SOCIAL NORMS MENTORSHIP PROGRAMME

FACILITATION GUIDE

SOCIAL NORMS MENTORSHIP PROGRAMME

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VERSION 2

Developed by The London School of Hygiene & Tropical Medicine (LSHTM), in collaboration with:

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INTRODUCTION

Background to Facilitation Guide and Mentorship Programme

This Facilitation Guide has been developed to support the implementation of a 5-day training that kicks off a 1-year Social Norms Mentorship Programme. The aim of the programme is to provide sustained assistance to non-governmental organisations (NGOs) who want to integrate a social norms perspective into their work, specifically as it aims to improve lives of children in low and middle-income countries.

This Facilitation Guide is designed to inspire and catalyse learning on social norms. It represents the beginning of the learning journey on norms and social change. The mentorship process is designed to nurture knowledge and lessons from the 5-day training, such that participants have ongoing opportunities for 'on the job' application of the course content. The LSHTM-hosted 'Helpdesk', which will launch in summer 2020, also provides opportunities for learning, with tailored, responsive support that organisations can benefit from. In the future, it may be that 'refresher trainings' are also conducted to keep knowledge current and provide opportunities for further learning and review.

As of 2020, the Mentorship Programme is being prototyped by a collaborative effort of the organisations listed in the first page. The programme is designed specifically to help organisations working to improve children's lives, but parts of it can be useful to anyone working on other issues that are important in people's lives. While the guide is intended and designed to offer a 5-day training that supports the mentorship programme, it is available online for anyone wanting to implement a similar training, in whole or in part, or in learning about social norms. The Facilitation Guide is not designed for use directly with community members or for a "Train the Trainers" cascade.

Development of the Facilitation Guide

The development process for this Facilitation Guide was led by London School of Hygiene & Tropical Medicine (LSHTM), with content development support from CARE USA and the Impact & Innovations Development Centre (IIDC). Technical review was also provided by the University of 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'. The development of content was also informed by a Needs Assessment conducted in 2019 by LSHTM 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.

Target audience for the Mentorship Programme

The mentorship programme includes three possible tracks for organisations.

1. **Track 1** is intended for decision-makers in international and local organisations, including donors, who want a half-day or full-day introduction to social norms. Participants will gain an initial understanding of social norms;

2. **Track 2** involves a 3-day training for technical advisors and consultants who have programmatic influence in their or other people's organisations. Participants will obtain an introduction to effective strategies for changing and monitoring and evaluating social norms; and

3. **Track 3** (for which this guide was created) represents the core curricula for a 5-day training for small and mid-sized organisations embarking on a 12-month mentorship programme. Participating organisations will be matched with mentors who will provide ongoing technical assistance and guidance to help organizations integrate social norms into the design and implementation of programmes focused on child protection and well-being. Participants will be able to identify and implement strategies to integrate social norms in their interventions.

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. Each of the five days has a key learning objective. These are, respectively:

DAY 1: Understand what social norms are and why they are important
DAY 2: Diagnose/identify social norms and reference groups in their contexts
DAY 3: Understand how norms change and what strategies can be used to bring about change
DAY 4: Understand how to monitor and evaluate norm change
DAY 5: Course recap, discuss ethical issues and develop action plans

Sessions have been designed to allow significant time to reflect and translate key takeaway messages into participants' lived experiences, offering opportunities to share best practices and lesson learnt.

The table below outlines in greater detail the key content for each morning and afternoon.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Morning	• To understand that social norms are practical and not complicated • To see how power and gender are an important cross-cutting issue • To reflect on child protection strategies, approaches and ethical considerations	• Map the social norms that affect work • How to think about problems and solutions	• Prioritising norms • How norms change (case studies) • How multiple factors influence change	• Norm change strategies and attributes • Presentation preparation time	• How to develop a strategy for monitoring and evaluation • Course recap (presentations and open learning session)
Afternoon	• What are norms? • How norms relate to child protection and well-being	• How to think about problems and solutions (cont) • How to diagnose norms	• What are ethics (introduction) • Presentation preparation on ethics	• Signs of norm change • Social norms measurement strategies • Exercise using vignettes • Exercise on strategies for monitoring and evaluation	• How mentorship works • Exercise on action planning • Course evaluation

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 in blue 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 red 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.

Flow, timing and check-ins: The flow and content has been structured in order to optimise learning; however, we have built in more time than needed to ensure flexibility. This allows more time for discussion and reflection if a group struggles with a particular concept. It also allows time for 'check-ins' at various points to ensure participants understand issues and have time to absorb information. We recommend taking a flexible approach to the timing and flow, to ensure enough breaks and moments to recap content over the five days.

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

Videos: Sessions in the pilot roll-out of this 5-day training will be video recorded to act as examples for future facilitators.

Objectives of the day/session

Materials needed

Duration of the session/activity

Purpose of activity

- *Scripted text in blue italics*

Facilitator tip

Energiser activity

Handout

PowerPoint

Before you start…

Facilitators who are implementing this training as part of the mentorship programme 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 (outside of the mentorship programme), we suggest you also think about the following:

- *Who are your main participants?*
  Are they staff who implement activities, technical staff, or senior management? We suggest this course is most appropriate for staff directly implementing activities, or technical staff, but may be too detailed for senior management.

- *How will participants be recruited?*
  Buy-in and momentum are important in helping to ensure the training results in tangible actions, so it helps to ensure that participants are interested and have the time and institutional support to integrate social norms into existing or new programmes after the training. 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 the participants and their managers 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 day has been designed to build on the previous days, so it may not work to take Day 3 for example and only train using that content. Some activities (like the Problem Tree) may be familiar and easy to remove without confusing participants, while others like the Flower Diagram or the session on definitions are more foundational and ideally should not be removed.

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: Even within the small group sizes we envisage (6-10 individuals) there may be challenges in managing group dynamics. 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.

Presentation of work or projects: Invite training participants to present a short description of the type of work or projects their organizations work on. These presentations can include a reflection of how integrating social norms theory will affect their work.

Glossary

Attitude	An internal preference.
Child protection	The protection of children from violence, exploitation, abuse and neglect.
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 meaning 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.
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.

DAY ONE

Note to Facilitator:

Day One will help participants understand what norms are and why they are important and discuss how gender and power intersect with these norms. This day involves understanding norms, recognising how norms operate alongside other factors, and then exploring the relevance of norms to child protection and well-being. This first day helps to frame the rest of the course, so it is important to spend enough time ensuring participants understand key concepts. At the end of today, participants should be able to both recognise how social norms affect people' lives across different "reference groups", and how power and gender intersect with those norms.

OVERVIEW OF DAY ONE

	SESSION TITLE	SESSION OBJECTIVES	MATERIALS NEEDED	DURATION
1	Introduction	• To meet other participants, mentors and facilitators and understand expectations and roles • 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 expectations and rules during the training	• Handouts: 1, 2, 3 • PowerPoint: Day 1, Session 1 • Flipcharts (three sheets - one with "expectations" written on top, the other with "offers" written on top and the other with "shared norms" written on top) and markers • Sticky notes	1 hour and 10 minutes
2	Power and Gender	• To understand how power hierarchies shape life experiences • To introduce the concept of gender (optional)	• Identity tags for 'The space between us' exercise • Flipcharts and markers	45 minutes
3	Child protection	• To understand the core elements of child protection • To identify opportunities to integrate community-led approaches	• PowerPoint: Day 1, Session 3	1 hour and 45 minutes
4	Social norms are everyone's business!	• To understand what social norms are • To understand how social norms affect children's lives	• PowerPoint: Day 1, Session 4 • Flipcharts and markers • Sticky notes	1 hour and 35 minutes
5	Question time	• To give participants time to discuss and review the content of the day	• Burning questions flipchart	1 hour

DAY 1

SESSION 1 INTRODUCTION

1 hour 10 minutes

Objectives

- To meet other participants, mentors and facilitators and understand expectations and roles.
- 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 expectations and rules during the training.

Materials needed

Flipcharts
3 sheets - one with "expectations" written on top, the other with "offers" written on top and the other with "shared norms" written on top.

Sticky notes

Marker pens

Handouts

Powerpoint

	KEY ACTIVITIES		DELIVERY METHOD
1	Welcome and Introductions		Game
2	Training Approach		Presentation
3	Sharing Expectations and Shared Rules		Plenary discussion

Facilitation 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.

DAY 1

ACTIVITY 1

WELCOME AND INTRODUCTIONS

For participants to get-to-know each other and the facilitator and mentors.

20 minutes

1 This handout will need to be prepared before the course, using information in the course registration sheet.

Facilitation tip

As participants walk around the room, you could play some background music to fill the silence. Facilitators and mentors should play this game too.

1. The Get-to-know-you game

Instructions:

- Greet everyone
- Distribute Handout 1 and introduce the Get-to-know-you game:
  - *I know you have all come from different places and might not each other well. And even if you do, I am sure there are still things that might surprise you about each other.*
  - *To get to know each other better then, we're going to play a game called the 'Get to know you' bingo.*
  - *Each person received a sheet of paper with a number of characteristics of the participants around you, e.g. plays a musical instrument, has a pet, etc.*
  - *You will need to walk around and find someone in the room who matches each description. Get them to sign your piece of paper.*
  - *The person to obtain most signatures in 3 minutes will win.*
- Facilitate introductions between participants:
  - *Thanks for a great exercise!*
  - *Now 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, and 4) one participant characteristic from the previous game that they found interesting.*

DAY 1 1

ACTIVITY 2 TRAINING APPROACH

To position norms as practical and relevant, explain the course approach and structure, and introduce mentors.

20 minutes

2

DAY 1
SESSION 1

Note: you can also prepare flipcharts instead or in addition, so that you at least have a flipchart hanging up during the week with the key theme for each day.

1. Norms are practical

Instructions:

- Introduce the concept that norms are not complex and intellectual but relevant to our daily lives. Say:
  - *As you know, we will be learning about social norms together over the next five days.*
  - *Even though this seems a daunting topic, in truth we – that is, everyone in this room – are really all 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.*
  - *The course we planned for you is exercise-based. We will learn about a concept and then have a chance to practice it. Our aim is for you to produce one concrete output each day. We describe these in greater detail and will leave time for you to complete these activities each day..*
  - *You will summarise the output each day in this handout. You will use this handout every day, building content as you learn new concepts.*

2. The mentorship component

Instructions:

- Explain broader context of the mentorship programme:
  - *This training is just the beginning of a longer-term project.*
  - *As you may know already, this course is meant to be the first step of a 1-year collaboration.*
  - *Your organisation will be matched with a mentor who will provide ongoing support to you as you integrate social norms perspectives in your work. As you have realised already from the introduction activity, the mentors in this course are [name them]. You should have already received information about whom your organisation will be mentored by, but if this is not clear, this is an opportunity to clarify who your mentor is.*
  - *Let's hear from the mentors – please say your names and which organisation you will be mentoring.*
  - *All mentors are sitting here to help you liaise between the content we will co-create in this course and the work you will be doing once you go back home.*
  - *Some of you will likely be already using social norms perspectives in your work. For others, this may be entirely new content.*
  - *It's always challenging to integrate a new perspective in one's work, so we don't expect you to go back to your countries and suddenly apply everything you've learnt in these five days. The mentors you will be paired with will help you address challenges that you may not have previously addressed. They will also learn from you and your experiences working in your context.*
  - *We will talk more about mentorship on the last day of the course.*

3. What are we going to do over the next 5 days?

Instructions:

- Present an overview of course structure:
  - *Each day, we will focus on a theme 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.*
  - *The first day is an introduction to social norms. Today, we will discuss further why social norms matter in designing effective interventions and how they relate to our work to improve children's lives.*
  - *The second day will focus on identifying which norms are key to address in our interventions. We will look at actual methods and strategies to conduct formative research that will help focus on the relevant social norms related to our practice of interest. Then, you will develop some ideas to conduct formative research on social norms in your home country.*
  - *As you'll see from the PowerPoint, tomorrow, on day 2, our focus will be on diagnosing norms. On day 3, we will focus on norm change strategies. On day 4, we will look at monitoring and evaluation of norms, and on day 5 we will look at practical issues – how to integrate social norms into your work, how to work with mentors, what next steps to take after the training.*
  - *Here is an overview of the session flow which shows you the timings for each session.*

DAY 1

ACTIVITY 1.3

SHARING EXPECTATIONS AND SHARED RULES

To discuss facilitator and participant expectations and shared rules for the 5-day training.

30 minutes

1. Mutual course expectations

Instructions:

- Ask participants to reflect on the importance of sharing mutual expectations using the "offer" and "expectation" flipcharts:
  - *As we start with the content, there are two more things that we need to do. The first, is to share what each of us hopes to receive by the end of the course – our expectations – but also what we are bringing and ready to give to others – our offers.*
  - *Here are some sticky notes. Please take a couple of minutes to think about what your expectations and offers are and write them on the sticky notes.*
- Give participants a couple of minutes, or – if you have music – the time of one song to reflect and write their expectations and offers. Make sure you also have prepared your expectations and offers towards participants, these might include, for instance:

EXPECTATIONS THAT FACILITATORS HAVE	OFFERS THAT FACILITATORS GIVE
• We should all participate • We all bring lived experiences • Participants should say "I don't understand" when they don't understand	• Our lived experience • Our time during both structured and informal moments • A training that has been prepared in advance

- Encourage participants to share their reflections:
  - *We have prepared two Flipcharts, one with expectations, one with offers written on top. Everyone is now welcome to stick their notes on either, while reading what their expectations and offers are.*
  - *What are some expectations you mentioned?*
  - *What were some offers?*

Facilitation tip

If a participant expresses an expectation that is more advanced or will not be covered in the 5 days, explain this and suggest they can discuss this through offline conversations with the facilitators, future discussions with the mentor, or future refresher trainings.

2. Shared norms for the course

Instructions:

- Explain the purpose of shared norms, noting participant responses on the "shared norms" flipchart:
  - *To make sure that the course runs smoothly, we need shared rules – even better: shared norms – 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 norms, I will write them on the flipchart when we agree on them.*
  - *For example: one norm 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 norms?*
  - *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].

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

DAY 1

SESSION 2 POWER AND GENDER

45 minutes

Objectives

- To understand how power hierarchies shape life experiences
- To introduce the concept of gender

Materials needed

Flipcharts (for optional activity)
3 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

Sticky notes

Markers

Identity cards
For 'The space between us' exercise

	KEY ACTIVITIES		DELIVERY METHOD
1	The Space Between Us[1]		Group reflection activity

1 Adapted from: Raising Voices (2017) Get Moving Facilitator Guide

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ACTIVITY 1 THE SPACE BETWEEN US

To explore how power hierarchies shape people's lives differently.

45 minutes

1. Explain the task

Instructions:

- As facilitator you will need to prepare the identity tags below (print out and cut each identity into strips to share with participants). Provide each person with the identity they will take on during the next game. Say:
  - *Participants should stand in a row.*
  - *You have been given a new identity. During this activity, follow the instructions based on your new identity.*
  - *This is a silent exercise.*
  - *I will read out a series of statements about life experiences. After each statement, follow the instructions based on the identity you have been given.*
  - *You may start to move forward or back relative to the other participants based on the instructions given by the facilitator.*

2. Statements

Instructions:

- Take your time making these statements below, so participants can absorb the content, check their identity tags and decide to move forward or backwards. Ask these one by one, repeating each statement twice. Say:
  - *If you were raised in a community where the majority of police, government workers and politicians were not of your sex, move one step back.*
  - *If it is generally accepted for people of your sex to make sexual jokes in public about the other sex, move one step forward.*
  - *If it is generally accepted for people of your sex to ask for help, move one step forward.*
  - *If there would be little or no reaction from others if your partner were to beat you, move one step back.*
  - *If you were mocked and laughed at if you said your partner beat you, move one step back.*
  - *If most doctors, lawyers, professors or other "professionals" are of the same sex as you, move one step forward.*

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- *If you think people of your sex are not socially allowed to express their emotions, especially of sadness and worry, move one step back.*
- *If you were denied a job or a promotion because of your sex, move one step back.*
- *If people thought you were only promoted because of your sex, move one step back.*
- *If you were discouraged from pursuing activities of your choice because of your sex, move one step back.*
- *If you commonly see people of your sex in positions of leadership in business, in court and in government, move one step forward.*
- *If you have been taught that it's your responsibility to be the sole or main responsible for the economic security of your family, move one step back.*
- *If you fear being sexually assaulted if you walk home alone after dark, move one step back.*
- *If you share childrearing responsibilities with your partner, move one step forward.*
- *If you have taken care of your partner while they were sick, move one step forward.*
- *If you have been touched inappropriately by a stranger in public, against your will, move one step back.*
- *If your sex is the one who usually makes the decisions about household expenditures, move one step forward.*

Background information (to be printed out and cut out so each participant has one; you may need to duplicate some of them if your group size is bigger so that a few people have the same identity):

1. **Name tag:** male nurse. **Identity description:** My name is Juma, and I am 25. I work in the local clinic as head nurse. I did not have any major difficulties reaching this position. I have never been sexually harassed in my life.
2. **Name tag:** male shop keeper. **Identity description:** My name is Ali, and I am 40. When I was young, I started as a public transport conductor. I did not like the job, so as soon as I had saved enough money, I bought a small stall from where I could sell clothes. Now I have a real shop with clothes.
3. **Name tag:** male local government representative. **Identity description**: My name is Henry, and I am 55. I was born from a father with quite a bit of land. He gave me some, so I started working on it. I have always liked social contacts and everyone in the village knows me. It was logical for me to go into politics. I am now a local leader.
4. **Name tag:** female nurse. **Identity description:** My name is Aminah, and I am 25. I work in the local clinic as head nurse. I had to work hard to reach this position, because my male colleague was also aiming for it. For a short while when I was a child, my parents lacked the money to pay my school fees, although my brothers continued to attend. As an adolescent I was very beautiful and smart, which the teachers definitely noticed.
5. **Name tag:** female shop keeper. **Identity description:** My name is May, and I am 40. I went to school, but never did very well, because I was always busy with chores at home. When I was young, I started working as a food vendor. I often had to work late, and sometimes men would harass me. It took me much me to save money, because my husband didn't like that I was earning and often took my earnings from me. I finally saved enough money, and I bought a small stall for selling clothes. Now I have a real shop with clothes.
6. **Name tag:** female local government representative. **Identity description:** My name is Fatma, and I am 50. I was born from a father with quite a bit of land. He gave me some, so I started working on it. I have always liked social contacts and everyone in the village knows me. It was logical for me to go into politics, but many men in my community felt this was inappropriate. I had to organise many events to explain my good intentions. It was hard campaigning while also raising children, but finally got elected the third time I was on the list.
7. **Name tag:** mother in a refugee camp. **Identity description:** My name is Samah and I am 28 years old. I have lived in this refugee camp for 8 years. Before the war, I was doing some business classes. I never finished high school but I was good with numbers so I saved my money to learn about business at a local technical college. My dream was to start my own honey business. I got married when I was 18 but my husband was very violent, so I left him when I was 20 after being in hospital from his beatings. Now I look after my child by myself. My family were unhappy when I got divorced and when I started business classes.
8. **Name tag:** male lawyer. **Identity description:** My name is Karim and I am 50 years old. My father was a lawyer and his father was a lawyer. I grew up attending a private school. I always wanted to be a lawyer. My parents taught me that it was my job to support my family. I got married when I was 20 and we have 6 children. I am busy with work all the time so I don't spend much time with the children. My wife does all the household tasks.
9. **Name tag:** male student. **Identity description:** My name is Ibrahim and I am 17 years old. I have recently finished high school. I want to get a good job so I can look after my mother who is sick. My dad died when I was 5 so I have always been doing work here and there to support my family. I make all the decisions in my family.
10. **Name tag:** young girl. **Identity description:** My name is Sosy and I am 15 years old. I go to school but lately I have missed many classes because I have many chores at home. My dad says school is a waste for girls. Sometimes I feel nervous about walking to school alone because some boys whistle at me and call my name when I walk past the main road. Once, a boy tried to touch my face and I felt very uncomfortable.

3. Reflection

Instructions:

- Allow time for participants to recognise the way power disparities affect different groups differently. Ask:
  - *How did you feel during this exercise? Prompt: how did it feel to move forward? How did it feel to move backwards?*

- Say:
  - *We live this every day simply by being a woman or a man. Every day, we experience or witness an imbalance of power that exists in the different experiences and choices we have, compared to our colleagues of the opposite sex. Imbalances of power are sometimes inevitable (for instance, a parent will always have more "power" than their newborn) and other times can be discussed and rebalanced so that people can take better care of each other.*
  - *Thinking both about this exercise and your own context, which groups experience the negative effects of power?*
  - *What does it mean to be in power and is it a good thing?*
  - *Which groups benefit from being in positions of power?*

DAY 1 2

AL

GENDER BOXES

This is an optional activity. If there is time in your training schedule and your training group is interested in an activity to discuss gender norms, add this activity.

To introduce participants to the concept of gender.

45 minutes

1. Explain the activity[2]

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.*[3]
  - *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]

2 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

3 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

2. 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.*

DAY 1

SESSION 3 CHILD PROTECTION

2 hours

Objectives

- To understand the core elements of child protection
- To reflect on the key strengths and weaknesses of child protection systems and interventions
- To identify opportunities to integrate community-led approaches

Materials needed

Marker pens

Sticky notes

Flipcharts

Powerpoint

	KEY ACTIVITIES		DELIVERY METHOD
1	Child protection systems: understanding child protection interventions		Presentation
2	Community based child protection discussion		Plenary discussion

Key terms:

- A child
- Child protection
- Child safeguarding
- Community
- Child protection system
- Participation
- Decision making

DAY 1 3

ACTIVITY 1

CHILD PROTECTION SYSTEMS: UNDERSTANDING CHILD PROTECTION INTERVENTIONS

To understand child protection interventions

1 hour

DAY 1
SESSION 3

1. Overview

Who is a child?

- According to the United Nations Convention of the Rights of the Child (UNCRC), a child is defined as a human being younger than 18, unless majority under the law applicable to the child is attained earlier.

Child Participation

- According to UNCRC article 12, "every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life."

Child Protection

- The global child protection sector adopts a universal definition of child protection. The child protection working group defines child protection as "the prevention of and response to abuse, neglect, exploitation and violence against children" Save the Children defines child protection as measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children. The United Nations Children's Fund (UNICEF) uses the term "child protection" to refer to preventing and responding to violence, exploitation and abuse against children.

- Say:
  - *UNICEF has defined child protection systems as "certain formal and informal structures, functions and capacities that have been assembled to prevent and respond to violence, abuse, neglect, and exploitation of children" (p. 3).*
- Ask:
  - *What are your thoughts about the UNICEF definition of child protection systems?*
  - *What challenges might be left out or included in this definition compared to others?*
- Say:
  - *Child protection systems are inherently multidisciplinary and intersectoral. Primary components of child protection systems include:*
    - *Laws and policies*
    - *Human and financial resources*
    - *Governance*
    - *Means of data collection and system monitoring*

- *Child protection and response services*
- *Non-formal supports of families and communities. Non-formal actors – including children, families, and communities – are important parts of child protection systems, although too often they are portrayed simplistically as beneficiaries or as part of the problem.*

- Ask:
  - *What are other components of child protection systems? What informal systems are in place in various settings?*

2. Community-base and -led approaches[4]

Instructions:

- Say:
  - *Community-based child protection mechanisms are:*
    - *Local-level groups or processes*
    - *Respond to violations against children*
    - *Work to prevent risks to children*
    - *Key parts of child protection systems since they operate at grassroots levels*
  - *Community-led approaches have many resources to draw from within the community such as parents, teachers and religious leaders, among others. However, sometimes it's unclear whether interventions are community-based or led. A community-based intervention does not necessarily mean that it is community-led. Community-based could also be top-down. To understand whether an organization or an intervention use community-based or -led approaches, you can reflect about these questions:*
    - *Who holds the power? (Ie, decision making)*
    - *Who makes the decision on what child protection issue to address, how, when and where?*
    - *What is the organization's Theory of Change?*
    - *Is the community framed as a resource for learning or a group of people that need to be educated and informed?*
  - *To transform our agencies and child protection practices, we first have to transform ourselves. An essential first step is to reflect on our own mindsets, values, and attitudes.*
  - *Sometimes, the terms "community-based" and "community-led" are often used interchangeably - but they have key differences.*
  - *Community-led approaches are driven by the community themselves. Here, it is the community who holds the power and owns the process. It is also the community who makes the decisions about which harms to children to address and how to address them. There is high levels of collective ownership and responsibility.*
  - *Community-based approaches are project-oriented and are driven primarily by NGOs or other outside actors. These outsiders identify key child protection issues and then tell the community which interventions are needed.*
  - *Top-down approaches are the opposite of community-led and -based interventions. Top down approaches are interventions that are designed and implemented by non-community members who select issues of interest without or with tokenistic consultation with the community. Power is held by NGOs or outside experts rather than by the community.*

4 More information about Child Protection systems available from Wessels, M.G. 2015. Bottom-up approaches to strengthening child protection systems: Placing children, families, and communities at the center. Child Abuse & Neglect: 43; 8-21. http://dx.doi.org/10.1016/j.chiabu.2015.04.006.

- Ask:
  - *What are other characteristics of top-down approaches?*
  - *What are some of the challenges you have faced with the top-down approaches?*
  - *Sometimes, top-down approaches can be appropriate to use. This is mostly in the event of emergencies or an event that requires response immediately. Examples include: Emergencies, Critical human situations, Grave violations, Human rights violations, Rape/defilement, Forceful recruitment, Trafficking, Kidnapping, Abductions, Slavery.* ***Can you think of any others to include in this list?***
  - *Some limits of top-down interventions include: poor community ownership, poor sustainability, self-silencing, backlash, weak focus on prevention.* ***What are other limitations of top-down approaches?***
  - ***Which way? Which approach to use?*** *There is no wrong or right approach to child protection since each approach has its own strengths and weaknesses. Choice of an approach is also highly contextualized depending on what the issue at hand is. Some consider a blend of top-down, community-based and community-led approaches to be the best balance in child protection. However, regardless of the approach that is taken, strengthening existing systems should be encompassed.*

3. Discussion and reflection

Instructions:

- Open up discussion to the group based on the information presented about child protection systems and approaches.
  1. *Why are children important to the community, government, local NGOs and the international community?*
  2. *Who has the responsibility to protect children from all forms of violence against children?*
  3. *Do you think communities can effectively protect children without the government (laws) and NGOs?*
  4. *Do you think that community, if empowered, can better protect children than the external actors (Government, (I)NGOs, etc)*
  5. *How do you think the formal child protection system can improve? What are the strengths and weaknesses of the formal child protection system? (eg, police, legal system)*

- To stimulate discussion, you can ask the following reflective questions in response to discussion:
  1. *Who decides the age of a child? Who decides on the age of sexual consent?*
  2. *Who decides that children need to be protected?*
  3. *Who decides on who should protect children?*
  4. *Do children's voices really matter?*
  5. *Who decides on when and how children should participate?*

DAY 1 3

ACTIVITY 2

COMMUNITY-BASED CHILD PROTECTION DISCUSSION

To reflect on what is known about child protection in various settings and through work experience

60 minutes

1. Explain activity

Instructions:

- This is a skit activity in small groups. Make sure there is room where participants can act out scenes from what they develop in the room. Begin with describing the activity. Say:
  - We have now talked about the child protection spheres, but now we would like to hear from you all about traditional or non-formal child protection practices you see in your work.
  - We will put you into small groups and use the next 10 minutes to develop a short skit of no more than 2-3 minutes in length to act out some of these non-formal practices.
  - After each skit, we will also invite you to describe the non-formal practices you acted out and tell us how these practices affect children's safety and wellbeing.

2. Group work (10 minutes)

- After about 10 minutes, invite the participants in small groups to present their skits and afterwards, explain what they were demonstrating and how this affects child protection work. After each skit say:
  - *Thank you for your wonderful play! Tell us about the forms of non-formal child protection practices you acted out and how these affect child protection work.*

3. Presentations and reflections (45 minutes)

DAY 1

SESSION 4

SOCIAL NORMS ARE EVERYONE'S BUSINESS!

1 hour 35 minutes

Objectives

- To understand what social norms are
- To understand how social norms affect children's lives

Materials needed

Marker pens

Sticky notes

Flipcharts

Powerpoint

	KEY ACTIVITIES		DELIVERY METHOD
1	Whose eyes matter?		Game
2	What are social norms?		Presentation
3	Why do norms matter for children's wellbeing		Discussion
4	Energiser: Follow the leader		Groupwork

Facilitation tip: If you're feeling uncertain about this session on social norms, you can also read more about social norms.[5] We do not recommend venturing forth in the social norms theory, as its 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.

5 Cislaghi & Heise (2018) 'Theory and practice of social norms interventions: eight common pitfalls', Globalization & Health.

DAY 1 4

ACTIVITY 1 WHOSE EYES MATTER?

To experience the effect of social norms.

15 minutes

1. Explain the game

Instructions:

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

2. 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 "beelebeelebe" 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.

3. 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.*

DAY 1 4

ACTIVITY 2 WHAT ARE SOCIAL NORMS?

To discuss and understand what social norms are.

30 minutes

DAY 1 SESSION 4

1. 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).*

2. Definition of norms

Instructions:

- Define social norms. Say:
  - *A social norm is a rule about what actions are appropriate in a given group.*
  - *For instance, you can think of exchanging gifts at Christmas, or shaking hands* [feel free to add your own examples here].
  - *In the gender box activity earlier, we discussed the messages sent to women and girls, and men and boys about how they are expected to behave. In our definition of social norms, the idea that men should provide financially is a rule about what is appropriate. This rule is linked to gender – the social and cultural meaning behind being male and female in a given context. This is why we might call this a gender norm.*[6]

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

- *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 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.*
- *What "norms" can you think of from your context?*
- *What sanctions can you think of for those who comply or not comply?*
- *Which of these are gender norms?*

3. 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 to 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.*

- 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 no one should use violence (attitude), but if I don't other parents will judge me for not being able to educate or control my children (sanction) so I slap my children (norm).*
  - *I think staff members should not be bullied by their bosses (attitude), but everyone tolerates this behaviour (descriptive norm).*
  - *I don't like to smoke (attitude), but my peers approve of me smoking (injunctive norm).*
  - *I think it would be the right thing to report the teacher who hits students (attitude), but all teachers hit children (descriptive norm) and I am worried it would cause problems for me if I make a complaint (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 this 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 think about 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 "men should never hit a woman". This is a protective norm, as it creates the belief that men who hit women are weak.*
- *Can you think of an example of other positive norms from your context?*

OPTIONAL CONTENT FOR ADVANCED GROUPS[7]

4. Norms vary in strength

Instructions:

- For more advanced groups. Say:
  - *Norms vary in strength.*
  - *This strength may depend on the detectability of the norm.*
  - *E.g. there may be a norm that smacking children is not acceptable – but this norm may be weak because nobody sees how parents treat their children behind closed doors. So, you might want to plan an intervention that strengthens that norm.*
  - *A good example of how a weak norm was strengthened comes from India – the Bell Bajao campaign. Here, there existed a weak norm that domestic violence should be stopped. To strengthen this norm, a campaign was launched encouraging people to ring the doorbell if they witnessed domestic violence occurring – to interrupt the violence. The weak norm was strengthened by people engaging in direct action to stop violence.*
  - *When thinking about the strength or weakness of a norm, it is important to think about where the norms come from. What is their origin? How do they continue and become strong or weak?*
  - *The presence of a norm doesn't necessarily indicate the strength that norm exerts over people's actions and decisions, nor how flexible or "sticky" (rigid) a norm is to change.*
  - *Information about norms that we want to find out for use in program monitoring and evaluation (M&E) includes:*
    - *How strong are norms? (Prevalence? How flexible/rigid? Influence on behaviour?)*
    - *Are they changing?*
  - *For practical use in program M&E, the two key components of norm strength are: 1) how "sticky" or resistance the norm is to change, and 2) the extent of influence over a practice.*

7 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.

5. 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 opinions and expectations influence others.*
  - *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.*
  - *Tomorrow 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?*

DAY 1 4

ACTIVITY 3

WHY DO NORMS MATTER FOR CHILDREN'S WELLBEING?

To discuss why norms can be an important factor to address in interventions.

15 minutes

Instructions:

- Make connections between norms and child well-being. Say:
  - *There is growing evidence on how norms can impact important issues facing children.*
  - *For example, norms about handwashing can prevent children from washing hands after going to the toilet. In many countries in sub-Saharan Africa, there is a social norm on breast-feeding in public places that upholds positive behaviours. Norms about child marriage may result in the practice of child marriage – in girls being married off before they are ready. The practice of female genital cutting is upheld by a norm and this may result in girls experiencing harm and health problems throughout their lives.*
  - *At times, the social norm is directly related to the practice. For instance, to achieve change in the practice of female genital cutting,[8] people might first need to change the injunctive norm that others in their community approve of female genital cutting itself. That's because, in our example, people practice FGC because of the norm. Other times, the social norm(s) of interest are indirectly related to the practice. That is, the practice itself is not normative, but there exist social norms that contribute to sustaining it. For instance, the practice of domestic violence might not be normative itself. That is, in this example, people do not practice domestic abuse because of a social norm. However, there might be norms that are obstacles to the effective eradication of domestic violence, such as, for instance: people will disapprove if I meddle into a couple's affairs', or people will disapprove if I report my experience of violence etc. In this second case, an effective norm intervention might target those norms.*
  - *Thinking back about your context, can you think of specific norms that you found in your work and that affect children?* [write these on a flipchart]
  - *We know that simply giving people information about the harm of a given practice will likely not convince them to do otherwise, especially when a norm is in place.*
  - *Looking back at the norms you identified, which do you think would be important to address to help families change their practices?*

8 You can adapt these examples based on the context, e.g. if female genital cutting is not an issue in the context, you could use the example of boy child prioritisation or girls' access to education.

DAY 1 4

ACTIVITY 4 ENERGISER: FOLLOW THE LEADER

10 minutes

1. Explain the game

Instructions:

- 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.*

2. Reflection

Instructions:

- 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 5 QUESTION TIME

1 hour

Objectives

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

Materials needed

- Burning questions flipchart

	KEY ACTIVITIES		DELIVERY METHOD
1	Recap and reflection of Day One		Discussion in pairs and group

ACTIVITY 1 RECAP AND REFLECTION OF DAY ONE

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

1. Recap and reflection in pairs

Instructions:

- 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.*

2. 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?*

DAY TWO

Note to Facilitator:

Day One is structured to help participants understand the basics of power, gender and norms. Day Two is a practical day involving discussion of different tools to help with the identification and exploration of norms. At the end of this day, participants should be able to explain the multi-dimensional factors affecting issues using the Flower Diagram and know what tools they can use to diagnose/identify social norms and reference groups in their context.

OVERVIEW OF DAY TWO

	SESSION TITLE	SESSION OBJECTIVES	MATERIALS NEEDED	DURATION
1	Recap of Day One	To explore key takeaway messages from Day One	• Ball	30 minutes
2	Mapping social norms affecting work		• Flipchart • Markers • Handout 4	1 hour and 30 minutes
3	Problem trees and Theory of Change	To understand the root causes of problems and how a 'Theory of change' can help in mapping the multi-layered interventions to problems	• Handouts: 2, 5, 6 • PowerPoint: Day 2, Session 3 • Flipchart • Markers • Sticky notes	2 hours and 15 minutes
4	Introduction to exploring and monitoring and evaluating norms	To provide an overview of how norms can be diagnosed using various data collection strategies	• Handouts: 2, 7, 8, 9 • PowerPoint: Day 2, Session 4 • Flipcharts • Markers	1 hour and 10 minutes
5	Data collection approaches reflection	To have participants reflect on what data collection task they have used in their work thus far regarding social norms	• Handout 10 • Flipcharts • Markers	1 hour

DAY 2

SESSION 1 RECAP OF DAY ONE

30 minutes

Objective

- To explore key takeaway messages from Day 1

Materials needed

- Ball

	KEY ACTIVITIES		DELIVERY METHOD
1	Recap on Day 1		Ball game
2	Discussion on Day 1 content		Group discussion

ACTIVITY 1 BALL GAME

15 minutes

1. Game

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.*

DAY 2 1

ACTIVITY 2 GROUP RECAP

To allow participants to reflect on Day One learnings.

15 minutes

2. Group Recap

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 norms you can identify from your own contexts?*
  - *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].

DAY 2

SESSION 2

MAPPING SOCIAL NORMS AFFECTING WORK

1 hour 30 minutes

Objective

- For participants to reflect on what social norms affect their work

Materials needed

Marker pens

Sticky notes

Flipcharts

Powerpoint

	KEY ACTIVITIES		DELIVERY METHOD
1	Review of social norms		Presentation and discussion
2	Writing social norms		Group work and reflection

DAY 2 2

ACTIVITY 1 REVIEW OF SOCIAL NORMS

Participants to reflect on what social norms affect their work

15 minutes

DAY 2
SESSION 2

1. Explain the activity

Instructions:

- This activity will have participants reflect on their own work and experiences to identify the practice/issue of interest and the social norms that affect it. First, take some time to explain how to write norms. Say:
  - *In identifying norms, we must first identify the practice of interest you would like to focus on. For example, FGM or child marriage.*
  - *Then you will reflect on this practice and write norms that contribute to the norm being upheld.*
  - *For example, an issue of interest might be Child Marriage. A norm associated with this practice is "respectable women marry early". This is a norm that contributes to the continuation of child marriage rather than protecting children from being married early.*
  - *Next you identify who is the subject of these norms, in this case adolescent girls who reached puberty.*
  - *Then you start to think about the social sanctions against partaking in a practice. In the case of child marriage, it's a negative sanction that girls have fewer marriage prospects after the age of 18 years of age.*
  - *Then you consider the reference groups for this norm. For example, future husbands or mother-in-laws.*
  - *And lastly, you might reflect on where these norms happen. Perhaps this is in a specific subset of people in a community or in a region of a country.*

- Check in with participants to see whether they have understood how to write norms. Reflect on examples from the slides from Day 1 called "What are Social Norms?". There are also examples and descriptions of norms on Handout 4.

DAY 2 2

ACTIVITY 2 WRITING NORMS BASED ON WORK

To reflect on social norms affecting their work

75 minutes

4

1. Explain the activity

Instructions:

- This activity will have participants exercise writing norms based on a practice or interest in their own work. Say:
  - *In the next 25 minutes, take time with members of your organization to identify one practice of interest that you're working on and fill out Handout 4. For example, hand washing or FGM.*
  - *Fill out all the relevant sections, including all the norms that are related to this practice that you can think of, whether this norm contributes to a practice or protect people from a practice, who are the subject of the norm, what the sanctions are and whether they are negative or positive, who the reference groups are and where this practice is observed.*

2. Group work (25 minutes)

3. Reflect on this practice (50 minutes)

Instructions:

- After the groups have worked on this chart, then bring everyone back together to discuss what norms they have observed and what they have filled in their charts.
- Reflect on how participants have written norms and provide feedback to specify the norms that they have written.

DAY 2

SESSION 3

PROBLEM TREES AND THEORY OF CHANGE

2 hours 5 minutes

Objectives

- To understand the root causes of problems and how a 'Theory of change' can help in mapping the multi-layered interventions to problems.

Materials needed

Sticky notes

Flipchart

Marker pens

Handouts

Powerpoint

	KEY ACTIVITIES		DELIVERY METHOD
1	Flower diagram		Plenary discussion
2	The problem tree: identifying causes to plan purposeful action		Group work
3	Populating a problem tree		Game
4	What is a Theory of Change and why do we need one?		Presentation

Before you begin:

- Make sure you prepare a relatively large drawing of a problem tree. You could do so by sticking together three or four flip chart sheets.
- You might want to familiarise yourself with concepts of the problem tree and the theory of change. We recommend the following readings. For information about the problem tree see the examples and explanation provided by the ODI. For information about what is a theory of change see work by the Management Centre and Theory of Change.org.[9]

9 The Learning Collaborative have a useful chapter on theory of change and some social norm examples: https://www.alignplatform.org/resources/social-norms-and-aysrh-building-bridge-theory-program-design

DAY 2 3

ACTIVITY 1 FLOWER DIAGRAM

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

15 minutes

5

DAY 2 SESSION 3

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).*[10] *The Flower Diagram helps us to think about the multi-dimensional aspects that are important in developing norm change strategies.*
  - *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.*
  - *We will use the Problem tree for the next activity.*

10 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.

DAY 2 3

ACTIVITY 2

THE PROBLEM TREE – IDENTIFYING CAUSES TO PLAN PURPOSEFUL ACTION

To understand the strengths and weaknesses of the problem tree tool.

40 minutes

1. Understanding causes to design interventions

Instructions:

- Discuss the approaches that participants used in the past to identify the causes of a given practice:
  - *When we design an intervention, we are trying to understand why people do what they do. That is, what is causing their actions.*
  - *Thinking back to your professional experience (in this or other positions), have you ever used tools to understand the causes of a given practice or behaviour?*
  - *Who is usually involved in these conversations and decisions about what is causing a particular challenge in the community?*
  - *Often it might be that senior decision-makers or grant writers or programmes staff decide what is a problem they wish to address and come up with activities to address it. This can often become a top-down process where the development or humanitarian organisation drives the process of development. This is different to a more participatory, community-led process where a community identifies issues they are facing, where they think through the causes and consequences of this issue, and where they come up with solutions.*
  - *Have you used a tool in your organisation to have systematic conversations about the reasons or motivations behind these practices that you have observed?*
  - *What advantages and problems have you experienced using each these tools?*

2. An example of how the problem tree tool can be used[11]

Instructions:

- Use the problem tree flipchart you have prepared to facilitate a problem tree exercise:
  - *Has anyone done a problem tree exercise before?*
  - *If yes, how did you use it?*

11 Smoking is suggested as a simple example; however, you may wish to find another example if this is not appropriate. Avoid complex gender-related problems for now and keep it simple.

- *Let's think about a problem that community members have identified and want to work on – say, rubbish thrown on the street. We will write 'rubbish on the street' on the trunk of the tree.*

- *What are the consequences of people throwing rubbish on the street? Let's write some of these in the branches of the tree – these are like the 'fruit' of the problem. Some of the consequences themselves have consequences (secondary consequences) – let's write these on as well.*
- *Now, let's think about some of the major reasons behind rubbish being on the street. What do you think these are? Let's write these on the roots of the tree.*
- *Some of these major reasons have other reasons behind them. Let's take them one by one and try to understand the individual, interpersonal, contextual and structural causes more deeply.*

- *What do we notice about what we have mapped out here on this problem tree?*
- *How do the causes and consequences relate to each other?*

- *What we learn from this exercise is that problems are influenced by multiple factors – not just one thing. These differ by context.*

3. Critique of the problem tree tool

Instructions:

- Use a flipchart to document the positives and negatives of the problem tree. Ask
  - *What are the benefits of this approach?*
  - *What are the negatives of the problem tree approach?*[12]

BENEFITS	NEGATIVES
• Can help discuss causes of an issue • Can help in focusing on one issue • Helps the brainstorming process on intervention design • Provides a visual way of mapping connected issues • It can be done with the future intervention participants themselves	• Can be very simplistic • Tends to focus on the negative • Assumes linear connection between issues • Sources of information for causes can be anecdotal • May result in standardised (rather than contextual) activities • Sometimes done without input from communities

12 Suggested literature on this: Pitt, C (1998) 'Putting the logical framework in its place', Working Paper 88, University College London; Gasper, L (2000), 'Logical frameworks: problems and potentials', Institute of Social Studies.

DAY 2 3

ACTIVITY 3 POPULATING A PROBLEM TREE

To apply what we have learnt about problem trees and norms.

30 minutes

1. Explain the exercise

Instructions:

- Provide an overview of the uses of the problem tree exercise. Say:
  - *Problem trees are often used to understand issues and plan interventions – but sometimes the tool is used without the right people in the room.*
  - *We want to encourage that instead of a top-down approach to development where supposed "experts" define the problem and find solutions, it is absolutely critical that communities are involved in the process of identifying issues and discussing their causes.*
  - *This tool should be used with communities – allowing them to define issues of relevance to them. They should be the ones leading the process to think of consequences, causes and, ultimately, solutions.*
  - *Today, we don't have the opportunity to have communities with us as we practice using this tool, so the exercise we will do now is incomplete. It will only reflect how we think about an issue – but not necessarily the whole picture. The issue we choose may also be not that important to communities. This is important to keep in mind.*

- Divide the participants into groups, possibly by organisation. Each group will need flipcharts and markers. Say:
  - *We will now complete the problem tree in small groups. You will have around 20 minutes for this activity, then you will present to the group.*
  - *In your group, think of a particular problem affecting child protection or child well-being in your context. It should be something you are currently working on or planning to work on. Try to make this an issue that communities themselves also are concerned about.*
  - *Draw a tree on the flipchart and write the problem on the trunk.*
  - *Similar to what we did earlier, brainstorm the consequences of this problem in your groups and write these on sticky notes in the branches.*
  - *Now, use the Flower Diagram to think about the multi-dimensional causes and secondary causes and use sticky notes and arrows to illustrate this.*

- You will spend 5 minutes or so presenting your issue, causes and consequences to the group after the group work.

2. Group presentations and questions

Instructions:

- Check-in on each group during the 20-minute group time, to ensure they have chosen a topic related to child well-being and protection and understand the exercise. Point them back to the completed rubbish in the street problem tree if they get confused. Once they are ready to present, say:
  - *You will now take 5 minutes to present back to the group about your issue and the multiple causes.*
- At the end, if the following questions haven't been addressed, consider asking presenters:
  - *Which of the causes are individual-level causes?*
  - *Which occur at the social level?*
  - *Which are related to material issues*
  - *Which are institutional or global causes?*
  - *What are the norms?*
  - *Who is the reference group?*
  - *How do multiple causes interact with each other to result in this problem?*
  - *What are the limits of your analysis? Whose views are missing? Which parts of your analysis need to be tested?*

2

3. Summary handout

Instructions:

- Explain the summary handout:
  - *Now take a few minutes to update Handout 2 which you received earlier today with the main causes of your problem in the 'other causes' box and the 'norms' box. 1. Introductory game: Sun and Flower*

DAY 2 3

ACTIVITY 4

WHAT IS A THEORY OF CHANGE AND WHY DO WE NEED ONE?

To understand how a 'Theory of Change' works.

40 minutes

Facilitation tip

Putting on music in the background can create a good atmosphere. If there are participants who have disabilities, you can adjust this game slightly, e.g. instead of running around the sun, they could try to get their sun to look at them three times without moving their feet.

1. Introductory game: Sun and Flower

Instructions:

- Play the game:
  - *Let's all stand in a circle. We will now play the Sun and Flower game.*
  - *We are all flowers.*
  - *Each flower should secretly choose one person to be their "sun".*
  - *When I say "blue sky" you will have to run three times around your sun. The first who does this will win.*
- Reflect on the game, allowing participants to share whatever comes to mind. Ask:
  - *What do you think we can learn from this very short game we played?*
- Wrap-up. Say:
  - *To me, this game illustrates well how complex social reality seems to be from the outside.*
  - *And seen from the outside, this seems total mayhem!*
  - *If we want to design a programme activity, for instance, we may think of one that helps all flowers get the sun they need. To do this, we need to take a closer look at what is happening inside.*
  - *Then, understanding just a little more what is going on, we need to develop a theory for how we can help people achieve goals that matter to them. For instance, in our example, we would need to develop a theory of how we can help all flowers turn three times around the sun.*
  - *This activity also shows that it is important for a programme to take into account those people that individuals identify as important to them in providing cues on how to behave. We will talk more about this later today.*

2. Discussion: What is a theory of change?

Instructions:

- Introduction to theory of change. Ask:
  - *Has anyone ever heard or developed a theory of change?*
  - *What is a theory of change?*
  - *I am sure that most of you, at least those who have been implementing programme activities, already have a theory of change in their minds. Not all, perhaps, have written it as an official organisational document.*
  - *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, you don't simply throw some activities in a community hoping for a miracle to happen. You do certain activities because you have seen they work and can achieve positive change.*
  - *In our problem tree exercise earlier, we identified the factors contributing to keeping our practice of interest in place.*
  - *A Theory of Change is the next step. It's used when we looked at all those factors, and we think: what are we now going to do, why, and how?*
  - *There are many different ways to do theories of change, and we'll see several examples. As always, creating and using a theory of change has both pros and cons, both of which we will discuss.*

3. Backwards mapping

Instructions:

- Introduce backwards mapping. Say:
  - *Describing the change we want is sometimes referred to as 'backwards mapping'.*
  - *This is because we start with our over-arching 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 adolescents smoking again. If we were developing a Theory of Change, what would the goal be? Maybe for adolescents to stop smoking?*
  - *If that is our goal, what preconditions need to be in place to achieve this? We may list things like: adolescents recognise that the health risks are significant, adolescents find alternatives to smoking, laws prohibit smoking in public places, adolescents who smoke experience judgment from others, etc.*
  - *And then for each of these, we need to think about the preconditions needed to achieve this. So, for adolescents to experience judgment from others when they smoke, what needs to happen?*
  - *Maybe there should be wider social disapproval against smoking. How do we help adolescents motivated to reduce smoking achieve that? Again, we take a step back... Maybe some influential adolescents need to make strong statements against smoking. Maybe there is a mass media campaign.*
  - *The assumption here is that people will receive information about smoking and it will cause them to change perspectives on it to the extent that they start to judge others who smoke, or think positively about those who do not smoke.*

6

4. Observation

Instructions:

- Reflect on this process. Say:
  - *Even just from this short example, 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 your handout and on the screen are some examples of completed Theory of Change diagrams (e.g. Girls not Brides 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?*[13] [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 discuss with your mentor. 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 staff from NGOs.*

13 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 4

INTRODUCTION TO EXPLORING AND MONITORING & EVALUATING NORMS

1 hour 10 minutes

Objectives

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

Materials needed

Marker pens

Flipchart

Handouts

Powerpoint

	KEY ACTIVITIES		DELIVERY METHOD
1	Energiser activity		Game
2	Introduction to norms exploration and monitoring and evaluation		Presentation
3	Group activity		Group work
4	Different approaches to exploring norms		Presentation

DAY 2 4

ACTIVITY 1 BIRTHDAY LINES

OPTIONAL ACTIVITY

10 minutes

1. Explain the game

Instructions:

- Say:
  - *We are now going to do a quick energiser called 'birthday lines'.*
  - *This is a tricky game because you cannot speak.*
  - *You must arrange yourselves in a line based on the month and day of your birth (not years!) - but this must be done without talking.*
  - *Use other methods to communicate with each other.*

DAY 2 4

ACTIVITY 2

INTRODUCTION TO NORMS EXPLORATION AND MONITORING & EVALUATION

To understand how accurate data might help address incorrect assumptions about social norms

15 minutes

7

DAY 2 SESSION 4

1. 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.*
  - *How we monitor and evaluate 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.*

8

  - *There is also a more defined version of the funnel called the SNET which you can see in another handout.*

DAY 2 4

ACTIVITY 3 GROUP ACTIVITY

To reflect on evidence available on a particular norm.

15 minutes

1. Explain the activity

Instructions:

- Put participants in groups with others from their organisation and give them flipcharts and markers. Say:
  - *You should be in a group with others from your organisation.*
  - *Choose a particular topic or issue in your context, e.g. open defecation, early marriage, domestic violence, FGM/C, division of labour in the household, household decision-making, child labour, violent punishment/discipline of children, transactional sex. It could be the same topic you chose for the problem tree exercise, or any other activity.*
  - *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.*

2

2. Update handout 2

Instructions:

- Remind participants to update Handout 2:
  - *You should be in a group with others from your organisation.*
  - *Now take a few minutes to update Handout 2 which you received yesterday with the main causes of your problem in the 'available data' and 'data gaps' box.*

DAY 2 4

ACTIVITY 4

DIFFERENT APPROACHES TO EXPLORING NORMS

To explore participatory tools for understanding norms.

30 minutes

DAY 2 SESSION 4

1. 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 corporal punishment, who might be a reference group that influences when and how children are punished?* [e.g. teachers, parents]

9

2. 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 will classify the type of knowledge we are seeking: do we want to know about 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 you to help to outline this process:*

DAY 2 4 4

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 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	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. X has repeatedly told Y she shouldn't defecate in the house court. 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? 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?	FGD
		Knowledge	What does the law say about parents hitting their children?	Document

3. 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 be hit by her husband?*
    - *How are girls expected to behave in this community?*
  - *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, 'how should a girl in this community behave' and ask them to rank all the traits which girls are expected to demonstrate, in order of most important to least important.*
  - *We can also survey people to learn about how typical something 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 marry before the age of 18 (Strongly agree, agree, neutral, disagree, strongly disagree)*
  - *A woman's most important role is to take care of her home and cook for her family (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)*
  - *There are times a woman deserves to be beaten (Strongly agree, agree, neutral, disagree, strongly disagree)*
  - *How many families in this community beat their children? (None, A few, Some, Most, All)*
  - *In your opinion, when congregating on the street, do most boys around here: a) tease young girls when they pass by, b) let girls pass by without comment, or c) neither.*
  - *We can also use vignettes to surface/identify 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 understand, and monitor and evaluate norms in more detail tomorrow.*

DAY 2

SESSION 5 DATA COLLECTION APPROACHES

1 hour

Objectives

- To have participants reflect on what data collection task they have used in their work thus far regarding social norms.

Materials needed

Marker pens

Flipchart

Handout

10

	KEY ACTIVITIES		DELIVERY METHOD
1	Group discussion on pros and cons of approaches to data collection	●	Discussion in small groups; plenary discussion

DAY 2 5

ACTIVITY 1

DATA COLLECTION METHODS REFLECTION

To have participants reflect on what data collection task they have used in their work thus far regarding social norms.

1 hour

10

1. Explain the activity (5 minutes)

Instructions:

- This activity will have small groups discuss the pros and cons of approaches to data collection of social norms and discuss what approaches participants have used in their own experience in the past. Say:
  - *We would like you to form small groups and discuss the pros and cons of approaches to data collection of social norms that we discussed earlier. Also discuss in your groups what approaches you have used in the past and how useful these methods have been.*
  - *After this discussion, select one social norm you identified this morning and one data collection method to develop a few questions related to that data collection method. The questions you develop should start to investigate the dynamics of that norm based on your knowledge and assumptions about the norm and who the reference groups are. The questions should help to understand whether the norm is in place, how strong it is, who the reference groups are.*

2. Group work (40 minutes)

3. Reflections (20 minutes)

- Here participants will share what norm they selected and what questions they developed to explore more about the norm.
- Give feedback to groups presenting about the questions they have developed. Feedback here can be about the question structure (eg, to avoid leading questions) or about the order of questions (eg, asking about whether the norm exists before asking about reference groups).
- While this was an activity to start exploring what questions might be used, you can also reflect on what other questions might be useful for the practice of interest and method the participants selected for further development.

DAY THREE

Note to Facilitator:

Day Three is structured to help participants understand how norms change and what strategies can be used to bring about change. It involves diving deeper into case studies of effective programming strategies to discuss the importance of interventions at multiple levels. It builds on Day 2 by moving from understanding what norms are operating, to exploring how these may be changed. At the end of this day, participants should be able to describe how change happens, how a Theory of Change may be relevant, and how norms are influenced by multiple factors.

OVERVIEW OF DAY THREE

	SESSION TITLE	SESSION OBJECTIVES	MATERIALS NEEDED	DURATION
1	Recap of Day Two	To explore key takeaway messages from Day Two	• Flipcharts • Markers • Sticky notes	30 minutes
2	Prioritising social norms in your community	To apply tools to design a strategy for monitoring and evaluating a norm in your community	• Flipchart • Markers • Handout: 11	1 hour and 25 minutes
3	Identifying strategies for norm change	To understand the multiple factors affecting norm change	• Handouts: 12, 13, 14, 15 • PowerPoint: Day 3, Session 3	1 hour and 45 minutes
4	Social norms	To update social norms chart	• Handouts: 4, 10, 16 • Flipchart • Markers	1 hour
5	Ethics	To discuss ethical issues and plan ethics presentations	• Flipchart • Markers	1 hour and 45 minutes
6	Question time	To give participants time to discuss and review the content of the day	• Burning questions flipchart	30 minutes

DAY 3

SESSION 1 RECAP OF DAY TWO

30 minutes

Objective

- To explore key takeaway messages from Day Two

Materials needed

Marker pens

Flipchart

Sticky notes

	KEY ACTIVITIES		DELIVERY METHOD
1	Reflection with a partner		Work in pairs
2	Plenary discussion		Plenary discussion

DAY 3 1

ACTIVITY 1 REFLECTION WITH A PARTNER

To reflect on learnings from the training.

15 minutes

1. Explain the activity

Instructions:

- Encourage participants to form a pair with someone they don't know well, ideally from a different organisation. Write the discussion questions on a flipchart. Say:
  - *Partner with someone you don't know well.*
  - *Using sticky notes on your desk, write down responses to the questions on the flipchart.*
  - *Discuss:*
    - *What is one key learning from yesterday?*
    - *What is one thing that challenges your previous thinking?*
    - *What is one thing you would like to change in your work as a result of the last two days?*
    - *How are you feeling about the course so far?*

ACTIVITY 2 PLENARY DISCUSSION

To share joint learning.

15 minutes

1. Explain the activity

Instructions:

- Facilitate feedback from the pairs. Say:
  - *Now, let's hear back from you.*
  - *Each group should share one reflection on each question.*

DAY 3

SESSION 2

PRIORITISING SOCIAL NORMS IN YOUR COMMUNITY

1 hour 40 minutes

Objective

- To apply tools to design a strategy for monitoring and evaluating a norm in your community

Materials needed

Flipchart	**Marker pens**	**Handout** 11

	KEY ACTIVITIES		DELIVERY METHOD
1	Energiser activity		Drawing game
2	Prioritising social norms		Group work
3	Key reflections		Plenary discussion

ACTIVITY 1 ENERGISER - PORTRAITS

10 minutes

1. Explain the activity

Instructions:

- Say:
  - *We are now going to practice our drawing skills.*
  - *In pairs, you need to prepare a portrait of your partner.*
  - *The tricky thing is: you will need to draw them with your eyes closed!*
  - *Give the portrait to your partner as a gift.*

DAY 3 2

ACTIVITY 2 PRIORITISING SOCIAL NORMS

To help participants prioritise the most important norms.

45 minutes

11

1. Why prioritise?

Instructions:

- You need to prepare a flipchart ahead of time with the key questions below. Say:
  - *When thinking about the many norms in the communities where we work, we need to be able to prioritise which ones we will try to engage with.*
  - *It is important that motivated community members are part of this process – so they can identify the issues most important to them and discuss the most appropriate solutions. When we engage communities so that they prioritise these norms, we don't need to necessarily go through the definition of what is a norm and why it is different from attitudes and behaviours, but focus on the key issues instead of the terminology so they can reflect on what is most important to them.*
  - *Some key questions to help us reflect on the process are:*
    - *What issues does this norm affect?*
    - *Does the norm have positive consequences?*
    - *Who is affected by the norm?*
    - *How easy or difficult is it to change this norm?*

2. Explain activity?

Instructions:

- Provide each group with flipcharts and markers. Say:
  - *You will now have 30 minutes to work in small groups focused on your context. Use a flipchart to write down the norms in your context.*
  - *Think about which norms you would like to prioritise based on the four questions on the flipchart/handout.*
  - *Each group should present decisions back to the group.*

DAY 3 2

ACTIVITY 3 KEY REFLECTIONS

To reflect on strengths and weaknesses of data collection approaches.

30 minutes

1. 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?*

2. 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?*

DAY 3

SESSION 3

IDENTIFYING STRATEGIES FOR NORM CHANGE

1 hour and 45 minutes

Objectives

- To understand the multiple factors affecting norm change.

Materials needed

Handouts

12 13 14 15

Powerpoint

DAY 3
SESSION 3

	KEY ACTIVITIES		DELIVERY METHOD
1	How change happens		Presentation
2	Case studies from multiple contexts - overview		Presentation
3	Case studies activity mapping		Presentation / group work

DAY 3 3

OPTIONAL ACTIVITY

GAME - SHAKING HANDS

To introduce the idea of how norms may change.

10 minutes

1. Explain the game

Instructions:

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

2. 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.*

DAY 3

3

ACTIVITY 1 HOW CHANGE HAPPENS

To reflect on strengths and weaknesses of data collection approaches.

15 minutes

DAY 3 SESSION 3

12

1. 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. E.g. let's look at this diagram from Thunder Valley . This is one 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 it can sometimes be quite a long journey. Changing norms can sometimes particularly difficult, so it requires more work and analysis from us.*

2. Drivers of change

Instructions:

- Discuss drivers of norm change. Say:
  - *Changing norms is not about communicating knowledge to people. Previously, many programmes have been designed according to the thinking that knowledge changes attitudes and then behaviours change. But it is actually 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, new behaviours will take time to achieve. We may need a critical mass of people who are ready to adopt new behaviours.*
  - *Drivers of norm change include: economic development, war, laws, globalisation, reach of media, urbanisation, migration, increased access to education, greater use of technology. Our analysis should reflect these other factors.*
  - *What does a successful norm change strategy look like? We will now look at some case studies briefly. Then you will have more time at the end of the session to delve more into the case studies.*

DAY 3

3

ACTIVITY 2

CASE STUDIES FROM MULTIPLE CONTEXTS - OVERVIEW

To discuss practical examples where norm change strategies were incorporated.

30 minutes

Facilitation tip

You may also decide to present this information differently, e.g. setting up 'stations' around the room for each case study where participants can read flyers or other materials to learn about each case study.

13

1. Tostan case study

Instructions:

- Say:
  - *We will now discuss a few case studies. The first is a case study of a successful holistic human rights-based community empowerment programme – Tostan. This is a programme which resulted in norms on FGM changing in Senegal although this was not the central objective of the programme.*
  - *What does it involve?*
    - *3-year community-led empowerment programme based on visioning, deliberation on human rights and values, problem-solving, and identifying knowledge useful to people's lives.*
    - *Covering multiple topics: education, health, environment, economic issues, governance, literacy…*
    - *Uses transformative, Freirean human rights education approaches*
    - *Core group consisted of adolescents and adults.*
    - *They sought to help communities achieve their own goals. This required working with a core group of community members who defined its vision.*
    - *They equipped the core group with knowledge and facilitated a values deliberation process to identify common values and develop a vision for their community.*
    - *Once these community members created their own vision, decided community goals, and designed a strategy to achieve them, Tostan supported them to do so.*
    - *To achieve their goals, community members changed attitudes and norms of others around them.*
    - *What happened? People started to see themselves differently and others saw them differently. New knowledge and ideas were shared and the group expanded. The group publicly agreed on a new norm.*

14

2. Otpor case study

Instructions:

- Say:
  - *Now we will look at a slightly different case study. It focuses on the non-violent youth movement called 'Otpor' (which means 'resistance') in Serbia.*
  - *This group played a key role in overthrowing Miloševic's government.*
  - *They used street theatre, art, posters, pranks and satire to embarrass the government.*
  - *Their use of dark humour challenged existing norms around what it means to revolt/ protest.*
  - *Their avoidance of violence also challenged norms.*
  - *They also broke norms around how they were structured, e.g. avoiding cult of personality and decentralising power.*
  - *They also spread new norms – creating their own identity/brand/vision for how to protest and how to demand democratic processes.*

15

3. Voices for Change in Nigeria case study

Instructions:

- Say:
  - *Let's discuss another case study of a successful social norms programme – Voices for Change. This final case study is a multi-component norms programme which focuses on addressing very complex social issues. This is a programme in Nigeria to change attitudes and practices on VAW, women's role in household decision making and women's political leadership.*
  - *What does it involve?*
    - *Creation of safe spaces for discussion and debate during gender courses, radio discussions and dramas, branded communications campaigns, legislative change.*
    - *V4C works with young women and men, religious leaders, community leaders*
    - *Changes in attitudes and practices were observed – people began speaking out about violence against women, women's self-esteem increased and women began taking on leadership roles.*
    - *Peers of those who participated also changed attitudes and practices – but to a lesser extent.*
    - *Tomorrow we will discuss these case studies again to talk about the key attributes of social norms interventions.*

DAY 3 3

ACTIVITY AL

ENERGISER - PASS THE CLAP

5 minutes

1. Explain the activity

Instructions:

- Say:
  - *We will now to 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 3

3

ACTIVITY 3 CASE STUDIES ACTIVITY MAPPING

To analyse case studies in more depth and map strategies onto the Flower Diagram.

45 minutes

13

14

15

1. Explain the task

Instructions:

- This activity will help participants to think more critically about the case studies introduced earlier. To explain this activity, say:
  - *Each group will be given one of the case studies that we discussed earlier. These are much more detailed case studies and programme information.*
  - *Map the interventions onto the Flower diagram using flipcharts.*
  - *You have 30 minutes for this activity*
  - *You will present back to the group on how each intervention fits into the Flower Diagram, highlighting any gaps.*

2. Reflection on the Flower diagram

Instructions:

- Ask:
  - *How did you find this exercise?*
  - *What are the benefits of this tool?*
  - *Did you face difficulties using the tool?*

DAY 3

SESSION 4

SOCIAL NORMS AND AGENCY

1 hour

Objective

- To reflect on the social norms practitioners hold and to reflect on and document the social norms that affect various issues of interest

Materials needed

Markers **Flipcharts**

	KEY ACTIVITIES		DELIVERY METHOD
1	Updating social norms chart		Group work
2	Disagree/agree game: ethics and agency		Game

DAY 3 4

ACTIVITY 1 UPDATING SOCIAL NORMS CHART

To update and keep track of norms on handout for future mentorship.

30 minutes

16

1. Explain the activity

Instructions

- This activity will pair mentors with mentee individuals or groups to start filling in a chart about the mentees practice of interest, the relating norms and methods of choice to complete data collection. This will be based on Handouts 4 and 10, where participants went into greater detail earlier in the day. Say:
  - *We will now group you with your mentors to start charting out the social norms attached to the practice of interest of your organisation. You will use handout 16 and only be filling out the first three columns on your practice of interest, the norms related to that practice and the preferred data collection methods to explore those norms.*

DAY 3 4

ACTIVITY 2 DISAGREE/AGREE GAME

To begin conversations on ethics related to social norms and child well-being.

30 minutes

1. Explain the 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.*[14]
  - *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.*

2. Statements

Instructions:

- Read each statement at least twice:
  - *Adults know better than children*
  - *Once people have information, they will make the correct decision*
  - *A child cannot make good decisions*
  - *If someone is involved in a harmful practice it is because they are not aware of the harms it causes.*
  - *Sometimes people in the community do not know what is best for them.*

We should respect the choices people make, even if they make a bad decision.

3. Reflection

- Leave some time at the end of this activity to ask some reflective questions on biases influencing work.
  - *Which statement did you have the most trouble answering?*
  - *How do the biases we hold about individuals or groups influence your work?*
  - *How can we challenge these biases?*

Facilitation 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).

14 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.

DAY 3

SESSION 5 ETHICS

1 hour and 45 minutes

Objective

- To reflect on and discuss ethical considerations of social norms informed interventions and programmes

Materials needed

Markers **Flipcharts**

	KEY ACTIVITIES		DELIVERY METHOD
1	Ethics discussion		Plenary discussion
2	Ethics presentation preparation		Group work

DAY 3 5

ACTIVITY 1 ETHICS PLENARY DISCUSSION

To explore the ethical impact of completing data collection work on social norms

1 hour

1. Ethics overview

Instructions:

- Start a new flipchart page titled "Ethical Considerations" and make notes based on discussion and key open ended questions.
- 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.*
  - *For example, 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.*

Instructor notes on ethical principles:

- Introduce the key ethical issues that arise throughout the research process, not only in the traditional areas of concern like consent, assent and confidentiality. (10 minutes)
- Some of the key questions in ethics:
  - Do the staff have appropriate skills and knowledge
  - Is the methodology suitable to its purpose and participants?
  - Is the process designed to get valid information?
  - Is the methodology sensitive to the vulnerable?
  - How have community concerns been considered in the whole process?
  - How do we avoid harm to the participants in the entire research process?
  - Do we have a proper safeguarding system in place to address emerging harms?
  - Have the adverse consequences of the process been anticipated and mitigation measures put in place?
  - What is morally right and what is morally wrong for children?

2. Activity: small group discussions and larger group discussion

1. **Small break out groups (20 minutes):** Discuss in small groups some of the key ethical questions above.
2. **Feedback from smaller groups and discussion with entire group:** Each small group presents their discussion points about the key ethical issues to the group for discussion. Update Ethical Considerations flipchart with key reflections and open ended questions.

DAY 3 5

ACTIVITY 2 PRESENTATION PREPARATION

To give participants time to plan for Day 5 presentations.

45 minutes

1. Explain presentation process

Instructions:

- Divide the participants into groups that they will present in on the final day. These groups could be divided based on job type (e.g. senior staff from multiple organisations together) or by organisation.
- Write the main question (What are some accidental/inadvertent harms we may cause in our work?) on a flipchart. Say:
  - *We will now break you into small groups to think about how to present some tricky ethical issues that bother you during your work.*
  - *The question we would like you to answer is: What are some accidental/inadvertent harms we may cause in our work, and is it possible at all to avoid these, and if so how?*
  - *Do interventions that don't cause any type of 'harm' exist?*
  - *What does it mean to be transparent about the type of harm that we are ready to accept to achieve a certain outcome?*
  - *How do we take responsibility for the harm we cause in the communities?*
  - *How do we seriously evaluate the harm we caused?*
  - *Think about these and how you want to present them on the last day during your 10 minute presentation.*
  - *We will now give you some time (40 minutes) to work on your presentations.*

DAY 3

SESSION 6 QUESTION TIME!

30 minutes

Objectives[15]

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

Materials needed

'Burning questions' flipchart

	KEY ACTIVITIES		DELIVERY METHOD
1	Recap and reflection of Day 3		Group discussion

ACTIVITY 1 RECAP AND REFLECTION OF DAY THREE

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

30 minutes

1. Explain the activity

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 their pairs. Ask:
  - *What questions do you have?*

15 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 FOUR

Note to Facilitator:

Day Four is structured to help participants understand how to monitor and evaluate norm change. It builds on Day Three by adding further content on developing norm change strategies, then shifts to monitoring and evaluating the changes resulting from these strategies. At the end of the day, participants should be able to identify different kinds of norm change strategies and when which strategy may be appropriate. They should be able to identify critical considerations in developing M&E strategies.

OVERVIEW OF DAY FOUR

	SESSION TITLE	SESSION OBJECTIVES	MATERIALS NEEDED	DURATION
1	Recap of Day Three	To recall key takeaway messages from Day Three	• Flipcharts • Markers • Sticky notes	15 minutes
2	Norm change strategies and attributes	To understand how to select norm change strategies and how to identify attributes of strategies	• Handouts: 17, 18, 19 • PowerPoint: Day 4, Session 2	3 hours and 35 minutes
3	Signs of norm change and strength	To introduce a framework and key approaches for measuring and analysing norm strength and change, for M&E.	• Handouts: 2, 20 • PowerPoint: Day 4, Session 3 • Flipcharts	3 hours and 10 minutes
4	Reflect and recap	To reflect on a dense learning day and identify challenges	• Flipchart • Markers • Blank sheets of paper	30 minutes

DAY 4

SESSION 1 RECAP OF DAY THREE

15 minutes

Objectives

- To give participants time to discuss and review the content of day 3.

Materials needed

Marker pens	**Sticky notes**
Flipchart	

	KEY ACTIVITIES		DELIVERY METHOD
1	Head, heart, feet		Group discussion

DAY 4 1

ACTIVITY 1 HEAD, HEART, FEET

To discuss key learnings thus far.

15 minutes

1. Explain the task

Instructions:

- You will need to prepare a flipchart drawing on a wall or middle of floor and draw the outline of a person with head, heart, and feet shown. The purpose of this activity is to help participants reflect on the fact that there are many factors that influence norms change, but certain principles can be used from theory to design program activities that catalyse this change process. Say:
  - *Identify three things (one per sticky) they learned on Day 3: a new idea (stick on head), a feeling (stick on heart), and an action idea or skill (feet) that they can use outside the workshop.*
  - *Attach sticky notes to head, heart, or feet.*

2. Reflection

Instructions:

- Ask:
  - *What did you learn?*

DAY 4

SESSION 2

NORM CHANGE STRATEGIES AND ATTRIBUTES

3 hours 20 minutes

Objectives

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

Materials needed

Handouts

17 18 19

Powerpoint

DAY 4
SESSION 2

	KEY ACTIVITIES		DELIVERY METHOD
1	Selecting norm change strategies		Presentation
2	Energiser		Energiser
3	Contextualising norm change strategies		Group work
4	Presentation preparation		Presentation preparation in groups

DAY 4 2

ACTIVITY 1

SELECTING NORM CHANGE STRATEGIES

To identify strategies and attributes of strategies to shift norms.

1 hour 25 minutes

DAY 4 SESSION 2

1. Overview (5 minutes)

Instructions:

- Say:
  - *Yesterday, we ended the day by discussing norm change strategies. We looked at case studies and applied the Flower Diagram. This morning we will complete the discussion on norm change strategies. We will begin by looking 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. Creating a new norm (e.g. using non-violent methods of punishment) may be a positive way of abandoning an old norm.*

17

2. Four strategies for norm change (15 minutes)[16]

Instructions:

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

16 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.

as the mayor of Bogota, used mime artists who would use mimicry and mockery to challenge the actions of anyone acting outside the law, e.g. people who crossed the road without taking notice of traffic lights. In this more theatrical approach, spectators 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 maintain laws

2. *Traditional mass media approaches share information about the harmful effects of a practice with. Mass media campaigns that aim to change social norms do not focus exclusively on the harmful effect of a given practice, but highlight that large percentages of the population are against that practice or are 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 has been originally called the "social norms approach" as created originally by Alan Berkowitz. To do so, media campaigns can use a range of techniques like radio broadcasts, billboards, theatre/role plays and role model approaches etc. 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 with a people-led approach in mind, as they help group members identify the issues they want to work on and strategies the best solutions to change the 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.*

3. Choosing the right primary strategy (10 minutes)

Instructions:

- This step helps participants to 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.*

18

4. Thinking about attributes (15 minutes)

Instructions:

- Distribute the Handout[17] 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.*
  - *On the handout you will see a list of common attributes. An intervention is likely to have multiple of these attributes.*
  - *Let's think about an example like 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 male and female 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 would 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*

17 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.[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.

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.

they engage with others around them to spread or diffuse the changes.

5. Example of corporal punishment (10 minutes)

Instructions:

- Introduce a practical example to help them think about strategy selection. Say:
  - *Let's look at an example of corporal punishment – physical discipline of children by parents or teachers - 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 corporal punishment in place in one context, e.g. Kenya:*
    - *Descriptive norms: children will not obey unless beaten; children need discipline to be well-behaved*
    - *Positive attitudes toward the practice: hitting is an acceptable form of discipline*
    - *Injunctive norms: other parents will look down upon a parent who cannot keep their child in line. A gender norm may be: greater judgment on parents if a girl misbehaves compared to a boy.*
    - *Factual Belief: Children only really learn through beating*
    - *Gender roles: Boys can take harsh physical punishment as it will strengthen their masculinity*

6. Open up for discussion (30 minutes)

Instructions:

- This step involves opening up discussion to think about the best interventions for corporal punishment. Keep the corporal punishment 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?*
  - *Who could be the reference group you want to reach?*
  - *What positive values can you start your conversations from?*
  - *What strategies can you use?*
  - *What attributes do the norms-shifting strategies have?*
  - *How can you help this reference group motivate others to join in to make change visible?*

DAY 4 2

ACTIVITY 2 ENERGISER - SHOPPING MEMORY GAME

10 minutes

Play game

- Say:
  - *We will now do an energiser activity.*
  - *Let's sit in a circle.*
  - *Each person starts with the sentence, 'I went shopping today and I bought…' and add an item.*
  - *The next person says their own item, plus the items listed by others.*

DAY 4 2

ACTIVITY 3

GROUP EXERCISE ON NORM CHANGE STRATEGIES

To apply learning to a norm in their own context.

1 hour 30 minutes

17

1. Explain the task

Instructions:

- This step helps participants to apply what they have learnt to a particular issue in their context. They need to break into groups with others in their organisation to complete this activity. Explain the activity:
  - *Now we will take some time to look at issues in our own contexts.*
  - *Break into groups with people from your organisation.*
  - *Choose a specific issue and discuss:*
    - *What norms are contributing to this issue?*
    - *Do people individually approve or disapprove of the practice?*
    - *Who could be the reference group you want to reach?*
    - *What positive values can you start your conversations from?*
    - *What strategies will you use?*
    - *What attributes do the norms-shifting strategies have?*
    - *If appropriate, how can you help this reference group motivate others to join in to make the change visible?*
  - *Present your findings back to the group.*

19

2. Reflection

Instructions:

- Provide space for participants to reflect on this process, particularly the usefulness of the questions on Handout 19. Ask:
  - *How did you find this exercise?*
  - *What was difficult?*
  - *What was easy?*
  - *Where were your knowledge gaps?*

DAY 4 2

ACTIVITY 4 PRESENTATION PREPARATION

To apply learning to a norm in their own context.

30 minutes

1. Discuss presentations

Instructions:

- Divide participants into three groups. Say:
  - *On the last day, you will be doing a presentation that will cover what recap you have learned in the course so far, including your reflections from the ethics discussions.*
  - *You will break into three groups to deliver the recap.*
  - *Each presentation will run for 15-20 minutes.*
  - *Focus on the key things you have learnt:*
    - *Group 1: Social norms and why they are important for child protection and well-being (definitions)*
    - *Group 2: Diagnosing social norms (theme table)*
    - *Group 3: Change strategies and identifying change strategies (Flower diagram and norm change selection strategies)*
  - *You now have 30 minutes to work on these presentations.*

DAY 4

SESSION 3

SIGNS OF NORMS CHANGE AND STRENGTH

3 hours 10 minutes

Objectives

- To introduce a framework and key approaches for measuring and analysing norm strength and change, for M&E.

Materials needed

Handouts

Powerpoint

Flipcharts

	KEY ACTIVITIES		DELIVERY METHOD
1	Signs of norms change from own lives		Group discussion
2	Norm strength and signs of change		Presentation
3	Development of survey questions		Group work
3	Vignettes in detail		Presentation
4	Vignette development		Group work
5	Energiser		Energiser
6	Monitoring social support and resistance/ backlash		Presenation

DAY 4 3

ACTIVITY 1

SIGNS OF NORM CHANGE FROM OUR OWN LIVES

To start thinking of signs of norms change in our own lives.

30 minutes

Facilitation tip

Circle any key themes to relate to exercise on signs of change, such as visibility of new behaviours, lack of negative social sanctions, presence of rewards, to reference back to when you discuss signs of change in the SNAP framework.

1. Explain the task

Instructions:

- This helps to prepare participants to begin thinking about signs of norm change from their own experience. Participants will need flipcharts and markers for this activity. Say:
  - *Turn to your neighbour and each share an example of a norm that has changed in your society or community.*
  - *Discuss how can you (or others) can tell the norm is changing*
  - *Brainstorm signs of change and write them down on a flipchart, which you will present to everyone else.*

2. Reflection

Instructions:

- Keep in mind participants' existing understanding of what norm change looks like, for the rest of our day where we will learn how to spot signs of change and strength in norms in program M&E. Ask:
  - *How can you (or others) tell the norm is changing?*
  - *What are signs of norm change?*

DAY 4 3

ACTIVITY 2

NORM STRENGTH AND SIGNS OF CHANGE STRATEGIES

To introduce and framework and key approaches for understanding normative strength and signs of change.

30 minutes

DAY 4
SESSION 3

1. Analysis and monitoring and evaluation of norms

Instructions:

- Recall that there are two stages in social norms analysis and monitoring and evaluation: diagnosing norms (day two), and conducting monitoring and evaluation to understand and document norm change. Programs need to know: 1) how prevalent a norm is (% of people in a given group that hold a normative belief), and 2) whether norms contribute to sustain a given behavior (% of groups with high prevalence of the norm that also have high prevalence of the practice) A practical framework for normative strength and change can help ensure that data collected is useful for program M&E. To explain this, say:
  - *Norms are just one factor that can influence practice, so once we have determined a norm is present for a specific behaviour (Day 2), we want to understand norms and monitor and evaluate norms, as well as knowledge, attitudes and practice.*
  - *After we have identified the norm, we want to understand signs of change.*
  - *Information about norms that we want to find out for use in program M&E includes:*
  - *How prevalent are norms?*
  - *Are norm affecting people's practices?*
  - *Are norms changing over time?*
  - *Is change in norms resulting to change in practices?*
  - *Quantitative data is useful for measuring 1) prevalence of normative beliefs within a given group (and its change), and 2) whether high prevalence of normative beliefs in a group is associated to high prevalence of the related practice within that group.*
  - *Norm change is a process that can take time. From a program perspective where we likely don't see full norm change within short project timelines, we are most interested in understanding the change process. Qualitative data provides more nuanced insights into the strength of norms and how norms change.*

DAY 4 3

ACTIVITY 3 DEVELOPMENT OF SURVEY QUESTIONS

To discuss and practice developing survey questions to explore social norms.

30 minutes

DAY 4 SESSION 3

1. Discuss use of surveys in social norms work (15 minutes)

Instructions:

- Briefly present purpose and use of surveys in social norms work, some examples of social norms survey questions and group activity.
  - To give examples of what questions can be included in surveys to measure social norms. Start with formative research, baseline, endline, and monitoring throughout.
  - Review various response types such as likert scales (with 7,5,3 answer options)
  - Eg, strongly approve/strongly disapprove, positive reaction/negative reaction
  - Discuss importance of listing reference groups in advance to make reference to during survey questions
  - Discuss examples of sanctions questions - what will happen if a social norm is not followed by a person? How might this affect others they are close to such as their family?
  - How might these sanctions reinforce norms?
  - Refer to Handout 19 for additional questions to consider when developing surveys and other instruments to explore social norms.

10

19

2. Explain the activitiy (15 minutes)

- Pick an example, develop 1-2 survey questions for each norms on handout 10 and save these for presentations on last day.

3. Activity (15 minutes)

DAY 4 3

ACTIVITY 4 VIGNETTES IN DETAIL

To understand vignette development and usefulness.

30 minutes

20

1. Overview of SNAP

Instructions:

- This step helps participants to understand how vignettes can provide useful insights on social norms. Explain this by saying:
  - *CARE has developed analysis framework called the "Social Norms Analysis Plot" ('SNAP') that offers an approach to understand both normative strength (rigidity and influence) and signs of change.* [18]
  - *This approach uses qualitative methods, and works particularly well for vignettes.*
  - *We recommend using vignettes as part of a second phase of understanding the issue.*
  - *The SNAP lays out 5 key components about a norm, and signs of strength and change can be analysed in each component in this handout.*[19]

2. Why vignettes?

Instructions:

- Give participants time to read each vignette in the handout. This step explains the rationale of vignettes and provides practical examples (one more complex and one simpler) of what a vignette might look like and how it is structured. To explain this, say:
  - *Vignettes are useful in helping us to understand social norms. Because the stories are fictional based on imaginary characters, people are more likely to react honestly and share their real feelings and opinions about the issue. Vignettes can provide an opportunity to delve deeper into sensitive or taboo topics, facilitating a vibrant discussion in communities.*
  - *What makes a good vignette? Relatable characters, familiar stories, simple storylines, opportunities to challenge a social norm, clear reference group/s, strong reflection questions like: what would most people do in this situation, what would people expect this character to do in this situation, what would people say if this character decides to XXXX* [defy the norm]*, would what people say change this character's mind, in what circumstances would it be acceptable for the character to XXXX* [defy the norm]*?*

18 For further reading, see: Stefanik & Hwang. (2017). Applying Theory to Practice: CARE's Journey Piloting Social Norms Measures for Gender Programming. CARE.

19 Excerpt from Cislaghi, B & Heise, L. 'Measuring social norms. Technical brief'. STRIVE. http://strive.lshtm.ac.uk/system/files/attachments/STRIVE%20Norms%20Measurement%20Brief_0.pdf

- *Let's look at an example of a vignette from CARE Ethiopia's Abdiboru project:*
  - *I will tell you a story of a girl I will call Rehima (that is not her actual name) living in this woreda. I would like you to listen to the story carefully and discuss the questions that follow. 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.*
    - *What would most adolescent girls in Rehima's position do in this situation?* (DESCRIPTIVE NORM)
    - *What would Hindiya and most other girls expect Rehima to do in this situation?* (INJUNCTIVE NORM)
    - *But Rehima doesn't want to marry young. She announces that she does not want marry at this age.*
    - *What would Hindiya and most other girls say about Rehima's decision?* (SANCTIONS)
    - *Would the opinions and reactions of her peers make Rehima change her mind about refusing the marriage?* (SENSITIVITY TO SANCTIONS)
    - *Are there any circumstances where it would be considered more or less acceptable for Rehima not to get married at her age?* (EXCEPTIONS)

- *Let's look at a simpler vignette from Tostan in Senegal. This is a good example of how even very simple vignettes may be very relevant:*[20]
  - *Now we would like to give you a scenario. Imagine Penda is a woman who lives in this village. She is not a real person who lives here; this is just an example. Imagine Penda, as we have said, a woman from the village, has a six-year-old daughter. Penda would like to have her cut. In your opinion, what would be the reaction of the other members of the community to this news?* [explore reasons for positive and negative reactions]
  - *What will people think of Penda?*
  - *What will they think of her daughter?*
  - *If Penda doesn't cut her daughter, how likely it is that her daughter will find a husband in the future? Why?*

20 Also on HANDOUT 20. Excerpt from http://strive.lshtm.ac.uk/system/files/attachments/STRIVE%20Norms%20Report%201.pdf)

DAY 4 3

ACTIVITY 5 VIGNETTE DEVELOPMENT

To practice the process of developing a vignette.

30 minutes

1. Explain the task

Instructions:

- In this step, participants will practice developing a vignette. To explain this task, say:
  - *Now, we will practice developing a vignette ourselves.*
  - *Think about what topics you are interested in (go back to your themes table or problem tree for ideas).*
  - *Think through this list of questions:*
  - *Where is the action happening? (location)*
  - *Who is the main character?*
  - *Who is the vignette for? (who will answer the vignette questions and react to it?)*

2. Reflection on development

Instructions:

- This step should enable participants to discuss the importance of contextualising vignettes so the questions are appropriate. Ask:
  - *How did it go? Was it easy/difficult?*

3. Vignette testing

Instructions:

- In this step, participants should be given time to test their vignettes. Say:
  - *It is important to ensure your vignette is suitable for the group you are working with, locally-relevant and simple.*
  - *Part of the process of developing a vignette is piloting it.*
  - *Now we are going to mimic the testing of the vignette.*
  - *Who would like to volunteer to facilitate their group's vignette?*
  - *Everyone else should take the roles of community members in this context to react as they would.*
  - *We will take 15 minutes to facilitate the vignette exercise.*

4. Reflection on testing

Instructions:

- This reflection should help participants recognise the strengths and challenges of using vignettes as well as the work required to use this method. Ask:
  - *How did it go?*
  - *What went well?*
  - *What didn't go well?*
  - *Do you need to make any changes to your vignette?*

2

5. Update handout

Instructions:

- Provide participants with time to update Handout 2 with the content they developed on vignettes. Explain that when they return to their workplaces, this will help them recall the work they've already done. Say:
  - *Take a few minutes to update Handout 2 in the box for 'vignette ideas'.*
  - *This Handout is important in helping capture the discussions you've had during this week, so that when you move forward on your action plans (which we will discuss tomorrow), you will know where to start.*

ACTIVITY 6 ENERGISER - DESERT ISLAND

10 minutes

1. Explain the activity

Instructions:

- Say:
  - *Each person should answer the question - 'what three items would you bring with you if you were stranded on a desert island?' and explain their choice to the whole group by explaining how their choice is linked to a social norm.*

DAY 4 3

ACTIVITY 7

MONITORING SOCIAL SUPPORT AND RESISTANCE/BACKLASH

To think about how change is measured and how to monitor community resistance/backlash.

30 minutes

DAY 4 SESSION 3

1. Overview to monitoring norms

Instructions:

- This step provides an introduction to the importance of monitoring changes in norms as well as challenges that may emerge such as backlash. Say:
  - *The next area to consider is how to monitor change in norms during program implementation.*
  - *The propose of collecting norms data in monitoring systems is to give a temperature check on the change process, see what's working well, monitor resistance and backlash, and to surface and address barriers and catalysts to improve program strategy where possible.*
  - *Resistance to social norms shifts and to new practices should be expected: change often involves a redistribution of power, and alterations to social, gender, and other hierarchies. People who perceive a loss of status or power, and even some people who stand to gain from the proposed shifts, may balk. Programmers refer to this as pushback, backlash, or resistance.*[21]
  - *From a risk mitigation perspective, we want to monitor this backlash. We also want to understand backlash as well as support for change as part of the overall response to social change, especially as it plays out in public spaces (as opposed to behind closed doors), because this affects people's perceptions about others (norms). Who supports change publicly? Who resists or speaks out against change publicly?*

2. Questions to consider during monitoring

Instructions:

- This step presents questions to reflect on while monitoring. These could be written on a flipchart ahead of time. Say:
  - *We will explore a few questions about norms that can be built into monitoring plans.*
    - *Social norms activity observation forms can include prompts about social support or protest: are there any positive (public declarations or support) or negative (sanctions and social pushback) reactions during activities that challenge norms/ support new norms?*

21 Institute for Reproductive Health. 2019. Social Norms and AYSRH: Building a Bridge from Theory to Program Design. Learning Collaborative to Advance Normative Change. Washington, DC: Georgetown University.

- *Perceived or observed social support to challenge norms that undermine child protection and wellbeing.*
- *Are people directly reached by the project sharing new ideas within their family, peer groups, and beyond? To what extent? (Diffusion)*[22]
- *In response to ideas or opinions that challenge the norm, do most participants voice resistance or agreement?*[23]
- *If participants' voice resistance or support to ideas that challenge the norm, how do (most) other participants react?*[24]

3. Example from Tipping Point project

Instructions:

- This step presents an example for how monitoring was done for the CARE Tipping Point Project. Explain:
  - *Here is an example of an activity observation form from the CARE Tipping Point project, for an event that challenges a social norm, that includes questions to understand the reactions and also **anticipated** reactions of key reference groups to the event.*

22 Institute for Reproductive Health. 2019. Resources for Measuring Social Norms: A Practical Guide for Program Implementers. Learning Collaborative to Advance Normative Change. Washington, DC

23 Stefanik & Hwang. (2017). Applying Theory to Practice: CARE's Journey Piloting Social Norms Measures for Gender Programming. CARE.

24 Stefanik & Hwang. (2017). Applying Theory to Practice: CARE's Journey Piloting Social Norms Measures for Gender Programming. CARE.

Excerpt from CARE Tipping Point Project Phase II Monitoring 7 Tool, Bangladesh

14	**Which "supporter" played the most vital role to the event?** *(Please circle below)*							
	Mother	Father	Boy	Religious leader	UP / Influential person	Any other, please specify here:		
15	**Which "opposer" gave the most opposition to the event?** *(Please circle below)*							
	Mother	Father	Boy	Religious leader	UP / Influential person	Any other, please specify here:		
16	**Was there any backbiting, gossip, or any other negative comments made towards the girls before, during or after this event?** *(Please tick mark)*						Yes	No
16.1	**If yes, how did the girls react to this?**							
16.2	**If yes, how did it affect the motivation of the girls to do the event?**							

Source: Kalra, S., Naved, R. T., and Talukder, A. Tool 7: Process Documentation, Bangladesh. CARE's Tipping Point initiative; icddr'b. Copyright © 2019 Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Used by Permission." Resources on the Tipping Point available at https://caretippingpoint.org/tools/

- *In this example, CARE has focused on data that is most important about norms and that is also easy to observe in existing monitoring activities: observed support and opposition of key reference groups, sanctions, and sensitivity to sanctions in terms of the effect sanctions had on the girls taking actions to challenge the norm. They want to understand social pressure and support in the project activities that challenge norms and use that data to strengthen these activities.*
- *Do you know of other examples from your own work or others to monitor social norms?*

DAY 4

SESSION 4 REFLECT AND RECAP

30 minutes

Objectives

- To reflect on a dense learning day and identify challenges.

Materials needed

Marker pens

Flipchart

Blank sheets of paper

	KEY ACTIVITIES		DELIVERY METHOD
1	Group recap		Group discussion

DAY 4 4

ACTIVITY 1 GROUP RECAP

To discuss and evaluate today's content.

30 minutes

1. Explain the activity

Instructions:

- The facilitator draws a large quadrant on a flipchart with the following four words: Interest, Challenge, Change, and Feel. Give the participants blank A4 paper sheets of paper. This will be used for participants to evaluate today's content. Say:
  - *We will now do an evaluation exercise for today. I will collect your responses but they are anonymous – don't write your name.*
  - *Draw this image from the flipchart on a piece of paper and fill in the quadrants by responding to these four questions:*
  - *Interest: What did you find interesting or exciting? Challenge: What challenged you today?*
  - *Change: What is something you plan to try out, based on today's learning?*

Feel: How do you feel about what you learned here?

2. Discuss in pairs

Instructions:

- This step enables participants to share their reflections with a partner. Say:
  - *Discuss what you wrote down with the person next to you.*
  - *Once you have finished discussing, I will collect the sheets.*

DAY FIVE

Note to Facilitator:

Day Five is structured to help participants reflect on ethical issues, recap what they have learnt, and develop action plans to help them move the learning forward with their mentor. It builds on Day Four by focusing on next steps. By the end of today, participants should have a clearer idea of how they will action the learnings from the 5-day course, alongside their mentor

OVERVIEW OF DAY FIVE

	SESSION TITLE	SESSION OBJECTIVES	MATERIALS NEEDED	DURATION
1	Developing a strategy for monitoring and evaluating social norms	To apply learning on monitoring and evaluation approaches, frameworks and other considerations to design a monitoring and evaluation strategy for a case study	• Handouts: 2, 9, 21 • PowerPoint: Day 5, Session 1 • Flipcharts • Markers	2 hours
2	Recap of full course content	To think about measurement strategies for social norms using the Themes Table	• Group presentations • Group discussion • Review of presentation content	2 hours
3	Mentorship	Discuss how the mentorship programme works and set expectations	• Flipcharts • Markers	1 hour
4	Next steps and evaluation	Discuss next steps for integrating social norms into your programmes	• Handouts: 22, 23 • Flipchart • Markers	2 hours and 30 minutes

DAY 5

SESSION 1

DEVELOPING A STRATEGY FOR MONITORING AND EVALUATING SOCIAL NORMS

2 hours

Objectives

- To apply learning on monitoring and evaluation approaches, frameworks and other considerations to design a monitoring and evaluation strategy for a case study.

Materials needed

Handouts

9 21

Powerpoint

DAY 5 SESSION 1

Marker pens

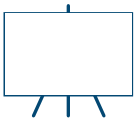
Flipchart

	KEY ACTIVITIES		DELIVERY METHOD
1	Sampling considerations		Presentation
2	Revisit themes table		Group work, plenary discussion

DAY 5 1

ACTIVITY 1

SAMPLING CONSIDERATIONS STRATEGIES



1. Identifying key groups

Instructions:

- This step helps participants to understand that to ensure we design monitoring and evaluation tools that yield useful data, we need to be deliberate. Explain this by saying:
  - *Norms can vary by different social groups – e.g., men and women, boys and girls, old and young, different locations, unmarried and married girls, etc. Design a sampling strategy that allows you to disaggregate these different groups – e.g., organizing homogenous focus groups to gain unique perspectives of different social groups.*
  - *Collect information for all the groups being reached by the project, both target and reference groups. It is important to have information on all the relevant groups that might influence a behavior.*[25]
  - *Analysing social norms data requires disaggregation at the level of the reference group. Inappropriate aggregation of data can result in meaningless findings.*[26]
  - *Whose perspectives do you need to understand a specific social norm? Be as specific as you can. To do this, it's helpful to first organize your diagnosis data on key actors and their specific reference groups for each norm in a matrix.*

2. Example from Ethiopia

Instructions:

- This step looks at a practical example to see how sampling decisions are made. Say:
  - *Let's look at an example from CARE Ethiopia's Abdiboru project.*
  - *This matrix in the handout will help you stay clear and disciplined when you write vignettes and questionnaires so that each norm features the key decision makers/ actors, and then the most important reference groups for those people, for that norm specifically.*

25 Institute for Reproductive Health. 2019. Social Norms and AYSRH: Building a Bridge from Theory to Program Design. Learning Collaborative to Advance Normative Change. Washington, DC: Georgetown University.

26 Cislaghi and Heise. 2016. Measuring Gender-related Social Norms: Report of a Meeting, Baltimore, MD, June 14-15, 2016. Learning Group on Social Norms and Gender-based Violence of the LSHTM.

21

CARE Ethiopia's Abdiboru project, sample matrix of formative data

THEME	SOCIAL NORM	TARGET GROUPS/ DECISION MAKERS (Who decides whether to adhere to the norm)	REFERENCE GROUPS
Girls' marriage	Girls are expected to marry by age of 15	1. Unmarried adolescent girls	1. Close friends and siblings 2. Marriage intermediaries (peers, siblings and relatives)
		2. Parents	1. Other parents
Nutritional discrimination	Women eat last and girls eat after boys	1. Married women/girls (wives)	1. Husbands 2. Mother-in-law
		2. Unmarried girls	1. Parents 2. Siblings

- *Using this data, you can ensure that your sampling strategy includes the key actors deciding whether to comply with the norm, and their key reference groups, for each norm.*
- *Make sure your sampling strategy includes key actors/deciders and their reference groups. You also want to include key norm holders for the community in your sampling strategy, such as religious leaders and other influential people – but these can be through interviews.*

DAY 5 1

ACTIVITY 2 REVISIT THEMES TABLE

To think about measurement strategies for social norms using the Themes table.

1 hour 30 minutes

9

1. Application of thematic table for monitoring.

Instructions:

- This step helps participants to understand that a thoughtful strategy for social norms M&E can help ensure data collection is practical and represents one element of broader program M&E plans. Say:
  - *We are going to look at the themes table we discussed during day 2.*
  - *Break into a group with others from your organisation.*
  - *Using handout 2 and your flipcharts, think about your approach to monitoring data.*
  - *On the flipchart are questions to think about as you complete this table.*
  - *Who will you include in your sample?*
  - *What data collection methods will you use and why?*
  - *What groups or individuals do you need to include and what methods will you use for each?*
  - *How will you analyse your data and use for program?*
  - *How will you monitor and using that data to inform/improve programming?*
  - *What other resources do you need to apply the tools and methods we've discussed? Time of staff? Financial resources?*
  - *What factors should you consider to ensure that M&E for norms does not overburden and overtake the comprehensive program M&E plan? In other words, how to keep the focus on norms proportionate and integrative, as only one of many potential factors influencing behaviours in M&E plans?*
  - *Use flipcharts to present your strategy back in plenary.*

2. Plenary reflection

Instructions:

- This step provides participants with an opportunity to reflect more critically on thinking through these questions. Ask:
  - *What was easy about this?*
  - *What is challenging?*
  - *What support do you think you'll need to develop your own norms M&E strategy?*

3. Update handout

Instructions:

- Participants should now update Handout 2. Say:
  - *Take a few minutes to add the sample, data collection methods, groups to be included, and resourcing in the 'M&E' box on Handout 2.*

DAY 5

SESSION 2 RECAP OF FULL COURSE CONTENT

2 hours

Objectives

- Review content that the group would like more help with.

Materials needed

Sticky notes

Burning questions flipchart

	KEY ACTIVITIES		DELIVERY METHOD
1	Recap		Group presentation, group discussion
2	Open review session		Review of presentation content

DAY 5 2

ACTIVITY 1 PRESENTATION PRESENTATION

To allow participants to share their key learnings and reflect on questions

30 minutes

1. Address questions and recap presentations process

Instructions:

- Divide the participants into groups that they will present in on the final day. These groups could be divided based on job type (e.g. senior staff from multiple organisations together) or by organisation.
- Check in and address any questions about the presentations.
- Say:
  - *We will now break you into small groups to continue working on your presentations.*
  - *Consider including your reflections about social norms that affect your work, how you could incorporate new strategies to measure those social norms and any ethical considerations.*
  - *We will now give you some time (25 minutes) to work on your presentations.*

2. Group work time (25 minutes)

DAY 5 2

ACTIVITY 2 PRESENTATIONS

To revisit any content identified by participants which requires clarification.

60 minutes

1. Explain presentations

Instructions:

- Say:
  - *We will now hear the three presentations.*
  - *While people are presenting write anything you are still confused about or would like more help with on the sticky notes.*

DAY 5 2

ACTIVITY 3 OPEN REVIEW SESSION

To revisit any content identified by participants which requires clarification.

30 minutes

1. Explain the task

Instructions:

- This is an important opportunity for participants to discuss any questions and topics they are struggling with. It is important to create a safe space for participants to identify their knowledge gaps. Say:
  - *We will now give you time to cover any topic that you feel you want more help with.*
  - *We just looked at the sticky notes to discuss remaining questions, but we would like to hear now about what content you would like to review.*
  - *There are a few options to choose from – vote on two that you would like to focus on for the next hour.*
  - *Definitions of norms, how they link to work with children*
  - *Problem trees and theory of change*
  - *Norm change strategies*
  - *Diagnosing norms*
  - *M&E (including SNAP)*
  - *More advanced or extra tools*[27]

Facilitation tip

Once they have voted, have a tea break so you can get the PowerPoints from the chosen session ready. Use content from previous days and open up discussion on the key issues for each choice, leaving time for questions. Let participants share what they know about this specific issue.

27 For example: SNET

DAY 5

SESSION 3 MENTORSHIP

1 hour

Objectives

- Discuss how the mentorship programme works and discuss expectations.

Materials needed

Marker pens **Flipchart**

	KEY ACTIVITIES		DELIVERY METHOD
1	Mentorship components and process		Group discussion

ACTIVITY 1 MENTORSHIP COMPONENTS AND PROCESS

1 hour

1. Characteristics of a mentor

Instructions:

- This step introduces the concept of a mentor. It is important that participants recognise the difference between a mentor and a supervisor/boss and that they understand mentorship as a two-way relationship. Prepare a flipchart ahead of time with two columns. On one column, write mentor and one the other write mentee. Write the mentor characteristics on a flipchart as participants mention them. Say:

- *We are now going to take a bit of time to talk about the mentorship programme.*
- *What is a mentor? What characteristics should a mentor have?*
- *You have been paired with a mentor who will support you in your learning and practice journey on social norms. They are there to answer questions, to provide technical assistance, to guide you to the right tools and to give advice.*
- *The mentor is not a teacher, or a boss. They are a thought partner.*
- *This is a two-way relationship. It is not just about the mentor but about each of you as mentees.*

2. Characteristics of a mentee

Instructions:

- This step introduces the expectations on a mentee, particularly the importance of strong communication and mutually-established expectations. As participants list the characteristics of a mentee, write these on the flipchart.
  - *What characteristics should a mentee have?*
  - *Sometimes mentor-mentee relationships can be challenging if both parties do not have the same expectations.*
  - *For example, the mentee may think, 'Wow two months have passed and I haven't heard from my mentor', while the mentor is wondering, 'I thought they wanted help from me but I haven't heard from them'.*
  - *This means the plan for communication should be clear.*
  - *Normally, it is the role of the mentee to say when they need help, to ask for meetings, and to request the input of the mentor.*

3. Logistics and timing

Instructions:

- This step explores the practicalities of the mentorship relationship. Encourage participants to take the initiative in creating expectations for what is suitable for communication and support. Say:
  - *Together, you should decide how often you will meet by skype, or when the mentor might come to provide in-country support.*
  - *The mentor will be particularly important if you want to train any of your team members on social norms, if you are planning research on social norms, or if you want to develop a Theory of Change to tackle a particular issue. They will be your key support, providing technical assistance to help you achieve these tasks and even helping with facilitating training and designing research tools.*
  - *Do you have questions about the mentorship?*

DAY 5

SESSION 4 NEXT STEPS AND EVALUATION

2 hours 30 minutes

Objectives

- Discuss next steps for integrating social norms into your programmes.

Materials needed

Handouts

22 23

Marker pens

Flipchart

	KEY ACTIVITIES		DELIVERY METHOD
1	Next steps	●●	Group work
2	Evaluation	◑	Group work

DAY 5.4

ACTIVITY 1 NEXT STEPS

2 hours

22

1. Explain the activity

Instructions:

- This is an important activity for participants to identify next steps for integrating social norms into their programmes. Say:
  - *We will now give you time in your organisation groups to discuss your upcoming plans to integrate social norms into your work. You will have around 1.5 hours for this activity.*
  - *This means you need to have a discussion about what needs to happen next.*
  - *Think about what information you have and still need about norms in your context. This may mean the next step involves research on the norm. You may need to design some survey questions or vignettes to learn more about a particular norm you want to address.*
  - *Develop a plan for the next 3-months. What will your main priorities be? Who will be responsible? How will it be funded?*
  - *Develop a longer-term plan for 4-6 months and also beyond that.*
  - *For each item, think about the timeline, resources, people to involve and the budget*
  - *Present your plan to the group*

2. Reflection

Instructions:

- Encourage participants to identify if there are any gaps in their plan, any other people who need to be involved or any other funding/approvals etc to move forward. Ask:
  - *What is missing?*
  - *What do you need to move forward?*
  - *Who needs to support your work?*

DAY 5 4

ACTIVITY 2 EVALUATION

30 minutes

23

1. Explain the process

Instructions:

- Prepare flipcharts with bullet points on each day's activities and place them on tables around the room. Say:
  - *We would love to hear your thoughts on this course.*
  - *We are handing out evaluation forms for you to share your feedback.*
  - *This will take 20-30 minutes to complete.*
  - *When you are done with the form, around the room are flipcharts describing each day. Distribute jelly beans/sweets between days you liked most to least.*

2. Group discussion

Instructions:

- This is an important step to capture some direct reflections from participants. One facilitator should take notes to capture this information while the other asks the questions. Ask:
  - *What was the most useful message/lesson you will take home with you?*
  - *What did you find most interesting?*
  - *What was most challenging?*

Handout 1: Get-to-know-you game

- Plays a musical instrument
- Speaks more than two languages
- Has a pet
- Loves chocolate
- Hates coffee
- Sings out of tune
- Gets their energy from others
- Gets their energy from being alone
- Has an interesting signature

Handout 2: Practical applications

DAY 2: SESSION 3	
Problem:	
Norms-related causes	
Other causes	

DAY 2: SESSION 4	
Available data	
Data gaps	

DAY 4: SESSION 3
Vignette ideas

DAY 5: SESSION 1
M&E

Handout 3: 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

SESSION 1: INTRODUCTION

• Activity 1:	Welcome and introductions	20 minutes
• Activity 2:	Training approach	20 minutes
• Activity 3:	Sharing expectations and shared rules	30 minutes

SESSION 2: POWER AND GENDER

• Activity 1:	The Space Between Us	45 minutes

SESSION 3: CHILD PROTECTION

• Activity 1:	Child protection systems: understanding child protection interventions	60 minutes
• Activity 2:	Community-based child protection discussion	60 minutes

SESSION 4: SOCIAL NORMS ARE EVERYONE'S BUSINESS!

• Activity 1:	Whose eyes matter?	10 minutes
• Activity 2:	What are social norms?	30 minutes
• Activity 3:	Why do norms matter for children's wellbeing	15 minutes
• Activity 4:	Energiser - Follow the leader	10 minutes

SESSION 4: QUESTION TIME

• Activity 1:	Recap and reflection of Day One	1 hour

DAY 2

SESSION 1: RECAP OF DAY ONE

• Activity 1:	Game	15 minutes
• Activity 2:	Group recap	15 minutes

SESSION 2: MAPPING SOCIAL NORMS AFFECTING WORK

• Activity 1:	Review of social norms	15 minutes
• Activity 2:	Writing norms based on work	1 hour 15 minutes

SESSION 3: PROBLEM TREES AND THEORY OF CHANGE

• Activity 1:	Flower diagram	15 minutes
• Activity 2:	The Problem Tree - Identifying causes to plan purposeful action	40 minutes
• Activity 3:	Populating a problem tree	30 minutes
• Activity 4:	What is a Theory of Change and why do we need one?	40 minutes

SESSION 4: INTRODUCTION TO EXPLORING & MONITORING & EVALUATING NORMS

• Activity 2:	Introduction to norms exploration and measurement	15 minutes
• Activity 3:	Group activity	15 minutes
• Activity 4:	Different approaches to exploring norms	30 minutes

SESSION 5: DATA COLLECTIONS APPROACHES

• Activity 1:	Data collection methods reflection	1 hour

DAY 3

SESSION 1: RECAP OF DAY TWO

- Activity 1: Reflection with a partner — 15 minutes
- Activity 2: Plenary discussion — 15 minutes

SESSION 2: PRIORITISING SOCIAL NORMS IN YOUR COMMUNITY

- Activity 1: Energiser - Portraits — 10 minutes
- Activity 2: Prioritising social norms — 45 minutes
- Activity 3: Key reflections — 30 minutes

SESSION 3: IDENTIFYING STRATEGIES FOR NORM CHANGE

- Activity 1: How change happens — 15 minutes
- Activity 2: Case studies from multiple contexts - overview — 30 minutes
- Activity 3: Case studies activity mapping — 45 minutes

SESSION 4: SOCIAL NORMS AND AGENCY

- Activity 1: Updating social norms chart — 30 minutes
- Activity 2: Disagree/agree game — 30 minutes

SESSION 5: ETHICS

- Activity 1: Ethics plenary discussion — 60 minutes
- Activity 2: Ethics plenary presentation — 45 minutes

SESSION 6: QUESTION TIME

- Activity 1: Recap and reflection of Day Three — 30 minutes

DAY 4

SESSION 1: RECAP OF DAY THREE

- Activity 1: Head, Heart, Feet — 15 minutes

SESSION 2: NORM CHANGE STRATEGIES AND ATTRIBUTES

- Activity 1: Selecting norm change strategies — 1 hour 25 minutes
- Activity 2: Energiser - Shopping memory game — 10 minutes
- Activity 3: Group exercise on norm change strategies — 1 hour 30 minutes
- Activity 4: Presentation preparation — 30 minutes

SESSION 3: SIGNS OF NORM CHANGE AND STRENGTH

- Activity 1: Signs of norm change from our own lives — 30 minutes
- Activity 2: Norm strength and signs of change strategies — 30 minutes
- Activity 3: Development of survey questions — 30 minutes
- Activity 4: Vignettes in detail — 30 minutes
- Activity 5: Vignette development — 30 minutes
- Activity 6: Energiser - Desert Island — 10 minutes
- Activity 7 Monitoring social support and resistance/backlash — 30 minutes

SESSION 4: QUESTION TIME

- Activity 1: Group recap — 30 minutes

DAY 5

SESSION 1: DEVELOPING A STRATEGY FOR MONITORING AND EVALUATING SOCIAL NORMS

- Activity 1: Sampling considerations strategies — 30 minutes
- Activity 2: Revisit Themes table — 1 hour 30 minutes

SESSION 2: RECAP OF FULL COURSE CONTENT

- Activity 1: Group work time for recap presentations — 30 minutes
- Activity 2: Presentations — 1 hour
- Activity 3 Open review session — 30 minutes

SESSION 3: MENTORSHIP

- Activity 1: Mentorship components and process — 1 hour

SESSION 4: NEXT STEPS AND EVALUATION

- Activity 1: Next steps — 2 hours
- Activity 2: Evaluation — 30 minutes

Practice of interest	Descriptive or injunctive norms	Function Contributing or Protective	Subject	Sanctions Negative or Positive?	Reference Groups	Active In (What groups, communities, areas?)
(eg, Child marriage)	Eg, Respectable women marry early	Eg, Contributing	Eg, Adolescent girls after puberty	Eg, Fewer marriage prospects after 18 years of age (N)	Eg, Future father in laws	Eg, Communities in north of country

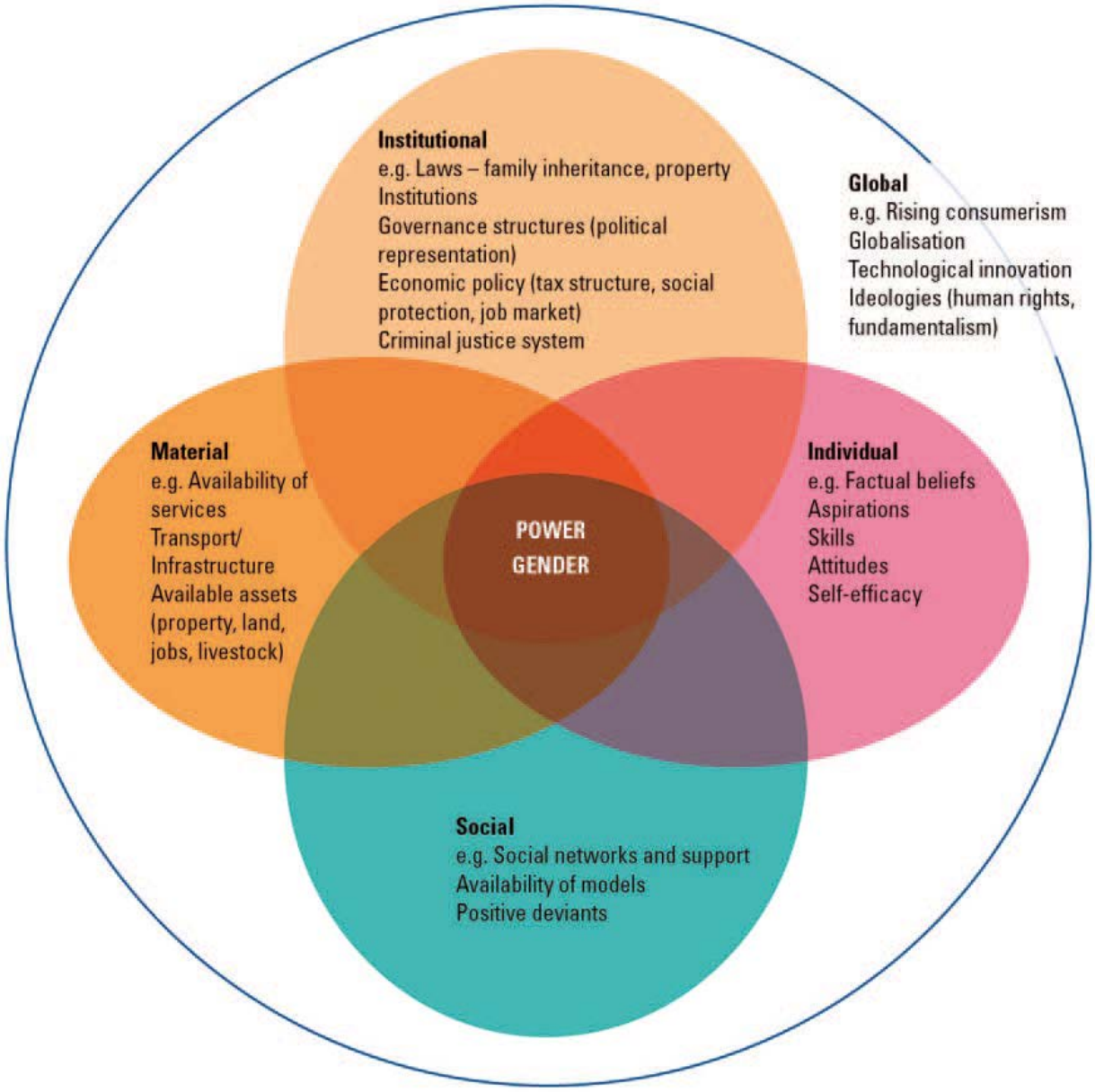
Fill in the following sentences with the information you filled above to practice writing injunctive social norms:

_____ (subject of the norm) believe that _____ () approve of _____ (practice).

Fill in the following sentences with the information you filled above to practice writing descriptive social norms:

_____ (subject of the norm) believe that most _____ do _____ (practice).

Handout 5: Dynamic framework for social change

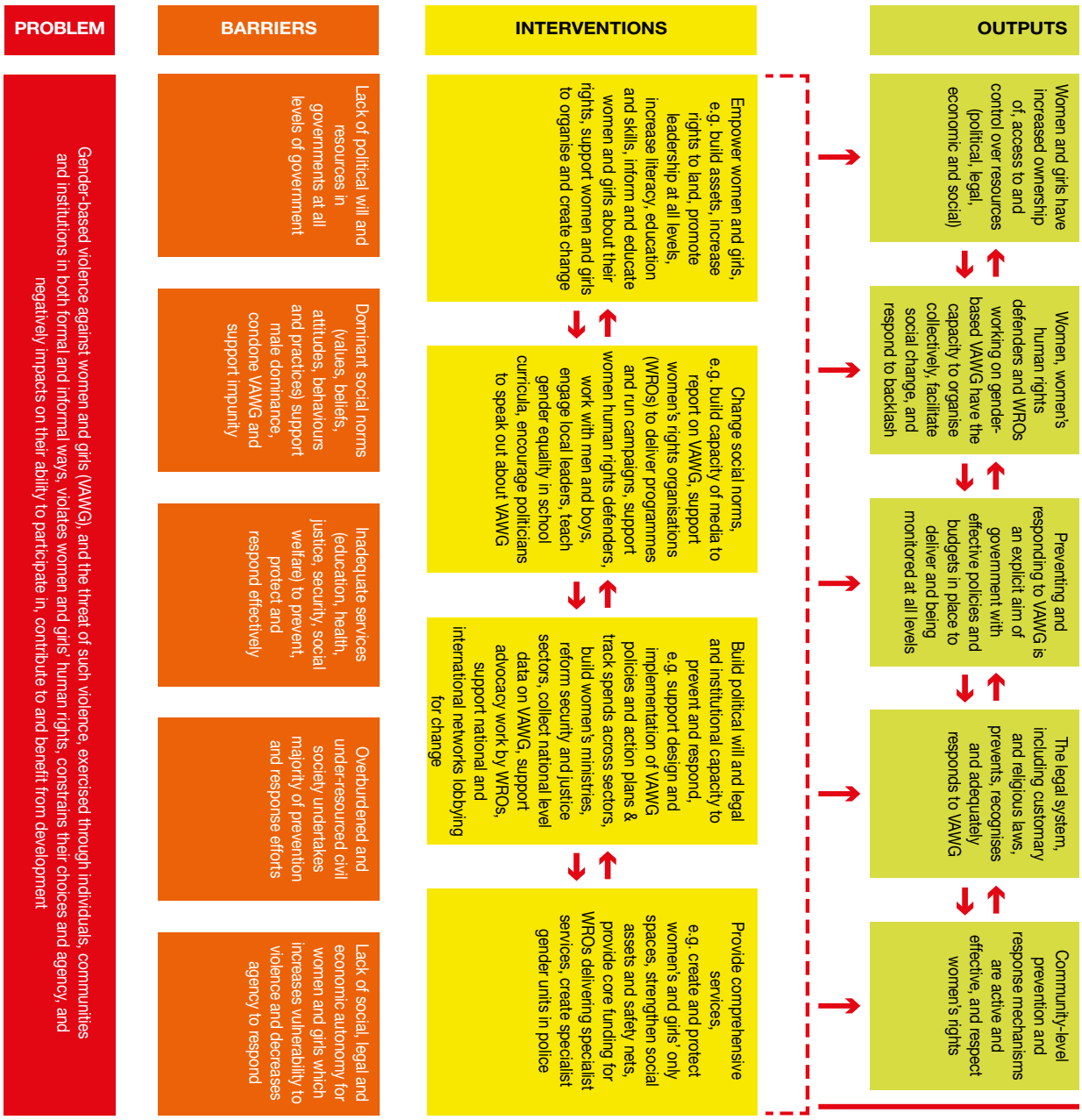


Cislaghi, Beniamino; Heise, Lori; (2018) Using social norms theory for health promotion in low- income countries. Health promotion international, 34 (3). pp. 616-623.
https://academic.oup.com/heapro/article/34/3/616/4951539

Handout 6: Girls not Brides - Theory of Change

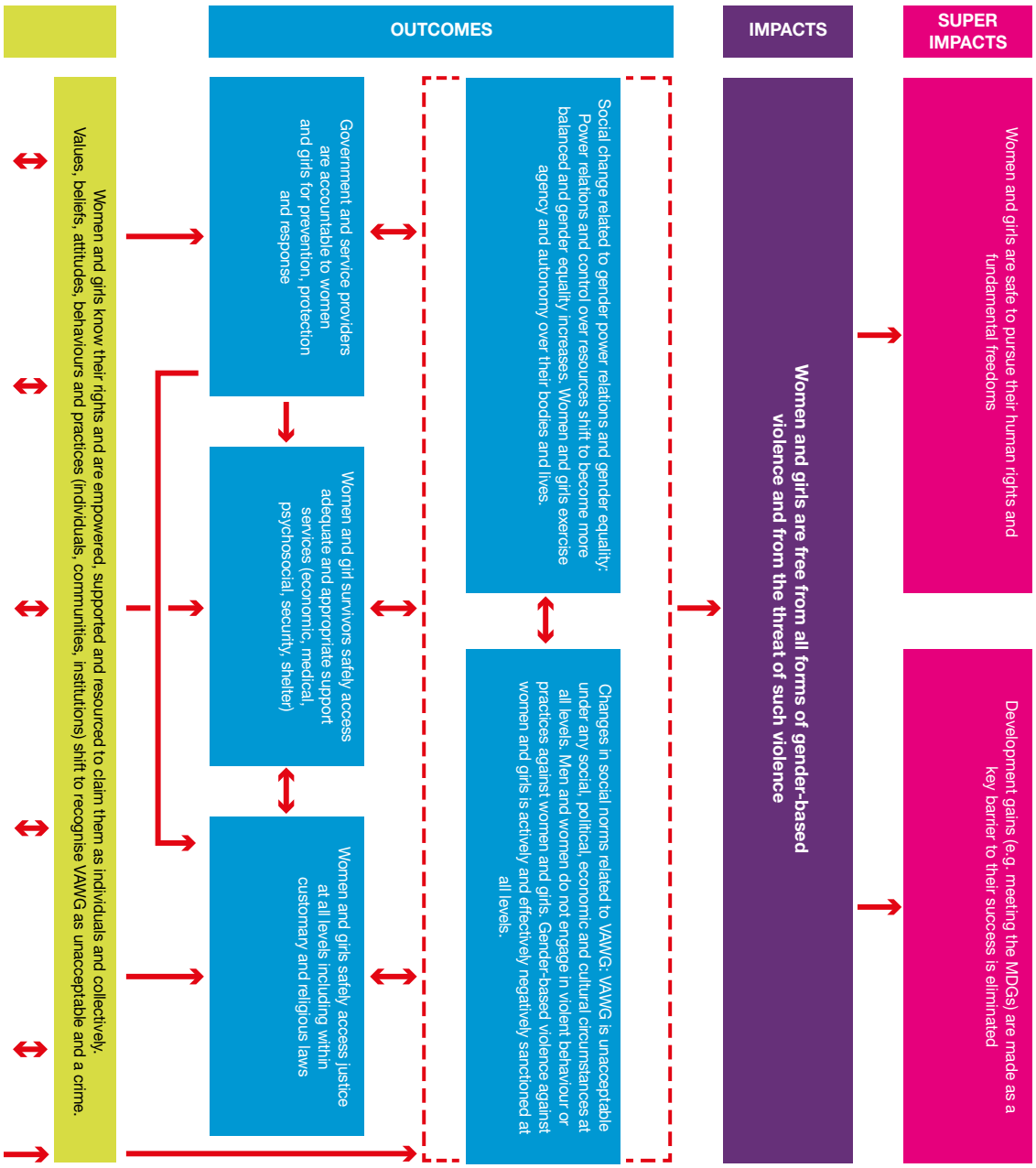
Girls Not Bride, 'Theory of Change for Child Marriage'
https://www.girlsnotbrides.org/theory-change-child-marriage-girls-brides/

ActionAid - Theory of Change for Tackling Violence Against Women and Girls (1)



ActionAID, 'Theory of Change on Violence Against Women and Girls'
https://www.actionaid.org.uk/sites/default/files/doc_lib/theory_of_change_on_vawg.pdf

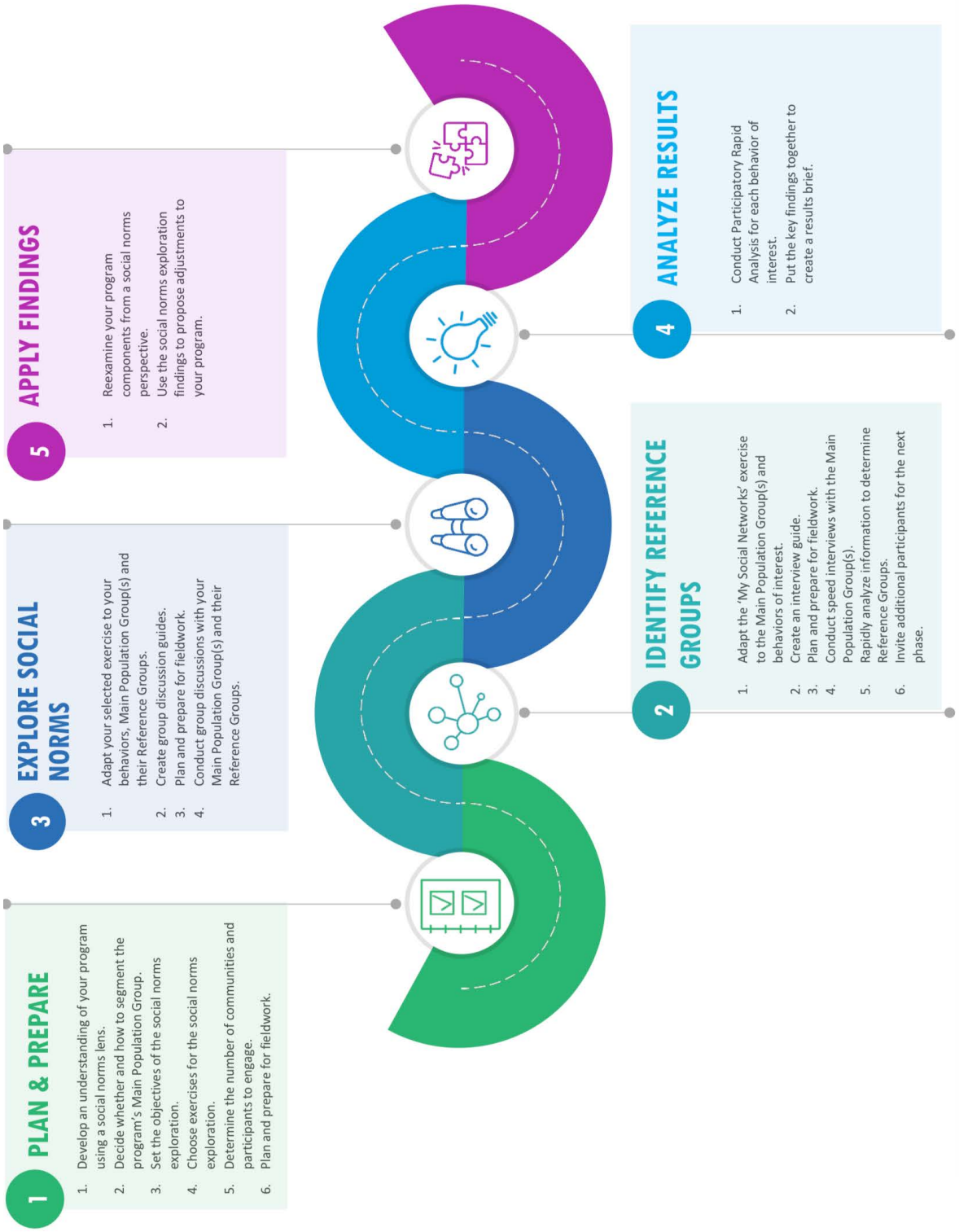
ActionAid - Theory of Change for Tackling Violence Against Women and Girls (2)



Handout 7: The 'funnel' of norms exploration and measurement, STRIVE

STRIVE Consortium, 'The funnel of norms exploration and measurement'
http://strive.lshtm.ac.uk/system/files/attachments/STRIVE%20Norms%20Measurement%20Brief_0.pdf

Handout 8: Social Norms Exploration Tool (SNET), Institute for Reproductive Health



Institute for Reproductive Health, 'Social Norms Exploration Tool' http://irh.org/social-norms-exploration/

Handout 9: 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 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	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. X has repeatedly told Y she shouldn't defecate in the house court. 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? 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?	FGD
		Abstract knowledge	What does the law say about parents hitting their children?	Document

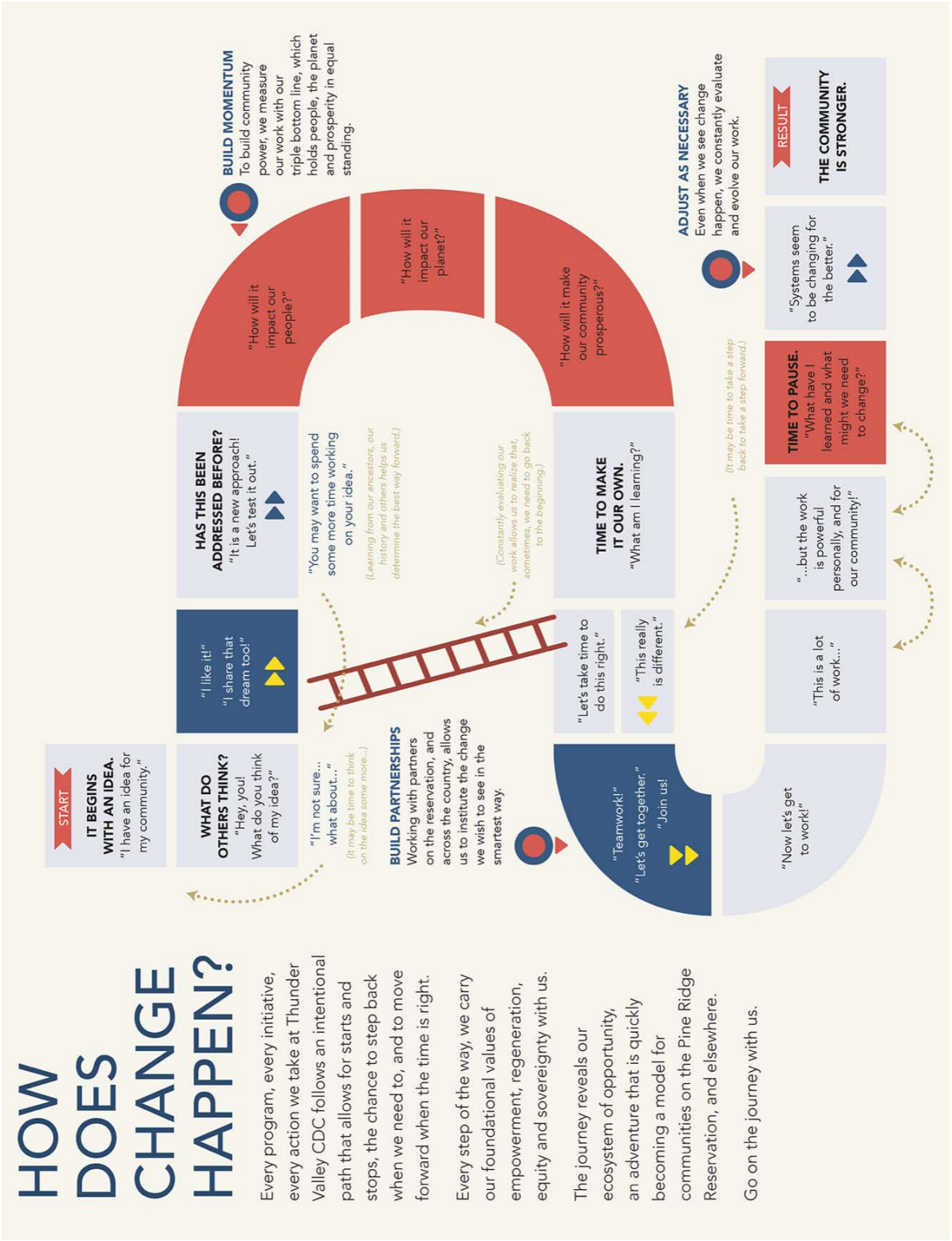
Handout 10: Data Collection Tool Development

Practice of Interest	Norms affecting Practice	Data collection type (eg, vignette, survey)	Questions

Handout 11: Prioritising social norms- reflection questions

- What issues does this norm affect?
- Does the norm have positive consequences?
- Who is affected by the norm?
- How easy or difficult is it to change this norm?

Handout 12: Thunder Valley CDC - Theory of Change



Thunder Valley, 'Theory of Change' https://thundervalley.org/change/theory-change

Handout 13: Case study - Tostan

Context
Tostan, which means "breakthrough" in Wolof and "connotes 'spreading' and sharing,'" was founded with a literacy-based mission in 1991 to teach adults how to read and write in Wolof, Fulfulde, Mandinka, or Serer in rural Senegalese areas.[1] The curriculum was designed from the bottom-up to be highly responsive to community needs, which led to focus areas of human rights, health, and democracy. Since its inception, the curriculum has consistently redeveloped to meet the personal and collective goals of participants.

In 1995, Tostan created a women's research team that conducted focus groups in the community to develop a module on childhood development. The women participating in these focus groups consistently stated that they wanted to learn about their own bodies first, so the Tostan team developed both a women's health and a childhood development module.[2] After researching the community's health conditions, they decided to abandon female genital cutting, which had been locally practised for centuries.[3] Applying Tostan's teachings on community organization for social action, they realized they would be unable to create effective change independently, as young women in their community would have been penalized for having gone against tradition and would have been viewed as unmarriageable by other communities which had not abandoned female genital cutting. Thus, they reached out to the other villages in their intermarrying network and, through a process of discussion and engagement, expanded the group who committed to abandon the practice.[4] This was the precursor to what became the central strategy of "organized diffusion" from communities taking part in the Tostan classes to additional communities in their social network.

The curriculum was expanded in 2000 to address universal human rights.[5] The discussion of human rights principles and their relationship to their own deeply-held values also represented in religion turned out to be transformational. It enabled participants to make these explicit and agree to pursue them collectively, and served as a foundation for analysing existing practices and determining whether they were aligned with community well-being. The most recent major innovation to the CEP, first piloted in 2017-18 entails engaging decentralized government bodies more deliberately.

Description
Since 1991, Tostan's curriculum has been delivered as the three-year Community Empowerment Program (CEP), which is human rights-based, respectful and inclusive, holistic and sustainable.[6] The CEP is delivered in the local language by a facilitator who lives in the community, using participatory, culturally-rooted, learner-centred nonformal education strategies. The program enables a 'values deliberation process' that allows participants to re-examine their practices in the context of their values, their vision and the alignment of these to human rights. It also brings new knowledge to communities on a multitude of issues that cover the most important aspects of people's lives and creates the conditions that enable communities to use the knowledge to improve their well-being.[7] During a three-year process, they identify and reinforce positive practices while identifying and developing ways to overcome negative practices, some of which are held in place by social norms. Thus, transformational change takes place from within and is sustained by the communities themselves.

1 Gillespie & Melching, 484.
2 Ibid., 485.
3 Ibid., 479.
4 Ibid., 479.
5 Ibid., 487.
6 Ibid.
7 Gillespie & Melching, 484, 488.

In each village, Tostan delivers two separate courses for adolescents and adults that meet thrice a week for two-hour sessions. Each course hosts 25-30 participants, many of whom have never attended formal schooling or who have left at an early age. The pedagogical strategies include not only nonformal education techniques such as games, but also important traditional West African delivery methods such as theatre, dance, song, debate, artwork, and storytelling.[8] Participants sit in a circle during class and reach consensus via negotiation and mediation.[9] CEP participants adopt at least one other learner in their community and share their classroom experiences. In doing so, they extend the reach of the program, strengthen community engagement, and reinforce their own understanding by discussing with others. The CEP delivered in two segments, with sessions carefully designed and sequenced. The first segment, which lasts ten months, is called "The Kobi," which means "to prepare the field for planting" in Mandinka.[10] During these months, participants define their vision of well-being and learn and discuss democracy, human rights, problem-solving, hygiene, and health.[11] The second part of the curriculum is called the Aawde, which means "to plant the seed" in Fulani.[12] This segment lasts 18 months and reinforces the material of the Kobi while teaching literacy and math skills in participants' own language. The practical skills of the Aawde include project management and implementation as well as income-generating activities.[13]

Community Management Committees (CMC), established at the outset of the CEP, have a central role in the development process and ensure its sustainability. They always include over 50% women members which reinforces the shift toward greater gender equality. Social mobilization outreach activities organized by the CMCs in additional communities and reinforced through inter-village meetings contribute to building a movement for sustainable development, and to promote the changes in social norms across social networks.

Religious and community leaders are engaged from the outset of the programme, enabling Tostan to better understand and enable discussions around existing value systems while gaining more legitimacy and minimising backlash. Since 2020, new rounds of the CEP contain activities that build the capacity of Municipal and Departmental Council members to fulfill their roles and responsibilities vis-à-vis the communities they are mandated to serve. Communities also receive training to increase their understanding of the roles and responsibilities of their elected officials and to strengthen their capacity to advocate and collaborate with decentralized government bodies and hold them accountable.

Results

One of the foundational results of the program is an increase in participants' knowledge of human rights and responsibilities, including the fact that they pertain equally to men and women within the community. The language of responsibilities is particularly important in the CEP, as it reflects the mutual responsibility community members have to treat each other with dignity – dignity for all.[14] This result was seen in both participating and non-participating women in an interview-based follow up study.[15] For example, learning that voicing one's opinions in public discussions is a human right allowed women to raise their health concerns to the press and in village meetings.[16]

The CEP has enabled community-level social norms to change. The process of change is made visible through inter-village public declarations during which representatives from dozens, and sometimes over a hundred communities come together to declare and celebrate their collective commitment to

8 "Program Structure", https://www.tostan.org/programs/community-empowerment-program/program-structure/

9 Gillespie & Melching, 485.

10 Ibid.; Gillespie & Melching, 488.

11 Ibid.

12 "Program Structure", https://www.tostan.org/programs/community-empowerment-program/program-structure/

13 Ibid.

14 Cislaghi, B. (2019) The potential of a community-led approach to change harmful gender norms in low- and middle-income countries, Think Piece, ALIGN Platform.

15 Diop, N.J, Moreau, Amadou & Benga, Hélène (2008) Evaluation of the Long-Term Impact of the TOSTAN Programme on the Abandonment of FGM/C and Early Marriage : Results from a Qualitative Study in Senegal, Population Council.

16 Gillespie & Melching, 479.

new practices, such as no longer performing FGC or child marriage, that are aligned with their vision of community well-being. The public declarations are a critical moment in a long process of sharing and deliberation through organized diffusion and typically mark an acceleration of the process of abandonment of harmful practices and thus of the change in social norms. This is because they serve to reinforce the commitment and to make it public, decreasing the hesitation by those who were uncertain about abandonment, making it evident to them that it is now acceptable and even encouraged to maintain girls uncut and delay their marriage.

In addition to the tangible result of the abandonment of female genital cutting in many communities where Tostan was active, the CEP also resulted in feelings of connectedness between Tostan class participants and human rights movements worldwide.[17] Participants' problem-solving capacities grew as they realized they were not isolated in their efforts. This was facilitated by the decision to bring learning outside of the traditional classroom environment, which resulted from the classes on democracy and human rights.[18]

In 2019-20, Tostan partnered with an external institution and undertook a descriptive study that provided critical insights on the situation in communities across four countries where Tostan had completed the CEP since 3-5 years. The study found clear evidence that the CEP influenced gender norms by extending the respect to girls and women in unprecedented ways, without threatening the respect for the traditional authority for men and for elders, and instead gaining their engagement and support. The study also found evidence of new social norms in place against female genital cutting in almost all villages in the five-country study. This norm was manifested as a belief that most members of the community had abandoned the practice of FGC and an expectation that the community now discouraged the practice and would sanction individuals who continue to practice.

The changes in social norms relating to dignity, including gender norms, are at the heart of the many other results of the program in terms of community well-being that Tostan measures according to the following categories: Governance, education, health (including reproductive health), economic empowerment and environment (including hygiene).

Lessons

The valorisation of positive cultural practices and the use of participatory methods that favour discussion in a safe space play an important role in the CEP's success. Using principles of human rights and concordant aspirations as foundations, communities collaboratively identify and change harmful practices that are upheld by social norms. Additionally, community organization is essential to lead activities during the CEP and sustain projects after its completion hence the training of Community Management Committees is critical for ensuring leadership and sustainability.[19]

Another lesson to be learned from Tostan is the effectiveness of addressing gender discrimination implicitly. The program leads to results in terms of improved gender equity with the agreement of both men and women by emphasizing the positive strongly-held values of dignity and respect for all rather than pointing to gender inequalities. When Tostan initially introduced a women-centered approach to human rights and democracy it faced problems, such as men feeling unfairly targeted and parents feeling defensive about their child-rearing practices. Tostan therefore shifted to speaking about people's rights, which allowed for greater social support of women's and children's rights as it helped men to reimagine their place in a people's-rights-driven social order.[20]

Finally, the interactive and respectful pedagogy, contextually- and visioning-driven problem-solving methods, and intentional expansion of learning into public spaces beyond the "classroom" environment allows participants to progress from identifying community issues, to finding concrete solutions, to understanding and advocating for the moral frameworks which underlay the problems and their solutions.[21] It is this learner-driven progression that encourages participants to engage in social action

17 Ibid., 493.

18 Ibid., 494.

19 Gillespie & Melching, 480.

20 Ibid., 487.

21 Ibid., 492.

and has made Tostan a successful case. The CEP creates opportunities for participants to discuss and define the future of their community, based on fundamental values reflected in religion and human rights. Through the process of participants identifying harmful social practices and develop their own solutions to address these, transformational change from within is enabled and sustained by communities themselves.

Further reading

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- Mackie, G., & LeJeune, J. (2009). Social Dynamics of Abandonment of Harmful Practices: a New Look at the Theory (Vol. 2009-06). Florence: Innocenti Research Centre.
- UNICEF (2002) Tostan: a Breakthrough Movement. In UNICEF (Ed.), State of the World Children (pp. 19-21). New York: UNICEF.

Handout 14: Case study - Otpor

Context
Otpor, which means "resistance" in Serbian, was a movement which used non-violent tactics such as humour to contribute to the overthrowing of Slobodan Milosevic in Serbia in 2000.[1] The precise characterisation of Otpor as an entity has proven controversial, with opinions ranging from classification as more grassroots populist, students', or people's movement to classification as a well-developed political organization.[2] By November 2003, however, Otpor was officially established as a political party.[3]

In 1990, Slobodan Milosevic rose to power as the President of the Socialist Republic of Serbia during a period of widespread Serbian nationalism. His term was distinguished by the expansion of military and secret police powers, as well as inter-ethnic conflict.[4] The 1996 elections revealed the public supported a shift in power to the opposition. Milosevic annulled the results, but months of student-led public protests and international pressure led him to allow the winners to assume their offices in February 1997.[4] Later that year, Milosevic became President of the Federal Republic of Yugoslavia, which gave him power over both Serbia and Montenegro. The next year, media and academia were legally restricted.[4] It was from this context that, in October 1998, Otpor was formed by Serbian university students.It was intended to be "an opposition movement with a vision of a democratic Serbia that would be free of Milosevic's rule and able to integrate into the rest of Europe.[4]

Description
The members of Otpor were determined to expel Milosevic from office, and had an ultimate goal to push for a fair, democratic governing system.[4] Even the first of these tasks, though, seemed daunting, as Milosevic's regime was incredibly powerful in military strength.Otpor leaders realized that the only way to move forward was by implementing non-violent actions and by uniting oppressed residents under a single candidate who would run against Milosevic in 2000.[4] Otpor took unconventional non-violent strategies to defeat Milosevic. Instead of focusing efforts on demonstrations or rallies, Otpor initially used creative methods such as street theatre, clowns, ridicule and humour to reshape the nation's political perspectives on Milosevic's reign.[5]

Changing descriptive norms of who supported Milosevic, Otpor's activities allowed people who were against Milosevic to voice their concerns. Using jokes helped to create solidarity and unity. The use of humour also helped to reduce people's fear of Milosevic. Silent protests like the one depicted below also acted as a powerful way of stimulating discussion. Otpor additionally aimed to convince several within Milosevic's reign to join the opposition.[5]

1 Majken Jul Sorensen, "Humor as a Serious Strategy of Nonviolent Resistance to Oppression," Peace & Change 33, no. 2 (April 2008): 169, https://doi.org/10.1111/j.1468-0130.2008.00488.x.

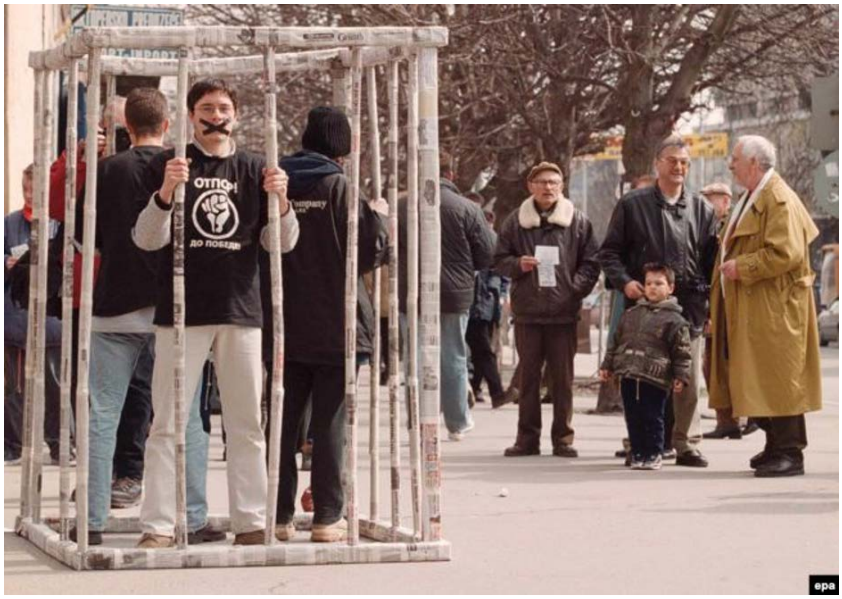
2 Danijela Nenadic and Nenad Belcevic, "From Social Movement To Political Organisation: THE CASE OF OTPOR," 2006, 3.

3 Nenadic and Belcevic, 3.

4 "The Year Life Won in Serbia: The Otpor Movement Against Milosevic | Tavaana," accessed August 12, 2020, https://tavaana.org/en/case-studies/year-life-won-serbia-otpor-movement-against-milosevic.

5 Lester R Kurtz, "Otpor and the Struggle for Democracy in Serbia," (1998) http://www.nonviolent-conflict.org

Another key component to the Otpor case study was the grassroots nature of opposition. Otpor members placed immense pressure on official party leaders to defeat Milosevic. What began as a small student group, soon turned into a national movement as T-shirts, posters, and slogans of the iconic Otpor clenched fist filled the nation. Members organized strikes and boycotts, formed blockades on highways and railroads, and physically took up space in strategic public buildings such as parliament.[5] They used creativity to trigger discussion and debate, for example Otpor members stood inside cages made of newspapers to demonstrate how the independent media were being suppressed by the government in 2000 (see image below). These methods along with a range of other forms of activism ranging from music and cultural celebrations to communication with private security and church officials led to the growth and support of Otpor.[5]



Results

After 2-years, the Otpor movement met its goal to defeat Milosevic in office. However, Milosevic refused to concede. Otpor quickly responded with strikes, demonstrations, boycotts, and blockades that placed so much pressure on the self-proclaimed dictator, that he was eventually forced to resign.[5] Even after his resignation, the nation faced challenges with the transition. Nationalists and former military assassinated DOC Prime Minister Dinic 3 years after Milosevic's reign. Foreign relations also became complicated, even years later.[5] Although tensions existed even after Milosevic's reign, Otpor nonetheless delivered its ultimate goal of an electoral democracy in Serbia.[6]

Lessons

The Otpor movement is a real-world example of how social norm theory can influence even the strongest norms. One norm that was challenged in this case, was the decision to obey authority. Otpor resisted an oppressive authority through non-violent means that transformed society's views of what they were capable of doing. Their use of creative methods also challenged the fear of authority itself. It empowered those who joined Otpor by challenging the norm that they were powerless and creating a new norm that they could defeat the oppressive reign of Milosevic. It is important to keep in mind though, that Otpor is unique in its approach, particularly through the emphasized use of humour.[7]

Further reading

- Nikolayenko, O. (2008). Origins of the movement's strategy: The case of the Serbian youth movement Otpor. International Political Science Review, 34(2), 140–158. https://doi.org/10.1177/0192512112458129

6 "The Year Life Won in Serbia: The Otpor Movement Against Milosevic | Tavaana."

7 Majken Jul Sorensen, "Humor as a Serious Strategy of Nonviolent Resistance to Oppression," Peace & Change 33, no. 2 (April 2008): 169, https://doi.org/10.1111/j.1468-0130.2008.00488.x.

Handout 15: Case study - Voices for Change

Context
In Nigeria, prior to the programme 'Voices for Change' (V4C), a small minority of women hold traditional leadership roles as community chiefs. Of these women in leadership, an even smaller number were viewed with the same respect as male leaders. Male dominated communities could, for instance, be reluctant to promoting female advisors to full chiefs because they perceive women as threats who are trying to take positions away from men. The misconceptions of male traditional leaders and others who expressed reluctance to an increased presence of female leadership, not only posed challenges at the highest levels of authority, but also impacted the communities they represented.[1] From this background, the V4C program was made to address three aspects of gender equity in both urban and rural settings: Household decision-making, gender-based violence, and women in leadership roles.

Description
After a year of careful design, the V4C program officially launched the Purple initiative in 2013 and remained strong until the end of its course in 2017. The main goals of the program were to promote gender equity in household decision-making, reduce gender-based violence, and increase support for women in leadership roles. These goals were advanced through sophisticated communication on gender equity, transformational programming to boost gender awareness, and policy initiatives such as gender aware budgeting and legislation through the Gender Technical Unit.[2] This is a multi-pronged initiative, running programming to target young adults such as Purple Tinz (radio), Super Story (a soap opera on TV), Purple website, Purple Academy (an online safe space), and a post-secondary school Safe Spaces programme.[3]

V4C aimed to change harmful social norms, such as violence against women and girls and women's role in decision making, by primarily influencing the attitudes and behaviors of young adults ages 16-25 in Kaduna, Kano, Enugu, and Lagos, communicating messages of gender equality through mediums such as the social media campaign "Purple".[4]

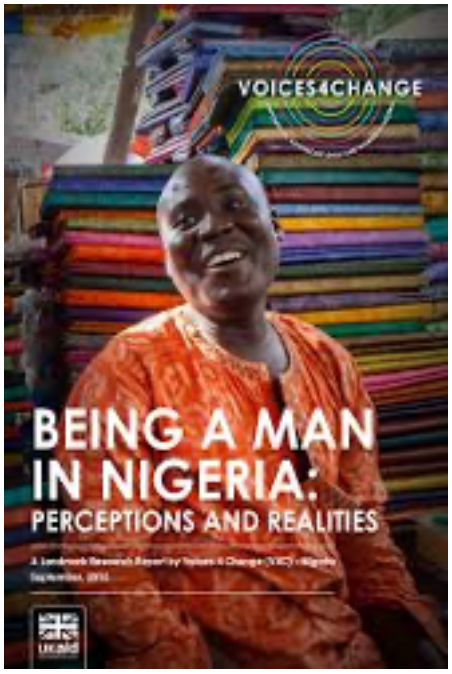
In shaping the Purple campaign, V4C not only investigated the primary wants/needs of the target group, but also involved local leaders with the most influence in the community, such as religious/traditional leaders, along with gender equality experts. The V4C team additionally used a careful communications strategy to grow the Purple brand. For example, interventions were linked together by adding "Purple" to the intervention name across several facets of media: The popular gender-aware radio drama "Purple Tinz", the social media platform "I am purple", and the virtual safe space the "Purple Academy". Each of these mediums facilitated gender-aware conversations over a wide range of outreach amongst community members.[2]

1 Voices for Change (2016). V4C Case Study: Traditional leaders advocate for female decision makers. http://itad.com/wp-content/uploads/2017/03/Case-Study-Traditional-Leaders.pdf

2 Siow, Orlanda (2018) Case Study 7- VOICES FOR CHANGE: WOMEN'S EMPOWERMENT IN NIGERIA. https://res.cloudinary.com/dlprog/image/upload/case-study-voices-for-change-women-s-empowerment-in-nigeria

3 Voices for Change (2017). Inspiring a generation: The impact of the Voices for Change programme in Nigeria.

4 Voice for Change (2017) Voices for Change Outcome Legacy Paper - Strengthening and enabling environment for young women's empowerment in Nigeria: Achievements and learning from Voices for Change. https://www.itad.com/wp-content/uploads/2020/02/V4C-Outcome-Legacy-Paper-v5-FINAL-ID-180430-1.pdf



Another the key components that set V4C apart was its emphasis on outreach to men and boys, so as to both advocate for female empowerment and dismantle toxic masculinities. Some of this approach was informed by Promundo, MenEngage. V4C published a report in 2015 called "Being a Man in Nigeria: Perceptions and Realities" that highlighted some of the most restrictive gender norms and recommendations for norm change. The report highlighted that while most men did believe that women could make good leaders, most also believed that they should use their energy in domestic roles.[5] Factors like the media, religion, home and school environments all played influential roles in both male and female perspectives. These were important findings in the development of the V4C program, as these influential factors were key targets for change. A careful evaluation of existing values and norms was also central to V4C's design and Purple messaging. V4C gained the support of Muslim and Christian religious figures to influence cultural change in religious communities and helped change attitudes and behaviors in young men and women at post-secondary institutions through The Safe Spaces Program.[2] The Safe Spaces Program delivered a six-week course on necessary life and leadership skills to multiple groups of young men and women, facilitated by teachers and NGOs trained by the Purple Project. This program encouraged dialogue and promoted alternative norms to masculinities and essential skills such as negotiation, decision-making and leadership.

Another area of focus for the V4C program was at the legislative level. Before V4C, attempts had been made to introduce gender equality legislature, however, there was little support from stakeholders. V4C aimed to revive one key piece of legislature called the Gender Technical Unit (GTU) bill, which would allow for more gender sensitive laws and policies such as the Violence Against Person's Prohibition Act (VAPP) and the Gender and Equal Opportunity Bill (GEO).[6] This platform served to provide young adults with a space where they could listen to, learn from, and have conversations on gender equity issues.[7]

Results

The V4C program as a whole had a successful outcome in attitudes and behaviors of the targeted population of young persons, with 2.4 million young people, or 89% of the target population in Enugu, Kaduna, and Lagos states, showing positive attitude or behavior changes. Compared to other young people, those who were exposed to V4C programming in the last two years of operation had improved opinions about three key outcomes:

- 32% thought that men and women should enjoy equal opportunities and respect
- 28% were more supportive of female leaders
- 18% had improved opinions about speaking up against violence against women.[7]

One of the most effective platforms was the radio drama. Women who interacted with V4C through radio programmes reported 68% greater boost in self-confidence – in particular women in Enugu, where they reported a 220% boost in self-confidence - from 2014-2016.[3] Another effective platform was Safe Spaces, in which V4C also measured the impact of Safe Spaces programming on peers of participants, not just on participants themselves. Both participants and peers that had heard of Safe Spaces were significantly more likely to hold positive gender attitudes than people who only had exposure to V4C's

5 Voices for Change (2015) Being a Man in Nigeria: Perceptions and Realities. A Landmark Research Report by Voices 4 Change (V4C)-Nigeria. http://sidebysidegender.org/wp-content/uploads/2016/02/Voices-4-Change-Being-a-Man-in-Nigeria_Perceptions-and-Realities-2015.pdf

6 Voices for Change (2016) V4C Case Study: Strengthening mechanisms that support gender responsive legislation. https://www.itad.com/wp-content/uploads/2020/02/Case-Study-Gender-Technical-Unit-1.pdf

7 Denny, E. et al. (2017) Attitudes, practices and social norms survey Endline Report. https://www.itad.com/wp-content/uploads/2020/02/V4C-ASPN-Endline-Report-Print-Ready-ID-179962-1.pdf

branded communications (ie, were not in the programming).[8] Intensely focused Purple programming led to a greater increase in support for gender equality by up to eight times as much as the general public. An important finding from V4C was that the effects for interventions tended to be strongest in men. These changes in attitudes included strengthened beliefs that men and women should hold equal opportunities, increased support for female leaders, and a greater willingness to speak up about violence against women.[7]

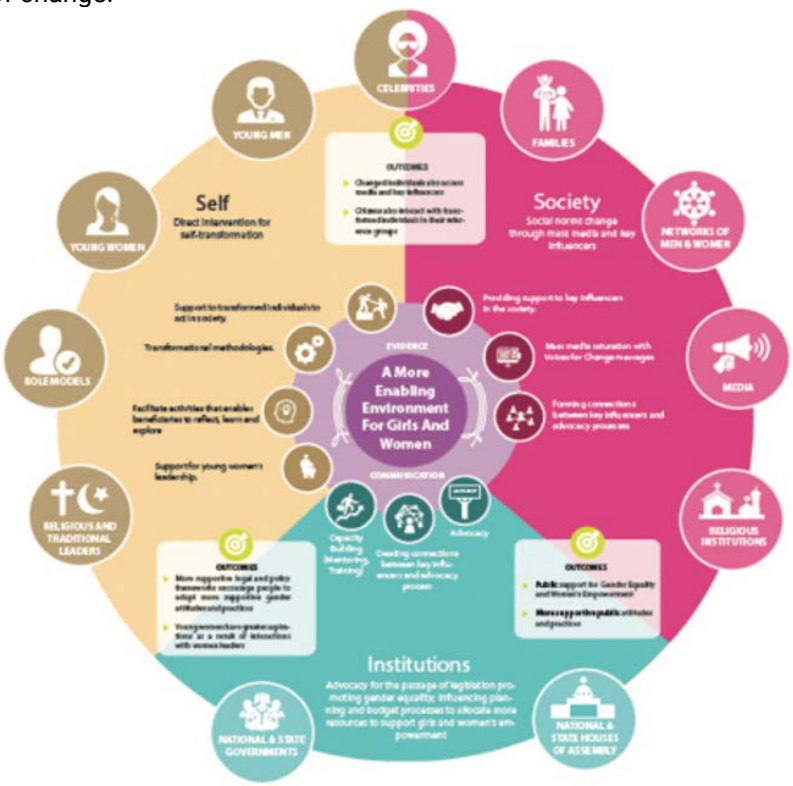
To increase exposure of issues of gender equality into public debate, online approaches like using social media add visibility and reach to intensive programming. However, the results for the social media Purple campaign were less clear to interpret, perhaps since this was a place where opposing, negative views towards gender or programming were communicated.4 Purple programming had several limitations here due to challenges with moderation of the online social media platform. While healthy discussion was encouraged, it was not uncommon to hear intense backlash from those who opposed V4C's goals.[7]

While overall Purple programming was effective in changing gender attitudes, it is difficult to determine the extent to which V4C alone improved attitudes and behaviors. Much of the intervention's results were underestimates of actual outcomes due to the limitations of tracking large-scale change. The positive changes to norms, were nonetheless evident, marking V4C as an impactful driver of change.

Lessons

The V4C program heavily grounded its work in Social Norms Theory. V4C put into practice the idea that change of attitudes and behaviors could occur by influencing gender norms on three major domains: individuals, society, and institutions. The V4C Theory of Change outlines these levels in more detail. We see that the individual impact was addressed through the implementation of safe spaces, local influencers, and personal trainings. Societal change occurred through the use of Purple programming. Institutional change occurred as a result of legislative efforts such as the GTU bill.[7]

V4C theory of change:



8 Cislaghi, B., Denny, E.K., Cissé, M. et al. Changing Social Norms: the Importance of "Organized Diffusion" for Scaling Up Community Health Promotion and Women Empowerment Interventions. Prev Sci 20, 936–946 (2019). https://doi.org/10.1007/s11121-019-00998-3

Efforts must be targeted at all three levels in order to ensure the levels "synergize to amplify and strengthen the broader environment for gender equality".[7] This synergy is demonstrated through the evidence-based results at each of the three levels. Even with a carefully planned design, the outcomes of a program like V4C may not necessarily demonstrate the full extent of expected results due to the nature of real-world examples. We inevitably see underestimates in V4C. While V4C targeted young adults, their behaviours remained influenced by their parents or spouses, so it is possible that Purple would have been more effective if these reference groups had been identified earlier in the initiative and targeted with messaging as well. Even so, the influence of the Voices for Change in Nigeria program undeniably had a powerful presence.

Further reading

- DFID Nigeria Voices for Change, available at: http://www.sddirect.org.uk/our-work/projects/dfid-nigeria-voices-for-change-v4c/

Below is a chart to keep track of the social norms related to practices of interest in your work. Take some time to reflect on how to write norms and what types of norms exist from the course materials. Notes are included below this sheet.

Practice of Interest	Social Norm(s) Affecting Practice	Preferred Method(s) to Diagnose Social Norm(s)	Preferred Intervention Strategy to Affect Norm Change	M&E Strategy to Evaluate & Measure Change
(e.g. corporal punishment)	(e.g. "good parents hit undisciplined children")	(e.g. "vignettes and life-stories)	(e.g. media campaigns)	(e.g. surveys with control group)

Norms definitions

Injunctive norms are a belief about what others approve and disapprove of.

Descriptive norms are what one believes others do.

Positive Sanctions: May be encountered as a result of compliance with norms. These might include words of praise, promotions, access to resources.

Negative Sanctions: Consequences one may face if they fail to behave in a way that is expected. These might include gossiping, threats of violence, actual violence.

Examples

I would like to report that teacher who hits their students (attitude), but all teachers hit students (descriptive norm) and I am worried it would cause problems for me if I make a complaint (injunctive norm).

I don't like to smoke (attitude), but my peers (reference group) approve of me smoking (injunctive norm), so I do it (practice) to fit in (positive sanction).

Handout 17: Four strategies for norm change

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

- **Laws and policies** involve legislating change, e.g. creating national legislation on a minimum age of marriage for girls and boys.
- **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.
- **Normative feedback** is about correcting people's misconceptions 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.
- **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 18: Common attributes of norms shifting interventions, ALIGN Platform

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.[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.

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.

The Learning Collaborative to Advance Normative Change (2019) 'Community-based, Norms-shifting Interventions: Definitions and Attributes' https://www.alignplatform.org/resources/community-based-norms-shifting-interventions-definitions-and-attributes

Handout 19: Norm change strategies

- What norms are contributing to this issue?
- Do people individually approve or disapprove of the practice?
- Who could be the reference group you want to reach?
- What positive values can you start your conversations from?
- What strategies will you use?
- What attributes do the norms-shifting strategies have?
- If appropriate, how can you help this reference group motivate others to join in to make the change visible?

Handout 20: CARE's SNAP framework

Components of a norm	Definition	Signs of changes in a social norm
Descriptive norms*	What I think others do	• Responses reflect a different perception of what people think others are doing • Increase in respondents report a perceived change of behavior of others • Changes in the extent of conformity and disagreement among homogenous groups, and across the different groups
Injunctive norms*	What I think others expect me to do (what I should do according to others)	• Responses reflect a different perception of what others expect respondents to do • Increase of respondents reporting the desired new behavior as expected of them • Changes in the extent of conformity and disagreement among homogenous groups, and across different groups • Changes in alignment between empirical and normative expectations
Sanctions	Anticipated opinion or reaction of others (to the behavior) – specifically others whose opinions matter to me	• Changes in sanctions that are identified • Changes in the severity of sanction • Changes in the likelihood of sanctions being enacted • Changes in consistency across groups
Sensitivity to sanctions	Do sanctions matter for behavior? If there is a negative reaction from others (negative sanction), would the main character change their behavior in the future?	• Changes in how the main character would respond to negative sanctions • Increase in respondents who say the main character would still behave in the desired way despite sanctions

Table © 2016 Cooperative for Assistance and Relief Everywhere, Inc. (CARE).

Excerpt from CARE Ethiopia's Abdiboru project

I will tell you a story of a girl I will call Rehima (that is not her actual name) living in this woreda. I would like you to listen to the story carefully and discuss the questions that follow. 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.

What would most adolescent girls in Rehima's position do in this situation? **(Descriptive norm)**

What would Hindiya and most other girls expect Rehima to do in this situation? **(Injunctive norm)**

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

What would Hindiya and most other girls say about Rehima's decision? **(Sanctions)**

Would the opinions and reactions of her peers make Rehima change her mind about refusing the marriage? **(Sensitivity to sanctions)**

Are there any circumstances where it would be considered more or less acceptable for Rehima not to get married at her age? **(Exceptions)**

CARE (2016) 'The Context and Social norms on girls' marriage, education and nutrition – a Qualitative Study' http://www.careevaluations.org/wp-content/uploads/Abdiboru_Baseline-Qualitative-report_ACIPH_Aug2016-22.pdf

Excerpt from Tostan

Now we would like to give you a scenario. Imagine Penda is a woman who lives in this village. She is not a real person who lives here; this is just an example. Imagine Penda, as we have said, a woman from the village, has a six-year-old daughter. Penda would like to have her cut. In your opinion, what would be the reaction of the other members of the community to this news? [explore reasons for positive and negative reactions]

What will people think of Penda?

What will they think of her daughter?

If Penda doesn't cut her daughter, how likely it is that her daughter will find a husband in the future? Why?

STRIVE 'Measuring gender-related social norms' http://strive.lshtm.ac.uk/system/files/attachments/STRIVE%20Norms%20Report%201.pdf P30

Vignette questions

- Where is the action happening? (location)
- Who is the main character?
- Who is the vignette for? (who will answer the vignette questions and react to it?)

Handout 21: CARE Ethiopia's Abdiboru project, sample matrix of formative data

THEME	SOCIAL NORM	TARGET GROUPS/ DECISION MAKERS (Who decides whether to adhere to the norm)	REFERENCE GROUPS
Girls' marriage	Girls are expected to marry by age of 15	1. Unmarried adolescent girls	1. Close friends and siblings 2. Marriage intermediaries (peers, siblings and relatives)
		2. Parents	1. Other parents
Nutritional discrimination	Women eat last and girls eat after boys	1. Married women/girls (wives)	1. Husbands 2. Mother-in-law
		2. Unmarried girls	1. Parents 2. Siblings

Handout 22: Three month plan

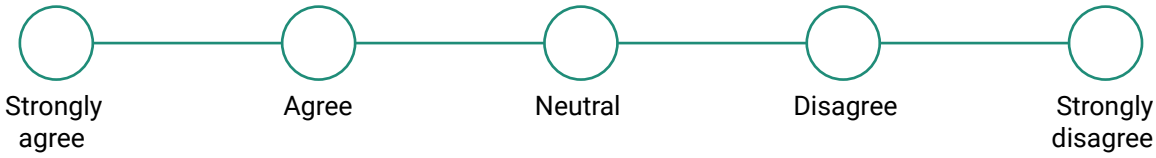
- What are the main priorities for the next 3 months? What about for 4-6 months from now?
- Who is responsible for delivering on these priorities?
- How will this be funded?

Put these in an action plan

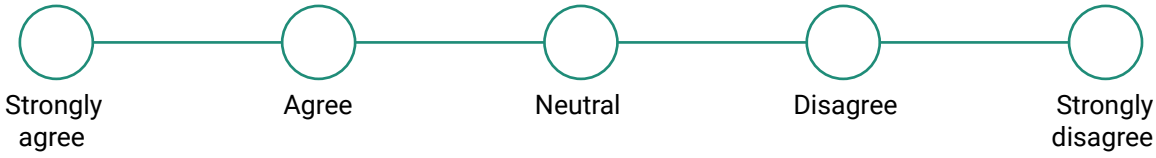
ACTIVITY	WHAT BUDGET AND OTHER RESOURCING IS REQUIRED?	WHO IS RESPONSIBLE?	WHEN WILL THIS BE DONE?

Handout 23: Evaluation form

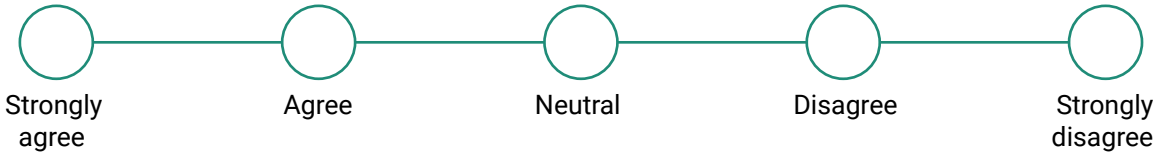
1. I recognise the importance of social norms to my work.



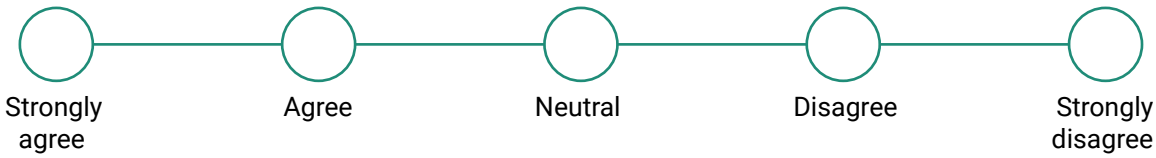
2. It is very difficult to integrate a social norms perspective in programme design and implementation.



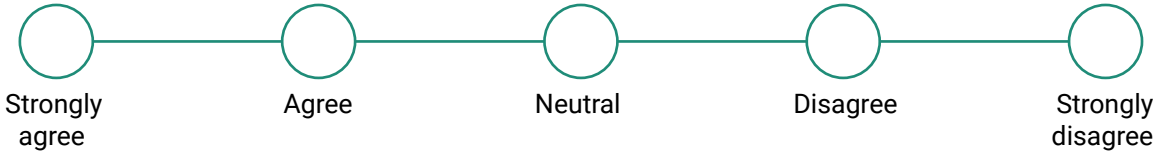
3. Social norms are complex and take years to change.



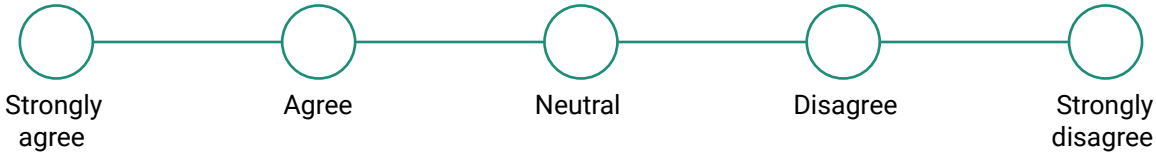
4. To change a social norm, you first need to change people's awareness, then their attitudes, and then the behaviours. After this, the norm can change.



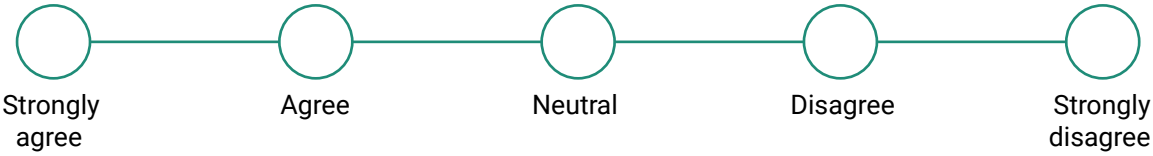
5. A lot of NGOs focus on raising awareness, but not other strategies for norm change.



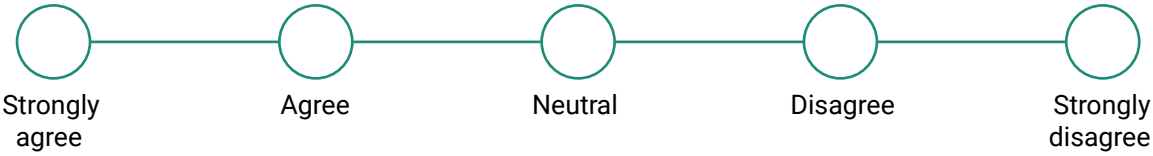
6. I understand what the 'ecological framework' is.



7. A lot of training, technical support, expertise and knowledge is needed to use a social norms perspective.

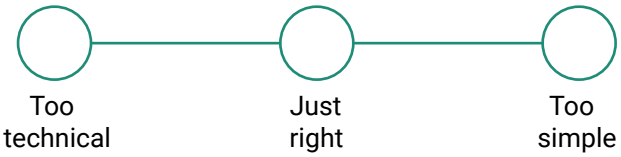


8. I feel more confident in integrating a social norms perspective into my work.

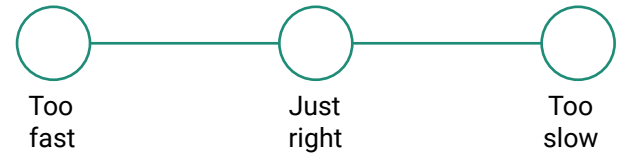


9. During this week, I spent time in the afternoon/evening looking through the content again because I was confused or unsure about what was covered that day.

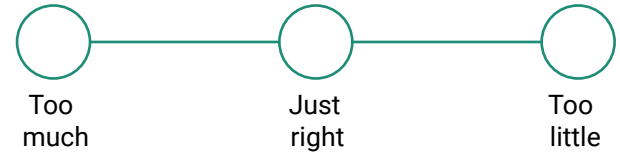
10. The content was:



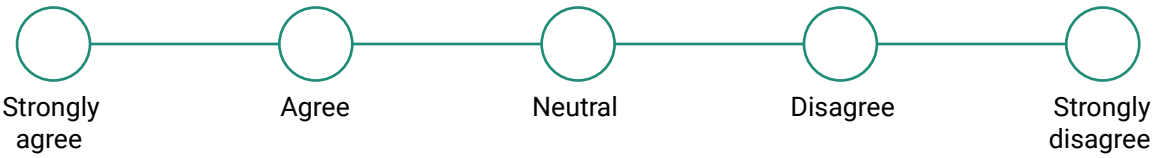
11. The course pace/speed was:



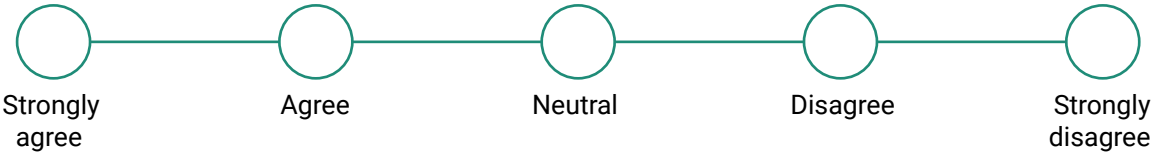
12. The amount of content covered during these five days was:



13. The facilitators helped me to understand difficult concepts:



14. Discussions with other participants from outside my organisation helped me in understanding content during this course.



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

16. Are there any topics you still find confusing? Please state this.

17. What aspects of the facilitation did you find helpful?

18. What parts of the facilitation could be improved?

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

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