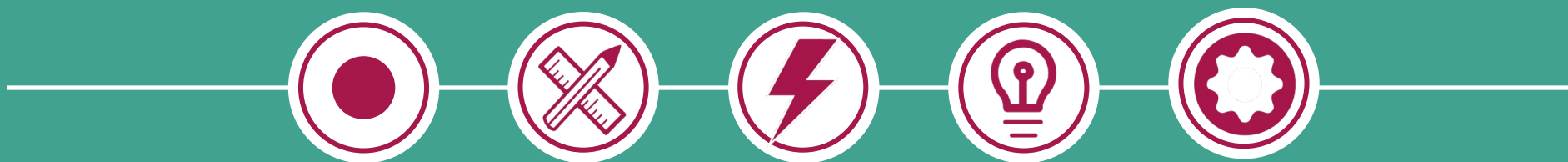
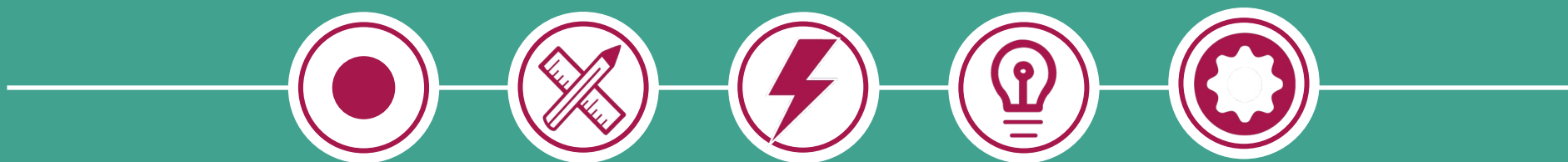


FACILITATION GUIDE & MENTORSHIP PROGRAMME



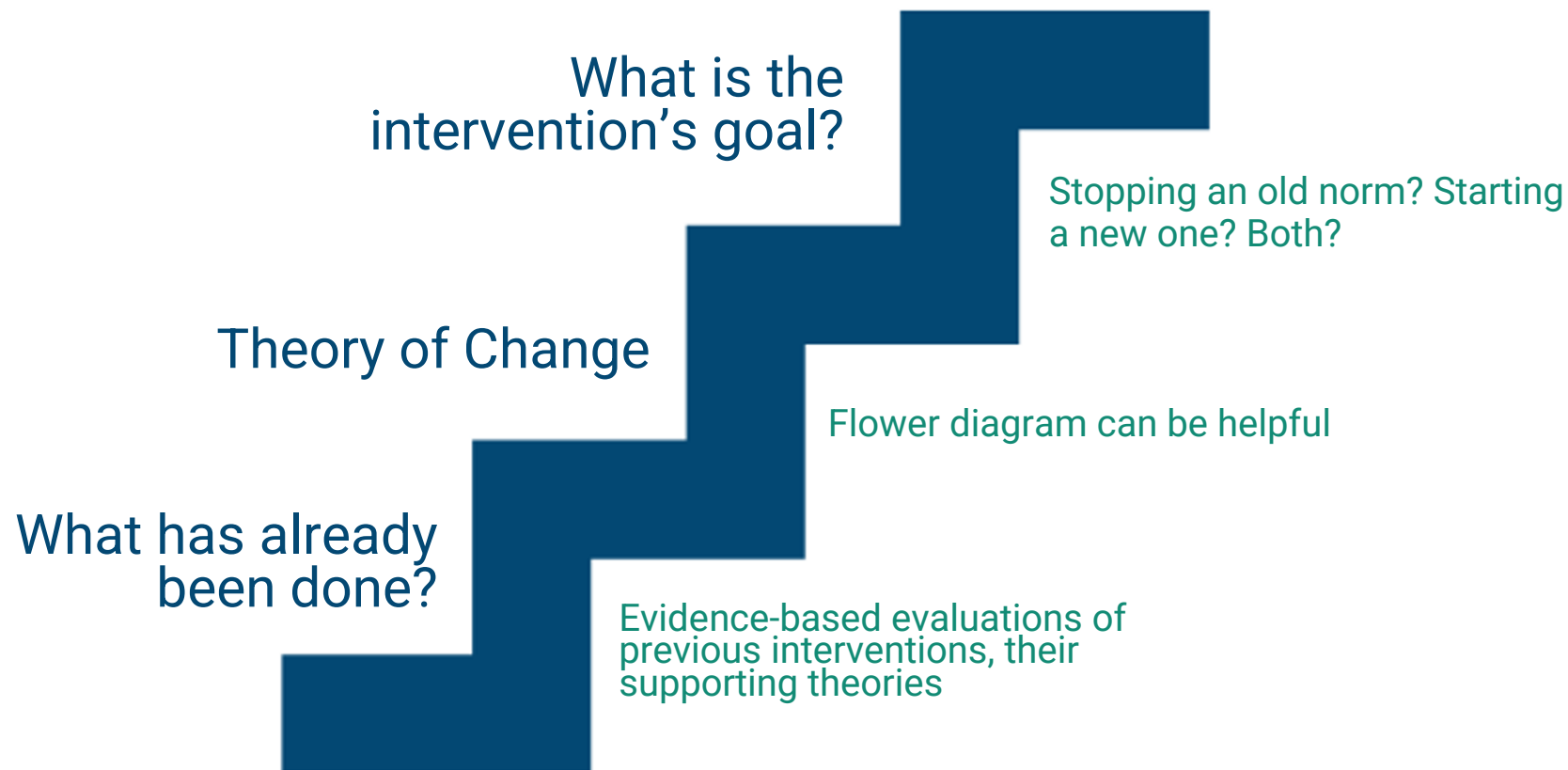
Day 4

SESSION 2: Norm Change: Strategies & Attributes



Facilitation Guide & Mentorship Programme

Selecting Norm Change Strategies



Four Norm Change Strategies



1. Law & Policies



2. Mass Media



3. Personalized
Normative
Feedback



4. Group
Discussions

1. Laws & Policies

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

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



2. Mass Media

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

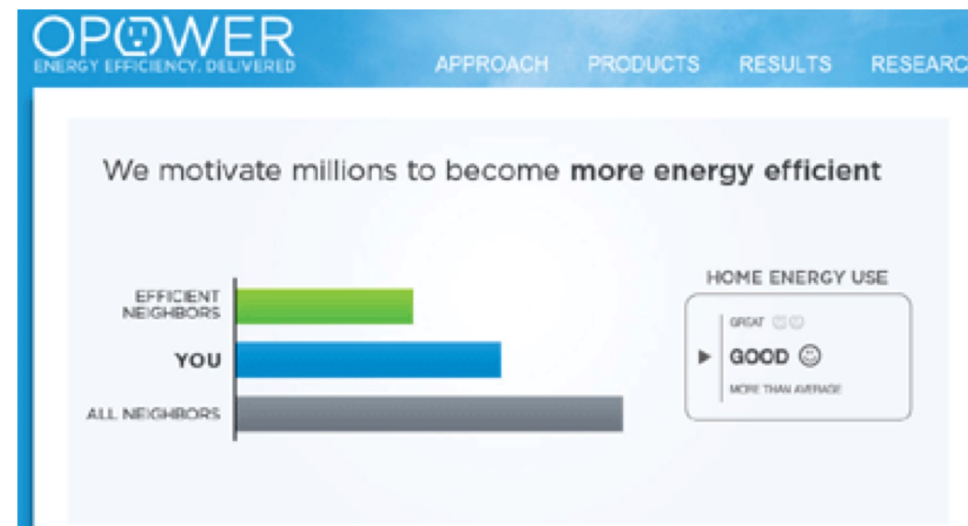
Goal: to change social norms (people's perceptions about what others around them do and approve of)

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



3. Normative Feedback

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



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

Allcott, H. (2011). Social norms and energy conservation. *Journal of Public Economics*, 95(9-10), 1082-1095. doi:10.1016/j.jpubeco.2011.03.003

4. Group Discussions

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

Particularly effective if based on a people-led approach

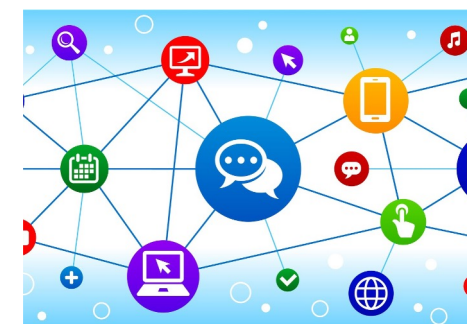




Personalized normative
feedback about compliance
with laws & policies

Strategies can be mixed!

Group discussions about
media campaigns



Choosing your Primary Strategy

If norms are a misrepresentation of reality:



Use normative feedback!

Choosing your Primary Strategy

If norms are active in a
specific group:



Use group
discussions!

Or if they are active in
wider “society”:



Use mass media!

Choosing your Primary Strategy

If there is only one
active norm:



Use normative feedback!

Or if there are multiple
norms:

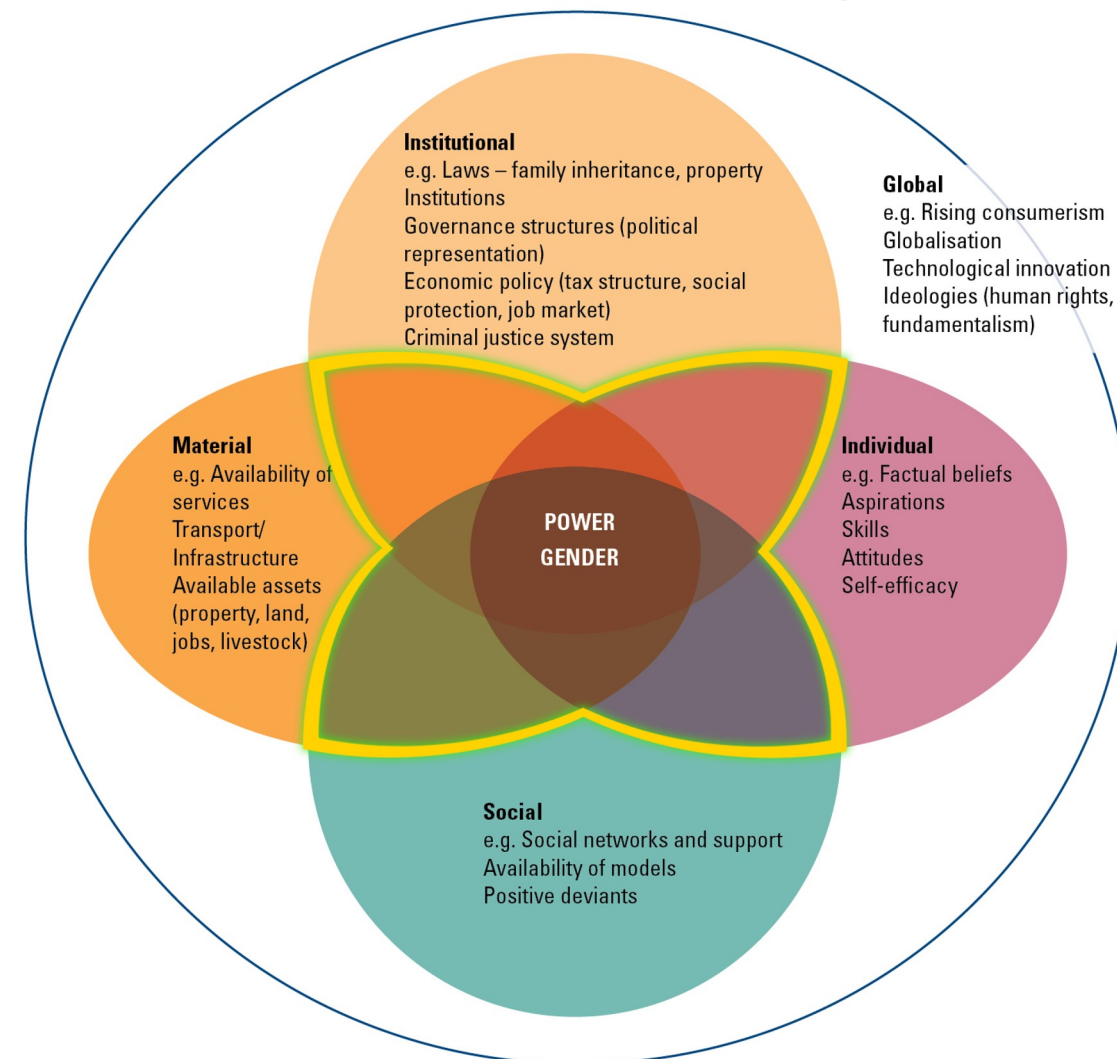


Use group discussions
or mass media!

Who to Target?



How will change occur beyond the target group?



Preparation Time for Day 5 Presentations

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)

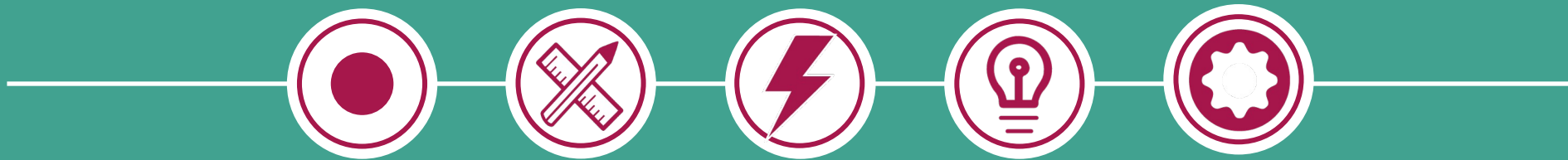
Presentations will be 15-20 minutes.



DAY 4

SESSION 3: Signs of Norms

Strength & Changes



Facilitation Guide & Mentorship Programme



Monitoring, Evaluation & Analysis of Norms





Monitoring, Evaluation & Analysis of Norms



① Identifying norms



② Monitor and evaluate norms, knowledge, attitudes and practice

Understanding Signs of Change



Questions to Ask

1. How prevalent are norms?
2. Are norms affecting people's practices?
3. Are norms changing over time?
4. Is norm change resulting in change in practices?



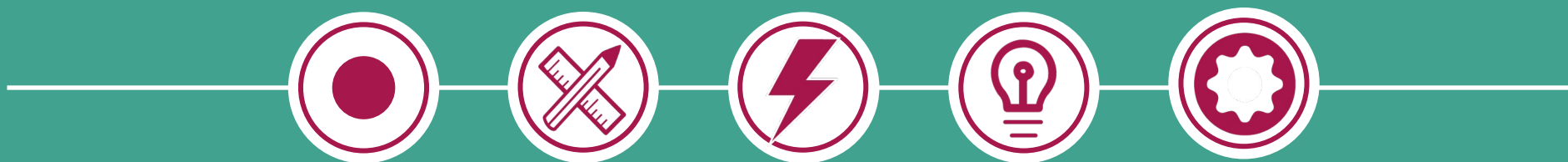
Role of Quantitative Data

1. Measure prevalence of normative beliefs
2. Measure correlation between prevalence of normative beliefs and related practice

Role of Qualitative Data

Helps gain nuanced insights into strength of norms and how norms change

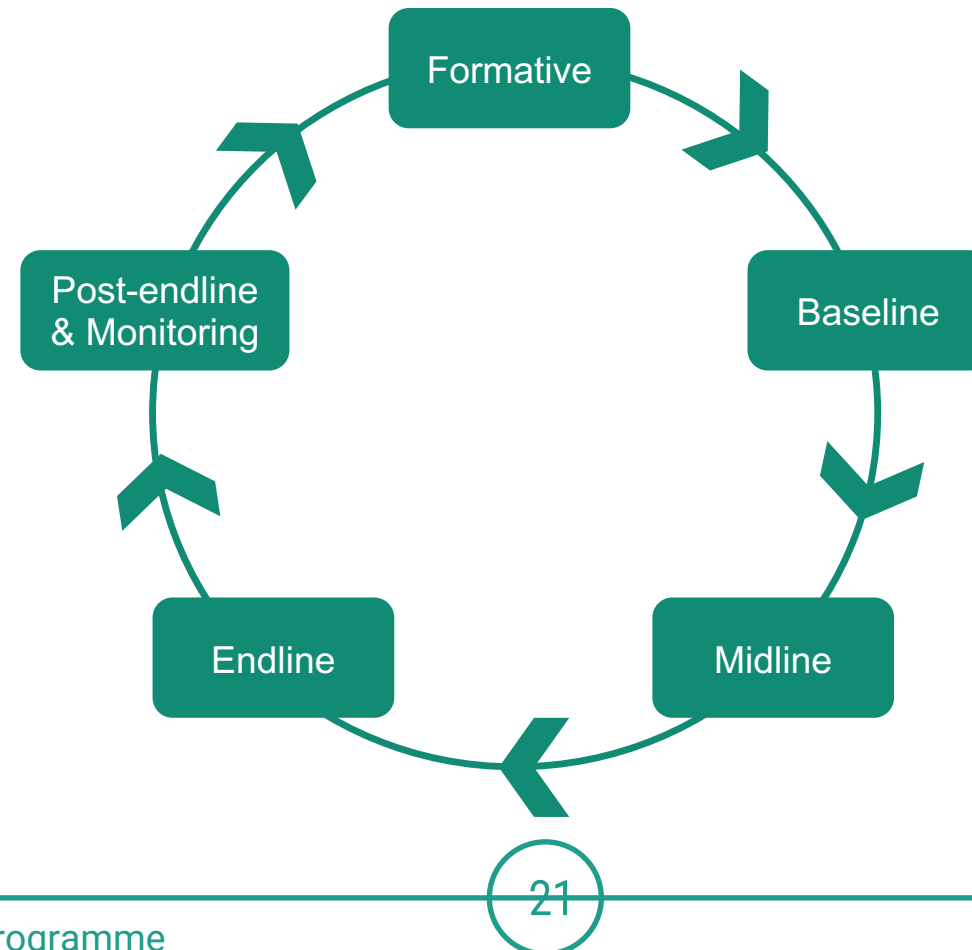
SESSION 3: Development of Survey Questions



Facilitation Guide & Mentorship Programme

Measuring Norms in Surveys

Measuring norm change can happen at various points in a study



Measuring Injunctive & Descriptive Norms

Descriptive norms

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

Injunctive norms

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

Comparing attitudes & norms

I want to understand the levels of approval or disapproval.

- 1) To what extent do you approve or disapprove of using sanitary pad?
- 1) To what extent do other girls in your village approve or disapprove of using sanitary pad?

1 = Strongly approve
2 = Approve
3 = Neutral
4 = Disapprove
5 = Strongly disapprove

Identifying Reference Groups

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

*Interviewer note: Do not read options,
select all that apply.*

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

Identifying Sanctions

If you are given more freedom to move about in public spaces and play sport, how likely is it that the following consequences might occur? There is no right or wrong answer.

- 1) You will be harassed by local boys or men
- 1) You may encounter more arguments/conflicts with your parents
- 1) You may find it more difficult to get married
- 1) You may be considered uppity and disobedient

1 = Very likely
2 = Somewhat likely
3 = Not likely

Survey Measurement Scales

There are various scales you can use to measure social norms change which have multiple (3, 5, 7, 9) answers!

Do men in this community hit their wives/partners?

1=Never
2=Rarely
3=Sometimes
4=Always

If a man in your community hits a woman that has insulted him in public, will people in the community think it is good bad or neither?

1=Good
2=Bad
3=Neither

What would be the reaction of your family members if they knew you were going to have your daughter cut?

1 = Positive
2 = Neutral
3 = Negative

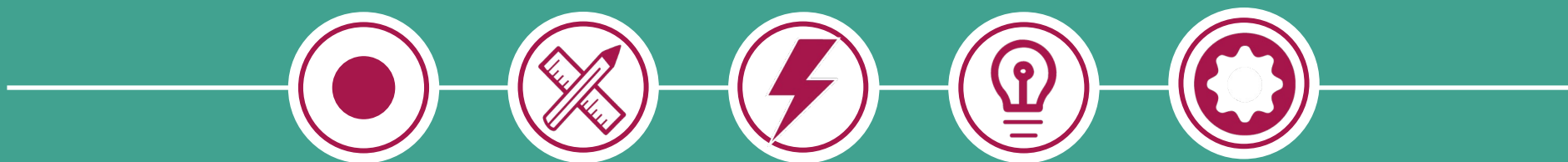
Survey Measurement Scales

What are some pros and cons of using fewer or more answer options?

- Greater detail/granularity with more answer options
- Simpler to remember fewer answer options
- What else?

Time to practice!

SESSION 4: Vignettes



Facilitation Guide & Mentorship Programme

CARE's Social Norms Analysis Plot (SNAP)

Components of a norm	Definition	Signs of changes in a social norm
Descriptive norms*	What I think others do	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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?	<ul style="list-style-type: none"> - 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
Exceptions	Under what circumstances would it be okay for the main character to break the norm (by acting positively)?	<ul style="list-style-type: none"> - Change in the # of exceptions allowed to break a norm - Changes in # or types of individuals who deviate from the norm

© 2017 CARE, all rights reserved. For limited permission for noncommercial use by not-for-profit organizations in connection with humanitarian activities. Citation: Stefanik & Hwang. (2017). Applying Theory to Practice: CARE's Journey Piloting Social Norms Measures for Gender Programming. Copyright 2017 Cooperative for Assistance and Relief Everywhere, Inc. (CARE).

Vignettes in Detail



Vignettes are stories based on fictional characters that help increase the likelihood of sharing honest feelings. They are very useful in helping us understand norms.

What Makes a Good Vignette?



Relatable Characters

YES



NO



Familiar Stories

YES

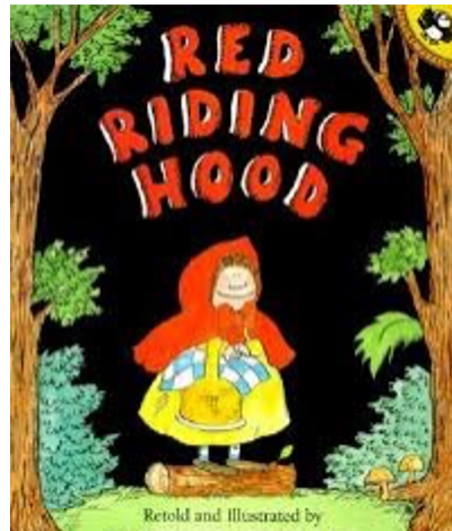


NO

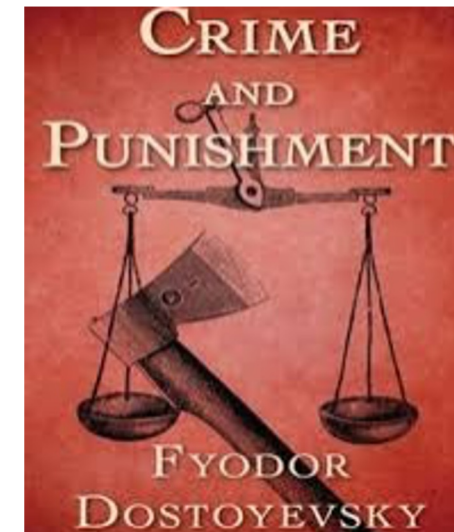


Simple Storylines

YES



NO



Opportunity to Challenge Norms

YES



NO



Clear Reference Groups



Colleagues



Neighbours



Family
members



Friend
groups

Strong Reflection Questions

What would most people do in this situation?

Would what people say change this character's mind?

What would people say if this character decides to defy the norm?

What would people expect this character to do in this situation?

In what circumstances would it be acceptable for the character to defy the norm?

Vignette Real World Examples

1. CARE Ethiopia's
Abdiboru project

2. Tostan in Senegal

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.

1. What would most adolescent girls in Rehima's position do in this situation? (Descriptive norm)
1. What would Hindiya and most other girls expect Rehima to do in this situation? (Injunctive norm)
1. But Rehima doesn't want to marry young. She announces that she does not want marry at this age.
1. What would Hindiya and most other girls say about Rehima's decision? (Sanctions)
1. Would the opinions and reactions of her peers make Rehima change her mind about refusing the marriage? (Sensitivity to sanctions)
1. Are there any circumstances where it would be considered more or less acceptable for Rehima not to get married at her age? (Exceptions)

Excerpt from:

<http://strive.lshtm.ac.uk/system/files/attachments/STRIVE%20Norms%20Report%201.pdf>

Tostan in Senegal

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]

1. What will people think of Penda?
1. What will they think of her daughter?
1. If Penda doesn't cut her daughter, how likely it is that her daughter will find a husband in the future? Why?

Excerpt from:
<http://strive.lshtm.ac.uk/system/files/attachments/STRIVE%20Norms%20Report%201.pdf>

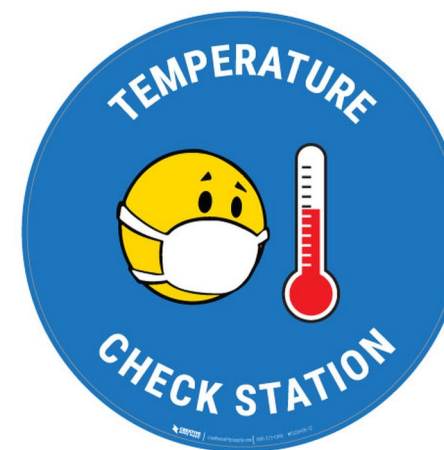
Vignette Development

Monitoring Social Support and Resistance/Backlash

Monitoring Social Support & Resistance/Backlash

Purpose:

1. Temperature check on change process
2. See what is working well
3. Monitor resistance and backlash
4. Address barriers and catalysts

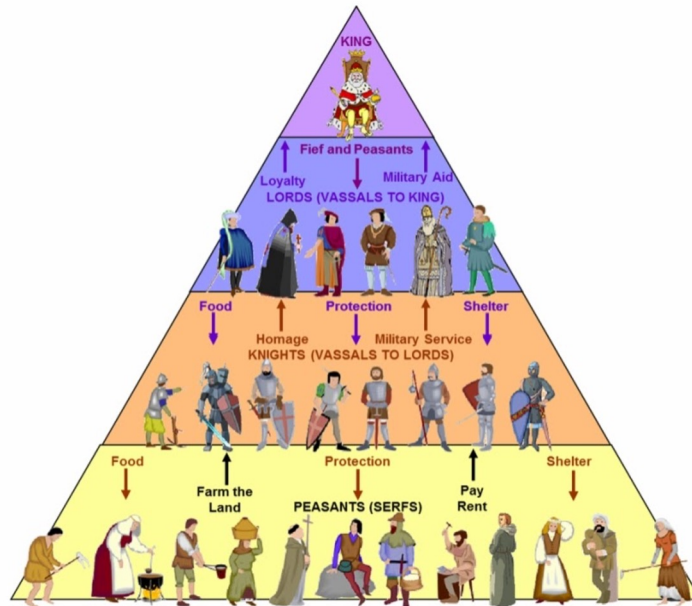


Expect Resistance to Social Norms Shifts



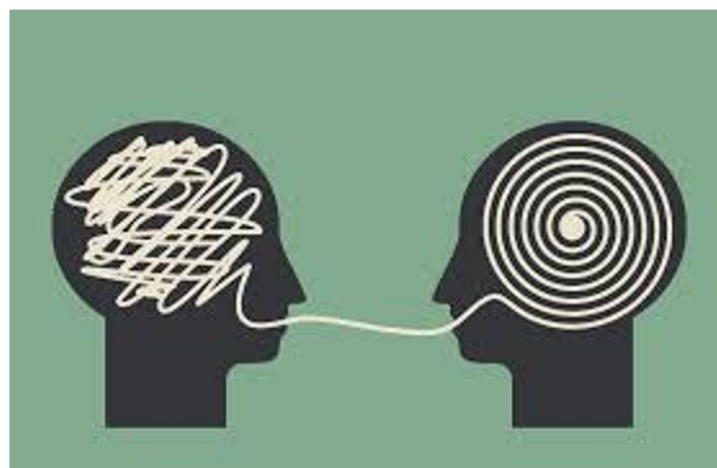
Redistribution of Power

Expect Resistance to Social Norms Shifts



Changes to social, gender and other hierarchies

Monitoring Backlash



1. Seek to understand backlash

Monitoring Backlash



2. Support for change especially as it plays out in public spaces

Monitoring Backlash



3. Ask: Who supports change publicly? Who resists/speaks out against change publicly?

Questions to Consider During Monitoring



- 1. Are there any positive (public declarations or support) or negative (sanctions and social pushback) reactions during activities that challenge norms/support new norms?*
- 2. Is there perceived or observed social support to challenge norms that undermine child protection and wellbeing?*
- 3. Are people directly reached by the project sharing new ideas within their family, peer groups, and beyond? To what extent?*
- 4. In response to ideas or opinions that challenge the norm, do most participants voice resistance or agreement?*
- 5. If participants' voice resistance or support to ideas that challenge the norm, how do (most) other participants react?*



CARE Tipping Point Project

Goal: Understand social pressure and support in project activities that challenge norms and use data to strengthen these activities

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 ✓ 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?					

How do you monitor social norms?

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." Full tool available at: https://caretippingpoint.org/wp-content/uploads/2020/02/TP_BD_Tool-7_Process-Documentation_FINAL.pdf

Thank you

