MODULE 4

**Measuring Normative Shifts in Complex Environments**

IN-PERSON 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, which 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 NOTES:** This training is part of a five-module course on norms-shifting interventions; as a note, when we say norms-shifting interventions, or NSIs, we mean those that are 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. |
| **4** |  | **SPEAKER NOTES:** We have reached our fourth module on Measuring Normative Shifts in Complex Environments |
| **5** |  | **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:** Read slide. |
| **6** |  | **SPEAKER NOTES:** This section focuses on how the different elements of monitoring, evaluation, and learning support NSI.  NSIs operate within complex social systems and thus can lead to unexpected effects, including social opposition as projects begin and new social possibilities for communities to explore by the time a project ends. For example, after critical reflection on new ideas, communities may take off with a new normative idea, or they may strongly oppose it, or both reactions could occur simultaneously.  These kinds of dynamics define how monitoring, evaluation, and learning of NSIs differ from other projects. In this section…   * We will provide an overview of monitoring and evaluation and examine strategies to gather and use information to improve NSI implementation in complex contexts. * Then, we will focus on project monitoring and rapid studies, which provide a basis for learning and adaptive management of NSI during implementation. We will discuss how monitoring in complex social context implies looking for signs of norms change and addressing social pushback, opposition, or other unanticipated outcomes as they emerge. We will consider how conducting rapid learning studies allows for real-time assessment of NSI strategies. Both provide data for decisionmaking that is organized at different points in project implementation. * Then, we will discuss the evaluation of normative shifts, moving to… * A discussion of measurement where we will examine quantitative and qualitative approaches to measure normative change resulting from NSI project implementation. |
| **7** |  | **NOTE TO FACILITATOR:** This exercise is aimed helping the participants self-assess their level of understanding of MEL concepts. The results of the exercise can help the facilitator adjust “on the go” or decide to emphasize or de-emphasize points throughout depending on the participants’ level of experience with MEL.  Exercise  Moving survey: How much understanding you have in monitoring and evaluation and learning?  Preparation  Prepare a flip chart to note the results of the moving survey.  Process  Have participants line up on the same imaginary line. Tell them to gauge how much understanding of the three concepts they have.  MONITORING: Tell them that if they stand by the chair, it means that they have “very good understanding.” If they stand at the door, it means that they have “no understanding at all.” They can place themselves anywhere in between and must do so without talking to one another. Once they have placed themselves, ask a few participants why they are standing where they are standing. Choose participants from different parts of the line, asking various people to explain:   * Why they feel they have “little to no understanding” * Why they have “some understanding” (ask, “What do you understand? What do you want to know more about?”) * Someone else to talk about why they have a lot of understanding of monitoring and evaluation.   On the flip chart note how many participants have “no understanding,” how many have “some understanding,” and how many have “very good understanding.”  Repeat this exercise for EVALUATION.  Repeat this exercise for LEARNING.  Discussion and Closing  Points to bring up in the discussion and wrap-up:   * Monitoring and evaluation is a more systematic way to do what many of us already do in terms of tracking project implementation and assessing performance or impact. Many people underestimate the experience and understanding they have of these issues. * In this room, there is a lot of experience and understanding with monitoring and evaluation already. We will make sure to build on this as we discuss monitoring and evaluation of NSI. And we encourage you to make use of this knowledge and learn from each other. * We’ll also bring in throughout a focus on LEARNING from monitoring and evaluation and using information for decisionmaking throughout a project. As you’ll see, NSI in particular should build learning into their monitoring and evaluation systems. |
| **8** |  | **NOTE TO FACILITATOR:** This slide is hidden and intended to help you plan this training. |
| **9** |  | **SPEAKER NOTES:** Let's start our discussion with a refresher on basic social norms concepts from our curriculum. |
| **10** |  | **SPEAKER NOTES:**  Social norms are different from individual attitudes or beliefs—not what I believe, rather what I think that others believe.  Example: I believe it is good to use family planning. I believe that others believe family planning use is good/not good.  The second sentence represents what others expect or want me to do; this creates a norm of what is appropriate behavior.  The “others” form part of a person’s *reference group* (next slide). |
| **11** | |  | **SPEAKER NOTES:**  Social norms are context-specific and defined in relation to a reference group—those who matter to an individual in a specific situation. Reference groups are the influential people, individuals, or peer groups that sustain community beliefs around social norms. Some people define the reference group as a valued social group that can exert a considerable amount of influence on behavior. Reference groups:   * Give information and advice. * Influence attitudes, behaviors, and decisions of a specific group. * Can reward or punish behavior. * Are considered community authorities or influential persons in a group.   Power holders within reference groups are those who have disproportionate influence on the behaviors and beliefs of a group—for example, they can enforce sanctions for deviation from norms. |
| **12** |  | **SPEAKER NOTES:** Read slide. |
| **13** |  | **SPEAKER NOTES:**  This slide shows the lens of SBC that is normatively focused.  WHO – Focus on community.  HOW – Normatively oriented.  WHAT – Safe spaces and critical reflection. Not focused only on the target group’s behavior but influencers of the target group.  AIM – Changing power dynamics is at the center of norms change—power over, power to, power within, power with.  DESIGN – Too often we assume which norms have the biggest influence, but better to ask the community. Diffusion—where a sufficient number of members adopt a new behavior, attitudes, or belief—is critical to achieve a tipping point of normative change. |
| **14** |  | **SPEAKER NOTES:** Let's start our discussion with an overview of monitoring and evaluation. Before we start, from your experience, what are key differences between monitoring and evaluation (M&E)? |
| **15** |  | **NOTE TO FACILITATOR:** After the discussion on the earlier slide, present this slide with definitions.  **SPEAKER NOTES:**  Monitoring is…   * Systematic and routine process of gathering information from different parts of a program. * Usually focused on short-term outcomes. * Generally conducted by people involved in the program.   Evaluation is…   * Assessment of an entire program cycle. * Usually long-term. * Often conducted by impartial outsiders with M&E background. * Can also be participatory, with insiders having historical and contextual knowledge and implementation experience |
| **16** |  | **SPEAKER NOTES:**  Now let’s think about M&E of NSIs: How might classic M&E need to be adjusted for NSI?  As we have been discussing, NSI operate in complexity. There are additional elements to track or monitor.  [Read through key points in the slide.]  One of the important gaps in NSI evaluation is that norms are not often identified as projects begin, rather they are assumed.  [Read through key points in the slide.]  In addition, while activities may be designed to be norms-shifting, they are not articulated as such and so are lost or forgotten when evaluation occurs. |
| **17** |  | **SPEAKER NOTES:**  Let’s talk about the influence of complex environments. What does this cartoon tell you about project design, implementation, and evaluation?   * Well-articulated design and goals (Panel 1). * Shifts in the environment that influence original plans (Panels 2,3,4,5). * When the moment for endline evaluation arrives,…. (Panel 6). |
| **18** |  | **SPEAKER NOTES:**  The way that complex systems operate give us some clues to what to expect:   * For one, expect the unexpected! * As various parts of the system interact, some or parts of systems may move more quickly than others, and unintended outcomes will present themselves. Tailor your approach to account for this, and pay attention to local context. * Frequent monitoring helps implementers to keep track of events as they unfold and to react to them. * Monitoring provides real-time information that allows not only tracking, but reacting, including adjusting strategies to ensure the NSI continues to move towards its end goals.   Example: We know to expect some community reactions, such as social pushback from communities when men take on a larger portion of the household chores. But the form in which pushback will manifest are not always predictable. While a man’s parents may protest to those promoting new ideas and say it is “unmanly” to help his wife, there may be other reactions, such as his work colleagues telling him it’s a positive thing. These competing views help programmers further norms discussions. Unless you are actively looking at how communities react, you many never identify new opportunities to move the NSI project agenda forward.  This also goes for adapting NSI. If there are possibilities to engage new allies such as teachers in norms-shifting work, then small adaptations might make the project more effective. A project could initiate work in schools to gain leader support and then move to working with parents.  As project activities deepen in communities, the complex environment may shift over time, and a new round of activities may be possible, e.g., bringing parents, teachers, and students together. |
| **19** |  | **SPEAKER NOTES:**  In recent years M&E has evolved into MEL.  Focus on learning is incredibly important when working in complex environments—looking actively for changes in the environment that influence implementation.  This also makes learning important when working in the normative space, particularly regarding how communities receive and react to NSI implementation.   * [Read slide.] |
| **20** |  | **SPEAKER NOTES:**  We’ve identified “moments” when MEL comes into play in the NSI project cycle from design, to monitoring, to assessing impact. The moments are in addition to monitoring done as a matter of course for SBC programs.  During formative assessment, we will want to identify specific norms, assess their strengths, and identify opportunities for intervention.  During monitoring, we want to monitor activities, observe signs of norms change, and observe backlash.  For evaluation of impact, at baseline, we’ll measure and verify social norms and look for intervention opportunities. At endline, we will assess shifts in norms and how norms correlate with attitudes and behaviors.  During this session we’ll provide guidance on how to measure norms both qualitatively and quantitatively. |
| **21** |  | **SPEAKER NOTES:** Project monitoring is not just about activity tracking.  Optional: Ask the audience what comes to mind when they think about project monitoring. Their answers can be single words or concepts |
| **22** |  | **NOTE TO FACILITATOR:**  This slide is animated—show the title and ask the group: “what do you think a focus on monitoring shifts in norms allows programs to capture?” After some discussion among participants, animate the points on the screen one by one to share with the group. At the end, after sharing the points, you can engage the group again by asking: “In your own project experiences, which of these are typically tracked in project monitoring systems?”  **SPEAKER NOTES:**  First, monitoring broadly allows programs to learn about how program activities are implemented, if it is going as planned, and what issues arose and how they were dealt with. Given the NSI objective of catalyzing social changes in communities and broader social systems, NSI monitoring goes beyond the first question. For monitoring norms at a high level, you want to look for signs of norms shifts, signs of changes in social support (or backlash), and how this is impacting programs and their participants and actors.  **REFERENCE:**  Mercy Corps, *Managing Complexity: Adaptive Management at Mercy Corps*, 2020, https://www.mercycorps.org/sites/default/files/2020-01/Adaptive%20management%20paper\_external.pdf. |
| **23** |  | **SPEAKER NOTES:**  Here we provide a framework for what to monitor about norms in programs, referred to as signs of shift in norms.   * The first is perceived change in the prevalence of a norm or when it’s no longer common (typical) to do something. So, if people start to believe that it’s become common not to follow the norm, this change can indicate the norm is shifting. * The second is perceived change in the social support (or backlash) for behaving outside a norm and by whom. Changes in these perceptions of approval or disapproval can indicate a norm is shifting. * And finally, disagreement about a norm. Social norms are shared beliefs about which behaviors are common and appropriate within a group. If individuals’ beliefs start to differ from one another so that there is no longer consensus around a norm, it can indicate a norm is shifting.   **REFERENCE**:  The Learning Collaborative to Advance Normative Change, *Approaches & Insights for Monitoring of Shifts in Social Norms* (Washington, DC: Institute for Reproductive Health, Georgetown University, 2020). |
| **24** |  | **SPEAKER NOTES:**  For this same framework, presenting initial signs of norm change, we provide some sample questions.   * The first is perceived change in the prevalence of a norm or when it’s no longer common (typical) to do something. So, for example of child marriage, a sample question might be: Do you think that most girls [population of interest for this intervention] in your community marry before age 15? Has this changed over time? Why/why not? * The second is perceived change in the social support (or backlash) for behaving outside a norm and by whom. For this example, a question could be: Would girls be spoken about negatively in your community if they did not marry by age 15? By whom? * And finally, a sign of change is that there is no longer consensus around a norm. For this example, a sample question could be: Do people disagree about whether most girls marry before age 15 or whether girls would face social backlash if they delayed marriage until they are older than 15?   **REFERENCE:**  The Learning Collaborative to Advance Normative Change, Approaches & Insights for Monitoring of Shifts in Social Norms (Washington, DC: Institute for Reproductive Health, Georgetown University, 2020). |
| **25** |  | **SPEAKER NOTES:**  Shifting norms is a process that takes time. As it is unlikely to see complete norm transformation within short project timelines, it is useful to design monitoring systems to better understand the change process. Compared with quantitative data, qualitative data provides more nuanced insights into how norms change, sticking points, and what is working well. Both quantitative indicators and systems and qualitative data can yield helpful insights for monitoring norms shifts. |
| **26** |  | **SPEAKER NOTES:** Read slide. | |
| **27** |  | **SPEAKER NOTES:** Read slide. | |
| **28** |  | **SPEAKER NOTES:**  *Organized diffusion* is a process for how an innovation (in idea or practice) spreads widely within a group of people. Diffusion is used to understand how changes are spreading through the population—beyond those directly participating to enough others to bring about widespread collective-level change. Projects can have planned diffusion strategies, and diffusion also happens outside of project outputs and in unpredictable ways, especially for social change. Hence, **diffusion of norms change is complex and difficult to track through routine program monitoring.** Programs with organized diffusion as a strategy can, however, monitor some of the ways they expect those changes to unfurl, which can help teams to understand norms shifting over time when combined with evaluation research. | |
| **29** |  | **SPEAKER NOTES:**  Depending on where you are in your program, you can embark on integrating indicators to track shifts in norms in different ways, considering what’s possible for you. We suggest you:   1. Assess how you are currently capturing shifts in norms, if at all. 2. Consider where you are in your program’s implementation (design, mid-implementation, nearly complete) and what’s feasible to adjust and learn about. 3. Develop indicators that reflect your existing program’s logic model/theory of change to support capturing shifts in norms. 4. Integrate the indicators in your program’s MEL plan. Consider the type of indicator and shifts in norms you seek to monitor. 5. Reflect on the best methods for your program to collect information on each indicator and make a plan.   **REFERENCE**:  The Learning Collaborative to Advance Normative Change and Breakthrough ACTION, Getting Practical Integrating Social Norms into Social and Behavior Change Programs, 2021, <https://www.alignplatform.org/sites/default/files/2021-01/getting_practical_tool_january_2021_english.pdf>. | |
| **30** |  | **NOTE TO FACILITATOR:** This is an optional slide.  **SPEAKER NOTES:**  Here is a nice example of how to collect information from learning reflection meetings with staff.  Left-hand column reflects key strategies of the Growing Up Great! approach.  Top row guides reflections for different strategies.  While it is the combination of strategies that makes the approach work, it is often more practical to reflect on different strategies separ, as their contexts may differ. In this example, some activities are implemented in school settings, others in community and health center settings.  Here is an example of reflecting on a project issue in one area and testing a new way to implement it. | |
| **31** |  | **SPEAKER NOTES:**  In this next section, we’ll be talking about applying learning agendas. Learning agendas, in essence, are a set of questions directly related to project work that practitioners aim to answer through the course of the work. Answered, they enable projects to work more effectively. Learning agenda questions tend to focus on understanding the "how" and "why" beyond the basic outcomes and results so that you can learn, adapt, and be more effective in your work. | |
| **32** |  | **SPEAKER NOTES:**  Let's move on to another learning approach during implementation: learning studies.  A learning agenda is:   * A set of broad questions. * Directly related to the work. * Which, when answered, enables the project to work more effectively. * Prioritizing questions in the short term and the long term.   Learning questions 🡪 Prioritized and often with “thematic areas.”  Learning activities 🡪 Efforts such as rapid monitoring and assessment studies, targeted strategy evaluation, data parties (to make sense of data), learning reflection sessions.  Learning products 🡪 Often interpretive and tailored to specific questions; can include slide decks showing monitoring and other data in visual ways (data visualization); rapid reports/briefs, webinars to share results and discuss. | |
| **33** |  | **SPEAKER NOTES:**  In IRH projects we often establish learning agendas to provide a focus for small studies that answer critical issues, such as those shown on the slide:   * Testing of existing or new strategies. * Strategies’ ease of implementation. * How beneficiaries appreciate (or not) the NSI strategy. * Whether activities are leading to expected social, behavioral, structural, or other shifts.   Strategy testing can be done using rapid studies, which are small and fast.   * For example, in one rapid study in Benin we wanted to learn how volunteers were doing facilitating stories and games that engaged groups in reflective activities. We asked field staff to collect information from frontline workers (volunteer-facilitator self-assessments of their capacity to facilitate stories and games used by the NSI to engage groups in reflective activities) as they made supervision visits. * In another rapid study in Benin, we wanted to test a project strategy to use radio call-ins to discuss women’s and men’s roles in planning their families. We asked field supervisors to listen to weekly call-in shows over three months to monitor questions and answers and tone of the callers (to learn if women and men were participating equally and to assess if callers were moving toward gender equality or not). | |
| **34** |  | **NOTE TO FACILIATOR:** This exercise is aimed at discussing the use of learning agendas and rapid studies in participants’ past experiences.  Process   * Organize or allow the application to automatically divide the participants into small breakout groups for a reflection on and discussion of the two questions on the slide. Each group should have a facilitator. * Suggest that each group designate a note taker to record their key discussion points. * Participants will then share their answers in plenary.   Discussion and Closing  Learning agendas can help focus project resources used to build understanding of what is going on in communities receiving the NSI.  Rapid studies don’t have to be elegant, just systematic enough to allow you to draw conclusions and answer critical questions that you might have.  In the end, they can greatly improve the performance of a project, as they can lead to strategy adjustments that can influence impact. | |
| **35** |  | **SPEAKER NOTES:** Here’s a quick introduction to TJ, a norms-shifting intervention to address low modern family planning uptake in Benin. TJ used a learning agenda to inform its scale-up phase. | |
| **36** |  | **SPEAKER NOTES:** *Read slide.*  TJ is a social norms intervention that aimed to address low uptake of modern FP methods. To do so, TJ sought to shift:   * Norms concerning family size. * Norms concerning family decisionmaking for seeking health care, including communication taboos for couples and gender roles related to seeking reproductive health care. * Norms concerning community approval of family planning use.   TJ was integrated into projects in other sectors, which offered cross-sectoral benefits, as some of the norms addressed underlaid behaviors in more than one sector. | |
| **37** |  | **SPEAKER NOTES:**  This slide provides an overview of the five components of the social network package of TJ. It portrays the components of the package we developed.   * Communities identify socially influential groups and individuals through mapping and ranking exercise. * Groups, including these influential individuals, engage in reflective dialogue. Ideas from this reflective dialogue are then encouraged to be shared outside the group, allowing them to be diffused. * Influential people engage their communities to address unmet need for FP, by identifying actions they can take to help others in the community identify and overcome barriers. * Radio expands exposure to stories and discussions through broadcasts, supporting the social acceptability of discussing and using family planning * Family planning providers, who participated in the community mapping exercise, link with influential groups to answer questions about family planning. Influencers may also link community members with these providers for FP services.   Each of these components have accompanying How to Guidelines, which provide instructions and guidance for implementation. | |
| **38** |  | **SPEAKER NOTES:**  Here is an example of selected questions from a learning agenda for the TJ project, used during an 18-month scale-up/expansion phase.  TJ is a social network diffusion approach designed to break social barriers that stop men and women who want to space births from doing so, often for fear of social disapproval and sanctions within their couple, family, and peers.  The approach worked very well in its pilot phase. In the scale-up phase there were concerns that the NGOs who wanted to try TJ did not actually work in health, but rather in literacy, WASH, and nutrition at the community level. And none had worked with men. So, our key question was could the approach work and have the same effects when scaled up by a new set of NGOs?  These selected critical learning questions looked at:   * How implementing organizations could maintain gender-synchronized approaches and what challenges and lessons were learned while using such approaches. * What social and other changes happened in the communities where TJ was implemented.   Using these questions, along with others, we could plan different rapid studies over two years to answer them. | |
| **39** |  | **SPEAKER NOTES:**  Using TJ as our case study, we’ll start thinking about how monitoring and rapid studies might answer TJ’s learning questions. We’ll think about the following:   1. What are potential methods for collecting information? 2. Who would be responsible for conducting studies? 3. Who would be responsible for making program adjustments? | |
| **40** |  | **NOTE TO FACILITATOR:** Divide participants into breakout groups of about eight people (depending on the size of the full group) and ask them to consider the three questions below, with an eye to how they can answer TJ’s four learning questions (participants can refer to handouts to find both the questions they’re answering and the TJ learning questions).   1. What are potential methods of collecting information? 2. Who would be responsible for conducting studies? 3. Who would be responsible for making program adjustments? | |
| **41** |  | **SPEAKER NOTES:**  For the TJ learning agenda, we wanted to know if the TJ approach could be implemented by new NGOs. This is an example of how the learning study looked at this question, namely by implementers assessing their ability to offer TJ activities, including gender synchronized approaches. This is an example of the questions you just answered in our activity.   * **Q:** What are potential methods for collecting information? **A**: A rapid quantitative survey. * **Q**: Who would be responsible for conducting studies? **A**: The NGOs asked facilitators to complete this study. * **Q**: Who would be responsible for making program adjustments? **A**: NGOs used this information to offer refresher trainings on gender synchronized approaches, which facilitators reporting being less comfortable delivering.   This is just to give you a flavor of how learning can be organized to occur throughout a project cycle. These rapid studies provide real-time information to address problems and improve performance. | |
| **42** |  | **SPEAKER NOTES:**  For the TJ learning agenda, we wanted to know about social and other changes emerging as the scale-up of TJ was implemented by new NGOs. This is an example of how the learning study looked at this question using guided reflections   * **Q**: What are potential methods for collecting information? **A**: Guided staff reflections, where it was found volunteers were being criticized by peers. * **Q**: Who would be responsible for conducting studies? **A**: NGOs implementing TJ conducted these guided reflections. * **Q:** Who would be responsible for making program adjustments? **A**: NGOs used this information to offer discussion sessions with frontline workers on how to manage opposition. These solutions included:   + Having supervisors talk with groups and community leaders about the important service that volunteers freely offer.   + Having frontline workers role play with their supervisors to practice responding to negative reactions.   This is just to give you a flavor of how learning can be organized to occur throughout a project cycle. These rapid studies provide real-time information to address problems and improve performance. | |
| **43** |  | **SPEAKER NOTES:**  Before we move to the next section, on evaluation, what are some key takeaways on learning and use of learning agendas?  [*Allow participants to answer either in person or in the chat box before clicking through bullet points on screen*.] | |
| **44** |  | **NOTE TO FACILITATOR:** This slide is hidden and intended to help you plan this training. | |
| **45** |  | **NOTE TO FACILITATOR:** If this presentation will be delivered in two parts, this is where the second part will begin. Based on your audience and first session, decide which of the “overview of social norms slides” section you will repeat here to remind participants of basic concepts.  **SPEAKER NOTES:**  Now that we’ve discussed monitoring norms-shifting interventions and using the information we gather to improve program implementation, let’s shift our focus to evaluation.  Evaluation will often encompass baseline and endline surveys. In order to generate useful information about NSIs, we need good measures (i.e., ones that are valid and reliable) for social norms. | |
| **46** |  | **SPEAKER NOTES:**  As we discussed earlier, we’ve grouped “moments” when MEL comes into play in the project cycle, from design to monitoring to assessing impact.  For evaluation of impact, at baseline we’ll measure and verify social norms and look for intervention opportunities. At endline we will assess shifts in norms, and how norms correlate with attitudes and behaviors.  Let’s review how to assess shifts in norms and measure norms both qualitatively and quantitatively. | |
| **47** |  |  | |
| **48** |  | **SPEAKER NOTES:**  Something that is often confused: individual attitudes versus social norms. Here you see that the first example question assesses an attitude, while the other two measure norms. | |
| **49** |  | **SPEAKER NOTES:** A norms measure should….   1. Assess beliefs about what others do and what others approve of (what is typical and appropriate) 2. Take into account the reference group, those who influence one’s compliance with the social norm 3. Consider what sanctions maintain a norm, or the social regulation of anticipated approval or disapproval by others. | |
| **50** |  | **NOTE TO FACILITATOR:** Animated slide  **SPEAKER NOTES:** This slide presents a summary of characteristics of a promising social norms measure.   1. A promising measure refers to a specific scenario and expected outcome. (*CLICK for animation*) 2. It is specific about the behavior. (*CLICK for animation*) 3. And about the reference group for that behavior. (*CLICK for animation*) 4. It may measure both injunctive and descriptive norms. (*CLICK for animation*) 5. And will sometimes consider sanctions, or rewards or punishments associated with adherence to the norm. (*CLICK for animation*) 6. The measure may take different forms, such as single item, scales or indices, or vignettes. (*CLICK for animation*) 7. Sometimes collective norms are measured. With this method researchers aggregate attitudes (or behaviors) at a group level (such as a community) and develop a variable that represents the combined attitudes or behavior to use as a norms measure.   **REFERENCE**:  Learning Collaborative to Advance Normative Change, Resources for Measuring Social Norms: A Practical Guide for Program Implementers (Washington, DC: Institute for Reproductive Health, Georgetown University, 2019). | |
| **51** |  | **SPEAKER NOTES:**  Norms can be measured:   * Using different formats, which include single-item questions, scales, vignettes, focus group discussions, in-depth interviews, and participatory methods * Directly or indirectly. * And by taking into account their key components (injunctive or descriptive norm, reference group, sanctions, strength, and sensitivity).   We’ll talk about each of these in more detail, starting with different techniques. The combination of measurement techniques will be dependent on how the MEL is designed. | |
| **52** |  | **SPEAKER NOTES:** Now that we’ve discussed monitoring norms-shifting interventions and using the information we gather to improve program implementation, let’s shift our focus to evaluation.  Evaluation will often encompass baseline and endline surveys. In order to generate useful information about NSIs, we need good measures (i.e., ones that are valid and reliable) for social norms. | |
| **53** |  | **SPEAKER NOTES**:  One commonly used technique for measuring social norms is the single item measure, which asks respondents about one construct. Here is an example of a single item measure of a social norm and how common it is in the surveyed population. [*READ SLIDE*.] | |
| **54** |  | **SPEAKER NOTES:**  Scales measure levels of intensity, like how much a person agrees or disagrees with a particular statement.  Here you see an example of a scale. Statements reflecting gender norms are read and respondents asked to say how common is the belief within their community.  [READ one item/ statement in the table. And the percent of the community that agreed with the statement.]  This is from work in Nepal by Cari Jo Clark and colleagues.  **REFERENCES:**  Cari Jo Clark et al., “Social Norms and Women’s Risk of Intimate Partner Violence in Nepal,” Social Science and Medicine 202 (2018):162-169, https://doi.org/10.1016/j.socscimed.2018.02.017. | |
| **55** |  | **NOTE TO FACILITATOR:** N/A  **SPEAKER NOTES:**  Vignettes are a popular way of measuring social norms because they allow you to capture social context and nuance. They can be used in both qualitative and quantitative data collection. Vignettes present a short, hypothetical scenario and then ask respondents questions about the scenario.  Tips for vignettes include making sure you:   * Develop one vignette for each behavior. * Develop a group discussion guide. * Include common situations and characters that cannot be linked with real individuals. * Include reference groups.   Study participants like them, but they take some effort to develop to make sure they are accurate for the context, and they take more time to analyze.  On the right is a formula example to create a vignette | |
| **56** |  | 1. **SPEAKER NOTES:** Here is an example of a vignette from CARE’s work in Ethiopia on child marriage. 2. [*Read Through the Example*] 3. [*Click for animation*] 4. Rehima is a 16-year-old student who lives with her parents. She attends school and helps her mother with household chores. One day Rehima’s cousin Hindiya comes over to visit Rehima’s family. Hindiya and Rehima 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. 5. In a vignette, you would now ask the following questions to respondents: 6. [Click for animation] 7. What would most adolescent girls in Rehima’s position do in this situation?   [Click for animation]   1. What would Hindiya and most other girls expect Rehima to do in this situation? 2. [*Click for animation*] But Rehima doesn’t want to marry young. She announces that she does not want marry at this age. Additional questions to be asked include:  [*Click for animation*] 3. What would Hindiya and most other girls say about Rehima’s decision?[*Click for animation*] 4. Would the opinions and reactions of her peers make Rehima change her mind about refusing the marriage?[*Click for animation*] 5. Are there any circumstances where it would be considered more or less acceptable for Rehima not to get married at her age? | |
| **57** |  | **NOTE TO FACILITATOR:**  Each response is animated. Click for each one to show up so that you can easily read through the examples on the screen.  **SPEAKER NOTES:** These are some of the responses the previous vignette example could generate.  [*Read through responses*.]  As you can see, this technique yields rich information on descriptive and injunctive norms, sanctions, and exceptions. | |
| **58** |  | **SPEAKER NOTES:**   1. Now let’s look at measures from a different angle—indirect and direct measures. | |
| **59** |  | **SPEAKER NOTES**  A useful way to think of norms measures is whether they are indirect (proxy) or direct approaches.  Indirect measures or proxies assess attitudes, intentions, and behaviors or practices.  Direct measures assess social expectations of what others do. They measure descriptive norms, or respondent perceptions of what others do, and injunctive norms, or respondent perceptions of what others should do.  Next, we’ll show you some examples of direct and indirect measures for two behaviors: child immunization and health care utilization. | |
| **60** |  | **SPEAKER NOTES:**  Behavior: child immunization   * Descriptive norm that can be measured by the percentage of respondents believing most children in the community are not vaccinated. * Injunctive norm that can be measured by the percentage of respondents believing religious leaders oppose vaccination.   Behavior: Healthcare Utilization   * Descriptive norm that can be measured by the percentage of respondents believing that mothers in town take their children to the clinic. * Injunctive norm that can be measured by the percentage of respondents believing fathers who take their children to clinic are “weak.” | |
| **61** |  | **SPEAKER NOTES:** And here you see the type of indirect indicators used to assess norm change. These are often collected in knowledge, attitudes, and behavior surveys, or KAB surveys, and the collected information is used to create a composite measure or index representing collective norms.  The concept of bounded social space is important for measurement and will be project dependent. A social space is a physical or virtual space whose boundaries are defined by the evaluator, such as a social center, online social media, or other gathering place where people gather and interact.  An index is a composite measure that summarizes responses from statements/questions based on their empirical relationship to norms.  Here’s an example.  [*read through table*] | |
| **62** |  | **SPEAKER NOTES:**  We started our discussion comparing descriptive and injunctive norms and the differences between them. Let's return to them and focus on indicators of each to close out this part of the presentation.  It is good to distinguish between these two norm types because 1) they may have different influences on a behavior and 2) programmatically, an SBC intervention might treat differently normative beliefs that are descriptive (what others do) versus injunctive (what others think you should do and if not…). | |
| **63** |  | **SPEAKER NOTES:**   * Here you can see one formula for crafting questions to measure descriptive and injunctive norms and an example for each. Direct measures include questions about descriptive norms (what you think others do) and injunctive norms (what you think others approve of). * [*READ SLIDE*] | |
| **64** |  | **SPEAKER NOTES:**  Here is an example of a measure of a descriptive norm related to female genital mutilation/cutting (FGM/C).  [*READ SLIDE*] | |
| **65** |  | **SPEAKER NOTES:**  And now an example of an injunctive norm related to FGM/C.   * [READ SLIDE] | |
| **66** |  |  | |
| **67** |  | **NOTE TO FACILITATOR:** The aim of this slide is for the participants to discern and consider practical ways of measuring descriptive and injunctive norms. The measures presented are have common errors, and you’ll ask the participants to fix them.  Display one question at a time and ask participants:   * How would you improve it? * Which are direct and indirect measures?   ANSWER KEY   1. Revised measure: Do most pregnant women in your community eat last? OR Do you think most/some/no pregnant women in your community eat last? 2. Revised measure: Do most/some/no religious leaders in your community feed their children eggs? AND Do most/some/no friends in your community feed their children eggs every day? 3. Revised measure: Of the upper-form girls in your school, would you say none/a few/most/all wear face masks? 4. Revised measure: Do all/most/some/none of your mother support group members/grandmothers in your community/mothers-in-law in your community approve of breastfeeding until the child is 2 years? 5. Revised measure: Would all/most/some/none of your family members disapprove if you ate before your husband? AND Would all/most/some/none of your family members disapprove if you saved seed grain? 6. Revised measure: Do all/most/some/none of people in your group expect that a woman not argue with her husband, even if she does not share his view? | |
| **68** |  | **SPEAKER NOTES:**  Some programs like to measure sanctions as a way of identifying the existence of a norm and tracking change. | |
| **69** |  | **SPEAKER NOTES:**  You’ll recall from earlier sessions that norms are enforced by sanctions (which can be positive or negative) that individuals expect as a result of complying—or not complying—with norms. | |
| **70** |  | **SPEAKER NOTES:** Here is an example of how to measure sanctions. The Parivartan project in India sought to increase acceptability of girl’s mobility, including freedom to move around in public spaces and to play group sports.  [*READ SLIDE*]  **REFERENCES**:  Learning Collaborative to Advance Normative Change, *Resources for Measuring Social Norms: A Practical Guide for Program Implementers* (Washington, DC: Institute for Reproductive Health, Georgetown University, 2019). | |
| **71** |  | **SPEAKER NOTES:** Not all norms are created equal. It is also important to understand how strong a norm is, how widespread it is, and whether people care about the sanctions (sensitivity). If an individual doesn’t really care about the sanction (such as being laughed at by other students), this sanction will not be an effective norms enforcer. | |
| **72** |  | **SPEAKER NOTES:** Here are examples of the questions you might ask to ascertain the strength and prevalence of a norm.  [*READ SLIDE*.]  These can be asked in a quantitative survey or used in a focus group or individual interview. | |
| **73** |  | **SPEAKER NOTES:**  Not everyone will be similarly influenced by the rewards or sanctions linked to complying or not complying with a particular norm. We refer to this as sensitivity. If a person is very sensitive to the rewards or sanctions, their behavior is more likely to be influenced by—or is more sensitive to—the norm.  Vignettes are an excellent way to measure sensitivity to sanctions. This vignette, used to measure sanctions for girl’s education, was used in CARE’s Abidboru Project in Ethiopia.  [*READ SLIDE*]  **REFERENCES:**   * Learning Collaborative to Advance Normative Change, Resources for Measuring Social Norms: A Practical Guide for Program Implementers (Washington, DC: Institute for Reproductive Health, Georgetown University, 2019). | |
| **74** |  | **SPEAKER NOTES:**  We are now going to discuss one last set of concepts that often need to be measured in the evaluation of NSIs. These are reference groups and power holders. | |
| **75** |  | **SPEAKER NOTES:**  Earlier this session we learned that reference groups influence norms compliance through social modeling and enforcement. | |
| **76** |  | **SPEAKER NOTES:**   * Remember that not all reference groups have equal influence. Let’s discuss questions that explore different paths of influence—modeling, enforcement, and sensitivity. As we just discussed, sensitivity is the degree to which someone’s opinion matters enough to encourage norm compliance. | |
| **77** |  | **SPEAKER NOTES:**  This is an example of reference group elicitation through a social network mapping census. As reference groups are key to upholding the behavior of interest, identifying them makes for better intervention design. This example from a family planning project uses this grid elicit the names of members of a reference group for social network analysis.  As the respondent names each person in their network, the interviewer will ask the following questions:   * “What is your relationship with (first name of the person)? You can mention more than one kind of relationship. For example, this person can be your aunt and your health care provider at the same time.” * “Is (first name of the person) a member of your household? If s/he is not, does this person live elsewhere?” If the answer is “elsewhere,” ask “What town does (the first name of the person) live in?” * “In the last three months, have you spoken with (first name of person) about birth spacing or a method that would allow you to delay or avoid pregnancy?” * “In your opinion, would you say that (first name of person) approves of people who use a method of family planning to space their births?” * “In your opinion, would you say that (first name of person) uses a method of family planning to space their births?” | |
| **78** |  | **SPEAKER NOTES:**  This is an example of another way to elicit a reference group, as a single survey question. The example is from the Masculinite, Famille, et Foi project implemented by the Passages Project in the Democratic Republic of Congo. | |
| **79** |  | **SPEAKER NOTES:**  Power holders are the people who have direct or indirect influence of a person’s ability to engage in a behavior. This question from an evaluation in Nigeria was designed to detect the influence of power holders on contraceptive use | |
| **80** |  | **SPEAKER NOTES:**  The Social Norms Measurement Guide produced by the Learning Collaborative provides tips and examples of measures for each step of the program measurement cycle: explore, define and align, measure, and understand and act.  **REFERENCE**:  The Learning Collaborative to Advance Normative Change, *Resources for Measuring Social Norms: A Practical Guide for Programme Implementers* (Washington, DC: Institute for Reproductive Health, Georgetown University, 2019),  https://www.alignplatform.org/resources/resources-measuring-social-norms-practical-guide-programme-implementers. | |
| **81** |  | **SPEAKER NOTE:** I’d like to draw your attention to some useful resources for norms measurement. You can go to the Learning Collaborative page on the ALIGN website and find:   * A map of social norms projects and their measurement approaches (you can search by country and type of program). * The Social Norms Exploration Tool (discussed in an earlier session) is a useful resource for formative research. * A report on the costing of NSIs from Passages * A practical guide for measuring social norms developed by Learning Collaborative members. Much of the content I shared with you today comes from the compiled experiences and best practices of Learning Collaborative members documented in this guide.   **REFERENCES**: New Zealand National Ethics Advisory Advancing Learning and Innovation on Gender Norms (ALIGN), https://www.alignplatform.org/.  Evidence-Based Measures of Empowerment for Research on Gender Equality (EMERGE), University of California San Diego, <http://emerge.ucsd.edu/>. | |
| **82** |  | **SPEAKER NOTES:**  We’ve covered a lot of measurement ground today. Here are the points I’d like you to keep in mind as you evaluate norms-shifting interventions.  [*READ SLIDE*] | |