Shifting Social Norms as Part of Social and Behavior Change: Training Curriculum

TRAINING PLAN: modular

Workshop Objectives

1. Discuss and explore advances in social norms programming, the relation of NSI to behavior change efforts, and their role in health and other-sector programming.
2. Share design, implementation, and evaluation challenges and solutions of community-based SBC projects engaging in, expanding, or planning to expand normative change efforts.
3. Explore next steps to further collective learning about such promising interventions globally.

Time Allocation

4 hours per session

Curriculum Modules



Module 1 | Introduction

Download all materials [here](https://irh.org/resource-library/social-norms-training-module-1/).

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| **Why social norms matter: A Conceptual Foundation for Norms-Shifting Interventions** |
| **Learning Objectives**During this session, participants will:1. Define social norms and distinguish norms from attitudes/beliefs and behaviors.
2. Identify the importance of normative influence between and within different layers of the socio-ecological framework for health and well-being.
3. Explain in practical terms how social norms influence health and other behaviors.
4. Understand how research-informed and program-defined program theories of change situate normative influence on behavior and are important tools for designing and evaluating norms-shifting interventions.
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| **Module Topics**1. Social norms and their relation to behavior.

Plenary Discussion: Social Norms (Slide 14)Plenary Discussion: What is the Difference Between a Norm and an Attitude or Belief (Slide 20)Plenary Activity: Are These Norms or Attitudes/Beliefs (Slide 23)Group Activity: Swap the Statements (Slide 24)Plenary Activity: Descriptive or Injunctive Norm (Slide 27-28)Group Activity: Reference Groups (Slide 29)Group Activity: Consider Norms as Well as Beliefs and Attitudes, as All Impact Behavior (Slide 32)Group Activity: Distinguishing Attitudes, Behaviors, and Norms (Slide 33)Group Activity: Putting It Into Practice (Slide 34)Plenary Discussion: Why Do People Comply with Norms, Even if They Disagree? (Slide 35)1. Why norms matter in social and behavior change efforts.
* Group Activity: Eight Features (Slide 43-45)
1. How social norms-shifting approaches fit into and bring additional value to social and behavior change programs.
2. Theories of how norms influence behaviors.
3. Developing and using program theories of change.
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Module 2 | Assessment

Download all materials [here](https://irh.org/resource-library/social-norms-training-module-2/).

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| **Assessing Social Norms to Inform Program Design and Implementation Strategies — Understanding, Exploring, & Acting on Findings** |
| **Learning Objectives**During this session, participants will:1. Identify the value of norms assessments for informing program design and implementation strategies.
2. Strengthen their understanding of the extent to which norms influence behaviors in key populations and reference groups in their settings and context.
3. Practice using participatory methods for gathering community-level information to identify reference groups and assess norms that influence behaviors.
4. Reflect briefly on how to integrate norms assessment findings into new or ongoing projects.
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| **Module Topics**1. Introduction to norms assessments

Plenary discussion: Your experience with formative assessments (slide 20)1. Norms assessments: How-To’s

Plenary discussion: What kinds of activities have you used to assess social norms? (slide 27)1. Social norms exploration tool
2. Applying the social norms exploration too

Group activity Option 1: Tulonge Afya Case Study (slides 40-41) 1. Using assessment findings to take action

Plenary Discussion: Norms assessments linked to program design applied throughout the program life cycle. Integrating learnings (slide 50) |

Module 3 | Design

Download all materials [here](https://irh.org/resource-library/social-norms-training-module-3/).

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| **Designing Norms-Shifting Interventions** |
| **Learning Objectives**During this session, participants will:1. Identify the differences between norms-shifting interventions (NSI) and other social behavior change interventions.
2. Recognize common characteristics of a community-based NSI.
3. Be aware of ethical considerations for NSI design and implementation.
4. Discuss strategies to integrate social norms shifting into project design.
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| **Module Topics**1. Shifting norms through community-based programming

Plenary activity: social norms in real time (slide 17)Plenary discussion: what have you observed in shifting norms within a project? (slide 18) 1. Shifting gender and other social norms

Plenary discussion: Why do people comply with social norms? (slide 20-21)Program design for shifting social norms1. Program design for shifting social norms

Plenary activity: What makes interventions norms shifting? (slide 25)Group activity: What are attributes of NSI (slide 39) Plenary discussion: Debrief (slide 40) Group actin case Privartan case 1. Common missteps in designing norms-shifting approaches

Group activity: digging deeper — identifying pitfall moments in Privartan assessment and design phases (slide 56) Plenary discussion: How do you avoid or at least recognize pitfalls in… (slide 57)Plenary discussion: An ethical conundrum (slide 60) Group activity: Case study group work (slide 69-70) |

Module 4 | Measurement

Download all materials [here](https://irh.org/resource-library/social-norms-training-module-4/).

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| **Assessing Social Norms to Inform Program Design and Implementation Strategies** |
| **Learning Objectives**During this session, participants will:1. Identify core elements of monitoring and learning to gauge and address signs of norms shifting at the program level.
2. Distinguish among data gathering approaches, including types of indicators, for activity monitoring to track shifts in norms, diffusion effects, and the quality of implementation.
3. Review and examine types of measures to use in baseline and endline evaluations of social norms.
4. Use a case study to practice adapting a monitoring, evaluation, and learning (MEL) system of a norms-focused social and behavior change (SBC) project.
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| **Module Topics**1. Overview of Monitoring and Evaluation
2. Project Monitoring and Normative Shifts

Plenary discussion: Monitoring shifts in norms tells programs (slide 21)Group discussion: Learning agendas Group activity: How might monitoring and rapid studies answer TJ’s learning questions? (slide 38)1. Evaluation of Normative Shifts

Plenary activity: Fix my measure (slide 63) |

Module 5 | Scale-Up

Download all materials [here](https://irh.org/resource-library/social-norms-training-module-5/).

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| **Scale-Up of Norms-Shifting Interventions — Adaptation, Expansion, and Institutionalization** |
| **Learning Objectives**During this session, participants will:1. Discuss key scale-up concepts and considerations that influence adaptation, expansion, and institutionalization of norms-shifting interventions.
2. Develop a perspective of the temporal nature (waves) of scale-up and related technical and management issues to address.
3. Define the seven Guideposts for designing and adapting NSI, monitoring implementation, diffusing new ideas and social shifts, and evaluating NSIs as they are scaled.
4. Begin to apply the concepts, temporal nature, and seven Guideposts in relation to their own projects.
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| **Module Topics**1. Basic scale up concepts
2. Considerations for planning scale-up processes

Activity: In your own experience (slide 26) 1. Tips for designing NSIs for scale-up
2. Assessing NSI design for scalability
3. Seven guideposts for design adaptation, monitoring, and evaluation
4. Concluding reflections and key takeaways

Group activity: Tekponon Jikuagou (TJ) (slide 53)Group activity: To scale or not to scale — two case studies (slide 54-55)1. Group activity: Reflection questions (slide 56)
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