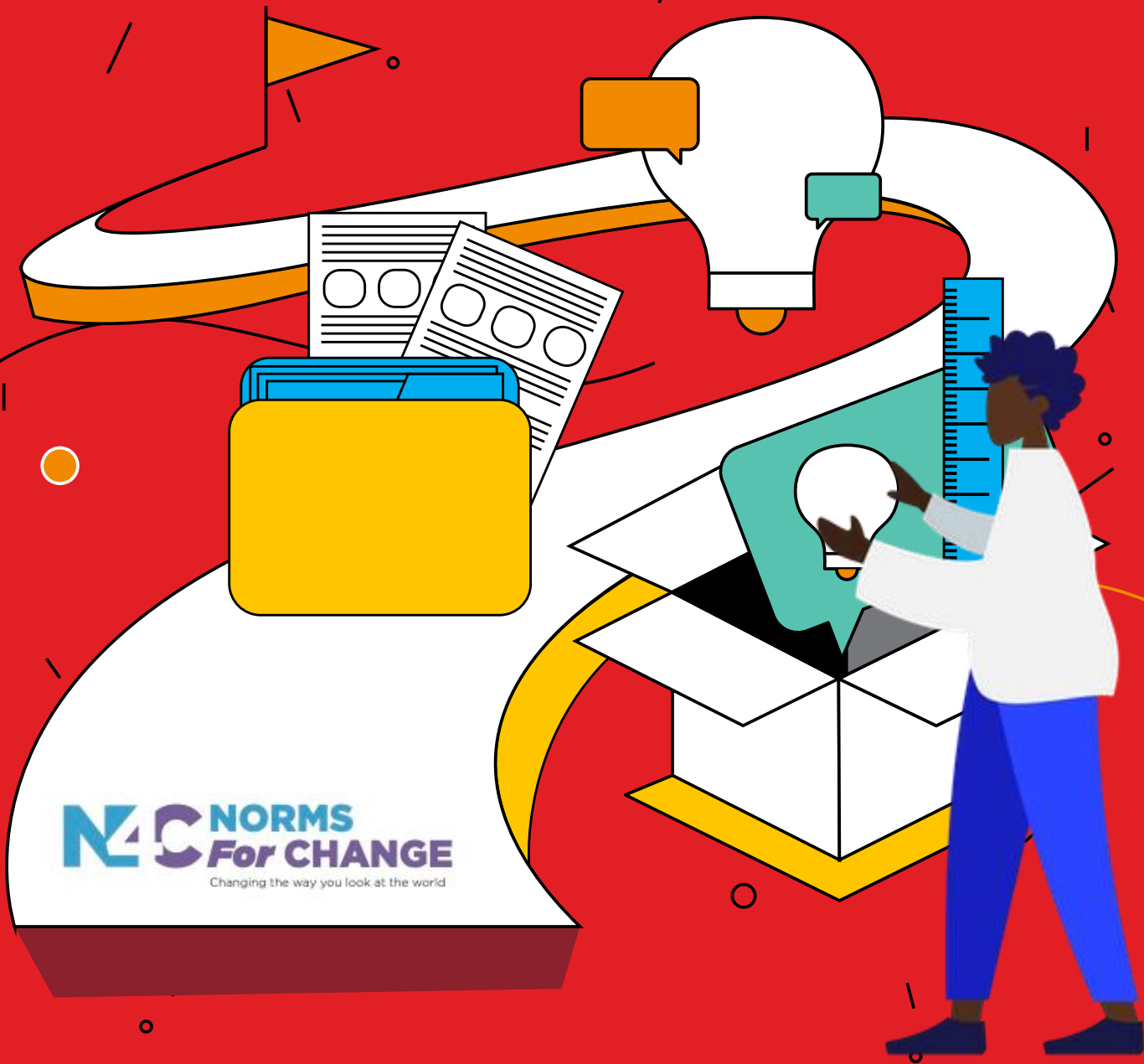


Norms for Change

Changing the way you see the world



NFC **NORMS**
For CHANGE
Changing the way you look at the world

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1.

Overview of the Learning Journey

Acknowledgement and Introduction

How has this course been created?

This document has been developed by ThinkPlace for the UNICEF Eastern and Southern Africa Regional Office, in collaboration with the and Western and Central Africa Regional Office and Headquarters, as part of a project aimed to design a new Social Norms Training Package. This Training Package is to be used in the context of two global programmes focusing on Harmful Practices (Child Marriage and FGM), coordinated by UNICEF and UNFPA respectively. The Global Programme to End Child Marriage is generously supported by the Governments of Belgium, Canada, Italy, the Netherlands, Norway, and the United Kingdom, the European Union and Zonta International. The Joint Programme on the Elimination of Female Genital Mutilation is generously supported by the Governments of Austria, France, Iceland, Italy, Luxembourg, Norway, AECID (Spain), Sweden, the United Kingdom and the United States of America, as well as the European Union.

This document builds directly on the Needs Assessment, conducted by ThinkPlace in collaboration with UNICEF, UNFPA and participants from both Western and Central, and Eastern and Southern Africa regions. The Needs Assessment was designed to understand the needs of stakeholders from national governments, civil society, academia, UNICEF and UNFPA Country Office teams working to address harmful practices. Further, this Guide has been developed following two weeks of online testing with representatives from UNICEF, UNFPA, civil society and Government partners in Kenya, in November 2021.

The content for this framework is based on the 'Everybody Wants to Belong' (EWTB) publication*, that was created by the UNICEF Regional Offices for Middle East and North, West and Central, Eastern and Southern Africa. We have also drawn on other social norms content from a range of academic sources, and case studies to demonstrate how the theory looks in practice. Beyond content, this facilitator guide and the learning techniques it employs also draws significantly on principles of behaviour change, social norms change, and adult learning principles.

Purpose of this document

This document is designed for individuals who are facilitating or presenting parts of the UNICEF Social Norms Training Package.

While this document is not intended for use by participants, there is a related Social Norms Training Package Handout document that is intended to support and guide participants whilst they undertake the course.

Acknowledgements

The development of this training package would not have been possible without ongoing support and commitment from a range of people. We would like to specifically acknowledge Massimiliano Sani, SBC Specialist, UNICEF ESARO; Mona Aika, Child Protection Specialist, UNICEF ESARO; Juan Andres Gil, SBC Specialist, UNICEF WCARO; Etienne Kilian Reussner, SBC Officer, UNICEF WCARO; Cairn Verhulst, Child Protection Specialist, UNICEF WCARO; Catherine Muller, Gender Specialist, UNICEF WCARO; Alessia Radice, SBC Specialist, UNICEF HQ; Valeria Costa, technical adviser, CISP; Rachel Litoroh, M&E Specialist, CISP; Noleen Sang and Nerida Nthamburi, Girls not Brides; and Michael Ngigi, Grace Archer and Akinyi Odera, ThinkPlace.

Special appreciation is also extended to all colleagues who participated in the testing of the training package in Kenya, in November 2021.

* The Everybody Wants to Belong publication can be found online [here](#).

Course overview

What is this course trying to achieve?

This overview describes what we are trying to achieve during the course, and how we will know if we have achieved our goals. This section of the guide is not designed to be actively used with those who are participating in the training sessions but will help to frame the course for facilitators.

What are we trying to achieve?

The vision for the the Social Norms training package is to:

Provide the stakeholders of social and behaviour change on harmful practices (in particular, child marriage, FGM, and sexual and gender based violence) with the skills and tools (emotional, cognitive, and technical) to design, implement, and measure social norms change programmes.

The intent for the project is therefore to:

Design a training programme that will allow participants to understand the characteristics & benefits of well-designed social norms change programmes and equip them with the skills they need to identify, implement and measure effective interventions in their work.

What is a learning journey?

A learning journey is the combined impact of the emotive, cognitive, and content journeys that participants go through when completing this training package. These three, complementary journeys have also been described below:



Emotive Journey, which describes the emotions and feelings participants will experience through their learning experience. While the exact nature of this journey will depend on their psychological, social, and contextual background, each participant will experience a series of impact moments which will bring theory to life and help to solidify course content in emotions.



Cognitive Journey, which draws on Bloom's Taxonomy* to frame what we want participants to leave each phase of the course with. While individual growth outputs will depend on each individual participant's ability and capacity to engage, the cognitive journey aims to use instructional tactics to take learners as far as possible along the journey.



Content Journey, which highlights the Social Norms Change Programming learning outcomes expected from participants throughout the training. The course modules draw heavily on the Everybody Wants To Belong (EWTB) Guide, along with a range of other tools and frameworks.

* More information on Bloom's Taxonomy can be found [here](#).

Learning Journey

What are we trying to achieve?

In order to frame the overarching journey we want participants to go on during the course, at the highest level we will bookend their journeys with:



Learning intentions, which describe what participants can expect to achieve through the course



Success criteria, which describe what participants will know, understand or be able to do once they complete the end of the learning modules

Learning intentions and success criteria describe the generalised start and finish to the journey we wish all participants to go on, and are supported by individual learning goals that may differ between all participants.



Learning intentions

LEARNING JOURNEY



Success criteria

Why use learning intentions and success criteria?

The benefits of using learning intentions and success criteria to frame a learning journey include:

- Participants know what they are going to learn during the course and what they will know at the end if they commit to the journey
- Help participants to track their improved performance over the course of the learning journey
- Provides guidance to facilitators about what they are expected to achieve, which can act to reduce discrepancies between intent and delivery

We use the learning intentions and success criteria to understand and compare where participants are at the start of their learning journey with where they are at the end. These elements also form the basis of our approach to measurement.



Learning Intentions

How we begin the learning journey

Learning intentions describe what participants can expect to achieve through the course. For the Norms for Change learning journey, we have identified the following learning intentions:

1. Diagnose:

I will be able to identify social norms

How will we do it?

Participants will learn about the 'building blocks' of what makes a social norm and how to see if a social norm is in place. They will learn to distinguish between injunctive and descriptive norms, and identify the positive and negative impacts of various social norms. Participants will be able to assess and understand the strength of a norm, key influencers of a norm, and the connections between specific norms and behaviours.

2. Design & implement:

I will know how to create a programme for social norms change

How will we do it?

Participants will undertake a range of activities that will teach them how to design effective social norms change interventions, going beyond providing more information to increase awareness to drive powerful Social and Behaviour Change (SBC) programmes. Participants will work to identify the driving elements of a social norm and be able to create ideas about how to meaningfully shift them at appropriate levels. Participants will work to understand how to interpret research to inform norm-shifting interventions and how to draw on the learnings from a range of case studies. Participants will also work through scenarios that demonstrate the risks and costs of shifting social norms in various programme contexts.

3. Measure:

I will know how to measure social norms change

How will we do it?

Participants will undertake an intensive session to understand the role of measurement in social norms change. They will also work to understand a range of key principles, tools, and approaches that guide monitoring and evaluation (M&E), and when each should be utilised depending on the context and objectives of their project.



Success Criteria

What we will have at the end of a successful learning journey

Success criteria describe what participants will know, understand or be able to do once they complete the learning modules. For the Norms for Change learning programme, we have identified the following success criteria:

1. Diagnose:

I understand key social norms and behaviour change theories and frameworks

How will we do it?

Participants will be able to identify social norms and understand how they impact the world around them and their day-to-day lives. Participants will understand a range of theories and modules around behaviour change, and select appropriate ones to support the development of a social norms change programme. Participants will be able to recognise similarities and differences between the social norms in different contexts or regions, and how they influence behaviour.

2. Design & implement:

I can apply social norms concepts and knowledge in practical ways

How will we do it?

Participants will be able to design behaviour change programmes that target specific social norms and/or behaviours. Participants will know how to diagnose social norms and determine if and how to invest in changing them, or whether to leave the social norms unchanged.

Participants will reach a level of understanding that will allow them to replicate and repeat the process in other communities and contexts. They will also be able to draw on lessons from a range of case studies and previous projects to inspire and guide their work.

3. Measure:

I can monitor and track changes in social norms and other behavioural determinants, and can work to support holistic measurement efforts

How will we do it?

Participants will know how to integrate progress monitoring into a range of programmes, selecting a range of tools and indicators to effectively measure behaviour change programmes. They will be able to select and adapt measurement tools and measurement frameworks, from the ability to develop indicators that are easy and low cost to monitor to the knowledge required to oversee a partner undertaking a comprehensive measurement, learning, and evaluation process.



2.

The Training Package

Training Package overview

What are the key components of the training package?

The below are the components that make up the training package. These include both operational and content delivery aspects. These work together to ensure successful delivery of the training package.

Operational Functions

- **Coordination & Planning:** Operational activities that ensure a seamless training experience. There are three main activities: i) Engagement of Supervisors to secure participants' attendance ii) Briefing of guest experts iii) Developing each sessions / day's agenda.
- **Pre-Course Framing:** This is particularly anchored on the training package's promotional aspects. The branding and positioning are particularly used to guide facilitators' and even participants' communication.
- **Post-Course Recognition:** This is an element that helps to build the participant's profile among peers. The tactics can include use of certificates. (The right social validation tactics can be explored further).
- **Post-Course Engagement:** This refers to opportunities for participants to keep engaging with each other and with the guest experts after completion of the training. The format might involve virtual platforms such as WhatsApp, where they can continue to ask questions and share learnings. (The right post-course engagement formats can be explored further).

Content Delivery Style

- **Interaction Prompts:** This is a content delivery tactic where the facilitators and guest experts intentionally incorporate prompts to trigger participants to discuss the learnings. This is especially needed when teaching highly theoretical content. These are designed to adopt different levels of complexity and interaction formats: i) light activities done in panel session ii) in-depth analytical activities done in group sessions.
- **'Fun Pills':** This is a tactic for creating the right environment that supports learning. The Facilitator incorporates 'moments of play' as a way to build vulnerability or get participants to connect with each other. These moments can be strategic: at the start of the session or as energy boosters.
- **'Real-Life' Experiences:** These are sessions where participants have an opportunity to learn from real programmes drawn from their local contexts. These sessions can be delivered by other experienced participants or guest experts.
- **Content:** The content of this training package is based off of the 'Everybody Wants to Belong' Guide, developed by UNICEF. The content is packaged in three formats: i) the Facilitators' Guide ii) handouts iii) presentation decks. Additional information based on other existing resources, are linked where needed.
- **Collaboration Tools:** Templates and platforms used to aid discussion in group sessions. A key consideration when selecting the right platforms is to use one that the majority of participants are familiar with / has minimal levels of complexity.

A note on facilitation

This course requires two things from a facilitator:

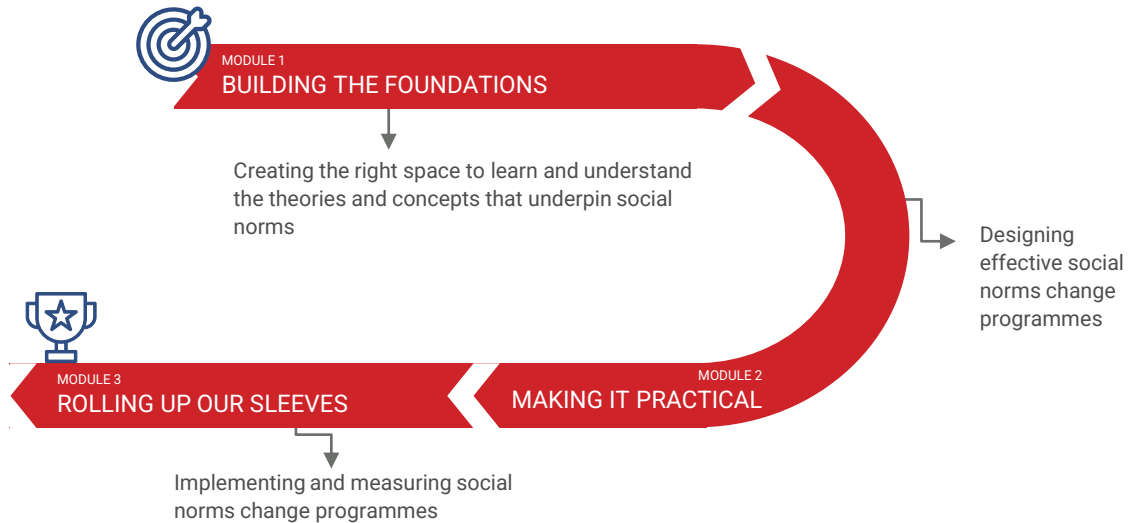
- Expertise in social norm change theory and experience behaviour change programming. Academic and/or practical experience in programming is required
- The ability to engage participants effectively, work dynamically, and manage energy. Prior experience in innovative training and facilitation is required

We recognise that this is a unique combination of skills to find in a single individual. As such, the modular structure of the course allows for it to be shared between individual subject matter experts. In this case, we recommend also engaging an experienced facilitator who can be a consistent presence throughout the learning journey.

Course overview

What is the structure of each module?

The outline of the learning package:



Each module has been broken down into three sessions, each of which has learning outcomes and a set of agenda items. Each session is comprised of a number of components, which include:

- **Introductions and setting expectations** mark the start of each session. These activities are designed to help participants and guest experts to connect with each other and understand what they will be doing in the current session. This is also a key point in time for the facilitator to set the tone and energy for the session.
- **Presentations** are centred on interactive sessions between participants and the facilitator. During presentations, the facilitator will guide participants through theoretical content, case studies, and question and answer sessions. These sessions are highly interactive and balance the dissemination of information with discussion around the content.
- **Activities** are done in-session, with participants working individually, in pairs or in small groups. Activities are run after presentations and involve working through a structured set of exercises to help participants solidify their understanding of the content. Activities will take a variety of forms, and have been designed drawing on a range of adult learning principles.

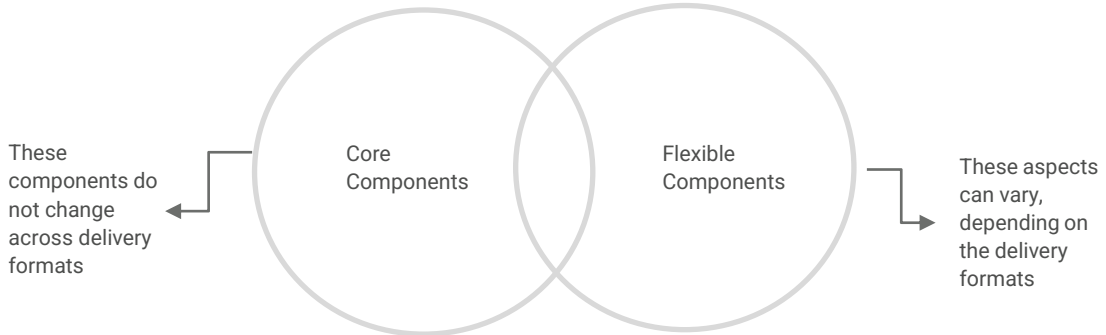
The course's delivery format can be through both virtual and in-person formats, as described below. The format can be decided by organisers, depending on availability of participants and resources:

- **Virtual:** the training package is fully delivered online, through simple to use and easily accessible platforms such as Zoom. It provides the benefit of easy accessibility by participants from different regions. However, technical challenges and online meeting fatigue may minimise attendance and reduce participation.
- **In-person:** participants are invited to attend an in-person training workshop. Feedback from the testing indicates that this format could ensure consistent or higher attendance. Facilitators can consider organising sessions per country or region districts to manage logistics easily.
- **Hybrid delivery:** this is where some modules (those perceived as less complex) can be delivered online while other modules are delivered during in-person training workshops.
- **Self-paced delivery:** participants have the opportunity to engage with content individually – selecting how and when they want to consume the content. This format will be facilitated via the AGORA Platform, which currently houses a range of training packages for UNICEF staff and partners.

Course overview

How do we ensure that the experience remains the same across contexts and delivery formats?

Every facilitator will have a unique style, as such the delivery formats and contexts might vary. The below recommendations will ensure that the training package experience still remain similar.



Core components

- **Interaction Prompts:** guest experts need to intentionally incorporate prompts to enable participants to discuss the learnings, particularly when teaching highly theoretical content.
- **“Fun Pills”:** a function of the facilitator, where the sessions incorporate ‘moments of play’ as a tactic to help build vulnerability or get participants to connect with each other. This helps to create the right environment that supports learning.
- **‘Real-Life’ Experiences:** these are sessions where participants have an opportunity to learn from real programmes drawn from their local contexts. These sessions can be delivered by other experienced participants.
- **Content of the course:** the theoretical content and activities described in the guide have been reviewed and tested to ensure accuracy. They also represent key topics that participants are most interested in. (We recommend that guest experts provide additional content that help to contextualise the learnings).

Flexible components

- **Facilitator Profile:** while participants want to interact with an expert, the profile of the facilitator may need to be defined by the type of content / discussion topic of each presentation. Depending on the profile of the selected Facilitator, additional expertise for specific presentations or activities can be sourced from UNICEF or UNFPA networks.
- **Timings:** the time allocated might vary, depending on the delivery format. Engaging participants to select the timings that work for them is also critical to increasing chances of consistent participation.
- **Collaboration Platforms/Tools:** these might vary, depending on the delivery format. A key consideration when selecting the right platform is to use one that majority of participants are familiar with. For example, Zoom App is widely accessible and familiar across participant profiles. Among the considerations will be Mural. Regardless of tools used, the facilitator should ensure participants are comfortable with using the tools (which may require some time for learning), and that at least one participant in each breakout group is confident using the prescribed tools.
- **Small Group Structure:** small group participants should encompass members from different organisations. This helps members to access different perspectives when problem solving. This also supports participants’ desire to network.

Piecing it all together

How do the training package's components achieve the objectives?

How is the training package designed to achieve the emotive, content, and cognitive journeys?

Following the needs assessment, a series of personas were created to recognise the different levels of capacity and confidence that learners have. The different personas interact with the training package in different ways.

The training package does not aim to create a 'one-size fits all', rather, differentiated components (including different types of delivery formats) will respond to the different personas' needs. The facilitator should aim for constant feedback from participants on what works well for them as individuals.



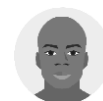
The well-supported

I am confident in the work I do and have attended a lot of training. I still struggle to translate some of what I have learnt into practice



The hard-to-reach

I am passionate about making impact, but my unpredictable work schedule often gets in the way of learning



The autonomous

I value learning from peers in an interactive way, but struggle to find opportunities that are appropriate to me and create space for peer networking



The laggard

I don't know what I don't know. I am confident in my work and want to develop specific skills



Emotive Journey



- **Reflection and realisation:** part of the training package activities intentionally include space for participants to reflect and share back about their 'moments of impact'. This is something they see differently as a result of the knowledge. This actively prompts them to recognise shifts which is a source of motivation.
- **Inspired to act:** part of the training package activities includes 'personal missions' where participants (with support from peers and facilitator) define what they want to achieve post training. This is supported by post-course engagement tools and materials.



Content Journey



- **Interaction:** content delivery is designed to trigger discussions among the participants.
- **'Real life' experiences:** both panel or group sessions use ongoing programmes or scenarios from familiar contexts to prompt discussions.

These two tactics are particularly included as a way to drive comprehension and increase participants' confidence when using and adapting tools shared during the training.



Cognitive Journey



- **Define and discuss:** interaction prompts group sessions are designed to enable participants to deep-dive into a scenario and present their thinking back to the group.
- **Question and argue:** other use of tactics, such as case competition, not only help to achieve team dynamics, but also encourage observation of participants' capacity to evaluate and create, based on the new knowledge.

3.

Hints and Tips for Facilitators



Guiding Principles

What are some things to keep in mind as you facilitate the course?

When facilitating or presenting during the course, there are some key principles to keep in mind. These have been employed during the design of the course, and should help you to achieve the desired outcomes - if in doubt, think back to these four things!

Make the learning journey an experiential and emotional one

This course is about more than simply disseminating information to participants – it has been designed to facilitate learners through an emotional journey to support them in learning and retaining information. A key role of the facilitator in this course is to guide participants through their learning journey, so keep an eye on individual and group energy and feel free to engage with users to better moderate their energy.

Rethink what 'training' looks like

This is not traditional training, which means you are not a traditional facilitator or guest expert. It is important to put aside any conceptions you have about 'training' (for example, that you are there only to disseminate information), and to help participants do the same. The experience that you create, and the outcomes you create, are entirely yours. This guide will support you in getting the right information across and give you hints on how to engage, but ultimately the experience is yours to co-create with participants!

Create lasting cohorts of proactive champions of social norms change programming

It is important for participants to connect with you as the facilitator and with their peers. A key goal of this course is to create lasting connections and groups of participants who can take social norms change work forward in their organisations. To do this, it is important to draw connections between participants and support them to engage with each other.

Make participants active drivers of their own behaviour change

Participants are not expected to simply sit and listen during this course, we expect them to actively participate in presentation Q&A sessions, activities, and general conversation. This may be a shift for some participants, so it is important for the facilitator to make this expectation clear, and then provide ways for participants to engage actively. This will need to be done throughout the entire course, especially if engagement is dropping.

Approach training and learning with empathy

Empathy is an essential part of a trainer's attitude and approach to teaching and sharing their experience. The learning experience for participants is maximised when the trainer or facilitator is able to put themselves in the participants' shoes and understand their level of knowledge, anxiety and confidence. It is important to recognise and respond to the range of emotions that participants will experience as they move through the course.

Guiding Principles

Creating the right classroom experience

While every Facilitator and Guest Expert will be different and will bring a unique style to the live learning session, we have included recommendations below to help standardise the learning experience. Regardless of the Facilitator and Guest Expert's experience, these principles will help to improve the overall experience.

A Learning Experience Guided by Adult Learning Principles

The Socratic method of teaching is where the learning experience takes the form of a shared dialogue between the teacher and students. The teacher leads by asking thought-provoking questions, while the students actively engage by asking questions of their own.

Related principles and corresponding insights from the design process:

- Adults have a higher sense of self direction and motivation: This indicates the need to ensure clarity on the learning objectives before and during the session. Observations from the testing phase also show that participants were self motivated – all participants attended the sessions because they wanted to gain the knowledge and information on identifying social norms, designing programmes that accurately address social norms, and measurement skills.
- Adults use their life experiences to facilitate learning: Findings from the testing also indicate that majority of participants preferred to interact with currently existing local challenges and solutions. This provided facilitators with very practical skills on how to customise information taught during the live sessions.
- Adults are focused on achieving goals: this should be a key consideration particularly during the pre-course framing activities. Participants are keen to understand the learning objectives per session. Feedback from the testing also showed that some participants would like allowance for flexible participation – where they can select the sessions to participate in depending on the needed skill. This is also considerable if the training combines new learners with advanced learners.
- Adults want to choose how they learn: This also indicates the need for a flexible structure – one that allows the select group of participants to be involved in deciding how they will structure the learning.

These principles are especially recommended when engaging with adult learners. A key consideration that cuts across the live classroom experience is that adult learners don't want to feel herded, the experience needs to promote a sense of autonomy and this includes how the discussions are facilitated during both group and panel sessions. In such scenarios, adult learners will want to feel that they arrive at answers on their own.

This guide considers that the teachers will predominantly be subject matter experts. Whilst this profile of a trainer is highly desirable for participants, it introduces power dynamics that may work against the adult learning principles on which this package has been designed. Facilitators should work towards breaking down power distance and engaging participants as equals. Each learner will enter the training experience with different professional experiences and backgrounds – the facilitator should work to capitalise this by encouraging participants to share with each other. Further, from the testing, we observed that opportunities for engagement between learners and experts is one of the main benefits and motivation to participate, hence this should be prioritised.

Participant Expectations

What are participants expecting from this course?

My understanding and someone else's can be totally different so hearing their experience can be useful

- Testing participant



Give the room time to hear how others have been doing it and what has been working well for them

- Testing participant



Include the opportunity to connect with fellow learners and get to hear their experience

- Testing participant



When setting up group work, ensure that it is a mix of people from different organisations, and people [who have experience] from the field

- Testing participant



Explore setting up activities towards the end of the session. This way, if participants feel like they want to extend, they can do so and then present the next day

- Testing participant



When thinking about the content, make sure there are projects that have been implemented. This is where you can get a feel of how to design the intervention and use the tools

- Testing participant



Have a network where participants can share ideas, resources and talk about how the tools and interventions are working for them

- Testing participant



Course structure

An overview

The full course content can be delivered in a range of ways, and the structure has been designed to allow you to tailor it to your requirements. Further, this content can be delivered in multiple formats as described on page 12.

The course has been structured across three modules, with each module containing three sessions. Some points to note include:

- The modules and sessions can be flowed across sessions and days. You can start a new session or a new module halfway through a day.
- While the below guide has been designed based on a five-day structure you can restructure the sessions to suit your requirements. To do this, you can keep the content (presentations and activities) in the same order but shift the 'open and expectations' and 'reflection' activities to the start and end of each of your days.

On the following page, we have provided an indicator for the amount of time each session will take. The indicated amount of time is based on observations during the testing period. It is important to note that the timings might slightly vary, depending on the level of participants' engagement during the sessions. To optimise the timing, we recommend to keep in mind the below tips:

- **Start time:** This should always be as indicated in the agenda. Progressively, this minimises chances of a late start.
- **Health Break:** When delivering the course virtually, consider including a minimum of 10 minutes break.
- **In-session facilitation:** Consider time-saving tactics such as: i) allowing the facilitator to control their own screen, ii) assigning a time-keeping role and ensuring that each session runs only for the allocated time. iii). Ensuring that facilitator and guest expert are well briefed ahead of time on the allocated time slots.
- **Close:** Similar to start time, the facilitator should aim to close the session at the time indicated in the agenda. This is particularly important, as sessions running over their allocated time can lead to a drop in attendance of subsequent sessions, and lead participants to feel restless towards the end of sessions which can hinder engagement and retention.

Course structure

Session timing

Module 1: building the foundations

Session 1.1 - setting expectations and understanding the fundamentals of social norms		Session 1.2 - understanding how social norms influence the world around us, and why they are important		Session 1.3 - building confidence and understanding how social norms impact our work	
Introduction and getting to know each other	50 minutes	Presentation: What are social norms?	50 minutes	Reflections and expectations	30 minutes
Outline and expectations	60 minutes	Activity: Identifying social norms	40 minutes	Presentation: Recap of what we have learnt so far	20 minutes
Presentation: How do people make decisions?	60 minutes	Presentation: Meta norms and why they are important	30 minutes	Activity: Quick revision	60 minutes
		Activity: how social norms influence us	30 minutes	Presentation: Why social norms matter	30 minutes
		Close and reflect	20 minutes	Activity: Identifying and understanding pluralistic ignorance	40 minutes
Time for Session 1.1 2 hours, 50 minutes		Time for Session 1.2 2 hours, 50 minutes		Time for Session 1.3 3 hours	

Module 2: making it practical

Session 2.1 - understanding behavioural drivers in practice		Session 2.2 - learning how to shift social norms and drawing on best-practice		Session 2.3 - creating successful social norms programmes	
Presentation: Understanding the factors that influence behaviour	90 minutes	Reflections and expectations	30 minutes	Presentation: Mapping reference groups	60 minutes
Activity: The BDM model in practice	40 minutes	Presentation: Creating space to shift social norms	70 minutes	Activity: Mapping reference groups	50 minutes
Presentation: The BDM Model and ACT Framework in practice	30 minutes	Presentation: Learning from the best	40 minutes	Presentation: Creating a successful social norms change programme	20 minutes
		Activity: Norms, influencers, and approaches	40 minutes	Presentation: Lessons from best practice	60 minutes
Close and reflect	20 minutes			Reflection - moment of impact	20 minutes
Time for Session 2.1 3 hours		Time for Session 2.2 3 hours		Time for Session 2.3 3 hours, 30 minutes	

Module 3: rolling up our sleeves

Session 3.1 - implementing social norms change programmes, and what they look like in practice		Session 3.2 - building on case examples and designing for change		Session 3.3 - understanding how to measure and track social norms change	
Introduction and getting to know each other	50 minutes	Activity: Case competition	90 minutes	Reflections and expectations	40 minutes
Presentation: implementing social norms change programmes	40 minutes	Presentation: Overview of measurement	60 minutes	Presentation: Outcome measurement and monitoring indicators	30 minutes
Case Example 1: Communities Care Programme	80 minutes	Presentation: ACT M&E Framework on FGM	60 minutes	Activity: Understanding investment in measurement and monitoring	40 minutes
Case Example 2: Role Model Academy	90 minutes	Activity: Selecting indicators from the ACT	60 minutes	Case Example: Communities Care Programme	60 minutes
Activity: Local contextualisation	40 minutes	Close and reflect	20 minutes	Close and reflect	40 minutes
Time for Session 3.1 5 hours		Time for Session 3.2 4 hours, 50 minutes		Time for Session 3.3 3 hours, 30 minutes	

Course structure

Hints and tips

The slides in the following section provide a summary of the Hints and Tips that Facilitators and Guest experts can use when engaging with participants. Throughout this guide, we have also included these hints and tips to indicate when they might specifically be used.

These tips are not necessarily connected to the course content, but can help you through some tricky facilitation moments! There are two types of hints and tips that are included in this guide:



Tips which are designed to help support you better engage participants through the session. While these things are not compulsory, they can be used to help you better engage participants.



Energy Boosters which describe simple activities that you can take participants through to boost their energy and mood. These activities are just suggestions, and we recommend that you design and use your own simple exercises. It is important to ensure these exercises respond to the environment that you are working with and are culturally appropriate. It is also important that you feel confident and excited when facilitating these activities.



Quick Recaps link pieces of content together and help to create a flow between sessions. These prompts can be useful to create an overarching narrative for the course.

There are also a series of prompts to engage participants in question and answer sessions. Whilst it is important to continuously ask participants if they are understanding the content throughout the sessions, these will provide reminders and specific questions you can ask.

These are structured as follows:



Q&A Session prompts, which provide questions and answers for you to ask participants. In these, the questions to ask have been bolded, and the answers or supporting information is not.



4.

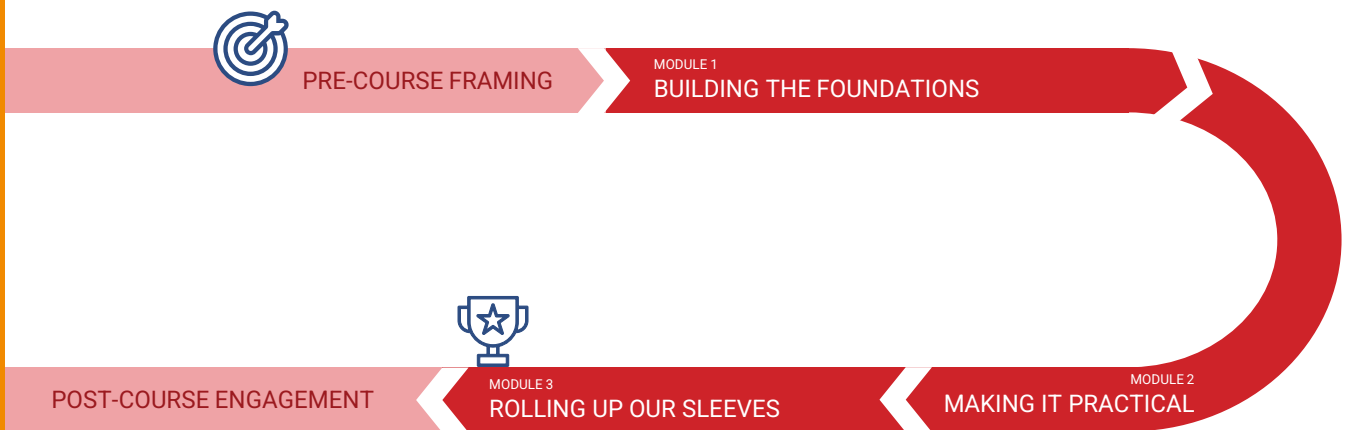
Learning Package Content

Course structure

An overview

The course has been designed to bridge the gap between the learning intentions and the success criteria. It begins with pre-course framing, which will help to set expectations before participants are taken through three learning modules, and finally engaged post-course. Each course module builds on the previous one, and has been designed to coincide with specific points along the emotive, cognitive, and content journeys that participants will be going on.

This structure has been mapped below, and is described in more detail on the following pages.



Each of the course modules has three sessions, which will combine theory, models, case studies, discussions and practical activities/exercises to help participants begin to achieve goals. These sessions have been described on the following pages, along with how each module connects to the emotive, cognitive, and content journeys and ultimately supports participants to achieve the success criteria.

4.1

Learning Package Content

Pre-Course Framing

Pre-Course Framing

Preparation and engagement prior to the course

While in practice we recognise that the composition of the group of participants per training will be dependent on many factors, we have proposed an ideal cohort structure for the course. When making these recommendations, we have based our design on a number of assumptions and considerations, including:

- Participants will have varying levels of understanding and experience with concepts and programmes relating to social norms before beginning their learning journey.
- In order to facilitate engagement, we need to design for differing levels of connectivity, availability and challenges associated with the work schedules of participants.
- The need to balance providing a standard course, particularly for facilitated portions, with creating an engaging, motivating environment for participants at all levels.

The objectives we wish to achieve with the cohort and delivery structure are to:

- Create an environment that supports and encourages peer-to-peer learning to create additional learning opportunities for those seeking advice, motivation for those providing their expertise, and deeper peer bonds which can continue following the conclusion of the structured course.
- Allow participants who have differing levels of experience, expertise, and confidence to learn alongside each other and benefit from the learning journey.
- Motivate participants of all ability levels to engage in the content and stay motivated throughout the course.

Pre-Course Framing

Preparing participants to become active & motivated learners in the course

Pre-course engagement with participants and other stakeholders is essential to set expectations, and prepare participants for the learning experience. There are a number of objectives of the pre-course framing phase which have been described below.

Objectives

The objectives for the pre-course framing phase are to:

- Frame and position the course as innovative, different, and non-traditional.
- Excite participants about the course, helping to understand what they could achieve and the change they could create if they commit to engaging with the course.
- Set expectations about what is required from participants during the course. This will include time commitment required both in and out of session, and the level of focus the material will provide.
- Set participants up for success, by communicating the benefit and importance of dedicated time to their managers or other stakeholders.

There will be two key tactics used during the pre-course framing. These elements have been described below, and further detail is provided on the following pages:

COURSE PROMOTION

A key element of pre-course framing is the dissemination of branded material and promotional assets. By providing a way to tangibly describe the course to stakeholders beyond the core team, and using channels that are relevant, we are increasing chances of generating interest and motivation to learn the important skills in the course.

The branding for the course should be consistent and reflect the 'Norms for Change' style shown on page 28. This branding can be used within documentation, emails, and other communication material associated with Norms for Change.

Initial communications to participants should include the time commitment expected for the course, but also for the pre- and post-engagement. For the structure outlined in this document, approximately 2 hours of pre-course time, 31.5 hours of in-session engagement, and ongoing engagement within their regular working hours will be required from participants. However, the facilitator should confirm and communicate this before the course begins.

NOMINATION

As a strategy to motivate and maximise participation, we suggest engaging Focal Points from key organizations to nominate 20 people from their teams (a mix of NGO, Government and UN Programme Managers from each focus area) who will participate in the training.

The Focal Points will personally invite them to take the pre-course survey and enroll in the course.

Cohort and Delivery Structure

Structure of learning sessions and cohort engagement

The cohort structure has been designed to allow all participants to engage in sessions with the facilitator regardless of their prior experience or understanding. There are also opportunities (for example: in group work) for peer to peer learning. The way this has been designed is described below.

INTRODUCTORY INFORMATION

Participants will have access to the Handout prior to the commencement of the course. This will allow them to familiarise themselves with the content of the course. Participants should be sent an introductory survey (a sample survey has been included in more detail on page 32) with basic questions around social norms prior to the session covering:

- Basic questions around social norms – definitions, identifying types of norms, short vignette, etc.
- Self-assessment of ability level, confidence in ability, and prior experience.

This will give the facilitator an idea of the level of expertise and experience in the room.

PEER GROUPS

During the learning journey, participants will be encouraged to engage with their peers in several ways, including:

- The entire cohort in the online platform, live class sessions, and post-course.
- Pairs/small groups in activities, assignments, and group discussions.
- Small groups following the course to share their goals and check in with.

These groups will create shared accountability during and after the course and encourage participants to stay engaged with the content.

Further, participants who have more prior experience in a particular area, or who consistently succeed at the module content should have the opportunity to teach others in their cohort through both formal channels (for example: calling on a participant with specific experience to contribute to a live session), and through peer-to-peer channels (for example: slack, WhatsApp or forums through the learning platform) where participants will be encouraged to ask and respond to questions.

CADENCE & COMMITMENT

Provide a clear schedule for sessions before the course begins to both participants and their managers. Calendar invites for the sessions should also be sent prior to the sessions (at least three weeks in advance) to allow participants to schedule appropriately and make necessary arrangements to block time in their calendars.

BUY-IN FROM MANAGERS AND SUPERVISORS

Provide managers of participants information about the course. Include a summary of the benefits of social norms change programming alongside the requirements for participant attendance (time commitment, schedule, activity expectations). The benefits outlined should include:

- The course makes participants more efficient and effective in designing and measuring the impact of programmes.
- The course will help participants address pressing issues within organisations and contribute to programme outcomes.
- Participants will stay up to date on new methods, which will have benefits for the wider team.

The content will also provide a prompt for managers to check in with participants before, during and after the course to see what they have achieved and learned, creating a sense of shared accountability.

This is intended to create a work environment that supports participants to commit to the course and the time it will take to complete, as well as to prime teams for the new knowledge that will be brought back into their work. Setting up the environment for buy-in early will support participants at the end of their journeys, as they are trying to introduce new ways of working.

Pre-course framing

Course positioning

A key element of designing impactful promotional materials involves designing the right positioning that communicates the value that the course will provide to participants. The brand describes the intrinsic drivers to engagement which will form the positioning and framing of the course to participants. They are:

- **Innovative:** participants want to be seen as part of a group that is embracing and advocating for new ways of doing things.
- **Confidence:** participants want to feel confident when engaging about social norms change programming with their peers, supervisors and donors (all key stakeholders).
- **Fun:** participants want a non-traditional way of learning. They want a more interactive, easy to apply, and inspirational type of learning environment and tools.

Promotional assets

Following some light user testing, we have identified a brand for the course which can be applied on multiple channels including the online learning platform. Based on the intrinsic drivers developed above, we tested potential branding options to participants. The most popular option was 'Norms For Change (N4C): changing the way you look at the world':



The reasons participants selected this option over others was because they found it clear and easy to understand, they liked the simplicity of the design. We suggest that the branding for the course remains clear and simple.

Pre-course framing

Nomination

As a strategy to motivate and maximise participation, Country Focal Points (specifically, UNICEF and UNFPA Country Office Focal Points) are responsible for identifying participants, and should be engaged to nominate at least 20 team members from their programme teams. It is important to have diversity within cohorts, and a suggested group structure has been provided below:

Profile	Number
UN Programme Managers <i>From: UNICEF COs or Field Offices (3); UNFPA (3)</i>	6
Government Partners	6
NGO Partners	6
National Academia	2

We suggest that respective Focal Points begin the buy-in process by informing the nominated participants they have been selected to participate in training, highlighting that they have been selected because they are best positioned to champion new ways of reducing harmful practices. The Focal Points should encourage the nominated participant to commit to the learning process. The communication will be shared with the participants' respective managers. The below declaration is meant to be a sign of commitment to participate fully in the course.

Declaration for Managers

This declaration is testament to my commitment to support my team member to design and deliver high quality programmes that have capacity to eliminate harmful practices related to Female Genital Mutilation (FGM), Child Marriage (CM) & Sexual and Gender-based Violence (SGBV). As a Manager/Supervisor, I:

- Confirm that the participant is approved to participate in the training
- Commit to re-allocate the participant's duties to enable his/her participation for the entire duration of the course work
- Commit to provide any necessary learning-related support as may be requested by the participant during the duration of the course-work

By submitting a signed declaration, I am showing commitment to support the participant's growth and learning process.

Declaration for Participants

This declaration is testament to my commitment to support my organisation to design and deliver high quality programmes that have capacity to eliminate harmful practices such as Female Genital Mutilation (FGM), Child Marriage (CM) & Sexual and Gender-based Violence (SGBV). As the participant, I:

- Commit to fully participate in the duration of the course
- Commit to engage fully in activities, discussions, and presentations
- Commit to engaging with my peers and sharing my experiences so we can learn from each other

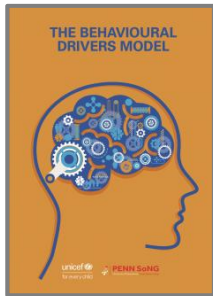
By submitting a signed declaration, I am showing commitment to supporting overall goals described here-in.

Pre-course framing

Pre-course survey and collateral

We found during testing that relying on participants to complete activities or do reading prior to the session is unrealistic. For this reason, we suggest minimising the amount of pre-reading and preparation required of participants.

Participants should be provided with the Handouts prior to the course, this is especially useful for those who wish to engage and who may be more unfamiliar with social norms theory. However, the course content should not rely on participants reading this. The Handout will include an overview of information covered in the course, act as collateral for use following the session, and link to:



Behavioural drivers model
([link](#))



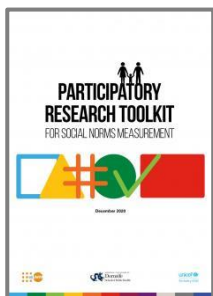
Social Norms Definitions
([link](#))



Everybody Wants To Belong
([link](#))



ACT Framework ([link](#))



The participatory research toolkit ([link](#))



ACT Instruments ([link](#))

Along with other training packages on Agora that cover related social norms content.

Pre-course framing

Pre-course collateral

Pre-course information

Prior to the commencement of the course, it is important to gather some information from participants. This will be used in the first session, and also help the facilitator to prepare for the sessions. Information should be collected at the same time as the pre-course survey, and should include:

- Participant name
- Job title
- Short (3-4 sentence) job description
- Profile photo of the participant

The facilitator should review who is attending the course and note down any important characteristics (for example: experience with programming in a relevant area) that they can draw on during the course.

The facilitator should then input this information into the introductory deck, which will be provided to participants – this will help participants to understand the peers that they will be working with during the sessions.

Pre-course survey

Prior to starting the course, participants should be asked to participate in a survey. The objective of the pre-course survey is to ensure that the facilitator is able to get a sense of the participants' expertise as well as learners' needs. This will also guide the adaptation of future learning sessions.

The facilitator should set up the survey and send it to participants two weeks before the first session. We recommend using Google Forms, but any online survey tool can be used. The questions for the survey have been included on the following page.

Pre-course framing

Pre-course survey

Social Norms Change Training - Baseline Survey

Thank you for participating in the Social Norms Change Training Course. This is the first survey about your expectations for the course and what you would like to achieve. We are also seeking some design advice to help us make the course even better.

Remember, this is not a test of your abilities - we are seeking only to test how well the course works.

The following section will be used to assess your existing confidence in using your knowledge about social norms and behaviour change in your work.

From 1 - 10, how confident are you in defining social norms?

From 1 - 10, how confident are you at identifying when social norms are influencing you in your everyday life?

From 1 - 10, how confident are you in identifying when a social norm is influencing your programme?

From 1 - 10, how confident are you in applying your understanding of social norms to carry out your work (e.g. programme design, measurement, research)?

From 1 - 10, how much experience do you have in designing or implementing behaviour change programmes?

From 1 - 10, how confident are you in designing behaviour change programmes?

Are you comfortable using [insert collaboration platforms/online tools if they are being used]?

The following section will be used to understand how your knowledge surrounding social norms changes following the course. Remember, we are aiming to test how well the course performs, not your individual understanding.

Social norms are... (select the correct answer)

- Informal rules of behaviour in a group
- Harmful behaviours from traditional practices
- The attitudes of a community towards something
- Group decision making that results in poor choices

Reference groups are important in understanding social norms because... (select ALL that apply)

- They verify that our research is peer reviewed and traceable
- The reference group defines whose opinions are important in shaping a social norm
- The socioecological determinants of a norm have structural factors
- Social norms cannot exist without a reference group
- They provide important technical advice on our programmes and projects
- They are the people that we compare ourselves and our behaviour to

Which of the following indicates that social norms are at play within a community?

- Community members believe they know how others expect them to act in a given situation
- The behaviour influenced by a norm causes disorder, chaos and uncertainty
- Community members who are educated do not partake in the normative behaviour
- Those whose behaviour is influenced by the norm are aware of its impact

People make decisions... (select all that apply)

- Based on internal thoughts and processes (for example: personal attitudes, interests, and biases)
- Based on the environments and communities they operate in
- Based on the institutions and frameworks their communities operate in
- All of the above

When measuring behaviour change... (select all that apply)

- An in-depth assessment must be carried out throughout
- Short-term measurement is not worth the investment
- A mixture of long term measurement and short term indicators can be used
- Measuring behaviour change is not possible

The following section is about your expectations and hopes for the course...

- What would you like to achieve during the course?
- What is something you would like to learn during the course?
- How would you like to feel during the course? What about after the course?
- How would you like this course to compare to other training sessions you have attended?

4.2

Learning Package Content

Course Content

Module 1: building the foundations

Session 1.1: setting expectations and understanding the fundamentals of social norms

Introduction and getting to know each other (50 mins)

The facilitator will welcome the participants to the first session, explain the introduction activity and frame the importance of vulnerability.

Introduction: welcome

Welcome to our very first learning session. My name is [NAME]. I'll be the facilitator during the learning sessions. I look forward to getting to know more about you as we walk through the learning journey.

Our first activity will help us to get to know more about each other and to create a safe space in which people can work together productively. I hope that as a group, we will be open and honest with each other. Being able to share our own experiences, which includes both positive experiences and challenges, is essential to creating a learning environment that we will all benefit from.



Energy Boost: in the moments before the session begins, start talking to participants. Learn about where they are from, where they work, and how far they have travelled to be at the training (or how long it took them to sign in!). Make connections between participants who have had similar experiences and introduce them to each other.

The facilitator should show (either via a slide deck or hand outs), the short bios of the participants who are attending the session (information should be collected prior to the sessions. See page 30). During this time, the facilitator can call out any interesting information from bios, and ask questions of participants to prompt some short discussion.



Tip: this portion of the session should begin as soon as participants enter the room and continue until everyone has arrived and is settled – use your own judgement to determine exact timings but aim for around 30-50 minutes to get everyone in the room (either in-person or virtual) and engaged in the discussion.

If participant bios have not been collected, ask participants questions (for example: name, job, brief bio, etc.) as they enter the room to make these connections.

Module 1: building the foundations

Session 1.1: setting expectations and understanding the fundamentals of social norms

Outline and expectations (60 minutes)

The facilitator will present the course outline and overall learning objectives of the course, taking participants through the learning journey. The facilitator will take the participants through what they can expect to gain upon completion of the course

Course outline and expectations

The course is structured as a series of three modules, each of which has a specific focus.

- The first module, called building the foundations, is focused on setting us up for success and learning about the theories and concepts that underpin social norms and their impact on harmful practices. We will learn how social norms influence the world, and work through a number of case studies and begin to look at how to connect what we are learning, with the real world.
- Module two, making it practical, will build on module one and will help us delve deeper into what needs to be done to effectively design and implement a social norms change programme. Again, we will work through a range of practical activities and exercises to help you build the skills and confidence needed to design a successful programme.
- Module three is called rolling up our sleeves. This module will give you space and time to ask questions and work through a range of activities that will help you build a concrete understanding of social norms measurement.

The learning intentions, which describe what you can expect to know and gain upon completing the course:

1. Diagnose: I will be able to identify social norms.
2. Design & implement: I will know how to create a programme for social norms change.
3. Measure: I will know how to measure social norms change.



Tip: ask participants if they have participated in other training experiences, and how they would like this course to compare. Ask how the course outline aligns with what they were expecting from the course, or if there is anything they are particularly excited about learning.

The learning experience

What can you expect to get out of the course?

- This course is not traditional and will be unlike other professional development courses you will have done in the past.
- There are higher expectations around both structured and self-directed work inside and outside of the virtual classes. To get the most out of the learning journey, you will need to commit time and energy to learning.
- Successfully completing the course will set participants on the journey to become innovators and thought leaders in their current roles and in other roles they will take on in the future.
- There are support teams available to participants throughout their journey. Your peers will also form a core part of the the support team. Your relationship with your peers will be one of the most valuable assets coming out of the course.

In order to successfully complete the course, there is a need to commit approximately [insert course structure] for delivered sessions, as well as additional time outside sessions to further develop your skills. The course will run [insert duration of course], and if you have any issues attending sessions or completing tasks, please reach out to the facilitator.



Energy Boost: get participants to share one way they think they could support each other during the course and ask them to commit to each other to attend each session and participate fully.

Module 1: building the foundations

Session 1.1: setting expectations and understanding the fundamentals of social norms

Outline and expectations (continued)

Goal setting

Participants will be reminded that they committed to the journey before attending this first session, and that they have commitment from their managers. Participants will complete the following statements:

- The thing I want to learn the most through this course is...
- The thing I am most nervous about in this course is...
- I will know I have been successful in this course if in six months I am...

This activity can be done either on a Mural board or on a white-board/wall with post-it notes. Ask participants to have a discussion first, and then have them break out into rooms/spaces to discuss before coming back together.



Tip ask to buddy up and talk about how they will hold each other accountable to overcoming their challenges and achieving their goals during the course. Get them to brainstorm ways to hold each other accountable over a longer period of time.

Overview of the day's session

The next stage of the learning journey will involve:

- A presentation of what social norms are, and why they are important.
- After the session, you will be required to participate in a light out-of-session activity to help you to understand how social norms impact you everyday in your workplace
- You will have an opportunity to individually access reading materials online to further learn about the subtopics we will go through today.

Module 1: building the foundations

Session 1.1: setting expectations and understanding the fundamentals of social norms

Presentation: How do people make decisions? (60 mins)

The facilitator will share a presentation and guide discussion to unpack how people make decisions and begin to frame the Behavioural Drivers Model. The facilitator can respond to and prompt questions and discussion from the group, and input any examples they wish.

How people make decisions

Designing an effective programme to address normative behaviours is not possible without understanding how social norms fit within the larger set of factors that influence a person's action.

Behaviour change interventions consider overly simplistic decision-making models. These are based on the assumption that if people know what is good for them and are aware of the negative effects of what they do, they will adapt accordingly; or that if the availability of a service is communicated, it will generate demand for it. Such interventions usually revolve around messaging campaigns, and can be mapped like this:



Q&A Session

Q: True or false, in order to adopt a new behaviour, having correct knowledge and positive attitudes is sufficient?

Correct answer: false.

Points to support discussion:

- There are a wide range of factors that influence behaviour that go beyond just knowledge. Drivers such as emotions, self-efficacy, risk perception, attitudes, social influence, and support services available can all impact the actions an individual can take.
- Social expectations also play a significant role in perpetuating harmful behaviours that stand in the way of realising women and children's rights, especially in key areas such as child protection, early childhood development, adolescent development and overall gender equity.
- Other elements, such as power differentials, reproduction of social structures, identity markers, misperceptions and other factors can enforce conformity even when a majority of people are ready to welcome change.

Q: In order to ensure adoption of new behaviours, we need to focus on the psychology of individuals?

Correct answer: false.

As we will see in the following presentation, there are a variety of factors that we need to consider and address when seeking individual behaviour change. Psychology is only one of the three key components, and we do not necessarily have to focus on psychology in order to shift behaviour.



Tip: this is an important point at which to gauge the confidence and competence of participants with the material. It is important to take note of who is contributing confidently, who is reluctant to answer the questions, and who is getting the answers correct/incorrect.

Throughout the facilitation, attempt to draw out those who are less confident to share, amplify the voices of those who have experience and expertise to share, and guide all participants towards correct answers.

Module 1: building the foundations

Session 1.1: setting expectations and understanding the fundamentals of social norms

Presentation: How do people make decisions? (continued)

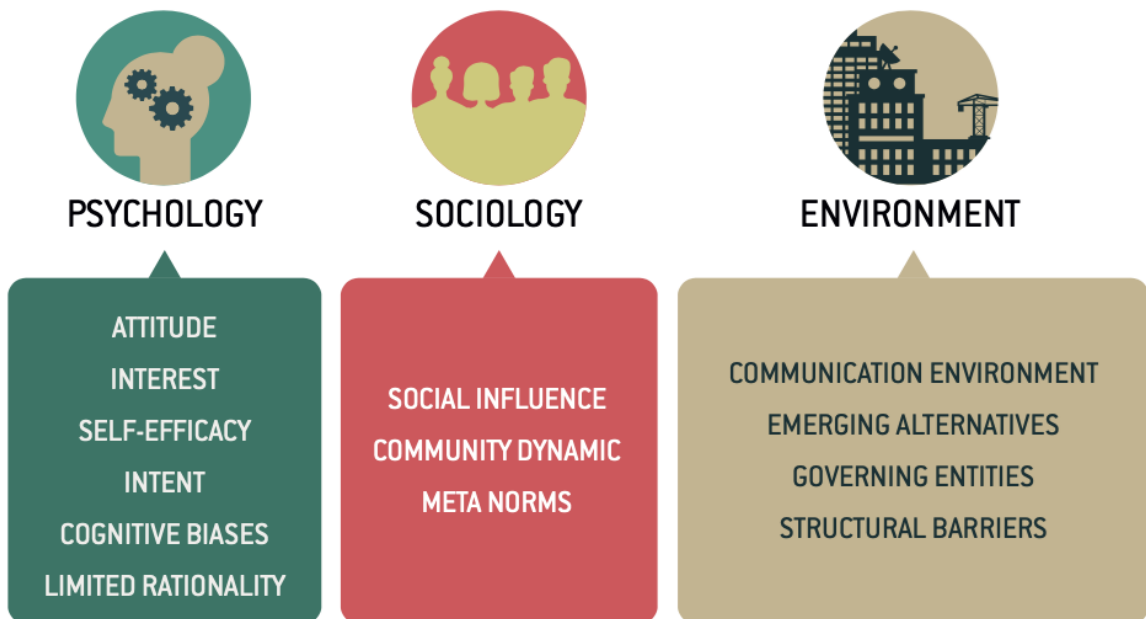
What influences decision making?

Human decision making is much more complex than this model shows. People generally don't consider costs and benefits from a self-interested perspective, to then make a thoughtful and rational decision on the best path of action: providing them with the right information will rarely automatically translate into the "logical choice".

People are also emotional, influenced by their context, and especially by those they live and interact with. What is happening around them matters as much as what they think themselves. A more realistic and comprehensive framework for behaviour change should start by considering three broad categories of drivers:

1. Psychology, which describes our internal thoughts and processes that influence decision making. This includes our personal attitudes, interests, and biases.
2. Sociology, which describes the environments and communities that individuals operate in. This includes social influences and meta norms, that we will discuss in more detail.
3. Environment, which describes the large-scale institutions and frameworks that our communities operate in.

Under the three categories of psychology, sociology and environment, the main driving factors to consider are the following ones:



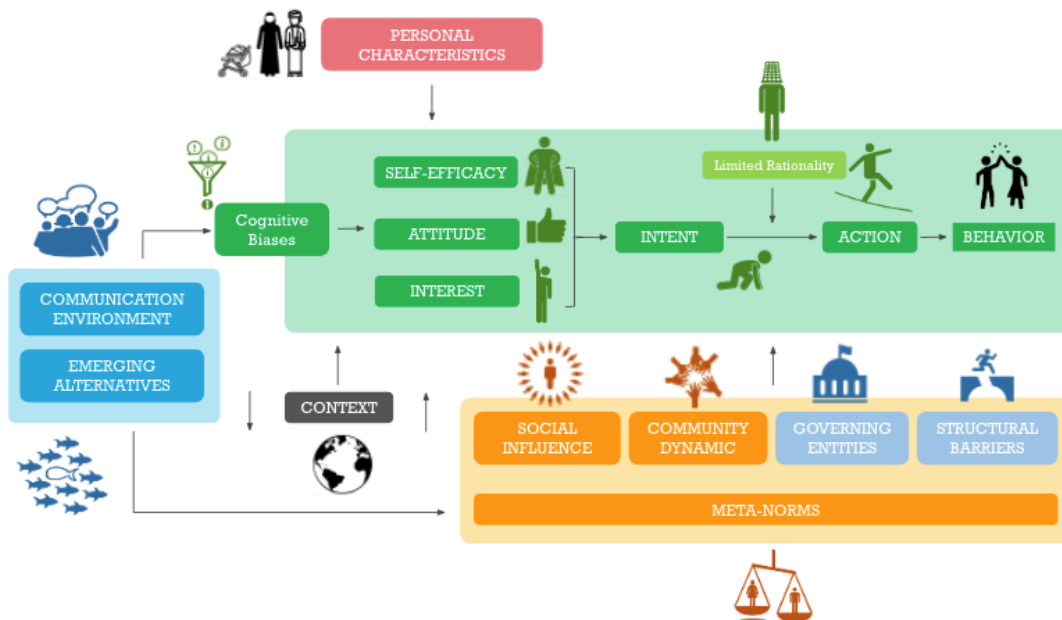
Module 1: building the foundations

Session 1.1: setting expectations and understanding the fundamentals of social norms

Presentation: How do people make decisions? (continued)

The Behavioural Drivers Model (BDM)

Further, these factors can be organised along a decision-making pathway, creating the basic model, simplistic by nature. By exploring the question of why people do what they do, the BDM model unpacks behaviour and maps its main drivers. This theoretical map can then be used when trying to understand behaviour, influence it, and track change. Its genesis and detailed explanation are available in [The Behavioural Drivers Model](#) – a conceptual framework for Social and Behaviour Change Programming (UNICEF 2019).



How do people make decisions?

Play video on how people make decisions ([link](#))

As we can see, people are also emotional, influenced by their context, and especially by those they live and interact with. What is happening around them matters as much as what they think themselves. A more realistic and comprehensive framework for behaviour change should start by considering the broad categories of drivers.

Further, norms are not static and are constantly being reviewed and revised through interactions. These interactions have the potential to shift beliefs and eventually help individuals alter their perception of what is appropriate and doable.

Q&A Session

Q: Can you think of an example of a behaviour that you know is bad for you, but that you continue to do anyway?

There is no correct answer to this question, but try and prompt discussion. You can start with examples from your own life or experiences. Some answers that you can suggest include:

- Eating junk food
- Smoking tobacco
- Drinking alcohol
- Skipping exercise

It is also important to tailor these answers so they are contextually relevant. Try and rely on the answers of participants. Highlight the fact that doing these activities are 'irrational' because we know they are bad for us, but that human behaviour is far more complex and nuanced than purely rational.

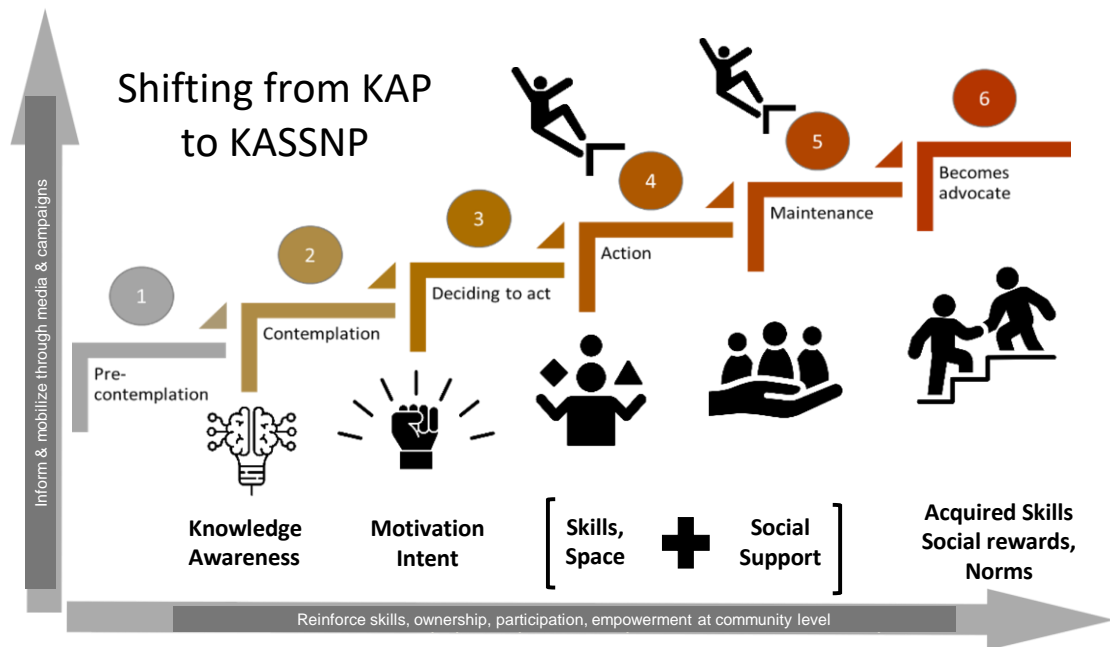
Module 1: building the foundations

Session 1.1: setting expectations and understanding the fundamentals of social norms

Presentation: How do people make decisions? (continued)

Stages of Change Model

So, using what we know now about how people make decisions, and the complexity around it – we can look at a new kind of model. The Stages of Change model describes in more detail the process of decision making.



As we can see, Knowledge, Attitudes, and Practices (KAPs) do not look at all the drivers of behaviour, such as agency, self-efficacy and norms (empirical and normative expectations). Usually, KAPs are too simplistic as they are based on the assumption that if we have knowledge and positive attitudes, the chances of uptake a behaviour are high.

KASSNP means Knowledge, Attitudes, Skills, Support, Norms, and Practices. As we can see here, it denotes that the situation is more complex and that there are more things to consider beyond knowledge and attitude.

Using the BDM we can also enrich the level of complexity in this very simple model. We will work through an example of how this works later on in the course.

Quick Recap...

What have we learnt during this session?

We have just explored how people make decisions, and the elements that influence decision making. We have also learnt about the Behavioural Drivers Model, and how it can help us to conceptualise how people think and behave.

What is next?

Next, we are going to learn about social norms, and how they impact the decisions that individuals make. We are going to start by defining social norms and then explore some different types of social norms. As we do this, try and keep the concepts that we have learnt about the BDM front of mind.

Module 1: building the foundations

Session 1.2: understanding how social norms influence the world around us, and why they are important

Presentation: What are social norms? (continued)

Definitions

There are a variety of different norms that impact us in our day to day life, and drastically influence the work we all do in reducing harmful practices. These types of norms include:

- **Descriptive norms** refer to beliefs about what others do, regardless of approval. Descriptive norms will drive a behaviour or practice if a person engages in a particular behaviour because he or she thinks that others like them in their community and social circle do the same. For example: "I will get married by age 16 because all girls in my village marry shortly after reaching puberty."
- **Injunctive norms** refer to people's beliefs about what others approve of or expect them to do. Injunctive norms will influence behaviour when people engage in a behaviour because they believe that those who matter to them expect them to do so, rewarding them if they do, and sanctioning them if they do not. For example: "I will perform FGM* on my daughter because the elders in my community say that FGM is part of our tradition and that good parents ensure their daughters are cut before they reach puberty so that they can be married according to our custom."
- **Outcome expectancies** are a person's beliefs about the perceived response of others if he or she engages or not in a certain behaviour. Outcome expectancies can be positive (rewards) or negative (sanctions). They are most commonly associated with injunctive norms. For example: "Once my daughter has undergone FGM, I will be a respected mother and member of the community" AND "If my daughter has not undergone FGM before she reaches puberty, I will be considered an irresponsible mother by the whole community."
- **Reference groups** describe the people and institutions whose opinions influence the actions of an individual. They are the 'people whose opinions matter' to an individual. We will discuss reference groups in greater detail later.
- **Moral norms** influence behaviour when an individual chooses to engage in a practice based on what he or she believes is morally correct. Unlike injunctive norms, people may or may not choose to follow a moral norm because they believe it is the right or wrong thing to do, regardless of social expectations. Moral norms therefore tend to be followed out of a personal sense of moral duty. For example: "Children should be children for as long as they can. Marrying them before 18 is wrong and I will not marry my daughter until she becomes an adult."
- **Gender norms** norms relate specifically to gender differences. They are informal, deeply entrenched and widely held beliefs about gender roles, power relations, standards, or expectations that govern human behaviours and practices for girls and for boys in a particular social context and at a particular time. They are ideas or 'rules' about how girls and boys, and women and men are expected to be and to act. These rules also govern the relationships between boys and girls, and women and men. For example: "we will prioritise educating our son because it is important for boys to learn, while our daughter should marry early because that is her role."

*As an important note for now, and for throughout this course, we will use the term FGM to reference female genital mutilation. While this term is endorsed by the international community working to eliminate the practice, it is important to note that when we are working with communities it is essential to adopt the terms used by the communities themselves.

Module 1: building the foundations

Session 1.2: understanding how social norms influence the world around us, and why they are important

Presentation: What are social norms? (continued)



Energy Boost: ask participants if they can think of any examples from their day to day lives where these norms are at play. Prompt conversation about what these norms might look like in the world around you by calling out norms that have already been at play during the day (for example: people dressing in a certain way, arriving at a certain time, sitting in a certain arrangement around the room, etc.).



Q&A Session

Q1: True or false, if a practice is widespread, then it must be a social norm.

Correct answer is false. Just because a practice is widespread, it does not necessarily make it a social norm.

For example, some actions are lawful or practical, such as driving on the correct side of the road. These practices are widespread but are not social norms.

Q2: True or false, when an individual practices FGM because they believe it is what their religion tells them to do, they are being influenced by a social norm.

The correct answer is false. In this example, a moral norm is at play, rather than a social norm.

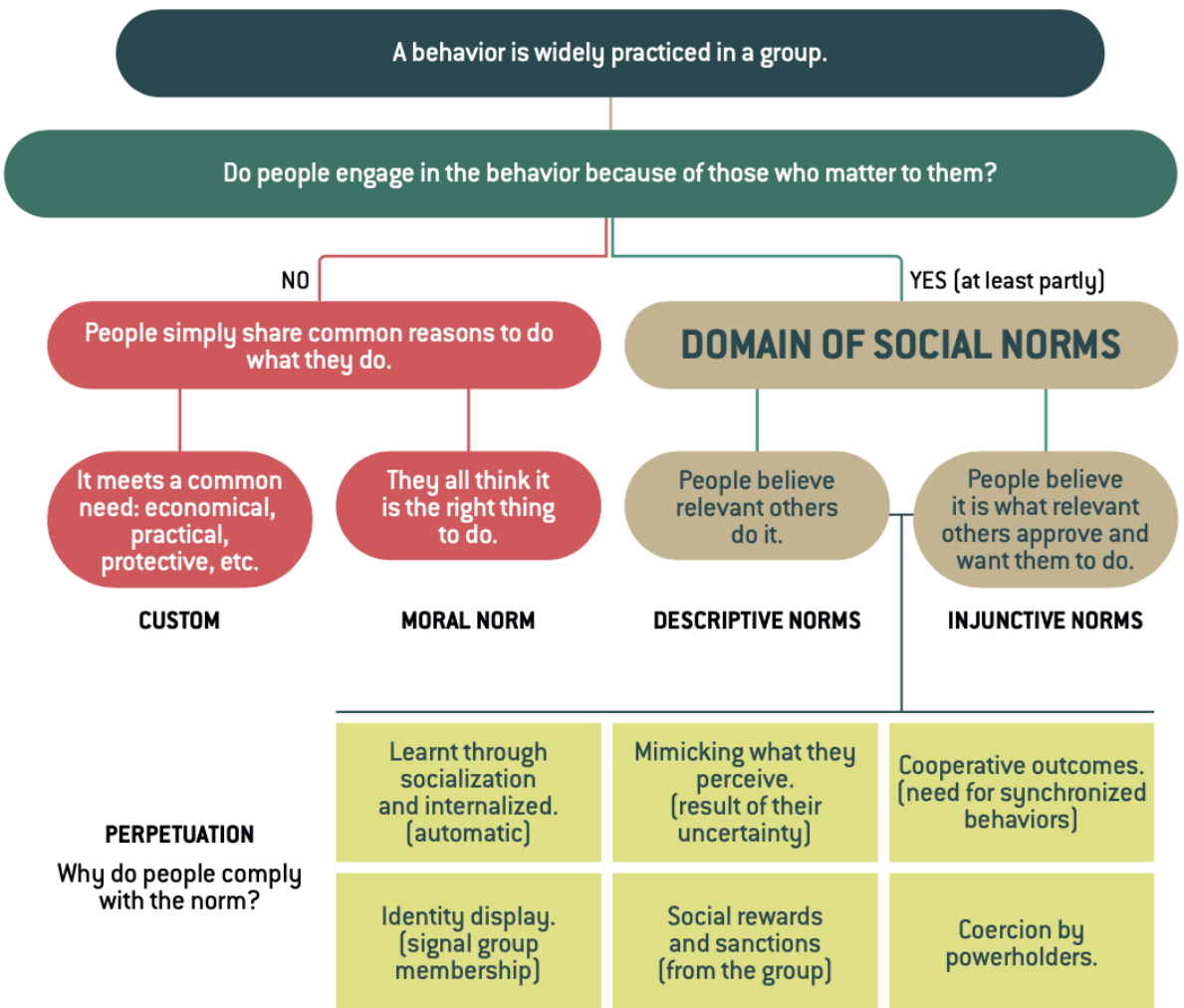
Module 1: building the foundations

Session 1.2: understanding how social norms influence the world around us, and why they are important

Presentation: What are social norms? (continued)

What is a behaviour and what is a norm?

Scholars and practitioners sometimes conclude too quickly that if a practice is widespread, then it must be a social norm. However, not all collective practices are normative ones. By merely analysing a practice like child marriage for example, one quickly realises the variety of reasons that can explain parents' decisions: some indeed follow strong social influences perpetuating the practice, but others are simply seeking physical and economical safety for the children and the family.



Module 1: building the foundations

Session 1.2: understanding how social norms influence the world around us, and why they are important

Presentation: What are social norms? (continued)

What is an attitude, what is a norm?

Social norms are often conflated with attitudes, but while attitudes can influence social norms, they are not social norms. Attitudes refer to what an individual thinks and feels about a behaviour or practice, and whether he or she judges it favourably or unfavourably. Whilst social norms are socially motivated, attitudes are individually motivated, and focus on individual beliefs.

Attitudes can be aligned to prevailing norms, but they can also be in opposition to them. The strength of the norm will determine to what extent a person will engage in a practice that is not aligned to their attitude. Attitudes can influence whether a person conforms to a norm or not, however they are not in and of themselves norms.

For example:

When the attitude is aligned with the norm:

Attitude: I think that girls should be married as soon as they reach puberty.

Norm: I think parents in my village marry their daughters as soon as they reach puberty.

Or

When the attitude is not aligned with the norm:

Attitude: I think corporal punishment is harmful and parents should talk to their children instead.

Norm: People around me use corporal punishment to discipline their children and expect me to do the same.



Energy Boost: ask participants if they can think of any examples of things that could easily be confused as norms. These can be from their everyday lives or from their work. Prompt debate amongst the group around if these things are or are not norms.

Some examples that could be used include driving on the correct side of the road, wearing a jumper in winter, or carrying an umbrella when it is raining.

Module 1: building the foundations

Session 1.2: understanding how social norms influence the world around us, and why they are important

Activity: Identifying social norms (40 minutes)

Facilitator will guide participants to work in pairs, to discuss some of the types of norms that are at play. Within the same groups, participants will discuss the case studies below and will be asked to use the case study as a prompt to answer the below questions. After 20 mins, the facilitator will reconvene the participants and select a few groups to share their discussions.

Case Study Content

Case Study 1

Sarina is about to get married and she is very happy. In her community brides normally wear white, but she wants to get married wearing red, which is her favourite colour. Sarina, loves red and she thinks that she should get married wearing the colour that she chooses. The choice is difficult for her because she believes that her family and friends, whose opinion matters to her, expect her to marry in a white dress and might criticise her for not doing so.

Case Study 2

Joseph thinks that children should be children and enjoy their childhood. He thinks that child marriage is wrong, even if it is still commonly practiced in his community. He knows that his father expects him to marry his daughter once she reaches puberty, which is when most girls in the community get married.

Case Study 3

Marina goes to secondary school in another village. Most girls from her village do not go to secondary school and stay home to help with the household chores and prepare for marriage. The village associates going to secondary school with promiscuity as that's where girls start mixing with boys and some even become pregnant. Pregnancy out of wedlock is considered wrong and shameful in the community. For this reason, most people in the community believe that Marina's parents are irresponsible, especially considering that girls do not get paid jobs to contribute to the family income.

Ask each pair to reflect on each case study, and:

- Identify the different types of norms that are at play in each scenario.
- Compare the different impacts that norms have in each scenario.

Once participants have spent 20 minutes in pairs looking at the case studies, reconvene participants and ask them to reflect on each case study, drawing out the norms that are in each case study and discussing as a group.



Quick Recap...

What have we learnt during this session?

We have covered a lot of the language and definitions surrounding the concept of social norms, and learnt how to distinguish between different types of norms. We have learnt about the difference between behaviours and norms, and attitudes and norms. These are the key terms and concepts that we will be using as we learn more about social norms, behaviours, and how to develop effective programmes.

What is next?

Next, we are going to learn about meta norms and how they influence our behaviour. Meta norms are another key element of the BDM, so we are going to continue to gradually build our understanding of each element of the Model.

Module 1: building the foundations

Session 1.2: understanding how social norms influence the world around us, and why they are important

Presentation: Meta norms and why they are important (30 mins)

The facilitator will present a short overview of meta norms, and how they impact the behaviour of individuals and efforts to shift social norms. The facilitator should pause throughout and encourage participants to reflect on ways meta norms impact their own lives.

Meta norms

- Most harmful practices are symptoms of deeper problems, with underlying ideologies and power imbalances expressing themselves through Gender-Based Violence, discrimination against people with disabilities, Child Marriage, Violent Discipline, etc. These are referred to as meta norms.
- The most influential meta norms are the overall socialisation process; gender ideologies leading to discriminatory practices; power dynamics and relationships; family roles, communication and decision-making patterns; perception of who a child is, what are child-specific needs and rights; legal compliance (rule of law as a norm); and the way conflicts are resolved. All of them are interdependent.
- Programming cannot get harder than trying to influence these social phenomena: they are fundamental to how societies are organised and reproduce themselves (to the benefit of certain members). This is a dangerous territory, mined with resistance, backlash, and threats to social cohesion.
- Shifting meta norms is also the way to contribute to multiple outcomes, as they undermine the realisation of various rights across sectors. And in some cases, trying to address the direct norm without tackling its more deeply entrenched elements might lead to disappointment: poor results (steady prevalence despite years of programming); the achievement of a temporary convenience change (e.g. child marriage resurfaces after being contained solely by public measures without addressing underlying determinants - the stems grow back because the roots still exist); driving the behaviour underground (e.g. FGM practices continuing to occur in secret); or driving the behaviour in a new direction (e.g. medicalisation of FGM).



Energy Boost: ask participants to identify the meta norms that impact people in different scenarios, for example:

- The norms that impact people within their homes
- The norms that impact people in their workplaces
- The norms that impact people in social settings

Ask them to compare which norms are common across scenarios. Suggest that a good way to identify a meta norm, is to try and work out if it impacts across a range of scenarios, or just one.

Module 1: building the foundations

Session 1.2: understanding how social norms influence the world around us, and why they are important

Activity: How social norms influence us (30 minutes)

Facilitator will ask participants to reflect on how social norms impact them everyday. The facilitator will pair participants and ask them to reflect on the following questions.

Working in pairs, speak to each other to identify one behavioural or social challenge which you believe has an aspect of social norms. The challenge could relate to a programme (for example: how social norms should be considered in order to make community interventions more effective), or related to an organisational challenge (for example: a challenge your team is working through with the return to working in-person or continued online engagement).

For the identified issue, try to understand:

- How did it start?
- What maintains it?
- How is it changing?
- What decisions does it influence that should be changed?

Once groups have spent time discussing it, ask them to share with the group.

Close and reflect (20 mins)

The facilitator will guide participants to reflect on the just concluded session individually. Participants will then capture their reflections on post-it notes (either physical or on a digital whiteboard).

Additionally, the facilitator will take participants through the below out-of-session activity and guide participants on how to access and work on the out-of-session activities which will also be posted online.

Reflection questions

Thank you all so much for participating in today's session. Please reflect individually and answer the following questions on the provided post-it notes. We will discuss our answers once we have all completed the activity.

Participants should reflect on:

- What is the biggest thing you have learnt during this session?
- How are you feeling after the session?
- What would you like to achieve during the next session?



Tip: ask participants if they have any questions about the structure of the course or the content that has been covered. Remind them that you are there to support them throughout the sessions, and that they should reach out if there is anything they need.

Module 1: building the foundations

Session 1.3: building confidence and understanding how social norms impact our work

Reflections and expectations (30 mins)

The facilitator will guide the participants to reflect on their experience during the previous session. The facilitator will then share a selection of the responses for reflection and thereafter, present the module outline.



Energy Boost: before the session begins, engage participants in a simple set of trivia questions. When preparing these questions, make them specific to your geographic location (for example: ask about local celebrities, landmarks, or traditional foods). Engage participants in this game to increase energy and help to make them more comfortable in contributing.

Reflections

Take the next five minutes to reflect on the below questions, populating your answers on the Mural board:

- What was your main takeaway from the last session?
- How are you finding the course so far?
- What is something you are confident you know?
- What is something you do not yet understand?

Day 2 outline: what do we want to do today?

By the close of today's session, we hope that you will have a more concrete understanding of what social norms are, and as a result be able to identify them. We will also delve into how social norms fit within a larger set of factors that influence people's decision. This will put into perspective the various elements that should be considered when programming for social norms change.

After the session, you will have an opportunity to individually access reading materials online to further learn about the subtopics we will go through today.



Tip: this is a good chance to tell participants about the structure of the session. Let them know when they will get breaks, and how long each session will be. Before you begin, ask them if they have any questions or concerns about the day, and take the time to work through them before the session begins.

Module 1: building the foundations

Session 1.3: building confidence and understanding how social norms impact our work

Presentation: recap of what we have learned so far (20 mins)

The facilitator will quickly run through some core information that participants should have learned during the previous sessions. This session is designed to boost memory and help with recall. Participants should reflect individually and write their answers on a post-it note (either physical or digital) before they share as a group.



Q&A Session

Q1: After the presentation we have just been through, how would you define social norms?

Ask participants to reflect on their own definitions first, picking out the elements that they have heard as most important. As they share their answers, provide them with the complete answer below.

Definition of social norms

Social norms are the perceived informal, mostly unwritten, rules that define acceptable and appropriate actions within a given group or community, thus guiding human behaviour.

They consist of what we do, what we believe others do, and what we believe others approve of and expect us to do. Social norms are therefore situated at the interplay between behaviour, beliefs and expectations.

Why are social norms important?

Social norms help communities and societies function, binding them together and promoting collective behaviours.

At times the social order and community behaviours being maintained may be harmful and social norms can reinforce existing power dynamics, including discrimination and social and gender inequities.

What is an attitude and what is a norm?

Social norms are often conflated with attitudes, but while attitudes can influence social norms, they are not social norms. Attitudes refer to what an individual thinks and feels about a behaviour or practice, and whether he or she judges it favourably or unfavourably. While social norms are socially motivated, attitudes are individually motivated, and focus on individual beliefs.

Module 1: building the foundations

Session 1.3: building confidence and understanding how social norms impact our work

Activity: Quick revision (60 mins)

The facilitator will present each of the case studies to participants. As a group, they will be asked to identify the social norms that are at play in each one. This activity is designed to help participants reflect on what they have learned so far, and put their knowledge to the test.



Tip: make sure to balance the voices in this activity. Try to encourage those who have not yet participated to answer with gentle encouragements. Acknowledge the contributions of those who have been more confident, while also trying to create space for others. Allow the group session to run for at least 40 minutes, before the participants have to return to the panel for presentation.

Case Study Content

Case Study 1

Joseph thinks that children should be children and enjoy their childhood. He thinks that child marriage is wrong, even if it is still commonly practiced in his community. He knows that his father expects him to marry his daughter once she reaches puberty, which is when most girls in the community get married. Although it's a difficult choice for him, he will not marry his daughter till she has become a fully grown adult.

Case Study 2

In Iloko's community some people still defecate in public. There have been many campaigns to try to stop this practice, but while some people now use latrines, many find it easier to defecate in public. Although Iloko mostly uses latrines, she also sometimes defecates in the open which is more practical for her. Nobody seems to mind either way.

Case Study 3

In Jimmy's community there are many fruits that grow on trees. His friends love eating the fruits, and they always stop by the fruit trees on their way back from school to pick the fruits and eat them. Jimmy doesn't like fruit very much, but he always joins in the activity and eats the fruits with his friends even he would rather eat something else.

Case Study 4

Fatima is determined to perform FGM on her daughter. She knows that FGM is no longer a requirement for marriage in her community, and she knows that there are increasingly more girls who have not undergone the practice. However, Fatima believes that the Holy Book requires her to ensure that her daughter will be cut at the appropriate age. She feels that this is her duty as a mother according to the Holy Book and is already arranging the procedure with the local circumciser.

Case Study 5

Oskar enjoys time with his 3-year-old daughter, even when she is hard work. Recently he attended some parenting classes in his village where he learnt about positive discipline. Sometimes his daughter misbehaves and he wants to practice some of the techniques from parenting classes. However, he knows that the neighbors are watching and they would not approve of him talking to his daughter instead of giving her a good scolding. So, even without wanting to, he finds himself reverting to more violent approaches to discipline his daughter.

For each of the case studies:

- What types of social norms are at play? How have you identified them?
- How do these social norms impact behaviour?
- What is the result of the social norm on the situation as a whole?

Module 1: building the foundations

Session 1.3: building confidence and understanding how social norms impact our work



Quick Recap...

What have we learnt during this session?

We have refreshed our memory on the different types of social norms, and become more confident in identifying them. While the language may still be confusing, as we move through the content in this learning package you will all become more confident with the concepts and how they work in practice. If you need to refresh your memory, feel free to refer to your handouts which include all of the definitions we have covered.

What is next?

We are going to discuss why social norms matter when we are designing programmes. We will learn about reference groups and pluralistic ignorance, which will help us to understand how norms are shaped and how they can evolve.

Presentation: Why social norms matter (30 minutes)

The facilitator will present a short overview of reference groups, pluralistic ignorance and other related concepts. The facilitator should pause throughout and encourage participants to reflect on ways meta norms impact their own lives.

Reference groups

As discussed earlier in the session, reference groups are defined as: “the people whose opinions matter to me”.

- The group made up of people whose opinions and behaviours matter the most to us, and influence how we make decisions, is known as our reference group. Individual behaviours and decision making are often driven by social factors. People are almost never fully autonomous thinkers, but rather influenced by, and concerned about others’ opinions and actions.
- To exist, social norms inherently require a reference group, indicating the “others” whose behaviours and expectations we consider when choosing whether or not to engage in a normative behaviour. Reference groups are the people we compare ourselves and our behaviour to. They are the people we look to when deciding what to think or do, and they are the people whose thoughts and opinions we care about. Although the specific people included in our reference groups may vary, we all have reference groups.
- Reference groups are central to social norms programming. Harmful norms persist because they are followed by groups of people who influence each other. To promote new norms, we must transform beliefs and expectations of enough people within the relevant community, and work with their key influencers and power-holders.
- These reference groups may not be obvious, especially to an outsider. The best way to establish who is part of a given reference group and what role they may play is to consider the diverse types of relationships that exist within the families and community. Mapping out the reference networks of individuals engaging in and directly impacted by harmful practices will ensure the programme is targeting the right participants.

Pluralistic ignorance

People conform to social norms and normative behaviours because of their perception of what is approved of and expected (injunctive norms), or because of their perception of what others do (descriptive norms). These perceptions, however, may be incorrect. Pluralistic ignorance happens when there is a dissonance between the perceived norm and actual reality. It describes a situation where most members of a group or community conform to a norm because they incorrectly assume that the majority also conform or expect them to so, but in reality, most people privately disapprove of the norm.

- Some individuals may incorrectly believe that others in their social group support a given social norm because they see the others conform to it. A lack of communication/information between community members allows a norm to survive, even though individual support for it has eroded.
- While pluralistic ignorance occurs in a variety of scenarios, many harmful practices are supported by robust social supports and norms.

Module 1: building the foundations

Session 1.3: building confidence and understanding how social norms impact our work

Presentation: Why social norms matter (continued)

Determining the strength of a norm

When we consider norms, we also need to consider the 'strength' of a norm, the impact that a norm could have on the actions of an individual in different circumstances, or the relationship a norm has with an individual's personal attitudes. If a norm aligns with individual attitudes, it is more likely to be stronger. When a norm exists, but does not align with individual attitude, pluralistic ignorance exists.

Other factors that influence the strength of a norm are:

- The proportion of the population who adhere to the norm. When a small proportion of a group adhere to the norm, it is weaker than when the majority or all of a population adhere to it. Shifting a norm that an entire group or population adhere to is incredibly complex and challenging.
- The strength of consequences for non compliance, and the likelihood of these consequences occurring. When sanctions imposed for non-compliance are weak or unlikely to be imposed it is easier to encourage individuals to begin to trial new behaviours.

When we look at the strength of a norm further, we can also look at the influences it has in communities. As we can see along the continuum, actions that are 'possible', even when they are common, are weaker than those that are obligatory.

Module 1: building the foundations

Session 1.3: building confidence and understanding how social norms impact our work

Activity: Identifying and understanding pluralistic ignorance (40 mins)

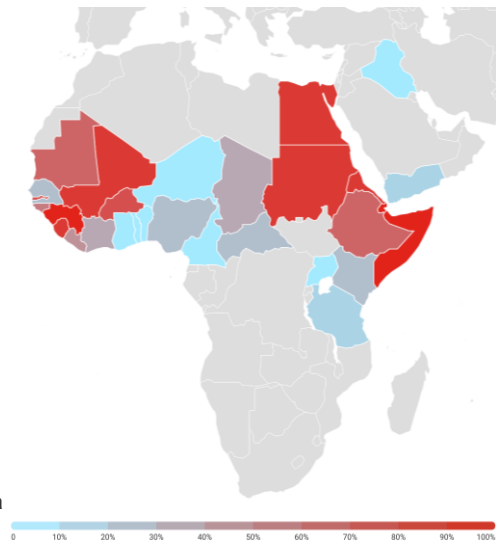
The facilitator will present several statistics about FGM across Africa and the Middle East. Participants will then be split up into smaller groups (of between two and five people), and be asked to reflect on some questions before sharing back to the cohort.

Case Study Content

Female Genital Mutilation (FGM) in Africa and the Middle East

At least 200 million girls and women alive today living in 30 countries have undergone Female Genital Mutilation (FGM). However, there are some surprising facts around FGM:

- Boys and men state strong support for stopping the practice. It's often presumed that men condone FGM and that it is one of the ways that they keep women subservient. This appears not to be the case. For example, in Guinea and Sierra Leone, boys and men are more likely to oppose the practice than girls and women.
- Girls and women consistently underestimate the proportion of boys and men who want FGM to end. In many countries, a large percentages of both women and men are unaware of what the opposite sex thinks about FGM.
- Girls' and women's attitudes about FGM vary widely across countries. The highest levels of support can be found in Mali, Sierra Leone, Guinea, the Gambia, Somalia and Egypt where more than half of the female population thinks the practice should continue. However, in most countries in Africa and the Middle East with representative data on attitudes (23 out of 30), the majority of girls and women think it should end.
- The need to gain social acceptance is the most frequently stated reason for supporting the continuation of FGM. Social acceptance trumps other reasons like better marriage prospects, preserving virginity, more sexual pleasure for the man, religious necessity and cleanliness/hygiene.
- Many girls who are cut have mothers who are against the practice. Though a daughter's likelihood of being cut is much higher when her mother thinks the practice should continue, many cut girls have mothers who actually oppose FGM. Some mothers may thus have their daughters cut despite their personal feelings about the practice.



After reading the case information, reflect on the following questions.

- Is the norm in this scenario strong or weak? What determines this?
- How is FGM impacted by meta-norms?
- How is pluralistic ignorance at play in this scenario?
- Can you think of an experience you have had in your programming which had elements of pluralistic ignorance?

Participants should capture their reflections on post-it notes, and be prepared to share their answers back with the group.

Module 2: making it practical

Session 2.1: understanding behavioural drivers in practice



Quick Recap...

What have we learnt during this session?

Working through the example, we can now see how norms shape behaviour on a large scale, and why they are powerful determinants of behaviour. Keep these large-scale impacts in mind as we zoom in again.

What is next?

We are now going to delve deeper into the Behavioural Drivers Model and start to learn about some of the practical steps we need to take when developing behaviour change programmes. But first, we are going to work through a short scenario.

Presentation: Understanding the factors that influence behaviour (90 minutes)

The facilitator will lead an interactive presentation about the drivers that influence behaviour. The presentation will be guided by the provided slides, and is designed to be informative, interactive, and engaging. The facilitator should pause the presentation throughout to engage with the audience, and ensure that they are understanding the content and enjoying the presentation.

Now that we have a full overview of all the possible factors influencing behaviours, how do we know which factors are influencing the behaviours we want to change or promote?

Before responding to this question, I have a small example to share...

How to repair a chair...

This is Alessia*. She is our best friend, and she has a problem – her favourite piece of furniture has broken. Luckily, Alessia has a friend called Grace who she can call to help.

There is only one problem – Grace is financially broke and can only afford a couple of tools to help. There are lots and lots of tools she could buy, so she knows she has to choose very carefully.

Grace calls Alessia to ask her about the specific problem with the chair. Alessia explains that there is an issue with one of the bolts attaching the chair leg to the frame, and that a nail holding some of the upholstery on is sticking out.

Because Grace took the time to understand the problem, she knows that she needs to buy a screwdriver to fix the leg, and a hammer to drive the nail in further. She does not waste her money buying expensive tools, or guess at what the issue might be with the chair.

So... how does this relate to social and behaviour change programming?

*Names can be changed to be more contextually appropriate.

Module 2: making it practical

Session 2.1: understanding behavioural drivers in practice

Presentation: understanding the factors that influence behaviour (continued)

The Behavioural Drivers Model (BDM), and the importance of undertaking formative research

Through the Behavioural Drivers Model (BDM) we saw that there are multiple elements influencing behaviours, including social norms. This illustrates how humans think (mixing cognitive and emotional aspects) and how context shapes this thinking and related actions.

But, not all factors will be important every single time. Frequently, a few of them will create critical bottlenecks or motivation.

When promoting positive child discipline for example, the main barrier to change could be the lack of self-efficacy of caregivers (not knowing how to use alternative forms of punishment; or being too stressed to be gentle and controlled). But in other cases, social norms could perpetuate the collective behaviour (for example if severity and physical punishment are perceived as essential features of a good father).

Because human decision making is so complex, behaviour change programming will require:

- Formative research: rigorous research / evidence-based analysis that not only elicit the drivers of behaviours, but addresses their causality and relative weight or importance.
- Strategy and planning: Multi-faceted strategies at various levels, addressing a combination of factors.
- Monitoring surveys: Piloting and early testing of interventions to continuously improve their design.

When conducting formative research to understand why people do what they do, we need to go beyond individual factors that influence behaviour, and look more closely at the dimensions that compose each factor. On top of informing programming with a more granular understanding of the behaviours, this will help measure the achievement of milestones, showing that the programme is making progress and switching the needle on lower level results, before having an impact on norms and behaviours in the longer term.

More importantly, during formative research, it is crucial to understand what the main driving factors of the behaviour are, as social norms are likely not be the only ones.

This formative research must be conducted before any programming takes place. The best place to start is usually to conduct a desk review of available evidence. In most situations, you will already be able to access qualitative and quantitative studies which will constitute a first pool of data to learn from.

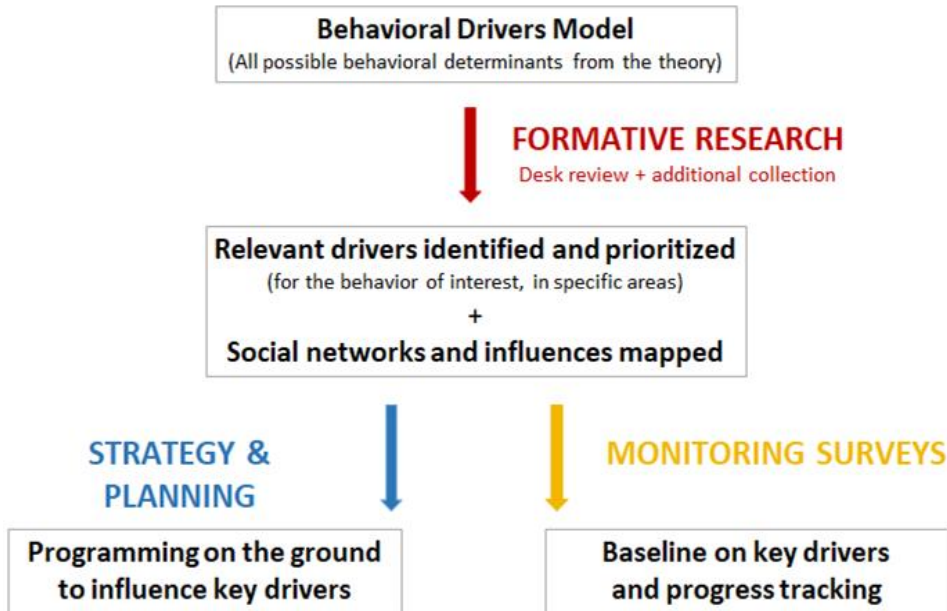
This can help you identify the gaps and inform the development of methods to understand them, such as questionnaires for key informant interviews or focus group discussions. Depending on how rich the available evidence is, you might be able to conduct a light complementary research and directly start establishing a baseline.

But in many cases, what drives harmful behaviours might not have been thoroughly studied through a systematic approach, and plenty of questions could still be up in the air. It is then critical to further build your evidence base and enter the formative research exercise starting from a place where you can draw on secondary data, while remaining free of preconceived ideas and assumptions.

Module 2: making it practical

Session 2.1: understanding behavioural drivers in practice

Presentation: understanding the factors that influence behaviour (continued)



Prioritising drivers

When trying to shift behaviour, we cannot focus on every behavioural determinant. In order to prioritise behavioural determinants to work on, the BDM suggests that we draw on our qualitative formative research in the focus areas and move from a generic list (all possible drivers of a behaviour according to theory) to a narrower list in order to establish and prioritise the relevant drivers in the particular context for this specific behaviour. The value of starting from a long theoretical list is to reinforce the exploration of the many possible reasons behind people's actions; doing so reduces our analytical biases, in particular the various assumptions we have about why people make certain decisions.

Network Mapping

Social Network Analysis is a key component of the formative research stage. While we will look at this more closely in following sessions, we are going to think about one question to prepare us.



Q&A Session

Q: If we think about FGM in your country, which type of individuals influence caregivers' decision making?

This question is primarily designed to get participants to share their own programme experiences. While there is no correct answer, the facilitator should encourage a diversity of opinions.



Tip: when participants are answering the question, feel free to probe deeper into their answers and ask clarifying questions. While it is important to reassure participants that there are no 'wrong' answers, it is good to understand why participants have responded in a particular way, and what the reasoning behind their responses is.

Module 2: making it practical

Session 2.1: understanding behavioural drivers in practice

Activity: The BDM model in practice (40 minutes)

The facilitator will slowly walk participants through an example of an intervention that sought to address child marriage in Lebanon. Throughout the activity, the facilitator should pause for questions and ensure participants understand content. The facilitator can use the BDM (see page 33 ([link](#))) to support discussion.

This is a facilitated activity, meaning that the facilitator will walk through the example and explain to participants the steps throughout. This is designed to be done as a whole group.

In order to see how the BDM model is used to inform the formative research stage, we can work through a practical example of it.

Community-based sessions have been organised in Lebanon. Conducted in small group settings through open discussions, the sessions revolved around the following steps:

1. Identifying the main drivers of a behaviour, as described by participants of the discussion. This involved undertaking a process (described further in Everybody Wants to Belong ([link](#))) to identify the drivers of a behaviour, and the causal relationships between these drivers.
2. Exploring if certain factors were missed in the reporting by participants. This could be either a deliberate emission, potentially caused by a taboo topic, or could be caused by the need for additional questioning. This was done by asking light probing questions for each of the elements not mentioned.
3. Prioritisation was done through a simple voting activity, and the 'weight' of each of the elements was determined based on the total number of votes for each factor.
4. Based on the ranking, the top two or three factors were explored in greater depth during 'deep dive' sessions. The BDM elements were used as a guide to structure these sessions.
5. Throughout the engagements, social information was collected to help to further contextualise and understand reference networks, other influences, and community dynamics.

Formative Research

We will now look to an example of how one of these 'deep sessions' were structured in Lebanon. In this case, the sessions were designed to explore how peers can influence decisions around child marriage. We are going to examine the case study and then work through a number of questions.

Case Study Content

Extracts from a vignette used in Lebanon, focused on peer influence on child marriage

I will tell you the story of a girl I will call Sarah. This is not a real story and we are not using real names. Sarah is a 15 year-old adolescent girl who lives with her parents. She attends school and helps her mother with household chores. One day Dina, Sarah's cousin and friend who is 16, comes over to visit the family. Dina announces that she is getting engaged and will be married in a month's time. Dina says she is happy to get married to someone her father knows and trusts. She is excited to have her own place, her own phone, and be able to visit shops, markets and go out with her new husband. She encourages Sarah to find a husband too and not become a spinster like her aunt. She says Sarah should focus on marriage more than school as a woman's true role is to take care of her house, husband and children.

Participants will reflect on a number of questions:

- In your opinion what drivers does this vignette allow us to explore?
- In your opinion, would Sarah's preference regarding marriage be influenced by what Dina is doing?
- What would most other girls expect Sarah to do in this situation?
- What would most girls do in this situation?
- If Sarah decided to get married but her mother refuses, what can she do to convince her?
- Who in the community would refuse Sarah's marriage? Why?

Module 2: making it practical

Session 2.1: understanding behavioural drivers in practice



Quick Recap...

What have we learnt during this session?

We have continued to build on our understanding of the practical things we need to consider when programming for behaviour change, and had a go at identifying the specific norms we might look to shift in a given situation.

What is next?

We are now going to continue to build on our practical skills. We are going to revisit reference groups, that we mentioned briefly when we discussed definitions around social norms.

Presentation: Mapping reference groups (60 mins)

The facilitator will play a short video which will help to illustrate the principle behind social networks. After the video, the facilitator will quickly engage participants to share any thoughts that come to mind about social networks and how they relate to social norms.

Video: Six Degrees of Separation

Facilitator to play video: Six Degrees of Separation: It's a Small World ([link](#)).



Q&A Session

Q: How do you think this theory would impact social norms in practice?

There is no correct answer to this question. It is about stimulating conversation between participants. Make sure to create space for everyone to contribute.

Network Mapping

As we discussed earlier, UNICEF defines the reference groups as: “the people whose opinions matter to me”.

To identify and understand reference groups, we can think about the relationships an individual has in a number of ways. Refer to presentation deck to the series of questions that can be asked to identify and understand reference groups.

Reference groups may change for a person depending on the behaviour. This means that a person may have different reference groups for different behaviours. For example, a mother may care about what her mother-in-law thinks about how she feeds her children, but she is more concerned about the opinion of the traditional leaders when it comes to marrying her daughter.

How to map reference networks

Reference groups may not be obvious, especially to an outsider. The best way to establish who is part of a given reference group and what role they may play is to consider the diverse types of relationships that exist within the families and community. This means that when working to understand reference groups (and change social norms) we need to talk with communities, and to be guided by them as we are unable to understand the relationships between families and communities without engaging meaningfully with key community members and intended participants.

Module 2: making it practical

Session 2.1: understanding behavioural drivers in practice

Presentation: Mapping reference groups (continued)

To explore the relationships around an individual that relate to a behaviour of interest we can ask a series of questions. The answers to these questions may vary depending on the behaviour being explored:

- Which group do people feel they belong to?
- Who trusts whom?
- Whose advice is being sought on different issues?
- Who interacts the most with others within the group?
- Who dislikes whom? Which people are stigmatised?
- Who do people see frequently?
- Who do people look up to? Who are the role models?
- Who spreads information, gossip, or rumours?
- Who is friends with whom? Who do people share interests with?
- Who is married to whom? Who is a neighbour to whom?

Norms are not static and are constantly being reviewed and revised through interactions. Interactions within reference groups have the potential to shift beliefs and eventually help individuals alter their perception of what is appropriate and doable. Understanding the individuals and groups that form the reference group and how they communicate, exchange information and influence each other is key to support the change.

Norms and interdependence

To further complicate this, reference groups are interdependent and the dynamics between reference groups can further complicate the way that interventions work. This means that a change in one element of a reference group can impact other elements of a reference group, and indeed other reference groups.

The different types of interdependencies that can exist between reference groups include:

- Social roles. For example, being a friend, a teacher, or a leader
- Affect. Which relates to strong emotions such as liking, loving, idolising, or hating
- Transfers. For example, paying, buying from, lending money to, or marrying
- Acts. Which relates spending time around a specific activity like eating, working, playing, or studying
- Co-occurrence. Which relates to a commonality in doing or using something



Q&A Session

Q: What is an example of an interdependent reference group? What types of dynamics does this create?

There is no correct answer to this question. It is about stimulating conversation between participants. Make sure to create space for everyone to contribute.

Understanding the relationships that exist between reference groups also helps us discern whether two distinct groups are comparable and if there are enough similarities to allow for an intervention to be replicated or scaled up in other communities, regions, or countries.

Social networks vs. reference groups

Reference groups should not be confused with social networks. A social network refers to the connections, interactions and relationships between individuals. Social networks exist both in person and virtually and are often formed along similar interest or identities, and for a range of reasons, such as social, economic or political purposes. Reference groups are part of the social networks with whom individuals interact. Individuals will interact to different extents with different people within their network, and on different matters. Social networks serve to help communicate, shape, enforce or shift norms through the social interactions they create.

Module 2: making it practical

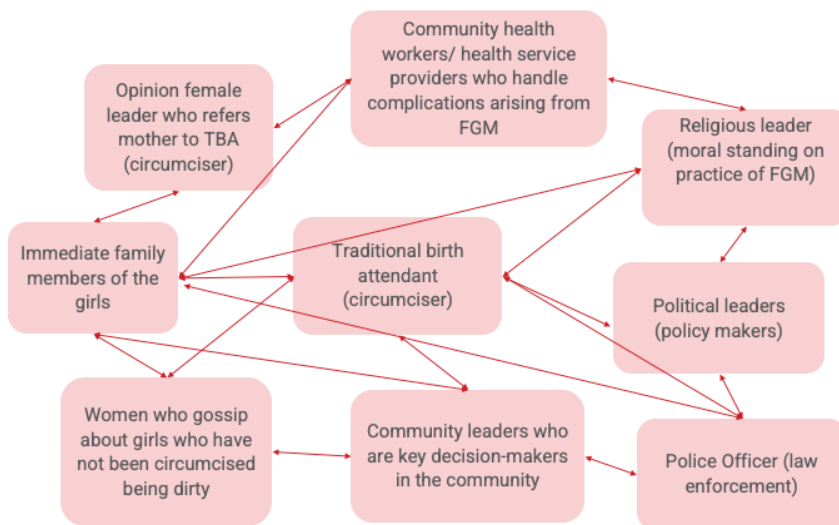
Session 2.1: understanding behavioural drivers in practice

Activity: Mapping reference groups (50 mins)

The facilitator will walk participants through an example of a reference group map relating to FGM. The facilitator will highlight each of the actors, and the linkages that exist between them.

The facilitator will then ask participants to create a map, following the instructions below. The facilitator should offer support where needed, but try to allow participants to discuss and decide amongst themselves whenever possible.

Reference Group Map Example: reference group for a traditional birth attendant, relating to FGM



Module 2: making it practical

Session 2.1: understanding behavioural drivers in practice

Activity: mapping reference groups (continued)

Case Study Content

Violent discipline

Oskar enjoys time with his 3 year old daughter, even when she is hard work. Recently he attended some parenting classes in his village where he learnt about positive discipline. Sometimes his daughter misbehaves and he wants to practice some of the techniques from parenting classes. However, he knows that the neighbours are watching and they would not approve of him talking to his daughter instead of giving her a good scolding. So, even without wanting to, he finds himself reverting to more violent approaches to discipline his daughter. Sarah, the mother, is also against corporal punishment, however she dares not say anything to her husband. She is a member of a women group; when she consulted the group members, most of them agreed that she should not interfere with her husband decisions.

Instructions

Use the case study content provided, and work through the questions:

1. Draw a circle in the middle of a sheet of paper (or on the Mural board) and put the name of a person who displays a harmful behaviour you seek to change.
2. Think of family members, friends, leaders and other important sources of influence in this person's life. Select 5 of the most important ones, write their names around the central person and then draw lines connecting them to her / him.
3. Are any of these people connected to each other without a connection through the central individual? If yes, draw a line connecting them.
4. Think of 5 other people who are not as important, but still influential (perhaps some of those who didn't make the first list). Write their names on the paper further outside the circle and add lines connecting them to the circle, to each other if relevant, or to people in the first group.
5. Back to the first group, the close ones. Are there any people important to them who the central person does not know (co-workers, extended family, people within the community such as a barber or baker)? If so, put them on paper and draw lines between them.
6. Highlight visually (colour code, extra circle, etc.) those within this network who the community considers most influential (cross-reference this same exercise between multiple people and/or ask a group), as well as those who constitute 'nodes and hubs' (with many connecting lines).

Following the mapping, reflect on:

- Which stakeholders mapped do you think would be the most influential on decision making? Why?
- What connections would need to be considered? Are there linkages between networks that should be considered?
- How do the people around you contribute to the social norms you abide by? Which norms do you think would be easy to change? Which ones would be harder?

Module 2: making it practical

Session 2.1: understanding behavioural drivers in practice

Presentation: Mapping reference groups (continued)

Selecting specific members of a reference group

Once we have determined who is in the reference group, we need to understand how to select specific members of the community to engage in a programme. To do this, there are several criteria that we can consider:

1. Experience working with the community:

- What is their role in the community?
- How do they interact with the community on a daily basis?
- Have they ever spoken out publicly against sensitive/hidden topics?

2. Gender/Open-mindedness:

- Do they think there is any difference working together with a man or with a woman? What is the difference for them? How do they handle those differences?
- Do they think some social norms are harmful and cause/contribute problem in the community?

3. Commitment:

- Do they see/believe themselves as a champion for change?
- Are they ready to explore the possibilities of changing harmful norms and breaking the silence about sensitive/hidden norms in the community?
- Are they interested in supporting change in the behaviour in question? Are they motivated to see change?



Q&A Session

Q: Thinking about the activity that we just completed, which of the members of the reference group would be most effective to engage? Why?

There is no correct answer to this question. It is about stimulating conversation between participants. Make sure to create space for everyone to contribute.



Quick Recap...

What have we learnt during this session?

We have further built our practical knowledge and skills around reference groups. We now understand how reference groups can be mapped, and how to select specific members of reference groups to engage in a programme.

What is next?

Next, we are going to look at ways that behaviour change can be done in practice. We are going to learn about the importance of taking a phased approach, and then hear about an example of how this has been done well in the past.

Module 2: making it practical

Session 2.1: understanding behavioural drivers in practice

Presentation: The BDM Model and ACT Framework in practice (30 minutes)

The facilitator will give a short presentation on the theory that sits behind the previous activity, and introduce the overarching concepts relating to the ACT Framework.

Defining Programme Objectives

We have seen how important it is to identify the drivers we need to influence in order to promote desired behaviours, this is important because it helps us define the objectives for our programme.

One of the first steps in designing your programme will be to set your objectives. The factors identified as most important during the research can constitute the outcomes of your Social and Behaviour Change programme, when the dimensions will be shorter-term results or milestones, at the output level.

As we noted before, your formative research will guide which elements are most important to consider – the BDM also provides a guide for how to go from a broad, theoretical list of behavioural drivers, to a specific list of the behavioural drivers that are relevant for your specific challenge.

For example, some of the outcome and output level results from the Global Programme to End Child Marriage result framework include:

- Outcome: "Adolescent boys, families, traditional and religious leaders, community groups, and other influencers demonstrate more gender equitable attitudes and support for girls' rights".
- Output: "Families, communities, traditional and religious leaders, and other influencers are engaged in dialogue and consensus-building on alternatives to child marriage (including education), the rights of adolescent girls, and gender equality".

More information, and more examples can be found in the Global Programme Phase II Results Framework ([link](#)).

Defining the Main Approaches

Once you have defined what you want to achieve, you need to decide on the necessary broad types of interventions to make it happen. The findings of the formative research should be your primary source of inspiration. The combination of the right types of interventions will be guided by the drivers to influence.

As you can see, changing behaviours is not a communication exercise: it is a problem-solving exercise, and social norms can be one piece of the puzzle. Very different types of interventions will be used depending on the drivers to be influenced. Communication campaigns are classic go-to activities, but in many situation cash transfers or social safety nets could be more efficient behaviour change interventions. So, use time, effort and money wisely: question your assumptions and what you are doing by default; invest in what research highlights as the critical levels.

When trying to create new, positive shared beliefs when harmful norms are too strong and widely supported it is important to think about the strategies you are going to employ. Innovative ideas need to be presented or encouraged from a trusted, credible source in the reference networks. These ideas can leverage existing protective norms (e.g. parents should do what's necessary to give their children the best start in life) to centre the conversation on expectations that can be strengthened and used to the programme's advantage. This will increase the local relevance and change the nature of the interventions.

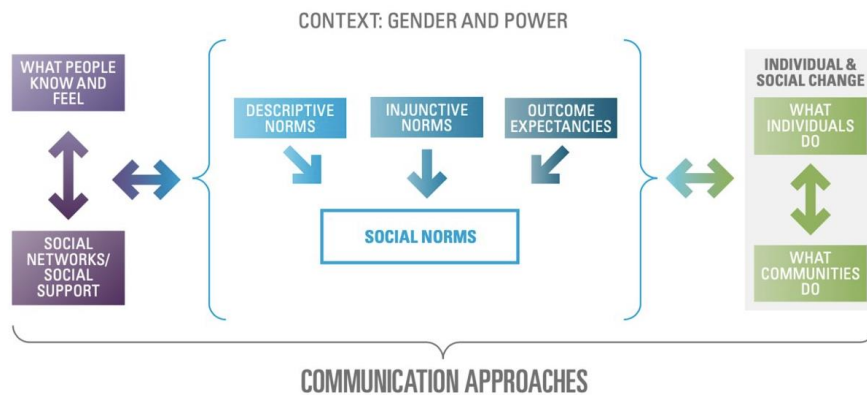
Module 2: making it practical

Session 2.1: understanding behavioural drivers in practice

Presentation: The BDM Model and ACT Framework in practice (continued)

Conceptual Model for Measuring Social Norms Change

One way we can think about programme objectives is using a conceptual model that shows social norms as the intermediary between what people know and feel, and what individuals and communities do. This example has been developed in the context of changing the norms that drive FGM, which it frames within the context of gender and power.



Some key things to note about this model include:

- The two-way arrows indicate the dynamic relationship between social norms, and what people know/feel and individual and social change.
- The model incorporates a social-ecological perspective that situates individuals within their broader environment. It acknowledges that what people know and feel shapes, and is shaped by, who they talk to (i.e. their social networks) and the social support they receive.
- Social norms cannot change if contextual factors such as gender and power (shown encompassing the social norms and their interactions) are not adequately addressed.

Approaches to communication and public engagement designed to change social norms need to consider the whole model. Understanding the linkages between communication approaches and individual and social change will also allow key insights to be revealed about which interventions are contributing to social norms change, and how.

This model has been drawn from the ACT Framework, which we will explore in greater detail later in the course. For now, we just need to think about how we can think about changes in social norms using this model.

Module 2: making it practical

Session 2.1: understanding behavioural drivers in practice

Close and reflect (20 mins)

The facilitator will guide participants to reflect on the just concluded session individually. Participants will then capture their reflections on post-it notes (either physical or on a digital whiteboard).

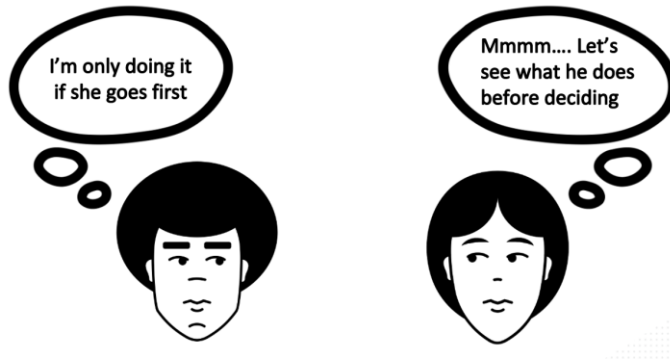
Additionally, the facilitator will take participants through the below out-of-session activity and guide participants on how to access and work on the out-of-session activities which will also be posted online.



Q&A Session

Q: True or false, in order to change social norms, change has to be public? Why?

The correct answer is true, but try to prompt discussion amongst participants around why they answer before providing too much information.



What do you think is going to happen? Nothing. That's a core characteristic of norms, we are trying to conform, and to belong. People will not change if they cannot be assured that the majority of others are willing to as well.

Enough people have to see that enough people are changing. Here again, individual attitudes alone will not do the trick. This is why elements such as public declarations are at the centre of what needs to be done, and also why we need community-based approaches like the many we mentioned

Reflection questions

Thank you all so much for participating in today's session. Please reflect individually and answer the following questions on the provided post-it notes. We will discuss our answers once we have all completed the activity.

Participants should reflect on:

- What is the biggest thing you have learnt during this session?
- How are you feeling after the session?
- What would you like to achieve during the next session?

Module 2: making it practical

Session 2.2: learning how to shift social norms and drawing on best-practice

Reflections and expectations (30 mins)

The facilitator will guide the participants to reflect on their experience during the first session. The facilitator will then share a selection of the responses for reflection and thereafter, present the module outline.



Energy Boost: before the session begins, set up a simple game to engage participants. This could be a 'spot the difference' activity, where participants are asked to identify and call out the differences between two images. This activity is not meant to be challenging academically but is designed to increase energy and set the tone for the day.

Reflections

Take the next five minutes to reflect on the below questions, populating your answers on post-it notes:

- What was your main takeaway from the last session?
- How are you finding the course so far?
- What is something you are confident you know?
- What is something you do not yet understand?

Outline: what do we want to do today?

The aim of the second module is to help you develop the practical skills and tools that you will need to identify and change social norms. You will develop the capability and confidence to set realistic goals, understand what makes a programme successful, and design an approach to shift social norms.

Today's session is more focused on three items:

1. How to create successful social norms change programmes
2. How to map social norms in a specific context and generate a cause effect map to identify meta norms
3. Understanding and accounting for the limitations of social norms change programmes



Q&A Session

Q: As a quick review, what is the first step to change social norms?

- a. **Build an environment that supports new norms and behaviours**
- b. **Publicise change within the targeted communities**
- c. **Change social expectations through community based participatory approaches**

The correct answer is 'c'. Before we can change a norm, we need to change the social expectations of community members. We are going to start today by learning how we can do this, and why it is so important.

Module 2: making it practical

Session 2.2: learning how to shift social norms and drawing on best-practice

Presentation: creating space to shift social norms (70 mins)

The facilitator will give a presentation on creating an enabling environment for social norms to be changed. Throughout the presentation, feel free to pause and create time for participants to ask questions and review their understanding.

A four-stage approach to changing social norms

We have a four-stage approach to changing social norms. Each stage builds on the last one – whilst we might be tempted to skip steps, ultimately we will be unsuccessful in shifting norms if we do not take the time to fully complete each stage.

The four stages in the approach are:

1. Change social expectations. This involves creating a community dialogue that identifies and recognises the negative elements around a harmful practice and dispels misconceptions or inaccurate beliefs related to it. This, along with calling attention to positive values and protective norms, acts to weaken the existing norm at an individual level, making it easier to promote a constructive alternative to the existing behaviour.

Taking a community-based approach involves identifying influencers and agents of change within communities and enabling reflection and the exploration of positive shared beliefs and practices so that the group can decide on a better alternative to the practice. Following this, the community should be supported to collectively commit to act for change and drive mobilisation to bring more people into the core group. The shift in those willing to change should be visible and coordinated in some way.

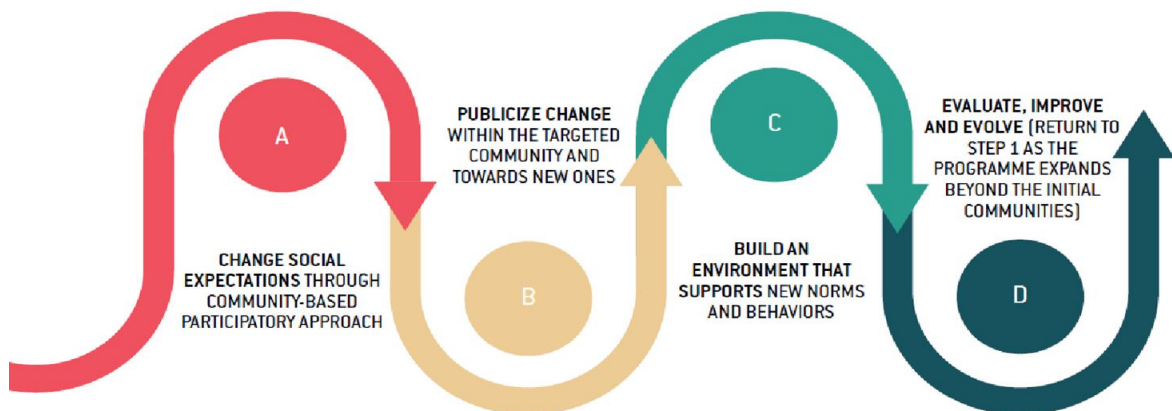
2. Publicising change. This is about communicating the new social expectations within the community through public displays of commitment or success. Part of this should involve drawing attention to role models who are currently practicing the new behaviour, as well as the benefits that it has provided them.

Diffusion of knowledge and change should be coordinated, so that change can be transferred to similar and neighbouring communities.

3. Build a supportive environment. A supportive environment is essential to disseminate and sustain the changed behaviour. This involves providing opportunities for the new behaviour to be carried out by a broader group of people, and helping to create new rewards and sanctions within communities. Groups of influential community actors should be formed to monitor, advocate, and continue the new action.

4. Evaluate, improve and evolve. Programmes should be monitored and evaluated to determine how they can be replicated beyond the initial geographic focus. This can involve identifying elements of the programme to modify based on lessons learnt and other socio-cultural differences in new areas.

This is about scaling up (making the programme more effective), and out (expanding geographic focus).



Module 2: making it practical

Session 2.2: learning how to shift social norms and drawing on best-practice

Presentation: creating space to shift social norms (continued)

When working to shift norms in communities, it is important to remember:

- We need to create safe spaces for deliberations and debates and empower community-led processes. Change needs to be public for it to be effective.
- It is important to leverage protective norms and positive values. Don't fight or contradict local traditions, instead reframe the issue and inspire people by discussing what is great in their society and culture.
- Build on the reasons of those who don't engage in a harmful practice. Amplify their messages and voices.



Energy Boost: instead of presenting the list of dimensions below, try and share only the headline with participants, and then ask them what they think the element is and why it is important. Keeping this session more interactive will help to increase and sustain energy levels throughout the day.

Dimensions for a successful social norms change intervention

A norm-shifting intervention is one that takes a deliberate approach and seeks to transform the social beliefs which drive and sustain harmful behaviours. To fall into the social norms "category" and have a chance to influence norms, interventions must display a combination of specific characteristics. These characteristics have been described below ([source](#)):

Accurately assesses the norms: Identifies which norms shape a given behaviour, which groups uphold the norm, and how. This is the starting point to determine the most effective way to create change.

Seeks community-level change: Shifts social expectations, not just individual attitudes and behaviours, and clearly articulates social change outcomes at the community-level.

Enables community leadership: Makes community members active participants to norms-shifting activities, not static recipient of project-led activities.

Engages people at multiple levels: Uses multiple strategies to engage people at distinct levels of the ecological framework: individual, family, community, policy and societal levels.

Corrects misperceptions and presents the actual norm: Sometimes individuals engage in a harmful behaviour because they mistakenly think most people support it, when in reality they don't. If this "pluralistic ignorance" exists, the possibility to reveal the mistake and demonstrate that approval is less common than people think, is a golden opportunity to accelerate change.

Module 2: making it practical

Session 2.2: learning how to shift social norms and drawing on best-practice

Presentation: creating space to shift social norms (continued)

Address power imbalances and marginalisation: Tackles underlying social phenomena cutting across issues (meta norms such as gender ideologies), not just issue-specific norms which can be their symptoms. This is fundamental to creating long-term social change, particularly for women and girls, and discriminated groups, and to promoting alternative roles and relations that enable all women, men, girls and boys to have equal opportunities and exercise their rights.

Creates safe spaces for critical reflection: Community/group members have space to think critically about their own ideas and behaviours, and to reflect upon both old and new norms. This is a sustained reflection that goes beyond trainings, one-off campaigns or ad-hoc outreach.

Creates new norms and leverages positive ones: Creates new, positive shared beliefs when harmful norms are too strong and widely supported. Innovative ideas need to be presented or encouraged from a trusted, credible source in the reference networks. These ideas can leverage existing protective norms (e.g. parents should do what's necessary to give their children the best start in life) to centre the conversation on expectations that can be strengthened and used to the programme's advantage. This will increase the local relevance and change the nature of the interventions.

Roots the issue within the value systems of a community: Identifies how each norm serves or contradicts a community's own values, rather than labelling a practice within a given group as bad, which can shut minds and hearts. It is important to create desire and inspiration for change, to galvanise participants. Facilitators should support the collective identification of alternatives on how people might better live their values if things changed, including positive religious, cultural and family values.

Works with 'positive deviants': Leverages role models, identifies and works with early adopters of the positive practices.

Uses 'organised diffusion': Sparks critical reflection to change norms first within a core group, who then engages others for community-level impact, and later spread the change outside of the initial community.

Addresses ethical considerations and safety concerns: Programme managers clarify their own values, and how their agenda may not support the community's desire for self-determination and respect of sociocultural identities, despite the program's good intentions. Power differentials between programme staff and the community as well as power struggles between sub-groups within the community guide the creation of dos and don'ts.

Module 2: making it practical

Session 2.2: learning how to shift social norms and drawing on best-practice

Presentation: creating space to shift social norms (continued)

Thinking about norm shifting

When seeking to change a norm, when it is only framed as “elimination of harmful practices”, the programmes tend to reflect this negativity into the content of engagement on the ground. But this is sensitive: telling people what they do is wrong is not the best starting point, as some of these practices are inextricably tied to their social identity and ability to fit into their reference group.

If we want people to abandon the practice we need people to reach the conclusion on their own. We can engineer the conditions for people to reach these conclusions but should avoid fighting or contradicting current norms or traditional practices. It is also important to understand and recognise that people who are engaging in harmful practices are not deliberately choosing to harm their children or those around them, rather, they believe that these practices are good for their children.

For example, feminist strategies are not focusing on men being evil, but on women deserving and requesting equal rights. Successful programmes to shift FGM have focused on creating intergenerational dialogues, where FGM is not the purpose or the starting point of the conversation, but rather the values, expectations and wishes of communities, or how people relate to a practice within their communities. This highlights the importance of framing – practitioners have found that ‘stop FGM’ is not the best entry point for conversation. It is about finding a balance where existing values can be leveraged, protective practices can be highlighted, and individuals can move away from a harmful practice.



Quick Recap...

What have we learnt during this session?

We have continued to build on our understanding of the practical things we need to consider when programming for behaviour change. We have learnt about the environment we need to create before we work to shift social norms.

What is next?

Now we are going to work through our first practical example of what a programme that aims to shift social norms looks like. This will help us to solidify our theoretical understanding of programming for social norms and bring some of our understanding to life.

Module 2: making it practical

Session 2.2: learning how to shift social norms and drawing on best-practice

Presentation: Learning from the best (40 minutes)

The facilitator will take participants through a case study that highlights best-practice norm change. The facilitator should focus on demonstrating how the theory works in practice, and should allow participants to draw in their own examples and experiences.

Normative shift using Saleema

Saleema is a programme that was launched in 2008 by the Sudanese National Council for Child Welfare (NCCW) in collaboration with UNICEF Sudan. Saleema effectively shifted the narrative around FGM by promoting the use of positive terminology to describe the natural bodies of girls and women, recognising the significance of the local culture through its language.

At the heart of the Saleema initiative is an understanding of the power of words in shaping perceptions. The initiative grew out of the recognition of a critical language gap in Sudanese colloquial Arabic. Despite 30 years of activism to increase awareness of the harm caused by FGM, there was still no positive term in common usage to refer to an uncircumcised girl.

The initiative started with a campaign to move from describing girls as “ghalfa”, which is a negative and shameful terminology, to “Saleema”. Saleema means healthy, pristine, complete and wholly as God created her. It is also a girl’s name.

The initiative aimed to change the descriptive and injunctive norms about FGM by promoting wide usage of new positive terminology to describe the natural bodies and social status of girls and women.

How did they do it?

Instead of using top down messaging, the programme adopted co-design and participatory design to create messages and meaning that was contextually relevant. This process also worked to stimulate discussions within communities, which as we said before, is a key to creating an environment for social norms change.

Part of these discussions included religious debates amongst leaders to find answers to accept Saleema in religion. By working with religious leaders and institutions, the programme was also able to gain wider and easier acceptance within communities.

Rather than focusing on the problems associated with FGM, messaging also focused on the health advantages of a full female genitalia. Education and debate focused on the advantages of not engaging in FGM, rather than the problems associated with FGM.

In Saleema, change is always situated in raising a range of voices belonging to women, men, and children at different stages of the change process.

Moments of shifting to the new norm

When a social norm is in place, an initial divergence between attitudinal and behavioural change is to be expected. But when the “tipping point” is reached, behaviour change can be quite sudden.

The norm created is that wearing Saleema colours indicates joining the movement irrespective of being cut or not. Creating an external, visible sign of support for the movement also activated wider groups and communities.

Community leaderships on top of public collective declarations, that commit to abandonment, including from religious scholars.

Saleema nominated a diverse group of celebrities and public figures to be ambassadors for the cause (“Sufara’a Saleema”).



Energy Boost: ask participants to call out the main things they have learnt during the day. If they are struggling, remind them of the titles of each of the sessions and ask them to reflect on the main points from each one. Make sure everyone is contributing to the discussion, and feel free to directly call out those who are quieter.

Module 2: making it practical

Session 2.2: learning how to shift social norms and drawing on best-practice

Activity: norms, influencers, and approaches (40 minutes)

Participants will be asked to use the case study information to answer a series of questions. The facilitator will divide participants up into pairs or groups of three. Each group should aim to complete both case studies, but if the session is running short of time the facilitator can choose to have each group do just one (assigning groups one of the two case studies).

Case Study Content

Pre-Wedding Misery

Early in April 2017, I was really happy, as I was getting married. However, something very strange happened. One morning, I was called by my mother and other women who told me I needed to get prepared before my marriage. I got excited, as I thought it would be a happy day, but it turned out to be very horrible.

I was young, less than 10 years old, when I had undergone FGM—and had been mutilated in a terrible way. When I was cut, they sewed up my entire private part, leaving a small hole that barely allowed urine to pass through.

When my mother and the other women had told me that I needed to get prepared for my wedding, they meant opening up the sewed parts of my vagina, which they did. I could not understand the problems that such a procedure would bring me. When they opened the sewed part, I got infected, and the healing process took a long time—in fact, it took such a long time that I missed the designated day of my wedding. I eventually got married, but the experience made me very depressed, and I do not want my daughter to have the same horrible experience. But in this patriarchal culture, I am really powerless, and I fear that my daughter will eventually get mutilated.

Unfortunately, people think that if a girl is not mutilated, she will grow up and develop some uncontrollable sexual desires. But that is a myth that has no truthful basis, because there are many girls who have never undergone FGM and they are fine. As a society, we need to increase our awareness campaigns to debunk all the misconceptions and myths about FGM.

Blinded by Harmful Traditions

I am Asli Salad, from Garowe. My mother died when I was two years old and I was raised by my grandmother, who also died when I was 11. My aunt took on the responsibility of raising me and due to the change of my guardians, I was lucky enough not to undergo FGM. This was unusual, because most of the girls in our neighborhood were required to undergo this harmful traditional practice.

In August 2016, I got engaged, and was about to get married, but the mother of my fiancée demanded that before the wedding took place, I needed to be inspected to see if I was circumcised or not. I felt this was very odd behaviour, and actually I felt I was being disrespected. I had never heard of girls or women being inspected to verify if they had undergone the cut. This was an unexpected move for me. At first, I was unwilling to undergo the so-called inspection, but due to pressure, I was convinced to agree to this nonsensical behaviour.

During the 'inspection', the boy's mother discovered that I was not circumcised—she was shocked. She instantly started a campaign to disparage me and my character and informed her son that she will not allow him to marry me because I had not been circumcised. She forced him to cancel the wedding plans with immediate effect.

Desperate to save the wedding plans, I had to agree to be cut before the marriage, but my idea fell on deaf ears, as the boy's mother had already formed a preconceived opinion that since I was not cut, I used to have uncontrolled sexual desires that may have included having sex before marriage. This was completely incorrect—a narrative made up by the mother who eventually convinced her son not to marry me. When I look back, I realise that, in essence, this was a blessing in disguise for me, because I did not have to undergo the inhumane treatment of FGM.

For each of the case studies:

- Who is the main influencer promoting the practice?
- What norms can you identify? How might you go about prioritizing them?
- What type of approaches you would prioritise?

Module 2: making it practical

Session 2.3: creating successful social norms programmes

Presentation: Creating a successful social norms change programme (20 mins)

The facilitator will present on the below topics and facilitate discussions with participants on the rationale for a phased approach. The facilitator can add relevant examples, experiences, and questions from their own experience.

Rationale for a phased approach

Addressing the complex nature of social norms calls for a phased approach that focuses first on understanding, diagnosing and implementing change strategies in a limited number of geographies before launching to a larger scale if successful.

This approach will provide the programme team and their on-ground partners with the opportunity to “try out” interventions, and later with a case for going to scale. Testing technical feasibility and efficiency before deciding whether and how to roll out is the main safeguard to avoid pitfalls affecting many people and areas.

It is important that interventions are designed for scale from the beginning even if initially tested in a couple of pilot areas. If the pilot is successful, you can convince the government to embed the social norms programming elements into the national systems and really programme at scale.

The decision on if and how to adapt the programme needs to be supported by insights gained from initial roll-out. Analysis will help fine-tune the design and clarify conditions for success of the wider effort.

Taking a phased approach has positive impacts on a number of project elements, including:

- **Cost:** there are usually limited funds available for behaviour change programming, which can be a resource-intensive activity. It is important to balance scale and cost – it is better to reduce scale so that quality is not jeopardized.
- **Exploration:** change is locally specific. In the absence of pre-determined solutions, incremental approaches are the best way to proceed.
- **Intensity:** more substantial investments can be made locally using converging engagement tactics. This holistic approach will maximise the chance of participants and target audiences to reflect and change.
- **Precision:** small-scale interventions offer an opportunity for greater control, flexibility and adaptability. A nuanced approach can be difficult when implementing to scale.
- **Horizontal transfer:** among intervention models, the more classic pathway to changing Social Norms starts with a full-fledged community approach in core groups, followed by a spill over to expose peers and similar groups to the change achieved and build public knowledge of it. Success in a specific geography makes it easier and quicker to spread the change rather than to start again from scratch somewhere else.
- **Skills:** phasing can provide the opportunity to build a nucleus of capacity in implementing norms-shifting interventions prior to scaling-up. This is imperative when engaging in community-driven approaches.
- **Measurement:** small scale interventions offer an opportunity to more easily conduct statistically representative assessments, whereas the sampling constraints of large scale studies make it harder to detect changes and claim their significance.
- **Advocacy:** phasing will help demonstrate the efficiency of the approach (including the norms-shifting interventions) in a tangible and experiential manner, which can help convert sceptics and build coalitions by convincing donors and partners of the value to further develop the programme. This “trying before buying” is also a way of managing risks.
- **Pace:** sustainable behaviour change can take many years to achieve, often because of the larger social or structural shifts it might require. Though a programme may be successful in changing a social norm within a singular group or community in a relatively short time (approximately three years according to UK Aid research), changing the same norm at scale can take many more years and will require an adaptive programme approach which allows for continuous testing, iteration and optimization.



Energy Boost: instead of presenting the list of factors above, try and share only the headline with participants, and then ask them what they think the element is and why it is important. Keeping this session more interactive will help to increase and sustain energy levels throughout the day.

Module 2: making it practical

Session 2.3: creating successful social norms programmes

Presentation: Lessons learned from practice (60 mins)

During this session, the facilitator will present their experiences programming for social norms change, and invite participants to share their own experiences programming. The focus of this session should be on sharing lessons learnt, examples and stories from the field, and tips and tricks for participants who will begin undertaking this work.

The focus of this session should be on creating open dialogue and allowing participants to ask questions of the facilitator.

The below lessons can be added to and adapted to the facilitator's own experiences. They are simply example points that can be drawn on.

Lessons learnt during a pilot phase that contributed to a successful scale-up

- Mixed groups generated more heated debates and richer contributions from members compared to homogenous groups (men only, service providers, TBAs only, police).
- Having a clear vision and common understanding on the programme (from junior to senior staff) is more sustainable; all staff should be trained to avoid interruption of activities in the case of staff turnover.
- It is not enough to involve the government officials; they need to be trained on the theory of social norms change for buy-in, support during implementation, and sustainability after programme completion.
- The assumption that existing leaders are most influential when it comes to decision-making by the community is not always the case; the social networking theory is more effective in identification of the most influential reference groups in the community.
- Engaging community discussion leaders who are already agents of change in their community and are committed to the initiative is more effective in building strong community groups with a higher retention and success rate (sustainable).
- Having a standardised budget for the programme is more effective to avoid under planning or overestimation of activities.

Close and reflect: Moment of impact (20 mins)

The facilitator will ask the class to reflect on the below questions. The facilitator will then select a few people who will share back with the wider group.

Take the next five minutes to individually think about:

- How are the new skills changing your perspectives on programming?
- What is different from what you used to do before?
- What might be the challenges of implementing this type of programme design?
- What might be the benefits?

Module 3: rolling up our sleeves

Session 3.1: implementing social norms change programmes, and what they look like in practice

Introduction and getting to know each other (50 mins)

Facilitator will welcome participants and recap the learning objectives. Facilitator will then guide participants through the introductory activity, which is designed to assist participants in getting to know each other better.

Introduction activity: Coffee date

The aim of the next activity is to get to know your peers better, and at the same time begin to plan how we will move forward and use the information we have gained. You will be divided into pairs, and spend the next 30 minutes interviewing each other and answering the following questions:

- What have you always wanted to do but were afraid to try?
- Where do you want to be in five years? What about 10 years?
- How are you going to implement what you have learnt so far in this course? What would like to achieve in the next three months? How can this be captured in a set of goals?

Individuals will write down a goal that they aim to achieve in the next three months. Pairs should also make an arrangement to follow-up with each other.

When participants come back together, they will be asked to share the goal that they set for themselves, and how they are going to follow-up with each other.



Tip: even if participants are not talking initially, try and refrain from intervening in their conversation. This is an important time for participants to begin connecting with each other. If several minutes have passed without conversation (which is unlikely), feel free to jump in and ask questions.

Outline of activities and session objectives

Considering that you now have a good understanding of how to design a phased approach, this next session will further build your understanding of how to design and use community dialogue toolkits to begin the social norms change process.

You will also get a more in-depth understanding of how to define programme objectives and the indicators for change.

Module 3: rolling up our sleeves

Session 3.1: implementing social norms change programmes, and what they look like in practice

Presentation: Implementing social norms change programmes (40 mins)

Facilitator to present information and guide discussion on Norms-focused community based approaches. The facilitator will use case studies to ensure the discussion remains engaging.

Norms-focused community-based approaches

Who and how many people must be engaged to shift a normative behaviour depends on which stakeholders and relationships guide the compliance with the norm. To understand this, it is important to review the formative research – the higher the risk of sanctions, the higher the need to coordinate the change within the right group of participants. Norms are also specific to people and places: some may practice the same behaviour for distinct reasons. Look at how drivers differ by sub-groups.

Norms shift at group level. A participatory and whole-of-community approach is fundamental in precipitating social change. When developing community engagement intervention, it is important to consider the following:

- Bring in the targeted community: it is important for communities to own the process of change as this will strongly determine the success of the intervention.
- Choose the right facilitator: ideally, the facilitator should be selected from the targeted community.
- Create balanced dialogues: balance the transmission of learnings from outside, with dialogue and deliberations stemming from the community itself.
- Bring in the voices that are often unheard: this will particularly include women, adolescent girls, children, people with disabilities and marginalised groups.
- Bring in the 'game changers': these are the people who are more receptive to new information or ready to take the risk of deviating from the norm. These are "positive deviants" who may become trendsetters or role models.

Following this criteria creates trust, credibility and debate which can lead to the emergence of new ways of thinking. It is essential to note that understanding norms and how to change them requires engagement with target communities from the very start. This means understanding and working with local cultures, values and customs.



Q&A Session

Q1: Which image shows the way people normally communicate and work in communities?

Ask participants to reflect on their own experiences, noting that the majority of community engagement typically follows a scenario 1 approach, whereby a single 'expert' or 'facilitator' will present information to a community group.

Q2: Use a single word to describe what is happening...

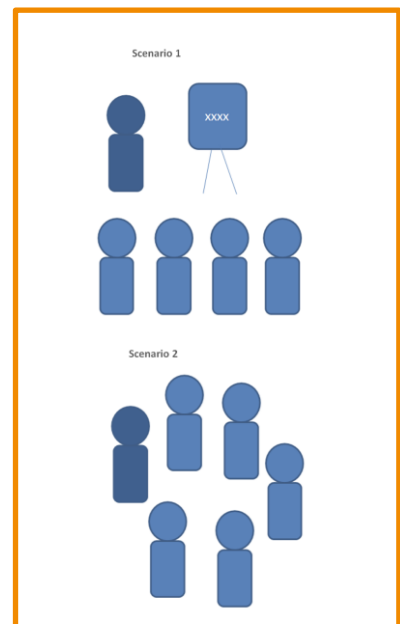
- In scenario 1
- In scenario 2

There are no correct answers here, but ask each participant to contribute with one word. Ask participants not to use the same word as someone before them, saying that each person needs to contribute a new word.

Q3. What feelings do you think people have...

- In scenario 1
- In scenario 2

There is no correct answer. Ask participants to contribute a word.



Module 3: rolling up our sleeves

Session 3.1: implementing social norms change programmes, and what they look like in practice

Case Example 1: Communities Care Programme (80 mins)

The facilitator will give a presentation on the Communities Care Programme, using it as a case example of successful programme implementation. The facilitator should pause to take questions from participants throughout the presentation, and should feel free to draw in additional examples or experiences from their own work. More information on the Programme can be found here ([link](#)).

Group content vs. group processes

When thinking about facilitating a group conversation, there are two elements that need to be considered. These are:

1. Group content, which describes what the group is talking about. This includes the topics that the facilitator raises, the topics that the group organically raise, as well as the ideas that they are sharing, and individual and collective goals they are working towards.
2. Group processes, which describe how the group is working together. This relates to how the group is communicating, how people are relating to each other, and dynamics between individuals in the room.



Q&A Session

Q1: Do you think the group process or group content is more important?

While both are important, group processes are ultimately what will determine the success of an engagement. Without productive, constructive, and open space to share, groups cannot work effectively together.

Q2: How does content affect process? How does process affect content?

The content of a discussion can determine the power dynamics that exist within a group, and how individuals respond to content. Ask participants how they think groups and individuals might respond if a taboo topic was raised.

The process determines how comfortable groups, and individuals within groups, are discussing content. If group processes are not working, individuals are less likely to share ideas or identify productive and constructive goals to work towards. Further, there needs to be equity within the group – equity is the foundation for meaningful discussion.

Q3: Are discussion leaders responsible for the content or the process? Why?

Ask participants what they think first, and why. Try and encourage them to share diverse opinions.

Ultimately, the facilitator is responsible for both. However, the facilitator's first priority should be on establishing productive group processes that allow the content to flow with light intervention and direction.

Introduction to Communities Care

The Communities Care (CC) programme of work was launched to prevent gender-based violence in conflict-affected areas in both Somalia and South Sudan by UNICEF. Specifically in Somalia, the programme has been implemented in partnership with the INGO CISP. The programme focused on preventing sexual violence against women and girls by working with communities to address the social norms that promote violence, and amplify dignity, equity, and non-violence.

The Communities Care programme focuses on altering individual behaviours, collective practices and widely held beliefs that contribute to sexual violence against women and girls. The programme's approach is to strengthen community-based care, engage communities to reflect on harmful norms that foster sexual violence; explore and choose alternative positive practices; come up with an action to promote positive values; communicate the change; and build enabling environments to sustain the change. In addition to community-led initiatives, this process of change entails the involvement and buy-in of key decision makers, stakeholders, and agents of change of both genders.

Module 3: rolling up our sleeves

Session 3.1: implementing social norms change programmes, and what they look like in practice

Case Example 1: Communities Care Programme (continued)

Preparation stage

The preparation stage aimed to set the project up for success. The key activities at the preparation stage included:

- Conduct a social norms assessment to identify prevailing social norms to be addressed.
- Develop a comprehensive community discussions training guide – adapted the UNICEF Community Cares (CC) guide to the local context; including translations in simple Somali.
- Develop the tools used to plan and monitor activity implementation (live documents).
- Map gender based violence/child protection service providers in the areas of implementation (to also identify capacity needs and gaps in service delivery).
- Establish referral pathways and disseminating information to key stakeholders and programme staff.

Initial stage

The initial stage focuses on setting up partners so they have the capacity and capability required to implement, and recruiting those who will be participating. The specific activities included:

- Strengthen capacity of service providers (including community health workers, education providers, and psychosocial support officers), and law enforcement (police). This capability building focused on survivor-centred approaches and supporting health service providers to identify new cases in women and girls visiting health centres.
- Recruit community discussion leaders.
- Conduct an assessment to frame the exact topics of discussion.
- Train Research Assistants on research protocol & data collection procedures (ToT by Johns Hopkins University).
- Conduct baseline research for impact measurement.
- Train community discussion leaders (on social norms, self-awareness, sexual violence and facilitation skills).
- Select community discussion participants by community discussion leaders.
- Conduct personal beliefs assessment (process monitoring at the start, middle and end).
- Facilitate community-led dialogues among key groups in the community on harmful beliefs and norms for 13 weeks.

Tips and tricks for engagement

Attitudes represent what someone thinks or feels about something. It is one of the key drivers of an individual's choice of action and one of the most crucial in shaping behaviour change. Alternatively, norms capture the perceptions about what communities expect an individual to do or not do.

When engaging with local communities keep in mind that:

- People might not be actively aware of the beliefs and expectations they hold until those are explicitly discussed.
- People tend to reject information that challenges their beliefs and favour information that confirms them.
- “Frames” set and limit the way people think: how the issue is portrayed initially will define the perspective used by participants and the possibility to later unlock solutions.
- Cultural awareness is critical – people from different cultures will not only look at norms differently, but also respond differently to interventions and the ways in which we engage with them.

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Session 3.1: implementing social norms change programmes, and what they look like in practice

Case Example 1: Communities Care Programme (continued)

It is so important to use community-specific language and examples. Some general principles to consider when tackling attitudes towards the harmful behaviour:

- **Address inaccurate beliefs.** If they exist, address inaccurate beliefs that the practice is supported and carried out by the majority of the community. Highlight the true extent of support and what is actually happening within the reference network: e.g. the fact that in a given community, most men don't actually beat their wives despite the perception that this is a common occurrence. Insights for this will be gathered from formative research and initial results from baseline surveys.
- **Provide examples** of the harm or negative effect that the current practice causes participants - formative research will help you identify what is most important to those involved.
- **Reframe the discussion.** Find ways to describe deviant behaviours positively: e.g. present alternatives which already exist within the reference network as honourable, as signs of purity, etc.
- **Highlight how local value systems seem to point to alternative behaviours.** For example, how current practices may contradict other religious or moral norms.
- **Recognise that individuals have the right for autonomy and self-determination** if the engagement remains "unsuccessful" from your perspective.

In any case, always apply a human rights-based approach and respect the community's own beliefs and traditions. It is important not to alienate communities or groups, and ensure that all engagement is respectful.

Communicating change to others

As we learnt earlier, public signals of change are an important element of any programme seeking to shift social norms. For this programme of work, individuals publicly declared their commitment to positive community behaviour and to behaviours that prevent sexual violence.

Public declarations were a key part of this programme. As you can see (refer to images in slide deck), these declarations were both impactful and highly visible.

Stories of change and impact can also be highly impactful. As we can see in these examples (refer to stories of impact in slide deck), stories of impact can be emotive and highly impactful communication tools.

Action plan implementation

For the Communities Cares programme of work, implementation consisted of:

Community action plan implementation, which was done over a six week period within the community. The foundation of this was the group-dialogue, but activities also included (but were not limited to) community-led interventions such as:

- Door to door engagement
- Theatre
- Songs
- Sports for youth
- Media

End-line survey, which was done to measure the impact of the activities.



Q&A Session

Q: Share a success story that has resulted from an intervention

This session is about creating conversation between participants. The facilitator should feel free to share their own experiences, and encourage all participants to engage.

Module 3: rolling up our sleeves

Session 3.1: implementing social norms change programmes, and what they look like in practice

Case Example 2: Role Model Academy (90 mins)

The facilitator will introduce the Role Model Academy Community Conversations toolkit, explaining that these are new approaches to engaging communities when wanting to change social norms. The theory will be illustrated throughout using the Role Model Academy example, which describes a UNICEF project that is currently underway and moving towards implementation in Ethiopia.

What are community conversations?

Community conversations are a methodology in which a set of diverse representatives of the community come together, have discussions about their concerns and by leveraging their own experiences and capability, converge on a set of actions that can bring about meaningful and needed change, and implement them accordingly. Community conversations are one of several activities that can be used to shift social norms. In order to create and sustain real change in social norms it is important to use a diverse, complementary and reinforcing set of approaches.

While community conversations can happen anywhere, one of the most important elements of the methodology is the incorporation of local context. Community conversations create space for communities to identify and share their concerns and challenges, deliberate solutions, and map courses of action.

Community conversations are determined and conducted by the community. They create community-owned solutions across age, gender, and their values.

Aims of community conversations

The Role Model Academy Community Conversations toolkit was developed to support this process, with the aim to:

- Encourage members to speak more openly about practices in their communities and be empowered to have an influence on their future.
- Support facilitators to work with communities to build something bigger than the dissemination of information through the creation of energising, enjoyable, and empowering environments.
- Help programmers reach goals around ending harmful practices and also cite measurable change in people's attitudes and behaviours.

How do community conversations contribute to real change?

Through conversation and reflection, the community will develop a deeper understanding of the prevalence of FGM and child marriage in their own community (and their connections to VAC/VAW and gender inequality), the harm that they both (respectively) bring about; and by helping to deeply understand and embrace the social and behavioural changes to prevent them.

Key outcomes of community conversations include:

- The conversations will encourage the community to be empowered to meet their challenges around these issues by applying their values and the practices recommended in their action plan.
- The community will have an increased sense of ownership over local FGM and child marriage prevention and elimination.
- The community's capacity to plan, implement and follow-up child marriage/FGM interventions will be strengthened.
- The community will have a better understanding of the means available to them to prevent and report FGM and child marriage, as well as knowledge of children's rights and gender equality.

Community conversations are designed to empower communities to act. At the start, conversations form a major part of the process to shift social norms. However, as conversations progress and communities start to move towards social norms change, the conversations become less important and the community can continue to act without them.

Community conversations is an effective approach that can be further reinforced through other channels. For example, community conversations could be reinforced by media to support new norms, drama to showcase new norms, entertainment education to promote further reflection, as well as a variety of other methods.

Module 3: rolling up our sleeves

Session 3.1: implementing social norms change programmes, and what they look like in practice

Case Example 2: Role Model Academy (continued)

Case Example: community conversations for social norms change in Ethiopia

The Role Model Academy is a behaviour change model which preserves the core methodology of Community Conversations (CC) – that is, conversation as a mechanism for critical reflection and dialogue about harmful norms and practices – but also introduces a completely new framing that is contextually relevant to Ethiopia in both stressed or unstable and stable (non-humanitarian) context.

Conversations for adolescent girls and boys are structured around the concept of a “Preparatory School,” with the intention of:

- Introducing an alternative rite of passage for adolescent girls and boys that de-emphasises marriage and emphasises personal growth, leadership development and more equitable family life/relationships that contribute to the well-being of the community as a whole.
- Providing a safe and protected space for sensitive conversations (for instance on relationships and sex).
- Delaying marriage by introducing the concept of new aspirational ‘milestones’ which signify emotional maturity, adulthood, and which pre-empt a healthy and more equitable marriage.
- Promoting a shared experience and “in-group” identity by leading same-age cohorts through a series of growth and development-oriented opportunities.

The way this worked in the Role Model Academy was:

- Conversations for adult women and men are framed around the concept of promoting ‘excellence’ in terms of family life and contributing to a constructive, healthy community. In the final session of the 6-month programme, the Role Model Academy and the Family Life Academy (a complementary programme, that we have not discussed today) come together to make a pledge as family units and together as a community.
- Conversations leverage large, mixed groups but also make space for more intimate, smaller conversations that offer ‘safe spaces’ to discuss hopes, fears, aspirations and pressures that boys, girls men and women face especially in regards to FGM and child marriage.
- Attendees graduate from one level as adolescents to another as adults, with all sessions building on the last and offering challenges to be completed outside of sessions. Social network analysis is used when the conversation groups are established, to support the deliberate diffusion of the key messages to the broader community from the outset.
- Sessions are built around specific themes and key messages, but also include proven behavioural tactics which can catalyse the action we expect as part of the Change Pathway.

How do community conversations work?

Community conversations help to support interventions that specifically drive critical thinking and change in the issues surrounding social norms. The methodology has recently been redesigned to:

- Include considerations of social psychology, local sociocultural and gender norms, the behavioural sciences and more so as to drive social norms change.
- More adequately address the varying needs (including drivers, motivators) of the target groups among whom it seeks to shift behaviour and practices.
- Take a strategic approach to social norms change and include an approach to tracking diffusion of the community conversation methodology within broader community.
- Ensure greater quality assurance and process measures.

This toolkit has been specifically redesigned to address harmful practices, with a particular focus on child marriage and FGM. Both practices are considered a priority for Ethiopia in order to ensure the protection of children’s rights, including prevention of gender-based violence and violence against children, increasing girls’ access to education and improved women’s health indicators.

Module 3: rolling up our sleeves

Session 3.1: implementing social norms change programmes, and what they look like in practice

Case Example 2: Role Model Academy (continued)

Community conversations and social norms change

The following “core pathway” is the theoretical basis for the design of the Role Model Academy sessions. Each session is designed to advance participants through a comprehensive, sustainable behaviour change journey. Over the course of the 12 sessions, as participants unite their attitudes around a desired behaviour, social expectations begin to shift around that behaviour and thus norm change is catalysed. Moreover, participants are expected to participate in community conversations year on year, which further reinforces new norms and allows the community’s conversation to grow ever more nuanced and refined toward the desired “role model community” and “community of role models.”

Motivation – targeting evaluations (of risk, of cost and benefit), wants and needs

This initial phase aims to intrinsically motivate people to participate in this process, and to diagnose (ascertain from the participants themselves) the drivers of the existing norms. This step will ensure there is a comprehension of the desired norm among the target population.

Self-awareness – building awareness

Once the participants fully comprehend the value of the desired norm, they will be aware of the need to change their behaviour. For this to happen, they must feel empowered to shift their own behaviour toward the desired norm (through nudges and other psychological or cognitive behavioural tactics), and this can come through reducing the social risk and pressure associated with adopting the desired behaviour.

Self-efficacy – personal belief in the behaviour and in practicing the behaviour

This is facilitated through a community environment which reinforces/rewards that behaviour. This step builds upon the awareness and ensures that the individual has the right capability (relevance of time/place/stage of life, digital connectivity/access if relevant, etc.) and self-belief to continue to pursue (maintain) the desired behaviour. The community must also promote, reinforce and reward that behaviour in order for it to be accepted and sustained.

Advocacy – promoting the desired norm

In this final phase, building on the self-efficacy which unlocks the sustained behaviour change, participants become proactive advocates of the norm within their social group, as their behaviour remains consistent with their attitude.

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Session 3.1: implementing social norms change programmes, and what they look like in practice

Case Example 2: Role Model Academy (continued)

Example activities: adolescents and adults

There are many ways that activities can be designed and facilitated through community conversations. It is important to note that activities should always respond to local contexts and the norm being targeted.

Some examples that were used in the Role Model Academy include:

- Act like a boy/girl, which involved asking adolescents to behave like an adolescent of their opposite gender. This activity is designed to create empathy and sensitise individuals to the experiences of others. For example, experiencing the way a female adolescent experiences discrimination in a school-setting could help to create empathy amongst boys.
- Guest speakers, who can be respected members of the local community help to present facts about a harmful practice.
- Storytelling can be an effective way to both identify the norms that are causing harm, and to help individuals chart alternative ways of acting.
- Graduation is an important part of the process. Celebration and recognition of those who have participated in community conversations helps to spread further awareness within the community, encourage participation, and supports the individual to continue engaging in desired behaviours.

Let's recap

The most important things to remember about community conversations are:

- Community conversations are an effective tool for education and social norms change as part of a longer term, structured programme.
- Community ownership is key, so local contextualisation through ensuring adaptability for local norms and cultural and religious considerations is essential.
- Community dialogue approaches begin with the involvement of facilitators and ideally evolve towards more community-led, sustainable footing.
- Engineering as many opportunities for cross-over sessions (in smaller and larger groups) between ages and genders is highly beneficial.

Further, there are many examples of successful community dialogues and conversations that are well documented. These include:

- Community mapping in Eritrea ([link](#))
- The Grandmother Project ([link](#))
- SASA! (which can be found in Everybody Wants to Belong) ([link](#))



Quick Recap...

What have we learnt during this session?

We have heard about some case studies that show how the theory we have explored can come to life.

What is next?

These examples, along with our more robust understanding of implementation will help us as we work to develop our own skills. Next, we are going to continue to build our practical skills, and understand what it takes to design a programme that aims to shift behaviour.

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Session 3.1: implementing social norms change programmes, and what they look like in practice

Activity: local contextualisation (40 minutes)

The facilitator will engage the whole group in a discussion about community conversations, and how they can be contextualised. This will involve running through each of the questions below, and can capture participant responses on a whiteboard.

Community conversations are most successful when they consider local circumstances including religion, education level, economic status, harmful practice prevalence, permanency of community, security situation and beyond. In Ethiopia, this was considered across 6 regions alongside the overall geopolitical situation.

Because of the importance of contextualising community conversations, we are going to run through an activity to understand how we might go about making a community conversation relevant and appropriate for a community.

Firstly, we need to think of a location or community that we could target. For example, we could pick somewhere where we have experience working before. We also should prioritise locations where the prevalence of the targeted norms are less uniform as the chance to obtain results, and diffuse the change later, is higher.

For this location, we are going to reflect on:

1. What locally would you need to consider in finding a facilitator?
This could include elements such as language, ethnicities, gender, religion, or level of commitment to change. There may be several dimensions that would need to be considered.
2. Are there any local groups you might be able to leverage in order to help with launch?
3. What issues would your community conversation focus on most (VAW/VAC, FGM etc)?
4. What games or activities have been successful for you in the past for community conversation style gatherings? These do not have to be gatherings that were specifically community conversations, they could be events that have sought to bring the community together for other reasons.

Module 3: rolling up our sleeves

Session 3.2: building on case examples and designing for change

Activity: Case competition (90 minutes)

The facilitator will guide participants to split into small groups. In the group, they will be given a scenario describing a harmful practice occurring as a result of the community's social norms. The group will be asked to ideate and create a number of potential interventions, and plans to measure and monitor those interventions – based on a predefined scenario. Participants will have to create compelling reasons why they believe their approach is the best and most innovative, and thereafter, present back to the group.

The facilitator will be available to groups as they work through their scenario and develop their interventions – moving between groups to provide input, advice, and push participants to take their ideas further.

Towards the end of the activity, groups will present back their ideas to the whole cohort. They can give each other feedback on their ideas, and discuss ideas further.

Instructions for participants:

1. Learners to split into small groups. (Facilitator to define group composition)
2. Review the provided scenario describing a harmful practice
3. Create intervention(s) and a work plan to eliminate the harmful practice
4. Use space (either in the room or virtual) to work through the scenario
5. Describe the interventions that could be used to change some of the social norms
6. Explain and justify why they have selected these interventions
7. Present back to the group.

When presenting back to the group, the facilitator should guide groups by asking:

- What behaviour is your intervention addressing?
- What norms influence this behaviour?
- Who would be the primary and secondary participants for your intervention?
- What activities/approaches would you use to reach them and change social norms?

Case Study Content

Scenario: Fadi's Story

15-year-old Fadi comes from Dosso, in Niger. She likes school and is doing well in class - she even has the best average in her class. Things might not have turned out like this for Fadi.

When she was in sixth grade, Fadi was attending school in the capital of the municipality, Golle, where she lived with her grandmother. Her biggest wish was to succeed in school and have a career like the girls and women she saw in the city. Fadi would watch the older girls in Golle who had jobs and could buy clothes and talk with her school friends about how sophisticated they were.

During the summer holidays, Fadi would return to her village to see her parents, who used to warn Fadi about talking too much about her future career prospects. They were worried that other families would judge them for having a daughter who did not want to return home and remain in their community. Fadi's parents would talk about the other girls in Dosso, who were getting married and becoming mothers. They began to become worried that no one would want to marry Fadi if they waited for too long and questioned the value of keeping her in school given that none of the other girls in the community had remained in school. They also worried about what neighbors would think of their family if they had a daughter who was unmarried.

In 2014, during the school holidays, Fadi noticed a man who visited her parents quite often. She thought that he was simply visiting her father who had just returned from a trip. Until one day, she overheard her parents talking about a marriage. Intrigued, she wanted to understand what it was about. To her surprise, Fadi realised that her parents were talking about marrying her to the stranger who often visited them. This man, who Fadi did not know and had never talked to. Nobody tried to inform her about the situation. Later, Fadi found out the whole village knew about her wedding and had been commenting that at last she would be married. The only person who did not know, was her.

Module 3: rolling up our sleeves

Session 3.2: building on case examples and designing for change



Quick Recap...

What have we learnt during this session?

We have now developed a good understanding of the impact of social norms on harmful practices, and what designing a behaviour change programme entails.

What is next?

Now we are going to start to unpack how we can measure change in behaviour. We are going to go back to the ACT Framework we explored earlier, and start to unpack some of the key elements of measurement.

Presentation: Overview of measurement (60 mins)

The facilitator will provide participants with an overview of the models and concepts relating to measurement that will be covered. This session will also include an overview of the process of measurement. This session is designed to be interactive, and the facilitator should focus on engaging participants.



Q&A Session

Q1: When you think about monitoring or measurement in programming, what comes to mind? What types of activities? What is the process like?

This question is primarily designed to get participants to share their own thoughts and experiences. While there is no correct answer, the facilitator should encourage discussion and participation.

Q2: On a scale of one to ten, how confident are you with measuring behaviour change? What about monitoring?

This question is primarily designed to get participants to share their own thoughts and experiences. While there is no correct answer, the facilitator should encourage discussion and participation.

Q3: Are there any topics associated with measurement and monitoring that you would like to find out more about? Are there any areas that you find hard?

This question is primarily designed to get participants to share their own thoughts and experiences. While there is no correct answer, the facilitator should encourage discussion and participation.

Introduction

We all know, and are familiar with, the Sustainable Development Goals. When we think about the goals we often think about the targets that have been set, such as target 5.3 which is to 'eliminate all harmful practices such as child, early and forced marriage and FGM'. We might even talk about the indicators, which is the goal we are working towards. In this case, one of them is the percentage of girls and women aged between 15 and 49 who have undergone FGM.

However, the thing that is often missing from our thinking is:

- How do we move in the right direction, which relates to the programming and the social norms change that we have been talking about during the course?
- How do we measure change at intermediate-outcome level (for example: change in beliefs, attitudes and norms)

Without this measurement element, we can't know that the work we are doing is having the intended impact. While measuring social norms change can be challenging, it is not impossible. We are going to work through some really practical ways to think about measurement, and also work through some examples.

Module 3: rolling up our sleeves

Session 3.2: building on case examples and designing for change

Presentation: Overview of measurement (continued)

Traditional approaches to measurement

In our harmful practice example, we can look at the ways in which progress towards SDG target 5.3 have been measured so far. Traditionally, indicators used include:

- Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS), which look at prevalence of FGM and child marriage across communities. The way in which this is determined varies between locations and surveys.
- Support for the continuation of FGM and child marriage, which looks at the percentage of individuals who support the continuation of FGM and child marriage, the percentage of individuals who believe others will continue the practices, and the percentage of individuals who believe they will face sanctions if they do not engage in the practices..

The result of these indicators is a measure of individuals, families, and communities in a specific area that accept the norm of eliminating FGM and child marriage.



Q&A Session

Q: What do you think some of the challenges relating to these approaches are, specifically when we think about measuring behaviour change?

The facilitator should encourage discussion from participants and note that we are just about to answer this question.

Challenges of traditional approaches

While these traditional approaches are widespread, they come with some challenges. Some of the major challenges associated with this kind of measurement are:

- DHS and MICS surveys are typically only conducted every 5-10 years, and their data collection processes take a significant amount of time. Geographical coverage is also often aggregated, which makes it hard to drill into specific areas and understand nuance.
- Public declarations are not the ultimate reflection of a changed social norm. As we have learnt, self-expression of a social norm is complicated. Aside from reporting bias, we know that social expectations may begin to shift before collective declarations or prevalence shifts. When relying only on these measures, we may miss the beginning of a norm shift.
- These approaches tend to be resource-intensive. They require a lot of manpower, significant technical capability, and a huge financial investment. This means that we cannot get ongoing data on how a norm is shifting, or take major risks with what is being measured.
- There are different approaches taken to measuring shifts in norms, which makes it hard to compare results. We need to find a commonly agreed upon, and rigorously tested, methodology that can be scaled-up for these macro measures.

So, while these traditional approaches have a time and a place, they are not always appropriate for what we are trying to do in our work to shift social norms.

Module 3: rolling up our sleeves

Session 3.2: building on case examples and designing for change

Presentation: Overview of measurement (continued)

Two approaches to shifting and measuring trends in norms

When we are looking to measure shifts in behaviour, there are two things we can look at:

1. The abandonment of the practice, which means that people move away from the behaviour. For this, measurement consists of tracking the absence of the behaviour over time and preventing the re-emergence of the practice.
2. Replacement, which means the introduction of an innovation associated with a separate set of practices that individuals participate in than the harmful practice. For this, measurement focuses on the uptake of the new set of practices.

To truly shift and measure a change in behaviour, we need to look at both of these elements and keep them in balance.

Why prevalence is not enough

If you only monitor the prevalence of a behaviour, you might not notice any change despite making good progress on shifting the motivations and bottlenecks behind them. But a steady prevalence doesn't mean nothing is happening.

Especially when behaviours are normative: people's beliefs, aspirations, expectations, self-efficacy, might all be moving in the right direction but won't translate into behaviour change until specific conditions are met. Norms shift is rarely linear, it can be slow, but also very sudden after years of apparent inertia. During that time, if you only look at the prevalence, you are completely in the dark. It is critical to open the black box which lies between the interventions and the change of behaviour which can be much further down the line.

For this reason, we need to measure and monitor the change process, which is the precursor to behaviour change.



Module 3: rolling up our sleeves

Session 3.2: building on case examples and designing for change

Presentation: Overview of measurement (continued)

Using indicators

Each of the behavioural drivers that were identified in formative research need to be translated into at least one indicator, with associated survey questions that can be used to measure them. When doing this, you can use the 'psychology, sociology, and environment' categories of the BDM to frame your thinking.

At the highest level, once all behaviours, factors, and dimensions that stood out as important during the formative research have been formulated as indicators, you have created the core of your monitoring Framework.

The associated questions will be put together as a questionnaire. The questionnaire will then need to be translated, pre-tested, and administered to people in the sampling areas, with the support of an institution - preferably one that is local with significant understanding of the context.

We are now going to look at a framework which can help us think about this process and frame the way we go about measurement.

Module 3: rolling up our sleeves

Session 3.2: building on case examples and designing for change

Presentation: ACT M&E Framework on FGM (60 minutes)

The facilitator will take participants through an overview of the ACT Framework. The facilitator should pause and take questions throughout the presentation, and ask participants how confident they are feeling with the content.

The ACT Framework Package: Measuring Social Norms Around Female Genital Mutilation

We are now going to talk about the ACT Framework ([link](#)), which is a framework that has been designed to measure shifts in social norms around FGM. We went over the overarching framework of the ACT previously, but we are now going to look more closely at some of its components.

It is important to note that the ACT Framework is not a tool to determine if social norms are present, but rather a tool to track social norms change after social norms have already been diagnosed through formative research.

Before we get started though, the most important thing to remember about this framework is that it is meant to be adaptable. The structure of the ACT means that it can be used in different contexts, and across different issues such as child marriage and violence against children.

Why is it called the ACT Framework?

The ACT Framework is made up of three primary components – which are the source of the acronym “ACT”.

Refer to the presentation deck to illustrate the three components.

The ACT Framework has three primary components:

1. Assess and Ascertain
2. Consider and Collect
3. Track and Triangulate

The Framework includes a set of mixed-methods tools and indicators for measuring social norms change on the ground. The ACT Framework allows localised measurement processes to be created for individual interventions that respond to the realities of their context.

What are the components of the ACT Framework Package?

The ACT Framework Package can be broken down into three core components. As a whole, they are complex, but as parts they are quite easy to understand. The elements of the ACT Framework Package are:

1. **The framework**, which describes the overarching structure, indicators, and guidelines for implementation. This includes a menu of indicators from which you can select the appropriate ones based on your programme’s theory of change and implementation status.
2. **The instruments**, which are the qualitative and quantitative instruments to measure the selected indicators. This also includes information on preparing the instruments and tips about setting up the elements needed to implement the instruments.
3. **Implementation templates**, which are a set of adaptable templates which assist with implementing the framework. These detailed guides, tip sheets and templates are designed to help programme staff engage and manage stakeholders who will be involved in the study, including research agencies, government counterparts, partner agencies and communities.

Module 3: rolling up our sleeves

Session 3.2: building on case examples and designing for change

Presentation: ACT M&E Framework on FGM (continued)

The ACT Framework Package: Core Constructs

Now we are going to explore the elements that gave the ACT its name. We will break down each of these components separately, before working with the ACT Framework to understand how it works.

Assess and Ascertain

- This element of the ACT Framework relates to the change continuum, in which people move from knowledge to action. This element has been described in more detail on the slide deck, and includes what people know (their cognition), what people feel (their emotion), and what people do (their action).
- The 'A' component of the ACT Framework also stands for "ascertain normative factors". This step includes analysing descriptive norms, injunctive norms and outcome expectancies. The Framework accounts for norms at both the individual and collective levels, examining the impact of communication and community engagement in promoting social and behaviour change.

Considering the Context

- 'C' is for considering the context and providing 'C' special attention to exploring the dimensions of gender and power. While indicators to measure dimensions of empowerment can be found throughout the ACT framework, this section focuses primarily on agency, decision-making, gender roles and egalitarian beliefs about gender norms.
- 'C' is also for collecting information on social networks and social support. The framework provides indicators for the measurement of reference groups, the flow of information across social networks and the level of social support relative to FGM abandonment, all of which play a key role in social norms change.

Track and Triangulate

- 'T' is for tracking individual and social change over time. The framework provides tools for measuring outputs, short-term outcomes (also known as intermediate-outcome level results) and exposure to communication activities. Sample indicators in the framework can be adapted to the specifics of a programme for measuring the effectiveness of social and behaviour change approaches.
- 'T' also stands for triangulate all data and analysis. Triangulation is the use of multiple data sources to measure individual indicators. This is built into the fabric of the ACT Framework with quantitative, qualitative and participatory tools to help validate findings, enrich data, foster holistic interpretations and establish a feedback loop to improve programming.



Q&A Session

Q: How do you think this model relates to the BDM?

The question is mainly designed to prompt discussion, but the facilitator can note that this framework is similar to the BDM in that they both consider the environment/context that surrounds an individual, specifically:

- The 'C' element of the ACT relates closely to the 'environment' element of the BDM
- The 'A' element (assess what people know, feel, and do) related closely with the 'psychology' element of the BDM
- The 'A' element (ascertain normative factors) and the 'C' (collect information on social networks and social support) relates closely with the 'sociology' element of the BDM

Module 3: rolling up our sleeves

Session 3.2: building on case examples and designing for change

Presentation: ACT M&E Framework on FGM (continued)

A: Assess what people know, feel and do

The core stages of the 'assess' element are understanding what people:

- **Know**, which relates to their understanding of the risks of FGM and the degree to which legal, religious and moral norms are harmonised.
- **Feel**, which relates to the way that individuals perceive FGM, and their positive and negative beliefs and emotive responses to the practice. It also incorporates their self-efficacy to abandon FGM.
- **Do**, which describes the actions an individual takes and their readiness to change.

Measuring change

We can see on the slide an example of how the ACT is structured. We have the components of the ACT on the left, and as we move across to the right we have more detail about the indicators or aggregated measures we might use.

AGGREGATED ACT MEASURES/INDICATORS		
COMPONENT OF THE ACT FRAMEWORK	SOCIAL NORMS CONSTRUCT/CONCEPT	AGGREGATED MEASURE/INDICATOR
Assess what people know, feel and do	Know	Change over time in knowledge of FGM
	Feel	Change over time in beliefs about FGM
		Change over time in intentions not to practise FGM
	Do	Proportion of girls and women who have undergone FGM
Proportion of households moving along the continuum of change		
Ascertain normative factors	Descriptive norms	Change over time in perceived prevalence of FGM
	Injunctive norms	Change over time in the approval of FGM by self and others
	Outcome expectancies	Change over time in individuals' identification of benefits and sanctions related to FGM
		Change over time in intention to give rewards and impose sanctions related to FGM
Consider context	Empowerment	Change over time in agency
		Change over time in decision-making power
	Gender	Change over time in gender role beliefs
		Change over time in egalitarian beliefs about men and women
Collect information on social support and networks	Social Networks	Change over time in interpersonal communication about FGM
		Change over time in spousal communication about FGM
	Social support	Change over time in informational social support for FGM abandonment
		Change over time in instrumental social support for FGM abandonment
Track individual and social change over time	Individual and social change	Proportion of the intended audience participating in individual and social change communication programming on FGM abandonment
		Proportion of the intended audience exhibiting encoded exposure to individual and social change communication programming on FGM abandonment

Indicators within the ACT

The ACT provides a menu of indicators that can be selected and tailored. You can choose as many or as few indicators from the menu as needed to design research that is as complex or as simple as the scale and resources of your programme call for.

These indicators are then connected to specific measures (for example: questions within a survey, which are included in the ACT Framework Package instruments) which can be used to measure and track the indicator.

UNICEF has also developed similar menus of SBC indicators on Child Marriage, Child Discipline, and Sexual Violence.

Module 3: rolling up our sleeves

Session 3.2: building on case examples and designing for change

Activity: Selecting indicators from the ACT (60 minutes)

The facilitator will introduce the ACT framework and the example context below. The facilitator will then ask participants to reflect on the case study content, look through the ACT, and select a sample set of indicators from the list.

Participants should be asked to take the time to review the information (which they have seen in previous sessions), and the entire ACT framework. They can discuss with their peers and ask questions of the facilitator as they work through the activity.

Case Study Content

ACT Framework ([link](#))

AGGREGATED ACT MEASURES/INDICATORS		
COMPONENT OF THE ACT FRAMEWORK	SOCIAL NORMS CONSTRUCT/CONCEPT	AGGREGATED MEASURE/INDICATOR
Assess what people know, feel and do	Know	Change over time in knowledge of FGM
	Feel	Change over time in beliefs about FGM
		Change over time in intentions not to practise FGM
	Do	Proportion of girls and women who have undergone FGM
Proportion of households moving along the continuum of change		
Ascertain normative factors	Descriptive norms	Change over time in perceived prevalence of FGM
	Injunctive norms	Change over time in the approval of FGM by self and others
	Outcome expectancies	Change over time in individuals' identification of benefits and sanctions related to FGM
		Change over time in intention to give rewards and impose sanctions related to FGM
Consider context	Empowerment	Change over time in agency
		Change over time in decision-making power
	Gender	Change over time in gender role beliefs
		Change over time in egalitarian beliefs about men and women
Collect information on social support and networks	Social Networks	Change over time in interpersonal communication about FGM
		Change over time in spousal communication about FGM
	Social support	Change over time in informational social support for FGM abandonment
		Change over time in instrumental social support for FGM abandonment
Track individual and social change over time	Individual and social change	Proportion of the intended audience participating in individual and social change communication programming on FGM abandonment
		Proportion of the intended audience exhibiting encoded exposure to individual and social change communication programming on FGM abandonment

Case Study: Normative shift using Saleema

Saleema is a programme that was launched in 2008 by the Sudanese National Council for Child Welfare (NCCW) in collaboration with UNICEF Sudan. Saleema effectively shifted the narrative around FGM by promoting the use of positive terminology to describe the natural bodies of girls and women, recognising the significance of the local culture through its language.

At the heart of the Saleema initiative is an understanding of the power of words in shaping perceptions. The initiative grew out of the recognition of a critical language gap in Sudanese colloquial Arabic. Despite 30 years of activism to increase awareness of the harm caused by FGM, there was still no positive term in common usage to refer to an uncircumcised girl.

The initiative started with a campaign to move from describing girls as “ghalfa”, which is a negative and shameful terminology, to “Saleema”. Saleema means healthy, pristine, complete and wholly as God created her. It is also a girl’s name.

The initiative aimed to change the descriptive and injunctive norms about FGM by promoting wide usage of new positive terminology to describe the natural bodies and social status of girls and women.

Module 3: rolling up our sleeves

Session 3.2: building on case examples and designing for change

Activity: selecting indicators from the ACT (continued)

The facilitator will give participants some time to review the ACT Framework and the case study content, and then ask the following questions:

- What are the drivers influencing FGM in Sudan?
- Drawing from your learnings on measurement indicators, what would you say are the most important SBC indicators to measure in this case?
- What type of metrics do you feel would be important to measure? Use the 'know, feel and do' constructs to categorise your answers.

Working either individually or in small groups, participants will be asked to select a series of indicators from the ACT Framework. Participants will then be asked to reflect on their learnings and justify their selections.

Module 3: rolling up our sleeves

Session 3.2: building on case examples and designing for change

Close and reflect (20 mins)

The facilitator will guide participants to reflect on the just concluded session individually. Participants will then capture their reflections on post-it notes (either physical or on a digital whiteboard).

Additionally, the facilitator will take participants through the below out-of-session activity and guide participants on how to access and work on the out-of-session activities which will also be posted online.

Reflection questions

Thank you all so much for participating in today's session. Please reflect individually and answer the following questions on the provided post-it notes. We will discuss our answers once we have all completed the activity.

Participants should reflect on:

- What is the biggest thing you have learnt during this session?
- How are you feeling after the session?
- What would you like to achieve during the next session?

Module 3: rolling up our sleeves

Session 3.3: understanding how to measure and track social norms change

Reflections and expectations (40 mins)

The facilitator will present the module outline, then ask participants to think about their 'personal missions'. These will be in the form of a sentence or statement that expresses the transformation that each participant desires to achieve following the completion of the course.



Energy Boost: at the start of the session, ask participants to answer the following question: 'if you could change one thing about the world, what would it be, and why?'. Go around to each participant and have them answer the question and explain why they have chosen it. Remind them that there is no wrong answer to the question, and that it does not necessarily have to be related to their work, or harmful practices.

The learning objectives

By the end of today's session, you will have a more in-depth understanding of the Social Norms Change measurement principles, guided by the ACT measurement framework on FGM. You will be exposed to the broader measurement tools and learn how to adapt these tools to suit your local contexts.

Reflection: Personal missions

In the next 20 minutes, think about your personal missions by answering the following questions. Make sure to write them down.

1. Why are you here today? What has driven you to continue participating in this course?
2. What are the career-related values that you hold most near to your heart?
3. What is it you are most passionate about when it comes to your work?
4. What change do you hope to see once you complete the training?

Next, you are going to work with a partner to share your personal missions, and commit to a time to catch up with each other in two weeks. The point of this catch up is not to have completed the missions, but to have made a plan for how you are going to implement some of the learnings from the course. Make sure you book this time in your calendars now.

Module 3: rolling up our sleeves

Session 3.3: understanding how to measure and track social norms change

Presentation: Outcome measurement and monitoring indicators (30 minutes)

The facilitator will present on participatory behavioural monitoring. The facilitator should take time to pause and ask questions, and ask participants to contribute their own experiences or questions.



Q&A Session

Q: What is the difference between measurement and monitoring?

The facilitator should encourage discussion from participants and note that we are just about to answer this question.



Tip: if participants have satisfactorily answered the question through their own discussion, the following content can be skipped. If participants are struggling with the content, then all of the content can be used.

What is the difference between monitoring and measurement?

Monitoring is a systematic and purposeful process of data collection to check if programme activities are being implemented as planned. When monitoring a programme that aims to change behaviour, we are looking at elements such as:

- Are the programme activities being implemented as planned?
- Is the quality of implementation acceptable?
- Are the materials, channels, and processes being used culturally acceptable and effective?
- Have the activities started to produce initial shifts in some of the drivers influencing the behaviour (for example: knowledge, attitudes, intent, etc.)?

Monitoring is a continuous process of checking and analysing that is done throughout the implementation process. It is designed to inform stakeholders about the progress and quality of implementation.

When measuring a programme, we are looking to understand how well the programme activities have met expected objectives, and/or the extent to which changes in behaviour can be attributed to programme activities. When measuring a programme that aims to change behaviour, we are looking at elements such as:

- Have the interventions achieved their objectives of changing behaviour and/or other outcome indicators?
- Has the programme addressed or reduced the barriers to behaviour change?
- What is the extent to which change can be sustained, is economically viable, and can be scaled up?

Measuring attempts to determine the relevance, effectiveness, and impact of activities. Measurement can be conducted during implementation and at the end of implementation. This process of measurement is what we are going to focus on in this session, although many of the resources provided in your handout cover both.

Module 3: rolling up our sleeves

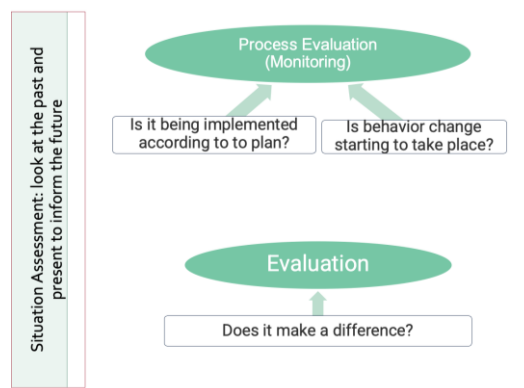
Session 3.3: understanding how to measure and track social norms change

Presentation: Outcome measurement and monitoring indicators (continued)

The ACT Framework Package: Participatory Behavioural Monitoring

The final part of the ACT that we are going to look at is participatory behavioural monitoring. This can be broken down in the following way, with a couple of definitions:

- Process evaluation (monitoring) – this looks at if an intervention is being implemented according to plan, and if behaviour change has started taking place
- Evaluation – this looks at if the intervention and behaviour change efforts are making the desired impact on the harmful practice we are targeting



Behavioural monitoring helps to track whether behaviour change is taking place. Behavioural monitoring can be used at any point in programme implementation, meaning you don't have to wait to the end-line assessment to see if change is starting to occur. Short, low investment measures can also help to identify the need for programme adjustment or iteration.

Ultimately, behavioural monitoring helps us to:

- Determine if social and behaviour change efforts are working or not, and make changes if needed
- Empower community members with skills and knowledge through the use of participatory methods

Participatory activities support with monitoring, but also have the dual effect of engaging participants in reflection and discussion around norms and the issue being addressed. This is a key secondary benefit of this kind of approach.

Some examples of participatory activities that can be used in measurement include the ones listed in the slide deck. These activities engage communities in measurement activities.

For more information on Participatory research and measurement activity, please visit the UNFPA-UNICEF Participatory Research Toolkit for social norms measurement" ([link](#)).

Module 3: rolling up our sleeves

Session 3.3: understanding how to measure and track social norms change

Activity: Understanding investment in measurement and monitoring (40 minutes)

The facilitator will ask participants to review the case study material, and then reflect on the questions. They can frame their thinking and responses using the conceptual framework of the ACT. The facilitator should be available to answer questions and support participants as they work through the material.

Case Study Content

Mozambique case study information

The issue

Mozambique has one of the highest child marriage rates in the world: 48 per cent of women between 20 and 24 years old were married by the age of 18, and 14 per cent of women in the same age group were married before the age of 15. Besides poverty, child marriage is also caused by deep-rooted gender norms that tend to perpetrate gender discrimination and male supremacy, as well as promoting patriarchal structures. Existing social norms about the appropriate time (not necessarily age) to marry also force girls to go through initiation rites at a very young age, in order to prepare them for marriage or a domestic union. These persistent norms and traditions mean girls have little to no agency to make decisions about their own lives, thereby leaving them stuck in a cycle of intergenerational poverty and discrimination, with many different forms of violence endured daily.

The action

The national Communication for Development (C4D) strategy on child marriage was developed in 2017 to prevent and respond to child marriage and violence against children. Although an integrated package of C4D approaches and interventions was designed, community dialogues were selected as one of the core C4D interventions to be implemented at community level as part of UNICEF's strategy starting in 2018. To operationalise the community-based interventions to prevent child marriage, UNICEF established a partnership with N'weti, a national non-governmental organisation with both solid experience and a successful track record in implementing community dialogues to address gender and health issues. N'weti had previously collaborated with UNICEF to conduct the formative research on child marriage and subsequently develop the national C4D strategy. Hence, there was an added value in continuing to provide support for the implementation of the community-based component, through the roll-out of the community dialogues in localities with high rates of child marriage in Nampula. For the community dialogues, various groups of community members gather for a series of six to eight sessions (each approximately two hours long) led by a trained pair of facilitators (male and female) from their own community. The dialogues are conducted separately for adults and adolescents; when considered appropriate to guarantee a safe space, they are also split by gender. Depending on the project and subject, specific target groups will be invited to participate. For example, couples can be invited to discuss reproductive health and family planning issues, parents of adolescents to discuss issues of violence, mothers with infants to discuss nutrition, and so forth. The community dialogue methodology also foresees a high level of exposure for a period of weeks, so that participants have enough time to debate the issues at stake and develop action plans that will be monitored by the group itself. Different community groups meet in separate sessions simultaneously. They can continue the conversation outside of the sessions and extend it to community members who are not necessarily part of the structured dialogues. Tests are conducted at the beginning and end of the community dialogue cycles to assess changes in knowledge, attitudes, intent and commitment to change.

Participants will work through the provided case study and, using the conceptual Framework of the ACT, answer the following questions:

- In this example, what could be the outcome level results that UNICEF Mozambique is trying to achieve through the community dialogues?
- Looking at both the case study and the ACT conceptual framework, which domains are being assessed through the behavioural monitoring steps described ?
- Which elements would require additional measurement efforts to be captured?

Participants should discuss their answers as a group. The facilitator can contribute their own experiences and opinions to the discussion.

Module 3: rolling up our sleeves

Session 3.3: understanding how to measure and track social norms change

Case Example 1: Communities Care Programme (60 mins)

The facilitator will give a presentation on the Communities Care Programme, using it as a case example of successful programme implementation. The facilitator should pause to take questions from participants throughout the presentation, and should feel free to draw on additional examples or experiences from their own work. More information on the Programme can be found here ([link](#)).

We are now going to work through a case study about the Communities Care programme, that we also discussed in detail previously. The Communities Care programme runs in Somalia and South Sudan, and works to transform lives and prevent violence.

The aim of the Communities Care programme is to create safer communities for women and girls through transforming harmful social norms that contribute to gender-based violence into positive social norms, that uphold women and girls' equality, safety, and dignity.

How do we measure if the Communities Care programme is working?

The goal of Communities Care is to change social norms related to GBV. This means that we need to have a good understanding of social norms related to gender based violence and sexual violence in Somalia and South Sudan.

The first step of this process is to understand what the social norms are that exist in the community. The best way to do this is to talk with people in the community.

As we know, social norms are context-specific. To respond to this, the Communities Care approach involved qualitative focus groups with diverse input to create the measures. As we can see, these focus groups involved a range of participants, of both genders and a range of ages.



Q&A Session

Q: Why do you think it might be important to include a range of ages, participant types, and genders in these discussions?

The point of this discussion is to prompt discussion and help participants to solidify their understanding. The facilitator should focus on encouraging participants to share their views and thoughts.

Crafting measures

In the specific Communities Care programme implemented in Somalia, to create the measures, the focus group outputs were analysed to uncover common themes and surface social norms relating to GBV. For each theme, a list of items that would reflect the theme were drawn up.

Finally, the themes and items were then validated and revised in collaboration with in-country teams. This step was essential to ensure that measures remained culturally appropriate and relevant.

Impact evaluation main outcomes

The main outcome that was identified for the Communities Care programme in Somalia was a change in social norms and personal beliefs towards sexual violence and other forms of GBV.

To understand this, a Social Norms and Beliefs about Gender Based Violence scale was used for measurement. This involved measures around:

- Protecting Family Honour and Preventing Stigma (5 items)
- Husbands' Right to Use Violence with his Wife (4 items)
- Response to Sexual Violence (6 items)

As mentioned before, the reliability and validity was tested to determine if it is a good measure before it was implemented. The results of this testing were successful, and have resulted in a reliable and valid measure to use, and to evaluate scale-up of the Communities Care programme.

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Presentation: deep-dive into measurement for monitoring and evaluation (continued)

Evaluation of Communities Care Scale Up in Somalia

Going back to the example we spoke about previously, we are going to explore how the Communities Care programme was evaluated. Firstly, the key goals of the evaluation were to determine if:

- Perceptions about sexual violence have changed over time.
- People are hearing more messages about gender based violence (GBV) over time.
- Discussion in the community about GBV has increased over time.
- Community's attitudes and reactions to GBV have improved over time.
- Personal beliefs about GBV have improved over time.
- Social norms about GBV have improved over time.
- Confidence in service providers to care for survivors of GBV has improved over time.

Evaluation design

To conduct the evaluation, a wide range of methods were used, including:

- Surveys with discussion participants.
- Surveys with people who were randomly sampled from the general community.

Both a baseline and end-line studies were completed, and the results were compared. This comparison of outcome measures helped to paint a picture of the change that the programme created. We are now going to explore some of those results that were documented in Somalia.

Baseline and end-line survey results



Tip: begin by asking participants what they can see in the table, before prompting discussion.

As we discussed earlier, it is important to understand the change in social norms over time. This means that is important to conduct measurement activities before and after the set of interventions.

The table shows the prevalence of specific attitudes, social norms, and the confidence different cohorts have in their service providers across cities in Somalia.

✓ Means there was an improvement at endline compared to baseline data

	Barawe	Marka	Kismayo	Belethawo	Beledweyne	Baldoa	Galkayo	Guriceel	Mogadishu
Thinks sexual violence in a problem		✓	✓	✓	✓	✓	✓	✓	
People speak out against sexual violence				✓	✓	✓			
Heard messages about GBV			✓	✓		✓	✓	✓	✓
More discussion about GBV			✓	✓		✓			
Attitudes about GBV Improved			✓	✓	✓		✓		
Personal Beliefs									
Response to sexual violence		✓	✓	✓		✓	✓	✓	✓
Husband's Right to Use Violence	✓	✓	✓	✓		✓	✓	✓	✓
Protecting Family Honor	✓	✓	✓	✓	✓	✓	✓	✓	✓
Gender Equality		✓	✓	✓		✓			
FGM		✓	✓	✓	✓	✓	✓	✓	✓
Social Norms									
		✓	✓	✓		✓			✓
Husband's Right to Use Violence		✓	✓	✓		✓			✓
	✓	✓	✓	✓		✓		✓	✓
Gender Equality		✓	✓	✓		✓			
		✓	✓	✓	✓	✓	✓	✓	✓
Confidence in Service Providers									
		✓	✓	✓	✓	✓		✓	✓
Justice system			✓	✓	✓	✓		✓	✓
			✓	✓	✓		✓		
Healthcare providers	✓	✓	✓	✓	✓	✓		✓	✓
		✓	✓	✓	✓	✓		✓	✓
Psychosocial providers		✓	✓	✓	✓		✓	✓	✓

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Presentation: deep-dive into measurement for monitoring and evaluation (continued)



Tip: ask participants what they can see in the data before explaining it yourself. Give them time to analyse the results and describe what they see.

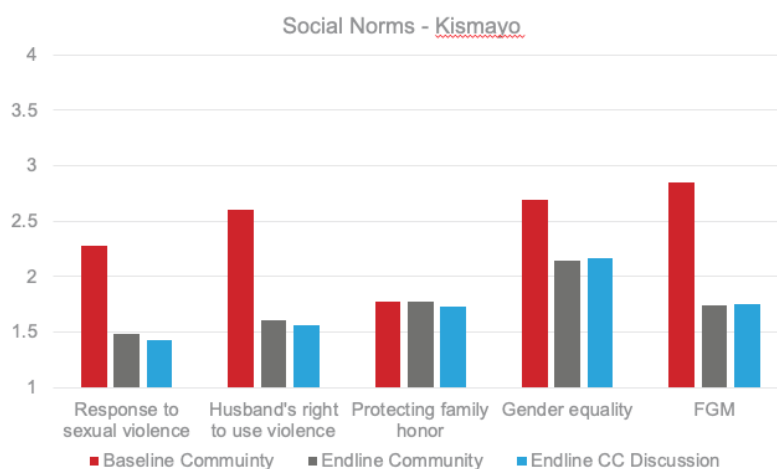
In this table, higher scores mean more negative social norms around FGM. As we can see, there was significant improvement from the baseline survey to the end-line survey in general community members. We can see that attitudes, personal beliefs, and social norms have all shown significant improvement following the programme. While it is clear that there is some level of disparity between regions, there has been general improvement.

These results show us that there has been a general shift away from negative norms for both the general community and those who participated in the Communities Care discussions, but the change is greater for those who participated.

	Baseline Community	Endline Community	Endline CC Discussion
Social Norms (1-none of them to 4-all of them)			
Response to sexual violence	2.28 (0.62)	1.48 (0.37)*	1.43 (0.43)*
Husband's Right to Use Violence	2.60 (0.78)	1.61 (0.45)*	1.56 (0.45)*
Protecting Family Honor	1.77 (0.53)	1.77 (0.53)*	1.73 (0.48)*
Gender Equality	2.69 (0.81)	2.14 (0.51)*	2.17 (0.58)*
FGM	2.85 (0.83)	1.74 (0.62)*	1.75 (0.62)*

- Gender Based Violence scale vary from 1 to 4
- Higher scores (max 4) mean more negative social norms
- Errors are indicated in ()

This information can be even more clearly seen in the table:



Summary

We have learnt a lot about measurement today, but some key takeaways include:

- It is important to consider what and how you are going to measure your indicators. This is important for both behavioural monitoring and evaluation.
- Having indicators with good measurement properties (reliability, validity, and sensitivity to change) will lead to a more successful evaluation.
- Creating new indicators may require early work with focus groups to understand the concept you are measuring within the context.
- The evaluation plan should be able to illustrate change that occurred because of the programme. To do this, it is important to design your evaluation to include communities that were not in your programme design. These communities act as a control group.

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Activity: measurement Q&A (40 minutes)

The facilitator will ask participants to share their questions regarding measurement and evaluation (this can be done prior to the session, or in-session). The facilitator will encourage discussion within the room, ask participants to share their reflections on questions from their peers, and provide answers/guidance.

As we know, measurement and evaluation can be a challenging topic for us all. We are now going to take the time to work through some of these challenges together.

To prompt discussion, the facilitator can ask participants to reflect on:

Their prior experience with measurement and evaluation:

- What elements of these experiences were challenging?
- What elements of these experiences worked well?
- What lessons could others take away from these experiences?

Course content:

- What elements of the course content were familiar?
- What elements of the course content still feel unclear?

Upcoming measurement challenges:

- Are you planning to design or implement a measurement programme in the coming months?
- What questions do you have about how you might implement some of the lessons in the course?



Q&A Session

Q: So, why is measurement important?

The facilitator should encourage discussion from participants, and also contribute their own experiences to the discussion.

Some prompting questions that the facilitator can ask include:

- What do you think the value of measurement is on a specific programme?
- How do you think measurement could help with the continuation of behaviour change work?
- What could the impact of not measuring a programme be?

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Close and reflect (40 mins)

The facilitator will use a scenario to illustrate the expertise that the learners will begin to embody and their roles now that they are going to begin to apply what they have learnt.

The facilitator will also prompt the learners to each think back about the personal missions that they developed at the start of session 3.3. The facilitator will explain that in upcoming days, the participants will have an opportunity to interact further with the facilitator / experts and push forward plans to help them achieve their personal missions.

Reflection questions

Congratulations for successfully completing this training. After today, majority of you will be heading back to your stations. Our hope is that majority or all of you have gained a lot more information and skills to help you design programmes that will transform the communities you work with. To help you set off, we plan to remain open to individual support sessions over the next few weeks to help you better define the pathways to achieving the change that you want in your programming. Some of the questions that will guide our reflection during the sessions are:

- How are you feeling after the training?
- What would you like to achieve over the next three months? Six months? 12 months?
- How are you going to know if you have been successful?
- Which of your peers will you stay connected with? Who is going to hold you accountable?



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