The Passages Project: Shifting Norms, Improving Health

Linda Sussman, USAID

Passages Project Overview

Goal

Improved family planning use and reproductive health among youth, especially newly married couples, first-time parents and very young adolescents

Strategic Objective

Build and widely share the evidence base and strengthen capacity of the global RH community to develop normative environments that support RH/FP among youth

Institute for Reproductive Health
Georgetown University

fhi360
THE SCIENCE OF IMPROVING LIVES

Global Early Adolescent Study
GEAS

Save the Children

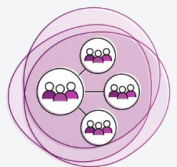tearfund

The Passages Legacy

ADVANCING UNDERSTANDING

IMPROVING IMPLEMENTATION

ENHANCING EVALUATION

STRENGTHENING SCALE-UP

Passages has contributed towards an understanding of social norms and their importance across sectors by building a common conceptualization of and language around social norms concepts.

Our Objectives

1. Demonstrate and clarify language around how social norms are different from other drivers of behavior and important to address

2. Demonstrate how norms and meta-norms underlie behaviors and are important to consider

3. Demonstrate how our work clarifies key concepts, strengthening communication and collaboration

4. Celebrate the broad participation in this work and affirm the value of a shared social norms language

5. Share resources that align with these objectives.

What are social norms?

Unwritten rules of behavior shared by members of a given group or society.
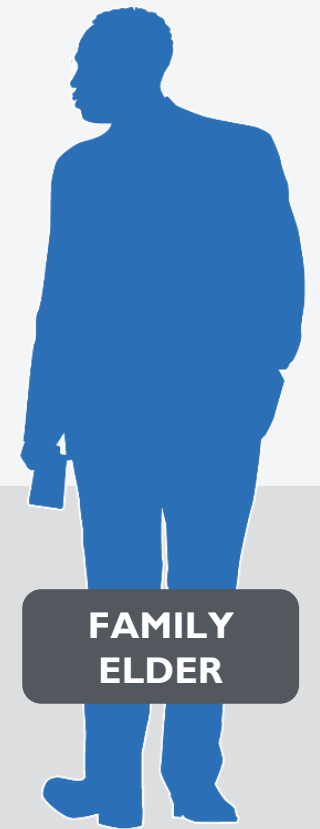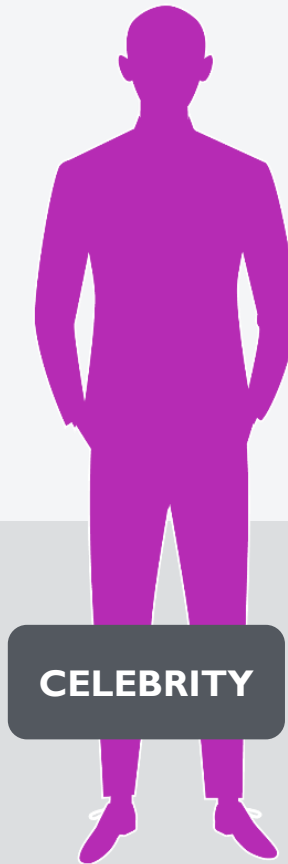
MALE INCOME EARNER

LARGE FAMILY

MARRIAGE

Social norms are what individuals believe others do, approve of, and expect.

Why reference groups matter

Social norms are context-specific and defined in relation to a *reference group* — those who matter to an individual in a specific situation.

PARTNER

CELEBRITY

HEALTH OFFICIAL

RELIGIOUS LEADER

FAMILY ELDER

Overview: **Challenge Paper**

The Challenge

How do we best apply social norms approaches and measurement to SBC programming to facilitate and achieve sustained behavior change?

Aim of this paper – and of the dialogue process

To co-create *shared language, concepts, and priorities*, leading to *practical applications* that foster consistent use of social norms measurement and programming approaches in SBC and social norms programming

Our Process

Introductory meetings with stakeholder groups: implementors, researchers, funders

→

Small group of experts **develops challenge paper** and shares initial draft with all stakeholders

→

Hold **challenge dialogue sessions** with all stakeholder groups

↓

Circulate **revised challenge paper** for comments, additions (March 2021)

←

Disseminate challenge paper (August 2021)

←

Possibility of **journal article and/or SBCC Summit presentation**

Outline: **Challenge Paper**

1. Our challenge and the dialogue process

2. The latest science: Key opportunities and challenges

- Program application
- Measurement

3. Case studies of SBC programs that address social norms

4. Recommendations / Next steps
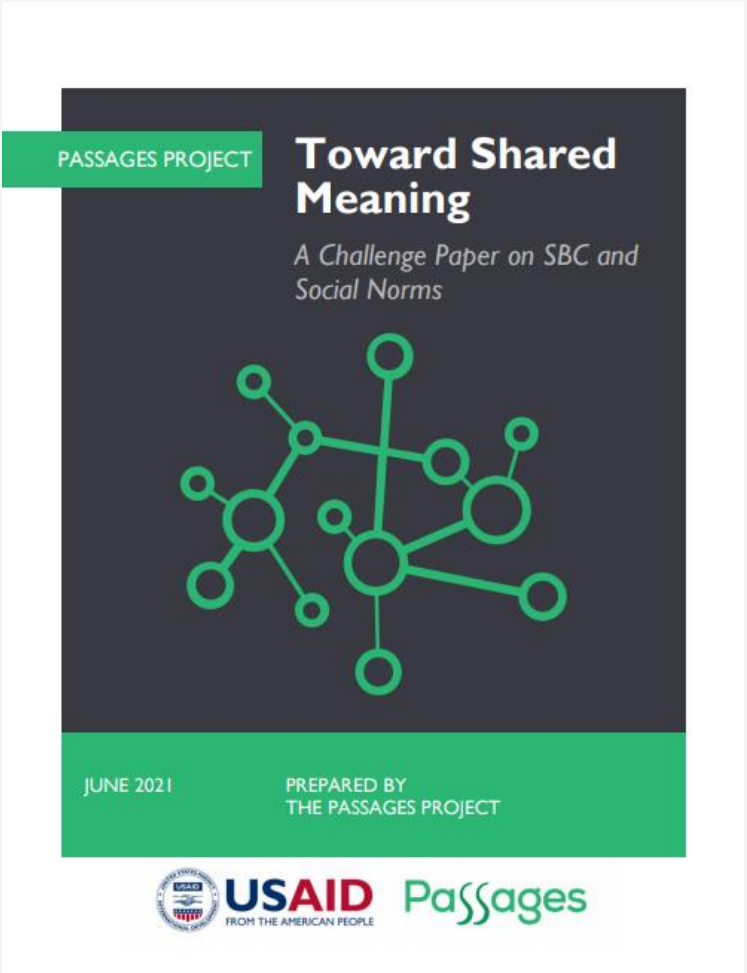
Theoretical Perspectives covered in the paper

1. Anthropology **1**	4. Psychology **1**
2. Behavioral Economics **1**	5. Sociology **1**
3. Communication for Behavior Change **1**	6. Social Psychology **1**

Music   Lose   Cheer   Silence

Parameter-setting Questions

In the beginning (of Passages) we needed answers to some parameter-setting questions:

1. Where do social norms that influence social and behavior change fit in the broader social ecology?

2. What distinguishes a norms-shifting intervention?

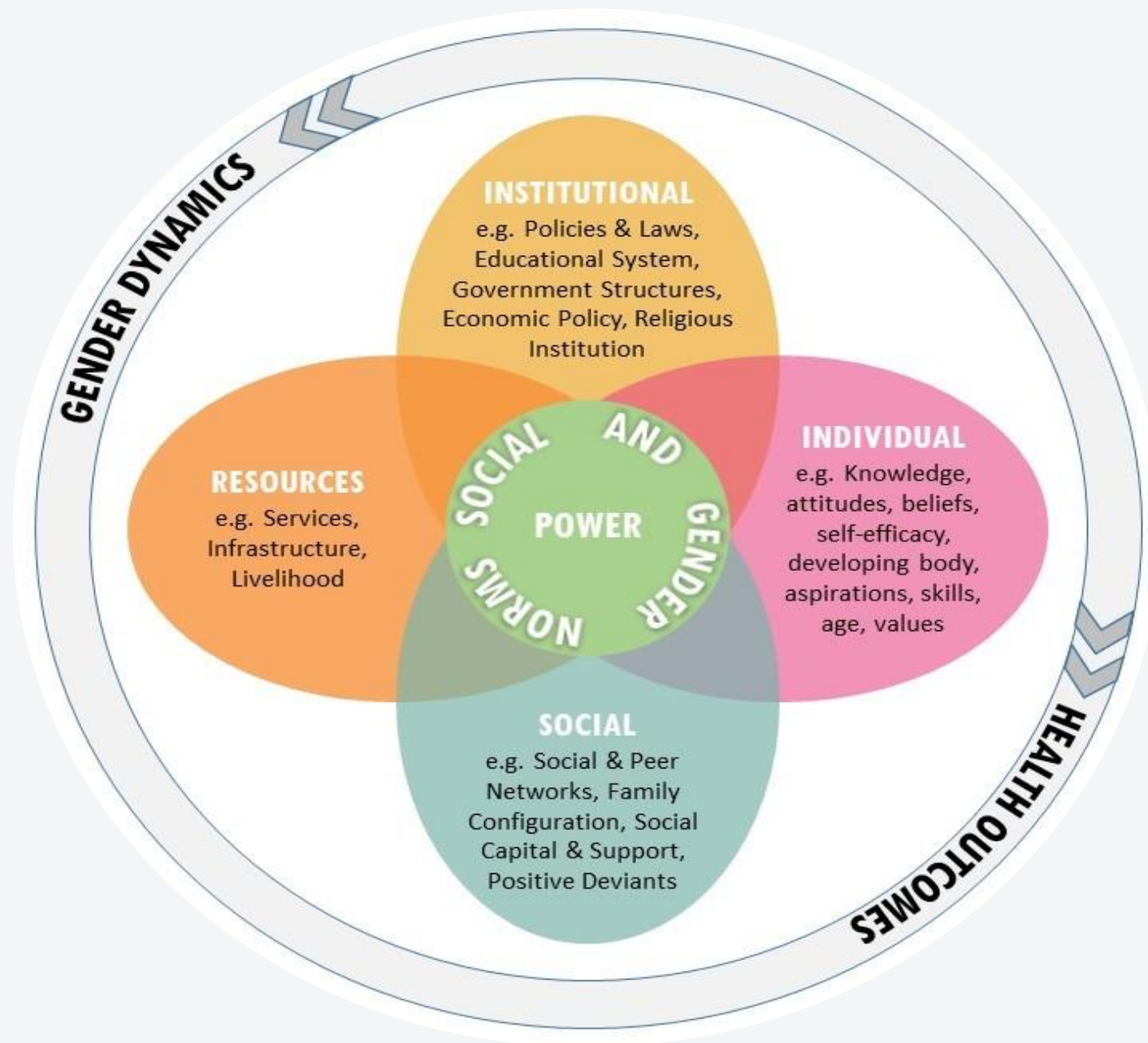3. How do community-based norms intervention shift norms?

The Flower

Norms exist and are active across the social ecology

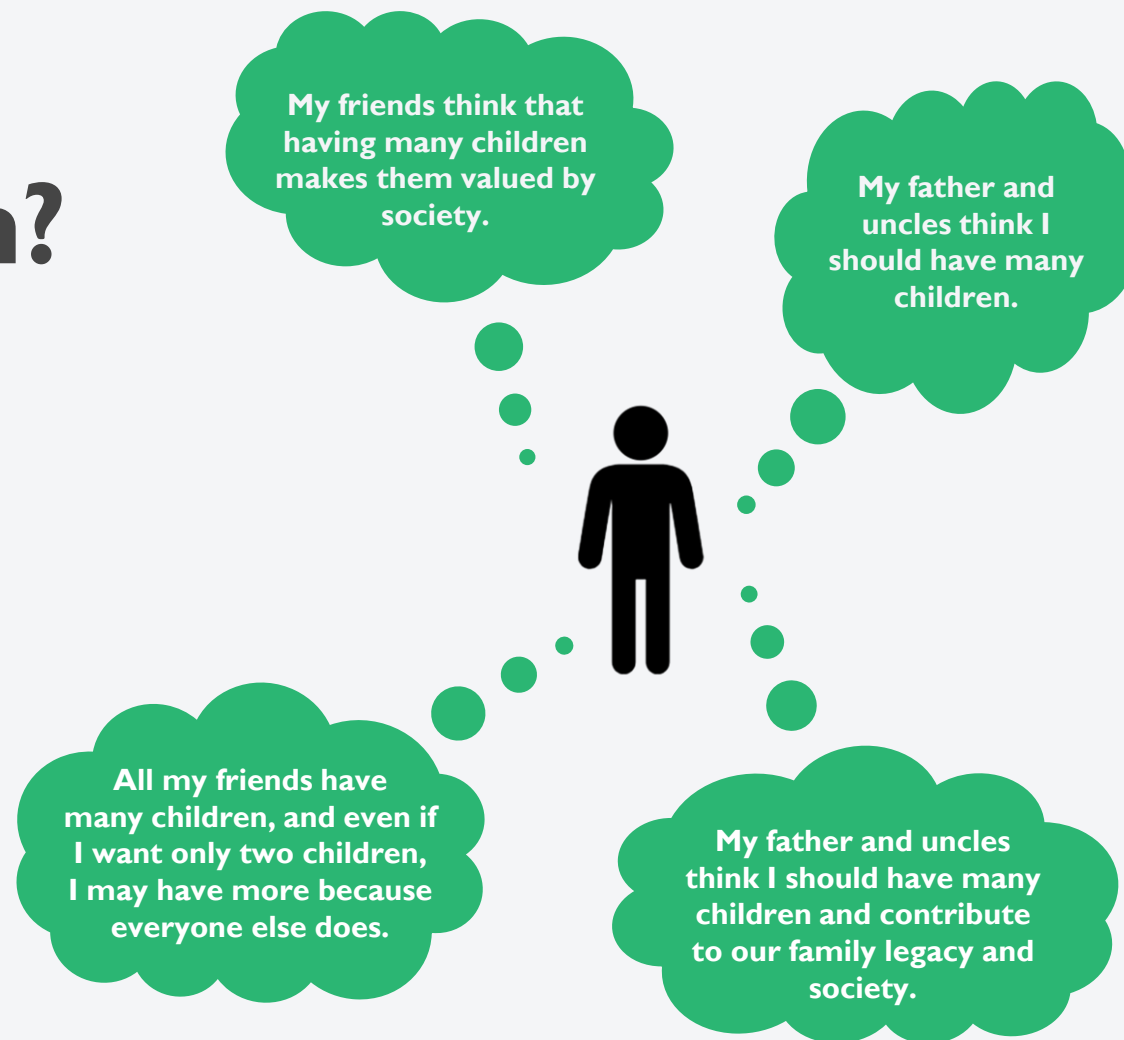Addressing norms at any level can contribute to health and gender dynamic change

(Adapted an earlier conceptualization by Heise and Ciglaghi that had originally focused on gender norms)

What is a Norms-Shifting Intervention?

NSI employ activities to alter social expectations about beliefs, attitudes and/or behaviors by:

• Promoting critical reflection of existing norms in relation to new ideas and new desired behaviors

• Working with a core group of actors to shift social expectations and shared beliefs about a practice or behavior in the wider community

• Supporting collective action for change as it emerges.

My friends think that having many children makes them valued by society.

My father and uncles think I should have many children.

All my friends have many children, and even if I want only two children, I may have more because everyone else does.

My father and uncles think I should have many children and contribute to our family legacy and society.

BELIEFS, ATTITUDES, AND BEHAVIORS

Defining Community-Based Norms-Shifting Intervention

Who	Individual and **community** as a locus of change.
What	• Uses mix of media channels and **social spaces to foster critical reflection rooted in cultural values**. • Works at **different levels of social ecology**. • Based on **social norms assessment** and identification of relevant norms, **planned diffusion** of new ideas.
How	Behavior change strategies **address normative perceptions and expectations**; **new, alternative behaviors**.
Aim	Seeks to **redistribute power and social influence** that support individuals' health behaviors and ervice use.

How do norms-shifting intervention foster norms-shifting in practice?

- Broad definition of what is a norms-shifting interventions sets the parameters

- Attributes provide program-level guidance

- At another level, project activities are explicit in how they influence new ways of reasoning and new ideation of participants

- Leading to a visualization of how change happens.

BROAD DEFINITION

↓

PROGRAM ATTRIBUTES

↓ ↓

PROGRAM ACTIVITIES

CHANGE AGENTS
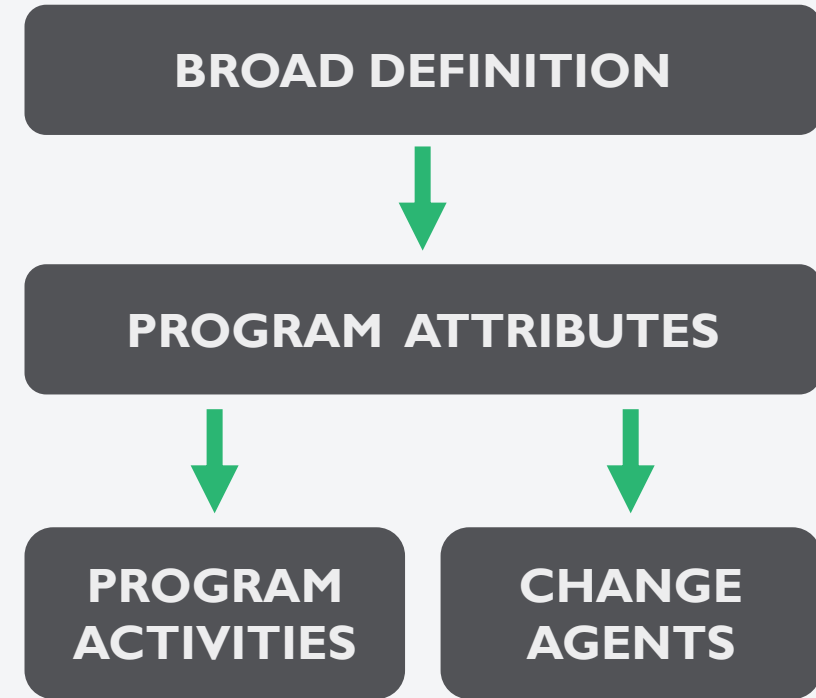
Common Attributes of Community Norms-Shifting Intervention

Seeks community-level change

Engages people at multiple levels

Confronts power imbalances, particularly related to gender

Creates safe spaces for critical reflection by community members

Corrects misperceptions around harmful behavior

Creates positive new norms

Roots the issue within the community's own value systems

Accurately assesses norms

Uses "organized diffusion"

Change Mechanisms

Mechanisms have two constituent parts *(Dalkon 2015)*

- Resources offered by the intervention
- NSI activities and change agents

+

- Ways they change the reasoning of participants
- Observed norms shifting effects due to activities & agents

Matching Game

Across NSIS, activities employed similar norms-change mechanisms activities had explicit aims of changing reasoning of participants

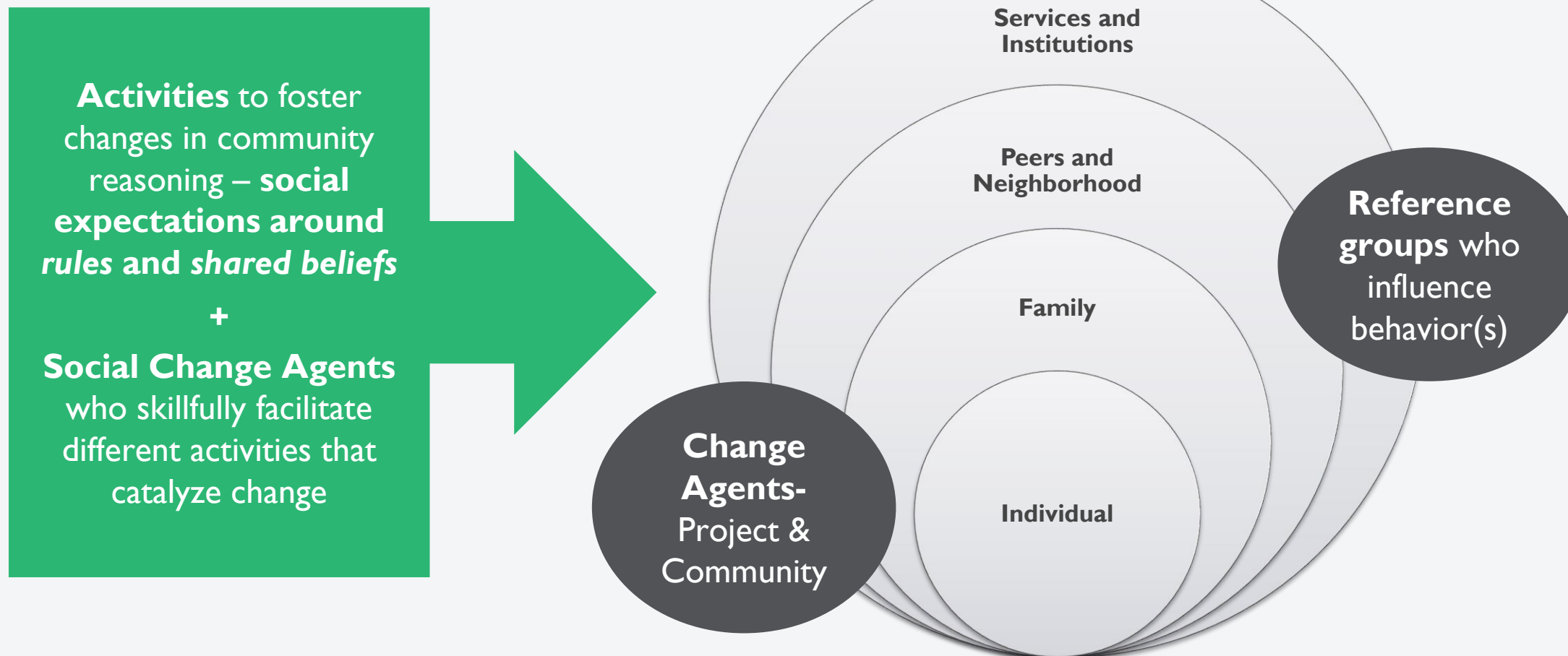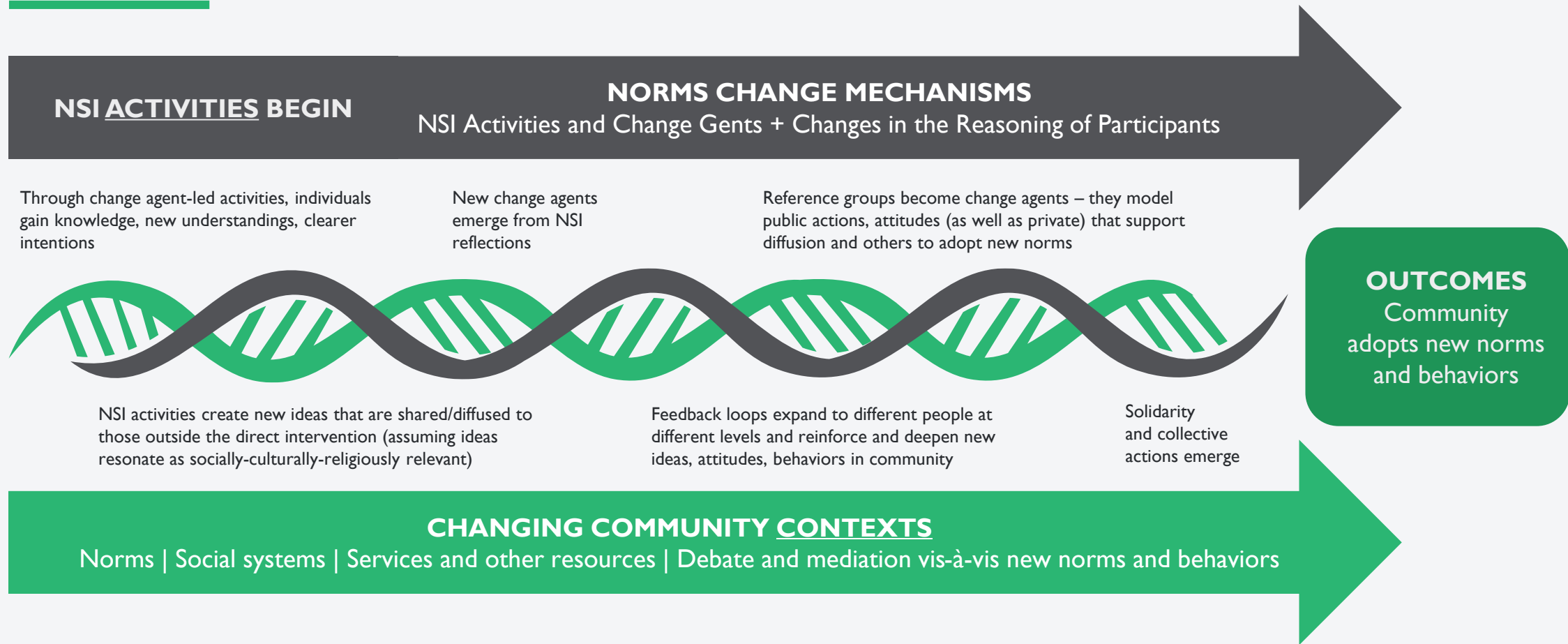|	
Safe spaces	**To** equalize information and reflections across community groups and create condition for solidarity among social change and other actors
Information provision with dialogical, experiential discussion	**For** frank examination of sensitive issues
Role modeling-witnessing	**To** maximize reach of social change mechanisms at a community level
Within and cross-village meetings	**To** demonstrate publicly new attitudes and behaviors and break norms on appropriate behavior
Planned diffusion	**To** allow achievement of service-behavior aims, an end point of social change (**HS** and **TM** for health; **GHD** for education)
Community-service linkages	**For** improving the quality of critical reflection on norms and behaviors grounded in real-life

Norms-shifting Interventions

Activities to foster changes in community reasoning – **social expectations around** *rules* **and** *shared beliefs*

+

Social Change Agents who skillfully facilitate different activities that catalyze change

Services and Institutions

Peers and Neighborhood

Family

Individual

Reference groups who influence behavior(s)

Change Agents- Project & Community

How NSIs Foster Social Norm Shifts at Community Level

NSI ACTIVITIES BEGIN

NORMS CHANGE MECHANISMS
NSI Activities and Change Gents + Changes in the Reasoning of Participants

Through change agent-led activities, individuals gain knowledge, new understandings, clearer intentions

New change agents emerge from NSI reflections

Reference groups become change agents – they model public actions, attitudes (as well as private) that support diffusion and others to adopt new norms

OUTCOMES
Community adopts new norms and behaviors

NSI activities create new ideas that are shared/diffused to those outside the direct intervention (assuming ideas resonate as socially-culturally-religiously relevant)

Feedback loops expand to different people at different levels and reinforce and deepen new ideas, attitudes, behaviors in community

Solidarity and collective actions emerge

CHANGING COMMUNITY CONTEXTS
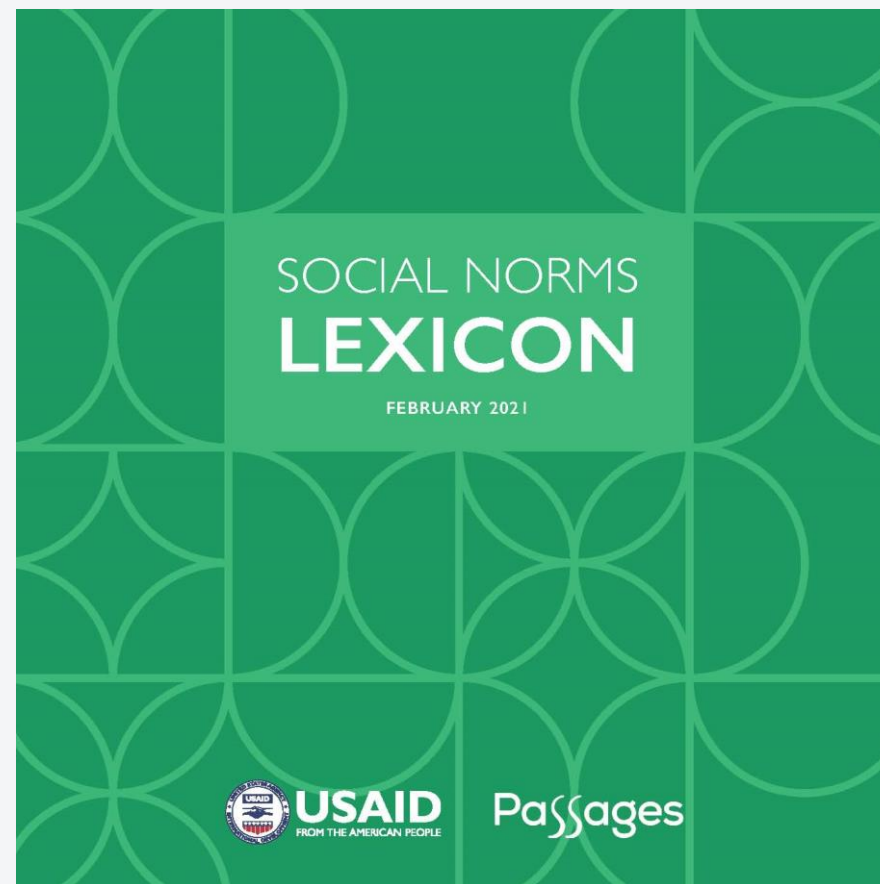Norms | Social systems | Services and other resources | Debate and mediation vis-à-vis new norms and behaviors

Learning Objective

Demonstrate how the Social Norms Lexicon clarifies key social norms concepts to allow for:

- increased precision in cross-partner communication

- application of norms to programs
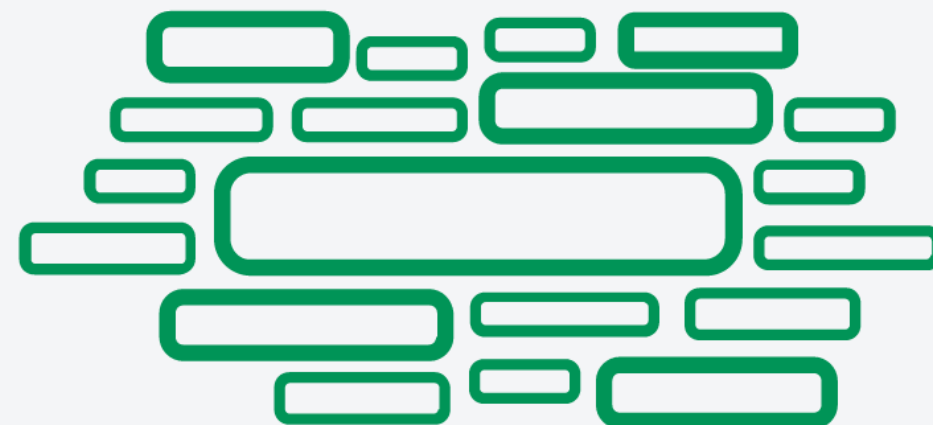
Word Cloud Poll

What social norms concepts do you find more challenging to define?

www.menti.com/vj7kv4qbyq

or

go to menti.com and enter code "3828 9998"

Why are these terms so hard to define?

- Study of norms occurs across multiple disciplines

- Each discipline offers its own array of social norms models and terms

- Different geographic, culture, and work positions inform what we think norms are, how they operate, and how we engage with them programmatically (Kohli)

Social Norms Lexicon

Goal: foster a common language to improve communication and collaboration among researchers, practitioners, policymakers, and donors.

• Aiming for better alignment, not necessarily consensus (agreement not necessarily needed)

Scope: provides a set of simple, clear definitions and examples for terms frequently used in social norms theory, research and practice

Sources: practice-oriented global health / international development literature

Example: creating the definitions

Attitude

What I ~~believe~~ think to be good or bad. How I ~~believe~~ think the world should or should not be.

Individual attitudes are personal ~~beliefs~~ ideas and emotions about how the world should be. Attitudes are ~~often considered~~ primarily individually motivated (as opposed to social norms). Your beliefs about a concept, person, or behavior inform your attitudes about that concept, person, or behavior., ~~yet that~~

Belief

What (I believe) I know.

A belief is an opinion or ~~something~~ idea that a person holds to be true. Beliefs are internal perspectives formed from personal experiences, influence of social norms, and learning from others. ~~Beliefs are broad and encompass factual knowledge, personal attitudes, and social norms. The first two of these are considered to be primarily individually motivated, while the third—social norms—is primarily socially motivated.~~ Beliefs~~, as related to social norms,~~ describe personal acceptance or rejection that a statement is true or that something exists (whether or not it actually does). If one believes something, they know it to be true.

Author

In this section, you have explained the difference between beliefs and factual knowledge and beliefs and social norms. Can you also explain the difference between Belief and Attitude?

> **Author**
> Agreed. This definition seems to contradict common frameworks we use to explain social norms which distinguish beliefs and attitudes.

> **Author**
> In the bridging theory to practice we define belief as such: Beliefs encompass knowledge, attitudes, and social norms.

> **Author**
> I struggle with this one- leave for X to address

Belief

QUICK DEFINITION: What (I believe) I know.

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, the influence of **social norms**, and learnings from others. Beliefs describe personal acceptance or rejection of whether a statement is true or whether something exists (regardless of its actual existence). If someone believes something, they think it is true.

The difference between knowledge and beliefs is contested. Some philosophers, such as Kant, refer to beliefs as subjective information, neither correct nor incorrect, and knowledge as objective information, either correct or incorrect. A more recent definition conceives of knowledge as "encompassing all a person knows or believes to be true." In either case, we often describe our own beliefs as "knowledge."

Beliefs are a distinct but overlapping construct to **attitudes** (which include a personal judgement about something) and reflect a person's perspective of truth. As such, beliefs inform attitudes.

Program applications: SNET

KEY SOCIAL NORMS EXPLORATION TERMS, DEFINITIONS & EXAMPLES			
Primary Driver	TERM	DEFINITION	EXAMPLE
INDIVIDUALLY DRIVEN	**Attitude**	What I believe is good or bad and what ought to be	*I value my education and want to stay in school.*
	Knowledge	What I believe is true	*According to the law, I cannot get married until age 18.*
SOCIALLY DRIVEN	**Descriptive Social Norms** *(AKA empirical expectations)*	What I believe others do	*Most girls my age get married before finishing school.*
	Injunctive Social Norms *(AKA normative expectations)*	What I believe others will approve or disapprove of me doing.	*My family expects me to wait to marry until I graduate.*

Lexicon Scavenger Hunt

1. View a copy of the Lexicon (web browser or download) – link in chat

2. Peruse the document

3. Answer the scavenger hunt questions:
   - What's an example of an outcome expectation provided in the document?
   - What's another term for reference groups?
   - What examples are provided to describe gender norms?

4. Provide your responses in Zoom chat

The Social Norms Atlas:

Understanding global social norms and related concepts

Rahinatu Hussaini, Save the Children
Anjalee Kohli, Institute for Reproductive Health

What is the Social Norms Atlas?

What is its purpose?

To increase awareness and ability to address a variety of social norms and thereby enhance efficacy of behavior change programs in achieving targeted outcomes.

What is it?

An online and PDF resource of behaviors, social norms and attitudes relevant to a variety of sectors.

Who is it for?

Program planners, implementers, and evaluators and researchers.

Outline of Each Sector

- Sector introduction

- Illustrative lists of related

- behaviors, attitudes, and

- influential social norms

- Case study

- Promising practices

- Featured resources

- Citations

Atlas Content Development Approach

1. Crowd-source social norms via webinar

2. Engage sector leads to coordinate a process with LC collaborators to develop content

3. Review content submitted by each sector, combine with introduction and cross-sector analysis, and design for publishing

Introduction

Includes behaviors and practices that are harmful to people's physical and mental health but are generally defended on the basis of tradition, culture, religion, or superstition

- Female genital mutilation/cutting(FGM/C)
- Child marriage
- Corporal punishment
- Other harmful traditions—such as marrying a deceased husbands brother

Examples primarily from Central and South Asia, East and West Africa, and the Middle East

Illustrative lists of behaviors, attitudes, and influential social norms

BEHAVIORS

Young girls undergo female genital mutilation/cutting (FGM/C).

Parents arrange marriage for daughters below the age of 18.

Widows marry their deceased husbands' brothers.[1]

ATTITUDES

"I think that girls who are cut are pure and chaste."

"I believe that girls should get married when they reach puberty to protect the family honor."

"In my opinion, a woman should marry her deceased husband's brother because she will be financially protected."

INFLUENTIAL SOCIAL NORMS

In my community, people expect girls to be cut to be suitable for marriage.[1]
Uganda, Senegal, South Sudan, Yemen, Kenya

Most people in my community think that a girl should be married as soon as she reaches puberty to prevent premarital sex.[2]
Sub-Saharan Africa, Latin America

In my community, people expect a widow to marry her deceased husband's brother.[3]
Pakistan, India, South Africa

Case Study

PROJECT: CARE TIPPING POINT
LOCATION: BANGLADESH AND NEPAL

- Evaluation of intervention to address the root causes of child, early, and forced marriage (CEFM)

- Promotes the rights of adolescent girls through community level programming, and multi-level advocacy and learning initiatives

- Initiative theory of change proposes that expanding girls' agency, transforming their relationships, and shifting gender norms are all needed to end CEFM

- Found increased girls' reproductive health and mobility and shifting of norms to justify delay of CEFM

Promising practices for addressing social norms in education programming

FOCUS ON GRANDMOTHERS
as the entry point to preventing FGM/C
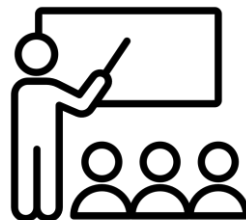
Include child marriage in **SCHOOL CURRICULUM**
for adolescents

COMBINE
a public health information approach with a theological/ scriptural approach and engagement of faith leaders

RESOURCE: Gender and Development Networks: Harmful Traditional Practices: Your Questions, Our Answers

Cross-sector Analysis

Meta-norms
Connect with deeply rooted determinants, operate at a more profound level of society, and influence multiple behaviors.

Proximal Norms
Act directly or close to directly on a behavior or outcome.

Meta norms identified across the 10 sectors

Authority
Norms that allow for the use of individual or group power and authority over another.

Control & Violence
Norms that relate to the individual and social acceptance or use of control and violence.

Gender Ideology
Gender ideology and gender role ideology refers to the norms regarding the appropriate roles, rights, and responsibilities of women and men in society (i.e., masculinities and femininities).

Privacy
Norms related to what information should be shared with other individuals or groups.

Protection
Encourage protection of people for a range of reasons (e.g., from abuse, poor health outcomes).

Social Status
Norms that give or remove social status (e.g., respect) from a person, couple, or family.

Other
Anything that does not fit into the above categories.

Proximal and meta norms identified for **harmful traditional practices**

Harmful Traditional Practices	Norms
In my community, people expect girls to be cut to be suitable for marriage.	
Most people in my community think that a girl should be married as soon as she reaches puberty to prevent premarital pregnancy.	
In my community, people expect a widow to marry her deceased husband's brother.	
In my community, parents who have sons have a better social status than parents with daughters.	
Most people in my community think that men who have multiple wives receive more respect than men who do not.	

Proximal and meta norms identified in the education sector

Education	Norms
People in my community expect that parents will prioritize their sons' education over their daughters'.	
Almost all of the teachers in my school use physical punishment to discipline students.	
Teachers in my school think it is acceptable to ignore students with disabilities or to pay them minimal attention.	
Most students who identify as LGBTQI+ in my school are bullied.	
Teachers in my school expect boys to participate and excel more than girls in subjects of math and science.	

Audience Engagement on Meta Norms

Community Reflections

Laurie Krieger, USAID Clean Cities, Blue Ocean, The Manoff Group
Rebecka Lundgren, Center on Gender Equality and Health, University of California San Diego

Questions

THANK YOU!

PASSAGES PROJECT

CONTACT

TWITTER	RESOURCES
@PassagesProject	https://irh.org/projects/passages/ www.alignplatform.org/learning-collaborative

LEGACY WEBSITE	TECHNICAL ASSISTANCE
www.passagesproject.org	info@passagesproject.org