

2-DAY SOCIAL NORMS TRAINING for Nigeria

January 2021



The Learning Collaborative to Advance
Social Norms Practice in Nigeria

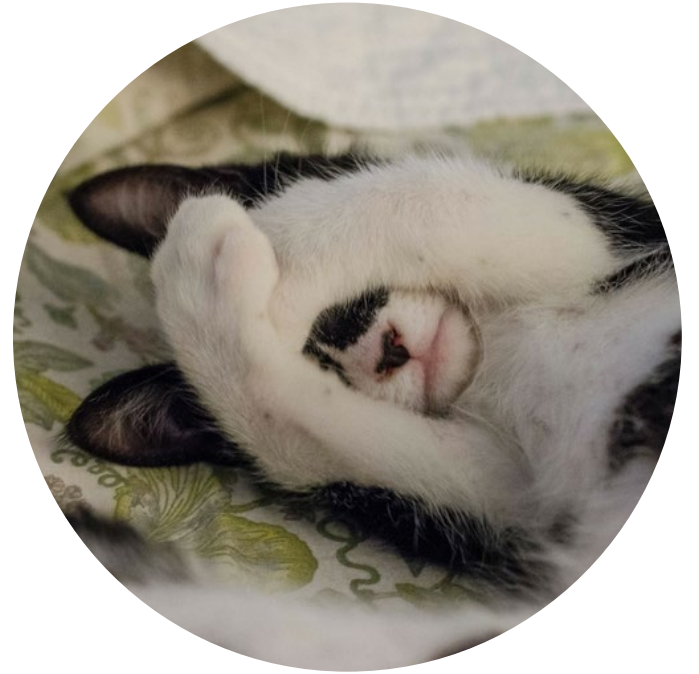




Introductions

Share: Your name, organization, and why you decided to join this course







Social Norms Theory



2-Day Agenda

Day 1, Part 1

Introduction:
Norm Rationale
and identifying
norms

Day 2, Part 1

Norm Change
Strategies

Day 2, Part 2

Monitoring &
Evaluating Norms



Shared Rules



Day 1 Sessions

2

Power and
Gender

3

Social Norms
are Everyone's
Business!

4

Conceptualis-
ing Multi-
layered
Causes of
Problems

5

Why Social
Norms and
Health?

6

Social Norms
and Ethics

7

Identifying
Norms

SESSION 2

Power and Gender



SESSION 3

Social Norms are Everyone's Business!

A forgone assumption hidden in many projects

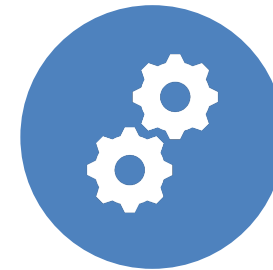
(Material resources aside)



New
knowledge



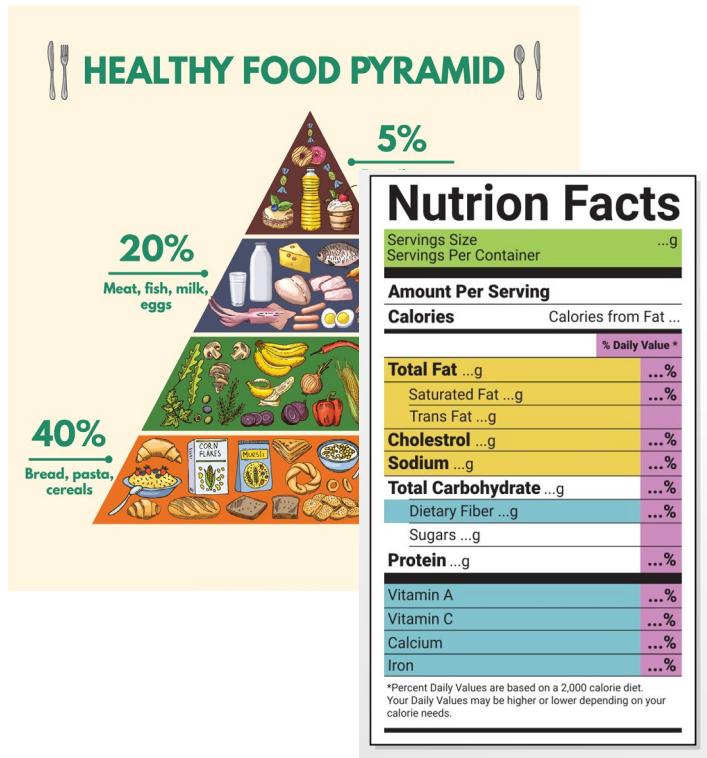
(New attitudes)



New
behaviour

Why are Social Norms Important?

We must reflect on these assumptions in order to make change effectively.

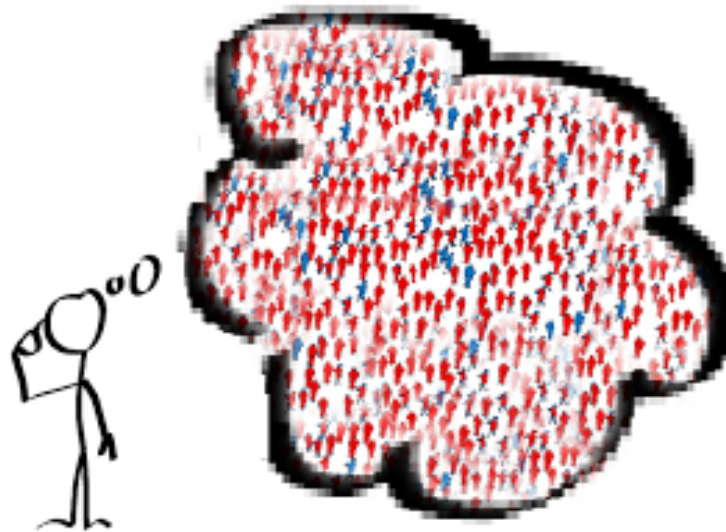


Social norms regulate what behaviour is “normal.”



Social Norms as Beliefs

1. What people believe others do



(Descriptive norms or empirical expectations)

2. What people believe others approve and disapprove of



(Injunctive norms or normative expectations)



Q

- What norms can you think of from your context?
-

What sanctions may apply for compliance or non-compliance?

A Social Norm is **NOT** a personal attitude.



Differences 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**)."

Differences Between Norms and Attitudes



“

I think everyone should use a mosquito net (**attitude**), but everyone finds them annoying to use (**descriptive norm**).”

Differences Between Norms and Attitudes



“

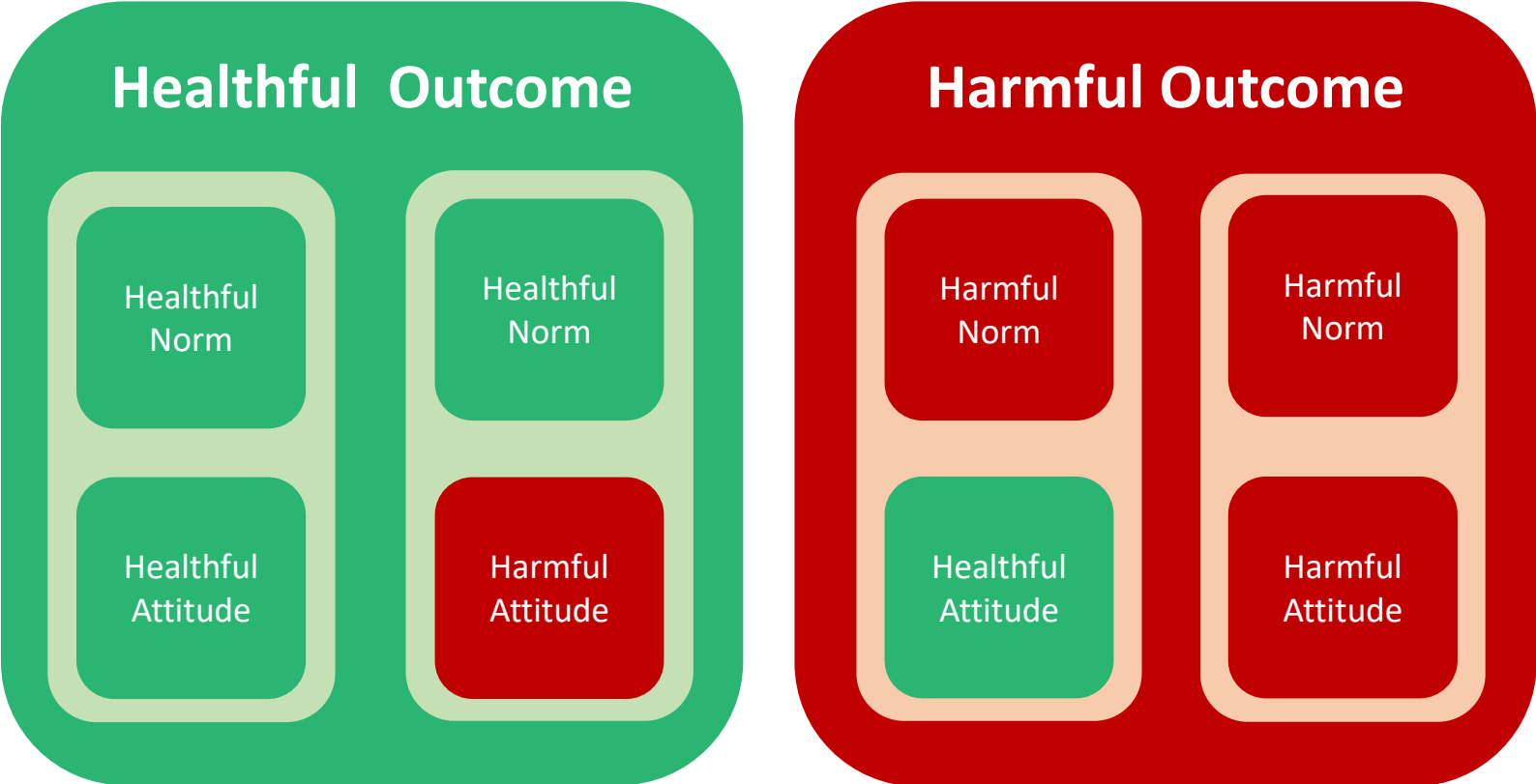
I don't like to smoke (**attitude**),
but my peers approve of me
smoking (**injunctive norm**).

Differences Between Norms and Attitudes



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**).

Effect of Interaction of Social Norms and Personal Attitudes on Health Outcomes

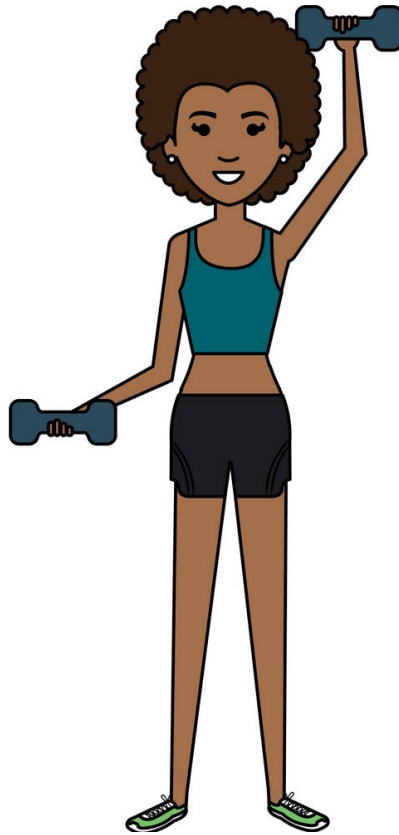


Norms can be **protective**.



Norms can vary in strength.

The strength may depend on various factors. For instance, the detectability of the norm.



Reference Groups

Social norms are rules about what is appropriate in a given group.

- Reference groups are the **people whose actions and opinions matter when individuals decide to comply with a 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.**
- Family, neighbors, or colleagues could also be members of reference groups
- Reference groups may be **different from the people who enforce norms or sanctions**, such as “gatekeepers,” “influential actors,” or “power holders.”

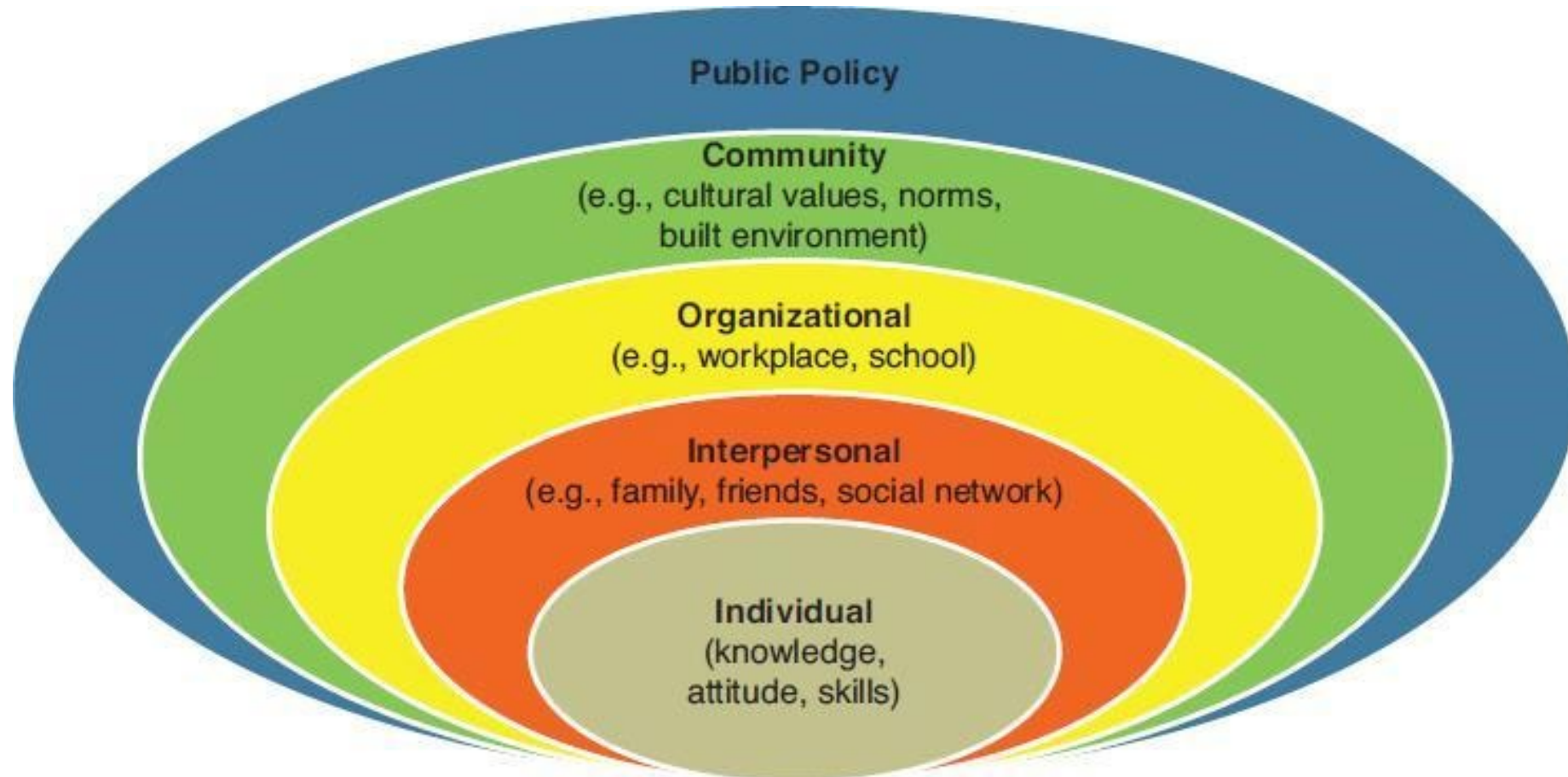


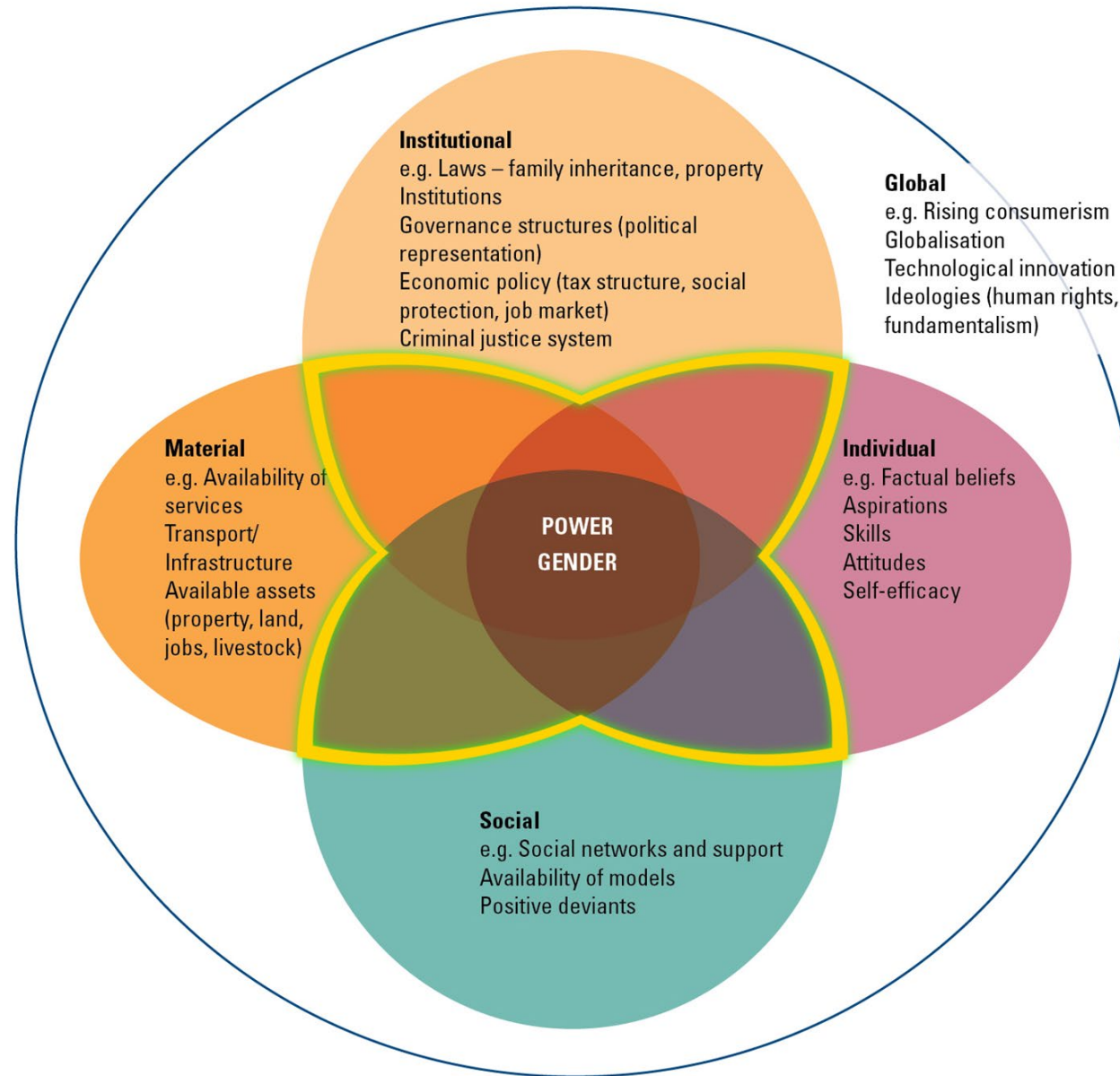
SESSION 4

Conceptualising Multi-layered Causes of Problems

The Ecological Model: a way to understand the multi-dimensional factors affecting issues

Issues are affected **at multiple levels**





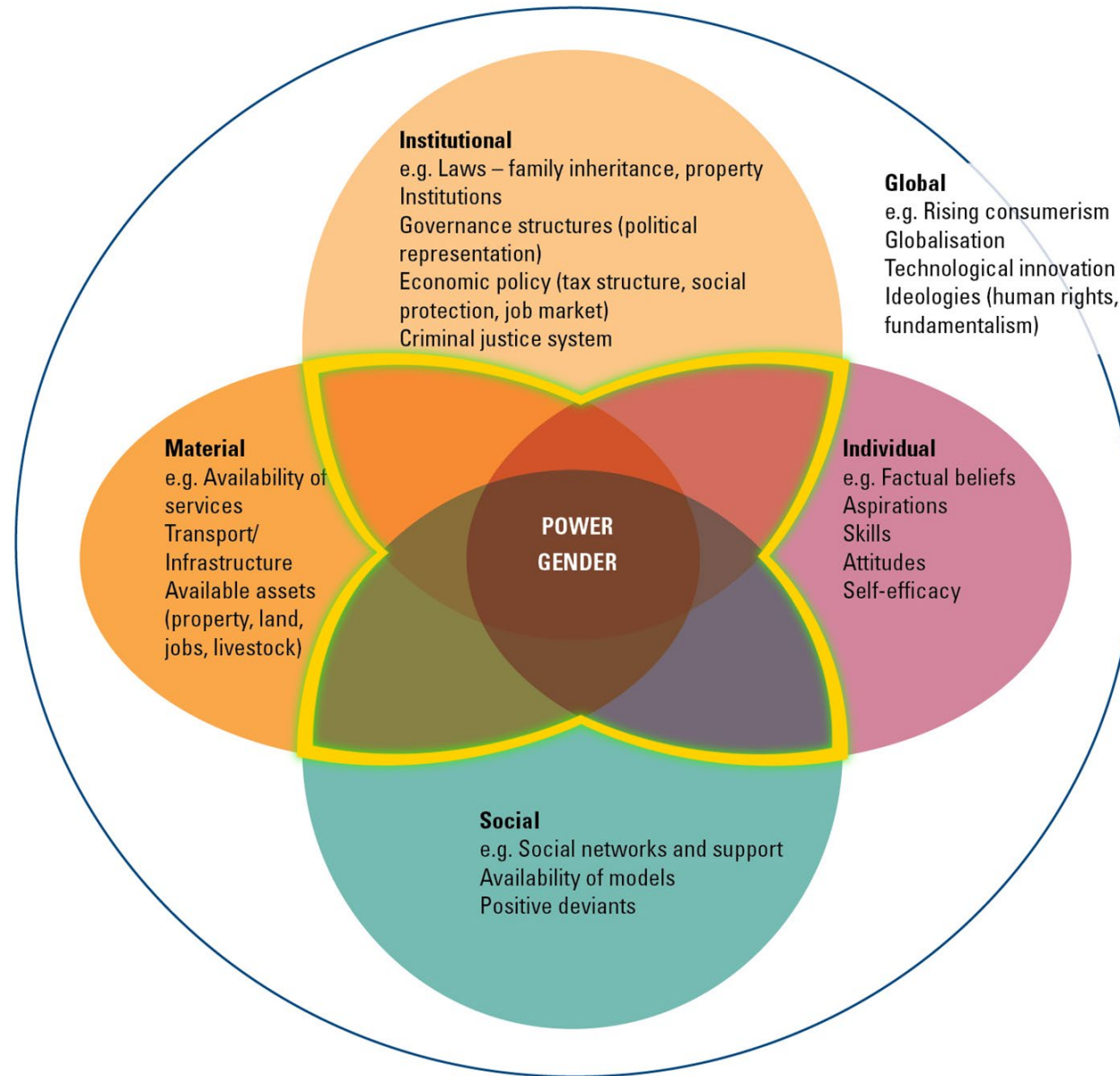
The Flower Diagram is an adapted version of the ecological model - the 'Flower Diagram' developed by Cislighi & Heise (2018).



SESSION 5

Why Social Norms and Health?





The Flower Diagram is an adapted version of the ecological model - the 'Flower Diagram' developed by Cislighi & Heise (2018).



Group Discussion

Break into five groups. Each group will discuss a “problem” in Nigeria.

- 1. Open defecation**
- 2. Limited use of modern contraception**
- 3. Malaria**
- 4. Poor mental health**
- 5. COVID-19**

A decorative graphic on the left side of the slide. It consists of a large, light purple square frame. Inside this frame, there are several horizontal bars of varying lengths and colors (shades of purple and grey). A large, light purple 'X' is positioned in the lower-left area of the frame. A thin purple horizontal line extends from the right side of the frame towards the center of the slide.

SESSION 6

Social Norms and Ethics



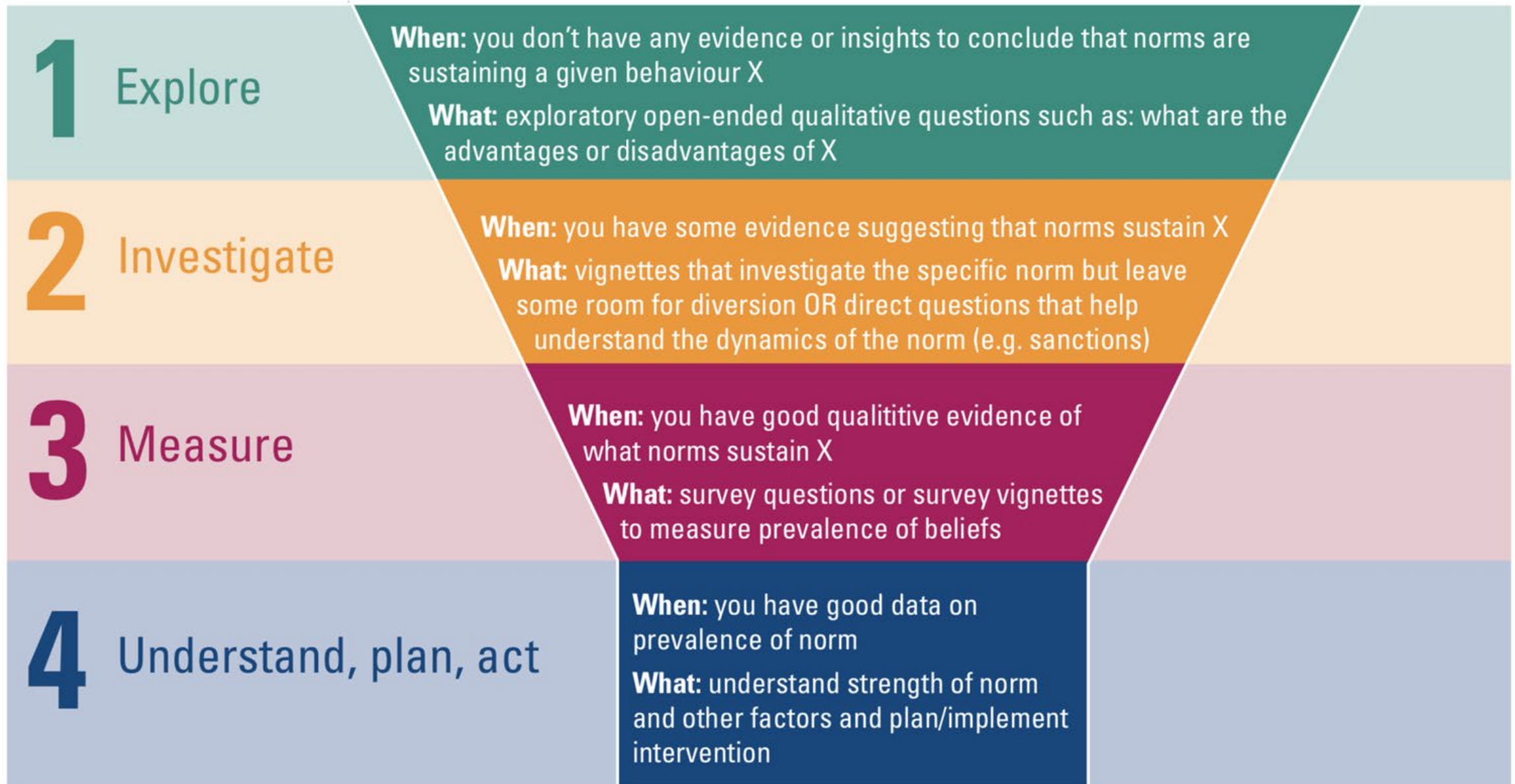
SESSION 7

Identifying Norms

Considering Evidence and Practicalities

- We must consider empirical evidence on norms, and what evidence gaps exist. Otherwise, we rely on assumptions about which norms exist.
- How we measure norms depends on the context.
- It also depends on practicalities—what evidence can realistically be collected?

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



Planning norm diagnosis: The Themes Table

On the theme	Who to ask	What do you want to learn about?	With the following questions:	Method
Women's health during pregnancy	Husband	Personal Attitudes	<i>When should a pregnant women seek health care?</i>	FGD
		Factual Beliefs	<i>What happens when a pregnant woman visits a health centre?</i>	Interview
		Personal experience	<i>Can you tell me about a time when your wife visited the health centre?</i>	Interview

Planning norm diagnosis: Useful Questions

1. **Who do we need to talk to?** Religious leaders, parents?
2. **What kind of knowledge do we want?** Attitudes, beliefs, norms, experiences?
3. **What questions should we ask, and what methods will we use?** From what positive values can we start conversations?



Approaches to Exploring Norms: Interviews

Interviews can be a useful way to understand reference groups.

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



Approaches to Exploring Norms: Focus Groups

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

We can ask questions like:

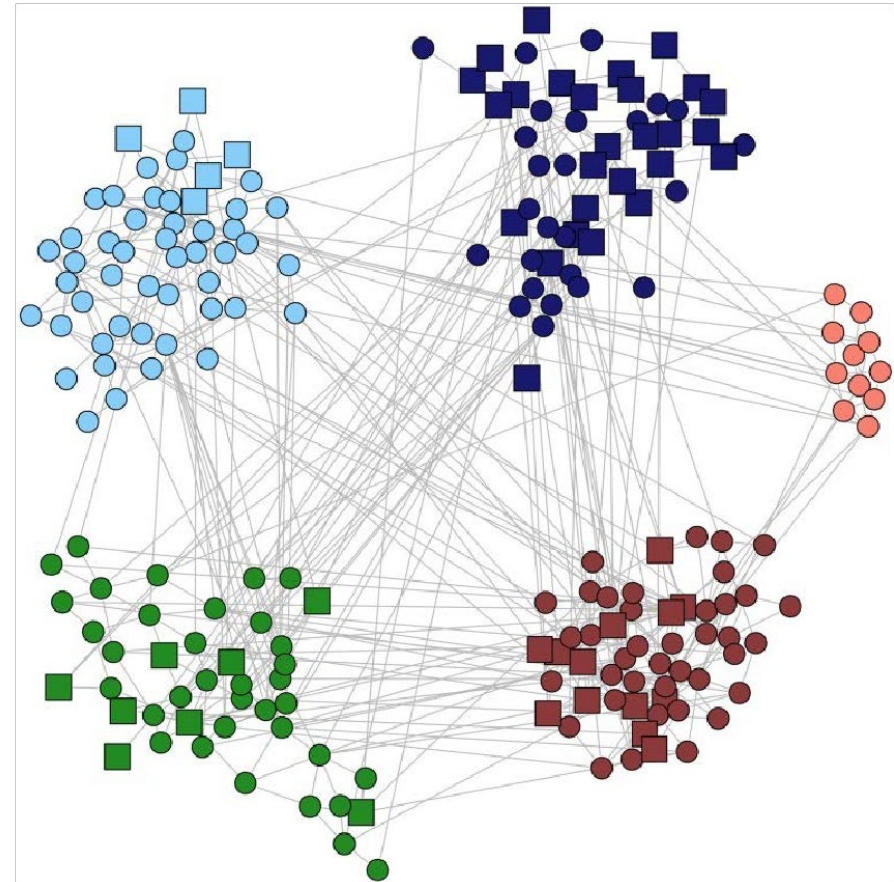
- In which situations is it acceptable for a woman to insist that a condom be used during sex?
- How are families react if children defecate in the open?



Approaches to Exploring Norms: Social Network Analysis

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

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



Approaches to Exploring Norms: Ranking

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

For example, we could ask people, “why are women expected to have so many children?” and ask them to rank all of the traits girls are expected to demonstrate, in order of most to least important.



Approaches to Exploring Norms: Surveys

Surveys can reveal:

- how typical something is
- how people in a community do certain things
- the appropriateness of certain behaviours.



Approaches to Exploring Norms: Vignettes

Vignettes are short stories about imaginary characters.

- Guiding questions invite people to respond and react to the story.
- Reactions reveal whose opinions are valued, and how communities may react to norms being challenged.





Q

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?

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?



SESSION 8

Question Time!



Day 2 Sessions

1

Recap of Day 1

2

Theory of Change

3

Drivers of Change

4

Norm Change Strategies and Attributes

5

Review Foundational Social Norms Concepts

6

The Staircase for Social Norms Measurement

7

Social Norms Exploratory Approaches

8

Integrating Social Norms at Programme Conceptualisation

9

Distinguishing Among Types of Social Norms Measures

10

Applying Social Norms Measurement Findings

SESSION 1

Recap of Day 1

A large, dark blue question mark icon consisting of a bold letter 'Q' followed by two dots, positioned on the left side of the slide. A light blue diagonal arrow graphic points from the top right towards the bottom left, passing behind the question mark.

What is a norm?

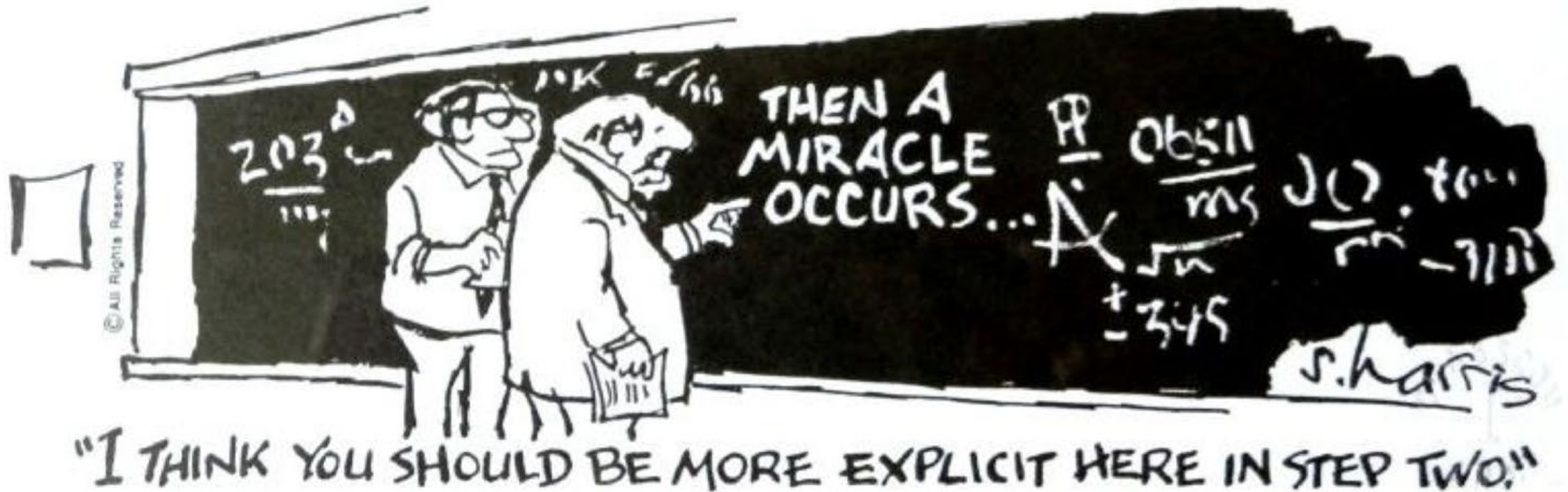
- What is the difference between a norm and an attitude?
- What are examples of a health-related norm you can identify in Nigeria?
- What is a reference group?



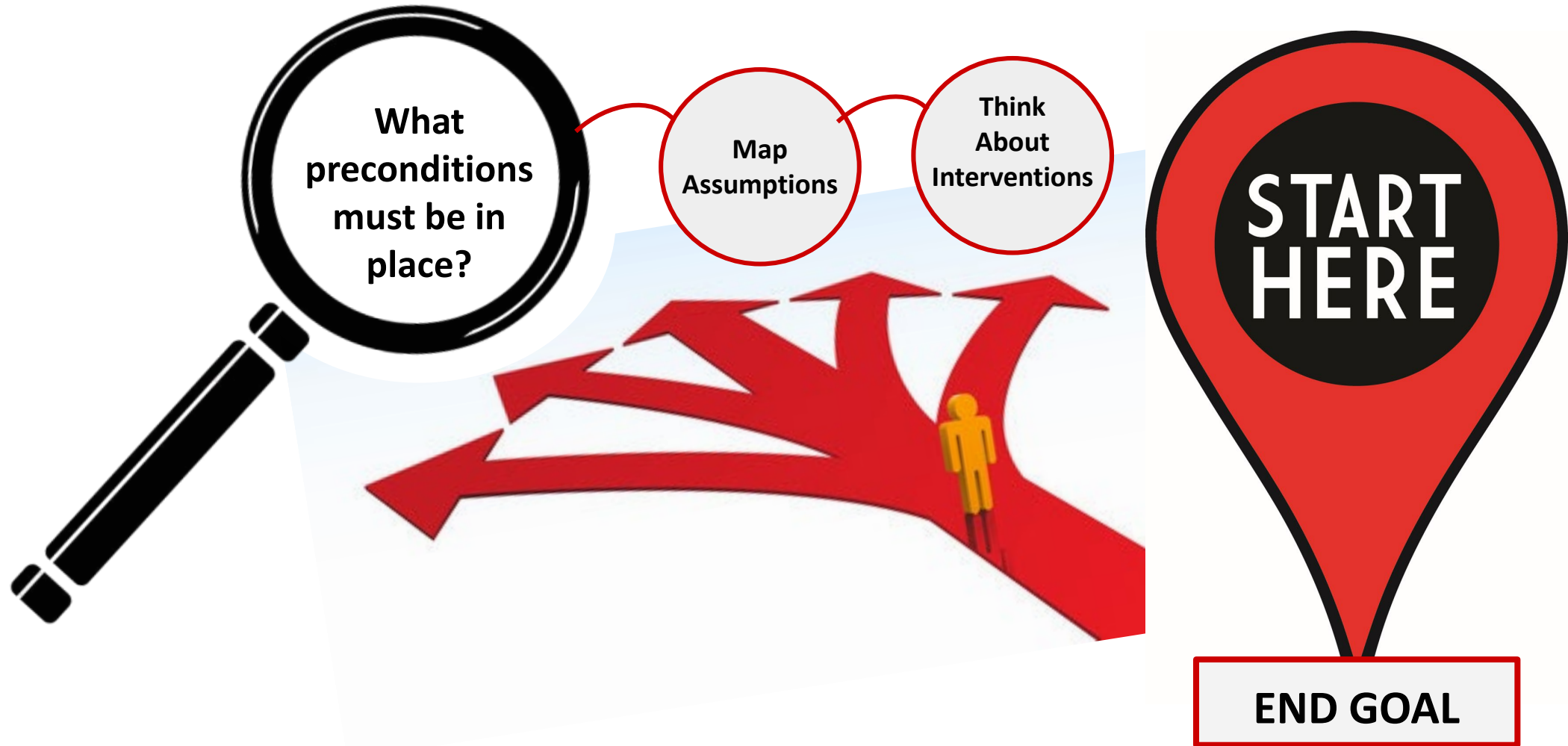
SESSION 2

Theory of Change

Why do we need a theory of change?



Backwards Mapping

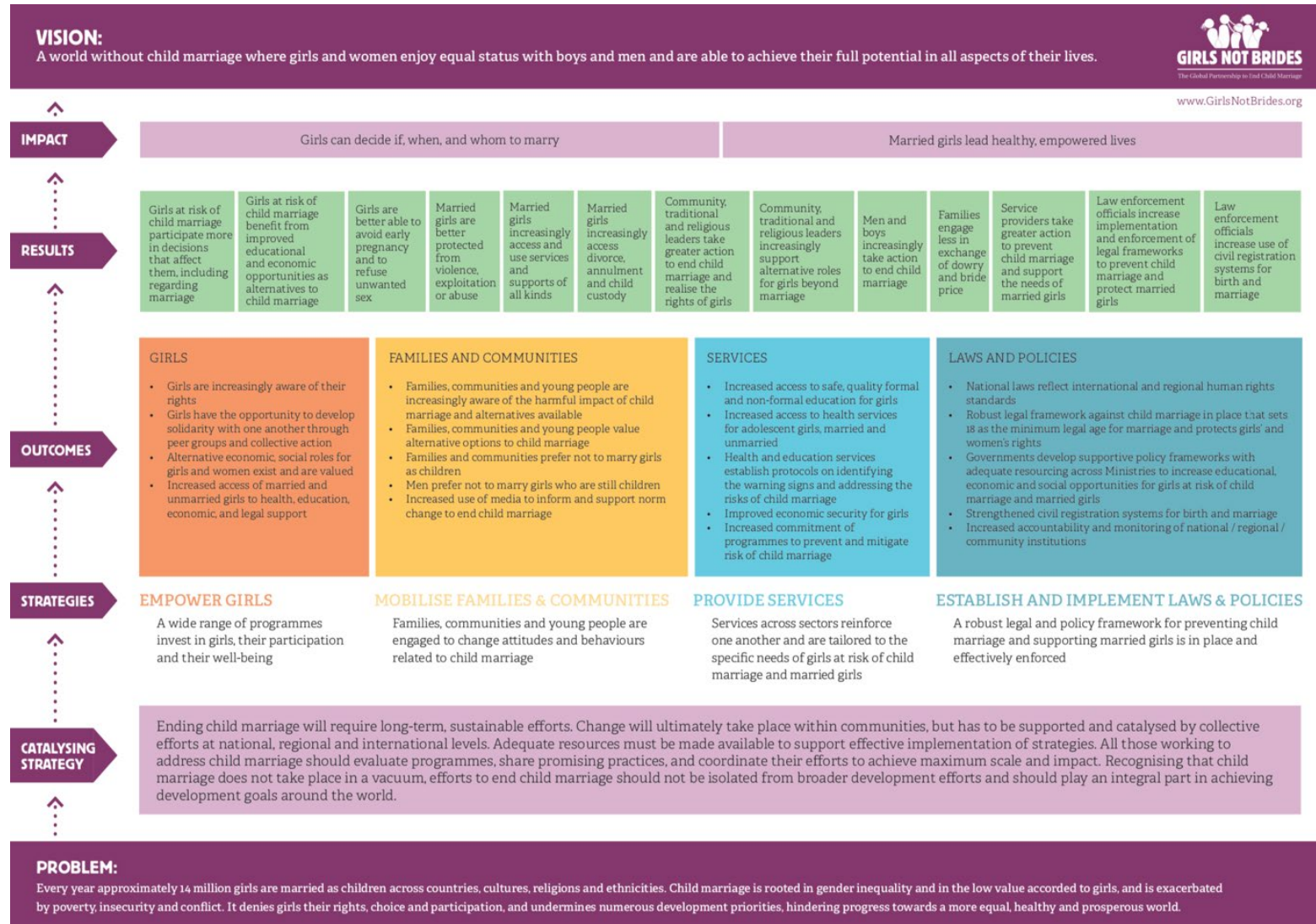




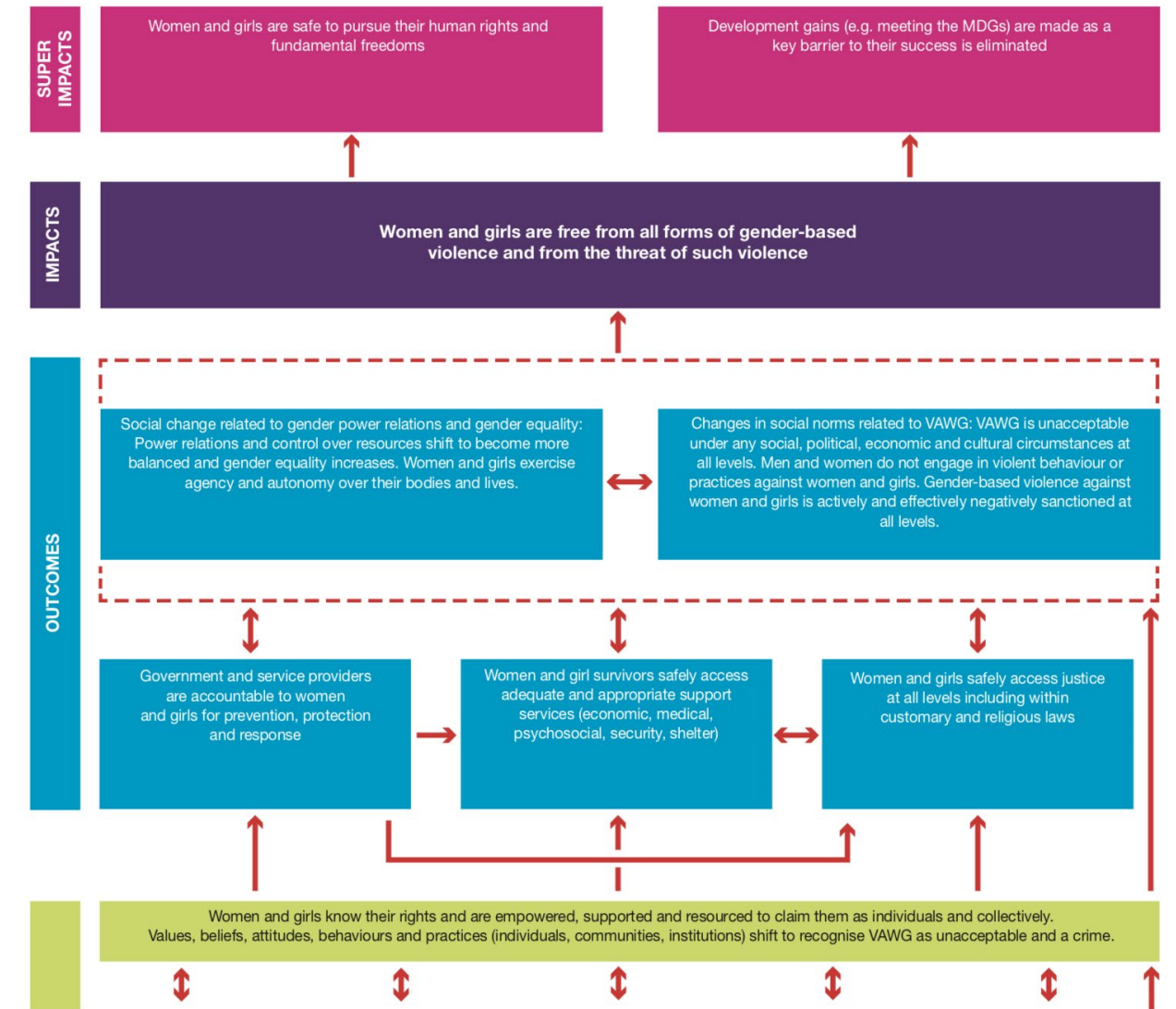
Q:

**What are the preconditions
for this goal?**

Girls Not Brides Theory of Change



ActionAid's Violence Against Women Theory of Change: Part 1



ActionAid's Violence Against Women Theory of Change: Part 2



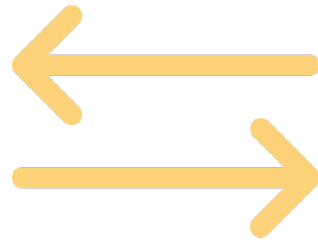


SESSION 3

Drivers of Change

Change is a Process.

**It's Community-
Driven.**



It takes time.



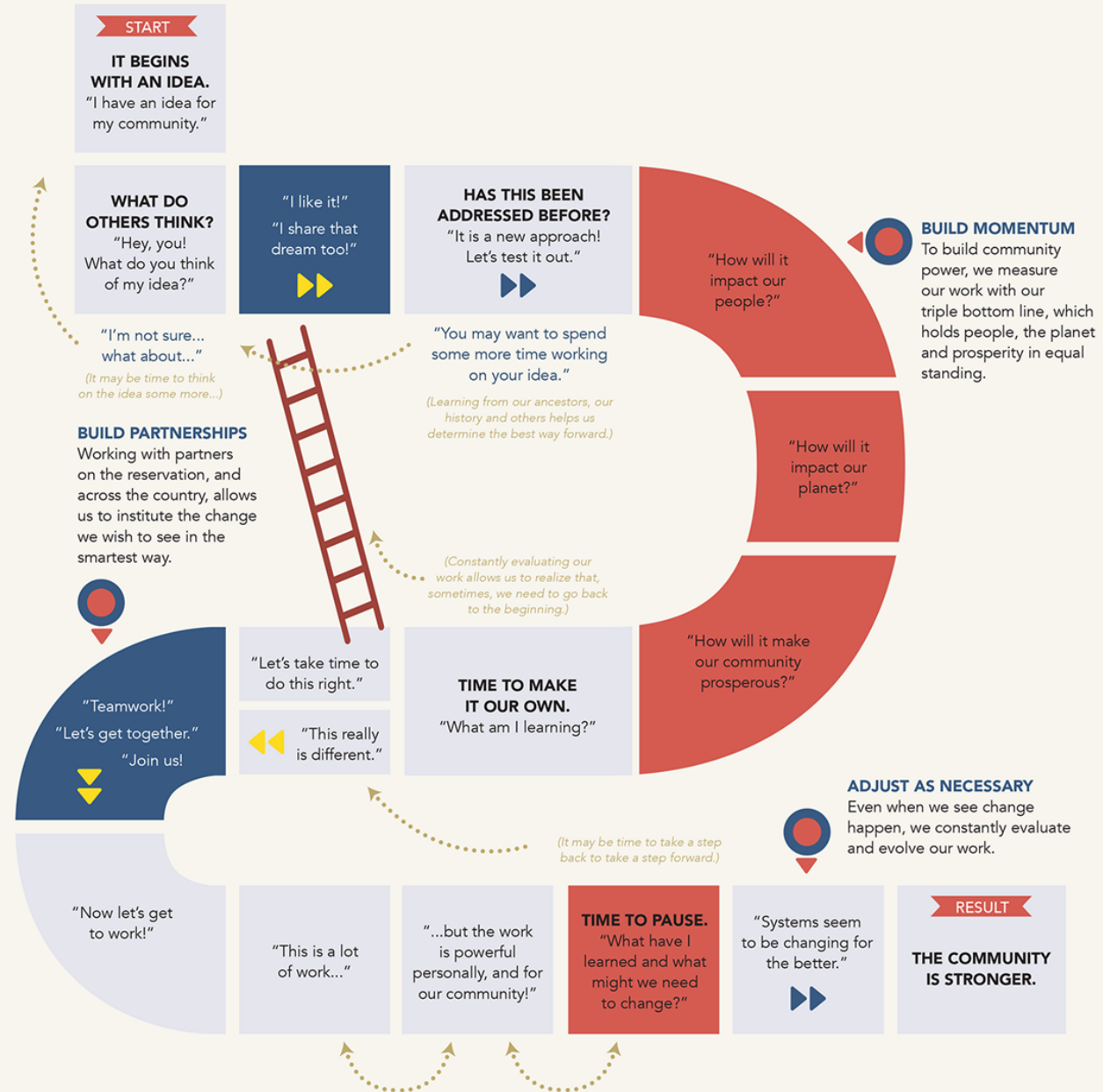
HOW DOES CHANGE HAPPEN?

Every program, every initiative, every action we take at Thunder Valley CDC follows an intentional path that allows for starts and stops, the chance to step back when we need to, and to move forward when the time is right.

Every step of the way, we carry our foundational values of empowerment, regeneration, equity and sovereignty with us.

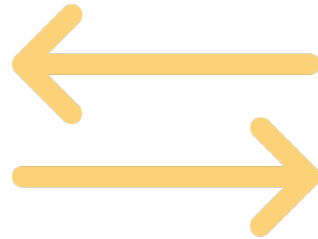
The journey reveals our ecosystem of opportunity, an adventure that is quickly becoming a model for communities on the Pine Ridge Reservation, and elsewhere.

Go on the journey with us.



Change is a Process.

**It's Community-
Driven.**



It takes time.



How does change happen?

Change is not just about communicating **knowledge** to people.



This is how
change actually
happens!

How does change happen?

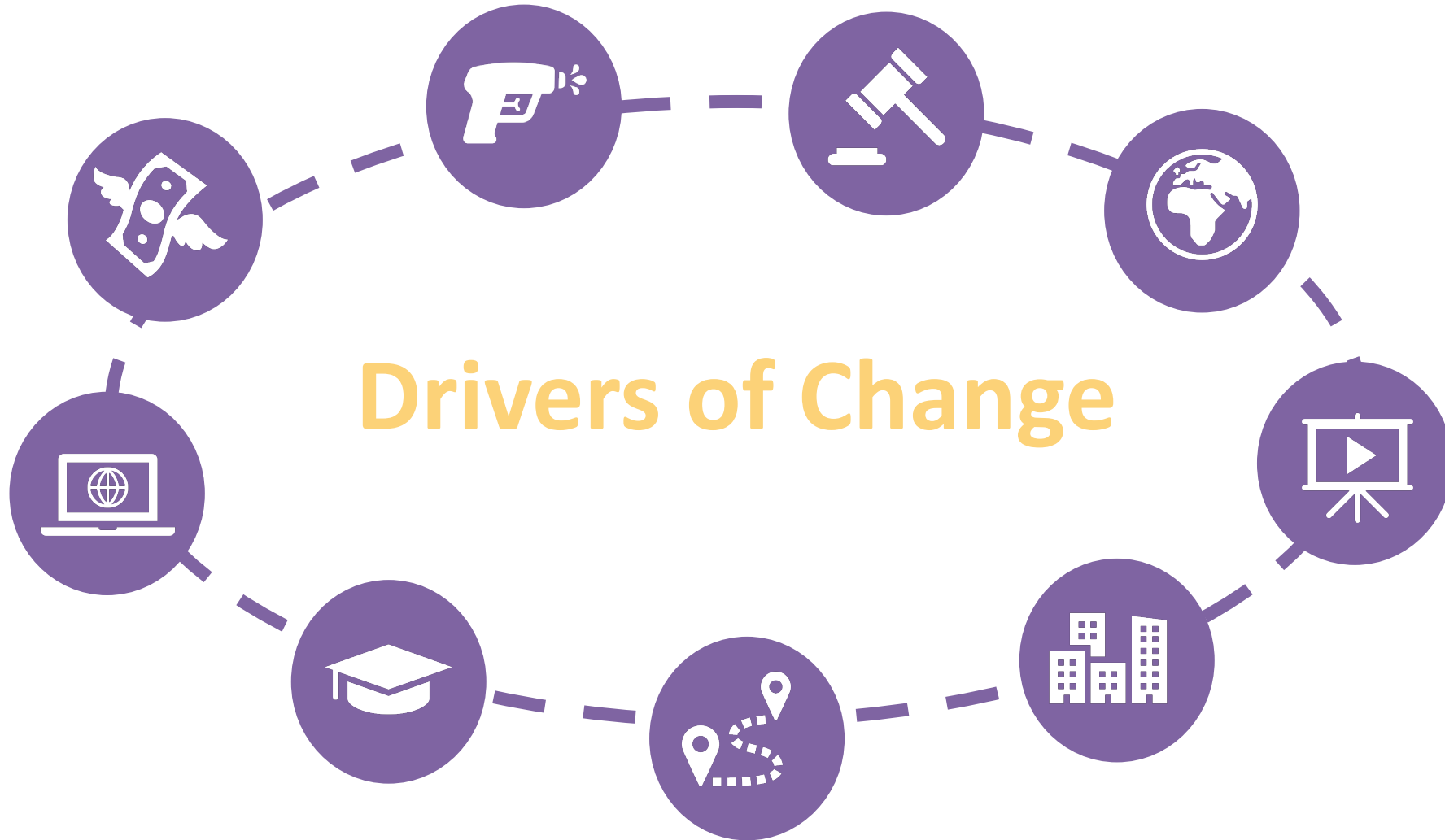
Change happens when **enough people see** that enough people are changing.



How does change happen?

Strong norms take more time to achieve.
We will need a **critical mass** to create change.







SESSION 4

Norm Change Strategies and Attributes

Selecting Norm Change Strategies

What is intervention's goal?

Stopping an old norm?
Starting a new one? Both?

Theory of change

Flower diagram can be helpful

What has already been done?

Evidence-based evaluations of
previous interventions, their
supporting theories

Four Norm Change Strategies

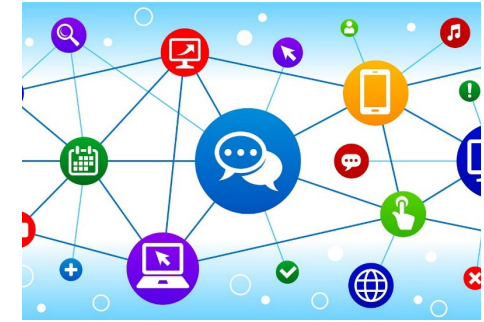


1

Law & Policies

2

Mass Media



3

**Personalized
Normative
Feedback**



4

**Group
Discussions**



1 Laws & Policies

This can involve legislating change, such as creating a law that dictates minimum marriage age.

It can also involve changing how existing laws are viewed or upheld.



2 Mass Media

Media approaches share information about harmful effects of a practice, but often focus more on the fact that the population is abandoning the practice.

Goal: to change social norms (people's perceptions about what others around them do and approve of)

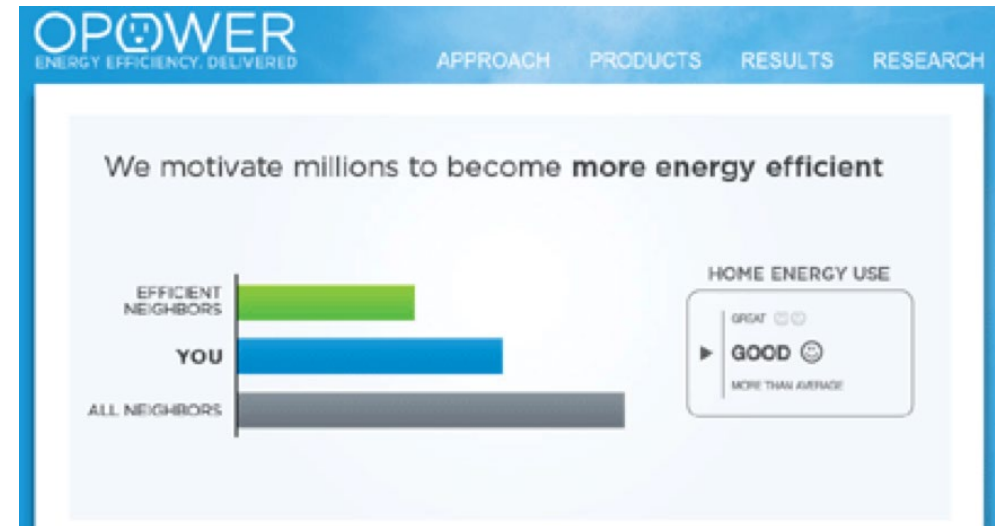
Techniques: radio broadcasts, billboards, theatre plays, and role model approaches.



3

Normative Feedback

Normative feedback refers to providing personalized information about how one performs compared to their peers.



Reduction from 0.6 to 6.3 % in household energy consumption (2% average)

4

Group Discussions

Community conversations that allow for critical reflection about common experiences and issues

Particularly effective if based on a people-led approach





**Personalized normative
feedback about compliance
with laws & policies**

Strategies can be mixed!

**Group discussions
about media campaigns**



Choosing your **Primary Strategy**

If norms are a misrepresentation of reality:



Use normative feedback!

Choosing your Primary Strategy

If norms are active in a specific group:



Use group discussions!

Or if they are active in wider “society”:



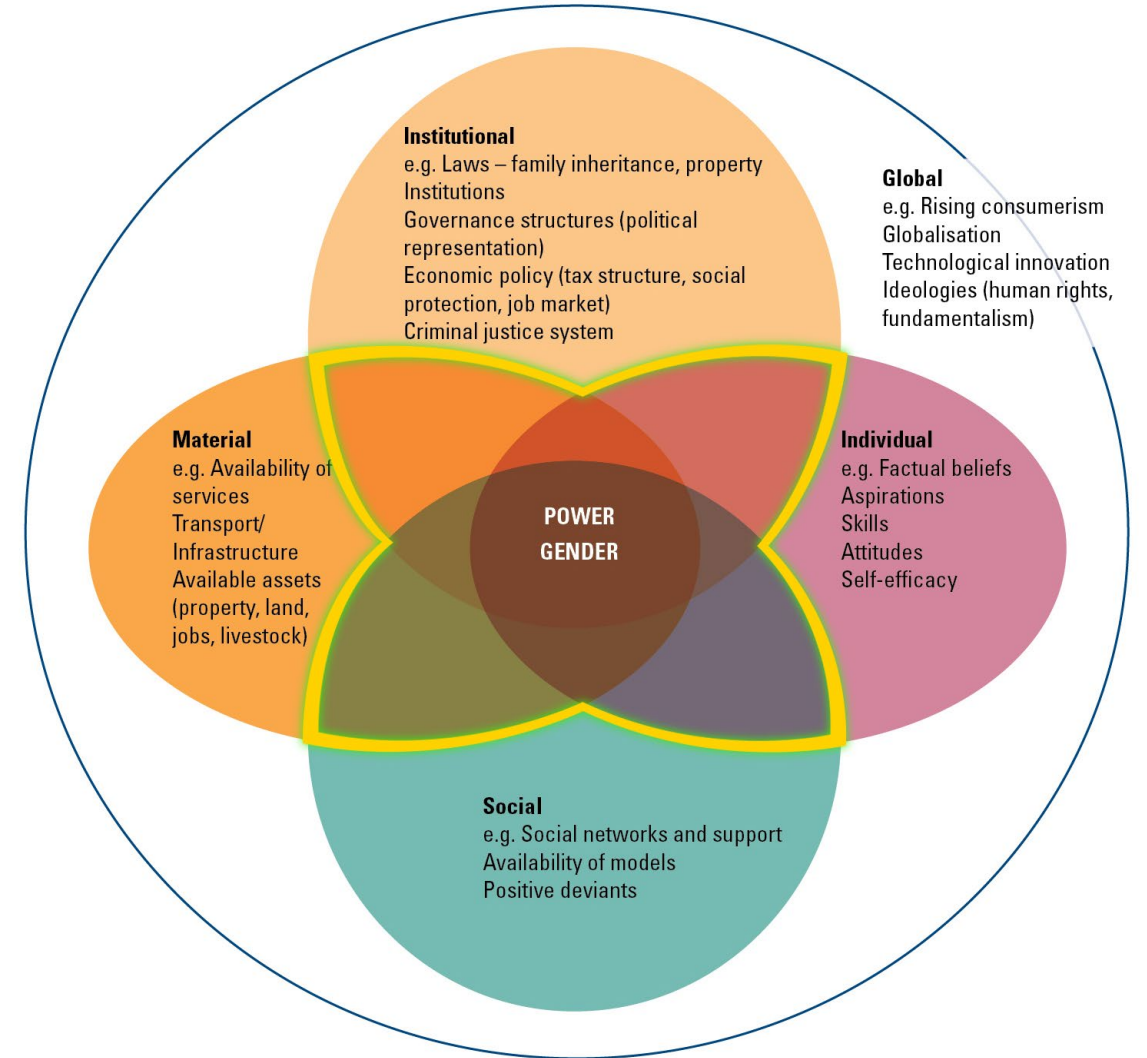
Use mass media!

Who to Target?

 **Those exhibiting behaviour** and/or **Reference Groups** 

↓ ↓

How will change occur beyond the target group?



Attributes of Norm-Shifting Interventions

Which strategy could address household division of labor?
What attributes would apply to that strategy?

Organised diffusion: reflection within core group diffuses changes





Example: Open Defecation

- **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



SESSION 5

Review Foundational Social Norms Concepts



We'll gather & reflect on your input along the way.

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:



RECAP:
What is a
Social Norm?



A norm is....



An **unwritten** behavioural **rule** shared by members of a given **group or society**

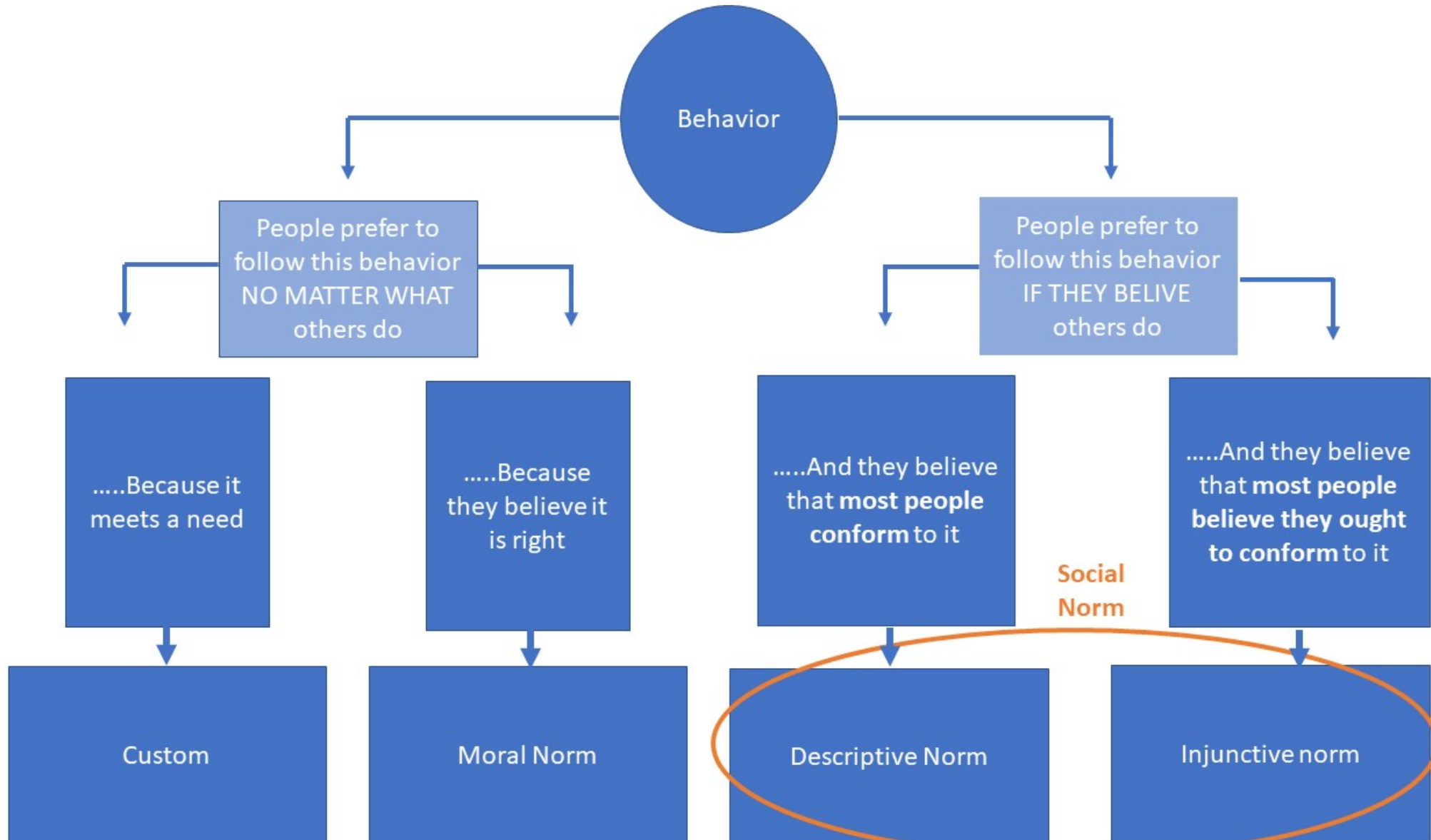


Influenced by belief systems, perceptions of **what others expect & do**, and sometimes by perceived **rewards & sanctions**



Embedded in **formal & informal institutions** and produced & reproduced through **social interaction**

Distinguishing social norms



Key Social Norms Terms

What people believe is....

- Typical (what others do, **Descriptive norm** or **Empirical Expectation**)
- Appropriate behavior (what others expect me to do, **Injunctive norm** or **Normative Expectation**)

Occur within a **Reference Group**:

- Others who influence one's compliance with the social norm we call members of the reference group

Are Maintained by Social Regulation or **Outcome Expectancies**:

- Approval by others (including anticipation of positive or negative **Sanctions**)



Reference Groups

Reference group members influence an individual's likelihood of complying with norms through:

- Enforcement (Power Holders)
- Modelling



Examples of norm measures

1

Descriptive norms

(What you think others do)

What proportion of [**others in your community**] do you think [have been tested for HIV / use condoms]?

2

Injunctive norms

(What you think others approve or disapprove of)

To what extent do [**elders in your congregation**] approve of / encourage you to [get tested for HIV / use condoms]?

All reference groups may not be created equal

Modeler

What proportion of *girls in your school* do you think use contraception?

**Enforcer/Power
Holder**

My mother approves of me using contraception.

**Likelihood of
compliance**

How much does *your mother's* opinion matter to you?

Comparing individual to social norm measures

Individual-level measures	How often do you wear a face mask in public?	Behavior
	If you wanted to wear a face mask, would you be able to?	Self-efficacy
	Do you think wearing face masks in public is typical?	Attitude (Personal Normative Belief)
Social Norm Measures	Is wearing face masks in public typical among adults in your community?	Descriptive Norm
	Is wearing face masks in public approved of among adults in your community?	Injunctive Norm

Sanctions

- If you don't comply with injunctive norms, you face negative **sanctions** or **punishments**.
- If you do comply with social norms, you receive some **benefits** or **rewards** (or the absence of negative consequences).



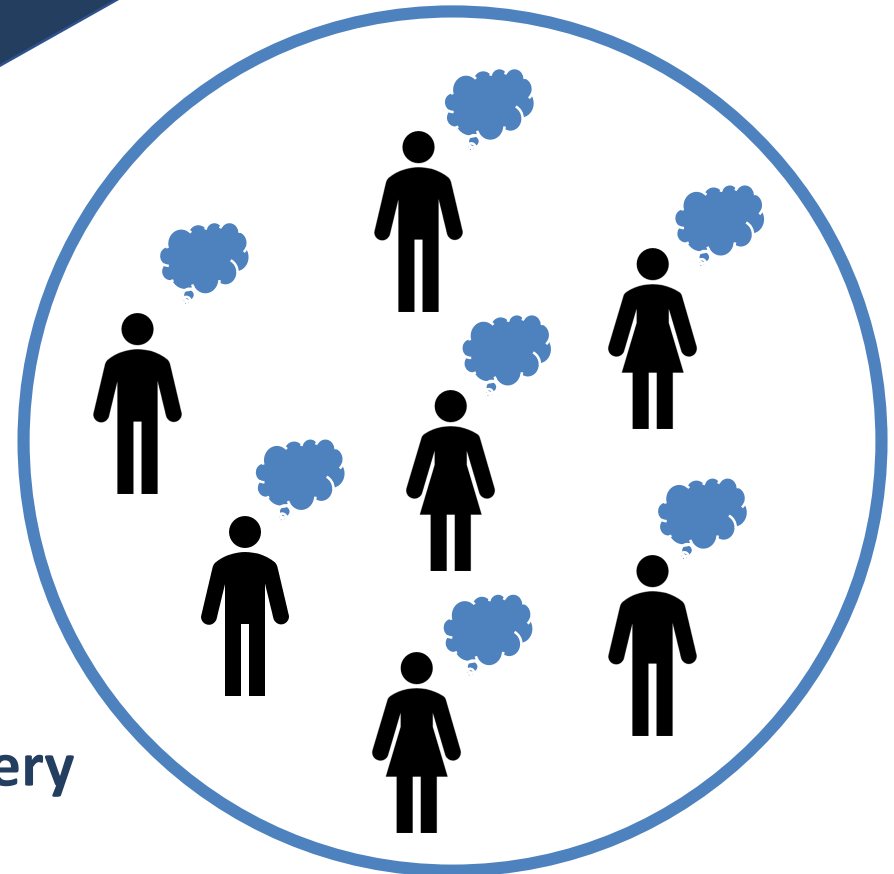
Perceived Injunctive Norms



What Alice
Thinks Others
Think She
Should Do

VS.

Collective Injunctive Norms
Sum total of perceptions of every individual in the population





POP QUIZ!



In Review

Social norm measure building blocks:

Must:

1. Refer to a **reference group**. If not, it's an individual attitude
2. Refer to a **specific behavior**
3. Measure either the **descriptive** norm (perceptions of typical behavior) or **injunctive norm** (perceptions of what is appropriate)... or ideally both

Should also:

1. Determine whether **sanctions (i.e., rewards or punishments) exist**
2. Assess how **sensitive or likely to comply** people are to the sanctions



**Read
more**

Social Norms Background Reader:

<https://www.alignplatform.org/resources/social-norms-background-reader-0>

The Flower For Sustained Health: An Integrated Socio-ecological Framework For Normative Influence And Change:

<https://www.alignplatform.org/resources/flower-sustained-health-integrated-socio-ecological-framework-normative-influence-and>

Top 20 Resources On Social Norms:

<https://www.alignplatform.org/resources/learning-collaborative-top-20-resources>



Let's Reflect

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:



SESSION 6

The Staircase for Social Norms Measurement



Consider:

Information about this topic
that I don't understand:

Content that is surprising
or interesting to me:

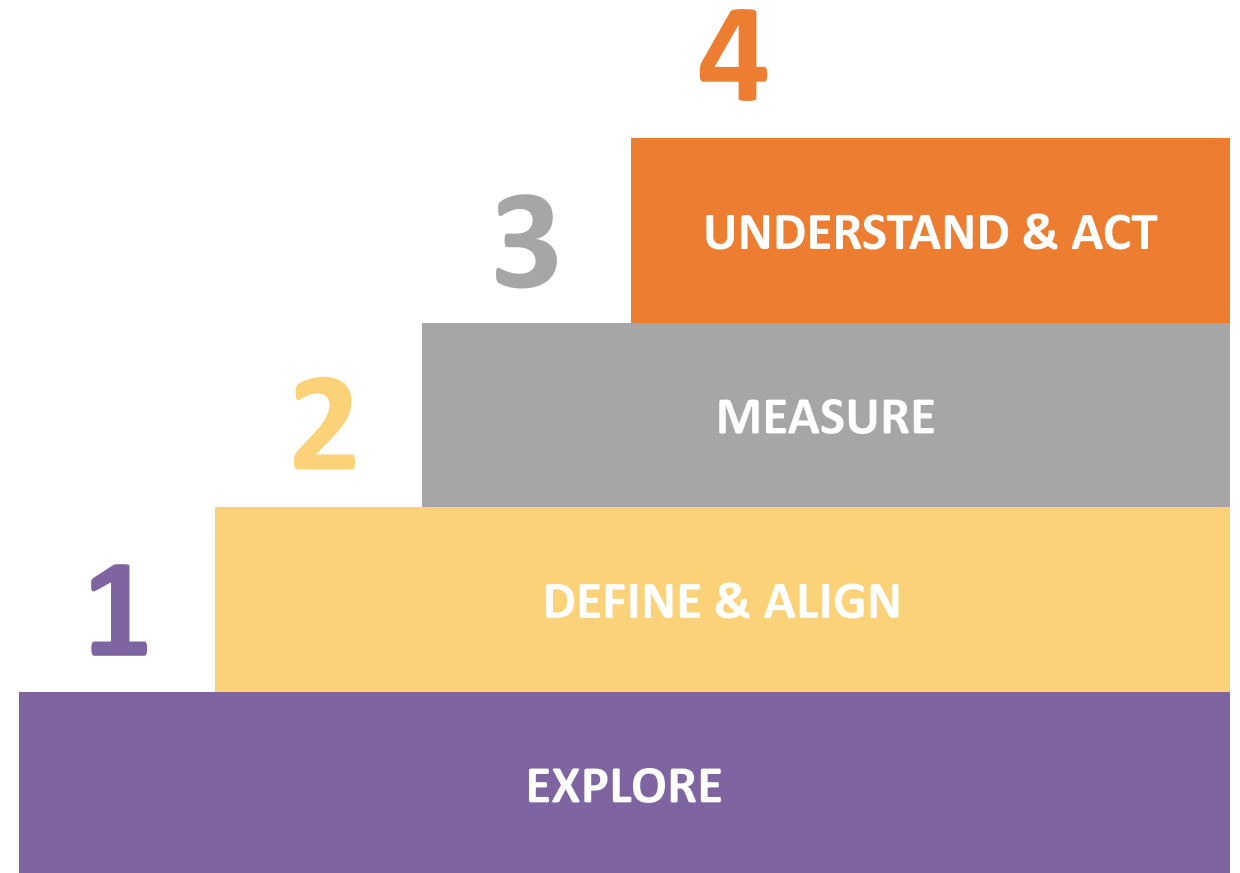
Topics that I want to
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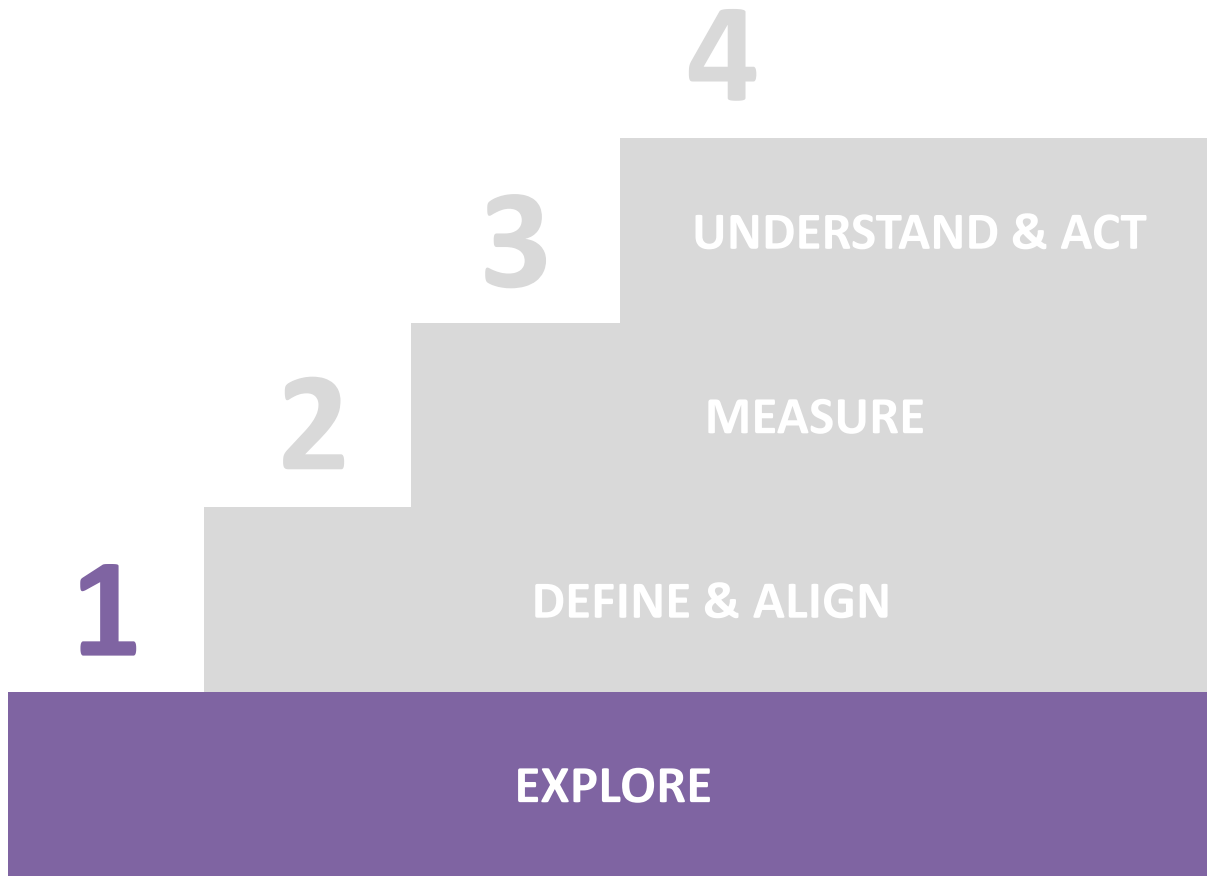
Concepts that are most
relevant to my work:

MAY 2019

Resources for Measuring Social Norms: A Practical Guide for Program Implementers

Learning Collaborative to Advance Normative Change



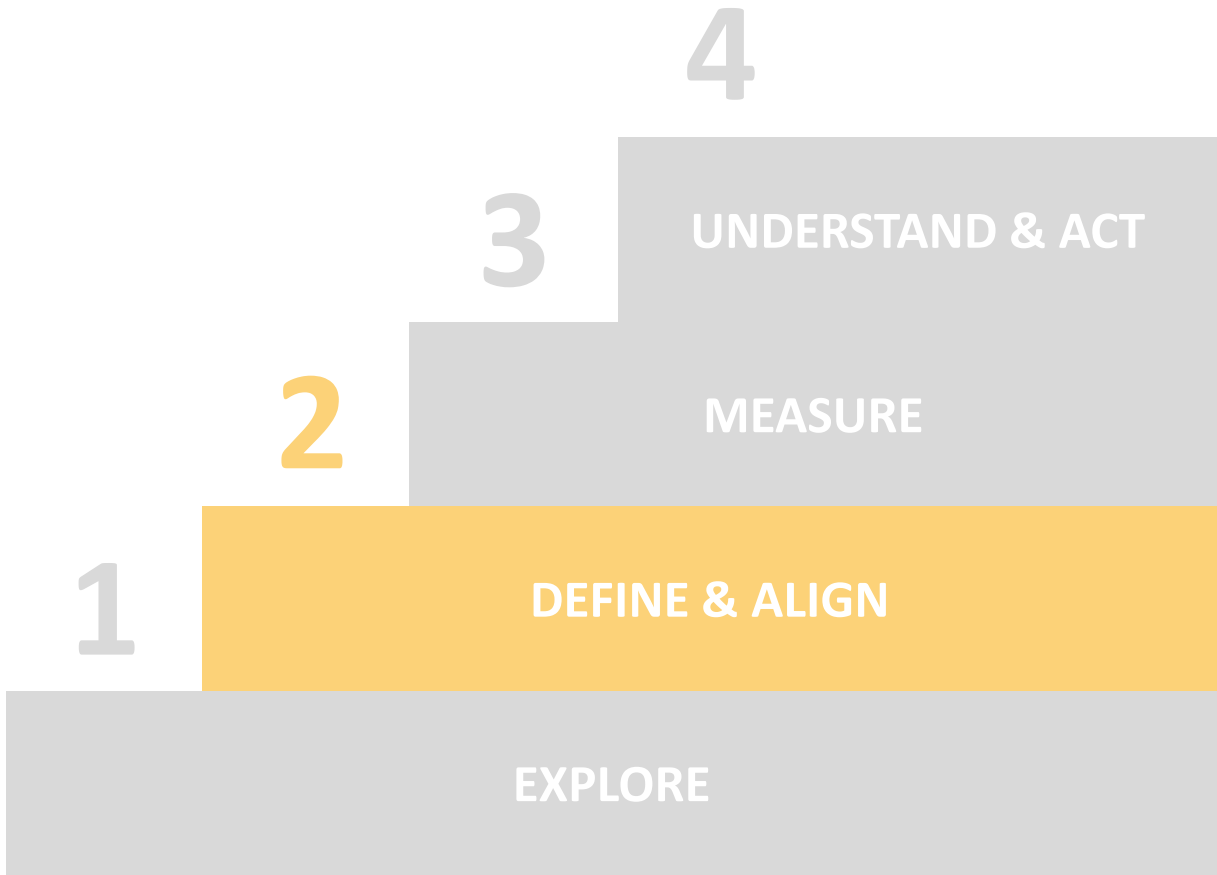


When

When you don't have any or have only limited evidence regarding whether and how norms are sustaining a given behavior

How

- Open-ended questions – FGDs or IDIs
- Vignettes
- Exploratory techniques, i.e., pile sorting, influence mapping etc.
- Secondary data analysis

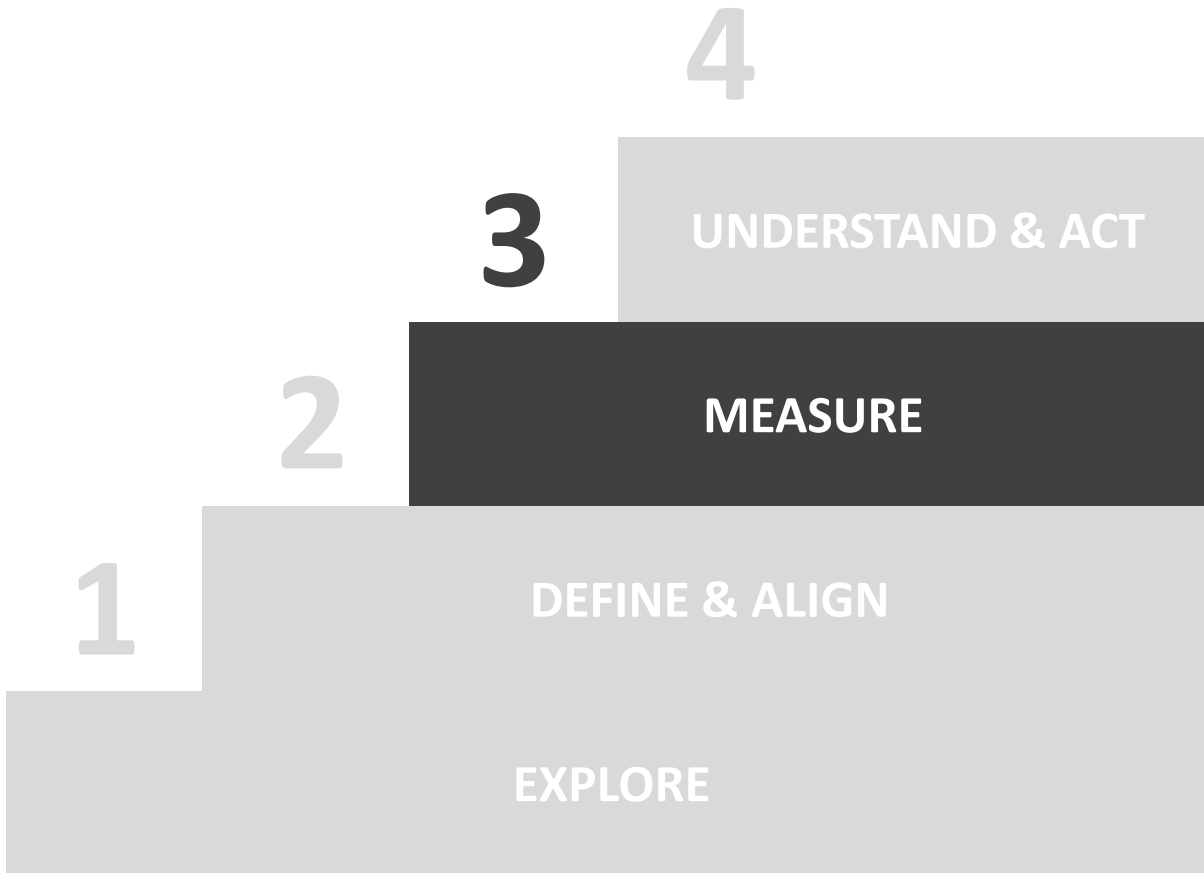


When

When you are ready to develop your conceptual framework that will guide your measurement approach

How

- Building on known theories of behavior change
- Taking into account programmatic considerations
- Using learnings from exploratory phase



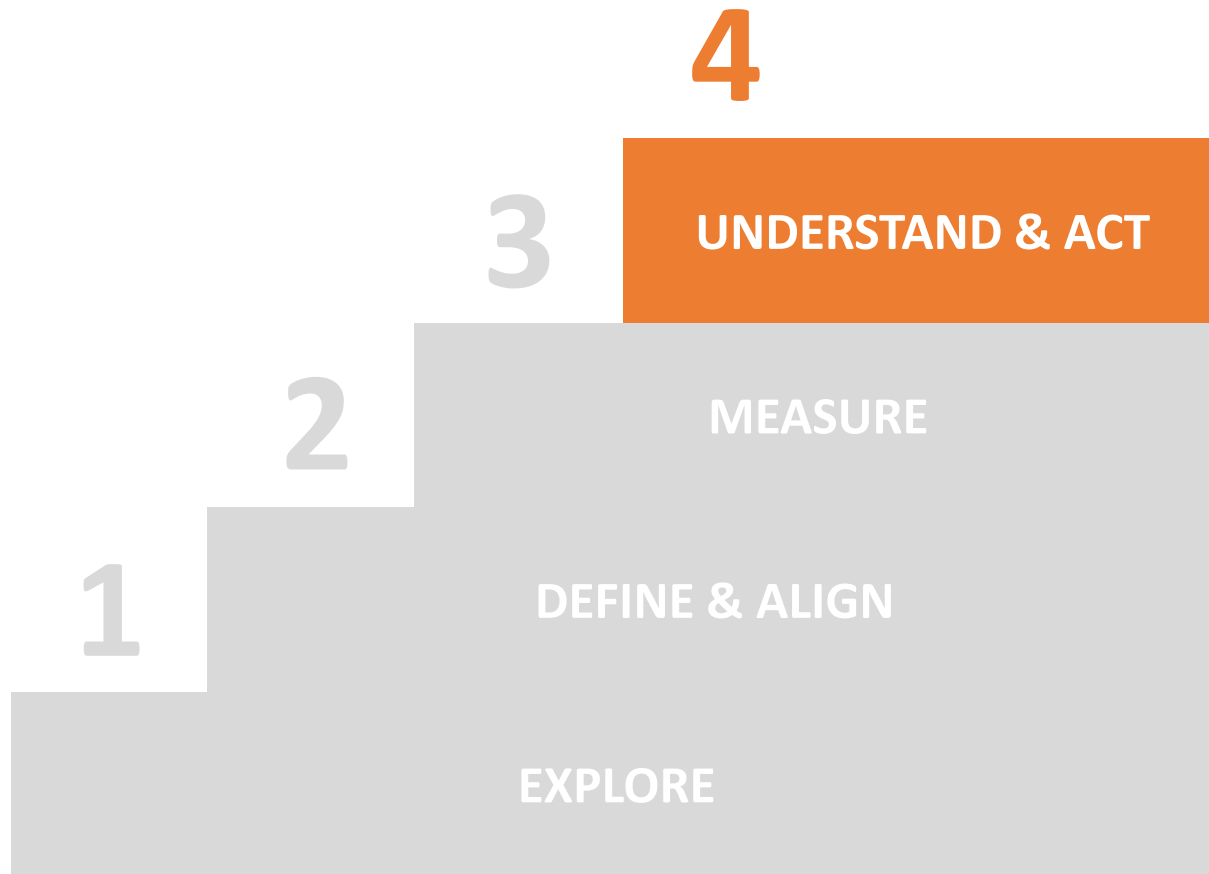
When

When you are ready to determine the approach and questions that will go in to your

- survey instrument
- monitoring tool
- discussion/interview guide

How

- Following the conceptual framework/theory of change that you have developed for your project
- Select from existing measures
- Adapt to the needs of your context and project



When

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

How

Variety of analytic methods:

- Scale psychometrics (including importance of disaggregating the reference groups)
- Longitudinal analyses considerations
- Cost-effectiveness considerations



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?



POP QUIZ!



In Review

- If you have only limited evidence about if and how norms are sustaining or preventing a given behavior, 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 in to 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 **Step 4: Act**



**Read
more**

**Resources for measuring social norms: a practical guide
for programme implementers:**

<https://www.alignplatform.org/resources/resources-measuring-social-norms-practical-guide-programme-implementers>



Let's Reflect

Information about this topic
that I don't understand:

Content that is surprising
or interesting to me:

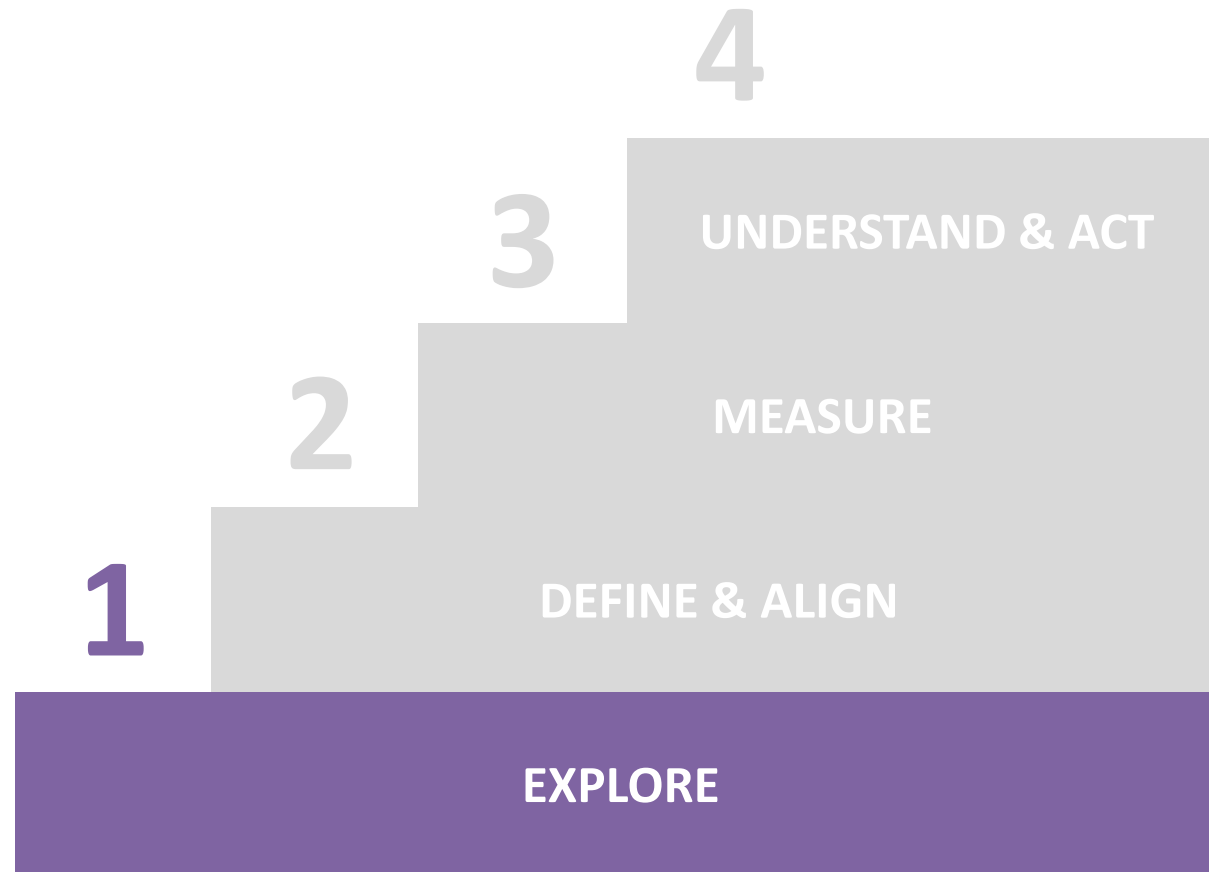
Topics that I want to
learn more about:

Concepts that are most
relevant to my work:



SESSION 7

Social Norms Exploratory Approaches





Consider:

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:

Exploration for formative research

- Explore a topic, rather than answer a research question
- Smaller scale than research seeking to measure programme impact
- Key informants useful, but often lack a complete perspective

1. Reviewing secondary data
2. Collecting primary data

Secondary Data Sources



Existing data sources: quantitative

DHS

World Values

UN Data

KAP surveys

Baseline-endline programme evaluation
surveys

<http://emerge.ucsd.edu/>



Existing data sources: qualitative

News coverage

Popular entertainment

Laws

Social media

Considerations for secondary data analysis

Limitations

- Often do not account for reference groups
- Focus may be national
- Typically measure only individual behaviors and attitudes, rather than individuals' perceptions of collective norms

Benefits

- Proxy information on perceptions of norms may be better than no information
- Aggregating self-reported behavior can proxy normative behavior in a population

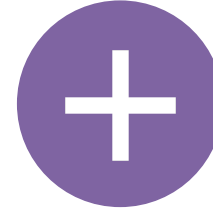
Benefits of Primary Data Collection



Establish
presence of
norm(s) related
to a behavior in
a given setting



Determine
locally
appropriate
vocabulary for
talking about
specific norms



Determine if
more than one
social norm
affects a
behavior



Understand the
strength of the
norm(s) related
to the behavior



Identify
reference groups
that are
influential for
the norm



Understand
social sanctions
and rewards for
compliance or
non-compliance

Primary Data Collection Methods

- Qualitative approaches are commonly used when there is little information available on social norms for a given behavior and setting
- Allow individuals to define for themselves key features of norms and behaviors
- Allow for a more nuanced exploration of social norms and their determinants than is possible with quantitative data

- Structured, semi-structured, open-ended & participatory approaches
- Focus group discussions (FGD)
- In-depth individual interviews (IDI)

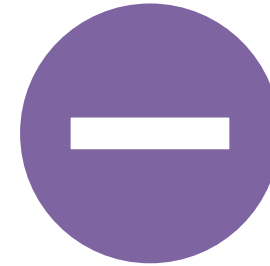
Focusing your qualitative inquiry

If you want to understand....	Then your questions should focus on...
Descriptive norms	social expectations about what people in the community or target population do
Injunctive norms	what people think others in their community or target population should do
Reference groups	identifying the people or types of people whose opinions and behavior influence the respondent's or target population's behavior
Outcome expectations	how likely it is that complying or failing to comply with the expectations of a norm will result in social rewards or sanctions, and what those are

Participatory qualitative methods



- Directly engage participants
- Break down perceived divide between 'researcher' and 'research participants'
- Enjoyable and easy for participants to understand
- Can be done with IDIs or FGDs



- Require strong facilitation skills
- Large range of techniques, but many need to be tailored for norms exploration

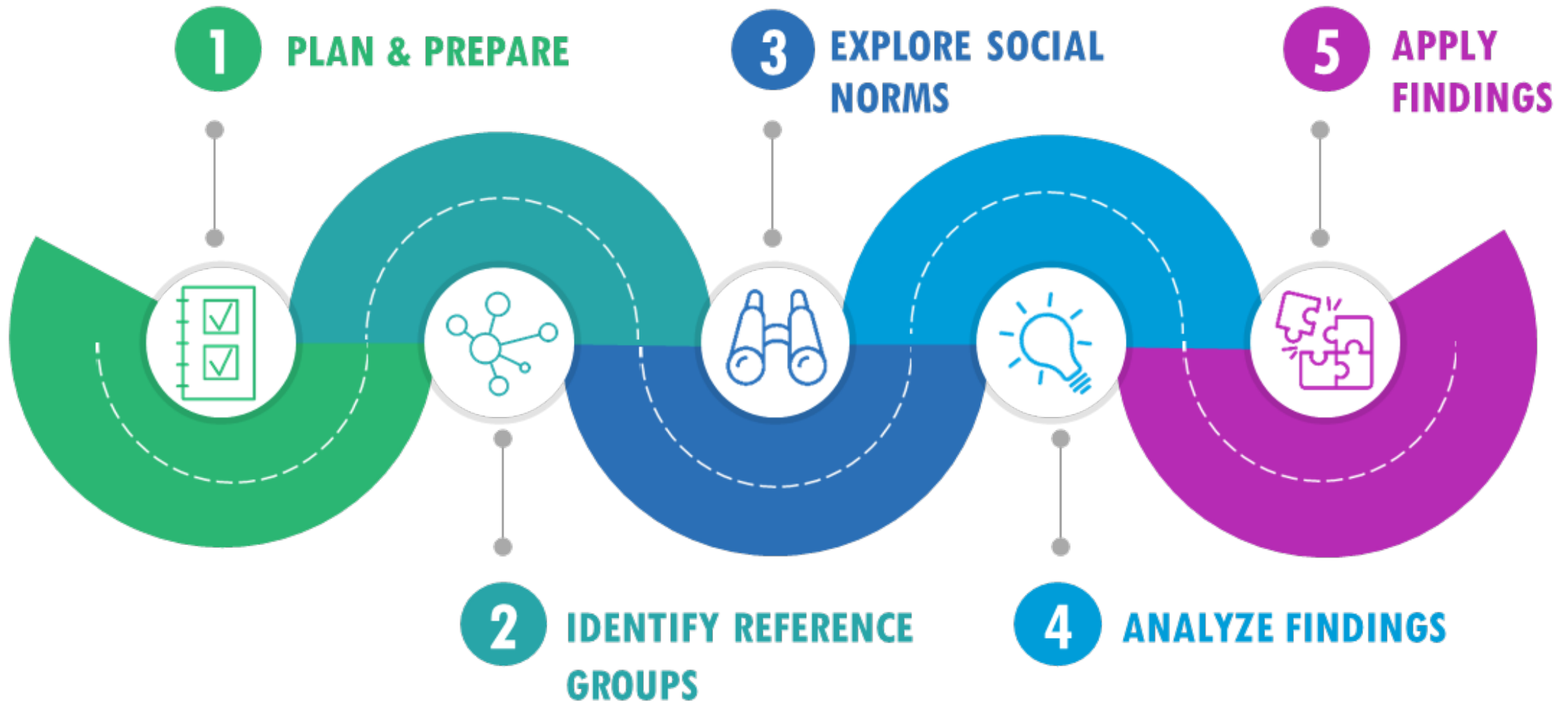
Participatory Techniques

Technique	What It Is	Source
Body mapping	A form of storytelling in which the body map —the outline of a person's body— provides a structure for participants to visually depict both the internal and external influences on their lives.	Garima Project tools from India
Pile Sorting & Ranking	Participants are asked to sort and/or rank cards, containing a word or a picture, into piles that makes most sense to the participant and are more similar to each other than they are to items in separate piles.	Momentum Project tools from the DRC
Social Network & Influence Mapping	Participants draw links between themselves and significant others in their lives.	Tanora Mitsinjo Taranaka Project tools from Madagascar
2X2 social norms tables	Participants fill in two tables—one for approval, one for behavior—to describe individual- and community-level approval and practice of a given behavior.	Participatory Research Toolkit RainBarrel Communications



Examples of **Social Norms Exploratory Tools and Approaches**

Social Norms Exploration Tool (SNET)



An illustrative SNE process to explore norms shifting operating in CareGivers' Support Groups!



SNET Example Exercises

Exercises		Method Type	Purpose
<i>Identify Reference Group</i>	My social networks	Rapid listing	Identify relevant reference groups
<i>Explore Social Norms</i>	5 'Whys'	Participatory diagramming of social reasons 'why x-behavior exists'	<ul style="list-style-type: none"> • Identify social norms and non-social factors that influence the behavior(s) of interest • Rank which social norms may be most influential • Understand the consequences (sanctions) of not following a norm.
	Problem Tree	Participatory diagramming and discussion of social and non social root causes of x-behavior	
	Vignettes	Participatory group discussions of semi-structured, open-ended stories	

What is the value of SNET?

The SNET helps you answer these four critical questions.

1. Who are the reference groups that influence the behavior?
2. What are the social norms that influence this behavior?
3. Why do people comply with social norms? Why not?
4. What are the social norms that influence this behavior the most?

“SNAP” Framework

- Social Norms Analysis Plot (SNAP) Framework – analysis framework for data on social norms
- Used to design measurement tools to elicit data about social norms
- Outlines 5 components of a social norm that we identified from theory, which we think would indicate strength/influence and signs of change

SNAP Framework Sample vignette

Saleha, aged 16, is a dropout girl who lives with her parents and sisters. One day the matchmaker came to her parents with a marriage proposal for Saleha. Saleha and her family came to know from the matchmaker that one of Saleha's former classmates Rita is already engaged and is getting married in a week. The matchmaker suggested that Saleha needs to get married too as she is getting older. She also mentioned that she has a perfect proposal for her. She gave details of the potential bridegroom. Saleha's parents were pleased with his background and asked the matchmaker to invite the potential bridegroom to their house for seeing Saleha.

1. What will Saleha's family want her to do in this situation? What would most peers and cousins want Saleha to do?

When Saleha came to know that her parents invited the potential bridegroom to their house for seeing Saleha, she expressed her disapproval of this matchmaking as she would rather choose her own husband.

2. How will decision be made in this scenario?

How will her mother (father, cousins, peers) react to Saleha's assertion and what will she do? Why?

Given the reaction and opinion of the people involved, what will Saleha do? Why?

Will it make any difference if the proposal was not considered good or bad, but just ok? In what ways would the reaction and actions will be different?

CARE's Social Norms Analysis Plot (SNAP) framework

Components of a norm		Example Questions
Descriptive norms		What would most adolescent girls in Rehima's position do in this situation?
Injunctive norms		What would Hindiya and most other girls expect Rehima to do in this situation?
Outcome Expectancies	Sanctions	How would community members react to Rehima if she refused to get married?
	Sensitivity to sanctions	Would the opinions and reactions of her peers make Rehima change her mind about refusing the marriage?
	Exceptions	Are there any circumstances where it would be considered more or less acceptable for Rehima not to get married at her age?



ACT Framework

A

- Assess what people know, feel, and do
- Ascertain normative factors: descriptive norms, injunctive norms and outcome expectancies

C

- Consider context, specifically gender and power
- Collect information on social support and networks

T

- Track individual and social change over time
- Triangulate all data and analysis



Activity:

Practicing the Use of 2x2 Tables

- Take out a piece of paper.
- Ask participants, “Do you approve of behavior X?”
- Write the word **yes** or **no** on the paper
- Now, ask participants to select one influential member of their social network
- Now ask: Does this person approve of behavior X?
- Write the word **yes** or **no** on the paper

2x2 tables “SET” How To

Approval Table

		People whose opinion matters - Approval	
		Yes	No
Self-Approval	Yes	Yes, Yes Quadrant 1	Yes, No Quadrant 2
	No	No, Yes Quadrant 3	No, No Quadrant 4

Behavioural Expectation Table

		People whose opinion matters Expectation of you	
		Yes	No
People whose opinion matters behaviour	Yes	Yes, Yes Quadrant 5	Yes, No Quadrant 6
	No	No, Yes Quadrant 7	No, No Quadrant 8

2x2 tables “ACTION” Example

		People whose opinion matters: Approval	
		Yes	No
Self-Approval	Yes	Yes, Yes - Quadrant 1 5 Reasons: Rewards: Punishments:	Yes, No - Quadrant 2 1 Reasons: Rewards: Punishments:
	No	No, Yes - Quadrant 3 2 Reasons: Rewards: Punishments:	No, No - Quadrant 4 4 Reasons: Rewards: Punishments:

		People whose opinion of you matters: Expectation	
		Yes	No
People whose opinion matters behavior	Yes	Yes, Yes - Quadrant 5 4 Reasons: Rewards: Punishments:	Yes, No- Quadrant 6 0 Reasons: Rewards: Punishments:
	No	No, Yes- Quadrant 7 1 Reasons: Rewards: Punishments:	No, No- Quadrant 8 7 Reasons: Rewards: Punishments:

Probing questions include:

- Can you explain why you fell on (x) quadrant for approval but fell into (x) for behavioural expectation?
- What are the social benefits of doing (x) behaviour; what are the social benefits of not doing (x)?
- What are the social sanctions of doing (x) behaviour; what are the social sanctions of not doing (x)?

Interpretation of 2x2 Table Data

Finding	Likely Means
Yes/Yes or No/No	Norms are at play
Yes/No or No/Yes	Abiding by a norm they would rather not practice; or Challenging a norm that is widely practiced*
Unable to articulate reasons, rewards, and/or punishments	Pluralistic Ignorance at play

* Depending on the normative behaviour, this may be health-promoting or health-harming.



POP QUIZ!



In Review

Exploring Norms

- 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



**Read
more**

Social Norms Exploration Tool: <https://www.alignplatform.org/resources/snet-glance-social-norms-exploration-tool>

Applying Theory to Practice: CARE's Journey Piloting Social Norms Measures for Gender Programming: <http://www.care.org/our-work/womens-empowerment/gender-integration/innovation>

Tipping Point Monitoring & Evaluation Tools: <https://caretippingpoint.org/tools/>

The ACT Framework: <https://www.unicef.org/documents/act-framework>

Overview Of Experiences Diagnosing Social Norms:

<https://www.alignplatform.org/resources/overview-experiences-diagnosing-social-norms-0>



Let's Reflect

Information about this topic
that I don't understand:

Content that is surprising
or interesting to me:

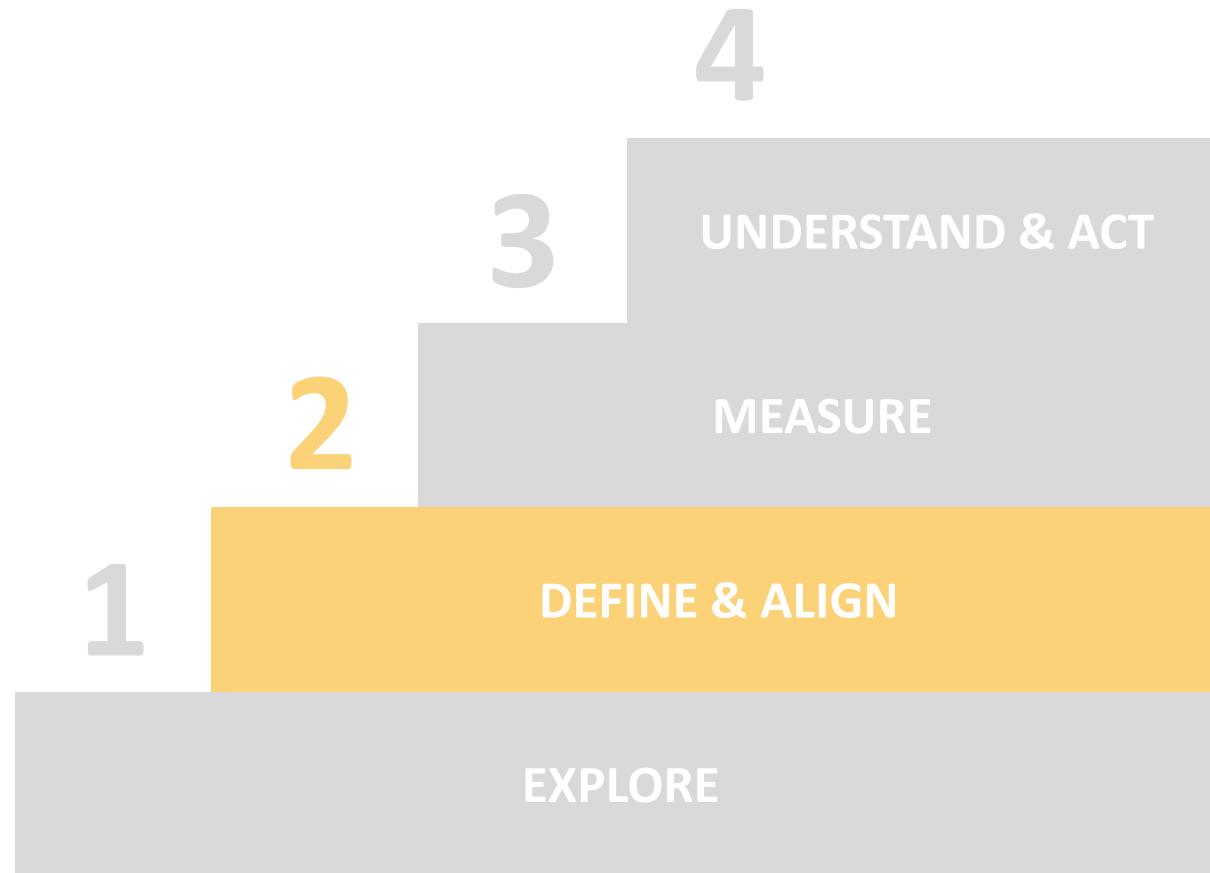
Topics that I want to
learn more about:

Concepts that are most
relevant to my work:



SESSION 8

Integrating Social Norms at Programme Conceptualisation





Consider:

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:

Before you can Measure...

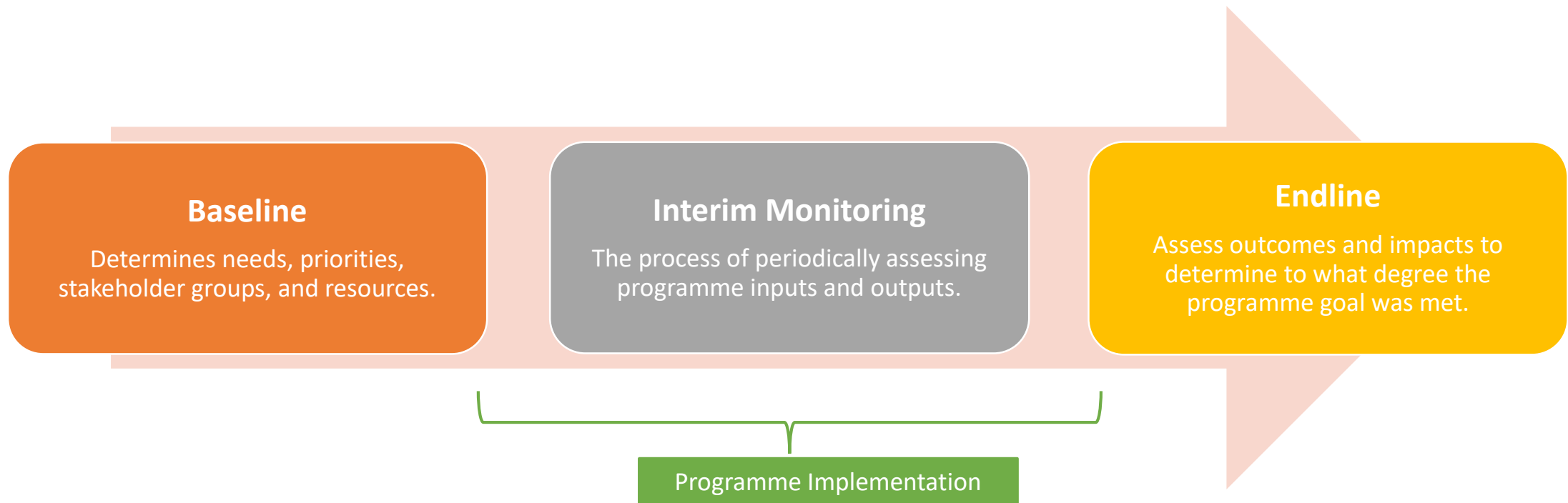
Identify relevant norms

**Determine how norms relate to
programme activities and goals**

**Develop measures in
alignment with
programme
framework**

When to Monitor and Evaluate

- Assessing social norms **change** requires multiple measurement timepoints
- During programme planning also consider when to measure



Why clear programme conceptualisation matters for social norms measurement



Form basis for decisions about study design and measurement tools



Improve rigor and usefulness of data you collect



Identify focus areas for research and programming



Have a clear, common understanding of a program, its goals, and how change will occur



Develop common language to discuss a program



Able to make changes to programme based on new information



Effectively adapt for new settings



Have measurement and evaluation systems that support programme implementation

3 Tools for programme Conceptualisation

Conceptual Framework

```
graph TD; A[Conceptual Framework] --> B[Theory of change]; B --> C[Logic Model];
```

Theory of change

Logic Model

Why a conceptual framework?

- A conceptual framework is a theoretical roadmap showing “directions” between factors or elements that shape behaviors or outcomes
- For projects planning to measure social norms, this obliges thinking through how social norms relate to other project factors & outcomes



A conceptual framework for social norms

Describes relationships between factors that reinforce social norms & that ultimately impact gender dynamics & health outcomes

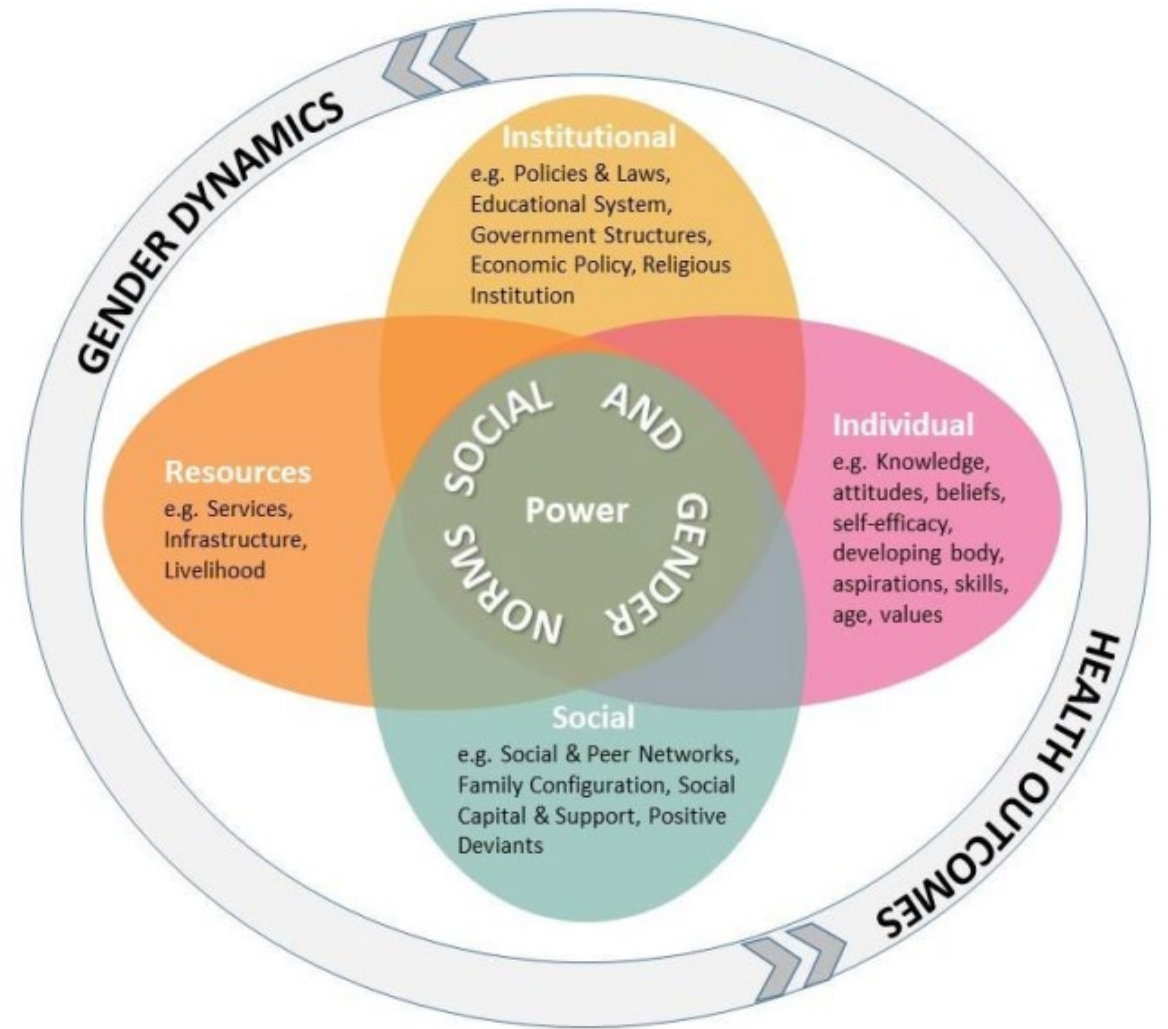
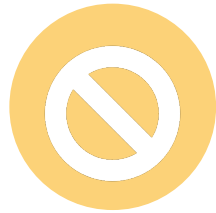


Figure 3. The Flower for Sustained Health: An integrated socio-ecological framework for normative influence and change. Modified from Cislighi and Heise (2017) by the Learning Collaborative.

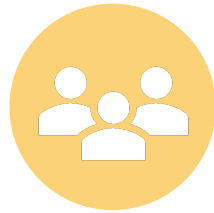
Adopting your own social norms conceptual framework



Review what is already known from research or programming



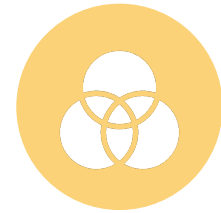
Many conceptual frameworks about social norms already exist: don't develop from scratch!



Collaborate with colleagues & other stakeholders, including members of the communities

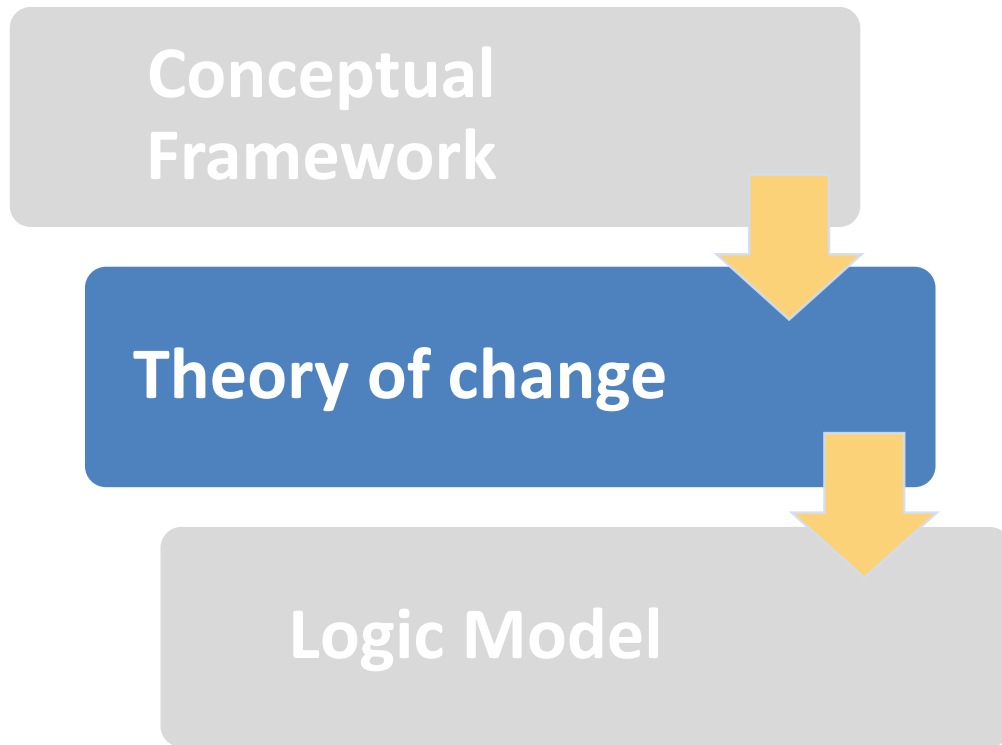


Determine alignment between your programme elements & your conceptual framework



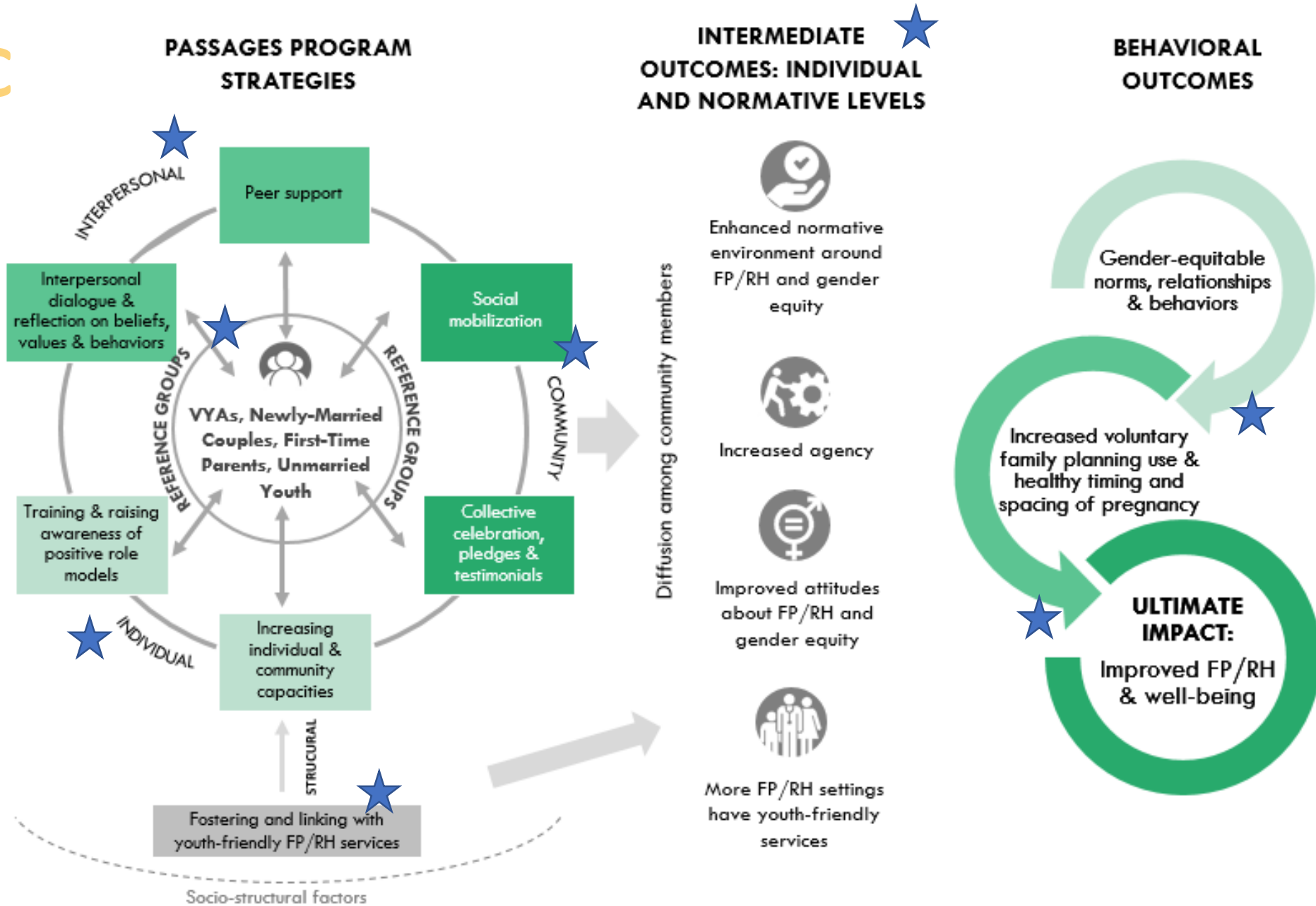
One programme is not required to address all relationships shown in a conceptual framework!

Why a Theory of Change (TOC)?

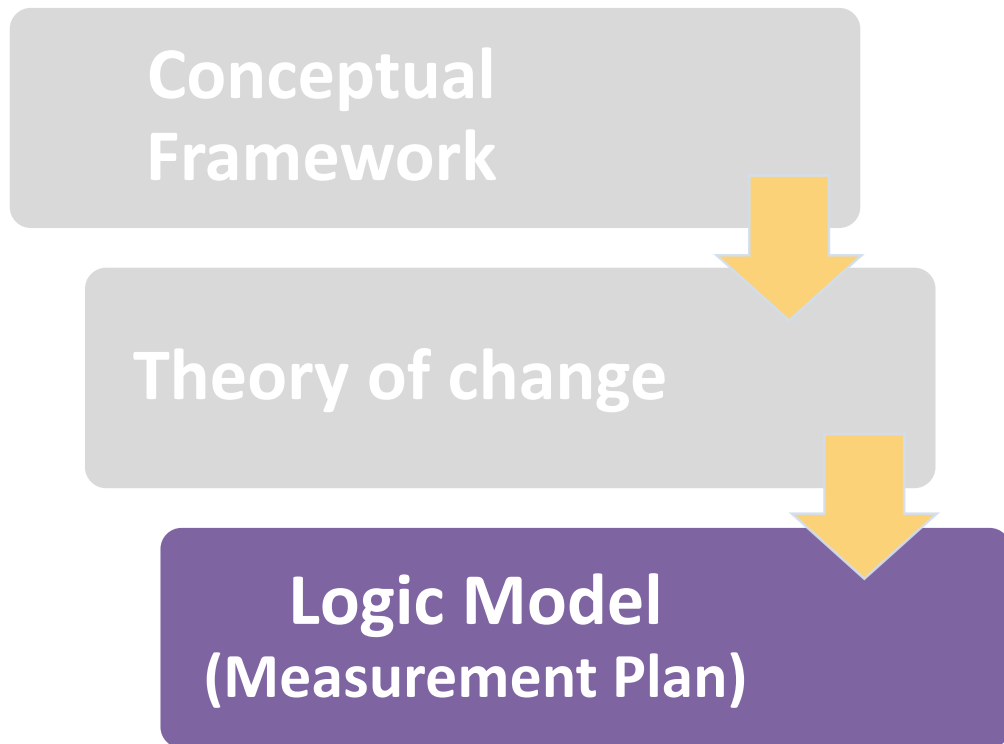


- More focused on the details of how a programme will achieve its goals
- Lays out understanding of how and why an intervention produces intended outcomes and the pre-conditions necessary for it to do so **within a specific context**
- Considering the specific social context particularly important to social norms work!

TOC



Planning your social norms measures



A logic model takes TOC one step further, enumerating definitions and data sources:

- project inputs
- outputs of specific activities
- short-, medium- and long-term outcomes
- impact

Logic Model Example

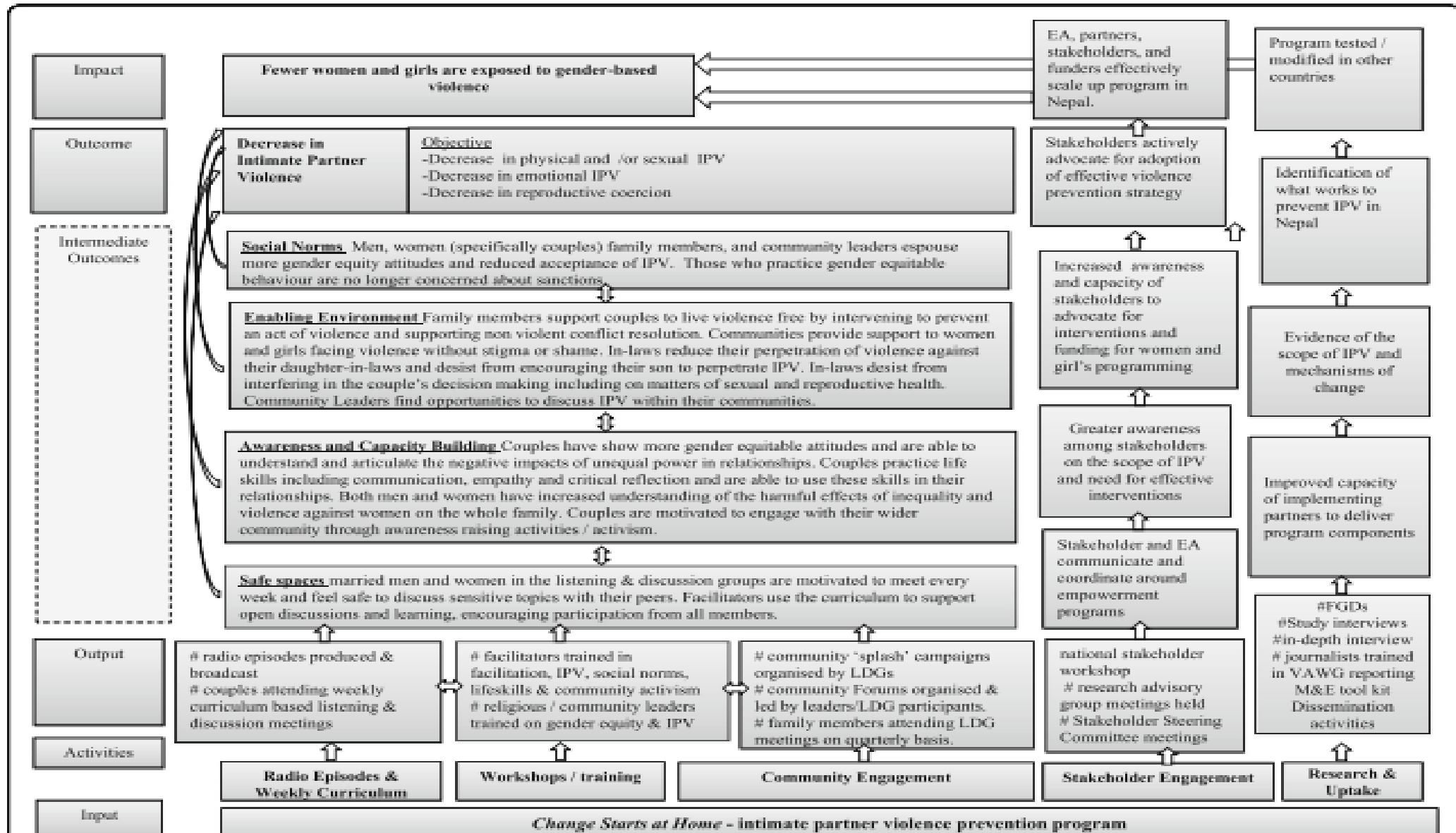
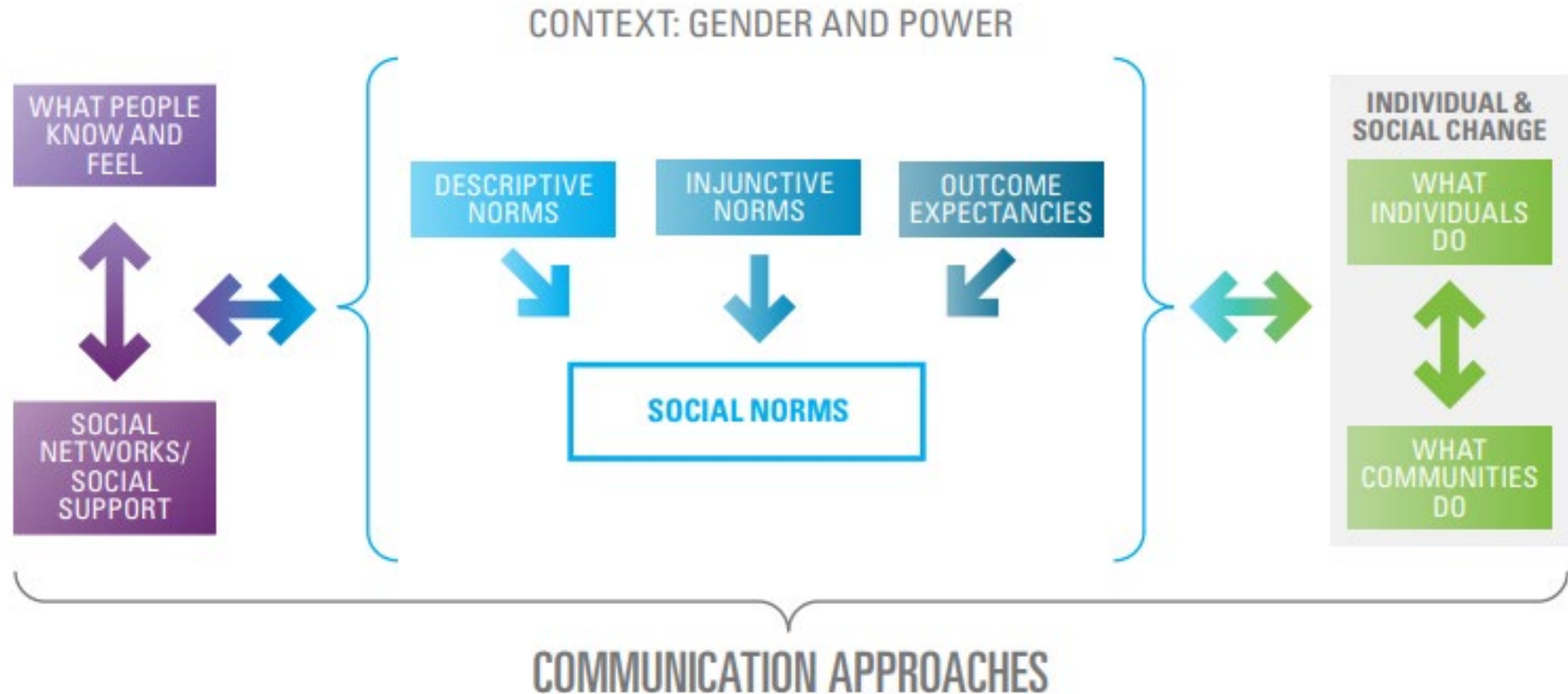


Fig. 3 Change Starts at Home Theory of Change



**Example of integrating social norms from
conceptual model to measurement plan**

Conceptual framework behind the ACT Framework



Measurement Plan

AGGREGATED ACT MEASURES/INDICATORS		
COMPONENT OF THE ACT FRAMEWORK	SOCIAL NORMS CONSTRUCT/CONCEPT	AGGREGATED MEASURE/INDICATOR
Assess what people know, feel and do	Know	Change over time in knowledge of FGM
	Feel	Change over time in beliefs about FGM
		Change over time in intentions not to practice FGM
	Do	Proportion of girls and women who have undergone FGM
		Proportion of households moving along the continuum of change
Ascertain normative factors	Descriptive norms	Change over time in perceived prevalence of FGM
	Injunctive norms	Change over time in the approval of FGM by self and others
	Outcome expectancies	Change over time in individuals' identification of benefits and sanctions related to FGM
		Change over time in intention to give rewards and impose sanctions related to FGM

Source: The ACT Framework: Towards a new M&E model for measuring change around FGM

Monitoring Indicators

Indicator	Survey Question(s)	Scoring Directions
<p>Average perceived prevalence of FGM</p> <p>Key indicator for assessing descriptive norms</p>	<p>D1. Using a scale of 0 to 10, where 0 is none and 10 is all, about how many girls 10-14 years in your community are currently cut?</p> <p>D2. Using a scale of 0 to 10, where 0 is none and 10 is all, about how many girls 15-19 years in your community are currently cut?</p> <p>D3. Using a scale of 0 to 10, where 0 is none and 10 is all, about how many women in your community are currently cut?</p>	<p>Average all scores.</p> <p>Note: questions can also be assessed individually and compared to look for perceptions in trends in cutting (i.e. is it perceived to be less prevalent now than in older generations)</p>
<p>Perceived social expectations to abandon FGM</p> <p>Key indicator for assessing injunctive norms</p>	<p>I1. Do you think your immediate family expects you to continue or abandon FGM?</p> <p>I2. Do you think your extended family expects you to continue or abandon FGM?</p> <p>I3. Do you think your friends and peers expect you to continue or abandon FGM?</p> <p>I4. Do you think your community expects you to continue or abandon FGM?</p> <p>I5. Do you think others whose opinions are important to you expect you to continue or abandon FGM?</p>	<p>Percent who respond “Abandon” to all questions.</p> <p>Note: questions can also be assessed individually and compared to look for differences in perceptions across reference groups.</p>

Illustrative Indicators for Monitoring Norm Change

Normative factors

- Perceived prevalence of behavior (descriptive norm)
- Approval of behavior by self and others (injunctive norm)
- Individuals' identification of rewards and penalties (i.e., outcome expectancies) related to practice
- Individuals' intention to give rewards and impose penalties related to behavior

Social support and networks

- Peer communication about behavior
- Spousal communication about behavior
- Social support for behavior change

Contextual factors

- Gender and age of target group
- Decision-making power of target group
- Politico-Economic situation of households & community
- Capacity of community to absorb social change

Other Social change

- Evidence of diffusion (i.e., behaviour and attitude change in the non-exposed/control communities)
- Evidence of collective action supporting change in behavior



POP QUIZ!





In Review

- A conceptual framework could be useful as a theoretical roadmap showing “directions” between social norms & other factors & outcomes
- A ToC is critical for social norms interventions & facilitates considerations of the specific social context for the norms of interest
- Make sure to Align your ToC with social norms indicators you choose to measure
- Remember norms change doesn't happen in isolation so you will need to monitor changes in other factors as well



**Read
more**

Resources for measuring social norms: a practical guide for programme implementers:

<https://www.alignplatform.org/resources/resources-measuring-social-norms-practical-guide-programme-implementers>

Social norms and AYSRH: Building a bridge from theory to programme design:

<https://www.alignplatform.org/resources/social-norms-and-aysrh-building-bridge-theory-program-design>

The ACT Framework: <https://www.unicef.org/documents/act-framework>

The Behavioral Drivers Model: A conceptual framework for social and behavior change programming: <https://www.unicef.org/mena/reports/behavioural-drivers-model>

Everybody wants to belong: a practical guide to tackling and leveraging social norms in behavior change programming: <https://www.unicef.org/mena/everybody-wants-to-belong>

De Silva M, Lee L, Ryan G. Using theory of change in the development, implementation and evaluation of complex health interventions. London, UK: LSHTM; 2015



Let's Reflect

Information about this topic
that I don't understand:

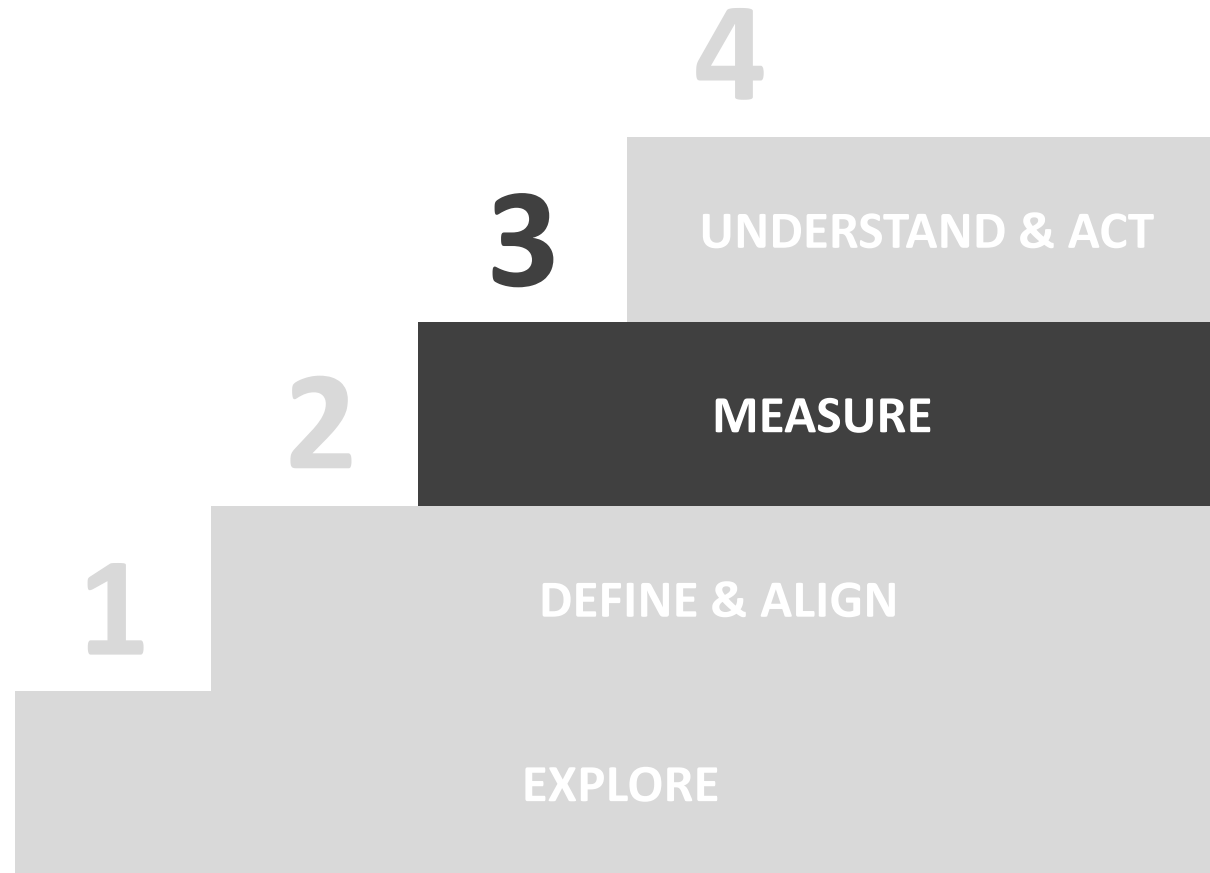
Content that is surprising
or interesting to me:

Topics that I want to
learn more about:

Concepts that are most
relevant to my work:

SESSION 9

Distinguishing Among Types of Social Norms Measures





Consider:

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:

Keep in mind:



Measuring social norms can be challenging and complex



Often requires multiple questions about several aspects of a given norm and/or behavior

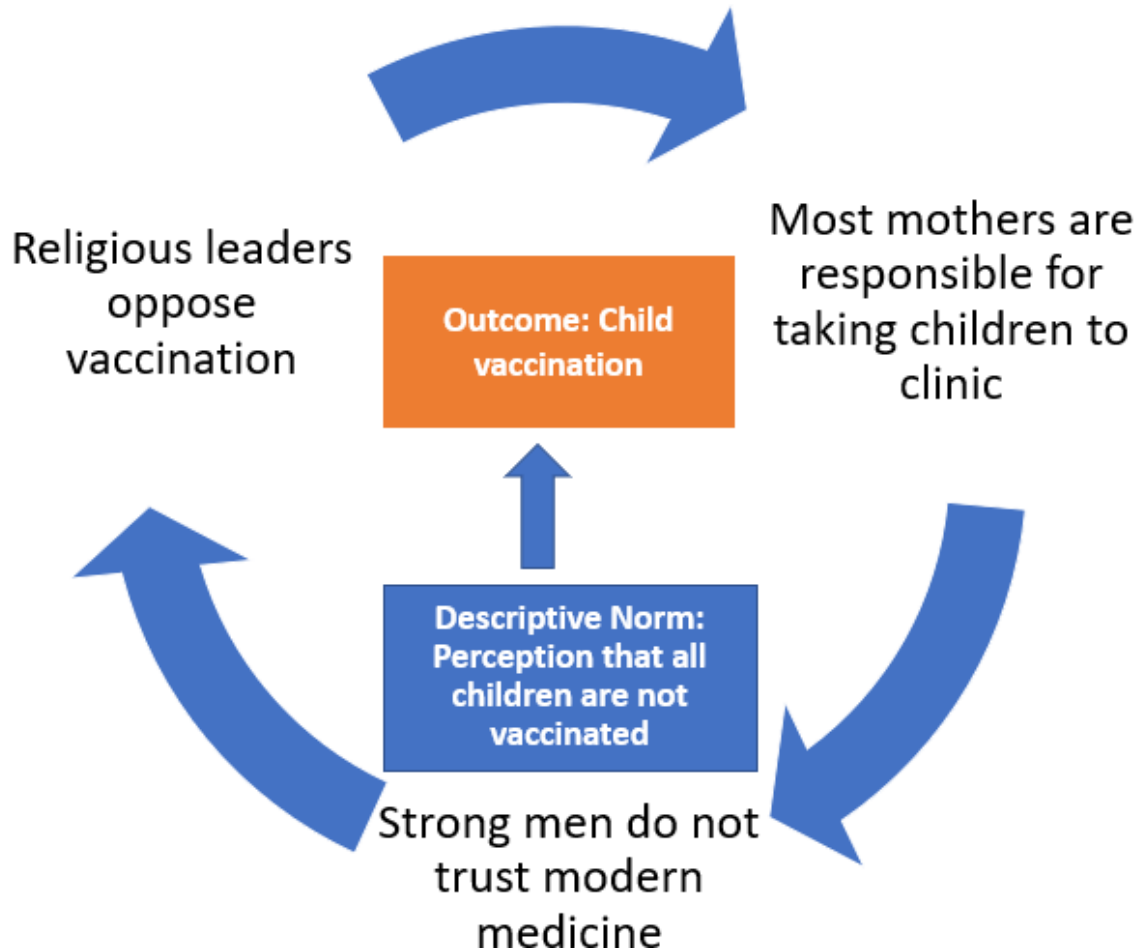


Do the best you can with the resources and time available to you



If possible, collect qualitative alongside quantitative data to enhance understanding of norms

Considerations for deciding what to measure: Multiple Norms at play



- Multiple norms may influence a behavior
- We tend to think of direct norms but also could be indirect norms at play
- Not all norms are equally strong nor equally amenable to change

How to measure



Specifying
Reference Groups



Measuring
descriptive and
injunctive norms



Measuring
outcome
expectancies

Considerations for including reference groups



Be specific!



Distinguish between reference groups for who's *doing* the behavior and those who *approve* of the behavior



Determine relative influence of reference groups



Utilize formative research where possible

Specifying Reference Groups

No Reference Group

Using birth control is morally wrong.

Assumed

My friends think I should carry a condom when planning to have sex.

Respondent-Defined

How likely do you think it is that *[The people you named in your social network map]* use condoms when they have vaginal intercourse?

Social Network Mapping Census

*“Now we are going to talk about the people in your network – **people who you interact with, people you receive support from, people you consider to be part of your world. People you mention can live in this village or elsewhere.**”*

MATERIAL/PRACTICAL/EMOTIONAL NETWORK GRID

- “What is your relationship with (first name of the person)? You can mention more than one kind of relationship. For example, this person can be your aunt and your health provider at the same time.”
- “Is (first name of the person) a member of your household? If s/he is not, does this person live elsewhere?”
If the answer is “elsewhere,” ask the following question:
“What town does (the first name of the person) live?”
- “In the last three months, have you spoken with (first name of person) about birth spacing or a method that would allow you to delay or avoid pregnancy?”
- “In your opinion, would you say that (first name of person) approves of people who use a method of family planning to space their births?”
- “In your opinion, would you say that (first name of person) uses a method of family planning to space their births?”

Material Network Grid

Name	Relationship (a)		Residence (b)	FP communication (c)	Approves of PF (d)	Uses PF (e)

Reference Groups & Powerholders

Type of norm

Items

REFERENCE GROUPS^a
(Those who matter to me)

In matters related to family planning, whose opinion is important to you? (DO NOT READ OPTIONS. CHECK ALL OPTIONS THAT APPLY.)

Husband 1,
Friends 2,
Mother 3,
Father 4,
Mother-in-law 5,
Father-in-law 6,
Faith leader 7,
Sister 8,
Brother 9,
Other female relative 10,
Other male relative 11,
Other 88, Specify ____

POWER HOLDERS^b
(Those with power over me)

If you wanted to use a method of Family Planning, would you need anyone's permission?

Survey approaches for measuring norms and outcome expectations



Single item survey questions



Scales and Indices



Vignette surveys



**“Single item”
survey
questions**

Descriptive Norms

What proportion of [others in your community] do you think [**have been tested for HIV /immunize their children**]?

Injunctive Norms

To what extent do [elders in your congregation] approve of [**getting tested for HIV / using condoms**]?

Comparing individual attitudes & perceptions of social norms

Injunctive Norms (Approval & Disapproval)

I want to understand the levels of approval or disapproval.
Can you tell me to what extent you and other girls like you in your village approve or disapprove of the following....

Do you approve or disapprove of using sanitary pad?

Yes, I approve 1

No, I don't approve 2

Do other girls in your village approve or disapprove of using sanitary pad?

Yes, they approve 1

No, they don't approve 2

Likelihood of compliance: Reference groups (FP use)

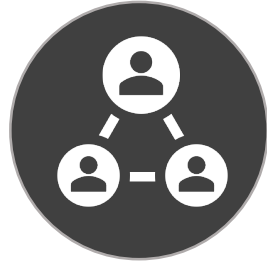
**In matters related to family planning,
whose opinion is important to you?**

**DO NOT READ OPTIONS
CHECK ALL OPTIONS THAT APPLY**

Husband.....	1
Friends.....	2
Mother.....	3
Father.....	4
Mother-in-law.....	5
Father-in-law.....	6
Faith leader.....	7
Sister.....	8
Brother.....	9
Other female relative.....	10
Other male relative.....	11
Other.....	88
Specify _____	

Single Item Measures: Sanctions

Type of norm	Items
SANCTIONS (I am rewarded or punished)	<p>If you are given more freedom to move about in public spaces and play sport, how likely is it that the following consequences might occur? There is no right or wrong answer.</p> <p>Responses: Very likely 1, Somewhat likely 2, Not likely 3.</p> <ul style="list-style-type: none">A. You will be harassed by local boys or menB. You may encounter more arguments/conflicts with your parentsC. You may find it more difficult to get marriedD. You may be considered uppity and disobedient



Activity:

Fix my survey!

1. Do you think most teenagers use emergency contraception?
2. Of your friends and your religious leaders, how many of them would you say vaccinate their children?
3. Among girls you look up to, do you think most wear face masks?
4. My family members would disapprove if I smoked or drove a red car.
5. A woman should not argue with her husband, even if she does not share the same view with him.



Scales and Indices

- **Use multiple questions** to create a single measure for a phenomenon that is not directly measurable with a single question like... (Social norms can't be measured with 1 question!)
- **An index generally sums the values of the response** to the questions to create a 'score'
- **A scale goes one step further and uses statistical techniques** (i.e., psychometric testing) to ensure all the items in the scale are related to each other. Scales are considered stronger measures BUT entail a number of steps.

Index: Composite indicator for descriptive and injunctive norms from ACT Framework

Survey items	Scoring directions	Indicator
<ol style="list-style-type: none"> 1. Using a scale from 0 to 10 where 0 is none and 10 is all, about how many girls 10-14 years in your community are currently cut? 2. Using a scale from 0 to 10 where 0 is none and 10 is all, about how many girls 15-19 years in your community are currently cut? 3. Using a scale from 0 to 10 where 0 is none and 10 is all, about how many women in your community are currently cut? 4. Do you think your immediate family expects you to continue or abandon FGM? 5. Do you think your extended family expects you to continue or abandon FGM? 6. Do you think your friends and peers expect you to continue or abandon FGM? 7. Do you think your community expects you to continue or abandon FGM? 8. Do you think others whose opinions are important to you expect you to continue or abandon FGM? 	<p>Items 1-3: max score 10 per item</p> <p>Items 4-8: score =1 for “abandon”, =0 for “continue”</p> <p>Score will range from 0 to 35; a higher score indicates social norms more supportive of FGM abandonment</p>	<p>Average Overall Social Norms Scale</p>

10 Steps to Create and Psychometrically Test a Scale for Measurement

STEP 1

Decide on the construct you want to measure

STEP 2

Conduct formative research to generate an understanding of the construct and potential items to assess it.

STEP 3

Generate a pool of potential items for inclusion in the measure

STEP 4

Decide on measure format (i.e., response options, timeframes etc.)

STEP 5

Have experts review the item pool

STEP 6

Decide whether or not to include validation items (i.e., like items to assess social desirability bias)

STEP 7

Administer selected items to a sample, for cognitive interviews & pilot testing

STEP 8

Evaluate the individual items of the measure, based on the pilot testing

Step 9

Optimize the length of the scale

Step 10

Conduct a field study with the psychometric testing of the measure, including both reliability and validity testing

Partner Violence Norms Scale



Item	Percent of the Community who believe		
	None %	Some %	Most / All %
A husband who helps his wife with the household chores will not be respected by his family	32	37	31
A man who makes important decisions jointly with his wife will be considered a weak man by his family	31	42	28
A man's family will think he is a disloyal son if he takes his wife's opinion over his mother's opinion	18	43	39
A woman who openly expresses her sexual desires to her husband is perceived to be vulgar	34	38	28
Husbands may use force to reprimand their wives because men should be in control of their families	31	42	27
A woman who complains about her husband's violent behavior is considered a disloyal wife by her in-laws	28	45	27
A woman who does not tolerate violence from her husband is dishonoring her family and should not be welcomed home	39	42	20
A person who intervenes when a woman is being beaten by her husband would be considered to be interfering or meddling in the couple's private affairs	31	46	23



Vignettes

- Guided story-telling methodology
- Qualitative or quantitative
- Survey versions should be simple, relatable and precise: Minimize guessing, hypotheticals, “colorful” responses
- Can minimize response bias

Formula for Constructing a Vignette

What is the behavior of interest for the story?

Example: We want parents to talk to their younger adolescents about puberty (body changes, menstruation, etc.)

1. What are typical situations when such discussions might occur or should be avoided?
2. What goes on socially in such situation? What characters are typically involved in such situations?

Formula for Constructing a Vignette

Questions to explore perceptions about what is common behavior:

1. In your opinion, how many people practice this behavior? [few] [some] [many] [most]
2. What are some of the advantages of practicing this behavior? What are some of the disadvantages?
 - How many see this as a disadvantage? [few] [some] [many] [most]
 - Are these advantages/disadvantages stronger for some community groups than others?

Formula for Constructing a Vignette

Questions to explore perceptions about whether others think it is an approved behavior:

1. Do people in your community expect you and people like you to behave this way?
2. How many people have this expectation? [few] [some] [many] [most]
3. Are these expectations stronger for some community groups than others?
4. How many people in your community approve this behavior? [few] [some] [many] [most]
5. What happens if you do not practice this behavior?
 - How many people in your community would sanction people if they did not practice this behavior? [few] [some] [many] [most]
 - Are these sanctions stronger for some community groups than others?

Sample Vignette: Abdiboru Project

I will tell you a story... Rehima is a 16 year old student who lives with her parents. She attends school and helps her mother with household chores. One day Hindiya, Rehima's cousin comes over to visit Rehima's family. They are about the same age. Hindiya announces that she is engaged and getting married in a month's time. She also strongly suggests to Rehima that she should also marry soon as she is getting old for marriage. Hindiya reveals that she also knows someone from their village who is interested in marrying Rehima.

1. *What would most adolescent girls in Rehima's position do in this situation?*
2. *What would Hindiya and most other girls expect Rehima to do in this situation?*

But Rehima doesn't want to marry young. She announces that she does not want marry at this age.

3. *What would Hindiya and most other girls say about Rehima's decision?*
4. *Would the opinions and reactions of her peers make Rehima change her mind about refusing the marriage?*
5. *Are there any circumstances where it would be considered more or less acceptable for Rehima not to get married at her age?*

Sample Vignette Responses

- “Father and mother make every decision about marriage. It is not acceptable that one should marry on her own wish.” (Descriptive Norm)
- “Parents make the decision **in order to avoid any bad rumor** in the society concerning the girl.” (Injunctive Norms)
- “Her mother tells [her] that if she does that (follows her own wishes), **the neighbors would backbite about her and would laugh at [her]**”. (Sanctions on the girl)
- “Although a girl has grown enough and is eligible for marriage and she says that she does not want to marry, **then we order her to stay inside the house** and also order her to not move anywhere outside.” (Severity of Sanctions)
- “**Some girls do reject** marriage proposals. For e.g. if the groom side come to see the girl and the girl doesn’t like him, she can reject the proposal.” (Exceptions)

Vignette Experiments

Randomly stratify respondents to receive one of two manipulations of the vignette.

- Assess approval/disapproval of behavior across different groups for each manipulation of the vignette
- “On this scale of 1-4, how much do you (you think Paul/John/Stella’s friends/community members would) **approve of their behavior?**”

Male provision and authority in relationships (Vignette A)	
Cate and Paul have been in a relationship for three months. Cate is 17 and in school and Paul is 20 and working.	
<i>Manipulation 1:</i>	----
<i>Manipulation 2:</i>	<i>Paul has been providing Cate with clothes and money to buy things that are important to her.</i>
Last week, Cate went out to have fun with a group of her friends without Paul. Paul learned about it, and then told Cate she should never go out with her friends without his permission.	
Male provision and sexual decision-making power (Vignette B)	
John and Sarah have been in a relationship for some time.	
<i>Manipulation 1:</i>	<i>He has been providing Sarah with a little money for her to buy clothes, and airtime.</i>
<i>Manipulation 2:</i>	<i>He has been providing Sarah with things important to her; he has given her a smart phone and gives her any money she says she needs.</i>
Last week, he asked to have sex with her for the first time, but she said she no. John becomes angry with her.	
Women’s engagement with multiple partners for male provision (Vignette C)	
Stella and Stephen are in school together and have been together for over a year. They love each other.	
<i>Manipulation 1:</i>	<i>Stephen is only able to sometimes buy snacks for Stella.</i>
<i>Manipulation 2:</i>	<i>Stephen has been giving her money in addition to buying her snack every day.</i>
Yet, Stella needs (more) money in order to be able to buy trendy clothes so she can fit in with her friends, so she found a second boyfriend to support her.	

* Modified from [central Uganda HIV Risk Study](#) tools submitted to the Learning Collaborative

Perceived Injunctive Norms



What Alice
Thinks Others
Think She
Should Do

VS.

Collective Injunctive Norms
Sum total of perceptions of every individual in the population



Collective Norms: How to Measure

❓ Sum total of a type of behavior in a bounded social space

- ❓ May be evidenced by:
- Macro level changes – social media, policy etc.
 - Aggregated individual-level behaviors or attitudes

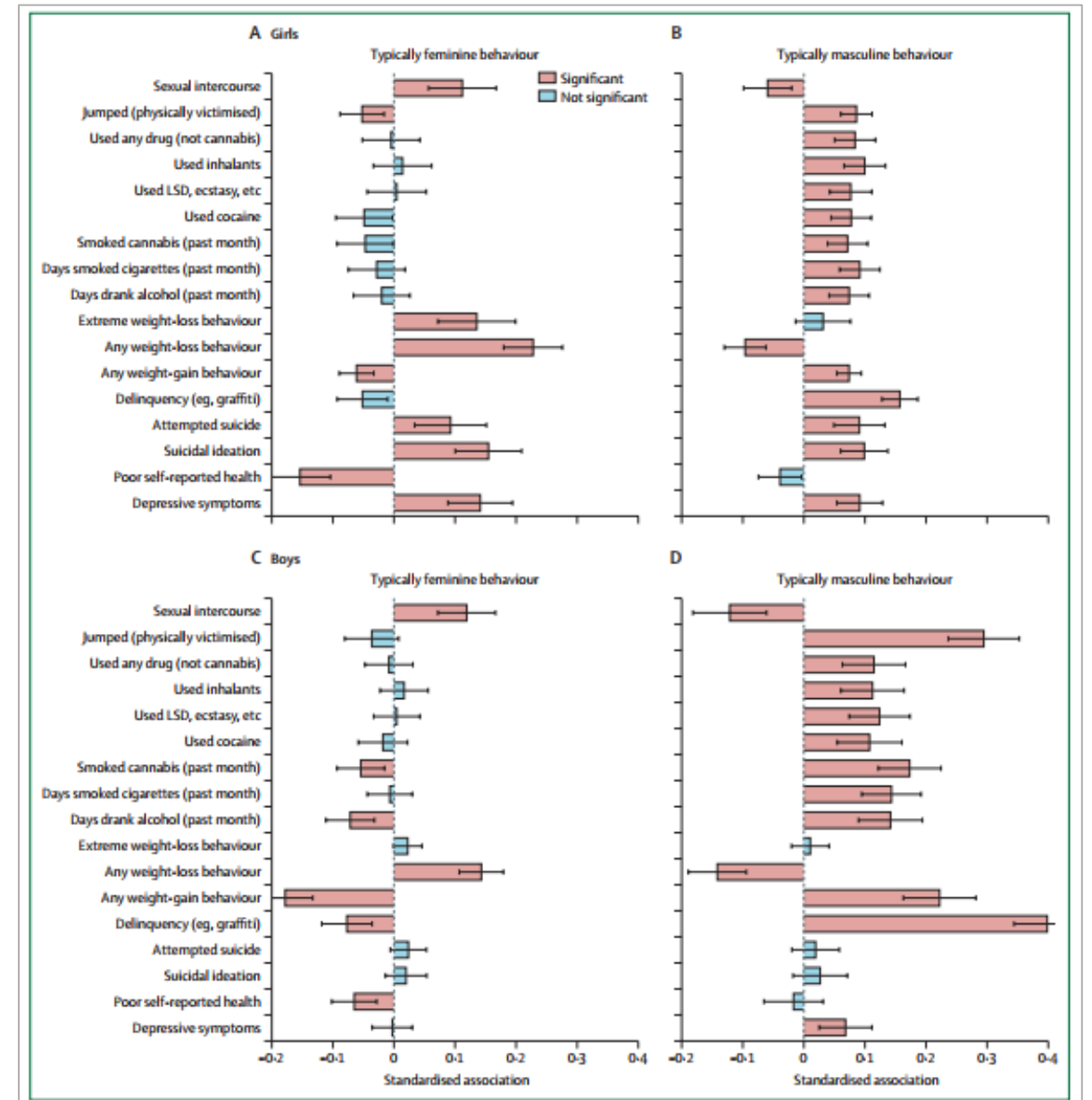
❓ Calculated as the sum of reports of a type of behavior (positive and negative) within a bounded social space

❓ Challenge – bounding the social space (i.e., geographical area, age range, religion, administrative areas etc.)

Aggregated individual behaviors as collective norm measures

Estimated effects of non-conformity to gender norms or positive and negative differences between individual estimated gender normativity and the median for same-sex school peers on health outcomes and health-related behaviours in US students.

Figure from: Weber AM, Cislighi B, Meausoone V, et al. Gender norms and health: insights from global survey data. *Lancet*. 2019;393(10189):2455-2468.





POP QUIZ!



In Review

Social Norms Measures:

Must:

1. Refer to a **reference group**. If not, it's an individual attitude
1. Refer to a **specific behavior**
2. Measure either the **descriptive** norm (perceptions of typical behavior) or **injunctive norm** (perceptions of what is appropriate)..or ideally both

Also keep in mind:

1. Important to know whether **sanctions (i.e., rewards or punishments) exist** & how **sensitive or likely to comply** people are to the sanctions
2. Use an approach best-suited to respondents (**i.e., single item, scales or indices, vignettes, other participatory methods**)
3. One question rarely captures norms because they are multi-faceted



**Read
more**

Resources for measuring social norms: a practical guide for programme implementers:

<https://www.alignplatform.org/resources/resources-measuring-social-norms-practical-guide-programme-implementers>

Weber AM, Cislighi B, Meausoone V, et al. **Gender norms and health: insights from global survey data.** Lancet. 2019;393(10189):2455-2468.



Let's Reflect

Information about this topic
that I don't understand:

Content that is surprising
or interesting to me:

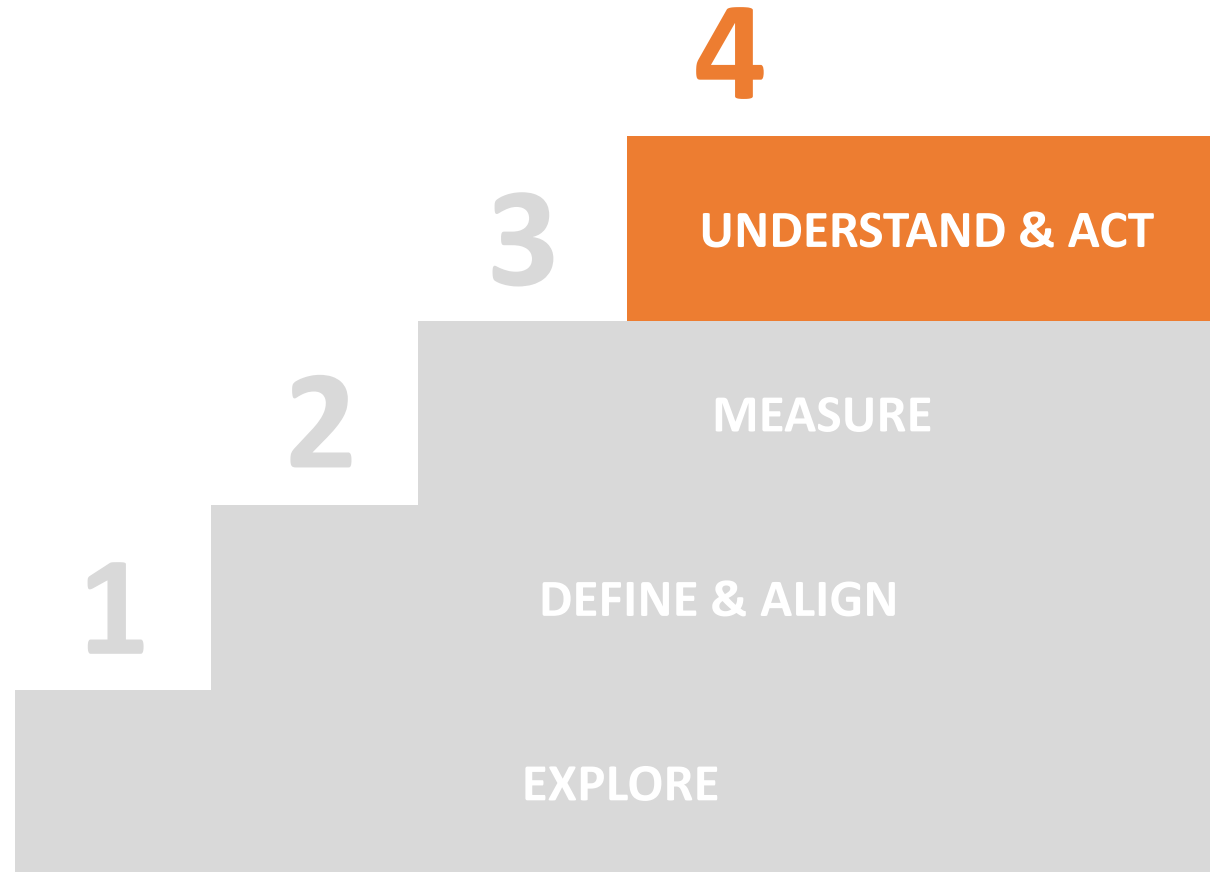
Topics that I want to
learn more about:

Concepts that are most
relevant to my work:



SESSION 10

Applying Social Norms Measurement Findings





Consider:

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:

The image shows several rolled-up architectural blueprints resting on a light-colored wooden surface. The blueprints are partially unrolled, revealing detailed technical drawings with various lines, dimensions, and annotations. The dimensions are in millimeters and meters, such as 2380, 3510, 810, 820, 2180, 150, 740, 970, 1385, 990, 330, 150, 810, 2650, 5940, 4630, 740, 970, 1385, 990, 330, 150, 810, 870, 150, 760, 830, 40, 1030, 1480, 1890, 2560, 2810, 150, 380, 150, 1250, 710, 250, 890, 210, 150, 125, 270, 425, 317.5, 1185, 2500, 3100, 5, 6, 1010, 1125, 250, 1185, 2500, 317.5, 3100, 5, 6, 1010. The blueprints are arranged in a way that creates a sense of depth and focus on the technical details of the drawings.

Using data to inform next steps

- Which project elements?
- Sustainability?
- Counter-intuitive results or unintended consequences that would require adjustments going forward?
- Which reference groups?
- What were the costs of various project elements?

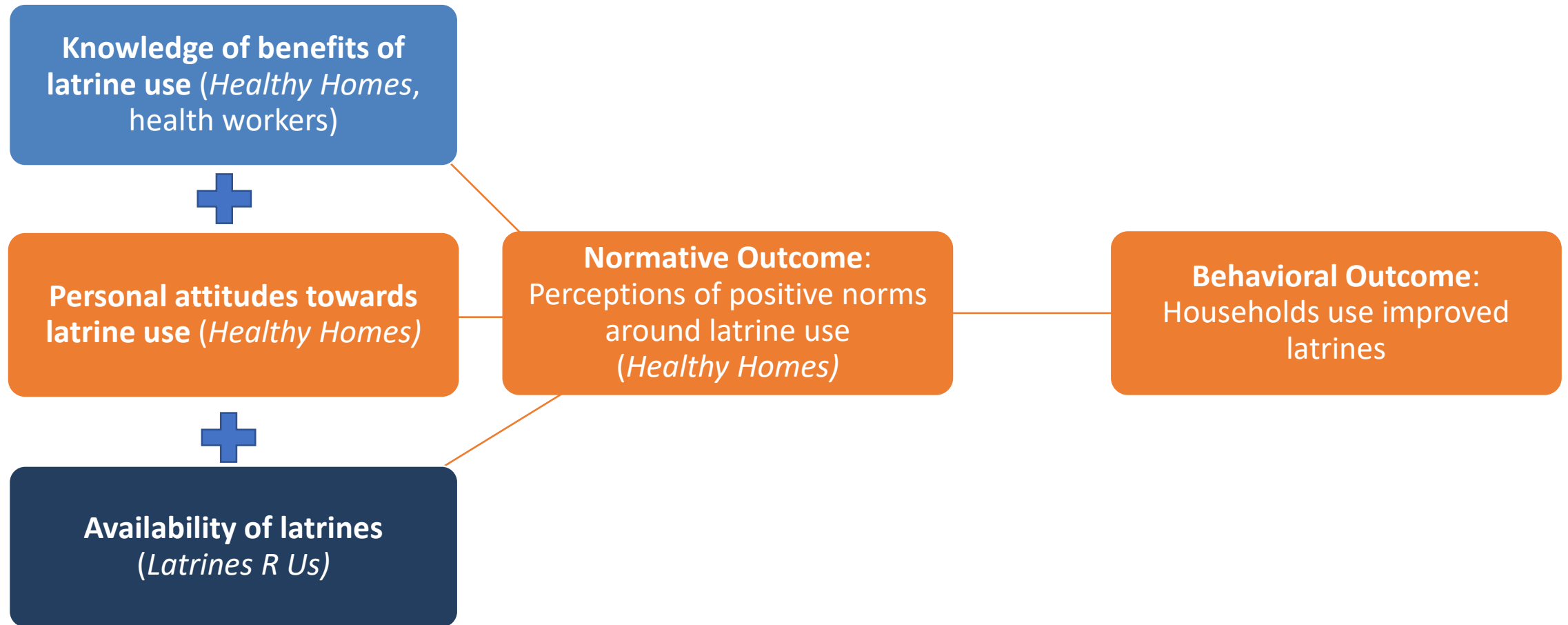


Activity:

Healthy Homes: A Fictional Case Study

Example of **understanding and acting on social norms data**

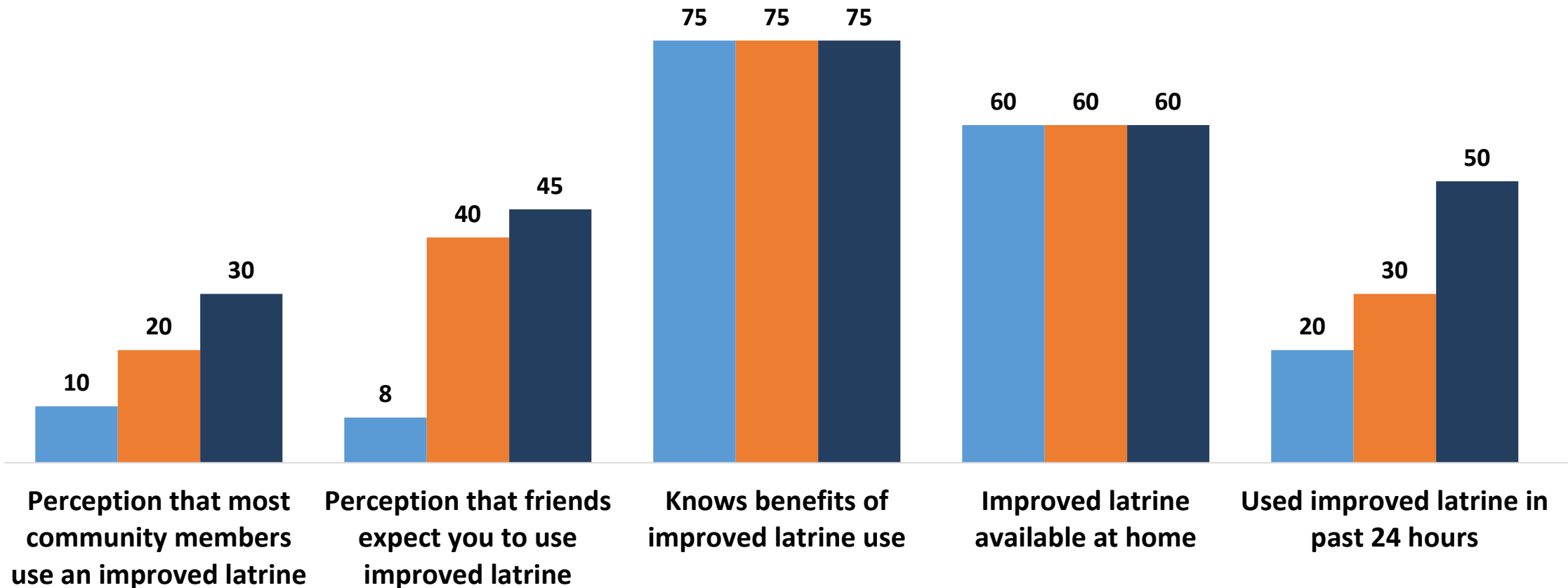
Healthy Homes Conceptual Model



Check your Theory of Change

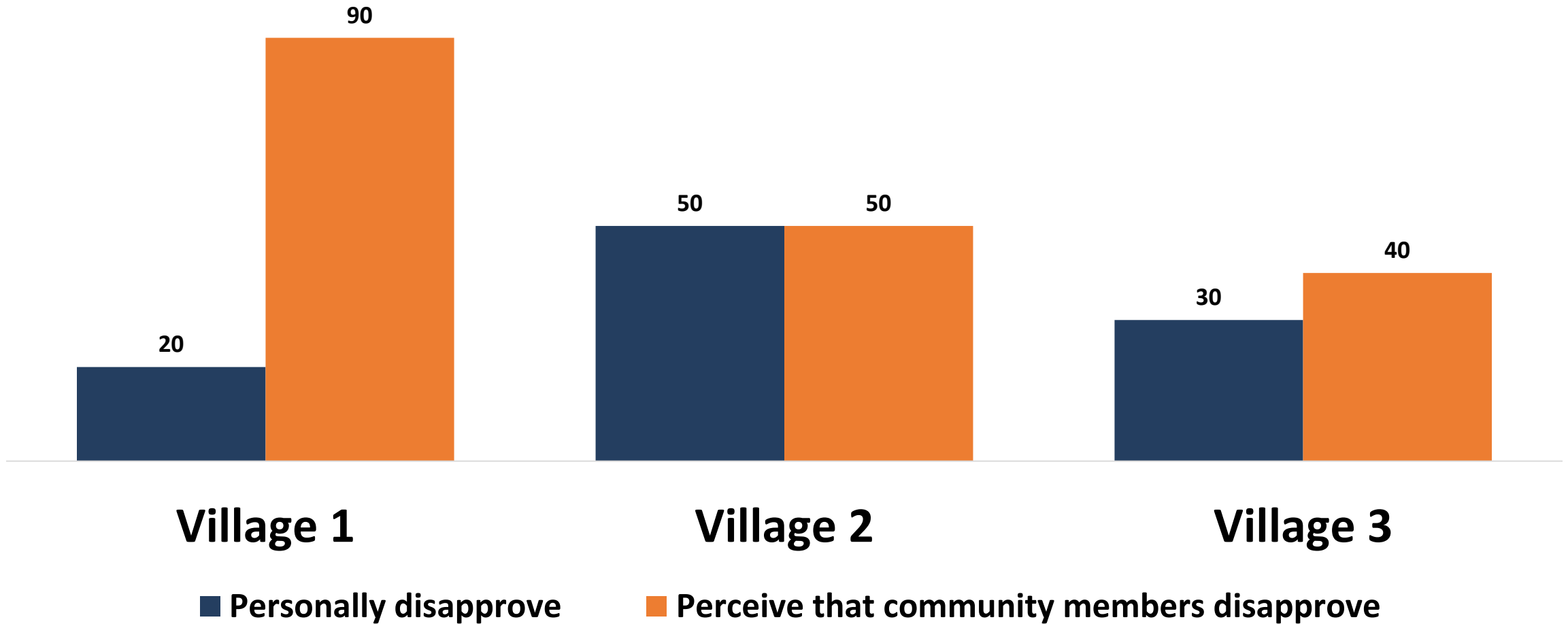
- Look at behavior, norms, and other factors across comparison groups
- Use monitoring data to confirm delivery of the programme was as expected & consider exposure to other programmes or interventions
- **Advanced:** Measuring **direct exposure** (e.g. attending a project activity) and **indirect exposure** (hearing about programme messaging from a person directly exposed) will be important to understand if your project is **diffusing** beyond directly exposed participants

Is Healthy Homes' ToC working as expected?



- Heard about improved latrines at health facility only (n=100)
- Exposed to mass media campaign (n=100)
- Exposed to mass media campaign + CHW visit (n=100)

What is the relationship between norms and personal attitudes?





Check the influence of and relationship between different reference groups

- How do normative beliefs and behaviors differ as you examine different important reference groups?
- Are the norms within different reference groups related to one another and if they are, are the relationships positive or negative?



	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	---

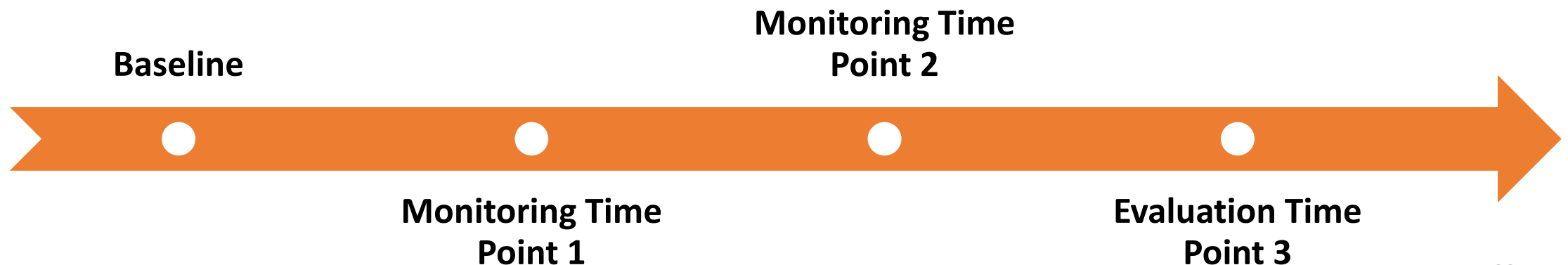
Who are the Different Important Reference Groups?



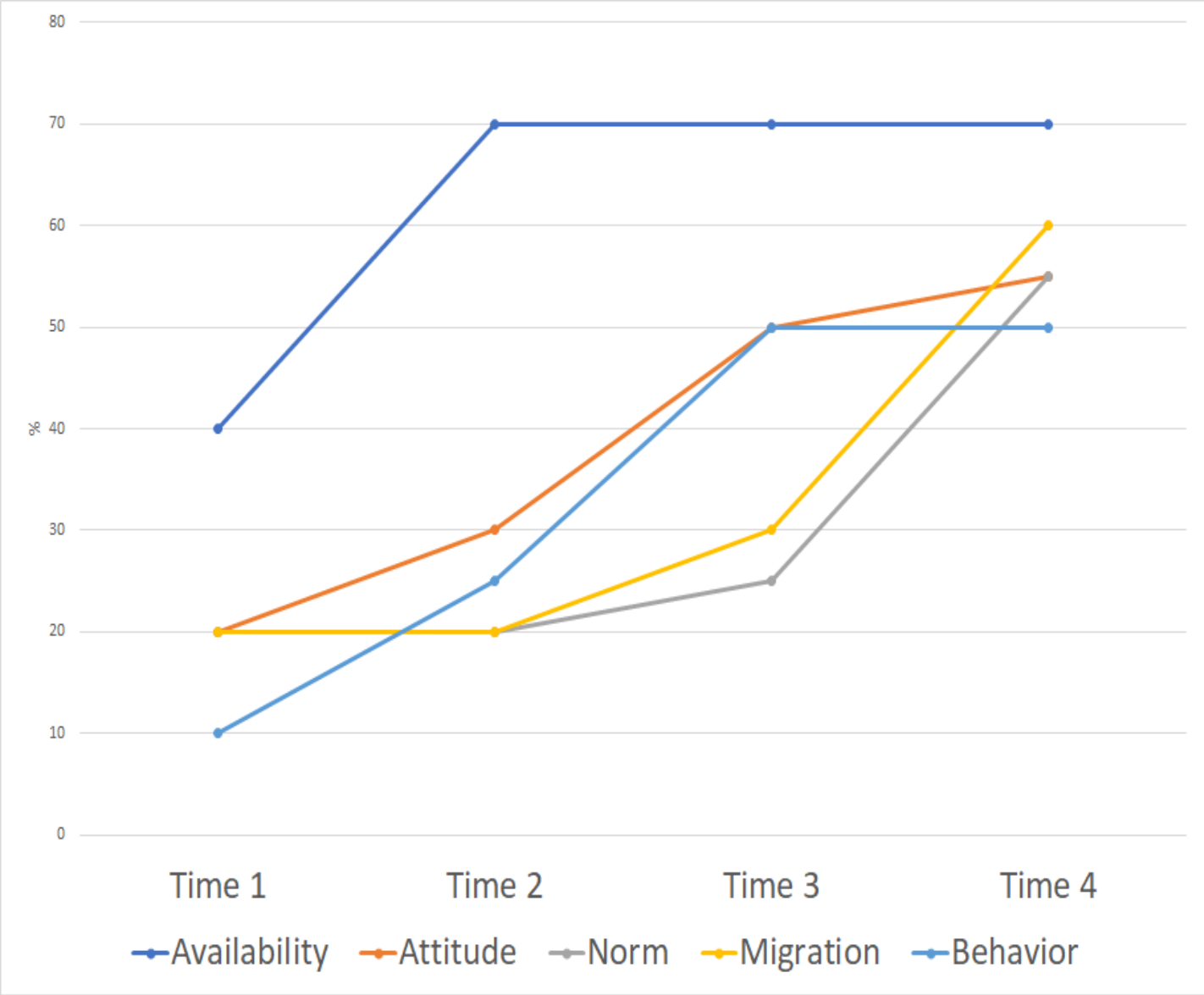
Examine correlations in normative beliefs between groups

How long might it take for norms to change?

- **Attitudes change faster than norms**, as social processes often very slow to change
- **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
- **Shifts in attitudes can suggest that over time you might see changes** in the norms those attitudes relate to
- In order to capture normative change, **need to collect data at repeated points over quite a long period of time**



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?



Acting on your findings

- Involve project staff and other stakeholders, consider practicality, and acknowledge limitations
- Use findings to inform modifications to your TOC, programme strategies & activities, & monitoring & evaluation plans
- Use findings to consider whether activities & results could be practically sustained for a longer period of time or for a larger group
- Share knowledge to inform policy, research and future programming



Group Activity:
Applying Your Findings: Case study examples



Case study 1: Gender transformation for IPV and FP

CONTEXT & OUTCOMES OF INTEREST

In Central Africa, a project team used the SNET, during the formative stage of a project designed to focus on gender transformation to improve behaviors related to intimate partner violence and family planning use. For this program, the social norms exploration was done with young women and men in two communities.

KEY FINDINGS

It was seen as socially inappropriate to use family planning if you are an unmarried woman. This was associated with the sanction of social stigma and perceptions of infidelity and promiscuity. For both women and men, faith leaders and their wives, friends, mothers/fathers, and mothers/fathers-in-law were strong referents for behaviors related to intimate partner violence and family planning use.

Q: How could we apply these findings?



Case study 1: What they did

APPLICATION OF FINDINGS

With findings in hand, the team gathered together to host a team workshop with programme staff and key stakeholders to review and revise how they were implementing the program. Specifically, the materials of the program, paying particular attention to the language they were using and the reference groups they were referring to. By incorporating findings, the team improved intervention materials to include additional reference groups and specific sanctions and diffusion strategies to engage additional reference group members.



Case study 2: Diffusing norms through social networks

CONTEXT & OUTCOMES OF INTEREST

A social norms study was undertaken for a community-based family planning project in West Africa that worked with existing groups to engage them in critical dialogue on fertility and family planning norms and current realities. The project was designed to catalyze (diffuse) new ideas about the acceptability of talking about FP and using methods via women's and men's social networks.

KEY FINDINGS

Formative research explored why people did not talk about fertility and family planning to their partners, family, and friends. Many people talked about consequences of men and women talking about FP. If women spoke about using family planning, they were seen as loose and immoral. If men spoke about using family planning within the couple, they were viewed as not being manly and not managing well their household.

Q: How could we apply these findings?



Case study 2: What they did

APPLICATION OF FINDINGS

Based on the norms findings, one area that was adjusted was the project's activity monitoring system. Staff realized that they could add a few indicators to better track effects of normative shifts that might be occurring, and not only track activities that were accomplished such as group meetings held. Two additional indicators were added to the monitoring system. 1) Group facilitators started monitoring the number of group members who spoke about family planning with others outside the group after their critical dialogue meetings (to understand if the taboo about talking publicly was starting to break down). 2) Field supervisors started asking group facilitators during each coaching visit if they had observed or heard about community changes (to understand if both positive and negative social changes were starting to occur).

Sharing the learning

Range of actors—recipients, implementers, other local stakeholders, and evaluators—need to be informed and involved



Creating community feedback loops is:

vital for programme learning

one way potential backlash from norms changes can be identified early and mitigated; and

is an ethical obligation.



Sharing measurement approaches and tools will facilitate:

development of more refined and validated measurement approaches; and

improve comparability of results across norms focused projects.



POP QUIZ!



In Review

- Data analysis and interpretation should be systematic
- It takes time for norms AND behaviors to change, and 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 and better approaches to identifying & shifting norms
- Interpreting data and sharing findings should be participatory and engage all stakeholders



**Read
more**

- **Considerations For Scaling Up Norms-shifting Interventions For Adolescent And Youth Sexual And Reproductive Health:**
<https://www.alignplatform.org/resources/considerations-scaling-norms-shifting-interventions-adolescent-and-youth-sexual-and>
- **Resources For Measuring Social Norms: A Practical Guide For Programme Implementers:**
<https://www.alignplatform.org/resources/resources-measuring-social-norms-practical-guide-programme-implementers>
- **Map Of Social Norms-focused Projects And Their Measurement Approaches: Who Is Doing What And Where**
<https://www.alignplatform.org/learning-collaborative/case-studies>

Learn More & Share More

Map of social norms-focused projects and measurement approaches



Project Name (& Acronym): Engaging Religious and Traditional Leaders in Nigeria on Gender Mainstreaming approaches for Sexual Reproductive Maternal Newborn Health

BACK-END INFORMATION

Tags

Community Development, Education, Gender-based violence, Mens, Boys, and Masculinities, Sexual and Reproductive Health

Data collection methods

Focus group(s), Participatory techniques, Scales

Country/Region

Nigeria/West Africa

CASE STUDY

Organizations involved

Clinton Health Access Initiative Nigeria (CHAI)

Summary

Globally and in **Nigeria**, engaging men in adopting and promoting more gender-equitable norms around sexual and reproductive health (SRH) has proven to improve sexual, reproductive, maternal and newborn health (SRMNH) outcomes for women, men, girls and boys. In Nigeria, religious and traditional leaders (RTLs) are recognized as key community influencers and gatekeepers of religion, culture and community cohesion. They can be change agents for promoting positive social norm change for more gender equitable and healthier relationships within homes and communities. In **2019**, CHAI engaged and held sensitization workshops with more than 2,000 **Christian and Muslim religious and traditional leaders in Kano, Kaduna and Katsina states** to build their knowledge and skills to become gender justice champions and role models to promote SRH and well-being in couples, families and communities.

The sensitization approach intended to:

- Equip RTLs with the required evidence, awareness and capacities to understand and engage actively as community leaders and change agents in the promotion of gender-sensitive SRMNH



© Eric Lafforgue/2011. Portrait of teenage girls wearing green hijabs in Boorama, Somaliland.

The Learning Collaborative

About the Learning Collaborative

With funding from the Bill & Melinda Gates Foundation, the **Learning Collaborative to Advance Normative Change** envisions a world where the powerful influence of social norms in shaping adolescents' lives is widely understood, and where projects and programmes improve adolescent sexual and reproductive health by applying normative science at scale. The Learning Collaborative is an initiative for identifying, sharing and discussing norms-shifting interventions. Organised in three focused Learning Communities (Theory, Measurement, and Scale-Up), the Learning Collaborative contributes to efforts to build consensus on program, evaluation, and scale-up approaches for norms-shifting initiatives aiming to improve adolescent sexual and reproductive health and well-being.



FOR MORE
INFORMATION

[www.alignplatform.org/
learning-collaborative](http://www.alignplatform.org/learning-collaborative)



TO JOIN

<http://bit.ly/JoinTheLC>



Let's Reflect

Information about this topic
that I don't understand:

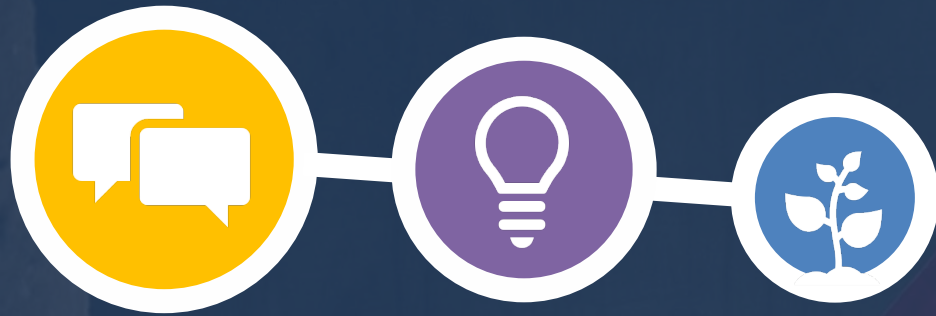
Content that is surprising
or interesting to me:

Topics that I want to
learn more about:

Concepts that are most
relevant to my work:

SESSION 11

Questions, Discussion, Closing



2-DAY SOCIAL NORMS TRAINING

Thank you



**The Learning Collaborative to Advance
Social Norms Practice in Nigeria**

