

WELCOME!

The Passages Project


Past, Present, and Future: Reflections on
Social Norms Measurement & Evaluation



USAID
FROM THE AMERICAN PEOPLE

Passages

Our Tools Today

- **English – French Interpretation** 
 - Choose between your desired languages using the button at the bottom of your Zoom.
 - We will have multiple presenters in English and French, please toggle between them, as needed.
- **Send us your questions!**
 - Use the Q&A feature to add your questions to specific speakers or in general, we will be monitoring the chat throughout and posing the questions at the end.

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





Our Agenda Today

- Discuss and reflect on the state of the field, and how social norms measurement has evolved
- Share Passages' promising approaches and methods, lessons learned, and available resources - and be poised to carry them forward
- Reflect on and discuss priority areas for social norms measurement going forward
- Vote on and share opportunities to discuss specific aspects of measurement in follow-on meetings

Our Speakers Today

Rebecka Lundgren
UCSD
Director, Passages Project

Beniamino Cislighi
LSHTM
Associate Professor

Bryan Shaw
IRH at Georgetown
Senior Research Manager
Passages Project

Susan Igras
IRH at Georgetown
Senior Technical Adviser
Passages Project

Charlotte Lapsansky
UNICEF – NY
Social and Behavior Change Specialist

Sadhvi Kalra
CARE – USA
MEL Technical Advisor,
The Tipping Point Initiative

Lydia Murithi
Pathfinder International
Director, Beyond Bias Project

Social Norms Measurement & Evaluation

The state of the field & moving forward

Dr. Beniamino Cislighi

The Passages Project: Social Norms Measurement & Evaluation

Our contributions to the field

Dr. Bryan Shaw

The Passages Project's Approach to Social Norm Measures

TYPE OF MEASURE	MEASURING	EXAMPLE QUESTION
Individual measures	Attitude	Should people your age wear face masks In public?
Social norm measures	Descriptive norm	Is wearing face masks in public typical among adults in your community?
	Injunctive norm	Is wearing face masks in public approved of among adults in your community?

Scoping Review

To examine the range and nature of evidence for **norms-shifting**, sexual and reproductive health (**SRH**) and well-being **interventions and research that benefit adolescents (10-19) and young adults (20-35)** in low- and middle-income countries (2010-current)

- 1 What measures do we have for assessing social norms?
- 2 What evidence do we have for efficacy of adolescent SRH norms-shifting interventions?

Map of Norms-shifting Interventions & Research

- Over 150 norms-shifting interventions from over 60 LMIC countries
- Descriptions of evaluation methodologies
- Tools with social norms measures used:
 - Qualitative IDI & FGD
 - Vignettes & other participatory methods
 - Quantitative single-item measures
 - Scales



Resources for Measuring Social Norms: A Practical Guide for Program Implementers



Step 4	UNDERSTAND & ACT
When to use	Once you have data.
What is covered here	<ul style="list-style-type: none">• Tips on how to understand and explore your data on social norms• Tips on how to use your findings to improve programming and policy• Reflections on why measuring social norms well is so important
Step 3	MEASURE
When to use	After you have defined your measurement needs or research questions and aligned them with your program's TOC, you are ready to operationalize your measurement plan—in other words, it is time to develop your questionnaire or data collection instrument. Ideally you have also already been able to collect or identify some data to inform norms that are at play in your program context.
What is covered here	<ul style="list-style-type: none">• Deciding what to measure• Approaches to specifying Reference Groups• Quantitative social norms measurement approaches• Asking about Outcome Expectations• Pros and Cons of Various Measurement approaches
Step 2	DEFINE & ALIGN
When to use	If you do not have a conceptual framework or theory of change for your program, or if the framework you have does not account for social norms.
What is covered here	<ul style="list-style-type: none">• Define your conceptual framework and program theory of change for your program.• Make sure your program monitoring, evaluation and learning goals align with the conceptual framework and theory of change.• Use conceptual frameworks and theories of change to help develop indicators or measures for social norms.
Step 1	EXPLORE
When to use	When you have little or no reliable evidence that social norms are affecting the behaviors that interest your program.
What is covered here	<ul style="list-style-type: none">• How to begin identifying what social norms may be influencing your behavior of interest, using secondary data, and collecting your own formative qualitative data• Examples of tools and approaches for conducting broad, exploratory research, providing general information for your program about whether, what, and how social norms influence your target behavior(s) and population(s).

Characteristics of a Promising Social Norms Measure

1. Is specific about a concrete scenario and expected outcome.
2. Refers to specific behaviors.
3. Refers to a reference group. If not, it's an individual attitude.
4. Measures both injunctive and descriptive norms.
5. Determines whether sanctions exist and how much they matter.
6. May take different forms.
7. May measure collective norms (aggregated attitudes rather than perceived norms).

Passages Norms Measures

Scales from Masculinit , Famille, et Foi

Gender Equity Norms	# Items	Cronbach's α
Perceptions of community approval of men's roles in chores	4	0.86
Perceptions of community approval of men's roles in childcare	4	0.79

IPV Norms	# Items	Cronbach's α
Among women		
Perceptions of community approval of IPV (generally)	4	0.85
Perceptions of community approval of IPV (in own relationship)	3	0.80
Perceptions of IPV prevalence in congregation	2	0.80
Among men		
Perceptions of community approval of IPV	6	0.85
Perceptions of IPV prevalence in congregation	2	0.77

FP Norms	# Items	Cronbach's α
Perceptions of faith & community approval of FP use	7	0.84
Perceptions of prevalence of FP use in congregation	2	0.83

Passages Norms Measures Vignettes from Grandmother Project

“Now I will tell you the story of a girl called Fatou. I would like you to imagine that Fatou is a typical girl living in this community. She is Fatou is 16 years old and lives with her parents and has one brother and sister. She goes to school most days and likes school because she can see her friends there. One day Fatou’s parents tell her that they have been approached by another family in the community who would like for their son to marry Fatou and are deciding what to do next. The family and their son are seen as good members of the community and have sufficient money to support Fatou.”

1. What would most adolescent girls like Fatou do in this situation?
2. What would most adolescent girls expect Fatou to do in this situation?

"But Fatou wants to continue her schooling and she tells her parents that she does not want to marry at this age.”

3. What would most other adolescent girls say about Fatou’s decision?
4. Would the opinions and reactions of other adolescents make Fatou change her mind about refusing the marriage?
5. Are there any circumstances where it would be considered more or less acceptable for Fatou not to get married at her age?

Youth Program Evaluation

WHY YOUTH PARTICIPATORY EVALUATION?

- Amplifying youth voices to ensure that children as beneficiaries receive appropriate services and information
- Youth are not only beneficiaries, but can and should play other program roles
- Positive Youth Development
- Partnerships between adults and young people

IMPLICATIONS FOR EVALUATION

- Quality control
- Time to create and support young program evaluators
- Acceptability to those in power

Young People Participating in Program Evaluation

- Understand the efforts of adults to involve youth in program evaluation whether public, private, not-for-profit
- Ask that young people organize their own evaluation and research projects
- Insist that young people and adults collaborate across generations

(Checkoway 2003)

Realist Evaluation: Setting the Stage

Realist evaluation situates projects within complex systems, asking **what works for whom and in what context**

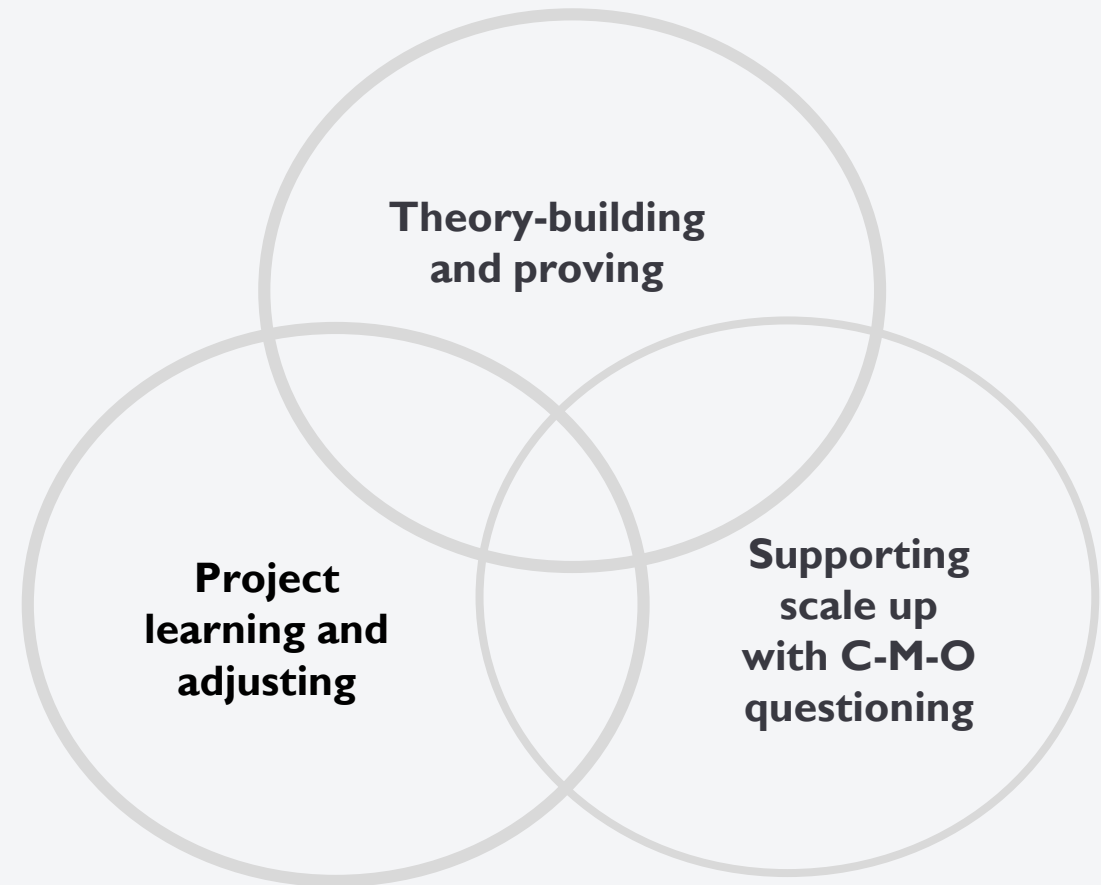
- Context – Mechanisms - Outcomes

Ideal for **evaluating norms-change projects**

- Making explicit norms change effects and outcomes
- Recognizing projects operate within community social systems
- Learning and program-improving focused

Successful scale up of norms change interventions by definition

- Expand into new social & geographic contexts, new actors
- Fidelity: Do norms change mechanisms continue to work?



Passages End of Project Lessons – Measurement & Evaluation

Consensus on *measuring social norms* has grown over the Passages Project years, which can guide future research and evaluation of NSIs.

Social norms measures should:

1. Measure the descriptive norm or the injunctive norm, or ideally both;
2. Refer to one specific behavior;
3. Refer to a clearly defined reference group(s);
4. Refer to a target population for the program;
5. Determine what rewards people anticipate for complying with the norm and what penalties they expect for noncompliance.

Researchers can quantitatively measure norms with high validity and reliability.

- Practical approaches are needed
- Few valid and reliable normative measures exist
- Passages developed high quality measures through formative research, testing, and factor analysis

Passages End of Project Lessons – Measurement & Evaluation

Participatory/action research methods provide an alternative to traditional measurement and can be a practical way to assess norms, equalizing learning between researchers, implementers, and participants

Passages supported:

- participatory learning and analysis methods (for example, the SNET).
- participatory evaluation approaches
- adolescent-led evaluation

Analyzing realist evaluation findings and theories of change across projects led to middle-theory about how NSIs foster norms shifting

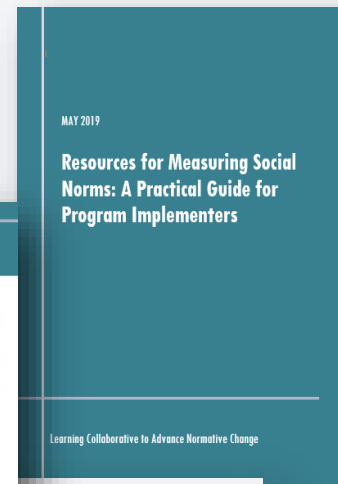
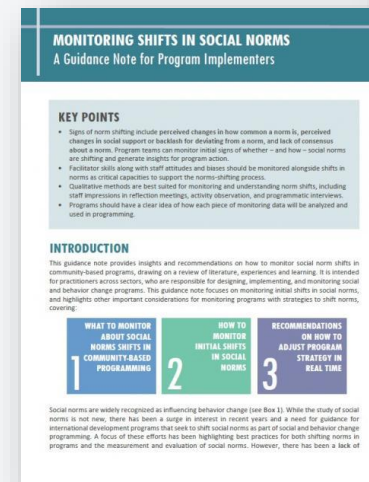
Resources

Partner Resources

- [CARE - Tipping Point: Monitoring, Evaluation, Accountability and Learning Resources](#)
- [Beyond Bias Website](#)
- [Beyond Bias Research Spotlight](#)
- [The ACT Framework Package: Measuring Social Norms Around Female Genital Mutilation | UNICEF](#)
- [UNICEF Guidance Tool on Measuring Social and Behavioural Drivers of Child Protection Issues.](#)
- [UNICEF Participatory Toolkit](#)

Passages Project Resources

- [Map of social-norms focused projects and their measurement approaches](#)
- [The Social Norms Exploration Tool](#)
- [Resources for Measuring Social Norms: A Practical Guide for Program Implementers](#)
- [Special Supplement on Social Norms Theory, Measurement, and Scale-Up](#)
- [Manuscript on Passages Social Norms Measures](#)



SOCIAL NORMS EXPLORATION TOOL



THANK YOU!



USAID
FROM THE AMERICAN PEOPLE

Passages

PASSAGES PROJECT

CONTACT

TWITTER

@PassagesProject

RESOURCES

<https://irh.org/projects/passages/>
www.alignplatform.org/learning-collaborative

LEGACY WEBSITE

www.passagesproject.org

TECHNICAL ASSISTANCE

info@passagesproject.org
