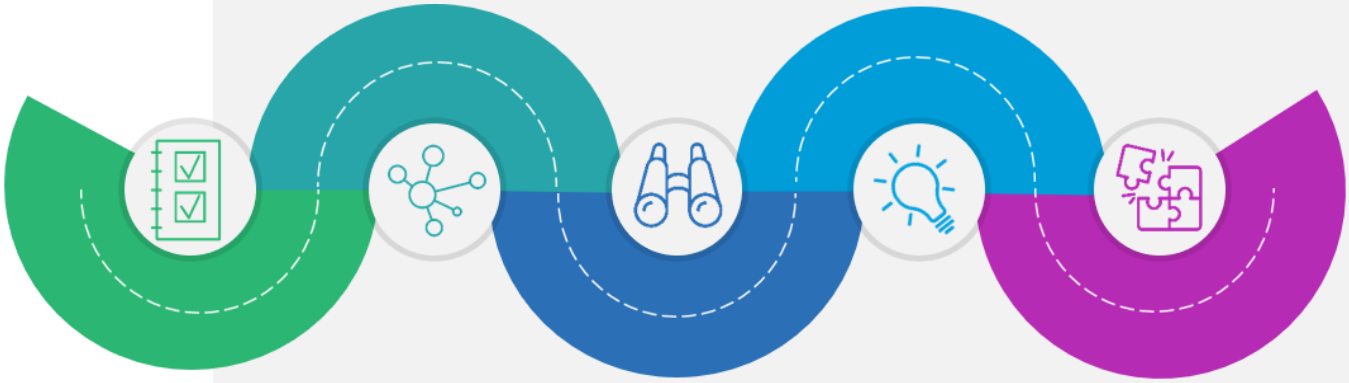
SOCIAL NORMS EXPLORATION TOOL

TRAINING PACKAGE



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THE SOCIAL NORMS LEARNING COLLABORATIVE

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SNET TRAINING PACKAGE OVERVIEW

What is the Social Norms Exploration Tool or SNET?

The **Social Norms Exploration Tool (SNET)** is a participatory learning and action tool that guides a **social norms exploration** (e.g., rapid formative assessment to identify and diagnose social norms driving behaviors relevant to your program's outcomes). The SNET is designed to be a rapid assessment tool. It is a team-based, qualitative process to gather information at the community level and quickly develop a preliminary understanding of the social norms operating in program communities that are influencing how people act or behave. The SNET is primarily for program planners and implementers with experience in participatory, community-based development programming. If you are a researcher or an evaluator, you may also find social norms exploration a useful starting point, as the SNET can complement or be incorporated in existing research and evaluation activities. A social norms exploration is ideally done before a program is designed and implemented, to inform norm-shifting strategies to reach your program objectives. However, a social norms exploration can also be applied mid-program to make course corrections. The SNET is a flexible and adaptive tool, and your program should be able to integrate the findings into your new or ongoing programs.

Why a Training Package for the SNET? Why now?

In the past, few formative assessment tools explicitly explored social norms at depth to inform program design, implementation strategies, and evaluation. Now, as social norms are gaining increased attention, many programs are considering how to shift norms to achieve their goals. The SNET was developed to fill this gap in formative assessments on social norms. As the SNET has been implemented by programs around the world and across sectors, we received feedback from SNET users seeking a deeper and fuller understanding of the social norms exploration process. In order to respond to feedback from practitioners for additional materials to support the application of the SNET, the Passages Project and Social Norms Learning Collaborative have produced this '**SNET Training Package'** to compliment the SNET itself.

BOX 1. THE SNET HAS EVERYTHING YOU NEED TO CONDUCT YOUR SOCIAL NORMS EXPLORATION

The SNET itself is designed as a tool for project teams to implement a social norms exploration in their context. The SNET includes all the details, activities, and templates needed to conduct a social norms exploration. However, although the SNET was designed to be a stand-alone product, experience has shown that some individuals leading the process desired additional support getting started. The materials in this training package offer resources for those leading the social norms exploration, providing deeper understanding, and strengthening capacities in facilitation and leadership of this work.

What is the SNET Training Package?

This training package is designed to support individuals (*referred to as SNET leaders*) who will lead a team implementing the SNET in one or more locations, as well as for those who will be responsible for training or coaching other SNET leaders. An identified SNET leader starts their training with a full review of the SNET. Then, this training will familiarize the SNET leader with the content on a deeper level and builds capacity in some of the most important skills for implementing the SNET. SNET leaders who complete this training package will be better equipped to implement a social norms exploration using the SNET, and support others to do so.

Who should use this Training Package?

The target audience for the SNET Training Package are program staff working on norms-shifting interventions, social behavior change (SBC) interventions, or broader sectors who will be leading a social norms exploration. They may be monitoring and evaluation (M&E) staff members, program, or technical staff members. These individuals are likely to be those primarily responsible for conducting a social norms exploration at some point in the future or will support others in doing so. Some advanced knowledge on social norms and participatory research approaches is ideal. Your organization's implementation of the SNET should have at least one trained SNET leader (that's you!), although multiple members of your team can also review this training package to be better equipped for your social norms exploration.

BOX 2. ADAPTING THE TRAINING PACKAGE

The materials in this Training Package are to support a SNET leader's efforts to prepare their team to implement a social norms exploration. While their primary function is achieving these training objectives, the materials should and can also be adapted to your program and context. If you'd like to use this training content for that purpose, you can replace the activities for the case study with your own program in mind.

What materials are included in the SNET Training Package?

Content	Purpose
Training Objectives, Skills Areas, and Participant Profiles	Provides a description of the overall objectives of the training, skill areas, and the ideal profile of training participants.
3-day Agenda	Consists of three days of training, broken down by time allotments per session, session purpose, content, materials, and additional notes for reference. The agenda has been developed for virtual delivery and includes suggestions for in-person adaptation as necessary.
Case Study	Includes two options for case studies to be used in the training are provided as a starting point for your team to further expand upon.
Activity Handouts & Homework handouts	Activity handouts (tools, templates, etc.) for each session, linked throughout the agenda. Homework handouts are included for participants to conduct after Day 1 and Day 2.
Annexes	Annex 1 includes a list with hyperlinks to readings and resources. Annex 2 includes a pre/post training survey to assess the knowledge and skills gained by participants and to gather feedback on the training.
Attachments	There is one attachment (external file) to this training package and it's the presentation in PowerPoint format to be used during the training, alongside the handouts for sessions.

In addition, this training will require, but does not include:

- **Social Norms Exploration Tool** (a copy in printed or digital format).
- **Note-taking materials**: Please have a way to take notes throughout the training (e.g., a pen and notebook, or a computer).
- **Computer and/or Projector**: To view presentation slides, as appropriate.

TRAINING OBJECTIVE, SKILLS, AND PARTICIPANT PROFILE

Training Objective

The SNET training objective is to **build skills to lead a social norms exploration using the SNET**. Participants will come out of the training with the needed knowledge, skills, and experience to lead a social norms exploration in their work or support others to use the SNET.

Skill Areas

The SNET Training seeks to build capacity by improving participant knowledge of and experience with:

- Participatory learning and action approaches (e.g., participatory action research) for community engagement.
- Understanding and identifying social norms and their influence on behaviors.
- Participatory qualitative analysis and application of findings to program design, monitoring and evaluation.

Participant Profile

Potential participants of this training should review the list below and consider their experience in considering participating in a SNET Training. Extensive expertise in any of the areas is not necessary but having a mix of experience is ideal.

This training is for you if you…

- Commit to the full three-day training
- Plan to lead a social norms exploration
- Read the SNET prior to the training

This training is most beneficial if you…

- Have experience with participatory, learning and action approaches
- Have experience with formative research
- Have experience in social and behavior change and/or social norms
- Have experience with facilitating trainings or other interactive events

SNET TRAINING AGENDA

SECTION SUMMARY:

DAY 1:
CORE CONTENT, APPROACHES & FOUNDATIONS

DAY 2:
FAMILIARIZING AND PRACTICING THE SNET

DAY 3:
BECOMING SNET EXPERTS

This agenda is for a three-day training for individuals who will be leading a social norms exploration in their current or future projects. This training is designed to be delivered virtually over three separate-but-connected sessions. However, trainers can adapt the agenda and materials for in-person delivery as needed. Sessions ideally should take place on consecutive days within one week. If that is not possible, sessions should be scheduled within a 2-week period to maintain momentum and continuity. The agenda includes core content, as well as optional additional activities if time allows. You should allow for breaks regularly throughout each day, at the frequency your group prefers.

BOX 3. ADAPTING THE AGENDA FOR IN-PERSON DELIVERY

If this training will take place in person, consider revising the overall timing of sessions and give more time to the interactive and group activities. In addition, more time may be needed for breaks and for lunch. All activities are developed to be done virtually by use of the activity handouts, SNET, slides, and any virtual tools (e.g., whiteboards, breakouts, etc.). To conduct the training in person, review the activities closely for adjustments needed to facilitate in person.

DAY 1: CORE CONTENT, APPROACHES & FOUNDATIONS

TIME	SESSION	SESSION PURPOSE	SESSION CONTENT	MATERIALS	SLIDES
15 mins.	Day 1/Session 1 Introductions & Agenda for Training	This is the opening session. It launches the training and provides an opportunity for everyone to introduce themselves. This time should also be devoted to reviewing the agenda for the three days, building in time for adjustments if needed, and the pre-training survey if needed.	- Introduce trainer(s) - Introduce participants - Review the agenda together, adjust if needed - Launch a pre-training survey and allow participants to complete it.	Slides Printed agenda Pre-training survey (*optional*)	Section 1
30 mins.	Day 1/Session 2 Opening Activity	This interactive opening activity allows participants to better get to know each other, and dive into the topics at hand. Participants will role play and take turns sharing and reflecting on social norms from the exercise.	- Introduce the two case study options for the training - Interactive activity to explore norms through role playing using one case study	Slides Case Study Overview Activity Handout 1	Section 2
30 mins.	Day 1/Session 3 Overview of the SNET	Prior to moving into the core content for Day 1, this session provides time to review the SNET	- Videos on the SNET - Presentation a 'norms assessment' - Presentation on the SNET	Slides SNET Videos SNET to reference	Section 3
1.5 hrs.	Day 1/Session 4 What are social norms?	This session provides an opportunity for participants to review core social norms content, familiarizing and practicing with definitions and terms underpinning the SNET.	- Review of social norms - Interactive activities to assess knowledge of concepts - Group discussions about social norms woven throughout	Slides, which include moments for dialogue and participation **Note: This session has no activity handouts; see slides for detail.*	Section 4

1.5 hrs.	Day 1/Session 5 What are participatory methods?	This session provides an opportunity for participants to review what participatory, learning, and action (PLA) approaches are, the principles of the approach, example activities, and best practices. It includes multiple time points to stop and practice activities and ask questions.	- Review of PLA approaches and best practices - Activities to practice facilitation, probing, creating safe spaces for discussions	Slides Activity Handout 2	Section 5
15 mins.	Day 1/Session 6 Debrief & Closing Activity	Day 1 ends with a review of Day 2 content and assigned homework to review SNET Phases 1 and 2.	- Overview what's to come in Day 2 - Assign homework	Slides Homework Handout 1	Section 6

DAY 2: FAMILIARIZING AND PRACTICING THE SNET

TIME	SESSION	SESSION PURPOSE	SESSION CONTENT	MATERIALS	SLIDES
15 mins.	Day 2/Session 1 Reflections from Day 1	This session will open space for participants to share questions and reflections from the Day 1 content and offer an opportunity to review the agenda for Day 2.	- Participant-led reflections from Day 1 - Summarize takeaways - Discuss any lingering questions - Review agenda for Day 2	Slides	Section 7
30 mins.	Day 2/Session 2 Overview of the SNET Phases	This session provides a detailed overview of each Phase of the SNET process. Time should be provided for questions, though each phase will be explored in more depth in the following sessions.	- Case study examples from SNET phase activities - Review of each SNET phase, and its activities using slides as markers to review content - Interactive discussion and questions from participants about what to expect as a social norms exploration lead	Slides SNET to reference	Section 8
1.5 hrs.	Day 2/Session 3 Participant-led Planning & Preparing	Participants will gather into groups, using the case study, to simulate the planning and preparing phase (Phase 1). Activities will be done in breakout groups.	- Presentation on Phase 1 of the SNET. - Selected case study to plan and prepare for a social norms exploration - Participants are assigned an (or multiple) activities from Phase 1 of the SNET and lead the activity with the group. - After each activity, the group pauses for discussion.	Slides SNET to reference Case Study Overview Activity Handout 3	Section 9

2.5 hrs.	Day 2/Session 4
	
	Participant-led Simulated fieldwork Phases
		In this longer session, participants gather back into groups, with the plans developed from Phase 1, and simulate activities from Phase 2 and 3 to identify reference groups and explore norms. Participants will practice developing the interview guides, role-playing, facilitation, note taking, and observing of the exercises.	- Presentation on Phase 2 and 3 of the SNET.
			- Selected case study to conduct the social norms exploration fieldwork
			  - Practice/role play done on:
			  - Developing interview and discussion guides
			  - Conducting the Phase 2 and 3 activities (a mix). Take real notes on activities for use on Day 3.
				Slides
				SNET to reference
				Case study Overview
				Activity Handout 4
				Activity Handout 5
					Section 10

15 mins.	Day 2/Session 5 Debrief & Closing Activity	Begin the closing of Day 2 with a preview of Day 3 content and introduce the homework. Participants should spend time reviewing the notes and records from their discussions and re-read the SNET Phases 4 and 5.	- Assign homework to participants - Overview what's to come in Day 3	Slides Homework Handout 2 SNET to reference	Section 11

DAY 3: BECOMING SNET EXPERTS

TIME	SESSION	SESSION PURPOSE	SESSION CONTENT	MATERIALS	SLIDES
15 mins.	Day 3/Session 1 Participant Reflections from Day 2	This session will provide space for participants to share questions or reflections from Day 2 and to preview the agenda for Day 3. Participants should be encouraged to share any needs that could be met on this final day together.	- Participant-led reflections from Day 2 - Report out on the homework - Discuss any lingering questions - Review agenda for Day 3	Slides	Section 12
1.5 hrs.	Day 3/Session 2 Mastering Phase 4: Analysis	Participants will spend time in groups again, using the notes from the activities in Day 1, to go through the analysis steps and develop a brief finding report (bullets) based on the findings for one of the three SNET exercises.	- Presentation on Phase 4 of the SNET. - Use case study with participants, co-lead analysis of an exploration activity through each step. Use real notes from Day 2. - Discuss the importance of results focusing on norms and being simple and succinct.	Slides SNET to reference Case study Overview Activity Handout 6	Section 13
1.5 hrs.	Day 3/Session 3 Mastering Phase 5: Applying findings	Participants come back to the plenary in a large group to review the results generated (along with the notes and records from Day 2) to test out both approaches to apply findings. Participants will take turns facilitating the discussion to apply	- Presentation on Phase 5 of the SNET. - Using findings from the analysis from the previous activity, simulate going through a group discussion to apply findings and identify actions to be taken at	Slides SNET to reference Case study Overview Activity Handout 7	Section 14

		the findings to each stage in the project cycle.	each point in the program lifecycle.		
30 mins.	Day 3/Session 4 Closing Activity: What are your plans? What do you need to succeed?	Prior to the end of the training, participants are encouraged to take time to reflect on what they're excited about in their upcoming social norms explorations as well as what they're concerned about. To address concerns, participants can spend time brainstorming solutions to help them succeed in their work.	- Participants share a description of their plans to use the SNET or train others - Virtual whiteboard to anonymously or openly share what they are excited and concerned about for their social norms explorations - Brainstorm a list of solutions to address concerns to succeed in their social norms explorations	Virtual Whiteboard	Section 15
15 minutes	Day 3/Session 5 Next steps & post-training survey	In this final session, participants should take time to complete the post-training survey. Participants can exchange information or share any final thoughts.	- Closing reflections from participants - Launch post-training survey	Post-training survey (*optional*)	Section 16

Case Studies

SECTION SUMMARY:

Case Study Option 1: Reproductive Health Program with Young Couples

Case Study Option 2: Land and Property Rights Program with Women

Case studies are recommended for the SNET Training Package. The case studies will be used in activities on Day 2 and 3 of the training. You should choose **one** of the case studies (not both). The case studies provide the basic information on a project, participants, and objectives. They are a starting point, as a team, you can continue to adapt and build upon the case study for use in your training as you practice activities (e.g. choose a context where they might be taking place, etc.).

Case Study Option 1:

Reproductive Health Program with Young Couples

A program in [country X] has the overall goal to improve reproductive health access and use, including family planning, for young couples recognizing that the early stages of family formation provide opportunities to shift norms to support couples' communication, improved health, and equitable parenting. To do so, the program would like to identify and understand the social norms driving behaviors related to reproductive health, service utilization, and family planning for both young women and young men in [country X].

The program is currently at the program design stage and plans to conduct a social norms exploration using the SNET to inform their program design, including what the intervention activities will be and who they need to engage.

Fast facts about the program:

- **Main Population Groups**: Young Men, Young Women, Ages 20-35, Unmarried and Married, with children or without children
- **Behaviors to explore:** Women/men/couples seeking healthcare services & women/men using contraception

Case Study Option 2:

Land and Property Rights Program with Women

A program in [country X] has the overall goal of increasing women's land rights addressing social barriers to customary and informal land ownership where current legal protections aren't effectively enforced. This program is currently being implemented, but after six months of activities, the program has identified a need to better understand social norms that are influencing land-related outcomes.

Therefore, the program will use the SNET to conduct a social norms exploration to identify barriers to women's land rights and women's participation in land-related decision-making bodies in [country X]. With the SNET findings, the program will conduct a pilot of new activities, and monitor for any shifts in social norms.

Fast facts about the program:

- **Main Population Groups**: Married Adult Women, Married Adult Men, Community Elders/Leaders
- **Behaviors to explore:** Women's ownership and tenure of land; Women's Participation in Land-related Groups; Women's decision-making on land-related issues

Activity Handouts

SECTION SUMMARY:

Activity Handout 1: Social Norms Icebreaker

Activity Handout 2: What are Participatory Methods?

Activity Handout 3: Participant-led Planning & Preparing

Activity Handout 4: Participant-led Simulated Fieldwork Phases

Activity Handout 5: Participant-led Simulated Fieldwork Phases

Activity Handout 6: Mastering Phase 4: Analysis

Activity Handout 7: Mastering Phase 5: Applying Findings

This section includes the activity handouts which describe activities throughout the 3-day training. Each activity includes information on how much time they should take, roles needed for participants (*if applicable*) the instructions to conduct the activity, and instructions to debrief the activity. Each activity handout is separated on its own page if you need to distribute them individually, by session, to participants – or if you need to print them for distribution.

Activity Handout 1 Day 1, Session 2

Time: 30 minutes
Participant Roles: One training participant to role play a community member from one of the SNET training case studies

Activity Instructions:

1. First, ask the group* to share an example norm that they adhere to each day; make it personal and tie content to reality.
2. Once everyone, or most participants, have shared, review the two training case studies included in the SNET training package. Select one of the case studies to use to deepen the exercise.
3. Ask one participant to volunteer to play a program 'participant' from the selected case study, and after a moment to review the case study, ask them to provide example norms that participant may experience in their daily life.
4. Open the discussion up to the broader group. Are there reactions to the example norms provided? Do they have other norms that come to mind? Do they agree/disagree? Why? Who is enforcing the norms? How are they enforced?

Activity Debrief:

- Ask the group if they have any reflections or additional norms they'd like to share with the group.

**If your group is more than 10 people conduct this activity in two breakout groups.*

Activity Handout 2 Day 1, Session 5

Multiple exercises are included in this activity, to be done in small groups. Ideally, each person has an opportunity to play various roles across the activities.

Exercise 1: Good vs. Bad Facilitation

Time: 15-20 minutes
Participant Roles: Facilitators, Respondents, and Observers

Activity Instructions:

1. Think about the best facilitator (e.g. from a focus group or a training) you know and list what made this person a good facilitator. Consider knowledge, skills, attitudes, and behaviors.
2. Now think about the worst facilitator you have experienced and list what made this person bad at facilitation. Again, consider their knowledge, skills, attitudes, and behaviors.
3. Now, split up into two groups in plenary:
    - Group 1: 2 people facilitating a discussion, 3 people playing respondents
    - Group 2: the Observers
4. Choose a topic from your selected case study for a discussion and start. For observers, if you think of a way to improve the facilitation, chat the facilitator privately and take over the facilitation.
5. The original facilitator then becomes an observer.
6. Each time a facilitator does something that could be improved, one of the observers should chat and take over.
7. Continue the role play until all the observers have had a chance to step in and take over the facilitation.

Activity Debrief:

- Invite general reflections from the facilitators on their role, respondents on their role, and then the observers on their role. Be sure to acknowledge how difficult the facilitation role is, especially when being observed!

Exercise 2: Discussing Sensitive Subjects

Time: 15-20 minutes
Participant Roles: Facilitators and Respondents

Activity Instructions:

1. Divide into multiple groups of three people.
2. With your trio, take 5 minutes to make a list of sensitive issues that might arise in your group discussions for your selected case study.
3. Group similar issues together into topics.
4. Now choose one topic to role play (1 facilitator and 2 respondents).
5. Take 5 minutes to discuss the chosen sensitive topic:
    - *What might make it hard to ask questions about the topic?*
    - *What would make it easier to discuss these topics?*
    - *What would be good questions to ask?*

Activity Debrief:

- Invite general reflections from the entire group on the exercise, the challenges, and opportunities of exploring sensitive subjects in activities.

Exercise 3: Deepening Discussions

Time: 15-20 minutes
Participant Roles: Facilitators and Observers

Activity Instructions:

1. Break into pairs into breakout groups.
2. One person is the facilitator, one is the respondent.
3. The respondent thinks of a story or incident that the facilitator does not know about. This can be anything, for example, an activity that you recently enjoyed or what you bought at the market.
4. The facilitator will ask questions to discover the story. The facilitator should try to use each of the six 'helper' questions at least twice to learn about this story or incident.
5. The respondents will answer questions as briefly as possible.
6. Swap roles after 3 minutes and repeat the exercise.

Activity Debrief:

- Gather the group back together and welcome general reflections from the entire group on the degree to which the facilitator was able to draw out the story and the experience being interviewed or conducting the interview.

Activity Handout 3 Day 2, Session 3

Multiple exercises are included in this activity. Time-permitting, you can choose to have groups go through each exercise or you can choose to split the groups up by exercise. The debrief portion if completed at the very end.

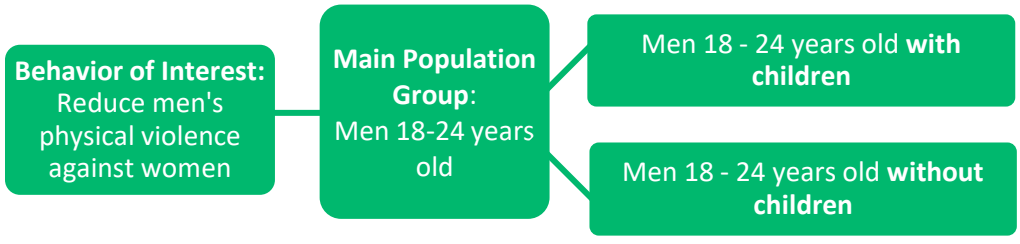
Exercise 1: Segmenting the Main Population Groups

Time: 20 minutes
Participant Roles: Lead Facilitator, Members of a SNET team

Activity Instructions:

1. In plenary, using your selected case study, you will identify your main population group(s) (typically at least one, but no more than three).
2. Determine a lead facilitator for the activity. That person will facilitate this exercise, and the other participants will play the role of a member of a social norms exploration team.
3. To inform your further planning, you will segment your main population groups using a pathway chart (see below) by the behaviors of interest based on the case study description.
4. Decide as a team if the main population group(s) should be further segmented, asking:
    - *Do the subgroups of this main population group experience different social pressures because of their age, sex, social position, or other factors?*
    - *If yes, which subgroups are most important/possible to reach?*
    - *Is this important to understand the norms for that behavior? How so?*

Example Pathway Chart:



Exercise 2: Choosing Norms Exploration Exercises

Time: 20 minutes

Participant Roles: Lead Facilitator, Members of a SNET team

Activity Instructions:

1. Using your selected case study, you will select the exercises to use for your social norms exploration (note: this will determine the exercise (or exercises) you will practice later) from the table on the following page.
2. Determine a lead facilitator for the activity. That person will facilitate this exercise, and the other participants will play the role of a member of a social norms exploration team.
3. Have a discussion to review the exercises in the SNET. There is no right or wrong exercise to choose, you should consider the resources, exercise complexity, and team capacity to conduct a social norms exploration for your context.

SUMMARY OF EXERCISE OPTIONS FOR THE SOCIAL NORMS EXPLORATION			
EXERCISE	METHOD TYPE	PROS/CONS	MAIN PURPOSE
Identify Reference Groups through rapid interviews with the program's Main Population Groups, learn about the Reference Groups for a specific behavior.			
'My Social Networks'	Rapid interview	• Ease to adapt exercise: Easy • **Time**: 5-10 minutes per individual interview • Facilitator skill: Basic • **Analysis**: Quickly done using Excel or Word	Explore which people are influential (part of a person's Reference Group) by providing guidance, information, advice or support on a specific issue.
Explore Social Norms using one of the exercises below, learn which norms are most influential regarding a behavior of interest with the program's Main Population Groups and their Reference Groups.			
The 'Five Whys'	Participatory group analysis and diagramming of social causes of 'why does X behavior exist'	• Ease to adapt exercise: Easy • **Time**: 45-60 minutes per group discussion • **Facilitator skill**: Basic skills in group facilitation • **Analysis**: Fairly quickly done using Excel or Word to organize content analysis	Explore the social norms that influence the behavior(s) of interest, learn which may be most influential, and understand the extent that social norms are influencing behaviors and reactions to following a norm.
'Problem Tree Analysis'	Participatory group diagramming, discussion and analysis of root causes	• Ease to adapt exercise: Easy • **Time**: 30-45 minutes per group discussion • **Facilitator skill**: Basic skills in group facilitation • **Analysis**: Quickly done using Excel or Word to organize content analysis	Similar to the 5 'Whys,' explore the social norms that influence the behavior(s) of interest, learn which may be most influential and understand the extent that social norms are influencing behaviors and reactions to following a norm. **PLUS:** This exercise identifies both social and non-social causes of behaviors.
'Vignettes'	Participatory group discussions of semi-structured open-ended stories	• **Ease to adapt exercise**: Moderately easy if the team knows the communities; more difficult and time-consuming if the team is unfamiliar with the context • **Time**: 45-60 minutes per group discussion • **Facilitator skill**: Basic skills in group facilitation • **Analysis**: Most complex to analyze of the 3 options, given more open-ended discussion script	Similar to the 5 'Whys,' explore the social norms that influence the behavior(s) of interest, learn which may be most influential and understand the extent that social norms are influencing behaviors and reactions to following a norm. **PLUS:** Vignettes can reveal more context and nuanced understanding with good probing.

*Table excerpted from the Social Norms Exploration Tool, Page 21.

Exercise 3: Determining Number of Communities and Participants to Engage

Time: 20 minutes

Participant Roles: Members of a social norms exploration team

Activity Instructions:

1. Using your selected case study, determine the number of sites and participants to explore norms in Phase 2 and 3 of the social norms exploration (note: this will depend on the discussions from the previous two exercises).
2. Keeping in mind the main population groups and exercises you have chosen, consider the context and the number of sites to visit. Keep in mind the resources, time, and need for the program discussed in the case study. Discuss the rationale for this selection.
3. Once the sites are agreed upon, determine how many participants you will engage based on the guidance in the SNET, considering:
    - *By site/location*
    - *# of people to include from the main population groups*
    - *Exercise chosen*
    - *# of people to include as reference groups (even if you don't know them yet, planning for the number of people will help in securing resources)*
4. We suggest developing a table which lays out this information: site, main population group, chosen exercise.

Example Sample Size Table:

Social Norms Exploration Sites and Sample			
Sites:			
Main Population Groups:			
Social Norms Exploration Exercise:			
Reference Groups:			

Exercise 4: Develop Fieldwork Plan

Time: 20 minutes

Participant Roles: Members of a social norms exploration team

Activity Instructions:

1. At this point, you have completed the majority of the steps in Phase 1 of the SNET for your social norms exploration.
2. Have 1-2 people work together independently to develop a field work plan. Include basic information like team members, location(s), dates, main population groups, chosen exercises, sites and sample, resources needed, etc.
3. Review Table 5 in the SNET for other questions to consider to ensure you've planned accordingly.

Activity Debrief:

- After all the Phase 1 activities are completed, , come back into plenary and reflect on the planning phase. Discuss questions such as:
    - *Were the activities easy to complete?*
    - *What were the most challenging aspects?*
    - *What would you do to prepare to lead this Phase in your work?*

Activity Handout 4 Day 2, Session 4

Time: 1 Hour

Participant Roles: Rotating Facilitators and Participants

Activity Instructions:

1. Use your selected case study to begin putting your fieldwork plan in place.
2. Gather into two groups.
3. Choose a main population group segment and a behavior to explore per group.
4. Use the templates below (Annex 2 and Annex 3 of the SNET) to build out the content for your activity in your group. Including a discussion to identify the questions you will use to identify reference groups.
5. Once the guide is done, one person should volunteer to play the facilitator and one a participant. A third person can be the notetaker. Practice using the guide to interview the person. Rotate roles, until everyone has had a chance to be an interviewer one time.
6. Once interviews and notes are complete, move to rapid analysis. Ask one person to volunteer to lead the process.
7. Using the template below (Annex 4 in the SNET) calculate totals for each column to add up the number of times (or frequency) that each type of person from the reference groups was noted as influential per question/behavior.
8. Review the analysis and have a group discussion about the results. Are results surprising or not?
9. If you have additional time, other people can practice leading through the steps of the analysis.

Activity Debrief:

- In plenary gather the groups together and give each group an opportunity to reflect on the exercise.
    - *How was the experience developing the guide? Were the questions easy to formulate? Difficult to formulate?*
    - *How was the experience interviewing? Notetaking?*
    - *What was the experience role playing the participant?*
    - *How did the rapid analysis go?*
    - *How could you see this happening in person in your project?*
    - *What would you need to succeed?*

TEMPLATE: SAMPLE INTERVIEW GUIDE FOR 'MY SOCIAL NETWORKS'*

'My Social Networks'		
Location:	Date:	Group/subgroup:
Interviewer: Note-taker:		
Introduction and Consent (read to participants): Thank you for taking the time to meet with me and the rest of the team today. My name is _____ and this is (introduce the note-taker if there is one) _____. I would like to talk to you about the people that are important to you in your life, and who you may turn to for advice before you do certain things. These interviews are part of a larger program to better understand certain attitudes and beliefs that are important in your community. The specific topics we'll talk about in this interview include: X,X,X The interview should take less than 10 minutes. I will be taking notes during the session to record your answers. Our interview is between you and me. Your answers responses will only be shared with the assessment team members. We will ensure that any information we include in our report does not identify you or your community. You don't have to talk about anything you don't want to, and you may end the interview and leave at any time. Are you willing to participate in this interview? ***If participant is under 18 years old, ask '**Is your parent or guardian aware you are being interviewed? Is he/she okay with your speaking with us today?'		
QUESTIONS		
Insert Question 1 here:		
…		
Question X		
Conclusion (read to participants): Thank you for your time, we really appreciate your willingness to share your ideas. Do you have any questions for me before we end?		

*Excerpt from the Social Norms Exploration Tool, Annex 2, Page 64

TEMPLATE: SAMPLE RECORDING FORM FOR 'MY SOCIAL NETWORKS'

Adapt this template/form following the interview guide, with one column per question. Insert enough rows to record information from all participants interviewed. Each group/subgroup should have its own recording sheet.

'My Social Networks'				
Location:	Date:	Group/subgroup:		
Interviewer: Note-taker:				
	[Insert Q1 here]	…	…	QX:
Participant 1				
…				
…				
…				
…				
…				
Participant X				

*Excerpt from the Social Norms Exploration Tool, Annex 3, Page 65

TEMPLATE. RAPID ANALYSIS TEMPLATE FOR 'MY SOCIAL NETWORKS'

'My Social Networks'							
Location:	Date:		Group/subgroup:				
Behavior(s) of Interest:							
Question: [Insert the question asked here]							
Responses:	[Insert a person type here]	…	…	…	…	…	[Insert person type X here]
Individual 1							
Individual …							
Individual …							
Individual …							
Individual X							
TOTAL							
Notes/comments:							

*Excerpt from the Social Norms Exploration Tool, Annex 4, Page 66

Activity Handout 5 Day 2, Session 4

Time: 1.5 Hours

Participant Roles: Rotating Facilitators and Participants

Activity Instructions:

1. Use your selected case study to continue to conduct your fieldwork for the simulated social norms exploration.
2. Gather into two groups again, they can be the same or different from the previous activity based on your group's interest.
3. Select either a main population group segment or a recently identified reference group from the previous exercise.
4. Each group will work together to practice **at least one*** exercise** that was selected for that group during the planning **Activity 3**.
5. First, using the templates below (Annex 5 of the SNET) your group will prepare the group discussion guide for your group, exercise, and behavior.
6. Once the guide is completed, one or two people should volunteer to play the facilitator and the others the participants. Practice using the guide to interview groups. Rotate roles, until everyone has had a chance to be a facilitator one time.
7. Consider having multiple people act as notetakers so that you have good notes to use for subsequent activities.

Activity Debrief:

- In plenary gather the groups together and give each group an opportunity to reflect on the exercise.
    - *How was your experience developing the guide? Were the questions easy to formulate? Difficult to formulate?*
    - *How was the experience facilitating? Notetaking?*
    - *What was your experience role playing the participant?*
    - *How are the quality of your notes? Could you improve them? How so?*
    - *How could you see this happening in your project?*
    - *What would you need to succeed?*

**Ideally groups have enough time to practice two exercises from the three options (e.g. Problem Tree, Five Why's or Vignettes) available. However, it's more important that participants have an opportunity to role play different roles (developing guides, facilitating, note taking), than to practice every activity.*

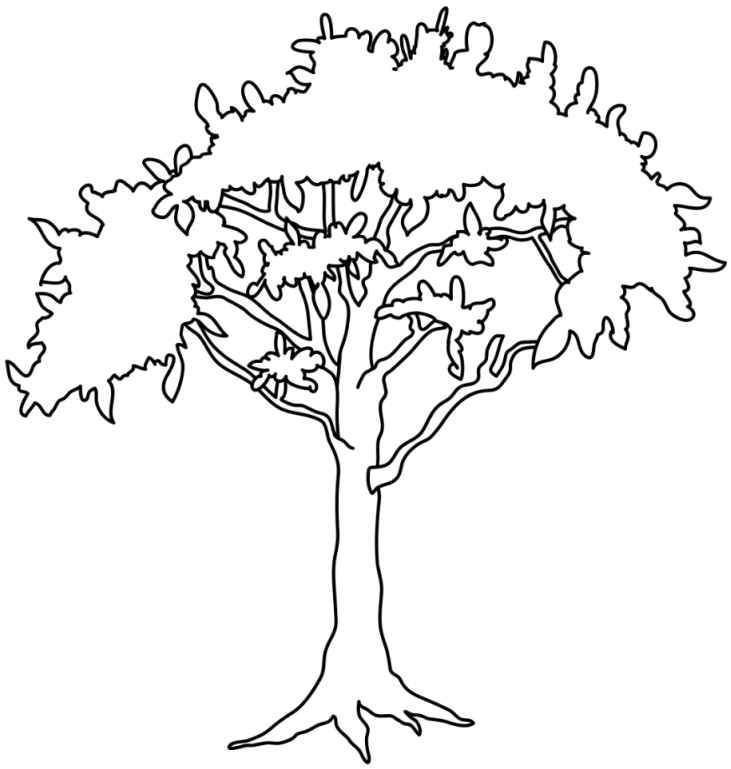
***If you have chosen Vignettes, it will take most of the time to develop the Vignette. Consider spending half the time developing the Vignette (maybe you don't develop an entire guide but a portion of it) and the other half practicing and notetaking.*

TEMPLATE: SAMPLE RECORDING FORMS FOR GROUP DISCUSSIONS (FOR 'FIVE WHYS', 'PROBLEM TREES' AND 'VIGNETTE')

'Five Whys'		
Location:	Date:	Interviewer:
Group/subgroup:	Number of Participants:	Note-taker:
Behavior of Interest:		
TOP FIVE REASONS FOR THE BEHAVIOR OF INTEREST	KEY DISCUSSION POINTS	
1.		
2.		
3.		
4.		
5.		

*Excerpt from the Social Norms Exploration Tool, Annex 5, Page 67

‘Problem Tree’	
Location:	Date:
Interviewer:	Group/subgroup OR reference group:
Behavior(s) of Interest:	Problem Question/Action:
Top 5 Root Causes of the Problem Behavior 1. 2. 3. 4. 5.	Key discussion points - - - - -



*Excerpt from the Social Norms Exploration Tool, Annex 5, Page 68

‘Vignette’	
Location:	Date:
Interviewer:	Group/subgroup OR reference group:
Behavior(s) of Interest:	Social norm(s) addressed:
Beginning of the story:	
First question break: 1. Question 1: 2. … 3. Question X:	
Continuation of the story:	
Second question break: 1. Question 1: 2. … 3. Question X:	
…	

*Excerpt from the Social Norms Exploration Tool, Annex 5, Page 68

Activity Handout 6 Day 3, Session 2

Time: 1.5 hours
Participant Roles: Lead Facilitator(s) and Participants of a social norms exploration team

Activity Instructions:

1. Gather into two groups. This activity is done in a large group. Once person can play the role of the lead, moving through the steps and others play the role of analysis team members.
2. Use the notes from the Day 2 activities from Phase 2 and 3.
3. Conduct participatory rapid analysis using the notes you collected during the exercise that you practiced (e.g. Problem Tree, Five Why's or Vignettes)
4. Go through all the analysis steps from SNET Phase 4, holding abbreviated discussions of the results in your notes, developing, and completing each analysis table for the designated steps to the extent possible.
5. Where notes aren't complete or fall short, consider supplementing them with fictional information to fill in gaps in the analysis tables. *When you implement this SNET, you will not add fictional information. For the purposes of this training, it can be helpful so that you have enough data for the next activity.*
6. Designate smaller groups to develop sections of a short report out and spend the last 15 minutes drafting the findings and pulling the tables together for later use.

Activity Debrief:

- In plenary gather the groups together and give each group an opportunity to reflect on the exercise.
    - *Were the analysis steps easy, medium, hard to complete? Why?*
    - *How did the discussion interpreting the findings go?*
    - *How can you see this taking place in your context? Who would participate in the analysis? Why?*
    - *What would you do to best prepare for this Phase?*

Activity Handout 7 Day 3, Session 3

Time: 1.5 hours
Participant Roles: Lead Facilitator(s), Participants of a social norms exploration team

Activity Instructions:

1. Choose whether you'd like to conduct this activity in a larger plenary group or in smaller groups.
2. For this activity you will practice a simulation of trying out both approaches in SNET Phase 5 to applying the findings.
3. First, in your group, have 1-2 volunteers lead the first approach: a group brainstorm using the questions from the SNET (Table 10). Use a virtual whiteboard to record the discussion notes in the four areas (e.g., design, implementation, monitoring, and evaluation).
4. Once that's complete, spend a few minutes reflecting on this option to review findings. *How was the process? How might you do this in your project?*
5. Second, practice applying the findings. Have 1-2 volunteers facilitate the second option using the matrix from the SNET (Table 11).
6. Copy an empty version of the Table into a new document, complete the left-hand content first, and move to the right-hand content, with someone recording the discussion and completing the matrix based on the group discussion and interpretation of the findings.

Activity Debrief:

- In plenary gather the groups together and give each group an opportunity to reflect on the exercise.
    - *Were the applying findings options easy, medium, hard to complete? Why?*
    - *How did the discussion about how to apply and use the findings go?*
    - *How can you see this taking place in your context? Who would participate in the analysis? Why?*
    - *What would you do to best prepare for this Phase?*

Homework Handouts

SECTION SUMMARY:

Homework Handout 1
Day 1

Homework Handout 2
Day 2

After Day 1 and Day 2, there will be “take home” homework handouts for participants. The activities for the homework are suggested and designed to both review the content from the previous day and prepare for the day to come. The homework handouts are designed to be conducted individually.

Homework Handout 1 Day 1

Your review task…Read through Phases 1, 2, and 3 of the SNET. Focus your attention closely on the steps for Phase 1: Planning and Preparing. You will be asked to facilitate one of the activities from any of the Phases in activities on Day 2 and should feel comfortable with the content.

Your homework activity…As you read through the first three Phases of the SNET, answer the following questions…

Question	Response
What three critical questions can the SNET answer?	
What's the first step in Phase 1? Why is it important?	
Why is setting an objective for your social norms exploration important? What can it help you do?	
Why do you need to segment your main population groups? What factors would you consider to do that?	
What do you need to consider in determining your sites and samples?	
What example activities could I do to identify reference groups? How does it work?	
What activities could I do to explore norms? How would you go about choosing which activity to use?	

Homework Handout 2 Day 2

Your review task…Read through Phases 4 and 5 of the SNET. Focus on the analysis steps for your chosen exploration exercise. Review the two options for Phase 4: Applying Findings. Review the steps closely for what to expect in Day 3.

Your homework activity… Review your notes from the exercises earlier on Day 2, identify gaps in the notes that you think would be needed as you will be conducting the analysis on Day 3. Develop a list of additional 'hypothetical' findings for your case study that would be helpful in Phases 4 and 5.

Social Norms Exercise	**Additional Discussion Notes to Integrate into Analysis and Application (Phase 4 and 5)**
Phase 2: My Social Networks	
Phase 3: 5 Why's	
Phase 3: Problem Tree	
Phase 4: Vignette	

ANNEX 1. LIST OF READING MATERIALS

SNET Materials

All materials accessible at this link: https://irh.org/social-norms-exploration/

1. **Watch**: SNET Overview Video
   A 2-minute video detailing the SNET tool and it's value for programs.
2. **Read**: Social Norms Exploration Tool
   The full, Social Norms Exploration Tool; the key resource to read through in advance of the training to familiarize yourself with the SNET, it's phases, and various tools and templates.
3. **Watch**: SNET Phases and User Experience Video
   A 6-minute video detailing the 5 SNET phases, their objectives, and sharing highlights from users of the SNET on their experiences conducting social norms explorations.
4. **Read**: two briefs: An overview brief & a pilot results brief

Additional Resources: Social Norms & Participatory Approaches

Social Norms Theory and General

- Learning Collaborative: Guiding Conceptual Framework: Working Paper
- The Grammar of Society: The Nature and Dynamic of Social Norms
- Social Norms and AYSRH: Building a Bridge from Theory to Program Design
- Social Norms: A Review
- An Explanation of Social Norms

Social Norms Programming

- Redefining Norms to Empower Women: Experiences and Lessons Learned
- Social Norms and Girls' Wellbeing: Linking Theory to Practice
- Applying Theory To Practice: CARE's Journey Piloting Social Norms Measures for Gender Programming
- Identifying and Describing Approaches and Attributes of Normative Change Interventions – Background Paper

Social Norms Measurement

- What are Social Norms? How are they measured?
- Resources for Measuring Social Norms: A Practical Guide for Program Implementers
- Applying Theory to Practice: CARE's Journey Piloting Social Norms Measures for Gender Programming

Participatory Learning and Action Techniques

- What is Participatory Learning and Action (PLA): An Introduction
- Participatory Methods. People working together around the world to generate ideas and action for social change
- ISOFI Toolkit: Tools for learning and action on gender and sexuality

ANNEX 2. PRE/POST TRAINING SURVEY

This survey is optional to be completed by participants prior to a SNET training, and immediately after the SNET training. The lead facilitator should distribute and collect the surveys.

Basic information

Name: _____

If you'd like to be anonymous, please use a random entry here and on the final survey, such as '123ABC'

Training Event/Name: _____

Lead Facilitator: _____

Knowledge of social norms

We'd like to begin with an assessment of your knowledge and comfort with social norms. Please read the following statements and tick the appropriate box for your response, with 1 being no/none, and 5 being yes/a lot.

Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
I know what social norms are and can define and describe them.					
I know why it's important to distinguish social norms from attitudes and behaviors.					
I know why it's important to conduct formative assessments of social norms.					
I know what should be included in a formative assessment of social norms.					

Knowledge of participatory methods

This section assesses your knowledge and experience with participatory research, which is the underpinning of the SNET. Please read the following statements and tick the appropriate box for your response, with 1 being no/none, and 5 being yes/a lot.

Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
I know what qualitative methods are.					
I know what participatory methods and approaches are.					
I can name some examples of participatory methods.					
I know why qualitative and participatory methods are helpful in exploring norms.					
I am comfortable using qualitative and participatory methods to explore norms.					

Familiarity and Comfort with the SNET and SNET Process

This section assesses your familiarity with the SNET and comfort with the SNET and the process of a social norms exploration. Please read the following statements and tick the appropriate box for your response.

Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
I could plan my own social norms exploration using the SNET.					
I could lead a team to conduct a social norms exploration.					
I could lead a team to conduct fieldwork using methods from the SNET.					
I could lead a team to conduct analysis to determine the social norms and other factors identified through fieldwork.					
I could lead a team to identify actions to take based on findings gleaned during analysis of exercises.					

Training Evaluation

(note: please only complete this section at the end of the workshop)

Please read the following statements and tick the appropriate box for your response.

Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
I am confident that I can conduct a social norms exploration.					
The training achieved its daily objectives.					
The training was educational and informative.					
The contents were easy to understand and practically presented.					
The information and knowledge from the training is relevant and applicable to my context.					
The content and discussions were useful and non-harmful.					
The time management was good.					
The content had an appropriate balance of presentations and applied activities for practice.					
The techniques and tools taught were useful and can be easily implemented in my work.					
The facilitators communicated clearly and used appropriate learning methods to conduct the workshop.					
I would be able to replicate this training for my project if needed.					