THE PASSAGES PROJECT

FINAL REPORT

USAID FROM THE AMERICAN PEOPLE

Passages

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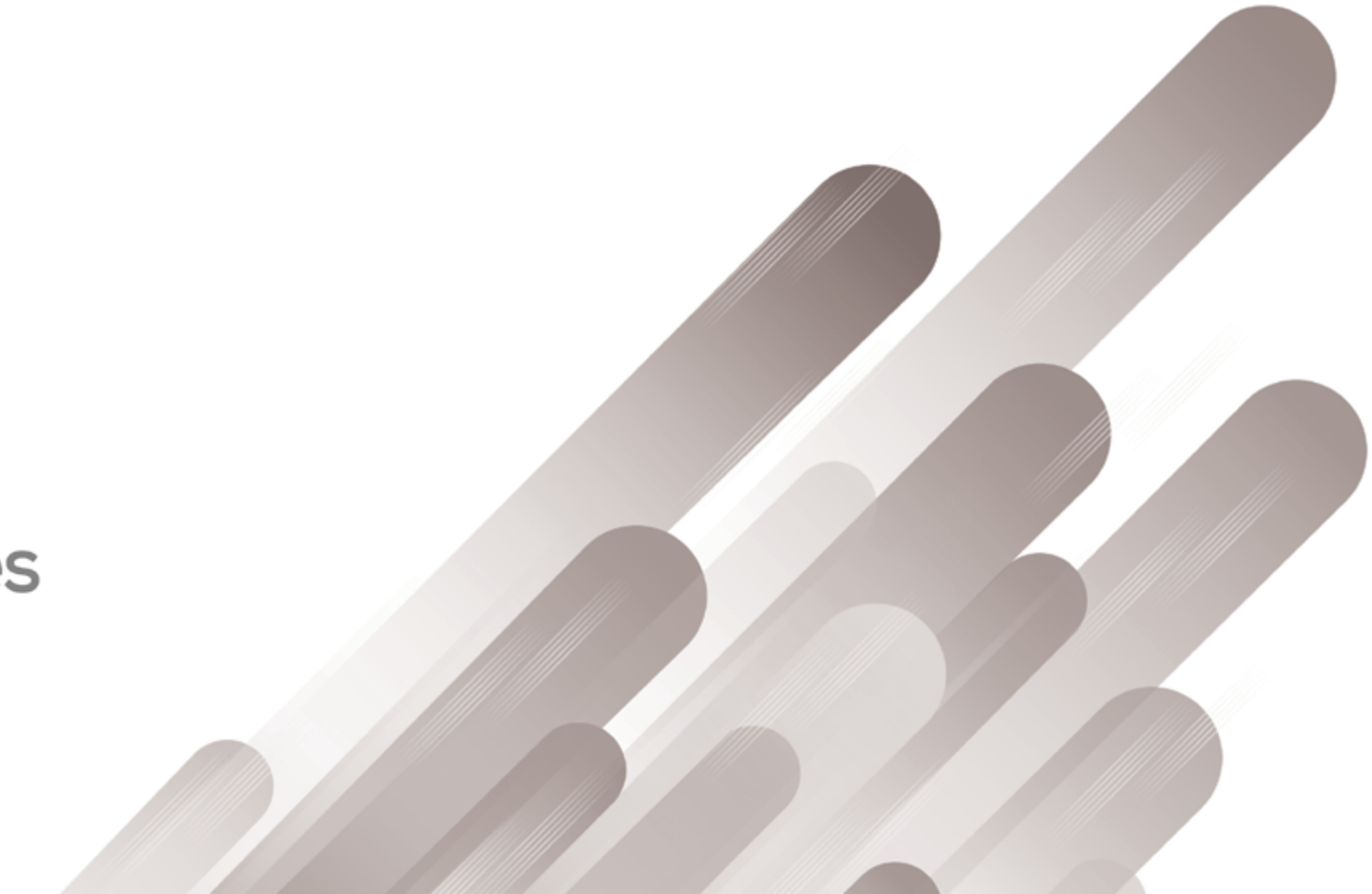
FINAL REPORT

September 2022



USAID FROM THE AMERICAN PEOPLE

Passages

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PREVIEW

This final report for the Passages Project is atypical. Rather than summarize our activities and achievements, already amply recorded in semi-annual progress reports, the Passages Project team presents the ***legacy contributions*** of our work towards mapping the **why**, **what**, and **how** of norms-shifting interventions (NSIs) as a pathway to improved adolescent and youth sexual and reproductive health (AYSRH).

In 2015, when the Passages Project began, the field of NSIs was young and siloed.[1] Several important development actors had launched research and implementation related to social norms and their influence on AYSRH, but each faced substantial gaps in theoretical and practical realms. As yet, we collectively lacked a shared agreement on the nature of social norms, the language to describe them, the tactics to shift them, and the methods to detect and measure them.

In 2022, after seven years of research, practice, networking, and leadership, the field of NSIs is more mature and far clearer. The Passages Project team, in collaboration with a global community of researchers and practitioners, has progressed substantially along the parallel learning tracks of ● **ADVANCING UNDERSTANDING**, ● **IMPROVING IMPLEMENTATION**, ● **ENHANCING EVALUATION**, and ● **STRENGTHENING SCALE-UP** of NSIs. Passages' legacy lives in our mapping of these **FOUR LEARNING TRACKS**: the conceptual and practical **milestones** we established along their lengths, the **lessons** we have learned on the journey, and the essential, remaining **research questions** that our experience allowed us to identify, and that represent the next stage of the NSI journey.

Future implementers and researchers will benefit from being equipped with the documentation of our breakthroughs, and the practical guidance we created to transform theory to effective action, as they further explore the terrain of NSI for better AYSRH.

[1] **Passages would like to recognize our predecessors, mentors, and colleagues** Jerry Mackie, Christina Bicchieri, Rajiv Rimal, Lori Heise, Ben Cislaghi, Suruchi Sood **and organizations including** CARE International, UNICEF, UNFPA, the Overseas Development Initiative, and the London School of Tropical Health and Hygiene.

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OVERVIEW

OF THE PASSAGES PROJECT

PURPOSE

Adolescent and youth sexual and reproductive health (AYSRH) has seen great progress in recent decades, yet public health professionals are increasingly certain that further improvements cannot be made and sustained solely through greater knowledge, changed policy, augmented financing, and expanded program delivery.

Among the remaining roadblocks to improved AYSRH are socio-cultural barriers, deeply tied to beliefs about the roles of, and behaviors appropriate for, girls and boys, young women and men in societies. Social norms — the unwritten, often unspoken rules that govern typical and accepted behaviors and attitudes — shape people's views and actions related to sexual debut, intimate partner and sexual violence, early marriage, and healthy timing and spacing of pregnancies. Social norms affect young people's access to the education, services, and information they need to protect their health, in youth and throughout adulthood.

Social and behavior change (SBC) projects strive to motivate individuals to practice health-seeking actions, and often address barriers and gaps in knowledge, attitudes, and perceptions at the individual and the community level. Norms-shifting interventions (NSIs), an emerging field within SBC, engage community and social systems, seek to redistribute power and social influence, and thus shift social norms to support the health and wellbeing of community members. Building upon a growing consensus that individual-centered SBC approaches are important but insufficient for sustainable, community-driven change, the emerging field of NSIs joins and enriches the implementers' toolkit for fostering an enabling environment for better AYSRH – and outcomes across sectors.

From 2015 to 2022, the **Passages Project** aimed to address a broad range of social norms, at scale, to achieve sustained improvements in AYSRH, gender equality, and reduction of intimate partner and other forms of violence for very young adolescents, newly married couples, and first-time parents. Capitalizing on these formative

SOCIAL NORMS affect young people's access to the education, services, and information they need to protect their health, in youth and throughout adulthood.

life transition points, Passages' implementing partners designed, tested and/or scaled up a suite of six NSIs in five countries that promoted collective norms shifts and enabling environments for new norms and behaviors. We hypothesized that investing in social norms change at the community and individual levels, while ensuring supportive policies and access to high-quality services, could bring about significant improvements in reproductive health and wellbeing.

Overarching and weaving together these NSIs, Passages staff and consortium partners devoted ourselves to learning, building evidence, and expanding the global knowledge base of implementers and researchers in reproductive health and other domains of human wellbeing. Applying implementation science principles, we ascertained what makes interventions effective in real world contexts; addressed socially complex issues including gender inequality, stigma, and violence; and focused on scalability, considering cost, complexity, and adaptability. We took a Realist Evaluation approach to answer the questions: *what works, for whom, in what respects, to what extent, in what contexts, and how*? We operationalized the meaning of sustainability in the domain of NSIs, conceptualizing the different but related goals of sustaining norms change and sustaining programs. The Passages Project bridged the gap between science and effective practice by working in a continuous implementation-research cycle. We achieved our primary goal of *improved AYSRH via addressing social norms* through our constant commitment to learning, applying, and re-learning; building the evidence base; and leading capacity-building within the global community to strengthen normative environments that support health and wellbeing for adolescents and youth.

BOX 1

Passages Goal and Results

The Passages Project's results areas illustrate its learning-application-dissemination cycle:

Goal

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

Intermediate Results

1. Research: *Establish evidence base on scalable NSI pilot and replication studies.*
2. Practice: *Assess and provide technical assistance and catalytic support for scaling NSIs.*
3. Leadership: *Advance knowledge dissemination and utilization.*

A young father participating in the REAL Fathers intervention and his child.

Credit: Save the Children

DONORS, CONSORTIUM PARTNERS, & LEARNING PEERS

Georgetown University's Institute for Reproductive Health (IRH) led the Passages Project, bringing to the partnership our experience in implementation science in the arenas of family planning, AYSRH, gender, social norms, research and strategic scale-up.

The United Stated Agency for International Development (USAID) was the major donor and leverager of corollary funds to support crucial research. USAID's Office of Population and Reproductive Health's Research, Technology, and Utilization Division was a key learning partner whose staff provided strategic, tactical, and technical guidance across the project's seven years; identified opportunities for collaboration; and forged alliances for learning and practice. The USAID Gender Equality and Women's Empowerment Hub (GenDev) provided support for specific activities under Passages.

Alongside IRH, six organizations formed the Passages consortium. FHI 360 applied its broad research capacity and managed research use. Johns Hopkins University's Global Early Adolescent Study team contributed its extensive global expertise in adolescent research and survey research. Save the Children and Tearfund adapted and implemented community-based NSIs, bringing expertise in AYSRH, gender, and masculinities. Early in the Passages Project, Population Services International ensured linkages, including to providers able to address gender-based violence and the needs of youth. Later, Passages sub-contracted the Population Reference Bureau for its expertise in knowledge management and research utilization. Each consortium member provided one representative to the Passages Leadership Team. In addition to the core support from USAID, our norms-shifting consortium interventions

THE SOCIAL NORMS LEARNING COLLABORATIVE comprises some 1,000 members who represent more than 200 organizations.

received funding from other donors such as UNFPA, John Templeton Foundation, and Global Affairs Canada to implement their programs.

As a result of advocacy by USAID's Office of Population and Reproductive Health's Research, Technology, and Utilization Division to address a budget shortfall, the Bill and Melinda Gates Foundation supplemented USAID's investment: it funded research in Kinshasa, and the creation of the global Social Norms Learning Collaborative,[2] whose goal was (and remains) to build knowledge and develop shared tools to promote effective social norms theory, measurement, and practice. The Social Norms Learning Collaborative comprises some 1,000 members who represent more than 200 organizations, including donors, non-governmental organizations, civil society organizations, and academic institutions. In its early iteration, the Learning Collaborative formed three learning communities — one each devoted to advancing theory, measurement, and scale-up. With time, Regional Learning Collaboratives coalesced in Nigeria, East Africa, Francophone Africa, and South Asia. The Overseas Development Institute houses the collaboratives, and the more than 20 NSI-related products they have created to date, on its Advancing Learning and Innovation on Gender Norms **ALiGN platform**.

[2] Originally called the Learning Collaborative to Advance Normative Change. In this document, Social Norms Learning Collaborative and Learning Collaborative are used interchangeably.

Participants in the *Terikunda Jekulu* intervention in a group meeting.

Credit: IRH

PROCESSES & PRINCIPLES

The Passages Leadership Team provided strategic leadership and guidance to the Passages Project, supported by the internal IRH management team.

Early guidance was generated by task forces focused on cross-cutting themes (youth, gender-based violence, research and measurement), study and activity teams, and a monitoring, evaluation and learning team.

Annual partner meetings provided opportunity to pause and reflect on learning over the previous year and prioritize and plan activities for the next year. These meetings, which included staff across countries of NSI implementation, and the USAID management team, were instrumental to building our learning and advancing our thinking. They offered, for example, opportunities to brainstorm our theory of change and the pathways by which our interventions could be scaled. Consortium principles were established at our first meeting and revisited yearly with an eye to strengthening the consortium culture of collaboration (**Box 2**).

BOX 2

Passages Consortium Principles

- Respectful, organized leadership
- Meaningful partnership, including field/ local partner voice
- Trust, transparency, accountability
- Streamlined, clear and purposeful communication
- Efficient organizational processes
- Effective and easy-to-use management tools
- Commitment only to what we can deliver
- Promoting a shared vision and goals
- Embracing error, learning from failure
- Clear roles and responsibilities
- Clear expectations, guidelines, deliverables
- Open and timely conflict management
- Meaningful youth participation

CONSORTIUM PRINCIPLES were established at our first meeting and revisited yearly with an eye to strengthening the consortium culture of collaboration.

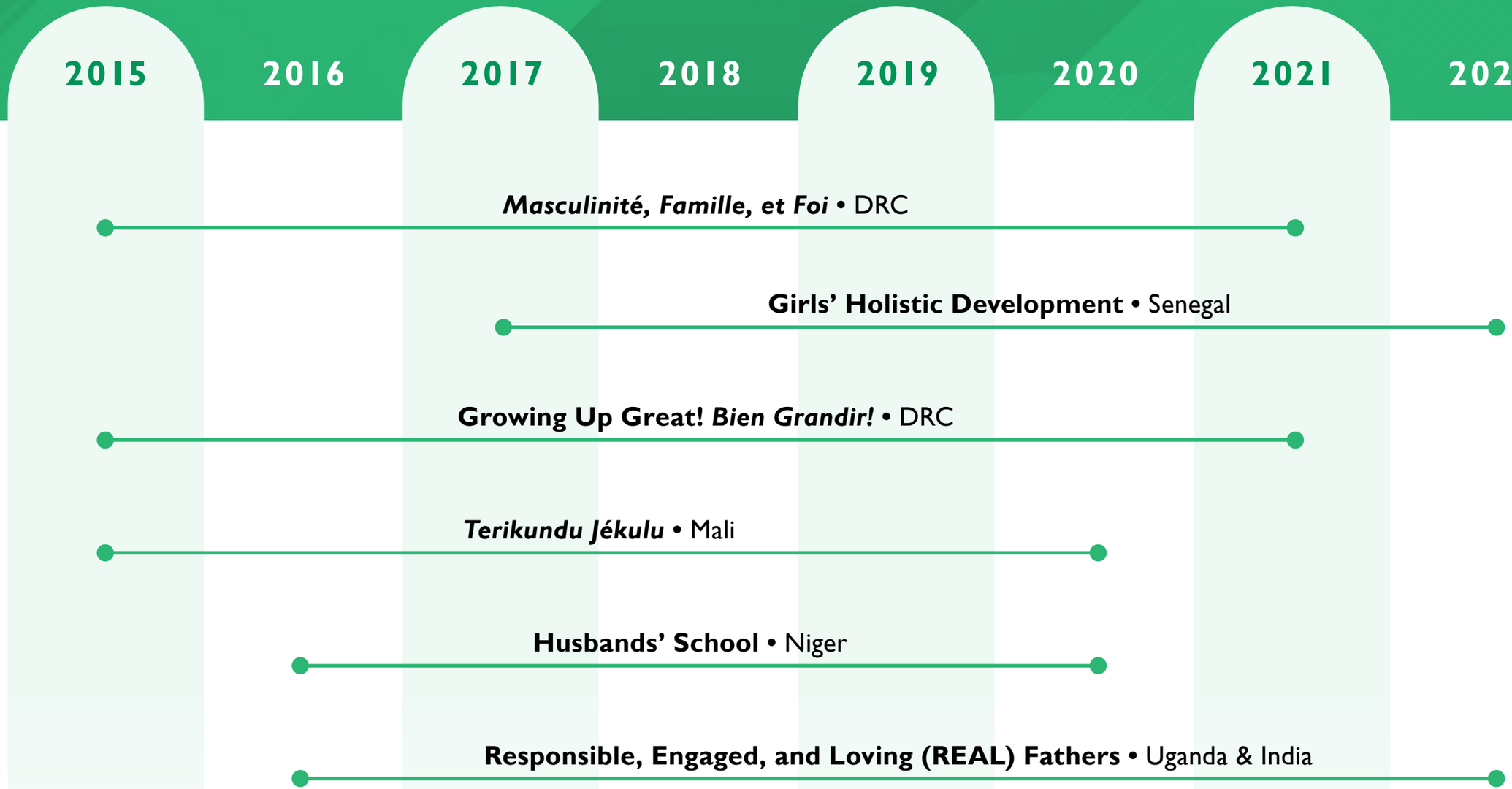
NORMS-SHIFTING INTERVENTIONS

The six NSIs that served as the Passages Project's learning and application laboratories addressed a range of social norms to achieve sustained improvements in reproductive health, gender equality, and reduction of intimate partner and other forms of violence, for people at formative transition points in the life course: very young adolescents, newly married couples, and first-time parents.

They were NSIs that had demonstrated effectiveness but had not been scaled; that had been scaled but with less rigorous evaluation of effectiveness than desired; or that had been scaled but had unanswered questions about long-term effectiveness or sustainability. Yet they shared common strategies to shift social norms, each with a growing evidence base. The strategies worked across multiple levels (individual, interpersonal, community) of the social ecology, addressing the multiple dimensions of social norms and behavior change.

THE STRATEGIES worked across multiple levels of the social ecology, addressing the multiple dimensions of social norms and behavior change.

THE SIX NSIs *and the timeframe of their collaboration with the Passages Project:*



Masculinité, Famille et Foi

IRH and Tearfund

Masculinité, Famille et Foi worked in faith communities in Kinshasa, Democratic Republic of the Congo (DRC), to explore the extent to which an NSI could increase voluntary family planning use and reduce intimate partner violence among newly married couples and first-time parents. By working to address harmful masculinities and power dynamics, the project sought to work with young couples to shift norms and behaviors in their home, and to encourage and support positive masculinities. Trainings and workshops guided faith leaders, gender champions, and congregation members through a process of participatory reflection to identify, create, disseminate, and embrace positive masculinities and gender equality. A series of couples' dialogues, facilitated by trained gender champions, encouraged critical reflection. Further diffusion activities supported sharing messages via sermons, testimonials, and celebratory events. The intervention was supported with linkages to health services for young couples (e.g., health talks, referrals). *Masculinité, Famille et Foi*'s results showed improved gender-equitable attitudes among young couples and improved couples communication. Use of voluntary family planning increased, significantly among first-time parents. Attitudes and justifications of intimate partner violence shifted and perceived approval (descriptive norms) of intimate partner violence decreased. Shifts in social norms were identified around support for voluntary family planning use. *Masculinité, Famille et Foi* was scaled up in Kinshasa within the Eglise du Christ au Congo network, and adapted and scaled in Rwanda through two local NGOs.

A facilitator from the *Masculinité, Famille et Foi* intervention.

Credit: IRH

Participants in the Girls' Holistic Development intervention attend a group meeting.

Credit: The Grandmother Project

Girls' Holistic Development

IRH and The Grandmother Project

Early adolescence is a critical period in which social norms, attitudes, and behaviors around gender (and gender inequality) become more fixed. Social norms influence adolescents' choices and behaviors, and are reinforced by caregivers and community members. Understanding how to shift these often-interconnected norms to delay child marriage, delay pregnancy, and keep girls in school requires understanding the structure and dynamics of family and community systems. The Grandmothers Project — Change through Culture sought to address these intertwined factors via innovative community change strategies that built on the structure and values of West African collectivist cultures.

The Girls' Holistic Development project, implemented in rural Vélingara, posited that by increasing recognition, knowledge, and empowerment of elder women, and by reinforcing intergenerational relationships, communication, and decision-making, community members including girls would support and advocate on behalf of girls' interests and desires. After 18 months of implementation, a Realist Evaluation (with a mixed-method, quasi-experimental design, and a comparison population) examined differences in intergenerational communication, decision-making, and descriptive and injunctive norms related to early marriage, pregnancy, and schooling. Intergenerational communication was more likely in intervention villages, grandmothers felt more valued, adolescent girls felt more supported with improved agency, and norms were shifting to favor delayed marriage and pregnancy and keeping girls in school.

The study took place 18 months after the start of the intervention, a time period that was too short to see significant behavioral shifts. Alignment in attitudes, intentions, norms and actions show promise for further change. Intervention village girls and caregivers were statistically significantly more likely to perceive grandmothers as influential decision-makers about girls' marriage and schooling decisions. Study findings led to discussions on how to integrate or include the approach within the Ministry of Education Rural Education Pre-Service Training; other donors have expressed interest in the approach.

Growing up GREAT!
Bien Grandir!

IRH, Save the Children, and the Global Early Adolescent Study

Growing Up GREAT! addressed gender equality and reproductive health through school and community-based clubs and family, teacher, and provider engagement. It thus touched on each of the multiple spheres of influence — individual, family, school, community — that affect very young adolescents. Participants were 10-14-year-old girls and boys who gathered in clubs (in-school, out-of-school) in Kinshasa, DRC. The program targeted early adolescence as an entryway to promote health-seeking behaviors and gender-equitable attitudes and norms before gendered expectations, attitudes, and behaviors are set. Major activities were curriculum-informed group learning sessions, video testimonials, community discussions, teacher orientations, and health provider linkages. The intervention encouraged reflection and dialogue among participants and their parents and guardians through video testimonials, group discussions about model behaviors, and parent-child communication. It fostered community engagement via community discussions to build more equitable gender norms that support adolescent development and wellbeing. The Growing up GREAT! results showed more gender-equitable attitudes, and improved family planning and reproductive health knowledge and behaviors for some groups participating in the intervention. Growing Up GREAT! materials have been included in the Ministry of Public Health's three-year strategic plan, the Ministry of Education's Family Life Education Program, and the Ministry of Social Affairs is piloting clubs for out-of-school adolescents.

Very young adolescent participants in the Growing Up GREAT! intervention.

Credit: IRH

Project staff for the *Terikunda Jekulu* intervention participate in a group exercise.

Credit: IRH

Terikundu Jékulu

IRH

Under Passages, *Terikundu Jékulu* was implemented and scaled as a low-cost package of activities that uses social networks to spread new ideas for family planning use. The packages' five components are: engaging community members in social network mapping, supporting influential groups in reflective dialogue, encouraging influential individuals to act (for example, by initiating discussions and identifying opportunities to address social barriers to unmet need), using radio to create an enabling environment and linking family planning providers to influential groups. Originally developed and tested in Benin, *Terikundu Jékulu* under Passages was scaled up in Mali, where unmet need for family planning is high and social barriers prevent family planning use. IRH implemented *Terikundu Jékulu* in collaboration with the Ministry of Health and Social Affairs by building the capacity of five NGOs to carry out the simple package between 2018 and 2020. A qualitative evaluation showed that the package increased discussion about family planning and social well-being by community and religious leaders, in groups and among couples. This led to an increase in couples' interpersonal communication around family planning and changed perceptions of peers and families — in other words, couples' social networks — who endorse and support the use of contraceptive methods. The evaluation showed a significant increase in method use: over one year, the number of new users of modern family planning at health centers in intervention zones more than doubled. The potential to expand *Terikundu Jékulu* in Mali was boosted significantly when the Ministry of Health and Social Affairs integrated the approach into its family planning strategy documents in 2019.

Husbands' School

IRH and UNFPA

In Niger, the Husbands' Schools' strategy under Passages was to train and reinforce knowledge among a core group of married men on the importance of promoting and using reproductive health services (antenatal care, assisted delivery, and family planning). These men, called Model Husbands, then served as change agents in their homes and communities, aiming to shift knowledge, behavior, and attitudes. By discussing and modeling changes in gender roles related to men discussing reproductive health with their partner and community, Model Husbands sought to inspire the same change among other men in the community, and plant the seeds of change in gender roles vis-à-vis reproductive health services. A Realist Evaluation found that communities accepted and supported the intervention in pilot and scale-up areas. Model Husbands were seen as credible resources for sexual and reproductive health information by their wives, peers, and neighbors.

The intervention's immediate effect was an improvement in the communication between husbands and wives on once-taboo health topics; this change was observed in qualitative data in both Model Husbands and their spouses, indicating a diffusion effect. Further, participants indicated that messages were reaching villages with no Husbands' Schools, and the speed of diffusion underscored the interest that people took in the subject matter. The study showed the complexity of shifting power dynamics. It appeared that even if the husband remained the ultimate decider, the wife had gained a certain independence in decision-making, especially on the use of family planning. With additional evidence of effectiveness, Husbands' School expansion continues through West African Governments and NGOs via the Sahel Women's Empowerment and Demographic Dividend. The World Bank Spotlight tested and implemented the approach with Girls Safe Spaces and Future Husband's Clubs.

Participants in the Husbands' School intervention in a group meeting.

Credit: IRH

A young couple participating in the REAL Fathers intervention and their children.

Credit: Save the Children

Responsible, Engaged, and Loving (REAL) Fathers

IRH and *Save the Children*

The REAL Fathers Initiative, scaled up in rural Uganda, saw community elders mentor young fathers to reduce violence against their children and partners. With their project-trained mentors, young men learned new skills in positive parenting and partnerships and challenged the norms that undergirded physical discipline of children and intimate partner violence. In the REAL Fathers pilot implemented prior to Passages, change mechanisms included home visits and group meetings with mentors, and community celebrations of the young fathers that signaled public recognition of shifted norms surrounding fatherhood, partnership, and masculinity. For the REAL Fathers scale-up in two additional sites in Uganda, with the addition of a family planning module, evaluation results showed decreased physical punishment of children and reduced intimate partner violence, at the end of the research period and one year later, and increased use of family planning methods in one site. REAL Fathers is an effective, integrated violence prevention and relationship-building program with results that can guide scale-up in other contexts. REAL Fathers has been adapted for implementation in India under Passages, in partnership with the Child In Need Institute (CINI). Separate efforts include work to scale the program in Uganda, where relevant ministries have endorsed it as a high-impact practice, and a research implementation project currently underway in Senegal and Rwanda.

PART I

LEGACY MAP: FOUR LEARNING TRACKS TOWARDS IMPROVED AYSRH

INTRODUCTION

Across the Passages Project lifespan, we sought to advance learning and practice on NSIs, and to document our work for the benefit of future practitioners, researchers, and evaluators.

Passages has created and supported creation of a substantial body of evidence, tools, and resources across Passages' four Legacy Contribution Areas or learning tracks of ● **ADVANCING UNDERSTANDING**, ● **IMPROVING IMPLEMENTATION**, ● **ENHANCING EVALUATION**, and ● **STRENGTHENING SCALE-UP** of NSIs.

In Part 1, using our Passages '**LEGACY MAP**', these Legacy Contribution areas become 'learning tracks,' which we use to highlight and briefly describe the legacy products that the Passages team felt highlight and codify the projects' major, conceptual and practical breakthroughs that advanced the NSI field. These moments or 'stations' represent genuine milestones along one or more of the four learning tracks. In many instances, a legacy product makes advances along more than a single learning track: in such cases, a junction is indicated on the map.

A complete bibliography of the Passages Project output appears in the **ANNEX** to this report.

Passages has created and supported creation of a substantial body of evidence, tools, and resources across Passages' four Legacy Contribution Areas or **LEARNING TRACKS.**

LEGACY MAP LEARNING TRACKS

CLICK TO VIEW THE LEGACY MAP

ADVANCING UNDERSTANDING

Social norms are important drivers of community behavior. A better understanding of their influence can support more effective SBC program design. Passages advanced understanding through our work to harmonize social norms language, identify influential community norms, and demonstrate how normative change works.

IMPROVING IMPLEMENTATION

Social norms are feasible entry points for generating change within health and development programs. NSIs can help reach program goals and support healthy outcomes. Passages improved implementation through our work to design and adapt programs grounded in social norms theory and evidence.

ENHANCING EVALUATION

Though social norms are complex, it is possible to measure their influence on behaviors in communities. Evaluating NSIs helps target efforts for sustained social change. Passages enhanced evaluation through our work to measure the effectiveness of NSIs, and their cost.

STRENGTHENING SCALE-UP

Social norms may differ from community to community, but positive outcomes from NSIs can be scaled to expand impact. Passages strengthened scale-up through our work to develop essential strategies for assessing the design and ethical considerations of scaling up NSIs.

LEGACY MAP

A ADVANCING UNDERSTANDING I IMPROVING IMPLEMENTATION E ENHANCING EVALUATION S STRENGTHENING SCALE-UP

A ADVANCING UNDERSTANDING

24 The Social Norms Lexicon and The Social Norms Atlas

34 The Social Norms Exploration Tool

26 **Definition & Attributes of Norms-Shifting Interventions**

27 **Social Norms Learning Collaborative**

47 How to Scale NSIs

28 **Social Norms Theories of Change**

30 A Bridge from Theory to Program Design

31 Ethical Thinking and Social Norms Change

49 **The Social Norms Training Curriculum**

M

PASSAGES ADVANCED UNDERSTANDING through our work to harmonize social norms language, identify influential community norms, and demonstrate how normative change works.

The Social Norms Lexicon and The Social Norms Atlas

From the outset of the Passages Project, staff and colleagues grappled with the language of social norms and social norms change and sought to create a common, clear vocabulary to share with others. Social norms theory and practice use several ordinary words — belief, attitude, behavior — in very precise ways. They separate closely related concepts — attitudes, injunctive norms, and descriptive norms, for example — into precise and meaningful categories. Effective social norms research and practice requires a shared understanding of the contours of the often unseen, unacknowledged, but very powerful world of socially constructed, and socially enforced, norms.

The Passages Project was rooted in social psychology thinking on norms and focused on AYSRH, but the social norms operating in any given society affect all its members across all aspects of their lives. Thus, as we worked to delineate a social norms vocabulary grounded in social psychology and related to AYSRH, we also traced the influence of social norms in other arenas of human health and

Passages Project colleagues at an annual partners' meeting.

Credit: IRH

wellbeing from education to nutrition, from harmful traditional practices (such as child marriage) to Covid-19 response. Programmers and researchers tend to categorize their work as belonging to one or another development sector, but the influence of norms cuts across these silos in ways that are important to effective research and practice.

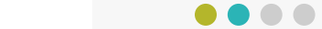
Our linked efforts resulted in two complementary legacy products. **The Social Norms Lexicon** was created by a team who distilled and synthesized — and grappled with dissensus in — years of Passages' and the broader field's thinking on norms and related concepts. The Lexicon provides a set of simple, clear definitions and examples of terms frequently used in social norms theory, research, and practice. Each term is presented with a brief definition, an expanded definition, and examples of the term in a project context. Where relevant, the definitions include implications for program implementation and links to related concepts within the Lexicon. The Lexicon underscores that, while social norms terms may describe individual or collective phenomena, they are not necessarily individually or collectively determined. Rather, they are affected by social structures, belief systems, and broad macro influences such as political or economic systems.

The companion **Social Norms Atlas** is for program planners, implementers, evaluators, and researchers who want to improve their social norms fluency and strengthen their understanding of social norms' relevance to their sector(s) of interest. It was created by a team of volunteers, both researchers and implementers, convened by the Learning Collaborative. These volunteers brought thinking from their own disciplines and sectors into the process, and relied on the Lexicon for consensus on social norms concepts. In each of ten sections specific to a development sector, the Atlas provides examples of how behaviors, attitudes, and norms may be expressed in that sector; offers a brief case study; and lists promising approaches from practical experience. It discusses and analyzes meta-norms, the deeper phenomena that underlie the proximal norms more closely linked to individuals' behavior. Taken together, the Atlas sections highlight how social norms cut across and are relevant to all development sectors.

The Social Norms Lexicon and the Social Norms Atlas were published in February and May 2021, respectively. Both products have been featured in Passages and Learning Collaborative webinars and our capacity-building trainings, and have been used to frame further Passages work — such as **Toward Shared Meaning: A Challenge Paper on Social and Behavior Change and Social Norms** — and non-Passages social norms work — such as USAID's brief, **Gender Norms and Women's Land Rights How To Identify And Shift Harmful Gender Norms In The Context Of Land And Natural Resources**. Together, they have garnered over 4,000 unique page views, and are cited in stakeholder survey analysis as products shared by respondents with their colleagues.

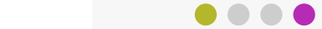
ADDITIONAL JUNCTIONS

The Social Norms Exploration Tool



View in IMPROVING IMPLEMENTATION.

How to Scale NSIs



View in STRENGTHENING SCALE-UP.

Definition and Attributes of Norms-Shifting Interventions

How does an NSI differ from SBC projects that focus on knowledge, attitudes, or policy — and what do such projects miss when they overlook the social norms that underlie certain behaviors? In our 2018 working paper **Identifying and describing approaches and attributes of norms-shifting interventions** and the accompanying brief **Community-Based, Norms-Shifting Interventions: Definitions and Attributes**, the Learning Collaborative offers nine attributes that distinguish an NSI from other community-based projects: it seeks community-level change, engages people at multiple levels, corrects misperceptions around harmful behaviors, confronts power imbalances, creates safe spaces for critical reflection, roots the issue in the community's own value systems, accurately assesses norms, uses organized diffusion and/or creates positive new norms.

To create these documents, members of the Learning Collaborative's *Scale-Up Community of Practice* provided source materials from the grey literature on community-based NSIs working in health, HIV, gender-based violence, and AYSRH, from which a consultant distilled the key attributes. The product's caveat is that the nine attributes are not exhaustive, nor are they prescriptive for NSIs: research has not yet clarified which attributes or combination of attributes are the most important for successful normative change. The working paper was vetted and shared in side events at international conferences; it has since served as a conceptual cornerstone for the Passages Project's **TRAINING CURRICULUM** and capacity-strengthening activities. At Passages, it framed thinking for the Gen-Dev supported **Norms Across Sectors activity**, for Passages' **Social Norms and Social Media activity**, and for the **Social Norms Atlas**. It has likewise shaped thinking in the broader field: it was used in the development of the High Impact Practices brief, **Community Group Engagement: Changing Norms to Improve Sexual and Reproductive Health**, and for the UNFPA-UNICEF Joint Program guideline, **Technical Guidance A Comprehensive Approach to Accelerating the Elimination of Female Genital Mutilation**.

IRH offers **NINE ATTRIBUTES** that distinguish an NSI from other community-based projects.

Social Norms Learning Collaborative

From the beginning of the Passages Project, the consortium team understood the need for collaboration to advance the emerging field of NSIs. The community of social norms practitioners was, at the time, fragmented; it lacked theoretical clarity and validated measures, and had developed little guidance on planning and documenting the scale-up of NSIs. **The Social Norms Learning Collaborative** leveraged the opportunity created by the Passages Project to advance understanding of social norms. Launched in 2016 with 30 members from around the globe, the Learning Collaborative envisioned a world where the powerful influence of social norms would be widely understood, and where projects and programs would improve reproductive health and other sectors by applying normative science at scale.

Three learning communities defined the early structure of the Learning Collaborative: one each devoted to building knowledge, generating evidence, and developing tools to support *social norms theory, social norms measurement*, and the *scale-up of NSIs*. As the field of NSIs grew and diversified, so did the Learning Collaborative: Communities of Practice in Francophone Africa, Nigeria, East Africa, and South Asia formed within the global community.

The Learning Collaborative and its learning communities engaged fruitfully in *processes*: dialogue, debate, learning and problem-solving. During the 2019 Learning Collaborative Summit, many of these processes and discussions, and their outcomes, were documented in the **Top themes from the summit on social norms research and practice** slide doc. Members participated in the development of dozens of research-driven *products*: tools, workshops, journal articles, blogs and guidance documents, several of which are highlighted in this report. Collectively, the Learning Collaborative made tremendous advances in the state of NSI knowledge, evidence, and practice. The close of Passages saw over 1,000 Learning Collaborative members, representing some 200 organizations, with plans for continuity after the end of the Passages Project.

Mariam Diakité of the Passages Project presents at an annual partners' meeting.

Credit: IRH

Social Norms Theories of Change

Development practitioners often cite behavior change theories, yet do not always clarify how they fit with program theories of change. Practitioners who are conversant with program theories of change for AYSRH may not be familiar with how these fit with NSIs. Without a clear vision of pathways for norms change, we cannot design, implement, measure/evaluate or scale-up NSIs.

The Passages Project was founded on emerging consensus that addressing social norms enforced by peers, families, and communities is key to enhancing young people's ability to forge healthy relationships and behaviors. Given the relative newness of NSIs at the outset of Passages, we recognized the importance of applying program theories of normative change to our projects — in other words, of understanding at a program level how practitioners expect a project to lead to intermediate change pathways that lead to behavior change outcomes in the real world. Program theories

Pierrot Mbela of the Passages project presents at a Social Norms Learning Collaborative dissemination meeting.

Credit: IRH

of change consider the complexity and interlinked nature of norms shifting and behavior change in the context of social relationships and community realities.

We chose to use a social-ecological perspective for our theory of change work: this perspective stems from the premise that for sustainable interventions that foster community change, individual-centered approaches are important but alone insufficient. We studied SBC theories and selected two — the Theory of Normative Social Behavior and the Integrated Behavior Model — as a basis for our work. Then, using four of the six Passages NSIs, we traced the conceptual line from starting conditions to intermediate norms-change outcomes, then to behavioral outcomes buoyed by shifted norms, and finally to the ultimate impact of improved SRH. The **Social Norms and Behavior: A Theory of Change** brief (drawn from the more detailed **Theory of Change: Transforming Social Norms for Family Planning and Reproductive Health**) describes both the process and result of this work.

The theory of change brief (and its parent document) offers guidance to other practitioners. It outlines the strategies that the four projects used, then details the shorter-term outcomes at the individual, interpersonal, community and structural levels expected to result from implementation of these strategies. The shorter-term outcomes lead to longer-term behavioral outcomes, and make these healthy behaviors more visible and acceptable within communities. The theory of change hypothesizes that young people who have changed attitudes about what it means to be men and women, who have increased agency to enact behaviors in line with these attitudes, and who are living in supportive normative environments, will be more likely to engage in gender-equitable relationships and behaviors — and that these behaviors will be bolstered by work done to shift norms and strengthen supportive normative environments within their communities.

Our work to map how changes occur through social norms approaches has been shared through our capacity-building trainings — including theory of change workshops — and informed deeper work to describe theory of change pathways for the Passages interventions.

THE THEORY OF CHANGE

hypothesizes that young people who have changed attitudes about what it means to be men and women, who have increased agency to enact behaviors in line with these attitudes, and who are living in supportive normative environments, will be more likely to engage in gender-equitable relationships and behaviors.

A Bridge from Theory to Program Design

Passages recognized that, even as programmers increasingly agreed on the crucial roles that norms play in behavior, they also needed guidance to translate complex social norms concepts and academic theory into effective interventions. Using input from dozens of practitioners, researchers and donors who participated in the Learning Collaborative, its *Theory Community of Practice* created **Social Norms and AYSRH: Building a Bridge from Theory to Program Design** to begin to fill the theory-to-practice gap.

Written for programmers as they conceptualize projects that encompass NSIs, the document distills academic information about social norms into usable definitions and concepts, delineates eight features of social norms and demonstrates their fit with SBC methodologies and models. It links users to how-to guides as appropriate, and offers mini-case studies of how projects have crossed from theory to design and application. It prepares the reader to develop a theory of change as part of program design, and offers several examples of real-life AYSRH programs and the theories that guided their work. Finally, the bridging document discusses the need to anticipate NSI implementation challenges such as backlash and resistance, and offers strategies to prevent or minimize such challenges.

This document — which has been accessed by over 1000 unique users and has been downloaded over 400 times — has become an important resource for orienting and creating capacity among practitioners. Passages and Breakthrough ACTION (a member of the Social Norms Learning Collaborative) used it to create the companion tool **Getting Practical: Integrating Social Norms into SBC** with guidance for project planners, designers and monitoring/research staff as they address the gap between formative social norms research and the other phases of the program design cycle.

THIS BRIDGE-BUILDING DOCUMENT has become an important resource for orienting and creating capacity among practitioners.

Ethical Thinking and Social Norms Change

Community-based NSIs aim to improve people's wellbeing by identifying and shifting the social norms that support harmful and unhealthy behaviors. Through incremental change, NSIs use tactics such as safe spaces and critical reflection to create and reinforce new and existing positive norms that are rooted within the existing values of that community. However, NSI practitioners must recognize that values are not homogenous within any community (nor within or between implementing organizations, nor indeed between communities and outside organizations), and must thus grapple with questions such as: whose values and voices, and at what levels, should inform NSI design? Who is accountable for monitoring and managing resistance and backlash? Should an organization implement an NSI knowing that some participants may perceive change as externally driven or moving too fast, or knowing that change may put change agents or early adopters at risk of social stigma or rejection?

Rebecka Lundgren of the Passages Project presents on the REAL Fathers program.

Credit: IRH

Passages began a process of reflection and dialogue internally and with a handful of partners and colleagues. Initially, we wanted to examine the assumptions we carry into our work, and the implications of the disproportionate power held by Northern actors with resources as they work in the Global South to improve health and other outcomes. The latter has been a concern among development professionals for some time, yet its importance felt heightened in the arena of social norms. We brought our ethics discussion first to the 2018 Social and Behavior Change Summit in Indonesia, and then to the 2019 Learning Collaborative Summit and to subsequent Passages events. In search of clarity on what bringing ethical thinking into NSIs means in practice, a Passages team researched ethical considerations in the three disciplines at whose intersection NSIs sit: public health, human rights, and social justice. A review of 125 articles netted little guidance or direction that could apply specifically to NSIs. To begin to address this gap, Passages sought to identify a set of common values that practitioners can bring to the collaborative design and implementation of NSIs.

The article created from this review, **Bringing Ethical Thinking to Social Change Initiatives: Why It Matters** lays out the compelling reasons to engage ethically with the social complexities of NSIs and the communities that co-implement them. The article reviews the ethical frameworks of the three contributing disciplines, and clarifies that guidance for their direct application to the ethical challenges of NSIs is insufficient. Passages reviews the ethical challenges inherent to NSIs, and proposes ten values that — if held in common by all stakeholders and translated to practical action in discussion, research and decision-making — are important to design and implementation processes that minimize unintended consequences and maximize inclusivity. With publication of the article (and the accompanying, non-technical **Doing good: Social change initiatives and ethical thinking**, published with Research Outreach and written to reach a broader audience), the authors have sparked new conversations that can raise our field's awareness of the need to engage with the ethical questions that arise in the design and implementation of NSIs. We believe it also lays a foundation for the development of practical tools and guidelines to support this engagement. While the article begins to offer practical advice to practitioners, especially via two case studies — one each focused on NSI design and NSI implementation — to illustrate the proposed values in action, Passages chose to develop more explicit guidance via a companion volume of **CASE STUDIES**, discussed in the ● **IMPROVING IMPLEMENTATION** learning track, below. These case studies have been used in the Design module of the Passages Social Norms **TRAINING CURRICULUM**.

A review of 125 articles netted little guidance or direction that could apply specifically to NSIs. To begin to address this gap, Passages sought to identify a set of **COMMON VALUES** that practitioners can bring to the collaborative design and implementation of NSIs.

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PASSAGES IMPROVED IMPLEMENTATION through our work to design and adapt programs grounded in social norms theory and evidence.

The Social Norms Exploration Tool

As interest in social norms has grown, so has the need for practical, tested assessment tools to correctly identify, with communities, the social norms driving behaviors of interest. Passages developed the **Social Norms Exploration Tool (SNET)** to meet that need. Originally intended for use in Passages NSIs, the SNET was first piloted in the DRC, revised with user input, and vetted within the Social Norms Learning Collaborative as a key resource for social norms diagnosis. The SNET is a five-phase, participatory learning and action tool that guides a team through a qualitative process of information-gathering at community level to help answer these four crucial questions: Which groups are most influential to the population of interest regarding the behavior of interest? What are the social norms that influence this behavior? Why do people comply or not comply with social norms? What are the social norms that influence this behavior the most?

The SNET's five phases are: Plan and Prepare; Identify Reference Groups; Explore Social Norms; Analyze Findings; and Apply Findings (to project design and implementation). The SNET is primarily for program planners and implementers with experience in community-based development projects; it is ideally used prior to program planning, although it can be applied mid-project to make course corrections. Researchers may find the SNET useful as a starting point, complement, or addition to their work: it can help them develop a keen understanding of the normative context, the influence of social norms on behaviors and whether and how programs are working to shift norms.

The SNET has been used in over 30 projects in the arenas of global health, environment, agriculture, food and nutrition and land and property rights. User projects include Breakthrough ACTION, MOMENTUM Country and Global Leadership-Yash/India, Integrated Land and Resource Governance – Communication and Evaluation Learning, USAID Advancing Nutrition and Tulonge Afya. Passages' most-viewed product, the SNET, has garnered over 5,000 unique page views since its publication.

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health, environment,
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nutrition and land and
property rights.

How-To Guides

Five of the **SIX NSIs** associated with the Passages Project created how-to guides, offering other implementers detailed instructions for implementing and adapting community-based activities for the benefit of AYSRH:

- **Tearfund**, under the Passages Project, developed the **Transforming Masculinities: Implementation Guide** with information about the core principles of the approach, the components of the intervention package, details on adaptation to other sectors and settings and monitoring and evaluation guidance.
- **Save the Children** created the **Growing Up Great! Implementation Guide** under the Passages Project. The scalable, multi-level NSI is designed to improve reproductive health and gender equity among very young adolescents and the important adults in their lives: it guides these participants and their communities to question and break down the social barriers that

Passages colleagues at an annual partners' meeting.
Credit: IRH

prevent access to health information and care. The guide contains tested tools; materials for planning, implementing, supervising and monitoring this successful NSI; and advice on adapting the intervention. Supporting materials for parents and guardians, teachers and health providers appear throughout.

- A Community-Based Approach that Engages Grandmothers: A How-To Guide, written by a Passages team for the **Grandmother Project**, describes the steps to foster intergenerational and other community dialogues, expand grandmothers' traditional roles as advisers to girls and build community-school linkages. Together these activities lead to collective actions that promote the wellbeing of children, particularly girls. The detailed guide and its annexes are available in English and French.
- The steps and components of ***Terikundu Jékulu*** (and its predecessor *Tékponon Jikuagu* in Benin) are described in the IRH-authored How-To Guide for Social Network Diffusion Approaches to Overcome Social Obstacles to Family Planning Use. Available in English and French, the guide provides detailed instructions for organizations that wish to adapt the scalable package of social network activities that engages men and women in discussion and reflection about unmet need for family planning. The package works with and through influential, connected network actors who may be more effective in diffusing new ideas and mobilizing public dialogue than formal leaders or health workers alone. The intervention can be used as a stand-alone initiative or as part of ongoing health and development programs; the how-to guide encompasses new NGO users' experiences during scale-up in Mali. K-SUCCESS' inaugural "20 Essential Resources" collection featured the *Terikundu Jékulu* guide.
- **IRH and Save the Children** wrote the REAL Fathers Implementation Guidelines for Adaptation and Use; it was later updated under the Passages Project. These guidelines include a training curriculum, discussion guides and resource sheets to help others replicate this NSI. The guide includes examples of how REAL Fathers was adapted for new communities in Uganda and a step- wise approach to adaptation and decision making. REAL Fathers implementation in Uganda added to growing evidence that working with young men (fathers aged 16–25) to (re)define themselves as parents and partners can improve their parenting skills, increase their confidence in using nonviolent discipline, prevent their use of intimate partner violence and physical punishment of children and foster their acceptance of non-traditional gender roles in parenting and family life.

ADDITIONAL JUNCTIONS

Definition and Attributes of Norms-Shifting Interventions

View in ADVANCING UNDERSTANDING.

Social Norms Learning Collaborative

View in ADVANCING UNDERSTANDING.

Social Norms Theories of Change

View in ADVANCING UNDERSTANDING.

A Bridge from Theory to Program Design

View in ADVANCING UNDERSTANDING.

The Social Norms Training Curriculum

View in TRAINING CURRICULUM.

The Male Life Course

Men play an outsized role in enacting and upholding gender norms; across almost all societies, they hold greater power in political, economic, domestic and spiritual domains. It is axiomatic that engaging men and boys is necessary for the success of NSIs that strive to change attitudes, norms and behaviors. The challenge for implementers has long been a lack of clear, empirical evidence on how and when to best engage men and boys, and whether and how programs may be able to shift and redefine masculinities and femininities in ways that secure norms change for greater equality.

The Passages Project developed **Understanding the Male Life Course: Opportunities for Gender Transformation**, with support from the USAID GenDev office, and with input from the Interagency Working Group on Gender's Male Engagement Task Force. The paper offers a common framework to help practitioners understand the experiences, challenges, and opportunities men face across time and across several thematic areas, and identify opportunities to transform gender-related norms that reinforce inequality and harm both men and women. The paper begins with an overview of *life course theory* and discusses why the concept of masculinities matters for the life course approach. It then shows how the theory as a framework applies to men and boys across: livelihoods, employment and economic activity; experiences with violence; relationships, family and social responsibilities; health; and learning. The paper concludes with a half-dozen programmatic suggestions for how to engage men and boys effectively, using the life-course lens, in gender-transformative programming.

The accompanying **Reflection and Action Tool: Integrating a Life Course Approach in Programming with Boys & Men for Gender Equality** translates theory to practice across the program phases of design, implementation, and monitoring and evaluation.

A COMMON FRAMEWORK

to help practitioners understand the experiences, challenges, and opportunities men face across time and across several thematic areas.

Ethical Thinking and Social Norms Change: Case Studies

Passages published **Equity, Ethics and Social Change: Real-Life Case Studies Charting a Way Forward** as a practical companion to the more theoretical **Bringing Ethical Thinking to Social Change Initiatives: Why It Matters** described in the **ADVANCING UNDERSTANDING** learning track.

The case study workbook is for designers, implementers, donors and organizations who want to learn how to approach NSI work ethically, using real-world examples of how organizations and projects have considered and applied ethics to partnership, project design, and implementation decisions. Each of the four case studies describes a scenario that project staff faced, then offers pause-and-reflect questions to focus learner deliberation on ethical decision-making. Each study ends with how the project applied an ethical lens to deliberate, decide and proceed. Learners can use the cases for self and group study: they are not a roadmap, but a guide and tool.

The case studies are of: (1) Voices for Change, and its aim to support young women and men as gender activists throughout Nigeria in complement to the decades of gender work by adult activists; (2) the NGO Breakthrough-India, and its goal to design *Bell Bajao!*, a project to prevent domestic violence, such that men engaged as advocates, not saviors, and women's collective voices were heard; (3) an edutainment group in Colombia, and its search for a partner to maximize coverage of their multimedia youth-oriented health communication initiative called *Revalados* while staying true to their rights-focused values; and (4) the NGO Raising Voices in Uganda, to adjust the SASA! Program after early use of international best practices on partner violence prevention led to fights between couples along with other unintended negative consequences.

Participants in the Husbands' Schools intervention attend a group meeting.
Credit: UNFPA

Adaptive Management

Adaptive management — an intentional approach to making decisions and adjustments in response to new information and changes in context — can be especially useful in increasing the likelihood that NSIs achieve and sustain positive change. Adaptive management allows projects to respond to real-time implementation experience, such as the emergence of early adopters or of opposition to new ideas and behaviors. By monitoring these incremental shifts and reacting appropriately, adaptive management can strengthen an NSI and ensure its progress in the intended direction. Adaptive management asks practitioners to adopt and maintain a learning mindset, to welcome opportunities to modify or redesign program strategies and to innovate in response to complex community environments.

All Passages' interventions used adaptive management during their implementation phases to support real-time identification and response to the expected and unexpected consequences of programming and program effects — and to support deeper learning about how NSIs work. The practice had us pay close attention to how new ideas and information spread or diffused, what actions and reactions were occurring within communities, which actors were involved and how change happened. We determined that adaptive management was particularly useful in understanding and managing three types of phenomenon: *organized diffusion* (a social process describing how an innovation spreads within a group; NSIs use organized diffusion to reach enough new people to bring about widespread change), *pushback* (opposition to new ideas by individuals or groups who, for example, perceive that a shift in norms would alter their status or power) and *social change effects* (the ongoing dynamic of changes in social structures and processes, which may unfold in expected and unanticipated ways).

Based on implementation experience, Passages' **Adaptive Management: Learning and Action Approaches to Implementing Norms-Shifting Interventions** offers insight into the mechanics of adaptive management in NSIs. It describes the monitoring tools and processes we used to gather and understand real-time information. It presents several real-life examples of how staff made adjustments based on that information, and with what results. Finally, it offers pointers for effectively using adaptive management to understand and act on organized diffusion, pushback and social change effects.

AN INTENTIONAL APPROACH

to making decisions and adjustments in response to new information and changes in context.

Realist Synthesis: How NSIs Foster Change

The Passages Project aimed to answer several central questions about social norms, including *how do social norms shift*, and *how can projects foster and support social norms shifts effectively and responsibly*? We adopted a Realist Evaluation approach because Realist Evaluations and Realist Syntheses trace *how change happens*; as such, they are ideal in the young field of NSI implementation. We used the theories of change of four of Passages-supported NSIs to understand and test how project activities led to intermediate changes, and how those changes eventually led to project outcomes. We tracked monitoring and evaluation learnings, and mined them for insights and evidence of patterns of change across interventions. We held facilitated, reflective weekly meetings for one year, and reflective and validation workshops with project staff.

The resulting **How Norms-Shifting Interventions Foster Social Norms Change: A Realist Synthesis of Four Community Level Interventions** presents our methodology, then describes our major findings on norms-shifting mechanisms, the role of social change agents (both project-affiliated and those who emerged as implementation progressed), and the potential of reference groups as allies in NSIs.

The findings of the Realist Synthesis led Passages to a middle-range theory explaining how project activities and their change mechanisms, including social change agents, foster shifts in community reasoning that grow over time via diffusion effects and information feedback loops, leading to behavioral and normative changes. Further, the findings helped to clarify how NSI aims and subsequent conceptualization of mechanisms and change agents can improve the enabling normative environment for health. The paper includes seven design recommendations that cover NSI aims, strategies and change agents, and considerations for implementing NSIs within complex social systems.

A woman participating in the *Terikunda Jekulu* intervention and her young child.

Credit: IRH

E ENHANCING EVALUATION

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PASSAGES ENHANCED EVALUATION through our work to measure the effectiveness of NSIs, and their cost.

Engaging Adolescents to Evaluate NSIs

At the core of the Passages Project were the social norms that influence adolescents and young adults. By intentionally involving youth in many aspects of NSIs — beyond their role as participants — we sought to influence social norms not only within a given community, but across generations. Youth are, after all, the experts on their own experiences, and they are crucial partners in identifying what they want and need. Young people's unique skill sets, such as their creativity and willingness to take risks, make them excellent program partners. When young people feel that adults are investing in them, they are more eager to invest in their communities: entire populations are thus engaged to catalyze normative change.

The brief **For Youth by Youth: Engaging Adolescents as Evaluators of the Growing Up GREAT! Project** describes how, and with what lessons, Passages leveraged such engagement in the evaluation of Growing Up GREAT! in Kinshasa in 2018 and again in 2021, bringing in and training very young adolescents (aged 12 to 16) to act as evaluators of their projects. This complemented the formal evaluation, in which the Global Early Adolescent Study followed a cohort of very young adolescents, and queried significant adults in their lives to identify changes over five years. But its focused scope did not allow it to capture all project impact. A participatory, qualitative approach, carried out by very young adolescents (with young adult mentors for support) triangulated findings, and better illuminated why and how the NSI was influencing change to create a supportive, gender-egalitarian environment that values girls and boys equally in the home, school and health services settings. In other words, Passages' participatory youth evaluation provided crucial, complementary information for program improvement. It was not merely a 'nice to engage young people' effort, but a systematic inquiry by adolescents into how well their program worked.

Very young adolescent evaluators for the Growing Up GREAT! intervention attend a training.

Credit: Save the Children

Very young adolescents for the Growing Up GREAT! intervention attend a training.

Credit: IRH

ADDITIONAL JUNCTIONS

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View in TRAINING CURRICULUM.

Measurement Guidance

The push to address social norms in programming has required not only a rethinking of program design and implementation, it has exposed the need to develop effective ways to measure social norms and norms change. Measurement has lagged somewhat behind programming, in part because measuring social norms is uniquely challenging: they are intangible, typically unspoken and unwritten, and people absorb them uncritically from an early age as 'the way things are.' Social norms are not defined by individuals alone but exist at a larger communal or societal level. To detect, measure and assess changes in social norms, researchers and programmers must understand and account for what they are, what behaviors are influenced by them, how common they are, how strong or influential they are under what conditions, who in a social group maintains them and what are the rewards for following and penalties for not following them. In short, measuring social norms is complex.

The Learning Collaborative's *Measurement Community of Practice* published the **Resources for Measuring Social Norms: A Practical Guide for Program Implementers** for planners and practitioners whose programs include NSIs or who wish to better understand the social norms that affect the behaviors they seek to change. The guide is built from materials shared by Learning Collaborative members and their peers, and includes data collection tools, theories of change and documentation of insights into the measurement of social norms and its implication for programming. It offers insight on and examples of how to approach measuring social norms, when certain approaches may be most useful, how to collect data based on accepted measurement approaches and how to use the information gathered to inform programming. The guide has been widely used across the Learning Collaborative and other norms-focused initiatives, including by the Joint Programme on Gender Transformative Approaches for Food Security and Nutrition in their **Guide to Formulating Gendered Social Norms Indicators in the Context of Food Security**; it became the foundation for the Passages Social Norms **TRAINING CURRICULUM**'s measurement module and has been integrated into numerous other trainings and consultation; and it informed **EMERGE (Evidence-Based Measures of Empowerment for Research on Gender Equality)**'s criteria for quality social norms measures.

In a corollary and deeply collaborative effort, members of the *Measurement Community of Practice* gathered measurement tools and approaches from norms-focused interventions around the world, and published them on **an interactive map on the ALIGN platform**.

Social norms are not defined by individuals alone but exist at a larger **COMMUNAL OR SOCIETAL LEVEL.**

Primer for Costing NSIs

NSIs are a relatively new endeavor. The value and cost of NSIs — of themselves, and compared to SBC and service delivery projects — merit quantification. Prior to obtaining and managing funds, implementers need to know what an NSI will cost. If stakeholders want to scale-up an effective NSI, cost knowledge is a critical piece of the investment case for governments and donors. A costing exercise designed specifically for a community-based NSI can provide insight into the magnitude and type of investment that is required to implement, sustain, and/or expand it in a particular context.

A Passages team researched and wrote **Costing of Norms-Shifting Interventions: A Primer from the Passages Project** to help implementers estimate the cost of NSIs, and to use this information to promote sustainability and adaptation. The guidance is based upon the author's own experience, and on interviews with several organizations that worked on costing in general and costing of NSIs specifically. Two of Passages' NSIs — *Masculinité, Famille et Foi* and Growing Up GREAT! — field-tested the primer and are the subject of its two case studies.

Participants in the Girls' Holistic Development intervention attend a group meeting.

Credit: The Grandmother Project

S STRENGTHENING SCALE-UP

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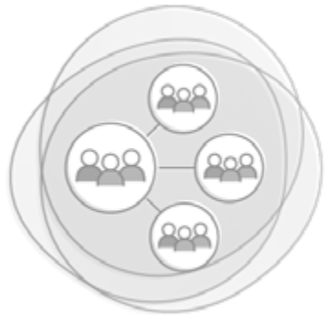

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The discipline of scale-up urges programmers to **BEGIN WITH THE END IN MIND.**

How to Scale NSIs

The discipline of scale-up urges programmers to 'begin with the end in mind,' and the working paper **Considerations for Scaling-Up Norms-Shifting Interventions for Adolescent and Youth SRH** is a comprehensive guide to help them do so. The paper defines common terms in NSIs and AYSRH, describes the phenomenon and science of scale-up and summarizes key considerations for scaling-up AYSRH-focused NSIs. It helps the user determine if an NSI should be scaled, then delineates how to design a scalable NSI, and how to take the NSI to scale. Guidance is both broad and granular (considerations for monitoring and evaluation across scale-up, for example, and for scaling in new contexts), and is illustrated with ample mini-case studies from actual AYSRH projects. Annexes to the document include three longer case studies to illustrate the guide's points, and worksheets for tasks such as developing theories of change for NSIs and determining if an NSI has scale potential. The working paper concludes with a discussion of the relative newness of NSIs and next steps for further learning about successful NSI scale-up.

The Learning Collaborative's *Scale-Up Community of Practice* created the guide. Community members determined its scope, and its focus on how NSIs differ from other types of projects going to scale. Some members contributed narrative; others contributed the numerous case examples. For Passages' contributions, staff drew from our own scale-up trainings and worksheets.

Since the Learning Collaborative published Considerations for Scale-Up in 2019, it has reached over five hundred unique users, over two hundred of whom have downloaded it.

Since the Learning Collaborative published *Considerations for Scale-Up* in 2019, it has reached **OVER 500 UNIQUE USERS.**

Very young adolescents participating in the Growing Up GREAT! intervention.

Credit: IRH

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Primer for Costing NSIs

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The Social Norms Training Curriculum

View in TRAINING CURRICULUM.

The Social Norms Training Curriculum

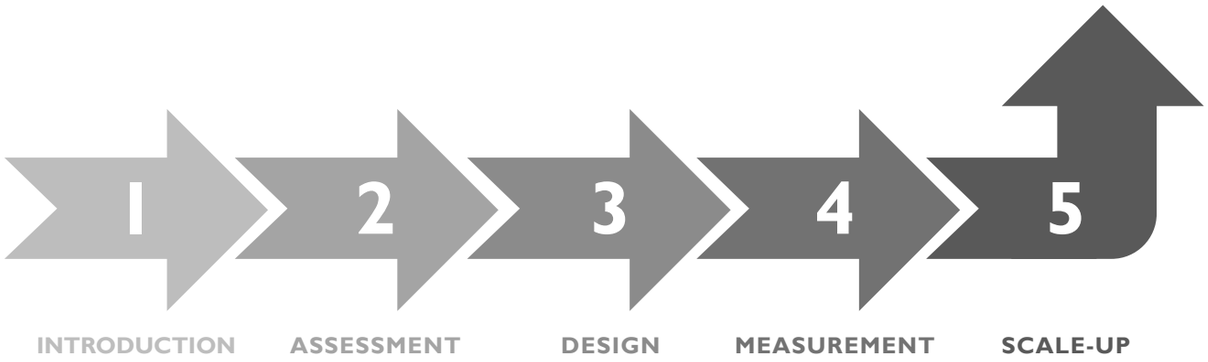
THE SOCIAL NORMS TRAINING CURRICULUM

As Passages collected and consolidated its understanding of social norms, program design, implementation, evaluation and scale, emphasis on providing technical assistance and capacity building grew. A modular, interactive and virtual social norms curriculum was developed to guide this effort. This work, in many ways, is the culmination of Passages evidence generation and learning — crossing the 'river' to share our evidence, findings and experience with colleagues across disciplines, domains, and project roles.

Drawing on dozens of capacity-building experiences across the consortium, the Passages Project developed a five-module **Social Norms Training Curriculum** and made it available in both English and French to any organization that wishes to learn how to understand, design, implement, scale, and/or measure the effects of NSIs. The curriculum encompasses five participatory sessions or modules, each lasting about four hours, to be facilitated by at least one gender or social norms/behavior change specialist. Across modules, the curriculum uses small group discussions, case studies, reflection and prompts to elicit lessons from participants' own experiences. A complete Facilitator's Guide contains essential resources to conduct the training, to support the facilitator, and to share with participants.

During development and since initial publication, **WE HAVE REACHED** over 15 groups, organizations, and projects with this curriculum, and 2,000 non-unique participants over all sessions.

About the Five Modules



Module 1: Why Social Norms Matter sets the conceptual foundation for social norms, discusses how norms influence attitudes and behaviors, and demonstrates how norms are held in place by reference groups. The module reviews theories of norms' influence on behavior change, and the importance of articulating intermediate normative change effects to guide design, monitoring and evaluation of NSIs.

Module 2: Assessing Social Norms to Inform Program Design and Implementation Strategies dives more deeply into relevant concepts and provides opportunities to put them into practice. It covers the need to conduct norms assessments; suggests approaches and resources to do so; and gives examples and participatory exercises so trainees can practice assessments and rapid analyses to maximize the use of findings in program design, monitoring and evaluations.

Module 3: Designing Norms-Shifting Interventions applies learning from formative research to NSI design, including approaches and issues to consider, strategies that others have used to shift norms and reflections on the ethical grounding of NSI design and implementation.

Module 4: Measuring Normative Shifts in Complex Environments first covers monitoring, both routine and special studies, for learning and adaptive management, then turns to evaluation of normative shifts, including a discussion on quantitative and qualitative approaches to measure change resulting from NSI implementation.

Module 5: Scale-Up of Norms-Shifting Interventions reviews the basics of planned scale-up using the ExpandNet framework as a guide, and walks users through important technical, capacity and ethical considerations for scaling up NSIs.

A facilitator from the *Masculinité, Famille et Foi* intervention.

Credit: IRH

Curriculum Scope and Reach

During development and since initial publication, we have reached over 15 groups, organizations, and projects with this curriculum, and 2,000 non-unique participants over all sessions.

These have included:

- USAID, ranging from USAID-supported activities (MOMENTUM Country and Global Leadership-Yash/India; the Integrated Land and Resource Governance-Communications, Evidence and Learning program; USAID Advancing Nutrition; Collective Action to Reduce Gender-based Violence (CARE-GBV); USAID Resilient, Inclusive, & Sustainable Environments (RISE) Challenge; ACHAP Afya, to USAID headquarters staff (at Office of Population and Reproductive Health (PRH), particularly from the Research, Technology, and Utilization (RTU) Division, and from GenDev, with others participating) to USAID missions (in Tanzania, Jordan, and the Regional Development Mission for Asia (RDMA))
- Networks (the South Asia Learning Collaborative, and the Democracy and Governance Community of Practice)
- NGOs (World Vision, Rutgers-Netherlands, Conservation International)
- The Joint Program for Gender-Transformative Approaches, and staff from its multiple agencies (Food and Agriculture Organization, the International Fund for Agricultural Development, the World Food Programme, and the European Union)

The curriculum has inspired and been adapted for use in other trainings, including the Nigeria and Eastern Africa Social Norms Learning Collaboratives and organizations in these and other regional Learning Collaboratives; for building capacity and including social norms content into universities in Uganda, Nigeria and Tanzania, and the London School of Hygiene and Tropical Medicine.

The Social Norms TRAINING CURRICULUM will remain available after the end of Passages, and other organizations have incorporated this material into e-learning courses: Breakthrough ACTION will include components in a family planning-centered e-learning course, and the Prevention Collaborative may adapt it as an online course on gender-based violence and family planning.

Very young adolescent evaluators for the Growing Up GREAT! intervention attend a training.

Credit: IRH

PART 2

LEGACY LESSONS BY LEARNING TRACK

INTRODUCTION

Part 1 of this report presented the four legacy areas or learning tracks of the Passages Project, and the crucial milestones and conceptual breakthroughs (and their documentation) we made over time.

Part 2 is a distillation of the most important lessons we have learned along the way. Passages staff identified and defined these lessons during the final year of Passages by reviewing legacy and NSI documents; extracting key findings; and discussing, combining and synthesizing them via small group work. We then jointly selected the important and unique contributions, and organized the lessons thematically by learning track.

54 Lessons Learned: **Advancing Understanding**

57 Lessons Learned: **Improving Implementation**

61 Lessons Learned: **Enhancing Evaluation**

64 Lessons Learned: **Strengthening Scale-Up**

Part 2 is a distillation of the **MOST IMPORTANT LESSONS** we have learned along the way.

LESSONS LEARNED:

ADVANCING UNDERSTANDING

Advancing understanding of social norms and theory-based practice, operational concepts and how NSIs contribute to SBC.

A More Precise Understanding

A more precise conceptual and operational understanding of *what elements constitute a social norm* has evolved over the seven years of the Passages Project, providing a more meaningful point of departure for future NSIs and subsequent research.

Passages worked alongside other norms practitioners as a significant contributor to defining these concepts. Our work reaffirmed the challenge of describing social norms because they are contextually specific, fluid and intangible. Defining descriptive and injunctive norms offered insights into designing NSIs and their core elements. To define a norm, a reference group must be present, as must rules governing typical and appropriate behavior, with attention to rewards for compliance and sanctions for non-compliance with a norm or expected behavior.

Featured resource: Social Norms Lexicon

A pharmacist engaged the *Masculinité, Famille et Foi* intervention.

Credit: IRH

Participatory Theory-Building

Participatory theory-building with staff, stakeholders and researchers/evaluators creates a common understanding of how norms-change mechanisms operate and the relationship between norms, behaviors and other factors. Articulated program theories of change ensure that norms-shifting remains front-and-center during scale-up by new implementers.

Beyond conceptual grounding and creating a consensus on how a program works, theories of change help determine intermediate outcomes for monitoring and evaluation and prepare NSIs for scale-up. Because a program theory of change makes explicit how norms fit into SBC efforts, implementation by new scale-up partners can be more norms-intentional.

Featured resource: Theory of Change: The REAL Father Initiative in Karamoja and Acholi

Essential Focus of Change

NSIs recognize community and social systems as an essential focus of change to redistribute power and social influence to support the health and wellbeing of community members.

Passages clarified the operational definition of NSI. Community-based NSIs are one type of SBC effort used when norms are a critical factor influencing behavior. They help redistribute power and influence by fostering community-level reflection activities that are culturally grounded and allow safe spaces for group analysis of current beliefs and future alternatives; role modeling and other actions at peer, family and social group levels reinforce new directions and efforts. Design and implement NSIs when norms are essential drivers of behavior.

Featured resource: Identifying and describing approaches and attributes of norms-shifting interventions

Very young adolescents participating in the Growing Up GREAT! intervention.

Credit: IRH

Shift Proximal Norms

Community-based NSIs can shift proximal norms that influence behavior. It is more challenging for a single NSI to shift meta-norms that underlie proximal norms, given how deeply they are anchored in society.

Our research showed that meta-norms (sometimes referred to as societal root drivers, which include norms that uphold gender, authority, protection, violence ideologies, social status) are less likely to shift with the community-based NSIs that Passages tested. Norms-shifting in community-based projects tends to be localized (for example, a community expectation that women give birth with a trained provider) rather than society-wide, at least within the studies under the Passage Project.

Featured resource: Social Norms Atlas

LESSONS LEARNED:

IMPROVING IMPLEMENTATION

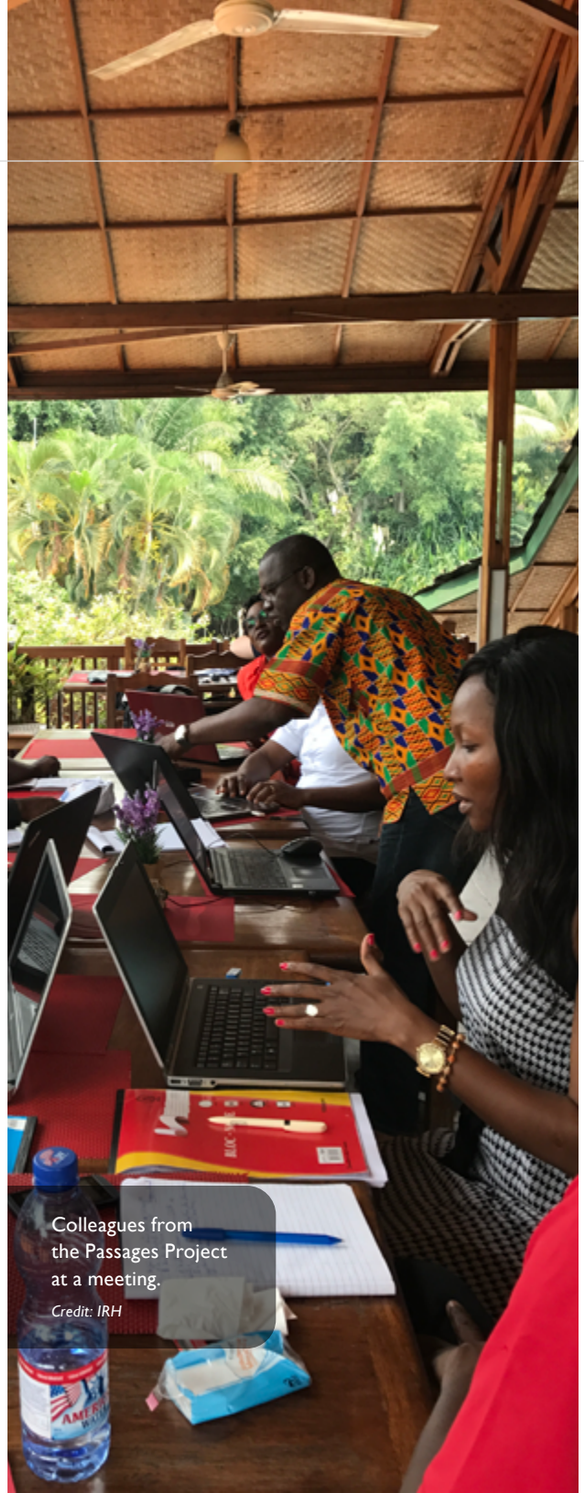
Improving implementation with practical approaches to identify and include social norms in programming and social change monitoring, applying ethical thinking throughout.

Don't Assume You Know

Taking time to investigate with primary intervention groups which norms influence behaviors is good practice: don't assume you know.

The work of formative assessments should be to understand the norms that influence behaviors, and to identify reference groups, expectations about appropriate behavior and sanctions and rewards for (non)compliance. The Social Norms Exploration Tool developed by Passages was one of the first practical tools to support community-based program implementers (not just researchers) to identify social norms influencing behavior to inform program design and monitoring. Using the participatory Social Norms Exploration Tool begins to raise awareness and discussions between program staff and communities on normative influences on health behaviors.

Featured resource: Social Norms Exploration Tool



Colleagues from the Passages Project at a meeting.

Credit: IRH

Minor Adjustments in Project Monitoring

Monitoring social change effects that emerge from NSI implementation requires only minor adjustments in project monitoring.

Passages used responsive-management approaches to monitor NSI *processes* and *effects*, including:

- Focus on new-idea diffusion, pushback and social change effects during supervision visits and regular meetings;
- Build into regular team meetings pause-and-reflect sessions to analyze what is/is not happening, understand community reactions to NSI, and make decisions to improve programming;
- Broaden discussions on monitoring social change to include NSI staff and other stakeholders. This expands learning and deepens understanding of the power and possibilities of how NSIs can foster change.
- Create learning questions and conduct rapid studies to answer them, allowing prompt sharing of findings for decision-making.
- In NSIs, close, effective, timely and strategic coordination with frequent touchpoints between partners and the community and beneficiaries supports adaptive management.

Featured resource: Adaptive Management: Learning and Action Approaches to Implementing Norms-shifting Interventions

Three Signs of Norm Shifting

To monitor social changes that emerge from NSI implementation, look for three signs of norm shifting.

These three questions can guide efforts to monitor norm shifting:

Is the norm...

1) no longer commonly accepted?

2) no longer approved? *and/or*

3) contested due to a lack of consensus about the norm?

Signs of social change can be collected via regularly-occurring community observation and discussions with field supervisors, NSI volunteers and community leaders.

Featured resource: Monitoring shifts in social norms: A Guidance note for program implementers

A pharmacist engaged in *Masculinité, Famille et Foi* intervention.

Credit: IRH

How to Define the Success of NSIs

A big question remains on how to define the success of NSIs – how to measure the diffusion of new ideas and ultimately the *tipping points of normative change* that are the expected outcome of NSIs.

The theoretical value of norms shifting is clear: shifting norms can diffuse through communities, create enabling normative environments and allow for behavior change. In practice, the measurement of norms change and diffusion have advanced, yet still face challenges. Projects are time-bound, but more time may be needed to facilitate norms shifting, or to see evidence of behavior change — even when intervention strategies are effective. Important questions remain: how much diffusion is enough? In other words, what level of diffusion indicates that a tipping point in norms and behavior has been achieved?

Featured resource: Toward Shared Meaning: A Challenge Paper on Social and Behavior Change and Social Norms

Design and Implementation

Because NSIs aim to influence communities' determinations about acceptable behavior, their design and implementation should be rooted in ethical thinking and practice, guided by clearly stated values to inform how staff and stakeholders make decisions and which decisions are made.

By understanding local histories, culture, values and power dynamics, NSIs can be grounded in social realities. Outsider organizations that support NSIs should plan regular dialogue to examine their own values, and to foster ethical thinking and decision-making with diverse, local stakeholders. These dialogues can clarify the range of perspectives related to norms, norms change, pushback and who is involved in promoting new ways of thinking and acting for an NSI.

Featured resources: Bringing ethical thinking to social change initiatives: Why it matters and Doing good: Social change initiatives and ethical thinking

Colleagues from Passages Project's *Masculinité, Famille et Foi* intervention.

Credit: IRH

LESSONS LEARNED:

ENHANCING EVALUATION

Enhancing evaluation with field-tested measures, and an expanded range of participatory, theory-based and mixed methods approaches.

Participatory Research Methods

Participatory research methods that engage primary groups as partners in defining local issues and priorities provide a crucial complement to more traditional measurement approaches. Group engagement in discussion and analysis can lead to new understandings of norms constructs.

Passages employed and supported participatory learning and analysis approaches that gathered information and fostered community analysis, and concurrently sensitized communities to the invisible power of norms. The Social Norms Exploration Tool, for example, is a formative assessment tool that engages community groups in defining and prioritizing normative influence on behaviors. Participatory theory of change development by field and other project staff and stakeholders led to shared understanding of how norms affect change pathways.

Featured resource: For Youth by Youth: Engaging Adolescents as Evaluators of the Growing Up GREAT! Project

A facilitator from the *Masculinité, Famille et Foi* intervention.

Credit: IRH

Consensus on Measuring Social Norms

Consensus on measuring social norms has grown in recent years, guiding research and evaluation of NSIs.

Passages fostered creation of globally accepted standards for social norms measures. According to these criteria, social norms measures should gauge the descriptive norm or the injunctive norm, and ideally both; refer to one specific behavior; refer to a clearly defined reference group(s); refer to a primary group for the program; and determine what rewards people anticipate for complying with the norm and what penalties they expect for noncompliance.

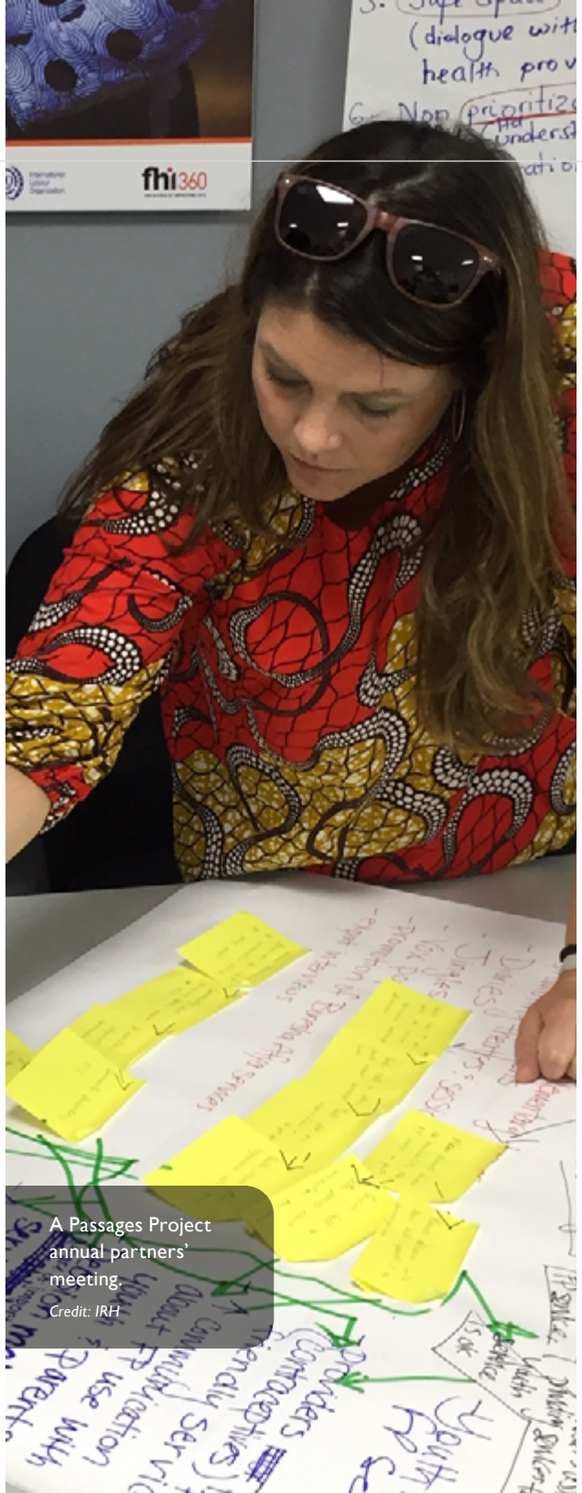
Featured resource: Resources for measuring social norms: a practical guide for programme implementers

A Stepwise Process

Valid and reliable quantitative measures of norms change can be developed and used in evaluation; a stepwise process to define each measure involves formative research, testing and factor analysis.

To foster widespread use in program research/evaluation, rigorous and field-tested approaches are needed to measure norms-shifting and understand how these shifts impact behavioral outcomes. Passages advanced practice by developing social norms measures using a stepwise process that can be replicated by other project evaluators. The measures performed well on reliability and validity tests in several project contexts.

Featured resource: Social Norms Measurement: Catching up With Programs and Moving the Field Forward



A Passages Project annual partners' meeting.
Credit: IRH

A Middle-Range Theory

The Realist Synthesis of NSIs, which analyzed evaluation and other study findings with theories of change across projects, led to a middle-range theory about *how* NSIs foster norms shifts.

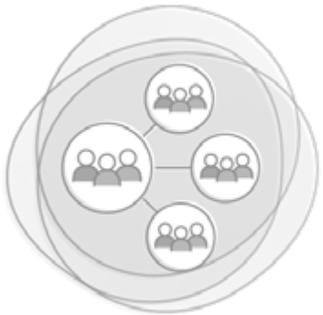
The four NSIs in this analysis shared similar norms change mechanisms and change agents, leading to changes in how communities and reference groups related to and reasoned their support for norms and behaviors. This new information can improve theoretical understanding of how NSIs lead to norms shifting, and can sharpen the design of projects and activities to be explicit about their norms-change mechanism.

Featured resource: How Norms-Shifting Interventions Foster Social Norms Change: A Realist Synthesis of Four Community Level Interventions

LESSONS LEARNED:

STRENGTHENING SCALE-UP

Strengthening scale-up or employing core scale-up principles with attention to norms-shifting adaptations, mitigating pushback, building confidence and skills of new NSI users.



Already-Tested NSIs

Development organizations and ministries that are inexperienced in norms change but are interested in scaling norms-responsive programming may choose to adapt already-tested NSIs to address social and gender norms.

In such cases, stakeholder inputs on adaptations are crucial to increase the likelihood that an NSI is successfully integrated and scaled. Intervention language, images, sequencing and activities should be discussed and negotiated before the NSI is adapted and scaled up. With experience, partners gain skills and confidence implementing norms-shifting activities and are rewarded by community adoption of healthy ideas and ways of acting. As a result, they become more willing to face potential opposition from communities.

Featured resource: Responding to Unmet Family Planning Needs through Social Networks in Mali: Scaling up a Social Change Intervention

A Passages Project annual partners' meeting.
Credit: IRH

Scaled Regionally

Community-based NSIs don't need to be small in geographic scope. When designed with scalability in mind, they can be scaled regionally and across borders to achieve population-level impact.

With support, new organizations can adapt and scale-up NSIs in their program areas, increasing exposure to new ideas and behaviors. NSIs should respect core scale-up principles, including partnerships built on trust and collaboration; adapting and fitting the NSI within existing systems and structures; community relevance and ease of implementation by others; reasonable cost; and integrating NSI elements into monitoring and routine communication to stakeholders to ensure continued support. Scaling NSIs also require attention to: keeping core norms-change mechanisms intact when implemented in new contexts that require adaptation; monitoring the effects of NSI activities (that is, how communities react to norms-shifting activities); and mitigating and managing social pushback when the NSI is introduced to new communities.

Featured resource: Learning from Five Norms Shifting Interventions Going to Scale

PART 3

THE SOCIAL NORMS RESEARCH AGENDA: EXTENDING AND EXPANDING PASSAGES LEGACY OF LEARNING

SOCIAL NORMS RESEARCH AGENDA

The Passages Project created a consensus-driven research agenda over its final years, aiming to collectively prioritize evidence gaps related to social norms-shifting for AYSRH for future research and investment.

To develop the **Social Norms Research Agenda**, the Passages team adapted the Child Health and Nutrition Research Initiative methodology[3] aligning to the priorities and goals of Passages. Broadly, the process involved scoring research questions by digitally crowd-sourcing expert opinions. This strategy allowed Passages to involve more stakeholders and equally count the voice of all participants, which traditional discussed-based methods of agenda setting are unable to achieve.

To guide the process, the Passages team recruited approximately 40 stakeholders, including program implementers, researchers, policy makers, donors, and Social Norms Learning Collaborative members, to form a global expert group. This group jointly created the content and criteria of the research agenda, including priorities for the research agenda, criteria for scoring the research questions, and domains to categorize the research questions: all informed by the Passages theory of change, the Passages legacy areas or learning tracks, and the Child Health and Nutrition Research Initiative conceptual framework. Additionally, the team used the findings and gaps identified from a Passages scoping review on NSIs that benefit adolescents in low- and middle-income countries to inform the generation of research questions.

Once the priorities, criteria, and domains were finalized, the Passages team sent the research questions and scoring criteria to out to stakeholders across the globe through list serves and contacts from the expert group. Those stakeholders who participated in the survey composed of 180+ individuals working on AYSRH, the most of whom were from low- or middle-income countries (70%) and implementers (48%), who scored the research questions. Research questions scores were used to prioritize which questions would be included in the research agenda.

EXTENDING AND EXPANDING
Learning Tracks

What Were the Results?

Across a diverse set of stakeholders, priority questions focus on the design, implementation, monitoring, adaptation and scaling of norms shifting interventions.

Analysis of the stakeholder survey results reveal five priority research questions. Two of the top scoring questions (teal) relate to norm shifting intervention design, one (in blue) addresses monitoring, and two (in pink), address adaptation and scale-up.

Notably, none of the these top five questions and only one in the top 10 relate to understanding norms and how they influence behavior.

Applying the Results to Future Research

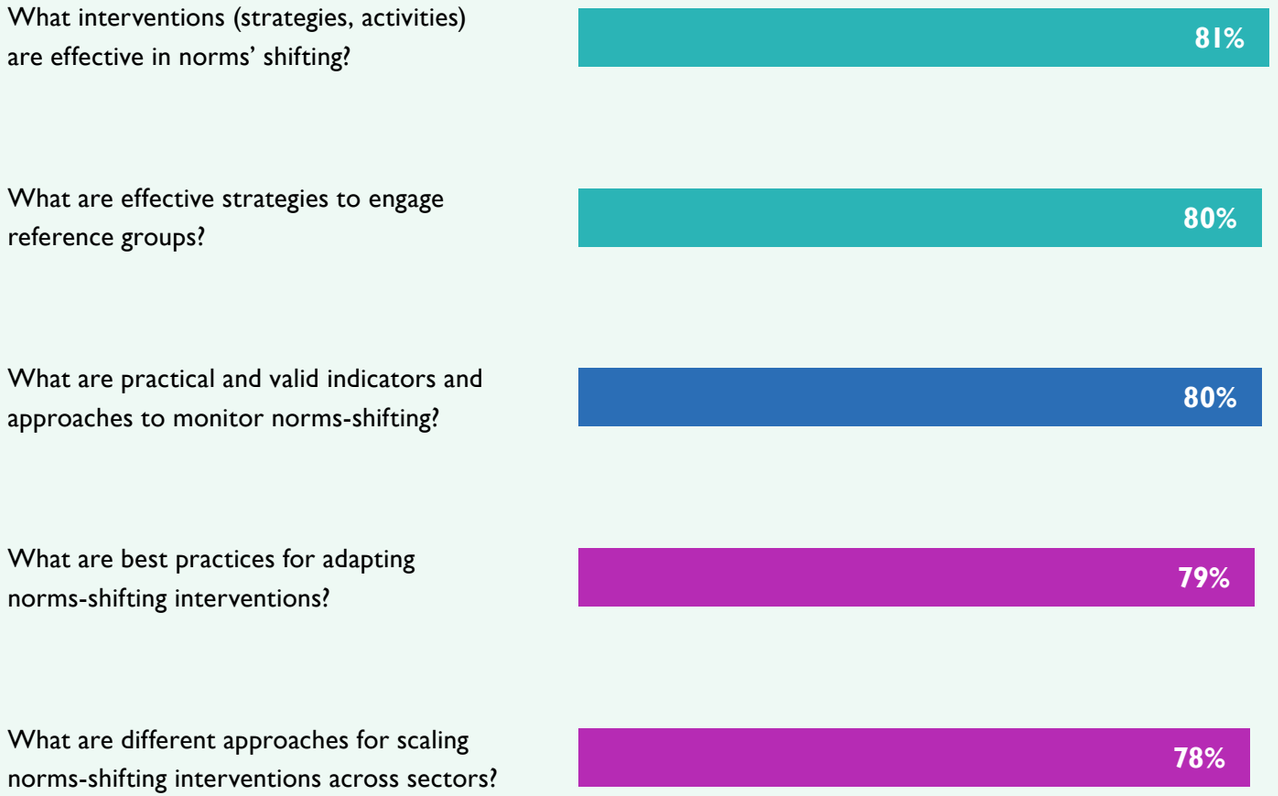
The global community agrees that social norms matter for AYSRH, and recommends building evidence on:

1. Effective approaches to shift norms
2. Feasible and rigorous approaches to monitor normative shifts
3. Adaptation and scale-up approaches to translate impact to the population level

There is also interest in exploring and documenting the cultural considerations of norms-shifting, how to engage youth effectively and the impact of effective youth engagement on norms-shifting efforts.

BOX 3

SNRA Top 5 Questions

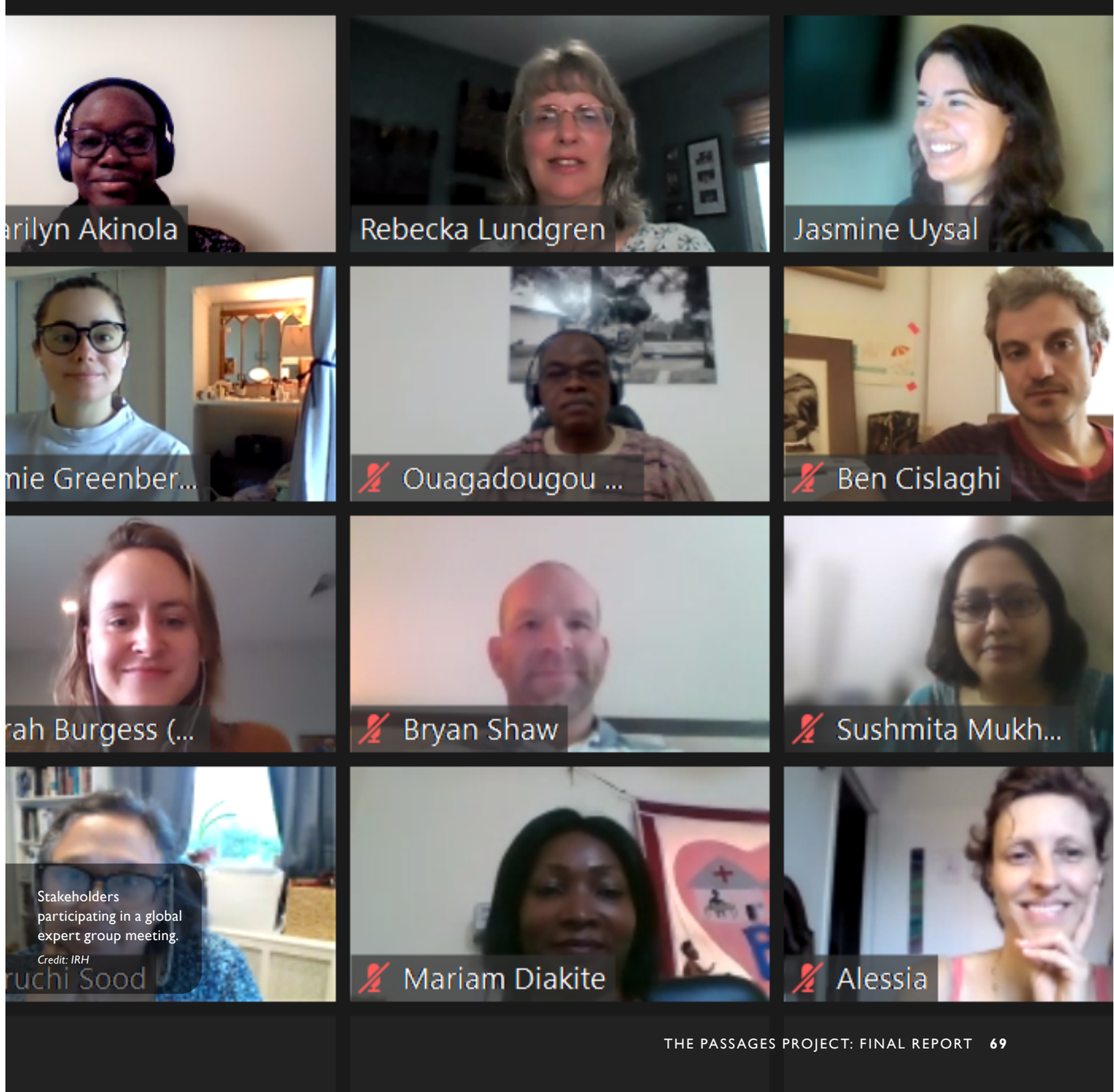


Social Norms Research Agenda

The results of the survey were shared with stakeholders during a webinar and feedback was sought and utilized to refine the agenda. Once finalized, the research agenda was disseminated widely by the Passages team and the global expert group through shared learning networks.

This resource offers shared priority research questions to advance the field of AYSRH norm-shifting research, in turn informing the development of policy and behavior change interventions at local, national, regional, and global levels.

3. Rudan, I., Yoshida, S., Chan, K. Y., Sridhar, D., Wazny, K., Nair, H., Sheikh, A., Tomlinson, M., Lawn, J. E., Bhutta, Z. A., Bahl, R., Chopra, M., Campbell, H., El Arifeen, S., Black, R. E., & Cousens, S. (2017). Setting health research priorities using the CHNRI method: VII. A review of the first 50 applications of the CHNRI method. Journal of global health, 7(1), 011004. https://doi.org/10.7189/jogh.07.011004



Stakeholders participating in a global expert group meeting.

Credit: IRH

ANNEX

COMPLETE PASSAGES PROJECT BIBLIOGRAPHY

ANNEX

This annex contains the complete bibliography of work produced under the Passages Project.

The **first table** shares Passages Legacy products – those that are cross-cutting between interventions or represent higher-level research and analysis. These products are grouped by their primary learning track, with junctions to other learning tracks indicated.

The **second table** shares Passages products that are specific to one of the six NSIs under the Passages umbrella.

72 Table 1: Legacy Documents

72 Advancing Understanding

73 Improving Implementation

74 Enhancing Evaluation

74 Strengthening Scale-Up

75 Table 2: NSI Documents

75 *Masculinités, Famille et Foi*

75 REAL Fathers

76 *Terikundu Jékulu*

76 Growing Up Great!

77 Girls' Holistic Development

77 Husbands' Schools

Complete

Passages Project

BIBLIOGRAPHY

Table 1: Legacy Documents | Advancing Understanding

JUNCTIONS	ADVANCING UNDERSTANDING
●	Overview Brief: Passages Project
●	Passages Project Theory of Change: Transforming Social Norms for Family Planning and Reproductive Health
●	Passages Theory of Change: Changing Social Norms for Family Planning and Reproductive Health: A Brief
●	A Shortcut up the Learning Curve: Lessons from the Passages Project on Implementing Norms-Shifting Interventions
●	What's Next for Social Norms? Passages' Priorities for Future Investments
●	Passages Results Infographic: Violence Prevention
●	Passages Results Infographic: Reproductive Health
● ● ● ●	Report: Collaborating to Advance Normative Change for AYRH: A Global Stakeholder Analysis to Survey the Landscape and Guide Collaboration and Action
●	Social Norms Atlas: Understanding Global Social Norms and Related Concepts
●	Social Norms Lexicon
●	Report: Passages Technical Expert Group Consultation on Norms Interventions
●	Top Themes From the Summit on Social Norms Research and Practice
● ●	Toward Shared Meaning: A Challenge Paper on Social and Behavior Change and Social Norms
● ●	Narrowing the Social Norms "Know-Do" Gap: Research Utilization Highlights from the Passages Project
●	Social Norms Training Curriculum
● ● ● ●	Social Norms Research Agenda

JUNCTIONS	ADVANCING UNDERSTANDING
●	Bringing ethical thinking to social change initiatives: Why it matters
●	Doing good: Social change initiatives and ethical thinking
●	Equity, Ethics and Social Change: Real-life Case Studies Charting A Way Forward
●	A Landscape Review: Addressing Social Norms in Six USAID Sectors
●	Social Norms Key to Development Programming: Landscaping Finds Their Influence on Behaviors Across Sectors: A Brief
●	Intervention Snapshots: A 2020 Rapid Review Of Social Norms Approaches in Breastfeeding, School Bullying, And Menstrual Hygiene Management Programs
●	Addressing Social Norms in Intimate Partner Violence and Women's Economic Empowerment Programming: Evidence, Approaches, and Recommendations
●	Social Norms Across Sectors: Three Case Studies
● ●	Social Norms Exploration Tool
●	Video: Shifting Norms with the Social Norms Exploration Tool (SNET)
● ●	SNET At A Glance: The Social Norms Exploration Tool
● ●	Engaging Communities in Exploring Social Norms: Learnings from the Social Norms Exploration Tool
●	Exploring social norms around reproductive health affecting unmarried adolescent girls in Burundi
●	[Webinar] Principaux résultats et implications programmatiques d'une étude récente sur des normes sociales relatives à la santé reproductive chez les adolescentes célibataires au Burundi
●	Webinar: Situating Social Norms within Behavior Change Initiatives: Advancing Understanding
● ●	Social Norms Exploration Tool Training Package

Table 1: Legacy Documents | Improving Implementation

JUNCTIONS	IMPROVING IMPLEMENTATION
● ● ○ ○	Report: Collaborating to Advance Normative Change for AYRH: A Global Stakeholder Analysis to Survey the Landscape and Guide Collaboration and Action
● ● ○ ○	Social Norms Exploration Tool
● ● ○ ○	SNET At A Glance: The Social Norms Exploration Tool
● ● ○ ○	Engaging Communities in Exploring Social Norms: Learnings from the Social Norms Exploration Tool
● ● ○ ○	SNET Fact Sheet
○ ● ○ ○	Linking Community-based Norms-shifting Interventions To AYRH Services: A Guide For Program Managers
○ ● ● ○	Monitoring Shifts in Social Norms: A Guidance Note for Program Implementers
○ ● ○ ○	Adaptive Management: Learning and Action Approaches to Implementing Norms-shifting Interventions
○ ● ○ ○	How Norms-Shifting Interventions Foster Social Norms Change: A Realist Synthesis of Four Community Level Interventions
○ ● ○ ○	Understanding the Male Life Course: Opportunities for Gender Transformation
○ ● ○ ○	Getting Practical: Integrating Social Norms into Social and Behavior Change Programs
● ● ○ ○	Toward Shared Meaning: A Challenge Paper on Social and Behavior Change and Social Norms
● ● ● ●	Social Norms Training Curriculum

JUNCTIONS	IMPROVING IMPLEMENTATION
● ● ● ●	Social Norms Research Agenda
● ● ○ ○	Presentations: From Puberty to Parenthood, a Social Norms Resource Forum
○ ● ● ○	Webinar: Costing of Social Norms Interventions
○ ● ○ ○	Webinar: The 'How-To' of Norms-Shifting Interventions: Improving Implementation with the Passages Project
● ● ○ ○	Social Norms Exploration Tool Training Package

Table 1: Legacy Documents | Enhancing Evaluation & Strengthening Scale-Up

JUNCTIONS	ENHANCING EVALUATION
	Monitoring Shifts in Social Norms: A Guidance Note for Program Implementers
	Resources for Measuring Social Norms: A Practical Guide for Program Implementers
	Mapping of Social Norms-Focused Interventions and Research Approaches across the World
	Costing of Norms-Shifting Interventions: A Primer from Passages
	Costing Norms-Shifting Interventions: Five Insights for Program Implementers
	Webinar: Costing of Social Norms Interventions
	Social Norms Training Curriculum
	Social Norms Research Agenda
	Narrowing the Social Norms "Know-Do" Gap: Research Utilization Highlights from the Passages Project
	Webinar: Past, Present, and Future: Reflections on Social Norms Measurement from the Passages Project

JUNCTIONS	STRENGTHENING SCALE-UP
	Literature Review: Scaling Up Normative Change Interventions for AYRH
	Considerations for Scaling Up Norms-Shifting Interventions for Adolescent and Youth Sexual and Reproductive Health
	Learning from Five Norms-Shifting Interventions Going to Scale
	Costing Primer: Costing of Norms-Shifting Interventions: A Primer from Passages
	Social Norms Training Curriculum
	Social Norms Research Agenda
	Webinar: The Ups and Downs of Scaling Up: Advice on Scaling Norms-Shifting Interventions

Table 2: NSI Documents | *Masculinités, Famille et Foi* & REAL Fathers

JUNCTIONS	*MASCULINITÉS, FAMILLE ET FOI*
	Transforming Masculinities: Implementation Guide
	Brief: Transforming Masculinities
	Masculinité, Famille et Foi: Promising Shifts In Norms to Support Family Planning in Faith Communities
	Brief: Intentional Youth Engagement in the Passages Project
	Community Dialogues: Promoting respectful relationships and equitable communities
	Powerful Partnerships: Engaging Faith Leaders in Norms-Shifting Interventions
	Transformer les masculinités : Guide de mise en œuvre
	Transforming Masculinities: Baseline Results Brief
	Transforming Masculinities: Midline Ethnography Report
	Transforming Masculinities: Endline Quantitative Report
	Masculinité, Famille et Foi: Post Endline Qualitative Study
	Lessons from Adapting the Transforming Masculinities Sexual and Gender-Based Violence Behavior Change Approach to Address Family Planning in the Democratic Republic of Congo
	Masculinité, Famille et Foi: Learnings from Scaling Up in Two Countries
	Masculinité, Famille, et Foi End of Project Report
	Research Brief: Exploring the Pathways to Improve Couple Communication about Family Planning in a Norms-shifting Intervention in Kinshasa, DRC

JUNCTIONS	REAL FATHERS
	Implementation Guidelines: REAL Fathers
	Fact Sheet: REAL Fathers Initiative Pilot
	REAL Fathers Pilot Results
	Fact Sheet: REAL Fathers Initiative Scale-up
	Theory of Change: The REAL Father Initiative in Karamoja and Acholi
	Findings From Scale-up Evaluation of the REAL Fathers Program In Uganda
	The REAL Fathers Initiative: Results from a Qualitative Evaluation of Scale-Up in Uganda
	Evaluation of the REAL Fathers Initiative on Physical Child Punishment and Intimate Partner Violence in Northern Uganda
	REAL Fathers Initiative in India: Adaptation of the Program to the Context for West Bengal

Table 2: NSI Documents | *Terikundu Jékulu* & Growing Up Great!

JUNCTIONS	*TERIKUNDU JÉKULU*
	Video: Approche TJ: apprendre sa mise en œuvre pour changer normes sociales pour la planification familiale (French with English subtitles)
	Responding to Unmet Family Planning Needs through Social Networks in Mali: Scaling up a Social Change Intervention
	Tékponon Jikuagou: How-To Guide for Social Network Diffusion Approaches to Overcome Social Obstacles to Family Planning Use
	Pathways to Modern Family Planning: A Longitudinal Study on Social Influence among Men and Women in Benin
	Conseils sur l'intégration de l'approche Terikunda Jékulu (TJ) dans les projets communautaires: Expériences de la mise à l'échelle de l'approche Terikunda Jékulu au Mali
	Rapport de l'Évaluation du processus de mise à l'échelle de l'approche Terikunda Jékulu (TJ) au Mali
	10 Lives, 10 Stories: Social Network Approaches Fostering Social Norm Change About Family Planning in Benin and Mali (English)

JUNCTIONS	GROWING UP GREAT!
	Growing Up Great! Implementation Guide
	Brief: Growing Up GREAT!
	Brief: Intentional Youth Engagement in the Passages Project
	For Youth by Youth: Engaging Adolescents as Evaluators of the Growing Up GREAT! Project
	Les très jeunes adolescents et leurs parents – Comment Bien Grandir ! les a-t-il changés ?
	Growing Up GREAT! Baseline Results Report
	Brief: Profiles of Younger Adolescents in Urban Kinshasa
	Growing Up GREAT! Shows Promise in Skills Development and Norms Shifting After One Year
	Growing Up GREAT! Global Early Adolescent Study Wave 3 Report – Passages Project
	Growing Up GREAT! Global Early Adolescent Study Wave 4 Report
	Growing Up GREAT! End of Project Report
	Insights From Two Norm-shifting Interventions to Support Very Young Adolescents

Table 2: NSI Documents | Girls' Holistic Development & Husbands' Schools

JUNCTIONS	GIRLS' HOLISTIC DEVELOPMENT
	Girls Holistic Development Report: Evidence Synthesis Review
	Girls Holistic Development/ Grandmother Project How-to Guide
	Transforming social norms to improve girl child health and well being: a Realist Evaluation of the Girls' Holistic Development program in rural Senegal
	Girls' Holistic Development Qualitative Research Report
	Grandmother Project - Change through Culture Girls' Holistic Development Program Quantitative Research Report
	Insights From Two Norm-shifting Interventions to Support Very Young Adolescents

JUNCTIONS	HUSBANDS' SCHOOLS
	Study of the Effects of the Husbands' School Intervention on Gender Dynamics to Improve Reproductive Health in Niger
	Evaluating, Learning, and Adapting for Scale: Understanding How Norms-Shifting Interventions Work Through a Realist Evaluation of the Husbands' School

PASSAGES PROJECT

The Passages Project aims to address a broad range of social norms, at scale, to achieve sustained improvements in family planning and reproductive health. The project is building the evidence base and contributing to the capacity of the global community to strengthen normative environments that support reproductive health, especially among very young adolescents, newly married youth, and first-time parents. The Passages Project has distilled and packaged its work to help other global health and development practitioners, researchers, and evaluators design, implement, and measure norms-shifting approaches. The project seeks to advance research and practice on social norms for social and behavior change by contributing evidence, tools, and resources to promote better understanding, implementation, evaluation, and scale-up of normative approaches. Please visit https://irh.org/projects/passages/ to explore the Passages Project legacy resources.

Institute for Reproductive Health, Center for Child and Human Development | Georgetown University
2115 Wisconsin Avenue NW
Washington, DC 20007 USA

info@passagesproject.org
www.irh.org/projects/Passages
Twitter: @PassagesProject

A young man participating in the REAL Fathers intervention and his child.

Credit: Save the Children