_case_study_english.pdf. For further reading, see: Petesch, P. (2012). Unlocking pathways to women's empowerment and gender equality: The good, the bad, and the sticky." *Ethics and Social Welfare*, 6:3, 233-246.

Reference groups

Instructions:

Introduce participants to "reference groups". Say:

- *Remember we said earlier that social norms are one's beliefs about what others do and approve of. These "others" are frequently referred to as members of the 'reference group'.*
- *You may be familiar with terms like 'gatekeepers', 'influential actors or 'power holders'. Reference groups may be different to these groups who enforce norms and might enforce sanctions/punishments on those who do not follow norms.*
- *Reference groups are the people whose actions and opinions matter when individuals decide to comply with the norm.*



- *In the smoking example, the reference group is the group of adolescent friends who all smoke. What the adolescent believes their friends think about smoking influences the adolescent's decision to smoke.*
- *In other cases, reference groups may be a person's family, the neighbours or the group of colleagues.*
- *This afternoon, we will talk about how to identify reference groups for particular norms, but for now the main thing to remember is that norms are group rules about what is acceptable in a particular context held in place within a given reference group.*
- *Does anyone have any questions?*



Session 3, Activity 3

Energiser: Follow the Leader (10 minutes)

12:05pm

Purpose: To experience the effect of social norms

Instructions: Explain the game.

Say:

- *This game is called 'Follow the leader'.*
- *This is how it works. One person in the group leaves the room. The rest of the group identifies a 'leader'. This leader must perform a physical action that everyone has to follow i.e. rubbing their nose, clapping, scratching their ear, winking, crossing legs etc. They should change the action regularly.*
- *We will then invite the person outside to return to the room. They must observe our behaviour and identify the leader of the group.*

Reflection

Ask:

- *How does this relate to reference groups?*
- *In this game, we tried specifically to copy the leader, but often in our daily lives, we coordinate our behaviour with others by observing the behaviour of others – even without us realising!*





Day 1 | Session 4

Conceptualising Multi-layered Causes of Problems

Duration: 15 minutes

Objectives:

- To understand the multi-layered causes of problems

Materials Needed:

- Handout 2
- PowerPoint

Delivery Methods:

Plenary discussion

Key Activities:

Flower diagram (15')



Session 4, Activity 1 Flower Diagram (15 minutes)

12:15pm

Purpose: To help participants understand the multiple dimensions that influence an issue.

Instructions:

Explain how the Flower Diagram helps us to think about issues. Say:

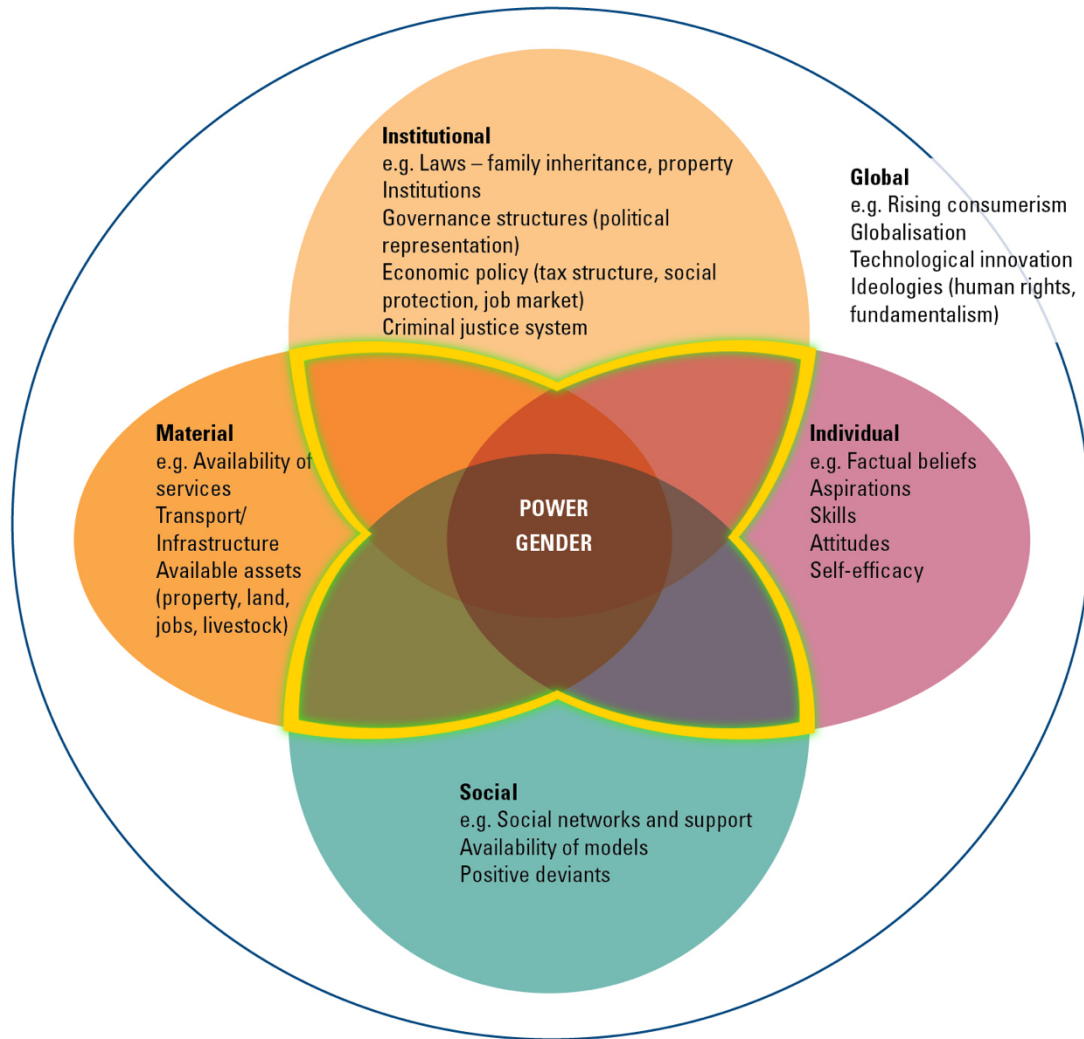
- *Now, we want to look at something called the Flower Diagram.*
- *Firstly, has anyone ever heard of the ecological model? This is basically a way of understanding the multi-dimensional factors affecting issues. At its simplest form, the ecological model recognises that issues are affected at multiple levels – the individual level, the relational level (close interactions with others around the individual), as well as broader level of the structures and systems surrounding the person.*
- *The Flower Diagram is an adapted version of the ecological model, the 'Flower Diagram' developed by Cislaghi & Heise (2018).⁵ The Flower Diagram helps us to think about the multi-dimensional aspects that are important in developing norm change strategies.⁶*

⁵ For further reading, see: Cislaghi & Heise, (2018) 'Using social norms theory for health promotion in low-income countries', *Health Promotion International*, 34 (3). pp. 616-623.

⁶ HANDOUT 2



- *The Flower Diagram reminds us that human behaviour is complex and not influenced by just one factor. These factors may be inter-linked and influence each other.*
- *It helps us think about the intersections between dimensions, and particularly how social norms are important in each of these intersections.*
- *Factors resulting in a given status quo are intersecting and rarely linear. The Flower Diagram can help us think about the ways in which these factors as a whole sustain a given practice.*





Day 1 | Session 5

Why Social Norms and Health?

Duration: 50 minutes

Objective:

- To discuss how social norms relate to health

Materials Needed:

Presentation

Delivery Methods:

Presentation

Key Activities:

Disagree/agree game (30')



Session 5, Activity 1

How Do Norms Relate to Health Issues? (15 minutes)

12:30pm

Purpose: To make connections between norms and the health issues we work on

Explain how norms relate to health

Instructions:

Say:

- *We just heard about how problems are caused by multiple factors, including social norms.*
- *In this session, we want to try to understand the connections between norms and the health issues we work on.*
- *In the last few years, there has been increased focus on how social norms can improve people's health.*
- *Some of these efforts have focused exclusively on norms – neglecting the other factors that may also be relevant in influencing health. While we recognise the importance of norms to health issues, we also know that other factors are also relevant – this is where the Flower Diagram can help us build a more complex picture of all the factors affecting the issue that we work on.*
- *Let's think about a health issue that we may be familiar with – maternal health. When a woman becomes pregnant, it is important that she has good access to health services to ensure her health and the health of her baby.*

- *We've put the Flower Diagram back up on the screen here, or you can see it in your handouts, but what factors can you think of that might affect the health of a*



pregnant woman in Nigeria? [poor services, lack of knowledge, distance to health centre, poor nutrition, not being allowed to seek care without being accompanied by husband, cost, cultural beliefs about pregnancy and childbirth etc.]

- *Which of these factors do you think relate to social norms?* [requiring a husband accompany her to a health centre, cultural beliefs/practices during pregnancy etc.]
- *If we don't address the norms that are linked to maternal health, but only focus on other issues like cost, knowledge or quality of services, women may still not receive the care they need during pregnancy.*



Session 5, Activity 2

Norms and Health Mapping (35 minutes)

12:45pm

Purpose: To practice using the Flower Diagram to understand the different causes affecting a health issue

Explain the activity

Instructions:

Say:

- *Now we will have a chance to discuss different health issues that we work on. I will divide you into five groups. Each group will be given a 'problem' you might see in Nigeria.*
- *The problems are: open defecation, limited use of modern contraception, malaria, poor mental health and COVID-19.*
- *In your groups, using the Flower Diagram, make a list of all the causes of the problems you have been given, including those related to social norms.*
- *You will have 10 minutes for this activity, then you will each present back to the group about what you discussed.*

Group feedback

Instructions:

After each presentation, ask reflection questions of the rest of the group. Ask:

- *Is there anything missing from the list that the group presented?*
- *Which of the norms mentioned do you think is strongest or most powerful? Why?*
- *Which of all the factors do you think might be most challenging to address for this particular problem?*

1:20pm – 2:20pm: Lunch Break





Social Norms & Ethics

Duration: 50 minutes

Objective:

- To discuss ethical issues in social norms work

Materials Needed:

N/A

Delivery Methods:

- Game
- Group discussion

Key Activities:

1. Disagree/agree game (30')
2. Ethics overview (20')



Session 6, Activity 1

Disagree/Agree Game (30 minutes)

2:20pm

Purpose: To begin conversations on ethics related to social norms and health

Explain game

Instructions:

Lay the groundwork for participants to think about ethics. Say:

- *We will all stand in the middle of the room.*
- *I will now read a series of statements.⁷*
- *Move to the left side of the room if you agree, or to the right side if you disagree with statements being read. If you are not sure you can stay in the middle.*
- *We will invite you to explain your opinion to the group, if you wish.*

⁷ You may wish to revise these statements, which reflect some common ethical issues in programming around child protection and gender, to make them more relevant for your group.



Statements

Instructions:

Read each statement at least twice.

- *Once people have information, they will make the correct decision*
- *A newly married woman should get pregnant soon to prove she is fertile*
- *Sometimes people in the community do not know what is best for them*
- *We contract HIV because of irresponsible behaviour*
- *A man should follow his wife's choice to use family planning or not*



FACILITATOR TIP

Try not to force participants to explain their views, but keep it an open invitation if they wish to share. It is possible some of the statements may result in more dynamic debates between participants, so be sure to monitor the tone of this to ensure everyone is being respectful (a reminder on the ground rules may be useful here).



Session 6, Activity 2 Ethics Overview (20 minutes)

2:50pm

Purpose: To discuss ethical issues related to norms work

Ethics overview

Instructions:

Discuss what ethics are. Say:

- *What are ethics?* [principles that help us take just actions]
- *As practitioners, we often focus on how our work should not cause harm to communities. The principle we often hear about in development and humanitarian work is 'do no harm'.*
- *Can anyone think of any examples where you had to consider the 'do no harm' principle when designing or implementing an activity?*
- *This principle is harder to implement than it sounds, especially as we think about norms.*
- *For example, while we consider child marriage to be a harmful norm, we also need to recognise that when a child does not get married, a family might experience different kinds of harm including sanctions from their relatives and community, or increased economic pressure.*
- *This is why it is important for us to critically reflect on how our work may affect communities, and how it may even unintentionally cause harm.*
- *The first question we would like to discuss as a group is: What are some accidental/inadvertent harms we may cause in work on health issues? Can you think of examples from your work?*
- *The second question is: Is it possible at all to avoid these harms, and if so how?*
- *The final question is: How do we take responsibility for the harm we may cause in the communities?*





Identifying Norms

Duration: 1.5 hours

Objective:

- ☑ To provide an overview of how norms can be diagnosed using various data collection strategies.

Materials Needed:

- Handout 3, 4 & 5
- PowerPoint
- Flipcharts
- Markers

Delivery Method:

- Presentation
- Group work

Key Activities:

1. Introduction to norms identification (15')
2. Group activity (15')
3. Different approaches to exploring norms (30')
4. Key reflections (30')



Session 7, Activity 1

Introduction to Norms Identification (10 minutes)

3:10pm

Purpose: To think about what evidence is available for a particular norm

Considering evidence and practicalities

Instructions:

Introduce idea of challenging assumptions. Say:

- *We need to think about the biases we bring when we work on programme activities. We sometimes assume that we know the reason for a particular issue. We assume that we understand enough about a topic. This bias may affect the activities we think should be implemented.*
- *This is why it is important to consider empirical evidence.*
- *It is important to think about what evidence we have on norms and what evidence gaps exist.*
- *In order to think about how norms affect the particular issue you work on, you should think about what evidence you have about norms on the topic and what evidence you need. This is important because we may be mistaken in our assumptions about which norms exist. There are tools that can help with this, for*



example the 'funnel' of norms exploration and measurement which you can look at later in your handouts.⁸

- How we measure norms depends on the context.
- We also need to think about practicalities—what evidence can we realistically collect? Certain tools, like vignettes, take time to develop and test. We will discuss this more later.
- There is also a more defined version of the funnel called the SNET which you can see in another handout.⁹



Session 7, Activity 2

Group Activity (15 minutes)

3:20pm

Purpose: To reflect on evidence available on a particular norm.

Explain activity

Instructions:

Put participants in groups with others from their organisation and give them flipcharts and markers. Say:

- *You have now been placed into small groups.*
- *Choose a particular health issue in your context, e.g. open defecation, early marriage, domestic violence, family planning, HIV/AIDS. It could be the same topic you chose for the Flower Diagram exercise, or any other topic.*
- *Reflect on what data you have for this particular issue and make a list on your flipchart. Think about existing studies that other organisations have completed, and any national-level (DHS, MICS etc.) or community-level data you already have.*
- *You have 10 minutes to complete this activity*
- *Feedback to the broader group using flipcharts.*

3:35pm – 3:55pm: Afternoon Tea Break

⁸ HANDOUT 3:

http://strive.lshtm.ac.uk/system/files/attachments/STRIVE%20Norms%20Measurement%20Brief_0.pdf

⁹ HANDOUT 4: http://irh.org/wp-content/uploads/Social_Norms_Exploration_Tool_SNET.pdf





Session 7, Activity 3

Different Approaches to Exploring Norms (40 minutes)

3:55pm

Purpose: To explore participatory tools for understanding norms.

Exploring themes

Instructions:

Say:

- *There are many tools and approaches we can use to understand social norms.*
- *Depending on budget, timeframe and resources, we can choose which methods might suit our exploration.*
- *This table of themes on the PowerPoint above helps us to understand how we might think about understanding this norm.*
- *The first thing we need to do before choosing our methods is to think about what themes we want to explore and what information we need to diagnose norms.*
- *For example, who is the reference group? In the first example on the screen, if we think about women's access to health care during pregnancy, who might be a reference group that influences when and how women access care? [e.g. mother-in-law, husband, parents]*

Identifying who we need to talk to

Instructions:

Say:

- *Next we want to identify the people who we need to talk to in order to understand the norm more. For example, religious leaders and parents might help us understand the norm more. Remember, some parents are also part of the reference group.*
- *Next, we could reflect on the type of knowledge we are seeking: do we want to know about their attitudes, beliefs, norms, experiences?*
- *Finally, we will choose the questions to ask and the methods we will use. When thinking about this, an important question to consider is: What positive values can you start your conversations from?*
- *You have a handout in front of you¹⁰ to help to outline this process:*

¹⁰ HANDOUT 5



Table of themes:

On the Theme:	Who to ask?	What do you want to learn about?	With the following questions:	Method:
Use of modern contraception	Religious Leaders	Personal Attitudes	When do you think modern contraception should be used?	FGD
		Factual beliefs	What do you think happens when modern contraception is used?	Interview
		Personal Experience	Can you tell me of one time when modern contraception was used? What happened?	Interview
	Husband	Social Norms	<p>Let me tell you a story: X and Y – a man and woman – have been married for five years and they have four children.</p> <p>X would like more children but his wife thinks they have enough children.</p> <p>Y’s friend, one day tells her about an injectable device she can use to stop having children. Y is very interested and goes to the clinic to hear more about this contraception method. What do you think Y will do?</p> <p>Now, let’s say that the same thing happens, but X’s mother-in-law is also present when Y hears about injectables from her friend. Would Y still show interest and visit the clinic if her mother-in-law was there? What will her mother-in-law think about Y if she acts that way?</p>	FGD
		Knowledge	What do people know about the side effects of modern contraceptives?	Document

Examples of approaches

Instructions:

Introduce approaches.

Interviews can be a useful way of understanding reference groups. We can ask questions like:

- *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?*

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 insist that a condom be used during sex?*
- *How do families react if children defecate in the open?*

Social network analysis is an advanced type of methodology which is about mapping the relationships that link people within a network. This methodology can be used qualitatively or quantitatively – usually using it qualitatively involves less resources. It is about making connections between people. Social network analysis often results in a visual representation of the networks between people.

Ranking exercises may also help us learn about the way certain norms have priority over others. For example, we could ask people, 'why are women expected to have many children?' and ask them to rank all the reasons, in order of most important to least important.

Surveys can help learn about how typical or appropriate a given practice is, by asking how many people in their community do certain things, and understand appropriateness of behaviours. Here are some example survey questions – some are statements which participants react to:

- *Most adolescent girls in my community know about contraception (Strongly agree, agree, neutral, disagree, strongly disagree)*
- *A woman should still be responsible for all the household tasks and caregiving even at later stages of the pregnancy (Strongly agree, agree, neutral, disagree, strongly disagree)*
- *A man should be outraged if his wife asks him to use a condom (Strongly agree, agree, neutral, disagree, strongly disagree)*
- *People in this community struggle with mental health issues including depression (Strongly agree, agree, neutral, disagree, strongly disagree)*

Across all these methods, we can finally use **vignettes** to identify (and also monitor) norms. Vignettes tell short stories about imaginary characters. They have guiding questions that invite people who are listening to respond and react to the story. These reactions to the story can provide useful information on whose opinions are valued in a community and how communities might react if anyone challenges a norm. We will look at vignettes to measure norms in more detail tomorrow.





Session 7, Activity 4

Key Reflections (25 minutes)

4:35pm

Purpose: To reflect on strengths and weaknesses of data collection approaches.

Reflection on strengths and weaknesses of different data collection approaches

Instructions:

Discuss the practical application of the data collection strategies we discussed yesterday using these questions below:

- *Yesterday we have looked at a few different approaches to collecting data, particularly: FGDs, interviews.*
- *What do you find particularly useful in using FGDs? What are weaknesses of FGDs?*
- *What is useful about interviews? What are weaknesses of this approach?*

Application of tools

Instructions:

Allow participants to reflect on what else they need to use these tools. Ask:

- *Are there any questions or concerns you have about using these approaches?*
- *Who needs to be involved in using these approaches in your context?*
- *What other resources do you need to apply these approaches? Time of staff? Financial resources?*





Question Time!¹¹

Duration: 30 minutes

Objectives:

- ☑ To give participants time to discuss and review the content of the day

Materials Needed:

Burning questions flipchart
Sticky notes

Delivery Methods:

Discussion in pairs and in group

Key Activities:

Recap and reflection of Day 1 (30')



Session 8, Activity 1

Recap and Reflection of Day 1 (30 minutes)

5:00pm

Purpose: To allow participants to articulate key learnings and discuss any areas of confusion.

Recap and reflection in pairs

Instructions:

This is an opportunity for participants to reflect in pairs on the learnings of the day. Say:

- *Break up into pairs and spend 15 minutes discussing the main things you have learnt today and any questions you have based on what we covered today.*
- *Write down your questions on sticky notes*

Plenary discussion of questions

Instructions:

Provide an opportunity for discussion of questions and add any questions that can't be immediately answered to the flipchart of 'Burning Questions'. Encourage other participants to answer questions that emerged from other pairs. Ask:

- *What questions do you have?*

¹¹ This session may not be needed, or may run for a shorter period if participants feel confident with the content that was presented today.

DAY 2

Overview of Day 2



NOTE TO THE FACILITATOR

Day 1 is structured to help participants understand the basics of the importance of norms and how to identify norms. Day 2 explores what norm change means and the different norm change strategies that can be used and how to develop M&E strategies. At the end of this day, participants should be able to describe how change happens and how to analyse and measure change using both qualitative and quantitative approaches.

SESSION	SESSION TITLE	SESSION OBJECTIVES	MATERIALS NEEDED	TIME REQUIRED
1	Recap of Day 1	- To explore key takeaway messages from Day 1	Ball	15 mins
2	Theory of Change	- To understand the strengths and weaknesses of a Theory of Change approach	PowerPoint	30 mins
3	Drivers of Change	- To understand the multiple factors affecting norm change	PowerPoint	30 mins
4	Norm Change Strategies and Attributes	- To understand how to select norm change strategies and how to identify attributes of strategies	- PowerPoint - Handouts 6 & 7	1 hours 10 mins
5	Review Foundational Social Norms Concept	- To review foundational social norms concepts	PowerPoint	15 mins



6	The Staircase for Social Norms Measurement	- To describe the staircase for social norm measurement	PowerPoint	45 mins
7	Social Norms Exploratory Approaches	- To introduce social norms exploratory approaches	PowerPoint	50 mins
8	Integrating Social Norms at Programme Conceptualisation	- To provide an opportunity for participants to consider how to integrate social norms at programme conceptualisation	PowerPoint	30 mins
9	Distinguishing Among Types of Social Norms Measures	- To describe the various types of social norms measures	PowerPoint	40 mins
10	Applying Social Norms Measurement Findings	- To describe how social norms measurement findings can be applied for different purposes	PowerPoint	60 mins
11	Questions, Discussion, and Closing	- To allow participants to articulate key learnings and discuss any areas of confusion. - To wrap up the two-day training.	PowerPoint	35 mins



Recap of Day 1

Duration: 15 minutes

Objective:

- To explore key takeaway messages from Day 1

Materials Needed:

Ball

Delivery Methods:

Game and plenary discussion

Key Activities:

1. Ball game to recap on Day 1 content (5')
2. Group discussion on Day 1 content (10')



Session 1, Activity 1 Game (5 minutes)

9:00am

Purpose: To reflect on lessons learned from previous training day

Instructions:

Say:

- *Participants should stand in a circle quietly for 30 seconds or so, reflecting on what were key learnings from the previous day.*
- *A ball should be thrown and each participant who catches it must recount what they learnt.*
- *Lessons cannot be repeated.*



Session 1, Activity 2

Group Recap (10 minutes)

9:05am

Purpose: To allow participants to reflect on Day 1 learnings.

Instructions:

Ask participants to reflect:

- *What is a norm? How would you describe it in your own words?* [informal unwritten rules that people in a given group (1) follow because they believe that's what group members do (2) and approve of (3). Norms may be harmful or protective, injunctive or descriptive, strong or weak.
 - *What is the difference between a norm and an attitude?* [a norm may be different to an individual's attitude; an individual may comply with a norm they personally disagree with].
 - *What are examples of a health-related norm you can identify in Nigeria?*
 - *What is a reference group?* [Norms are held in place by reference groups. Norms are important because people tend to do what they believe others do and approve of].
-



Theory of Change

Duration: 30 minutes

Objective:

- To discuss the strengths and weaknesses of a Theory of Change approach

Materials Needed:

PowerPoint

Delivery Methods:

Presentation

Key Activities:

Presentation (30')



Session 2, Activity 1

Strengths and Weaknesses of Theory of Change (30 minutes)

9:15am

Purpose: To discuss Theory of Change

Discussion: Overview of theory of change

Instructions:

Say:

- *When we implement activities, there are reasons why we do the activities that we do in our programmes.*
- *Contrary to the man on this slide, we don't simply throw some activities in a community hoping for a miracle to happen. We do certain activities because we have seen they work and can achieve positive change.*
- *A Theory of Change describes everything we need to have in place for change to occur.*
- *Who is familiar with a Theory of Change? Who has been involved in developing a Theory of Change?*
- *In developing a Theory of Change, you may remember that we start with our overarching goal (the big change we want) and then go back to see what is needed to achieve that goal.*
- *When developing a Theory of Change, we think about all the 'preconditions' needed to be in place. We map the assumptions. From there, we can think about interventions.*
- *Let's look at the example of open defecation. If we were developing a Theory of Change, what would the goal be? Maybe for communities to stop practicing open defecation?*

- *If that is our goal, what preconditions need to be in place to achieve this? We may list things like: communities realise the health risks of open defecation, toilets are available near people's homes, toilets are viewed as cleaner and healthier than open defecation, people who practice open defecation experience judgment from others, etc...*
- *And then for each of these, we need to think about the preconditions needed to achieve this. So, for people to experience judgment from others when they practice open defecation, what needs to happen?*
- *Maybe there should be wider social disapproval against open defecation. How do we help communities motivated to reduce open defecation achieve that? Again, we take a step back... Maybe some influential community leaders need to make strong statements against open defecation. Maybe there is a mass media campaign.*
- *The assumption here is that people will receive information about open defecation and it will cause them to change perspectives on it to the extent that they start to judge others who practice open defecation, or think positively about those who use toilets.*

Strengths and weaknesses of Theory of Change

Instructions:

Reflect on this process. Say:

- *Even just from this short example, and from your own experience being involved in the development of a Theory of Change, you can see that it takes time to think through each of the preconditions. We need to go through and ask, 'what is needed to bring this change?'*
- *At the end of a Theory of Change exercise, the diagram may end up looking a bit messy, with lots of arrows. Hopefully at the end of the process, you come out with a clearer idea of what changes are needed for the programme.*
- *On the screen are some examples of completed Theory of Change diagrams (e.g. Tostan's ToC, ActionAid's VAW ToC)*
- *What do you like about this approach?* [useful in visually representing solutions, requires reflection on the steps needed to reach outcomes, enables connections to be made between issues]
- *What problems do you think may be associated with the Theory of Change approach?*¹² [too linear – assumes inputs lead to outputs, may neglect context, can be based on assumptions, assumes organisations have control over all the factors, can lead to tunnel vision, may neglect complexity, replicates the problems of 'problem trees' and 'logframes' in a different format]
- *Like the problem tree, a theory of change is an imperfect tool but can be "good enough" to help us plan activities.*
- *It can take time to develop a theory of change for complex issues so we won't have an exercise on this, but it may be something to consider. You may wish to hold a workshop with key stakeholders in the future to map out a theory of change for particular issues you face. Like the problem tree process, the Theory of Change development must include actual communities – not just NGO and government staff.*

¹² Suggested further reading on this: Infinitas International (2016) 'What's wrong with the Theory of Change', available online: <http://infinitasinternational.com/whats-wrong-theories-change/>; Vogel, I (2012) Review of the use of 'Theory of Change' in International Development. DFID.





Day 2 | Session 3

Drivers of Change

Duration: 30 minutes

Objective:

- To understand the multiple factors affecting norm change

Materials Needed:

PowerPoint

Delivery Methods:

- Game
- Presentation
- Energiser

Key Activities:

1. Game: Shaking Hands (10')
2. How change happens (15')
3. Energiser (5')
- 4.



Session 3, Activity 1

Game: Shaking Hands (10 minutes)

10:00am

Purpose: To introduce the idea of how norms may change

Explain game

Instructions:

Before the activity starts, secretly identify two or three people who will, *instead of shaking with the right hand, shake with the left hand and both shout out 'woohoo' if this is successfully done, or correct them if they use the wrong hand.*

Say:

- *We are now going to play a game.*
- *We will need to walk around the room and greet each other by shaking hands.*

Reflection



Instructions:

Ask:

- *How did you feel during this exercise?*
- *Who was corrected for using the incorrect hand? How did you feel?*
- *Who got it right every time? How did you feel?*
- *Who had to correct someone else? How did you feel?*
- *The key message from this game is: when lots of people start doing something, it makes it easier to change.*



Session 3, Activity 2

How Change Happens (15 minutes)

10:10am

Purpose: To explore how change happens

Change is a process

Instructions:

To introduce the concept of change, start by saying:

- *It is very important for us to think about how change happens. If we don't spend enough time investing in understanding change, we may find our programming does not have the results we anticipate.*
- *It is important to remember that change is led by people. This means communities should be involved in developing change strategies – the change should be led with them and by them*
- *Change is a process. Let's look at this diagram on the screen from Thunder Valley. This is an example of a change process from one specific country. It does not necessarily represent the typical change process for social norms.*
- *Change takes time and can sometimes be quite a long journey. Changing norms can be particularly difficult, so it requires more work and analysis from us.*

Drivers of change

Instructions:

Discuss drivers of norm change. Say:

- *Changing norms is not about communicating knowledge. Many interventions have been designed with the assumption that new knowledge alone can change people's attitudes and practice. We know change processes are more complex.*
- *Norms change when enough people see that enough people are changing. There is no precise number to determine this – the definition of 'enough' differs across contexts.*
- *Where norms are strong, it will take time to change the practices that those norms sustain. One way for those practices to change is to facilitate the building of a civil movement, a critical mass of people who are ready to carry out new ways of acting.*
- *Changes in norms and in practices are not exclusively driven by people alone. Sometimes norms change because of external forces, such as economic development, war, laws, globalisation, technological progress, urbanisation, migration, or increased access to education. Our analysis should reflect these other factors.*



- *What does a successful norm change strategy look like? We will now look briefly at some case studies. You will have time at the end of the session to delve more into the case studies.*
-



Session 3, Activity 3

Energiser: Pass the Clap (5 minutes)

10:25am

Purpose: To energize the group before the next session

Instructions:

Say:

- *We will now do an energiser activity.*
 - *The group should stand in a circle. The idea is to send a clap around a circle as fast as possible.*
 - *The first person should turn to their left and clap at exactly the same time as the person they are facing. The second person passes the clap to the next person. The clap continues around the circle with people increasing the speed.*
 - *For a challenge, try a double clap.*
-





Day 2 | Session 4

Norm Change Strategies and Attributes

Duration: 1 hours and 10 minutes

Objectives:

- To understand how to select norm change strategies and how to identify attributes of strategies

Materials Needed:

- PowerPoint
- Handout 6
- Handout 7

Delivery Methods:

- Presentation
- Plenary discussion

Key Activities:

Selecting norm change strategies (70')



Session 4, Activity 1

Selecting Norm Change Strategies (1 hour, 10 minutes)

10:30am

Purpose: To identify strategies and attributes of strategies to shift norms

Overview (5 minutes)

Instructions:

Say:

- *This afternoon we will look at four strategies for norm change*
- *There are other considerations also when we think about norm change strategies to target a particular issue.*
- *For example, we need to consider what has already been done regarding our issue. What interventions have been used and what is the evidence (evaluations) for their success or failure? What theory supports the development of interventions?*
- *We need to have a theory of change that describes how we expect change to occur. The Flower Diagram can be a useful way of thinking about our theory of change.*
- *What is the goal of your intervention? Are you trying to stop an old norm, change an old norm or create a new norm? These are not mutually exclusive. By creating a new norm (e.g. using non-violent methods of punishment), it may be a positive way of abandoning an old norm.*



Four strategies for norm change (15 minutes)¹³

Instructions:

This step outlines the four main strategies that can be used to bring about norm change. To explain these four strategies¹⁴, say:

- *Four strategies – laws and policies, mass media, personalised normative feedback, group discussions*
1. **Laws and policies** involve legislating change, e.g. creating national legislation on a minimum age of marriage for girls and boys. Examples include the work by Antanas Mockus or example from Tobacco policies. Antanas Mockus while acting as the mayor of Bogota, used mime artists who would use mimicry and mockery to challenge the actions of anyone acting dangerously on the road, e.g. people who crossed the road without taking notice of traffic lights. In this theatrical approach, the public would laugh along with the mime artists as others in the community were mocked. The artists also encouraged acts of kindness and generosity. In this way, creative methods were used to increase respect with the driving code.
 2. **Traditional mass media** approaches share information about the harmful effects of a practice. Mass media campaigns that aim to change social norms do not focus exclusively on the harmful effect of a given practice, but highlight that a large percentage of the population is against that practice or is abandoning it. The goal is to change social norms: people's perceptions about what others around them do and approve of. This way of using media for social norms change was the very first approach to change social norms and was originally called the "social norms approach" as created by Alan Berkowitz. To do so, media campaigns use a range of techniques such as radio broadcasts, billboards, theatre/role plays and role model approaches. A great example of this is the Bell Bajao campaign in India, which used TV, radio, print and online media to encourage communities to 'interrupt' domestic violence, by ringing the doorbell of homes when they heard violence occurring. Their advertisements normalised the role of an ordinary community member in interrupting violence, making it seem like this was acceptable and typical behaviour.
 3. With the term "**Normative feedback**" we refer to providing personalised information to people about how they are performing compared to their peers. This approach is largely unexplored, but it has been mostly used to reduce electricity consumption by telling people how much they were consuming compared to their neighbour. Other examples include sending SMS to drivers that stop at petrol stations, letting them know if they are consuming more petrol than the majority of the people driving on that road.
 4. **Discussion groups** include community conversations that create opportunities for critical reflection about issues experienced by group members. They are particularly effective when working applying a "people-led" approach. This approach helps group members identify the issues they want to work on and the

¹³ See Tankard & Paluck for more information:

<https://spssi.onlinelibrary.wiley.com/doi/abs/10.1111/sipr.12022>, as well as Chapter 4 of Cristina Bicchieri's 2017 book titled *Norms in the Wild*.

¹⁴ HANDOUT 6



best solutions to change norms related to them. A few of the case studies we looked at earlier take this approach. Tostan's community empowerment programme, for instance, facilitates community discussions over three years. These discussions often culminate in public declarations against harmful practices. These declarations aim to change perceptions among the public about what people in their community approve of.

- *Importantly, these approaches can be mixed. The Tostan example just discussed includes discussion groups but makes also use of radio programmes and public declarations to achieve people-led change in norms at scale.*

Choosing the right primary strategy (10 minutes)

Instructions:

This step helps participants reflect on which type of strategy is most appropriate for the norm they are trying to change. Say:

- *How do we pick the right strategy? There may be a few to use in combination, but this is about choosing the main strategy, keeping in mind that we should continually reflect on whether the strategy is appropriate or if changes are needed. We suggest a few key questions to think about:*
 - *If norms are a misrepresentation of reality, then normative feedback may be effective because this strategy focuses on correcting misconceptions about the prevalence of a particular norm.*
 - *Where are norms active? In the society or a specific group? If in society, maybe mass media might work. If in a specific group, reflection groups may be more effective.*
 - *One norm? Then normative feedback may work. Many norms? Normative feedback may be more difficult where there are multiple norms, so it might be more appropriate to use mass media or discussion groups.*
 - *Factors other than norms – limited role or important role?*
- *Interventions should be designed with a clear plan on who is being targeted. Is it the people carrying out that particular behaviour, or the reference groups that influence them? Or both? In thinking about targeting, it is important to engage with both males and females.*
- *We also need to think about how change might occur beyond this group that you are focusing on with your intervention. Who will they influence? How will change spread in the broader community as a result?*
- *Going back to our Flower Diagram, we also need to think about what levels we need to engage with.*



Thinking about attributes (15 minutes)

Instructions:

Distribute the Handout¹⁵ on common attributes of norms-shifting interventions and say:

- *You have now been given a Handout on common attributes of norms-shifting interventions.*
- *We find this a useful way of pinpointing the specific actions and change mechanisms for norms-shifting interventions.*
- *In the handout you will see a list of common attributes. An intervention is likely to have several of these attributes.*
- *Let's consider the example of household division of labour.*
 - *There may be a norm that women do all the cleaning, cooking and caring for children and that men are not involved in these tasks.*
 - *Let's think back to the four strategies we discussed just now.*
 - *Laws and policies will likely not be appropriate. Mass media activities like participatory theatre to challenge perceptions that men cannot do household tasks, or role model approaches using men in the community who help with chores as positive examples may be strategies we decide to incorporate. Normative feedback may be helpful here—to challenge the idea that men don't do household work. We may also run discussion groups with couples to talk about decision-making, household spending and how work is divided in the home.*
 - *Let's choose one of these activities—discussion groups with couples—and see which attributes apply.*
 - *Which do you think apply? [discussion groups could confront power balances, create a safe space for critical reflection, depending on scale may lead to community-level change, may create new norms and may use organised diffusion].*
 - *We haven't yet discussed the idea of "organised diffusion" mentioned in the handout below. Although it sounds a bit complicated, it is often at the heart of many norms-shifting interventions. It involves sparking reflection within a core group (or reference group), so that they engage with others around them to spread or diffuse the changes.*

¹⁵ HANDOUT 7. https://www.alignplatform.org/sites/default/files/2019-11/lc_nsi_attributes_brief_final_08262019_eng.pdf





SEEKS COMMUNITY-LEVEL CHANGE

Shifts social expectations, not just individual attitudes and behaviors, and clearly articulates normative shift outcomes at the community-level.



ENGAGES PEOPLE AT MULTIPLE LEVELS

(Ecological Model) Uses multiple strategies to engage people at different levels: individual, family, community, and policy/legal.



CORRECTS MISPERCEPTIONS AROUND HARMFUL BEHAVIORS

Sometimes individuals engage in a harmful behavior because they mistakenly think these behaviors are more common than they are.¹¹ For example, if binge drinking is driven by a belief that “everyone does it,” a norms-shifting intervention might reveal that most people, in fact, drink in moderation.



CONFRONTS POWER IMBALANCES

Within sexual and reproductive health and within programs focused on adolescents 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.

Example of open defecation (10 minutes)

Instructions:

Introduce a practical example to help participants think about strategy selection. Say:

- *Let's look at the example of open defecation to think through some of these important questions. Imagine that we have conducted formative research, we have done some interviews and we learn the following about the factors holding open defecation in place in Northern Nigerian:*
 - *Descriptive norms: open defecation is cleaner and healthier than using toilets.*
 - *Positive attitudes toward the practice – open defecation is an acceptable practice.*
 - *Injunctive norms: other people will think you are dirty if you use toilets*
 - *Factual Belief: Toilets are dirty and unhealthy*
 - *Gender-related norms: It is not safe for women and girls to walk to toilets*

Open up for discussion (15 minutes)

Instructions:

This step involves opening up discussion to consider the best interventions to open defecation. Keep the open defecation contextual information above on the screen while asking these questions. You may want to have the questions on a separate flipchart. Ask:

- *Do people individually approve or disapprove of the practice?* [approve]
- *Who could be the reference group you want to reach?* [community leaders, religious leaders]
- *What positive values can you start your conversations from?* [everyone wants to be clean and healthy; children should not have diarrhoea all the time]
- *What strategies can you use?* [new norm that open defecation is dirty and unhealthy]
- *What attributes do the norms-shifting strategies have?* [positive new norm, correct misperceptions, root issue within community's values, community-level change, change at multiple levels]
- *How can you help this reference group motivate others to join in to make change visible?* [mass media, discussion groups]

11:40pm – 12:40pm: Lunch Break





Review Foundational Social Norm Concepts

Duration: 15 minutes

Objectives:

- To review foundational social norms concepts

Materials Needed:

- PowerPoint

Delivery Methods:

- Presentation
- Discussion

Key Activities:

None

Session 5 Facilitation Instructions:

Show the “Review Foundational Social Norms Concepts” slide and explain that you will now be transitioning to talking about practical approaches to measuring social norms for MERL. Before doing so, we will start with a review of foundational social norms concepts



NOTE TO THE FACILITATOR: Gathering and Reflecting on Participant Input

- Throughout the remainder of the training there is dedicated time to gather participant input on the session objectives as well as for participant reflection at the start and end of each session.
- If the training will be delivered virtually, facilitators should create a shared online document with the quadrant matrix outlined in diagram 1 below for this purpose. If the training will be delivered in person, then the facilitator should draw the four quadrants below on a white board, chalkboard, or flip chart.
- Explain the purpose of the quadrant matrix to participants and ensure it is available throughout the entire training for participants to contribute to.

Allow a few minutes for participants to reflect on the topic and make their contributions.

Diagram 1: Reflection Quadrant Matrix

Information about this topic that I don't understand: _____	Content that is surprising or interesting to me: _____
Topics that I want to learn more about: _____	Concepts that are most relevant to my work: _____

Show the “What is a social norm?” slide. Ask:

- *Is anyone willing to volunteer to provide a definition of social norms? If time allows, ask participants to share their definitions.*

Read a definition of a social norms as a review: Say:

- *Social norms are unwritten “rules” governing behaviour shared by members of a given group or society. They are informal, often implicit, rules that most people accept and abide by. In contrast to individually held attitudes or beliefs, a social norm is defined by beliefs that are shared about a behaviour or practice. A common social norm that looks different across contexts and cultures is how close people stand and sit next to friends and strangers. In some places, standing close to each other is the norm and in others keeping space between people, even when they are known to you, is the norm. People might do those things, even when it is not their personal preference, because they are guided by these unwritten societal rules.*

Show the “A norm is....” slide. Say:

- *A social norm is what people in some group believe to be normal in the group, that is, believed to be a typical action, an appropriate action, or both.*

Show the “Distinguishing social norms.” slide. Cover the following key points, and optional additional points as time allows:

- *Key points:*
 - *Customs are practices we engage in primarily because we think that they will meet our needs or satisfy our desires. We call a practice a ‘custom,’ then, when we do it independently of our social expectations: I am not motivated to engage in a custom by my belief that others are doing it, or by my belief that others expect me to do it. Instead, I do it because it suits me: I believe it serves my purposes*
 - *Moral norms are practices we engage in primarily because we believe that they are the right thing to do; they are what morality demands of us. Like customs, we follow genuinely moral norms independently of our social expectations: if we strongly believe something is morally right, we should often do it no matter what other people do or think. Similarly, if we believe something is morally wrong, we shouldn’t do it just because others do, or because others think we should.*
 - *Descriptive norms are practices we engage in because, at least in part, we want to coordinate what we do with what other people in our reference network are doing: “I do it because I believe others do the same.” Hence, descriptive norms, unlike customs or moral norms, are interdependent: we prefer to engage in them only on the condition that we believe others are doing the same. They depend, that is, on our empirical expectations.*
 - *Social norms are rules for behaviour we follow because we believe others follow them, and because we believe those other people think we should follow them, too.*



- *Optional additional points:*
 - *This theory uses ‘custom’ in a way that’s very different from our usual use of the word: a ‘custom’ in our sense isn’t necessarily a cherished tradition, or something we do self-consciously because we think it’s “part of our culture.” It’s just something we believe is useful.*
 - *Moral norms differ from customs because we follow them out of a sense of moral duty, rather than a sense of self-interest.*

Show the “Key Social Norms Terms” slide. Cover the following key points:

- *Social norms reflect what others within a group believe about others within that group. Namely what they believe others in that group do (typical behaviour or what we call descriptive norms) and what people in that group think the individual should do (appropriate behaviour or what we call injunctive norms).*
- *The ‘others’ form part of a person’s reference group.*
- *These norms only exist within the group in question.*
- *Norms may vary across reference groups.*
- *These norms are maintained by social regulation –positive or negative sanctions from the members of the reference group.*

Show the “Reference Groups” slide. Cover the following key points:

- *The term reference group refers to all members of a group or society who influence an individual’s likelihood of complying with norms through modelling and enforcement.*
- *Modelling is who we model our behaviour after/look to as role models.*
- *Enforcement refers to the power holders who will punish or reward us for conforming or not conforming to normative behaviour.*

Show the “Examples of norm measures” slide. Cover the following key points:

- *The question on the top of this slide shows the type of interview or survey question that might be used to measure a descriptive norm, while the second question shows an example of the type of question that might be used to measure an injunctive norm.*
- *The red text indicates the reference group and shows how the reference group may change depending upon the context and behaviour in question.*

Show the “All reference groups may not be created equal” slide. Cover the following key point:

- *Keep in mind that some reference groups may have a larger effect on some individual’s behaviours than others*



Show the “Comparing individual to social norm measures.” Slide. Cover the following key points:

- *In this session we will discuss moving from individual to social norms measurement*
- *Individual measures may explore factors such as behaviour, self-efficacy, or attitude (personal normative belief).*
- *Social norms measures explore descriptive and injunctive norms.*

Show the “Sanctions” slide. Cover the following key points, and optional additional points as time allows:

- *“Outcome expectancies” are the perceived sanctions or punishments as well as rewards or benefits associated with a particular behaviour*
- *Failure to comply with injunctive norms may lead to negative sanctions or punishments.*
- *Compliance with social norms may yield some benefits or rewards (or the absence of negative consequences).*

Show the “Perceived Norms vs. Collective Norms.” slide. Cover the following key points:

- *Typically, we measure descriptive and injunctive norms based on an individual's perceptions. Therefore, most social norms measures assess individual's perceptions of norms or perceived norms.*
- *There is a distinction between perceived norms and collective norms.*
- *Individual empirical and normative expectations, i.e. what Alice thinks others do, and what Alice thinks others expect her to do, are perceived norms.*
- *While what Alice and Ben and Sam and Ester and Frank think others do and what they think others expect them to do collectively, is a collective norm.*
- *However, Perceived norms can be inaccurate and different than actual prevailing norms.*
- *A collective norm is the sum total of behaviours in one's social midst, and may be evidenced by: Macro level changes – social media, policy etc., Aggregated individual-level behaviours or attitudes*

Show the “Pop Quiz Slide.” Using a white board if needed, pose the following the question and responses to the participants (the response listed in bold is the correct response): What you think others do is:

- A. An injunctive norm
- B. **A descriptive norm**
- C. Moral norm
- D. Outcome expectancy



Show the “In Review” slide. Cover the following key points:

- *Social norm indicators MUST*
 - *Measure either the descriptive norm (perceptions of typical behaviour) or injunctive norm (perceptions of what is appropriate)... or ideally both*
 - *Refer to one specific behaviour*
 - *Refer to a clearly defined reference group. If not, it’s an individual attitude*
 - *Refer to a target population that is intervenable for the program*
- *They may also:*
 - *Determine associated outcome expectancies (i.e., rewards or penalties)*

Show the “Read more” slide. Explain that the slide lists relevant resources for this session.

Show the “Reflect” slide: Remind participants to add their ideas to the quadrant matrix. Allow a few minutes for participants to reflect on the topic and make their contributions.





The Staircase for Social Norms Measurement

Duration: 45 minutes

Objectives:

- To describe the staircase for social norm measurement

Materials Needed:

- PowerPoint

Delivery Methods:

- Presentation
- Group Discussion
- Breakout Groups

Key Activities:

Staircase Case Studies (30')

Session 6 Facilitation Instructions:

Show the “staircase for social norms measurement” slide and explain that you will now begin session 6.

Show the “Consider” slide: Remind participants to add their ideas to the quadrant matrix. Allow a few minutes for participants to reflect on the topic and make their contributions.

Show the “Resources for Measuring Social Norms: A Practical Guide for Program Implementers” slide. Cover the following key points:

- *The remaining sections of today’s training will take you through a stepwise process to identify, select, adapt, and use a social norms measurement approach.*
- *We liken this to climbing a staircase whose four levels, from lowest to highest, are Explore; Define and Align; Measure; and Understand and Act.*
- *In climbing the staircase, you ascend from a broad exploration of social norms to arrive at a much more refined and precise understanding of the social norms that prevail in your programme area, and how your programme can address them.*
- *The appropriate step can be determined by how much information you already have about the relevant social norms in your programmatic context, and on where you are in the project cycle.*

Show the “Step 1: Explore” slide. Cover the following key points:

- *If you have only limited evidence about if and how norms are sustaining or preventing a given behaviour, or if you are unsure which specific norms are important, you begin at the bottom of the staircase at Step 1: Explore with a process of norms exploration.*



Show the “Step 2: Define & Align” slide. Cover the following key points:

- *If or when you have a sense of the social norms most relevant to the behaviours your programme is designed to address, and when you are ready to outline which norms and behaviours you wish to measure move on to Step 2.*
- *Step 2: Define and Align will help ensure that you have accurately conceptualised the influence of norms on behaviours of interest, how your programme will address those norms, and how you plan to measure the relevant norm(s).*

Show the “Step 3: Measure” slide. Cover the following key points, and optional additional points as time allows:

- *Key point:*
 - *When you have a strong measurement plan, you are ready to craft your data collection instrument. In Step 3: Measure, we select the measurement approach best suited to your programmatic needs.*
- *Optional additional points:*
 - *It is important to note that the comprehensive measurement of social norms requires significant financial and time resources, expertise in understanding norms, and expertise in data collection and analyses. A full-scale attempt to measure norms will therefore be challenging within the scope of many programs.*
 - *In cases where a full-scale attempt to measure norms is not feasible, experts suggest that programmes use the approaches described in Step 1: Explore to help pinpoint which norms to measure and other information, as these can provide valuable information on norms that can be used to inform programming and aid in interpreting the effect of your programme on behavioural outcomes.*

Show the “Step 4: Act” slide. Cover the following key points:

- *Step 4: Understand and Act is the data interpretation and utilization phase.*
- *Data is analysed, contextualized, and used to, modify programme strategies and/or inform next steps including scale-up.*



Session 6, Activity 1

Staircase Case Studies (30 minutes)

1:10pm

Purpose: To reflect upon and apply key concepts covered during session 6

Activity Instructions:

Break participants into three small groups. Each group will discuss one case study.



Show case studies 1-3; assign each group one case study. Ask participants to consider the following questions in their small groups:

- *How much information do you already have about the relevant social norms in your programmatic context?*
- *Which step should you start on?*
- *What is the purpose of social norms measurement at this stage?*
- *What are potential appropriate data collection methods?*

Allow participants 25 minutes to discuss the questions listed above.

Bring participants back into one large group. Ask groups to report key themes from their discussion as time allows.

Session 6 Facilitation Instructions, continued:

Show the “Pop Quiz Slide.” Using a white board if needed, pose the following the question and responses to the participants (the response listed in bold is the correct response):

- *Vignettes are a popular data collection approach used during which of the following steps?*
 - A. **Explore**
 - B. Define and Align
 - C. Measure
 - D. Understand and Act

Show the “In Review” slide. Cover the following key points:

- *If you have only limited evidence about if and how norms are sustaining or preventing a given behaviour, or if you are unsure which specific norms are important, begin at the bottom of the staircase Step 1: Explore.*
- *When you are ready to develop your conceptual framework that will guide your measurement approach go to Step 2: Define and Align*
- *When you are ready to determine the approach and questions that will go into your data collection proceed to Step 3: Measure.*
- *Once your data has been collected to understand the value/insights that your project has gleaned & feed that back to the programme & to inform next stage initiatives consult Sept 4: Act.*

Show the “Read more” slide. Explain that the slide lists relevant resources for this session.

Show the “Reflect” slide: Remind participants to add their ideas to the quadrant matrix. Allow a few minutes for participants to reflect on the topic and make their contributions.





Day 2 | Session 7

Social Norms Exploratory Approaches

Duration: 50 minutes

Objectives:

- To introduce social norms exploratory approaches

Materials Needed:

- PowerPoint

Delivery Methods:

- Presentation
- Group Activity

Key Activities:

Practicing the Use of 2x2 Tables (20')

Session 7 Facilitation Instructions:

Show the “Become acquainted with social norms exploratory approaches” slide and explain that you will now begin session 7.

Show the “Consider” slide: Remind participants to add their ideas to the quadrant matrix. Allow a few minutes for participants to reflect on the topic and make their contributions.

Show the “Exploration for formative research” slide. Cover the following key points, and optional additional points as time allows:

- **Key points:**
 - *When you begin to explore relevant social norms start with formative research.*
 - *Formative research is designed to explore a topic rather than to answer a research question; it is usually done on a smaller scale than research seeking (for example) to measure programme impact.*
 - *As a first step toward exploring social norms, it is logical to begin by reviewing existing literature and existing data on topics such as behaviours, attitudes, and/or social norms that your programme may want to measure or monitor.*
 - *Depending upon your timeline, resources, and budget, this review of secondary (existing) data can range from a rapid scan to a more organized and targeted process.*
- **Optional additional points:**
 - *During initial exploration of social norms, local field staff and members of the community are often intimately familiar with the social environment*



where they work and also may be important resources. However, just like anyone, they often do not have the full picture and see things mainly from their perspective. For example, talking to an elderly village headman about gender norms that shape the sexual behaviour of adolescent girls will not provide you with a full picture of how those girls themselves define or perceive of how those social norms work.

Show the “Secondary Data Sources” slide. Cover the following key points, and optional additional points as time allows:

- **Key points:**
 - *You may not find studies that measure social norms in your exact programme context. However, you will likely find a number of datasets with useful information at a more aggregate level.*
 - *Other sources of secondary information about social norms may be news coverage, social media, popular entertainment, and laws and policies.*
- **Optional additional points:**
 - *The World Values Survey contains considerable data from more than 80 countries on cultural values, attitudes, and beliefs about gender, family, poverty, education, health, and security.*
 - *Demographic and Health Surveys (DHS) provide nationally representative data on demographics and social and health behaviours.*
 - *the International Men and Gender Equality Survey (IMAGES, carried out in more than 25 countries), and*
 - *The World Health Organization’s Multi-Country Study on Women’s Health and Domestic Violence against Women (conducted in 10 countries).*
 - *Each of these data sources provides useful information on men’s and women’s behaviours and attitudes as they relate to gender equality and roles, gender-based violence (GBV), health, and more.*

Show the “Considerations for secondary data analysis” slide. Cover the following key points, and optional additional points as time allows:

- **Key points:**
 - *There are some limitations of large datasets when it comes to social norms information.*
 - *They often do not account for reference groups (the people whose opinion or behaviour matters to an individual for a particular behaviour or context), and their focus is sometimes too aggregate (for example, national level patterns may not be particularly relevant to someone in an isolated community).*
 - *They typically measure only individual behaviours and attitudes, rather than social norms (or, more specifically, individuals’ perceptions of collective norms).*
 - *However, aggregated information on individuals’ behaviours can provide a proxy for exploring collective norms (the actual prevalence of behaviour).*
- **Optional additional points:**
 - *In one real-life example, a group of researchers wanted to estimate collective norms around contraceptive use among young women aged 15-24 in Ethiopia and Tanzania. They used the most recent DHS data from those*



two countries: because the DHS collects data from randomly selected households within given areas (called enumeration areas), the average number of people who are engaging in a particular behaviour or who have particular characteristics in that area can be thought of as a representation of the collective norm. The researchers found their collective norm measure to be very related to whether individuals in those same areas were using contraception or not.

Show the “Benefits of Primary Data Collection” slide. Cover the following key points:

- *While secondary data can be very useful for providing an idea of key social norms in your programme area, it may be limited in availability and/or difficult to disaggregate.*
- *Because norms and behaviours are dynamic (can change over time) and highly dependent on the socio-cultural context, it is crucial that you also collect data directly from your program’s target audiences during the exploration step.*
- *This primary data collection could help you to:*
 - *Establish the presence of a norm for a given behaviour in a given setting, even if limited in scope;*
 - *Determine the locally appropriate vocabulary for talking to people about a specific norm;*
 - *Determine if more than one social norm affects a behaviour;*
 - *Understand the strength of the norm(s) related to the behaviour;*
 - *Identify reference groups that are influential for the norm, and who is critical in shaping and enforcing norms; and*
 - *Understand if social sanctions and rewards for compliance/non-compliance differ by setting.*

Show the “Primary Data Collection Methods” slide. Cover the following key points, and optional additional points as time allows:

- *Key point:*
 - *In the exploration step, your primary data collection is likely to be qualitative in nature.*
- *Optional additional points:*
 - *Qualitative methods are well-suited to exploring the role of social norms in shaping behaviour, as they allow individuals to define for themselves (with guidance from a trained facilitator) key features of norms and behaviours rather be limited by what outside implementers see as the key features.*
 - *Furthermore, qualitative approaches allow for a much more nuanced exploration of social norms and their determinants than is possible with quantitative data, and the resulting information can then be used to shape more quantitative forms of data collection.*

Show the “Focusing your qualitative inquiry” slide. Cover the following key points:

- *Qualitative data collection generally uses open-ended questions, typically in the context of focus group discussions (FGD) or in-depth individual interviews (IDI).*
- *Both can provide important information, but FGD are considered better at getting general information on communities or groups, including social norms, whereas IDI are considered better at capturing individual experiences, attitudes, and beliefs.*
- *Used together, they can provide a full picture of the normative environment.*



Show the “Participatory qualitative methods” slide. Cover the following key points, and optional additional points as time allows:

- **Key points:**
 - *The goal of interactive or participatory exercises is to directly engage participants and break down the perceived divide between the ‘researcher’ and the ‘research participants’. This is particularly true when working with youth or populations with low literacy levels. Participatory techniques are also enjoyable, easy for participants to understand, and allow their greater ownership of the research process.*
 - *Some implementers may find it easier to use ‘packages’ of tools and exercises to explore social norms, such as Oxfam’s Social Norms Diagnostic Tool, IRH/Passages’ Social Norms Exploration Tool (SNET), and CARE’s Social Norms Analysis Plot (SNAP) framework. Each of these packages can be easily adapted to a variety of settings and populations. Today we’ll discuss three of these packages.*
- **Optional additional points:**
 - *Qualitative research methods such as FGD and IDI can be made more effective by combining them with interactive and participatory techniques. For example, participants in FGD and IDI can be asked to rank, map, or respond to vignettes over the course of the FDG or IDI.*
 - *Although valuable, participatory exercises can also be a challenge to implement. They require strong facilitation skills and good knowledge of the large range of techniques. It can seem overwhelming to choose exercises and to tailor them to the populations, outcomes, or norms that your programme wishes to address.*

Show the “Participatory Techniques” slide. Cover the following key points:

- *Body Mapping can provide a way to discuss norms around sensitive matters in AYSRH as participants are reporting on a more abstract outline rather than their own bodies.*
- *To implement Pile sorting effectively, the researcher needs some knowledge of the words or pictures that would most resonate with and reflect social norms to study participants.*
- *Social network mapping helps to identify which individuals and reference groups hold what level of influence over another individual or group.*
- *2X2 tables are easy to complete and in so doing explore descriptive norms, injunctive norms, and outcome expectancies. This approach allows individuals to see how groups behave the same or differently from others and similarities and differences between approval and behaviour.*

Show the “Examples of Social Norms Exploratory Tools and Approaches” slide. Explain:

- *The following slides will describe various tools and approaches for the exploration of social norms.*

Show the “Social Norms Exploration Tool (SNET)” slide. Cover the following key points:

- *The SNET is a participatory, learning and action approach whose exercises are intended to be practical and cost-effective exercises to help programme planners and*



implementers quickly develop a preliminary understanding of the social norms in a given setting. It was developed by Institute for Reproductive Health, Georgetown University (IRH) as part of the Passages Project.

- *The SNET guides users to gather information about the most relevant social norms affecting behaviours of interest in a specific setting and the groups or individuals who influence those behaviours (reference groups).*
- *It presents an organized process that users can follow to set objectives, train staff, select and develop tools from a range of participatory, conduct data collection, analyse the data, and report findings.*
- *The SNET envisions a rapid process of social norms exploration that, depending on the number of social norms and populations addressed, can take as few as eight days.*

Show the slide titled “An illustrative SNE process to explore norms shifting operating in CareGivers’ Support Groups!” Explain that this slide demonstrates the data collection processes that can be used for each phase of the SNET.

Show the “SNET Example Exercises” slide. Explain that this slide showcases a sample of exercises from the SNET to be used for Step 2 –Identifying reference groups and Step 3 – exploring social norms.

Show the “What is the value of SNET?” slide. Cover the following key points:

- *The SNET provides simple, practical exercises to identify key influencers and diagnose the social norms driving behaviours of interest.*
- *The SNET asks the following critical questions:*
 - *Who are the reference groups that influence the behaviour? Identifying reference groups that do or do not support a behaviour help programmes include the right people in interventions and evaluations.*
 - *What are the social norms that influence this behaviour? Identifying the root causes of an issue – including social norms - ensures your programme articulates and addresses the range of determinants of behaviours.*
 - *Why do people comply with social norms? Why not? Identifying reasons why people comply will help unpack the ‘black box’ in your programme. Maybe it’s because norms are hidden, maybe it’s because people have a strong desire to conform, or maybe they face benefits or fear sanctions for behaving.*
 - *What are the social norms that influence this behaviour the most? Discussing, analysing, and prioritizing normative factors (and considering other factors) allows more effective, efficient use of resources.*

Show the “SNAP” Framework” slide. Cover the following key points:

- *CARE developed the Social Norms Analysis Plot (SNAP) Framework to identify key components of a particular norm, to understand its influence on behaviour(s) of interest, and to measure if and how the norm is changing.*
- *The SNAP is relevant for several junctures: to identify norms (Step 1: Explore), understand how these might respond to particular programme interventions you are*



considering (Step 2: Define and Align), or to develop and refine the qualitative and/or quantitative measures you'll use to measure norms and assess change (Step 3: Measure).

Show the “SNAP Framework Sample vignette” slide. Cover the following key points:

- *The SNAP framework uses vignettes, which are story-telling exercises with fictional characters—to gather information on the characteristics of social norms.*
- *This vignette is focused on decision making around early marriage.*
- *The first question is focused on injunctive norms, the second on outcome expectancies.*

Show the “CARE’s Social Norms Analysis Plot (SNAP) framework” slide. Cover the following key points, and optional additional points as time allows:

- *The SNAP framework builds on the basic components of norms discussed in the Introduction and considers additional components that might influence behaviour: specifically, how strong a norm is, how flexible or rigid it is (including when exceptions to conformity are allowed).*
- *The SNAP framework asks the following critical questions:*
 - *What behaviour is considered typical or usual in the group you are interested in?*
 - *What behaviour is considered to be approved of in that group?*
 - *If someone behaves in a way that breaks the norm, what social punishment is expected?*
 - *How much do the expected social sanctions for breaking the norm influence how people behave?*
 - *Is it acceptable for some people (or all people at some times) to behave in a way that is not typical or not approved in the group?*

Show the “ACT Framework” slide. Cover the following key points, and optional additional points as time allows:

- *The ACT framework was developed by the The UNFPA-UNICEF Joint Programme on the Elimination of Female Genital Mutilation (FGM) in partnership with Drexel University’s Dornsife School of Public Health.*
- *It was developed specifically for measuring and tracking changes in social norms related to FGM but components of it can be used/adapted for other outcomes.*
- *The ACT framework is made up of three primary components – which are the source of the acronym “ACT”.*
- *It supports participatory, qualitative data collection and is most applicable during assessment and triangulation.*





Session 7, Activity 1

Practicing the Use of 2x2 Tables (20 minutes)

2:20pm

Purpose: To practice the use of a tool designed to uncover individual- and community-level approval and practice of a given behaviour.

Instructions:

Show the “Activity: Practicing the Use of 2x2 Tables” slide.

- *Ask participants to take out a piece of paper.*
- *Ask participants, “Do you approve of behaviour X (using sanitary pads instead of cloth during menstruation)”*
- *Instruct participants to write the word yes or no on the paper (If you are moderating this activity for nonliterate audiences you can use stickers) Green = yes Red = no*
- *Now, ask participants to select one influential member of their social network*
- *Now ask: Does this person whose opinion matters to you approve of behaviour X*
- *Instruct participants to write the word yes or no on the paper*
- *Ask for a few volunteers to read the two words aloud*

Show the “2x2 tables ‘SET’ How to” slide. Now ask participants to identify the appropriate quadrant in the Approval table based on the questions they just answered:

- *I approve (Yes) and people whose opinion matters to me also approve (Yes): select quadrant 1*
- *I approve (yes) but people whose opinion matters to me do not approve (no): select quadrant 2*
- *I don’t approve (No) but people whose opinion matters to me approve (yes) : select quadrant 3*
- *I don’t approve (No) and people whose opinion matters to me also do not approve: select quadrant 4*

Show the “2x2 tables ‘ACTION’ Example” slide. Now ask participants to identify the appropriate quadrant in the Approval table based on the questions they just answered:

- *People whose opinion matters do the behaviour (Yes) and expect me to do (Yes): select quadrant 5*
- *People whose opinion matters do the behaviour (Yes) but don’t expect me to do the behaviour (No):select quadrant 6*
- *People whose opinion matters to be don’t engage in the behaviour (No) but expect me to do the behaviour (Yes): select quadrant 7*
- *People whose opinion matters to me don’t engage in the behaviour (No) and don’t expect me to either (No): select quadrant 8*



Show the “Interpretation of 2x2 Table Data” slide. Say:

- *If participants fall into the yes/yes and no/no quadrants, it signifies that norms are at play.*
- *Dissonance between approval and practice illustrates that participants are either abiding by a norm they would rather not practice or are challenging a norm that is widely practiced.*
- *Depending on the normative behaviour, this may be health-promoting or health-harming.*
- *If participants are unable to articulate reasons, rewards, and/or punishments, pluralistic ignorance may be at play.*

Session 7 Facilitation Instructions, continued:

Show the “Pop Quiz Slide.” Using a white board if needed, pose the following open-end question to the participants:

- *List one of the frameworks or toolkits that can be adapted to explore social norms.*

Show the “In Review” slide. Cover the following key points:

- *Secondary data exist in many contexts & can provide some insight*
- *There are many benefits to collecting some qualitative data prior to programme design & implementation*
- *Qualitative inquiry and participatory methods most useful at this stage*
- *Several social norms exploratory frameworks & toolkits exist & can be adapted*

Show the “Read more” slide. Explain that the slide lists relevant resources for this session.

Show the “Reflect” slide: Remind participants to add their ideas to the quadrant matrix. Allow a few minutes for participants to reflect on the topic and make their contributions.

2:30pm – 2:45pm: Afternoon Tea Break





Integrating Social Norms at Programme Conceptualisation

Duration: 30 minutes

Objectives:

- To provide an opportunity for participants to consider how to integrate social norms at programme conceptualisation

Materials Needed:

- PowerPoint

Delivery Methods:

- Presentation

Key Activities:

None

Session 8 Facilitation Instructions:

Show the “Integrating social norms at programme conceptualisation” slide and explain that you will now begin session 8.

Show the “Consider” slide: Remind participants to add their ideas to the quadrant matrix. Allow a few minutes for participants to reflect on the topic and make their contributions.

Show the “Before you can Measure...” slide. Explain that prior to measuring changes in social norms, one must first identify relevant norms, determine how norms relate to programme activities and goals, and develop measures in alignment with programme framework.

Show the “When to Monitor and Evaluate” slide. Cover the following key points:

- *Assessing social norms change requires multiple timepoints of measurement*
- *Measurements at baseline may determine needs, priorities, stakeholder groups, and resources.*
- *Interim Monitoring involves the process of periodically assessing programme inputs and outputs.*
- *Measurements at endline assess outcomes and impacts to determine to what degree the programme goal was met.*

Show the “Why clear programme conceptualisation matters for social norms measurement” slide. Cover the following key points:

- *Designing strong social norm programme monitoring and evaluation indicators requires the development of a clear framework depicting the influence of social norms on programme outcomes*



- *Most importantly for this training, a conceptual framework and programme TOC will form the basis for the decisions you make about study design and measurement tools, improve the rigor and usefulness of the data you collect, and help you identify focus areas for both research and programming.*
- *Additionally, programmes and evaluation plans that are grounded in a conceptual framework and an explicit, consensus-driven TOC are more likely to have a clear, common understanding of a programme, its goals, and the mechanisms through which change will occur; have developed common language to discuss programme; and be able to make changes to the programme based on new information, be effectively adapted in new settings, and to have measurement and evaluation systems that support programme implementation.*

Show the “Three Tools for Programme Conceptualisation:” slide. Explain that three *tools* for this purpose include the conceptual framework, the theory of change, and the logic model.

Show the “Why a conceptual framework?” slide. Cover the following key points:

- *A conceptual framework is a theoretical roadmap showing “directions” between factors or elements that shape behaviours or outcomes.*
- *It describes major factors that influence the behaviour or phenomenon your programme is trying to change.*

Show the slide titled “A conceptual framework for social norms.” Cover the following key points:

- *This slide presents an example of a conceptual framework developed by the Learning Collaborative, it builds on and refines a framework developed by other researchers.*
- *Here we can see that the power an individual has is shaped by the overlap of institutional, individual and social factors and resources, which in turn shapes gender dynamics and health outcomes.*
- *This framework appears simple, but effectively shows the many complex interactions and processes involved in achieving programmatic outcomes.*

Show the “Adopting your own social norms conceptual framework” slide. Cover the following key points, and optional additional points as time allows:

- *Key points:*
 - *If your programme is not already based on a conceptual framework, then it is worth developing or identifying one.*
 - *The first step is to review what is already known from research or programming about the behaviour you are interested in changing and the social and cultural context that your programme is/will be working in.*
 - *Examine other conceptual frameworks and see how well they align with what you know about the context you are working in. Remember that many conceptual frameworks about social norms already exist; you do not need to develop one from scratch.*
 - *This process should be collaborative – sit with your colleagues and other important stakeholders in the project, including members of the*



communities where your project will operate and work together to develop your own framework or to modify an existing one.

- *Optional additional content:*
 - *This is also a good opportunity to see how well your programme elements align with the pieces of the conceptual framework – if they don't align well with what has been shown to be effective, it is unlikely that your programme achieves its goals as it will most likely not address the important factors that drive the behaviour you are interested in. If you do want to test something new, consider resources available to rigorously track the effectiveness.*
 - *It is important to remember that your programme is not required to address all of the levels or relationships shown in a conceptual framework. It may focus only on several, specific factor(s) and relationship(s) included in the framework. Consider work being done by other implementers or actors that may also align with your goal.*

Show the “Why a Theory of Change (TOC)?” slide. Cover the following key points:

- *A TOC is a practical programming tool that lays out, step by step, a programmer's understanding of how and why an intervention produces intended outcomes, and the pre-conditions necessary for it to do so, within a specific context.*
- *A TOC is often informed by a conceptual framework that defines theoretical concepts and directional relationships between them. A TOC, however, is less 'big-picture' and more focused on the details of how a programme will achieve its goals.*

Show the “TOC” slide. Cover the following key points, and optional additional points as time allows:

- *Key points:*
 - *A TOC typically includes a sequence of logically-linked events leading to change. For example, this diagram illustrates:*
 - *The target population and reference groups for the intervention*
 - *Types of activities they will conduct with individuals, groups, and communities*
 - *Where they intend to link to programmes addressing other factors identified in the conceptual model*
 - *Which outcomes they expect to see change first*
 - *And the sequence and relationships between their longer-term outcomes and goals*
 - *Develop TOC in close partnership with full implementation team and other important stakeholders*
- *Optional additional content:*
 - *The development of a TOC is opportunity for reflection on evidence behind each assumption in the pathway to change and highlight evidence gaps still to be filled*
 - *It can be helpful to also identify potential blockages or risky pathways and alternative change pathways*



Show the “Planning your social norms measures” slide. Cover the following key points, and optional additional points as time allows:

- *Key points:*
 - *A logic model (or measurement plan) takes the TOC one step further in terms of detail, linking project inputs to specific activities, outputs of those activities and the short-, medium- and long-term outcomes that together lead to the larger impact that the programme aims to have*
 - *Identify variables or indicators that you will collect data for. These should be grounded in conceptual framework and TOC.*
- *Optional additional content:*
 - *Identifying beforehand what data sources you will use to track each of these elements will increase the likelihood that the results can be used to advance programme efforts.*
 - *Both the TOC and logic model provide a solid framework from which to draw measures of change and provide an important ‘reality check’ for programme designers by forcing them to clearly present each step along the pathway from programme activity to actual outcomes.*

Show the “Logic Model Example” slide and cover the following key points:

- *This slide presents an example TOC from the “Change Starts at Home” programme.*
- *The specific activities are listed on the bottom flowing into their expected outputs.*
- *The intermediate outcomes are presented in the middle of the graphic and flow into the expected outcomes, and finally expected impact.*

Show the “Example of integrating social norms from conceptual model to measurement plan” slide. Explain that the following slides will depict an example of how social norms can be integrated through programme conceptual model to measurement plan.

Show the “Conceptual framework behind the ACT Framework” slide. Cover the following key points:

- *This is the underlying conceptual model for the 2x2 tables presented earlier in this session from the ACT Framework.*
- *In this model, social norms are placed as an intermediary step between what individuals know and feel, and what individuals and communities do. The two-way arrows indicate the dynamic relationship between social norms and these elements*
- *Contextual factors are portrayed as encompassing social norms, since social norms cannot change if factors like gender norms and power are not addressed.*

Show the “Measurement Plan” slide. Cover the following key points, and optional additional points as time allows:

- *Key points:*
 - *This slide highlights individual-level measures and normative-measures from the ACT framework’s overarching measurement plan that specifies a measure or indicator for each of the framework’s component.*



- *The full plan outlines measure for contextual factors like gender and empowerment, social support and networks, and outcomes like exposure to communication interventions.*
- *Optional additional content:*
 - *Projects seeking to adapt this framework would want to customize the exposure indicators based on the interventions they are implementing, as well as adapt or tailor the other measures and indicators to their project’s context.*

Show the “Monitoring Indicators” slide. Cover the following key points:

- *This slide demonstrates how the team behind the ACT Framework outlined which survey questions will inform various measures and how to analyse or summarize the data.*
- *You see on the left they have specified indicators for descriptive and injunctive norms related to female genital mutilation.*
- *In the middle column, they have mapped which survey instrument questions inform these indicators.*
- *In the third column, they give guidance on how to score for each indicator, as well as additional ways the data can be used.*

Show the “Illustrative Indicators for Monitoring Norms Change” slide. Cover the following key points:

- *Other indicators (beyond normative factors) can also provide useful insight such as such as of change in social support and networks, contextual factors, or other social change.*
- *Most of these are not amenable to including in an activity-based monitoring systems, but they could be part of qualitative/observation monitoring discussions with staff during quarterly or semiannually ‘learning reflection’ meetings.*
- *What is most important to take from this slide are the 4 category areas that are useful when thinking about monitoring norms change.*

Show the “Pop Quiz Slide.” Using a white board if needed, pose the following the question and responses to the participants (the response listed in bold is the correct response):

- Conceptual models can help researchers to:
 - A. Understand how social norms relate to programme activities and goals
 - B. Create appropriate measures
 - C. None of these
 - D. **Both of these**



Show the “In Review” slide. Cover the following key points:

- *Documenting your measurement approach a priori is an important step, whether conducting a qualitative study, a mixed methods study, a baseline, or an evaluation.*
- *During this process you will define or operationalize the specific “concepts” you will measure and how you believe these concepts are related.*
- *Once concepts are identified, programmes can then develop data collection instruments to include questions to measure each concept.*

Show the “Read more” slide. Explain that the slide lists relevant resources for this session.

Show the “Reflect” slide. Remind participants to add their ideas to the quadrant matrix. Allow a few minutes for participants to reflect on the topic and make their contributions.





Distinguishing Among Types of Social Norms Measures

Duration: 40 minutes

Objectives:

- To describe the various types of social norms measures

Materials Needed:

- PowerPoint

Delivery Methods:

- Presentation
- Small Group Activity

Key Activities:

Fix My Measure (15')

Session 9 Facilitation Instructions:

Show the “Distinguish among types of social norms measures” slide. Cover the following key points:

- *This session provides basic guidance on how to measure core aspects of social norms, using examples drawn from the experience of Global Learning Community members and their networks.*
- *This session will focus largely on quantitative approaches to the measurement of norms. This should not be taken to mean that qualitative approaches cannot provide important information on social norms. In practice, we strongly advocate that qualitative and quantitative approaches be used together, as they complement each other well.*

Show the “Consider” slide: Remind participants to add their ideas to the quadrant matrix. Allow a few minutes for participants to reflect on the topic and make their contributions.

Show the “Keep in mind...” slide. Cover the following key points:

- *Measuring social norms is a challenging and complex process.*
- *Because norms are based on social processes and structures, measuring them often requires multiple questions about several aspects of a given norm and/or behaviour.*
- *When determining the most appropriate measurement approach, programmes should consider potential constraints (such as time and funding) and feasibility—and do the best they can within the reality of their programme context*
- *If possible, include both qualitative and quantitative approaches, as they complement each other well*



Show the “Considerations for deciding what to measure – Multiple Norms at play” slide. Cover the following key points:

- *Multiple norms may influence a behaviour.*
- *It is typical to assume that the social norm that corresponds most directly to the behaviour is the one with the greatest effect on behaviour change.*
- *In reality, indirect norms may have a greater impact.*
- *It is critical to consider the role of both direct and indirect norms when determining what to measure.*
- *When determining which norms to measure programmes should recognize that shifts in these other norms may have to occur first for the greatest impact on the behaviour of interest.*

Show the “How to measure” slide. Explain that many tools and formats exist to help quantify perceived norms, specify reference groups, and measure outcome expectancies.

Show the “Considerations for including reference groups” slide. Cover the following key points:

- *It’s critical that your data collection tools specify the most important reference groups to which each of your social norms questions refers (such as by age, gender, profession, stage of life, type of support or relationship, residential location, etc.). This process sometimes called ‘bounding’ a reference group.*
- *The most important reference groups should be determined during Step 1: Explore. If, however, you need to measure social norms without the benefit of formative data, or with formative data that indicated a large number of reference groups, approaches are available to help you narrow your reference groups to those most relevant to your project objectives.*

Show the “Specifying Reference Groups” slide. Cover the following key points:

- *Asking questions about behaviours or beliefs without asking about the reference group will result in a measure of an individual’s attitude or personal belief, and not of a social norm.*
- *Two common ways to bound reference groups in a survey include:*
 1. *Including a predefined or “assumed” reference group in the survey question.*
 2. *Asking the respondent to list or define their influencers, either within the question or in a different part of the survey.*

Show the “Social Network Mapping Census” slide. Cover the following key points:

- *This slide shows an example tool from Institute for Reproductive Health, Georgetown University (IRH)’s Tékponon Jikuagou Project.*
- *The goal of the Tékponon Jikuagou Project was to increase family planning use in Benin.*
- *In their project evaluation, IRH researchers used a social network approach known as egocentric enumeration to define and identify reference groups.*



- Respondents were asked to name--or 'enumerate'--the people in their social network who provided them either material assistance or practical assistance
- *Tékponon Jikuagou* hypothesized that these two types of people would be the reference groups most likely to influence an individual's behaviours or beliefs.
- After identifying these people and recording their names in a network grid, respondents were asked whether they believed each individual approved or disapproved of family planning use (injunctive norm).
- In contrast to using pre-specified reference groups, the egocentric enumeration applied by *Tékponon Jikuagou* allows for pinpointing exactly who influences respondents' perceptions of descriptive and injunctive norms, from their own perspectives.

Show the "Reference groups & Powerholders" slide. Cover the following key points:

- This slide shows an excerpt from the *Social Norms and AYSRH: Building a Bridge from Theory to Program Design* guide developed by the Learning Collaborative to Advance Normative Change.
- This example demonstrates how to bound reference groups in an interpretable way.
- It also distinguishes between reference groups for who's doing the behaviour and those who approve of the behaviour.
- Finally, it determines the relative influence of reference groups.

Show the "Survey approaches to measuring norms and outcome expectations" slide. Explain that many tools and formats exist to help quantify perceived norms, including single-item measures, indices, scales and vignettes (when used in the context of a quantitative questionnaire).

Show the "Single item" survey questions" slide. Make the following key points:

- The simplest and most common measures of perceived norms are survey items that ask about one perceived norm in relation to one assumed reference group at a time. We call these 'single-item measures.'
- On this slide is a basic blueprint of how these questions are structured
- Responses are often a Likert scale or numerical ranking, such as a scale of 1-5, but could also be "yes/no."

Show the "Comparing individual attitudes & perceptions of social norms" slide. Explain that in a survey, it may be useful to ask about and therefore be able to compare both the individual's attitude, and their perceptions of other's attitudes (injunctive norm).

Show the "Likelihood of compliance" slide. Explain that this is an example of such a survey question.

Show the "Single item measures: Sanctions" slide. Cover the following key points:

- You can also use single item survey questions to measure outcome expectancies.



- This slide presents an example of a series of single item questions about perceptions of sanctions from a project in India called Parivartan.



Session 9, Activity 1

Fix My Measure (15 minutes)

3:25pm

Purpose: To provide opportunity for participants to apply information provided in the previous session and to practice developing indicators

Instructions:

Display the six survey indicators provided on the “Group Activity: Fix My Survey” slide.

Break participants into groups of six.

Assign each group one indicator and ask each group to work together to identify how the measure can be improved; Instruct each group to assign one member to report out to the larger group at the close of the activity.

After allowing time for small group discussion, bring all participants back together. Ask for the assigned reporters to summarize their group’s discussion

Session 9 Facilitation Instructions, continued:

Show the “Scales and Indices” slide. Cover the following key points, and optional additional points as time allows:

- **Key points:**
 - *Indices and scales both use multiple questions to create a single measure for a phenomenon that is not directly measurable with a single question.*
 - *The responses to these items are then aggregated in some way to indicate an individual’s score compared to a minimum or maximum.*
 - *An index generally sums the values of the response to the questions to create a ‘score’ (a very simple index might count the number of ‘yes’ responses to a series of yes/no questions).*
 - *A scale goes one step further and uses statistical techniques (typically a form of factor analysis) to ensure all the items in the scale are related to each other.*
 - *Scales provide quantitative measures that are more precise and reliable, which aids analysis and interpretation.*
- **Optional additional points:**
 - *While single item questions are simple to construct and analyse, it could take up a lot of room in a questionnaire to comprehensively measure all aspects of a social norm.*



- *That is one reason multi-item indices or scales are often used measures in questionnaires.*
- *Using previously tested scales ensures research validity and reliability. However, few validated scales of social norms exist.*
- *It is problematic to modify an existing, validated scale as removing or adding questions, may change the way that the scale works and what it eventually measures. We recommend that you do not make any changes unless you are prepared to rigorously test the performance of the scale (including a full set of tests for validity and reliability).*

Show the “Index: Composite indicator for descriptive and injunctive norms from ACT Framework” slide. Cover the following key points, and optional additional points as time allows:

- *The ACT framework presented earlier, also specifies a composite index for overall social norms, shown here.*
- *This index sums scores from each individual items.*

Show the “10 Steps To Create And Psychometrically Test A Scale For Measurement” slide. Explain that these 10 steps were developed by the Emerge Project at the Center on Gender Equity and Health at UCSD.

Show the “Partner Violence Norms Scale” slide. Cover the following key points:

- *This slide demonstrates an example of a scale developed to measure social norms from the Change Starts at Home Project in Nepal.*
- *The goal of the Change Starts at Home Project was to shift social norms related to intimate partner violence.*
- *Researchers from Emory University used findings from a literature review and formative research to develop the Partner Violence Norms Scale (PVNS), shown here, to examine relevant injunctive norms.*
- *Participants were asked not about their own beliefs, but about their perceptions of how many members of their community believed each statement.*
- *Initial analyses of survey results suggest higher scores on the PVNS were strongly associated with reporting of more physical and sexual violence. This suggests that it holds promise as a useful scale measure of social norms associated with IPV*

Show the “Vignettes” slide. Cover the following key points, and optional additional points as time allows:

- *Key points:*
 - *Vignettes are a guided story telling methodology that can be conducted with an individual or a group.*
 - *Vignettes can be communicated to respondents in many ways (as a story told by a data collector, or displayed in a computer program, or through videos, photos, or songs), and are followed by a facilitated discussion or by a series of quantitative questions.*



- *It is important that vignettes present participants with familiar and easily understood scenarios, and that they are piloted with the target population to ensure comprehension and relatability prior to use.*
- *Optional additional points:*
 - *No firm rules exist about the length or complexity of a vignette, but when used in quantitative studies, vignettes that are simple, relatable, and precise work best for measuring norms and their impact on behaviour.*
 - *Vignettes have several advantages over traditional survey questions:*
 - *If scenarios are relatable, vignette-based questions and responses may be more realistic and less abstract than conventional survey questions.*
 - *Furthermore, they may minimize socially desirable responding, since the questions are not about the respondent, but about someone “like” them.*

Show the “Formula for constructing a Vignette” slide. Explain that this slide demonstrates the various components to consider when developing and integrating a vignette into a data collection tool.

Show the “Sample Vignette Abdiboru Project” slide. Explain that this slide presents an example Vignette utilized by CARE.

Show the “Sample Vignette Responses” slide. Explain that this slide demonstrates the types of responses researchers collected by utilizing the vignette shared on the previous slide.

Show the “Vignette Experiments” slide. Cover the following key points:

- *Quantitatively vignettes can be used in vignette experiments. In this technique, scenarios can be manipulated to test combinations of factors that may influence behaviours or normative expectations.*
- *This slide demonstrates an example from a study of HIV Risk Program in central Uganda. Researchers from American University wanted to uncover gender norms associated with transactional sex. To do so, they randomly assigned respondents to receive one of two versions of three stories that differed (or were manipulated) to test the effect of these variations on respondent’s answers.*

Show the “Collective Norms” slide. Cover the following key points:

- *As mentioned earlier, typical measures of descriptive and injunctive norms examine research participants’ perceptions of normative behaviours and attitudes in a social space—in effect, measuring perceived norms.*
- *However, perceived norms can be inaccurate and different than prevailing norms.*

Show the “Collective Norms – How to Measure” slide. Cover the following key points:



- *Measures of collective norms describe the sum total of a type of behaviour in a bounded social space. This may be evidenced by:*
 - *Macro level changes – social media, policy etc.*
 - *Aggregated individual-level behaviours or attitudes.*
 - *Calculated as the sum of reports of a type of behaviour (positive and negative) within a bounded social space.*
- *One of the biggest challenges in measuring collective norms is bounding the social space.*

Show the “Aggregated individual behaviours as collective norm measures.” Explain that this slide presents an example of how researchers used aggregated individual behavioural data to elucidate collective norms.

Show the “Pop Quiz Slide.” Using a white board if needed, pose the following the question and responses to the participants (the response listed in bold is the correct response):

- Which of these measurement approaches employs a storytelling approach?
 - Single item questions
 - Scales
 - Vignette surveys**
 - Network mapping

Show the “In Review” slide. Cover the following key points:

- *Regardless of which approach you choose, use findings from your formative exploration (Step 1: Explore) and the norms identified as most salient to your program’s TOC (Step 2: Define and Align) to ensure that your questionnaire is narrowed to the norms, behaviours, and population of interest to your program.*

Show the “Read more” slide. Explain that the slide lists relevant resources for this session.

Show the “Reflect” slide. Remind participants to add their ideas to the quadrant matrix. Allow a few minutes for participants to reflect on the topic and make their contributions.





Applying Social Norms Measurement Findings

Duration: 60 minutes

Objectives:

- To describe how social norms measurement findings can be applied for different purposes

Materials Needed:

- PowerPoint

Delivery Methods:

- Presentation
- Group Activity
- Discussion

Key Activities:

Healthy Homes: A Fictional Case Study (30')

Applying Your Findings: Case Study Examples (10')

Session 10 Facilitation Instructions:

Show the “session 10 objective: Appreciate how social norms measurement findings can be applied for different purposes” slide. Cover the following key points:

- *The amount of information you gather from a survey or a qualitative activity can feel overwhelming, but being able to make sense of this information and use it to inform or improve your programme is essential to getting the most out of your efforts, whether you are a programme manager, planner, designer, or evaluator.*
- *This session includes tips on what to look for in your data, how to approach answering key questions, and how to best make use of your findings to improve programmes and policy. These tips are based on the experience of members of the Global Learning Collaborative.*

Show the “Consider” slide. Remind participants to add their ideas to the quadrant matrix. Allow a few minutes for participants to reflect on the topic and make their contributions.

Show the “Using data to inform next steps...” slide. Cover the following key points:

- *The scale up of effective social norms focused projects typically requires adaptations as they are introduced into new socio-cultural contexts and new target populations*



as well as when they are adopted by new organizations or integrated into ongoing programs.

- It is essential when planning for scale-up to refer to your findings from earlier measurement and implementation monitoring in order to ensure that critical project elements are not lost in the scale-up process.
- Some important questions that can inform project adaptation are as follows:
 - What were the project elements (i.e., engagement in certain activities, certain types of exposure etc.) that were most strongly associated with the desired outcomes?
 - Were there some project elements that were associated with outcomes over a longer period of time (i.e., seemed more sustainable) than others?
 - Were there any project results that were counter-intuitive or were there any unintended consequences or backlash that resulted from the project that would require project adjustments going forward?
 - Which reference groups were most influential to your social norms of interest?
 - What were the costs associated with the various project elements?
 - How you use the answers to the questions above may vary depending upon which type of scale your project is aiming to achieve.



Session 10, Activity 1

Healthy Homes: A Fictional Case Study (30 minutes)

4:00pm

Purpose: To apply key concepts from this session through the examination of a fictional case study

Instructions:

Show the “Healthy Homes: A Fictional Case Study” slide. Explain that this activity is based on a fictional programme called Healthy Homes.

Read the Healthy Homes Case Study.

Healthy Homes Case Study: *Healthy Homes is using mass media campaigns and community health care workers (CHWs) to promote knowledge of the benefits of improved latrine use and positive social norms about improved latrine use. The programme is not providing direct assistance with building latrines, but another project in the area, called Latrines R Us, is and people are hearing about the latrines at health facilities. To evaluate their approach, Healthy Homes is randomizing individuals to receiving the mass media campaign only or the mass media campaign augmented by visits from CHWs who explain the benefits of improved latrine use with the idea that the additional component (intervention exposure) will augment intervention outcomes. Their TOC also expects that norm change is in the path to behaviour change. Healthy Homes has conducted a household survey to look at whether households in their programme area are using improved latrines and will also ask about factors that they think contribute to this behaviour, such as exposure to their program, perceptions of social norms, knowledge of the benefits of latrine use, and access to an improved latrine.*



Show the “Health Homes Conceptual Model” slide. This slide demonstrates a simplified theory of change for the Healthy Homes program.

Show the “Check your Theory of Change” slide. Say the following:

- *The first question a programme may want to consider is if the TOC working as expected.*
- *If a comparison group is available, it will be helpful to compare the following differences between intervention and control groups:*
 - *Differences in the behaviour of interest in each group*
 - *Differences in expected pathways, including changes in norms*
- *You will also want to check whether exposure happened as you expected. Measuring and examining how much exposure your actually experienced will help you to quantify whether your intervention contributed to any the behaviour and norms that you may be detecting.*
- *In a real-world context, measuring direct exposure (e.g. attending a project activity) and indirect exposure (hearing about programme messaging from a person directly exposed) will be important to understand if project messages are diffusing beyond directly exposed participants to others in the intervention and comparison areas.*
- *If you find that your intervention group is not changing or responding as you would expect, the programme reach may not have been as extensive as planned or the intensity of exposure (dose) was not enough to cause change.*

Show the “Is Healthy Homes’ ToC working as expected?” slide. Say the following:

- *This fictional chart shows results from Healthy Homes’ household survey.*
- *The three different colour bars represent three groups of respondents: 1) those who said they had been exposed to mass media messages about using latrines, such as radio ads. 2) Second are those who remembered the radio ads and said a CHW had come to their household to talk about latrines. 3) The third group did not recall any radio ads or a CHW visit, but said they had heard about improved latrines at a health facility.*
- *Here we show the program’s outcome of interest on the far right—self reported use of an improved latrine in the past day*
- *On the left are four factors that the programme thinks contribute to latrine use, including descriptive norms, injunctive norms, knowledge, and access to a latrine.*
- *In this example, use of latrines was highest among those with the most programme exposure (grey). Positive norms were also highest among those with the most programme exposure, however access to an improved latrine at home and knowledge of the benefits of latrines was similar across all three groups.*

Facilitate a discussion about this data using the following questions and key points:

- *Does it seem like exposure to Healthy homes is related to having a latrine at home? Is that expected or unexpected based on the theory of change?*



- *What could be one explanation for why knowledge of the benefits is high in all three groups?*
- *Based on these findings, would you recommend that Healthy Homes continues door to door promotion through CHWs?*

Explain:

- *These results provide some indication that exposure to the healthy homes programme was positively related to positive norms about latrine use and to latrine use in the past day.*
- *There is no indication that exposure to CHWs or mass media was related to higher levels of knowledge or access to latrines than exposure to information from the health facility alone.*

Show the “What is the relationship between norms and personal attitudes?” slide. Ask:

- *Where might it be most difficult to shift norms around latrine use?*

Say:

- *In village 2, personal attitudes towards improved latrine use is aligned with perceptions of community injunctive norms of improved latrine use. When personal attitudes and norms are closely aligned like this it may be more difficult to shift perceptions of collective practices and approval in this village.*
- *In village 3, community injunctive norms against improved latrine use are at the lowest level among the 3 villages but personal attitudes of disapproval are somewhat lower than the norms, which signals a positive trend as often personal attitudes change before norms.*

Ask:

- *Where might changing norms around latrine use happen most quickly? (Hint: In which village is there a major misalignment between personal attitudes and norms?)*

Say:

- *In village 1, only 20% of residents said that they personally approve of latrines but 90% said they think their community members approve of using an improved latrine. This is what we refer to as pluralistic ignorance.*
- *Norms can be aligned or misaligned with people’s individual attitudes. When norms are misaligned, most members of a group dislike a given practice, but believe that most others like it.*
- *Imagine, for instance, a community where most of the parents individually dislike the practice of female genital cutting, but still have their daughters cut it because they believe (incorrectly) most other parents in their community approve of it. In that case, parents are complying with a norm that is not based in an actual collective preference.*
- *Conversely, when norms and attitudes are aligned, most group members both approve of a given practice and (correctly) believe that most others approve of it too.*
- *Some questions to examine this might be:*
 - *In your whole dataset, look at how attitudes and norms relate. Are they aligned or misaligned? Divide your study sample into smaller groups, such as*



villages and look at each of the groups separately to see if the same pattern emerges everywhere, or whether there are some places that are different.

- Are there places where the norms and attitudes are aligned but others where they are misaligned? You can repeat this analysis at midline and/or endline if you are doing that type of study to see if the overall patterns and the cluster-level patterns change over time and think about why that could be.
- Exploring the question of alignment/misalignment of norms and attitudes will be useful no matter what stage of analysis you are at, including the types of exploratory analyses you might do in Step 1: Explore.
- When you find a misalignment of norms and attitudes, it is likely that changes in norms will be easier and faster, while alignment will have the opposite effect. Understanding possible differences in degree of alignment will inform the types of programming that will be most effective in a given area or with a particular population.

Show the “Check the influence of and relationship between different reference groups” slide. Say the following:

- As discussed in the Step 3: Measure section, identifying and defining the relevant reference group(s) for individuals and groups is a key component of understanding the influence of norms on behaviour.
- Even for the same behaviour, different people may have different reference groups – men and women, for example, may have different groups of people that they look to for social approval. Your analysis will be able to reveal the people whose behaviour is most influential in a community and potential differences by sub-group. If you have collected data across multiple reference groups, you can identify potential differences in the reference groups and their relationship to the target behaviour.
- A key question you may want to explore is how do normative beliefs and behaviours differ as you examine different important reference groups?
- If your data reveal that most people in your sample believe that “almost everyone does X”, but that only 20% of the population actually do X, that might point to the fact that that 20% of the population has great visibility or greater power in the community.
- Examining the normative beliefs in these influential sub-groups may highlight key programmatic targets whose influence can help to achieve sustainable change (sometimes these groups are referred to as ‘gatekeepers’ or ‘social influencers’).

Show the “Who are the Different Important Reference Groups?” slide. Ask the following questions:

- Which groups are most similar and/or seem to be reinforcing one another? (i.e., positively correlated) seems to be most important for “modelling” behaviour?
 - Teachers and Adolescent Girls & Fathers and Boys
- Which groups expectations seem to be least in sync (influential)? (no correlation)
 - Religious Leaders
- Which groups may be trying to distinguish themselves from or hold opposing ideas to one another? (i.e., negatively correlated)



- *Adolescent Girls and Boys and Fathers, Adolescent Boys and Adolescent girls and teachers*
- *Are the norms within different reference groups associated (correlated) with one another and if they are correlated, are they correlated positively or negatively?*
 - *If they are correlated positively this may indicate that they are reinforcing one another whereas if they are not correlated or negatively correlated then this may indicate that one group doesn't influence the other or that one group tries to distinguish itself from the other.*

Show the “How Long Might It Take for Norms to Change” slide. Say:

- *It is generally the case that attitudes change faster than norms, as social processes are often very slow to change.*
- *As a result, you should not necessarily expect to see very large changes in norms over the course of your project, especially if the time frame is quite short. It is important that your theory of programme change account for this and make it clear that other things that have to change before normative change can take place, particularly attitudes.*
- *While you may not see rapid changes in norms, shifts in attitudes can suggest that over time you might see changes in the norms those attitudes relate to.*

Show the “Collect data on norms and other factors at repeated points over a longer period of time” slide. Say:

- *In order to capture normative change, you likely will need to plan to:*
 - *Collect data at repeated points over quite a long period of time;*
 - *Collect information on the intermediate factors (such as attitudes) that need to change before norms and the behaviours of interest do; and*
 - *Compare levels of attitudes, norms and other factors over time to get some idea of what the broader patterns of change are and what the relationship between each piece might be.*

Show the “Group Activity: Healthy Homes Case Study” slide.

- Break participants into small groups.
- Ask participants to discuss the questions presented on this slide in their small groups.
- Allow participants 20-25 minutes to discuss and ask groups to identify a representative who can provide a high-level summary once the group returns to plenary.
- After allowing time for small group discussion, bring all participants back together. Ask for the assigned reporters to summarize their group's discussion



Session 10 Facilitation Instructions, continued:

Show the “Acting on your findings” slide. Cover the following key points:

- *Once you have analysed your data and interpreted your findings, you will want to use those findings to improve your programming and determine how best to adapt and scale-up your programme as well as to inform the field about their implications for policy, research and future programming.*
- *As part of this process, you should involve project staff and other stakeholders, consider practicality, and acknowledge limitations.*



Session 10, Activity 2

Applying Your Findings: Case Study Examples (10 minutes)

4:35pm

Purpose: To examine examples of how programs have applied their social norms findings.

Instructions:

- The following slides present two case studies. Ask for a participant to read each aloud.
- Use the discussion questions on the slides to facilitate a conversation.
- Use the second slide in the case study example “what they did” to facilitate a discussion on participants reactions to the real-world application of findings.

Session 10 Facilitation Instructions, continued:

Show the “Sharing the learning” slide. Cover the following key points, and optional additional points as time allows:

- *It is important that the lessons from your experience measuring norms and norm change be shared as widely as possible. While this is important for any public health programme learning, it is all the more important for social norms programmes for several reasons:*
 - *The complexity of norms change, and the fact that change happens at a collective level, means that a range of actors – recipients, implementers, other local stakeholders, and evaluators - need to be informed about the findings and involved in thinking about their implications.*
 - *Norms-shifting projects or norms-focused projects typically engage with communities. Creating community feedback loops to share findings and involve communities in interpreting the findings is vital not only for programme learning but also is an ethical obligation.*



- *Only by incorporating sharing and learning efforts at the community level can potential backlash from norms changes be identified early and mitigation put into place.*
- *Since measurement in its nascence, sharing back with local communities and broader learning communities (e.g., other practitioners and researchers interested in social norms) to ensure interpretation and understanding is all the more critical.*
- *Sharing of measurement approaches and tools in particular will facilitate the development of more refined and validated measurement approaches and ultimately improved comparability of results across norms focused projects.*
- *Disseminating your project learnings will help the field understand better how different measurement approaches and tools work in different settings, what works particularly well and what doesn't work as well.*
- *Your project learnings can in turn be used to advocate for programmatic approaches that work and for policies that will both encourage protective norms and discourage negative norms related to harmful behaviours*

Show the “Pop Quiz Slide.” Using a white board if needed, pose the following the question and responses to the participants (the response listed in bold is the correct response):

- It is typically easy to measure norm change in a short amount of time.
 - A. True
 - B. False**

Show the “In Review” slide. Cover the following key points:

- *Data analysis & interpretation should be systematic*
- *It takes time for norms AND behaviours to change, & they will not always change at the same pace*
- *Unexpected results or results that fall short of targets represent an opportunity to refine programme design & develop new & better approaches to identifying & shifting norms*
- *Interpreting data & sharing findings should be participatory & engage all stakeholders*

Show the “Read more” slide. Explain that the slide lists relevant resources for this session.

Share the “Learn More & Share More” slide. Say the following:

- *The Learning Collaborative to Advance Normative Change developed a map of social norms-focused projects and measurement approaches that is available on the ALiGN platform.*
- *Users can search for project case studies and measurement approaches by geography, specific data collection method, and many other factors of interest.*



Share the Learning Collaborative slide. Say the following:

- *Training participants are encouraged to join the Learning Collaborative to Advance Normative Change, a cooperative effort funded by USAID, the Bill & Melinda Gates Foundation, and the William and Flora Hewlett Foundation.*
- *The Global Learning Collaborative is an initiative for identifying, sharing and discussing norms-shifting interventions focused on improving adolescent sexual and reproductive health and well-being.*
- *In addition, in an effort to accelerate normative change around the world, regional learning communities are forming in Francophone Africa, East Africa, Nigeria, and Asia.*

Show the “Reflect” slide: Remind participants to add their ideas to the quadrant matrix. Allow a few minutes for participants to reflect on the topic and make their contributions.



Day 2 | Session 11

Questions, Discussion, and Closing

Duration: 35 minutes

Objectives:

- To allow participants to articulate key learnings and discuss any areas of confusion.
- To wrap up the two-day training.

Materials Needed:

- Burning questions flipchart
- Sticky notes

Delivery Methods:

- Discussion in Pairs
- Discussion in Group

Key Activities:

Recap and Reflection of Day 2 (30')





Session 11, Activity 1

Recap and Reflection of Day 2 (30 minutes)

5:00pm

Purpose: To allow participants to articulate key learnings and discuss any areas of confusion.

Recap and reflection in pairs

Instructions:

This is an opportunity for participants to reflect in pairs on the learnings of the day. Say:

- *Break up into pairs and spend 15 minutes discussing the main things you have learnt today and any questions you have based on what we covered today.*
- *Write down your questions on sticky notes*
- *Ask for volunteers to share their questions.*

Plenary discussion of questions

Instructions:

Provide an opportunity for discussion of questions. Encourage other participants to answer questions that emerged from other pairs. Ask:

- *What questions do you have?*

Session 11 Facilitation Instructions, continued:

Thank participants for attending. Present certificates of completion.

[End of Training]

A person wearing glasses is leaning over a table, reading a book. In the background, a large white electric fan is visible. The entire image is overlaid with a semi-transparent blue filter. The text 'FACILITATION GUIDE' is positioned above the word 'HANDOUTS' in a white, sans-serif font.

FACILITATION GUIDE

HANDOUTS

HANDOUT 1: Overview of the Session Flow

This can be adapted to fit into your workshop schedule, depending on your start/end times each day. You can then create a detailed agenda with times for tea breaks, lunch breaks etc. so this is clearer for participants.

DAY 1

Day 1, Session 1: Introduction

Session 1, Activity 1: Welcome and Introductions (15 mins)

Session 1, Activity 2: Training Approach (10 mins)

Session 1, Activity 3: Discussing Shared Rules (10 mins)

Day 1, Session 2: Power & Gender

Session 2, Activity 1: Gender Boxes (45 mins)¹⁶

Day 1, Session 3: Social Norms Are Everyone's Business!

Session 3, Activity 1: Whose eyes matter? (10 mins)

Session 3, Activity 2: What are social norms? (45 mins)¹⁷

Session 3, Activity 3 - Energiser: Follow the leader (10 mins)

Day 1, Session 4: Conceptualising Multi-Layered Causes of Problems

Session 4, Activity 1: Flower Diagram (15 mins)

Day 1, Session 5: Why Social Norms and Health?

Session 5, Activity 1: How do norms relate to health issues? (15 mins)

Session 5, Activity 2: Norms and health mapping (35 mins)

Day 1, Session 6: Social Norms & Ethics

Session 6, Activity 1: Disagree/agree game (30 mins)

Session 6, Activity 2: Ethics overview (20 mins)

Day 1, Session 7: Identifying Norms

Session 7, Activity 1: Introduction to norms identification (10 mins)

Session 7, Activity 2: Group activity (15 mins)

Session 7, Activity 3: Different approaches to exploring norms (40 mins)

Session 7, Activity 4: Key reflections (30 minutes)

Day 1, Session 8: Question Time!¹⁸

Session 8, Activity 1: Recap and reflection of day one (30 mins)

DAY 2

Day 2, Session 1: Recap of Day 1

Session 1, Activity 1: Game (5 mins)

Session 1, Activity 2: Group Recap (10 mins)

Day 2, Session 2: Theory of Change

Session 2, Activity 1: Strengths and Weaknesses of Theory of Change (30 mins)

Day 2, Session 3: Drivers of Change

Session 3, Activity 1: Game: Shaking Hands (10 mins)

Session 3, Activity 2: How Change Happens (15 mins)

Session 3, Activity 3 - Energiser: Pass the Clap (5 mins)

Day 2, Session 4: Norm Change Strategies and Attributes

Session 4, Activity 1: Selecting Norm Change Strategies (1 hour and 10 mins)

Day 2, Session 5: Review Foundational Social Norm Concepts

¹⁶ This is a simple version of the commonly-used 'Gender Boxes' exercise. This version has been adapted from <https://www.unhcr.org/583577ed4.pdf>. The exercise was originally developed by the Oakland Men's Project.

¹⁷ PRESENTATION: DAY 1, SESSION 3

¹⁸ This session may not be needed, or may run for a shorter period if participants feel confident with the content that was presented today.



Day 2, Session 6: The Staircase for Social Norms Measurement

Session 6, Activity 1: Staircase Case Studies (30 mins)

Day 2, Session 7: Social Norms Exploratory Approaches

Session 7, Activity 1: Practicing the Use of 2x2 Tables (20 mins)

Day 2, Session 8: Integrating Social Norms at Programme Conceptualisation

Day 2, Session 9: Distinguishing Among Types of Social Norms Measures

Session 9, Activity 1: Fix My Measure (15 mins)

Day 2, Session 10: Applying Social Norms Measurement Findings

Session 10, Activity 1: Healthy Homes: A Fictional Case Study (30 mins)

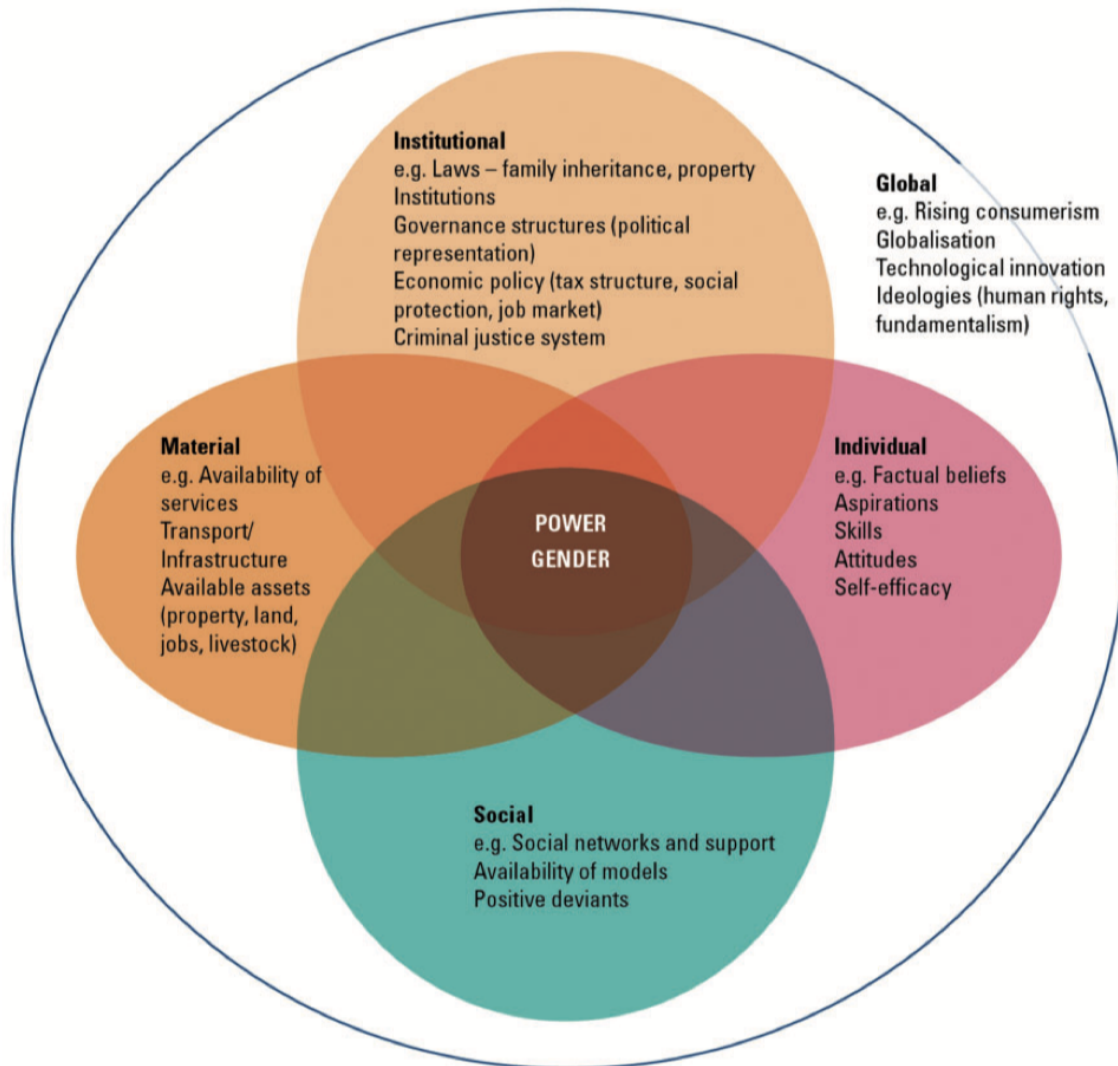
Session 10, Activity 2: Applying Your Findings: Case Study Examples (10 mins)

Day 2, Session 11: Questions, Discussion, and Closing

Session 11, Activity 1: Recap and Reflection of Day 2 (30 mins)



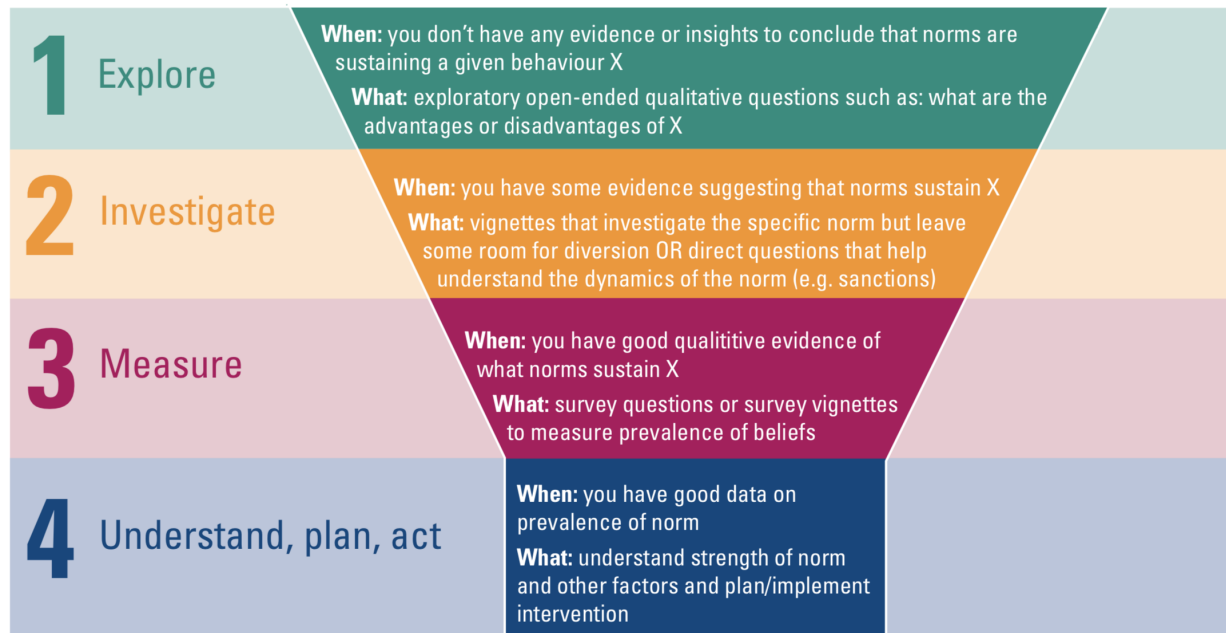
HANDOUT 2: Dynamic Framework for Social Change



Cislaghi, Beniamino; Heise, Lori; (2018) Using social norms theory for health promotion in low- income countries. Health promotion international, 34 (3). pp. 616-623.

HANDOUT 3: The 'Funnel' of Norms Exploration and Measurement, STRIVE

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



http://strive.lshtm.ac.uk/system/files/attachments/STRIVE%20Norms%20Measurement%20Brief_0.pdf



HANDOUT 4: Social Norms Exploration Tool (SNET), Institute for Reproductive Health



7

[http://irh.org/wp-content/uploads/Social Norms Exploration Tool SNET.pdf](http://irh.org/wp-content/uploads/Social_Norms_Exploration_Tool_SNET.pdf)



HANDOUT 5: Table of Themes

On the Theme	Who to ask?	What do you want to learn about?	With the following questions:	Method
Corporal Punishment at home	Religious Leaders	Personal Attitudes	When would you hit a child? When do you think a child deserves to be hit? ...	FGD
		Factual beliefs	What do you think happens in the child's body if you hit him/her with a stick?	Interview
		Personal Experience	Can you tell me of one time when you did something as a child that your parents didn't like? What did they tell you or did to you?	Interview
	Parents	Social Norms	<p>Let me tell you a story: X – a woman that we imagine is from this village – has a child who is three (? Age will be important), Y.</p> <p>X has repeatedly told Y she shouldn't defecate in the house court.</p> <p>Y, one day, pulls down her pants to do it. X start shouting not too, but Y looks at her in the eyes and, laughing, poos. There is nobody around. What do you think will Y do?</p> <p>Now, let's say that the same thing happens, but X's mother-in-law sees the scene. Would Y's do the same thing if her mother-in law was there? What will her mother-in law think about Y if she acts that way?</p>	FGD
			Abstract Knowledge	What does the law say about parents hitting their children?

HANDOUT 6: Four Strategies for Social Norm Change

Four strategies – laws and policies, mass media, normative feedback, group discussions

1. Laws and policies involve legislating change, e.g. creating national legislation on a minimum age of marriage for girls and boys.
2. Mass media approaches are about exposing people to messages about the topic. We often call this ‘awareness-raising’ or ‘sensitising’ communities. It can use a range of strategies like radio broadcasts, billboards, theatre/role plays and role model approaches etc.
3. Normative feedback is about correcting people’s misperceptions about how common/prevalent something is. E.g. youth may think their peers drink a lot of alcohol, which makes them feel they should drink also. Correcting this perception can be a way to change norms on alcohol consumption. Another example may be public pledges or declarations against certain practices which make visible the views of reference groups and/or power-holders.
4. Discussion groups are about creating opportunities for critical reflection about issues in a safe way. This may be done with ‘reference groups’ or people who practice a particular norm. A few of the case studies we looked at earlier take this approach.

See Tankard & Paluck for more information - <https://spssi.onlinelibrary.wiley.com/doi/abs/10.1111/sipr.12022>



HANDOUT 7: Common Attributes of Norms Shifting Interventions, ALIGN Platform

 <p>SEEKS COMMUNITY-LEVEL CHANGE</p> <p>Shifts social expectations, not just individual attitudes and behaviors, and clearly articulates normative shift outcomes at the community-level.</p>	 <p>ENGAGES PEOPLE AT MULTIPLE LEVELS</p> <p>(Ecological Model) Uses multiple strategies to engage people at different levels: individual, family, community, and policy/legal.</p>	 <p>CORRECTS MISPERCEPTIONS AROUND HARMFUL BEHAVIORS</p> <p>Sometimes individuals engage in a harmful behavior because they mistakenly think these behaviors are more common than they are.ⁱⁱ For example, if binge drinking is driven by a belief that “everyone does it,” a norms-shifting intervention might reveal that most people, in fact, drink in moderation.</p>
 <p>CONFRONTS POWER IMBALANCES</p> <p>Within sexual and reproductive health and within programs focused on adolescents and youth development, confronting power imbalances is an important attribute of norms-shifting programming.</p>	 <p>CREATES SAFE SPACES FOR CRITICAL REFLECTION BY COMMUNITY MEMBERS</p> <p>Deliberately promotes sustained, critical reflection that goes beyond trainings, one-off campaigns or ad-hoc outreach, often in small group settings.</p>	 <p>ROOTS THE ISSUE WITHIN COMMUNITY'S OWN VALUE SYSTEMS</p> <p>Identifies how a norm serves or contradicts a community's own values, rather than labeling a practice within a given community as bad.</p>
 <p>ACCURATELY ASSESSES NORMS</p> <p>Identifies which norms shape a given behavior and which groups uphold the norm. Social norms exist within <i>reference groups</i> – the group of people that are important to an individual when s/he is making a decision.</p>	 <p>USES “ORGANIZED DIFFUSION”</p> <p>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!</p>	 <p>CREATES POSITIVE NEW NORMS</p> <p>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.</p>

https://www.alignplatform.org/sites/default/files/2019-11/lc_nsi_attributes_brief_final_08262019_eng.pdf



HANDOUT 8: Staircase Case Studies



Group Activity

Break into small groups. Each group will discuss one case study.

Consider the following questions:

- How much information do you already have about the relevant social norms in your programmatic context?
- Which step should you start on?
- What is the purpose of social norms measurement at this stage?
- What are potential appropriate data collection methods?



Group One

Your organization recently received funding to support national childhood vaccination efforts, with a specific focus on LGAs with the lowest rates of vaccination. Recent research has highlighted access issues such as stock outs, and long waiting times as key barriers to vaccine uptake. However your organization, due to its brilliant and innovative staff, have managed to solve these problems. Yet still, regional variance in vaccine uptake remains—particularly in the Northern Zone.





Group Two

Your organization is in the second year of a five year project seeking to improve modern family planning (FP) use and equitable and violence-free relationships among young couples in Christian and Muslim communities in Plateau State, Nigeria. Formative work was conducted at the project start that identified the role of intimate partner violence, gender roles around FP, and norms about decision making as key norms influencing behaviors.

Activities were designed to address these norms and include: Faith leader workshops, gender champion training and support activities with congregation members, community dialogue sessions with couples, and community mobilization and group discussions.



Group Three

Your organization has just completed its evaluation of a three year sports-based programme for adolescent girls designed to help them become aware of gender roles and norms governing their lives and create a positive self-image. Girls receive access to mentors and are provided curriculum-based information on gender. Preliminary study results suggest that girls' freedom, communication, individual and collective agency is changing. In addition, an increase in parental trust in daughter accessing public space was identified suggesting changes in family dynamics.



Discussion Questions

In trying to determine which step to start with, consider the following questions:

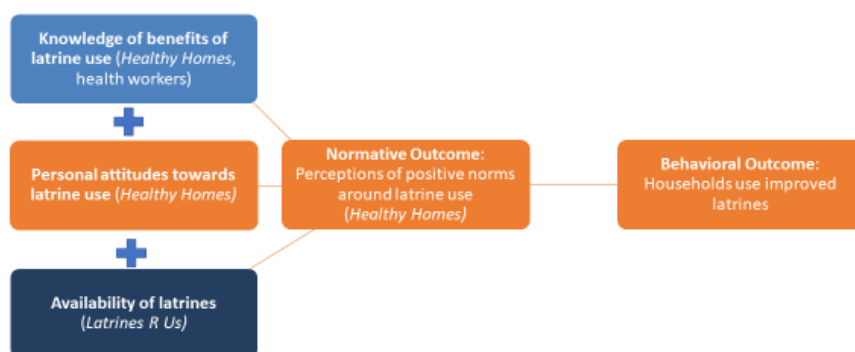
- How much information do you already have about the relevant social norms in your programmatic context?
- Which step should you start on?
- What is the purpose of social norms measurement at this stage?
- What are potential appropriate data collection methods?



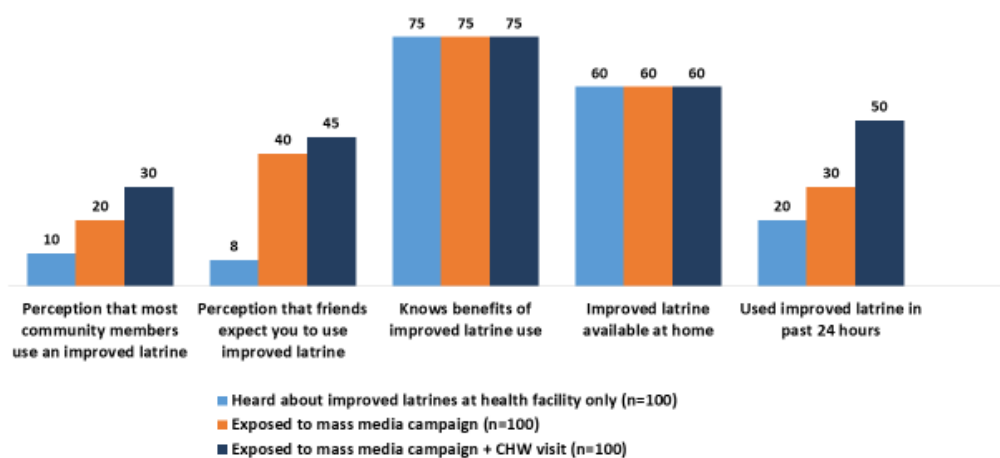
HANDOUT 9: Healthy Homes Case Study

Healthy Homes is using mass media campaigns and community health care workers (CHWs) to promote knowledge of the benefits of improved latrine use and positive social norms about improved latrine use. The programme is not providing direct assistance with building latrines, but another project in the area, called Latrines R Us, is and people are hearing about the latrines at health facilities. To evaluate their approach, Healthy Homes is randomizing individuals to receiving the mass media campaign only or the mass media campaign augmented by visits from CHWs who explain the benefits of improved latrine use with the idea that the additional component (intervention exposure) will augment intervention outcomes. Their TOC also expects that norm change is in the path to behaviour change. Healthy Homes has conducted a household survey to look at whether households in their programme area are using improved latrines and will also ask about factors that they think contribute to this behaviour, such as exposure to their program, perceptions of social norms, knowledge of the benefits of latrine use, and access to an improved latrine.

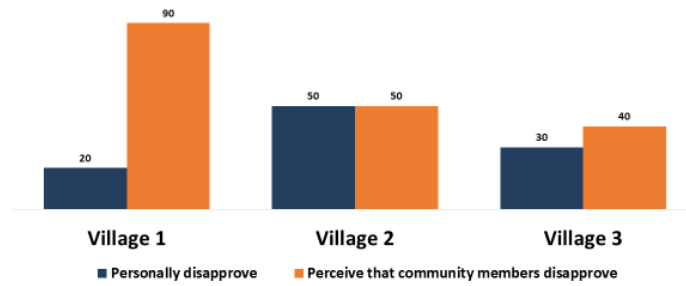
Healthy Homes Conceptual Model



Is Healthy Homes' ToC working as expected?



What is the relationship between norms and personal attitudes?

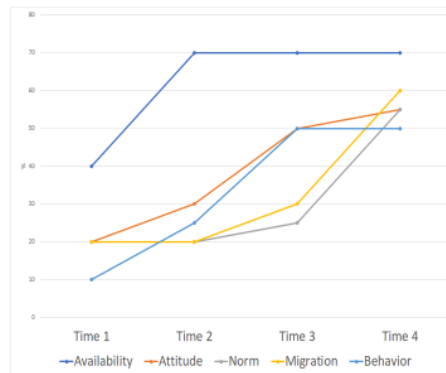


	Teacher	Religious Leader	Fathers	Adolescent Girls	Adolescent Boys
Teacher	---	0.5	-0.8	0.9	-0.85
Religious Leader	0.5	---		0.5	0.5
Fathers	-0.8	0.5	---		0.95
Adolescent Girls	0.9	0.5	-0.85	---	-0.85
Adolescent Boys	-0.85	0.5	0.95	-0.85	---

Who are the Different Important Reference Groups?

! Examine correlations in normative beliefs between groups

Collect data on norms and other factors at repeated points over a longer period of time



Group Activity: Understanding & Acting on Healthy Homes Survey Findings

1. Who are some of the stakeholders *Healthy Homes* should involve in data interpretation and dissemination?
2. Does it seem like *Healthy Homes'* ToC is working as expected? Do any factors need to be added?
3. What are some factors that may affect latrine use that *Healthy Homes* may want to address through programme activities?
4. Are there any influential groups that *Healthy Homes* should target with programme activities or that they should feature in their campaigns?
5. What additional data might *Healthy Homes* want to analyze?



HANDOUT 10: Evaluation Form

1. I recognise the importance of social norms to my work

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

2. I feel more confident in integrating a social norms perspective into my work

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

3. During this week, I spent time in the afternoon/evening looking through the content again

- a. Yes, because I was confused or unsure about what was covered that day
- b. Yes, because I was interested and wanted to read more
- c. No, because I did not have the time
- d. No, because I was not interested in going over the material again

4. The content was:

- a. Too technical
- b. Just right
- c. Too simple

If you answered too technical or too simple, let us know what can be improved about content:

5. The course pace/speed was:

- a. Too fast
- b. Just right
- c. Too slow

If you answered too fast or too slow, let us know what can be improved about the pace/speed:

6. The amount of content covered during the two days was:

- a. Too much
- b. Just right
- c. Too little



7. The facilitators helped me to understand difficult concepts

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

8. Discussions during the training with other participants helped me in understanding content during this course

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

9. What are the three most important things you've learnt during this course?

10. Are there any topics that the training covered that you still find confusing? Please tell us what they are.

11. What aspects of the facilitation did you find helpful? (e.g. taking questions, timing, etc.)

12. What parts of the facilitation could be improved? (e.g. taking questions, timing, etc.)

13. What will you say to others who were not present if they ask you about this course?



14. Which other topics about social norms would you like to learn about?

	Social norms theory		Social norms methods and interventions
	Monitoring & evaluation		Diagnosing social norms
	Costing of interventions		Scaling up interventions
	Ethics of interventions		Training for social norms
	Other:		

15. What other recommendations do you suggest to improve this course?

