MODULE 1

**Why Social Norms Matter**

VIRTUAL TRAINING

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| **1** |  | **NOTE TO FACILITATOR:** Only use as starting slide if you are presenting all five modules **or** want to situate this module within the larger curriculum. If using this slide, make sure to reflect the presenter and organization name. | | |
| **2** |  | **NOTE TO FACILITATOR:** These are the objectives for the social norms training that comprises several modules. Only use as starting slide if you are presenting all five modules or want to situate this module within the larger curriculum.  **SPEAKER NOTE**: [*Read slide content.]* | | |
| **3** |  | **NOTE TO FACILITATOR:** Only use as starting slide if you are presenting all five modules or want to situate this module within the larger curriculum.  **SPEAKER NOTE:** This training is part of a 5-module course on norms-shifting interventions; as a note, when we say norms-shifting interventions, or NSIs, we mean those that may be standalone or may be activities integrated into a larger SBC intervention. The following modules cover the introduction, assessment, design, measurement, and scale-up of norms-shifting interventions.  Now, let’s get started on our introduction to social norms and why they matter for SBC efforts. | | |
| **4** |  | **NOTE TO FACILITATOR:** Going around the virtual room, call on participants to introduce themselves.  Optional: Ask them to include one thing they hope to learn about social norms. | | |
| **5** |  | **NOTE TO FACILITATOR:** This slide lists the different modalities that may be used in this session to engage the participants.  **SPEAKER NOTES:** As is typical in webinars, we’ll be relying on slides to present essential content on this topic but also use a variety of activities to engage you in discussions and group work. This includes:   * Using the chat box to jot down questions and comments. * Pausing to ask you questions, open the mic for open discussion, or have you respond to questions via a poll that we’ll project on the screen. * Group work that will take place in break out rooms where small teams can work jointly on a Google sheet or share contributions on a whiteboard. | | |
| **6** |  | **NOTES TO FACILITATOR:** Remove slide if you are using another activity. This exercise is aimed helping the participants self-assess their level of understanding of social norms concepts. The results of the exercise may help the facilitator then adjust “on the go” or decide to emphasize or de-emphasize points throughout depending on the participants level of experience. Once you determine what aspect of the session to query the group about, create a poll and insert a link in the chat box or run the poll function on Zoom. | | |
| **7** |  | **NOTES TO FACILITATOR:** This exercise is aimed helping the participants self-assess their level of understanding of social norms concepts. The results of the exercise may help the facilitator then adjust “on the go” or decide to emphasize or de-emphasize points throughout depending on the participants level of experience. Ask participants to write their name and what they’d like to know on the Whiteboard. | | |
| **8** |  | **NOTE TO FACILITATOR:** This is the title slide for this module. If you are not positioning this module within the larger curriculum, this slide should be #1.  Make sure to reflect the name of the training (i.e. the details of where and when the module is being used). For example, “Population Reference Bureau- Passages Training February 2021” | | |
| **9** |  | **NOTE TO FACILITATOR:** This slide is hidden and is only intended to be used if you chose to divide the training into two sessions if necessary. | | |
| **10** | |  | | **NOTE TO FACILITATOR:** This is the title slide for this module. If you are not positioning this module within the larger curriculum, this slide should be #2. This slide presents the road map for this section of the training.  **SPEAKER NOTES:** This section sets the conceptual foundation for social norms, discusses how norms influence attitudes and behaviors, and establishes how norms are held in place by reference groups.  During this presentation, we’ll talk about norms-shifting interventions, which we’re defining based on Learning Collaborative work as “an intervention that seeks to improve an outcome or outcomes of interest, at least in part by transforming the social norms that prop up harmful related behaviors.” Such interventions utilize an analysis of social norms and are led by communities through a process of critical reflection, resulting in positive new norms rooted within the values of that group. Norms-shifting interventions complement other strategies to change behavior, such as transforming individual attitudes and addressing structural and material conditions.”  Looking toward norms-shifting interventions, the section offers an overview of theories on how norms influence behavior change. It also reviews the importance of articulating intermediate normative change effects to guide design, monitoring, and evaluation of norms-shifting interventions. | | |
| **11** |  | **NOTE** **TO FACILITATOR:** After you’ve read through the notes for this slide when presenting, stop, and allow time for questions or clarifications from the group.  **SPEAKER NOTES:** This presentation will:   * Distinguish norms from attitudes/beliefs and behaviors. * Identify the importance of normative influence between and within different layers of the socio-ecological framework for health and well-being. * Explain in practical terms how social norms influence health behaviors. * -Understand how research-informed and program-defined program theories of change situate normative influence on behavior and are important tools for designing and evaluating NSI. | | |
| **12** |  | **NOTE TO FACILITATOR:** This is an animated slide. Display the title first, then share slide questions to unpack the activity. This activity is intended as a discussion-starter to get people in the norms space and become more aware of how we are all influenced by norms. Using breakout rooms (option 1 and 2) or the chat (option 3), there are three options for this activity:  **OPTION 1:** [If using this option, change Activity Name/Bullet Points on Screen] Use the example noted under the speaker notes below. Add text about “breakfast” to slide to adapt for this activity. Example from Advancing Nutrition workshop. At their tables, participants were asked to discuss a set of questions shown on a slide:  Breakfast time!   * When you were six years old, what did you and your friends eat for breakfast? * How did your family make this decision? * If your family had decided to feed you something else, what would other people have thought or said? * What do you eat for breakfast now? * How do you make this decision? * If you decided to eat something else, what would other people think or say?   **OPTION 2**: Have people talk in small groups a norm that they adhere to each day; make it personal and tie content to reality.  **OPTION 3:** Think back to when you were an adolescent….  Take a moment to reflect on how social norms influenced decisions about health care in your family and share in the chat box.  **SPEAKER NOTES:**  How has this changed over time?  [To close:] Are you convinced how norms influence you in different ways—your attitudes, beliefs, and actions/behaviors? Let’s move forward then. | | |
| **13** |  |  | | |
| **14** |  | **NOTES TO FACILITATOR**: This is an animated slide for an exercise that is completed in plenary. The lack of title on the slide is intentional to avoid detracting from the exploration of the idea based on participants knowledge.  The aim of the exercise is to develop an initial definition of social norms.  Exercise process:   1. First show the photo of a boy collecting water. 2. Invite participants to note in the chat box their responses to the question: What do you see in this photo? What does this photo tell you about social norms? 3. Read the submissions to the chat out loud. Ask for clarifications if needed. 4. If not discussed, bring in these ideas:  * Women and girls are often water carriers but not boys. Why? * When he started carrying water, was he teased by women or men or other children? Why?  1. To close, move the animation to share this basic definition of social norms and ask: Knowing this definition, what else can you say about the social norms being exhibited in this photo?   Exercise adaptation:  Alternatively, use a different photo that is characteristic of what participants may see in their typical home settings. The photo should allow discussion of norms that most people follow, by whom and why norms get broken, sanctions for not adhering, and (if it comes up) how it is not only norms that influence behavior but also economic conditions etc. | | |
| **15** |  | **NOTE** **TO FACILITATOR:** This slide is animated.  **SPEAKER NOTES:** This is a more formal definition of social norms. It’s of note that norms can be embedded in formal institutions by codification into law, as well as institutional policies.  Sanctions are the consequences, negative or positive, of not adhering (or adhering) to a norm.  **Animation 1:** Refer back to the earlier exercise/slide reflection as an example. (Often not consciously done, norms are tacit  rules of behavior)  **Animation 2**: What does it mean that norms are embedded in institutions?  Some examples:  School policies towards unmarried girls who become pregnant, give birth, and then not allowed to return to finish studies. While boys who get the girl pregnant are not penalized in terms of finishing studies. What norms are operating here? Which are institutionalized?  Some healthcare settings require spouse permission for contraceptive services. What norms may be operating here? How have they been institutionalized?) | | |
| **16** |  | **SPEAKER NOTES:** Here is another way to think about social norms.  [Read two sentences on slide] | | |
| **17** |  | **FACILITATOR NOTES:** Read slide. | | |
| **18** |  | **SPEAKER NOTES:** Having defined social norms, we will turn to enforcement of norms. Social norms are passed on and enforced by reference groups. A reference group is a group of people, a community—from a village to a broad religious community—for which these behaviors are relevant. Some define the reference group as a valued social group.  The important thing is that reference groups can exert a considerable amount of influence on behavior. We might not be particularly influenced by behavior of individuals that we do not interact with or whose approval we do not value.  These are individuals who:   * A social group listens to. * Give information and advice. * Influence attitudes, behaviors, and decisions of a specific group * Can sanction or reward behavior. | | |
| **19** |  | **SPEAKER NOTES:** This slide shows in a more linear form how norms influence behaviors, actually how the same norms may influence a range of behavioral outcomes. While these norms have been broken out into different domains, many of  these may be linked—for example, norms of masculine ideology may be linked to norms that support gender-based violence.  **Explanation:**   * The outcomes show at the right reflect common sectors in global health projects, each with their behavior change goals. * To obtain these outcomes are a range of intermediate effects (read them). These operate at different levels—individual, couple and household, and community level. * Influencing the achievement of these intermediate effects and outcomes, are norms about many acceptable and correct ways of behaving. Like intermediate effects, norms operate at all levels.   **Example - Thinking about education projects:**   * Masculine and feminine ideologies – such as how a man should act as head of the family and community perspectives on girls and their future roles will influence whether girls go to school and whether they will finish school, or instead marry by age 15 and start a family. When we say that norms can influence many outcomes. The same norms operating around the acceptability of girls going to school will also affect future livelihoods and health. | | |
| **20** |  | **NOTES TO FACIILTATOR:**  The aim of this slide is to elicit participants’ ideas on the differences between a norm, and a belief or attitude. Ask the group to share their ideas to answer the question, then show the bullet points, and finally show the example on the next slide. There are two options for handling this exercise. Make sure to change the image/text if you use option 2 (breakout rooms) and change “plenary discussion” to “group discussion.”  **OPTION 1: Open mic**  Display the question and invite participants to raise their hands, indicating that you will open the mics one at a time to allow the first 3 or 4 volunteers share their thoughts. After closing the mics, animate the slide to reveal the bullets. Wrap up the activity with notes below.  **OPTION 2: Breakout rooms**  Open 2 or 3 breakout rooms to enable small group discussion. Upon closing the breakout rooms, invite a member of each group to share their group’s thoughts. After closing the mics, animate the slide to reveal the bullets content. Wrap up the activity with notes below.  Process for the breakout room discussion   1. Tell participants that they will be grouped in separate smaller teams to discuss the difference between a norm and an attitude or belief. 2. Say that they have five minutes to share their ideas and appoint a volunteer to share the group’s response to the question. 3. Activate the breakout rooms. 4. Call participants back to the main room and invite the group leads to take turns reporting. 5. Thank participants for their contributions and wrap up the discussion relying on the points below.   **SPEAKER NOTES:**  To wrap up the activity, lets summarize this activity”  While their motivations differ, norms, attitudes, and beliefs all impact behavior. Our definitions of attitudes and beliefs come from the Passages Social Norms Lexicon and Learning Collaborative work.  Individual attitudes are personal evaluations about how the world should be. Although individually held, attitudes are not formed in isolation; they are influenced by social context and experience.  A belief is an opinion, assumption, or conviction that a person holds to be true. Beliefs are internal perspectives formed from personal experiences and preferences, influence of social norms, and learning from others. | | |
| **21** |  | **NOTE TO FACILITATOR**: Acknowledge that we’ve already defined social norms but for the purposes of clarification have left it on the screen.  **SPEAKER NOTES:** [Read Behavior and Attitude/Belief definitions] | | |
| **22** |  | **NOTE TO FACILITATOR:** Share this example.  **SPEAKER NOTES:** Now that we’ve talked about the differences between a norm and an attitude or belief, let’s look at a concrete example. [READ SLIDE CONTENT.] | | |
| **23** |  | **NOTE TO FACILITATOR:** The aim of this activity is to discern differences between norms and attitudes/beliefs. This slide includes the main and the next slides has a complementary exercise. You can decide how to conduct this exercise: through the chat/raise hand function, a virtual whiteboard, or in break-out rooms.  **SPEAKER NOTES:**  It’s quiz time! We’ll be doing this activity through [explain chosen format]. Read each statement and discern whether the statement describes either a norm or an attitude/belief.  [Answers below. N=Norm; A/B= Attitude/Belief]   * My mother and mother-in-law want me to have many children, so I do. (N) * Not becoming pregnant until your last baby walks ensures a well-planned family, so I sleep separately from my husband until our last child is big enough to walk (A/B) * I use an implant blessing to space births because my best friends space their births this way. (N) * Women who practice family planning are smart, so I practice family planning. (A/B) * If a woman has relations during her period, she cannot become pregnant, so I use this method to prevent pregnancy. (A/B) | | |
| **24** |  | **NOTES TO FACILITATOR**: If there’s time, add this complementary exercise in break-out rooms. Make sure to set up a spreadsheet or a way for teams to report back to the facilitators.    **Step 1 –** Tell participants they will go into their breakout rooms to rework the statements to turn those statements showing attitudes/beliefs into ones showing norms and vice versa.  **Step 2 –** Say they have 5 to 10 minutes to work on this exercise and select a volunteer to report back. Participants will enter their reworked statements on the spreadsheet.  **Step 3 –** After 5 to 10 min, close the breakout rooms to reconvene the participants  **Step 4 –** Click on the spreadsheet and reveal the sheet with all teams consolidated teams’ work. Open the mic to allow reporters to explain their group’s work, relying on the screen’s view.  ANSWERS:   1. My mother and mother-in-law want me to have many children, so I do. -> I want to have many children, so I do. 2. Not becoming pregnant until your last baby walks ensures a well-planned family, so I sleep separately from my husband until our last child is big enough to walk. -> In my community, people wait until their last baby walks before getting pregnant again, so I sleep separately from my husband until our last child is big enough to walk 3. I use an implant to space births because my best friends space their births this way. -> I know that implants are effective, so I use one to space births. 4. Women who practice family planning are smart, so I practice family planning. -> In my community, people believe women who practice family planning are smart, so I practice family planning. 5. If a woman has relations during her period, she cannot become pregnant, so I use this method to prevent pregnancy. -> In my community, people believe that having relations during a woman’s period is a good way to avoid becoming pregnant, so I use this method to prevent pregnancy.     **Closing:** To close the activity say that there is very often confusion about the differences between norms and attitudes/beliefs. And it is important to recognize the difference because how you treat attitudes programmatically may be different than how you treat norms programmatically. We’ll be coming back often to this distinction. | | |
| **25** |  | | | **SPEAKER NOTES:** There are two types of social norms we focus on during this course. Here’s a nice example of the two types of norms in action around the norm of always washing your hands before eating.  **Ask participants**:   * What do you see in each image? (What others do is a descriptive norm, represented in this case by children seeing others washing hands. What is considered appropriate behavior is an injunctive norm, in this case being told by your teacher or parent to leave the table and wash hands before rejoining. * Think of yourself as a child. How did descriptive and injunctive norms about handwashing before eating influence your behavior? | | |
| **26** |  | | | **NOTE TO FACILITATOR**: Read the slide content. Ask participants if they have an example of a descriptive and an injunctive norm. | | |
| **27** |  | | | **NOTES TO FACILITATOR:** Depending on the field of work of the participants, use this slide, which is focused on GVB, or the following slide, which is focused on FP use. Read each statement and ask participants they to write in the chat (or unmute and speak, depending on group size) if the statement describes a descriptive or injunctive norm.  This slide is animated, with one statement showing at a time.  Answers   1. Is an Injunctive Norm: “A husband that does not beat his wife will be thought of as less manly.”   -s a Descriptive Norm: “Most husbands beat their wives in this community.”   1. Is an Attitude/Belief: “I don’t believe it is right for a man to beat his wife.” (Trick question ☺) | | |
| **28** |  | | | **NOTES TO FACILITATOR:** Depending on the field of work of the participants, use this slide, which is focused on FP use, or the previous slide, which is focused on GBV. This slide is animated, with one statement showing at a time. Read each statement and ask participants they to write in the chat (or unmute and speak, depending on group size) if the statement describes a descriptive or injunctive norm.  Answers   1. **Injunctive**. A husband who allows his wife to use FP will be thought of as less manly. 2. **Descriptive**. Most men and their wives use traditional family planning methods in this community. 3. **Trick question-** it is actually an **attitude/belief**. I don't believe that traditional methods work to space births. | | |
| **29** |  | | | **NOTES TO FACILITATOR:** If there is time in this session, implement this as an additional small group activity in break-out rooms. You will need to prepare a Google Sheet for groups to use in report-out. Alternatively, these questions are included in the handout to assign as an individual take-home exercise for discussion at the start of the next session.     1. Each individual/group will offer an example of a problematic behavior that they (or a family member, friend, or colleague) wanted to change in the past, answering the questions on the slide.  * Who were the people you turned to for advice and information on the behavior? * Who were the people who most influenced your beliefs/attitudes or behaviors? * How might or did these people react if you took or did not take their advice? * How might these people react if you change your problematic behavior?  1. Ask for a volunteer to record their responses in the Google Sheet. Alternatively, you could ask each volunteer to report out once the breakout rooms are closed. 2. Guide a reflection on how even for one behavior there may be different reference groups or the same reference group. How do reference groups reward behavior? How do they punish (sanction) behavior that is different from what is a shared behavior? | | |
| **30** |  | | |  | | |
| **31** |  | | | **SPEAKER NOTES:** Let’s take a step back and review the definitions we’ve covered so far. All can influence behavior, whether it is independent (beliefs, attitudes) or interdependent (social norms).  **REFERENCE**: Adapted from CARE, 2017 & Chung & Rimal, 2016 | | |
| **32** |  | | | **NOTE TO FACILITATOR:** You can swap the photo with one that better reflects a typical couple in the participants’ context. In this activity, we’ll address norms as well as attitudes and beliefs—all impact behavior.  **PROCESS:**   1. Read the slide content and ask if participants have questions and resolve them. 2. Organize participants in small groups and explain that in their group we’ll be thinking a bit deeper about knowledge, attitudes, and the two types of norms as well as how they might influence behavior differently. 3. Send participants to their breakout rooms. 4. After 10 minutes, close the rooms and reconvene participants for discussion. 5. Invite reporters to share the group’s key ideas. 6. Further the discussion by asking the group:  * How important do you think these factors are in influencing Adam and his wife’s breastfeeding practice? Why do you think that? * If you were designing a program, how might distinguishing knowledge, attitudes/beliefs, and norms lead you to use a range of program strategies to achieve the behavioral goal of women breastfeeding their infants?  1. Close the activity by explaining that social norms perspectives bring in new elements to programs, meaning that participants will likely need to have new strategies that more explicitly address norms. | | |
| **33** |  | | | **NOTES TO FACILITATOR:** Prepare a Google Sheet by copying this table into multiple tabs (one tab per small group). Share a link to the Sheet in the chat box.  **Activity Process** (20 minutes, including debrief):   1. Organize participants into small groups. 2. Say that we will be putting together everything we’ve learned now and applying the social norms concepts to your own program experiences. [See: Speaker Notes] 3. Tell participants they have 15 minutes to work in small groups. In their small groups, they will choose one project they know well and work through the five concepts on the left of the box. They can use the example on the right as guidance. After 15 minutes, ask volunteers to share their examples. 4. After 10 minutes close the breakout rooms to reconvene participants and activate the sheet with consolidated group work. Invite reporters to share their groups’ work shown on the Google sheet. 5. Invite comments and facilitate a discussion for 10 minutes. Clarify if there is confusion in the participant responses.   [*Before Activity*] We will be looking at behaviors in relation to norms and distinguishing attitudes from norms. You will have 15 minutes to work in your small groups. In these groups, chose one project you know well and work through the five concepts on the left of the box, using the example on the on the right as guidance. | | |
| **34** |  | | | **NOTE TO FACILITATOR**: Send participants to breakout rooms and activate the Google sheet. | | |
| **35** |  | | | **NOTE TO FACILITATOR:** This is an animated slide.  **SPEAKER NOTES:** As we close this session one final thought. We know that norms do not control everything, including specific behaviors. So here is a question.  **Animation 1:** [Show picture and question.] Let’s return to this image and look at the group of women carrying water in the background. Why do people (these women) comply with norm (only women carry water), even if they disagree?  **Animation 2:** Show possible answers.  ALTERNATIVE EXERCISE: Use a clip from Grease or a Bollywood or Nollywood clip that shows gender norms in play. Use a similar line of questioning to unpack gender norms (in this case).  ALTERNATIVE EXERCISE 2: Use a different photo that is typical of what participants may see in their typical home settings, one that allows discussion of norms that most people follow, by whom and why norms get broken, sanctions for not adhering, and (if it comes up) how not only norms influence behavior, but also economic conditions, etc. | | |
| **36** |  | | | **SPEAKER NOTES:** Read slide content and comment that people live their lives within a social context. Their attitudes/beliefs influence norms. Norms influence attitudes and beliefs. Yet all influence behaviors.  It’s complex, and the first thing to do is to be able to distinguish different influences, as that allows us to build better programs focused on social and behavior change | | |
| **37** |  | | | **SPEAKER NOTES:** Here are some examples of the interplay between norms, attitudes, and sanctions. The first example, the behavior of slapping children, is influenced by attitudes, sanctions, and norms that all interact.    [*Read slide.]* | | |
| **38** |  | | |  | | |
| **39** |  | | | **SPEAKER NOTES:** This is a repeat of the earlier slide, to remind us how norms influence behaviors, actually as a range of behavioral outcomes. | | |
| **40** |  | | | **NOTE TO FACILITATOR:** This diagram shows a general socioecological model, with the speaker notes providing examples related to GBV. Speaker note text can be swapped with other examples relevant to the participants.  **SPEAKER NOTES:** To think about the norms within the socioecological model, this visual illustrates how social norms permeate all levels of society. Let's walk through the socioecological model using violence prevention as an example.  At the individual level, you see attitudes and beliefs related to violence.  At the relationship level are expectations related to appropriate sexual behavior among peers or physical violence in the household.    At the community level there are normative expectations that tolerate or oppose sexual violence under certain conditions and that also play out in responses by kinship networks, religious leaders, police, or legal systems.  At the social level underlying inequalities based on gender, religious beliefs, or economic policies all play a role in encouraging or preventing violence. | | |
| **41** |  | | | **SPEAKER NOTES**: This brings us to The Flower.  A sort of inversion of the social ecological model, the Flower visual more clearly defines power and social and gender norms at the heart of the ecosystem. Power and social norms are manifested in the different petals—at individual, institutional, services/resources, and society levels.  Social norms reinforce power status (often power-holders are defined by gender, age, ethnic group).  When projects aim to shift norms, they are essentially changing the balance of power or, more precisely, the power of current power holders. This may result in push back or unexpected consequences.  Because power is at the center, one can assume power holders are operating within and between petals. | | |
| **42** |  | | | **NOTE TO FACILITATOR:** Distribute the handout of the eight features brief.  **SPEAKER NOTES:** What does a norm look and feel like? On the slide are eight features of norms, which probably play out differently for different behaviors. They are important to understand to bring clarity as you design programs.  Feature 1. Norms related to the behavior(s) of interest can be both harmful and protective.  Feature 2. Norms are embedded in a system of structural drivers that intersect and sustain the behavior(s). This includes access to resources; for example, access to healthcare is important to programs that seek to increase healthy behaviors.  Feature 3. Not all norms have the same strength.  Feature 4. Norms can be aligned or misaligned with attitudes.  Feature 5. Norms are sustained by several reference groups with different influence.  Feature 6 . Power-holders may resist—or support—change.  Feature 7. Some people agree and comply with norms, while others do not.  Feature 8. Agency—an individual’s ability to make their own choices—can work in both healthy and unhealthy directions. | | |
| **43** |  | | | **NOTE TO FACILITATOR**: This is a small group exercise. The aim is to help participants to internalize the eight features vis-à-vis a range of behaviors. Participants may continue to work on project applications done earlier or ask them to select one norm and its relation to behaviors that the UPWARD project is aiming to shift. (See next slide on WASH.)  PROCESS:   1. Indicate that, once more, we will go into small groups to do an exercise on the eight features of social norms. The groups will again use the Google sheet to record their key discussion points. 2. Organize participants into the breakout rooms in small groups to explore ways they can apply the eight features of social norms in their program contexts. 3. Indicate that they have 20 minutes to discuss in their groups. 4. Close the breakout rooms and invite volunteers to share the work of their small groups. Spend 10 minutes for this debriefing. 5. Ask if participants found this activity clear. Was there ambiguity? 6. To close, ask how understanding these eight features might influence developing and implementing programs that aim to address the normative environment and foster behavior change. | | |
| **44** |  | | | **Remove from slide deck if participants will be working on norms within their own projects.**  **SPEAKER NOTES:** The norms on the slide were identified during formative assessments for the Uplifting Women’s Participation in Water-Related Decision-Making (UPWARD) Project in Tanzania. UPWARD aimed to shift gendered social norms regarding women’s participation in water decisions by working with community leaders and women’s groups. In addition, local government authority and WASH governance institutions were the site of trainings and reflective discussions on the importance of including women’s voices to empower women with water resources management capabilities and  encouraging greater participation in decisionmaking.  You can use this information, which is also in your handouts, as reference when working in your small groups. | | |
| **45** |  | | | **NOTE TO FACILITATOR**: This is a handout. Copy this table into a Google sheet for participants to use in their small group activity. Insert the link on the slide prior to facilitation. | | |
| **46** |  | | | The norms focus of TJ was to reduce normative barriers by breaking communication taboos and shifting reproductive health-related gender roles. The value-add of the TJ norms focus was both in family planning outcomes, as well as cross-sectoral benefits from TJ’s integration into non-family planning projects. | | |
| **47** |  | | | **SPEAKER NOTES:** Before delving into specific examples, let’s identify the important benefits of adding a social norms focus into SBC programs.   * An enabling environment will support sustained change at scale. * The same norms often drive behaviors within and across sectors. * A social norms focus provides opportunities for collaboration across sectors and allows leveraging of resources that can increase program efficiency.   We’ll talk about each of these in more detail, starting with different techniques. | | |
| **48** |  | | | **SPEAKER NOTES:** Here’s a quick introduction to Tekponon Jikuagou, or TJ, a USAID-funded norms-shifting intervention to address low modern family planning uptake in Benin. TJ was implemented by IRH with CARE International and Plan International between 2010-2017. | | |
| **49** |  | | | **SPEAKER NOTES:** The norms focus of TJ was to reduce normative barriers by breaking communication taboos and shifting reproductive health-related gender roles. The value-add of the TJ norms focus was both in family planning outcomes, as well as cross-sectoral benefits from TJ’s integration into non-family planning projects. | | |
| **50** |  | | | **SPEAKER NOTES:** TJ worked through social connections to reduce the barriers that lead to unmet need. Many demand-creation efforts focus on improving knowledge and attitudes, forgetting the social barriers to people acting on their desire to space births using modern methods. For TJ, formative research had identified and found the importance of gender and social norms related to gender roles that underlay the high unmet need in TJ communities.  The goal of TJ was to create a social environment that enabled married couples to achieve their fertility desires, including by using modern methods of family planning. It was implemented by four local NGOs interested in integrating family planning into their work. The components of the intervention that helped accomplish this were:   * Social mapping with communities, to identify highly influential social groups for family planning behaviors through which to implement intervention activities * Support influential groups in critical and reflective dialogue about social and gender norm barriers and taboos related to family planning * Encourage influential individuals to diffuse new ideas about family planning, share information about barriers to family planning, and mobilize ongoing public dialogue * Link family planning providers with influential groups, allowing correct information about methods and services to flow through influential networks, and encourage their communities to seek information and services * Use radio to expand reach of these new ideas, and build an broader enabling normative environment. | | |
| **51** |  | | | **SPEAKER NOTES:** On this slide, we share quotes from TJ participants explaining the social norms that prevented couple communication about, and use of, family planning.  A husband interviewed said, “I don’t know what my wife thinks about family planning; we have never talked about it. In our culture, men and women should not talk about these things—this is the reason I have never discussed family planning with my wife.”  A wife interviewed said, “There is not one single person in any of my networks who can give me positive information on family planning—they are all against it.”  These quotes capture the difficulty in this normative environment both of discussing and seeking family planning. | | |
| **52** |  | | | **SPEAKER NOTES:** As those quotes illustrated, norms were influencing people to NOT act on their intentions.  In this situation, two of the norms at play were: “in this community, couples do not discuss FP” and “people in this community think that if a husband allows his spouse to use family planning, he is not ‘controlling’ his wife”  The result was that people felt there was peer stigma to talking about family planning as well as to using family planning. By reducing that stigma, and opening space for men to engage in dialogue about their and their partners current and future family planning, TJ helped to address this unmet demand.  The impact was that men’s and women’s family planning use almost doubled in less than a year. | | |
| **53** |  | | | **NOTE TO FACILITATOR**:  As we look at this slide, I want you to remember the slide we presented earlier, that showed how a single norm can impact multiple outcomes. This concept was at play in the multi-sectoral impact of TJ. Because norms, including, for example, those about couples’ communication have relevance in multiple sectors, shifting one norm had implications for outcomes in other sectors.  TJ was integrated into nutrition, literacy training, and water, sanitation, and hygiene projects by four NGOs that aimed to increase their development impact by adding a family planning component.  The addition of TJ had the impact of greater community participation in activities in these other sectors. and the gender norms shifting from male engagement in TJ lead to greater male support for efforts in these other sectors. This diagram shows how the TJ social norms focus lead to shifting in gender inequality and family planning taboo norms that had implications for behaviors in other sectors. | | |
| **54** |  | | |  | | |
| **55** |  | | | **SPEAKER NOTES**: I’m going to introduce the Saleema project, a norms-shifting intervention to stop female genital cutting in Sudan.  [Read the slide content.] | | |
| **56** |  | | | **SPEAKER NOTES**: The aim of this project was to help participants understand how a norms focus can improve project impact, creating an environment that sustains and spreads behavior change over time, in this case by promoting collective abandonment of the practice of FGMC  This case example shows how it is possible to establish a new norm, at scale, using a mix of mass media and community-based reflective dialogue and messaging of the “brand” Saleema.  Bringing new language to re-brand normative drivers of girl child well-being to establish a new, beneficial norm. | | |
| **57** |  | | | **SPEAKER NOTES**: Existing norms around cutting include: Girls are cut to keep them chaste and ensure their virginity until marriage. Cutting also bestows honor on the family as evidence they are raising their girl children well.    Saleema is a word that means pristine, whole, in a God-given condition.    The broad objective of Saleema is to change the way that people talk about female genital cutting by promoting, at the community level, wide usage of new positive terminology to describe the natural bodies of girls and women.    Saleema built on an existing cultural value that had not been applied to cutting. Providing a new way to talk about not cutting—versus talking about the many negative health and other consequences of the most severe form of cutting that is practiced in the Sudan—provided a way to move towards a new norm of not cutting. | | |
| **58** |  | | | **SPEAKER NOTES**: Read the slide content. | | |
| **59** |  | | | **FACILITATOR NOTE:** This slide is hidden and is only intended to be used if you chose to divide the training into two sessions if necessary.. | | |
| **60** |  | | | **SPEAKER NOTES:** Many theories of behavior change are created by researchers and theorists who draw from existing research to develop causal explanations around how norms and other factors influence behavior change. These are usually high-level and useful as you begin to think about designing a program and what others have learned from research. | | |
| **61** |  | | | **SPEAKER NOTES:** Thinking about theory helps in project design. The theories that underpin social norms and behavior change work draw from multiple disciplines.  Across disciplines, these are the key foundations for social norms work.  Read the slide content. | | |
| **62** |  | | | **FACILTATOR NOTE:** Supplemental slides on different research-informed behavior change theories and an exercise are included at the end for groups that are interested in more in-depth look a TOCs.If you are using the supplemental theory slides, insert them after this slide.  **SPEAKER NOTES:**  By one estimate there are over 80 SBC theories, but only a handful are regularly referenced, including those cited in the slide. These are: the theory of planned behavior, social cognitive theory, information-motivation-behavior skills (IBMS) model, trans-theoretical model of change.  **If you are NOT using the supplemental theory slides:** This is just a tiny introduction to these theories. If you are interested in additional slides and resources detailing these theories, please follow up directly with your facilitator.    **If you are using the supplemental theory slides:** The aim of the next set of slides it to quickly share some of the TOCs and think about how they are useful in thinking about NSI programs. | | |
| **63** |  | | | **SPEAKER NOTES:** Read slides | | |
| **64** |  | | | **SPEAKER NOTES:** Thinking about theory does help in project design. Looking across the more prevalent TOCs, certain “good practices” repeat themselves and are shared here.  We look across theories and these are the things we find are important. These are tips for projects based on theory. | | |
| **65** |  | | | **SPEAKER NOTES:** Theories of change (distinct from behavior theories) are more cyclical and interactional and include dynamic, non-linear (changing over time) behavior change processes.  TOCs offer explanations of how a behavior change intervention might work to achieve its aims. It provides an organized framework for how program components and external factors relate to each other and allow programs to predict and then measure outcomes.  How many of your current projects have a program TOC or are guided by a research-driven theory of behavior change? | | |
| **66** |  | | | **SPEAKER NOTES:** So, how are Theories of Change different from other ways we conceptualize change in interventions? [Read slide] | | |
| **67** |  | | | **SPEAKER NOTES:** Programs don’t often use theory in their design, yet some theory is truly useful to designing and evaluating NSI.  The issue is that if NSI is without theory on how norms shift, then how can relevant NSI strategies be defined? And if not defined, it is very unlikely that specific norms-shifting strategies will be defined or measured at the end of the project.  Interventions are often designed without reference to theory (Davies et al 2010, Prestwich et al 2013). Davis et al’s 2015 study of 235 intervention research found less than one-quarter—22.5%—explicitly used a theory of behavior.  Source: Rachel Davis et al., “Theories of Behaviour and Behavior Change Across the Social and Behavioural Sciences: A Scoping Review,” Journal of Health Psychology Review vol. 9,3 (2015): 323-44. | | |
| **68** |  | | | **SPEAKER NOTES:** The Passages Project is using participatory approaches to create program theories of change with implementers and stakeholders.  Here’s an example of a participatorily developed TOC, developed by program implementers. It shows the change pathways emanating from project activities (bottom boxes) to reach the goal (top box). As you can see, it’s quite messy! But this TOC reflects real-life in how implementers think change is happening, including normative changes. | | |
| **69** |  | | | **SPEAKER NOTES:** This is what the same TOC looks like when it is refined.  Not shown in these TOC examples are the program assumptions underlying the change theory, such as minimal civil disruptions (pandemic, MOH, or teacher strikes). Assumptions are important to check at the beginning, midpoint, and end of a project as they can influence expected intermediate effects and outcomes.  An interesting story about the Husbands’ Schools: Because their early change theory was focused on the services use outcome, earlier program evaluations focused on measuring that change, ignoring systematic inquiry about how processes, including gender roles, attitudes, and practices, influenced services outcomes. A big gap! | | |
| **70** |  | | | **SPEAKER NOTES:** The theories of how norms influence behavior change; definitions of concepts including norms, attitudes, and beliefs; and sense of how the socio-ecological structure effects all lay the foundation for norms-shifting interventions | | |
| **71** |  | | | **NOTE TO FACILITATOR:** Only use as starting slide if you are presenting all five modules or want to situate this module within the larger curriculum.  **SPEAKER NOTES:** Going back to our training roadmap, you can see where we are and where we’re going. We’ve now concluded the introduction to social norms and why they matter for social and behavior change. The next module will delve into assessing social norms to inform program design and implementation strategies. | | |
| **72** |  | | | **NOTE TO FACILITATOR:** Read the slide content. | | |
| **73** |  | | | **NOTE TO FACILITATOR:** Read the slide content. | | |
| **74** |  | | | **NOTE TO FACILITATOR:** Read the slide content. | | |
| **75** |  | | | * Social Norms Background Reader: https://www.alignplatform.org/resources/social-norms-background-reader-0 * The Flower For Sustained Health: An Integrated Socio-ecological Framework For Normative Influence And Change * Top 20 Resources On Social Norms: https://www.alignplatform.org/resources/flower-sustained-health-integrated-socio-ecological-framework-normative-influence-and * The Learning Collaborative to Advance Normative Change, Social Norms and AYSRH: Building a Bridge from Theory to Program Design (Washington, D.C.: Institute for Reproductive Health, Georgetown University, 2019). * Ben Cislaghi, “What Are Social Norms and Why Do They Matter for Adolescents?” Learning Collaborative Blog Series, Nov. 26, 2018, https://irh.org/measurement\_1/. * Rachel Davis et al., “Theories of Behaviour and Behavior Change Across the Social and Behavioural Sciences: A Scoping Review,” Journal of Health Psychology Review vol. 9,3 (2015): 323-44, http://dx.doi.org/10.1080/17437199.2014.941722. | | |
| **76** |  | | | * Health Communication Capacity Collaborative, “Social and Behavior Change Communication Theory,” https://sbccimplementationkits.org/urban-youth/urban-youth/part-1-context-and-justification/social-and-behavior-change-communication-theory/. * Craig Valters, Theories of Change: Time for a Radical Approach to Learning in Development (London: Overseas Development Institute, 2015), https://usaidlearninglab.org/sites/default/files/resource/files/theories\_of\_change\_odi\_2015.pdf. * Psychology and behavior. Fishbein & Ajzen. 2012 * Communication theory and health promotion:   + Rimal, Lapinski, Cook, and Real. 2005: https://journals.sagepub.com/doi/pdf/10.1177/0093650205275385?casa\_token=shbGF-Aag6UAAAAA:p2mzTz13JXCuW\_YzfXgmqxBuzXBY-53JOfx0Fg0FbfVsp1cKkKh44ZwUWV6TVtxK3rJwxc7\_LD0gfw   + D. Lawrence Kincaid et al., Communication, Ideation, and Contraceptive Use: The Relationships Observed in Five Countries, paper presented at the World Congress on Communication for Development, Rome, Italy, 2006.   + Kincaid, 2004: Kincaid DL. From innovation to social norm: bounded normative influence. J Health Commun. 2004;9 Suppl 1:37-57. doi: 10.1080/10810730490271511. PMID: 14960403.: https://pubmed.ncbi.nlm.nih.gov/14960403 * Diffusion of innovation:   + Rogers, Everett M. Diffusion of Innovations. 4th ed. New York, NY: Simon and Schuster, 1995. * Systems theory and health promotion:   + Naaldenberg et al 2016. | | |
| **77** |  | | |  | | |
| **78** |  | | | **NOTE TO FACILITATOR:** Prepare an example of a norm that affected you in childhood.  **SPEAKER NOTES:** I would like to start with a very short exercise. I’m sure we all are familiar in some way with the term social norms, or norms.  So for a moment, I’d like you to READ the slide, and think about an example of this in your life.  While you’re thinking, I’ll offer an example …. | | |
| **80** |  | | | **NOTE TO FACILITATOR**: This is an opportunity for participants to reflect on the results of their discussion. | | |
| **81** |  | | | **HOMEWORK ASSIGNMENT!**  Finally, ask each group member to select a minor social norm and publicly violate it before the next class. Encourage them to be bold, but also to be considerate of others and not take unnecessary risks. Remind them that they don’t need to be offensive or rude to generate responses by breaking a social norm; indeed, the most interesting results often happen when the rule seems trivial and yet generates reactions from others.  For example, although there is little or no reason to do so, virtually everyone faces the door when riding in an elevator. Students could take an elevator and face the back or side walls in a shared elevator. Even this minor social transgression is likely to produce stares and comments. Ask students to note others’ reactions as well as their own thoughts and feelings and then report back to the class.  Let participants decide their norms-breaking experiment and ask them to talk about it the next day.  If a one-day session, ask participants to try this experiment out during break times. | | |
| **82** |  | | |  | | |

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| **83** |  | **SPEAKER NOTES:** There are five components that directly affect behavior: Similar to the theory of reasoned action/theory of reasoned behavior, the most important component is intention. Without intention to do so, an individual is unlikely to carry out a behavior. Behavioral intention is determined by attitude, perceived norms, and personal agency (self-efficacy/perceived power).   * Intentions predict behavior. * Individual attitudes, perceived social norms, and perceived agency influence intentions. * Descriptive and injunctive norms influence intentions * Other determinants of behavior/non-normative exist, including:   + Environmental/structural constraints.   + Individual.   + Habits. * NSIs should address intention via the above factors.   An individual needs the knowledge and skills to carry out the behavior.  The behavior should be salient to the individual (that is, important to the person and at the forefront of their thoughts).  There should be few or no environmental constraints that make behavioral performance difficult.  With experience performing the behavior, the behavior will become habitual for the individual. |
| **84** |  | **SPEAKER NOTES:**   * Communication’s role in formulating perception about prevalence of a given behavior. * Norms are part of ideation, specifically a person’s subjective interpretation of communication of an idea. * Intention linked closely to behavior. * Critical drivers: Ideation, diffusion, and bounded normative influence. |
| **85** |  | **SPEAKER NOTES:**   * How a behavior spreads from a small group to a larger group or population. * S-curve rate of adoption over time. * Innovation (normative shift) should become self-sustaining after a critical mass or tipping point is reached. * Although 100% of a population is rarely/never reached. |