



Getting Practical

Integrating Social Norms into Social and Behavior Change Programs



USAID
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THE LEARNING COLLABORATIVE
TO ADVANCE NORMATIVE CHANGE

Breakthrough
ACTION
FOR SOCIAL & BEHAVIOR CHANGE



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Expanding upon these documents from the Learning Collaborative, Breakthrough ACTION developed a series of drafts of this tool that were reviewed and refined through a virtual feedback and consultation with Learning Collaborative members including over 30 members from 14 organizations.¹

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1. Organizations include Camber Collective, CARE International, Institute for Reproductive Health at Georgetown University, London School of Hygiene and Tropical Medicine, Macieria Consulting, Overseas Development Institute, Pathfinder International, Population Services International, Rain Barrel Communications, Save the Children, Thomas Jefferson University, University of California-San Diego, United Nations Children’s Fund, and the United States Agency for International Development.



Introduction





Introduction

When behavior change is a program goal, program planners need to understand if, how, when, and under what conditions the behavior is influenced by social norms, i.e., what people in a group believe is typical and appropriate behavior. Social norms are often implicit, informal rules that most people accept and abide by.² They can have profound effects on individuals' and group behaviors and actions. Social norms "are influenced by belief systems, perceptions of what others expect and do, and sometimes by perceived rewards and sanctions."³ There are two primary categories of norms: descriptive norms (what people think others do) and injunctive norms (what people think others approve of).⁴ Norms often perpetuate existing power dynamics and are embedded in formal and informal institutions. They are produced and reproduced through social interaction and are therefore relevant at each level of the socio-ecological model (see figure below). Social norms are different from attitudes, which can be understood as personal or individual beliefs about what is good and bad or how things should be.

Getting Practical Feedback Form

Thank you for taking the time to use this tool! We hope that it enables your team to have a better understanding of social norms and how you can incorporate them to achieve your program's behavioral objectives. Your honest and open feedback is essential to helping us refine and improve the tool for future users.

As you go through the tool, please answer the questions for each module in this [feedback form](#). At the end of the questionnaire there are two sections with questions on the structure and overall impressions of the tool.

2. The Learning Collaborative to Advance Normative Change. (2019). *Social Norms and AYSRH: Building a Bridge from Theory to Program Design*. Washington, D.C.: Institute for Reproductive Health, Georgetown University.

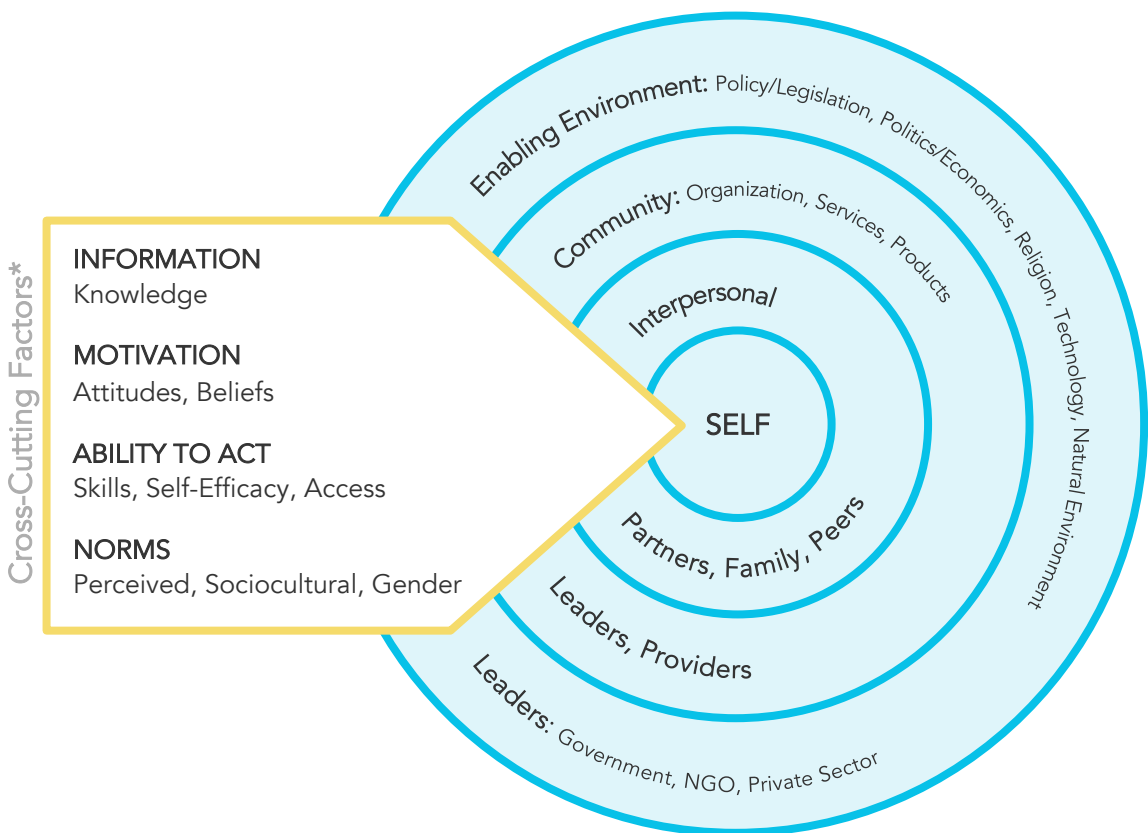
3. *About Norms*. (2019). Advancing Learning and Innovation on Gender Norms. <https://www.alignplatform.org/about-norms>.

4. Cialdini, R. B., Reno, R. R., & Kallgren, C. A. (1990). A focus theory of normative conduct: recycling the concept of norms to reduce littering in public places. *Journal of Personality and Social Psychology*, 58(6), 1015.

FIGURE 1
The Socio-Ecological Model

The **Socio-Ecological Model** is a process which guides communication strategy by accounting for all levels of society that influence individuals. This model moves away from communication as a one-time, one-way "act" towards a view of it as an iterative social process that unfolds over time. For example, each level shown in the model encompasses theories of change for that particular level. In other words, it considers the complex interplay between individual, relationship, community, and societal factors.

Socio-Ecological Model for Change



*These concepts apply to all levels (people, organizations, and institutions). They were originally developed for the individual level.

SOURCE: Adapted from McKee, N., Manoncourt, E., Yoon, C. S., & Carnegie, R. (2000). Involving people, evolving behaviour: The UNICEF experience. In J. Servaes (Ed.), *Approaches to Development Communication*. Paris, France: UNESCO.

Social and behavior change (SBC) program implementers may be aware that social norms are powerful influencers of behaviors and outcomes, yet they may be unsure how to integrate social norms-shifting programming into program design. Recognizing that norms are not the only factor underlying behaviors is also important. In addition to norms, other individual-, community-, and structural-level factors, such as those that affect access (among others) are a key part of understanding behavior change and may require activities at the levels of policy, resources, and service delivery.

As new evidence and learning on the importance of social norms and how to shift or transform them to influence behavior emerge, there are more resources for implementers to put guidance into practice. This new tool, **Getting Practical**, was developed for country-level program planners, designers, and monitoring/research staff to address the gap between formative social norms research and the other phases of the program design cycle to allow for adaptive programming.

Before launching into **Getting Practical**, we must emphasize that social norms work should only be undertaken in collaboration with the community. If a program does not yet have mechanisms for community collaboration and consultation, it should not try to influence a community's social norms. The Community for Understanding Scale Up (CUSP) represents this well in the publication "Social Norms Change at Scale: CUSP's Collective Insights": "Changing social norms involves a deep commitment to communities and the issues being addressed. It is political and provocative work that requires organizations to work in solidarity with communities in a collaborative and sustained way." Programs should read the entirety of **Getting Practical**, including the Consult the Community module, before deciding whether they have the necessary community collaboration to begin.



Formative Research Tools

This tool is designed to be implemented after formative social norms research. As such, it is a complement to (not a replacement for) the many comprehensive tools that exist during the formative research phase to explore and assess social norms, such as the [Social Norms Exploration Tool \(SNET\)](#) and CARE's [Social Norms Analysis Plot \(SNAP\) Framework](#).

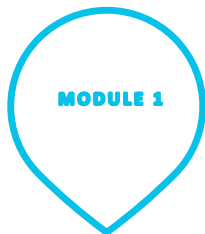
AIM

Getting Practical assists program planners and designers to design or modify SBC programs to be aware of, fortify, or shift norms that influence their program's behavioral objectives, as well as monitor the effects of those programs on social norms.

Getting Practical Tool Overview

Getting Practical is a hands-on tool comprising four modules with worksheets and activities that need to be completed as a team. Modules should be completed in consecutive order. Examples of the activities are included in the modules. Blank templates are provided in the annexes.

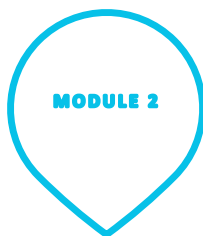
Getting Practical uses examples from family planning and reproductive health to carry a thematic thread throughout the tool. However, because social norms impact an array of behaviors in multiple sectors, any SBC program can use this tool.



Understanding the Norms

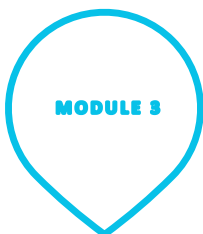
Organize the team’s understanding of the normative influences on behaviors of interest, based on formative research findings.

Formative research is gathering existing information or collecting data before a program begins that is used to inform and tailor the program to the specific population of interest and program objectives.



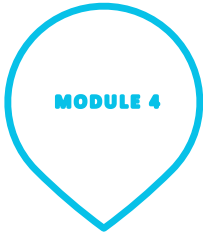
Consult the Community

Engage purposefully with the community to share the norms assessment and seek guidance on whether and how norms should change.



Design or Adapt your Program

Identify how to integrate attention to social norms into existing/planned activities. Identify what works, what is not working, and where additional work is needed, and adjust activities in response to this information. Validate and/or strengthen the program Theory of Change.



Monitoring Plan

Design/refine a monitoring plan, including indicators, data sources, and frequency of data collection to assess program quality, its coverage or reach, and initial outcomes.

Outcomes are the results or changes related to the program’s activities that are experienced by the intended audience.

HOW SHOULD THE GETTING PRACTICAL TOOL BE USED?

- **Getting Practical** is designed to be used in a workshop setting with a small group of program designers, researchers, and community members working together to benefit from diverse experiences and knowledge. This core team is referred to as the “Getting Practical Team” throughout this document. See “Illustrative Getting Practical Team Makeup” table at the end of this section.
- **Getting Practical** is not a detailed facilitator’s guide. The implementing program will need to decide, for example, whether to break the team into groups or work in plenary, or whether to either use stickies to capture ideas or to write on laptops. There are no facilitator’s speaking notes. Rather, this tool is the guide to help teams construct their own workshop process. The slide deck attachment should be helpful in structuring the workshop, and each activity description details the forms and templates the team will need.

WHAT IS INCLUDED IN THE GETTING PRACTICAL TOOL?

In addition to this guide, **Getting Practical** includes:

- An attached **slide deck** for each of the four modules that facilitators can adapt and use to structure the workshop. Each slide deck has slides to introduce, conduct, and wrap up each individual activity.
- An **introductory video** that explains the purpose of the tool and quickly guides potential facilitators through how to use **Getting Practical**.

WHEN SHOULD THE COMMUNITY BE INVOLVED?

- **Getting Practical** is intended to be used *by* and *with* the community, not *for* the community. In addition to the participants mentioned above, the team might include young people, parents/caregivers, health providers and other influential community members whose leadership is necessary for successful implementation.
- Throughout **Getting Practical**, facilitators will find invitations to consider whether the program has fully consulted the community to understand its values and needs for social norms programming. Any shifting of norms should come out of the community's stated desire to do so. The program should consult with the community before using this tool and ensure that there is a group of supportive community members who are the visible leads for this program.
- **Getting Practical** uses the words "team" and "you" to represent all participants from both the program and community who are engaging with this tool in the workshop setting.

WHEN SHOULD THE GETTING PRACTICAL TOOL BE USED?

Ideally, SBC programs will use **Getting Practical** at the beginning of the program design process, after formative research is conducted, and the theory of change, conceptual framework, or logic model is developed, and program designers and researchers participating in the workshop would already have been involved in the SNET or formative research process to ensure findings are fully understood and utilized. However, existing programs can also adapt the tool to help make changes to their activities.

SBC programs can determine the right time to use the **Getting Practical** tool in their programs by answering these three questions below:

Question	Yes	No
Has your program conducted formative research or an analysis to identify the relevant priority groups, reference groups, and social norms for your behaviors of interest?		
Does your program have a theory of change, conceptual framework, or logic model that outlines the if-then causal outcomes, major activities, key assumptions, and contextual factors?		
Does your program have a mechanism to consult with the impacted community members to involve them in decision-making and strengthen their capacity to lead norms programming?		

If the program answered no to any of these questions, it is not yet ready to use Getting Practical. Below are some links that will help programs conduct the formative research and develop the basic program structure necessary to use this tool.

- [The SNET for Conducting Formative Research on Social Norms](#)
- [A how-to for developing a theory of change/conceptual framework/logic model](#)
- [A tool for community consultation](#)

HOW LONG WILL IT TAKE TO USE THE GETTING PRACTICAL TOOL?

Programs can plan to work through **Getting Practical** over the course of three days in one workshop. To do that, the facilitators must be fully prepared with all the information needed to operate the workshop and complete all relevant consultations. They should also have significant community representation in this process.

Alternatively, programs can break this work into multiple half-day meetings and consultations. This might be particularly useful for programs that need to put extra effort into community consultation. For any program, breaking the tool into sections could be helpful. Modules 1, 3, and 4 lend themselves to a typical workshop format, whereas Module 2 is community-based and requires a different approach.

WHAT PREPARATIONS ARE NEEDED BEFORE USING THE GETTING PRACTICAL TOOL?

Programs should do the following:

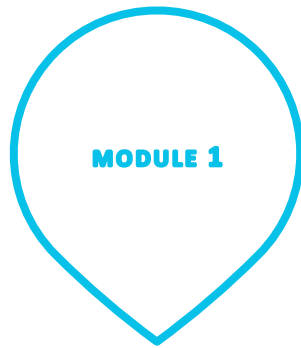
- Designate a facilitator to review the tool beforehand so that they are confident in guiding the group through the process.
- Read through the entire tool and check that facilitators have what they need to perform the activity (data, staff, community participation, and program documentation).
- Review the documents in the [Useful Resources](#) section of this tool for a more in-depth understanding of social norms
- Adapt the workshop slide deck as needed to fit the program's needs. Facilitators should fill in the template agenda slide.
- If using the paper version of the tool, print copies of the tool for each participant, or if not, ensure that each participant has the ability to view the PDF version electronically.
- Share the introductory video with everyone who will participate to provide a quick overview of the process before the workshop begins.

“Getting Practical” Team Make up (illustrative)

Title	Role and qualifications
Facilitator	Guides team through all modules, adapts slides and content, ensures tools and modules are completed and documented. Must have familiarity with social norms theory, though need not be an “expert.”
Chief of Party/Program Director	Sets overall direction, priorities, and strategy. Brings expertise on donor requirements, overall program goals, and available resources.
Program Officer(s)	Participates in all aspects of the tool, assisting the facilitator with documentation and facilitation of small groups at times. Brings knowledge of implementation realities.
Research Officer(s)	Provides data and research findings and helps all staff understand the data and its implications. Brings expertise in monitoring and evaluation, logic frameworks, and performance monitoring plans.
Technical Advisor(s)	Guides the team in relevant technical areas, for example: reproductive health, malaria, or entertainment-education. Guides the team in understanding best practices in the technical area.
Community member(s) from priority groups	Participates fully in all modules of this tool. While not “speaking for” their community, guides the team in decision making based on their experience of the issues in their community.
Community member(s) from reference group(s) or other stakeholders	Participates fully in all modules of this tool. Assists the team in understanding community structures, functions, and sensitivities and provides guidance in community consultation.



Whenever possible, select staff for these roles who are from the community that the program will impact.



Understanding the Norms

Module 1

Understanding the Norms

GOAL

The team will organize its understanding, based on formative research findings, of how social norms influence the program’s behaviors of interest.

PREPARATIONS REQUIRED

In this module, you will use findings from the SNET or your formative research to create a foundational understanding of the norms you need to address in your program and important aspects of each norm. From your SNET or formative research findings, you should:

- Already be clear about the behaviors you are prioritizing for the program (in this tool these are called “behaviors of interest”). Have a list of them handy, e.g., the list from your logic model
- Have assessed which behaviors are influenced by whom, e.g., priority groups and reference groups
- Have analyzed your norms findings from the SNET or other formative research to determine which norms are driving behaviors, how they work to influence behavior, and who influences these norms. The team may also have collected other non-normative factors driving behavior; keep those in mind in this module as well.

ACTIVITIES

1. Norm-behavior mapping
2. Understand priority groups and reference groups
3. Norm profiles

OUTPUT

Norm Profiles of key norms linked to the behaviors of interest partially completed

Module 1

Understanding the Norms

KEY TERMS

- **Formative research** is gathering existing information or collecting data before a program begins that is used to inform and tailor the program to the specific population of interest and program objectives.
- **Priority Groups** are those who perform a behavior or are directly affected by a social norm.
- **Reference groups** are those who those who matter most to individuals performing the behavior(s) of interest.
- **Social norms** are the often-unspoken rules that govern behavior. They are influenced by belief systems, perceptions of what others expect and do, and sometimes by perceived rewards and sanctions. Norms often perpetuate existing power dynamics and are embedded in formal and informal institutions and produced and reproduced through social interaction. Social norms are different from attitudes, which can be understood as personal or individual beliefs about what is good and bad and how things should be.⁵
- **Target behaviors** are the behaviors the program is tasked with changing.



Some of the analysis in Module 1 may have been done as part of analysis of formative research. This repetition is acceptable as the team will still want to engage with the data in this way to ensure all workshop participants are familiar with the data and agree with the analysis.




Norm-Behavior Mapping

INTRODUCTION

In this activity,⁶ the team will explore the relationship between social norms and the program's behaviors of interest, or target behaviors. To do this the team will consider whether a social norm influences a behavior directly or indirectly.

Remember, when **Getting Practical** uses words like "target behavior," it assumes that the program has verified that there is a desire among the impacted community to change (or target) that behavior. Communities are not monolithic, however, and community members may disagree about what behaviors and norms are desirable. Ensuring community consultation and ownership of a program is beyond the scope of this tool; however, if the program has not engaged in community consultation and does not know which groups support or oppose change, the program is not yet prepared to engage in norms-shifting work.



A behavior of interest is the behavior the program is tasked with changing.

Instructions:

1. In this activity participants will work in groups (one or more, depending on the size of your team) to begin the process of organizing information from the formative research in formats that will help the team make programmatic decisions. In this activity the team will fill in the Norm-Behavior Mapping Table. See directly below for a filled-in example, and Annex 1 for the blank template.
2. Provide each group (one or more) with a blank Norm-Behavior Mapping Table. In the first column, list out all the norms identified in the SNET or formative research that may affect the target behaviors addressed by your program. These may be norms directly influencing the program's behaviors of interest or broader norms that the team would like to consider in the program. We recommend listing all relevant norms in this list. Be careful to not include individual-level attitudes—only social-level norms—in this list. For more guidance on the difference between attitudes and norms, see the Social Norms Atlas in the Useful Resources section of this tool.
3. In the first row, list out each of the behaviors of interest (or "target behaviors") in the program.
4. Determine the relationship between a norm and each target behavior by discussing how shifting the norm would contribute to achieving change in the target behavior. The idea here is to tease out the relative importance of each norm to the target behavior as a way to begin prioritizing which norms to address programmatically.

6. Adapted from Table 11 in: (2020). SNET. Institute for Reproductive Health. <https://irh.org/social-norms-exploration/>



Instructions (continued)

5. Then, for each norm, record its relationship to each behavior of interest. If shifting a norm would necessarily change the behavior write "direct effect" in the cell. If shifting a norm would change some other factor or determinant that would in turn change the behavior, write "indirect effect." If shifting the norm would do little to change the behavior either directly or indirectly, write "minimal effect." There will be times when the team will disagree and debate about these determinations. The purpose of this exercise is not to be perfect, but to understand the likelihood that addressing a norm will have impact on the target behavior so that the program can prioritize which norms to use for program purposes.



Norm-Behavior Mapping Table: Annex 1



For all example tables, the example is illustrative. As this tool is used more these stand-in tables will be replaced by real world examples. However, even with these illustrative examples the norms, behaviors, and effects will be different across communities and contexts. The example is given only to help the team understand how to fill in their own table.

Current Norm	Behavior 1	Behavior 2	Behavior 3	Behavior 4
	Young women use contraception	Young couples discuss using contraception	Health providers discuss family planning with young men and women	Young men and women used a condom during last sex
A real man in this community is viewed as someone who can manage his home and does not speak with his partner about family planning.	Indirect effect	Direct effect	Indirect effect	Indirect effect
If a woman experiences bodily changes due to side effects (such as weight gain or loss) others will notice and criticize her	Direct effect	Indirect effect	Indirect effect	Minimal effect
Having a large family is important, in part for social recognition and status	Indirect effect	Indirect effect	Minimal effect	Indirect effect
My peers believe that In a relationship, men should have decision-making power	Indirect effect	Direct effect	Indirect effect	Direct effect
In this community, people believe that sexuality and family planning are a private matter, not to be discussed outside the household	Indirect effect	Minimal effect	Indirect effect	Minimal effect
The elder generation expect young people to "prove" fertility early in life, before or immediately after marriage	Direct effect	Direct effect	Minimal effect	Direct effect



WRAP UP

In this activity the team explored the relationship between norms and behaviors. Keep your table close by as you'll need to reference it for the next activity. In the next activity the team will begin to explore the relationship between norms and people's relationships.



Understand Priority Groups and Reference Groups

INTRODUCTION

In this activity, the team will organize information about how each social norm relates to priority groups (i.e., the people whose behavior the program aims to change) and reference groups (i.e., the people who the priority group is influenced by for that particular norm). The table output from this exercise will help you better understand these groups and enable you to design tailored interventions that address their specific needs and barriers.



Remember

Use your SNET/formative research findings to complete this activity rather than relying on assumptions.

Instructions:

1. In this activity the team will fill in a Norms, Priority Groups, and Reference Groups Table for each norm listed in the Norm-Behavior Mapping Table completed in Activity 1. You will need to create a separate table for each norm. See a completed example below and see Annex 2 for a blank template.
2. For each norm, record all the priority groups or reference groups related to the norm in the columns. The number of priority groups and reference groups in the table will change depending on the norm being addressed. You may need to add more columns if there are more than three priority and reference groups for each norm. Note: The priority groups and reference groups should arise from formative research; if the team does not have this information to hand, take the time to examine the research to understand the relationships between the social norms the team has identified, groups that perform the behaviors you are trying to change (i.e., priority groups), and reference groups.
3. Consider the questions in the template for each priority group and reference group and record your response in the appropriate column for either priority group or reference group. These questions help to provide a deeper understanding of how each reference group reacts to the norm, which will be important for programmatic decision-making later in this process.

Priority Groups are those who perform a behavior or are directly affected by a social norm.

Reference Groups are those who matter to individuals and the way they behave.



Norms, Priority Groups, and Reference Groups Table: [Annex 2](#)



For all *example tables*, the example is illustrative. As this tool is used more, these stand-in tables will be replaced by real world examples. The example is given only to help the team understand how to fill in their own table.

Question	Priority Group 1	Reference Group 1	Reference Group 2
	Young husbands	Mothers-in-law	Male community leaders
What are their social-economic circumstances? Does the norm differ by social-economic, ethnic, or religious circumstances?	Mostly lower socio-economic group, but income level shouldn't impact adherence to the norm	Mostly lower socio-economic group, but income level shouldn't impact adherence to the norm	Higher socio-economic status than young couples
How does the norm align with their personal attitudes and preferences?	Younger men/ couples may be more willing to consider more equitable decision-making	Fits with their own lived experience	They already have more decision-making power so may be resistant to change
What positive or negative sanctions do they expect or enact for adherence to/rejection of the norm?	Women may fear threats or violence by their partner; men may fear ridicule by peers	None	May fear loss of respect or loss of their own power
What level of agency do they have in relation to the norm and the behavior?	Low—susceptible to influence of family and community expectations	Medium—they are able to influence household members	High
What kind of support will they get from or give to family members and reference groups if they went against this norm?	Peer couples of own age group may be more supportive	Small groups of women may support each other in changing views on this	Depending on their status in the community, may expect considerable support from others

WRAP UP

The team has now explored how norms influence behaviors (Activity 1) and how norms are related to different priority groups and reference groups (Activity 2). With this understanding of how behaviors, norms, and people relate to each other, the team will construct Norm Profiles to capture a summary of the information the team has discussed in the next activity.



Write Norm Profiles

INTRODUCTION

In this activity the team will create a **Norm Profile** for each of the norms that the team has considered up until this point. The team will use the Norm Profiles as a reference for the remaining modules and add to them with additional information during Module 2.



Remember

Use your SNET/formative research findings to complete this activity rather than relying on assumptions.

Instructions:

1. Gather the outputs from Activity 1 and Activity 2. The team will use them to construct the Norm Profiles.
2. Complete the Norm Profiles by doing the following:
 1. Fill in the current norm.
 2. Fill in the target behaviors related to this norm (the same target behaviors you have been using thus far in previous activities).
 3. Fill in the priority groups whose behavior the program aims to change in order to see health outcomes.
 4. Fill in reference groups that support/enforce the norm.
 5. Fill in reference groups that oppose/resist the norm.
 6. Fill in punishments (negative sanctions) imposed for violating the norm.
 7. Fill in rewards for conforming to the norm.
 8. LEAVE BLANK: proposed action (this will be determined in Module 2, Activity 5).
 9. LEAVE BLANK: the strength of the norm (this will be assessed in Module 2, Activity 5).
 10. Fill in whether this norm is public (is it "visible" to reference groups?) or is private.
 11. Fill in any other considerations from all of the work and discussion the team has undertaken that should be considered as the team makes decisions about programming in the next module. You can add more to this section during Module 2.



Norm Profile Table Template: Annex 3

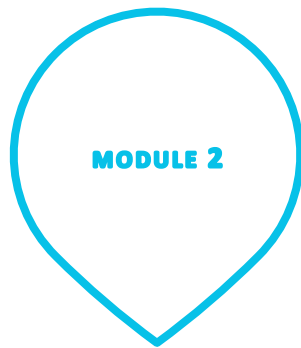


For all *example tables*, the example is illustrative. As this tool is used more, these stand-in tables will be replaced by real world examples. The example is given only to help the team understand how to fill in their own table.

<p>1. Current Norm In a relationship, men are expected to have final decision-making power</p>	<p>2. Behavior(s) related to the norm Young women use contraception Young couples discuss using contraception Young men and women used a condom at last sex.</p>
<p>3. Priority Group(s) Young couples Young women Young men</p>	<p>4. Reference Groups that support/enforce norm Mothers-in-law Male community leaders Health workers</p>
<p>5. Reference Groups that oppose/resist the norm Some young women in the community</p>	<p>6. Sanctions of violating this norm Intimate partner violence (women) Mocking (men)</p>
<p>7. Rewards for conforming to this norm A man's social status is maintained A young woman is accepted into her husband's family/ prized as good/obedient by her mother in-law/husband/community</p>	<p>8. Proposed action from decision tree (fortify, reframe, shift, aware) (See Module 2, Activity 2) Leave blank for now</p>
<p>9. If shifting: norm strength (use Norms Strength Assessment) (See Module 2, Activity 4) Leave blank for now</p>	<p>10. Public or private? Private: don't usually witness decision making by other couples, but may hear about it</p>
<p>11. Other Considerations</p>	

WRAP UP

The team has now explored how norms influence behaviors (Activity 1) and how norms are related to different priority groups and reference groups (Activity 2), and it has constructed Norm Profiles to capture a summary of the information the team has discussed (Activity 3). This completes Module 1, "Assess the Norms." In Module 2, the team will consult with the impacted community to ask for guidance on whether and how the community would like norms to change.



Community Consultation

Module 2

Community Consultation

GOAL

Engage purposefully with additional community members in order to share the norms assessment and seek guidance on whether and how norms should change.

PREPARATIONS REQUIRED

In this module, members of the program team will engage in participatory activities to develop a better understanding of how a range of community members and leaders perceive normative influence and how supportive they are of working towards norms change to support improved behavioral and development outcomes in their community.

In doing formative research, the program may have possibly done community consultation on social norms already, so the ideas and desires of the community have been heard and documented. If the program has already done a community consultation process that included social norms, the program may use that data to complete the tools in this module rather than holding duplicative community consultation meetings.

All needed materials are provided to conduct activities in this module. However, providing guidance or instructions on conducting community engagement methodologies is beyond the scope of this tool. If the program does not have a mechanism ready for community consultation, please pause proceeding through these workshops while you develop a mechanism. Examples of mechanisms for community consultation include implementation of the [Community Action Cycle](#), or more limited tools like community advisory boards or committees that guide program implementation. Whatever community mechanism is used, ensure that the Getting Practical Team considers ahead of time how they will address conflict that arises during community consultation due to the sensitive topics under discussion. The team should also discuss the ethics of social norms work in communities, as the community must live with the effects of this work and any negative or unintended consequences. If the team does not feel equipped to manage this process they should pause and seek out training or expertise in community consultation.

To conduct activities in the module you will need:

1. One or more groups of community members, stakeholders, and leaders to participate in a two- to three-hour activity. Ensure that the group includes your priority group (people who will engage in the behavior the program aims to change) as well as reference group members. It should also include people from any groups that may oppose shifts to the social norms under consideration, particularly if those people hold power in the community. The group should also include community leaders and influencers, such as religious or traditional leaders, stakeholders, and/or policy makers. Given that a diverse group like this might be too large and might not be able to engage in open dialogue, the team may want to hold multiple community consultations with different group compositions, such as a group of young women, a group of older women, and a group of community leaders.

Module 2

Community Consultation

To conduct activities in the module you will need: (continued)

2. A designated facilitator for each group. The facilitator should speak the local language and preferably come from the community itself and reflect its composition.
3. List of norms included in Norm Profiles re-stated in local language without jargon or technical words. If the program has many norms, the team may want to prioritize which ones are most important to discuss with the community. Read through the activity descriptions to decide how many norms your team can cover in any given session, and how many sessions the team can conduct.

ACTIVITIES IN THIS MODULE

1. Validate norms
2. Use the Decision tree
3. Identify the future state
4. Assess the difficulty of change
5. Document the decisions



All but Activity 5 should be conducted with community members in a community meeting

OUTPUT

Completed Norm Profiles

KEY TERMS

- **“Fortify”** the norm: The community would like to strengthen the norm or make it more common in order to improve well-being.
- **“Reframe”** the norm: The community would like to talk about the norm in a different way so that it can be useful to improve well-being.
- **“Shift”** the norm: The community would like to change the norm in order to improve well-being.
- **“Aware”** of the norm: The community wants programs to be aware of this norm but doesn’t think it is useful in improving well-being.



Validate the Norms

INTRODUCTION

Activities 1 to 4 build on each other and should be conducted in one session if possible. In this first activity you will make the participants feel welcome, ensure they understand what the team is trying to achieve, and communicate that the team values their opinions and knowledge. This activity will also aim to confirm that the community agrees that the social norms that the formative research identified are relevant to their community.

Instructions:

1. Introduce team members, facilitators, and the program. Explain what the program aims to do in the community (e.g., reduce maternal mortality) and how it will do that.
2. Introduce the main changes the program aims to make (these are the “behaviors of interest”) and relate them to the program aims (e.g., how using family planning results in decreases in maternal mortality). Ask the group for some ideas as to why people do or don’t currently engage in the behavior of interest. Some of the issues people raise will be social norms the team has identified already. If those are not raised, you can ask the group if they think they are related (but don’t define them as norms yet).
3. Explain that the team is interested in learning about some of the ideas the group raised and how they can be helpful in achieving the community’s goals. In particular, the team is interested in exploring the unwritten rules about how people behave in the community, and whether the community believes those rules should stay the same or change. Tell the group these unwritten rules of behavior are called “social norms.” Offer further definition and discussion as appropriate.
4. Briefly describe the research the team has relied on to develop a list of social norms that influence the behaviors of interest of the program. Then share with the group a manageable list of social norms the team believes are related. In the group, discuss how those compare to the ideas the group had in Step 2. Now that the group understands the definition of a social norm, does this list seem correct to the group? Is anything wrong or missing? Agree on a short list (no more than four) of norms the group will work with for the remainder of the meeting. During this module, the short list of norms will just be called “the norms.”



5. Throughout this introductory activity, the team should be clear and transparent on the purpose of this community consultation meeting. Before the community consultation activity, the team should develop a standard introduction about the aim of the program and the program's role as facilitator of change. This might be something like: "We will be discussing topics that we as a community believe are normal and acceptable, but we may also identify how these same norms get in the way of behaviors and goals that are important to our community's health and development. We will need to consider which norms you feel should change in the future, and how you would want them to change. As a program we'll likely need to select a subset of issues on which to focus program efforts."

WRAP UP

In this activity, the team has shared the program's aims with the community and asked for their help and input. The community group considered the team's list of social norms and gave their opinion on whether it seemed correct for their community. The group agreed on a set of norms to discuss for the remainder of the meeting.



Decision Tree

INTRODUCTION

In this activity, the group will use the agreed-upon short list of norms and a decision tree tool (see tool below) to discuss how norms could be used to impact behavior.

The purpose of this activity is to understand the desires and priorities present in the communities where the program is implemented. The purpose is not to lead the community members to align themselves with program priorities, or to convince them that the program will be useful. If this module uncovers meaningful differences between program goals or activities and community desires and needs, program staff should pause to understand whether the program needs to be adapted to better meet community needs. This can be difficult, as programs are usually accountable to donors or governments or partners, but having consulted the community, programs should be responsive to their input.

Instructions

1. Explain that the team would like the group's help in understanding what they would like to change and what should stay the same in order to reach the community's goals. Explain that the decisions the community group makes will be used by the program to shape program activities. They will have the opportunity at the end of the session to clarify and reaffirm their recommendations to the program.
2. Show the group the example of the decision tree on the following pages and explain that each group will ask themselves a set of questions, which will lead to other questions; explain that this process creates the decision tree. The group can debate different answers and see how that changes the outcomes.
3. Define the terms used in the decision tree tool and make sure everyone is clear.
4. Depending on how many norms the group has decided to work with and how big the group is, divide into small groups and assign each group one or more norms to work on using the decision tree. If you have three groups and three norms, each group can work on one norm. If you have decided on only one or two norms but have multiple groups, different groups can work on the same norm.
5. Each group will require a facilitator or note taker with literacy skills to read the materials and take notes. If these skills are not present in the community groups, the team should arrange for note takers to participate, or adapt this module to implement it in plenary rather than small groups.



Instructions (continued)

6. Have each small group work through their decision trees. After they have finished, asked each group to present their trees and the agreed upon outcome to the larger group and discuss in plenary. If different groups discussed the same norm and came up with different outcomes, discuss why. If the groups do not have consensus on what should be done, note that clearly.
7. As the groups present, have a facilitator fill in the “Fortify, Reframe, Shift, Aware” table and, when complete, share it with the full group.

“Fortify” the norm

The community would like to strengthen the norm or make it more common in order to improve well-being.

“Shift” the norm

The community would like to change the norm in order to improve well-being.

“Reframe” the norm

The community would like to talk about the norm in a different way so that it can be useful to improve well-being.

“Aware” of the norm

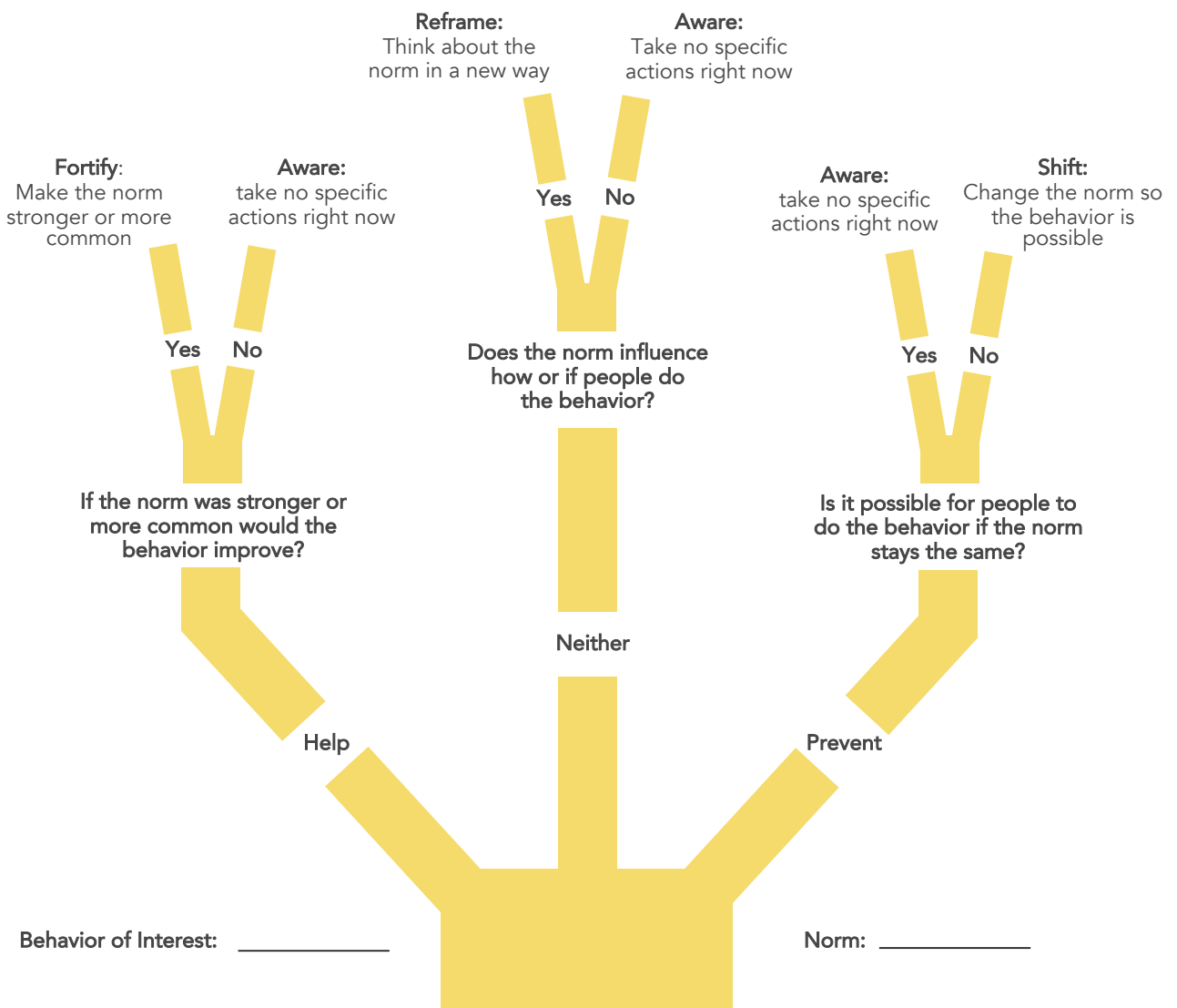
The community wants programs to be aware of this norm but doesn’t think any action with the norm is necessary right now.



DECISION TREE

Should norms be fortified, reframed, shifted, or should the community just remain aware of it?

Your community might want to...



Start Here!



Does the norm HELP or PREVENT the behavior?



Fortify, Reframe, Shift, Aware Table: [Annex 4](#)

Norm	Decision Fortify, Reframe, Shift, Aware
The community expects couples to prioritize harmony in the family	Fortify
A man's status in the community comes from the number of children he has (e.g., could be reframed as, "A man's status in the community comes from whether he can provide for the number of children he has")	Reframe
Women who use family planning will be criticized by church members	Shift
Sexuality and family planning are a private matter, discussing these topics outside the household would be widely criticized	Aware

WRAP UP

In Activity 1 the team introduced themselves, and the concept of social norms and agreed upon a list of norms to consider. In Activity 2, the community group used a decision tree tool to discuss the need to shift, reframe, fortify, or be aware of their community's norms in order to achieve desired outcomes. In Activity 3, the community group will discuss and envision what they would like the social norm to become in the future.



Identify Future State (Now and Later)

INTRODUCTION

In this activity the group will represent the current norm (what the norm is like now), and then imagine a desired future state (how they'd like it to be later) for each norm that the group identified as needing to be shifted or reframed.

Norms that are categorized as "fortify" or "aware" will not be considered in this activity but will be considered later. However, if the groups only categorized norms as "fortify" or "aware" and did not categorize any norms as "shift" or "reframe" the groups should conduct the activity using the "fortify" norms.

Instructions:

1. Tell the group that the team would like to understand how they would like the "unwritten rules" to change or stay the same in the future. They will get into small groups and create a vision of what they should be.
2. Have the group break into as many small groups of three to five people as you have norms, if that is feasible. Depending on the number of people in the group, the same norm may need to be assigned to multiple groups. If there are not enough groups to each cover one norm, assign one group two norms and conduct the activity in rounds.
3. Ask each group to document how the norm is now, and how they want it to be later. As a group they can decide on a method to show "now" and "later": they could do a now/later drawing; perform a now/later skit; or write a now/later vignette. Make sure the program provides supplies such as paper and markers.
4. Have each group discuss what their vision is for the future of their norm. Then have each group present their now/later drawing/skit/vignette to the large group. Let the full group discuss and validate the future vision. Restate it until the group is satisfied that their ideal future state of the norm has been captured. Document the desired future state for each norm, either by taking a photo of the drawing, collecting the skit notes, or transcribing the description of the desired future state.
5. If a group is unable to agree on a future vision the facilitator can suggest options to the group such as writing down multiple possible future visions of the norm. There may well be disagreement on the desired future state of the norm when groups present their visions to the full group. The simple fact of this conflict is information for the team as it works to include social norms in the program. The conflict does not mean the team should not aim to impact norms with the program, but that it should do so very carefully and with further consultation. Conflict means, "Pay attention!"



WRAP UP

In Activity 1 the team introduced themselves, reviewed the concept of social norms, and agreed upon a list of norms to consider. In Activity 2, the community group used a decision tree tool to discuss the need to shift, reframe, or fortify their community's norms, or promote awareness of them, in order to achieve desired health outcomes. In this activity, the community group envisioned what they would like the social norm to be in the future. In the next activity, the group will consider how easy or difficult that future state will be to achieve.



Assess the Difficulty of Change

INTRODUCTION

In this activity the group will use a checklist to assess whether achieving the future of the norm they envisioned in the previous activity will be easy or difficult. This assessment is intended to elicit information on the challenges of achieving the future norm, rather than to decide whether to try to achieve a future norm. The community members in this consultation may feel trying to achieve a future norm is worthwhile even if doing so is very difficult, or they may not feel strongly about a different norm that is easier to address. Programs, though, need to know and plan for challenges that will arise when helping the community achieve a desired future norm.

Instructions:

1. Explain that the program would like the community's help in understanding whether achieving the "later" vision of each norm will be easy or difficult. Just because achieving that future may be challenging doesn't mean they shouldn't attempt it! The team just needs to understand the difficulties involved.
2. Show the group the "How Difficult to Achieve Norm?" template that will be used for this activity. If you have a large group, you can break participants up into small groups to assess individual norms. If the group is small, and you have enough time to cover each norm, you can complete this exercise in plenary.
3. Explain that groups will use a checklist to assess how easy or difficult it will be to achieve the "later" norm. Have a facilitator read the "now" and "later" version of the norm the group created in the previous activity. Then ask each question in the checklist one by one, discussing the answers. The group's facilitator then scores the difficulty of shifting the norm. If the norm will be difficult to change, ask the group if the difficulty changes their mind about the importance of trying to shift it. Does the group have any ideas on how to make shifting the norm easier? Make sure to note down those ideas in the table below.



How Difficult to Achieve Norm? [Annex 5](#)

Current Norm In a relationship, men are expected to have final decision-making power

Question	Yes	No
Will powerful people be upset if the norm changes?		
Will anyone lose money or become less well-off if the norm changes?		
Does religion or a religious leader support the current norm?		
Are there groups that are trying to keep the norm from changing?		
Are there laws or policies that support the current norm?		
In the broader community, do most people believe the current norm is best?		
When people go against the norm do bad things happen to them?		
Do the people who are most impacted by the norm feel like they can make their own decisions and take their own actions?		

Add up number of "Yes" and "No" answers

Results

1-2 "Yes" = Easier to achieve new norm	
3-5 "Yes" = Somewhat difficult to achieve new norm	
6-8 "Yes" = Difficult to achieve new norm	

What might make achieving the new norm easier? (Take notes below)

Would the group like the program to help the community achieve the new norm? (Document "Yes" or "No")		
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WRAP UP

In Activity 1 the team introduced themselves and the concept of social norms, and it agreed upon a list of norms to consider. In Activity 2, the community group used a decision tree tool to discuss the need to shift, reframe, or fortify their community's norms in order to achieve health outcomes. In Activity 3, the community group envisioned what they would like the social norm to be in the future. In this activity, the group considered how easy or difficult that future state will be to achieve, noted some ideas to make achieving a new norm easier, and documented a request for the program to help or not. In the next activity, the decisions the community group made will be transferred from the tools used with the community to the Norms Profile.

This concludes the active community-consultation portion of this module. The remainder of the module organizes the information from the consultation in a way that can be used for the remainder of the tool and can be done either in the community meeting or later by the Getting Practical Team.



Document the Decisions

INTRODUCTION

In this activity the contributions and decisions made by the community group will be documented for the program to use in the remainder of this tool.

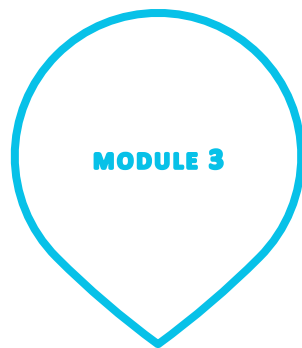
Instructions:

After the community consultation is complete, fill in the cells of the Norm Profile (Annex 3) that were left blank in the previous activity (cells for Proposed Action and Norm Strength). [The “proposed action” is the action proposed by the community members during the Community Consultation module.](#) If the program team assumed the program would shift a norm, but the community decided the norm should be fortified, for example, the program should not go ahead with plans to shift the norm. If the Community Consultation resulted in community guidance that does not align with program goals or activities, the program team will need to pause. Options at this point would include either re-assessing program goals or activities to ensure they align with community desires or doing further community consultation to ensure the program has heard from and understood the broad array of community opinions, needs, and desires. Disregarding community guidance if it does not align with program plans is not ethical.

For each norm that will be shifted or reframed, also add a “Desired Future Norm” heading under the “Current Norm” at the top of the Norm Profile (annex 3); then add in the “Desired Future Norm,” as defined by the community consultation.

WRAP UP

Module 2 is complete. In this module members of the team introduced themselves and the activity to community groups (Activity 1), guided the community groups through a decision tree to shift, reframe, fortify or be aware of their community’s norms (Activity 2), helped the group envision what they would like the social norms to be in the future (Activity 3), used a checklist to consider how easy or difficult that future state will be to achieve (Activity 4), and then documented each of these decisions in the Norm Profile (Activity 5). With the Norm Profile completed, Module 2 is complete. Module 3 focuses on using the Norm Profile to adapt the program’s logic model, activities, and program documents.



Program Design or Adaption

Module 3

Program Design or Adaptation

GOAL

Consider how to integrate social norms into existing activities or activities under development and identify gaps where additional work is needed.

PREPARATIONS REQUIRED

Completed Modules 1 and 2, and the Norm Profile table(s) (Annex 3). The Norm Profiles should include the compiled work from the Norms Strength Assessment table (Annex 5) and the community consultation that produced the decision to shift, reframe, or fortify certain norms (Annex 4). In this module you will only use the Norm Profiles for those norms that need shifting, reframing, or fortifying, i.e., only those you will be including in your program’s logic model. The others (profiles for social norms your program should be “aware” of) can be used to inform background or context sections of your program documentation.

WHO SHOULD PARTICIPATE IN THIS MODULE

The Getting Practical Team, which includes a facilitator, program staff, and members of the community.

ACTIVITIES IN THIS MODULE

1. Review your logic model
2. Review your activities
3. Refine your activities
4. Assess risks
5. Revise your logic model

OUTPUT

1. Revised logic model that includes the social norms your program will shift, reframe, or fortify
2. Activity descriptions that flow from the logic model describing how activities impact social norms

KEY TERMS

“Logic models” are the guiding structure for programs; they determine what activities are implemented and show how these activities have impact.

Module 3

Program Design or Adaptation

A NOTE ON LOGIC MODELS

Logic models are the guiding structure for programs, and they determine what activities are implemented and show how these activities have impact. This module takes you through the adaptation of a logic model and the writing of short activity description statements that flow from the adapted logic model. You will need to independently use the logic model and the activity descriptions to modify the program documents (e.g., strategy designs, workplans, proposals, or implementation plans).

The extent to which the program integrates norms will vary depending on the context, length of the program, and where it is in the program life cycle. Some SBC programs may use this module to identify a “light-touch” approach, perhaps making their logic model more norms-aware and identify how they can work around norms or promote positive norms. Other programs may more intentionally change some of their activities to shift norms that are directly impacting their behaviors of interest. Some programs, especially those which are just beginning and have the ability to conceptualize the program from scratch, may make norms a major focus of their approach.

Outside of the scope of this tool, but critically important, is making sure that the program is built with sustainability in mind. As you look at your logic model, consider whether your program can be scaled up and sustained. To learn more, read WHO/ExpandNet’s [Beginning with the End in Mind](#) and the Learning Collaborative to Advance Normative Change’s [Considerations for Scaling up Norms-Shifting Interventions for Adolescent and Youth Sexual and Reproductive Health](#).



Review your logic model

INTRODUCTIONS

In this activity, you will assess how well your current logic model integrates social norms. This gives you a starting point to understand how you might integrate norms into your program.

Instructions:

1. Review the program's existing logic model, then answer the questions in the table below.
2. If you answer "no" to any question, review the considerations to identify possible areas of change. You will come back to your logic model at the end of this module to make changes.



Review Your Logic Model Table: [Annex 6](#)

Question	Yes	No	If you Answered No
Does the context section (or “policy and environment” level) in your logic model explicitly acknowledge norms?		X	Use Norm Profiles and research findings to identify explicit norms-related considerations in the context (see Module 1).
Do program outcomes include social change (beyond individual attitudes and behaviors)?	X		Consider whether to make shifts in social norms an explicit program outcome or intermediate outcome (See Module 4).
Are there activities included for multiple levels of the socio-ecological model (SEM) (policy/environment, health services delivery, community, individual levels)?	X		Consider adding additional activities or partnering with other programs working at those levels.
Does the model consider how to engage the community in a meaningful way?	X		Consider adding a mechanism for community consultation, engagement, and feedback (See Module 2).
Does the model include the influence of reference groups, and not just the person engaging in a behavior?	X		Consider how activities might reach reference groups to influence priority groups (see Module 1, Activity 2).
Are social norms included along the causal pathway? In other words, does your logic model describe how norms influence behavior, and how your activity will change behavior by addressing norms?		X	Identify and add a causal analysis that includes norms (see Module 2, Activity 4).
Does the model include consideration of the risks in shifting norms?		X	Consider what risks related to shifting norms you may need to build into your assumptions.
Do key indicators measure changes in social norms and consequences of shifting social norms?		X	Revise indicators (see Module 4).

WRAP UP

In this activity, the team reviewed the program logic model and identified areas where it might need to change to better reflect the program’s understanding of social norms and the community’s feedback. In the next activity the team will review the activities in the logic model to assess whether they can be expected to influence social norms.



Review your activities

Introduction

In this activity, you will assess each of your existing or planned activities to see how they meet some of the common attributes of norms-focused programs. You can use this information in the next activity to redesign activities.

The Nine Common Attributes of Community-Based Norms-Shifting Interventions

Effective community-based social norms shifting programming have certain common elements. This tool uses the evidence on what creates effective programming to help you shape your own activities, based on nine common attributes of norm-shifting interventions, as shown in the figure below.⁷ This does not mean that effective activities must include all nine attributes.

Instructions: *Fill out the table following using the following steps.*

1. In the activity column, write the title or brief description of all existing or planned activities in your program.
2. For each activity, record the priority groups and/or reference groups that the activity is intended to reach.
3. For each activity, record the existing norm(s) it can address (from your norm profiles).
4. For each activity, assess how it meets each of the common attributes of norm shifting programs and insert a "X" for each criterion it meets.
5. Complete the gap analysis to identify areas that need further attention. You will have a chance to incorporate these gaps into your activity descriptions in the next activity.

7. [Learning Collaborative to Advance Research and Practice of Normative Change Interventions. \(2017\). Identifying and Describing Approaches and Attributes of Normative Change Interventions. Washington, DC: Institute for Reproductive Health, Georgetown Univer](#)



The Nine Common Attributes of Community-Based Norms-Shifting Interventions

 <p>SEEKS COMMUNITY-LEVEL CHANGE</p> <p>Shifts social expectations, not just individual attitudes and behaviors, and clearly articulates normative shift outcomes at the community-level.</p>	 <p>ENGAGES PEOPLE AT MULTIPLE LEVELS</p> <p>(Ecological Model) Uses multiple strategies to engage people at different levels: individual, family, community, and policy/legal.</p>	 <p>CORRECTS MISPERCEPTIONS AROUND HARMFUL BEHAVIORS</p> <p>Sometimes individuals engage in a harmful behavior because they mistakenly think these behaviors are more common than they are.¹¹ For example, if binge drinking is driven by a belief that “everyone does it,” a norms-shifting intervention might reveal that most people, in fact, drink in moderation.</p>
 <p>CONFRONTS POWER IMBALANCES</p> <p>Within sexual and reproductive health and within programs focused on adolescents and youth development, confronting power imbalances is an important attribute of norms-shifting programming.</p>	 <p>CREATES SAFE SPACES FOR CRITICAL REFLECTION BY COMMUNITY MEMBERS</p> <p>Deliberately promotes sustained, critical reflection that goes beyond trainings, one-off campaigns or ad-hoc outreach, often in small group settings.</p>	 <p>ROOTS THE ISSUE WITHIN COMMUNITY'S OWN VALUE SYSTEMS</p> <p>Identifies how a norm serves or contradicts a community's own values, rather than labeling a practice within a given community as bad.</p>
 <p>ACCURATELY ASSESSES NORMS</p> <p>Identifies which norms shape a given behavior and which groups uphold the norm. Social norms exist within <i>reference groups</i> – the group of people that are important to an individual when s/he is making a decision.</p>	 <p>USES “ORGANIZED DIFFUSION”</p> <p>Sparks critical reflection to shift norms first within a core group, who then engage others to have community-level impact. This is a technique to generate and diffuse normative shifts that has successfully been used by Tostan around FGC and others with SASA!</p>	 <p>CREATES POSITIVE NEW NORMS</p> <p>Creates new, shared beliefs when harmful norms have strong support within groups. While it is common for programs to focus on negative consequences of a behavior, this can unintentionally reinforce that behavior by making it seem widespread.</p>



Review Your Activities Table: [Annex 7](#)

Program Activity	Activity 1 Radio drama series	Activity 2 TV spots	Activity 3 Social mobilization
Norm/s activity will address	Couple harmony is valued in the community When men speak about using family planning with their partner, they are viewed as not being manly and not managing their household well	Couple harmony is valued in the community When men speak about using family planning with their partner, they are viewed as not being manly and not managing their household well	Women using family planning go against the teaching of the church
Priority group(s) and/or Reference group(s)	Young couples, mothers-in-law, male community leaders	Young couples, mothers-in-law, male community leaders	Young couples, mothers-in-law, male community leaders
Corrects misconceptions around harmful behavior	X		
Confronts power imbalances			
Creates safe spaces for critical reflections by community			X
Roots the issue within the community's own value systems	X		
Uses organized diffusion			X
Creates positive new norms		X	
Uses role models or opinion leaders to promote a new norm	X	X	
Provides opportunities to put new ideas into practice			



GAP ANALYSIS

1. In your Activities Tables (Annex 7), have you included reference groups in your activities? If so, consider whether you are including the most influential or impactful reference groups for each norm, and if you want to add or change anything at this point. If you have not included reference groups, consider which reference groups will be most influential given the norms you are addressing and your outcomes of interest.

For example: Health workers are not directly addressed, though they may be exposed to the other activities. Consider adding an activity that aims to shift norms among health providers.

2. In your Activities Tables (Annex 7), which attributes are not addressed in your activities? Consider whether inclusion of other attributes would strengthen your program.

For example: Current activities don't address power imbalances or purposively provide opportunities to put new ideas into practice.

WRAP UP

In Activity 1, the team assessed the program logic model to see if it reflected the team's understanding of social norms, and in Activity 2, the team assessed individual activities against the "Nine Common Attributes of Community-Based Norms Shifting Interventions." In the next activity the team will analyze each planned activity to assess whether there is a compelling logic chain between the activity, social norms, and program outcomes.



Refine your activities

INTRODUCTION

In this activity, the team will have the opportunity to refine existing or new program activities by considering the causal pathway between each activity and the expected norms and program outcomes.

Instructions:

1. Review the example logic-chain sentence below to familiarize yourself with the different components of the causal pathway: the activity, how the norms are included, how the norm will be addressed, the reference groups, and what will change as a result.
2. Practice identifying the different components for the additional examples provided below by highlighting each component with a marker or pen.
3. Now, for each existing or new activity in your program, write at least one logic-chain sentence (or paragraph) that
 - a) Describes the activity
 - b) How the norm will be used
 - c) How reference groups will be reached
 - d) What will change as a result
4. Once you have finalized one logic-chain for each activity, collect them in one document. At the end of Module 2 you will put it together with other documents to form a record of your work.



If you have a big group, you could split it and have the smaller groups each come up with logic-chain sentences for the same activities to generate more good ideas. If you work in small groups, plan to come back together in plenary to discuss and validate the decisions made in the small groups.



EXAMPLE



PRACTICE

“Radio drama will feature a married man who believes Christianity prohibits family planning (FP) as sinful. He will be counseled by his pastor and church members and encouraged to talk to his wife about family planning. As a result, listeners will be more likely to reject the idea that FP is sinful and will be more likely to talk to their wives about family planning.

“TV spots will model men cherishing babies as gifts from God in the admiring company of close friends and family. Spots will highlight the men committing to take good care of the baby by taking care of the baby’s mother and talking with her about their family spacing. Viewers will be more likely to believe that their community expects them to invest in the welfare of each living child and will believe spacing births is a way to do that.

“TV spots will feature testimonials from local pastors stating that planning a family is healthy and wise, and that there are methods that are approved by the church. Viewers will be more likely to believe that FP is approved by their religious community.”

WRAP UP

The team has now assessed the program logic model to see if it reflected the team’s understanding of social norms (Activity 1), assessed individual activities against the “Nine Common Attributes of Community-Based Norms Shifting Interventions” (Activity 2), and analyzed and refined each planned activity to assess whether there is a compelling logic chain between the activity, social norms, and program outcomes (Activity 3). In the next activity, the team will pause and consider whether, given the analysis work the team has done, the program has adequately considered the risks of unanticipated effects of social norms work.



Consider risks

INTRODUCTION

When working on norms shifting programs, considering the ethical implications of the work is essential. This may include stigma or other negative consequences for those who step outside of existing norms, especially those who do so early on, or those who continue to adhere to norms as they shift. Shifting norms may also pose risks to community-based field workers or volunteers who are affiliated with the program. In this activity, you will consider what the negative consequences might be of shifting norms and how to avoid or reduce these consequences. For more information about resistance and backlash, see [Social Norms and AYSRH: Building a Bridge from Theory to Program Design](#), “Monitoring and Responding to Resistance” (p. 46).

Instructions:

Consider the following questions and make notes on how these considerations could be incorporated into your activities. The purpose of the Consider Risks table is to help the team double check that they have engaged in a robust process to highlight and mitigate risk.



The team won't be able to predict and avoid all negative implications, so include attention to these in your monitoring plan (see Module 4). Programs should put in place monitoring systems that allow them to learn about resistance or backlash early in implementation, allowing the team to consider how and whether they respond or support people, including their staff.



Consider Risks Table: [Annex 8](#)

Question	Notes
How have you planned to engage respectfully with all sections of the community, including marginalized or vulnerable groups such as women or youth?	We have engaged heavily with community and religious leaders, as well as families and health workers. However, we have had difficulty engaging marginalized members of the community. We have also not reached out to influential women’s groups.
How have you ensured your messages resonate with local contexts and cultures?	We have pretested messages with different groups and have made changes based on their feedback. However, our messages were not co-designed with these groups.
How have you partnered with policy makers, opinion leaders, and service providers to ensure their support and buy-in? Are there other “gate-keepers” that may influence acceptance of change?	We have reached out to religious leaders but could do more to bring them into our program strategy to ensure their full buy-in.
Are you working with role models (e.g., popular musicians, sports stars, or people respected by priority groups) to endorse new values and practices, if relevant?	We haven’t considered informal opinion leaders among youth, such as local musicians. This is an area we could explore.
Do you have a plan in place to deal with unanticipated consequences? Those might include harm against program staff or push back from people whose power is threatened by norms change.	We do not have a plan in place yet. We will devise a simple process to facilitate rapid decision-making around program adjustments and mitigation that works through existing community structures.

WRAP UP

The team has now assessed the program logic model to see if it reflected the team’s understanding of social norms (Activity 1), assessed individual activities against the “Nine Common Attributes of Community-Based Norms Shifting Interventions” (Activity 2), analyzed each planned activity to assess whether there is a compelling logic chain between the activity, social norms, and program outcomes (Activity 3), and considered the risks of unanticipated effects of social norms work (Activity 4). In the next and final activity of this module, the team will put it all together and rewrite program documents to fully include social norms.



Revise program documents

INTRODUCTION

Congratulations! The team has done a lot of work to integrate social norms into the program. In this activity, the team will now put it all together and update the program logic model and the program documents that flow from the logic model.

Instructions:

Review your notes from the previous sections, in particular the Review Your Logic Model Table (Module 3, Activity 1).

1. Revise your logic model. Use what you have learned and decided to incorporate social norms into each section of the model, paying particular attention to how your activity descriptions show the causal pathway between activities and norm shifting, and outcomes.

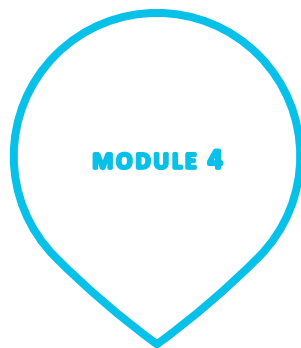
For example, perhaps you plan to shift the norm, “Women using family planning go against the teaching of the church,” and the team decided to use a radio drama series to model religious leaders (a reference group) supporting family planning. The program’s full logic model should include within it the following: (1) the social norm in the underlying context section, (2) the activity in the activities section, and (3) an indicator of the future normative state in the outcomes section.

2. Incorporate the activity descriptions into program documentation such as a proposal, workplan, strategy, or implementation plan. These short, concise statements can be useful as headings or introductions to longer activity descriptions.
3. Use the documents the team produced using this tool to report back to the community, your donor, or as notes to build on for future programming. For example, continue consulting with the community and communicating how their input is being used to adapt programming. The documents can also be tailored into a section of a program document such as a proposal or workplan to document the thought and evidence behind program decisions that address social norms. The essential pieces of the work you have completed with this tool so far include Norm Profiles, revised logic model, and activity descriptions.



WRAP UP

In this module, the team assessed the program logic model (Activity 1), assessed individual activities against the “Nine Common Attributes of Community-Based Norms Shifting Interventions” (Activity 2), analyzed each planned activity’s logic chain (Activity 3), and considered the risks of unanticipated effects of social norms work (Activity 4). Finally, the team used this analysis to re-write program documents to fully include social norms. This completes Module 3. In the next and final module, the team will review and adapt the program’s monitoring and evaluation plan to capture the new social norms focus and activities.



Monitoring Plan

Module 4

Monitoring Plan

GOAL

This module focuses on refining your monitoring plan to accompany program work on social norms. It is intended to inform, or supplement, the program’s larger monitoring, evaluation, and learning plan. In this module, the team will refine or adapt the monitoring and evaluation (M&E) plan, including indicators, data sources, data disaggregation, and frequency of data collection to assess program quality, its coverage/reach, and initial outcomes. It does not include tool development.

PREPARATIONS REQUIRED

Completed revised logic model

ACTIVITIES IN THIS MODULE

1. Develop indicators for identified social norms
2. Integrate social norms indicators into the M&E Plan
3. Include qualitative inquiry to augment quantitative indicators
4. Finalize monitoring plan table for social norms

OUTPUT

Monitoring Plan Table

KEY TERMS

- **Descriptive norms** are what people think others do (the “is”).
- **Injunctive norms** are what people think other people approve (the “ought”).
- **Outputs** are the activities, services, events, and products that reach the program’s primary audience.
- **Output Indicators** track the activities, services, events, and products that reach the program’s primary audience.
- **Outcome Indicators** track how successful program activities have been at achieving program goals. They help to answer the question, “Have program activities made a difference?”

Module 4

Monitoring Plan

A NOTE ON PROGRAM MONITORING

Successful programs generally involve three components of program design and evaluation: formative research, monitoring, and impact evaluation:

- Formative research consists of gathering existing information or collecting data before a program begins that is used to inform and tailor the program to the specific population of interest and program objectives. This is what your team did in order to identify the priority groups, norms, and reference groups.
- Monitoring involves data collected continuously as the program is implemented to provide ongoing learning about the program quality, its coverage/reach, and initial outcomes. Program monitoring provides continuous learning to identify unexpected issues as well as opportunities to optimize program activities and respond to changing circumstances.
- Impact evaluations assess the success of a program and measure its effect on the intended outcomes. Please note that impact evaluation approaches lie beyond the scope of this tool.

PROGRAM MONITORING HAS THREE MAIN COMPONENTS

1. Tracking the timely production, quality, and delivery of outputs
2. Assessing the program's coverage of, or reach among, its intended audience (necessary to ascertain associations between program recall/participation and outcome indicators)
3. Gauging learning about program implementation and initial changes (sometimes referred to as "impacts") in the expected outcomes, which will be measured with intermediate, behavioral, or social outcome indicators. Monitoring data tend to track intermediate outcomes towards changing the behavior but may include behavioral or social outcomes.

The monitoring plan summarizes data that need to be collected to measure indicators, the data collection methods, the data sources, the frequency and timing of data collection, and how these data will be used to adjust and optimize program activities. Planning program monitoring at the design phase and linking it to program objectives will ensure that the monitoring is focused on what the program wants to accomplish, that the resources are allocated to implement the monitoring activities, and that the data will be used to adjust activities, if needed, as well as track progress on the key objectives.



Develop indicators for identified social norms

INTRODUCTION

In this activity, which one or more M&E staff members should lead, you will revisit each norm that you plan to reframe or shift (as per Module 2, Activity 2). This activity will give you the opportunity to think critically about how you will measure the social norms you aim to reframe or shift.

Instructions:

1. Copy each of the future norms together with the revised/new objective you determined during Module 2 that you plan to reframe or shift into the table below.
2. For each norm, as appropriate/relevant, develop indicators for both descriptive and injunctive norms unless, clearly, only one is needed for your particular aim.
 - Descriptive norms: what people think others do (the “is”)
 - Injunctive norms: what people think other people approve (the “ought”)



Multiple research studies have demonstrated that addressing both descriptive and injunctive norms in programs is important, as the two types of norms have differential behavioral effects.⁸ You will need to determine if you will seek to address only one or both types of norms. This section focuses explicitly on clarifying the social norms you will seek to influence and measure.

8. For example: Jacobson, R. P., Mortensen, C. R., & Cialdini, R. B. (2011). Bodies obliged and unbound: Differentiated response tendencies for injunctive and descriptive social norms. *Journal of Personality and Social Psychology*, 100(3), 433; and Smith, J. R., Louis, W. R., Terry, D. J., Greenaway, K. H., Clarke, M. R., & Cheng, X. (2012). Congruent or conflicted? The impact of injunctive and descriptive norms on environmental intentions. *Journal of Environmental Psychology*, 32(4), 353–361.



Review the Key Indicators in Your Revised Logic Model: [Annex 9](#)

Current norm	Future norm	Revised/new objective	Descriptive Norm Indicator	Injunctive norm indicator
Having a large family is important, in part for social recognition and status	Reframe: A man’s status in the community comes from whether he can provide for the number of children he has	New: Increase the percentage of men who think that being able to provide for their children is an important aspect of being a man	% of respondents who report that most men in their community only have (or intend to have) as many children as they can provide for	% of men who report that most of the people who are important to them would approve if they limited their family size based on their ability to provide support
A real man can manage his home and does not speak with his partner about family planning	Shift: When men speak about using family planning with their partner, they are viewed with respect by their community	New: Increase the percent of community members who believe that men should speak about family planning with their partner	% of respondents who report that most men in their community communicate with their partners about family planning (disaggregated by sex, priority, and reference groups)	% of men who report that most people who are important to them would respect them if they spoke with their partner about family planning

Additional Illustrative social norm indicators for this exercise could include the following:

- % of intended audience who report that people like them in their religious community use family planning (Descriptive)
- % of men who believe that people who are important to them in their religious community would approve of their voluntary use of family planning (Injunctive)
- % of respondents who report that most men in their community only have (or intend to have) as many children as they can provide for (Descriptive)
- % of men who report that most of the people who are important to them would approve if they limited their family size based on their ability to provide support (Injunctive)



Additional Illustrative social norm indicators for this exercise could include the following (continued):

- % of respondents who report that most people in their community respect men who communicate with their partner about family planning (disaggregated by sex, priority, and reference group) (Descriptive)
- % of men who report that most people who are important to them would respect them if they communicated with their partner about family planning (Injunctive)
- % of men who report that most men like them communicate/intend to communicate with their wife about family planning (Descriptive)
- % of men who report that people who are important to them would approve if the respondent communicated with his wife about family planning (Injunctive)
- % of intended audience who agree that others like them in their communities use modern contraception (Descriptive)
- % of intended audience who agree that people who matter to them would approve of their voluntary use of family planning (Injunctive)

For more information regarding measurement of social norms as well as how to create social norm scales or indices, please see [Resources for Measuring Social Norms: A Practical Guide for Programme Implementers](#).

WRAP UP

In this activity, the team identified objectives and indicators for each of the social norms that the program will shift or reframe. The team defined whether these norms were descriptive or injunctive norms. In the next activity, the team will develop quantitative measures for these indicators.



Integrate social norms indicators into the M&E Plan

INTRODUCTION

In this activity, the team will add the newly created social norm indicators into their existing M&E plan or develop an M&E plan if one is not yet drafted. M&E plans should include output and coverage/reach indicators as well as intermediate and behavioral outcome indicators for each of the social norms included in the previous exercise. This exercise focuses on quantitative indicators; the next activity will give you the opportunity to incorporate qualitative indicators.

Instructions:

1. Complete the Monitoring Plan Table with output indicators, coverage/reach, intermediate outcome, and behavioral outcome indicators. Leave the other cells of the table blank for now.
 - Output indicators (the number of products, activities, or deliverables produced by the program): For each activity, include at least one output indicator.
 - Coverage/reach indicators (the number of people who participated or were reached by an activity/the percent of the intended audience that recalls or participated in program activities): To assess program effects, measuring program exposure is essential. Data have demonstrated that exposure often has a “dose effect” in that program effects increase with the number/types of program exposure/participation reported by respondents.
 - Intermediate outcome indicators (percent of intended audience who report community support for the social norms promoted by your program): Copy each of the descriptive and injunctive social norms indicators you identified in the previous activity (Annex 8) into the table below.
 - Behavioral outcome indicators (percent of intended audience who report engaging in the behaviors promoted by your program): List the key behavioral outcomes included in your logic model.
2. For each indicator, specify (1) the type of indicator, i.e., output, reach, coverage, intermediate outcome, and behavioral outcome; and (2) whether it is a descriptive or injunctive norm (for social norms indicators only). See the Useful Resources section for a resource with examples.



Think about potential unintended consequences, including stigma related to the intended social normative change, as you develop indicators. Include indicators to measure evidence of stigma or other unintended consequences, if relevant.



Monitoring Plan Table: Annex 10

Note You will insert information only in the two leftmost columns of the table for this exercise.

Indicator	Indicator type, norm type	Data sources and methods	Disaggregation (e.g., age, sex)	Frequency/timing of data collection	Data manager
Number of radio drama episodes/TV spots newly developed that model desired social norms	Output				
Number of radio drama episodes/TV spots broadcasted that model desired social norms	Output				
Number of providers who participated in training addressing priority norms	Output				
Number of priority group members who participated in social mobilization activities that focused on social norms	Coverage				
% of priority group who recall radio drama/TV spots that model desired social norms	Reach				
% of men who intend to communicate with their wives about family planning	Intermediate				
% of intended audience who report that their religious community approves of family planning	Intermediate outcome, descriptive norm				
% of intended audience who agree that others like them in their communities use modern contraception	Intermediate outcome, descriptive norm				



Indicator	Indicator type, norm type	Data sources and methods	Disaggregation (e.g., age, sex)	Frequency/timing of data collection	Data manager
% of intended audience who agree that people who matter to them would approve of their use of family planning	Intermediate outcome, injunctive norm				
% of men who communicated with their wives about family planning	Behavioral outcome				
% of young men and young women that use family planning	Behavioral outcome				
% of young men and women used a condom during last sex	Behavioral outcome				
The program has been implemented with fidelity.	Qualitative output				
All context-specific issues have been resolved	Qualitative output				
Social normative expectations are shifting in the desired direction at the community level	Qualitative, descriptive, or injunctive social norms				

WRAP UP

In Activity 1, the team identified objectives and indicators for each of the social norms that the program will shift or reframe and defined whether these norms were descriptive or injunctive norms. In this activity, the team developed quantitative measures for the indicators. In the next activity, the team will explore qualitative methods to augment the quantitative measures.



Include qualitative inquiry to augment quantitative indicators

INTRODUCTION

Qualitative approaches are an important component of monitoring, as staff try to understand if a program is being implemented according to plan (e.g., to assess fidelity); how implementation differs by contexts or group characteristics, if at all; what's working or not working for whom, and how to adjust for those differences. Qualitative monitoring approaches can also help a program team understand complex situations, discover unintended consequences, and identify program aspects that need attention. In addition to face-to-face interviews, focus group discussions, observation, and [complexity-aware methods](#), such as outcome harvesting or most significant change, among other approaches, can be useful.

In this activity, the team will think about ways to incorporate qualitative inquiry into the program's monitoring plans.

Instructions:

1. Review the Indicators from the previous activity Monitoring Plan Table (Annex 10) considering your logic model. Are there aspects of the program related to the implementation process that need to be measured but cannot be with the current list of indicators? Or is a deeper understanding of how the program has been received by the intended audience or reference groups needed?
2. If yes, identify questions that should be asked about the implementation process that require a qualitative approach.
3. Add the qualitative indicators to the Monitoring Plan Table (Annex 10).



Illustrative example

Qualitative Indicator	Questions to inform the indicator
The program has been implemented with fidelity; all context-specific issues have been resolved.	What are the local dynamics, limitations, or barriers to voluntary family planning use that the program has not yet addressed? How does this differ by context, if at all? How could these barriers be addressed?
Social norms are shifting in the desired direction.	What is the evidence that social norms are shifting? Among which reference groups or intended audiences, if any? What are the enabling factors? What is slowing progress? Describe evidence of unintended consequences (positive or negative), if any, and how to address them.
Access to family planning is now more widely available to previously underserved populations.	Have policies regarding contraceptive access, including age restrictions on access without parental permission, and availability in low-resource areas been revised? How, if at all, have they been implemented? And with what effects?

WRAP UP

In Activity 1, the team identified objectives and indicators for each of the social norms that the program will shift or reframe and defined whether these norms were descriptive or injunctive norms. In Activity 2, the team developed quantitative measures for the indicators, and in Activity 3, the team explored qualitative methods to augment them. In the next activity, the team will put all of this information together into a monitoring plan table.



Finalize monitoring plan table for social norms

INTRODUCTION

In this activity, the team will finalize the Monitoring Plan Table (Annex 10). For each indicator, both qualitative and quantitative, the team will need to identify the data source(s), type of disaggregation, frequency of data collection, and who will manage the data.



This monitoring plan should be developed to complement a comprehensive program M&E plan that monitors and evaluates other intermediate and behavioral outcomes in addition to social norms.

Instructions:

For each indicator:

- Think about the different data sources the program can employ and include only those that the program will realistically be able to use. If there are not enough resources to collect the data needed for a given indicator the team can decide to either (1) eliminate the indicator or (2) revise the indicator so that it can be answered using available data sources. You may also consider qualitative indicators (see Activity 3 above).
- Carefully consider how to disaggregate the data. This will be based on programmatic and reporting needs.
- Decide how frequently the data should be collected, who will manage data collection for that indicator, and who will analyze the data and apply findings to program activities.

Please keep in mind the following:

1. Be sure to work with M&E staff to complete this activity and include M&E staff throughout the entire tool process.
2. Once this activity is complete, the M&E team will need to develop the data collection forms.
3. Excellent sources to guide further development of the monitoring plan include:
 - [Social and Behavior Change \(SBC\) Program Monitoring](#)
 - [M&E Fundamentals: A Self-Guided Minicourse](#)
 - [Monitoring, Evaluation and Learning Framework for Social Analysis & Action](#)
 - [Changing Gender Norms: Monitoring and Evaluating Programs and Projects](#)
 - [Measuring Social and Behavioral Drivers of Child Protection Issues: Guidance Tool](#)
 - [Resources for Measuring Social Norms: A Practical Guide for Program Implementers](#)



Monitoring Plan Table: Annex 10

Indicator	Indicator type, norm type	Data sources and methods	Disaggregation (e.g., age, sex)	Frequency/timing of data collection	Data manager
Number of radio drama episodes/TV spots newly developed that model desired social norms	Output	Activity reports	By type of spot, type of media	Quarterly	Activity manager
Number of radio drama episodes/TV spots broadcasted that model desired social norms	Output	Media, monitoring reports; invoices	By type of spot, type of media	Quarterly	Activity manager
Number of providers who participated in training addressing priority norms	Output	Training attendance sheets; pre/post training assessments; activity reports	By sex, provider type	Quarterly	Activity manager
Number of priority group members who participated in social mobilization activities that focused on social norms	Coverage	Activity reports, attendance sheets	By sex, age cohort, urban/rural	Quarterly	Activity manager
% of priority group who recall radio drama/TV spots that model desired social norms	Reach	Omnibus survey, survey	By sex, age cohort, priority or reference group, urban/rural	By sex, age cohort, priority or reference group, urban/rural	M&E staff
% of men who intend to communicate with their wives about family planning	Intermediate	Omnibus survey, exit interviews from social mobilization activities	By sex, age cohort, priority or reference group, urban/rural	By sex, age cohort, priority or reference group, urban/rural	M&E staff
% of intended audience who report that their religious community approves of family planning	Intermediate outcome, descriptive norm	Omnibus survey, exit interviews from social mobilization activities	By sex, age cohort, priority or reference group, urban/rural	Periodic	M&E staff
% of intended audience who agree that others like them in their communities use modern contraception	Intermediate outcome, descriptive norm	Omnibus survey, exit interviews from social mobilization activities	By sex, age cohort, priority or reference group, urban/rural	Periodic	M&E staff



Monitoring Plan Table: Annex 10

Indicator	Indicator type, norm type	Data sources and methods	Disaggregation (e.g., age, sex)	Frequency/timing of data collection	Data manager
% of intended audience who agree that people who matter to them would approve of their use of family planning	Intermediate outcome, injunctive norm	Omnibus survey, exit interviews from social mobilization activities	By sex, age cohort, priority or reference group, urban/rural	Periodic	M&E staff
% of men who communicated with their wives about family planning	Behavioral outcome	Omnibus survey, exit interviews from social mobilization activities	By sex, age cohort, priority or reference group, urban/rural	Periodic	M&E staff
% of young men and young women that use family planning	Behavioral outcome	Omnibus survey, exit interviews from social mobilization activities	By sex, age cohort, priority or reference group, urban/rural	Periodic	M&E staff
% of young men and women used a condom during last sex	Behavioral outcome	Omnibus survey, exit interviews from social mobilization activities	By sex, age cohort, priority or reference group, urban/rural	Periodic	M&E staff
The program has been implemented with fidelity.	Qualitative output	Omnibus survey, exit interviews from social mobilization activities	By sex, age cohort, priority or reference group, urban/rural	Periodic	M&E staff
All context-specific issues have been resolved	Qualitative output	Focus group discussions (FGDs), observations, complexity-aware methods	By sex, age cohort, priority or reference group, urban/rural	Periodic	M&E staff
Social normative expectations are shifting in the desired direction at the community level	Qualitative, descriptive, or injunctive social norms	FGDs, observations, complexity-aware methods	By sex, age cohort, priority or reference group, urban/rural	Periodic	M&E staff



WRAP UP

The team has now identified objectives and indicators for each of the social norms (Activity 1), developed quantitative (Activity 2) and qualitative (Activity 3) measures for those indicators, and put them together into a Monitoring Plan Table (Activity 4).

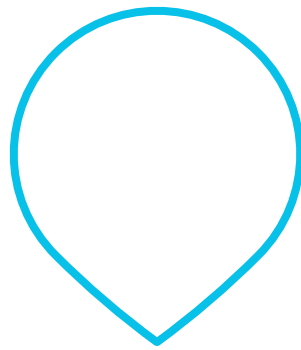


Well done! This concludes both Module 4 and the **Getting Practical** tool. The team has thought deeply about what indicators are needed to monitor progress on social norms as well as how, when, and who will collect data. The team will need to work with M&E staff to collect, analyze, and apply findings from the data. As the M&E staff continue to monitor program activities, the team should use the findings to tweak, re-adjust, or even re-orient the program.

Getting Practical Feedback Form

Thank you for taking the time to use this tool! We hope that it enables your team to have a better understanding of social norms and how you can incorporate them to achieve your program's behavioral objectives. Your honest and open feedback is essential to helping us refine and improve the tool for future users.

Don't forget to answer the questions for each module in this [feedback form](#). At the end of the questionnaire there are two sections with questions on the structure and overall impressions of the tool.



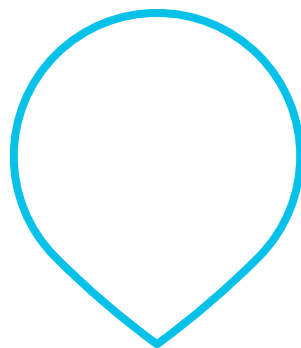
Glossary

Glossary

- **Descriptive norms** are what people think others do (the “is”).
- **Formative research** is gathering existing information or collecting data before a program begins that is used to inform and tailor the program to the specific population of interest and program objectives.
- **Injunctive norms** are what we think other people approve (the “ought”).
- **Logic models** are program planning tools that define [the inputs, outputs, outcomes](#) of a program in order to explain the thinking behind program design and show how specific program activities lead to desired results. Inputs include the resources, contributions, and investments that go into a program; outputs are the activities, services, events and products that reach the program’s primary audience; and outcomes are the results or changes related to the program’s activities that are experienced by the primary audience.
- **Outcomes** are the results or changes related to the program’s activities that are experienced by the primary audience.
- **Outcome Indicators** track how successful program activities have been at achieving program goals. They help to answer the question, “Have program activities made a difference?”
- **Outputs** are the activities, services, events, and products that reach the program’s primary audience.
- **Priority Groups** are those who perform a behavior or are directly affected by a social norm.
- **Reference groups** are those who matter to individuals and the way they behave.
- **Social norms** are what people in a group believe is normal and approved behavior. Social norms are often implicit, informal rules that most people accept and abide by. They are influenced by belief systems, perceptions of what others expect and do, and sometimes by perceived rewards and sanctions. Norms often perpetuate existing power dynamics and are embedded in formal and informal institutions and produced and reproduced through social interaction.
- The **Socio-Ecological Model** is a process which guides communication strategy by accounting for all levels of society that influence individuals. This model moves away from communication as a one-time, one-way “act” towards a view of it as an iterative social process that unfolds over time. For example, each level shown in the model encompasses theories of change for that particular level. In other words, it considers the complex interplay between individual, relationship, community, and societal factors.
- **Target Behavior** is a behavior the program is tasked with changing.

Useful Resources

- [The Social Norms Exploration Tool \(SNET\)](#)
- [How Do Gender Norms Change?](#)
- [Community Action Cycle: Implementation Guide for Improved Gender Norms, GBV, and SRH Outcomes for Adolescents](#)
- [Springboard Webinar: Effective Community Entry Processes: How to Build Partnerships with Communities](#)
- [How-To Note: Developing a Project Logic Model \(and Its Associated Theory of Change\)](#)
- [How to Develop a Logic Model](#)
- [Identifying and Describing Approaches and Attributes of Norms-Shifting Interventions](#)
- [Social Norms Analysis Plot \(SNAP\) Framework](#)
- [Social Norms and AYSRH: Building a Bridge from Theory to Program Design](#)
- [Resources for Measuring Social Norms: a Practical Guide for Programme Implementers](#)
- [Beginning with the End in Mind: Planning Pilot Projects and Other Programmatic Research for Successful Scaling Up](#)
- [A Taxonomy for Social Norms that Influence Family Planning in Ouagadougou Partnership Countries \(English\)](#)
- [A Taxonomy for Social Norms that Influence Family Planning in Ouagadougou Partnership Countries \(French\)](#)
- The Social Norms Atlas (forthcoming)



Templates

The title of each template links to a downloadable Word version

Annex 1

Norm Behavior Mapping Table

Current Norm	Behavior 1	Behavior 2	Behavior 3	Behavior 4

Annex 2

Norms, Priority Groups, and Reference Groups Table

Question	Priority Group 1	Reference Group 1	Reference Group 2
What are their social-economic circumstances? Does the norm differ by social-economic, ethnic, or religious circumstances?			
How does the norm align with their personal attitudes and preferences?			
What positive or negative sanctions do they expect or enact for adherence to/rejection of the norm?			
What level of agency do they have in relation to the norm and the behavior?			
What kind of support will they get from or give to family members and reference groups if they went against this norm?			

Annex 3

Norm Profile Table

1. Current Norm	2. Behavior(s) related to the norm
3. Priority Group(s)	4. Reference Groups that support/enforce norm
5. Reference Groups that oppose/resist the norm	6. Sanctions of violating this norm
7. Rewards for conforming to this norm	8. Proposed action from decision tree (fortify, reframe, shift, aware) (See Module 2, Activity 2)
9. If shifting: norm strength (use Norms Strength Assessment) (See Module 2, Activity 4)	10. Public or private?
11. Other Considerations	

Annex 4

Fortify, Reframe, Shift, Aware Table

Norm	Decision Fortify, Reframe, Shift, Aware

Annex 5

How Difficult to Achieve Norm?

Current Norm

Question	Yes	No
Will powerful people be upset if the norm changes?		
Will anyone lose money or become less well-off if the norm changes?		
Does religion or a religious leader support the current norm?		
Are there groups that are trying to keep the norm from changing?		
Are there laws or policies that support the current norm?		
In the broader community, do most people believe the current norm is best?		
When people go against the norm do bad things happen to them?		
Do the people who are most impacted by the norm feel like they can make their own decisions and take their own actions?		

Add up number of "Yes" and "No" answers

Results

1-2 "Yes" = Easier to achieve new norm	
3-5 "Yes" = Somewhat difficult to achieve new norm	
6-8 "Yes" = Difficult to achieve new norm	

What might make achieving the new norm easier? (Take notes below)

Would the group like the program to help the community achieve the new norm? (Document "Yes" or "No")		
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Annex 6

Review your Logic Model Table

Question	Yes	No	If You Answered No
Does the context section (or “policy and environment” level) in your logic model explicitly acknowledge norms?			Use Norm Profiles and research findings to identify explicit norms-related considerations in the context (see Module 1).
Do program outcomes include social change (beyond individual attitudes and behaviors)?			Consider whether to make shifts in social norms an explicit program outcome or intermediate outcome (see Module 4).
Are there activities included for multiple levels of the socio-ecological model (SEM) (policy/environment, health services delivery, community, individual levels)?			Consider adding additional activities or partnering with other programs working at those levels.
Does the model consider how to engage the community in a meaningful way?			Consider adding a mechanism for community consultation, engagement, and feedback (see Module 2).
Does the model include the influence of reference groups, and not just the person engaging in a behavior?			Consider how activities might reach reference groups to influence priority groups (see Module 1, Activity 2).
Are social norms included along the causal pathway? In other words, does your logic model describe how norms influence behavior, and how your activity will change behavior by addressing norms?			Identify and add a causal analysis that includes norms (see Module 2, Activity 4).
Does the model include consideration of the risks in shifting norms?			Consider what risks related to shifting norms you may need to build into your assumptions.
Do key indicators measure changes in social norms and consequences of shifting social norms?			Revise indicators (see Module 4).

Annex 7

Review your Activities Table

Program Activity	Activity 1	Activity 2	Activity 3
Norm/s activity will address			
Priority group(s) and/or Reference group(s)			
Corrects misconceptions around harmful behavior			
Confronts power imbalances			
Creates safe spaces for critical reflections by community			
Roots the issue within the community's own value systems			
Uses organized diffusion			
Creates positive new norms			
Uses role models or opinion leaders to promote a new norm			
Provides opportunities to put new ideas into practice			

Gap Analysis

1. Have you included reference groups in your activities? If so, consider whether you are including the most influential or impactful reference groups, and if you want to add or change anything at this point. If you have not included reference groups, consider which reference groups will be most influential given the norms you are addressing and your outcomes of interest.
2. Which attributes are not addressed in your activities? Consider whether inclusion of other attributes would strengthen your program.

Annex 8

Consider Risks Table

Question	Notes
<p>How have you planned to engage respectfully with all sections of the community, including marginalized or vulnerable groups such as women or youth?</p>	
<p>How have you ensured your messages resonate with local contexts and cultures?</p>	
<p>How have you partnered with policy makers, opinion leaders, and service providers to ensure their support and buy-in? Are there other “gate-keepers” that may influence acceptance of change?</p>	
<p>Are you working with role models (e.g., popular musicians, sports stars, or people respected by priority groups) to endorse new values and practices, if relevant?</p>	
<p>Do you have a plan in place to deal with unanticipated consequences? Those might include harm against program staff or push back from people whose power is threatened by norms change.</p>	

